

**Nagaland Board of School Education
Kohima**

No. NBE-8/Ad-Misc(10)/2021-22 *1936*

Dated Kohima the 28th October 2021

To,

All the Heads of Registered Institutions of the Board

Subject: **Feedback on HSLC & HSSLC examinations 2021**

Madam/Sir

The COVID-19 pandemic is really a trying time for everyone, especially affecting the normal education system, yet despite the challenges, the teachers, the school management and not forgetting the parents had put in their best efforts in helping the students, for which I extend my appreciation. I also commended the student community for giving their best despite the adverse situation.

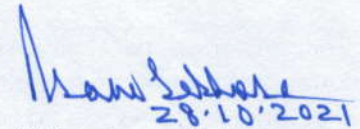
The conduct of examinations, the evaluation, the result making, the declaration and the feedback were all delayed due to current situation.

However, it is with great delight I present to you this brief feedback on the performance of students at the *HSLC and HSSLC Examinations 2021*, subject-wise hoping that this will give an insight to our teachers to know where more attention needs to be put in. The feedback is purely for improving teaching-learning process and should not be viewed otherwise.

The Heads of Institutions are requested to go through the feedback and also share it with the subject teachers to take note of the suggestions/comments given.

The Feedback on the HSLC and HSSLC examinations 2021 is uploaded on the NBSE portal; nbsenl.edu.in.

Yours faithfully,



(Mrs. Asano Sekhose)

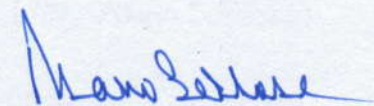
Chairman

No. NBE-8/Ad-Misc(10)/2021-22

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A. Copy for information:

1. The Sr. PS to the Advisor, School Education, Nagaland for kind information of the Hon'ble Advisor.
2. The Special Secretary to the Government of Nagaland, Department of School Education & SCERT, Kohima
3. The Mission Director, Samagra Shiksha, Nagaland, Kohima
4. The Principal Director, School Education, Kohima, Nagaland
5. The Director, SCERT, Kohima, Nagaland

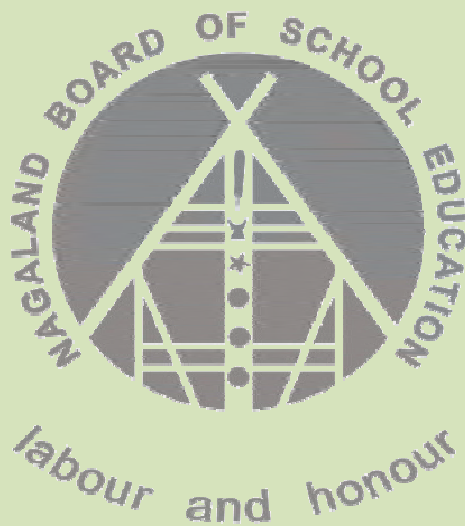


(Mrs. Asano Sekhose)

Chairman

Report on

HSLC and HSSLC Examinations 2021



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Comments and Suggestions on HSLC Examination 2021

ENGLISH

- The question paper that was administered this year was found to be satisfactory.
- The question bank and the blueprint which was made available to the students also helped them to a very large extent - especially for students who were guided properly by their teachers. Most of the students who prepared well could attempt and answer all the questions very well.
- Students who failed to attempt/score well probably did not study thoroughly or prepare well enough and also could not express themselves properly in writing.
- It was found that many teachers could not interpret and guide the students to prepare for the examination using the blueprint of the subject which is issued to the schools.
- The examiners who had come for the evaluation duty were well behaved and good to work with. Some fresh examiners however, despite being instructed repeatedly were found to be very strict in allotting marks.

Some questions that were not well taken by the students:

In Unit I (literature section), Question no 5 - almost all the students who could attempt this question were unable to elaborate enough as the question was for 5 marks. Most students could write only a few lines to support their answer. Some other questions where students failed to secure good marks were Question no. 5(iii) and 6(i).

In Unit II (Reading section) question 10 – most of the students lost marks in this question since they failed to understand the poem clearly.

Some feedback to the subject teachers and the heads of Institutions:

- Guide and encourage the students to read the textbook thoroughly and comprehend it well by themselves as it is felt that this will help them in answering any question that is asked out of the textbook questions.
- Answers written from their own understanding of the lesson should be accepted and encouraged.
- Encourage the use of the dictionary/thesaurus / online dictionaries.
- Students should be made to practice more on the reading and writing exercises sections. More classroom practice would benefit the students.
- Make use of online audio-visual learning tools.
- Make sure that the students are made to practice on the question design followed by the Board.

MATHEMATICS

Mathematics question paper of HSLC Examination 2021:

The question paper was set on the Reduced Syllabus 2020 and on the Blueprint given out on 2nd December 2020, vide Notification No.41/2020. The questions were standard textbook questions, except for the following, which were non-textual:

- (i) Q. No. 5 of 2 marks
 - (ii) Q. No. 7 of 3 marks
 - (iii) Q. No. 19 of 5 marks
- Performance of the students in Mathematics subject at HSLC Examination 2021:**

The performance has improved significantly as compared to last year.

Year	Total Enrolled for Exam	Total Qualified for HSLCE	Total Qualified in Maths	Out of total Enrolled, % of candidates that Qualified in Maths	Out of total Qualified for HSLCE, % of candidates that Qualified in Maths
2020	22,392	15,680	8,704	38.87%	55.51%
2021	23,608	16,388	12,315	52.16%	75.15%

In HSLC Examination 2021:

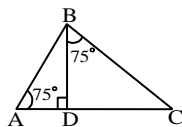
- Out of 23,608 candidates enrolled for examination, 52.16% qualified in Mathematics, and
- Out of 16,388 candidates that qualified HSLCE 2021, 75.15% qualified in Mathematics.

Conversely, poor performance of some candidates could be due to the following reasons:

1. Rigid sequencing of the lessons does not motivate students enough because the teacher immediately jumps into solving textbook problems without taking time to explain the necessary basic knowledge, leading to frustration and confusion.
2. Not having clear concepts. It is perceived that students are learning by memorizing without understanding the main concepts.
3. Finding the subject difficult and boring. Students cannot find the “key” to understand the subject matter being studied.
4. Not attending physical class/online class. Some students with connectivity issues had problems keeping up.
5. Lack of study materials/resources. No proper guidance from the subject teacher regarding the reduced syllabus, question bank, design or blueprint.
6. Not revising lessons at home/not enough self-study.
7. Candidates of HSLC 2021 examination were reported to be more anxious than usual because of the Covid-19 pandemic. Some students were under the illusion that offline Board Examinations will be cancelled and that alternative methods of assessment and evaluation will be adopted.
8. Strict adherence to Standard Operating Procedures (SOPs) in the examination centers was an abnormal situation that is presumed to have caused more mental stress.

Questions which were not well taken by the students:

5. In $\triangle ABC$, $\angle B = 90^\circ$, $BD \perp AC$, $\angle BAD = \angle DBC = 75^\circ$. If $AD = 6\text{cm}$ and $DC = 12\text{ cm}$, then find the length of BD . **2 marks**



7. If α and β are the zeros of the quadratic polynomial $x^2 - 5x + 6$, find a quadratic polynomial whose zeros are $(2\alpha - 1)$ and $(2\beta - 1)$ **3 marks**

12. a. Find the ratio in which the line segment joining the points $(-3, 10)$ and $(6, -8)$ is divided by $(-1, 6)$.

Or **3 marks**

- b. Find the area of a rhombus if its vertices are $(3, 0)$, $(4, 5)$, $(-1, 4)$ and $(-2, -1)$ taken in order.

19. a. The angles of elevation and depression of the top and bottom of a lighthouse from the top of a 60 m high building are 30° and 60° respectively. Find:
 (i) the difference between the height of the lighthouse and the building.
 (ii) the distance between the tops of the lighthouse and the building.

(Use $\sqrt{3} = 1.732$)

Or **5 marks**

- b. The angle of elevation of an aeroplane from a point A on the ground is 60° . After a flight of 30 seconds, the angle of elevation changes to 30° . If the plane is flying at a constant height of $3600\sqrt{3}$ m, find the speed of the aeroplane in m/s.

22. b. The median of the following data is 525. Find the values of x and y , if the total frequency is 100. **5 marks**

Class interval	Frequency
0-100	2
100-200	5
200-300	x
300-400	12
400-500	17
500-600	20
600-700	y
700-800	9
800-900	7
900-1000	4

Feedback/Suggestions for the subject teachers and heads of institutions:

Student-centered learning must be restored in our system. This will help students think and work independently, help them express mathematical thoughts/ideas and

ultimately pique their interests in the subject. Our remote classes must be designed in such a way that student-centered learning is incorporated effectively.

Some steps that might help improve the learning of the subject are given below:

1. There is a necessity to recruit quality teachers and strengthen the teachers to handle the class. Subject teachers must be encouraged to participate in webinars/workshops and receive periodic trainings for updation of knowledge/skills.
2. A low teacher-student ratio increases the burden on a single teacher in teaching multiple students. Oftentimes, the culture of questioning and reasoning is not inculcated due to the lack of time that each student gets. Institution must therefore ensure that the minimum ratio of 1:40 is maintained.
3. In this hybrid model of offline and online learning, innovative ways must be adopted to make the subject-content fitted to students' interests.
4. Students should be allowed to gain competency and mastery at their own pace before moving on to other topics. And teachers can facilitate the students in devising their own strategies for learning. On this basis, it is reiterated that creativity of students should be recognized, encouraged and assessed positively. Alternative methods of solving problems should be welcomed.
5. Students can be taught to monitor their progress as they learn new material by using self-assessment exercises. An example of self-assessment exercise is quizzes using which students can assess themselves.
6. Conceptual understanding should be emphasized over procedures. Understanding mathematical concepts and knowing when to apply them, versus simply memorizing formulas, is essential to doing well.
7. Authentic problems increase students' drive to engage with Maths. Applying Mathematics to real-world problems helps increase both students' interest and understanding. In this context, case-study (or competency) based questions must be incorporated in the school level assessments.
8. Telephonic/oral group meetings can be conducted to discuss student's work/progress and to clarify doubts.
9. The most vulnerable students who do not have access to online learning can be encouraged to take advantage of community resources as well as resources within their family. Teachers are requested to continue adopting whatever means available, till the end of the academic session, to keep these students engaged in education.

SCIENCE

The performance of the students scoring 60% marks out of 80 in the external paper is better and more in number than the previous year. The number of students who scored full marks in Science is also more than the previous year. However, the general performance of the students has declined than the previous year.

Some observations and comments of the HSLC Science Examination 2021 are listed as follows:-

1. Clearly there was a huge gap between the performances of the students who could score high marks and the students who performed poorly scoring single digits only.
2. Many students attempted the questions which were meant for the visually impaired students.
3. Many students wrote answers for which questions were not asked; many wrote repeated answers for one question.
4. Language comprehension may be a contributing factor in the poor performance of the students.
5. Students lack the basic knowledge, clarity and concept of science.
6. Many teachers applied for exemption from evaluation work, due to which there had been some difficulty in completion of evaluation work.

Suggestions to the teachers and the schools:

1. During these unprecedented times, teachers are faced with a lot of challenges without physical classes. They are encouraged to be creative at these times and bring out innovative teaching and assessment strategies to achieve the goals of teaching-learning of science.
2. Schools and teachers should train their students on the technicalities of answering the questions paper. For e.g., normal students should not answer the alternate question given for the visually impaired students, should answer only one of the alternatives, should write only one answer for one question and not write repeated answers. Students should be informed that they do not score any extra marks for such answers or for answers which are not asked, or for filling up the pages of the answer script.
3. Teachers have to make use of the blueprint that is given for the question paper and guide their students to prepare for the final examination basing on the blueprint.
4. Teachers are reiterated to turn up for evaluation duty. Schools should forward only genuine cases for exemption, and send their teachers for evaluation work.

SOCIAL SCIENCES

The question paper administered was simple and well taken by the students. With providing of the question bank and the blueprint to the schools, the performance of the students was satisfactory.

However, students who could not do well in spite of the simple, satisfactory questions was, may be due to lack of preparation, proper study strategies and lack of proper guidance or students who do not have access to the internet to attend regular online classes.

Basing on the performance of the students, it was found that:

Except for the below average students, most of the students attempted all the questions. Questions that were not well taken by the students: Q1.(i), Q.8, Q.13, Q.20, Q21(a), Q.24(a).

In a subject like Social Sciences, it is important that lessons are incorporated with the daily tasks so as to provide the students with a comprehensive understanding of the topic and subject matter.

The subject teacher should understand the need and requirements of all students (keeping in mind the social, cognitive and psychological state) so as to come up with quality and student friendly questions.

It is important to understand the different abilities of the students and plan the lesson according to it. In a subject like social sciences, field works should be incorporated (for example visitation to museum, regional historical sites, study trips etc) learning by doing has found to be greatly fruitful in procurement of effective and efficient all round development in a learner. But in this pandemic time where physical classes are not possible, students may be asked to do activities and projects relevant to the topics or chapters which can be done at home which will help them to understand the concepts of what they are learning.

ALTERNATIVE ENGLISH

Some observations and comments:

The question paper was based on the reduced syllabus as was notified in 2020 because of the pandemic. With the reduced syllabus, the question paper administered was quite easy. This is clearly seen by the performance of students securing 80% and above that has increased in the HSLC examination 2021. However, this could also imply that it may have been a deprivation for the good students who could have done well even with the whole syllabus. On the other hand, some students could not perform up to the expectation perhaps due to online, contactless class.

Worksheets and Question Banks were provided for teachers to share with the students in July and August 2020. Students who referred to the materials did well in the HSLC examination. However, some schools have not availed the materials that were offered and notified. Or in some cases, some teachers have shared with students but the students have not referred to it. The blueprint of the question paper was also sent to the schools and those teachers who referred to the blueprint could help their students immensely as seen in the performance of the students in the HSLC Examination 2020.

Learning has been challenging during this pandemic and that has affected the students' performance. Composition activities were perhaps not covered well in online classes. Many students seemed to have been confused with Dialogue writing.

For comprehension activities, teachers can ask students to read a particular news item from the local daily newspapers and give some comprehension questions based on the news item to students via online apps. The students can read and write and send to the teacher for assessment. This practice will enhance the students' comprehension skills and encourage them to read.

While teaching the long text, 'The Diary of a Young Girl' the approach should be from a literary point of view and not much a history lesson. It is important to discuss the historical events that took place but the exact date memorization or a historical sequence need not be the focus. The discussions should be based on the author's expressions and experiences as described in the diary.

Teachers are already putting in maximum efforts to help the students and should continue the hard work to connect with the students. It is very essential to discuss the lessons thoroughly even if it is through online classes through Zoom/ WhatsApp/ Google Meet/ Skype etc. Teachers should not be giving question answers to the students but be handing out more questions (apart from the comprehension exercises in the text) for the students to work out on their own. With online classes going on, teachers have direct contact with students' parents and this may be an opportunity to let parents understand that High School students should be encouraged to write their own notes rather than to be given notes. However, the teacher must also check the notes of each student carefully. Teachers should go through the answers given by students and clarify misinterpretations with further discussions in class. Students should be encouraged to read the texts every time.

While conducting Assessment Tests, sufficient opportunities should be given to students to practice reference to the context questions, reading and writing exercises. Teachers should also discuss on how to write the answer to a given question.

MAJOR/MODERN INDIAN LANGUAGES (MILs)

Some observations and comments:

Question papers were apt and set according to the reduced syllabus notified by the Board to the schools in September 2020. Question Banks were provided for reference for teachers to share with the students in July 2020. Students who referred to the materials did well in the HSLC examination. However, some schools have not availed the materials that were offered and notified. Or in some cases, some teachers have shared with students but the students have not referred to it. The blueprint of the question paper was also sent to the schools and those teachers who referred to the blueprint could help their students immensely as seen in the performance of the students in the HSLC Examination 2020.

In this time of school closure where offline classes are not taking place, it is important for teachers to connect with students as much as possible in any way possible so that learning will still continue. Teachers should be well-acquainted with and cover the whole syllabus. Equal importance should be given to Grammar and Composition sections as well as on Literature section. More Grammar and Composition activities should be done in activities along side with Literature. Examiners of the MILs have commented that many students are not clear with Letter writing and Stanza/ Paragraph writing. The format should be clearly explained to the students besides teaching them how to write the body of the Letter/ Stanza.

The standard spelling of the dialect/language should be used. Many students commit spelling errors which is taken very seriously by the evaluators in the examination point of view. Therefore, teachers should continue to stress on the usage of correct spellings in class as well as outside.

While conducting Assessment Tests, sufficient opportunities should be given to students to practice the types of questions prescribed by the Board. Teachers should also discuss on how to write the answer to a given question.

Teachers should instruct students on the various rules that apply in writing an examination so that common mistakes are avoided. Common mistakes that students make are as follows, writing the wrong question number or not writing any question number, repetition of answers, writing incomplete answers, etc.

Students should be encouraged to read the texts in the syllabus every time. Students should also be advised to read the questions carefully and understand it well and only then proceed to answer. Students should answer question that has been asked and not the question they want to write.

BOOK-KEEPING & ACCOUNTANCY

Some common observations and comments on the HSLC Examination 2021 are:

1. As per the feedback received from the evaluators, the question papers were of moderate level. However, the performance was not as good as the previous examination. This may be due to factors such as unable to cope up with the online classes, rote learning and selective study. It is also observed that many students did not read the question properly to understand what the question was asking for.
2. It is observed that many teachers could not interpret the Blueprint of the question paper. The performances of the students were better for those schools where the teachers could interpret the Blueprint.
3. It is also observed that many students are not interested in the subject but taking up the subject since they have no other option available in the school.
4. Basing on the students performance in HSLC Examination 2021:
Questions which are not attempted by the students are:
Q. No. 15 (2 marks question) – What is meant by sliding figure error?
Questions which are not taken well by the students:
Q. No. 12 (2 marks question) – What is a credit card? – Most students are confuse with debit card.
Q. No. 19 (a) (1½ marks question) – Write a note on dishonour of cheque. – Most students could not give the correct answer.

5. Feedback to share with the subject teachers and heads of institutions:

To improve teaching and learning in BK & Accountancy:

- a) All the topics in the syllabus are the basic knowledge required for the student who wishes to enter the corporate and business world. Therefore, teachers and head of institutions can play a vital role in motivating and imparting the importance of the subject. More options to choose the 6th subject should be available in the school so that only the interested students can take up the subject in a more competitive manner.
- b) From the examination point of view, the teacher and head of institution should learn how to interpret the Blueprint of the question paper. Students should be advised to give equal importance on the textbook instead of depending on the teachers prepared notes.
- c) The teacher can be more of a facilitator to the students in solving and analysing the subject matters with the available resources.

Steps / suggestions to improve the performance:

1. Questions at the school level such as midterm question paper should be set as per the Board's question paper design which will also help students familiarize with the types of question to be asked at the end of the academic year.
2. Instruct the students to take sufficient time to read and understand the questions before answering.
3. To encourage good handwriting of the students to give first impression to the evaluator/examiners.
4. Study more from the textbook instead of relying on the teachers prepared notes/help books.
5. Give necessary explanation wherever required and asked for.

HOME SCIENCE

The standard of the question paper administered was found to be satisfactory. It was found that the blueprint provided helped the students in scoring better during this pandemic. However, a couple of reasons that has affected the performance of some students is failing to understand what is expected of the questions and memorizing without understanding.

Basing on the question paper and performance of the students in Home Science subject, the following are the findings:

Questions not attempted:

Q.no.20- Suggest two ways how continuous rhythm in the arrangement of accessories can be achieved.

Q.no.27- Enumerate the points to ensure disposal of refuse in the kitchen

Questions not well taken by the students:

Q no. 25- What does deficiency of iron in the body cause? Suggest two food items containing rich source of iron. Write one function of iron.

Q no. 31- Explain two principles of art in detail.

To improve the teaching learning process, the teacher can take advantage of technology and use means to engage the students to various activities online where the learning experience of the students can be put to test. In order to improve their performance, students should have a clear understanding of the concepts. Students should also be encouraged to be thorough with their textbooks and avoid selective study.

FOUNDATION OF INFORMATION TECHNOLOGY (FIT)

The question paper administered was simple, satisfactory and well taken by the students. The questions set were from the reduced syllabus therefore, the question of affecting the performance of the students does not arise.

However, there are students who could not do well may be due to lack of preparations or lack of proper guidance, etc.

Basing on the performance of the students, it was found that:

- Except for few, most of the students have attempted almost all questions.
- The questions which were not taken well by the students are Q23 and Q29. Most of the students got confused between validation rule and validation data.

For any IT subjects, the teachers should understand that there are many technological terms that could be derived from wide variety of sources without deviating from the actual meaning. For example, a computer can be formally defined as a machine that computes and reduces human efforts. It can also be defined as a general purpose machine that processes data according to a set of instructions temporarily stored internally. Therefore, an IT teacher should not be confined within the academic textbooks alone but also venture out into the digital world to have a broader sense of subject to benefit themselves as well as the students.

ENVIRONMENTAL EDUCATION

- The question paper was found to be simple and direct, considering the performance of students. Pass percentage may have slightly dropped due to various factors such as- unable to attend to online classes due to network/ technical problems, etc as compared to 2020 results. One major factor could be - students unable to decipher the Blueprint given/teachers not giving proper guidance to students. The question paper did not have a bearing on the performance of students as the question administered was in accordance with the prescribed syllabus and the given blue print.
- Questions not attempted by students:
 - Q no. 16 State the cause for extinction of cold water fish trout
 - Q no. 18 Mention two advantages of afforestation
 - Q no. 23 Write two benefits of ecological restoration
 - Q no. 28 State any three harmful effects of acid rain
 - Q no 33a. Mention any five effects of noise pollution on human health

Or

 - b. Define noise pollution. Write four sources of noise pollution.

These are questions some students did not attempt or wrote incomplete answers.

Feedback to improve teaching and learning:

1. Encourage the students not to just stick to their text book or go through it, but to supplement learning through other means such as accessing the internet, more so with the pandemic.
2. Teachers can also emphasize on current topics like environmental pollution, global warming and its effects, climate change, water scarcity, water harvesting, deforestation and its consequences etc and ways to prevent, disaster management topics, terms like reduce, reuse, recycle wastes, etc so that students get maximum benefit.
3. Students learn more by doing practically. Teachers can modify activities (listed out in the textbooks) according to its practicality and students can work on it themselves without any adult supervision.

Steps to improve performance of students (EE):

1. Assigning projects- assigning different projects based on the course content. This will help students understand issues related to the environment in a better way
2. Designing a system of innovative methods for successful learning. Checking the effectiveness of innovative methods.
3. One suggestion from examination point of view for students is to read and understand the question thoroughly before answering it, which will help them get better marks. As many students fail to answer according to what is being asked.

Under unprecedented times, teachers mostly may face challenges like lack of IT support, continuous technological changes, and unequal access for all students especially in remote areas, un-optimized software for mobile devices and connectivity issues. Other than the technological issues, various other hurdles faced during online classes may be

figuring out online class etiquettes, parents hovering during online classes, maintaining discipline, etc.

However, with evolving circumstances and an uncertain duration of disruptions, it is not yet clear which approach is the right one, and it is likely that the coming months will reveal that different approaches, which are best suited to specific examination systems.

In the coming weeks and months, with social distancing policies along with improvement in health care systems; Schools/Students can resume classes without worrying about how to do well in their examinations in whichever format and delivery mode.

MUSIC

The pattern of the HSLC Music Question Paper was well within expectations. The question paper itself was favourable and therefore should not have any negative impact on the performance of the students. In fact, with the omission of certain topics and providing blueprint, students had more chances of scoring better marks.

It was found that, schools following the blueprint scored better marks. However, many schools were unaware of the blueprint given.

Question not attempted or not well taken by the students is rather complicated and differed according to the students such as: individual choices, weakness or total lack of knowledge, etc.

Some reasons for poor performances can be due to lack of basic structures of various musical concepts and in general students take the subject lightly unlike other main subjects.

To improve teaching and learning, it is suggested to work thoroughly on the structures of concepts like scales, triads (in all its related forms – arpeggio, broken chord, 4 part chord etc). To deliberately dwell on a topic for a few classes, so that the concept may be absorbed/understood.

For improving the performances, first and foremost, the students must have an interest in Music and the aptitude for music subject.

Note: With the prevailing situation, online classes and assessments have become necessary. Therefore, the teachers are advised to use various media platforms such as Google Meet, Google classroom, Google form, Zoom apps etc. for teaching, learning, assignments, assessments etc. and make the teaching learning more effective.

**Comments and Suggestions
On HSSLC Examination 2021**

ENGLISH

In spite of the pandemic and various challenges faced by the students and the institutions, it was encouraging to see that the performance at the HSSLC examination 2021 in English subject was praiseworthy. Self-learning during the pandemic was noticeably positive, of course with the guidance from the teachers as facilitators and other modes of online apps.

The question paper that was administered based on the blueprint was well accepted by the students. Most of the students attempted all the questions however, the level of performance of the students showed that those who are well prepared could excel whereas some attempted just for the sake of attempting. The question paper didn't have a bearing on the performance of the students. There were many students who could score 80% and above thus proving that the question paper could discriminate between high achievers and low performing students.

Definitely the blueprint helped the students to perform better and it would have been able to gauge the students' performance to fetch higher marks had the teachers and students alike took it more seriously.

The low performance with the average and below average students showed that it was individual and not-collective or school -wise. Casual attitude and unpreparedness on the part of the students or deficient teaching/ guidance on the part of the teacher can be a factor contributing to it.

There was not a single question which wasn't attempted by the students, rather that been subjective among examinees. Basing on the overall performance of the students, though it is subjective, students scored less marks in the Long reading text ie Question no. 6 (10 marks). This proved that students are not thorough with their text.

Turn up of the teachers for evaluation work was satisfactory. Mastery of the subject, commitment, sincerity and holistic attitude towards the work will definitely go a long way in delivering justice to evaluation work.

To improve and set better questions/ paper it is imperative to focus on a balanced question paper keeping in mind the blue print/design of the question paper and not just a compilation of set items. The teacher has to plan the questions, know the purpose of the set items and also important to speak the learner's language.

To improve teaching and learning in English respectively, teachers should provide more opportunities/activities to practice speaking English in the classroom. It is advisable to do more practice on writing skills in the classroom as students are losing marks for not following proper format in the writing skills. As much as writing activities must be provided to improve the writing skills of the students. Students must be encouraged to read more instead of just rote learning. The students must be guided to explore more on reasoning, apply creative thinking/writing, interpret and draw inferences from the lessons taught rather than reproducing just knowledge and content summary.

The teachers are reminded to kindly refer the assessment guidelines provided by the Board on how to assess the external and internal marks respectively.

In this pandemic where physical classes are not happening or even if it is there definitely it is short of normal classroom teaching and learning and conducting of activities as in normal times. Thus, teachers are advised and encouraged to monitor their students closely and make every effort to guide and support the students in this present situation. The various apps online to aid and assist the teaching learning which are provided by the Board and others must be utilised to the maximum to make sure that real learning takes place in a much broader view in this transition to the new normal.

ALTERNATIVE ENGLISH

The Question paper that was administered for Alternative English was satisfactory. A good number of students scored well. However, students who could not score well or failed to attempt some questions which are set directly from the text showed that the students are not thorough with their textbook. This category of students who scored poorly were the ones who did not attempt most of the question and even when they did attempt all the questions, the answer was not to the point and not relevant to the question. This clearly showed their lack of reading their textbooks, for which, they could not comprehend the questions.

It is also observed that some students failed to score good marks as the answers given were badly structured with many spelling errors in a single answer. Many students also found it difficult to construct sentences and express their own ideas especially in writing section. In literature section, the students were confused with the characters from prose, drama and fiction. Many students neglect drama and fiction and depend only on notes and guidebooks resulting in confusion. Most students could not do well in Fiction which showed that they lacked in-depth study or reading of the text.

Some Questions which are not well taken by the students are Question no. 1, 4, 5, 6, 9, 16, 23.

To improve teaching and learning:

- Teachers should interact with the students more whether taking online or offline classes and give remedial measures wherever necessary.
- Class/group activities or discussion may be encouraged. Students can be given more of project/assignments so that they can better express themselves.
- Presentations by the students on different chapters can be a good platform for students to learn their lessons.
- Teachers should be discouraged from giving notes; rather, the students can be encouraged to make their own notes with the guidance of the teacher. This exercise will help the students to develop their thinking skills and be more creative.
- Teachers should encourage the students to read their textbooks so as to develop the love and habit of reading.
- Teachers should be acquainted with and cover the whole syllabus.
- They should have content mastery so that they can guide the students while framing answers for the textual questions.
- Teachers should try to frame their own questions besides the textual question given in the textbooks.
- Some students do not write the question numbers or specify the question numbers in optional questions. Teachers can address such issues in class.
- Teachers should set questions according to the Board's prescribed pattern.

- Teachers are encouraged to make use of the various available resources like My Studygear, Bright Tutee app, DoSE YouTube videos, etc., to aid their teaching.

To improve performance of the students:

- Students should be acquainted with the syllabus and design of the question paper.
- Students should read their textbooks and do a lot of self-study especially fiction.
- Students should access the resources available so as to help them in understanding a particular chapter or lesson.
- Students should be trained to read and understand questions carefully before proceeding to write the answer.
- Students should answer according to the marks specified.

MAJOR/MODERN INDIAN LANGUAGES (MILS)

The Question papers that were administered for the language papers were satisfactory. According to the examiners, the question papers were simple and easy to understand. Students also did well in the language papers. The Question papers did not have a bearing on the performance of the students.

Questions which are not attempted by the students:

Hindi : Question no. 9,10 and 11 (Grammar section)

Tenyidie : Question no. 2 (a) and 4 (a) and (l)

Questions which are not well taken by the students:

Hindi : Question no. 2 (a)

Tenyidie : Question no. 4 (l)

To improve teaching and learning:

- Teachers should encourage the students to read their textbooks thoroughly.
- Teachers should be discouraged from giving notes; rather, the students can be encouraged to make their own notes with the guidance of the teacher. This exercise will help the students to develop their thinking skills and be more creative.
- Teachers should help students to understand the concepts related to the specific chapters.
- Teachers should be acquainted with and cover the whole syllabus. They should have content mastery.
- To put more stress on grammar and composition section. Teachers are encouraged to do a lot of grammar, translation and composition exercises.
- Teachers should stress on the usage of correct spellings. Teachers and students should use the standard spelling of the dialect/language.
- Teachers should set questions according to the Board's prescribed pattern.

To improve performance of the students:

- Students should be acquainted with the syllabus and design of the question paper.
- During the examination, students should not write the question again and waste time.
- Students should give more effort in learning grammar.
- To give more time to reading and revising the question paper. Students should be trained to read and understand questions carefully before proceeding to write the answer.
- Students should answer according to the marks allotted.

HISTORY

The question paper was set covering of all the units/topics/ sub-topics of the syllabus and as per the design and weightage of the different chapter. General choice pattern has also helped the students to have more options to answer and perform better in the examination.

Students who paid more attention to the blueprint and the model question paper that was given out benefitted from it.

It is very important to equip the students with critical thinking skills for better understanding of the subject and also to write suitable answers in the examination.

Some students make the mistake of failing to identify the objective of the question asked and therefore losing marks.

The students should be clear with the concept of the topics and also be able to understand the intention of the questions asked. For example, students should be able to differentiate the features from its problems and consequences / Give the advantages or the disadvantages of a topic discussed and not merely a description of the particular topic.

Q.28. Instead of writing how inscription has helped in the recovery of history, the students wrote only on the description of an inscription.

Questions that were less attempted.

19. Explain the expansion and consolidation policies of Krishnadava Raya.
22. Mention six arguments in favor of the authenticity of Mahabharata.
29. Describe the various activities at the court of Akbar.

Questions that were not well taken:

26. Discuss the political ideas of Gandhiji
31. Examine the basic values of Indian Constitution.
32. Map of India.

If the examiners can follow the same evaluation method for the Map work, it would avoid the variation of marks allotment. For example: giving full marks to examinees who have not written the names of the place while some awarding only half mark.

Suggestions:

The COVID-19 has impacted the normal schooling and resulted in closer of schools across the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

Keeping in mind that parents might either be at work or working from home and unable to help much, it is important to design learning that does not require a lot of support from parents who might already be overwhelmed.

- Give more importance and follow the Assessment guidelines in the teaching learning process.
- To design and integrate assignments that are more student friendly.
- Be more thorough with the blueprint of the question paper if provided to the teachers.
- To conduct more assignments basing on the sample question papers.
- Set standard questions and use it in the Class Test/Mid Term Examinations.

POLITICAL SCIENCE

1. **Comments on the Question Paper that was administered:**

The performance of the students and the feedback given by the 50 examiners leads to a logical conclusion that the question paper administered was a balanced one that has been able to test the learning outcome of the examinees.

The question paper was student friendly as 48 out of 90 marks was general optional questions and test the different mental abilities of the students.

2. **Blueprint and the performance of students:**

Disclosing the blueprint in advance have impacted the performance of the students who had access to it but there were a good percentage of students who could not reap the benefit of it due to ignorance about the blueprint that was uploaded in the portal.

Many schools failed to share the information about the blueprint with the students.

3. **Bearing of Question Paper on the performance of the students:**

Certainly the question paper have a direct bearing on the performance of the students to some extent but the most important factor is the teaching learning that takes place in the school and the efforts put in by the students.

The performances of the students have reflected that sincere and diligent students didn't have problem with the question given.

One factor that has affected the performance of the students is the lack of conceptual understanding on the part of the students. Many students are confused with the different concepts and therefore have given wrong answers to the questions.

4. **Questions which were not well taken by the students:**

- i. What is Strategic Trade Authorisation One (STA-1) Status? 1 mark
- ii. Give any two evidences in support of US dominance as structural power. 2 marks
- iii. What is Neo-Colonialism? 2 marks

5. **Suggestions to improve teaching and learning:**

- Emphasis should be given on conceptual understanding rather than on rote memory.
- In the teaching of Political Science, illustrations should be given to relate the concept with the real life situation.
- In the formative assessments, the performance of the students should be sincerely made known to them so that the students know their abilities and capabilities.
- Group discussion and self learning has to be encouraged through assignment and activities.
- The students should be encouraged to read the textbook.

6. **Suggestions to set better questions:**

- Focus on setting a balanced question paper rather than a mere compilation of items.
- Focus on teachers made questions and not just on the textual questions.
- There is a tendency to teach what was tested rather than testing what was taught and therefore the focus should shift towards testing the core concepts.
- Designing good test items and questions is an art therefore spending time thinking about and devising such questions is a must.

- There is need and demand to change the typology of questions asked in the examinations from being memory based to testing higher mental abilities like reasoning, creative thinking, application of knowledge in new situations, interpretation, drawing inferences, etc.
- 7. Suggestion to improve the performances of the students:**
- Reading the text book and preparing one's own note is very important as it is the key to understanding the concepts.
 - Political Science is a subject that deals mainly with the state and the government which we all are part of it and therefore, being sensible to the happenings taking place in the state and government will really help in understanding the subject matters.
 - Acquaintance with the pattern and design of the question will give an insight for better preparation.
- 8. Suggestions to the teachers:**
- Teachers should focus on competency development rather content memorisation.
 - Teachers should visit the Board's Website/Portal for necessary information and guidelines.
 - Teachers should guide their students to leverage on the digital platforms available for online learning which the Board notifies from time to time.
 - The Blueprint which the Board gives should be seriously looked into as the final question paper is based on that.

ECONOMICS

In Economics, some common observations and comments on the HSSLC Examination 2021 are:

1. The question paper was set according to the design of the Board taking into account the reduced syllabus, the sample questions, the weightage to different forms and level of questions.
2. Even though the Blueprint of the question paper was given out before the Examination, it was observed that many teachers could not interpret it. The performances of the students were better for those schools where the teachers could interpret the Blueprint. Overall performance was lower than the previous years.
3. Some factors which affected the performance of the average students are - not able to cope up with the online classes, rote learning and selective study. It is also observed that the students did not understand properly the questions asked. The pattern of testing the students by the schools such as design of question paper used in the schools could also be a factor.
4. Basing on the students performance in the subject at HSSLC examination 2021:
 - a) Questions which were not attempted by the students are:
 - i. Q. No. 17 (4 marks question) – Explain the differences between GNDI and NNDI.
 - ii. Q. No. 31(b) (8 marks question) – Explain trade and capital flows reforms undertaken in 1991.

- b) Questions which were not taken well by the students:
- i. Q. No. 8 (1 mark question) – What is employment? – Most students could not give the correct answer.
 - ii. Q. No. 11 (2 marks question) – How is factor cost different from market price? – Most of the students could not give the correct answer.
 - iii. Q. No. 13 (2 marks question) – Write the meaning of tax revenue and non-tax revenue. – Most of the students could not give the correct answer.
 - iv. Q. No. 19 (4 marks question) – Explain briefly any four features of Indian agriculture. – Most of the students could not give the correct answer.
 - v. Q. No. 26 (6 marks question) – Explain any three contractionary monetary policy tools. – Most of the students could not give the correct answer.
 - vi. Q. No. 29 (6 marks question) – Discuss the occupational structure (employment growth) of India and China. – Most of the students could not give the correct answer.
5. Feedback to share with the subject teachers and heads of institutions:

To improve teaching and learning in Economics:

- All the topics/syllabus in the above stated subjects is the basic knowledge required for a student who is to enter the corporate and business world. Therefore, teachers and head of institutions can play a vital role in motivating the students to learn and study more.
 - From the examination point of view, the teacher and Head should be able to interpret the Design/Blueprint of the question papers and help their students.
 - The teacher can be more of a facilitator to the students in solving and analysing the subject matters with the available resources. More interaction and co-operation between teachers and students can help improve teaching learning process.
6. **Steps / suggestion to improve the performance:**
- Instruct the students to take sufficient time to read and understand the questions before answering.
 - To encourage good handwriting of the students to give first impression to the evaluator.
 - Study more from the textbook instead of relying on the teachers prepared notes/ help books.
 - Give necessary explanation wherever required and asked for.

SOCIOLOGY

The question paper was set with good coverage of all the topics/ sub-topics and the weightage of marks were also well distributed and relevant to the questions asked. General choice pattern has also helped the students to have more options to answer and perform better in the examination. Some questions were repeated from last year's examination to accommodate the marks distribution of the blueprint and the chapter wise mark distribution.

Students who have paid more attention to the blueprint and the question bank that was given out have benefited from it. A good amount of questions were also asked from the sample questions.

The students should be clear with the concept of the topics and also be able to understand the intention of the questions asked. For eg. Students should be able to differentiate the features from its problems and consequences/Give the advantages or the disadvantages of a subject discussed and not merely a description of the particular subject.

Q. 26. Instead of mentioning the measures to be taken for improving shifting cultivation, the students wrote down the process and steps to be taken in shifting cultivation method.

Questions that were less attempted.

21. What are the various gradations of values at different levels of social integration?

27. What are the objectives of land reforms? Briefly explain the consequences of land reforms.

31. Explain the process of Sanskritization.

Questions that were not well taken:

22. Discuss the geographical factors of unity in India.

26. Give some measures for improving shifting cultivation.

29. Explain the eight different forms of marriages among the Hindus.

Feedback and suggestions:

- The COVID-19 has changed the education system dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.
- Give more importance and follow the Assessment guidelines in the teaching learning process.
- To design and integrate assignments that is more students friendly.
- Be more thorough with the blueprint of the question paper if provided to the teachers. To conduct more assignments basing on the sample question papers.
- Set standard questions and use it in the Class Test/Mid Term Examinations.

PHILOSOPHY

The question paper was set with good coverage of all the topics/ sub-topics and the weightage of marks were also well distributed and relevant to the questions asked. General choice pattern has also helped the students to have more options to answer and perform better in the examination.

Students who have paid more attention to the blueprint and the question bank that was given out have benefitted from it. A good amount of questions were also asked from the sample questions.

The students should be clear with the concept of the topics and also be able to understand the intention of the questions asked. For eg. Students should be able to compare and differentiate topics and write answers in a clear manner. Most of the students are losing marks because of the inability to do so. / Give the advantages or the disadvantages of a subject discussed and not merely a description of the particular subject.

Q17. Bring out the differences between science and philosophy.

Most of the students have attempted this question but only a few could write the differences clearly. Students are losing marks because of the inability to distinctively write an answer stating the differences.

Concept was there but could not put/write it down in words due to lack of clarity of the subject.

Questions that were less attempted:

25. Classify the Indian Philosophical schools on the basis of Infallibility of the Vedas.

29. What is Sabda? Explain the kinds of Sabda as given by the Nyaya philosophy.

Questions that were not well taken:

30. Explain teleological argument for the existence of God.

35. Explain in detail the five ways put forward by Thomas Aquinas to prove the existence of God.

Many have attempted these two questions but only a few could write the proper answer. Most of the answers were very vague and does not meet the objective of the question asked.

Feedback and suggestions:

The COVID-19 has dramatically impacted the education system across the world, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

Give more importance and follow the Assessment guidelines in the teaching learning process.

To design and integrate assignments that are more student friendly.

Be more thorough with the blueprint of the question paper if provided to the teachers. To conduct more assignments basing on the sample question papers/design of the question paper given by the Board.

EDUCATION AND PSYCHOLOGY

1. The question paper was relevant, clear and concise. It was purposeful and satisfactory. Blueprints were provided to the students aiming to consolidate the learning into a single more effective or coherent.
2. The institution and administration should encourage co-operative learning, facilitate in-class discussion groups. Group work improves listening, reading and writing skills. With the assistance of audio-visual aids, introduce technology in the classroom enabling and empowering the students to be active and participative learners.
3. Teachers and institutions should emphasise on improving the quality of question papers while setting a question, the question should be clear and relevant, double barrelled questions should be avoided, question should be set according to the learning and understanding ability of the students.
4. Some examiners had problem of content mastery. Some were careless and inconsistent.

Questions which weren't taken well by the students:

Education

Q25 What is operant conditioning? Discuss its mechanism

Q27 Write a note on the factors affecting personality.

Q29 Discuss the social and emotional development of childhood.

Q32 Write short notes on: (a) Questionnaire (b) case study

Psychology

Q1 IQ ranging from 110-119 fall under which category?

Q5 What is the function of corpus callosum?

Q10 Mention two symptoms of conversion disorder.

Q12 What is PQRST and who developed it?

Q15 What is biofeedback?

Feedback:

1. Interaction and feedback sessions, two way communication to be encouraged.
2. Formative and summative evaluation at regular intervals, after the completion of a unit/chapter.
3. To implement day-to-day activities as examples which the students can relate to in the teaching learning process.
4. Using standard questions in Class Test/Mid Term Examinations will be of great help to the students.
5. The design of question papers/blueprint must be taken into account.

GEOGRAPHY

The question paper was found to be simple and direct, considering the performance of students. Pass percentage may have slightly dropped due to various factors such as- unable to attend online classes, technical incompetency's etc as compared to 2020 results. One major factor could be due students unable to decipher the Blue Print given to schools, even though some below average students familiar with the blue print scored comparatively well. The question paper did not have a bearing on the performance of students as the overall questions administered were quite basic and to the point.

Challenges faced with examiners-with the pandemic lurking around, one major obstacle this year, would be the fact that many outstation teachers could not come because of transport/accommodation problems or some teachers had to undergo home quarantine etc and as such, these teachers could not come for evaluation work.

Questions not attempted or partially attempted by students:

Section-A

1. SA I Q no. 4 'Differentiate between systemic and regional geography'

SA I Q no. 7a. 'Name any two countries who are a part of OPEC'

LA question no. 10 'What is balance of trade? Differentiate between positive and negative balance of trade '

Section B

SA I Q no. 20. ' Name any two north-eastern states of India where tertiary coal is found'.

SA II Q no. 21. Write any three steps necessary for conservation of water’.

SA III Q no 24 ‘Write three factors influencing the development of hydroelectric power in India’

There were some questions which many below average students could not attempt.

Feedback to improve teaching and learning:

1. Encourage the students not to just stick to their text book or go through it, but to supplement learning through other means such as accessing the internet, more so with the pandemic: with offline classes being held up.
2. Teachers can also give emphasis on important places, towns, cities for instance in VSA question, some students failed to even name one Mega/Metro city in India.
3. Students learn more by doing practically. Teachers can modify activities (listed out in the textbooks) according to its practicality and students can work on it themselves without any adult supervision.

Steps to improve performance of students:

1. Assigning projects- assigning different projects/maps based on the course content. This will help students understand the various locations, names of important places, commercial towns, industries, mountain range, ocean routes etc
2. Understanding the concepts or terms in different chapters.
3. One suggestion from examination point of view is for students to read and understand the question thoroughly before answering it, which will help them get better marks. As many students fail to answer according to what is being asked.

Under unprecedented times, teachers mostly may face challenges like lack of IT support, continuous technological changes, and unequal access for all students especially in remote areas, unoptimized software for mobile devices and connectivity issues. Other than the technological issues, various other hurdles faced during online classes may be figuring out online class etiquette, parents hovering during online classes, maintaining discipline, etc.

However, with evolving circumstances and an uncertain duration of disruptions, it is not yet clear which approach is the right one, and it is likely that the coming months will reveal that different approaches, which are best suited to specific examination systems.

In the coming weeks and months, with social distancing policies along with improvement in health care systems; Schools/Students can resume classes without worrying about how to do well in their examinations in whichever format and delivery mode.

PHYSICS

OBSERVATIONS:

1. HSSLC 2021 Physics Question Paper administered was found to be satisfactory.
2. It is observed that Physics question paper does not have any bearing on the performance of the students.
3. The question bank and blueprint which was provided to the teachers and students before the examination were found to be of great help in the students’ performance especially to those students who were guided properly by their teachers.

4. Some students might not have performed well because of being weak in basics/concepts of the subject and also their teachers were unable to guide them properly with the question bank and blueprint before the examination.
5. Though the pandemic has forced the closure of schools even this year for a long time, it is requested that teachers encourage their students with the conceptual, reasoning and numerical questions through online classes.
6. Some students had struggled with the numerical questions. Though they have tried to attempt it, they found it difficult to score as they failed to understand the question asked.
7. Q.28, Q.29, Q30, (well attempted by students)
Q.13, Q27, (not well taken by the students).
8. Head of Institution and Subject Teacher may give more emphasis on the following:
 - * In the classroom, teacher should emphasise on teaching-learning centric, and assess the conceptual understanding of the students after every chapter/topics.
 - * During class tests/ examination, students should be tested on concept based, numerical problems, reasoning and higher order questions.
 - * Teacher must do the evaluation on the tests administered based on the marks allotted to each question. Answer should be specific/point-wise and mark may be allotted to correct given points or the specific answers.

SUGGESTIONS:

- i. Avoid examination centric teaching-learning process in the classroom.
- ii. Avoid giving suggestions on the topics/chapters. It is observed that many students find the Board's question paper unexpected. This indicates that the students are made to follow suggestions that are stereotyped questions from the previous year examinations.
- iii. It has been observed that students find it easy to answer direct questions, knowledge type questions only. Many students are avoiding numerical problem questions, reasoning and conceptual understanding questions etc.
- iv. Teacher should encourage students on numerical problem solving, concept-based questions and higher order questions etc. So that students can develop their analytical skills.
- v. Encourage students to go through the text books because students are simply memorising teacher's notes and if some words or sentence is changed, students are not able to follow/understand it.
- vi. It is also observed that students lack in practising the numerical problems. Teacher must encourage them to practise it in writing. Unless they practise it in writing, they may not be able to solve it by simply memorising.
- vii. Teachers are requested to teach some basics/concepts of each chapter/topic before starting the lesson.
- viii. Teachers must guide students about all the possible/conceptual questions which can be set for different marks in each chapter.

CHEMISTRY

OBSERVATIONS:

1. HSSLC 2021 Chemistry Question Paper administered was found to be satisfactory.
2. It is observed that Question paper does not have any bearing on the performance of the students.
3. The HSSLC 2021 student's performance in the subject is found satisfactory. The question bank and blueprint which were provided was found to be of great help to the students.
4. It was found that students attempted all the answers that were asked from the question bank and this helped them in scoring better marks.
5. It has been observed that many teachers guided their students with the question bank and blueprint provided, as such performance of the students improved and they were able to score better marks in the subject. But it has been also found that many teachers had not informed their students properly on the question bank and blueprint as such the performance of these group of students were found poor.
6. Some teachers had commented that the question paper administered had some unexpected questions, which shows that they still stick to the stereotyped question paper in the Board's examination.
7. Q.16b, Q.29a, Q.30b(ii) (not attempted well by students due to lack of conceptual understanding)
Q.10, Q.11a, Q.13a, Q.23a (many attempted these questions but could not score well).
8. Head of Institution and Subject teacher may give more emphasis on the following:
 - * In the classroom, teacher should emphasize on teaching the concepts, and assess the concept clarity after every chapter/topics.
 - * Assessment in the school should focus on conceptual understanding questions and higher order questions.
 - * Teacher must do the evaluation on the tests administered based on the marks allotted to each question. Answers should be specific/point-wise and not essay type answers, it may contain many information not necessary for the question asked.

SUGGESTIONS:

- i. Avoid examination centric teaching-learning process in the classroom.
- ii. Avoid giving suggestions on the topics/chapters. It is observed that many students find the Board's question paper unexpected, which indicates that the students are following some suggestions that were stereotyped questions from the previous year examinations.
- iii. Still it has been observed that students find it easy to answer direct questions, textual questions and knowledge type questions only. Many students avoid numerical problem questions, reactions related questions and conceptual/ reasoning questions.
- iv. Teacher should encourage students on numerical problem solving, reactions and concept-based questions etc. so that students can develop their analytical and critical thinking skills.

- v. Encourage students to go through the text books because students are simply memorizing teacher's notes and if some words or sentence is changed, students are not able to follow/understand it.
- vi. It has been also observed that students lack practising numerical problems and reactions. Teacher must encourage them to practise it in writing, unless they practise it in writing, they may not be able to understand and solve it by simply memorizing it.
- vii. Teachers are requested to teach some basics/concepts of each chapter/topic before starting the lesson.
- viii. Teachers must guide students on all the possible questions which can be set for different marks in each chapter.

BIOLOGY

Some observations and comments of the HSSLC Biology Examination 2021 are listed as follows:-

- Many students maybe studying selectively.
- Many students do not understand what the question demands and failed to give answers correctly.
- Practice of rote-memorization without understanding the concept of the subject.

Suggestions to the teachers and the schools:

- Teachers are encouraged, during these unprecedented times, to be creative and bring out innovative teaching and assessment strategies to achieve the goals of teaching-learning of Biology.
- Students should be encouraged/guided and taught to correlate the concepts taught with real-life situations and their surroundings and not rote-memorize the contents/subject.
- Teachers are expected to turn up for evaluation duty. Schools should forward only genuine cases for exemption, and send their teachers for evaluation work.
- Teachers have to make use of the blueprint that is given for the question paper and guide their students to prepare for the final examination basing on the blueprint.

MATHEMATICS

HSSLC 2021 Math Question Paper administered is average. Candidates who have prepared for the subject are able to score better as compared to the previous year with the assistance of blueprint. The main factors that affect the performance of the students could be due to lack of interest in the subject, selective study, rote memorization and weak in comprehending previous knowledge.

Questions which are not attempted by the students:

Most of the weak scorers neglect those questions given below, as these questions are non-textual questions (i.e. questions that are within the purview of the syllabus but not directly found in the exercises).

- Q10 If $\vec{a}, \vec{b}, \vec{c}$ are three vectors such that $|\vec{a}| = 5, |\vec{b}| = 12, |\vec{c}| = 13$ and $\vec{a} + \vec{b} + \vec{c} = \vec{0}$, find the value of $\vec{a} \cdot \vec{b} + \vec{b} \cdot \vec{c} + \vec{c} \cdot \vec{a}$
- Q17 Evaluate: $\int_0^{\frac{\pi}{2}} \frac{\sin x}{\sin x + \cos x} dx$

Questions which are not well taken by the students:

Q11, Q15, Q18 and Q22

To improve teaching and learning Mathematics:

- Teachers should give proper concept of the topics and create interest in the students for the subject.
- To emphasize conceptual understanding over procedure.
- Encouraging discussion and collaboration.
- Creating a safe environment for learners to take risk and encourage the students to exercise their analytical and critical thinking skills.

Suggestion to improve the performance of the students:

- To assist the students in understanding the concepts, incorporating different approaches and methodology in solving problems
- Students should be encouraged to solve as many problems as possible instead of copying answers from teachers' handouts or from their peers.
- Peer learning, group activities
- Encourage questioning and make space for curiosity.

ENTREPRENEURSHIP

The question paper of Entrepreneurship which was administered in HSSLC Examination 2021 was a standard question paper and as per the design of question paper specified by the Board. The blueprint of the question paper given to the students helped the students to perform better as the pass percentage in Entrepreneurship was 86% and the highest marks secured was 70 out of 70 marks and 116 students out of 948 students got more than 80% marks.

Questions which majority of examinees could answer fairly well are:

Q.no.5, 8, 11 & 14(a)

However, some examinees didn't have the knowledge of basic concepts and failed to answer properly.

Questions which majority of examinees could not answer it fairly well are:

18(b)&19(a) - Examinees do not have basic concepts so they could not answer the questions, they could not differentiate the questions.

Feedback:

Examinees can answer any type of question if they are thorough with the textbook.

Suggestions for teachers

1. Teachers should encourage the students to cultivate the habit of reading the textbooks.
2. Selective study must be discouraged by the teachers.
3. Teachers should instruct the students to read the question paper properly before writing the answers to the questions.
4. Teachers should conduct the mid-term examination according to the Board's prescribed design of question paper so that the students are familiar with the question pattern/design in the Board examinations.
5. Teachers should give non textual questions in the class test and mid-term examinations. This will discourage rote learning to a great extent.

ACCOUNTANCY

The question paper of Accountancy which was administered in HSSLC Examination 2021 was a standard question paper and as per the design of question paper specified by the Board. The blueprint of the question paper given to the students helped the students to perform better as the pass percentage on Accountancy subject was 99.14% and the highest mark secured was 70 out of 70 marks in theory and 455 students out of 1280 students secured more than 80% marks.

The question paper has a direct bearing on the performance of the students, but there are also other factors which are beyond our control.

Questions which majority of examinees could answer fairly well are:

Q.no.4, 8, 9 & 13(b)

However, some examinees didn't have the basic concepts and failed to answer properly.

Questions which majority of examinees could not answer it fairly well are:

Q.no. 15 & 16 Examinees might have memorized the answers to different and solving procedure. Hence, could not answer easy and non textbook questions.

Feedback:

Examinees can solve different problems only if they have a strong foundation on basic concepts and clear understanding of how to solve the problem i.e., the accounting procedures.

Suggestion for teachers:

1. Teachers should encourage the students to cultivate the habit of exercising critical thinking skills especially in the context of accountancy.
2. Teachers should give non textual questions in the mid-term examinations and class text. This will discourage rote learning to a great extent.
3. Teachers should conduct the mid-term examination according to the Board's prescribed design of question paper, so that the students are familiar with the question pattern/design in the Board's examinations.
4. Teachers should discourage selective study.
5. Teachers should instruct the students to read the question paper properly before writing the answers to the questions.

BUSINESS STUDIES

The question paper of Business Studies which was administered in HSSLC Examination 2021 was a standard question paper and as per the design of question paper specified by the Board. The Blueprint of the question paper given to the students helped the students to perform better as the pass percentage in Business Studies was 76.72% and the highest marks secured was 89 out of 90 marks in External and 74 students out of 1280 students got more than 80% marks.

The question paper has a direct bearing on the performance of the students, but there are also other factors which are beyond our control.

Questions which majority of examinees could answer fairly well are:

Q.no. 3, 10, 13 & 17

However, some examinees didn't have the knowledge of basic concepts and failed to answer properly.

Questions which majority of examinees could not answer it fairly well are:

12 & 19 - Examinees were not thorough with the contents/textbook.

Feedback:

Examinees can answer any type of questions if they are thorough with the textbook.

Suggestions for teachers

1. Teachers should encourage the students to cultivate the habit of reading the textbook.
2. Teachers should give non textual questions in the class test and mid-term examinations. This will discourage rote learning to a great extent.
3. Teachers should conduct the mid-term examination according to the Board's prescribed design of question paper so that the students are familiar with the question pattern/design in the Board examinations.
4. Teachers should discourage selective study.
5. Teachers should instruct the students to read the question paper properly before writing the answers to the questions.

FUNDAMENTALS OF BUSINESS MATHEMATICS

The question paper of Fundamentals of Business Mathematics which was administered in HSSLC Examination 2021 was a standard question paper and as per the design of question paper specified by the Board. The Blueprint of the question paper given to the students helped the students to perform better as the pass percentage in Fundamentals of Business Mathematics was 80.16% and the highest marks secured was 100 out of 100 marks and 39 students out of 499 students got more than 80% marks.

Questions which majority of examinees could answer fairly well are:

Q.no.5, 9, 8 & 19

However, some examinees didn't have the basic concepts and failed to answer properly.

Questions which majority of examinees could not answer it fairly well are:

23 & 25 - Examinees might not have clear understanding of the problem solving procedures and Steps. Hence, could not answer easy and non textbook questions.

Feedback:

Examinees can solve different problems only if they have a strong foundation of basic concepts, steps and clear understanding of how to solve the problems in Mathematics.

Suggestions for teachers

1. Teachers should discourage selective study as it is doing a lot harm to the students.
2. Teachers should conduct the mid-term examination according to the Board's prescribed design of question paper so that the students are familiar with the question pattern/design in the Board examinations.
3. Teachers should give non textual questions in the class test and mid-term examinations. This will discourage rote learning to a great extent.
4. Teachers should encourage the students to cultivate the habit of thinking especially in the context of Mathematics.
5. Teachers should instruct the students to read the question paper properly before writing the answers to the questions.

FINANCIAL MARKETS MANAGEMENT

In Financial Markets Management, some common observations and comments on the HSSLC Examination 2021 are:

1. The question paper was set according to the design of the Board taking into account the sample questions, the weightage to different forms and level of questions.
2. As per the feedback received from the evaluators, the question paper was of moderate level. As compared to previous years, the performance was not good.
3. Even though the blueprint of the question paper was given out before the Examination, it is observed that many teachers could not interpret it.
4. Some factors which affected the performance of the average students are - not able to cope up/understand the concept through online classes, rote learning and selective study. It is also observed that the students did not understand properly the question asked. The pattern of testing by the schools such as design of question paper used in the schools can also be a factor.

Basing on the students performance in Financial Markets Management at HSSLC examination 2021:

Questions which were not attempted by the students are:

Q. No. 11 (2 marks question) – What is Wireless Application Protocol?

Q. No. 18 (4 marks question) – Discuss any four points of the securities settlement.

Questions which were not taken well by the students:

Q. No. 8 (1 mark question) – When did NSE commenced derivative trading? – Most students could not give the correct answer.

Q. No. 18 (4 marks question) – Discuss the core process involved in the settlement. – Most of the students could not give the correct answer.

Feedback:

To improve teaching and learning in Financial Markets Management are:

1. The topics in the syllabus are the basic knowledge required for a person who is to enter the corporate and business world. Therefore, teachers and head of institutions can play a vital role in motivating the students to learn and study more.

2. From the examination point of view, the teacher and head should be able to interpret the blueprint of the question paper and help the students. Students should be advised to give more importance on the textbook instead of depending on the teachers prepared notes.
3. The teacher can be more of a facilitator to the students in solving and analysing the subject matters with the available resources.

Steps / suggestion to improve the performance:

1. Questions at the school level such as midterm question paper should be set as per the Board's question paper design which will also help students familiarize with the types of question to be asked at the end of their academic year.
2. Instruct the students to take sufficient time to read and understand the question before answering the question.
3. Improve the handwriting of the students to give first impression to the evaluator.
4. Study more from the textbook instead of relying on the teachers prepared notes.
5. Give necessary explanation wherever required and asked for.
6. Avoid selective study.

MUSIC

Question paper was administered satisfactory and did not have an effect on the performance of the students.

With the omission of certain topics and providing blueprint, students had more chances of scoring better marks. It was found that, schools following the blueprint got better performance. However, many schools were unaware of the blue print given.

Some of the reasons for poor performance of the students are: Lack of basic knowledge/foundation about the subject due to immediate take up of the subject from Higher Secondary level instead of continuation from secondary level. Lack of proper study, poor understanding and analysis of the questions were also observed. Also one general reason could be due to negligence by the students to take the subject seriously like any other main subjects.

To improve teaching and learning, screening of students for musical aptitude is important. Few piano classes in scales, arpeggio, triads etc. will go a long way in helping the students understand better. For every topics, students must be given some exercises to practice upon.

For improvement of performances:

1. Thorough reading of textbook is important.
2. Understand the questions asked and answer accordingly as per the marks allotment.
3. Awareness with the Board's pattern of design of questions is important to improve the performance.

Note: With the prevailing situation, online classes and assessments have become necessary. Therefore, the teachers are advised to use, various media platforms such as Google Meet, Google classroom, Google form, Zoom apps etc. for teaching, learning, assignments, assessments etc. and make the teaching learning effective.

COMPUTER SCIENCE/ INFORMATICS PRACTICES

The questions administered were simple and as per the design and the prescribed syllabus. Therefore, the questions have no negative effect on the performance of the students.

The students who could not do well in spite of balanced and satisfactory question paper may be due to lack of preparations or lack of proper guidance.

Basing on the performance of the students, it was found that:

Except for few students, most of the students have attempted almost all questions.

Computer Science:

The questions which were not taken well by the students are Q20 and Q23.

Informatics Practices:

The question which was not taken well by the students is Q26

Different approaches in evaluation, some teachers are very strict in answer script evaluation sticking to textual contents only. For any computer subjects, the teachers should understand that there are many technological terms that could be derived from wide variety of sources without deviating from the actual meaning. Therefore, a computer teacher should not be confined within the academic textbooks alone but also venture out into the digital world to have a broader sense of subject.

