

# ENGLISH

## Observation, suggestion & Feedback

- The question paper that was administered this year was satisfactory.
- Most of the students who prepared well could attempt all the questions.
- Students who failed to attempt/score well probably did not study thoroughly or prepare themselves well enough and also could not express themselves properly in writing.

### *Some questions that were not well taken by the students are:*

- In Unit I (literature section), Question no 1- almost all the students could attempt this question but could not elaborate enough as the question was for 3 marks. Most students could write only a line or two.
- Some other questions where students failed to secure good marks were Question no. 5(ii), 6(i) & (ii).
- In Unit II (Reading section) question 8(i) – most of the students lost marks in this question since they did not read the question asked properly. The words Physiological and Psychological had confused them.

### *Some feedbacks to the subject teachers and the heads of Institutions:*

- Instead of giving multiple additional questions to the students, it will be a better option to encourage the students to read the textbook thoroughly and comprehend it well by themselves. It is felt that this will help them in answering any question that is asked out of the textbook questions.
- Answers given from their own understanding should be accepted and encouraged.
- Students should be made to use the dictionary.
- More importance may be given to the reading and writing exercises, students should be made to practice more on these sections.
- Making use of more audio-visual learning tools - Lessons like Invictus , Macbeth etc. can be made more interesting to the students by showing them the movies.
- Make the students practice frequently on the question design followed by the Board.

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## ALTERNATIVE ENGLISH

### **Basing on the performance of the students in HSLCE 2020 in Alternative English, some observations made are as follows:**

1. Students seemed to be confused with the format of the Report Writing. Some Head Examiners have commented that perhaps it may be possible that more could have been done by the teachers on how to write a report or dialogue and the formats associated with these writing activities. Students may have been given too less opportunity to practice Report Writing in class. Even in dialogue writing, many students wrote out of context and did not adhere to the context being asked in the question.
2. Students also made mistakes in answering questions in Poetry Section and the longer texts in Prose and Autobiography. The possible reasons for their mistakes may be because-

- a. Perhaps students did not read the poems thoroughly.
- b. Maybe they did not understand/ grasp the teacher's explanation.
- c. Concepts and ideas behind the poems may not have been explained in detail to some groups of students.
- d. The students may have misinterpreted the concept.
- e. They may also not have read the questions properly.

**Feedback and suggestions to improve the performance of the students in Alternative English-**

**a. to improve teaching and learning in respect of Alternative English-**

Teachers should promote and encourage students to read the texts in the syllabus. If students rely only on explanation by the teacher and do not read the text their performance will not improve. Students should be given less notes and should be encouraged to read the text more and to write their own answers. The only way to answer the questions is to know the text well.

Teachers should explain the lessons thoroughly and at the same time provide opportunities to students to practice reference to the context questions, reading and writing exercises. Teachers should go through the answers given by students and clarify misinterpretations with further discussions in class.

Teachers should also discuss on how to write the answer to a given question. In many cases, it is obvious that the students know the answer but their concentration or the way they approach the answer seems to be wrong. Example: Q17. They wrote the desires and wishes of the family instead of the wishes of the guest which is the right answer. Students should also be encouraged and trained to read and understand the question specifically before they start to attempt the question.

In the long text, 'Diary of a Young Girl', it seemed evident that students are not thorough with the text. They get confused with the sequence because though the answer is wrong for the question, they had penned down something from the text. Since it's a long text they may not have read it thoroughly. Before explanation, the students should be encouraged to read the text by themselves and after explanation/ discussion with students, an oral test can be conducted that's purely on the understanding of the text and after such a test is conducted the teacher should try and rectify the mistakes / clarify misunderstandings.

**b. to set better questions-**

Teachers must refer to and keep in mind the Design of the Question Paper set by the Board and notified to all the schools registered with the Board. All question papers must be set based on an apt Blueprint with appropriate mark divisions even in school exams and tests.

**c. to do evaluation-**

Since evaluation is part and parcel of teaching and learning, teachers must do careful evaluation and in school level give feedback to students on their performance.

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## MILs

1. The Question papers that were administered for the language papers were satisfactory.
2. The Question papers did not have a bearing on the performance of the students.
3. *Questions which are not attempted by the students:*  
**Tenyidie** : Question no. 8
4. *Questions which are not well taken by the students:*  
**Tenyidie** : Question nos. 9 and 10
5. *To improve teaching and learning:*
  - Teachers should be acquainted with and cover the whole syllabus.
  - To equally put more stress on grammar and composition as on literature section. Across the language papers, it is observed that questions which are not attempted or not well taken by the students are usually grammar, translation and composition sections, therefore, teachers are encouraged to do a lot of grammar, translation and composition exercise in the classroom.
  - Teachers should stress on the usage of correct spellings in class as well as outside. Many students commit spelling errors.  
Teachers and students should use the standard spelling of the dialect/language.
  - Teachers should instruct students on the various rules that apply in writing an exam so that common mistakes like not writing question numbers, repetition of answers, writing incomplete answers, etc., can be avoided.
  - To set questions according to the Boards prescribed pattern and execute that in the classroom.
6. *To improve performance of the students:*
  - Students should be taught to read and understand questions carefully and only then proceed to answer. Below average students tend to write their answers without understanding the question and waste time.  
Students should answer question that has been asked and not the question they wanted to write.
  - Students should answer according to the marks allotted.

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## Social Sciences

### **Reason that affected the performance of the students:**

1. Lack of preparedness.
2. Not analyzing and understanding the questions before attempting to answer.
3. Lessons may not have incorporated the principles of daily activities that learning should be based upon.
4. Student might not understand the explanation of the lessons.

### **Measures to improve**

- Enough time should be provided for revision.
- Implement the use of teaching aids to make the learning more comprehensible and clear
- Learning by doing to be incorporated during teaching-learning transactions.

- Ample opportunities for the student to participate in learning activities the method of learning should incorporate. Group discussion, peer learning and most importantly there should be a free fair and unbiased two way method of teaching and learning.
- Field work should be incorporated (for example visitation to museum, regional historical sites, study trips etc.)

**Questions that are less attempted and not well taken.**

Basing on the performance of the students, it was found out that many of the students didn't attempt

- Q.17 Name any two organized industries of Nagaland?

**Questions which were not taken well by the students are:**

- Mention two duties of an active and participatory citizen in a democracy.
- What is soil erosion? briefly explain the two types of soil erosion.
- Mention any six features of communalism.
- Explain any six features the sustain democracy in India.

**To set better questions-**

The design of the question paper should follow the guidelines set by the board, the question paper should follow the principles of a standardized question tool keeping in mind the needs and intellectual capacity of the students so as to come about with a quality and student friendly outcome.

**To do better evaluation-**

Leniency should be the virtue that every examiner has to incorporate, as it is the process of judging the values, skills and knowledge that have been procured and will have a lasting impression on the students

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**SCIENCE**

Basing on the performance of the students in the HSLC Examinations 2020 in Science subject, the following observations were made:

1. Comparing to previous years, more students were able to attempt and answer numerical problem questions. Questions with diagrams were taken well by the students.
2. Questions not well taken by the students-
  - Q. 4. Draw the electron dot structure of ethene. (1 mark)
  - Q.14. Explain the trends in Modern Periodic table. (3 marks)
  - Q.22. (a) Explain the steps involved in the extraction of metals from their ores. (5 marks)
 Although questions were within the syllabus and explained properly in the textbook, students were not able to answer these questions.
3. Questions where most students gave wrong answers-
  - Q.2. Name the acid present in sour milk. (1 mark)
  - Q.21. Write any three advantages and disadvantages of solar cell panels. (3 marks)

Q.25. Draw a labelled diagram of the common domestic electric circuit. (3 marks)

Q.26. (b) Explain the structure of nephron with the help of a labelled diagram. (5 marks)

Most students gave wrong answers, e.g. - for solar cell panels, they wrote for solar cooker; for common domestic electric circuit, they drew the diagram of a simple circuit; for nephron, they answered for neuron. The questions were within the syllabus and explanation given properly in the textbook.

4. In value based questions, students lack to write the appropriate points or values for the allocated marks, e.g. for 1 mark, two or three points in nearly half a page of the answer script is written, whereas for 2 or 3 marks they write only one point or repeat the same point.
5. Most of the students write the wrong question numbers and repeat writing certain answers.
6. Expression of the students in chemical equations, language and expression of their answers is very poor.

### **Some feedback to share with the subject teachers and heads of institutions:**

1. The Heads of Institutions must ensure that only qualified teachers from Science background are appointed to teach Science, not only in the secondary level but more importantly in the primary level, where the basic concepts of science are taught and the interest in the subject can be ignited in the students.
2. Science teaching should not be limited to the classroom only. Teachers should teach science in the manner where students will be able to relate the concepts of science to their everyday life. Encourage students to read the textbook, discourage rote memorization and spoon feeding of giving notes.
3. The role of language in the formation and development of concepts is uncontested. The language here referred to both- the language of the scientific terminologies/concepts and also to the language used as a medium of writing/transacting concepts. Encourage the students to develop their scientific vocabulary, and improve their language and expression in writing the answers. Guide the students on how to write their answers for different value points.
4. Every science teacher should insist that the school has some basic science space/lab and equipments, so that he can conduct activities along with the theory classes to make the science class interesting and through which students can 'learn by doing'.

Science teachers have a great role and responsibility in science education, because we are making scientific human minds with right scientific attitude and temper, and not robots.

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## **MATHEMATICS**

### **1. Comments on Mathematics paper of HSLC Examination 2020:**

- The Question Paper was set with comparatively more of easier and average questions. Based on the performance of the students who attempted the questions during evaluation, the difficulty levels of the different forms of questions were identified as:

Easy	–	32 marks	–	40 %
Average	–	32 marks	–	40%
Difficult	–	16 marks	–	20 %

- Candidates who have prepared for the subject are able to score better as compared to the previous year. However, some reasons for poor performance are:
    - Average candidates fail to answer correctly the non-textual questions (i.e. those questions that are within the purview of the syllabus but not directly found in the exercises).
    - Candidates are memorizing answers without understanding. As such, they attempt to solve questions but with wrong steps in the beginning/middle of the answer and yet manage to write the correct final solution, or they may **not** be able to answer questions if there is a slight change in textbook questions.
  - Because of the system of 6<sup>th</sup> Subject replacement for qualifying HSLC Examination, it is observed that many candidates are completely ignoring the subject and appearing the exam without any preparation. The adverse effect of this system is that students who are weak or have phobia for the subject, lose all motivation to learn the subject not just for exam's sake but for the sake of gaining basic mathematical knowledge which will benefit them in future. As such, irrespective of the level of Question Paper administered, such candidates fail to answer.
  - Mathematics is such a subject that most often, there will be more than one way to solve a problem. It is not always possible to give all the possible ways (alternative methods) to solve a problem in the Scoring Key. One of the most frequently faced problem is that some examiners take the basis of only the model solutions given in the Scoring Key, and do not award marks to alternative solutions, despite instructing them during evaluation that, *“If the method is not specified in the question and if the examinees solves any question correctly using any method that is not given in the scoring key, full marks should be awarded”*. Secondly, some examiners check only the final solution and if it is incorrect, do not check the steps leading up to the solution, even if examinees have written some steps correctly.
2. ***Questions which are not attempted by the students:***  
Most of the weak scorers neglected these questions: 14(b), 17(b), 18(b), 20(b) and chose to answer the other options.
  3. ***Questions which are not well taken by the students:***  
Q19(a) and (b). These two questions are modified form of two particular textbook questions of Average Difficulty Level. Examinees might have memorized the answers to textbook questions (doing it as a mechanical procedure without understanding) and therefore have no clear understanding of the problem-solving procedure. As such, despite knowing the foundational concepts related to the questions, they could not relate these concepts to handle such unseen problems.
  4. ***Feedbacks to improve teaching and learning:***
    - a. Even at lower levels, mathematics should be taught by teachers who have the required strong mathematics background so that they are able to communicate mathematics principles effectively to their students and also help translate dense mathematical knowledge at all levels of understanding.
    - b. We should not be in a hurry in completing the syllabus though syllabus completion is important. Teachers are **not** expected to give answers to **all** textbook questions. Some questions should be left for the students to help them practice problem-

solving procedures. Teachers can act as a guide and their focus should be in creating a strong foundation of concepts and a clear understanding of mathematical procedures. If this is achieved, interest in the subject can be generated and marks in examination will improve.

- c. In order to cultivate the habit of thinking what we are doing, especially in the context of Mathematics, non-textual questions (i.e. questions that are similar to the ones given in textbook but with slight variations) that are within the parameters of the syllabus should be introduced at school level examinations. These non-textual questions can be of Easy, Average or Difficult level. This will discourage rote learning to a great extent.

5. ***Feedbacks to set better questions:***

It is said that teachers develop teaching skill over time through practice and improve most when given feedback on their performance. Similarly, teachers can also be trained to be good question setters with *practice*. Question setting assignment (non-textual questions *only* because setting textbook questions will be redundant) with proper guidelines can be given to the subject teachers by the schools individually, given feedbacks on their performance and all the good questions thus framed, can be compiled for Question Banks. These Question Banks can be used by the students for self improvement.

6. ***Feedbacks to do evaluation:***

Examiners must be very clear on exactly what the question is prompting the examinees to answer. They should be clear on the specifics of the question and the marks allotted for the question. Even if the final result is wrong, step marks should be awarded and teachers should be extra careful in looking out for alternative methods used by the examinees.

7. ***Some suggestions to improve the performances of the students:***

- a. Students should be clear with the foundational concepts. Whenever they encounter new concepts, they should relate the problems involving these concepts with real life situations so that their understanding is deepened. Regardless of the problem-solving tactic adopted to solve a problem, students should make a conscious decision to understand the mechanics happening under the surface as opposed to just learning it to pass a test.
- b. Whenever students struggle with a particular concept, they should try to go over it again and again (with the help of a teacher or during self-study) until it is understood. Revising for tests should be just that, revising, and not trying to re-learn things which you only half-understood when you learned it the first time.
- c. The students' understanding of the subject depends not only on the problem at hand but also on the students' prior experience and skills. Hence, the more you practice, the more concrete the concepts becomes and the more confidence you gain with the work. With practice, students can gain better understanding in identifying the silly mistakes that leads to underperformance.
- d. Students should be encouraged to solve as many problems as possible instead of copying answers from teachers' handouts or from their peers.

- e. Students should also familiarize themselves with the design of the question paper and acquaint themselves with the different forms of questions and mark allocations by sitting for mock test papers under exam conditions.
- f. Students must have aim, patience and perseverance till they achieve the desired result.

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## MUSIC

The question paper was easy compared to previous years.

### *Some reasons for poor performance of the students.*

- HSLC 2020 It was obvious that the basic structure of the various musical concepts were not learned as required.
- Evidently, quite a lot of students tried to memorize without understanding, especially: scales-major-minor, triads – with all its related concepts like 4-part chord, broken chords, arpeggio etc.
- Students failed to understand the question asked.
- Students failed to take the subject seriously like any other main subjects.

### *To improve teaching and learning*

- Screening of students for musical aptitude is important.
- For every topic, students must be given some exercises to practise upon.
- A few piano classes in scales, arpeggio, triads etc. will go a long way in helping students understand better.

### *Suggestion for improving of performances*

- Awareness with the Board’s pattern of design of questions can improve the performances. This is important.
- Teachers should instruct students to always write their answer or draw notes neatly and clear.
- Teachers to encourage the students to read more textbook.
- Working through some past question papers may improve some students for exam, instead of working on the textbook only.

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## ENVIRONMENTAL EDUCATION

- The question paper was found to be simple and direct, considering the performance of students. Pass percentage of 2020 was around 80 percent showing a considerable increase in performance of the students as compared to 2019 results.
- 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. Moreover, considering the overall performance of students scoring more than 80% has increased.
- Challenges faced with examiners- The Heads of Institutions should be more open towards releasing their teachers during evaluation as well as readjusting their other school duties.

- Questions *not* attempted by students:
  1. SA I Q no. 18 ‘State any two importance of genetic engineering’
  2. SA I Q no. 24 ‘State any two aims of consumer education’
  3. LA I question no. 32a. ‘Write five methods of controlling soil erosion’

Were some questions some below average students did not attempt.

**FEEDBACK:**

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.
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.
3. Students learn more by doing rather than just listening, as the subject has everything to do with the environment both the theory and practical/internal marks should carry equal weightage so as to give more opportunities to the students to do hands-on activities.
4. Assigning projects- assigning different projects based on the course content. This will help students understand issues related to the environment in a better way
5. Understanding the concepts or terms in different chapters.
6. 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.

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## **BOOK-KEEPING & ACCOUNTANCY**

Some observations and comments on Book-Keeping & Accountancy in the HSLC Examination 2020 are:

1. As per the feedbacks from the evaluators and observation, the question paper was of moderate level.
2. The performance of the students was a little better than the previous year except in Economics.
3. An important factor which affect the performance of the average students is rote learning
4. Basing on the students performance in HSLC Examination 2020, the findings on the subjects are as follows:
  - i) Questions which are not attempted by the majority of the average students are:
    - a) Q. No. 27 (b) (5 marks question) – Numerical question on rectification of errors
  - ii) Questions which are not taken well by the students:
    - a) Q. No. 14 (2 marks question) – What are errors of commission? – Most students are confuse with omission instead of commission.
    - b) Q. No. 15 (2 marks question) – What is meant by rectification entry? – Most students could not give the correct answer.
5. Feedback to share with the subject teachers and heads of institutions:
  - i) To improve teaching and learning in BK & Accountancy:

- a) All the topics/syllabus in the subject are 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 take the subject seriously.
- b) Students should be advised to give equal importance to 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.
- ii) To set better question:
  - a) The setter to take into account of all the different aspects such as difficulty level, types of questions, design, time allotment for answering, forms of questions and marking schemes of the subjects.
  - b) To avoid similar questions which create confusion.
- iii) To evaluate:
  - a) Evaluators should be clear with the concepts on the questions asked.
  - b) Evaluators need to check the marking scheme properly and allot marks accordingly.
  - c) Maintain consistency in the evaluation.
- 6. Steps / suggestion to improve the performance:
  - i) Instruct the students to take sufficient time to read and understand the question before answering to the question.
  - ii) Improve the handwriting of the students to give first impression to the evaluator.
  - iii) Study more from the textbook instead of relying on the teachers prepared notes.
  - iv) Give necessary explanation wherever required and asked for.

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