

ENGLISH

The question paper that was administered was satisfactory basing on the pass percentage which stands at 89% and also looking at the number of students who got distinction marks. It was found that students who are thorough with their textbooks could score easily which helped them in securing a higher division. With the syllabus covering an equal weightage to all the four learning skills in language ,had the students as well as the teachers put in some diligent efforts in managing the classroom teaching –learning, the performance of the English subject could have gained a better momentum .

But definitely there are areas in the question paper where some students could not answer or write it well. In **Literature Section**, it was noticed that students who were not thorough with their textbook, had been over depending on the teachers’ notes or help books /bazaar notes etc could not answer questions which were set directly from the texts and not from the questions given at the end of a chapter/lesson. Sometimes it was obvious that notes were memorized and just being answered randomly the case of many average and below average students. Example of such a case was with question No. 5, which showed that many of the students were just preparing themselves solely on the textual questions and not doing in-depth study of the text.

Eg: Through this the well-beloved Brutus stabb’d;
And ,as he pluck’d his cursed steel away
Mark how the blood of Caesar follow’d it,
As rushing out of doors,to be resolv’d
If Brutus so unkindly knock’d or no;
For Brutus, as you know,was Caesar’s angel:
Judge,O you gods! how dearly Caesar lov’d him
This was the unkindest cut of all.

- a) Who is being referred to as Caesar’s angel ? 1
- b) What happens when Brutus plucked his cursed steel away? 2
- c) Why does Antony refer to the stabbing of Caesar as the ‘most unkindest cut of all’? 2

Further it was noticed that quite a good no of students did poorly in the **Long Reading Text** which indicated that the students were not reading the text though it was a very thin book with few characters only.

Coming to the **Reading Section** many students were not scoring good marks in Q.No 8. Note Making. Many students gave the wrong format, the notes were too lengthy just a reproduce of the passage and the summary was not of quality, thereby losing marks.

In the **Grammar Section** many students ignored or skipped Q.No. 13 – Idioms and Phrases. Given that the chapter is vast, care was taken during moderation of question paper that simple and common items were picked but the overall performance on this chapter was poor.

In the **Writing Section** many students could not score high marks because they did not follow the right formats thereby losing many good marks.

ALTERNATIVE ENGLISH

In general the question paper that was administered was satisfactory. The pass percentage stands at 80% which indicates that it was well taken. Quite a good number of students fared well scoring good marks. Students who could not score high marks or failed to attempt some given questions showed that they were not reading their text or not doing in-depth studies.

Yes there were difficulties with questions which some students who could not write well or totally skipped off. Some of the questions which the students could not answer well are given below:

Q.No.5. How does Russel distinguish between knowledge and wisdom? 3

Q.No.7 a) What are the two domains available to man in his exploration of Nature? 5

It was found that on the whole many students could not do well in Fiction which showed that in-depth study /reading of the text was lacking, which is really required of the students to do self study on their own.

Another factor that might have been affecting the performance of the subject could be ,quite a number of students took the subject as an optional subject thus most probably not giving due seriousness and attention.

FEEDBACK: The teachers should keep encouraging the students to read their textbooks and to cultivate the habit of reading. To encourage the students to be thorough with all sections of the syllabus. It is obligatory on the part of the teachers to give more importance on the section/areas/questions where the students are losing marks and also to make sure that real teaching takes place in the classroom covering all the syllabus taken into account. The teachers can guide the students to manage the time properly by taking into account the lengthy content of the syllabus and to train the students to write accordingly to the marks specified . The teachers can encourage the students to go beyond their text and do more in-depth studies. The recently made available online apps like ‘ my studygear’ will help the students a long way as they can listen to the explanation again and again to clear doubts .

The heads of the institution must continue to encourage their teachers to keep updating themselves and create avenues for such opportunities. It will be appreciated if the heads of the institution discourage the teachers to give ready- made notes so that the creativity of the students will be developed.

ON LISTENING AND SPEAKING

To improve and to assess communicative language abilities accurately, the syllabus has been framed taking into account all the four skills of language- Listening, Speaking, Reading and Writing (LSRW).

Thus, once again the school /college is reminded that the testing of Listening and Speaking skills will be done towards the end of every academic year. The school /college is encouraged to try out their own way of administering the test but fair and objective testing of listening and speaking skills for each student is mandatory. It is really important that teachers conduct Listening and Speaking activities in the classrooms to keep the students on familiar grounds so as to prepare the students for the final exam.

The Listening and Speaking examination should be conducted exactly in the spirit in which they have been outlined and institutions should take this examination seriously and adhere to the principles of testing completely.

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. 4 (l)
4. *Questions which are not well taken by the students:*
Tenyidie: Question nos. 3, 4 (d) & (l)
Hindi : Question nos. 8, 9, 10 and 11
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.
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.

HISTORY

OBSERVATION:

1. The Question Paper administered is based on the design and standard as notified and given out into public domain.
2. The performance of students in 2020 might have some bearings on the Question Paper since the type of questions asked, were different from the usual trend (predictable). However, it was very much within the prescribed syllabus and textbook content.
3. It is observed that many students do not read and understand the question properly.
4. Questions which were not attempted by many students are:
 - i. What was Mehazar? 2 marks
 - ii. Write a note on the Granite Chariot of the Sun God found outside the Vitthala temple at Vijayanagara. 2 marks

5. Many students fail to score good marks in the long answer type questions (6 & 8 marks) due to lack of expression or fail to elaborate on the given points.
6. Another factor responsible for low scoring is lack of conceptual understanding and reasoning.

FEEDBACK:

- ⇒ Emphasis should be given on conceptual understanding.
- ⇒ Teaching-learning has to be contextualized with the prevailing system of the present society.
- ⇒ Map reading should be encouraged - illustration should be used such as Globe, Atlas and other enlarged outline of maps while teaching in the classroom.
- ⇒ Group discussion and self learning through group/individual assignment and activities.

For school based examination:

- The design of questions should always be kept in mind while setting a question paper
- Teachers should try to frame their own questions instead of depending on the textual questions alone.
- Questions of higher order thinking to test the mental abilities like reasoning, creative thinking, application of knowledge, drawing inferences, etc must also be included as per the percentage given in the design.
- Every possible answer given by the student should be credited.
- Carelessness causes inconsistency thereby failing to do justice to ones work.
- ⇒ Text reading should be encouraged.
- ⇒ Teachers may discourage giving suggestions to students especially referring to the previous year questions since this encourages selective studies.
- ⇒ Encourage the students to frame their own question(s) and prepare their own note.
- ⇒ Practice writing the answer by elaborating on the point.
- ⇒ Acquaintance with the pattern and design of the question will give an insight for better preparation

POLITICAL SCIENCE

1. Comments on the Question Paper that was administered:

- The question paper administered is a balanced one that has been able to discriminate between achievers and average students as the scoring shows which ranged from 1- 88 out of 90.
- The question paper is student friendly as general optional questions are incorporated in 6 & 8 marks questions (if converted to marks, the 5 optional questions come to 34 marks).
- The pass percentage in the subject is about 70% with almost 400 students scoring 80% and above.
- The performance of students with low scoring has highlighted the lack of basic conceptual understanding of the content matters.
- Another reason for the poor performance might be the outcome of ineffective teaching in the schools as well as inadequate preparation on the part of the examinees.

- The poor performance is individual and not collective.
 - The performances of the students have reflected that sincere and diligent students didn't have problem with the questions given.
2. ***The questions which are not attempted by the students:***
- There was neither a single question which was not attempted nor marks not scored.
3. ***Questions which are not well taken by the students:***
- a) What was the 39th Constitutional Amendment Act? (2 Marks)
 - b) Explain any three legacy of the National Emergency of 1975. (6 Marks)
4. ***Feedback to the subject teachers and heads of institutions:***
- i) To improve teaching and learning in respect of Political Science
- Emphasis should be given on conceptual understanding rather than on rote memory.
 - Teaching-learning has to be contextualised as the contents of Political Science directly conform to the prevailing system of the society.
 - In the teaching of Political Science, illustration should be given to relate the concept with the real life situation.
 - Group discussions and self learning has to be encouraged through assignment and activities.
 - The practice of the principles of 5Es of the constructivists (Engage, Explore, Explain, Elaborate and Evaluate) in the classroom will immensely help in teaching-learning.
- ii) 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.***
 - Designing good test items and questions is an art and 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.
- iii) To do evaluation.
- Undivided attention, commitment and sincerity to the task assigned will bear better outcome.
 - Familiarity with the question given and content mastery will go a long way in delivering justice in the evaluation work.
 - Performing the task of evaluation holistically.
 - If sub points given in point no. 2 are taken seriously then evaluation will be much better.
- iv) To improve the performances of the students in the subject
- 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.
 - Intensive rather than extensive preparation will be more fruitful.
 - Conscious approach to learning is the sole path to real learning.

MUSIC

The questions were average.

Some reasons for poor performance of the students

- Taking the subject from higher secondary level without taking the subject at secondary level is affecting the performances as they lack the basic foundation/knowledge about the subject.
- Not understanding and analyzing the questions properly.
- Students failed to take the subject seriously like any other main subjects.

To improve teaching & learning

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

Suggestions for improvement of performances

- Thorough reading of textbook.
- To answer questions as per the marks allotment.
- To understand the question asked and answer accordingly.
- 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 answers or draw notes neatly and clear.

GEOGRAPHY

- The question paper was found to be simple and direct, considering the performance of students. Pass percentage of 2020 was around 90 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 - Heads of Institutions should be more open towards releasing their teachers during evaluation as well as readjusting their other school duties during the period of evaluation.
- Questions *not* attempted by students:

Section-A

1. VSA Q no. 2 'Write the full form of GPS'
2. SA I Q no. 8 a. 'What is digital divide?'
3. LA question no. 12 a. 'Mention five chief characteristics of plantation agriculture '

Or

b. Mention five advantages of industrial states and technology parks on the edge of towns and cities over inner city locations.

Section B

4. SA I Q no. 20. Name the two groups of satellite system in India.
5. SA II no. 24. Write any three measures for prevention and control of land pollution in India.

Were some questions many 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 suggest more activities related to **map works**, importance of industries transport, agriculture, types of settlements as many below average students do not attempt or fail to locate the correct places (Maps) or write correct answers on such topics.
3. Teachers can also give emphasis on important places, towns, cities, names, abbreviations etc as such many fail to correct answer in such questions.
4. 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
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.

Sociology

Bearing on the performance of the students.

- While writing the descriptive type answers, students mostly drift out of the topic which makes it difficult to give them marks.

Suggestions to improve.

- Teachers should emphasize more on giving the students key points which will help them to focus on those while writing answers
- To improve the performances of the students, allow plenty of time for revision.

To improve teaching and learning.

- Make learning more fun
- Make teaching a two way interaction
- Teach the students critical thinking skills rather than just teaching them to memorize facts.

Questions that are less attempted and not well taken.

- Questions 31, 32 were rarely attempted.
 31. What were the several factors responsible for the process of westernization and what are its two impacts?
 32. Explain any four implications of globalization.
- Most of the students attempted Question no. 14, 17, (29 second part) but got it wrong.
 14. What does Article 40 of the Directive Principles of the State policy say?
 17. Write any four salient features of National Population Policy?
 29. Explain the structural and functional elements of a joint family system in India.

To set better questions.

- Do a content analysis and ensure all the areas are covered.
- Questions should be precise and simple
- To ensure that the Questions can be answered well within the stipulated time.

To do better evaluation.

- The examiner should be clear about the objective of the question asked. Some examiners make the error of allotting the maximum marks for answers that are incomplete which in results in different allotment of marks by different examiners for the same answer.
- Equal importance should be given to all type of questions. Differences in marking arise due to differences in opinion or importance given to either clarity of concept or quantity of content. Therefore, it is important to maintain a common set of goal while evaluating the answer scripts to maintain uniformity and competency.

Education

Bearing on the performance of the students.

- While writing the descriptive type answers, students mostly drift out of the topic which makes it difficult to give them marks.

Suggestions to improve.

- Teachers should emphasize more on giving the students key points which will help them to focus on those while writing answers
- To improve the performances of the students, allow plenty of time for revision.

To improve teaching and learning.

- Make learning more fun
- Make teaching a two way interaction
- Teach the students critical thinking skills rather than just teaching them to memorize facts.

Questions that are less attempted and not well taken.

Almost all the textual questions were attempted.

- Only a few students attempted Question no. 21 (**Statistic**)
21. Calculate the Arithmetic Mean.
- Many students could not give the correct answer to Q no. 27&29
27. Briefly describe the causes of individual differences.
29. Discuss the different types of environment that influences an Individual.
- Question 32 was not well taken, most of the students wrote 'Causes' instead of 'Factors'.
32. Define Forgetting. Discuss the factors influencing forgetting.

To set better questions

- Do a content analysis and ensure all the areas are covered.
- Questions should be precise and simple
- When setting a two part question, both the first and the second part should be related to each other.
- To ensure that the Questions can be answered well within the stipulated time during the time of examination.

To do better evaluation.

- The examiner should be clear about the objective of the questions asked to avoid variation in allotment of marks by different examiners for the same answer.
- Equal importance should be given to all type of questions. Differences in marking arise due to differences in opinion or importance given to either clarity of concept or quantity of content. Therefore, it is important to maintain a common set of goal while evaluating the answer scripts to maintain uniformity and competency.

CHEMISTRY

OBSERVATIONS:

1. HSSLC 2020 Chemistry Question Paper administered is average.
2. It is observed that Question paper did not have a bearing on the performance of the students.
3. The students performance may be affected due to their lack of conceptual understanding.
4. Q.29b, Q.30b (not attempted by students)
Q.12a, Q15, Q16, Q18a, Q 21a (not well taken by the students).
5. 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 students learning after every chapter/topics.
 - * While setting class tests/school examinations questions paper, please follow the Board's question pattern/design.
 - * Teacher must do the evaluation on the tests administered based on the marks allotted to each question. Answer should be specific/point-wise in order to check the unnecessary essay type 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, which indicates that the students are following some suggestions that were 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 avoid numerical problem questions and reactions related questions.
- iv. Teacher should encourage students on numerical problem solving, reactions and understanding questions etc.
- 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 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 solve it by simply memorising.
- vii. Encourage students to study and practise the questions based on the Board's question paper design.

- viii. Teachers are requested to discourage giving stereotyped questions suggestions to the students for the Board's examinations.
- ix. Teachers are requested to teach some basics/concepts of each chapter/topic before starting the lesson.
- x. Teachers must guide students on all the possible questions which can be set for different marks in each chapter.

PHYSICS

1. HSSLC 2020 Physics Question Paper administered is average.
2. It is observed that Physics question paper have some bearing on the performance of the students. The reasons could be suggestions given by the teachers. It has been observed that many students wrote the answer they knew or prepared for the examination even if that question was not asked in the question paper.
3. Students might not have done well because of weak in basics/concepts of the subject because if question are slightly changed, students were not able to answer it.
4. Q.14, Q.18, Q23, Q26, Q28b (not attempted by students)
Q.6, Q8, Q13a, Q15, Q19, Q24 Q25a, (not well taken by the students).
5. 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 students learning after every chapter/topics.
 - * While setting class tests/school examinations questions paper, please follow the Board's question pattern/design.
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SUGGESTIONS:

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- iv. Teacher should encourage students on numerical problem solving and understanding questions etc.
- 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 has been also observed that students lack of practising 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. Encourage students to study and practise the questions based on the Board's question paper design.
- viii. Teachers are requested to discourage giving stereotyped questions suggestions to the students for the Board's examinations.

- ix. Teachers are requested to teach some basics/concepts of each chapter/topic before starting the lesson.
- x. Teachers must guide students all the possible/conceptual questions which can be set for different marks in each chapter.

BIOLOGY

The overall performance of the students is found to be satisfactory. However, some reasons affecting the performance of the students:

- Selective study
- Rote learning without understanding the actual concept of the topic
- Relying only on classroom notes and not thorough with the textbook

Questions not attempted by the students:

Part –A: Q. No. 12(a), 13(b) of 5 marks question

Part- B: Q. No. 9(b) of 3 marks question and 14(b) of 5 marks question

Questions not well taken by the students:

Part –A: Q.No.9 of 3 marks question

Part- B: Q. No. 11 of 3marks question, 13(a) of 5 marks question

To improve teaching and learning:

- For effective teaching, the teacher can make use of visual aids, open room for discussion, group works, hand on activities
- To maintain correlation between theory and practical in biology, it is important to involve the students in connecting with what they are learning in the classroom to real life. Exposure is one factor that will help promote learner’s attention to learning in practical-based, project-based etc.

To improve the performance of the students:

- To read the question paper carefully and understand what the question demands before answering it.
- The teacher should encourage the students to read the textbook thoroughly instead of relying on classroom notes alone so that they will be able to answer when questions are framed outside the textual questions.

MATHEMATICS

1. *Comments on Mathematics paper of HSSLC 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	–	23 marks
Average	–	61 marks
Difficult	–	16 marks

- 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. 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.
 - 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. Additionally, we come across instances where candidates who fail to arrive at the final solution manage to write some steps (valued points) correctly in the beginning of their solution. Therefore, teachers should always make a conscious effort to check all the steps leading up to the solution and award marks accordingly.
2. ***Questions which are not attempted by the students:***
- Most of the weak scorers neglected these questions: Q5, Q8 and Q17. These are non-textual questions of Average Difficulty Level. (i.e. questions not found in the textbook but that are within the purview of the syllabus). Candidates 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.
3. ***Questions which are not well taken by the students:***
- Q2, Q14(b), Q15(a) and Q18(b)
4. ***Feedbacks to improve teaching and learning:***
- a. Teachers must take the role of a facilitator to help and guide the students in solving different types of problems so that students gain confidence in their abilities.
 - 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 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.

ECONOMICS

Some observations and comments on Economics in the HSSLC Examination are:

1. As per the feedbacks received from the evaluators, the question paper was relatively easier than the previous examination but performance was not as good as the previous examination. This may be due to factors such as a weaker batch and some unexpected questions asked.
2. The performance of the students was bad than the previous year.

3. It is also observed that the students did not understand the questions properly. The design of question paper used in the schools can also be a factor.
4. Basing on the students performance in HSSLC examination 2020, the findings are as follows:
 - i) Questions which are not/ poorly attempted by the students are:
 - a) Q. No. 4 (1 mark question) – Write the meaning of high powered money.
 - b) Q. No. 16 (4 marks question) – Explain the difference between national income at current prices and national income at constant prices.
 - c) Q. No. 26 (6 marks question) – Explain any three components of capital receipts
 - ii) Questions which are not taken well by the students:
 - a) Q. No. 20 (4 marks question) – State the four importance of co-operative societies. – Many students were confused and wrote the roles instead of importance.
 - b) On Q. No. 25 (6 marks question) – Explain any three measures of contractionary fiscal policy. – Most students were confused and mixed up contractionary and expansionary fiscal policy
 - c) Q. No. 31 (b) (4 marks question) – Explain the challenges in the formation of human capital in India. – Most students wrote on the sources instead of challenges.
5. Feedbacks to share with the subject teachers and heads of institutions:
 - i) To improve teaching and learning in Economics:
 - a) The subject teachers and head of institutions can motivate and impart the importance of the subjects since all the topics/syllabus in the subjects are the basic knowledge required for a person who is to enter the corporate and business world.
 - b) From the examination point of view, students should be advised to give equal importance on the textbook instead of depending on the teachers prepared notes.
 - c) Some teachers prepared notes are outdated which needs to be updated which is also a factor of losing marks.
 - d) 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 to the students and be more specific.
 - iii) To evaluate:
 - a) Evaluators should be clear with the concepts on the questions asked.
 - b) Evaluators need to checked the marking scheme properly and allot marks accordingly.
 - c) Maintain consistency in the evaluation especially on open ended questions.
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.
 - v) Avoid selective study.

BUSINESS STUDIES

Observations and comments in Business Studies on the HSSLC Examination 2020 are:

1. The question paper administered was well balanced and average.
2. The performances of the students were a little better than the previous years.
3. Some factors which affect the performance of the average students are rote learning and selective study only for the purpose of the examination. The design of question paper used in the schools can also be a factor.
4. Basing on the students performance in HSSLC examination 2020, the findings are as follows:
 - i) Questions which are not/poorly attempted by the students are:
 - a) Q. No. 12 (2 mark question) – Name the two techniques of analysing deviation.
 - b) Q. No. 17 (4 marks question) – Explain any four points on importance of staffing.
 - c) Q. No. 20 (b) (4 marks question) – Explain any four role of public relation.
 - d) Q. No. 23 (b) (4 marks question) – Write the concept of decentralisation. Explain the importance of decentralisation.
 - ii) Questions which are not taken well by the students:
 - a) Q. No. 3 (1 mark question) – Who is known as the father of management thought? – Most students were confused with FW Taylor instead of Henri Fayol.
 - b) Q. No. 20 (a) (4 marks question) – Explain the elements of marketing mix. Most students were confused with meaning of the different elements.
5. Feedbacks to share with the subject teachers and heads of institutions:
 - i) To improve teaching and learning Business Studies:
 - a) Subject teachers can motivate and sensitized students that all the topics in the syllabus are the basic knowledge required for a person who is to enter the corporate and business world.
 - b) For the examination point of view, the head should insist the teacher to follow the design of the Board's question paper in mid-term or other test administered in the school.
 - c) Students should be advised to give equal importance on the textbook instead of depending on the teachers prepared notes since some teachers prepared notes are outdated which needs to be updated.
 - 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 set specific questions and avoid ambiguous and open ended questions. These may lead to subjectivity of marks during the evaluation.
 - c) To avoid similar questions which create confusion to the students.
 - iii) To evaluate:
 - a) Evaluators should be clear with the concepts on the questions asked.
 - b) Evaluators need to checked the marking scheme properly and allot marks accordingly.
 - c) Maintain consistency in the evaluation.
 - d) To be careful while posting marks on the first page or the OMR Sheet.
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.
 - v) Avoid selective study.

FINANCIAL MARKETS MANAGEMENT

Observations and comments of HSSLC Examination 2020 on the subject are:

1. The question paper was of average level.
2. The performances of the students were a little better than the previous years.
3. One factor which affect the performance of the students is that, the students did not understand properly what the question was asked for and wrote the answer.
4. Basing on the students performance in HSSLC Examination 2020, the findings are:
 - i) Questions which are not/poorly attempted by the students are:
 - a) Q. No. 11 (2 marks question) – How does Order Routing System (ORS) help investors?
 - b) Q. No. 17 (4 marks question) – Write the four prohibition of certain dealings in securities under SEBI Regulations, 2003.
 - ii) Questions which are not taken well by the students:
 - a) Q. No. 14 (4 mark question) – Explain the types of membership available under normal membership. – Most students could not give the correct answer.
 - b) Q. No. 20 (4 marks question) – Explain the pay off for buyer and payoff for sellers of futures. – Most of the students could not give the correct answer.
5. Feedbacks to share with the subject teachers and heads of institutions:
 - i) To improve teaching and learning in Derivative Markets:
 - a) All the topics in the syllabus are the basic knowledge required for a person who is to enter the financial/business world. Therefore teachers and head of institutions can play a vital role in motivating the students.
 - b) From the examination point of view, the teacher and head should emphasize more on learner centered/activity based instead of spoon feeding with prepared notes and encouraging selective study by giving suggested questions to the students.
 - 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 set by the Board for the subject.
 - b) To avoid ambiguous questions and be specific. These may lead to reduction of subjectivity of markings during the evaluation.
 - c) To avoid similar questions which create confusion to the students.
 - iii) To evaluate:
 - a) Evaluators should be clear with the concepts on the questions asked.
 - b) Evaluators need to checked the marking scheme properly and allot marks accordingly.
 - c) Maintain consistency in the evaluation especially on open ended questions.
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.
 - v) Avoid selective study.

ACCOUNTANCY

OBSERVATIONS

1. HSSLC 2020 Examination Accountancy question paper administered is average. It is based on the design and standard as notified.
2. It is observed that the question paper does not have a direct bearing on the performance of the students.
3. The students' performance may be affected because students does not have a clear idea about the concepts and negligence in their studies.
4. Question not well taken by the students is question no 14.c. i.e.
From the following, calculate proprietary ratio and total assets to debt ratio.
a) Non current assets ` 9,60,000 b) Current assets ` 9,60,000
c) Long term borrowings ` 6,00,000 d) Long term provision ` 3,60,000
e) Current liabilities ` 4,80,000.
5. Head of institution and subject teacher may give more emphasis on the following:
 - i) In the class room, the subject teacher should emphasis on teaching the clear concept about the subject to the students.
 - ii) The subject teacher must set the question paper of the class test and mid-term question paper following the Board's question paper pattern and design.
 - iii) Better questions does not mean very hard questions so the subject teachers should set questions which can be answered by the students.

SUGGESTIONS

1. The teaching learning process in the classroom should not be examination centric.
2. Teachers should encourage the students to solve different types of problems.
3. Teachers should encourage the students to study and practise the questions based on the Board's question paper design.
4. Teachers must teach the students the basic concepts of the topic or chapter before starting the lesson.
5. Teachers must guide the students how to answer all the possible questions which can be set from different chapter.
6. Teachers must encourage the students to read the text book and solve different problems.
7. Teachers may discourage giving suggestions to students referring to the previous year question papers.

ENTREPRENEURSHIP

OBSERVATIONS

1. HSSLC 2020 Examination Entrepreneurship question paper administered is average. It is based on the design and standard as notified.
2. It is observed that the questions paper does not have a direct bearing on the performance of the students.
3. It is observed that many students do not read the question properly before answering the questions. So the students wrote the wrong answers for the question.
4. Question not attempt and well taken by the students is question no. 15.b.i.e.
Explain any five reasons for failure of merger and acquisition.

5. Most of the students fail to score good marks in the long answer type questions due to lack of expression.
6. Head of institutions and subject teachers may give more emphasis on the following:
 - i) The subject teacher should give emphasis on conceptual understanding to the students in the class room.
 - ii) The subject teacher must set the question paper of the class test and mid-term question following the Board's question paper pattern.

SUGGESTIONS

1. Teachers must encourage the students to read the textbook.
2. The teaching learning process in the classroom should not be examination centric.
3. Teachers may discourage giving suggestions to students referring to the previous year question papers, since it encourage selective studies.
4. To answer the questions as per the marks allotment.
5. Teachers should encourage the students to study and practise the questions.

FUNDAMENTALS OF BUSINESS MATHEMATICS

OBSERVATIONS

1. HSSLC 2020 Examination Fundamentals of Business Mathematics question paper administered is average. It is based on the design and standard as notified.
2. It is observed that the question paper does not have a direct bearing on the performance of the students.
3. The students' performance may be affected because students does not have a clear idea about the concepts and negligence in their studies.
4. It is observed that many students do not read the question properly before answering the questions. So, the students wrote the wrong answers for the questions.
5. Question not well taken by the students is question no. 16.b. i.e.
A mixture of 80 litres of milk and water contains 10% of water. How much water should be added to it to increase the percentage of water to 20%?
6. Head of institution and subject teacher may give more emphasis on the following:
 - i) In the class room, the subject teacher should emphasise on teaching the concepts clearly to the students.
 - ii) The subject teacher must set the question paper of the class test and mid-term question paper based on the Board's question paper pattern and design.
 - iii) Better questions does not mean very hard questions. So, the subject teacher should set questions which can be answered by the students.

SUGGESTIONS

1. The teaching learning process in the class room should not be examination centric.
2. Teachers should encourage the students to solve different types of problems.
3. Teachers may discourage giving suggestions to students referring to the previous year question papers, since it encourage selective studies.
4. To answer the questions as per the marks allotment.
5. Teachers should encourage the students to study and practise the questions based on the Board's question paper design.
