

**EVALUATION SYSTEM OF
MIZORAM BOARD OF SCHOOL EDUCATION AT THE
SECONDARY LEVEL: AN ANALYTICAL STUDY**

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Dated Aizawl,
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CHAPTER – 1

INTRODUCTION

1.1.0. Concept of Evaluation in Education

In every walk of life the process of evaluation takes place in one or the other form. In psychology and education it tends to occupy an important place because it may be said that in both these subjects no development can take place without evaluation process. It includes both individual and society.

The answers to many questions that may arise for bringing about improvement cannot be given without evaluation. In education, while evaluating a child, it is not only essential to understand the environmental and social background of the child, but it is necessary to evaluate. The ‘what,’ ‘why’ and ‘how’ of the whole educational process and planning for significant progress in students’ performances and how much a child has succeeded in his aims and the extent to the attainment of educational objectives can be determined with the help of the evaluation process.

Contemporary education recognizes evaluation as an integral part of instructional process. As such, the school provides for systematic evaluation of its pupil’s achievement. The evaluation plan of the school spells out the periodicity of the evaluation to be done during the year, the areas of pupil’s growth to be covered for evaluation, the tools and techniques to be used for this purpose and uses to be made of the evaluation results obtained. Thus the pupil’s progress and achievement is evaluated many a time during 10 or 12 years of schooling before he is finally judged by an external agency through a public examination.

The term “Evaluation” designates a process of appraisal which involves the acceptance of specific values and the use of a variety of instruments of observation, including measurement as the basis for value judgments. In simple words, it can be said that evaluation is the process of judging the value of an object, an experience or an achievement.

Evaluation is an all inclusive and a global process in which data is collected from different persons at different times, from different sources using different techniques. The variety of information, sources and techniques makes the process of evaluation more comprehensive. It covers the total personality of the student – his cognitive, affective and psychomotor aspects and not only a few selected aspects of personality.

The evaluation process ascertains the workability of learning experiences and change behavior of the students. The term evaluation conveys both qualitative as well as quantitative process. This assigns a wider and more vital scope of use of the modern concept of evaluation.

The book ‘Concept of Evaluation’ published by NCERT tells us about three things which one knows through education:

- (1) To what extent we have obtained our aims?
- (2) How effective the classroom instructions are?
- (3) How efficiently educational aims are fulfilled?

According to Bradfield and Moredock: ‘Evaluation is an assignment of symbols to a phenomenon in order to characterize the worth of value of a phenomenon usually with reference to some social, cultural or scientific standard.’

According to Wright Stone, “Evaluation is a new and technical term introduced to design a more comprehensive concept of measurement than is implied in conventional tests and examinations.” (Sharma, 1999)

From educational point of view, the definition of evaluation may be given in the following words:

“Evaluation is any systematic, continuous process of determining – (i) the extent to which specified educational objectives, previously identified and defined, are attained; (ii) the effectiveness of the learning experiences provided in the classroom; (iii) how well the goals of education have been accomplished.” (Patel, 1992)

In the words of the Kothari Commission, “Evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence of the pupil’s study habits and the teacher’s methods of instruction and thus helps not only to measure educational achievements but also to improve it. The techniques of evaluation are means of collecting evidence about the students’ development in desirable directions.”

The evaluation in the field of education may therefore be defined as: The process in which measurement of the decisions related to education and of the traits and activities of the persons concerned with education is carried out and the results of such measurement are analyzed on the basis of predetermined standards (Norms) and on its basis the relative results are declared and suggestions for improvement in them are given.

The concept of Educational Evaluation is therefore, no doubt, quite extensive. Under it, the measurement and analysis of educational policy, educational planning, educational objectives, educational curriculum, teaching methods, educational administration, activities of teachers and guardians, students' intelligence, interest, aptitude and personality, etc. and their educational achievements are carried and on the basis of the results so received, suggestions are given and predictions are made or provided.

1.2.0. Role and Function of Educational Evaluation

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation of both the processes and products of education becomes imperative not only to convince as to what business is going on in the whole education enterprise, but also and more seriously, to know as to what extent the goals of education have been achieved. In short, it helps build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in – built monitor within the programme to review, from time to time, the progress in learning. It also provides valuable feedback on the design and the implementation of the programme. Thus, the role that evaluation plays in any educational programme is significant. With this brief introduction, let us try to bring out the role of educational evaluation in the following way:

(A) *Evaluation Helps the Administrator:*

Evaluation helps the administrator in educational decisions bearing on selection, classification and placement of the workers on the job in the various department of the educational organization. Again, for guidance, whether it is educational, vocational or personnel – systematic evaluation alone will serve the purpose. Thus, it can be said that evaluation also helps the administrator in guidance and counseling.

(B) *Evaluation Helps the Teacher:*

Teachers occupy a key position in evaluation since methods of teaching, knowledge of children's growth and characteristics, selection of materials and ability to make intelligent value judgments determine the quality of evaluation. Evaluation helps the teacher in number of ways:

(a) It provides him with knowledge concerning the students' entry behavior which is important for effective teaching.

(b) Evaluation helps the teacher in setting, refining and clarifying realistic objectives for each student.

(c) It helps him to evaluate the extent to which the objectives have been achieved.

(d) It also helps him in determining, evaluating and refining his instructional techniques i.e., learning activities.

(e) Evaluation in education is not only useful to determine the effectiveness of instruction and planned learning activities but also serves as a basis for summarizing and reporting the progress of students.

(C) Evaluation Helps Students

Evaluation helps the students in the following ways:

(a) *Communicating the teacher's objectives:* When the teacher's objectives are communicated, they become asset of the students, and this serves to increase their motivation. Similarly, if the objectives are clearly known to them, they will know that the teacher expects from them, and they will help, directly or indirectly, the teacher in realizing whether the objectives are attained or not.

(b) *Increasing Motivation:* The evaluation process serves to motivate the students to do better and also to engage themselves in appropriate self-appraisal.

(c) *Encouraging Good Study Habits:* Frequent evaluation encourages building up good study habits in the students as it gets the students to evaluate his own progress. He also gets to know whether he can apply his acquired knowledge and understanding to a novel situation or not.

(d) *Developing Abilities and Skills:* Evaluation helps students to determine the pattern of their abilities and to find out whether or not they have acquired the needed skills and understanding.

(e) *Feedback:* Evaluation provides a feedback, which identifies students' strength and weaknesses. It also serves the purpose of guidance and enhances motivation. (Patel: 1992)

(D) Evaluation Helps the Parents:

A systematic and continuous programme of students' evaluation keeps the parents well – versed and well –tracked with the performance of their children and they, on their part, endeavor to take appropriate action for their further improvement.

Evaluation results are used for determining grading, promotion and placement of the students in the same school and other institutions. They are also useful in the determining of the students for various kinds of careers in relation to their abilities, aptitudes, interests and skills. In the end, it may be stated that a comprehensive and systematic evaluation and appropriate follow-up leads to better achievement by students.

The modern concept of evaluation treats evaluation as one of the three major components of an educational programme – the other two being the educational objectives and the learning experiences. A number of the most common purposes and the related functions of evaluation within the educational system may be identified.

As regards to its purposes –(a) it is used to diagnose the weakness/lapse in learning on the part of the learner; (b) it makes provision for guiding the growth of individual pupils; (c) it helps to discover potential abilities and aptitudes among the testees which will help select suitable persons for the course or career; (d) it helps in rank – order/grade the learners of a given group; (e) it serves the purpose of assisting a person in making decisions about courses or careers; (f) it motivates pupils towards better attainment and growth.

From the point of view of its functions, it involves: (a) the identification and formulation of major objectives and ascertains how far the learning objectives be achieved; (b) construction of valid, reliable and practical instruments for observing the specific phases of pupil behavior such as knowledge, interests, skills, abilities, attitudes, appreciations, personal, social adaptability and work habits; (c) it provides empirical evidences about the utility of teaching strategies, tactics and aids and shows the way to change and improve them; (d) it pinpoints areas where remedial measures may be desirable, provides a basis for modification of the curriculum, syllabus or courses and motivates pupils towards better attainment and growth; (e) it gives reinforcement and feedback to teachers and students; and (f) it helps in developing a comprehensive criterion test.

Continuous Comprehensive Education

Our evaluation system should broadly take into consideration all aspects of life and it should not be confined to the assessment of limited parts of the learning experiences. To ensure qualitative education and the best possible education for our students, we need an evaluation system that is based on the principle of comprehensiveness and continuity – in other words, a comprehensive and continuous evaluation can be considered as a solution and improvement to the problem of examination – a method of assessment that is valid and reliable to measure students’ development and a powerful instrument for improving teaching and learning. Instead of assessing pupils’ progress at a terminal point or end of the year, it is essential to assess the progress of pupil regularly, right from the starting point through a continuous and comprehensive evaluation that incorporates both scholastic and non – scholastic aspects of education, that spreads over the total span of instructional time.

CCE is aimed at correcting the current imbalance in our educational pursuits. The term ‘continuous’ emphasizes that the evaluation of the identified areas of personality is a continuous ‘process’ rather than a combination of isolated unconnected ‘events’, that it is built into the total teaching – learning process as its integral part and is thus spread over the entire span of an academic session. The second term ‘comprehensive’ implies that it attempts to cover different aspects of personality beyond the academic ones i.e. abilities, skills, qualities, interests, attitudes, values, outdoor activities etc., and not just academic achievement. The third term ‘Evaluation’ implies that the purpose of the total endeavor is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.

Such a scheme of school – based evaluation, in addition to stimulating the pupils’ scholastic growth, aims at promoting his physical health, developing in him desirable personal and social qualities, building in him desirable attitudes and values, helping him cultivate and nurture his interests by providing opportunities of acquiring skills and proficiencies through participation in various co-curricular activities.

In July 1989, the CABE recommended that the State Boards should take effective steps in the areas of grading, scaling and continuous comprehensive Internal Evaluation of Scholastic and non-scholastic achievements of students etc.

In September 1990, the 19th Annual Conference of the Council of Board of School Education in India (COBSE) recommended that comprehensive and continuous internal evaluation should be introduced in a phased manner, initially at the elementary stage.

Continuous Comprehensive Evaluation will develop in the students certain desirable habits of regular study, sense of punctuality and work ethics.....Continuous Comprehensive Evaluation of a student in teaching – learning will ensure better command over the subject. It will not only measure the extent of achievement of the educational objectives but will also develop, review and modify suitably the educational objectives and the learning experiences in an on-going process.

1.3.0. Examination as a Tool of Evaluation

For a considerable time in the past and even so in the present, test and examinations have been regarded as the major tools of evaluation. For this reason, teacher's estimate based on paper and pencil test was accepted as the sole measure of a pupil's ability or achievement. Though studies with regard to the reliability and validity of teacher-made tests have posed a serious doubt on their accuracy, yet, these paper and pencil tests continue to be used in our schools and colleges without any regard to other evaluative devices and techniques.

Examination is a tool or a rod of measurement or evaluation, a device through which the student and teacher evaluates his success and failure, weakness and strength and the society assesses the standard of the institution and evaluates how far the system of the education is able to achieve its goal successfully. Examination also evaluates the student's personality, his behavior and his ability to apply his acquired knowledge to solving various problems – academic or non-academic.

Undoubtedly, examinations have been very important instruments of social mobility. They are being used as screening devices more than as instruments of educational reforms and development. Gradually, after independence, many ambitious persons belonging to the lower socio-economic strata have achieved access to secondary and higher education and to professional education and social development by developing in them the skills of passing examinations, which otherwise would have been denied them. But, still, there is a high level of inequality in access to educational opportunities since it is largely controlled by examinations. The children of working class cannot take advantage of educational opportunities because examinations are “culture loaded,” and hence have class bias. An apparent reason for this state of affairs may be that examinations deal almost exclusively with ‘cognitive intellectual’ skills, and other kinds of skills like artistic – aesthetic, affective – emotional, physical, manual, and personal – social are totally excluded.

The functions of examinations that have significant effect on the students themselves are often ignored. The examinations provide to the students aims and incentives which are very difficult to quantify. Discussing this function of examinations, Montgomery (1978) writes: “It is a comfort to believe that examinations can provide a familiar and fairly stable frame – work within which a person may set himself objectives, chart a career and learn his own strengths and weaknesses, confident in a system which though it may not be perfectly accurate, has at least the advantage of impartiality.”

Examinations also assess the students’ capacity to do well in future (Montgomery, 1978). No conclusive proofs, however, are available regarding the efficiency of the present system of examination prevalent in the country.

1.4.0. Emerging Trends in Public Examination

The external examinations which are conducted by various external agencies in different departments exercise lasting influence on the examinees or candidates. Such examinations are mass conducted affairs and are known widely by a common nomenclature “Public Examinations.” These Public Examinations, very often, are nationally recognized examinations. The Matriculation or the University Entrance Examination and its equivalents such as the School Certificate or the School Final Examination conducted in India by the State Boards of Education or the Universities are public examinations. In England, the examination for the General Certificate of Education falls under this category.

The genesis of Public Examination which was the traditional essay – type tests may be traced to the Chinese system of administration in vogue around 1115 B.C. The Chinese used the essay-type tests for the selection of candidates for Government offices. Each candidate was shut up in his narrow cell for days and nights and was required to produce compositions in prose and verse on the themes assigned to him. It was probably because of lengthy testing time and vast coverage of test material that, as Ebel et.al. (1958, p.1502) put it, “the competitive examination system of ancient China.....helped to serve its primary purpose of providing men of ability for the service of the state.” The Chinese system of testing traveled, though not in that strenuous form, from China to the West. By the 19th Century, the essay-type tests in the traditional form were well-established in Western countries for the award of degrees and diplomas. (Harper & Misra, 1983)

The use of essay-type tests in India came as an inevitable consequence of the introduction of the Western system of education. Indian Universities were modeled on the

lines of the British Universities; therefore, they also adopted the examination practice in the U.K. In India, the essay-type tests were used on a large scale for the first time in 1857 by the Universities of Calcutta, Madras and Bombay for the selection of students, and later for the awarding of University degree. The wide use of the essay-type tests at the University stage gradually led to the adoption of such tests at the lower stages of education also. (Harper & Misra, 1983)

1.5.0. Need for the Study

Modern education recognizes evaluation as an integral part of education. It influences and affects the whole process of education. A well-planned and well-executed system of evaluation helps build an educational programme, assess its achievement and improve upon its effectiveness. It serves as in – built monitor within the programme to review, from time to time, the progress of learning. It also provides valuable feed-back on the design and the implementation of the programme. No doubt, the vital role that it plays in ensuring a desirable growth and development in our Secondary education cannot be ignored. In view of its function and purposes and the considerable role that it plays in the educational system, the scholar is inspired to study the evaluation system that it practiced at the secondary level of education in Mizoram.

The crucial nature of the HSLC Examination in determining the eligibility of admission to higher courses of studies and also for entering into jobs is well recognized. In fact, this particular examination is the only mode of evaluation of students' performance that we have at the end of the secondary level of education in Mizoram. As such, the

publication of its results greatly captures the attention of not only the students themselves but also teachers, parents and public at large. Therefore, it is an essential need to study the rules and regulations of MBSE for HSLC Examination with regard to examination schedules, appointment of paper setters and examiners, moderation of questions papers, invigilation, conduct of theory and practical examinations, mode of evaluation and examine its reliability and confidentiality. It also calls for the need to enquire into its effectiveness in performing the functions that are required of them and see to it that it is not subjected to the adaption of any unlawful means that can affect the result of the students and lower the prestige of our evaluation system.

Examinations in various subjects should cover as many as areas of the subject – matter as possible. It should be fairly distributed over the whole course. Answering lopsided questions cannot be declared to be reliable and valid to test the real achievement of the students. The essay-type questions are no doubt helpful to test the creative, analytical and critical thinking of the students. However, the purely essay-type test should be reduced as much as possible as it involves the exercise of subjective judgments and may not be accurate in assessing the real mental ability of the learner. An analytical study of the structure of the question papers is much called for especially in the present scenario/setting of the HSLC Examinations in Mizoram to reveal if there is any inadequacy of paper settings regarding syllabus coverage and also if there is any a judicious combination of essay-type questions, short-answer type questions and objective-type questions in the questions papers.

Sponsored by UNESCO in 1972, International Commission on Education stated, “Real Evaluation of a pupil’s achievement should be based not on a single, summary examination, but on over – all observation of his work throughout a course of study. It

should pay less attention to the volume of memorized knowledge and more to the development of his intellectual capacity, reasoning ability, critical judgment and proficiency in problem-solving.(Mishra& Mohanty, 2005). This statement clearly identifies the vehement need of making a critical study of our evaluation system to obtain information as to whether the questions in the Secondary Examinations give due weightage to the different cognitive abilities – knowledge, comprehension and application. Knowledge about the reliability of paper examiners and analysis of HSLC Examinations results in terms of school management, locale and gender are also imperative needs of the hour to bring suitable reforms in examination.

Evaluation is based on the principle of continuity and comprehensiveness. It is not merely a test which is concerned with the academic side only and that which is given at the end of the term only. According to Wright Stone, “The emphasis in evaluation is upon broad personality changes and major objectives of an educational programme – these include not only knowledge and skills but also attitudes, interests, ideals, ways of thinking, work habits and personal and social adaptability.” On the basis of these observations, the research scholar feels a strong need to study the status of the implementation of Continuous and Comprehensive Education in Secondary schools in Mizoram and find out whether our evaluation system is continuous and takes into account all the aspects of the learner. This is bound to prepare the individual fully and thoroughly to face the challenges of life in the future career.

Research studies in the field of examination have no doubt been undertaken in India and abroad. Commissions and Committees have expressed their alarm at their pernicious domination over the whole system of education in India. The obvious deficiencies and

harmful consequences of this most pervasive evil in Indian education have been analyzed and set out clearly by successive Universities Commissions since 1902, by a Government Resolution, as far back as 1904 and by a committee of the Central Advisory Board of Education in recent years. Apart from this, various commissions have looked into our examination systems and have not only pinpointed several defects but have also given suggestions for the improvement of our examination system. Researches, educators, political leaders and others who are connected with the educative process of making efforts to bring reforms. to make the system of examination scientific. The Mizoram Board of School Education (MBSE) has been conducting the High School Leaving Certificate since 1978 and its system is undeniably, without its limitations. In the context of Mizoram, surprisingly, research dealing with evaluation is few and far between. The research findings did not seem to have much effect as regards to the reform and improvement of the prevailing system of examination. In the face of the situation, the investigator realizes the urgent need to take up research studies of the present kind with the hope and spirit of unveiling its strength and weaknesses and thereby came up with practicable suggestions for the reformation and improvement of evaluation system to make it more true and reliable in assessing the exact achievements of the learners.

Many questions thus arise in the mind of the present scholar, the answer of which could be obtained only through research. The questions are:

1. What is Mizoram Board of School Education (MBSE) about? What is its structure and general functions?
2. What are the initiatives taken up by the MBSE for the improvement of the evaluation system?

3. What are the roles and functions of the Mizoram Board of School Education in the conduct of HSLC Examination? What are the measures taken up by the MBSE to maintain the confidentiality and reliability of the HSLC Examination?
4. What is the pattern/structure of the questions in regard to –
 - (a) Its syllabus coverage
 - (b) Combination of the different types of questions
 - (c) Inclusion of the cognitive abilities
5. Are the purposes of evaluation in agreement with the objectives of education? What are its drawbacks?
6. In the view of the present situation for our examination system, what are the steps/areas to be taken up for its reform and improvement?

Taking these questions into consideration, it is apt to bring out the nature and present status of our evaluation system at the Secondary level of education in Mizoram and highlight the steps and measures that can be adopted for its reform and improvement.

1.6.0. Statement of the Problem

The problem of examination has been a very crucial and difficult issue in the sphere of Secondary Education. The Matriculation Examination dominates the entire work of our Secondary Schools. The prestige of a school depends entirely upon Matriculation results and very little on real educational merits of the institution. The urgent need therefore arises to develop a system of evaluation as that can test the true achievements of the students. Furthermore, in order to make our evaluation system at the

Secondary Level more reliable, there is a need to study its different aspects for reformation and improvement. Considering all these factors, the following topic is proposed for study – ***“Evaluation System of Mizoram Board of School Education at the Secondary Level – An Analytical Study.”***

1.7.0. Operational Definition of the Terms Used

Evaluation System: Evaluation system in the present study refers to the method adopted by the MBSE in assessing students’ knowledge and skills in different subjects and areas under certain specific guidelines.

Mizoram Board of School Education: Mizoram Board of School Education (MBSE) is a Board established to regulate, supervise and control School Education in Mizoram and to conduct examinations at the secondary and higher secondary levels of education in Mizoram.

Secondary Levels of Education: This refers to what is popularly called “High Schools” in Mizoram that comprises classes IX and X.

Cognitive Objectives: The term implies educational objectives under cognitive domain as given in Bloom’s Taxonomy of Educational Objectives viz., knowledge, comprehension, application, analysis, synthesis and evaluation.

Analytical Study: It implies the study of the different aspects of MBSE, its examination rules and regulations, question papers, syllabus and results of HSLC examination.

1.8.0. Objectives of the Study

1. To prepare a profile of the Mizoram Board of School Education (MBSE)

2. To examine the existing rules and regulations of MBSE for HSLC Examination with regards to –

- (a) Examination schedules
- (b) Appointment of paper setters and examiners
- (c) Moderation of question papers
- (d) Invigilation
- (e) Conduct of theory and practical examination
- (f) Mode of evaluation
- (g) Revaluation system

3. To analyze the structure of question papers in terms of distribution of objective type, short answer type and essay type items.

4. To analyze question papers of HSLC Examination in terms of their coverage of the syllabus.

5. To analyze the question papers for assessing the weightages assigned to different cognitive objectives.

6. To analyze HSLC Examination results of last five years in terms of school management, locale and gender.

7. To suggest measures for improvement of evaluation system at the secondary level of education in Mizoram.

1.9.0. Delimitation of the Study

1) For the purpose of analyzing question papers of HSLC Examinations based on objectives nos. 3, 4 and 5, the present study is delimited to question papers of English, Mizo and Social Science only.

2) Educational Objectives in the cognitive domain are delimited to the first three objectives namely – knowledge, understanding and application for the purpose of analyzing question papers of HSLC Examination. The reason behind is that MBSE’s specification has already delimited the learning objectives to these three cognitive levels only probably as students in secondary schools are not yet expected to develop and show higher objectives of learning such as analysis, synthesis and evaluation in Bloom’s Taxonomy.

3) Management – wise analysis of HSLC Examination results for the years 2011 – 2015 is delimited to purely Government High Schools and purely Private High Schools.

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CHAPTER – 2

REVIEW OF RELATED STUDIES

2.1.0. Research in Educational Evaluation and Examination

One of the earliest studies exploring the efficiency of the essay examinations was made as early as 1888 by Edgeworth in the U.K. Other studies followed suit, of which those done by Starch and Elliot (1913) in the U.S.A., and Hartog and Rhodes (1935) in the U.K are very important. Thus, in the early half of the 20th century, systematic research on examinations was well started.

Research in educational evaluation and examination has been previously reviewed by Dave, P.N. (1968); Buch, M.B. (1972); M.B. and Passi, B.K. and Padma, M.S. (1974); Natarajan, V. and Kulshrestha, S.P. (1983); Passi, B.K. and Hooda (1986) more recently by Singh, P and Prakash, V (1991). These surveys reviewed the work in these areas in India up to 1988. During 1988 – 92, only six studies on educational evaluation and ten studies directly related to examination could be located. (Mukherjee in Buch Ed., 1997)

The NCERT has focused its attention on research and improvement in the examination system at the school stage. The work in this area comprised research, development of materials and operational strategies, training of both pre-service and in-service teachers, publications, and clearing house functions both at the national and international levels. In addition to this, the NCERT collaborates with the State – level educational agencies like the State Departments of Education, the State Boards of Secondary Education, the State Institutes of Education, the State Councils of Educational Research and Training (SCERT), State Evaluation Units and teacher training institutes both at the elementary and the secondary levels. Some Boards of Secondary Education and SCERT have also been conducting researches and implementing various innovative programmes in the examination system at the school stage. (Passi and Hooda in Buch Ed., 1987)

2.2.0. Review of Studies Related to the Present Study

In doing review of studies related to the present study, objectives of the study were kept in mind. Studies related to any one of the objectives of the present study were collected and reviewed. Studies in the area of educational evaluation and examination are found in trend reports of Surveys of Educational Research upto the fifth ones. However, Sixth Survey of Educational Research is silent about research conducted in this particular area. As a result, studies conducted in the area upto the year 1992 only could be found in the Surveys. Recent studies were mainly collected from internet. Few studies which are considered to be having relationship with objectives of the present study, arranged in chronological order are briefly presented as follows:

GCPI (1971) carried out an experiment study on reforming the examination system with the following points and its objectives to design such question papers as could check the students tendency to cram, to develop comprehension and creative's thinking abilities in students and, to prevent students from copying from books or notes in the examination hall. The analysis of the data revealed that when question papers are set in an improved manner, copying in examination hall will not help the students at all and only the really good students could pass with the improved question papers. The examination system based upon improved techniques of paper setting seemed to fulfill those aims and objectives of education where much emphasis was laid on original and logical thinking. For the successful implementation of the system of reformed question papers, it was recommended that teachers should change their teaching procedures accordingly, that the curriculum should be recognized and that the evaluation system should be such that it evaluates all aspects of the child's personality-emotional, moral, skills, aptitudes, etc.-making daily, weekly and monthly evaluations necessary.

Tewari (1975) did an investigation and its problems in upper primary schools and found that more questions were based on the knowledge aspect and the percentage of questions on understanding the skill was very low. In class work, essay type questions were mainly used. About 55.5 percent paper setters did not find it difficult to frame multiple choice type questions and 19 percent felt it difficult to frame essay type questions. The study revealed that teachers were not trained in evaluation techniques.

GCPI (1976) made a commentary on the evaluation questions in the lesson plan of mathematics and science and revealed that in the lesson plans pertaining to mathematics and science the questions related to the knowledge aspect were given prime importance while the questions related to application aspects were almost or totally neglected. The questions testing skills were incorporated only in the biology lesson plan. The objectives questions found much less place in mathematics though such questions an important place in science.

Nath (1980) in his analytical study of the conduct of Pre-University Degree and Master Degree Examination of Gauhati University brought out that th system of assessment should be introduced after fulfilment of certain conditions, for making the examination more valid and for doing justice to students. Further, the study also revealed that one of the major causes and wastage and stagnation was absence of proper system of internal assessment and continuous evaluation.

GCPI (1987) studied the factors responsible for good and poor percentage of examination results. It was found that proper facilities of library, reading room, laboratory, playground etc. helped in increasing the percentage of examination results. The various factors responsible for the poor examination results were lack of proper correction of homework, lack of material resources in the school and the passive attitude of parents towards education of their wards.

Singh (1991) carried out an investigation on learning environment of achieving classes of Rajasthan schools and found that pupils' academic achievement was related to the types of management. Private schools, particularly mission schools, had high achieving students.

Thakre (1991) made a comparative study of revaluation of 2,29,173 answers books obtained from various faculties of Nagpur Universities and 1,638 answer books from Punjabrao Krishni Vidyapeeth, Akola, during 1985-90. Without making any time series analysis or test or trend, she came to the conclusion that every year cases of revaluation are on the increase in both the universities.

Rajput, Sarla and Agarwal, Mamta,. (1996) made a study on evaluation practices in primary school of Delhi to examine the importance and significance of evaluation at the primary school stage as a device for quality improvement. The major findings were:

1. All school had a well designed system of evaluation.
2. Weightage given to different tests and examinations were more or less the same in all the schools except Kendrya Vidyalaya.
3. More weightage was given to knowledge than to understanding skill.
4. Private and public schools gave more attention to assignments; project work and oral work than the state run the schools.
5. Adequate attention was not paid on evaluating the non-scholastic areas of performance.

James (1997) carried out a study to identify the causes of poor performance of pupils in the HSLC examination of Meghalaya Board of School Education. He reported that inadequate time devoted to teaching, non-completion of home work by pupils and failures to provide individual attention to students were the main causes of qualitative improvement.

Khader (1997) analyzed the differences between public and private schools on their effectiveness on school achievement. This study was undertaken to find out why private schools excelled public schools in academic achievement, and to find out id private schools had more effective learning environment than public schools and which feature of the schools were important in explaining academic performance. The study found that the public high quality schools with a higher teacher-student ratio, and a management system varying from average to moderately effective, maintained higher work ethic. Intelligence, educational aspiration, school environment, language proficiency, linguistic level and academic emphasis were found to be the factors critical to school success.

Maholtra et.al. (1997) made a content analysis of question papers set in the Board Examination of Haryana polytechnics in order to assess the coverage of the syllabus as well as the adequacy of the weights assigned to questions aimed at measuring different levels of cognitive abilities. The study found that question papers in general did not fully cover the prescribed content. The percentage weightage assigned to different ability levels did not

seem to be appropriate. It was proportionately high for comprehension level and quite low for application level in a good number of the question papers analyzed.

Sujatha (1997) made a study of revaluation of answers books of undergraduate engineering students who appeared in various semester examination during 1982-88 and came to the conclusion that revaluation does have an effect on the marks and results. In an analysis of marks in the revaluation of B.E. degree examination, the investigator reported that the percentages of cases of change in marks due to revaluation was higher than decrease in marks. There was no consistent pattern in the percentage of cases of change of results due to revaluation with respect to the different subject groups, semester and years.

Natarajan (2000) in his study of monograph on moderation of examination results reported that moderation procedures followed by various universities were arbitrary, ad hoc and unscientific. Most of the universities had not framed any rules or procedures for moderation of examination results. Moderation had to be based on a consideration of passing probabilities to attain objectivity and conviction.

Natarajan (2000) carried out a study on monograph on revaluation of answer scripts. His findings reveal that revaluation was sought by students in different universities as a result of their dissatisfaction over the marking of the examiners. Different universities followed different procedures which included issues related to fee, nature and decision of revaluation, but all universities were keen to give the benefit of doubt to the students and they did not think of punishing the examiner.

Rao and Bharathi (2000) conducted evaluation of continuous evaluation system of examination system in Kendriya Vidyalayas. Some important findings of the study were: Nominal success of the system was observed in Hindi in both Vishakapatnam and Delhi schools. Partial success was observed in science in the Delhi school and also in social studies in the Vishakhapatnam school. Complete success was found in English in the Delhi school and in mathematics in the Vishakhapatnam school. Teachers responded positively to the continuous evaluation system. A substantial majority of the teachers seemed to think that it promoted creatively, analytical ability, regularity and command over the subjects by students.

Varghese (2003) studied the relationship between academic achievement and school facilities and reported that the achievement score showed a systematic improvement with improvement in facilities of the schools, and that the difference in mean achievement scores between the learners in the least facility schools and the best facility school was very large in both Hindi and Mathematics.

Behlol and Anwar (2011) carried out a Comparative Analyses of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan. Relevant findings for the present study are: (i) examination system at SSC level was geared more towards cramming than O-level. (ii) the examination system covered the whole English language prescribed course at SSC and O-level. (iii) the results in English subject at O-level was consistently 100% during the years 2002-2003 to 2006-2007 while at SSC level these were less than 78% in the sampled institutions. (iv) the results of SSC level were 74%, 79%, 81%, 75%, and 78% during the years 2002-2003, 2003-2004, 2004-2005, 2005-2006 and 2006-2007 respectively. (v) the results of O-level students were better than the results of SSC level students in the sample institutions.

Scheerens et.al. (2012) in their OECD review on evaluation and assessment frameworks for improving school outcomes – Country background report for the Netherland reported the following:

(i) There are three kinds of end-of-secondary examinations: one for VMBO, one for HAVO and one for VWO. The examinations have civil effects and lead up to formally recognized entrance qualifications on the labor market and give entrance to higher education levels. (ii) Performance criteria and standards for the examinations are prepared in the following manner: Examinations are prepared on the basis of a syllabus for each subject. The syllabus details the topics that are to be taught and examined. In the case of the school examinations, schools compose the examinations, which are then reviewed and approved by the Inspectorate. The Central or National examination is prepared by Cito, who arranges the input from subject matter experts and teachers. (iii) For each subject the length of the examination scale is determined and a norm term (N-term) is decided upon by the CVE, to do justice to annual differences in difficulty; the N-term, which varies between 0 and 2.0, is

high when the examinations is considered as difficult and low when the examination is considered easy.(iv) Examination marks are on a scale form 1 to 10, and 6 means a pass. (v) The Netherlands have a high level of expertise in assessing students and using use student assessment results, particularly because of the international renowned testing company Cito. (vi) To the extent that aggregated student assessment results are used for school self-evaluation and quality control, the annual Inspection reports shows that the situation is far from perfect. (vii) Use of the examinations is straightforward. They define the civil effect that a particular level of secondary education has for the students. There are no indications that the secondary examination system does not serve this function. (viii) Apart from a certification function, examinations can also be seen as a basis for defining attainment targets at school level, and as a way to give direction to content orientation in the school curriculum and teaching. (ix) Finally, examination results, marks and success rates are used to aggregated forms for system level monitoring, in publications like the annual report of the Inspectorate and editions like Key Figures and Trends, from the Ministry of Education.

Abdelrahman (2014) made an analysis of the Tenth Grade English Language Textbooks Questions in Jordan based on RBT to identify and analyze the types and levels of questions available in the textbooks used during the academic year 2012-2013. The researcher analyzed 655 questions using an analysis sheet prepared according to the new version of Bloom's Taxonomy. The results revealed the most of the questions were within the first two levels; remembering and understanding (55.11%); 16.18% for applying and less for the other levels 28.71% which reflected the preponderance of the low level question in the two investigated textbooks. The result revealed that the difference were in favor of the low level questions as the percentage was 51.9%.

India Today (2014) conducted a study on CBSE's Continuous and Comprehensive Evaluation System. The CBSE's Continuous and Comprehensive Evaluation (CCE) system, which entails frequent evaluation of students, needs a "thorough review" in design and appropriateness, as well as in teaching training and implementation, says an impact evaluation report carried out various government schools in Haryana.

The evaluation was funded by 3ie, an international organization which focuses on generating high quality evidence that contributes to effective policies for the poor. Carried

out in 500 government primary and upper primary schools in Haryana, the evaluation intended to quantify the effect of CCE and NGO Pratham's Learning Enhancement Programme (LEP) that provides teachers with the "right tools and space" enabling them to teach according to a child's competency level. To understand the effectiveness of both the programmes, the Haryana government partnered with research centre J-PAL to conduct a rigorous randomized impact evaluation of both CCE and LEP in two districts – Mahendragarh and Kurukshetra.

The primary schools evaluated were divided in four groups of 100 each. Group one received only CCE treatment, group two received only LEP, group three received both programmes simultaneously and group four received neither. The students were tested on their abilities in basic Hindi and basic math – written and oral. The 100 upper primary schools surveyed were divided into two lots, one where CCE was in force and other where it wasn't. (The LEP is applicable to only primary schools). The LEP demonstrates that government teachers can improve learning outcomes through changes in teaching practices.

The CCE programme had no significant effect on test scores for students in either primary or upper primary schools. The CCE scheme, in its current form, needs a thorough review in design and appropriateness, as well as in teacher training and implementation, LEP on the other hand mitigates the issue of 'teaching to the top of the class' by allowing for grouping of students by ability level and focusses its attention on the first ensuring children attain some basic competencies. Regular evaluation of pupils is essential to teaching, but the complexity of CCE's evaluation tools and the lack of a clear connection between such evaluations and specific changes in teaching practices appear to have limited the usefulness.

Mansukhani (2015) carried out paper analysis of science question paper of CBSE Board examination 2015. The study revealed the following: (1) Section A: In this section, there were 24 questions in which the first three questions were very easy. In five markers, there was one passage based question which was not complicated. Many questions were asked straight, but overall the section was very lengthy and time consuming. (2) Section B: This section was not that difficult as it contains multiple choice questions which were based on practical skills. Overall, it was very scoring and simple

Trivedi's (2015) study on 'A Comparative Study of Admission and Evaluation Procedure of CBSE, GSEB, ICSE and IB Secondary School' reflects that all the Board of School Education in India give high importance to evaluation and examination system. Though the evaluation system lays importance on examination in all the studied Boards but schools have included some additional forms of evaluation – project work, reading and writing skills, participation in co-curricular activities, attitudes and behaviors, etc. It is learnt from the field study that the schools give major emphasis on written examination. CBSE emphasizes on home work, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual examination. It aims to promote national unity and integration through cross cultural learning. Students' performance is assessed not only from the academic point of view but also in the context of overall or holistic development of the children.

ICSE also conducts similar type of examination and emphasize on unit test, class test, home work, project work, activity based learning, pre-board test, and session ending examination. It also emphasized on overall growth of the children through integrative approach. IB gives more emphasis on project work, practical harmony, global integration, cultural pluralism and prepares its student to become a global citizen. IB Assessment is not based simply on "how many questions can they answer?" or "what percentage they have achieved" but rather "what skills have they learnt?" or "what level of understanding can they demonstrate?" Now the new trend (CCE) has emerged and all the Boards emphasize on continuous and comprehensive evaluation (CCE) in the schools. In both CBSE and ICSE this practice is being tried out and is under trial. In IB this practice is followed meticulously and schools are strictly instructed to implement it. Govt. of Delhi has also realized the importance of CCE and instructed Delhi Govt. schools to follow as suggested by the CBSE. However, this practice is under trial for implementation.

Gogoi (2016), in his analysis of the question papers of the B.A. End Semester Examination of Dibrugarh University came out with the following findings: (i) Application and other higher order questions did not find any place in any of the question papers of Education irrespective of both general and major courses. However in the question papers of sociology major (2011 and 2013), a few application and other higher level questions are

found. (ii) There were internal options in each essay type questions in each of the questions papers of B.A. in Education (major). Provision of optional questions in a question paper makes the question papers less reliable because it makes the question papers different for different students. It also inspires the students to adopt selective reading. (iii) The optional question given in the question papers were not comparable with respect to objectives, content, difficulty levels, etc. (iv) A number of defective questions were found in almost all the question papers. (v) In the question papers of Education and Sociology, in a number of question, breakup of marks was not shown clearly. (vi) More marks (20 out of 80 which is 25% of the total marks) were allotted against short answer type question whereas less marks (52 out of 80 or 65% of the total marks) were allotted against essay type questions which were not as per the guidelines. (vii) In most of the question papers the distribution of marks against each unit was not as per the syllabus.

India Today (2016) analyzed Mathematics paper of CBSE Class 10 Board examination 2016. The Class 10 students appeared for their last examination i.e. mathematics on 16th March, 2016. According to some students, the exam was very tough and lengthy. The students couldn't finish the paper on time and found the question paper tricky. The question paper consisted of four sections namely; Section A, Section B, Section C and Section D. Section A had four questions of one mark each. Section B contains six questions of two marks each. Section C comprised 10 questions of three marks each and Section D had 11 questions of four marks each.

India Today (2016) analyzed Science paper of CBSE Class 10 Board examination 2016. The Central Board of Secondary Examination (CBSE) of Class 10 started from March 2, 2016 and the first paper was that of Science. Nearly 15 lakh students from all over the country took the exam. The duration of the exam was of three hours. It began at 10:30 am and ended at 1:30 pm.

The time allotted to read the question paper, which was distributed at 10:15 am, was 15 minutes. From 10:15 am to 10:30 am, students were given time to read the paper and go through it carefully.

The Science paper was divided into two Sections: Section A and B. Section A comprised the theoretical part and carried 70 marks while Section B comprised Multiple Choice Questions (MCQ) and carried 20 marks.

Most of the students found the section A of the paper a little lengthy, while section B being MCQ was easy. Every question that came in the question paper was from the syllabus itself and nothing was very difficult to understand.

2.3.0. Relevance of the Present Study in Relation to the Studies Reviewed

Review of related studies given above reveals that a good number of studies have been conducted in the area of educational evaluation, assessment and examination. However, studies directly related to the present study are very few. Studies that are considered to be having relationship with at least one of the objectives of the present study have been collected and reviewed. Many studies under the area of educational evaluation, assessment and examination found from different sources were not taken as they were found to have no direct bearing on the present study.

Few studies reviewed on evaluation system of some Board of Education, distribution of examination questions to objective type, short answer type and essay type, coverage of the syllabus by examination questions, distribution of questions to cognitive objectives such as knowledge, understanding and application as per Bloom's taxonomy of educational objectives, and analysis of students' achievement or results in Board examinations and others reveal that no single study similar to the present ones has been conducted anywhere and even in Mizoram.

The brief review given above highlights the absence of research studies which could suggest a comprehensive conceptual frame work for educational evaluation for the benefit of students, teachers, school administrators, parents and policy makers. Besides, a study which is connected and similar with the one seemed to be so inadequate and limited as to bring about desirable and necessary changes and reforms in the context of Mizoram.

From the account of the studies reviewed, it is clear that there has never been a systematic or sustained effort to study the evaluation system of Mizoram Board of School Education, its rules and regulations for public examinations, its question pattern in relation to coverage of the syllabus, distribution to different forms of questions and to different cognitive objectives. In this context, it can safely be concluded that the present study assumes significance and relevance.

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CHAPTER – 3

METHODOLOGY AND PROCEDURE

3.1.0. Method of Study:

Descriptive and qualitative survey approach has been adopted for the present study

3.2.0. Population and Sample:

The present study has been focused on evaluation system of only one Board, that is, Mizoram Board of School Education. Thus, the question of population and sample selection does not arise.

3.3.0. Tools Used:

Interview schedule constructed by the investigator was used to collect relevant and updated data relating to objectives no. 1, 2 and 7. The schedule consists of open ended questions concerning the existing rules and regulations of HSLC Examination and initiatives taken by the MBSE for the improvement of the evaluation system.

3.4.0. Sources of Data:

For the collection of relevant data, the scholar used the primary and secondary sources.

Primary sources were personnel of MBSE for getting additional information about MBSE, school teachers for getting additional information about syllabus coverage by questions of HSLC examination and others.

Secondary sources of data comprised of ordinance and rules and regulations of MBSE, Question papers and result sheets or books of the HSLC examinations, books, magazines or annual reports, office files, records, meeting minutes, notifications etc.

3.5.0. Construction of Tools:

For the purpose of collecting additional information about rules and regulations of MBSE, an open-ended interview schedule was developed by the investigator. Keeping in mind the objectives of the study particularly about rules and regulations of MBSE for HSLC examination, questions were framed and interview schedule to be administered to MBSE personnel was developed.

3.6.0. Collection of Data:

The investigator made a personal visit to the MBSE office a number of times and had personal interviews with the staff inquiring into the step up and, rules and regulations of the Board in the conduct and process of evaluation in the HSLC examination with regard to different aspects related to evaluation. Office files, hand book of Examination Bye-laws, Scheme of Examination and Question Designs were looked into and obtained for analysis. A number of schools were also visited to procure question papers on English, Mizo and Social Studies and, result book of five (5) consecutive years i.e., 2011-2015. Brief informal interviews were also held with the teachers to acquire important information related with the objectives of the study. The investigator also paid a visit to the Directorate of School Education to obtain list of all the schools in Mizoram for analysis related with objective no. 6 of the study.

Libraries were also visited to collect relevant information for the present study from various sources like books, journals, newsletter, etc. A good number of data was also retrieved from the internet.

3.7.0. Tabulation of Data:

The obtained data collected from the various sources were well edited and classified before tabulating it. On the basis of the objective of the study and the purpose they were gathered, only the useful and applicable data were tabulated. The materials were classified and recorded in accurate mathematical terms and arranged in columns and rows and then displayed in compact, yet, easy to examine on different notes and items as required in the present study.

3.8.0. Analysis of Data:

Data collected for the present study were analyzed in the following ways:

(1) For examining the existing rules and regulations of the MBSE for HSLC Examination, MBSE Bye-Laws relating to rules and regulations for HSLC Examination were studied and analyzed. The additional information obtained from the staff of MBSE through the administration of interview schedule were also used for studying the rules and regulations of the MBSE for HSLC Examination.

(2) For analyzing structure of question papers in terms of distribution of objective type, short answer type and essay type items – question papers of the three subjects – English, Mizo and Social Science for five consecutive years from 2011 – 2015 were studied.

(3) Discussion with school teachers and careful examining of question papers of HSLC Examination based on the syllabi of the three subjects were made for analyzing question papers of HSLC Examination in terms of their coverage of the syllabi.

(4) For analyzing the question papers for assessing the weightages of different cognitive objectives, question papers of the last three subjects of study – English, Mizo and Social Science were carefully examined.

(5) Results of the HSLC Examination of the MBSE were analyzed to reveal the management-wise and gender-wise performance in HSLC Examinations of the last five years from 2011-2015.

Documents containing the list of schools from urban and rural areas obtained from the Directorate of School Education were analyzed to compare the results of the schools from urban and rural areas in HSLC Examinations.

3.9.0. Statistical Treatment of Data:

For analyzing the data, simple mathematical percentage is considered as sufficient to find out the variations in the results of the students in the HSLC Examination in terms of locale, school management and gender as there is no score involved in the study.

CHAPTER – 4

ANALYSIS AND INTERPRETATION OF DATA

The present chapter is devoted to analysis and interpretation of data regarding the evaluation system of Mizoram Board of School Education (MBSE) at the secondary level. Data were analyzed and arranged in accordance with the objectives of the study. Thus, the present chapter presents data under the following heads:

- 4.1.0. Profile of Mizoram Board of School Education (MBSE)
- 4.2.0. Rules and Regulations of MBSE for HSLC Examination
- 4.3.0. Question Papers of HSLC Examinations in terms of their Distribution to Objective Type, Short Answer Type and Essay Type Items.
- 4.4.0. Question Papers of HSLC Examinations in terms of their coverage of the syllabi.
- 4.5.0. Question Papers of HSLC Examinations in terms of their weightages to different cognitive objectives
- 4.6.0. HSLC Examination Result in Terms of School Management, Locale and Gender.

Analysis of the question papers of HSLC Examinations was done for the last five years i.e. from 2011 to 2015 with reference to the specifications made by MBSE. Moreover, as has already been mentioned in delimitation of the study, question papers of three subject's viz. English, Mizo and Social Studies were analyzed. Results of HSLC examinations were also analyzed for the last five years, i.e. from 2011 to 2015.

4.1.0. Profile of Mizoram Board of School Education

The Board of Secondary Education, Assam, ceased to have jurisdiction over the High and Higher Secondary Schools in Mizoram when the Mizoram Board of Education Act was passed by the Legislative Assembly in 1975. This was during that period when Mizoram was still a Union Territory. The Act known as the Mizoram Board of School Education Act provided for the establishment of a Board that which would regulate, supervise, control and make inspection on School Education and matters connected therewith with educational activities.

The Mizoram Board of School Education (MBSE) was thereby established on December 23rd 1976. The Board is an autonomous body having perpetual existence created by an act of the Legislative Assembly. The administrative set up of the Board at the initial stage was one President, one Secretary, Deputy Secretary, Controller of Examination and Assistant Controller of Examinations, four Academic Officers and ministerial staff.

The Board was made responsible for curriculum and syllabus development, conduct and control of public examinations – viz., elementary, secondary, and higher secondary levels and also for the Teachers Training Institutes except for CTE, recognition of educational institutions for the purpose of examinations etc. The conduct of Mizoram Teachers Eligibility Test (MTET) which was introduced recently as a result of implementation of the Right to Education Act, 2009 has also been the responsibility of the Board. The Board has so far conducted 2 such tests.

The first HSLC Examination was conducted in 1978 with the following results:

	New Course	Old Course
1. No. of Candidates	1996	2902
2. No. of Candidates Appear	1975	2853
3. No. of Candidates Pass		
I Division	42	1
II Division	317	99

III Division	130	270
Simple Pass	280	564
TOTAL	769	934
4. No. of Candidates eligible for Supplementary Examination		
	343	548
5. Pass Percentage		
	39%	32.7%

Supplementary examinations were conducted for those candidates who could not meet the criteria for pass marks in not more than two subjects and depending on the results; the candidate may get a Simple Pass.

In the present system compartmental examinations are permitted for those candidates who do not get the desired marks in only one subject.

Structure of MBSE

The Chairman is a whole time officer appointed on contract service by the Government on terms and conditions agreed to between the person selected and the Government. The duty of the Chairman is to see that the provisions of the MBSE Act, rules and regulations made there under are faithfully observed and he shall have all powers necessary for the purpose.

The Secretary is the Chief Administrative Officer responsible for carrying out all the programmes and policies of the Board. He is assisted by three Branch Heads namely – the Director (Academic), the Controller of Examinations and the Deputy Secretary.

Structurally the Board is divided into three main branches – General, Academic and Examination.

General Branch

The Deputy Secretary is the head of the General Branch. He is responsible for matters relating to administration, establishment, properties etc. He is assisted by the Under Secretary and other subordinate staffs.

Academic Branch

The Director (Academic) is the head of the Academic Branch. He is assisted in his work by three officers of the branch viz., one Senior Academic Officer and two Academic Officers and subordinate staffs.

Examination Branch

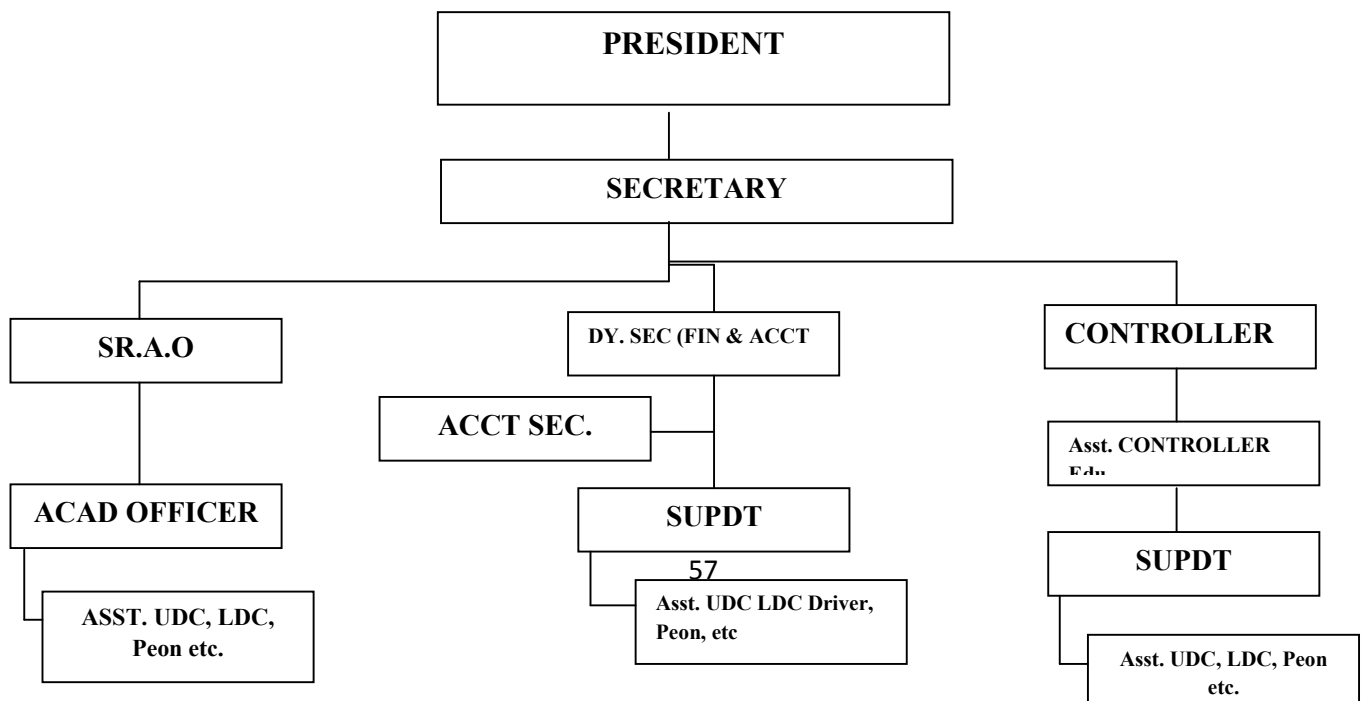
The Controller of Examinations (CE) is the head of the Examination Branch and is responsible for all matters concerning examinations and administration of examinations. The CE is assisted by three officers of the branch viz., a Deputy Controller of Examinations and two Assistant Controller of Examinations and subordinate staffs.

Regional office of the Board

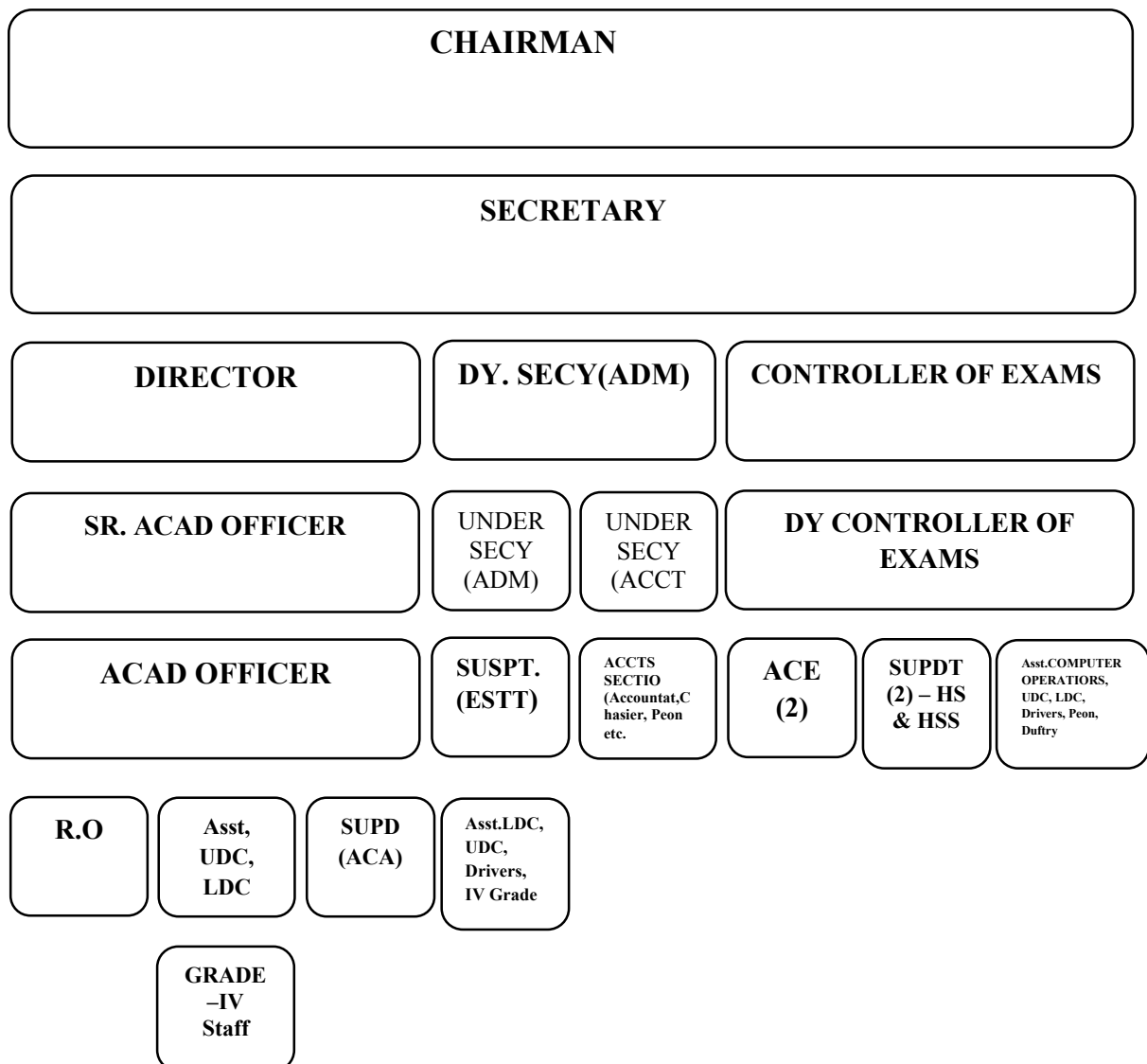
To cater to the needs of the three southern districts of the State namely Lunglei, Lawngtlai and Saiha Districts a Regional office of the Board was set up on December 2007. The office is seated by a Regional Officer and run with the support of one clerical staff and two IV Grade personnel.

Administrative Set Up of the Board

A view of the adminograph of the Mizoram Board of School Education at the initial stage is as follows:



Administrative set up of the Board in the present status is as below:



Powers and Functions of the Board

Among the many powers and functions of the Board, a few related with the present study may be highlighted:

1. Prescribe courses of instruction including practice teaching, practical work and the like for Pre-Primary, Primary, Middle, High Schools and Professional or Vocational Schools and UG Teachers’ Institutes.
2. To conduct and supervise examination.
3. To demand and receive such fees as may be prescribed by regulations,

4. To publish the results of its examination.
5. To grant certificates.
6. To institute and award Scholarships, prizes and the like.
7. To prescribe, prepare, publish and select text books and supplementary books.
8. To lay down conditions for recognition of schools.
9. To recognize or withdraw recognitions.
10. Take disciplinary action against institutions as prescribed by regulations.
11. To adopt measures for study and examinations.
12. To advise Government on physical, moral and social welfare of students.
13. To prescribe necessary qualifications of teachers.
14. To organize seminars and provide “in-service” Training Courses.

Activities of the Board

MBSE takes active part in the development of education in Mizoram. Important activities taken are briefly stated as follows:

- 1) It prepares syllabi and textbooks in accordance with the National Policy and Framework and updates and improves them through revision at regular intervals.
- 2) It conducts various training programmes for teachers to improve and update their skills so as to improve education.
- 3) It develops syllabus for D.El.Ed. in accordance with National Curriculum Framework for Teacher Education (NCFTE) 2009 and implements Semester System for the programme.

- 4) It has proper regulations for affiliation of secondary and higher secondary schools and DIETs. As there used to be a number of schools which did not fulfill the affiliation criteria, MBSE took the initiative for helping them out. In 2013, it introduced Regulations for Provisional Affiliation for those schools not fulfilling the affiliation criteria. Under the new regulation, good numbers of schools have been given provisional affiliation.
- 5) It conducts HSLC and HSSLC examinations every year in February – March. It also conducts examination for Diploma in Teacher Education in the month of December.
- 6) It conducts Mizoram Teacher Eligibility Test (MTET) every year in Aizawl and Lunglei.
- 7) As per the direction of the state government, it conducts State Medical and Technical Entrance Examination (SMATEE) every year.
- 8) It carries out Sensitization Programme on Integrated Evaluation Scheme for Secondary Stage in every district capital.
- 9) It has introduced 8 (eight) different Vocational Courses in 18 Higher Secondary School in the State.
- 10) It has introduced since 2013, registration of students of Class IX to the Board which will become valid till they are in Class XII. Students not registered to the Board are not eligible for HSLC and HSSLC examinations.
- 11) It has introduced computerization of HSLC and HSSLC examination results and now gives out candidates' mark sheets at the time of publication of the results. Certificates are made ready for delivery within one month of the publication of the results.
- 12) It has the provision for Duplicate copies of the examination related documents in case of the original ones are lost.

13) It has its official website www.mbse.edu.in from which various information's about the Board and examination results could be retrieved.

Initiatives Taken by MBSE Since its Establishment

1. In 1988, initiative was taken up by the Board on the scheme of examination. Experts from outside were invited as resource persons or trainers and Workshops were organized, out of which the MBSE could draft an outline of the rules and regulations and the scheme of examinations. This was reviewed and finalized and sent to concerned persons to be followed in the evaluation process conducted by the MBSE at the secondary level.
2. Prior to the conduct of the HSLC examination, training was given by the NCERT and SCERT on the knowhow of examination. Eligible persons from the MBSE office are selected to attend this training who will turn train teachers and concerned persons to be involved in the evaluation process. Practical works are given to the trainees in order that they may obtain the ultimate benefit of what the training is about and, such mistakes that can lower the standard of question setting and evaluation may be avoided.
3. In 1993, central evaluation was initiated. Prior to this, answer scripts of the HSLC examinations were distributed to a number of examiners for evaluation in the convenience of their homes. But due to certain unfavorable issues regarding HSLC result declaration of 1993, resulted in the introduction of central evaluation which is practiced every year when the HSLC examination are conducted and answer scripts to be evaluated.
4. At the initial part of its establishment, the MBSE appoints only one (1) moderator. But in the present situation, 2-3 moderators are appointed for moderation of question papers to ensure better and standardized questions.
5. From the time of its establishment to a certain period of time, the HSLC results of the candidates could be obtained only from the office of the MBSE office.

In the year 2008, a pilot project on computerization of results was made and its full fledged implementation was carried out the following year, 2009.

Very recently, from 2014, results of the HSLC examination result can be viewed from the new MBSE website www.mbse.edu.in

6. The MBSE has also now made possible to avail as much as information for the interest of the students and the public at large. It has further made a commitment to upload and update such information as may be useful for schools, teachers and staffs, students and parents, and the public from the same website.

7. The Board has now developed proper text books for graded subjects like Physical and Health Education and Arts Subject.

8. It is noteworthy to state that the MBSE has taken measures to implement Integrated Studies from 2017 and has already issued notification in this regard. This can be considered as an improvement in the evaluation system of education at the secondary level in Mizoram.

4.2.0. Rules and Regulations of MBSE for HSLC Examination

4.2.1. Examination Schedules:

The MBSE conducts the HSLC examination at such centers selected by the Board and on such dates and such time as may be determined by the Board every year.

The HSLC examination is conducted only once at the end of every academic session. In the present practice the date scheduled for the examination generally falls at the end-month of February or the month beginning of March. The duration of the examination generally lasted for 24 days in which both the theory examinations and the practical examinations are included.

The fixation of the date for the examination is not static but tends to differ every year. The approximate time allotted to attempt a particular paper in the present academic session is 3 hrs i.e. 10:00 am to 1:00 pm. prior to this it was 9:00 am to 12:00 noon and from 1:00 pm to 4:00 pm. The examination routines for these two types are given in appendix.....

In Mizoram 109 institutions are used as Examination centers. Out of these 38 institutions are selected from Aizawl.

4.2.2. Appointment of Paper Setters and Examiners:

The examination branch headed by the Controller of Examination sort out the names of teachers who are recommended by Heads of affiliated institution in their respective institution, as eligible and qualified in terms of their qualification and teaching experience, for setting question papers and examining the answer scripts of the HSLC examination.

A list of names of the teachers selected as paper setters and examiners are made by the Examination Branch and forwarded to the MBSE Chairman for approval through the Secretary MBSE by proper channel. A confidential letter of appointment for paper setters and examiners are then sent to the selected teachers.

More than one (1) paper setters are selected to set the questions for the same subject. The paper setters are to carry out the assigned task and sent in the set questions within the set time and date made by the board. These set of questions are however not accepted as the final questions for HSLC examination. It has to undergo moderation by a moderator or a team of moderators.

The eligibility of appointment as paper setter and examiner is made in accordance with the provisions of the Examination Bye-Laws, MBSE, which may be brought out in the following paragraphs.

(a) No person shall be appointed as a paper setter or examiner whose 'NEAR RELATION' i.e. wife/husband, sons & daughters and members of their family such as nephew, niece, similar relations of wife/husband is appearing or has appeared in the Board examination that same year.

(b) Qualification for appointment of Paper Setter:

(i) The paper setter should be graduate degree holder in the concerned subject or allied subject.

(ii) The person should have a minimum of ten years teaching experience in the concerned subject; or he/she should be one who is working in the State/National Level education agencies set up by the Government and are actually involved in the organization of in-service training programme or research/development of study materials for Secondary students and teachers.

Provided that, notwithstanding anything contained in bye – laws 25 to 30, the Chairman shall have the power to appoint persons in relaxation of the provisions of these bye-law as per Paper setter in that subject if in the opinion of the Chairman such appointment is desirable.

(iii) Every person appointed as Paper Setter shall be required to furnish a declaration in the form as may be prescribed by the Chairman, inter alia, stating that:

(a) he/she has not written or revised a guide – book, help – book, key or similar other matter, which whatsoever name, relating to the subject;

(b) he/she has not been engaging himself/herself in private tuitions and/or coaching at private institutions or carrying out other works;

(c) None of his/her relations mentioned in these bye-laws is appearing in the Board's examination in that year.

(iv) Duties of Paper Setters:

(a) Paper setters while setting the question papers, shall ensure that all sets of question papers are comparable, as far as possible, with the concept tested, cognitive operation requires a scheme of examinations and conformity with the syllabus.

(b) The Paper Setters shall:

(i) Ensure that each question are set according to the syllabus of subject, blue print, design and text books or recommended books.

- (ii) Prepare a comprehensive marking scheme for each question paper, giving expected answers, value points and distribution of marks;
- (iii) Workout the solution to the questions particularly the numerical questions;
- (iv) Mention against each question the approximate time that may be required for answering the question by an average student;
- (v) Ensure that no question is ambiguously worded, which may lead to an interpretation different from the questions intended to convey. This means that each question should be clear, accurate and free from all limitations.
- (vi) Respectively set the question paper strictly in accordance with the unit wise weightage given in the curriculum of the subject, keeping the variations of the marks, if any, under different sub-units at the minimum.
- (vii) Declare that the provisions made for the appointee are complied with.

(c) Qualifications of Examiner:

- (i) The examiner should be a graduate degree holder in the concerned subject or allied subject.
- (ii) Whereas the Paper setter should be a working teacher with at least ten years teaching experience, the same does not apply for examiners. The examiner should have at least three years teaching experience at the Secondary level.
- (iii) At the same time, the examiner should be a teacher of the same subject in a school which is affiliated to the MBSE.
- (iv) The examiner should be one who has not attained 65 years on 1st April of the year of evaluation work.

In addition to this, it may be pointed out that:

- (i) A teacher who is under suspension from service or to whom a departmental enquiry is either pending or is contemplated against him/her or has earlier been debarred/black-listed from any work of the Board or his/her integrity is doubtful in the opinion of the Chairman, cannot be appointed as examiner.
- (ii) A person cannot be appointed as an examiner for more than one subject or for more than one examination simultaneously.

4.2.3. Moderation of Question Papers:

The set of questions prepared by the paper setters are not accepted at once as the final question papers for the HSLC Examination. They are moderated to ensure that each question paper has been set according to the syllabus of the subject and text books or recommended books. In the process of moderation, a comprehensive marking scheme is prepared for each question paper giving expected answers, value points and distribution of marks strictly in accordance with the unit wise weightage given in curriculum of the subject, and a solution to the questions particularly the numerical questions are made. The approximate time required for answering the question by an average student is mentioned against each question paper.

Moderators, while moderating the question papers shall ensure that all sets of question papers are comparable, as far as possible, with the concepts tested, cognitive operation requires scheme of examinations and conformity with the syllabus.

The moderators also make sure that the questions are clear, accurate, unambiguous and free from such limitations as that may lead to an interpretation and understanding different from the question intended to convey.

The team of Moderators may also be required to prepare additional sets of question papers as per instructions given by the Board.

The moderator can accept, reject and modify the question papers sent in by the paper setters. To ensure confidentiality and at the same time avoid any unfavorable advantage a particular institution may enjoy, the moderator may re-set the whole question paper by selecting questions from two sets of questions considered as equally good in terms of coverage of syllabus, difficulty level and standard of question. The moderators who have picked out the two sets of moderated questions in equal agreement regarding its various aspects, submits it to the controller of examination who decides the final set of questions for the HSLC examination. In this regard it may be noted that true confidentiality is so maintained in that even the moderators themselves do not know which set of question is considered as final for the HSLC examination.

In examining the Examination Bye – Laws, the appointment of moderators follow the same process as of the appointment of Paper – setters and examiners. The appointment is given by the Chairman in accordance with the Regulation and Bye – Laws which have already been mentioned.

Qualification of a moderator is:

- (i) The moderator should be a person other than the question setter.
- (ii) The Examination Bye – Laws stated that the moderator shall possess the qualifications as prescribed for Paper setters. This means:
 - (a) the moderator should have a graduate degree in the concerned subject or allied subject; or otherwise, he should be a person who is actually involved in the organization of in-service programme or research/development of study materials for the Secondary school students and teachers;
 - (b) Should have a minimum of ten years experience of teaching the concerned subject at the secondary level;
 - (c) The moderator should be one who
 - (i) Has not written or revised a guide – book, help – book, key or similar other matter, with whatsoever name, relating to the subject.

(ii) Has not been engaging himself/herself in private tuitions and/or coaching private institutions or carrying out similar other works;

(d) Whose relations i.e., wife/husband, sons and daughters and members of their family such as nephew, niece or similar relations of wife/husband is appearing in the Board's examination that year.

4.2.4. Invigilation

A Centre Committee is first constituted for the smooth conduct of examination at the centre. The members of the Centre Committee are nominated by the Chairman of the MBSE. It comprise of the following members:

(a) The Principal/Vice Principal, Headmaster/Headmistress or in the absence of both, a Senior PG Lecturer of the institution which is used as Examination Centre, is appointed as the Centre Superintendent.

(b) Two heads of institutions from the feeder schools and in such cases where the institution's head are not available, village council member maybe appointed.

(c) 1(one) member appointed by DEO.

(d) 1(one) medical practitioner from the Health Department.

The Centre Superintendent nominates the Centre Secretary from the members of the Centre Committee.

The Centre Superintendent nominates teachers from the feeder schools as invigilators in consultation with the Principal of the respective schools to assist the Centre Superintendent in conducting and supervising the examination at the examination centre throughout the HSLC examination. The Centre Superintendent furnishes the list of the committee members and the name of the invigilators with complete details to the Board.

4.2.5. Conduct of Theory and Practical Examinations

Notification of the HSLC Examination Routine for both theory and practical examination is issued by the MBSE.

As per the schedule of the programme, the theory exams are first conducted under the invitation and supervision of the Centre Superintendent and the invigilators. After every examination the answer books of the theory papers are packed and sealed and sent by the Centre Superintendent to the MBSE office addressing the Controller of Examinations, MBSE.

Practical examinations are conducted immediately after the theory exams are over, in the same centre where the theory exams are held. External Examiners are also appointed to evaluate the practical components of the relevant papers/subject and the marks given by the external examiner to the candidate are submitted to the MBSE which is entered in the HSLC Examination result mark sheet of the students. Since this is an internal assessment, the practical work of the candidates need not be submitted to the Board. Only the marks obtained by the examinee are submitted. The grades awarded for the Work Experience, Physical and Health Education are also submitted to the MBSE for record in the mark sheet of the candidate.

4.2.6. Mode of Evaluation

Central evaluation or spot evaluation is done at the MBSE office. The examiners are divided in subject – wise groups guided by the Head Examiner who is a senior expert teacher of the subject from an affiliated High School. Appointment of Head Examiner is given by the Controller of Examination with the approval of the Chairman of MBSE.

All the answer books which are sent by the Examination centers bear the real roll numbers of the candidates. These are converted and coded into fictitious roll numbers for maintenance of confidentiality and to avoid any unfair means that are likely to be practiced. The master copy of the candidates' roll numbers are kept in the hands of the Controller of Examination. The coded answer books bearing the fictitious roll numbers are then distributed to the examiners for evaluation.

The answer attempted by the candidates are checked and evaluated as per the marking scheme made by the moderators. The marking scheme indicates model answers, the value points in respect of each answer, distribution of marks and the award to be assigned for each of the value points. The approximate time required for answering the question by an average student is mentioned against each question. The moderator should also work out the solutions to the questions particularly the numerical questions.

The marks of the particular answer are recorded on the cover page of the answer book in the columns made for entering the marks of each question and also on mark slips. The mark slips is perforated in three sections for office copy, 1st tabulation and 2nd tabulation.

Appointed scrutinizers, who are other than the paper setter checks the given marks on the answer book to see if there are any over marking or under marking. The scrutinized marks are then submitted to the controller of Examination.

Tabulation of the marks is done by tabulators who are appointed from the office and from the institutions. The tabulation is done in the office or at home. Two tabulators take care of one set of tabulation in which there are about 600 candidates on roll. The tabulators enter the mark with the code number on a different tabulation sheet. After comparing the marks entered by the two tabulators, the tabulated marks are then submitted to the controller of Examination. The signature of the tabulator is given at the end of the tabulation sheet.

4.2.7. Revaluation

Till 2011 the MBSE did not provide any provision for what is termed 'Re-evaluation' of answer papers. In fact, no candidate could claim or is entitled for revaluation of his/her marks. However, post-publication scrutiny of the marks of the candidate is done for those candidates who have failed or are not satisfied with the marks they have obtained in their result. Such candidates can send in their application to the Board Secretary for post – publication scrutiny for verification and scrutiny. The application should be made within 15 days from the date of publication of the HSLC results. This is accompanied by the requisite fee of Rs. 500/- per paper as fixed by the Board from time to time. The photo copy of mark sheet is submitted along with the application for Post – Publication scrutiny.

The function of this PPS is:

(a) to check is there is/are any answer(s) not assigned any mark or marks. If so, the scrutinizer may assign due to mark to answer

(b) to make necessary correction in errors made in totaling of marks such as in cases where the examiner has missed out marks or has made excess marking in the totaling of marks.

(c) no changes should be made in the marks assigned by the original examiner.

In order to ensure transparency and accountability in the HSLC Examinations, the Mizoram Board of School Education made a notification on 6th Jan., 2012 introducing the following provisions for obtaining a photocopy of evaluated answer script(s) with effect from the HSLC/HSSLC/DIET Examination, 2012:

(1) A photocopy of the answer script(s) shall be given on request accompanied by the requisite fee per subject as fixed by the Board from time to time.

(2) Photocopies of answer script(s) can be applied for and claimed by only the candidate himself/herself upon production of his/her original admit card issued by the MBSE for the Examination under consideration. The Board will not entertain any application/claims made on behalf of the candidate(s).

(3) The rate for obtaining a photocopy of answer script(s) is as follows:

Photocopy of answer script (per subject) – Rs. 500.00

(4) A period of 15 (fifteen) days after the declaration of results shall be given to the candidates to apply for a photocopy of answer script(s). Upon the expiry of this period, no application shall be entertained.

(5) A candidate who desires to get a photocopy of the answer script(s) shall have to sign an undertaking with a pledge to maintain utmost confidentiality. Under no circumstances will the candidate reveal the photocopy to the Press or take any action with malafide intentions of maligning the Board. Any violations of the undertaking will the result

of the candidate null and void and the Examination of the candidate shall be liable to be cancelled.

(6) While giving the photocopy of the answer script(s), the names of the Head Examiner, Examiner and Scrutinizer which appear on the script(s) shall be concealed.

In addition to the present system of Post-Publication Scrutiny, the Board has also made a notification on 6th Jan., 2012 introducing Re-evaluation of answer scripts of the HSLC/HSSLC/DIET Examinations. Some of the provisions in this regard may be highlighted in the following way:

(i) A candidate may, within 15 days of declaration of the results, apply for re-evaluation of not more than 2 (two) papers by paying a fee of Rs. 1,000/- (Rupees one thousand) only per paper.

(ii) Candidates securing less than 60% of pass marks in the concerned papers/course (excluding practical) shall not be eligible to apply for re-evaluation.

(iii) The application shall be screened by the Controller of Examinations/Examination Branch and shall be sent to two Examiners other than the ones who have examined the script earlier.

(iv) Average of the two closure marks – out of original, first and second re-evaluated marks – shall be the marks awarded after re-evaluation.

(v) As a result of re-evaluation, an increase or decrease of five (5) marks and above will be incorporated. If the increase or decrease is less than five (5) marks, then the original marks stand.

(vi) The score after re-evaluation shall supersede the earlier score provide that a candidate who was declared pass initially shall not be declared unsuccessful as a result of re-evaluation and downward revision of marks shall be limited to pass level.

(vii) The marks allotted by the Examiners on re-evaluation shall be final and no further correspondence or claim in the matter shall be entertained.

A Xerox copy of the original answer paper is made. The previous marks obtained by the candidate shown in the Xeroxed answer papers are erased and two photo copies of the erased marks answer papers are made again. These are sent to two persons other than the first examiner for revaluation. The marks submitted by the examiners may differ from each other and also from the previous marks obtained. Average of the two closure marks are therefore taken from the three answer papers and considered as the revaluated marks and fresh mark sheet is issued to the candidate.

4.3.0 Question Papers of HSLC Examinations in terms of their Distribution to Objective Type, Short Answer Type and Essay Type Items for the Years 2011 – 2015

In the conduct of the HSLC Examination, MBSE has been using the paper-pencil test for the theory papers in which the Essay-type or Long Answer type, Short-Answer type, Very Short Answer type and Objective type items of questions are popularly used.

In essay type examination, the answer to the question is normally lengthy. This type of question measures the power of thinking, comparison, expression, reasoning and criticism along with the ability of organization of thoughts, language and style. However, in a very short answer or objective type of examination, the achievements of subject knowledge/content of pupils, their aptitudes, attitudes, interests and intelligence etc. are measured by answers in a very short duration. These tests have objectivity. Also there cannot be any type of difference regarding answers among the examiners. The answers to the questions are short and specific, in fact, predetermined. In short answer type of test; student must apply a word, a phrase, number or other symbol. Short answers are direct and precise answer. A good question paper should give scope for inclusion of all the three types of questions in it. The following tables show the distribution of objective, short and essay types of items in the question papers of HSLC examinations in English, Mizo and Social Studies for the years 2011 – 2015.

4.3.1. Distribution of Objective type, Very Short Answer, Short Answer and Long Answer type questions and Distribution of different types of questions and their due weight-age of marks in English subject.

Table – 4.3.1

Distribution of Objective type, Very Short Answer, Short Answer and Long Answer Type Questions in HSLC Examinations 2011 – 2015 in English subject.

Year	Objective		VSA		SA – I		SA – II		LA		Total	
	No. of Qs	Mar k for each Qs	No. of Qs	Mar k for each Qs	No. of Qs	Mar k for each Qs	No. of Qs	Mar k for each Qs	No. of Qs	Mar k for each Qs	No. of Qs	Mar k
2011	16	1	14	1	11 3	2 3	2 3	4 5	1 1	6 10	51	100
2012	16	1	14	1	11 3	2 3	2 3	4 5	1 1	6 10	51	100
2013	16	1	15	1	9 4	2 3	2 3	4 5	1 1	6 10	51	100
2014	16	1	14	1	11 3	2 3	2 3	4 5	1 1	6 10	51	100
2015	16	1	14	1	11 3	2 3	2 3	4 5	1 1	6 10	51	100
MBSE Specification	18	1	15	1	11 3	2 3	2 3	4 5	1 1	6 10	51	100

(1) On the given table 4.3.1 is displayed the distribution of the different forms of questions namely – objective type, very short answer (VSA), short answer (SA) and long answer (LA) types of questions and also the mark weightage assigned to the different type of questions

which are used as the structure of questions in the High School Leaving Certificate (HSLC) Examination of English subject based on the Mizoram Board of School Education (MBSE) pattern or specifications.

(2) English question paper is divided into 4 sections – A, B, C & D in the following ways:

SECTION – A : Reading (20 marks)

SECTION – B : Writing (20 marks)

SECTION – C : Grammar (15 marks)

SECTION – D : Text Books (45 marks)

(3) The questions that were set for the examination had main questions with sub-questions. To count the total number of questions that are set for a particular year, all the sub-questions under each of the main questions are counted as separate questions. For example:

10. Read the extract given below and answer the questions that follow:

“I have come for my revenge”

(a) Who said this and to whom?

(b) Why is the speaker seeking revenge? How did he reach the place?

(c) Who was responsible for bringing the speaker there? Why?

(2013, English)

Here the main question is Q 10 and the sub-questions are (a), (b), (c). It may therefore be counted that there are three questions in Q. 10 for the HSLC Examination in English subject.

(4) At the same time, a question having parts and break-up in marks, is counted as a single or one question and the marks are added and counted as one whole.

For example:

16. In the poem, “The man he killed, ‘why does the poet lose rhythm and flow in the third and fourth stanzas? What is the poet’s conclusion in the last stanza?”

2 + 2 = 4

In this question we see the question is created with two parts and the marks are broken up in two parts. The two parts question and its break-up marks of 2+2=4 are counted as one question and the total added marks are placed under its specified category.

(5) The number of main questions along with their sub-questions may be highlighted as under:

SECTION – A: Reading – 20

Q. 1:- 1.1.

(a) Short Answer I	2
(b) Short Answer I	2
(c) Short Answer I	2
(d) Short Answer I	2

Q. 2:- 2.1

(a) Objective	1
(b) Objective	1
(c) Objective	1
(d) Objective	1

2.2.

(a) Very Short Answer	1
(b) Short Answer I	2
(c) Short Answer I	2
(d) Short Answer I	3

SECTION – B: Writing – 20 marks

Q. 3. Short Answer II (Designing Poster)	5
Q. 4. Short Answer II (Writing Invitation)	5
Q. 5. Long Answer (Article Writing)	10

SECTION – C: Grammar – 15 marks

- Q. 6. (a) Objective (Complete the sentence) 6 x 1 = 6
(b) Objective (Complete the sentence)
(c) Objective (Complete the sentence)
(d) Objective (Complete the sentence)
(e) Objective (Complete the sentence)
(f) Objective (Complete the sentence)
- Q. 7. (a) Objective (Choose the word) 3 x 1 = 3
(b) Objective (Choose the word)
(c) Objective (Choose the word)
- Q. 8. (a) Objective (Identify/choose) 3 x 1 = 3
(b) Objective (Identify/choose)
(c) Objective (Identify/choose)
- Q. 9. (a) Very Short Answer (Rewrite) 3 x 1 = 3
(b) Very Short Answer (Rewrite)
(c) Very Short Answer (Rewrite)

SECTION – D: Text books – 45 marks

- Q. 10. (a) Short Answer 2
(b) Very Short Answer 1
(c) Short Answer 2
- Q. 11. (a) Very Short Answer 1
(b) Short Answer I 2
(C) Short Answer I 2
- Q. 12. Long Answer 6
- Q. 13. Short Answer II 4

Q. 14. (a) Very Short Answer	1
(b) Very Short Answer	1
(c) Very Short Answer	1
Q. 15. (a) Very Short Answer	1
(b) Very Short Answer	1
(c) Very Short Answer	1
Q. 16. Short AnswerII	4
Q. 17. (a) Very Short Answer	1
(b) Very Short Answer	1
(c) Short Answer I	2
Q. 18. Short Answer I	5
Q. 19. Short Answer I	3
Q. 20. Short Answer I	3

- Based on the pattern laid out, it can be counted that the total number of questions prepared in the HSLC Examinations 2011 – 2015 are 51 questions.
- The Blue Print of the question or the type of question can be developed as according to the paper setters' choice, however without making any change in the weightage of marks made by the MBSE for setting questions in the HSLC Examination.
- From the given table, we can see that the same pattern of question distributions and marks are followed in all the five years of study (2011 – 2015).
- In 2015, however, we see a slight difference of what instead of the 14 number of question under VSA, there are 15 questions in 2013. While in the four years 2011, 2012, 2014, 2015 there are 14 questions under SA – I, we see instead 13 question under SA – I in 2013.

10. In the years 2011, 2012, 2014 & 2015, there are 16 questions with 16 weightage of marks in the objective type and 14 questions with 14 marks in the very short answer type. Then, in 2013, there are 15 questions with 15 marks in the objective type and 13 questions with 13 marks in the VSA type of questions. Further, in 2011, 2012, 2014 and 2015 there are 14 questions with 31 marks in SA I and 5 questions with 23 marks in SA II, while in 2013, there are 13 SA I type of questions with 30 marks, 5 SA II question type with 23 weightage of marks.

Moreover, there are two Long Answer type questions each carrying 6 & 10 marks in the five years from 2011 – 2015.

MBSE Scheme of Question Pattern

The question pattern under the MBSE scheme as follows:

<i>Forms of Qs</i>	<i>Marks</i>	<i>No. of Qs</i>	<i>TT Marks</i>	<i>% of Marks</i>
<i>Objective</i>	<i>1</i>	<i>18</i>	<i>18</i>	<i>18%</i>
<i>VSA</i>	<i>1</i>	<i>12</i>	<i>12</i>	<i>12%</i>
<i>SA I</i>	<i>2/3</i>	<i>11/2</i>	<i>31</i>	<i>31%</i>
<i>SA II</i>	<i>4/5</i>	<i>2/3</i>	<i>23</i>	<i>23%</i>
<i>LA</i>	<i>6/10</i>	<i>1/1</i>	<i>16</i>	<i>16%</i>
		-----	-----	
		<i>51</i>	<i>100</i>	

Comparison of the MBSE Question Pattern with the Obtained Data or the HSLC Examination Question Paper in English Subject

1. While the MBSE has laid out 18 question of 1 mark in its question pattern, the HSLC Examination paper has come up with 16 questions in the objective type question, and;
2. While the HSLC Examination question paper made 14 Questions for VSA, the MBSE question pattern requirement is 12 questions for VSA.

3. Other than these, it can be seen from the table that the MBSE specification is being duly fulfilled by the paper setters for the HSLC Examination in English subject.

4.3.2 Distribution of Objective type, Very Short Answer, Short Answer and Long Answer type questions and their due weightage of marks in Mizo Subject.

Table – 4.3.2.

Distribution of Objective type, Very Short Answer, Short Answer and Long Answer Type Questions in HSLC Examinations in 2011 - 2015 in Mizo Subject.

Year	Objective		VSA		SA – I, II & III		LA – I, II		Total	
	No. of Qs	Mark for each Qs	No. of Qs	Mark for each Qs	No. of Qs	Mark for each Qs	No. of Qs	Mark for each Qs	No. of Qs	Mark
2011	12	1	18	1	17	2	4	5	55	100
					2	3	1	6		
					1	4				
2012	12	1	18	1	17	2	4	5	55	100
					2	3	1	6		
					1	4				
2013	12	1	18	1	15	2	4	5	55	100
					2	3	1	6		
					2	4				
2014	12	1	18	1	12	2	4	5	54	100
					6	3	1	6		
					2	4				
2015	14	1	18	1	11	2	4	5	55	100
					6	3	1	6		

					2	4				
MBS	18	1	12	1	17	2	4	5	55	100
E					2	3	1	6		
Spec					1	4				
ifi-										
catio										
n										

1. Table 4.3.2. Highlighted the distribution of Objective type (obj.), Very Short Answer type (VSA), Short Answer type (SA) and Long Answer (LA) type of questions with the marks assigned to each questions for the HSLC Examination in the Mizo subject as according to the MBSE question pattern.
2. The Mizo subject question paper is divided into 5 sections in 2011, 2012 and 2013 which may be highlighted:

Section I	:	Hla (Poem)	20 marks
Section II	:	Thu (Prose)	20 marks
Section III	:	Grammar	20 marks
Section IV	:	Rapid Reader	10 marks
Section V	:	Drama	10 marks
Section VI	:	Reading	10 marks
Section VII	:	Writing	10 marks

In 2014 and 2015, a new section was added and the distribution of the questions and marks also changed. It may be presented in the following way:

Section I	:	Hla (Poetry)	18 marks
Section II	:	Thu (Prose)	18 marks
Section III	:	Grammar	18 marks
Section IV	:	Drama	10 marks
Section V	:	Short Stories	8 marks
Section VI	:	Reading	8 marks
Section VII	:	Writing	8 marks

Section VIII : Rapid Reader 12 marks

3. The Mizo questions for the HSLC Examination have 27 main questions with a number of sub-questions. These sub-questions are counted as separate questions. For example:

12. A hnuai tawng upate hi hrilhfiah la, a hman dan tur ang taka hmangin sentence siam bawk rawh: (Write the meaning of the following with examples)

$$2 \times 2 = 4$$

- (a) Khualpang zin.
(b) Neih thinglungkhawng.

(Mizo, 2012)

Q 12 can therefore be counted as having 2 questions.

At the same time, a question divided in parts and with break-up of marks is counted as one question and the marks are added and counted as one whole. For example: lovin chhawng mai

22. He thu a ziah sa la chhawng mai lovin a hnuai a thu pahnih hmang hian sentence siam teh. (Make sentences with the following words)

- (i) Darfeng val
(ii) Tithawpik

(Mizo, 2014)

The counting of number of questions and sub-questions with their mark distribution may be presented as under.

Section I – (20 marks)

- Q. 1. (a) Objective (Fill in the blanks) 4X1=4
(b) Objective (Fill in the blanks)
(c) Objective (Fill in the blanks)
(d) Objective (Fill in the blanks)

Q. 2.	(a) Short Answer I	2
	(b) Short Answer I	2
	(c) Short Answer I	2
	(d) Short Answer I	2

Q. 3. (a) Short Answer II (Reference to the context) 2

Q. 4. Long Answer I (Question) 5

Section II – (20 Marks)

Q. 5. (a) Objective (Choose the right answer) 2x1=2
 (b) Objective (Choose the right answer)

Q. 6. (a) Very Short Answer 4x1=4
 (b) Very Short Answer
 (c) Very Short Answer
 (d) Very Short Answer

Q. 7. (a) Short Answer I 2
 (b) Short Answer I 2
 (c) Short Answer I 2
 (d) Short Answer I 2

Q. 8. Short Answer I 3

Q. 9. Long Answer I 5

Section III – (20 Marks)

Q. 10. (a) Very Short Answer 4x1=4
 (b) Very Short Answer

(c) Very Short Answer

(d) Very Short Answer

Q. 11. (a) Short Answer I 2

(b) Short Answer I 2

(c) Short Answer I 2

Q. 12. (a) Short Answer I $2 \times 2 = 4$

(b) Short Answer I

Q. 13. (a) Very Short Answer (correct the sentence) $3 \times 1 = 3$

(b) Very Short Answer

(c) Very Short Answer

Q. 14. (a) Very Short Answer $3 \times 1 = 3$

(b) Very Short Answer

(c) Very Short Answer

Section IV: (10 marks)

Q. 15. (a) Objective $3 \times 1 = 3$

(b) Objective

(c) Objective

Q. 16. Short Answer I 2

Q. 17. Long Answer I 5

Section V: Drama (10 marks)

Q. 18. (a) Objective $3 \times 1 = 3$

(b) Objective

(c) Objective

Q. 19. Short Answer I 2

Q. 20. Long Answer I 5

Section VI: (10 marks)

Q. 21. (a) Very Short Answer	1
(b) Very Short Answer	1
(c) Very Short Answer	1
(d) Very Short Answer	1
(e) Short Answer I	2
(f) Short Answer I	2
(g) Short Answer	2
Q. 22. Long Answer (Essay Writing)	6
Q. 23. Short Answer III (Writing FIR)	4

1. In counting the sub-questions as separate questions, the Mizo question prepared for the HSLC Examination has 55 questions with 100 as its full marks.

The paper setter has the freedom to make his/her own Blue Print to prepare questions for the HSLC Examination however, strictly following the mark weightage allotted for each section.

2. The distribution of the questions – objective type – 12 questions with 12 marks, 18 VSA with 18 marks, 20 questions in SA I, SA II, SA III with 49 marks and 2 questions from the LA with 16 marks formed the question pattern in the years – 2011, 2012 and 2015 in the HSLC Examination.

The similar trend of the pattern of questions of the Mizo subject in HSLC Examination as seen in the three years 2011, 2012 and 2015 changed in the years 2013 & 2014.

In 2013, there are 54 questions set for the HSLC Examination in Mizo subject. The distribution of the different forms of questions like – 12 objectives questions with 12 marks and 18 questions in VSA with 18 marks, 20 questions from SA I, II, III with 44 marks, 4 LA

questions carrying 5 marks each and 1 question on LA answer with 6 marks stayed on similar lines of question trends with that set of questions in 2011 and 2012. Dissimilarity seen in the year 2013 is that there are 15 SA I questions of 2 marks each, 2 SA II questions of 3 marks each and 2 SA II questions of 3 marks each and 2 SA III questions with 4 marks for each question.

3. The pattern of question distribution and their mark weightage becomes different again in 2014 & 2015. The number of questions and the marks allotted remained unchanged from the other four years. The difference is seen in the number of questions and their weightage of marks. There are 12 SA I questions of 2 marks each, 6 SA II questions of 3 marks each and 2 SA III questions with 4 marks each. There is no LA question carrying 6 marks in the years 2014 and 2015 as that was present in the other three years.

4. Though slight differences in the distribution of questions are seen in some years, yet, it may be remarked that the HSLC Examination question paper of Mizo subject is well in agreement with the MBSE pattern of question.

MBSE Scheme of Question Pattern

<i>Forms of Qs</i>	<i>Marks</i>	<i>No. of Qs</i>	<i>TT Marks</i>	<i>% of Marks</i>
<i>Objective</i>	<i>1</i>	<i>18</i>	<i>18</i>	<i>18%</i>
<i>VSA</i>	<i>1</i>	<i>12</i>	<i>12</i>	<i>12%</i>
<i>SA I</i>	<i>2</i>	<i>17</i>	<i>34</i>	<i>34%</i>
<i>SA II</i>	<i>3</i>	<i>2</i>	<i>6</i>	<i>6%</i>
<i>SA III</i>	<i>4</i>	<i>1</i>	<i>4</i>	<i>4%</i>
<i>LA I</i>	<i>5</i>	<i>4</i>	<i>20</i>	<i>20%</i>
<i>LA II</i>	<i>6</i>	<i>1</i>	<i>6</i>	<i>6%</i>
		-----	-----	
		<i>55</i>	<i>100</i>	

(1) As seen from the above table, the Mizo subject has a distribution of 7 (seven) forms of questions – Objective type, Very Short Answer (VSA), Short Answer (SA) I, II & III and Long Answer (LA) I & II.

The total number of questions as per the MBSE scheme is 55 questions with 100 as full marks.

Comparison of the MBSE Question Pattern with the Data Obtained

(1) While there are 18 Objective type questions (1 mark each) in the MBSE question pattern, the data obtained has only 12 Objective type questions.

(2) Whereas the question pattern of the MBSE has made 12 questions for VSA, the question paper of the HSLC Examination has developed 18 questions for VSA.s

(3) The MBSE question pattern has LAI (15 marks) and LA II (6 marks). In the year 2014 as revealed from the table, there is absence of LA II question carrying 6 marks in the HSLC Examination and only LA I of 5 marks is given.

(4) Apart from slight differences in the number of questions to a form of question and the marks the greater part of the HSLC question paper and the MBSE question pattern are quite in agreement.

(5) In 2013 there are 19 questions in the SA – I, II, III type of questions which was 20 questions in the previous two years (2011, 2012). The difference can be seen in the distribution of questions to the given weightage of marks.

(6) In 2014 the marks allotted in SA – I, II, III is 50 which is higher than the other years 2011, 2012, 2013, and the distribution in the number of question also differ from the MBSE question pattern. The rest of the questions and marks distributions remained the same.

(7) In 2015, the number of questions in the objective type is different from all the other years. It had 14 questions while the other years 2011 – 2014, there are 12 objective type questions. In SA-I, II, III the distributions of the questions with the marks are different.

(8) Though there are differences in questions distributions and marks allotment, it can still be said that the HSLC Examination question paper and the MBSE pattern are quite in agreement.

4.3.3. Distribution of Objective type, Very Short Answer, Short Answer and Long Answer type questions and their due weightage of marks in Social Science Subject.

Table – 4.3.3.

Distribution of Objective type, Very Short Answer, Short Answer and Long Answer

Year	Objective/VSA		SA		LA		Map Drawing		Total	
	No. of Qs	Mark for each Qs	No. of Qs	Mark for each Qs	No. of Qs	Mark for each Qs	No. of Qs	Mark for each Qs	No. of Qs	Mark
2011	30	30	15	3	4	5	1	5	50	100
2012	30	30	15	3	4	5	1	5	50	100
2013	30	30	15	3	4	5	1	5	50	100
2014	30	30	15	3	4	5	1	5	50	100
2015	30	30	15	3	4	5	1	5	50	100
MBSE Specifi- -cation	30	30	15	3	4	5	1	5	50	100

Type Questions in HSLC Examinations in 2011 - 2015 in Social Science Subject.

1. Table 4.3.3 brought out the distribution of the different forms of questions i.e. Objective type (Obj.), Very Short Answer (VSA), Short Answer (SA) and Long Answer (LA) type of questions and the marks assigned to each question used for structuring questions for the HSLC Examination in the Social Science subject.

2. The questions for the Board Examinations are set from the five (5) different chapters of the Social Science subject. The different chapters and the distribution of questions with their mark weightage may be brought out in the following way:

A. India and the Contemporary World – II (30 marks)

Q. 1.	(a) Very Short Answer	5x1=5
	(b) Very Short Answer	
	(c) Very Short Answer	
	(d) Very Short Answer	
	(e) Very Short Answer	
Q. 2.	(a) Objective	5x1=5
	(b) Objective	
	(c) Objective	
	(d) Objective	
	(e) Objective	
Q. 3.	Short Answer	3
Q. 4.	Short Answer	3
Q. 5.	Short Answer	3
Q. 6.	Short Answer	3
Q. 7.	Short Answer	3
Q. 8.	Long Answer	5

B. India – Resources and their development (35 marks)

Q. 9.	(a) Very Short Answer	5x1=5
	(b) Very Short Answer	
	(c) Very Short Answer	

(d) Very Short Answer

(e) Very Short Answer

Q. 10. (a) Objective 5x1=5
(b) Objective
(c) Objective
(d) Objective
(e) Objective

Q. 11. Short Answer 3

Q. 12. Short Answer 3

Q. 13. Short Answer 3

Q. 14. Short Answer 3

Q. 15. Short Answer 3

Q. 16. Short Answer 3

Q. 17. Map Drawing 5

DEMOCRATIC POLITICS – II (15 marks)

Q. 18. (a) Objective 4x1=4
(b) Objective
(c) Objective
(d) Objective

Q. 19. Short Answer 3

Q. 20. Short Answer 3

Q. 21. Long Answer 5

UNDERSTANDING ECONOMICS – II (15 marks)

Q. 22. (a) Objective 4x1=4
(b) Objective
(c) Objective
(d) Objective

Q. 23. Short Answer 3

Q. 24. Short Answer 3

Q. 25. Long Answer 5

DISASTER MANAGEMENT – (5 marks)

Q. 26. Very Short Answer	1
Q. 27. Very Short Answer	1
Q. 28. Short Answer	3

a. A look at the table displayed the distributions of the different forms of questions – Objective Type, Very Short Answer, Short Answer and Long Answer and the Mark Weightage, in Social Studies subject for five (5) years - 2011 -2015.

b. In the Social Science subject, the objective/VSA types of questions have the highest distribution of questions as well as marks. There are 30 questions with 30 marks in the objective type and very short answer type questions. There is only 1 question in Map Drawing with 5 marks weightage.

c. It may be noted from a study of the table that unlike the English and Mizo subject, the SS subject has a simpler and fewer forms of questions such as – Objective/VSA, SA, LA and Map Drawing.

d. The mark weightage given to the different forms of questions are also of a simpler and fewer varieties – Obj / VSA – 1 mark, SA – 3m, LA – 5m and Map Drawing – 5m.

e. For counting of the total number of questions, the sub-questions, under main questions are counted as separate questions.

(1) Example:

1. Answer briefly:

- (a) Who are Magyars?
- (b) Who is the founder of Satyagraha Sabha?
- (c) Where did the Industrial Revolution begin?

(2015, Social Studies)

MBSE Scheme of Question Pattern

The desired question pattern of the MBSE is brought out the following way:

<i>Forms of Qs</i>	<i>Marks</i>	<i>No. of Qs</i>	<i>TT Marks</i>	<i>% of Marks</i>
<i>Obj/VSA</i>	<i>1</i>	<i>30</i>	<i>30</i>	<i>30%</i>
<i>Short Answer</i>	<i>3</i>	<i>15</i>	<i>45</i>	<i>45%</i>
<i>Long Answer</i>	<i>5</i>	<i>4</i>	<i>20</i>	<i>20%</i>
<i>Map Drawing</i>	<i>5</i>	<i>1</i>	<i>5</i>	<i>5%</i>
		-----	-----	
		<i>50</i>	<i>100</i>	

Comparison of the MBSE Question Design and the Obtained Data.

(1) There are 30 questions with 30 marks for Objective and VSA combined, in the MBSE question lay out. Similarly, the obtained data also shows the same pattern of question form and it's marking.

(2) 15 questions carrying 3 marks as Short Answer, 4 questions of 5 marks for LA and 1 Map Drawing weightage 5 marks can be clearly seen in both the MBSE pattern and the question data of the HSLC Examination.

It may therefore, be concluded from the comparison that, the question paper setting in S.S. is satisfactorily in conformity with the MBSE pattern in terms of the distribution of questions with their marks.

4.4.0 Question Papers of HSLC Examination in Terms of their Coverage of their Syllabus

Question papers of HSLC examination have been analyzed for the subjects of English, Mizo and Social Science for five consecutive years from 2011 to 2015 as follow:

4.4.1 English Question Papers of HSLC Examination in Terms of their Coverage of the Syllabus

Syllabus of English subject is divided into 5 (five) sections out of which questions in different forms and mark weightage are developed in order to cover the whole content of the syllabus.

Analysis of the question papers to find out the extent, to which the syllabus of the content is covered in the Board Examination, is presented in the following format:

Table – 4.4.1(a)

English Questions and Marks Allotted in HSLC Examination – 2011 in Terms of their Coverage of the Syllabus

Section	Marks Allotted
SECTION – A: Reading	20 Marks
1. 4 sub-questions of Short Answer type from unseen passage – I	8 Marks
2. 4 sub-questions of Objectives, 4 sub-questions of VSA & SA from unseen passage – II	12 Marks
SECTION – B: Writing	20 Marks
1. Short Composition (Designing Poster)	5 Marks
2. Short Composition (Invitation)	5 Marks
3. Long Composition (Article Writing)	10 Marks
SECTION – C: Grammar	15 Marks
(a) Verb & Preposition (6x1)	
(b) Antonyms (3x1)	
(c) Voice (3x1)	15 Marks
(d) Speech (3x1)	

SECTION – D: Text Books	45 Marks
Prose	
(i) 3 sub-questions of SA & VSA from extract	5 Marks
(ii) 3 sub-questions of VSA & SA from given extract	5 Marks
(iii) One question from prose lesson	6 Marks
(iv) One question from prose lesson	4 Marks
Poetry	
(i) 3 sub-questions of VSA from poem extract	
(ii) 3 sub-questions of VSA from poem extract	3 Marks
Literature Reader	3 Marks
(a) 3 VSA sub-questions from given extract	
(b) One question from prose lesson	
(c) One SA type question from prose lesson	4 Marks
(d) One SA type question from prose lesson – 3 marks	5 Marks
	3 Marks

Table – 4.4.1(b)

English Questions and Marks Allotted in HSLC Examination – 2012 in Terms of their Coverage of the Syllabus

Section	Marks Alloted
SECTION – A: Reading	20 Marks
1. 4 sub-questions of Short Answer type from unseen passage – I	8 Marks
2. 4 sub-questions of Objectives, 4 sub-questions of VSA & SA from useen passage – II	12 Marks
SECTION – B: Writing	20 Marks
1. Short Composition (Writing Notice & Postcard)	5+5=10 Marks
2. Long Composition (Diary Entry)	10 Marks
SECTION – C: Grammar	15 Marks
(a) Voice (3x1)	
(b) Tense (5x1)	

(c) Preposition (4x1)	15 Marks
(d) Synonyms (3x1)	
SECTION – D: Text Books	45 Marks
Prose	
(i) 3 sub-questions of VSA&SA from Prose extract I	5 Marks
(ii) 3 sub-questions of VSA & SA from given extract II	5 Marks
(iii) One question from prose lesson	6 Marks
(iv) One question from prose lesson	4 Marks
Poetry	
(i) 3 sub-questions of VSA from given poem extract	3 Marks
(ii) 3 sub-questions of VSA from given poem extract	3 Marks
Literature Reader	
(a) 3 sub-questions of VSA & SA from drama text	4 Marks
(b) One question from prose lesson	5 Marks
(c) One SA type question from prose lesson	3 Marks
(d) One SA type question from prose lesson	3 Marks

Table – 4.4.1(c)

English Questions and Marks Allotted in HSLC Examination – 2013 in Terms of their Coverage of the Syllabus

Section	Marks Allotted
SECTION – A: Reading	20 Marks
1. 4 sub-questions of Short Answer type from unseen passage – I	8 Marks
2. 4 sub-questions of Objectives, 4 sub-questions of VSA & SA from unseen passage – II	12 Marks
SECTION – B: Writing	20 Marks
1. Short Composition (Poster writing and Invitation)	5+5=10 Marks
2. Long Composition (Diary Entry)	10 Marks

SECTION – C: Grammar	15 Marks
(a) Narration (3x1)	
(b) Voice(4x1)	
(c) Synonyms(3x1)	15 Marks
(d) Verbs(5x1)	
SECTION – D: Text Books	45 Marks
Prose	
(i) 3 sub-questions of VSA & SA from Prose extract I	5 Marks
(ii) 3 sub-questions of VSA & SA from given extract II	5 Marks
(iii) One question from prose lesson I	6 Marks
(iv) One question from prose lesson II	4 Marks
Poetry	
(i) 3 sub-questions of VSA from one poem extract	3 Marks
(ii) 3 sub-questions of VSA from one poem extract	3 Marks
(iii) One question from any poem	4 Marks
Literature Reader	
(a) 3 sub-questions of VSA & SA from extract	4 Marks
(b) One question from prose lessons	5 Marks
(c) One SA type question from prose lessons	3 Marks
(d) One SA type question from prose lessons	3 Marks

Table – 4.4.1(d)

English Questions and Marks Allotted in HSLC Examination – 2014 in Terms of their Coverage of the Syllabus

Section	Marks Allotted
SECTION – A: Reading	20 Marks
1. Unseen Passage I (4 question VSA & SA)	8 Marks
2. Unseen Passage II {Objective questions (4)}	
(i) 4 Objective questions	4 Marks
(ii) 3 SA questions	8 Marks

<p>SECTION – B: Writing</p> <p>1. Short Composition (Notice Writing)</p> <p>2. Short Composition (Message Writing)</p> <p>2. Long Composition (Letter Writing)</p>	<p>20 Marks</p> <p>5Marks</p> <p>5 Marks</p>
<p>SECTION – C: Grammar</p> <p>(a) Voice(3x1)</p> <p>(b) Connectors (4x1)</p> <p>(c) Narration (3x1)</p> <p>(d) Synonyms (5x1)</p>	<p>15 Marks</p> <p>15 Marks</p>
<p>SECTION – D: Text Books</p> <p>Prose</p> <p>(i) 3 sub-questions of VSA & SA from given Prose extract</p> <p>(ii) 3 sub-questions of VSA & SA from given extract</p> <p>(iii) One question from prose lesson</p> <p>(iv) One question from prose lesson</p> <p>Poetry</p> <p>(i) 3 sub-questions of VSA from given poem extract</p> <p>(ii) 3 sub-questions of VSA from given poem extract</p> <p>(iii) One question from any poem</p> <p>Literature Reader</p> <p>(a) 3 sub-questions of VSA & SA from given extract</p> <p>(b) One question from prose lessons</p> <p>(c) One SA type question from prose lessons</p> <p>(d) One SA type question from prose lessons</p>	<p>45 Marks</p> <p>5 Marks</p> <p>5 Marks</p> <p>6 Marks</p> <p>4 Marks</p> <p>3 Marks</p> <p>3 Marks</p> <p>4 Marks</p> <p>4 Marks</p> <p>5 Marks</p> <p>3 Marks</p> <p>3 Marks</p>

Table – 4.4.1(e)

English Questions and Marks Allotted in HSLC Examination – 2015 in Terms of their Coverage of the Syllabus

Section	Marks Allotted
SECTION – A: Reading	20 Marks
(a) 4 sub-questions of VSA & SA from unseen passage – I	8 Marks
(b) 4 sub-questions of SA type from unseen passage – II	8 Marks
(c) 4 sub-questions of Objectives type from the given passage	4 Marks
SECTION – B: Writing	20 Marks
(a) Short Composition (Invitation)	5Marks
(b) Short Composition (Précis Writing)	5 Marks
(c)Long Composition (Application)	10 Marks
SECTION – C: Grammar	15 Marks
(a) Preposition(4x1)	
(b) Infinitive, punctuation, nominalization(4x1)	
(c) Tense(3x1)	15 Marks
(d) Interrogative, Affirmative, Exclamatory, Imperative (5x1)	

SECTION – D: Text Books	45 Marks
Prose	
(i) 3 sub-questions of SA &VSA from given prose extract	5 Marks
(ii) 3 sub-questions of VSA & SA type from given extract	5 Marks
(iii) One question from prose lesson	6 Marks
(iv) One question from any prose lesson (descriptive)	4 Marks
Poetry	
(i) 3 sub-questions of VSA from poem extract	3 Marks
(ii) 3 sub-questions of VSA from poem extract	3 Marks
(iii) One question from the poem	4 Marks
Literature Reader	
(a) 3 sub-questions from given extract(VSA & SA)	4 Marks
(b) One question from prose lessons	5 Marks
(c) One SA question from prose lessons	3 Marks
(d) One SA question from prose lessons	3 Marks

(1) Questions in Section ‘A’, ‘C’ & ‘D’, run on similar pattern of question setting in all the five years 2011 – 2015.

(2) Section ‘B’ comprising of writing tend to change from time to time in the compositions. For instance:

(i) In 2011, designing poster and writing invitation comes in the short composition and Article writing is required for the long composition.

(ii) In 2012, the question requires writing notice and postcard in the short composition, whereas in the long composition, diary entry is insisted upon the examination.

(iii) The short composition in 2013 asks for poster writing and writing invitation while for the long composition the question demands for diary entry.

(iv) In 2014, the students/candidates are expected to write a notice and message in the short composition question whereas letter writing is required for in the long composition.

(v) In the short composition question of 2015, the candidate had to write an invitation and precis writing while the question on long composition calls for application writing.

(3) A careful study of the data (HSLC Exam question paper) side by side with the weightage to contents structured by the MBSE discloses the finding that the questions set in the HSLC Examination have acceptably covered the syllabus.

4.2.2. Mizo Question Papers of HSLC Examinations in Terms of their Coverage of the Syllabus.

Analysis of question papers in Mizo subject to find out the extent, to which the syllabus of the content is covered in the Board Examination, is presented in the following format:

Table – 4.4.2(a)

Mizo Questions and Marks Allotted in HSLC Examination – 2011 in Terms of their Coverage of the Syllabus

Section	Marks Allotted
Then Khatna (Section 1) – Hla (Poetry)	20 Marks
4 questions on Objective type 1x4	4 Marks
4 questions on SA I 2x4	8 Marks
1 questions on SA II 1x3	3 Marks
1 questions on LA I 1x5	5 Marks
Then Hnihna (Section 2) – Thu (Prose)	20 Marks
2 questions on Objective type 1x2	2 Marks
4 questions on VSA 1x4	4 Marks
1 questions on SA I 1x3	3 Marks
1 questions on LA I 1x5	5 Marks
Then Thumna (Section 3): Grammar	20 Marks
Verb 4x1	4 Marks
Adverb/post position/aux.verb3x2	6 Marks
2 questions on SA I 2x2	4 Marks
3 questions on VSA 3x1	3 Marks

3 questions on VSA	3x1	3 Marks
(4) Then Lina (Section 4) – Rapid Reader		
3 questions on Objective type		10 Marks
1 question on		3 Marks
5 Marks - 1 question		2 Marks
		5 Marks
(5) Then Ngana (Section 5) – Drama		
1 mark - 3 questions		10 Marks
2 marks - 1 question		3 Marks
5 marks - 1 question		2 Marks
		5 Marks
Then Rukna (Section 6) – Reading		
1 Mark - 4 questions		10 Marks
2 Marks - 3 questions		4 Marks
		6 Marks
Then Sarihna (Section 7) – Writing		
(i) Essay/Article		10 Marks
(ii) Application/Poster ziah etc.		6 Marks
		4 Marks

Table – 4.4.2(b)

Mizo Questions and Marks Allotted in HSLC Examination – 2012 in Terms of their Coverage of the Syllabus

Section		Marks Allotted
Then Khatna (Section 1) – Hla (Poetry)		
4 questions on Objective type	4x1	20 Marks
4 questions on SA I type	4x2	4 Marks
1 question on SA II type question	3x1	8 Marks
1 question on LA I	5x1	3 Marks
		5 Marks
Then Hnihna (Section 2) – Thu (Prose)		
2 questions on Objective type	2x1	20 Marks
4 questions on VSA	4x1	2 Marks
3 questions on SA I	3x2	4 Marks
1 question on SA II	1x3	6 Marks
		3 Marks

1 question in LA I	1x5	5 Marks
Then Thumna (Section 3): Grammar		20 Marks
Verb, Adverb, post position-	4x1	4 Marks
3 questions on SA I	- 3x2	6 Marks
1 question on SA II	- 2x2	4 Marks
3 questions on VSA	- 3x1	3 Marks
3 questions on VSA	- 3x1	3 Marks
(4) Then Lina (Section 4) – Rapid Reader(10 marks)		10 Marks
3 questions on Objective type	- 3x1	3 Marks
1 question on SA I	- 1x2	2 Marks
1 question in LA I	- 1x5	5 Marks
(5) Then Ngana (Section 5) – Drama		10 Marks
3 questions on Objective type	- 3x1	3 Marks
1 question on SA I	- 1x2	2 Marks
1 question in LA I	- 1x5	5 Marks
Then Rukna (Section 1) – Reading		10 Marks
7 questions of unseen passage	- 10 marks	
Then Sarihna (Section 1) – Writing		10 Marks
(i) Essay Writing		6 Marks
(ii) Report Writing		4 Marks

Table – 4.4.2(c)

Mizo Questions and Marks Allotted in HSLC Examination – 2013 in Terms of their Coverage of the Syllabus

Section		Marks Allotted
Then Khatna (Section 1) – Hla (Poetry)		20 Marks
4 questions on Objective type	4x1	4 Marks
4 questions on SA I type	4x2	8 Marks
1 question on SA II type question	3x1	3 Marks
1 question on LA I	5x1	5 Marks
Then Hnihna (Section 2) – Thu (Prose)		20 Marks
2 questions in Objective type	2x1	2 Marks

4 questions on VSA	4x1	4 Marks
3 questions on SA I	3x2	6 Marks
1 question on SA II	1x3	3 Marks
1 question in LA I	1x5	5 Marks
Then Thumna (Section 3): Grammar		20 Marks
Verb, Adverb, post position	- 4x1	4 Marks
3 questions on SA I	- 3x2	6 Marks
1 question on SA II	- 2x2	4 Marks
3 questions on VSA	- 3x1	3 Marks
3 questions on VSA	- 3x1	3 Marks
(4) Then Lina (Section 4) – Rapid Reader (10 marks)		10 Marks
3 questions on Objective type	- 3x1	3 Marks
1 question on SA I	- 1x2	2 Marks
1 question in LA I	- 1x5	5 Marks
(5) Then Ngana (Section 5) – Drama		10 Marks
3 questions on Objective type	- 3x1	3 Marks
1 question on SA I	- 1x2	2 Marks
1 question in LA I	- 1x5	5 Marks
Then Rukna (Section 1) – Reading		10 Marks
7 questions of unseen passage	- 10 marks	
Then Sarihna (Section 1) – Writing		10 Marks
(i) Essay Writing		6 Marks
(ii) Application Writing		4 Marks

Table – 4.4.2(d)

Mizo Questions and Marks Allotted in HSLC Examination – 2014 in Terms of their Coverage of the

Syllabus

Section		Marks Allotted
Then Khatna (Section 1) – Hla (Poetry)		18 Marks
4 questions on Objective type	4x1	4 Marks
1 questions on SA I type	1x2	2 Marks
1 question on SA II type question	3x1	3 Marks

1 questions on SA III	1x4	4 Marks
1 question on LA I	5x1	5 Marks
Then Hnihna (Section 2) – Thu (Prose)		18 Marks
2 questions in Objective type	2x1	2 Marks
4 questions on VSA	4x1	4 Marks
2 questions on SA I	2x2	6 Marks
1 question on SA II	1x2	2 Marks
1 question in LA I	1x5	5 Marks
Then Thumna (Section 3): Grammar		18 Marks
Conjunction Verb, Adverb - 4x1		4 Marks
2 questions on SA I	- 2x2	4 Marks
1 question on SA II	- 2x2	4 Marks
3 questions on VSA	- 3x1	3 Marks
3 questions on VSA	- 3x1	3 Marks
(4) Then Lina (Section 4) – Rapid Reader (10 marks)		10 Marks
3 questions on Objective type	- 3x1	3 Marks
1 question on SA I	- 1x2	2 Marks
1 question in LA I	- 1x5	5 Marks
(5) Then Ngana (Section 5) – Drama		8 Marks
3 questions on Objective type	- 3x1	3 Marks
1 question on SA I	- 1x2	2 Marks
1 question on SA II	- 1x5	3 Marks
Then Rukna (Section 1) – Reading		8 Marks
6 questions of unseen passage - 8 marks		
Then Sarihna (Section 1) – Writing		8 Marks
(i) Essay Writing		5 Marks
(ii) Application Writing		3 Marks
Then Riatna – Rapid Reading		
1 question on SA I	- 1x2	2 Marks
2 question on SA II	- 2x3	6 Marks
1 question on SA III	- 1x4	4 Marks

(1) Section I (Poetry), Section II (Prose) and Section III (Grammar) each has 20 marks weightage in the year 2011, 2012 and 2013. But we see a difference weightage in marks in 2014 and 2015 with 18 marks allotted in these sections.

(2) There is a change in the distribution of sections from 2014. Till 2013 the section wise distributions in topics remain the same. But in 2014 a new section, Section – V (Thawnthu tawi) short stories, has been added with 8 marks allotted towards it.

(3) The Section – Wise changes in numbers, topics and marking may be brought out in the following:

(a) Section IV Rapid Reader of 10 marks now is shifted to Section VIII with 12 marks.

(b) Section V Drama with 10 marks becomes Section IV with the same mark weightage of 10.

(c) Section VI Reading with 10 marks remains the same however with a change in mark allotment of 8 marks in the 2014-2015 new pattern.

(d) Section VII Writing carrying 10 marks till 2013 occupies the same section however with 8 marks in 2014-2015.

(e) Section VIII in the year 2014-2015 comprise of Rapid Reading with an allotment of 12 marks.

(4) The question pattern seen in the different sections remain consistent throughout in all the five years 2011 – 2015.

(5) A careful analysis of the question paper – its distribution over different dimensions related to its content or topic of study reveals that the questions set for the Board Examination sufficiently covers the syllabi of the Mizo subject.

4.4.3. Social Science Question Papers of HSLC Examinations in terms of their Coverage of the Syllabus

The Social Science subject is divided into five chapters in which there are sub-topics from which questions are set for the HSLC Examination. These chapters and their sub-topics may be presented as follows:

Name of the Chapter

India and the Contemporary World (30 marks)

- | | |
|-----------|--|
| Unit I. | 1. Nationalism in Europe |
| | 2. Nationalism in India: Civil Disobedience Movement |
| Unit II. | 3. Industrialization: 1850 – 1950 |
| | 4. Trade and Globalization |
| Unit III. | 5. Print Culture and Nationalism |

INDIA – Resources And Their Development (35 marks)

1. Resources
2. Land Revenue
3. Forest and Wildlife Resources
4. Water Resources
5. Agriculture
6. Mineral Resources
7. Power Resources
8. Manufacturing Industries
9. Transport, Communication and Trade
10. Map Work

Democratic Politics – II (Civics) (15 marks)

1. Working Democracy
2. Power-Sharing Mechanism in Democracy
3. Competition and Contestation in Democracy
4. Outcomes of Democracy
5. Challenges to Democracy

Understanding Economics – II (15 marks)

1. The Story of Development
2. Money and Financial Systems
3. The Role of Service Sector in Indian Economy
4. Consumer Awareness
5. Globalization

Disaster Management (5 marks)

1. Disaster Management
2. Survival Skills
3. Alternative Communication Systems.

The distribution of questions from the different chapters may be laid out in the following table to display the coverage of syllabus of the Social Science Subject question papers in the HSLC Examination.

Table 4.4.3 (a)**Social Science Question Papers of HSLC Examinations in terms of their Coverage of the Syllabus**

Subject	Objective 1 Mark	VSA 1 Mark	SA 3 Marks	LA 5 Marks	Map Drawing 5 Marks	TOTAL	
						No. of Questions	Marks
History	5	5	5	1		No. of Questions	16
						Marks	30
Geography	5	5	5	1	1	No. of Questions	17
						Marks	35
Civics	4		2	1		No. of Questions	7
						Marks	15
Economics	4		2	1		No. of Questions	7
						Marks	15
Disaster Management		2	1			No. of Questions	3
						Marks	5

(1) The question paper for study of the syllabus coverage covers five consecutive years 2011 – 2015.

(2) The HSLC Examination question pattern of Social Science subject is very much consistent every year in its distribution of the questions from the different chapters and therefore the scholar feels it is not necessary to develop separate tables for each year.

(3) A few discussions with the subject teachers and a careful study of the questions with the syllabus unveiled the fact that, the syllabus is well and properly covered in the questions set for the HSLC Examination.

This can thus be interpreted that question or questions of any one type from the syllabus content are included for the HSLC Examination question paper.

Table 4.4.3 (b)

Different Forms of Questions in Social Science Subject in Terms of Syllabus Coverage

Forms of Question	Long Answer	Short Answer	Objective Answer	Map Type	No. of Question	Total Marks
	5 marks	3 marks	1 mark	5 marks		
History	5 (1)	3 (5)	1 (10)		16	30
Geography	5 (1)	3 (5)	1 (10)	5 (1)	17	35
Civics	5 (1)	3 (2)	1 (4)		7	15
Economics	5 (1)	3 (2)	1 (4)		7	15
Disaster Management		3 (1)	1 (2)		3	5

Note: *Figures outside the bracket indicates the marks of each question.*

Figures inside the bracket denote the number of questions.

1. An overview of the MBSE question pattern placed in the above table 4.4.3(b) highlights the different forms of questions distributed as carefully as possible in order to avoid any portions of the Chapter to be left out in the question paper of HSLC Examination.

Comparison of the MBSE Specifications and the HSLC Examination Question Paper

(1) Looking and comparing the MBSE Question design and the HSLC Examination question paper, it is seen that there are no areas of disagreements between the questions distributions of the different chapters related to the syllabus coverage.

It can be well stated that the rules specified by the MBSE are being satisfactorily compiled with by the paper setters of the HSLC Examination in covering the syllabus for setting questions in Social Science subject.

4.5.0. Question Papers for Assessing the Weight ages Assigned to Different Cognitive Objectives

In the present study, as specified by the MBSE question pattern, the cognitive level of question distribution will cover only the knowledge, understanding and application level.

4.5.1. Question Papers for Assessing the Weight ages Assigned to Different Cognitive Objectives in English subject.

Table – 4.5.1

An Overall Distribution of English Questions in terms of Weight ages Assigned to Cognitive Abilities

Year	Knowledge		Understanding		Application	
	No. of Questions	Marks Allotted	No. of Questions	Marks Allotted	No. of Questions	Marks Allotted
2011	27	45	21	35	3	20
2012	26	45	22	35	3	20
2013	26	44	22	36	3	20
2014	35	58	13	22	3	20

2015	27	54	22	31	2	15
MBSE Specification	20	20	23	50	8	30

1. A casual look at the above table gives a general and overall picture of the total number of questions and total marks assigned to the different cognitive level of abilities of the MBSE pattern and the data collected in English subject.

2. Analyzing the table, it is seen that the knowledge level is given the highest weightage followed by the understanding level and the least weightage is allotted to the application level.

3. In the years 2011 and 2012 the question distribution of objective type, Very Short Answer type, Short Answer type and essay or Long Answer type and their marks distribution set in the HSLC Examination question papers of English subject are similar.

4. In 2013 there are 19 questions in the SA – I, II, III type of question, which was 20 questions in number in the previous two years (2011, 2012)

5. In 2014 the marks allotted in SA – I, II, III is 50 which is higher than the allotted marks in the other years – 2011, 2012 & 2013, and the distribution in the number of questions also differ from the MBSE question pattern. The rest of the questions and marks distributions remained the same.

6. In 2015, the number of questions in the objective type is different from all the other years. It had 14 questions while in the other years 2011 - 2014, there were 12 objective type questions. In SA – I, II, III the distributions of the questions with the marks are different.

7. With the differences in the distributions of questions and marks allotment, it can be said that the HSLC Examination question paper and the MBSE pattern are not quite in proper agreement.

4.5.2. Distribution of English Question Papers to Different Cognitive Objectives during the Years 2011 to 2015

**Table 4.5.2
Distribution of English Question Paper to Different Cognitive Objectives – 2011 – 2015**

ENGLISH – 2011													
Weightage to different Cognitive abilities													
T O T A L	KNOWLEDGE												
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowledge		Percentage
	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	27	52.94%
	7	1 (7)	8	1 (8)	11	3 (3)	1	5 (1)			No. of Marks	45	45%
	UNDERSTANDING												
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Understand ng		Percentage
	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	Mark	No. of Quest n	21	41.18%
	9	1 (9)	6	1 (6)	3	2 (3)	2	4 (2)	1	6 (1)	No. of Marks	35	35%
	APPLICATION												
	Objective		VSA		SA – I		SA – II		LA		Knowledge		Percentage
No. of Quest	Mark	No. of Quest	Mark	No. of Quest	Mark	No. of Quest	Mark	No. of Quest	Mark	No. of Quest	3	5.88%	

	n		n		n		n		n		n		
							2	5 (2)	1	10(1)	No. of Marks	20	20%
	16	16	14	14	14	31	5	23	2	6			

Total No. of Questions – 51

Total No. of Marks – 100

** Note: *Figures outside the bracket indicates the marks for each question.*

Figures inside the bracket denote the number of questions.

1. The distribution of the different forms of questions – objective, very short (VSA), short answer (SA) and Long Answer (LA) in English subject in 2011 may be explained in the following ways:

(a) 16 objective type questions carrying 16 marks taken from the knowledge and understanding levels of cognitive abilities.

(b) 14 Very Short Answer type questions with 14 marks taken from the knowledge, understanding and application levels of cognitive learning abilities.

(c) 14 Short Answer type questions with 31 marks taken from knowledge, understanding and application levels of cognitive learning abilities.

(d) 5 SA II type questions with 23 marks from the three levels of cognitive objectives.

(e) 2 questions of LA type questions taken from understanding and application level of cognitive abilities.

ENGLISH – 2012													
Weightage to different Cognitive abilities													
KNOWLEDGE													
Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percent age	
No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	2 6
T					2		4					No. of	
O	7	1	7	1	10	(8)	2	(1)				Marks	4
													45%

T A L	(7)		(7)		3 (2)		5 (1)				5		
	UNDERSTANDING												
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Understan ding		Percent age
	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	2 2	43.14%
	9	1 (9)	7	1 (7)	4	2 (3) 3 (1)	1	4 (1)	1	6 (1)	No. of Marks	3 5	35%
	APPLICATION												
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percent age
	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	Ma rk	No. of Questi on	3	5.88%
							2	5 (2)	1	10 (1)	No. of Marks	2 0	20%
	16	16	14	14	14	31	5	23	2	6			

Total No. of Questions – 51

Total No. of Marks – 100

** Note: *Figures outside the bracket indicates the marks for each question.*

Figures inside the bracket denote the number of questions.

1. The distribution of the different forms of English question paper (2012) with the different cognitive levels given on the table in 2012 may be laid out in the following ways:

(a) 16 objective type questions of 16 marks taken from the knowledge and understanding levels of cognitive abilities.

(b) 14 VSA type questions with 14 marks taken from the knowledge and understanding levels of cognitive objectives of learning abilities.

(c) 14 SA I type questions carrying 31 marks taken from knowledge and understanding levels of cognitive learning abilities.

(d) 5 questions SA II with 23 marks from the three levels of cognitive abilities.

(e) 2 questions with 16 marks taken from the understanding and application levels of cognitive learning abilities.

ENGLISH – 2013														
Weightage to different Cognitive abilities														
T O T A L	KNOWLEDGE													
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percen tage	
	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	2 6	50.98 %	
	4	1 (4)	11	1(1 1)	9	2 (7) 3 (2)	2	4 (1) 5 (1)			No. of Mark s	4 4	44%	
	UNDERSTANDING													
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Understa nding		Percen tage	
	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	2 2	43.14 %	
	12	1(1	4	1	4	2 (2)	1	4	1	6	No. of	3	36%	

	2)		(4)		3 (2)		(1)		(1)	Mark s	6	
APPLICATION												
Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge	Percen tage	
No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	M ark	No. of Quest ion	3	5.88%
						2	5 (2)	1	10 (1)	No. of Mark s	2 0	20%
16	16	15	15	13	30	5	23	2	16			

Total No. of Questions – 51

Total No. of Marks – 100

** Note: *Figures outside the bracket indicates the marks for each question.*

Figures inside the bracket denote the number of questions.

1. The distribution of the English question paper (2013) to different cognitive abilities is brought out in the following way:

(a) 16 objective type questions carrying 16 marks taken from the knowledge and understanding level of cognitive abilities.

(b) 15 questions of VSA with 15 marks set from the knowledge and understanding level of cognitive abilities.

(c) 13 SA I questions having 30 questions taken from the knowledge and understanding cognitive levels of learning abilities.

(d) 5 SA II questions carrying 23 marks from the three levels of Cognitive objectives.

(e) 2 questions of LA type having 16 marks weightage taken from the knowledge and understanding levels of cognitive objectives.

ENGLISH – 2014
Weightage to different Cognitive abilities

KNOWLEDGE												
Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percent age
No. of Questi on	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	3 3	68.63%
9	1 (9)	11	1(1 1)	13	2(1 0) 3 (3)	2	4 (1) 5 (1)			No. of Marks	5 8	58%
UNDERSTANDING												
Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Understan ding		Percent age
No. of Questi on	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	1 3	25.49%
7	1(7)	3	1 (3)	1	2(1)	1	4 (1)	1	6 (1)	No. of Marks	2 2	22%
APPLICATION												
Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percent age
No. of Questi on	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Questi on	Ma rk	No. of Quest ion	3	5.88%

							2	5	1	10(1)	No. of Marks	20	20%
	16	16	14	14	14	31	5	23	2	16			

Total No. of Questions – 51

Total No. of Marks – 100

**** Note:** *Figures outside the brackets as given in the table indicate the marks given for a question(s).*

Figures inside the brackets indicate the number of questions set for a particular weightage of mark(s).

1. The English subject question distribution 2014 with the different cognitive objectives may be laid out in the following ways:

(a) 16 objective type questions with 16 marks from knowledge and understanding level of cognitive levels.

(b) 14VSA questions with 14 marks taken knowledge and understanding cognitive levels of learning abilities.

(c) 14 SA I type questions carrying 31marksset from the knowledge and understanding levels of cognitive abilities.

(d) 5 SA II types of questions having 23 marks taken from all three levels of Cognitive learning abilities

(e) 2 questions of LA type having 16 marks weightage taken from the knowledge and understanding levels of cognitive objectives.

ENGLISH – 2015														
Weightage to different Cognitive abilities														
T O	KNOWLEDGE													
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percent age	
	No. of Questi on	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	2 7		
						2(1		4			No. of			

T A L	4	1	7	1(7)	13	1)	2	(1)	1	6(1)	Marks	5	54%	
		(4))		3		5)		4		
						(2)		(1)						
	UNDERSTANDING													
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Understan ding		Percent age	
	No. of Questi on	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion		2	43.14%
								4				No. of Marks	3	31%
	12	1(1 2)	7	1 (7)	1	3(1)	2	(1) 5(1)				1		
	APPLICATION													
	Objective 1 Mark		VSA 1 Mark		SA – I 2/3 Marks		SA – II 4/5 Marks		LA 6/10 Marks		Knowled ge		Percent age	
	No. of Questi on	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Quest ion	Ma rk	No. of Questi on	Ma rk	No. of Quest ion		2	3.92%
								1	5 (1)	1	10(1)	No. of Marks	1	15%
	16	16	14	14	14	31	5	23	2	16				

Total No. of Questions – 51

Total No. of Marks – 100

**** Note:** *Figures outside the brackets as given in the table indicate the marks given for a question(s).*

Figures inside the brackets indicate the number of questions set for a particular weightage of mark(s).

1. The English subject (2015) question distributions with the cognitive objectives may be presented as under:

- (a) 16 objective type questions with 16 marks set from the knowledge and understanding cognitive levels.
- (b) 14 VSA type of questions with 14 marks taken knowledge and understanding level of cognitive objectives.
- (c) 14 SA I questions carrying 31 marks from the knowledge and understanding levels of cognitive objectives.
- (d) 5 questions of SA II type having 23 marks from knowledge, understanding and application levels of cognitive abilities.
- (e) 2 LA questions carrying 16 marks set from knowledge and application levels of cognitive learning abilities.

2. The preceding 5 tables 4.5.2 (a), (b), (c), (d) & (e) display the detail distribution of the different forms of questions namely – objective, very short answer, short answer & long answer and the weightage of marks assigned to the three cognitive objectives – knowledge, understanding and application from 2011 – 2015 HSLC Examination question papers in English Subject. It may be presented in the following way:

(i) Objective Type – 16 questions with 16 marks were set from two levels in which 7 questions with 7 marks from knowledge level, 9 questions with 9 marks from understanding level and no question from the application level were set for the objective type question.

(ii) Very Short Answer (VSA) – 8 questions with 8 marks from knowledge level, 6 questions with 6 marks from understanding level and no question from application level were prepared for the VSA question.

(iii) Short Answer I (SA I) – 11 questions having 25 marks from knowledge level. 3 questions of 6 marks from understanding level and no question from the application level were set from the SA I type of question.

(iv) Short Answer I (SA I) – In this type of question there are – 1 question with 5 marks from the knowledge level, 2 questions with 8 marks from the understanding level and 2 questions from the application level with 10 marks, for the HSLC Examination in English subject.

(v) Long Answer (LA) – There is no questions from the knowledge level in this type of question, 1 question from understanding level with 6 marks and 1 question carrying 10 marks from the application level are set for the Board Examination.

(3) It appears from the tables that the distribution of the numbers of questions and marks and their weightage to the cognitive levels remain almost the same in the five years with slight point of differences in between. However, in 2014, a sharp difference in this regard can be detected from the table at all levels and shows a low percentage to weightage in the number of questions and marks at the application level.

Weightage to Objectives of Learning as Specified by the MBSE Question Pattern

<i>Knowledge</i>	:	20%
<i>Understanding</i>	:	50%
<i>Expression</i>	:	30%

In another way, the distribution of the cognitive abilities may be interpreted in the following way:

Knowledge	:	20 questions
Understanding	:	23 questions
Application/Expression	:	8 questions

Comparison of the MBSE Specifications and the Obtained Data

(1) A perusal of Table 4.5.2 reveals that the HSLC Examination question paper gives the highest distribution of questions to the knowledge level of cognitive, second to understanding and the least to application.

This is not in conformity with the MBSE specifications of question design in terms of distribution to weightage of cognitive objectives.

(2) Examining the Tables 4.5.2. (a), (b), (c), (d), (e) the mark weightage given to the objectives of learning at cognitive level is also not in agreement with the MBSE rule of

question pattern. The MBSE specification requires that the understanding level of cognitive learning be given the highest weightage with expression level to be the next and knowledge to come last. However, the HSLC Examination paper assigns the highest weightage to knowledge, then understanding and last expression level.

4.5.3. Distribution of Mizo Question Papers to Different Cognitive Objectives during the Years 2011 – 2015

Table – 4.5.3

An Overall Distribution of Mizo Questions in terms of Weight-ages Assigned to Cognitive Objectives

Year	Knowledge		Understanding		Application	
	No. of Questions	Marks Allotted	No. of Questions	Marks Allotted	No. of Questions	Marks Allotted
2011	44	73	9	17	2	10
2012	43	67	10	20	2	10
2013	44	72	8	17	2	10
2014	39	71	14	26	1	3
2015	44	77	9	15	2	8
MBSE Specification	15	20	27	50	13	30

(1) The constructed table highlights the general and overall view of the total number of questions and the total marks assigned to the different cognitive abilities of learning laid out by the MBSE and the HSLC Examination Mizo question paper. The question paper taken for analysis consists of five years 2011 – 2015.

(2) On analyzing the table, the overall weightage in the marks and distribution of number of questions is highest at the knowledge level, with understanding behind and the lowest weightage is assigned to the application level.

(3) In comparing the marks assigned to cognitive abilities, we see significant variations between the High School Leaving Certificate Examination mark weightage and the Mizoram Board of School Education specification in English subject.

(4) In terms of question distribution, while the MBSE requires 15 questions at the knowledge level, there are 44 questions in 2011, 2013 and 2015; in 2012 there are 43 questions and in 2014 there are 39 questions.

(5) At the understanding level, the MBSE specifies 27 questions to be prepared for the Board Examination, but only 8 questions was set in the year 2013, 9 questions in 2011 and 2015 and, 10 questions in 2012 and 14 questions in 2014 have been set in the HSLC Examination.

(6) The MBSE requires 13 questions to be set at the application level. But from the data analyzed we find only 2 questions set for the HSLC Examination in 2011, 2012, 2013 and 2015. In the year 2014, only 1 question came in the Board examination which is far from the desired MBSE specification.

(7) In 2011 and 2015 there are 44 questions (80%) at the knowledge level, 9 questions (16.36%) at the understanding level and 2 questions (3.64%) at the application level. The year 2013 is very close to being similar with the two mentioned years except for the 8 questions (14.55%) at the understanding level.

(8) In the year 2012 we have a slightly different picture in which there are 43 questions (78.18%) at the knowledge level, 10 questions (18.18%) at the understanding level and the application level with 2 questions (3.64%)

(9) We see another figure in 2014 where there are 39 questions (72.22%) at the knowledge level, 14 questions (25.93%) at the understanding level and just 1 question (1.85%) at the application/skill level.

(10) It can be concluded that the weightage in the distribution of questions and marks made in the HSLC Examination question papers are very much in disagreement with the MBSE requirement.

Table 4.5.4
Distribution of Mizo Question Paper to Different Cognitive Objectives
2011 - 2015

MIZO – 2011										
Weightage to different Cognitive abilities										
KNOWLEDGE										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	4	80%
12	1 (12)	16	1(1 6)	12	2(1 1) 3(1)	4	5(4)	No. of Marks	7 3	73%
UNDERSTANDING										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	9	16.36%
		2	1(2)	7	2(6) 3(1)			No. of Marks	1 7	17%
APPLICATION										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	2	3.64%
				1	4(1)	1	6(1)	No. of Marks	1 0	10%
12	12	18	18	20	44	5	26			

**T
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Total No. of Questions – 55

Total No. of Marks – 100

**** Note:** *Figures outside the brackets as given in the table indicate the marks given for a question(s).*

Figures inside the brackets indicate the number of questions set for a particular weightage of mark(s).

1. The distribution of Mizo question papers 2011 to the different cognitive objectives may be presented in the following ways:

(a) 12 objective type questions with 12 marks taken from the knowledge levels.

(b) 18 VSA type of questions with 18 marks taken from the knowledge and understanding level of cognitive abilities.

(c) 20 questions of SA I, II, III having 44 marks set from the knowledge, understanding and application cognitive levels of learning abilities.

(d) 5 LA questions carrying 26 marks taken from knowledge and application levels of cognitive objectives.

MIZO – 2012											
Weightage to different Cognitive abilities											
T O T A L	KNOWLEDGE										
	Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	4 3	78%
	12	1 (12)	17	1(1 7)	10	2(9) 3(1)	4	5(4)	No. of Marks	7 0	70%
	UNDERSTANDING										
	Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	1 0	18.18%
			1	1(1)	9	2(8) 3(1)			No. of Marks	2 0	20%
	APPLICATION										
	Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	2	3.64%
					1	4(1)	1	6(1)	No. of Marks	1 0	10%
12	12	18	18	20	44	5	26				

Total No. of Questions – 55

Total No. of Marks – 100

**** Note:** *Figures outside the brackets as given in the table indicate the marks given for a question(s).*

Figures inside the brackets indicate the number of questions set for a particular weightage of mark(s).

1. The distribution of Mizo question papers 2012, in terms of cognitive objectives is brought as under:

(a) 12 objective type questions with 12 marks made from the knowledge levels cognitive abilities.

(b) 18 VSA type of questions with 18 marks taken from the knowledge and understanding level of cognitive abilities.

(c) 20 questions of SA I, II, III having 44 marks set from the knowledge and application cognitive objectives.

(d) 5 LA questions set from the knowledge and application cognitive learning abilities.

MIZO – 2013										
Weightage to different Cognitive abilities										
KNOWLEDGE										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	4 4	81%
12	1 (12)	16	1(1 6)	12	2(1 1) 3(1)	4	5(4)	No. of Marks	7 3	73%
UNDERSTANDING										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	8	14.81%

		2	1(2)	6	2(4) 3(1) 4(1)			No. of Marks	17	17%
APPLICATION										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge	Percentage	
No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	2	3.64%
				1	4(1)	1	6(1)	No. of Marks	10	10%
12	12	18	18	19	44	5	26			

Total No. of Questions – 55

Total No. of Marks – 100

**** Note:** *Figures outside the brackets as given in the table indicate the marks given for a question(s).*

Figures inside the brackets indicate the number of questions set for a particular weightage of mark(s).

1. The distribution of questions in Mizo subject 2013 in terms of cognitive objectives is brought out in the following points:

(a) 12 questions of objective type carrying 12 marks taken from the knowledge levels cognitive abilities.

(b) 18 VSA type of questions having 18 marks set from the knowledge and understanding level of cognitive objectives.

(c) 19 questions of SA I, II, III carrying 44 marks taken all the three cognitive objectives.

(d) 5 LA questions with 26 marks from knowledge and application levels of cognitive objectives.

MIZO – 2014										
Weightage to different Cognitive abilities										
KNOWLEDGE										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percentage
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
12	1(1 2)	12	1(1 2)	11	2(6) 3(4) , 4(1)	3	5(3)	No. of Marks	7 3	69%
UNDERSTANDING										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percentage
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
		8	1(8)	7	2(5) 3(1) , 4(1)			No. of Marks	2 5	27.27%
								No. of Marks	2 5	25%
APPLICATION										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percentage
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
				1	3(1)	1	5(1)	No. of Marks	2 8	3.63%
12	12	20	20	19	48	4	20	No. of Marks	8	8%

Total No. of Questions – 55

Total No. of Marks – 100

** Note: *Figures outside the brackets as given in the table indicate the marks given for a question(s).*

Figures inside the brackets indicate the number of questions set for a particular weightage of mark(s).

1. The distribution of Mizo subject questions 2014 with cognitive objectives is presented below:

(a) 12 objective type questions carrying 12 marks taken from the knowledge level cognitive abilities.

(b) 20 VSA questions carrying 20 marks taken from the knowledge and understanding cognitive objectives.

(c) 19 SA I, II, III questions with 48 marks set from the three cognitive levels – knowledge, understanding and application.

(d) 4 LA questions carrying 20 marks taken from knowledge and application cognitive objectives.

MIZO – 2015										
Weightage to different Cognitive abilities										
KNOWLEDGE										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	4 4	80%
12	1(1 2)	16	1(1 6)	13	2(7) 3(4) , 4(2)	3	5(3)	No. of Marks 7 7		77%
UNDERSTANDING										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	9	16.36%
2	1(2)	2	1(2)	5	2(4) 3(1) ,			No. of Marks 1 5		15%
APPLICATION										
Objective		VSA		SA – I/II/III		LA		Knowledge		Percenta

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1 Mark		1 Mark		2/3/4 Marks		5/6 Marks				ge
No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	2	3.64%
				1	3(1)	1	5(1)	No. of Marks	8	8%
14	14	18	18	19	48	4	20			

Total No. of Questions – 55

Total No. of Marks – 100

**** Note:** *The figure inside the brackets shows the number of questions set for particular weightage of mark(s).*

The figures outside the brackets indicate the marks assigned for a question.

1. The Mizo Questions 2015 to different cognitive objectives may be presented in the following ways:

(a) 14 objective type questions carrying 14 marks taken from the knowledge and understanding levels of cognitive objectives.

(b) 18 VSA questions with 18 marks set from knowledge and understanding levels of cognitive objectives.

(c) 19 SA I, II, III carrying 48 marks set from the three cognitive levels of learning – knowledge, understanding and application.

(d) 4 questions of LA type with 20 marks taken from knowledge and application levels of cognitive objectives.

2. Table 4.5.4 (a), (b), (c), (d) & (e) give a picture of the distribution of questions in different forms in terms of levels of cognitive abilities for 5 (five) consecutive years in Mizo subject and they may be brought out as under:

(i) Objective Type: There are 12 questions with 12 marks in the objective type questions in 2011, 2012, 2013 and 2014 while in 2015 there are 14 questions with 14 marks taken from the three levels of cognitive abilities.

(ii) Very Short Answer (VSA): Under VSA, there are 18 questions with 18 marks in 2011, 2012, 2013 and 2015 while in 2014 there are 20 questions with 20 marks taken from the three levels of cognitive abilities.

(iii) Short Answer (SA) I, II, III: For SA I, II, III, 20 questions with 44 marks in 2011 and 2012, 19 questions with 44 marks in 2013, 19 questions with 48 marks in 2014 and 2015 had been set out from the three levels of cognitive learning.

(iv) Long Answer (LA): There are 5 questions with 26 marks in 2011, 2012 and 2013, 4 questions with 20 marks in 2014 and 2015 prepared from the knowledge, understanding and application level for HSLC Examination in Mizo question paper.

Weightage to Objectives of Learning as laid out by the MBSE Specification are:

<i>Knowledge</i>	:	20%
<i>Understanding</i>	:	50%
<i>Expression</i>	:	30%

The distribution of the cognitive abilities may be stated differently in the following ways:

Knowledge	:	20 questions
Understanding	:	23 questions
Expression	:	8 questions

Comparison of the MBSE Specifications and the Obtained Data

(1) An in-depth study on the statistical figure of the five consecutive years in Table 4.5.4. (a), (b), (c), (d) & (e) we find that the knowledge level of cognitive ability stood out noticeably in the distribution of questions which according to the MBSE question pattern is to be in the third place. The understanding level which is expected to have the highest weight-age in the cognitive level comes in the second place and the application level suppose to be in the second place according to the MBSE question design of cognitive ability, has less number of questions than specified by the MBSE.

(2) The Tables reflect the weight-age of mark assigned to the different forms of questions of the MBSE requirement and the HSLC Examination paper with regard to the three cognitive levels of learning – knowledge, understanding and application. It is noticed that the

knowledge level of cognitive ability which according to the MBSE question pattern has the lowest percentage of marks (20%) has, in the HSLC examination the highest weightage of mark percentage (73%), understanding level with 17% supposed to have the highest percentage of mark weightage as specified by MBSE pattern is placed second. The expression or application level of cognitive ability which is expected to have the second highest mark weightage has the least percentage of mark weightage 10% in the HSLC Examination.

(3) Considering the state of such difference between the MBSE specification and the HSLC question paper, question arise in the mind of the scholar and will may be so in the minds of the readers, as to whether steps have been taken by concerned committees in the evaluation process to bring about conformity to maintain the standard of our evaluation process at the secondary level in our state.

4.5.5. Question Papers for Assessing the Weightages Assigned to Different Cognitive Objectives in Social Science Subject

Table – 4.5.5

An Overall Distribution of English Questions in terms of Weight-ages Assigned to Cognitive Objectives

Year	Knowledge		Understanding		Application	
	No. of Questions	Marks Allotted	No. of Questions	Marks Allotted	No. of Questions	Marks Allotted
2011	48	94	2	6	-	-
2012	48	92	2	8	-	-
2013	44	78	6	22	-	-
2014	42	74	8	26	-	-
2015	47	89	3	11	-	-
MBSE Specification	15	30	25	50	10	20

(1) On examining the Table 4.5.4, we observe an overall view of the total number of questions set in the HSLC Examination and also the total marks ascribed to the different

cognitive level of abilities of the MBSE question design and the collected data comprising of the HSLC Examination question paper in Social Studies.

(2) There is a proportionately high distribution of questions and marks assigned to the knowledge level. In 2011 and 2012 there were 48 questions assigned at the knowledge level and the marks allotted are 94 in 2011, 92 in 2012, 44, 42 and 47 questions in 2013, 2014 and 2015 respectively. The marks assigned in these years are 78, 74 and 89 in 2013, 2014 and 2015 respectively.

(3) 2 questions each are set at the understanding level in 2011 and 2012, 6, 8 and 3 questions for the knowledge level are set in the following 2013, 2014 and 2015 years respectively.

(4) There are no questions and marks assigned at the Application level which is not in agreement with the MBSE specification of requiring 10 questions with 20 marks weightage.

(5) In breaking down the table it is revealed that the highest percentage is attributed to the knowledge level in the distribution of question and weightage of marks. The understanding level occupies the highest and we find no questions set in the application level. This revelation may be brought out in the following tables:

Table 4.5.6
Distribution of Social Science Question Paper to Different Cognitive Objectives –
2011 - 2015

SOCIAL STUDIES – 2011											
Weightage to different Cognitive abilities											
T O T A L	KNOWLEDGE										
	Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5 Marks		Knowledge		Percenta ge
	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	4 7	94%
	18	1(1 8)	12	1(1 2)	13	3(1 3)	4	5(4)	No. of Marks	8 9	89%
	UNDERSTANDING										
	Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5/6 Marks		Knowledge		Percenta ge
	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	3	6%
					2	3(2)	1	5(1)	No. of Marks	1 1	11%
	APPLICATION										
	Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
					1	3(1)	1	5(1)	No. of Marks		
18	18	12	12	15	45	5	25				

Total No. of Questions – 50

Total No. of Marks – 100

**** Note:** *The figures inside the brackets show the number of questions set for particular weightage of mark(s).*

The figures outside the brackets indicate the marks assigned for a question.

1. The Social Science questions 2011 with weightage to different cognitive abilities are presented in the following ways:

(a) 18 objective type questions carrying 18 marks and 12 VSA type of question carrying 12 marks taken from the knowledge level of cognitive abilities.

(b) 15 SA questions carrying 45 marks from knowledge and understanding levels of cognitive objectives.

(c) 5 LA questions carrying 25 marks set from the knowledge and understanding levels of cognitive abilities.

SOCIAL STUDIES – 2012										
Weightage to different Cognitive abilities										
KNOWLEDGE										
Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	4 8	96%
18	1(1 8)	12	1(1 2)	14	3(1 4)	4	5(4)	No. of Marks	9 2	92%
UNDERSTANDING										
Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	2	4%
				1	3(1)	1	5(1)	No. of Marks	8	8%
APPLICATION										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
				1	3(1)	1	5(1)	No. of Marks		
18	18	12	12	15	45	5	25			

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Total No. of Questions – 50

Total No. of Marks – 100

**** Note:** *The figures inside the brackets show the number of questions set for particular weightage of mark(s).*

The figures outside the brackets indicate the marks assigned for a question.

1. The Social Science question papers 2012 with their cognitive abilities are presented as below:

(a) 18 objective type questions with 18 marks from the knowledge level of cognitive objectives.

(b) 12 VSA type of question with 12 marks taken from knowledge level of cognitive abilities.

(c) 15 questions of SA type carrying 45 marks from knowledge and understanding levels of cognitive objectives.

(d) 5 LA questions with 25 marks set from the knowledge and understanding levels of cognitive objectives.

SOCIAL STUDIES – 2013											
Weightage to different Cognitive abilities											
KNOWLEDGE											
Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5 Marks		Knowledge		Percentage	
No. of Question	Mar k	No. of Question	Mar k	No. of Question	Mar k	No. of Question	Mar k	No. of Question	4 4	88%	
18	1(1 8)	12	1(1 2)	11	3(1 1)	3	5(3)	No. of Marks	7 8	78%	
UNDERSTANDING											
Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5/6 Marks		Knowledge		Percentage	
No. of	Mar	No. of	Mar	No. of	Mar	No. of	Mar	No. of	6	12%	

L	Question	Mark	Question	Mark	Question	Mark	Question	Mark	Question	Mark		
					4	3(4)	2	5(2)	No. of Marks	2	2	22%
APPLICATION												
Objective		VSA		SA – I/II/III		LA		Knowledge		Percentage		
1 Mark		1 Mark		2/3/4 Marks		5/6 Marks						
No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	
										No. of Marks		
18	18	12	12	15	45	5	25					

Total No. of Questions – 50

Total No. of Marks – 100

**** Note:** *The figures inside the brackets show the number of questions set for particular weightage of mark(s).*

The figures outside the brackets indicate the marks assigned for a question.

1. Social Science question papers 2013 with the cognitive objectives are laid out in the following page:

(a) 18 questions of objective type with 18 marks and 12 VSA types of question carrying 12 marks set from the knowledge level of cognitive objectives.

(b) 15 SA type questions with 45 marks taken knowledge and understanding levels of cognitive abilities.

(c) 5 LA answer type questions carrying 25 marks set from the knowledge and the understanding levels of cognitive objectives.

SOCIAL STUDIES – 2014											
Weightage to different Cognitive abilities											
KNOWLEDGE											
Objective		VSA		SA		LA		Knowledge		Percentage	
1 Mark		1 Mark		3 Marks		5 Marks					
No. of	Mar	No. of	Mar	No. of	Mar	No. of	Mar	No. of	Mar	No. of	Mar
										4	86%

T O T A L	Question	Mark	Question	Mark	Question	Mark	Question	Mark	Question	Mark	
	18	1(18)	11	1(11)	11	3(11)	3	5(3)	No. of Marks	7	77%
	UNDERSTANDING										
	Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5/6 Marks		Knowledge		Percentage
	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	7	14%
			1	(1)	4	3(4)	2	5(2)	No. of Marks	2	23%
	APPLICATION										
	Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percentage
	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question	Mark	No. of Question		
									No. of Marks		
18	18	12	12	15	45	5	25				

Total No. of Questions – 50

Total No. of Marks – 100

**** Note:** *The figures inside the brackets show the number of questions set for particular weightage of mark(s).*

The figures outside the brackets indicate the marks assigned for a question.

1. Social Science question papers 2014 distribution in terms of cognitive abilities are presented below:

(a) 18 objective type questions carrying 18 marks from the understanding level of cognitive learning abilities.

(b) 12 VSA questions carrying 12 marks taken from the knowledge and understanding levels of cognitive objectives.

(c) 15 SA type questions with 45 marks set from knowledge and understanding cognitive objectives.

(d) 5LA questions with 25 marks taken from knowledge and understanding levels of cognitive objectives.

SOCIAL STUDIES – 2015										
Weightage to different Cognitive abilities										
KNOWLEDGE										
Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
18	1(1 8)	12	1(1 2)	14	3(1 4)	4	5(4)	No. of Marks	9 2	92%
UNDERSTANDING										
Objective 1 Mark		VSA 1 Mark		SA 3 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
				1	3(1)	1	5(1)	No. of Marks	8	8%
APPLICATION										
Objective 1 Mark		VSA 1 Mark		SA – I/II/III 2/3/4 Marks		LA 5/6 Marks		Knowledge		Percenta ge
No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on	Mar k	No. of Questi on		
18	18	12	12	15	45	5	25	No. of Marks		

Total No. of Questions – 50

Total No. of Marks – 100

** Note: The figures inside the brackets show the number of questions set for particular weightage of mark(s).

The figures outside the brackets indicate the marks assigned for a question.

1. Social Science subject question papers 2015 with the cognitive objectives explained below:

(a) 18 objective type questions with 18 marks and 12 VSA question carrying 12 marks taken from the understanding level of cognitive objectives.

(b) 15 SA questions carrying 45 marks taken from the knowledge and understanding cognitive objectives.

(c) 5 LA questions with 25 marks set from the knowledge and understanding levels of cognitive abilities.

1. The Table 4.5.6 (a), (b), (c), (d) & (e) contain a detail pattern of the distribution of the different forms of questions i.e. Objectives, VSA, SA & LA along the mark weightage attributed to the three cognitive objectives which may be described below:

(i) Objective type: There are 18 questions with 18 marks in the objective type questions in Social Science subject.

(ii) Very Short Answer Type (VSA): There are 12 questions with weightage of 12 marks in the HSLC Examination in the SS subject.

(iii) Short Answer (SA): 15 questions with 45 marks are allotted as SA questions in the Board Examination.

(iv) Long Answer (LA): 5 questions with 25 marks were set as LA type questions in the SS subject.

3. It is found from the tables that the distribution of the different forms of questions and their marks tend to run on the same pattern during the whole study period 2011 – 2015.

Weightage to Objectives of Learning as Specified by the MBSE Question Pattern is as below:

<i>Knowledge</i>	:	30%
<i>Understanding</i>	:	50%
<i>Application/Skill</i>	:	20%

This may be interpreted as:

Knowledge	:	15 questions
Understanding	:	25 questions
Application	:	10 questions

Comparison of the MBSE Specification and the Data Obtained

A study of the given Table 4.5.6 explains that while the MBSE in its question pattern requires that the highest weightage in the number of questions and their marks allotted should be given to the understanding level, we find that the HSLC question paper has attributed the highest to the knowledge level in its distribution of questions and marks, when it should occupy the second place. The MBSE has allotted questions to be set and mark distribution to be made at the application level. But as it appears from the table, the column for questions and its mark stand void at this level.

It may therefore be concluded that the HSLC Examination question paper is not in conformity with the specifications of the MBSE question pattern in Social Science subject in terms of the weightage to objectives of learning. Whatever the reason may be, the scholar feels that there is the ardent need for justification from either the MBSE, or the paper setters in order to comply with the good standards of evaluation at the secondary level.

4.6.0. HSLC Examination Results of Last Five Years (2011 – 2015) In terms of School Management, Locale and Gender.

To find out the pass percentage of the result of private schools and government schools, the Management – Wise abstract from the HSLC Result book was studied for result comparison of both these schools.

There are, of course, different schools in Mizoram under separate management. However, the Scholar has decided to pick out only the purely Government schools and the purely private schools for her study.

4.6.1. HSLC Examination Results of Last Five Years (2011 – 2015) In Terms of School Management

The Comparison between the Govt. Schools and the Private Schools is laid out in the following table:

Table – 4.6.1 (a)

Management – Wise Comparison of Overall Results of the HSLC Examinations 2011 – 2015

Year		Govt. School	Private School	Difference in Pass Percentage	
				Govt.	Private
2011	On Roll	3421	3151		
	Appear	3398	3127		
	Distinction	33	166	0.97	5.31
	I Division	293	869	8.62	27.79
	II Division	866	1066	25.45	34.09
	III Division	1216	656	35.79	20.98
	TOTAL	2408	2757		
	Percentage	70.87%	88.17%	17.3	

Year		Govt. School	Private School	Difference in Pass Percentage	
				Govt.	Private
2012	On Roll	4350	4018		
	Appear	4295	3971		
	Distinction	74	383	1.72	9.64
	I Division	489	1251	11.39	31.5
	II Division	1330	1177	30.97	29.64
	III Division	1449	774	33.74	19.49
	TOTAL	3342	3585		
	Percentage	77.81%	90.28%	12.47	

Year		Govt. School	Private School	Difference in Pass Percentage	
				Govt.	Private
2013	On Roll	4271	4666		
	Appear	4210	4599		
	Distinction	34	173	0.81	3.76
	I Division	279	822	6.63	17.87
	II Division	874	1255	20.76	27.29
	III Division	1547	1289	36.75	28.03
	TOTAL	2734	3539		
	Percentage	64.94%	76.95%	12.01	

Year		Govt. School	Private School	Difference in Pass Percentage	
				Govt.	Private
2014	On Roll	4647	5392		
	Appear	4582	5294		
	Distinction	33	191	0.72	3.61
	I Division	361	1068	7.88	20.17
	II Division	995	1501	21.72	28.35
	III Division	2077	1722	45.33	32.53
	TOTAL	3466	4482		
	Percentage	75.64%	84.66%	9.02	

Year		Govt. School	Private School	Difference in Pass Percentage	
				Govt.	Private
2015	On Roll	4213	5129		
	Appear	4147	5041		
	Distinction	58	292	1.4	5.79
	I Division	354	1073	8.54	21.29
	II Division	994	1387	23.97	27.51
	III Division	1802	1427	43.45	28.31
	TOTAL	3342	3585		
	Percentage	77.35%	82.9%	5.55	

Table – 4.6.1. (b)

**Management – Wise Comparison of Students Passed in Distinction in the HSLC
Examinations
2011 – 2015**

Year		Govt. School	Private School	Pass Percentage	
				Govt.	Private
2011	On Roll	3421	3151		
	Appear	3398	3127		
	Distinction	33	166	0.97	5.31
	Difference in Pass Percentage			4.34	
2012	On Roll	4350	4018		
	Appear	4295	3971		
	Distinction	74	383	1.72	9.64
	Difference in Pass Percentage			7.92	
	On Roll	4271	4666		
	Appear	4210	4599		

2013	Distinction	34	173	0.81	3.76
	Difference in Pass Percentage			2.95	
2014	On Roll	4647	5392		
	Appear	4582	5294		
	Distinction	33	191	0.72	3.61
	Difference in Pass Percentage			2.89	
2015	On Roll	4213	5129		
	Appear	4147	5041		
	Distinction	58	292	1.4	5.79
	Difference in Pass Percentage			4.39	

Table – 4.6.1. (c)

Management – Wise Comparison of Students Passed in I Division in the HSLC Examinations 2011 – 2015

Year		Govt. School	Private School	Pass Percentage	
				Govt.	Private
2011	On Roll	3421	3151		
	Appear	3398	3127		
	I Division	293	869	8.62	27.79
	Difference in Pass Percentage			19.17	
2012	On Roll	4350	4018		
	Appear	4295	3971		
	I Division	489	1251	11.39	31.5
	Difference in Pass Percentage			20.11	
2013	On Roll	4271	4666		
	Appear	4210	4599		
	I Division	279	822	6.63	17.87
	Difference in Pass Percentage			11.24	

2014	On Roll	4647	5392		
	Appear	4582	5294		
	I Division	361	1068	7.88	20.17
	Difference in Pass Percentage			12.29	
2015	On Roll	4213	5129		
	Appear	4147	5041		
	I Division	354	1073	8.54	21.29
	Difference in Pass Percentage			12.75	

Table – 4.6.1. (b)

Management – Wise Comparison of Students Passed in II Division in the HSLC Examinations 2011 – 2015

Year		Govt. School	Private School	Pass Percentage	
				Govt.	Private
2011	On Roll	3421	3151		
	Appear	3398	3127		
	II Division	866	1066	25.49	34.09
	Difference in Pass Percentage			8.6	
2012	On Roll	4350	4018		
	Appear	4295	3971		
	II Division	1330	1177	30.97	29.64
	Difference in Pass Percentage			1.33	
2013	On Roll	4271	4666		
	Appear	4210	4599		
	II Division	874	1255	20.76	27.29
	Difference in Pass Percentage			6.53	
	On Roll	4647	5392		
	Appear	4582	5294		

2014	II Division	995	1501	21.72	28.35
	Difference in Pass Percentage			6.63	
2015	On Roll	4213	5129		
	Appear	4147	5041		
	II Division	994	1387	23.97	27.51
	Difference in Pass Percentage			3.54	

Table – 4.6.1. (b)

Management – Wise Comparison of Students Passed in III Division in the HSLC Examinations 2011 – 2015

Year		Govt. School	Private School	Pass Percentage	
				Govt.	Private
2011	On Roll	3421	3151		
	Appear	3398	3127		
	III Division	1216	656	35.76	20.98
	Difference in Pass Percentage			14.81	
2012	On Roll	4350	4018		
	Appear	4295	3971		
	III Division	1449	774	33.74	19.49
	Difference in Pass Percentage			14.25	
2013	On Roll	4271	4666		
	Appear	4210	4599		
	III Division	1547	1289	36.75	28.03
	Difference in Pass Percentage			8.72	
2014	On Roll	4647	5392		
	Appear	4582	5294		
	III Division	2077	1722	45.33	32.53
	Difference in Pass Percentage			12.8	

2015	On Roll	4213	5129		
	Appear	4147	5041		
	III Division	1802	1427	43.45	28.31
	Difference in Pass Percentage			15.14	

1. The highest point of difference in percentage of the results is in 2011 (17.3%) and the lowest point/percentage of difference in the result of the Govt. Schools and Private Schools is seen in the year 2015 (5.54%). It can be seen that from the period of study of five years i.e. 2011 – 2015, the point of difference in the result tend to go down every year which can be considered as a good sign of improvement for the Govt. Schools.

2. It can be seen from table 4.6.1, the highest candidates on roll in both these two types of schools is in the year 2014 with 9876 candidates counting from both the gender and the lowest is in the year 2011 with 6525 candidates from both male and female candidates.

3. There is a significant difference in the pass percentages between the Govt. schools and Private Schools in Distinction.

4. The pass percentages of the Private Schools candidates are much higher than the Govt. Schools candidates in Distinction.

5. The highest point of difference in the pass percentages in Distinction is 7.92 in 2012 in which the Private Schools secured 9.64 pass percentages and the Govt. Schools got 1.72 pass percentages. The lowest point of difference in pass percentage is 2.89 percent in 2014 where the pass percentage of the Govt. Schools is 0.72 and the pass percentage of the Private High Schools is 3.61.

6. In I Division the Private Schools candidates secured higher pass percentage in the HSLC Examinations than the Govt. Schools candidates in which the highest pass percentage during 2011 – 2015 is 31.5 percent.

7. The highest point of difference in the pass percentage is 20.11 percent in the year 2012 and the least point of difference in pass percentage in the I Division is 11.24 percent in 2013.

8. In 2012 we see different picture in which the Govt. Schools are higher in pass percentage securing 30.97 percent in the II Division during the five years 2011 – 2015 and the highest pass percentage in the II Division is secured by the Private School candidates with 34.09 percent in 2011.

9. The Govt. Schools have better pass percentage in the III Division of the HSLC Examination than the Private Schools.

10 The Question thus arises as to why the pass percentages of the Government Schools are lower than the Private Schools. The Schools under the management of the Government is suppose to have trained/experienced teachers and equipped with good teaching aids and facilities which can bring about good better result of the students, but this is not the picture that is presently seen in the result compared.

4.6.2. Locale – Wise Comparison of Results of the HSLC Examinations- 2011 – 2015

Table 4.6.2

Locale – Wise Comparison of Results of the HSLC Examinations – 2011 to 2015

YEAR		URBAN AREA	RURAL AREA
2011	No. of School	237	290
	Appeared	5669	3092
	Pass	5064	2002
	%	89.33	64.75
2012	No. of School	243	319
	Appeared	2441	2824
	Pass	2041	2145
	%	83.61	75.96

2013	No. of School	261	320
	Appeared	1463	2150
	Pass	1227	1753
	%	83.87	81.53
2014	No. of School	270	324
	Appeared	8317	4827
	Pass	7372	3512
	%	88.64	72.76
2015	No. of School	349	357
	Appeared	8613	3870
	Pass	7366	2725
	%	85.52	70.41

1. During the period of study 2011 – 2015, it appears from the Table 4.6.2 that the highest pass percentage is 89.33% from the Urban School in 2011 and the lowest pass percentage is 64.75% from the rural area school in the same year.

2. The highest point of difference in the HSLC result of students from these two areas – Urban and Rural is 24.58% in the year 2011 which can be considered as a significant point of difference in the results between these two areas.

The least point of difference in the pass percentage is 2.34% in the year 2013.

3. During these five years the pass percentage of the students from the Urban areas reached above 80% regularly which is considered a very good result in the HSLC Examinations while we see just one instance from the rural areas crossing 80% in the Board Examination.

4.6.3. Gender – Wise Comparison of Results of the HSLC Examination – 2011 to 2015

Below a table is constructed for the purpose of comparing the results of the male and female candidates appearing for the HSLC Examination

Table – 4.6.3 (a)

Gender – Wise Comparison of Results of the HSLC Examinations – 2011 to 2015

YEAR	GENDER-WISE COMPARISON OF HSLC RESULT									
	2011		2012		2013		2014		2015	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Candidates										
Appeared	5423	5620	7348	7858	7960	8184	8980	9489	8287	8870
Candidates		3787								
Passed	3929		5349	5640	4789	4677	6164	6304	5672	6047
Pass										
Percentage	72.45	67.38	72.8	71.77	60.16	57.15	68.64	66.43	68.44	68.17

1. In 2014, there is the highest number of candidates on roll of both male (9421) and female (9833) with 19254 students appearing for the Board Examination.
2. It may be noted that the candidates on roll are not the actual number who appear for the Board examination as for some reasons or the other some students who, though had filled up the examination form failed to sit for the HSLC examination.
3. In the year 2011, we can see the least number of candidates who appeared for the HSLC Examination in which the male candidates 5423 and female candidates 5620 appeared for the Board Examination.
4. In all these five years of study, the highest pass percentage is seen to be acquired by the male candidates in the year 2012 with 72.80% successful candidates. This can be considered as an applaud-able result in the HSLC Examinations. The poorest percentage in the result during these five years is 57.15% which is acquired by the female candidates in 2013.
5. A study of the table reveals that the least point of difference in the pass percentage that occurred between the result of the male and female was in the year 2015 with 0.27%

difference. While the highest point of difference between the results of the male and female was 4.85% in 2011.

6. In all the five years of HSLC Examinations, the numbers of female candidates appearing in the HSLC examination tend to be higher than the number of male candidates appearing in the HSLC examination.

Table – 4.6.3 (b)

Gender-wise Result of HSLC Examination in Distinction, I Division, II Division, III Division

YEAR		MALE	FEMALE	PASS PERCENTAGE	
				MALE	FEMALE
2011	ON ROLL	5558	5696		
	APPEAR	5423	5620		
	DISTINCTION	180	219	3.32	3.9
	DIFFERENCE IN PASS PERCENTAGE			0.58%	
2012	ON ROLL	7566	8044		
	APPEAR	7348	7858		
	DISTINCTION	369	382	5.02	4.87
	DIFFERENCE IN PASS PERCENTAGE			0.15	
2013	ON ROLL	8270	8385		
	APPEAR	7960	8184		
	DISTINCTION	179	195	2.24	2.38
	DIFFERENCE IN PASS PERCENTAGE			0.14	
2014	ON ROLL	9421	9833		
	APPEAR	8980	9489		
	DISTINCTION	200	229	2.22	2.41
	DIFFERENCE IN PASS PERCENTAGE			0.19	
	ON ROLL	8690	9240		
	APPEAR	8287	8870		

2015	DISTINCTION	297	298	3.58	3.35
	DIFFERENCE IN PASS PERCENTAGE			0.23	

1. In Distinction the HSLC Examination result of the female candidates appear to be better than the male candidates. In 2011 the female candidates' pass percentage was 3.9 while it was 3.32% in the male candidates' result. In 2013, the female candidates secured 2.38 pass percentage and the male candidates secured 2.24%. Securing 2.41% the female candidates again got better results than the male candidates who obtained 2.22% in 2014.
2. In 2012, the male candidates secured 5.02 pass percentages and did better than the female candidates who obtained 4.87%. Again in 2015, the male candidates securing 3.58% did better than the female candidates who secured 3.35%.
3. The highest pass percentage in distinction during the five years 2011 – 2015 is 5.02% secured by the male candidates whereas the lowest pass percentage is 2.22% by the male candidates in 2014.

I DIVISION

YEAR		MALE	FEMALE	PASS PERCENTAGE	
				MALE	FEMALE
2011	ON ROLL	5558	5696		
	APPEAR	5423	5620		
	I DIVISION	897	776	16.5	13.8
	DIFFERENCE IN PASS PERCENTAGE			2.7	
2012	ON ROLL	7566	8044		
	APPEAR	7348	7858		
	I DIVISION	1199	1164	16.3	14.8
	DIFFERENCE IN PASS PERCENTAGE			1.5	
	ON ROLL	8270	8385		

2013	APPEAR	7960	8184		
	I DIVISION	790	780	9.92	9.53
	DIFFERENCE IN PASS PERCENTAGE			0.39	
2014	ON ROLL	9421	9833		
	APPEAR	8980	9489		
	I DIVISION	957	998	10.65	10.51
	DIFFERENCE IN PASS PERCENTAGE			0.14	
2015	ON ROLL	8690	9240		
	APPEAR	8287	8870		
	I DIVISION	1022	1078	12.3	12.2
	DIFFERENCE IN PASS PERCENTAGE			0.1	

1. The male candidates' pass percentage in the I Division is better than the pass percentage of the female candidates in all the five HSLC Examinations.
2. The highest pass percentage secured in the I Division is 16.5% by the male candidates in 2011 while the lowest pass percentage is secured by female candidates with 12.2% in 2015.
3. The lowest point of difference in pass percentage is 0.1 in the year 2015.

II DIVISION

YEAR		MALE	FEMALE	PASS PERCENTAGE	
				MALE	FEMALE
2011	ON ROLL	5558	5696		
	APPEAR	5423	5620		
	II DIVISION	1286	1338	23.7	23.8
	DIFFERENCE IN PASS PERCENTAGE			0.1	
	ON ROLL	7566	8044		

2012	APPEAR	7348	7858		
	II DIVISION	1708	1995	23.2	25.3
DIFFERENCE IN PASS PERCENTAGE			2.1		
2013	ON ROLL	8270	8385		
	APPEAR	7960	8184		
	II DIVISION	1451	1489	18.2	18.1
	DIFFERENCE IN PASS PERCENTAGE			0.1	
2014	ON ROLL	9421	9833		
	APPEAR	8980	9489		
	II DIVISION	1710	1859	19.1	19.5
	DIFFERENCE IN PASS PERCENTAGE			0.4	
2015	ON ROLL	8690	9240		
	APPEAR	8287	8870		
	II DIVISION	1592	1913	19.2	21.6
	DIFFERENCE IN PASS PERCENTAGE			2.4	

1. In II Division, the female candidates had better pass percentage than the male candidates in three HSLC Examinations, however, with a low point of difference in pass percentage.

2. In 2011, the female candidates secured 23.8% in the HSLC Examination while the male candidates secured 23.71% in 2012; the female candidates with 25.39% did better than the male candidates who secured 23.24%. Again, in the year 2015 HSLC Examination, the female candidates obtained 21.57% which is higher than the pass percentage 19.21 of the male candidates

III DIVISION

YEAR		MALE	FEMALE	PASS PERCENTAGE	
				MALE	FEMALE
2011	ON ROLL	5558	5696		
	APPEAR	5423	5620		
	III DIVISION	1566	1454	28.8	25.8
	DIFFERENCE IN PASS PERCENTAGE			3	
2012	ON ROLL	7566	8044		
	APPEAR	7348	7858		
	III DIVISION	2073	2099	28.2	26.7
	DIFFERENCE IN PASS PERCENTAGE			1.5	
2013	ON ROLL	8270	8385		
	APPEAR	7960	8184		
	III DIVISION	2369	2213	29.7	27.1
	DIFFERENCE IN PASS PERCENTAGE			2.6	
2014	ON ROLL	9421	9833		
	APPEAR	8980	9489		
	III DIVISION	3297	3218	29.7	33.9
	DIFFERENCE IN PASS PERCENTAGE			4.2	
2015	ON ROLL	8690	9240		
	APPEAR	8287	8870		
	III DIVISION	2761	2758	33.3	31.1
	DIFFERENCE IN PASS PERCENTAGE			2.2	

1. In the III Division, the male candidates have better results in all the five consecutive years of the HSLC Examinations – 2011, 2012, 2013, 2014 and 2015.

Conclusion: It may be pointed out that in all the five years of study the number of female candidates appearing the HSLC Examination are higher than the number of male candidates appearing in Board Examination.

An overall view of the HSLC Examination during the five years reveals that the pass percentages of the male candidates are higher than the female candidates' pass percentage.

CHAPTER – 5

MAJOR FINDINGS AND CONCLUSIONS, SUGGESTIONS

5.1.0. Major Findings and Conclusions

Major findings and conclusions are hereby presented in accordance with the objectives of the present study as under:

5.1.1. Major Findings and Conclusions with regard to Profile of MBSE

1. A study of the profile of the MBSE revealed that from the very day of its establishment, it had moved on in good stead towards bringing changes and improvement in our system of education. Mizoram Board of School Education Act, 1975 had constituted rules and regulations on which the whole system and functions of the MBSE would rest upon.

2. The Examination Bye – Laws was prepared which contained important details of the different functions to be performed or to be taken into account by personnel in the examination sections or those involved in the process of evaluation.

3. It is noteworthy to state that the MBSE has taken measures to implement Integrated Studies from 2017 and has already issued notification in this regard. This can be considered as an improvement in the evaluation system of education at the secondary level in Mizoram.

4. It prepares syllabi and textbooks in accordance with the National Policy and Framework and updates and improves them through revision at regular intervals. It conducts various training programmes for teachers to improve and update their skills so as to improve education.

5. It conducts HSLC and HSSLC examinations every year in February – March. It also conducts examinations for Diploma in Teacher Education in the month of December.

6. It conducts Mizoram Teacher Eligibility Test (MTET) every year in Aizawl and Lunglei.

As per the direction of the state government, it also conducts State Medical and Technical Entrance Examination (SMATEE) every year.

7. It carries out Sensitization Programme on Integrated Evaluation Scheme for Secondary Stage in every district capital.

8. It has introduced 8 (eight) different Vocational Courses in 18 Higher Secondary Schools in the State.

An overall conclusion may be made in that though the MBSE has not made developments in leaps and bounds and though it still has many areas to cover for further developments, yet it can be said that, considering its status at the initial stage, the Board has made a tremendous progress in different areas of its jurisdiction.

5.1.2. Major Findings and Conclusion with Regard to Existing Rules and Regulations of MBSE for HSLC Examination

A. Examination Schedules

The HSLC Examination is conducted only once at the end of every academic session. It generally falls at the month – end of February or month – beginning of March. The duration of the examination is generally 24 days in which both the theory and practical examinations are conducted. The date fixation is not static but differs every year.

B. Appointment of Paper setters and examiners

The examination Branch under the Chairmanship of the controller of Examination sort out the names of recommended eligible teachers from affiliated institution. The eligibility of these teachers to be selected for paper setters or examiners is measured in terms of their educational qualification and teaching experience.

The examination branch made a list of the names of the teachers selected as paper setters and examiners which is forwarded for approval to the chairman of the MBSE through the MBSE secretary which is done through proper channel.

More than one paper setters are selected to set the questions for the same subject. The paper setters carry out the assigned task and send in the set questions within the set time and date made by the Board. These sets of questions for the HSLC Examination, they first underwent moderation by a team of moderators.

In order to maintain the good image of the evaluation system at the secondary level, a particular point of the provision laid out by the MBSE examination Bye-Laws amongst the other point may be stressed upon:

“No person shall be appointed as a paper setter or examiner whose ‘NEAR RELATION’ i.e. wife/husband, sons and daughter and members of the family such as nephew, niece similar relations of wife/husband is appearing or has appeared in the Board examination that year.”

A study made in this regard finds that the provision of the MBSE Examination Bye-Laws is not being so satisfactorily compiled with. There are instances in which even though the person appointed for the task reports that they have a ‘NEAR RELATION’ appearing in the Board Examination, the concerned committee does not seem to pay due concern over the matter and the person/appointee is put through for the same appointment.

The reason for this casual negligence can be because of shortage of eligible teachers at the secondary level for the said tasks the reason for which may be stated that a number of teachers at the secondary level tend to decline the appointment as examiner for one reason or the other.

C. Moderation of Question Papers

(i) The set of questions prepared by the paper setters are not accepted at once as the final question papers for the HSLC Examination. Moderators moderate the question papers to ensure that each question paper has been set according to the syllabus of the subject and text books or recommended books.

(ii) The moderators make sure that the questions are clear, accurate, unambiguous and free from such limitations as they may lead to an interpretation and understanding different from the question intended to convey.

(iii) The moderators are required to prepare additional set of question papers as per instructions given by the board.

(iv) The moderators can accept, reject or modify the questions papers sent in by the paper setters. The moderator may also re-set the whole question paper by selecting questions from the two of questions which are considered as equally good in terms of syllabus coverage, difficulty level and standard of question.

This is done to maintain confidentiality and also to avoid any adverse advantage a particular institution may enjoy.

(v) The moderated questions picked out in equal agreement by the moderators are submitted to the controller of examination who decided the final questions to be put out for the HSLC Examination.

D. Invigilation

A centre committee is formed for the smooth conduct and function of examination at each centre. The MBSE Chairman nominates the following members be in the committee:

(a) The Principal/Vice Principal, Headmaster/Headmistress or in the absence of both, a senior PG Lecturer of the centre Institution is appointed as the Centre Superintendent.

(b) Two heads of institutions from the feeder schools and in such cases where the institution's head is not available, then, village council member may be appointed.

(c) One member appointed by DEO.

(d) One medical practitioner from the Health Department.

(e) The Centre Superintendent nominates the Centre Secretary from the members of the Centre Committee.

In consultation with the Principal of the respective schools, the Centre Superintendent nominates teachers from the feeder schools to assist the Centre Superintendent in conducting and supervising examination at the examination centre throughout the HSLC Examination. The Centre Superintendent furnishes the list of the committee members and the name of the invigilators with complete details to the board.

E. Conduct of Theory and Practical Examination

The Mizoram Board of School Education issues notifications of the HSLC Examination Routine for both theory and practical prior to the commencement examination.

As per the schedule of the programme, the theory exams are first conducted under the invigilation and supervision of the Centre Superintendent and the invigilator. After every examination the answer books to the theory papers are packed sealed and sent to the MBSE office addressing the controller of examinations.

Immediately after the theory exams are over, Practical examinations are conducted in the same centre where the theory exams are held. Appointed external examiners evaluate the practical components of the relevant papers/subjects and the marks awarded to the candidate by the external examiner are submitted to the MBSE which is entered in the HSLC examination result mark sheet of the student. This being an internal assessment, the practical work of the candidates need not be submitted. The grades awarded for work experience, Physical and Health Education are also submitted to the MBSE for record in the mark sheet of the candidates.

F. Mode of Evaluation

The Mizoram Board of School Education has made provision for Central Evaluation or Spot Evaluation at the MBSE office.

Coded answer books bearing fictitious roll number are distributed to the examiners for evaluation.

The answer attempted by the candidates are checked and evaluated as per the marking scheme made by the moderators.

Marks of the particular answer are recorded on the cover page of the answer book in those columns made for entering the marks of each question and also on perforated mark slips.

Appointed scrutinizers check the answers book to see if there are any over marking or under making or any answers missed out by the examiner. The scrutinized marks are then submitted to the controller of examination.

Tabulators appointed from the office and from the institutions tabulate the marks. The tabulation is done in the office or at home. In one set of tabulation there are about 600 candidates on roll and they are taken care of by two tabulators. After the tabulators compared and entered the marks, they are submitted to the Controller of Examination. Signatures of the tabulators are given at the end of every tabulation sheet.

G. Revaluation

i) Till 2011, no provision was made by the MBSE for what is termed as revaluation of answer papers.

ii) On 6th Jan. 2012 the MBSE made a notification introducing certain provisions for obtaining a photocopy of evaluated answer script(s) with effect from HSLC/HSSLC/DIET Examination, 2012.

iii) The original answer book is xeroxed and the original marks are erased. Photo copies of the erased marks are given to two persons for revaluation.

Average of two closure marks are taken from the three answer marks papers and considered as the revaluated marks and fresh mark sheet is issued to the candidate.

Keeping in view the changes made in some aspects, it may be concluded that the existing rules and regulations of the HSLC Examination have been reviewed and modified time and again.

However, the Board needs to take up necessary steps in certain areas of confidentiality in order to avoid any unfavorable advantage a person may benefit so as to maintain the prestige of the evaluation system of MBSE at the secondary level.

5.1.3. Major Findings and Conclusions with regard to Structure of Questions in Terms of Distribution to Objective Type, Very Short Answer Type, Short Answer and Long Answer Type Questions.

A. ENGLISH

1. A careful look at Table 4.3.1 show that the distribution of the different forms of questions i.e. objective type, very short answer type, short answer and long answer type which are set out for the HSLC examination are well in agreement with the specification of the MBSE question pattern. Though the distribution is not altogether the same, in such as, the 18 objective type questions laid out by the MBSE becomes 16 questions in the HSLC examination, and the very short answer type 12 questions by MBSE pattern, is changed to 14 questions in weightage of the MBSE as well as the HSLC question. Apart from these, no striking differences are seen in the HSLC examination question paper as with the MBSE question pattern.

2. The weight age of marks given to the different types of questions (Objective type, Very short answer type, Short answer type and Long answer) are well distributed in accordance to the mark specifications made by the Board. The insignificant difference that we see in the distribution of the questions forms between the MBSE and HSLC, no doubt effect the weight ages in the marks of both the question paper – objective type 18 questions – 18

marks in MBSE, 16 questions with 16 marks in HSLC and very short answer 12 questions with 12 marks in MBSE, 14 questions with 14 marks in HSLC, other than these, no difference in the marks distributions of the HSLC questions are seen as in comparison with the MBSE question pattern.

B. MIZO

1. The different types of questions – objective type, very short answers, short answer and long answers of the Mizo question paper are well in accordance with the MBSE question designs in the distribution of the different forms of questions. A not so noticeable changes are made in the distribution of the questions of the HSLC in such areas as – 18 objectives types questions in MBSE – 12 objectives types questions in HSLC question paper, 12 very short answer type questions in MBSE questions pattern – 18 very short answer type questions in HSLC questions paper. In the year 2013, 2014, and 2015, a slight change is again seen in the distribution of short answer questions I, II, III between the MBSE question design and the HSLC examination question papers of Mizo subject. In spite of these differences it can still be said that the structure of questions in terms of the distribution to different forms of question of the HSLC examination question set is in proper agreement with the MBSE specifications.

2. The MBSE question pattern has two types of Long Answer – LA I (5 marks) and LA II (6 marks). A close look at the table discloses that in the year 2014 LA II 6 marks has not been included in the HSLC examination question paper.

3. Examining the table 4.3.2 we find little differences in the weight-age of marks in the objectives type and very short answer type question between the MBSE and the data obtained. This is so because there is the difference in the distribution of the questions in both the mentioned types of questions. However it may be stated that the questions set out for the HSLC examination is in agreement with the specification of the MBSE structure of question.

C. SOCIAL SCIENCE

1. The MBSE has laid out 30 questions carrying 30 marks for objectives types and very short answer type questions in Social Science subject. The obtained data also showed a similar pattern of question forms and its mark distribution.
2. There are 15 questions carrying 3 marks for short answer, 4 questions of 5 marks for long answer and 1 question for Map drawing of 5 marks in both the MBSE question pattern and the question paper of the HSLC examination in Social Science subject.
3. It may therefore be concluded from the analysis of the question paper, the questions set in the social science subject is satisfactorily in conformity with the MBSE pattern in terms of the question distributions along with their marks.

5.1.4. Major Findings and Conclusions with regard to HSLC Examination Questions in terms of Syllabus Coverage

A. ENGLISH

1. The different forms of questions and mark weightage developed from the five (5) sections with different areas/topics of study of the English subject have satisfactorily covered the syllabus of the said subject.
2. An intense study of the data obtained i.e. HSLC examination question paper on English subject, side by side with the weightage to contents and its mark distribution structured by the MBSE question pattern bring forth the finding that the questions set in the HSLC examinations 2011 – 2015 have sufficiently covered the syllabus of English subject.

B. MIZO

1. There is consistency in the pattern of question set from different eight (8) sections of the subject in all the five years of study 2011 – 2015.
2. The distribution of the question papers over different dimensions related to its contents or topics of study reveals the findings that the questions developed for the HSLC examinations for the years 2011 – 2015 satisfactorily covered the syllabi of the Mizo subject.

C. SOCIAL SCIENCE

1. This discussions and questioning of the subject teachers regarding the different chapters and the question pattern developed reveals that there is every good chance of sufficiently covering the syllabus.
2. A close look at the distribution of the different types of questions from the five (5) chapters reveals that the syllabus in the social science subject has been thoroughly covered.

5.1.5. Major Findings and Conclusions with regard to the Weightages Assigned to Different Cognitive Objectives

A. ENGLISH

1. The MBSE specification gives the biggest weightage to understanding level (50%) in question distribution. The knowledge level with 30% comes in next in the weightage of distribution in the different type of question. The least weightage in the distribution of question is ascribed to the application level (20%)
2. The HSLC examination questions in English for the years 2011-2015 were not distributed properly to the different cognitive abilities as specified by the MBSE question design. While 23 questions are specified for understanding, only 21 questions in 2011, 22 questions in 2012, 2013 and 2015; and 13 questions in 2014 examination question papers for the given years. The Board examinations had 27 in 2011 & 2015, 26 in 2012 & 2013 and 35

questions in 2014 for the knowledge level whereas only 20 questions are desired by the MBSE pattern of question. The MBSE requires 8 questions for the application level, but the HSLC question papers had only 3 questions in 2011-2014 and 2 questions in 2015 were found to be at the application level.

3. As a whole, the mark weightages given to the different cognitive levels were not in conformity with the MBSE desired question pattern.

The Board specifies that the understanding level of cognitive ability be given the highest mark weightage of 50 marks, knowledge the second highest of 20 marks and expression, the least weightage of marks with 30 marks.

The HSLC question papers in English however gave the highest weightage of mark to knowledge with 45, 45, 44, 58, 54 marks in 2011, 2012, 2013, 2014 & 2015 respectively. Understanding level with weightage of 35, 35, 36, 22, 31 marks respectively in different years is placed next and the marks assigned for the application level 20 in 2011, 2012, 2013 & 2014 and 15 marks in 2015 had the least mark weightage.

We may again conclude that with regard to the weightage of marks assigned to different cognitive levels, the HSLC question papers are not well in agreement with the MBSE pattern of question.

B. MIZO

1. In Mizo subject, the distribution of questions and weightages of marks given to the different cognitive abilities were not in agreement with the MBSE pattern of question.

2. According to the MBSE desired pattern there has to be 27 questions at the understanding level but in the 5 years of study period – 9, 10, 8, 14 & 9 questions were respectively developed for the HSLC examination question papers. Under the knowledge level 15 questions were expected by the MBSE whereas as many as 44, 43, 39 & 44 questions respectively were set in the HSLC question papers. While 13 questions are expected questions by the Board at the application level, only 2 questions at this level were found in

2011, 2012, 2013 & 2015 and only 1 question in 2014 was set for the HSLC examination question paper at this level.

3. The MBSE allotted 50 marks for the understanding level in Mizo subject, but in the data obtained 17, 20, 17, 26 & 15 mark weightages were given to the understanding level in 2011, 2012, 2013, 2014 & 2015 respectively. 30 marks was assigned by the Board for expression/application level, whereas in the HSLC examination question – 10 marks in 2011, 2012, 2013; 3 marks in 2014 & 8 marks in 2015 were given. For the knowledge level the mark laid out by the MBSE is 15 marks. However, the HSLC question papers in Mizo subject had developed 44, 43, 44, 39 & 44 mark weightages to the knowledge level in the cognitive domain which are much higher than the MBSE specification.

4. Evaluating the findings made, it can be positively stated that there is a significant difference between MBSE specification and the HSLC examination question papers in the distribution of questions and weightage of marks assigned to different cognitive objectives.

C. SOCIAL SCIENCE

1. In Social Science subject, the highest number of questions should be at the understanding level according to the question pattern of MBSE. With 15 members of questions, the knowledge level should come in second to the understanding level. The application level with 10 questions has the least numbers of questions.

2. In allotment of marks, the understanding level, with 50 marks has the highest weightage and knowledge level with 30 marks comes second to the understanding level. The least mark weightage is given to the application with 10 marks.

3. Question papers of Mizo subject in the HSLC examination from 2011 – 2015 had a proportionately high content of 48 questions in 2011 & 2012, 44 in 2013, 42 in 2014 and 47 in 2015 at the knowledge level in striking contrast with the MBSE question pattern requiring 15 questions only. The marks assigned were 94 in 2011, 92 in 2012, 78 in 2013, 74 in 2014 & 89 in 2015 which were much higher than the MBSE specification i.e. 30.

4. The HSLC examination question papers in Social Science subject contained only 2 questions in 2011 & 2012, 6 marks in 2013, 8 marks in 2014 & 3 in 2015 while the MBSE specification for the same level is 25 with 6 marks at the understanding level which is a complete different picture from the MBSE question setting requirement.

5. No questions at the application level was found in Social Science paper in the years 2011 – 2015 whereas MBSE specification requires 10 question to be set at this level.

6. With a great point of difference between the two question pattern, research question can be developed as to find the reason for this proportionately differences evident in the distribution of question and marks in terms of cognitive level of learning abilities.

General Findings with Regard to Weightages Assigned to Different Cognitive Objectives.

1. The key phrase/verb used in some questions does not reflect the mind and expectation of the paper setter. The question as it appears may require a higher level of cognitive ability, while the paper setter may be satisfied with answers given by mere factual knowledge of the text.

e.g. – *Analyze the impact of railways on industrialization. (S.S. 2013)*

2. Some optional questions cannot be categorized under the same level of cognitive ability. This means, while optional question (a) can be attempted with mere textual knowledge, the optional question (b) requires the understanding cognitive ability to attempt the answer.

e.g. – *(a) Mention any five important functions of democracy in India*

OR

(b) As a federal state, is India sound enough to sustain democracy? Explain it.

Optional question (a) can be attempted with the textual knowledge while optional question (b) may require the understanding level to answer the question. (S.S. 2014)

Therefore, it may be concluded that these optional questions are not in conformity with the scheme of option as laid out by the question design of MBSE which states – “option be given on same objective.”

5.1.6. Major Findings and Conclusions with regard to HSLC Examination Results of Last Five Years in Terms of School Management, Locale, and Gender

A. Management – Wise Analysis of Results of the HSLC Examinations 2011 – 2015

1. From the comparison of the result, the highest pass percentage in all the five years of study period is seen in the year 2012 in which the pass percentage is 90.20% from the private school. On the other hand the lowest pass percentage is 64.94% from the Govt. Schools in 2013.

2. It is evident from the study that the pass percentages of the Private Schools tend to remain higher than the Govt. Schools for the five consecutive years.

3. The point of difference between the Govt. School and the Private Schools has a tendency to decrease every year 17.3% (2011), 12.47% (2012), 12.01% (2013), 9.02% (2014), and 5.54% (2015). This may be considered as a positive sign for the Government Schools.

4. There is a variation in the result of the schools from these two management – Government Schools and Private Schools.

B. Locale – Wise Analysis of Results of the HSLC Examinations 2011 – 2015

1. During the five years of study the highest percentage in the Urban Area is 89.33% (2011) whereas in the Rural Area the highest pass percentage is 81.53% (2013). A high point of difference is seen here regarding the results of the Urban and Rural Area.

2. The pass percentage of the schools in the Urban Area tend to remain constant within percentage of 80's i.e. 89.4% - 83.62% whereas the results of the private schools have irregular percentage ranging from 64.70% - 81.51%.

3. There is a high point of difference between the HSLC examination results of the schools in the Urban and Rural Areas.

C. Gender-Wise Analysis of Results of the HSLC Examinations 2011 – 2015

1. There is a tendency of irregularity in the comparative result of the male and female candidates. While in the year 2011, a significant difference of 4.85% is seen; in 2015 there is only 2.7% point of difference.

2. There is not a year in which the pass percentage of the female candidates is higher or better than the male candidates.

3. The highest point of difference is 4.85% in which the male candidates secured the pass percentage of 72.45% whereas 67.60% female are successful in the HSLC examination in the year 2011.

4. During the five years of study 2011 – 2015, the male candidates had continuously, better results than the female candidates.

5.2.0. Recommendations for Improvement of Evaluation System of MBSE at Secondary Level

5.2.1. Recommendation for Improvement of the Functions of MBSE

(i) An Advisory Board may be constituted consisting of both senior and fresh members having good visions of the present problems and future needs of our secondary education to advise and give suggestions to the Board in all matters relating to the system of evaluation.

(ii) Let the MBSE review and revise from time to time the scheme of Examination and make necessary changes and modifications in the systems of evaluation doing away with the out-dated schemes and introducing new practices in our system of examination.

(iii) Symposiums and Seminars may be organized where resourceful discussions are held among the participants to come up with new ideas and suggestions related to evaluation.

(iv) The MBSE should in the present condition of our secondary education, make emphasis on consolidation of secondary education and not its expansion.

5.2.2. Recommendations for Improvement of existing rules of the MBSE in the conduct of HSLC Examination.

(i) Let the MBSE organize a One-Day or Two Days Seminar cum Workshop for paper-setters, examiners and moderators on sensitization on the desired pattern of question-setting, examining and moderation.

(ii) A continuous and comprehensive system of evaluation may be introduced at the secondary level to make evaluation a quality control device to maintain desired standard of performance in teaching.

(iii) A regular and most updated profile of the school teachers may be maintained by the institutions for information to the board on the eligibility of teachers for appointment of various task related with the HSLC Examination.

(iv) The Inspection Department be made more effective to look into the regularity and sincerity of teachers especially in the rural areas.

5.2.3. Recommendations for Improvement of Weightages given to Different Types of Questions.

(i) Question Bank may be developed as measure to ensure Uniform pattern of paper setting, thereby elimination variety patters or dissimilarities arising in setting of question pattern.

(ii) Care should be taken that the questions are well distributed in its different forms to avoid any advantage or disadvantages that a student can enjoy.

(iii) While structuring questions, the paper setter should strictly keep in mind the MBSE specifications and prepare the questions accordingly thereby avoiding proportionately high or low distribution of questions in a particular area.

(iv) It is suggestible that the questions be set in as much as possible to avoid the improper use of the key verbs which convey different meanings of the true intention of the question ask.

(v) The present system of our evaluation which is in many ways subjective in nature should be made more objective by knowing how to construct questions that calls for objectivity.

5.2.4. Recommendations for Improvement in the Syllabus Coverage of Questions.

(i) A syllabus committee is constituted to suggest the appropriate types of question that may be used from a particular lesson(s).

(ii) A screening committee is formed to check whether any portion of the syllabus content is left out or a particular topic or chapter is too much stressed upon.

(iii) Considering the importance of text books, a high power Textbooks Committee should be constituted to study and prescribe suitable textbooks that cater to various needs and capacities and of the adolescents and also advice in the matters of improvements of the text-books.

(iv) A single text book should not be prescribed for every subject of study, but a reasonable number of books should be recommended to encourage students for intensive and extensive reading and further prepare them for any type of questions that is likely to come in the HSLC Examination.

5.2.5. Recommendations for Improvement in Weightages given to Cognitive Objectives.

(i) A dynamic method of teaching be practiced which should aim not merely at imparting of knowledge in an efficient manner, but also at inculcating desirable values and proper attitudes and habits of works in students.

(ii) Emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situation and for this purpose, the principle of ‘Activity Method’ and ‘Project Method’ should be assimilated in school practice.

(iii) In the Teaching of all subjects special stress should be placed in clear thinking and expression both in speech and writing.

(iv) Viva Voice be introduced to test the students’ skills in speaking and reading and also to test the personality of the students.

5.2.6. Recommendations for the Improvement in Results or Achievements of Students.

(i) All existing secondary schools must be provided with good staffs and facilities or equipments to create congenial learning environment and outcome.

(ii) Secondary Schools especially in the rural areas be well equipped with efficient teaching staffs and libraries to facilitate learning in the rural areas.

(iii) Special hostels or Accommodations at affordable rate be set up especially for girls coming from remote areas for the sake of acquiring education.

(iv) Government should open new schools in the areas inhabited by the economically weaker sections and it’s after care as well.

(v) A large number of schools should be established to meet the needs of handicapped children.

(vi) Remedial coaching or tutorial classes be given to those students who find it hard to keep up with their classmates.

(vii) Efforts should be made by State Governments to open separate schools for girls wherever there is demand for them.

(viii) Let the Government take active steps to establish Multi-purpose schools and Vocational schools wherever possible to provide varied courses of interests to the students at the secondary level with diverse aims, aptitudes and abilities.

(ix) An adequate opportunity should be provided for the secondary school students to work in groups and carry out group projects to develop in them the qualities of cooperative work with others.

5.2.7. Recommendations on General Issues.

(i) A comprehensive programme for guidance and counseling at the secondary schools may be suggested for students and teachers.

(ii) Extra-Curricular activities should form an integral part of education in which both the students and teachers should devote definite time to such activities.

(iii) Every Secondary School should have a well equipped school library, class libraries and subject-libraries may also be utilized.

(iv) Admission into the secondary schools be done keeping in mind the teacher-pupil ratio and avoid over-crowded classrooms.

5.3.0. Suggestions for Further Research

1. Investigation may be carried out to find the cause factor of the variations that occurred between the Government Schools and Private Schools, Urban and Rural, Male and Female.

2. Investigate on the case for significant difference between the question pattern of the MBSE and the HSLC in terms of distribution of different forms of questions.

3. A study be carried out on the issues regarding wide variation in weightage assigned to different cognitive objective in Social Science subject in comparison to the MBSE specification.

4. Studies are made to look into the problems and issues that affect the good or bad results of the HSLC or Matriculation examination under MBSE.

5. An in-depth study be carried out to find whether our evaluation system is good to assess the true potential and personality of the pupils.

6. It is highly recommended that a critical study be carried out to reveal if our evaluation system does truly assess the cognitive abilities of the students.

7. Investigation may be taken up to find out if our evaluation system is good enough to test the good teaching quality of our teachers.

8. It is recommended that a good study be done to find out if our evaluation system provides the advantage of using unfair means for the students.

9. A comparative study of evaluation system at the secondary level with different states may be carried out to look into the standard and quality of the MBSE evaluation system at the secondary level.

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APPENDIX – I

INTERVIEW SCHEDULE

1. What is the prevailing system of evaluation of students of the MBSE at the secondary level of education? Is the evaluation system continuous and comprehensive? If not, what are the hindrances?
2. What are the roles and functions of the Mizoram Board of School Education in the conduct of HSLC Examination? What are the different Committees set up for the smooth functioning of the HSLC Examination? How are these Committees formed? What are their functions?
3. What are the measures taken up by the MBSE to maintain the confidentiality and eligibility of the HSLC Examination in terms of (a) paper setting, (b) moderation and (c) examining of answer scripts?
4. Does the MBSE conduct or organize any such seminars, trainings or workshops for teachers or person involved in the evaluation process of the HSLC Examination? If not, why?
5. How many High Schools are used as Examination Centers every year the HSLC Examination is conducted? At what time of the year is the matriculation examination generally held? How are the theory and practical examinations conducted?
6. What is the mode of evaluation used to examine the answer scripts of the HSLC? Is centralized or privatized?
7. Does the MBSE make provisions for revaluation of the students' answer scripts? If so, how is it carried out? Is there a variation in the results of the candidates due to revaluation?
8. What is the pattern/structure of the questions in regards to – (i) its syllabus coverage, (ii) combination of different types of questions and its weightage of marks, (iii) inclusion and distribution of the cognitive abilities with due marks assigned to each of it.

9. Do the questions set for the Board Examination in agreement with the specifications of the MBSE question pattern? If not, are necessary actions taken up to meet its desired pattern?
10. Are the purposes of evaluation in agreement with the objectives of education? What are its drawbacks?
11. What are the initiatives taken up by the MBSE for the improvement of the evaluation system at the secondary level? Is there any plan for introduction or implementation of a new system of evaluation?
12. In view of the present situation of our examination system, what are the steps/areas to be taken up for its reforms and improvements?

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