

# EXAMINERS' REPORTS

DELHI  
SECONDARY AND SENIOR SCHOOL CERTIFICATE EXAMINATION  
1986

5056  
373  
CEM-E



CENTRAL BOARD OF SECONDARY EDUCATION  
NEW DELHI

© C.B.S.E., New Delhi-110002

All rights reserved. No part of this book may be reproduced, stored in any retrieval system, or transmitted in any form or by any means-electronic, mechanical photo copying, or otherwise without prior permission of the copyright owner.

December, 1986

1500 Copies

Sub. Nat  
National  
Plan  
17-11  
DOC. 3563  
11/1/87

---

This book has been printed on the concessional paper  
supplied by the Govt. of India

---

For suggestions write to :

Dr K.D. Sharma,  
Director (Academic),

Central Board of Secondary Education,  
2/42 Sant Vihar, Ansari Road,  
Daryaganj, New Delhi-110002

---

Published by the Secretary, C.B.S.E., New Delhi-110002.  
Printed at ARCEB PRESS, New Delhi-110055.

## **PREFACE**

**The document in hand is based on the annual examination conducted in 1986. The format followed in the presentation of each subject report is : statistical summary of results, general information about students, performance : question-wise analysis and suggestions for the use of teachers.**

**The subjectwise reports have been built on the Examiner's performa submitted to the confidential Branch; thus offering very little scope to improve them significantly. With all these constraints, I still hope that teachers would find the document relevant, interesting and useful.**

**I wish to express my appreciation for hard work put in by the Academic Branch in bringing out this publication, though it has been delayed a bit. I take this opportunity to thank all those who were, directly or indirectly, involved in the writing of subject reports.**

**Dated : 22-12-1986**

**T.V. KUNNUNKAL  
Chairman**

## CONTENTS

### Subjects

#### Secondary

			<i>Page</i>
1. English Course 'A'	...	...	1
2. English Course 'B'	...	...	4
3. Hindi Course 'A'	...	...	7
4. Sanskrit	...	...	11
5. Mathematics Course 'A'	...	...	14
6. Mathematics Course 'B'	...	...	16
7. Science Course 'A' (Physics)	...	...	18
8. Science Course 'A' (Chemistry)	...	...	20
9. Science Course 'A' (Life Science)	...	...	22
10. Science Course 'B' (Physics)	...	...	24
11. Science Course 'B' (Chemistry)	...	...	26
12. Science Course 'B' (Life Science)	...	...	28
13. Social Science-I (History & Civics)	...	...	30
14. Social Science-II (Geography)	...	...	34

#### Senior Secondary

15. English (Core)	...	...	39
16. Hindi (Elective)	...	...	42
17. Hindi (Core)	...	...	44
18. Sanskrit (Core)	...	...	47
19. Physics (Theory)	...	...	49
20. Chemistry (Theory)	...	...	51
21. Biology	...	...	53
22. Mathematics	...	...	55
23. Economics	...	...	57
24. Accountancy	...	...	61
25. Commerce	...	...	64
26. History	...	...	66
27. Geography	...	...	69
28. Political Science	...	...	71

# **PART I**

**DELHI SECONDARY SCHOOL EXAMINATION, 1986**

## ENGLISH—COURSE 'A'

### CLASS X

Total No. of candidates Appeared—6608 Passed-5383 Pass% 81.5							
<u>45 to 50%</u>		<u>50 to 60%</u>		<u>60 to 75%</u>		<u>75 &amp; above</u>	
No.	%	No.	%	No.	%	No.	%
652	9.9	1372	20.8	1295	19.6	279	4.2

Reports of 22 randomly selected examiners, who had checked 4063 answer books were gone through for getting an idea of the performance of the students included in the sample. On the whole, the pass percentage varied between 33 and 99.

The evaluation of reports revealed that out of 4063 candidates, 874 scored 60% and above, 1305 scored between 45% and 59% and 1032 between 33% and 44%.

#### General :

The performance of the students was quite satisfactory. However, the students committed number of spelling and grammatical errors. Even common words were misspelt. Little attention was paid to word or sentence limit. The majority did not give answers in their own words

#### Questionwise Report :

##### Section A

1. The comprehension passage was attempted well. However, only a few students could write the answers in their own language. As many of them were deficient in their power of expression, they copied sentences from the unseen passage.

2. Maximum number of students attempted, "I will remember that incident". It appeared that generally the candidates were ignorant of the art of writing a proper paragraph on a given topic.
3. The format of the letter, salutation and subscription were not written properly. In some cases, even the body of letter was written wrongly. The letter about new class mates in the new school was attempted by the majority. The letter did not indicate much original expression of the students.
4. The question was lengthy and it contained 22 parts. Students committed errors in the use of clauses, infinitive, negative sentence, use of neither-nor, appropriate forms of 'drama', 'Child', 'Complete' and 'advise'. However, the question proved to be scoring for students because of its 22 parts.

### Section B

5. The students were required to read the passage and answer the question. Though the question on the extracts were answered satisfactorily, most of the students did not pay much attention to the use of proper tense.
6. The essay type question was attempted all right. Some, of course, relied on cramming.
7. Of the two questions, the first question was not attempted properly whereas the second was answered quite satisfactorily. Even here some did not adhere to the world-limit.
8. One sentence answers were satisfactorily given. The question like Q. 4 proved to be a scoring one.
9. The students were to read the poetry extracts and answer questions. Some students reproduced lines from the extracts. Most of the students could not name the poem and the poet. Very few could explain 'under green sods Lay'.
10. Here the students were required to answer two questions, each in about 30 words. The answers revealed that the students wrote almost summaries of the poems; without caring much for the word-limit.
11. Most of the students answered part (a) of the question. They wrote the summary of the lesson and did not pay much attention to the question. The alternative question was mostly left by the students.

12. The students were required to answer three questions out of four, each in about 30 words. Questions (a) (b) (c) were answered by the majority while 'd' was left by many.

**Suggestions :**

- \* Adequate practice should be given to students in acquiring language skills. correct language habits and communicative skills.
- \* Ample exercises should be given to students to provide them with necessary practice to improve functional knowledge of grammar, usage, composition and comprehension.
- \* Students should be encouraged to read books in English with comprehension.
- \* The teachers should create love for English in students and encourage students to write answers in their own words.
- \* Adequate practice should be given to students to write answers to the point and the required word-limit.



## ENGLISH—COURSE 'B'

Class—X

No. of Candidates							
Appeared—58345							
Passed —25270							
Pass % —43.3							
<u>45 to 50%</u>		<u>50 to 60%</u>		<u>60 to below 75%</u>		<u>75 &amp; above</u>	
No.	%	No.	%	No.	%	No.	%
2642	4.5	3416	5.9	2082	3.6	336	.6

Reports of 54 randomly selected examiners who had checked 9815 answer scripts were selected for the Report to find out the overall performance of students and the nature and quality of answers given by them. The pass percentage varied from 09.21% to 86.5%. Out of 54 examiners, 32 put the pass percentage below 40 and 12 put it above 40. Of these 7 examiners put the pass percentage above 60. In other words, the result could be rated as not satisfactory.

The analysis of the data revealed that out of 9817 candidates 335 scored 60% and above, 813 scored between 45% & 59% and 2499 scored between 33% & 44%.

### General :

The performance of the students was not upto the mark. Most of the students could not frame their own sentences. They committed lot of grammatical and spelling mistakes. The correct answers were mostly crammed ones. Very few attempted all the 13 questions. Some of the students just transcribed the Question Paper. The answers were mostly summaries of the lessons/chapters rather than the required answers. Most of the students could not handle the grammar portion, letter, paragraph, unseen passages long or short answer type questions satisfactorily. They mostly ignored the instructions given in the question Paper.

**Questionwise Report :**

1. The students resorted to guess work while attempting questions in grammar owing to their ignorance of the basic concepts of functional grammar. They did not seem to have any practice in doing exercises in determiners and prepositions. Their knowledge of formation of words, connectives and correct use of verbs was quite poor.
2. The students did not grasp the basic concepts of Direct and Indirect narration. They mixed the elements of direct and indirect narration together. Their use of punctuation marks was poor. In the separate question on punctuation, most of the students did not understand the word, "punctuate" and the question was attempted badly. The transformation of sentences was beyond the capacity of most of them.
3. The term "bio-data" used in the question was almost unknown to the students. Addresses and salutations were wrongly written, The main body of the letter was generally poor. Even the format of the letter was unknown to most of the students.
4. Topics (ii) "Changing Fashions" and (iii) "A stitch in time saves nine" were not attempted by any student. Most of the students wrote on "A Match witnessed by Me" in place of the topic given i.e. "My Favourite Game" Here the students depended on rote-memory. In the process, they ignored such a Simple Question on development of a story from the outlines given.
5. Responses to the questions on the unseen passage were lifted literally from the main body of the passage. None of the students wrote the answers in their own words. Most of the students did not attempt this question at all.
6. Most of the students attempted this question. However, cutpieces from the original text were reproduced as answers. The performance seemed to indicate that the students had not studied the lessons properly.
7. Here the students wrote summaries of the lessons, without making any attempt to answer to the point. They could write the story of Motiguj and Deesa but they could not describe Motiguj as a mutineer.  
  
In Question No. (ii) instead of writing about the character of Nellie Salter the character of Mrs Lomond was depicted.
8. Here the students were not bothered about the word-limit. They wrote what they knew and the answers were not to the point.

9. In one sentence answers, the responses were neither restricted to the limit nor to the point. Some times, the facts from different lessons were mixed up in replies.
10. Students copied lines from the extracts verbatim. The answers revealed that the students did not understand the poems properly. Obviously some of the words used in the poem posed hindrance to the comprehension of the students.
11. Even though the questions were quite simple, the answers were not to the point.
12. For (i) The summary of the lesson was given  
For (ii) Instead of writing about the justification or otherwise of Morgan's attempt to commit suicide the students depicted Morgan's attempt commit suicide.
13. Here again, most of the students did not restrict themselves to the word-limit or to the point. Some of the students did not attempt this question at all.

**Suggestions :**

- \* Ample exercises should be given to students to provide them with necessary practice to improve their functional knowledge of grammar and vocabulary, so as to build up and strengthen their power of expression.
- \* The question paper should be designed in such a way as to test the language aspects and the students competence in English rather than their memory power.
- \* Students should be encouraged to read books in English or Stories Retold etc., within the range of their vocabulary.
- \* The teachers should create love for English in students and encourage students to write answers in their own words. They should also provide ample opportunities to students to speak in English, at least, in English Class.
- \* Students should be given adequate practice in reading the text books with comprehension and without any help from the guide books. Teachers should ask such questions which could be answered only with the thorough knowledge of the lessons in the text book.
- \* Adequate practice should be given to students to write answers to the point and to the required word-limit.
- \* Students should be trained to mark the question numbers properly. This is the minimum requirement.

## हिन्दी कोर्स "अ"

### कक्षा 10

विद्यार्थी संख्या :							
परीक्षार्थी :	59996						
उत्तीर्ण :	46762						
उत्तीर्ण प्रतिशत :	77.9						
<hr/>							
<u>45 से 50%</u>		<u>50 से 60%</u>		<u>60 से 75%</u>		<u>75% व इससे ऊपर</u>	
संख्या	%	संख्या	%	संख्या	%	संख्या	%
6826	11.4	7456	12.4	3756	6.3	512	0.9

प्रस्तुत विश्लेषण 15 परीक्षकों के प्रतिवेदनों पर आधारित है। इन परीक्षकों ने 3573 उत्तर-पुस्तिकाओं की जांच की थी। विश्लेषणानुसार 263 परीक्षार्थियों ने 60% या इससे अधिक अंक प्राप्त किए। 1049 परीक्षार्थियों ने 45-60 प्रतिशत के बीच और 2261 ने 33-45 प्रतिशत के बीच अंक प्राप्त किए।

### सामान्य प्रतिवेदन :

प्रश्न पत्र सामान्य, सन्तुलित और परीक्षार्थियों के स्तर के अनुरूप था। निबन्ध, पत्र और गद्यांश के सार में वर्तनी की त्रुटियाँ तथा व्याकरण संबंधी अशुद्धियाँ बहुत पाई गईं। विराम चिन्हों के ज्ञान की भी कमी पाई गई। कई छात्रों ने प्रश्न-संख्या दिए बगैर ही उत्तर लिख दिए और प्रश्न के खण्डों का उत्तर सही एक स्थान पर न दिया।

### प्रश्नानुसार समीक्षा :

1. प्रथम प्रश्न में छह विषयों में से किसी एक पर निबन्ध लिखना था। परीक्षकों ने निबन्ध लेखन में कुछ छात्रों की प्रशंसा की है। अधिकतर विद्यार्थियों ने दहेज का दानव निबन्ध

ही लिखा है जबकि अन्य निबंध भी करने योग्य थे। वर्तनी और वाक्य-संरचना सम्बन्धी अशुद्धियां देखी गयी है। विषय समापन व अभिव्यक्ति की ओर कम ध्यान दिया गया है।

2. दूसरे प्रश्न में पत्र लिखने के लिए दो विकल्प दिए गये थे। नगर निगम के स्वास्थ्य अधिकारी की सफाई कर्मचारियों की शिकायत करते हुये पत्र लिखना था अथवा अपने पिता जी को उनकी बीमारी के प्रति चिन्ता व्यक्त करने के लिए पत्र लिखना था।

अधिकांश छात्रों ने यह प्रश्न किया जो कि संतोष जनक रहा, किन्तु कुछ छात्रों ने यह प्रश्न प्रारम्भ और अन्त में ठीक से नहीं लिखा। स्वास्थ्य अधिकारी का पत्र अधिकांश ने लिखा।

3. तीसरे प्रश्न के उत्तर में गद्यांश का सार और उचित शीर्षक लिखना था। अधिकतर छात्रों ने शीर्षक ठीक लिखा। सार लेखन में अधिकतर असफल रहें। कुछ ने तो गद्यांश को ही ज्यों का त्यों उतार दिया था विस्तृत व्याख्या दे दी। सार-लेखन में भी क्षमता का अभाव देखा गया।
4. चौथे प्रश्न में दो प्रश्न-खण्ड थे। खण्ड अ में पदों में प्रयुक्त अलंकारों के नाम लिखने थे। और आ में अन्योक्ति अथवा श्लेष अलंकार के उदाहरण देने थे।

सामान्यतः अलंकारों का ज्ञान उचित स्तर का नहीं था। कुछ ही ने अलंकारों की पहचान की है। अधिकतर परीक्षार्थी पूर्ण व शुद्ध भाषा में उदाहरण देने में असमर्थ रहे। कुछ ने श्लेष के स्थान पर यमक का उदाहरण दिया है।

5. पांचवे प्रश्न के अन्तर्गत तीन में से दो प्रश्नों के उत्तर देने की कहा गया। नोली और उपभाषा का अन्तर अधिकतर छात्रों ने ठीक नहीं दिया। अभ्यास की कमी दिखाई दी।
6. छठे प्रश्न के खण्ड क में उपवाक्य अलग करने में छात्र अधिकतर सफलता प्राप्त नहीं कर सके। प्रयत्न अवश्य किया गया है किन्तु थोड़े से छात्र ही न्याय कर पाये हैं। छात्रों में अभ्यास की कमी रही। खण्ड 'ख' में पद-परिचय तथा वाक्यों का वर्गीकरण कुछ ही विद्यार्थियों ने किया है। अभ्यास की कमी के कारण अधिकतर विद्यार्थी प्रश्न ठीक से समझ ही नहीं पाये।
7. पदबंध, को छांटने और अलग से बताने का प्रयत्न बहुत कम छात्रों ने किया किन्तु अधिकतर विद्यार्थियों ने केवल पूर्ण विराम चिन्ह ही अंकित किया है। पद-परिचय व वाक्य-विश्लेषण के अभ्यास का पूर्णतया अभाव है।
8. प्रश्न 8 का उत्तर लगभग सभी छात्र ठीक प्रकार से दे पाये थे। प्रश्नवाचक कर्मवाच्य, भाववाचक संज्ञाएं विशेषण, विलोम शब्द लिंग परिवर्तन प्रमुख रूप से कर सकने में सभी छात्र समर्थ रहें। कोष्ठकों में दिए गये निर्देशानुसार वाले प्रश्न को छात्रों ने ठीक समझा है और अच्छे अंक प्राप्त किये हैं। लच्छों ने भाववाचक संज्ञा दूरत्व, सुत का लिंग बदलने में सुती आदि का प्रयोग किया है।

9. नीवें प्रश्न में तीन कांव्याशों में से किन्ही दो की प्रसंग सहित व्याख्या अपेक्षित थी। छात्रों ने संदर्भ गलत दिए। प्रसंग कथन की जानकारी परीक्षार्थियों को प्रायः नगण्य थी। कविता व कवि का नाम बहुत से छात्रों ने लिखा ही नहीं। तुलसीदास कहते हैं कि जैसी अशुद्धि प्रायः पाई गई। व्याख्या में विशेष अलंकार के उल्लेख का प्रायः अभाव रहा। मानवता आदि को छात्र स्पष्ट नहीं कर पाए। कुछ ही छात्रों ने प्रश्न को भली-भांति समझा और विचार ठीक प्रकार से स्पष्ट किए हैं। सूरदास का जीवन परिचय और साहित्यिक विशेषताएं छात्र ठीक प्रकार से कर पाये हैं। प्रसंग सन्दर्भ का अन्तर समझ नहीं पाए।
10. विचार विनिमय और भाषा पर भी सामान्य सा अभिमत व्यक्त किया गया। कवि और लेखक तथा गद्य और पद्य का अन्तर कम छात्र लिख पाये हैं।
- दूसरे प्रश्न में दो प्रसंगों में से किसी एक गद्यांश की व्याख्या करने को कहा गया था। प्रसंग-निर्देश नगण्य रहा। व्याख्या भी अधिकतर छात्रों ने ठीक नहीं की। बहुत से विद्यार्थियों ने अवतरणों में आए कठिन शब्दों के स्थान पर सरल शब्द लिखकर पूरे गद्यांश को ज्यों का त्यों उतार दिया। अशुद्धियां बराबर रहीं।
11. प्रश्न 11 में सूरदास अथवा बालमुकुन्द गुप्त के जीवन और साहित्य का परिचय बताना था अथवा शिव मंगल सिंह सुमन की कविता मिट्टी की महिमा का प्रतिपादन पूछा गया था। सूरदास की जीवनी व साहित्यिक परिचय का प्रश्न कुछ छात्रों ने बहुत ही अच्छा हल किया है। मिट्टी की महिमा के प्रतिपादन के स्थान पर मिट्टी को विषय-वस्तु बनाकर एक ही विचार को दोहराया गया है।
12. प्रश्न 12 में विचार-विनिमय और भाषा पाठ में व्यक्त किए गए विचारों को अपने शब्दों में लिखते हुए पक्ष अथवा विपक्ष में अपना मत प्रकट करना था। इस प्रश्न को कुछ छात्र ही समझ पाए हैं। श्री विजयेन्द्र स्नातक द्वारा लिखित निबन्ध के अंश को लगभग सभी छात्र ठीक तरह से कर पाये हैं। शेष उन्होंने आपसी बातचीत का विषय समझ कर लिखा है। छात्र पक्ष और विपक्ष में लिख नहीं पाए। कुछ एक ने ही पाठ की विषय वस्तु के अनुरूप लिखा। इस प्रश्न में अपने विचार बहुत ही कम छात्रों ने दिए हैं।
13. तेरहवें प्रश्न में उत्तर 40—50 शब्दों में देने को कहा गया था। “भर देते हो” कविता में कवि निराला क्या कहना चाहते हैं बहुत कम छात्रों ने लिखा है। जनसंख्या बढ़ने से देश का आर्थिक संतुलन कैसे बिगड़ता है अधिकांश छात्रों ने संतोषजनक लिखा है।
14. चौदहवें प्रश्न में तीन में से किन्ही दो का उत्तर लगभग 50-60 शब्दों में देना था खण्ड क में कुछ छात्रों ने गौरा की सुन्दरता का भी वर्णन लिखा है खण्ड ख में प्रतिरोध एकांकी के शीर्षक की सार्थकता पर विचार देना था छात्रों ने प्रतिरोध एकांकी का सुन्दर वर्णन किया। खण्ड ग में संगम की विशेषताओं के साथ-साथ साधुओं का जनता की लूटना आदि की भी लिखा है संक्षिप्त उत्तर देने के अभ्यास की कमी पायी गई।

15. पन्द्रहवें प्रश्न में तीन में से किन्हीं दो प्रश्नों के उत्तर लगभग 25-30 शब्दों में देने को कहा गया था। (क) कजाकी को नौकरी से क्यों निकाला गया (ख) महा कुम्भ का महोत्सव कब, कहां और क्यों मनाया जाता है (ग) लेखक विजयेन्द्र स्नातक ने गृहस्थाश्रम को छोटा महाभारत क्यों कहा है।

छात्रों ने प्रश्नों को भली भांति समझ कर ठीक उत्तर दिये हैं संक्षिप्त उत्तर देने के अभ्यास की कमी पायी गई।

### सुझाव :

- \* भाषा एवं व्याकरण के अध्ययन पर विशेष ध्यान दिया जाना चाहिए।
- \* सुलेख और बर्तनी के शुद्ध प्रयोग का अभ्यास कराया जाए।
- \* शुद्ध एवं संक्षिप्त उत्तर लिखने का अवसर आवश्यक रूप से देना चाहिए।

## संस्कृत

### कक्षा 10

विद्यार्थी संख्या :							
परीक्षार्थी :	15073						
उत्तीर्ण :	12826						
उत्तीर्ण प्रतिशत :	85.1						
<hr/>							
45 से 50%		50 से 60%		60 से 75%		75% व इससे ऊपर	
संख्या	%	संख्या	%	संख्या	%	संख्या	%
1219	8.1	2325	15.4	2936	19.5	2334	15.5

प्रस्तुत विश्लेषण 15 परीक्षकों के प्रतिवेदनों के आधार पर है। इन परीक्षकों ने 4751 उत्तर-पुस्तिकाएं जांची थीं। परीक्षा-फल 79.8% रहा।

लगभग 1395 छात्रों ने 60% एवं इससे अधिक अंक प्राप्त किए। 1101 छात्रों ने 45 से 60% तक अंक प्राप्त किए और 1296 छात्र ऐसे थे जो कि 33 से 45% अंक लेकर उत्तीर्ण हुए।

### सामान्य प्रतिवेदन :

छात्र प्रश्न पत्र को करने में सक्षम रहे। कमजोर छात्र भी हल कर सके। परीक्षा फल संतोषजनक रहा।

छात्रों में लिखने का अभ्यास कम ही लगता है। शब्द, वर्तनी, व्याकरण संबंधी अशुद्धियां पर्याप्त मात्रा में पाई गईं।

### प्रश्नानुसार समीक्षा :

1. इस प्रश्न में आठ में से किन्हीं पांच का अपेक्षानुसार विग्रह अथवा समास करके समास का



नाम बताना था। अधिकांश परीक्षार्थियों ने समासों का विग्रह अशुद्ध रूप में लिखा या उसे छोड़ दिया। वर्तनी की काफी अशुद्धियाँ पाई गईं। पितरौ-शब्द का प्रायः समस्त छात्रों से ठीक लिखा है।

2. इस प्रश्न में विकल्प था। छात्रों को आठ में से पाँच में प्रकृति-प्रत्यय विभाग और जोड़ना था। प्रकृति-प्रत्ययों के विषयों में विद्यार्थी का ज्ञान कम था। वे केवल त्वा तथा तुमुन प्रत्यय ही समझ पाये अतः सामान्यता इस प्रश्न का उत्तर संतोषजनक नहीं रहा।
3. इस प्रश्न में कोष्ठों में दिये शब्दों के उचित रूप बनाकर रिक्त स्थान की पूर्ति करनी थी। अधिक छात्रों का प्रयास संतोषजनक रहा परन्तु कुछ छात्र में विभक्ति सम्बन्धी ज्ञान न होने के कारण अनुमान से ही शब्दों के रूप भर दिए थे।
4. अव्यमात्मक शब्दों की सही संगति अपनाने हेतु रिक्त-स्थान की पूर्ति करनी थी। अधिकांश द्वारा यह प्रश्न शुद्ध रूप में हल किया गया। कुछ छात्र अनुमान के आधार पर ही रिक्त स्थानों की पूर्ति कर सके। वृथा तथा मूषा में अन्तर अस्पष्ट ही रहा।
5. पाँचवें प्रश्न में वाक्यों की शुद्ध करके लिखना था। इसे छात्रों ने समझने में सामान्यतः भूल की है कर्त्ता, क्रिया दोनों में से किसी एक को बदलने का प्रयास न करके केवल क्रिया को ही बदला है। अधिकांश छात्र लभतेक के स्थान पर लभति ही लिख गये।
6. इस प्रश्न में विकल्प था। बहुत कम छात्रों ने संस्कृत में अनुवाद लिखा। अनुच्छेद सम्बन्धी प्रश्न सरल होने के कारण अधिकांश छात्रों ने अपने उत्तर ठीक लिखे। प्रयास संतोषजनक रहा।
7. छात्रों को छः निबन्धों में से एक विषय पर निबन्ध लिखना था। अधिकतर छात्रों ने परोपकारः को निबन्ध का विषय बनाया।
8. इस प्रश्न में तीन गद्यांश थे जिनमें से किन्हीं दो का संस्कृत से हिन्दी या अंग्रेजी अनुवाद करना था। छात्रों ने इस भाग को संतोषजनक ढंग से किया व अच्छे अंक लिए।
9. इस प्रश्न में 5 में से तीन की सप्रसंग व्याख्या करनी थी। यद्यपि अधिकांश छात्रों ने संदर्भ सहित व्याख्या की, पर प्रयास संतोषजनक नहीं कहा जा सकता। भाग ग और ड के विकल्पों को समझ नहीं सके।
10. भावार्थ सम्बन्धी प्रश्न था। कुछ ही छात्रों ने प्रयास किया।
11. इस प्रश्न में आठ में से किन्हीं तीन प्रश्नों के उत्तर संस्कृत में लिखने थे। प्रश्न बड़े सरल थे। छात्रों ने इस प्रश्न में अच्छे अंक प्राप्त किए।

12. इस प्रश्न में 7 में से किन्हीं दो पदों के प्रयोग से संस्कृत में वाक्य बनाये थे अधिकांश छात्रों ने वर्तनार्थी शब्द का प्रयोग किया है और गाम् शब्द का अर्थ अधिकांश छात्रों ने ग्राम लिखा है ।

**सुझाव :**

- \* छात्रों को प्रश्न संख्या उत्तर-पुस्तिका में सही लिखनी चाहिए ।
- \* व्याकरण का ज्ञान कराना आवश्यक है ।

## MATHEMATICS COURSE 'A'

### CLASS X

No of Candidates									
Appeared		21292							
Passed		14070							
Pass%		66.1							
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75 & above	
No.	%	No.	%	No.	%	No.	%	No.	%
1851	8.7	1796	8.4	2583	12.1	2219	10.4	915	4.3

Randomly selected reports of 15 examiners who had checked 4536 answer scripts in the subject were examined. In all, 2154 candidates were declared successful with a pass percentage of 48.

Analysis of the individual reports of the examiners revealed that pass percentage ranged from 13 to 76.5% with a majority reporting pass percentage as less than 50%.

Out of the total of 4536 candidates 378(17%) could get 60% or more marks and 686(31%) between 45 & 59%.

This clearly shows that the overall performance of the candidates was not good.

#### General :

The overall performance of the students was stated to be 'poor to average'. Most of the examiners felt that the difficulty level of the question paper was a bit higher and the paper was longer than that of the last years.

#### Questionwise Report

1. This was an objective type question and contained 10 parts which touched all the units. With the exception of part (iii) (vii) which were based on simple

compound interest and stock and share and part (ix), the students were able to handle other parts

2. Question 2(a) based upon solving the system of equation was not attempted satisfactorily by the the students. In part (4) also, they were not able to draw the graph and the inequation correctly.
3. Majority of students failed to attempt the part (a) of this question. On the other hand, alternative to part (b), question based ased on equation reducible ratio firm was well attempted by a good number of students.
4. The part(c) of the question being of the routine type was done by a large number of students. Part(a) and (b) were done by intelligent students. These were not attempted by average students.
5. Question (5a) though a lengthy one but was done correctly by majority of students. Part(b) on mensuration was attempted by about 20% only and they were also able to solve it correctly.
6. Part(a) of this question was a simple theorem, it was attempted by majority correctly. In part (b) the student had to prove that the ratio of the areas of two similar triangles is equal to the ratio of the squares of the corresponding mediams was hardly attempted.
7. Majority of students did part (a) of this question very well as this was the Pythagoras Theorem The part (b) which was an exercise and was considered quite difficult as it was done only by 1% of the students.
8. There were three parts. For the majority, part (a) was a difficult question. Part (b) of the question was a typical one and was well attempted Question on Heights and distances Part(c) was done correctly by above average students only.
9. Most of the students obtained good marks in part(a) of the question for calculating the mean but only a few could prove that Part(b) and(c) where the students were to draw a frequency polygon and ogive was very well attempted by majority of students.

#### **Suggestions :**

- \* Objective type and fill in the blanks type questions should be practised in the class. More practice should be given to the students in solving questions from various application topics.
- \* In statistics, more stress should be given on drawing ogives.

## MATHEMATICS COURSE B

### CLASS X

No. of Candidates									
Appeared		49193							
Passed		23214							
Pass %		47.2							
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75% above	
3354	6.8	2632	5.4	3578	7.3	2593	5.3	759	1.5

Report of 15 randomly selected examiners who had checked 4034 answer scripts were studied. The overall percentage ranged between 15 and 84. Pass percentage given by 10 examiners was between 40 and 60.

The examination of data revealed that only 14.8% students obtained 60% or more marks while 992 (54%) passed marks below 45 per cent. This shows that quality of answers was not up to the mark.

#### General :

As stated above, the performance of students could not be regarded as satisfactory. Many were out of time with the basic concepts, and made elementary mistakes in computation. Questions on equations and factors on algebra, shares in commercial mathematics, geometrical exercises and trigonometry were, generally, left by majority of students. And very few could solve them correctly.

It was also observed that some students did not even write the question number before solving it.

#### Questionwise Report :

1. Majority of students were able to solve of parts (i), (ii) and (iii) of this question.

2. a) Solving the system of equations being a simple one was done by a large number of students and so was the case with the part by Alternative to part (g) being a problem was hardly attempted by any student.
3. Question on factorization part (a) as well as question of equation reducible to quadratic equation was a bit difficult and was therefore attempted by only a few of students.
4. In part (a) of this question, mostly students failed to add the dividends to find the total and thus lose 1 mark. Generally, the students solved part (b) fairly well.
5. Majority of students answered the part (b) of the question on correctly line. The same was not with part (a) where they were not clear about the term equal in statements.
6. Part (a) was mostly left unsolved as it involved difficulty in drawing the exact figure. Attempt of the students for part (g) was quite satisfactory.
7. The majority could write correctly the answer of part-(a) where students were required to prove that the tangent at any point of a circle is perpendicular to the radius through the point of contact. Almost none was able to make even a satisfactory answer in part (h) question.
8. Almost all the questions were able to solve the problem on construction i.e. part (h) hardly anybody attempted the part (a), an exercise on geometry requiring an application.
9. The majority followed the correct method in reading the solutions in part (a) and (b) but very few could solve the question on height and distance.
10. Most of the students got good marks in part (a) of the question as they were able to calculate the mean of the given data. In part (b) of the question almost all the students were able to construct a cumulative frequency table and draw the graph. But quite a good number did not mention scale and name of axis.

#### Suggestions :

- \* The teachers should pay special attention to computation skills and steps of with suitable mathematical solutions language.
- \* The idea of any of depression and elevation in trigonometry should be made clear to the students.
- \* In geometry teaching emphasis should be in analysing the students to understand the basic concept of the subject and discourage full cramming. Similarly, in statistics, basic definitions and terms should be explained through application.

## SCIENCES COURSE 'A' (PHYSICS)

### CLASS X

No of Candidates		Appeared 7323		Passed		93.2			
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75% Above	
No.	%	No.	%	No.	%	No.	%	No.	%
911	12.4	921	12.6	1443	9.7	1381	18.9	566	7.7

In all 12 reports of randomly selected examiners who had checked 3150 answerbooks were used formaking observations of the student performance. The result percentage was found between 212 and 85.7%.

On further analysis of data, it was observed that 5.12 of students got for% or more marks, while 20.5% secured marks above 33% but below 45% In other words, quality of achievement was not satisfactory.

#### General :

The general standard of the students were not up to the mark as is evident from pass percentage. During the analysis of answers it was observed that the basic concepts were not clear to the students. The attempt of the majority of students in solving the numericals was not up to the mark.

#### Questionwise Report :

1. The answer to this question in which there were 15 parts, was given in one or two appropriate words or in one sentence. majority number of students attempted this question and did well. In parts (ii), (vi), (xi) and (xiv), the answers given by majority of students was not satisfactory.

2. The explanation of the term 'resonance' was not given correctly by most of the students in part (a) in, part (b) instead of giving points of difference between progressive and stationary waves, students had given points of difference between longitudinal and transverse work.

The part (c) of the question was well attempted by almost all the students.

3. (a) Generally very few students could attempt this question it being a numerical.
- (b) This part also being a numerical was attempted by a smaller percentage of students but its alternative asking for the description of experimental method for the determination of latent work of the method of question, was attempted by most of the students and they secured good marks in it.
4. Almost all the students attempted this question. In part (a) of the question, while calculating the focal length of the mirror, quite number of students had not used the proper signs, likewise in explaining the cause and suggesting remedies for the main defects of human eyes., proper diagrams were not drawn.
5. Generally very few students could attempt this question on the half wave rectifier or its alternative what was numerical on the appercotron of law of resistances and other's hand.
6. a) A large number of students attempted this question and did well.
- b) Generally very few student could state flaming's left hand rule correctly.
- c) This question being of an essay type so student were able to write a little but about the working of moving coil galvanometer but in majority of cases no diagram was drawn.

#### **Suggestions :**

- \* The students should be given sufficient practice in writing answers properly and to the point and follow instructions given in the Question Paper.



## SCIENCE COURSE 'A' (CHEMISTRY)

### CLASS X

Randomly selected reports of 8 examiners who had checked 1968 answer scripts in this subject were examined. In all, 1140 candidates were declared successful with a pass percentage of 58%.

Analysis of individual reports of the examiners revealed that the pass percentage varied from 30% to 85% the sizeable portion showing a pass percentage of 60% or more.

Out of the total 1968 candidates, 439 (22%) obtained 60 per cent marks or more and 329 (16.7) between 45 and 59 percent.

This shows that the achievement of the candidates was average.

#### General :

Though the paper was well set and quite objective, even then the performance of students was just of basic concepts. In numericals and writing the chemical equations was generally not satisfactory.

#### Questionwise Report :

1. Generally speaking, majority of students attempted all parts of this question but their attempts were not quite satisfactory. The numerical i. e. part (a) was attempted only by intelligent students while in part (b) isotopes of Hydrogen have almost identical chemical properties and they are electrically vertical. Similarly in part f (i) & f (ii), although students had idea of 'Mole' and 'Period' but they were not able to express themselves properly.
2. Most of the students had attempt all the parts of this question and they did well in answering parts (d), Bleaching by  $\text{SO}_2$  is temporary why? They were confused.
3. The parts (a) to (d) of this question being or chemical reactions and writing the balanced chemical equation could not be attempted satisfactorily by a large number of students.

4. This question on metallurgy was attempted by majority of students and they did quite well only flow which was observed was that a lot of irrelevant material was written.
5. Parts (b), (d) and (f) of the questions were not attempted by majority of students on the other hand parts (a), (c) and (e) were done quite well by almost all of them.
6. A large number of students attempted this question and did fairly well.

**Suggestions :**

- \* The students should be instructed to number of question and follow instructions given in question papers. They should be given practice in writing and balancing of chemical equations.

## SCIENCE COURSE 'A' (LIFE SCIENCE)

### CLASS X

In all reports of 14 examiners who had checked 3689 answerscripts were studied. It was found 1018 that students passed this examination, pass percentage being 49.3

Further probe into the data revealed that there was great variation in the result by examiners which ranged from just 15 per cent to 88 percent.

Only 11.3 per cent students secured good marks i.e. 60 per cent or more. majority of students and a marginal success.

#### General :

While the question paper was relatively easy, the performance of students was far from satisfactory. In many cases, students lacked elementary understanding of fundamentals in life science.

Answers were not illustrated with neat and labelled diagrams

#### Questionwise Report :

1. A good number of students could answer parts (a), (c), (d) and (f) correctly. In part (a), the word heparin was part only by a few students. Wing was the word used instead of Exoskeleton by majority of students in part (e) of the question. In part (g), the incorrect statement that 'Ascorhic Acid is an Enzyme' was written by about 60 per cent of students.
2. In part (a) of question, majority of students failed to explain the term 'hinger signs' but they were able to white about it usefulness to farmers, Most of the students could answer parts (g) and (c) but in answering the part (d) instead of using the word 'contraceptive', majority used the word family planning.
3. Majority of students would attempt almost all the parts of the question. Some could not distinguish correctly between obosis and plasmolysis.

4. In part (a), only one effect that deficiency of oxygen will take place of all the green plants are removed from the face of the earth was mentioned and all other ones were ignored. Majority of students could not answer the part (g) of the question logically. Response to the part (c) was quite satisfactory
5. The diagram of the digestive system of a man or load drawn by a majority of students. But these were neither real nor proportionate.
6. This was a question on experiment in plant physiology and was attempted well by large number of students.
7. Part (a) being an essay type question was attempted by a majority of students but their attempt was generally poor. Very few students could write the correct definitions in part (g).
8. Almost all the students attempted all the four parts of this question but their explanations were not satisfactory and that is why they were not able to score well in this question.

**Suggestions :**

- \* The teachers should ensure that basic concepts of the Life Science are explained time and again so that students did not make any mistake in their treatment.
- \* The students should be given practice in the art of giving precise and to the questions in school tests. They should also be given practice in drawing neat and labelled diagrams.

## SCIENCE COURSE 'B' (PHYSICS)

### CLASS X

No. of Candidates									
Appeared		62184							
Passed		50849							
Pass Percentage		81.8							
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75% above	
No	%	No	%	No	%	No	%	No.	%
10691	17.2	7324	11.8	7399	11.9	3139	5.00	616	1.0

In all 15 randomly selected examiners reports, who had checked 3598 answer scripts, were studied to find out the overall performance and quality of individual answer. It was found that pass percentage ranged between 4 and 60, out of 25 examiners, 20 gave pass percentage between 50 and 60, four found between 25 and 30, while the rest placed it below 20%. Thus the overall performance in terms of pass percentage was poor.

#### General :

The general performance of the students on the whole was poor. The students were not at all clear about the basic concepts in physics.

Diagrammatic presentation as well as drawing the ray diagrams left much to be desired. In numerical problems, their attempt was generally poor and below standard.

Some of the common weaknesses observed in answer books were giving irrelevant answers, repetition of the same answer at different places, paying little attention to writing question numbers and parts correctly.

**Questionwise Reports :**

1. The majority of the students have answered this questions, satisfactorily. In part (ii) a number of students wrote longitudinal waves 'instead of 'transverse wave' while in part (i) answer given was 'circular lens instead of 'cylindrical lens'. Very few students were able to name the instrument correctly in part (xii), quite a number of them wrote it as 'Radio'.
2. Most of the students have drawn the curve between the extension and the corresponding applied load in part (i) of the question lent the part over which hook's law holds-goods was not correctly indicated similarly in the alternative of part (ii) in difference between a longitudinal and a transverse wave by a labelled diagram was not brought out clearly by a majority of students the part (iii) of the question being a numerical though quite simple and straight forward was attempted by a very few students.
3. The ray diagram for the formation of image and the emergent ray in part [i (a)]: [iii (e)] and [ii(g)] was done correctly by a minority of students only. In calculating the image distance in (v (g). proper convention of signs was not used.
4. In part (i), the correct definition of electro static potential energy and its value for two charges separated by a distance and was not given by majority of students. Very few students could attempt the numerical part (ii). The part (iii) which required the statement of law and definition of unit of resist law was attempted by quite few students.
5. The majority of students failed to answer part (i) or its alternative and (ii). Most of them were not able to draw the labelled diagram of a telephone receiver.
6. Very few students could write about the public address system and its various parts in part (i) of the question. The part of scientific similarity and of dissimilarity between radio and television could not be thought about by 90% the students in part (ii) while its alternative was hardly attempted by a few students.

**Suggestions :**

- \* Stress should be laid in explaining basic concepts. More practice should be given in solving numerical problems and drawing ray diagrams.
- \* Students should be encouraged to read the text book.

## SCIENCE COURSE 'B' (CHEMISTRY)

### CLASS X

Reports of 15 examiners who had checked 4247 answer books were studied to find out students performance, trend and the quality of their achievement. The overall pass percentage ranged between 5 and 35. Only five examiners showed the pass percentage above 30.

The examination data indicated that, first 2 per cent and 5 per cent examinees were able to secure 60 per cent marks, In other words both the pass percentage and the quality of achievement was very low.

#### General :

Most of the examiners were of the opinion that there were number of parts of each question due to which they had to face lot of problems in marking answer books.

Further giving irrelevant answers, repetition of the same answer at different places, paying little attention to writing question numbers and parts correctly were some of the most common weaknesses observed in answerbooks.

Quite a good number of a students reproduced the question before answering it. Thus, lost time which, otherwise, could have been utilised in writing the answers.

#### Questionwise Report :

1. Generally, very few students could solve numericals i.e. parts (a), (b) and (e) correctly. In part (c) the reason of "why does Ammonia difuse faster than gaseous Hydrogen chloide" was also not stated in most of the cases. The parts (d) and (f) were well attempted by majority of students.
2. Most of the students failed to answer the parts (a), (b), (c) and (d) of the question. only part (d) of the question was well attempted.

3. In part (a) of the question, majority of students failed to name the substance oxidised and reduced in the given equation. Most of the students in part (b) draw a labelled diagram of the apparatus for the preparation of sulphur dioxide gas but they failed to write the necessary equation. The part (d) was also not attempted well.
4. Comparatively, more students could answer fairly well the part (a) than part (c) or (d) Practically no student was able to write the reactions and chemical equations for action of (i) Copper and Cone. Nitric acid and (ii) Ammonia chloride and stated time.
5. Except the parts (e) and (b) of the question, no other part could be answered well by the students.
6. The part (b) and (d) of the question were well attempted by majority of students but same was not the case with the parts (a) and (c) (ii).
7. Responses to parts a (i) & (ii). (b) and (e) were quite satisfactory. But many could not attempt properly the parts (c) and (d).

**Suggestions :**

- \* The teacher should make more efforts in explaining the basic concepts of the subject. Mere rote memory could neither be lasting nor of practical ability.
- \* The students should be given more practice in writing chemical reactions and equations. Practice in solving numericals should be given regularly.



## **SCIENCE COURSE 'B' (LIFE SCIENCE)**

### **CLASS X**

Reports of 12 randomly selected examiners who had checked 3203 answer books were studied to get an idea of the students performance. Only 1491 students were given pass marks, this over all pass percentage was 45.73 per cent.

The examination of data revealed that 229 (7%) and 364 (11.4%) students could secure 60 per cent marks or more and between 45 and 59 per cent which reflected the quality of performance. In a subject of life Science, this could be rated as poor.

#### **General :**

On the whole students performance could not be rated as satisfactory. Many of them gave irrelevant answers.

In some cases students did not mention the question number in the answer-book, a few but their own numbers.

Fundamentals of life Science were not clear. Answers were not illustrated with neat and labelled diagrams.

#### **Questionwise Report:**

1. Most of the students attempted all the part of the question but the attempt was not up to the mark.

In part (i) most of the students had written the bacterial or other disease instead of majority of students could not answer the organism responsible for fermentation in par (iv) carrot and sweet potatoes were written as steam instead of root in part (v) Majority of students have committed the mistake of writing Auxins as Engymes instead of Harmones in part (vi) similarly in part (x) instead of writting the sources of vitamin A, they had written the name of deficiency disease.

2. Quite a large number of students could not recognise the experiment and some had written it as germination of seeds.
3. Majority of students were not able to explain, why food digested in the stomach is yet not part of the body.
- 4.5. Almost all the students could attempt this as well as Question no 5 and they did well.
6. Hardly any student could follow this question and a few who tried to answer, their attempt was very poor.
- 7,8,9. The question nos. 7,8, and 9 were well attempted by majority of students.
10. Very few students were able to explain why children are vaccinated for diseases like polio or cholera in question.
11. Both the Parts of the question were simple But the attempt of the majority of students in drawing a labelled diagram of the excretory system of man was not satisfactory.
12. Majority of students had no idea about the nutritional disorder in part (a), but they were able to name the diseases caused due to the deficiencies of Proteins, Calcium & Iron in human diet.
13. (a) Only a minority of students were able to give evidence of homologous organs support to the theory of evolution.  
(b) Generally only one point of difference in the chemical composition of RND and DNA was mentioned.
14. This question though answered by majority of students but their attempt was not satisfactory.

**Suggestions :**

- \* The teachers should explain the students and make them understand through their application in every day life fundamental and basic concepts of life science.
- \* The students should be guided as how to answer Objective type question in a right manner.

## SOCIAL SCIENCE—I (HISTORY & CIVICS)

### CLASS X

No of candidates									
Appeared		70422							
Passed		50666							
Pass Percentage		57.4							
40 to 45%		45 to 50%		50 to 60		60 to 75%		75 & Above	
No	%	No	%	No	%	No	%	No	%
8993	12.8	7086	10%	9214	13.7	4610	6.5	427	.6

In all 25 examiners reports who had checked 7159 answer books were studied. The pass percentage varied between 43 and 88%. According to 7 examiners, the pass percentage was below 56 where as other 11 found this percentage between 60 to 75 and 76 to 88 respectively.

Further analysis of the data revealed that the quality of performance of the students who had passed also was not satisfactory. Only 916 candidates out of 7159 secured more than 60 per cent marks while 3118 secured less than 45% marks.

#### General :

The Question paper was within the prescribed course, the question were well worded and well scattered over the Syllabus. The questions were both for intelligent and weak. Students were given some question which were challenging and could only be tackled by intelligent students. The candidates who had failed did really very poor and were not prepared for the examination at all on the other

hand few students have done very well and got first class marks and even distinctions. The questions pertaining to History were good and for an average students it was not difficult to pass.

In civics portions, more preparation about the 'League of Nations', functions of State Legislature, effect of No Confidence-Motion, role of opposition in a democratic country and contribution of India in achieving the aims and objectives of United Nation is needed on the part of teachers and students.

Many students had gone off the point and many had attempted the question No 11 which was for blind students.

### **Questionwise Report :**

#### **History Portion**

1. Most of the students attempted this questions but some of them could not defferentiate between Imperialism and Socialism in Hindi and others wrote almost in the same way. Further, hardly any student had mentioned about the extreme nationalism or civilizing mission of the European people.
  2. This Question on Paris Commune was also attempted by almost all the students in a good way. Some of the students tried to attach it with Karl Marx.
  3. In this question the students were expected to give immediate cause of world war I but majority wrote about all the reasons, for World war I. With the result they worte off the point and lengthy answers for nothing.
  4. Most of the students had not understood the meaning of 'Cold War'. As a result they could not explain the reasons and some of the students considered that Cold Season is good for war etc.
  5. Answers to this question were satifactory, however the students have also given the religious reforms as well. Some wrote only about Social reforms.
  6. This question was attempted by very few students. Even those attempted this qusstion had not mentioned about the publication of KESRI starting of Ganapati and Shivaji Utsawa.
- The question on the Moderates and Extremist. Most of the students could not explain the contribution and difference between the two groups in the Congress.
7. Answers to this question were very good. Some of the students only discussed the causes of Russian Revolution.

8. In this question the candidates did not explain the term 'Nazism' even though it was asked.

Alternative :—In this question students confused themselves about U.N.O. and League of Nations while giving answers. It appears preparation to this topic was not good.

9. In this questions students had mentioned only about the weakening of Imperial Power after world war II. None had pointed out about the other reasons.

The question on the contribution of Mahatma Gandhi was not done in a systematic order. However some of the students explained Gandhiji role in India's struggle for freedom nicely.

10. Preparation in filling the map seems to be weak. The students had shown less interest in map question. They hardly went beyond India, Pakistan or Sri Lanka (Ceylon). —A few candidates did not show the colonies of Britain or France. Map work was very poor.
11. (For Blind Students) — Very few student had attempted it. However the Performance was satisfactory.

#### **Civics Portion :**

1. Answers to the salient features of the Indian Constitution were almost good. A few students could not follow no confidence motion. Some of the students could not differentiate between executive and legislative powers of the President.
2. In this question few students could attempt legislative functions of the state legislative and how a money bill is passed in a bicameral legislature.
3. In this question students had mentioned about the agencies that help in the formation of public opinion but failed to explain the role of opposition in a parliamentary democracy like that of India. In the alternate question most of the students had not understood the question since most of them have hunted about ability of the candidates to be elected as MLA or MP.
4. This question was not prepared very well as hardly any student had mentioned about the contribution of India in the promotion of aims and objectives of United Nations. Answers to alternate questions were very good.

**Suggestions :—**

- \* The students should be instructed to attempt questions in their respective order. They should be advised to number the questions and follow the instructions given in the question paper.
- \* The students had not taken note of the number of words. Some of the students had gone so lengthy with the result they could not complete the Q. paper.
- \* Students should be advised to the advantages of writing their answers with precision & relevance. Conscious efforts should be made to discourage students from taking recourse to bazar notes and stimulate them to study atleast the text book.

## SOCIAL SCIENCE II (GEOGRAPHY)

### CLASS X

<b>No. of Candidates</b>									
		<b>Appeared</b>		70408					
		<b>Passed</b>		55306					
		<b>Pass Percentage</b>		70.1					
<u>40 to 45%</u>		<u>45 to 50%</u>		<u>50 to 60%</u>		<u>60 to 70%</u>		<u>76 and above</u>	
<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
8.593	12.0	7086	10%	9214	13.0	4606	58	421	2

Reports of 22 examiners who had checked the answer books of 6086 candidates were studied to form an idea of students and performance in this paper. It was found that the pass percentage ranged between 28 to 90.

According to four examiners the pass percentage was found above 80 and eight, examiners gave it between 40 to 59 the other 6 examiners reports showed that the pass percentage was between 60 to 79 and four examiners showed below 28 to 39 percent. Thus the result in terms of pass percentage could not be rated quite satisfactory.

Further analyses of information revealed that out of 6086 only 212 students obtained 60 percents and 95 percent and 2298 obtained marks below 45 percent. It could be said that students overall performance was quite satisfactory.

#### General

The candidates had a very little command on the Indian Geography and not so satisfactory on Man and Environment. Question No. 1 and 6 of Map on World and India was difficult, six items were asked in each map and not a single student had secured more than 3 marks in total of both the maps. The general standard of the answers was very poor and hence the result was not satisfactory.

Q.No 8 & Q.No. 1, Q No. 5 & Q.No. 10 were not solved by most of the students. In the map work they were able to locate the correct location of the rivers and mountains etc. In question No. 5 most of the students could not be able to differentiate between the Mean Annual temperature and range of temperature, In Q.No. 8 a few students could solve this satisfactorily.

The students in most of the cases had not written the question numbers according to question paper. This made a very difficult job for the examiners in caging the numbers while totalling.

### Questionwise Report

1. 1 and 6 was on map of World and India. The candidates were required to locate rivers, mountains etc. Most of the students failed to do this question correctly. Bangalore was shown in Andhra Pradesh and Krishna river shown in place of Tapti or Narmda. Volga river in Africa.
2. This question had three parts and each part carrying one mark. A good number of student failed to give correct answer. Some of the students could explain about natural Regions and Plantation, Agriculture and Commercial farming.
3. In this question students could not explain properly Ecosystem and Ecological Balance. In the alternate question most of the students failed to write about the development of Damodar Valley.
4. This question was on equatorial forests and coniferous forests. Very few students could write where they are found. In the same way Lunar scale and representative fractions were not answered correctly.
6. In this question students were confused and did not know how to calculate mean annual temperature and Annual Range.
7. This question was attempted by most of the students but their answers were wrong, due to the lack of knowledge of the subject and the economic progress of the country after 1947.
8. It was a general question. Most of the students could not clarify the relationship between industrialisation and its effects on social problems. In the same way the causes for the rapid growth of sugar mills in Maharashtra and U.P. were not clearly mentioned.
9. In this question only first part was answered correctly.
10. A few students could explain it properly. In this question names of post independence steel plants were generally missing and only 50% students could give the names of the proposed steel plants.



**Suggestions**

- \* Sufficient practice in map work is needed by the students.
- \* Terminology of the students should be developed with special stress on differentiating the terms and also the understanding of basic concepts in Geography.
- \* Students should also be given sufficient practice in writing answers properly, precise and to the point.

# **PART II**

**DELHI SENIOR SCHOOL CERTIFICATE EXAMINATION, 1986**



## ENGLISH (CORE)

### Class XII

<b>No. of Students</b>			
<b>Appeared</b> —32544			
<b>Passed</b> —18012			
<b>Pass Percentage</b> —55.3			
<b>45 to 50</b>	<b>50—60</b>	<b>60—75%</b>	<b>75 &amp; above</b>
2140	3164	1743	217
6.6%	9.7%	5.4%	.7%

Reports of 57 examiners who had checked 19,821 answer books were selected randomly to assess the general performance of the students. Of the 19,821 students 7772 passed. The percentage was 39.2. A closer look at the reports revealed that 716 (3.6%) could obtain 60 per cent or more marks where as the number of those securing between 45% and 59% was 2,248 (11%). Those who secured less than 45% numbered 4790 (24%). The pass percentage varied between 15% and 60%. Of the 57 examiners, 24 put pass percentage below 40% and the rest i.e., 33, between 41 and 60 per cent and none put it above 60 per cent

#### General :

The candidates did not answer the questions to the point or to the prescribed word-limit. Their responses indicated that they had written crammed answers. They committed numerous grammatical and spelling mistakes. The students were basically weak in their language skills which had badly affected the overall result.

#### Questionwise Report :

1. The candidates failed to answer the questions properly. The majority reproduced sentences from the extracts as their own answers. Evidently, they did not understand the passage. It seemed that most of the students had not gone through the text-books closely. They did not seem to have paid any attention to learn vocabulary or write sentences correctly.

2. The essay type question with an alternative was straight forward and appeared to be quite expected. The majority attempted the question. Since the crammed answers come to their rescue, they restricted themselves neither to the requirement of the question nor to the word-limit.
3. The question had 5 parts, each carrying 2 marks. Here again, the student did not answer to the point and observe any word limit. The performance was bad as the questions were not 'expected' Some of them wrote whatever they had prepared, but not what exactly was asked. Only the bright students answered the Questions properly.
4. Quite a good number of students mechanically reproduced the summary of the lessons without much relevance to the question asked.
5. The question had six parts, though the students were to answer any five each, in about 30 words. The majority did not adhere to the prescribed limit. The answers revealed their lack of thought understanding of the lessons in the Supplementary Reader.
6. The question had three parts :
  - (a) The candidates did not seem to have a clear idea of note making. They lifted full sentences from the passage and reproduced them as answers. Even For (b) Paragraph and (c) Conclusion, they followed the same strategy as they did not understand the passage and grasp the higher level writing skills.
7. Some students wrote the crammed letter which had no relevant to the question asked. Some did not seem to know the format of the letter.
8. The question was satisfactorily attempted in most cases. However, the format of the telegram and advertisement was not properly attempted.
9. The single sentence definitions were not given satisfactorily by the students. The definitions were vague and mostly incomplete.
10. The answers once again revealed that candidates could not express their ideas in correct English. The majority attempted the question on subtitles. But they did not know how to supply sub titles. Their competence to write a report or description of a street light was not up to the mark.

**Suggestions :**

- \* The teacher should inculcate love for English among students. They should help students to develop the habit of reading with comprehension. They must develop habit of regular reading of books. They should also help students to read newspapers with special reference to letters to the editor, lost and found columns, situations vacant, etc.
- \* The teaching of functional grammar, usage comprehension, composition, should not be neglected. The use of tense, agreement of the verb with the subject, note-making, paragraph writing, drawing of conclusions etc. should be given adequate practice in the class.
- \* All attempts should be made to discourage cramming. For this adequate practice to the students should be given to express themselves in English. When higher level writing skills are developed among students they naturally realise that there is no need for cramming answers.

## हिन्दी (वैकल्पिक)

कक्षा 12

विद्यार्थी संख्या :							
परीक्षार्थी :	28970						
उत्तीर्ण :	26964						
उत्तीर्ण प्रतिशत :	93.1						
<u>45 से 50%</u>		<u>50 से 60%</u>		<u>60 से 75%</u>		<u>75 व इससे ऊपर</u>	
संख्या	%	संख्या	%	संख्या	%	संख्या	%
4554	15.7	7473	25.8	4697	16.2	263	0.9

22 परीक्षकों के प्रतिवेदन चुने गए जिन्होंने 7188 उत्तर पुस्तिकाएं जांची, 60% व अधिक अंक प्राप्त करने वाले छात्रों की संख्या 923 रही। 45 से 59% अंक पाने वाले छात्र 2789 थे और 33 से 44% अंक प्राप्त करने वाले छात्र 2744 थे। अधिकांश छात्रों ने अति कम अंक पाए।

### सामान्य प्रतिवेदन :

उत्तर स्तरानुकूल नहीं लिखे गए। मात्राओं, वाक्य-विन्यास, भाषा-शैली और विषय सम्बन्धी कई त्रुटियां परिलक्षित हुईं। कई छात्रों ने रटै-रटाए उत्तर दिए परन्तु कुछ का भाषा पर अच्छा नियंत्रण था और उनके उत्तर सीमाबद्ध, सुनिश्चित एवं उच्च स्तरीय थे।

सरलार्थ और व्याख्या का अन्तर कई छात्र नहीं समझते। कुछ छात्रों ने व्याख्या के नाम पर अवतरण से ही कुछ पंक्तियों की आवृत्ति कर दी अधिकांश छात्रों ने हिन्दी साहित्य पर आधारित प्रश्नों का उत्तर सन्तोषजनक नहीं दिया।

### प्रश्नानुसार समीक्षा :

1. भाग (क) और (ख) में से एक-एक पद्यांश की व्याख्या करनी थी। विकल्प मिलने के

कारण कुछ छात्र अच्छी प्रकार व्याख्या कर सके। कुछ छात्र “सरस तामरस गर्भं विभा पर” तथा वेदना-जल, स्वप्न-शतदल” इन शब्दों को स्पष्ट करने में असमर्थ रहे। राम दास की हत्या संबंधी व्याख्या छात्रों ने अच्छे ढंग से की है। काव्य चयनिका से साधारण परीक्षार्थी काव्य सौन्दर्य को अभिव्यक्त नहीं कर सके। केवल मेधावी छात्र ही अच्छा उत्तर दे सके।

2. गद्य के दो अवतरणों में से एक की सप्रसंग व्याख्या करनी थी। अधिकतर छात्रों के केवल पाठ और लेखक का ही नाम सही दिया। व्याख्या के नाम पर अवतरण से ही लेकर कुछ पंक्तियों की आवृत्ति कर दी या सरलार्थ दे दिया। कुछ छात्रों ने भूमि जन और जन की संस्कृति की अच्छी व्याख्या प्रस्तुत की है।
3. चार में से किन्हीं तीन प्रश्नों के उत्तर 100 शब्दों में देने थे। भाग क, ख, और ग के उत्तर छात्रों ने सन्तोषजनक दिये हैं। जहाँ तक “बादल-राग” (भाग) (घ) की भाषा शैली का प्रश्न है, इसमें छात्रों ने उत्तर ठीक नहीं दिया। बहुत कम छात्रों ने सन्तोषजनक उत्तर दिया है। बहुत कम छात्रों ने बादल राग कविता का सार लिख दिया है।
4. इस प्रश्न में “बाजार दर्शन एवं निराला” पर छात्रों ने अच्छा लिखा है। लेकिन “निन्दा रस” लेख के आधार पर हरिशंकर परसाई की भाषा-शैली की विवेचना ठीक नहीं कर सके।
5. इस प्रश्न में सत्यं शिवं सुन्दरम्” का उत्तर सन्तोषजनक नहीं रहा है। स्थायीभाव को स्पष्ट करने छात्र असमर्थ रहे हैं। “सवैया” छन्द का उत्तर बहुत कम छात्रों ने दिया है। “लक्षण” शब्द-शक्ति, स्थायी भाव, तथा काव्य के गुण इन प्रश्नों का उत्तर अधिक छात्रों ने सन्तोषजनक दिया है। लक्षण के भेद का उल्लेख बहुत कम छात्रों ने किया है।
6. वीरगाथा काल काव्य की प्रवृत्तियों का उत्तर अधिक छात्रों ने सन्तोषजनक दिया है। भक्तिकाल की कृष्ण भक्ति शाखा व हिन्दी निबंध का विकास इन प्रश्नों को बहुत कम छात्रों ने हल किया है और इनका उत्तर भी सन्तोषजनक नहीं दिया। कुछ छात्रों ने हिन्दी निबंध के विकास के स्थान पर हिन्दी कहानी का विकास लिखा है।
7. पांच में से एक निबंध लिखना था। अधिकांश छात्रों ने महात्मा गांधी आधुनिक विज्ञान के बढ़ते चरण, शिक्षित वर्ग में बेकारी की समस्या पर निबंध लिखे हैं। प्रयास सन्तोष-जनक रहा।

### सुझाव :

- \* व्याकरण की ओर कक्षा में विशेष ध्यान अपेक्षित है। लेखन कार्य नियमित और क्रमबद्ध रूपों में करवाना आवश्यक है।
- \* भाषा-शैली संबंधी प्रश्नों पर विशेष ध्यान देना चाहिए।
- \* हिन्दी निबंध, कहानी, उपन्यास, नाटक के विकास पर छात्रों को समझाना चाहिए।



## हिन्दी (कोर)

कक्षा—12

विद्यार्थी संख्या :			
परीक्षार्थी :		8657	
उत्तीर्ण :		8235	
उत्तीर्ण प्रतिशत :		95.1	
45 से 50%	50 से 60%	60 से 75%	75% व इससे ऊपर
संख्या %	संख्या %	संख्या %	संख्या %
1475 17%	2690 31.1%	1667 19.3%	67 0.8

10 परीक्षकों के प्रतिवेदनों का अध्ययन किया गया जिन्होंने 2478 उत्तर पुस्तिकाएं जांची। प्रतिवेदनों में दिए गये तथ्यों के आधार पर 403 छात्रों ने 60% या इससे ऊपर अंक पाए। 1314 छात्रों ने 45-50% के बीच अंक पाए। 617 छात्रों ने 33 से 44% के बीच अंक पाए। ऐसा कहना उचित होगा कि छात्रों की उपलब्धि स्तरानुसार नहीं थी।

### सामान्य प्रतिवेदन :

सामान्यतः छात्रों का लेखन स्तर सन्तोषप्रद रहा फिर भी उत्तर पुस्तिकाओं में निम्न कमियां परिलक्षित हुईं :

1. वर्तनी व शब्दों की अशुद्धियां।
2. भाषा शैली की अशुद्धियां।
3. वाक्य संरचना में भावों को न जोड़ पाना।
4. लम्बे-लम्बे वाक्य लिखना, पूर्ण विराम व अर्द्ध विराम और प्रश्नावचक आदि के प्रयोग में लापरवाही करना।
5. मौलिकता की कमी। रटे-रटाए उत्तर लिखना।
6. लिखने के अभ्यास की कमी। छात्रों का विषय से भटकना।

## प्रश्नानुसार समीक्षा :

1. चार गद्यांशों में से किन्हीं तीन की सप्रसंग व्याख्या करनी थी। प्रश्न का उत्तर सभी छात्रों ने दिया परन्तु बहुत कम का उत्तर स्तर के अनुरूप कहा जा सकता है। छात्रों ने व्याख्या में भाषा-सम्बन्धी कई त्रुटियाँ कीं। कुछ ने तो वाक्यों को निकाल कर ज्यों का त्यों लिख दिया और ऐसे भी थे जिन्होंने केवल सरलायं ही दिया। व्याख्या के अन्त में विशेष टिप्पणियाँ भी छात्रों ने नहीं दीं।
2. इस प्रश्न में क और ग भाग के उत्तर तो सन्तोषजनक रहे किन्तु कुछ छात्र ख भाग के निबन्ध में निहित व्यंग्याय को समझ नहीं पाए। प्रायः संदर्भ का भावार्थ ही समझाया है उन्हें व्यंग्याय को स्पष्ट करना चाहिए। क भाग में समाज में स्त्री की स्थिति सुधारने के लिए आर्थिक स्वतन्त्रता देने की आवश्यकता अधिकांश छात्रों में अपने-अपने नजरिए से बताई। कुछ ने तो उत्तर लिखते समय शब्द सीमा का ध्यान नहीं रखा। लघता है बहुत कम छात्र हिन्दी विषय का गहराई से अध्ययन करते हैं।
3. इस प्रश्न में गुलाब राय, हरिसंकर परसाई और मोहन राकेश निबन्धकारों में से किन्हीं दो की भाषा-शैली प्रमुख विशेषताएँ लिखने को कहा गया था। प्रश्न का उत्तर लिखते समय अधिकतर छात्रों ने लेखक की पूरी जीवनी तथा रचनाओं पर अधिक तथा भाषा-शैली पर बहुत कम लिखा है। जबकि भाषा शैली पर ही जोर देना चाहिए। ऐसा प्रतीत होता है उन्हें भाषा शैली का ज्ञान नहीं। इन प्रश्नों के उत्तर केवल साधारण ज्ञान के आधार पर लिखे गए हैं। गद्य भाषा और शैली की समीक्षात्मक अभिव्यक्ति में परीक्षार्थी कमजोर रहें।
4. इस प्रश्न के चार भागों में से किन्हीं तीन के उत्तर लिखने थे। भाग क में स्वामी विवेकानन्द के व्यक्तित्व की प्रमुख विशेषताओं के स्थान पर उनकी जीवनी ही कई छात्रों ने लिखी। भाग ख में आचार्य वसु द्वारा किए गए अनुसंधानों का जिक्र करना था पर वैसे ही सामान्यतयः पौधों में प्राप्य है आदि लिख दिया है। (ग) में संस्मरण के नामकरण की सार्थकता सिद्ध करना था पर यात्रा का सामान्य वर्णन किया गया है। प्रश्न को समझकर नहीं किया है। थोड़े से ही छात्रों ने यह प्रश्न ठीक ढंग से किया। (घ) भाग में पश्चिमी जर्मनी में यात्रा वृत्तान्त के आधार पर पश्चिमी जर्मनी के जन जीवन पर टिप्पणी सन्तोष-जनक रहीं।
5. प्रश्न 5 में प्रेमचन्द अथवा शिवदान चौहान की भाषा-शैली की प्रमुख विशेषताएँ लिखने को कहा गया था। प्रेमचन्द की भाषा-शैली पर अधिक लिखा गया। शिवदान सिंह की शैली पर कम ही छात्र लिख पाए। अधिकांश छात्रों ने भाषा शैली के स्थान पर लेखक का सामान्य परिचय दिया।
6. अपने नगर के पुलिस-आयुक्त को एक पत्र लिखने को कहा गया जिनमें दिन-प्रतिदिन बढ़ती हुई सड़क दुर्घटनाओं के प्रति चिन्ता व्यक्त करते हुए स्थिति को सुधारने के लिए कुछ

सुझाव हो अथवा अपने विदेश स्थित पिता की पत्र लिख कर उन्हें यह बताना था कि बारहवीं कक्षा में उत्तीर्ण होने के बाद आप विश्वविद्यालय में किस विषय के क्षेत्र में प्रवेश लेना चाहेंगे और क्यों। सुझाव पक्ष नगण्य रहा। पत्र लेखन की सामान्य जानकारी कुछ ही परीक्षार्थियों को थी। प्रार्थनापत्र अथवा पत्र में मुख्य कमी यह रही कि परीक्षार्थी सम्बोधन, स्थान आदि ठीक नहीं लिख पाए। पत्र का आरम्भ और अन्त भी ठीक नहीं था। शिकायती पत्र ही अधिकतर छात्र ठीक लिख पाए।

7. इस प्रश्न में दिए गये गद्यांश को उपर्युक्त शीर्षक देते हुए एक तिहाई शब्दों में इसका सार लिखना था। शीर्षक अधिकतर ठीक लिखे गए परन्तु कुछ ने तो सार लेखन के नाम पर अवतरण की व्याख्या ही कर डाली। कुछ मेधावी छात्र ही इस प्रश्न का उत्तर विधिवत दे पाए। परन्तु कुछ छात्र संक्षेपण और विस्तार का अन्तर नहीं समझ पाए और शब्द सीमा का उल्लंघन किया गया।

### सुझाव :

- \* छात्रों को प्रश्नोत्तर प्रश्न की प्रकृति और निर्धारित अंकों के अनुसार देना उत्तर चाहिए।
- \* छात्रों को सार लेखन एवं व्याख्या सम्बन्धी अन्तर स्पष्टतया समझा देना चाहिए।
- \* कक्षा में निबन्ध एवं पत्र-लेखन का पर्याप्त अभ्यास कराया जाए।
- \* छात्रों को भाषा-शैली के विषय में ज्ञान कराया जाना चाहिए। वर्तनी की ओर उनका ध्यान आकर्षित करना चाहिए। सार लेखन की विद्या सिखानी चाहिए और पत्र लेखन में भी सुधार की आवश्यकता है।

## संस्कृत (कोर)

### कक्षा 12

विद्यार्थी संख्या :					
परीक्षार्थी :	10968				
उत्तीर्ण :	10567				
उत्तीर्ण प्रतिशत :	96.3				
<u>45 से 50%</u>	<u>50 से 60%</u>	<u>60 से 75%</u>	<u>75% से इससे ऊपर</u>		
संख्या %	संख्या %	संख्या %	संख्या %		
613 5.6	1762 16.1	3684 33.6	3346 30.5		

प्रस्तुत विश्लेषण 12 परीक्षकों के प्रतिवेदनों के आधार पर है इन परीक्षकों ने 2455 उत्तर-पुस्तिकाएं जांची थी।

लगभग 2455 छात्रों ने 60% एवं इससे अधिक अंक प्राप्त किए। 1483 छात्रों ने 45 से 50% तक और 321 छात्रों ने 33 से 45% अंक प्राप्त किए।

### सामान्य प्रतिवेदन :

सम्पूर्ण प्रश्न पत्र बहुत सन्तुलित रहा। सभी प्रश्न छात्रों की सर्वतोमुखी प्रतिभा का मूल्यांकन करने में समर्थ थे। परीक्षार्थियों ने वर्तनी की अशुद्धियां अधिक की और लेख भी साफ नहीं था।

### प्रश्नानुसार समीक्षा :

1. छः में से चार का समास करके उनका नाम लिखना था। कुछ छात्र ने समास के नाम के वर्ण-विन्यास (बहुव्रीहि और अभ्ययीभाव) में अशुद्धियां की। जितानि इन्द्रियाणि येन सः, और जनानाम् अभावः के समस्तपद अशुद्ध लिखे।

2. इस प्रश्न में आठ पदों के प्रकृति-प्रत्यय विभाग करना था। प्रश्न सरल था अधिकांश छात्रों ने उत्तर ठीक दिया। परन्तु कुछ छात्रों ने ("हास्यम् और भवानी") का प्रकृति प्रत्यय विभाग शुद्ध रूप से नहीं कर पाये।
3. छात्रों को तीन शब्दों के रूप निर्दिष्ट विभक्ति के सभी वचनों में लिखने थे। "त्रि" और राजन् शब्दों के रूपों में प्रायः अशुद्धियां पाई गई।
4. किन्ही तीन धातुओं के रूप निर्दिष्ट सकार के तीनों पुरुषों तथा सभी वचनों में लिखने में। प्रयास संतोषजनक रहा। ग्रह धातु के रूप देने में छात्रों ने अशुद्धि की।
5. निबन्ध का प्रश्न अधिकतर छात्रों ने रटा रटाया लिखा। दीपावली, मम प्रियं पुस्तकम् तथा अस्माकं विद्यालयः विषयों पर निबन्ध अधिकांश छात्रों ने लिखा व्याकरण और बर्ण-विन्यास की अशुद्धियां दृष्टिगोचर हुईं।
6. इस प्रश्न में भार्तृहरि के शतकगय अथवा संस्कृत साहित्य में अभिज्ञान शाकुन्तल के स्थान पर टिप्पणी लिखनी थी। प्रयास संतोषजनक रहा। कुछ छात्रों ने प्रश्न को समझने में भूल की और भार्तृहरि की जीवनी तथा अभिज्ञान शाकुन्तलम् की कहानी लिख दी।
7. पांच गद्य-पद्य भागों में से तीन का हिन्दी अथवा अंग्रेजी में अनुवाद करना था। अधिकांश छात्रों ने यह प्रश्न संतोषजनक ढंग से किया।
8. संस्कृत में उत्तर देने में छात्रों को कोई परेशानी नहीं हुई। प्रश्न सरल था। छात्रों ने अच्छे अंक प्राप्त किये।
9. छात्रों ने संस्कृत में अनुवाद भली भांति किया। कुछ छात्रों ने अनुवाद में धातु रूप और विभक्ति सम्बन्धी अशुद्धियां अधिक की।

### सुभाव :

- \* अनुवाद की ओर विशेष ध्यान की आवश्यकता है।
- \* व्याकरण और वर्तनी की ओर भी ध्यान दे।

## PHYSICS

### CLASS XII

No. of Candidates									
Appeared—6143									
Passed		5150							
Pass %		83.8							
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75% & above	
No.	%	No.	%	No.	%	No.	%	No.	%
201	3.3	473	7.7	1401	22.8	1853	30.2	1152	18.8

27 reports of examiners who had checked 9891 answerbooks were studied to get the idea of the general standard of the paper and of the students performance.

The pass percentage ranges between 71% to 89.9%.

#### General :

In spite of the fact, that the question paper was very simple and straight forward, many students did not read the questions carefully and gave different answers than expected of them. A good number of the students did not put illustrations in support of their answers.

#### Questionwise Report :

1. Most of the students have given correct answers of the 7 out of 10 parts of this question. They found some difficulty in answering the parts (b),(k), and (m) of this question. As each part of the question was of  $1\frac{1}{2}$  marks (10 parts for 15 marks), the examiners found some difficulty in marking this question. Looking at the weightage, the answers of each parts should have been in brief and to the point but many students gave long answers and wasted their time.

2. Most of the students did not answer parts (a) and (b) properly. Answers given were not to the point and according to question. In part (d), numerical question, many students could not arrive at the right result as they did not convert length and area into m and  $m^2$  units respectively.
3. Part (a) of this question was very simple and it was attempted well. A large number of students could not explain answer to part (c) properly.
4. (a) A large number of students did not read the question carefully instead of writing G.P. Thomson's experiment of depicting wave nature of electron, they described J.J. Thomson's experiment of determination of  $e/m$  of electron. The last point of the question 4<sup>(b)</sup> provides an answer to question 1 (f), it should be avoided.

In the alternative the (b) part a large number of examinees did not draw proper diagrams.

5. Numerical problems asked in parts (b) and (c) were very simple and need right substitution in the formula. Most of the students got the right answers. In answering part (d), most of the students did not know, how much is to be written.
6. Most of the students could not draw a proper circuit diagram for transistor as an oscillator asked in part (b). This circuit diagram is not given in NCERT and other book.

**Suggestions :**

- \* Students should be given practice to write to the point answers to the questions.
- \* Experimental demonstration be given to clarify concepts.
- \* Students should be given practice to solve some thought provoking questions included in the home examinations.

## CHEMISTRY

### CLASS XII

Number of Candidates									
Appeared		6126							
Passed		4834							
Pass Percentage		78.9							
40% to 45%		45% to 50%		50% to 60%		60% to 75%		75% & above	
No.	%	No.	%	No.	%	No.	%	No.	%
203	3.3	587	9.6	1442	23.5	1674	27.3	887	14.5

In all, reports of 12 examiners who had checked 2658 answer books were studied. It was found that 1992 passed, overall pass percentage being 75.

Further examination of reports revealed that pass percentage varied between 57 and 82.

On further analysis of the data, it was revealed that 34.2% of the students got less than 60% marks reflecting that the quality of achievement was good.

#### General :

The majority of the examiners reported that the question paper was easy and well within the comprehension of the students. It was a good paper to pass but could not discriminate between a student who had memorised chemistry and those who had not understood chemistry.

#### Questionwise Report :

- a) The majority of the students failed to explain why electron can be considered to have a particle as well as a wave nature. They named scintillation effect and interference and diffraction but could not explain how these effects explain the dual nature of electrons.



- c) Students gave definitions of molecularity and order of reactions all right but could not give examples illustrating each.
2. d) Most of the students could not give reason as to why vapour pressure of a solvent is lowered by the addition of a non-volatile solute.
3. d) Many students could not explain what does positive value of  $E^\circ$  cell in case of a galvanic cell indicate.
4. c) The students failed to explain why a fluoride cannot be oxidised by a chemical oxidising agent.
5. This question was well attempted by the students.
6. a) The students did not name in IUPAC system.  
 $\text{CH}_3 \text{ > CH-CH}_2\text{-CHO}$  and  $\text{CH}_3$
- $$\begin{array}{c} \text{CH}_3 \\ | \\ \text{CH}_3\text{-C-NH}_2 \\ | \\ \text{CH}_3 \end{array}$$
- Correctly
7. a) The students did not compare the basic character of ethyl amine and ammonia well.

Rest of the parts of this question were very well attempted.

**Suggestions :**

- \* Stress to be laid on writing work to improve expression and increase writing power.
- \* More practice in drawing diagrams and sketches be given.

## BIOLOGY

### CLASS XII

No. of Candidates									
appeared		4268							
passed		2963							
pass percentage		69.4%							
40% to 45%		45% to 50%		50% to 60%		60% to 75%		76% & above	
No.	%	No.	%	No.	%	No.	%	No.	%
128	3	350	8.2	1035	24.3	970	23.2	449	10.5

The paper contained ten questions, which were will spread, covering almost all the topics. Due to indifferent attitude towards the studies that large number of students did not do well in this paper.

#### Questionwise Analysis :

1. It was 'Very short answer' question. The answers were satisfactory.
2. The name of pathogen was not given by many students while others mixed up the symptoms of diseases.
3. Many students attempted this question correctly.
4. Law of assortment was given correctly but large number of students gave a confused explanation.
- 5, 6. Mixed reaction of students in giving the answers.
7. In general the sketches were not good. Fundamental points were also not clearly mentioned in the question satisfactorily.

8. Composition of sexual reproduction between Spirogyra and Rhizopus was nicely expressed by many but sketches drawn were poor.
9. Answers given were vague in many cases.
10. Many students did not attempt this question; However those who attempted it gave satisfactory answer.

**Suggestions :**

- \* Stress to be made on writing work to improve expression and increase writing power.
- \* Practice for sketching is a must.
- \* Interest must be created in this subject by giving importance.

## MATHEMATICS

### CLASS XII

No. appeared—11864									
Passed		8478							
Pass %		71.5							
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75% and above	
No.	%	No.	%	No.	%	No.	%	No.	%
941	7.9	875	7.4	1401	11.9	1853	15.6	1152	9.7

Reports of 20 examiners were picked up at random. They had examined 3734 answerbooks. The general performance as well as the quality of answers as stated in this report is based on these 20 reports.

The pass-percentage of students given by three examiners was over 85, by five examiners between 70 and 85, by eleven examiners between 60 and 70 and by one examiner it was 51. About 74% of the students were declared successful.

A closer analysis revealed that 27.8% students secured 60% or more marks; 20.7% secured marks between 45% and 52%, while 25.6% students secured between 33% and 44% marks. This much for the quality of answers, which should be rated as satisfactory.

#### General:

The students fumbled when it comes to using trigonometric identities or solving trigonometric equations. Also in three dimensional analytic geometry, they are not able to transform the given information into equation and so are unable to follow these problems to their logical end. Though they are able to do some calculation work in the problems on statistics, they betray a lack of understanding of the concept of probability.

**Questionwise Report :**

1. (a) Many students can't find a solution of this part.  
(b) This has been done by most students correctly.  
(c) Most of the students had no idea of how to find the required distance.  
(d) This was done alright.  
(e) Many students have no concept of probability.
2. Most of the students have been able to attempt the two parts of the problem, viz (a) and (b) correctly.
3. (a) The weakness of the students in solving this problem lies in trigonometry.  
(b) They have done various parts reasonably well.
4. (a) This has been attempted satisfactorily.  
(b) This difficulty lies in tracing the curve reasonably, otherwise it has been done satisfactorily.
5. (a) Many students are unable to form the function to be maximised or minimised.  
(b) Most of the students have done it satisfactorily.
6. Both the parts (a) and (b) are done satisfactorily.
7. Both the parts (a) and (b) are done satisfactorily.
8. In parts (a) the students were unable to transform the given information into algebraic equations while part (b) was done satisfactorily.
9. The formulas used for finding the mean or the standard deviation are correct, but the calculations are done only upto one decimal place. The same is true of the problem on correlation.
10. (a) It appears that the students have no idea of probability.  
Parts (b) and (c) are more satisfactorily done than part (a).

**Suggestions :**

- \* In order that the students become stronger in trigonometry, more homework involving trigonometry be given to the students.
- \* They should be given more problems in 3-dimensional geometry to ensure that that they are able to transform the given information into mathematical equations.
- \* It would also a good idea if the differences between the concepts of "equally likely" and otherwise; exhaustive and otherwise and "mutually exclusive" and otherwise are brought to the notice of the students through many examples.

## ECONOMICS

### CLASS — XII

No of Candidates										
Appeared		29495								
Pass		20363								
Pass Percentage		69%								
40 to 45%		45 to 50%		50 to 60		60 to 75%		75 and above		
No	%	No	%	No	%	No	%	No	%	
3259	11%	2787	9.4%	3550	12%	2080	7.1%	363	1.2	

In all reports of 25 examiners who had checked 7808 answerbooks were selected seldomly to find out the overall performance of students and the quality of answers given by them.

Pass percentage ranged between 11.2 to 83%. According to 12 examiners 75% and more students passed in the subject of Economics; where as 11 examiners gave 50% and less. The remaining examiners found pass percentage between 63 and 83.

Further analysis of data revealed that only 527 (8%) students obtained 60% or more marks, and 1481 (21.5%) could get between 45 and 59 percent in other words, the majority could get through with poor-marks which also reflected the quality of their answers

#### General :

On the whole, the performance was satisfactory. Excepting few, the majority of students answered eight questions.

It was observed that many students did not understand basic concepts of the discipline such as Disposable income and unearned Income, Price mechanism, Economic rent and Ricardo Rent theory. Generally, numerical portions of the questions were not attempted well. However, the descriptive type of questions were answered better than those requiring analytical answers correctly. Very few students could draw suitable diagrams and use them effectively.

**Question wise-Report—Question Paper (51/53/1) :**

1. Some of the students were not clear about the meaning of investment and its significance in the productive process. They had not attempted it satisfactorily. The optional question however had been done well. However a number of students were not able to give Micksan definition of production correctly.
2. Both the parts a & b of the second question had been done quite well.
3. In this question the students performance was very unsatisfactory, only very small percentage of students could explain the meaning of personal desirable income. As far the numerical Q., more than 90% of the students attempted to calculate personal disposable income. This question was not clear to the student. Curves and Diagram had not been drawn properly.
4. (a) This question was done satisfactorily by some students. Few tried to answer the question using the concept of current prices and constant prices.  
 a (b) Most of the student mentioned  $C + I + G + X - M$  very briefly. Not a single student added net factory  $Y$  from abroad numerical had been done incorrectly.
5. In this question most of the students were able to correctly mention the absence of complete equality in a socialist economy but nobody gave any reason for it.
- 6 (a) In this question on the role of price mechanism in a free enterprise economy had not been explained properly. The total expenditure method was not mentioned by most of the students. Alternate to Q. 6 was attempted by very few students out of them b & c parts were very poorly done.

7. In this question relationship between A.T.C. and A.V.C. had not been illustrated this shows the lack of conceptual understanding. The children could not measure per unit profit and total profits as for many of them but the just mentioned profits and no mention of price was done.  
Alternate to Q. 7 (a) part was well attempted.
8. In this question majority of students just mentioned that economic rent was the difference between A. E. & T.E. very few could explain with the diagram. Earnings of economic rent by factors of production could not be answered well. Some of the students explained Economic rent as Ricardian Theory'. Alternative to Q. No. 8 was hardly attempted by any one.

#### **Paper 51/53 (Economics)**

1. Majority of the students attempted the alternative question the first Q. was not clearly understood by the candidates.
2. In this question (2b) majority of students did not bring forward the population factors.
3. Most of the candidates could not answer it well but the Q. No. 3 (b) part was done satisfactorily.

In the alternative to Q. 3. very few attempted it and they too could not distinguish between stocks and flows Neither could they Categorise the items.

4. Majority of the students could not attempt this question satisfactorily. They could not mention exactly which items to include. The numerical question was attempted by a very few students and they too failed to solve numerically.
5. On the whole, the attempt could be considered satisfactory.
6. Most of the students explained the working of price mechanism but very few could discuss the role in a free economy.
7. Quite a good number of students could not prepare right schedule. Most of them wrote about perfectly inelastic demand curve. Similarly a & b part was not attempted by majority of the students
8. In this question there was a confusion between monopoly and monopolistic competition. Most of the students failed to draw A.V.C. curve.
9. Answers to the Question on Rent were not upto the mark.



**Suggestions :**

- \* The teachers should give practice to students in writing to the point answers and drawing accurate neat diagrams and curves.
- \* Numerical questions were ; generally not attempted in a desirable way ; ; the teacher should accord top priority in arranging practice session fforr numerical work in class room on regular basis.
- \* The subject teachers should ensure that basic concepts of economics wwerere clear to the students and they were made familiar with their propperr application.

## ACCOUNTANCY

### CLASS XII

Number of Candidates									
Appeared		8874							
Passed		7334							
Pass Percentage		82.6							
40 to 45%		45 to 50%		50 to 60%		60 to 75%		75 and above	
No.	%	No.	%	No.	%	No.	%	No.	%
746	8.4	744	8.4	1545	17.4	1604	18.4	1136	12.8

In all 20 examiners reports who had evaluated 3542 answer books were studied. It was found that 3075 students got through the examination pass percentage being 83%.

Further analyses of data revealed that according to three examiners pass percentage was, 60% and above, where as 7 gave it below 80. The number of students obtaining more than 81 percent were 10. Although the pass percentage of the students ranged from 58.8% to 99 percent, The reports of not less than 50 percent examiners showed that number of pass students was more than 90 percent. Thus the over all result was good.

The analyses of data revealed that students securing 60 percent or more marks are just 1173. Where as those between 45 percent and 59 percent were 890 and below 45 percent 1012 student. This shows that qualitatively result could not be rated very satisfactory.

#### General :

The question paper was will set. It spread over the total syllabi prescribed by the Board The language of the paper was very simple and avoiding any confusion in the minds of the candidates except in one question of company

redemption by conversion. The questions were set to test the basic accounting skill and its application in them. Many of the examiners could not apply the skill which they had developed in them at the +2 stage in accountancy subject. Numerical portion has been done better than the theoretical one. As regards issue of debenture it was observed that only three or four students had attempted this question.

**Question-wise Report :**

1. a) This was theory question on "Del Credere Commission" Majority of the students attempted this question but they gave only definition of Del Credere Commission but could not explain; why is such a Commission paid ?

OR

- b) This was the alternate question on separate set of books methods of maintaining joint venture accounts. A few candidates attempted this question but got very good marks.
- c) This was a practical question on Consignment. Majority of candidates attempted this question but they could not calculate the amount of abnormal loss and stock on consignment. Some student did not know how to balance the consignment A/C.

OR

This was the alternative question on joint venture. The candidates who attempted this question got very good marks.

2. a) i) This was theory question on fixed capital accounts and fluctuating capital accounts. Majority of candidate attempted this question but could not explain clearly the meaning of fixed and fluctuating Capital.
- ii) This was also theory question on accounting treatment of good will. Most of the students could not explain this accounting treatment of good will when at the time of admission, the new partner can not bring his share of good will in cash. Hence, poor marks were awarded.

OR

This was an alternative question of the 2 (a). It was a practical question. Majority of candidates attempted this question but a few candidates got full marks. Majority of the candidates could not calculate the annual salary of the partners.

- b) The question on related to partnership accounts was good enough and students were supposed to calculate sacrificing ratio to divide good will to old partners. But few candidates neither could calculate the sacrificing ratio nor the realisation A/C in proper form Hence their treatment of

good will was wrong and marks were deducted for this error. The theory portion was not attempted properly or left unattempted by most of the candidates. In the dissolution of partnership, the candidates did not show the transfer of cash/Bank balance to the respective a/c they combined the amount of both the a/cs.

3. a) This was a question on the issue of shares at a discount. Some candidates had stated the conditions which must be fulfilled by a company for the issue of shares at a discount. Hence they secured full marks. Theory portion of this question was not properly dealt.

OR

- b) This was the alternative question for the above. A few candidates attempted the question and secured very good marks although their answers were satisfactory.
4. This was the compulsory question on Ratio Analysis. But the ratios asked were inter related to each other, hence confusing. Majority of the students could not state the purpose of ratios. Hence marks were deducted.
5. It was a compulsory practicing question on funds flow carrying 15 marks. Majority of the candidates secured poor marks in this question. A few candidates could not prepare schedule of changes in working capital. Majority of candidates could not calculate the funds for operations.

**Suggestions :**

- \* The subject teachers should stress on theory as well as practical aspect of every topic equally. So that the candidates will be in a position to attempt them well and secure good percentage of marks.
- \* In order to facilitate marking and internal choice or division of questions should be to the point clear and have only one answer :
- \* The candidates should be given clear understanding of certain items such as Debentures in Joint Stock company, Funds Flow Statements, Funds from operation Provision for transaction and proposed dividend.
- \* For the purpose of easy and equitable marking separate number should be given to each question i.g. 1 to 10 or 1 to 15, The whole paper can be divided in (10×10) parts or (5×20) or likewise and the relevant portion choice given as 5 questions out of 10 or 10 parts out of 20 etc.
- \* Teachers should lay more emphasis on the application of accounting skill which they, develop in the students at school stage.

**COMMERCE**  
**CLASS XII**

<b>No. of Candidates</b>									
<b>Appeared</b>		9292							
<b>Passed</b>		8300							
<b>Pass Percentage</b>		89.3							
<b>40 to 45%</b>		<b>45 to 50%</b>		<b>50 to 60%</b>		<b>60 to 75%</b>		<b>75% &amp; above</b>	
<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
1384	14.9	1350	14.6	2020	21.7	1157	12.5	43	.5

Reports of 16 randomly selected, examiners, who had checked 3476 answer scripts were studied to find out the over all performance of students and the nature and quality of answers given by them. The pass percentage varied from 70% to 90%. According to 10 examiners the pass % in Commerce was above 85% and 5 gave it between 70 to 79% and one gave 60% in other words the result could be rated satisfactorily.

The analysis of data further revealed that 691 student scored 10% marks or more in the examination where as 883 between 45% and 59. In other words the majority of students are said to have been given satisfactory answers.

**General :**

The Question paper was well set. It covered nearly the whole course and marks allotted to each question except few were according to the prescribed syllable. Most of the students answered first four questions pertaining to management principles, short comings of Planning Delegation of Authority and Control.

Some of the students could not reply satisfactorily the question's related to Communication, wage system and social responsibilities. The question paper has sufficient choice but the quality of answers were not satisfactory.

It was also found that students were in the habit of writing lengthy and irrelevant answers. Little attention was paid to word and sentence limit.

**Questionwise Report :**

1. The question paper Contained eight questions with alternate questions. Most of the students did not attempt complete Questions.
1. It was a direct question on describing four principles. Some of the students wrote function of management in place of its importance.
2. In this question the students could not state the meaning, defenition of Procedures and characterstics. Clearly but the alternative question on planning was fairly answered by most of the students.
3. This question was general and lacking in facts. Most of the students instead of writing the activities which are to be organised to start an enterprise, wrote the functions of management :  
  
The alternate question on authority, Responsibility, Accountability, was not correctly attempted.
4. This question was well answered. A good response in right way by majority of students
5. This was a tricky question requiring application of knowledge. Most of the students could not correctly attempt. Even the first part of it which was alternate was answered vaguely. The students were confused on recruitment in English and 'Niyukti' in Hindi.
6. In this question instead of giving the situation more effective communication. Most of the students replied it in their own-way.
7. In this question majority of the students have given Social responsibilities in place of giving arguments in favour or against of it.
8. This question was well attempted. Meaning and importance of Supervision was well answered.

**Suggestions :**

- \* Most of the students did not write the question numbers for this instructions should be given to the teachers to ask students to be careful.
- \* Understanding of the basic concepts should be made clear to the students and they should also be encouraged to read Text Books.
- \* Distribution of marks should be scientific and subjectivity from the question paper be eleminated.

## HISTORY

### CLASS - XII

No. of candidates :-									
<b>Appeared : 21854</b>									
<b>Passed : 16752</b>									
<b>Pass Percentage : 76.7</b>									
<u>45 to 50%</u>		<u>45 to 50%</u>		<u>50 to 60%</u>		<u>60 to 75%</u>		<u>75 and above</u>	
No.	%	No.	%	No.	%	No.	%	No.	%
2899	13.3	2551	11.7	2834	13%	1.68	5%	55	13%

Reports of 68 examiners who had checked answerbooks were randomly selected to get an idea of the overall performance of the students and the quality of their achievements.

Pass percentage range was between 76.7 to 99. According to 60 examiners more than 80 percent students got through the subject of history. Where as remaining 20 examiners found the pass percentage below 74%. In other words the overall result could be stated as satisfactory.

In depth examination reports revealed that just 4331 (15.2%) students got 60% marks or above ; where as number of marks obtained between 45 59% was 5385. This reflected that the quality of achievement which could not in any way, be described impressive because most of the students (about 55% of the successful) passed on the margin.

#### General :

Generally the answers were irrelevant, crammed showing little critical understanding of the subject. The students could not distinguish between short and long answers. Seldom were instructions for the limit of answers was observed. Some of the students did not put the number of question correctly.

The students did not devote any time for understanding the question as what was expected to answer. Like the senior students they did not seem to have deep study and had very shallow knowledge. There were students who did not either indicated correctly the question number or put their own numbers in the serial order to a question attempted by them.

**Question wise Report :**

1. In question No : 1 only the results of Babur's invasion were asked but the students gave generally, why did he attack or majority of the students wrote the causes of the Babur's invasion on India. They did not mention the points of significance of Babur's invasion.
2. In this second question the students mostly gave the correct answer about the causes of failure of Humayun.
3. The administration of Shivaji was attempted by the majority of the candidates satisfactorily. In the alternative question most of the students failed to describe the different aspects of fusion of Hindu Muslim culture and the patronage of Hindu poets & scholars by the Mughal monarchs
4. Most of the students failed to describe the main aspect of Architecture, Music and literature of the Mughal Empire
5. In this question Majority of the students could not explain the significance of the Third Battle of Panipat and its results
6. In this question the advantages of subsidiary system were asked while the examinees mentioned the main feature of subsidiary system. The students gave the treaty or the states that joined it and in this way did not touch the real question.
7. Question number seven was well done, on the Social reforms of Lord William Bantick however the educational aspect was not touched. The alternative question on the Anglo-Sikh relation after Ranjeet Singh was attempted in a poor manner.
8. Majority of the students answered the causes of the failure of the revolt of 1857. But the majority of students instead of giving the nature of the 1857 Revolt they explained the reasons for the out break of revolt-
9. The question on the effects of the British rule on economic life was mostly done correctly.
10. Almost all the students attempted this question, but their answers were of routine type. Few could give the steps of freedom struggle without mentioning Mahatma Gandhi's contribution towards Hindu-Muslim unity :

**OR**



Very few rather hardly any student had attempted this question on main features of the Govt. of India Act of 1935. Those who attempted also failed to give correct answer.

**Suggestions :**

- \* Students should be trained systematically to mark the question numbers properly, Training in writing of short answer question be given Concerned teachers should circulate sample model answers of questions to students so that they could differentiate between the long and short answers.
- \* The teacher should encourage students to study the recommended Text books, for this they themselves should use standard text books in teaching and discourage the study of cheap bazar notes.

It should be advisable that the teacher provide a list of suggested reading from different books so that the students may develop interest in updating their information for better achievement.

- \* Map reading in History is an essential part of teaching history and should receive due emphasis in the class room. Training in the use of Diagram, Timelines and maps for scoring good marks should be given in classroom teaching.

## GEOGRAPHY ( THEORY )

### CLASS — XII

No. of Candidates									
Appeared		5407							
Passed		4347							
Pass%		80.4							
40 to 45%		45 to 50%		50 to 75%		60 and 75%		75 and above	
No.	%	No.	%	No.	%	No.	%	No.	%
418	7.7	439	17.4	1696	1.1	1063	19.7	85	1.6

18 reports of randomly selected examiner who had marked 9176 answer-books were studied in order to get an idea of students performance. According to the reports, Nine examiners gave pass percentage 75 to 98 and Eight examiners showed pass percentage 1 to 74 percent only one examiners percentage was 51.8. A further probe in these examiners report data exhibited that 6886 students were given pass marks. 516 students just obtained 60 percent marks or more, and the number of those getting between 45 and 59 percent marks was 2554 and the remaining 3816 students obtained marks between 33 to 44 percent. In other words; successful candidates scored reasonably well.

#### General :

The paper setter had been very considerate in framing questions which did not appear in any guide book of the market. Hence the students had to answer those questions from their own understanding, logic and thought. The Geography (Theory) paper was Socio economic instead of Economic geography. Internal choice was not given and paper was not easy. Even the question were set from selected topics and whole syllabus was not covered. Some of the question were vague and not clear to the students for, example parts in (iii) of fourth question and

part (a) of fifth question and question number 3,4,5, and 6 were based on general knowledge. Hence students scored less marks.

**Questionwise Report :**

1. In question number one and two candidates did not know exact location on various phenomena asked in the question paper. The students showed these by giving or by copying from one another. Proper symbols for map work had not been used.
2. In the question number two, most of the students did not attempt cotton left of U.S.A. and left woollen centres in India.
3. The over all performance in this question was satisfactory. The students could differentiate various term clearly. However some of the students could not write the answer of such questions properly.
4. By and large the answers of this questions were quite satisfactory except in case of part (iii) which has been very badly answered by all the students.
5. The answer of this question was in general, very poor. The students did not understand properly the first part of this question i.e. 5 (a) It was above the level of +2 stage.
6. In the Six question the students failed to locate the areas to show the Vishakhapattam. Industry and Part II was also not attempted satisfactorily.

**Suggestions :**

- \* Sufficient practice in map filling, drawing of sketches and diagrams should be emphasised in the class regularly. While answering a questions relevant to it, proper location, labelling and use of conventional signs is desirable.
- \* The students should be instructed to answer all parts of a question serially and systematically and wrote their answers relevantly.
- \* Cramming of answers must be discouraged.
- \* The numbers of questions in the question paper should be maximum. *Ten* and not *Twelve*.

## POLITICAL SCIENCE

Class XII

<b>No. of Candidates :</b>							
<b>Appeared</b>		28465					
<b>Passed</b>		24499					
<b>Passed percentage</b>		86.1					
<b>45 to below 50%</b>		<b>50 to below 60%</b>		<b>60 to below 75%</b>		<b>74 &amp; above</b>	
No.	%	No.	%	No.	%	No.	%
4552	16.0	5170	18.2	4331	15.2	479	1.7

Reports of 15 examiners who had checked 3613 answerbooks were selected randomly to get an idea of the overall performance of the students in the examination and to assess the quality of answers given by them.

Pass percentage ranged between 47.4 and 98.4%. Reports of three examiners showed that more than 94 per cent students successfully cleared the subject. Five examiners showed 74 per cent to 86 per cent candidates having passed the subject, and according to the remaining five examiners the percentage of students who qualified in the subject was between 47.4 per cent and 68.7 per cent. The overall result could thus be rated satisfactory.

A further look into the reports revealed that only 501 students could obtain 60 percent or more marks whereas the number of students scoring between 45 and 59 per cent marks was 1172. In other words, the students' performance was satisfactory.

### General :

On the whole, the performance of students was satisfactory.

The quality of the answer was not up to the required standard. A good number of students had a tendency to write irrelevant, answers.

A few students did not indicate the question number, not corresponding to the order they answered. Word limit was not adhered to.

#### Questionwise Report :

1. The first question, to explain the term Dyarchy and its causes of failure, was not the popular choice of the students and a few students who attempted, failed to mention the Act of 1919. It was observed that the students were not prepared well, so most of the students gave vague answers.

The 'Or' of this question was preferred by majority of the students. But the concept of aims and objectives of Swaraj Party was not clear to the most of the students, they mentioned Swaraj is my birth right.

2. In this question. most of the students attempted Right to equality and Right to Freedom well. But some of them could not specially mentioned of Art. 19 in the 'Right to Freedom'.

The 'Or' of this questions was not the popular choice of the students. Most of the students could not interpret of the words Sovereign, Socialist, Secular, Democratic Republic as well as Justice.Social Economic and Political. So the students failed to write in detail the meaning of these words.

3. The question on the nature of Indian Federal System with reference to its three federal and two unitary features, was dealt well

Similarly in the 'Or', the question was attempted well except a few who did not indicate the interference by Union Government in State list.

4. Very few students explained the Composition of Lok Sabha correctly in the same way, they have done all the functions of Lok Sabha instead of legislative.

The 'Or' question, the students attempted well the three executive powers of the State Governors, where they failed to reply properly, the role of the Governor as agents of the Centre.

5. The question on the composition of the Supreme Court was attempted well but a few could not discussed its advisory jurisdiction properly.

The alternate of this question was comment on :—

- (a) Independence and impartiality of Indian Judiciary and (b) Act of Habeas Corpus, a few students could describe satisfactorily.

6. A large number of students attempted nicely the functions of the Union Public Service Commission.

The 'Or' of this question, relations of civil servants with the ministers in India, attempted by a few students.

7. The question of Regional imbalances in India, could not be understood by them. Very few could described it.

In the alternate question, indicate causes of (a) Poverty in India and (b) Illiteracy in India, were described well.

8. The question on obligatory functions and main sources of income of a municipal corporation was attempted satisfactorily but a few mingled up the obligatory functions with compulsory function of a municipal corporation.

In the 'Or' question, the majority of them showed no awareness of the three tier system of Panchayati Raj. They generally took this as Gram Panchayat.

9. Very few students could describe the problem of defection in Indian politics. Almost all the students answered the second choice on functions of the Election Commission India.
10. The question on major steps taken by India to wards the formation of the ideals of the United Nations was the choice of many. They could not answer well.

The 'Or' question, they felt difficulty in extracting negative and positive aspects of India's and positive aspects of India's relations with Pakistan or or Bangla Desh. A few wrote the five main principles of India's foreign Policy of Non-Alignment.

#### Suggestions :

- The students should be advised to indicate the question numbers corresponding to the question paper.
- Practice should be given in the writing the precise and relevant answers.
- The teachers should guide the students in extra reading.

Department of Systems Unit  
 Institute of Educational  
 Technology

3563  
 11/2/97

110016