

GOVT. OF NCT OF DELHI: DIRECTORATE OF EDUCATION  
EXAMINATION CELL, OLD SECRETARIAT  
DELHI-110054

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//CIRCULAR//

**Sub: Subject Wise Findings and Suggestions of Subject Experts**

After the Result Analysis of Class XII of Board Exam 2017-18, a need was felt to find out the reasons for low performance in certain subjects viz. . Hindi, English, Maths, Accountancy, Business Studies, Economics, Pol.Science, Geography and Physical Education of DoE students. Answer Sheets of Nine main Subjects of Class XII of 200 students who scored less than 33% marks in the Session 2017-18 were procured from CBSE in Nine subjects for analysis.

The subject expert, on the basis of their analysis of aforesaid subjects, have submitted their findings/observations and suggestions which is attached herewith.

In this context, all the Heads of Govt. Schools are hereby directed to share these suggestions with the concerned subject teachers and ensure proper use of these propositions in their teaching. Further, Teachers are also directed to implement these suggestion in their teaching and guide the students accordingly and help them in improving their performance in the upcoming CBSE Board Exam 2019.

*S. Sain*  
24.1.19  
(Dr. Saroj Sain)  
Addl. DE (Exam)

**Encls: (As stated above)**

**All the Heads of Govt., Schools through DEL E.**

Copy to:

1. PPS to Secretary (Education)
2. PS to Director (Education)
3. All RDEs/DDEs (District & Zonal)/DEOs through DEL E
4. ADE (IT) to get it placed on website of Dte. of Education.
5. Guard file.

*Mukta Soni*  
24.1.19  
(MUKTA SONI)  
DDE (Exam)

**Compiled Report of Re-Evaluation of Question -Wise Result Analysis in r/o of Answer Books of CBSE**  
**Exam (2017- 2018)**

Total 200 sheets of the students in each subject mentioned below scoring marks below 33% in the CBSE Examination 2017-18 were collected from CBSE and analyzed by the subject experts. Subject wise observations and suggestions for the improving the performance of the students in respective subjects is as follows:-

S.N.	SUJECT	OBSERVATIONS / FINDINGS	REMARKS / SUGGESTIONS
1.	हिंदी	<ol style="list-style-type: none"> <li>1) विद्यार्थियों की हिंदी भाषा और साहित्य का स्तर कक्षा-अनुरूप न होने के कारण अपने भावों और विचारों को अभिव्यक्त करने में अपेक्षित दक्षता का अभाव दिखा।</li> <li>2) वर्तनी संबंधी बहुत अधिक अशुद्धियाँ थीं।</li> <li>3) अपठित गद्य व पद्य के अंशों को हल करने की यथोचित जानकारी न होने के कारण विद्यार्थियों ने अपठित गद्य व पद्य के अंशों को हुबहू उत्तर – पुस्तिका में लिख दिया। कई विद्यार्थियों ने इन प्रश्नों को हल ही नहीं किया।</li> <li>4) पत्र व निबंध के प्रश्नों को अधिकांश विद्यार्थियों ने हल नहीं किया।</li> <li>5) विद्यार्थियों को सप्रसंग व्याख्या एवं काव्य-सौंदर्य के बीच के अन्तर का पर्याप्त बोध नहीं था।</li> <li>6) विद्यार्थियों को कवि अथवा लेखक से सम्बंधित चार जीवनियों में से कोई एक जीवनी लिखनी होती है, लेकिन विद्यार्थी किसी भी जीवनी को पूर्ण रूप से नहीं लिख सके।</li> <li>7) विद्यार्थियों ने 'अभिव्यक्ति और माध्यम' पाठ्य पुस्तक की विषय-वस्तु, जैसे- आलेख, रिपोर्ट तथा</li> </ol>	<ol style="list-style-type: none"> <li>1) शिक्षकों को हिंदी की सहायक सामग्री को अवश्य पढ़ाना चाहिए और उसमें दिए गए महत्वपूर्ण प्रश्नों को आदर्श तरीके से हल करने का अभ्यास करवाना चाहिए।</li> <li>2) जीवनी को रोचक व सरस ढंग से कक्षा में पढ़ाया जाना चाहिए।</li> <li>3) लेखन पर लगातार अभ्यास होना चाहिए।</li> <li>4) निबंध और पत्र के प्रश्नों का अभ्यास कक्षा में अनिवार्य रूप से करवाना चाहिए तथा इस प्रकार के प्रश्नों को अनिवार्य रूप से हल करने के लिए विद्यार्थियों को प्रेरित करना चाहिए, क्योंकि इन प्रश्नों का भारांक प्रश्नपत्र में सबसे अधिक होता है।</li> <li>5) 'अंतराल' के पाठों को रोचक कहानी के माध्यम से पढ़ाया जाना चाहिए ताकि विद्यार्थी 12 अंक अवश्य प्राप्त कर सकें।</li> <li>6) कविता की सप्रसंग व्याख्या पर बल दिया जाना चाहिए।</li> <li>7) अपठित गद्य व पद्य के अंशों का कक्षा में नियमित अभ्यास करवाया जाना चाहिए।</li> </ol>

		<p>इससे संबंधित प्रश्नोत्तर की तैयारी बोर्ड परीक्षा के स्तर के अनुरूप नहीं की थी।</p> <p>8) प्रश्न पत्र को सम्पूर्ण रूप से हल न कर पाना।</p> <p>9) गद्यांश का आशय समझ न पाना।</p>	
2.	English	<ol style="list-style-type: none"> <li>1. Students had not attempted the whole question paper.</li> <li>2. Most of the Students have attempted SECTION-A (Reading section), but all the parts of the question were not answered. Answers were also not written in sequence and in one place.</li> <li>3. In the Note Making the common mistakes were found i.e. 'not writing the TITLE', 'ABBREVIATIONS' and not following proper INDENTATION. They also were not using abbreviation while writing down notes. Word limit for writing down the summary was not followed.</li> <li>4. Section-B on Advanced writing skills was also partially attempted. Debate being the least attempted and least scored. Formats (opening &amp; closing) for speech, Letter writing were not followed.</li> <li>5. Section-C (Literature section) was the least attempted and least scored. Students could not understand the question and write the answers as well. Most of the students scored zero in Novel. This shows lack of understanding of long reading text.</li> <li>6. Students could not write the answers of</li> </ol>	<ol style="list-style-type: none"> <li>1. Students should be motivated to attempt the whole paper in systematic manner and practice should be done from 'Support Material'.</li> <li>2. They should be given more practice for Section-A (Reading) as this is the most scoring section. They should be equipped to write appropriate answers, and in proper sequence.</li> <li>3. For 'Note Making' they should be given practice of writing; Title, use of abbreviations while writing notes and Indentation.</li> <li>4. For Section-B on advanced writing skills more practice should be given on writing the 'Format of Letter, Debate, Report and Article.' More practice on how to write the content part and finishing of language and also use of effective expressions. All the formats for writing skills should be practiced from support material.</li> <li>5. Since students do not even attempt the Section-C (literature), more practice of SA and LA questions should be given from both the books by giving them the bullet points.</li> <li>6. In the poetry section they should be guided not to write lines from the poem itself but to frame answers in sentences and also on identifying poetic devices in poems.</li> <li>7. For Novel emphasis should be on characters and plot events and incidents. Emphasis should be given to</li> </ol>

		the poetry. As they could not identify the concept. They wrote poem's lines as answers.	attempt the questions from the Novel.
3.	Maths	<p><b>1. Least scored chapters are-</b> Differential Equation, Probability, Vectors, Integration.</p> <p><b>2. Least attempted chapters are-</b> Differential Equation, Probability, Application of Derivative (Maxima and Minima), Relation and Functions. Above chapters mentioned in point one and two are least attempted and least scored reflect that concepts of these chapters are not being cleared to the students.</p> <p>3. Though questions on the chapters Matrices, Determinants and Linear Programming Problem (L.P.P.) are most attempted one, students could not get full marks in these questions. It shows that students do not follow the instructions given in the questions and therefore lose their marks.</p>	<p>1. Attempt should be made to provide perfection in these questions on (L.P.P.) so that students can get full marks and students should be motivated to at least initiate these questions.</p> <p>2. Students should be aware of the different methods to be followed according to instructions given in the questions.</p> <p>3. Emphasis on the questions related to following topics-</p> <ul style="list-style-type: none"> <li>• Solutions of Linear Equations by Matrix method, finding inverse of a matrix by elementary transformations, questions based on properties of determinants, Logarithmic Differentiation, 2<sup>nd</sup> order derivatives, increasing, decreasing and approximation.</li> <li>• Integration using partial fractions and the following types  <math display="block">\int \frac{px+q}{\sqrt{ax^2+bx+c}} dx, \int \frac{px+q}{ax^2+bx+c} dx, \int e^x \{f(x) + f'(x)\} dx</math></li> <li>• Integration as limit of sums.</li> <li>• Shortest distance b/w skew-lines, plane through line of intersection of given two planes, conditions of coplanarity of two lines and equation of plane containing these lines.</li> <li>• Baye's Theorem and Prob. Distribution</li> <li>• Bijective Function, Inverse of a function, Binary operation.</li> <li>• Practice of atleast five sample papers may be helpful in eradicating the common mistakes and improve the</li> </ul>

			overall performance of the students.
4.	Accountancy	<p><b>1. Least scored and attempted chapters</b> Accounting for Partnership Firms, Accounting for Companies.</p> <p>2. The analysis of answer books of class-XII shows the lack of preparation of Board Exam.</p> <p>3. XI Accountancy is a fundamental pre-condition for attaining marks in XII Accountancy. Basics of subject is not clear to students.</p> <p>4. There is lack of arithmetical skills which is basic requirement for calculation of Accountancy problems.</p> <p>5. Basic concept of Journal Entries was not clear to students.</p> <p>6. Confusion between Common Size and Comparative Statement was found.</p> <p>7. Basic knowledge of preparing Revaluation Accounts was not there even it is very important concept in partnership.</p> <p>8. Even in ratio analysis, formulas were not learnt by the students.</p> <p>9. "Accounting for companies" was not attempted by most of the students.</p> <p>10. Cash Flow statement was not attempted by most of the students.</p>	<p>1. The focus should be on strengthening the base of students in class-XI Accountancy, which plays a vital role for securing marks in XII Accountancy.</p> <p>2. In "Accounting for Not for Profit Organization", can be explained by the teachers by putting items of Receipts and payments Accounts into reverse sides of Income and Expenditure Accounts or we can say cross entries.</p> <p>3. In "Accounting for Partnership Firms", the Revaluation Accounts, Partners' Capital Accounts and Balance Sheet can be explained collectively which is common for change in Profit Sharing Ratio", Admission, Retirement or Death of a partner.</p> <p>4. In theory portion Financial Statements-Objectives (Need and Importance) and limitation can be learnt by the students.</p> <p>5. Comparative Statements and Common Size Statement can be practiced which require calculation skill.</p> <p>6. In "Cash Flow Statement", students may be encouraged to write the opening and closing Balance of "Cash and Cash Equivalents" and Cash Flow from Investing and Financing Activities.</p> <p>7. Students are to be encouraged to write down the formula for Ratios which carry ½ mark.</p> <p>8. Disclosure of Share capital (Sub Heads) in the Balance Sheet of companies atleast Authorized and Issued Capital can fetch few marks.)</p> <p>9. Question of "Issue of Shares and Debenture" for purchase consideration other than cash is Common for</p>

			Accounting for Companies and comparatively easy question. Therefore students may be encouraged for the practice of this type of questions.
5.	Business Studies	<p><b>1. Least scored chapters</b> Marketing Management, Consumer Protection Act, Organization, Financial Management, Business Environment.</p> <p><b>2. Least attempted chapters</b> Planning, Financial Market, Financial Management, Leadership, Organization.</p> <p>3. Students attempted only direct questions.</p> <p>4. Value based questions were also attempted by them satisfactorily.</p> <p>5. Application based and High Order Thinking Skill questions (HOTS) were not attempted or wrongly attempted.</p> <p>6. Most of the students did not attempt the questions in sequence.</p> <p>7. Few students attempted very short answer type question (one marks questions).</p> <p>8. Most of the students easily attempted questions from functions of Management like planning, directing and controlling.</p> <p>9. 90% of the students poorly attempted questions from units financial management, marketing management and consumer protection but not correctly.</p> <p>10. They didn't differentiate between feature and importance while it is an important part of question</p>	<p>The teacher should take following steps for preparation of Board Exam:-</p> <ol style="list-style-type: none"> <li>The following topics for revision:- <ul style="list-style-type: none"> <li>Principles of management</li> <li>Planning</li> <li>Business Environment</li> <li>Consumer Protection</li> <li>Controlling.</li> </ul> </li> <li>More focus should be on direct questions (Memory Based) as these are most attempted questions.</li> <li>Specific questions with diagram/flow charts (if possible) related to following topics must be practiced. <ul style="list-style-type: none"> <li>Process of All Management functions.</li> <li>Money market instrument.</li> <li>Styles of leaderships.</li> </ul> </li> <li>Regular revision should be done to make students understand the difference between: <ul style="list-style-type: none"> <li>Unity of command and unity of direction.</li> <li>Motion study and method study.</li> <li>Authority, responsibility and Accountability.</li> <li>Delegation of Authority and Decentralization.</li> <li>Marketing philosophies.</li> </ul> </li> <li>Special emphasis should be given on one time definitions of all the concepts.</li> <li>Practice of sample question paper (2018-19).</li> <li>Extensive use of support material should be done especially for weak students for the content as well as application based questions.</li> </ol>

			<p>8. Students should be advised to pick the questions of five or six marks first so that they have enough time to complete the paper. In this manner the possibility of achieving higher marks is possible.</p> <p>9. To improve the language problem faced by the students, written practice of questions should be done.</p>
6.	Economics	<p><b>1. Least scored and attempted chapters are-</b> Determination of Income and Employment, Producer Behaviour and Supply, Balance of Payments, Consumer's Equilibrium and Demand.</p> <p>2. Student couldn't express relationship among various cost. Diagrams were not drawn correctly.</p> <p>3. Students were confused in multiple choice questions.</p> <p>4. A number of students could not solve numerical related to elasticity of demand correctly.</p> <p>5. Budget line equation and MRS (slope of indifference curve) requires conceptual clarity.</p> <p>6. Students acquired on an average 7% mark in question related to producer equilibrium and consumer equilibrium.</p> <p>7. Most of the students could not explain the implication of perfect competition.</p> <p>8. Merely 9% marks were obtained by students in questions related to price floor implication and chain effect of decrease in demand on market equilibrium.</p> <p>9. Only 5% marks were obtained by students</p>	<p>1. Various concepts related to cost and revenue chapters should be taught with the help of diagrams so that students can derive relationship themselves.</p> <p>2. Numerical related to various topics should be given to students regularly for practice.</p> <p>3. Special emphasis should be given on budget line, budget set and their equations.</p> <p>4. Innovative techniques should be used to understand the concept of consumer equilibrium and producer equilibrium.</p> <p>5. In the Unit: "Forms of Market", implications related to various features of various markets should be explained in easy language with day to day life examples.</p> <p>6. Chain effects on markets equilibrium due to fluctuation in market demand and market supply should be explained diagrammatically so that students can interpret its effect correctly.</p> <p>7. Unit "Determination of Income and Employment" has highest weightage in macroeconomics and its concepts require extensive studies. Unit should be explained by the teachers with life related examples.</p> <p>8. Students should be guided with examples, how to express various concepts of unit "Balance of Payments".</p>

		<p>in question related to full employment and equilibrium level of income by two approaches.</p> <p>10. Students could not understand the concept of ex Ante Consumption, Autonomous Consumption and Induced Consumption.</p> <p>11. Most of the students attempted question related to foreign exchange rate but could not explain properly.</p>	
7.	Political Science	<p>1. <b>Least scored chapters are-</b> International Organization, Politics of Planned Development, Foreign Relations of India, Crises of Democratic Order, Congress System: Challenges and Restoration.</p> <p>2. <b>Least attempted chapters are-</b> International Organization, Politics of Planned Development, End of Bipolarity, Contemporary South Asia, Alternative Center of Power</p> <p>3. Answers given by students are not up to the mark and as per the level of Board Exam.</p> <p>4. In many answer sheets students have also attached Map from question paper which was not required.</p> <p>5. Many students have written answers from passages.</p> <p>6. Maximum students did not attempt the question of map and cartoon properly.</p> <p>7. All questions have not been attempted.</p> <p>8. Content is not clear to student.</p> <p>9. Repetition of sentences in many</p>	<p>1. Proper guidance/practice must be provided to write systematic answer. Answer must be to the point. Students must be taught to attempt all the parts of the question.</p> <p>2. Students must be given proper practice to attempt map based question which has five marks. They must be taught how to fill the table according to the instruction of the question.</p> <p>3. Technical terms of the subject should be explained to students in easy words.</p> <p>4. Language of the answer must be simple, clear and precise.</p> <p>5. Proper methods must be taught on how to understand the question.</p> <p>6. Passages are meant to be answer for passage based questions only. Content of the passage must not be copied in the answer of the other question.</p> <p>7. Practice of cartoon/picture based questions should be done from support material.</p> <p>8. Students must be taught to attempt all the questions in the given time. They must be taught to make proper use of headings, sub-headings, diagram and line-diagram etc. to make the answer effective.</p> <p>9. Bullet points and summary of the important topics</p>

		<p>answers are noticed.</p> <p>10. Marks awarded in the answer sheets are higher than the candidates deserve.</p>	<p>may be provided to the students.</p> <p>10. Time-management skills must be developed to complete the whole paper in the board examination by the practice in class.</p> <p>11. Make the best use of the support material. Practice of last five year CBSE paper given at the end of support material is required.</p>
8.	Geography	<p><b>1. Least scored chapters are-</b> Planning and suitable development in Indian context, International trade, Human Development, Territory and Quaternary Activity, Manufacturing Industries.</p> <p><b>Least attempted chapters are-</b> Planning and suitable development in Indian context, Human Development, Territory and Quaternary Activity, Manufacturing Industries.</p> <p>2. Cognitive domains of questions are not followed. Strategies or methods to obtain the questions are not clear.</p> <p>3. All categories of questions are not attempted. Accordingly language, meaning as well as soul of the questions are not followed by the students. Students could not understand the appropriate meaning of questions.</p> <p>4. Poor contents and understanding are observed in attempting the question. No special units/chapters have been practiced.</p> <p>5. Writing ability of the students is poor in terms of vocabulary as well as</p>	<p>1. To make easy concepts, thoughts etc. through interactions, brain storming to boost up the comprehensive status of each student of the class.</p> <p>2. The proper revision must be done, keeping special focus on difficult areas/topics/units.</p> <p>3. The bullet points of the chapters should be provided to students so that they could do more efforts to attempt the questions.</p> <p>4. Complex topics and their questions must be practiced regularly.</p> <p>5. Previous Board question papers, Model Test Papers and questions from support material should be used for Board Exam.</p> <p>6. Special focus is required to make practice in filling the maps of both books according the lists which are issued by CBSE.</p>

		terminology.	
9.	Physical Education	<p><b>1. Least scored chapters-</b> Women and sports, Sports and Medicine, kinesiology, Biomechanics and sports, Physiology and Sports, Test and Measurement in Sports.</p> <p><b>2. Least attempted chapters-</b> Women and sports, Sports and Medicine, kinesiology, Biomechanics and sports, Physiology and Sports, Physiology and Sports.</p> <p>3. HOTS questions were not attempted by students.</p> <p>4. 01 mark question was attempted. Most of the questions based on remembering and application of knowledge were not attempted.</p> <p>5. 16% students couldn't understand the language of question. Writing skills is not effective.</p> <p>6. 36% students attempted same question repeatedly.</p> <p>7. 14.5% students not attempted question as per the question number mentioned in question paper.</p>	<p>1. Conceptual understanding should be focused. Topics or sub-topic are difficult to understand, maximum can be done and explained in easy language.</p> <p>2. Students must be acquainted with question paper pattern and exam pattern of CBSE</p> <p>3. Identify weakness; make strategies, written practice, proper revision.</p> <p>4. On the basis of class tests/unit tests/pre-boards, analyze the performance and proper method of teaching should be adopted as per the level of students.</p> <p>5. Teacher should explain the topic in the field not in the classroom i.e Learning By doing, learning by playing.</p> <p>6. Regular test from each chapter should be conducted.</p>