

MIZORAM BOARD OF SCHOOL EDUCATION

AIZAWL - 796012

Dated Aizawl, the 18th December, 2015

No. MBSE/Acad(S) 4/2010-2011/281 : It is hereby notified for the information of all concerned that the New Evaluation Scheme for Classes IX & X shall be introduced by the Mizoram Board of School Education from the academic session of 2016 - 2017 onwards. The detailed marking scheme will be as under -

Sl. No.	Name of Subject	Max. marks in theory	Max. marks in practical	Internal assessment	Total marks
1.	First language/MIL	80	-	20	100
2.	Second language/English	80	-	20	100
3.	Mathematics	80	-	20	100
4.	Social Science	80	-	20	100
5.	Science	70	10	20	100
<i>Additional subjects (any one of the following)</i>					
6.	Commercial Studies	80	-	20	100
7.	Home Science	70	10	20	100
8.	Introductory Information Technology	30	50	20	100
9.	Civics and Economics	80	-	20	100
10.	IT/ITeS	30	40	30	100
11.	Healthcare	30	40	30	100

This issues in pursuance of the Resolution No. SC:73:2015:02 of the Syllabus Committee of the Board held on 07.12.2015.

Sd/- F. LIANHMINGTHANGA
Secretary

Memo No. MBSE/ Acad (S)4/2010-2011/281 (A) : Dated Aizawl, the 18th December, 2015

Copy to:-

1. The Secretary to the Govt. of Mizoram, School Education Department & Controlling Authority of the MBSE.
2. The Director, School Education Department, Govt. of Mizoram, Aizawl.
3. All District Education Officers, Mizoram.
4. All Principals / Headmasters / Headmistresses of affiliated secondary schools under the MBSE for information and necessary action.
5. All others concerned.
6. Guard File Nos. 1 & 8


(F. LIANHMINGTHANGA)
Secretary

INTEGRATED EVALUATION SCHEME

1. INTRODUCTION:

The National Policy on Education, 1986 and Programme of Action, 1992 emphasized the need for application of Continuous and Comprehensive Evaluation (CCE) in the schools of our country. This does not mean that CCE is to be adopted straightaway as the evaluation scheme by one and all. The implementation of CCE seems to be a difficult task as is evident from the number of School Education Boards that have adopted it; very few have actually used CCE and that too in a diluted form. The feedback received from these few Boards too have not been very encouraging. It is in this backdrop that the Mizoram Board of School Education (MBSE) decided to tread cautiously and to come up with an evaluation scheme which is not CCE per se but has its essence and is also suited to the Mizo society. The *Integrated Evaluation Scheme* is a result of our endeavour in this direction.

With the introduction of this new evaluation scheme, the teaching community will avail the opportunity to evaluate their pupils formatively, to keep track of the development of their pupils continuously and also to pass judgement on their achievements at the end of the year. It will keep the students on their toes and encourage them to study throughout the year thereby fostering proper learning atmosphere. Moreover, it is hoped that the scheme will provide the vital feedback required for teachers so that they can adapt and adjust their teaching strategies according to need.

2. OBJECTIVES :

The integrated evaluation scheme will fulfill the following objectives :

- (i) To make teaching-learning process more effective by making evaluation an integral component of it.
- (ii) To entrust internal evaluation to the teachers concerned so as to make themselves accountable and responsible for their pupils' learning.
- (iii) To broaden the scope of evaluation and thereby to utilize it for diagnosis and remedial teaching.

3. THE SCHEME:

The Scheme will include internal and external assessment of students in the following areas :

- (a) Scholastic Areas
 - (i) Four sets of Class Tests
 - (ii) Assignments
 - (iii) Two Term Examinations
 - (iv) Annual/Board Examination

- (b) Co-Scholastic Areas :
 - (i) Attendance
 - (ii) Work Experience (to be graded)
 - (iii) Physical and Health Education (to be graded)
 - (iv) Art Education (to be graded)

4. DETAILS OF THE SCHEME

(4.1) Scholastic Area :

Evaluation in the scholastic area includes both formative and summative evaluation. In the scheme, Class Tests and assignments have been visualised as a means for formative evaluation while Term Examination and Annual/Board Examination have been viewed as a means for summative evaluation. Organisation of the activities under scholastic is detailed below :

(4.1.1) *Class Tests* are an important component of the scheme, and as such, their importance should be duly and fully realised by both teachers and students. The Class Tests, besides inculcating regular study habits in pupils, help pupils to be aware of their strengths and weakness at every step of their learning and remove their shortcomings with the help of the teachers.

Thus, a Class Test is intended to be a process of formative evaluation. Class Tests also indicate the extent to which the teacher has succeeded or failed in his/her teaching work. Accordingly, he/she is to undertake remedial teaching so as to help the pupils to overcome their shortcomings.

The Class Tests shall be planned by the schools as per the activities prescribed by the Board (see table 1). There shall be at least 4 class tests during the year. The teacher should plan their instruction in such a way as to cover the entire course contents of a subject before holding the class test on it as per schedule. Class test for a particular subject should be held in a single period of the subject concerned as scheduled in the school routine which is of 30 to 45 minutes duration. While a class test is being administered in one class, the other classes should run normally as per routine. Each class test shall carry a maximum of 25 marks. Each student should be given the opportunity to sit for a class test. In case a student is absent due to sickness or unavoidable circumstances, arrangements should be made to enable him/her to appear for the particular class test that he/she has missed, at a later convenient date. It is to be noted that a different set of questions covering the same contents is to be framed for the purpose.

The evaluation of answers-scripts should be completed by the next class so that remedial teaching can be undertaken in the subsequent classes. The evaluation should not only be in terms of award of marks, but should also include indication of the errors in the scripts along with necessary corrections. This should be followed by remedial teaching after each class test.

Daily classroom instruction should be followed by classwork and homework. In addition, students should also be given project/practical works. The classwork, homework and project/practical works will be collectively treated as assignments.

For proper planning of the class tests, the entire course content of a subject to be taught in a year should be divided into five (5) almost equal units for the purpose of testing, each called a Testing Unit (TU). The class tests scheduled for the year should be held in such a way that at least two class tests are conducted before the first term examination and two class tests after the first term examination but before the second term examination. The annual/Board examination shall comprise of all the testing units viz. 1 to 5.

Sample scheme for covering the Testing Units (TUs) by Class Tests (CTs), Term Examinations and the Annual Examination is given below:

Class Test(CTs)/ Exams	CT-1	CT-2	1st Term	CT-3	CT-4	2nd Term	Annual/Board Exam
Testing Units	TU-1	TU-2	TU 1&2	TU-3	TU-4	TU 3&4	TU 1 to 5

Table 1

Besides the class tests, there shall be two term examinations to be held in the first and second half respectively of the academic calendar and one annual/Board examination to be held towards the end of the academic calendar viz., in the month of February/March. The question papers of the two term examinations shall carry 100 marks in each subject and shall be of 3 (three) hours duration whereas the question papers of the annual/Board examination shall carry 80 marks (in subjects without practical paper) and 70 marks (in subjects with practical paper) and shall be of 3 (three) hours duration.

As far as possible, the paper-setters should prepare a blue-print and detailed marking scheme in conformity with the design before setting a question paper.

(4.1.2) Distribution of marks

Sl. No.	Name of Subject	Max. marks in theory	Max. marks in practical	Internal assessment	Total marks
1.	First language/MIL	80	-	20	100
2.	Second language/English	80	-	20	100
3.	Mathematics	80	-	20	100
4.	Social Science	80	-	20	100
5.	Science	70	10	20	100
<i>Additional subjects (any one of the following)</i>					
6.	Commercial Studies	80	-	20	100
7.	Home Science	70	10	20	100
8.	Introductory Information Technology	30	50	20	100
9.	Civics and Economics	80	-	20	100
10.	IT/ITeS	30	40	30	100
11.	Healthcare	30	40	30	100

The following method shall be used for calculating the score in internal marks :

Internal marks is split up into three areas viz., formal tests, assignments and attendance. To obtain the score in formal tests, average of the best two from amongst (i) total scores of class tests (CT) (ii) score in first term examination (FT) (iii) score in second term examination (ST) shall be taken. This will carry 75 percent of the internal marks i.e 15 marks.

The remaining 25 per cent i.e. 5 marks of internal marks will be taken from assignments and attendance. Assignments will carry 10 per cent weightage (2 marks) and the remaining 15 per cent (3 marks) shall be allotted to attendance. Attendance is given due importance as this will instill the importance of health and healthy habits, regularity etc. which are important aspects of co-scholastic area.

(4.1.2.1) Calculation for marks obtained in formal tests

Let us consider the score of a student in Social Science for an example.

- (a) If four class tests, each test carrying a total of 25 marks, are conducted in one academic session and the score of a student in class tests 1, 2, 3 and 4 are 18, 20, 21 and 20 respectively, then

$$\begin{aligned} \text{Marks obtained by the student in CT} &= \frac{\text{sum of marks obtained in each test}}{\text{sum of total marks of each test}} \times 15 \\ &= \frac{79}{100} \times 15 = 11.85 \end{aligned}$$

- (b) Let the marks obtained at first term examination by the student be 65 out of 100 Marks. Then,

$$\text{Marks obtained by the student in FT} = \frac{65}{100} \times 15 = 9.75$$

- (c) Let the marks obtained at second term examination by the student be 76 out of 100 marks. Then,

$$\text{Marks obtained by the student in ST} = \frac{76}{100} \times 15 = 11.40$$

In the above case the average of CT and ST marks will be taken up for calculation. Thus, marks obtained by the student in formal tests = $(11.85 + 11.40)/2 = 11.625 = 12(\text{say})$

(4.1.2.2) Calculation for marks obtained in assignments

Marks shall be allotted as follows :

Those satisfactorily completing 81% to 100% of the assignments given	-	2 Marks
Those satisfactorily completing 50% to 80% of the assignments given	-	1 Mark
Those completing less than 50% of the assignments given	-	0

(4.1.2.3) Calculation for marks obtained from attendance

Marks shall be allotted as follows :

96% to 100 % attendance	-	3 Marks
86% to 95 % attendance	-	2 Marks
75% to 85 % attendance	-	1 Mark
Below 75% attendance	-	0

Considering the example given under **4.1.2.1**, if the student gets a score of 1, 2 and 60 marks in assignment, attendance and annual/Board examinations respectively then, **the overall marks obtained by the student in Social Science** = 12+1+2+60 = 75 (*See the sample record sheet given in Annexure I &II*)

(4.2) Co-Scholastic Area :

Assessment in Work Experience, Art Education and Physical and Health Education shall be undertaken by the schools themselves in terms of grades on a Five-Point Scale (i.e. A, B, C, D & E). The Indicators of Assessment for these subjects are given below. Teachers may use these indicators to assess the achievement of their students. Schools are expected to maintain regular records of student's achievement and progress.

(4.2.1) Work Experience

Student is or exhibits:

- (i) A collaborative approach to the process of learning
- (ii) Innovative in ideas
- (iii) Planning and adherence to timelines
- (iv) Involved and motivated
- (v) A positive attitude
- (vi) Helpful, guides and facilitates others
- (vii) An understanding of correlation with real life situations

Grades will be awarded as follows:

Indicators	Grade
Most indicators in a skill (6-7 indicators)	A
Many indicators in a skill (4-5 indicators)	B
Some indicators in a skill (3 indicators)	C
Few indicators in a skill (2 indicators)	D
Very few indicators in a skill (0-1 indicator)	E

(4.2.2) Art Education

Student demonstrates:

- (i) An innovative and creative approach
- (ii) Aesthetic sensibilities
- (iii) Observation skills
- (iv) Interpretation and originality
- (v) Correlation with real life
- (vi) A willingness to experiment with different art modes/mediums

- (vii) Awareness and appreciation of work of artists
- (viii) Peer appreciation

Grades will be awarded as follows:

Indicators	Grade
Most indicators in a skill (6-8 indicators)	A
Many indicators in a skill (4-5 indicators)	B
Some indicators in a skill (3 indicators)	C
Few indicators in a skill (2 indicators)	D
Very few indicators in a skill (0-1 indicators)	E

(4.2.3) Physical and Health Education

The test battery in the Instructional Material for Physical and Health Education booklet may be utilised for calculating the points scored in this subject.

Grades will be awarded as follows:

Score	Grade
81% and above out of the total points scored	A
61% - 80% of the total points scored	B
41% - 60% of the total points scored	C
21% - 40% of the total points scored	D
20% and below out of the total points scored	E

(4.3)Pass Criteria :

A candidate shall be declared to have passed the Annual/Board Examination if s/he obtains-

- (i) at least 33% of total marks in each theory paper
- (ii) at least 33% of total marks in each practical paper
- (iii) at least 33% of the aggregate marks, and
- (iv) at least 'D' grade in the internally assessed subjects

A candidate shall be required to pass separately in -

- (a) theory and practical papers
- (b) internal assessment and annual/Board examinations.

5. REMEDIAL TEACHING :

Every teacher is expected to identify the weaknesses of the pupils in the subject(s) taught by him/her on the basis of their performance in the class tests. Accordingly, every teacher should undertake intensive remedial teaching after the first and second term examinations and after every class test. For effective remedial teaching, the teacher should analyse the various kinds of errors (linguistic, conceptual, etc) committed by the pupils and use appropriate methods of teaching so that the errors may not occur. Remedial teaching may be imparted before/after school hours or during breaks.

6. MAINTENANCE OF RECORDS OF STUDENTS:

The Head of the Institution is the competent person to undertake and carry out internal supervision in his/her school effectively. Under his/her leadership, the teachers are to plan, organize and implement the programmes of both scholastic and co-scholastic areas such as arrangements for class tests, terminal examinations and annual examinations, proper maintenance of attendance register, assessment of co-scholastic activities, declaration of results and filling up of examination forms, periodical review of the activities conducted, etc. The schools shall maintain (i) a register wherein regular records of students' achievement and progress are entered (ii) relevant documents viz., class test papers, papers of the terminal examinations and annual examinations, etc. for a minimum of 2 years. These records/documents must be based upon while filling up the students' data as per the formats given in Annexures V & VI that are to be submitted to the Board at the time fixed by the Board from time to time.

Though emphasis is given in the scheme for internal supervision, importance of external supervision has got certain beneficial effects for the school. To ensure that internal assessments are diligently and uniformly carried out by the schools, inspection/scrutiny of students' performance records is necessary. Thus, the Board reserves the right to scrutinize the registers and documents maintained by the schools as and when it deems fit.

STUDENTS' PERFORMANCE RECORD FOR INTERNAL ASSESSMENT (SINGLE SUBJECT)

CLASS : IX
 SUBJECT : Social Science

Roll No.	Name	CT1	CT2	CT3	CT4	Class Test	First Term	Second Term	Formal Test(A)	Assignments(B)	Attendance(C)	Total Internal Marks (A+B+C)
1	Mawii	18	20	21	20	79	65	76	11.62 ≈ 12	1	2	15
2	Sangi	20	19	20	24	83	90	89	13.4 ≈ 13	2	1	16
3	Liana	22	22	23	24	91	90	89	13.6 ≈ 14	1	2	17
4	Kunga	19	25	21	22	87	79	83	12.8 ≈ 13	2	2	17

Signature of Teacher:

Signature of Head of Institution:

STUDENTS' PERFORMANCE RECORD FOR INTERNAL ASSESSMENT (ALL SUBJECTS)

CLASS: IX

Roll No.	Name	English	Mizo	Mathematics	Science	Social Science	Additional Subject	Work Education	Art Education	Physical & Health Education
1	Mawii	20	17	16	19	15	-	B	B	B
2	Sangi	18	18	20	18	16	-	B	C	A
3	Liana	17	15	18	19	17	-	A	B	B
4	Kunga	18	12	19	20	17	-	C	C	A

Signature of Teacher:

Signature of Head of Institution:

STUDENTS' PERFORMANCE CARD FOR TERMINAL EXAMINATIONS
FIRST/SECOND TERMINAL EXAMINATION

(to be used in schools)

Year:
 Name:
 Name of Father:
 Roll No.:
 Name of School:

Class:
 Date of Birth:
 Name of Mother:
 Board Regn. No.

Subject	Max. Marks	Pass Marks	Marks Obtained	
			First Term	Second Term
English	100	33		
Mizo/Alt. Eng.	100	33		
Mathematics	100	33		
Science	100	33		
Social Science	100	33		
Total				
Additional Subject				
Attendance				
Remarks	First Term:			
	Second Term:			

Result:

Signatures of

Class Teacher

Head of Institution

Parent/Guardian

STUDENT PERFORMANCE CARD FOR ANNUAL/BOARD EXAMINATION

Class :
 Name :
 Name of Mother:
 Roll No :
 Name of School:

Year :
 Date of Birth :
 Name of Father :
 Board Registration No.:

Subject	Theory (Th)				Practical (Pr)		Marks Obtained			
	Formative Assessment (FA)		Summative Assessment (SA)		Full Mark	Pass Mark	Th		Pr	Total
	Full Mark	Pass Mark	Full Mark	Pass Mark			FA	SA		
English	20	07	80	26	xx	xx				
Mizo	20	07	80	26	xx	xx				
Mathematics	20	07	80	26	xx	xx				
Science	20	07	70	23	10	03				
Social Science	20	07	80	26	xx	xx				
Additional Subject(s)										
Graded Subjects										
Work Experience			Art Education			Physical and Health Education				
GRAND TOTAL			Full Marks 500 Pass Marks 165							

RESULT:

Date:

Headmaster/Controller of Examinations

STUDENTS' PERFORMANCE CARD FOR INTERNAL ASSESSMENT (SINGLE SUBJECT)

(To be submitted to the Board)

CLASS : IX/X
 SUBJECT : _____

Roll No.	Name	CT1	CT2	CT3	CT4	Class Test	First Term	Second Term	Formal Test (A)	Assignments(B)	Attendance(C)	Total Internal Marks (A+B+C)

Signature of Teacher:

Signature of Head of Institution:

STUDENTS' PERFORMANCE RECORD FOR INTERNAL ASSESSMENT (ALL SUBJECTS)

(To be submitted to the Board)

CLASS: IX / X

Roll No.	Name	English	Mizo	Mathematics	Science	Social Science	Additional Subject	Work Experience	Art Education	Health & Physical Education

Signature of Teacher:

Signature of Head of Institution: