

INTEGRATED EVALUATION  
SCHEME

For

HIGHER SECONDARY STAGE



MIZORAM BOARD OF SCHOOL EDUCATION

AIZAWL - 796012

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Dated Aizawl, the 5<sup>th</sup> December, 2016

No. MBSE/Acad(S) 2/2015-2016/69 : It is hereby notified for the information of all concerned that the Integrated Evaluation Scheme for Classes XI & XII shall be introduced by the Mizoram Board of School Education from the academic session of 2017 - 2018 onwards. The detailed marking scheme will be as under -

Sl. No.	Subjects	Maximum marks in Theory	Maximum marks in Practical	Internal Assessment	Total Marks
1.	Subjects with practicals	70	10	20	100
2.	Subjects without practicals	80	-	20	100

This issues in pursuance of the Resolution No. SC:74:2016:02 of the Syllabus Committee of the Board held on 16.11.2016.

Sd/-  
F. LIANHMINGTHANGA  
*Secretary*

Memo No.MBSE/Acad (S)2/2015-2016/69: Dated Aizawl, the 5<sup>th</sup> December, 2016

Copy to:-

1. The Secretary to the Government of Mizoram, School Education Department and Controlling Authority of the MBSE.
2. The Director, School Education Department, Government of Mizoram, Aizawl.
3. All District Education Officers, Mizoram.
4. All Principals of affiliated Higher 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 FOR HIGHER SECONDARY STAGE***

## **1. INTRODUCTION:**

Since the attainment of freedom, efforts have been made by the leaders of our country towards reformation of the educational system. From time to time commissions have been appointed to probe into the defects and suggest means for improvement. Several of these commissions on education like the Kothari Commission and Mudaliar Commission, to name a few, have stressed the need for the introduction of Continuous and Comprehensive Evaluation (CCE) in school education. This aspect was strongly taken up by the government through the National Policy on Education, 1986 which states that "Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation spread over the total span of instructional time" is essential. Inspired by the recommendation of NPE 1986 (Programme of Action, 1992), Council of Boards of School Education in India (COBSE) has been pursuing the introduction of CCE by its member boards as an important reform in the field of school education. As part of its sincere efforts in this direction, COBSE organized a conference on 25-27 November 1994 at Chandigarh with the theme "Adoption of CCE by member Boards". This was followed by several meetings and discussions wherein documents available on CCE and the various related issues were considered. Realizing the importance of CCE, COBSE suggested that its member boards adopt an evaluation scheme that assesses not only the scholastic and co-scholastic areas but also have provisions for internal assessment that can assess the students continuously throughout the year. It further suggested a mark distribution of 80:20 to external and internal assessment. Adopting this pattern, 13 out of 24 Boards/Councils introduced the system at the secondary stage and 7 out of these 13 Boards/Councils at the higher secondary stage as well. It is in this backdrop that the Mizoram Board of School Education (MBSE) decided to introduce the *Integrated Evaluation Scheme* at the higher secondary stage from the 2017-18 academic sessions.

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 achievement 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 continuous evaluation an integral component of it.
- (ii) To lay emphasis on thought process and de-emphasize memorization.
- (iii) To entrust internal evaluation to the teachers concerned so as to make them accountable and responsible for their pupils' learning.
- (iv) To broaden the scope of evaluation and thereby to utilize it for diagnosis and remedial teaching.
- (v) To reduce examination related stress.
- (vi) To promote holistic development of the students by giving due importance to both scholastic and co-scholastic areas.

## 3. THE SCHEME:

There will be external assessment as well as internal assessment. Internal assessment will carry 20% of the total marks in all subject (including subjects with practical papers). In subject with practical paper, practical paper will carry 10% of the total marks. The detailed marking scheme will therefore be as follows:

LANGUAGES	External	Internal	Practical
1. English	80	20	
2. Hindi	80	20	
3. Bengali	80	20	
4. Mizo	80	20	
5. Manipuri	80	20	
6. Nepali	80	20	
7. Assamese	80	20	
8. Khasi	80	20	
9. Garo	80	20	
10. Tynyidie	80	20	



## ARTS STREAM

1. Political Science	80	20	
2. History	80	20	
3. Sociology	80	20	
4. Education	80	20	
5. Economics	80	20	
6. Public Administration	80	20	
7. Psychology	70	20	10
8. Geography	70	20	10
9. Home Science	70	20	10
10. Computer Science	70	20	10

## SCIENCE STREAM

1. Physics	70	20	10
2. Chemistry	70	20	10
3. Biology	70	20	10
4. Mathematics	80	20	
5. Geology	70	20	10

## COMMERCE STREAM

1. Business Studies	80	20	
2. Accountancy	80	20	
3. Business Mathematics	80	20	

## 4. ASSESSMENT:

External assessment will be carried out by the Board in the above prescribed mark weightage. Internal assessment shall be carried out by the schools. In this scheme, assessment shall be done in the following areas:

### A. *Scholastic Areas*

- (i) Two sets of Internal Test/Examination
- (ii) Assignment/ Practical/Project work/Field visit
- (iii) Annual/ Board Examination

### B. *Co-scholastic Areas*

- (i) Attendance
- (ii) General Studies (to be graded)
- (iii) Work Experience (to be graded)
- (iv) Physical and Health Education (to be graded)

Internal mark is split into three areas namely- Internal Examination, Attendance and Assignment/ Project/ Field Visit/ Practical. Internal Examination and Attendance will carry 25% of the internal marks respectively, i.e., 5 marks each. Assignment/Project/Field work (Practical in subjects with Practical papers) will carry 50 % of the internal marks i.e., 10 marks each.

#### *4.1.1 Internal Examination(IE):*

For the purpose of conducting examinations, the whole school session is to be divided into three terms. Internal examinations (with 100 as full marks in all subjects) will have to be conducted by the schools at the end of the first and second terms respectively while the Final/Board Examination will be held at the end of the last term. The syllabus of each subject should be divided in such a manner so as to ensure timely completion and equitable distribution in each term. Broad guideline for each term is given as under:

<i>Name of the Term</i>	<i>Tentative Duration</i>
First Term	April - July
Second Term	August - November
Third term	December - March

Question designs and blue prints to be used for setting questions of term-end examinations must be prepared by all schools in all the subjects. It is to be noted that arrangement/proper plan should be made by the teacher in-charge to make sure that each student appears in both the term-end examinations. In case a student is absent due to sickness or unavoidable circumstances, it is advised that arrangement should be made for him/her at a later convenient date. In such cases, a different set of questions using the same question design and blue print is to be framed.

In addition to the term-end examinations several class tests may be conducted by the schools at their own convenience. This will inculcate regular study habits in the students and it will also help them to be aware of their weakness at each step of learning so as to correct or remove their shortcoming by themselves as well as with the help of the teachers. However, marks of class tests will not be considered for internal marks as they are only meant to serve as a tool for formative assessment. The marks obtained by the students in the term-end examinations only will be taken into account for calculating their internal examination marks. This is to be done by taking the higher of the two



scores with the condition that the student must have had appeared in both the term-end examinations.

For example, if a student in a particular subject scored 91 and 85 marks in first and second internal examination. The marks obtained by the student at the first internal Examination (91) will be taken. The final score in the Internal Examination will therefore be,

$$\frac{\text{The higher score in internal examination}}{\text{Full mark in the internal examination}} \times 5$$

$$\text{i.e. } \frac{91}{100} \times 5 = 4.55$$

#### 4.1.2 Assignment/Project/Practical (AP):

Besides regular homework/class-work, students should be given one assignment/project work at each of the first and second terms in all the subjects. Assignments and project works are to help and prepare the students for further studies and also to inculcate research interest in the students. This should be different from the regular homework and class-work in a manner that requires the student to put a special/extra effort so as to infuse activity-based learning and research interest in the minds of the pupils. The nature of assignments and project works may vary depending on the nature of the subject. For example, writing a review of literature/poem (short story, article), composition of poems/articles, etc may be appropriate for language subjects.

Projects which are relevant to the course of studies can be given in arts/humanities subjects. Such projects may include studies on India's relation with other countries, recent trends in social movement and their consequences, election procedure and system of different countries, assessing various practices of irrigation in villages, practices regarding burial method in different locality or regions, role of NGOs in the Mizo society, social institutions and their impact on various fields, comparison of policies and manifesto of regional parties, impact of various revolts including Mizo Revolt 1966, socio-cultural changes in the Mizo society or any ethnic groups of Mizoram, observation and report writing on the growth and development of a child, identification of counseling centres and their roles, observation and analysis of people's habits/values, studies regarding religious secularism in Mizoram, administrative role and functions of Autonomous District Councils in Mizoram, and so on and so forth.

In economics and commerce subjects, topics may include comparative studies and analysis of secondary data, identifying the available forms of business and their marketing management, identification of accounting system and preparation of their final accounts, etc.

Field visits can also be included in arts/commerce streams wherein students will be asked to prepare reports of the field visits.

For Mathematics and Business Mathematics, problem solving, practical application of Mathematics in everyday life, studies on the meaning and relevance of various mathematical symbols like  $e$ ,  $\pi$ , etc. may be relevant.

These are just indicative of the many assignments or projects that can be given. The teachers are to identify relevant topics for their subject to promote active learning and activity/project based learning. Different assignments/projects must be given to different students or group of students. It must be kept in mind that the topic of the assignment is within the syllabus or helps in learning and smooth transaction of the curriculum/syllabus.

The Higher Secondary Curriculum published by this Board also lists out some suggested activities and project works in different subjects. These can be efficiently utilized for carrying out the evaluation process. Many discussions, debates and seminar topics as suggested in the curriculum can also be incorporated in the relevant subjects. However, the students shall write a report based on the discussion/debate or seminar held.

In subjects having practical paper, practical works are to be carried out throughout the whole session. Students are to perform at least one-third of the number of practicals/experiments listed in the curriculum in each term. They must maintain their practical records and submit it to the concerned teacher and it must be checked regularly. The mark obtained by the student will be calculated from the average of the scores in all practicals held throughout the session.

## 5. CALCULATION OF MARKS :

### 5.1 Scholastic areas :

#### 5.1.1 Assignment/project/Practical:

The broad guideline for the marking scheme for each assignment/ project/practical is given as under:

<b>(1) Assignment</b>	<b>10 marks</b>
(i) Introduction	2 mark
(ii) Main Body/ Observation	4 marks
(iii) Conclusion	2 mark
(iv) Regularity and Punctuality	2 mark
or	
<b>(2) Project / Field Report</b>	<b>10 marks</b>
(i) Statement of the purpose	2 mark
(ii) Methodology / Technique	2 marks
(iii) Conclusion	2 mark
(iv) Regularity and Punctuality	2 mark
Or	



<b>(3) Practical</b>	<b>10 marks</b>
(i) Performance in the Laboratory	4 mark
(ii) Maintenance of Practical Record	6 marks
(a) Neatness	1 mark
(b) Orderliness in recording	2 marks
(c) Regularity and Punctuality	3 mark

Note : The average of the scores of the student will be taken into account for calculating the marks for assignment.

### 5.1.2 Attendance :

Attendance is given due importance as this will instill the importance of health and healthy habits, regularity, etc. which are important aspect of co-scholastic area. Marks obtained from the attendance shall be calculated as follows:

96% to 100% attendance -	5 marks
91% to 95% attendance -	4 marks
86% to 90 % attendance -	3 Marks
81% to 85 % attendance -	2 Marks
75% to 80 % attendance -	1 Mark
Below 75% attendance -	0 Mark

*\*\* Attendance marks will be assessed from the beginning of the academic session (April) till the last working day of January.*

### 5.2 Co-scholastic areas:

Assessment in General Studies, Work Experience, 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. These records are subject to scrutiny by the Board when it deems fit.

#### (5.2.1) Work Experience:

Student is or exhibits:

- (i) A collaborative approach to the process of learning
- (ii) Innovative in ideas
- (iii) Plans and adheres 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 :

<u>Indicators</u>	<u>Grade</u>
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

(5.2.2) *General Studies:*

The evaluation scheme as specified in the booklet of General Studies for Higher Secondary Schools published by the MBSE is to be used for assessment.

Grades will be awarded as follows :

<u>Score</u>	<u>Grade</u>
81% and above	A
61% to 80% of the total marks	B
41% to 60% of the total marks	C
21% to 40% of the total marks	D
20% and below	E

(5.2.3) *Physical and Health Education:*

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

Grades will be awarded as follows :

<u>Score</u>	<u>Grade</u>
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



### 5.3 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.

## 6. REMEDIAL TEACHING:

Class test must be administered frequently in each subject. This shall be used for continuous evaluation and corrective measurement. The students themselves can also identify their weaknesses through regular class test so as to improve their performance each time. 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 each internal examination and after every class test. For effective remedial teaching, the teacher should analyze 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.

## 7. RECORD KEEPING AND MAINTENANCE:

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 preparation of question designs & blue prints, arrangements for class tests, internal 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., papers of the internal examinations and annual examinations, assignments, project works, practical record books, 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 I & II 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 CARD FOR INTERNAL ASSESSMENT (SINGLE SUBJECT)

(To be submitted to the Board)

Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Name of school: \_\_\_\_\_

Roll No	Name	IE 1	IE 2	IE (a)	Assignment/Project/Practical (b)	Attendance (c)	Total (a + b + c)
1	Lalsaii	80	91	4.55	8	4	16.55 = 17
2	Sawivuli	82	71	4.10	6.4	5	15.50 = 16

Signature of Class Teacher

Signature of the Principal

## STUDENTS' PERFORMANCE CARD FOR INTERNAL ASSESSMENT (ALL SUBJECTS)

(To be submitted to the Board)

Class: \_\_\_\_\_

Name of School: \_\_\_\_\_

Roll No	Name	1 <sup>st</sup> Lang	2 <sup>nd</sup> Lang/ EL	EL.1	EL.2	EL.3	Addl. Subj	Gen Studies	W.E	H & PHY
1	Lalrinawma	18	17	20	18	16		A	B	B

Signature of Class Teacher

Signature of the Principal