



CHETANA
International Journal of Education (CIJE)

Peer Reviewed/Refereed Journal
ISSN : 2455-8279 (E)/2231-3613 (P)

Impact Factor
SJIF 2026-8.584



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

Comparative Analysis of the Difficulty Level of the Question Paper of English subject at Secondary Level in CBSE & RBSE Boards

Seema Sharma

B.Ed.M.Ed Student

Dr. Ekta Pareek

Principal

Biyani Girls B.Ed College, Jaipur

E-mail: seemasharma.faculty.english@gmail.com

First draft received: 18.04.2026, Reviewed: 22.04.2026

Final proof received: 15.05.2026, Accepted: 23.06.2026

Abstract

"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela

"Education is not the filling of a pail, but the lighting of a fire." -- Swami Vivekanand

Keywords: CBSE, RBSE, Secondary, Curriculum, NCERT, Parakh, Bloom's Taxonomys.

Introduction

Stufflebeam (1973) - "Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives."

A country's position and stature in the world is determined by the level of education of its people, especially the children, as they will shape its future. An educational evaluation comprises standardized tests that evaluate a child's academic aptitude in several subjects. The assessment shows whether a child is lagging behind in all the subjects or in a particular subject. The purpose of educational evaluation is diagnostic or remedial.

The study adopted a survey-based research design. A self-designed questionnaire was developed, which had a total of 25 questions, covering 5 questions each in Reading, Writing and Grammar Sections, and 10 questions in Literature Section. The questionnaire was administered to 200 Post Graduate Teachers (PGTs) of English subject (Tx =1 to 200, where Tx is the Teacher No.), selected through purposive sampling. All the PGTs were provided the above mentioned Questionnaire, and 100 PGTs were provided one set of class 10th English subject Question Paper of each board of the year 2024 (varying sets - A, B, C, D), and 100 PGTs were provided one set of class 10th English subject Question Paper of each board of the year 2025 (varying sets - A, B, C, D). Then the Teachers were instructed to go through the question papers of both the boards, and rate each

question in the questionnaire for both CBSE & RBSE boards on a scale of 1-5, with 1 being Very Easy, 2 Easy, 3 Average, 4 Difficult, and 5 Very Difficult.

The Data was collected and it was stored and calculated using MS-Excel Worksheets in the following manner -

T x / R	READING (weightage: 100%)						GRAMMAR (weightage: 50%)						WRITING (weightage: 50%)						LITERATURE (weightage: 100%)										OVER- ALL		
	1	2	3	4	5	T R (R)	1	2	3	4	5	T R (G)	1	2	3	4	5	T W (W)	1	2	3	4	5	6	7	8	9	10	T L (L)	T O T A L (T)	C - R (T)
3	C	5	5	5	5	4	2	4	5	4	5	4	2	2	2	2	2	3	5	4	4	4	5	5	5	5	5	4	7	93	2
	R	3	2	3	2	4	1	4	3	3	3	2	3	1	4	6	4	3	4	4	4	4	3	3	2	5	3	6	1	65	8
3 7	C	5	5	5	5	4	2	4	4	4	5	4	2	1	6	3	5	5	4	2	2	3	5	5	5	5	5	4	7	92	5
	R	3	2	3	2	4	1	4	3	3	3	3	1	5	6	3	4	3	2	4	1	6	4	5	5	4	4	3	2	5	67

This is the sample of the actual database, so here the data of only 2 teachers {Tx (Teacher No.)=3 & Tx=37} are shown as an example, but the actual database is of 200 teachers, whose data is shown on the Line Graphs in the section of 'RESULT' later in this paper.

The data is entered in a table where the first column is of Teacher No. (Tx). Then second column is of CBSE/RBSE (C/R), Each teacher (Tx = 1 to 200) is allotted 2 rows, one for the scores of CBSE & the next for the scores of RBSE.

Reading section is covered from third to ninth column of the table, where the scores of the teachers are entered under the Question numbers 1-5. Then their Total is taken in the column 'TR' (Total of Reading Section), which is in 2 columns for each teacher, one having Total of Reading section for CBSE (Tx_TR_C), and the other column hving the Total of Reading Section for RBSE (Tx_TR_R). If $x=1$, Tx_TR_C and Tx_TR_R stand for the Total of Reading section of CBSE and Total of Reading Section of RBSE respectively of teacher No. 1. If $x=2$, Tx_TR_C and Tx_TR_R stand for the Total of Reading section of CBSE and Total of Reading Section of RBSE respectively of teacher No.2, and likewise upto $x=200$. Then for each teacher, the difference between the total score of Reading section of CBSE & RBSE is calculated, which is depicted through Tx_C-R(R). If $x=1$, Tx_C-R(R) means the difference between the Total of Reading Section of CBSE & RBSE of Teacher No.1, and so on upto $x=200$. This Tx_C-R(R) of each teacher is shown on the Line Graph. And finally the Average of the column of Tx_C-R(R) is calculated, where $x=1$ to 200.

Grammar section is covered from tenth to sixteenth column of the table, where the scores of the teachers are entered under the Question numbers 1-5. Then their Total is taken in the column 'TG' (Total of Grammar Section), which is in 2 columns for each teacher, one having Total of Grammar section for CBSE (Tx_TG_C), and the other column hving the Total of Grammar Section for RBSE (Tx_TG_R). If $x=1$, Tx_TG_C and Tx_TG_R stand for the Total of Grammar section of CBSE and Total of Grammar Section of RBSE respectively of teacher No. 1. If $x=2$, Tx_TG_C and Tx_TG_R stand for the Total of Grammar section of CBSE and Total of Grammar Section of RBSE respectively of teacher No.2, and likewise upto $x=200$. Then for each teacher, the difference between the total score of Grammar section of CBSE & RBSE is calculated, which is depicted through Tx_C-R(G). If $x=1$, Tx_C-R(G) means the difference between the Total of Grammar Section of CBSE & RBSE of Teacher No.1, and so on upto $x=200$. This Tx_C-R(G) of each teacher is shown on the Line Graph. And finally the Average of the column of Tx_C-R(G) is calculated, where $x=1$ to 200.

Writing section is covered from seventeenth to twenty-third column of the table, where the scores of the teachers are entered under the Question numbers 1-5. Then their Total is taken in the column 'TW' (Total of Writing Section), which is in 2 columns for each teacher, one having Total of Writing section for CBSE (Tx_TW_C), and the other column hving the Total of Writing Section for RBSE (Tx_TW_R). If $x=1$, Tx_TW_C and Tx_TW_R stand for the Total of Writing section of CBSE and Total of Writing Section of RBSE respectively of teacher No. 1. If $x=2$, Tx_TW_C and Tx_TW_R stand for the Total of Writing

section of CBSE and Total of Writing Section of RBSE respectively of teacher No.2, and likewise upto $x=200$. Then for each teacher, the difference between the total score of Writing section of CBSE & RBSE is calculated, which is depicted through Tx_C-R(W). If $x=1$, Tx_C-R(W) means the difference between the Total of Writing Section of CBSE & RBSE of Teacher No.1, and so on upto $x=200$. This Tx_C-R(W) of each teacher is shown on the Line Graph. And finally the Average of the column of Tx_C-R(W) is calculated, where $x=1$ to 200.

Literature section is covered from 24th to 35th column of the table, where the scores of the teachers are entered under the Question numbers 1-10. Then their Total is taken in the column 'TL' (Total of Literature Section), which is in 2 columns for each teacher, one having Total of Literature section for CBSE (Tx_TL_C), and the other column hving the Total of Literature Section for RBSE (Tx_TL_R). If $x=1$, Tx_TL_C and Tx_TL_R stand for the Total of Literature section of CBSE and the Total of Literature Section of RBSE respectively of teacher No.1. If $x=2$, Tx_TL_C and Tx_TL_R stand for the Total of Literature section of CBSE and Total of Literature Section of RBSE respectively of teacher No.2, and likewise upto $x=200$. Then for each teacher, the difference between the total score of Literature section of CBSE & RBSE is calculated, which is depicted through Tx_C-R(L). If $x=1$, Tx_C-R(L) means the difference between the Total of Literature Section of CBSE & RBSE of Teacher No.1, and so on upto $x=200$. This Tx_C-R(L) of each teacher is shown on the Line Graph. And finally the Average of the column of Tx_C-R(L) is calculated, where $x=1$ to 200.

Then lastly the last two columns of the table carry the scores of the Over-all paper.

In the second last column, there are alternate rows of Tx_TOTAL_C & Tx_TOTAL_R. (Tx_TOTAL_C) stands for the Total Score of all the sections of CBSE question paper and Tx_TOTAL_R stands for the Total Score of all the sections of RBSE question paper, where $x = 1$ to 200. If $x=1$, Tx_TOTAL_C and Tx_TOTAL_R stand for the Total Score of all the sections of CBSE and the Total Score of all the sections of RBSE respectively of teacher No. 1. If $x=2$, Tx_TOTAL_C and Tx_TOTAL_R stand for the Total Score of all the sections of CBSE and the Total Score of all the sections of RBSE respectively of teacher No.2, and likewise upto $x=200$.

Now, as the ratio of the Weightage of Marks of a Section in the Question Paper to the No. of Questions of that Section in the Questionnaire is double in Writing and Grammar sections as compared to Reading and Literature Sections, the weightage of the scores of Writing Section & Grammar Section given by the teachers is kept 50%, whereas the weightage of the scores of Reading Section & Literature Section given by the

teachers is kept 100%, while calculating the Total Scores. Therefore, the Formula used to calculate the Total (Tx_TOTAL_C) = (Tx_TR_C)+{(Tx_TW_C)/2}+{(Tx_TG_C)/2}+(Tx_TL_C)

and the formula to calculate the Total Tx_TOTAL_R is as :-

$$\left(\frac{\text{Tx_TOTAL_R}}{(\text{Tx_TR_R})+\{(\text{Tx_TW_R})/2\}+\{(\text{Tx_TG_R})/2\}+(\text{Tx_TL_R})} \right) =$$

Then in the last column, for each teacher, the difference between the total score of over-all paper of CBSE & the total score of over-all paper of RBSE is calculated, which is depicted through Tx_C-R(T). If x=1, Tx_C-R(T) means the difference between the total score of over-all paper of CBSE & the total score of over-all paper of RBSE of Teacher No.1, and so on upto x=200.

This Tx_C-R(T) of each teacher is shown on the Line Graph. And finally the Average of the column of Tx_C-R(T) is calculated, where x=1 to 200.

Rationale of the Study

The similarity in the level of difficulty across different boards (national & state boards) is an ideal and desirable condition, as the students choose their streams and career path from Class 11th. Therefore Secondary Examination results are expected to bring about equal career opportunities for higher education and a fair competition among the aspirants across states and a uniformity throughout the country.

Importance of the Study

As this study aims to find out the comparison of difficulty level of Class 10th English subject Question Papers of CBSE & RBSE Boards whether they are same in their difficulty level or any one is harder than the other one, it can be of educational significance. The findings may provide some insights which may be helpful in making further suggestions & recommendations to the educators, curriculum developers, and policy makers etc.

Review of Related Literature

Deepa (2024) A comparative study of examination system of CBSE and UP Boards in relation to the achievements of the students appearing in 10th class examination in Ghaziabad districts in last two years. Objectives of the study:- 1. To study examination system of CBSE Board. 2. To study examination system of U.P Board. 3. To find difference between the examination system of C.B.S.E and U.P Board. 4. To compare academic achievement of male students studying in CBSE and U.P board for two academic years. 5. To compare academic achievement of female students studying in CBSE and U.P board for two academic years. 6. To compare academic achievement of male students of CBSE and female students

studying in U.P board for two academic years. 7. To compare academic achievement of female students of CBSE and male students of U.P board for two academic years. 8. To compare academic achievement of CBSE students and U.P board students for two academic years.

Findings :- Male students studying in C.B.S.E. Board and U.P. board differ significantly in student's performance academically, in all the subjects. Male C.B.S.E. Board students have shown better academic achievement in overall results so we can conclude that male students of C.B.S.E. board are performing better than male U.P. board students. Achievement of female CBSE. students academically was found better than the male C.B.S.E. and male U.P. board students, similarly, female U.P board students are performing better than male U.P board students and better than male CBSE. students in a few subjects. Here we can understand that the U.P. board's female students are also performing better than male students. This shows that female students are performing well in both boards. The reason is the different programs started by the government for the education of girl child and awareness among the parents about the education of girls. It is also observed that the achievement of Female students in the U.P. board is better than female and male C.B.S.E. students in a few subjects, especially in mathematics because female students studying in the U.P. board are allowed to choose subjects from the given options Ex-Home science/Mathematics. Schools are also taking an internal test before giving mathematics to the students, so only eligible students will get the subject and excel in it. In the C.B.S.E. board, no such provision is there where the student can choose the subject of their choice, so they need to work hard for all the subjects whether they like it or not and this also reflects in their performance.

If we compare the academic achievement of the students of both the boards for the overall result, CBSE school students were found better. It is not very difficult to trace out the reason for this. The parents of CBSE board students possess higher level of education, and have higher Socio-Economic status, and they are more concerned with the school performance of their ward.

Most of the C.B.S.E. board schools are following CCE (Comprehensive and continuous evaluation), but schools working under the U.P. board have not adopted CCE in its proper format, from here we can say that the examination system of the C.B.S.E. board is better than the U.P. board. In the C.B.S.E. board, proper rubrics for internal marks are mentioned.

In the U.P. board students need to study six subjects instead of 5 subjects in the CBSE board, so there is extra pressure on the students and they have to devote extra time to one extra subject.

The learning environment influences the student's academic achievement, and it is observed that CBSE schools are providing a better learning environment, this is also reflected in their student's performance. Although few U.P. board schools are also working hard for better performance of their students and providing appreciable learning environments to them.

The medium in which instruction is given and the locality of the school is also an influential factor for the growth and development of a child.

Papri Gharami¹, Dr. Kaustuv Bhattacharyya² (2023) Curricular Contents and Scope of Language Development in Secondary Level English under Different Boards. Objectives : 1). To compare between the curricular contents of the secondary level English Textbooks of CBSE and WBBSE. 2) To compare between the scopes of language development through different parts of the curricula in English Textbooks of CBSE and WBBSE.

Findings :- 1) In CBSE English textbooks: a. Variation of themes is good enough; b. the themes of the lessons of the poetry and prose are relevant to the age of the students; c. most of the lessons are interesting with different variations within the same textbook; d. the text contains different types of prose such as novel, short stories, stories, drama, fiction and biography; and e. the interest levels of the lessons have been increased by questionnaires. 2) In WBBSE English textbooks: a. variations of themes are not good enough; b. the themes of the lessons of the poetry and the prose are relevant to the age of the students; c. maximum lessons are interesting in the way of presentation and their themes are also interesting enough; d. the variation in the types of the prosas are not wide enough - there are only stories and fictions; and e. reflections of different type of values are not enough to encourage the Secondary Level students to inculcate them.

Dr. Meenakshi Sharma Yadav (2019)-

International Journal of English Language, Literature in Humanities - "Role and Problems of Senior Secondary Education in Rajasthan: In Special Reference of English Teaching".

Objectives :- To analyze the situation of English language teaching at the senior secondary level of Hindi medium students in Rajasthan.

Findings :- The results show an alarming emerging situation in Rajasthan. State government schools continue to register negative growth in learning level (reading and comprehension) in this subject from 2006. The Annual Status of Education Report, 2014 tabled in New Delhi by Pratham, an NGO, says that the share of class V government school students who can read class II text, which was 59% in 2006, has reduced to 39% in 2014. 46.7% of class V students cannot read class II text and 19.5% of class VIII students failed to read class II text. The

situation is absolutely worst in the succeeding classes. The data that have been presented directly questions the quality of education in this state. Due to the territorial vastness of the state, 82% of the total schools here are in rural areas.

Priya Rani (2016) An analysis of the performance of secondary level learners from PSEB and CBSE regarding english language learning skills in Malwa region of Punjab.

Objectives :- 1) To analyze the performance of learners from schools affiliated to two boards PSEB and CBSE at secondary level with regard to four macro skills of English (Listening, Speaking, Reading and Writing) in three districts (Sangrur, Barnala, and Mansa) of Malwa region of Punjab. 2) To analyze and compare the curricula of English as prescribed by the two boards for their secondary level studies. 3) To compare the criteria of evaluation adopted by these two boards in order to ascertain whether these factors, in anyway, affect the performance of the learners.

Findings :- The performance in the four skills of English language, i.e. Listening, Speaking, Reading & Writing of majority of learners from schools affiliated to PSEB & CBSE is summarized as below:

Regarding Listening & Speaking Skills, PSEB students have performed 'Below Average' in all the three districts, CBSE 'Above Average' in Sangrur, "Average' in Mansa district in both the above mentioned skills, but in Barnala, 'Average' in Listening and 'Above Average' in Speaking skill. In Reading skill, PSEB students have performed 'Inadequate' in all three districts, whereas CBSE 'Above Average' in Sangrur & Barnala districts and 'Average' in Mansa district. In Writing skill, PSEB 'Average' in Sangrur & Barnala districts and 'Below Average' in Mansa district, whereas CBSE 'Above Average' in Sangrur, and 'Average' in Barnala & Mansa districts.

5. Kumari, Amrita (2016) Diagnosis of errors of english language skills and development of some effective modules for secondary school students of CBSE and UP board. Objectives:- 1. To prepare a diagnostic test of English Language Skills for secondary school students of C.B.S.E. and U.P. Board in reading, writing and grammar. 2. To find out the significance of the mean differences of English Language Skills of secondary school students of: (a) C.B.S.E. and U.P. Board, (b) Varanasi C.B.S.E and Chandauli C.B.S.E and (c) Varanasi U.P. Board and Chandauli U.P. Board. 3.To find out the errors of English Language Skills of secondary school students of C.B.S.E. in: Reading, Writing, and Grammar. 4. To find out the errors of English Language Skills of secondary school students of U.P. Board in: Reading, Writing, and Grammar. 5. To prepare modules for English Language Skills of secondary school students in: Reading, Writing, and Grammar. 6.To

find out effectiveness of prepared modules on: Reading, Writing, Grammar, and Overall. Findings: (1) Findings related to Objective-1: For preparing the diagnostic test in English language skills, the investigator had consulted the textbook and syllabus for getting the knowledge of instructional behaviour and materials to be tested. For diagnostic test, 87 items were selected, after pre try-out on different dimensions of reading, writing and grammar. After item analysis, 32 items were rejected and selected 55 items (54 MCQs + 1 verbal-visual stimulus writing) were selected for data collection. (2) Findings related to Objective-2: (a) The results show that C.B.S.E. and U.P. Board differs significantly in English language skills. (b) There is no significant mean difference between Varanasi C.B.S.E. and Chandauli C.B.S.E., and Varanasi U.P. Board and Chandauli U.P. Board on the basis of their obtained score. (3) Findings related to Objective-3: English is used as a second language. Most of the errors were done by C.B.S.E. students, in narration (66.67%) of grammar. The students are weak in writing composition (error 52.84%), in comprehending long paragraph of reading skills, especially, when they have to recall the knowledge to comprehend the text and vocabulary (word power). (4) Findings related to Objective-4: The students of U.P. Board did most errors in composition of writing (80.15% error), at knowledge level of long paragraph of reading (67.65% error) and in vocabulary (70.04%), in tense, narration, modals and preposition of grammar. The results showed that U.P. Board secondary students were showing more errors in English language skills than C.B.S.E. Secondary students. (5) Findings related to Objective-5: The investigator prepared lesson plan based on models of teaching in English language. The investigator decided to prepare modules by analysing the content, to suit the needs of the children. The topic was analysed, in terms of behavioural objectives or behavioural output expected. While class room teaching, in order to test the pre-requisite skills of the student, a set of questions of entering behaviour was prepared. The teaching-learning material was then divided into frames. Each frame was a small segment of content that called for particular student responses. The students were asked to make the response in every frame. Prompts were provided on the programme frame to guide the student for making correct responses. (6) Findings related to Objective-6: The results showed that the module is effective in differentiating the controlled and experimental group, on the basis of the mean gain of both of the group. It can be concluded that the traditional method is effective for English language teaching but teaching through modules is more effective as the mean gain of experimental group is higher than that of the controlled group.

Research Gap

On the basis of the above related literature reviews, it is observed that there is difference in CBSE (national educational board) & Punjab {Priya Rani (2016)}, U.P. {Deepa (2024)}, {Kumari Amrita (2016)}, West Bengal {Dr. Kaustuv Bhattacharyya (2023)} state educational boards. Also the situation of English language is found alarming in the state of Rajasthan {Dr. Meenakshi Sharma Yadav (2019)}. The researcher having gone through these researches of other scholars, decided to make a comparison between class 10th English subject question papers of CBSE (Central Board of Secondary Education) & RBSE (Rajasthan Board of Secondary Education) boards.

Problem Statement

Comparison of difficulty level of class 10th English subject question papers (over-all and section wise) of CBSE & RBSE boards.

Research Questions

Is there any difference in the over-all difficulty level of class 10th CBSE & RBSE Board Question Papers of English subject?

Is there any difference in the section-wise difficulty level of class 10th CBSE & RBSE Board Question Papers of English subject?

To what level in the hierarchy do the CBSE & RBSE Board Question Papers of class 10th English subject meet the objectives of Bloom's Taxonomy with regard to its Cognitive, Affective & psychomotor Domains.

Objectives of the Research

To evaluate the difference in the over-all difficulty level of class 10th CBSE & RBSE Board Question Papers of English subject.

To evaluate the Section-wise difference in the difficulty level of class 10th CBSE & RBSE Board Question Papers of English subject.

To assess the level in the hierarchy of objectives of Bloom's Taxonomy with regard to its Cognitive, Affective & Psychomotor Domain that class 10th CBSE & RBSE Board Question Papers of English subject meet.

Research Methodology

Method

In the present study, the researcher has used the Survey Method.

Population

All PGTs (Post Graduate Teachers) of English subject of all Govt. & Private Schools of Kota District, Rajasthan.

Sample

In this study, 200 PGTs (Post Graduate Teachers) of English subject from Govt. & private Schools of Kota, Rajasthan have been taken.

Research Tool

In the present study, the researcher has used Self developed Questionnaire.

(i) Validity of the Tool

The questionnaire was reviewed and validated by five subject experts in Education, who assessed the items on relevance, clarity and validity. Their feedback led to several improvements in the tool.

(ii) Reliability of the Tool

The Reliability of the questionnaire was established through the Test-Retest Method ($r=0.90$), which confirms that the tool is consistent and dependable.

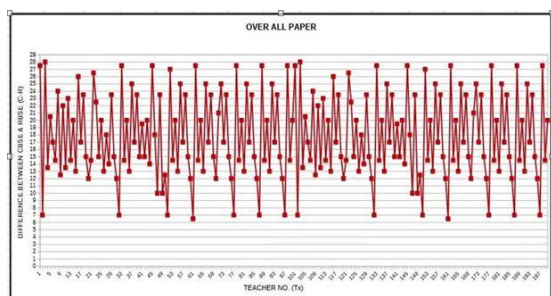
(5) Statistics

In this study, first of all, difference between CBSE & RBSE of each teacher's rating is calculated (over-all & section wise). Then their Mean (average) is calculated. Then the results are represented graphically on Line Graphs for better understanding & more readability.

Result (Data Analysis & Interpretation)

The Over all paper results & Section -wise results of all the Teachers (Difference between their scores of CBSE & RBSE) are graphically represented through Line Graphs. Their Average is also shown. Thus, results are analysed and interpreted to determine the relative difference (if any) in the difficulty level of class 10th CBSE & RBSE English subject Question Papers at two levels, viz. Section-wise and Over-all.

Over-all Paper Findings :-



X-axis --> Tx (Teacher No.)

Y-axis --> $Tx_C-R(T)$

AVERAGE: 17.7

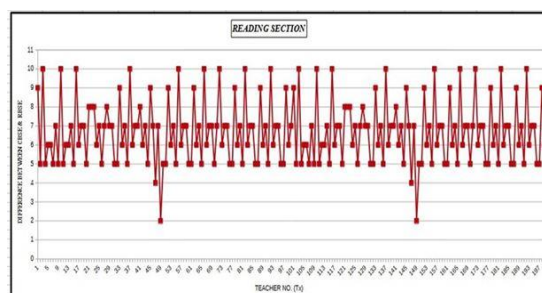
The difference between the Total Scores of the over-all class 10th English subject CBSE & RBSE question papers [C-R(T)] of all the 200 PGTs i.e. $Tx_C-R(T)$, where Tx ranges from 1 to 200, is shown on the Line Graph above.

The formula is $CBSE-RBSE$, so if the Average of the difference between the Total Scores of the

over-all class 10th English subject CBSE & RBSE question papers [C-R(T)] of all the 200 PGTs is 0, it means both the question papers are same in the difficulty level. If the average is in negative, it means RBSE question paper is harder than the CBSE question paper. And if the average is in Positive, it means CBSE is harder than the RBSE question paper.

The data ranges from 7 to 28 (min -> 7, max -> 28). The Average difference among the scores of all the teachers is 17.7, which means that over-all difficulty level of CBSE Class 10th English subject Question Paper is quite higher than the RBSE Class 10th English subject Question Paper, as 17.7 is quite higher than 0.

Reading Section Findings -



X-axis --> Tx (Teacher No.)

Y-axis --> $Tx_C-R(R)$

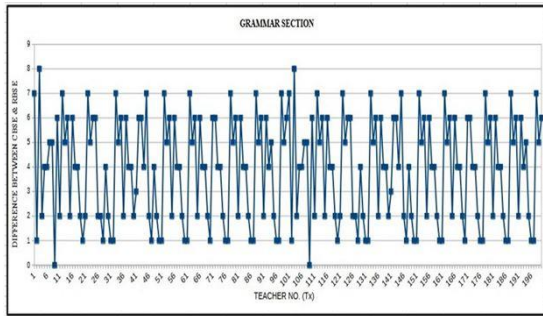
AVERAGE : 6.67

The difference between the Total Scores of the READING Section of class 10th English subject CBSE & RBSE question papers [C-R(R)] of all the 200 PGTs, i.e. $Tx_C-R(R)$, where Tx, ranges from 1 to 200, is shown on the Line Graph above.

The formula is $CBSE-RBSE$, so if the average of the difference between the Total Scores of the READING Section of class 10th English subject CBSE & RBSE question papers [C-R(R)] of all the 200 PGTs is 0, it means both the question papers are same in the difficulty level. If the average is in negative, it means RBSE question paper is harder than the CBSE question paper. And if the average is in Positive, it means CBSE is harder than the RBSE question paper.

The data ranges from 2 to 10 (min -> 2, max -> 10). The Average difference among the scores of all the teachers is 6.67, which means that the difficulty level of Reading Section of CBSE Class 10th English subject Question Paper is higher than the RBSE Class 10th English subject Question Paper, as 6.67 is higher than 0.

3) Grammar Section Findings



X-axis --> Tx (Teacher No.)
Y-axis --> Tx_C-R(G)

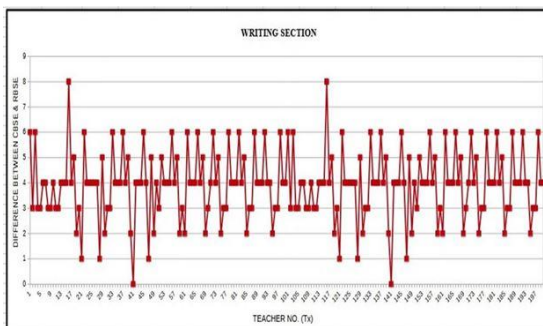
AVERAGE : 3.87

The difference between the Total Scores of the GRAMMAR Section of class 10th English subject CBSE & RBSE question papers [C-R(G)] of all the 200 PGTs, i.e. Tx_C-R(G), where Tx ranges from 1 to 200, is shown on the Line Graph above.

The formula is CBSE-RBSE, so if the average of the difference between the Total Scores of the GRAMMAR Section of class 10th English subject CBSE & RBSE question papers [C-R(G)] of all the 200 PGTs is 0, it means both the question papers are same in the difficulty level. If the average is in negative, it means RBSE question paper is harder than the CBSE question paper. And if the average is in Positive, it means CBSE is harder than the RBSE question paper.

The data ranges from 0 to 8 (min -> 0, max -> 8). The Average difference among the scores of all the teachers is 3.87, which means that the difficulty level of Grammar Section of CBSE Class 10th English subject Question Paper is somewhat higher than the RBSE Class 10th English subject Question Paper, as 3.87 is higher than 0.

4) Writing Section Findings



The difference between the Total Scores of the WRITING Section of class 10th English subject CBSE & RBSE question papers [C-R(W)] of all the 200 PGTs i.e. Tx_C-R(W), where Tx ranges from 1 to 200, is shown on the Line Graph below.

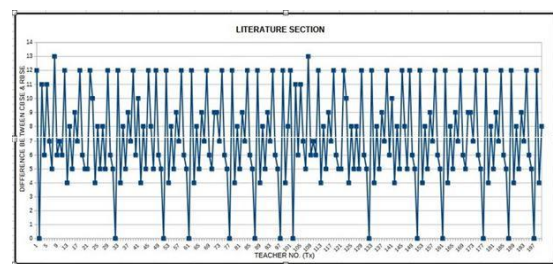
The formula is CBSE-RBSE, so if the average of the difference between the Total Scores of the WRITING Section of class 10th English subject CBSE & RBSE question papers [C-R(W)] of all the

200 PGTs is 0, it means both the question papers are same in the difficulty level. If the average is in negative, it means RBSE question paper is harder than the CBSE question paper. And if the average is in Positive, it means CBSE is harder than the RBSE question paper. The data ranges from 0 to 8 (min -> 0, max -> 8). The Average difference among the scores of all the teachers is 3.91, which means that the difficulty level of Writing Section of CBSE Class 10th English subject Question Paper is somewhat higher than the RBSE Class 10th English subject Question Paper, as 3.91 is higher than 0.

X-axis --> Tx (Teacher No.)
Y-axis --> Tx_C-R(W)

AVERAGE : 3.91

5) Literature Section Findings



The difference between the Total Scores of the LITERATURE Section of class 10th English subject CBSE & RBSE question papers [C-R(L)] of all the 200 PGTs i.e. Tx_C-R(L), where Tx ranges from 1 to 200, is shown on the Line Graph below.

The formula is CBSE-RBSE, so if the average of the difference between the Total Scores of the LITERATURE Section of class 10th English subject CBSE & RBSE question papers [C-R(L)] of all the 200 PGTs is 0, it means both the question papers are same in the difficulty level. If the average is in negative, it means RBSE question paper is harder than the CBSE question paper. And if the average is in Positive, it means CBSE is harder than the RBSE question paper.

The data ranges from 0 to 13 (min -> 0, max -> 13). The Average difference among the scores of all the teachers is 7.14, which means that the difficulty level of Literature Section of CBSE Class 10th English subject Question Paper is higher than the RBSE Class 10th English subject Question Paper, as 7.14 is higher than 0.

X-axis --> Tx (Teacher No.)
Y-axis --> Tx_C-R(L)

AVERAGE : 7.14

Conclusion

The Over-all (all sections) Difficulty Level of Class 10th CBSE English subject Question Paper is higher than the Class 10th RBSE English subject Question Paper.

The Difficulty Level of all the 4 sections, i.e. READING, WRITING, GRAMMAR & LITERATURE Sections of Class 10th CBSE English subject Question Paper is higher than all the 4 sections, i.e. READING, WRITING, GRAMMAR & LITERATURE Sections of the Class 10th RBSE English subject Question Paper, which this difference being more visible in Reading & Literature sections.

CBSE class 10th English subject question papers demand higher-order thinking skills (HOTS) like creative thinking and reading between the lines, as it puts indirect questions, whereas RBSE class 10th English subject question papers demand only lower-order thinking skills (LOTS) like rote memory, recalling, as it throws direct questions like character sketches or direct questions from the Unseen passages.

Educational Implications

The results of the study that the class 10th English subject question paper of CBSE Board is harder than the class 10th English subject question paper of RBSE board (over-all paper & all the sections) can be useful in developing and improving the teaching methodologies, question paper design, and learning outcomes. They can be used to improve educational policy, educational practices, and can help in making some suggestions and recommendations to improve the educational standards and maintain uniformity across different boards, which will ultimately benefit the students for their over all development in the real-world settings.

References

- Amrita Kumari (2016) Diagnosis of errors of english language skills and development of some effective modules for secondary school students of CBSE and UP board <http://hdl.handle.net/10603/276063>
- Bhattacharyya Kaustuv (2023) Curricular Contents and Scope of Language Development in Secondary Level English under Different Boards International Journal of Trend in Scientific Research and Development (IJTSRD) Volume 7 Issue 2, March-April 2023 www.ijtsrd.com e-ISSN: 2456 - 6470 @ IJTSRD | Unique Paper ID - IJTSRD53992 | Volume - 7 | Issue - 2 | March-April 2023
- Deepa (2024) A comparative study of examination system of CBSE and UP Boards in relation to the achievements of the students appearing in 10th class examination in Ghaziabad districts in last two years <http://hdl.handle.net/10603/619056>
- Handbook of Assessment and Evaluation Best Practices in Item Design & Test Development, Central Board of Secondary Education, 1st Edition, September 2021.
- https://cbseacademic.nic.in/web_material/Manuals/Assessment-Evaluation_handbook.pdf
- Rani Priya (2016) An analysis of the performance of secondary level learners from PSEB and CBSE regarding english language learning skills in Malwa region of Punjab <http://hdl.handle.net/10603/240429>
- Stufflebeam Daniel L. (1971) Educational Evaluation & Decision Making.
- Yadav Meenakshi Sharma (2019) Role and Problems of Senior Secondary Education in Rajasthan: In Special Reference of English Teaching <https://ijellh.com> (<https://ijellh.com/OJS/index.php/OJS/article/view/8835>) International Journal of English Language, Literature in Humanities, Vol. 7, Issue 6, June 2019 ISSN: 2321-7065 kkudrmeenakshi@gmail.com m-@kku.edu.sa
- Bloom's Taxonomy Manual <https://ies.ed.gov/ncee/rel/regions/northeast/onlinetraining/ResourcesTools/Bloom's%20Taxonomy.pdf>
- PARAKH Initiative by NCERT <https://parakh.ncert.gov.in/>