

CHAPTER-IV

THE PRESENT

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4.0 JUSTIFICATION FOR THE CHAPTER

As the topic of our investigation is to analyse the existing syllabus/material, it is essential to spell out in detail the tool used to carry on the task. 'The Present Study' includes two basic instruments

- i) analysing the present syllabus(if any)
- ii) analysing the question paper.

We have taken only these two analyses here in this chapter and the two other tools which are constructed by us - namely, 'Questionnaire for teachers and Questionnaire for Students' are discussed under the title 'Field Study.' Here we will examine the demands made by these two [Syllabus and examination paper] and whether the demands are realized through the teaching materials or not.

4.1 INTRODUCTION

In chapter-I, We have identified a problem, stated the scope and limitation of the study as well as the expected outcome and tool used in the study. We have also presented the hypotheses and stated the motivation for this study. This chapter deals with the theoretical assumptions of the present study and analyses the present syllabus of English for PU and the question papers to find out what demands they make on the students in the form of skills. We have listed the skills demanded by these in a tabulated form.

4.2 THERORETICAL ASSUMPTIONS

We have already stated in chapter-I that it is essential to teach skills at the PU stage as this level is a turning point in the career of a student.

As the student goes on widening the area of his participation, the demands on him to communicate, both orally and

in writing, also go on increasing. Advanced learners read textbooks not as the end of an activity but to perform a wide range of activities that are part of their studies.

It has been realized that mere formal competence does not help the student use the language for any real purpose. Formal competence should lead to functional competence wherein the student becomes capable of using his language to achieve his communicative goals which involves interpreting meaning and participation by the learner in the process. This interpretation and participation cannot be done off hand. The student needs to develop some strategies or skills for these purposes. Here form, function and strategy are not discreet items which are learnt/taught in isolation. They are to be interrelated not only at the level of methodology but also at the level of material production (emphasis is of the researcher). In other words, the teaching items designed for a particular level of students should carry with them the skills needed by the students not only at that particular level but at higher levels.

4.2.1. DEVELOPING THE RIGHT APPROACH TO THE MATERIAL

Until very recently, (and even today by some) a text was considered a succession of separate sentences thematically related. Consequently, teachers felt the need to deal with the structure and meaning of sentences separately, one by one,

" But, if study is to be efficient and effective, the students should be able to understand the structure of longer units such as the paragraphs

or the whole text".(Francoise Grellet, 1981, P.6)

At any stage of teaching /learning there is no meaning in considering the text as a series of independent units or blocks. This kind of studying the text makes the student go unit by unit even when that type of study is unnecessary; it certainly is a monotonous and laborious task for the student. Besides, this trains the student to read all kinds of texts at the same speed, and makes him reluctant to make inferences and understand the text according to the context, which is most efficient way to read.

Besides, at the tertiary level of learning, language should be viewed as a means/tool to master other areas of content like Science, Engineering, History and Economics. The mastery of these content areas need a high degree of proficiency not only in primary skills of language but also in many subsidiary skills.

4.3 A BRIEF DESCRIPTION OF THE TOOLS USED

In Chapter-I (C.f.1.7) we have stated that we have used the existing syllabus, and the present question paper as tools to see what demands they make on students in the form of skills. Instruments like questionnaires for students and teachers, schedule for classroom observation and informal discussion with students and teachers were also administered. This was done to identify the needs of students to find out if skills are important for their needs and to see if they are being developed.

[i] AN ANALYSIS OF THE SYLLABUS/MATERIAL

Syllabus as an instrument for the realization of the need of the students becomes an important tool. An analysis of the syllabus in English at the PU level in NEHU was taken up to assess how far it reflects the needs of the students to see what demands it makes on students in terms of communicative skills, and to find out whether it provides any component for the teaching and development of such skills. Our objective was to investigate whether the syllabus makes any provision for skills either at the level of setting up objectives or at the level of teaching materials, or at the level of classroom teaching.

[ii] AN ANALYSIS OF QUESTION PAPER

An analysis of the question paper in English at PU level examinations was taken up to ascertain what demands the examinations make on the students in terms of skills. It is a well-known fact that there should be a high degree of co-ordination between the syllabus components and the question papers. If the syllabus and question papers demand the use of skills, and if they are not taught systematically, there lies a gap which should be filled. Besides, the type of skills demanded by the question papers indicate the skills expected to be mastered and the extent to which they are covered by textbooks and classroom teaching.

[iii] QUESTIONNAIRES FOR TEACHERS AND STUDENTS

Questionnaires were given to students in an attempt to elicit their views on the need for skills and how far the present syllabus is able to meet them. Though students are

our target group, the views of practising teachers are of great value in a work of this nature. So, a questionnaire was given to the teachers as well. The information sought by these questionnaires concerned the usefulness of the present materials in respect of developing skills. A detailed analysis of the questionnaires is done under the title 'Field Study' (Chapter-V)

iv) A SCHEDULE FOR CLASSROOM OBSERVATION

This instrument was used to obtain firsthand information about the existing conditions in the classroom with regard to the English language teaching as a whole Classroom teaching being an important stage of realizing the objectives of the syllabus, we decided to see if the teachers try to build the skills into their lessons systematically. The observation was aimed at finding out whether the skills demanded by the subject are taught, whether the teacher is equipped to teach them, and what techniques are employed in developing them.

4.4. AN ANALYSIS OF THE SYLLABUS

In a democratic set up like ours, the consideration of syllabus design almost always involves questions of 'high surrender value', accountability, time constraints, management problems, and above all, the language policy of the state concerned. When all these factors are involved, the syllabus for a second language course does not become a guide for private use by teacher and learner, nor does it become the autonomous creation of either teacher or learner. Instead, it becomes

" a public document, a record, a contract, an instrument which represents negotiation among all parties involved." [Yalden 1984, PP 13]

When it attains the status of a public document, the concerns of the syllabus will be mainly two: the ends of the instruction i.e. the social purpose, and the means adopted to achieve these ends i.e. motivational factors. The status of the target language in the State, job opportunities related to the target language, age of the learners, their educational and social backgrounds are some other factors which influence syllabus design.

4.4.1. WHAT DO WE LOOK FOR IN A SYLLABUS ?

When we attempt analysing such a syllabus, in general terms, we should, first of all, know what the components of a syllabus should be. Generally, a syllabus includes (or it should include if it were to serve as a useful syllabus), explicitly or implicitly, the following items :

- [i] a general statement of goals and purposes
- [ii] Course description and learner requisites
- [iii] Learner objectives
- [iv] Content and method specifications
 - a) Lesson units
 - b) Instructional objectives/ expected outcomes
 - c) Materials and learning resources
 - d) Teaching and learning activities

e) Time allotment

[V] Evaluation and assessment

(SEAMEO Regional English Language Centre Workshop 1995)

Today, a syllabus is considered as an instrument, used by the teacher in association with the syllabus designer, to achieve a balance between the needs and aims of the learner on the one hand and the activities which take place in the classroom on the other.

4.4.2. WHAT DEMANDS DOES THE SYLLABUS MAKE ON STUDENTS ?

The four conspicuous factors in a teaching-learning situation are : Syllabus, textbooks, teachers and students. A detailed analysis of the syllabus is necessary to predict what type of learning activity would take place in a given situation and what type of skills would be demanded of the students. So, far as using the skills is concerned, sometimes the students might make use of some skills, though not consciously. Sometimes the teacher might make use of some skills though he does not explicitly tell the class what skills they are practising. A close analysis of the PU English syllabus of NEHU is attempted here to find out what demands it makes on the students in the area of development of skills.

The syllabus was prepared by a subject committee consisting of experienced professors and lecturers working in NEHU.

4.5. A BRIEF NOTE ON THE PATTERN OF EDUCATION IN MIZORAM

In Mizoram, the present pattern of education followed in accordance with National Policy of Education is 10+2+3. The first ten years of schooling comprises four years of lower primary (I to IV), three years of Higher Primary (V to VII), and three years of Secondary (VIII to X). The teaching of English as a second language begins when the student comes to his IIIrd Std. of Primary. By the time he reaches the +2 stage (upto now which was known as PU) he has learnt a second language for eight years. Students study all subjects through English medium only at the high school stage. There is no other medium of instruction at the high school level except English. It is also a compulsory subject both at the school level and at the PU level or college level. But it is found that students amounting to 40% fail in English and find the subject difficult.

4.6. THE PU SYLLABUS IN ENGLISH

When we apply the grid in 4.4.1. to the PU English syllabus of NEHU we would discover that it can be best called a list of " materials and learning sources " or "Lesson units" i.e. it fulfils only one item of the grid chosen here. This syllabus mainly centres round prescribing some lessons with NO comprehension questions at the end of each lesson. The new concepts regarding syllabus, and the new dimension it has taken with the advent of new theories of language and language learning have not been reflected in this syllabus. Consequently, it does not reflect the learner's needs, wants and aspirations.

There is no statement about the methodology or the classroom techniques to be adopted in teaching this syllabus. It

does not make any explicit statement about the objectives and purposes, nor does it describe the course and its requisites. It does not give any guidance to the teacher to grasp the development of the course: nor does it take into consideration the realities about teachers' competence to teach the prescribed instructional materials. The teacher is kept in the dark so far as the objectives are concerned. There is no reference either to cognitive development or skills acquisition.

4.6.1. AN OUTLINE OF THE SYLLABUS OF ENGLISH AT THE PU LEVEL

A brief summary of the syllabus or the prescribed teaching materials, would help us understand clearly the statements made in the analysis above. The syllabus for PU course is organized under three divisions; Prose, Poetry and non-detailed text. In fact, prose and poetry are slated for detailed study whereas non-detailed texts are prescribed for extensive reading but the question paper demands intensive reading for the non-detailed text also. Grammar and composition are included in a very casual manner.

The selections made for PU second year are the continuation of first year PU only. There is no difference in the level of difficulty except the non-detailed study which is not a simplified version of a novel. The selection of the non-detailed study is made out of four books prescribed for the student. Students are asked to choose one of them only. The length of the books also vary from one another [a. Dr Jekyll and Mr Hyde-107 pages b. Animal Farm - 120 pages c. Man in the Future- 107 pages

d. Lost Harizon- 169 pages]. These books are neither edited nor are any comprehension questions made available.

A detailed analysis of the components of syllabus, their weightage in the question papers, and the demands made by them on the learners are taken up in the following section.

4.6.2. COMPONENTS OF THE PU SYLLABUS IN ENGLISH

PU [Pre-University] is a two year course. The syllabus for both the years of PUC is given under these headings:

a. Prose		For Ist year
b. Poetry		
c. Grammar and Composition		and
a. Prose		For IInd year
b. Poetry		
c. Grammar and Composition		
d. Non-detailed text		

It is obvious that the syllabus requires the students to master the skills of both intensive reading and extensive reading. Prose and poetry are for intensive reading whereas non-detailed texts are for extensive reading [in fact this difference is not maintained by NEHU. See analysis of objective type question.]. There is no difference between the components of Ist year PUC and IInd year PUC syllabus except the non-detailed study.

The components and what they demand by way of skills will be clear by a detailed analysis of the syllabus and by juxtaposing the demands of the syllabus with those of the question papers.

a) PROSE SECTION

The prose section consists of a selection of 82 pages of contemporary English, with a variety of themes and interest and styles. The selections are not followed by exercises or comprehension questions. No references or explanations or allusions are provided. No notes or familiar expressions and glossing the difficult words are made available.

The questions asked on this section are mainly comprehension questions testing different types of reading skills acquired by the student. Whereas some questions demand an overall knowledge of the text. Some demand close reading. Questions are also set on annotations and hence the student is expected to read the text material very closely. This concept is further strengthened by the objective type of questions set by the University for 50 marks.

Though the syllabus does not explicitly specify the skills required, the above analysis reveals that the syllabus and the question papers really demand proficiency in a range of skills. The skills demanded by the prose section are mainly reference skills and a variety of reading skills. The most essential skills needed to meet this kind of demand are reading for general information, reading for specific information and developing comprehension. When this kind of reading is expected, other auxiliary skills, such as guessing meaning from the context and referring to different sources for various kinds of information cannot be left out.

b) POETRY SECTION

The section on Poetry prescribed is about 276 lines for 1st year and about 222 lines for 2nd year of PUC, mostly selections from lyrics, songs, narrative poems and ballads. The student is expected to understand, interpret and appreciate various features of the poems. This involves a variety of skills necessary for creative and critical reading. The skills demanded are : understanding the implications, drawing inferences, putting forth arguments and finally evaluating the given piece.

The questions on this Section also demand a close understanding of the text. The student is expected to interpret the poem at various levels. Sometimes it is merely summarizing the views of the poet and sometimes the student has to express his own views. He should be able to write summaries, descriptions and critical appreciations.

c) GRAMMAR AND COMPOSITION

The syllabus expects the students to master the skills of writing essays and a much greater skill of writing a precis out of a passage. They should also be able to demonstrate their knowledge of usage in tenses, prepositions, phrasal verbs and articles, identify errors in given sentences in the areas of spellings [words likely to be confused], modals, prepositions, concord, make sentences with the phrases and idioms, supply the correct elements in blanks. Whereas the grammar section demands the knowledge of usage, the composition section requires the knowledge of the use of language. Students should demonstrate

their ability to organize the information in a grammatically correct language. Students are asked to write precis and essays on descriptive or narrative themes within their experience.

This section demands the skill of joining sentences together to form " grammatical units" [cohesion] and the skills of organizing sentences to form 'sense units' [coherence]. The focus in essay writing is on relevance of information and paragraphing, in addition to grammatical correctness.

The analysis of the syllabus components and the types of questions asked on them clearly reveal that our students need to master various skills for the course purposes and for advanced studies.

d) NON-DETAILED TEXT

Under non-detailed study, 4 [four] books are prescribed, among them one book is to be read. None of the books are simplified versions of the original text. When selections on prose and poetry involve intensive reading skills, non-detailed study also calls for intensive reading skills [emphasis is of the researcher].The student is expected to get not only an idea of the characters, incidents, situations, etc, but he is also required to answer short questions and objective type of questions from the text. Hence there is no difference made between intensive and extensive reading [which should be the case]. The questions require the student to use his ability to select the relevant information from long passages. Sometimes the questions are set in such a way as to demand a summary of the text. The student may also be asked to comment on some characters

and incidents. Hence skills demanded are the same as that of intensive reading.

4.7. SUMMARY OF THE ANALYSIS OF THE SYLLABUS

The summary of the analysis of the syllabus is given on next page in the form of a diagram which will indicate the skills demanded by the syllabus of English at the PU level.

TABLE -1 TABLE SHOWS THE SKILLS DEMANDED BY THE SYLLABUS

Component	Prose	Poetry	Non-detailed text	Grammar & Compos
	1. Intensive reading skills	1. Intensive reading Skills	1. Intensive reading Skills	1 Usage/Gramma
	a. Understanding explicit and implicit meaning of sentences	a. Understanding implications	a. Reading for global comprehension	a Transformation sentences expr information in different way
	b. Deducting meaning of words from the context.	b. Drawing inference	b. Reading for local comprehension.	b Identification in sentences.
	c. Reading for global understanding	c. Critically evaluating a given poem.	c. Drawing inference on situation and characters.	c. Correction of ences.
	d. Reading for local comprehension.	d. Analysing a poem as a whole and in parts.		
	2. Reference skills	2. Writing		2. Use (of Engli
	a) Use of dictionary.	a) descriptions		a) organizi information
		b) Summaries		b) Essay Writi
		c) Critical appreciation.		

4.8 AN ANALYSIS OF QUESTION PAPERS

The job of a language evaluator is a very complex one. On the one hand they have to evaluate the skills, competence, performance, style, presentation and so on of a target language, and on the other hand, they have to judge the knowledge [content], comprehension, application, reasoning and production. Hence, a reliable and valid test is a must.

The objectives of the course are to be realized through a syllabus, which in this case, is mainly a list of teaching materials. How much of the objectives are achieved is tested through an examination, the means of which is a question paper.

The question paper set for an examination should generally reflect the skills demanded and the objectives of the syllabus. It should also reflect the emphasis that has been given to different skills at different stages of the course. As it is already stated in the analysis of the syllabus, the syllabus in English for PUC can be conveniently grouped into three major divisions: intensive reading, extensive reading and grammar and composition. Consequently, there should be a schematic weightage of marks for these three components in the question paper. The question paper is set for a maximum of 100 marks with two broad sections - Objective type [50 marks] and the 'Subjective type ' or 'essay type' [50 marks]. Instead of taking the schematic weightage on the basis of the syllabus components, it will be better to consider the weightage on the basis of the sections in the question paper.

4.8.1. SECTIONS AND THEIR WIGHTAGE

The following are the sections and their weightage in the question paper.

Part A is objective type consisting of 50 marks and the time allotted is 90 minutes. Part B is subjective type consisting of 50 marks and the time allotted is 90 minutes. No particular criteria is followed for the allotment of marks. Recently PU Course has been divided into two individual segments and an attempt has been made to take two summative evaluation after completion of each academic year. The course is the same which has already been existing and two papers of English [Ist and IInd] are divided into two years. In the Ist year Paper I and in the IInd, Paper II is slated. Total number of prose pieces are 8 which is equally distributed into the two year course [4 essays for the First year and 4 essays for the Second year] and 18 poems are distributed into 9 each for two years. There is a Section of grammar and composition in the Subjective type of Ist year, where, only precis writing is asked for and there is no grammar question. In the second year in the same section an essay is to be attempted by the student and there is no grammar. In Part A[Objective type] for first year PU there are some grammar questions for 10 marks, 5 marks for correction and 5 marks for filling in the blanks with appropriate prepositions and passage for comprehension test for 20 marks is given. In second year, Grammar questions like make sentences with idioms for 5 marks and make sentences to show differences in meaning for 5 marks are given.

We shall take up each section separately and analyse the questions so that we get a clear picture of the skills demanded of the learners. However it will be difficult to draw a clear line of demarcation and say that the students are expected to use only one particular skill at a given time in a given situation.

4.8.2. PART A [OBJECTIVE TYPE]

In this Part full marks is 50 and time allotted is 90 minutes. The question paper is divided into two sections. Section I is comprised of questions from prose and poetry and allotted marks is 20. Total number of questions offered in this Section is 24 out of which 20 are to be attempted. The questions are 'fill up the gaps' and 'True and False' type. Section II is allotted 30 marks which are basically short question answer type [2/3 sentences], grammar [make sentences with idioms and pairs of words] for 10 marks and short answers from rapid readers for 10 marks. Total number of questions offered is 12 for short answer type and 14 for grammar and again 6 for rapid readers. Total number is 32, among them 25 questions are to be attempted.

OBSERVATION

[I] It is very much debatable that an objective type test in English for 50 marks requires 90 minutes time because generally it is found that time allowance of one minute per question is excessive unless the questions are particularly long and complex or include multiple response or multiple facet type.

[II] Number of questions require special attention

because objective type of test not only can cover the maximum portion of syllabus but also it is important to remember that theoretical reliability of the examination increases with the number of questions. A smaller number of questions thus breathes a 'freak' result due to successful guessing.

[III] The purpose of the question setter is not clear when all questions are not made compulsory. The normal practice is to make all questions compulsory because it is expected that all students should answer questions of the same difficulty and on the same syllabus section.

[IV] Awarding two marks each for all questions draws special attention. It is an acceptable fact that in an objective type of question no credit should be given for a partly correct answer or a nearly correct answer and thus the temptation to award double marks for any question is also faulty. Differential weightage for questions cause complications in the scoring and determination of results without giving any clear advantage in validity or reliability of the test.

Here we have proposed to take some of the examples from the University question paper and analyse them.

SECTION I:- PROSE SECTION

Question No 1. Fill in the blanks with missing word/words.

Example No. [i]: During the few minutes of conversation before the General's arrival, Nehru had left us in no doubt about

his....

Example No [ii] : It is surely the essence of a pilgrimage that vain imaginations are controlled by the ...of our object.

Example No [iii] : Almost everyone believes that the
- - - - - is round, and the - - - - - are nearly empty,
instead of solid.

OBSERVATION :

[i] All the items under question No 1, are directly taken out of the text without any modification or change. The students are therefore expected to answer the textual words. For this they are required to remember 82 pages line by line ie, approximately 2500 lines or 25,000 words to find out the missing word/words.

[ii] It is noticed that the first two examples have only one gap to be filled up whereas the third example has two gaps to be filled up which is again controversial because in the instructions students are asked to fill in the blanks any five and not six. But the person who is interested to attempt this item has to fill up six gaps instead of five.

[iii] Presumably the question setter allotted 1/2 marks for each of the gaps in example number [iii] which is a very unhealthy idea. Besides this, the original line in the text does not have the verb 'are' in the second sentence.

[iv] All these items clearly indicate the names of the text from which they are taken. In fact, according to the rules of the game there should not be any clue given to the students. Mere words like 'Nehru,' 'pilgrimage', 'round,' 'empty' or 'solid' indicate the names of the text.

Question No.2 Answer any three. 3 marks.

Example No. [i] Who is Cecilia Jupe ?.

Example No. [ii] Who said the following ?

'Perhaps in an hour I will see him. Now I must convince him and then I will kill him?.'

Example No. [iii] Who said:

'I am a Christian and a Hindu and a Muslim and Jew'?

OBSERATION :

[i] Instruction is very much insufficient. Student are not informed about the length of answer.

[ii] Examiners must not cease to be astonished to get at least half a dozen of correct moderate answers in the case of example No. [i] and [ii]. Probable ones are Cecilia Jupe is a girl, a student, a character in the essay 'Mr. Gradgrind and His School ' or the girl 'No, twenty'. In the case of example No. [II] the answer may be the old man, Mr santiago, the hero of the novel 'Old Man and the Sea' or Mr Hemingway. Whereas according to the text the example No. [iii] reads 'I am a Christian and a hindu and a Muslim and a Jew '.The article 'a' is missing in the question.

Question No. 3 Answer any two [Cross [x] the wrong word]

Example No. [i] Mr Gradgrind had no use for [fact / imagination].

Example No. [ii] The central evil of the modern world, Gandhi felt, was [intolerance//fanaticism//materialism]

OBSERVATION :

i) Instruction (Stem ?) is given in negative form and is not emphasized in Question No. 3.

ii) Example No.(i) is a wrong question because the correct answer is Mr. Gra-dgrind had no use for imagination but according to the instruction, if students Cross(X) the wrong word i.e 'imagination' then the answer will be Mr. Gradgrind had no use for fact, which is absolutely a wrong answer.

iii) Chance of guessing is 50% which is not desirable.

iv) Example No. (ii) poses a different problem. According to the instruction students have to cross (X) the wrong 'word' and not wrong 'words'.

SECTION II : POETRY SECTION

Question No. 1. Fill in the blanks with the missing word/words. (any five).

Example No. (i) And I am black, but oh, my soul is
_____.

Example No. (ii) My _____ years are all hasting
away.

Example No. (iii) And live alone in the _____
glade.

OBSERVATION

i) Students are expected to memorize 18 poems, (498 lines) prescribed in their course.

ii) Students are not allowed to exercise their brains and synonyms are *not wanted*.

iii) When Example No. (i) clearly denotes the answer 'white' example NO. (ii) & (iii) are 'fugitive' and 'bee_loud' which pose a tremendous problem because of their high level of difficulty.

Question No. 2 Name the poems from which the following lines have been quoted (any three).

Example No.(i) I see a lily on thy brow with anguish
moist and fever dew.

Example No.(ii) I corrupted his confidence and his
sunlike happiness.

OBSERVATION

i) The problem with this type of question is when students are going to write the answer 'La Belle Dame Sans Merci' and 'How Strangely This Sun' there is enough room for misspelling for which will they be penalized'?

Question No. 3 Answer any two of the following :

Example No.(i) What food and drinks did the lady find for the 'Knight-at-arms?.

Example No. {ii} What are the two lines repeated in the Poem 'The Brook'?

Example No.(iii) How many years have passed since the poet first took a view of his favourite field'.

OBSERVATION

i) Two questions are mixed up here in the first example. Answers are 'Roots of relish sweet', 'honey wild and manna dew'.

ii) For one mark both the items (i) & (ii) are difficult in terms of marking. If a partly correct answer is not accepted then such types of questions are dangerous.

iii) As there is no proper instruction, the answer of example no.(iii) may be 12 years, twelve years or just 12.

SECTION III NON-DETAILED & GRAMMAR AND COMPOSITION

Question No. 1. Answer any five 10 marks.

Example No.(i) What was the peculiarity of Dr. Jekyll's Will ?

Example No. (ii) Who was Dr Jekyll's Lawyer ?

Example No.(ii) Why was there no trace of Henry Jekyll, dead or alive, when his lawyer and servant broke open the door?

OBSERVATION

[i] Three questions require different length of answers.

[ii] Example No.(iii) is a combination of two different questions.

[iii] Marking is difficult.

Question No. 2 Correct the following sentences. Marks allotted 10
(Item offered 5)

Example No.(i) It is a slip of pen.

Example No.(ii) Don't make noise here.

Example No.(iii) Are you in the committee?

OBSERVATION

i) Level of difficulty is very low.

ii) Awarding two marks each is not logical.

GENERAL FINDINGS

i) This question paper cannot be termed as 'Objective Type' in the true sense of the term.

ii) Items are very poor which judge only insignificant knowledge. Sometimes it is trivial, irrelevant or obvious.

iii) Items are not edited.

iv) Time allocation, number of questions, optional questions, negative stem, unclear stem, marks allocation, insufficient instruction, etc. clearly betrays the purpose of the

objective type test.

v) Instructional objectives (if there are any) are questionable.

vi) Questions merely require repeating information directly from the text.

4.8.3 PART B (SUBJECTIVE TYPE)

There are four questions in 'Part B'. These are mainly comprehension questions to test the reading skills of the students. The following is the format of questions under this section.

Q.1. [PROSE] Answer any two of the following questions [5 x 2 = 10], where 4 questions are given

[a] Why does Hillaire Belloc say that 'a pilgrimage ought to be nothing but a nobler kind of travel'?

[b] Describe Fischer's first meeting with Gandhi and the impressions it left on the author.

[c] When did the old man see the fish first and how does he describe it ?.

[d] What is scientific Freedom ?. Why cannot the scientist of today still enjoy it according to DD Kosambi ?.

A close examination of the questions in this section reveals that the students are required to demonstrate their ability in different reading skills. Questions [a] and [d]

involve global comprehension of the selected prose piece concerned whereas [b] and [c] involve reading for specific information or local comprehension. These questions demand the use of skills of close analysis, inferring from and interpretation of the story. In other words, the student cannot mechanically learn by rote an answer for an essay-type question and produce it.

Q 2 [POETRY]

The student is expected to understand and appreciate the prescribed poems at different levels. A close study of some questions in this section is necessary and few specimens are given below:-

Answer any two of the following questions [5x2=10].

[a] How does Rupert Brooke glorify the undying spirit of the English soldier ?.

[b] What charms of Innisfree attracts the poet to that place ?.

[c] Give, after Auden, a picture of coastal England and her beauty.

[d] Who is the Captain in Whitman's poem ? .How does the poet mourn his 'Captain's death ?.

Here Question Nos [a] and [c] can be answered easily even if the student knows only the summary of the poem. Questions [b] and [d] demand some amount of thinking and active mental work to judge the views of the poet. The student has to demonstrate his

skills in writing a summary/description, an analysis of a Section of the poem or the whole poem and an appreciation of what he has read.

Q. 3. [NON-DETAILED TEXT]

The questions in this section are set to test the extensive reading skills. Some specimen questions are:

Answer any one of the following [10 marks]

[a] Describe Utterson's meeting with Hyde.

[b] How did the conflict between good and evil in Dr. Jekyll's mind bring about his ruin in the end ?.

[c] What were the 'seven commandments' and how were they changed to help the pigs later ?.

[d] Give a character sketch of squealer pointing out his importance in the story.

[e] Briefly describe the air journey from Baskul to Shangri-la.

[f] Describe Conway's first interview with the High Lama.

[g] What according to Bertrand Russell, are the sources of dangers for the future man ?.

[h] Give Russell's view on the possibility of a world government.

Students are to demonstrate their skills in extensive

reading. They should have an overall understanding of the whole novel, and should be able to pick out the main features from what they read. Picking out the important ideas and organizing them in a coherent way are the skills needed here.

Q. 4. [COMPOSITION]

Write an essay on any one of the following topics [20 marks]

- [a] Importance of our Environment
- [b] A memorable function in your college.
- [c] Value of sports
- [d] Pets

The skills demanded under this section are quite clear; reading for general information, reading for specific information, vocabulary expansion, understanding the meaning of words in a context etc.

Essay demands making use of connectors of addition, contrast, comparison etc. and organizing and developing information in a passage.

4.9. CONCLUSION

The real purpose of the examination is to see how far teaching objectives have been realized . The work of the paper setter is, therefore, to get the ball rolling and take up the entire education system. By analysing the syllabus, he may determine the teaching objectives which the different parts of the course may involve. By setting questions, each of which goes to measure one or more objectives, it may be of immense help to

the teachers, the students, the examiners and future framers of the syllabus. He should also assess how far a test item functions in the expected way. In the light of such findings, he may improve the question paper and recommend measures for improvement of the syllabus.

The analysis of question papers indicate that there is conformity between the demands made by the syllabus and examinations. We should see whether the demands by these two are realized through the teaching materials and the classroom activities (cf Chapter V).

In fact, a close look reveals that as the instructional objectives are not spelt out by the syllabus, the examiner is at a loss to realize what is to be tested. Hence, the objective type question fails miserably. The question betrays the confidence of the students and the teachers too when 'Objective type' of questions are put from the non-detailed study which is meant for extensive reading only.

In subjective type questions, also, it is noticed that students, banking on bazar notes can easily attempt all questions and without improving any skills whatsoever can pass the examination.

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