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GENERAL ENGLISH EXAMINATION PATTERN AT
UNDERGRADUATE LEVEL IN SATAVAHANA UNIVERSITY:
A BUTT OF OBLOQUY



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ABSTRACT:

The present study was conducted to trace out the fault proofs in the examination pattern in General English question paper for the undergraduate level students of Satavahana University, Telangana State. The examination pattern extremely spotlights its attention on students' marks rather than focusing on their skills. In order to find out the realistic things, five items questionnaire with multiple choice questions were developed through standardized procedure. The psychometric of this questionnaire was concluded through statistical analysis on a sample of 60 English lecturers. Collected data was analyzed and percentages. Result was shown that overall Satavahana University English lecturers desire the present examination pattern must be changed.

KEY WORDS: English language, syllabus of Degree General English, examination pattern.

INTRODUCTION:

Examination question papers should



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analysis the subject of students. These would be prepared by subject specialists from the prescribed textbooks English for Fluency for the first year students and English for Employability for the second year students. Sometimes, of course, questions will be covered from non-textual also. The study was conducted

to bring out the error point of view in the examination pattern in General English question paper for the undergraduate level students of Satavahana University, Telangana State. It focuses on counterfeit evaluation and absence of comprehensible objectives. Most of the lecturers comment that the present examination pattern must be changed as it does not focus on student's communication skills. They argue that there is no scope for the students to improve language skills. The current pattern comes from old and traditional question papers. It has focused on asking the students to write the short notes in the examination. It tests memory power of the students rather than skills



of them. All the General English question papers have been given memory based questions for so many years. Language skills are not tested in a proper way. Speaking skills are totally neglected. English lecturers say that it is highly difficult to motivate and encourage the students to communicate in English because the students always look at memorizing the notes from readymade materials to score marks in the examination.

The present study tries to find out whether the present examination pattern for the undergraduate level students of Satavahana University, Telangana State is satisfactory or not from the side of English lecturers.

STATEMENT OF THE PROBLEM:

Identify the blunders in preparing the examination pattern.

OBJECTIVES OF THE STUDY:

- 1.To study whether the present examination pattern follow the mentioned objectives.
- 2.To find out what the components are given in the examination pattern.
- 3.To study whether the present examination pattern satisfy the English lecturers.
- 4.To study what type of question papers the students need to improve their skills in English language.

METHODOLOGY:

The study was descriptive in nature. After going through the relevant literature, a standard questionnaire was developed for the English lecturers. Sixty English lecturers from different degree colleges of Satavahana University were considered as population of study. In order to check the reliability and validity of research five items in the questionnaire were developed.

Sample:

A random sample 38 male and 22 female English lecturers from the degree colleges were collected. All the English lecturers who are taking the classes for the first and second year of under-graduation level at Satavahana University.

Procedure:

The respondents were called in their respective classroom teachings and information about the reason of study was provided to them. As soon as getting their consent, the research questionnaire was given to them with request to complete it.

Result:

The collected data was analyzed and interpreted with the help of percentages with the help of SPSS. 16. The data along with its analysis presented in the form of tables. Every item of the questionnaire was presented separately and simple percentage was used to analyze it.

Table 1
Percentages of English lecturers responses to the research questionnaire (n=60)

Sl. No	Detail	Yes	Percentage
1	Do you say the present examination pattern of assessment of student's annual performance is satisfactory?	18	30
	If the answer is 'No,' in which section of the question paper do you find fault with?	42	70
	a. Essay type questions	21	50
	b. Comprehension and grammar	8	19
	c. Phonetics	9	21
	d. Any other section/s	4	10
2	What are the mistakes that you find in given section of essay type questions?		
	a. Number of options are more	18	85
	b. The ratio of words and marks is not appropriate	1	5
	c. Logical questions are not given	1	5
	d. Any other reasons	1	5
3	What are the mistakes that you find in given section of Comprehension and grammar?		
	a. It is so easy and not making the students think about sentences/ passage	8	100
	b. The questions given in this section is from out of the syllabus	0	0
	c. Non verbal questions and logical questions are not given	0	0
	d. Any other reasons	0	0
4	What are the mistakes that you find in given section of Phonetics?		
	a. There is no more focus on phonetics	7	78
	b. Questions on phonetics are not given in the general English examination pattern	1	11
	c. Phonetics is not included in the syllabus	1	11
	d. Any other reasons	0	0
5	Do you say the present examination pattern of internal assessment (practical examination) of student's annual performance is satisfactory?	4	7
	If the answer is 'No,' in which section of internal examination assessment	56	93
	a. More marks are given for record writing	8	14
	b. Less marks are given for oral communication	34	61
	c. Practical work is ignored	10	18
	d. Any other reasons	4	7

The results presented in Table 1 relate to the opinions of English lecturers about the examination pattern of General English for undergraduate level students of Satavahana University. For the question 'Do you say the present examination pattern of assessment of student's annual performance is satisfactory?' eighteen English lecturers answered 'yes' and the remaining said 'no'. They answered that essay type questions will improve the writings skills of the students so that 50 % of the lecturers accepted it. Interestingly 85 % of the lecturers mentioned that there are more options in essay type questions block. Out of fourteen chapters from the textbook, 10 questions will be given and five to be answered so that this section make the students dull. The English lecturers answered for the question whether there are any blunders in adding comprehension and grammar that it is so simple and not making the students think about sentences or passage. 78 % of the English lecturers argued that there is no much focus on phonetics in the question papers. The practical phonetics is not pointed out seriously so that they criticize that students can't leave their mother tongue influence in their

pronunciation. For the question 'Do you say the present examination pattern of internal assessment (practical examination) of student's annual performance is satisfactory?' only 7 % of the lecturers accepted it that it is very satisfactory whereas the remaining meant 93 % of the them argued that the practical examination pattern doesn't satisfy because they say that there are less marks allotted for oral communication and more marks are allotted for record copying and attendance. This is the major flaw in allotting mark. In this way the question paper diverts the minds of students from preparation toward one day reading for the examination. Even there is no practicality in practical examinations, then how can the students improve their skills in English. In additions to this, Bloom (1956) in Taxonomy of Educational Objectives confined that questions were prepared to test the knowledge of the students leaving application, appreciation and skill aside. It is shameful to say the question paper setters don't follow the objectives of preparing paper but they follow and depend on the previous question papers. Ahmann and J. Stanley (1965: 27) rightly mark that "If the objectives were achieved, the programme was considered successful; unattained objectives reflected inadequacies in the instructional programme. All information feedback was then used to reformulate or redefine the objectives thus modifying the programme. In this method, pupil achievement was the only basis for appraising a course." That is why the skills must be tested, objectives should be fulfilled. It is not possible to test through written examinations and it should be achieved by organizing communicative activities in the classrooms and it is so better if more marks would be allotted for oral tasks.

CONCLUSION:

Examinations should focus on language skills such as listening, speaking, reading, and writing. It must test the students' skills over the English but there is no correlation between the prescribed syllabi and the examination pattern of General English for undergraduate level students of Satavahana University, Telangana State. The rules are followed and traditional grammar and model questions are as usual in the question papers for degree students so that they want to depend on the readymade notes and do not want to improve their skills. The multilingual and ordinary books which have full answers for the textual questions and grammatical questions in English and local language are at the students' service. The students' mug up the answers to the different and difficult questions told as important by the English lecturers. The research found out that more than 85 % of the students depend on the readymade notes. Since all the questions are covered from the prescribed textbook, there is no scope for students to think in a logical way. Thus the question paper does not test the knowledge of the students.

Model Question Paper:

SATAVAHANA UNIVERSITY::KARIMNAGAR
FACULTY OF ARTS
PAPER I: ENGLISH
(B.A., B.Com., B.Sc., B.B.M. 1st Year.)
Model Question Paper (W.E.F. 2013-14)

Time: 3 Hours

Max.Marks:80

Note: Answer the following Questions from 1 to 10.

1. Answer any five of the following in about 150 words each:

(5 X 7= 35)

- i) Why does the author forget her name in "What is my Name?"
- ii) What kind of a relationship does Pochamma have with her goddess?
- iii) How is life in big cities represented through the narrators' point of view in "The Wood rose"?
- iv) What kind of memory does the poet have of "The Kitchen" in her childhood?
- v) Why did the police harass the villagers in "Yanadi Kotadu"?
- vi) What were some of the discoveries made by "The Adivasis" in the forest?
- vii) Why doesn't the narrator get a house in "For Vegetarians only"?
- viii) Why did Yellamma want to visit the hutments of the erragollalu in "From Untouchable spring"?
- ix) What is Nehru's basic advice to Indira Priyadarshini on the eve of Indian Independence?
- x) What is the moral of the poem, "Leave this chanting"?

2. Read the following passage and answer the questions that follow: (5 X 1=5)

On your birthday, you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini prison? My presents cannot be very material or solid. They can only be of the air and of the mind and spirit, such goods as a fairy might have bestowed on you things that even the high walls of prison cannot stop.

You know, sweetheart, how I dislike sermonising and doling out good advice, when I am tempted to do this, I always think of the story of a very wise man I once read, perhaps one day you will yourself read the book which contains this story.

Thirteen hundred years ago, there came a great traveler called Hiuen Tsang from China to India in search of wisdom.

He spent many years in India learning himself and teaching others. Later, he wrote of book of travels, and it is this book which contains the story that comes to my mind.

- i) Who was in the habit of receiving presents?
- ii) From where did the author write this letter?
- iii) Who was described as a "great traveler" in the passage?
- iv) How did the author describe his presents?
- v) What is the meaning of the word 'fairy'?

3. Fill in the blanks in the following sentences with suitable prepositions (5X1=5)

- i) They are sorry _____ having disturbed you.
- ii) We are happy _____ his work.
- iii) Father returned _____ 6 'O' Clock.
- iv) The sun rises _____ the east.
- v) She was angry _____ him.

4. Fill in the blanks with suitable articles (5X1=5)

- i) _____ box of nuts and bolts weighs a kilo.
- ii) He is growing to be _____ Shakespeare.
- iii) _____ Judge should always be objective and fair.
- iv) Mount Everest is in _____ Himalayas.

v) _____ Gita is the holiest book for Hindus.

5. Write One-word substitutes to any five of the following (5X1=5)

- i) Suitable for eating
- ii) That which lasts forever
- iii) The use of new method
- iv) That which cannot be believed
- v) That which is not in use
- vi) A detailed plan of a journey

6. Fill in the blanks with suitable idioms using the help box. (5X1=5)

- i) Lack of funds is the main _____ to the company's growth
 - ii) Let's _____ about the bold test.
 - iii) I lost all the work I did and I am _____
 - iv) The boy had to _____ for the mess he made in his room.
 - v) The curfew was imposed when the situation got _____
- (Keep our fingers crossed, back to square one; face the music, out of hand, stumbling block)

7. Choosing from the given help box, fill in all the blanks to complete the phrasal verbs (5X1=5)

- i) She carried _____ her work throughout the day.
 - ii) The new Vice-Chancellor has brought _____ many reforms in the university.
 - iii) People cannot do _____ food and water.
 - iv) The thieves broke _____ the room.
 - v) She got _____ the shock of losing her money at the bus station.
- (about, without, into, over, on)

8. Fill in the blanks with suitable verb forms (5X1=5)

- i) The sun _____ (set) in the west.
- ii) I _____ (work) in the company for twelve years.
- iii) Water _____ (boil) at hundred degrees Celsius
- iv) She _____ (study) when the bell rang.
- v) My ancestors _____ (be) Ayurvedic practitioners.

9. Correct the following sentences (5X1=5)

- i) I met my cousin brother
- ii) She did not came yesterday.
- iii) Through we left for the airport early, but we missed the flight.
- iv) You must speak audible.
- v) The students tried hardly to do well in the exam.

10. Supply question tags to the following sentences using the help box. (5X1=5)

- i) He repaired the clock, _____?
- ii) They were going to the lake, _____?
- iii) It is very hot, _____?
- iv) She loves ice-cream, _____?

v) I am a student, _____?
(Didn't he ; weren't they? ; aren't I? ; Don't it? ; Wasn't I? ; doesn't she?)

Questionnaire to the English lecturers at Undergraduate Level of Satavahana University, Karimnagar Dist, Telangana State

Questionnaire to the Teachers at Undergraduate Level

Section-A

- 1.Name: Mr/ Mrs/ Miss/ Dr: _____
- 2.Age in years: _____
- 3.Educational Qualifications: _____
- 4.Teaching experience: _____
- 5.Name of the college in which you are presently working: _____
- 6.What is the language you speak at home: _____

Section-B

1.Do you say the present examination pattern of assessment of student's annual performance is satisfactory? Yes/ No

A. If the answer is 'No,' in which section of the question paper do you find fault with?

(Put the right Mark/s)

- a. Essay type questions
- b. Comprehension and grammar
- c. Phonetics
- d. Any other section/s (viva or English Language Lab)

2.What are the mistakes that you find in given section of essay type questions? (Put the right Mark/s)

- a.Number of options are more (five out of ten questions)
- b.The ratio of words and marks is not appropriate
- c.Logical questions are not given
- d.Any other reasons

3.What are the mistakes that you find in given section of Comprehension and grammar? (Put the right Mark/s)

- a.It is so easy and not making the students think about sentences/ passage
- b.The questions given in this section is from out of the syllabus (one word substitutes/ idioms/ phrasal verbs)
- c.Non verbal questions and logical questions are not given
- d.Any other reasons

4.What are the mistakes that you find in given section of Phonetics? (Put the right Mark/s)

- a.There is no more focus on phonetics
- b.Questions on phonetics are not given in the general English examination pattern
- c.Phonetics is not included in the syllabus

d. Any other reasons

5. Do you say the present examination pattern of internal assessment (practical examination) of student's annual performance is satisfactory? Yes/ No

A. If the answer is 'No,' in which section of internal examination assessment (practical examination) do you find fault with? (Put the right Mark/s)

- a. More marks are given for record writing
- b. Less marks are given for oral communication (5 marks)
- c. Practical work is ignored
- d. Any other reasons

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