

**A Critical Analysis of Format of Question Papers at Undergraduate (traditional) level
of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.**

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ABSTRACT

The evaluation system in higher education world wide is witnessing a sea change and there is a paradigm shift in the evaluation system and it is changing for the better. There is common saying; existing system of evaluation is suffering with serious maladies. Present System does not provide any scope for the application of multiple techniques of assessment of the learner's potential. It is obviously observed imperfection of tools means questions papers. In the present study researcher attempts to analyze the format of question paper in terms of objective weightage distribution, distribution of questions with respect to their types, allocation of marks of undergraduate (traditional) level of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Key words : Evaluation, Format of question papers, Traditional level.

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Introduction :-

"Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvements in education. The Objective will be to re-cast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning."

National Policy on Education-1986

The most prevalent question in the nation's educational enterprise during the past several years pivot on the desirability of rigorously evaluating the quality of our teaching learning activities. It has become the ethical responsibility of the people concerned with planning and executing instructional system to find out how their instruction has worked. The raised interest in educational evaluation has brought simultaneous increase in the number of people concerned in improving quality of evaluation.

Quality in higher education has been and does exist as a formidable challenge. Evaluation plays an important role in the teaching-learning process and the major objective of higher education is to ensure the quality of the product (pass outs) of this process. Different parameters have been evolved over the years to measure the quality aspects. It is therefore essential to have a strong evaluation mechanism.

Evaluation is a holistic concept which takes into account the comprehensive, continuous and systematic feed back of a process and identifies larger patterns and trends in performance and judging these summary statements against criteria to obtain performance ratings. While the former refers to Formative Evaluation, the latter points out Summative Evaluation.

A sound evaluation system must comprise the features of both types of evaluation techniques. We must agree to this fact that in majority of the universities, our system of evaluation hovers around an examination system that is based on memorization and our classroom teaching is also too much examination oriented. This system has made the examinees "mere machines of memory" which is a serious paradox in our education system. As a result quality of higher education remains a challenge before us.

Keeping in mind the importance of evaluation and examination system, the researcher made an attempt to analyze the format of question-papers at undergraduate (traditional) level of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Significance of the Study :-

Pertaining to the challenges faced in context to today's evaluation system being followed in universities there is lack of uniformity as the type of evaluation methods used are mostly subjective. More emphasis is given on evaluating knowledge. What is lacking is emphasis on giving students the skills that will enable them integrate core knowledge to practice. Evaluation is widely used to determine the strength and weakness of the students in specific areas of study, and awarding degrees/certify the students in Particular educational practice. There is a common saying; existing system of evaluation is suffering with serious maladies. The method by which learner's evaluation is practiced in a majority cases leaves much to be desired Apparently, learner's achievement is established through the prevailing examination system which takes into cognizance only specific aspect, the other aspects are totally ignored. Truly, the present system does not provide any scope for the application of multiple techniques of assessment of the learner's potential in more valid and reliable ways. Besides this, the current practices of terminal examinations, semester system, home evaluation of various undergraduate and post graduate course work suffer a lot of discrepancies caused due to a variety of errors. Another significant change before us is the selection of right evaluators. It is obviously observed inter and intra examiner variability with respect to time, situation, mental set up, environment etc. Besides this, imperfection of tools, sampling of contents, sampling of objectives with in the content, arbitrary or very less time limits for answering individual questions, testing situations affect a lot of the evaluation system.

Different challenges discussed above draws attention of researcher and researchers decides to undertake the present study as it is one of the most significant aspect of our higher education system.

Statement of Problem :-

A critical analysis of format of question paper at undergraduate (traditional) level of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Objectives of the Study :-

1. To determine the status of format of question papers at undergraduate (traditional) level with reference to objective weightage distribution of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.
2. To determine the status of format of question papers at undergraduate (traditional) level in terms of distribution of questions with respect to their types of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.
3. To determine the status of format of question papers at undergraduate (traditional) level with reference to distribution of marks according to different types of questions of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Research Questions :-

1. To analyze critically the format of question papers at undergraduate (traditional) level with reference to objective weightage distribution of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.
2. To analyze critically the format of question papers at undergraduate (traditional) level in terms of distribution of questions with respect to their types of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.
3. To analyze critically the format of question papers at undergraduate (traditional) level in terms of distribution of marks according to different types of questions of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Delimitation of the Study :-

The present study was delimited to the question papers of undergraduate traditional level courses of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Methodology :-

Descriptive survey method was used in the study to determine the status of format of question papers of undergraduate (traditional) level of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Population :-

The population of present study consists of all the question papers of traditional courses of undergraduate level of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Sample :-

The sample of the present study consists of 64 question papers of traditional courses of undergraduate level of C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

Tool Used in the Study :-

Self constructed observation matrix was used to collect data for the sample of the study.

Statistical Technique :-

Percentage statistical technique was employed for analysis and interpretation of data.

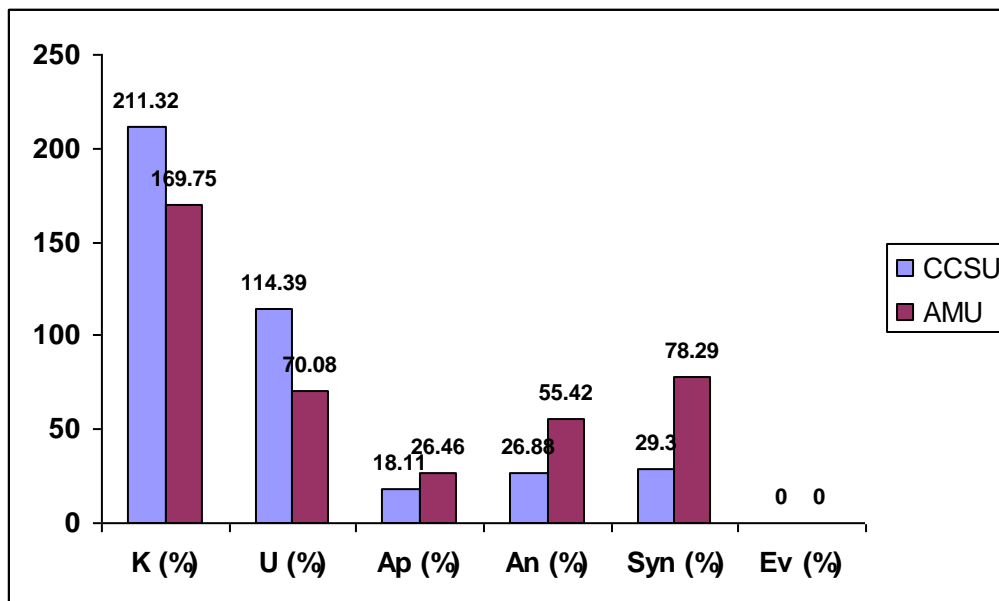
Analysis and Interpretation of Data :-

The collected data was analyzed and interpreted with the help of percentage statistical technique.

Table –1: Showing comparative analysis of Objective Weightage Distribution at different levels of cognitive domain (knowledge, understanding, application, analysis, synthesis and evaluation) on different Undergraduate traditional courses (B.A., B.Sc., B.Com., B.Sc. (Ag.)) for C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

OWD		K (%)	U(%)	Ap(%)	An(%)	Syn(%)	Ev(%)
UG Trd Crs	Uni. Name						
B.A.	CCSU	71.71	18.08	2.09	4.58	3.54	-
	AMU	32.69	6.93	6.57	25.86	27.95	-
B.Sc.	CCSU	43.22	35.42	8.39	6.55	6.42	-
	AMU	32.23	29.73	5.79	13.36	18.89	-
B.Com.	CCSU	47.76	35.45	5.86	5.94	4.99	-
	AMU	46.98	22.28	10.51	7.27	12.96	-
B.Sc. (Ag.)	CCSU	48.63	25.44	1.77	9.81	14.35	-
	AMU	57.85	11.14	3.59	8.93	18.49	-
Total	CCSU	211.32	114.39	18.11	26.88	29.30	00
	AMU	169.75	70.08	26.46	55.42	78.29	00

Figure- 1: Showing comparative analysis of Objective Weightage Distribution at different levels of cognitive domain on various Undergraduate traditional courses for C.C.S. University and Aligarh Muslim University, Aligarh.



Discussion

Table-1 exhibits element Objective Weightage Distribution at different levels of objectives for different Undergraduate traditional courses. Knowledge level distribution was of 211.32% for CCSU, Meerut and for AMU, Aligarh it was 169.75%. Thus it may be inferred that Knowledge level distribution was greater in CCSU, Meerut in comparison to AMU, Aligarh for different Undergraduate traditional Courses. Understanding level distribution was 114.39% for CCSU, Meerut and 70.08% for AMU, Aligarh. It may be explained that Understanding level distribution was more in CCSU, Meerut in comparison to AMU, Aligarh. Application level distribution was 18.11% in CCSU, Meerut and 26.46% in AMU, Aligarh. So it can be said that Application level distribution was greater in AMU, Aligarh in comparison CCSU, Meerut. While Analysis level distribution was 26.88% in CCSU, Meerut and 55.42% in AMU, Aligarh which explained that Analysis level distribution was greater in AMU, Aligarh than CCSU, Meerut. Synthesis level distribution was 29.3% in CCSU, Meerut while 78.29% in AMU, Aligarh, which was greater as compared to CCSU, Meerut.

Conclusion:

Above discussion leads to the conclusion that Knowledge and Understanding level distribution were greater in CCSU, Meerut while Application, Analysis and Synthesis level distribution were greater in AMU, Aligarh. It may also be concluded that Evaluation level questions had not been used for Undergraduate traditional courses in both universities. Higher level objectives distribution was greater in AMU, Aligarh in comparison to CCSU,

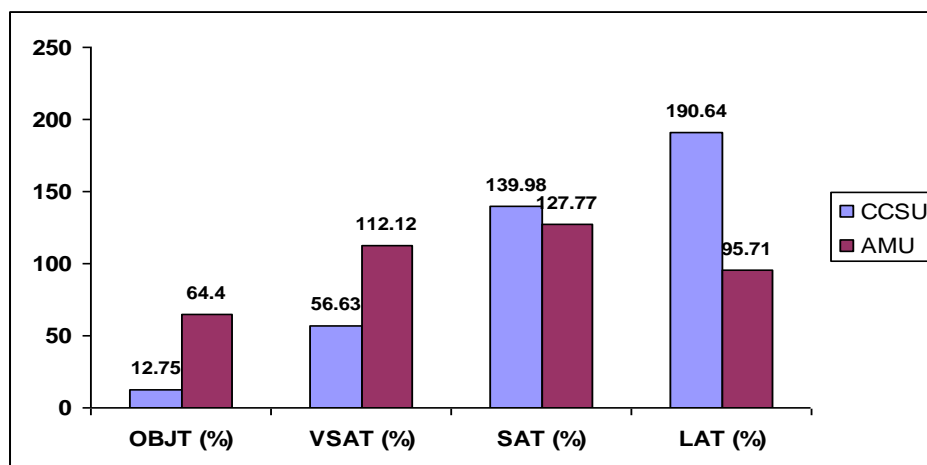
Meerut. In Lower level objectives Knowledge level had been given preference in comparison to Understanding and Application levels.

Sub Hypothesis 1.2

Table-2: Showing comparative analysis of Distribution of Questions with respect to their Types on different Undergraduate traditional courses for C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

DQ _{wrt} T		OBJT(%)	VSAT (%)	SAT (%)	LAT (%)
UG Trd Crs	Uni. Name				
B.A.	CCSU	5.0	5.0	25.55	64.45
	AMU	2.5	35.11	35.11	27.28
B.Sc.	CCSU	1.25	8.92	45.76	44.07
	AMU	2.5	35.11	35.11	27.28
B.Com.	CCSU	5.0	5.0	45.6	44.40
	AMU	8.12	32.27	34.16	25.45
B.Sc. (Ag.)	CCSU	1.5	37.71	23.07	37.72
	AMU	51.28	9.63	23.39	15.7
Total	CCSU	12.75	56.63	139.98	190.64
	AMU	64.4	112.12	127.77	95.71

Figure-2: Showing comparative analysis of Distribution of Questions with respect to their Types on various Undergraduate traditional courses for C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.



Discussion

Table – 2 : Exhibits Distribution of Questions with respect to their Types as Objective Type, Very Short Answer Type, Short Answer Type and Long Answer Type on different Undergraduate traditional courses as B.A., B.Sc., B.Com., B.Sc. (Ag.) for CCSU, Meerut and AMU, Aligarh. The Distribution of Objective Type Questions was 12.75% for different Undergraduate traditional courses in CCSU, Meerut, while in AMU, Aligarh it was 64.4%. It may be extrapolated that Objective Type distribution was greater in question papers of AMU, Aligarh in comparison to CCSU, Meerut. The distribution of Very Short Answer Type Questions was 56.63% for different Undergraduate traditional Courses in CCSU, Meerut while it was 112.12% in AMU, Aligarh. This shows that distribution of Very Short Answer Type questions was greater in AMU, Aligarh in comparison to CCSU, Meerut. The distribution of Short Answer Type questions was 139.98% in CCSU, Meerut; while it was 127.77% in questions papers of different Undergraduate traditional Courses of AMU, Aligarh. Which clearly reflect that Short Answer Type questions were asked in greater quantity in CCSU, Meerut as compared to AMU, Aligarh. About Long Answer Type questions, their distribution was 190.64% in questions papers of Undergraduate Traditional Courses in CCSU, Meerut while it was 95.71% in AMU, Aligarh. Which reveals that Long Answer Type distribution was greater in CCSU, Meerut in comparison to AMU, Aligarh.

Conclusion

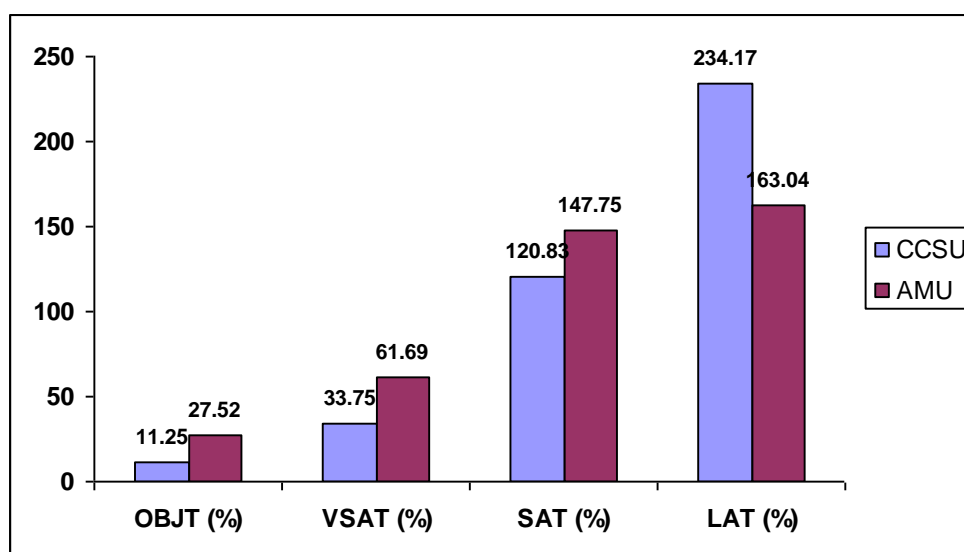
In the light of above discussion it may be concluded that Objective Type questions were asked in lesser amount in Undergraduate traditional question papers in CCSU, Meerut. In B.Sc and B.Sc. (Ag.) courses this percentage was very low and in B.A. and B.Com. courses also not up to the mark. In AMU, Aligarh weightage of Objective Type questions was greater but in B.A. and B.Sc Courses it showed very low percentage of distribution. About weightage of Very Short Answer Type questions in B.A. and B.Com. courses showed low percentage in CCSU, Meerut. In other courses its distribution was lesser than AMU, Aligarh. Distribution of Short Answer Type and Long Answer Type was greater in CCSU, Meerut in comparison to AMU, Aligarh, which reflects that in CCSU, Meerut in Undergraduate traditional courses Short Answer Type and Long Answer Type questions were asked in greater quantity in comparison to Objectives and Very Short Answer Type and in AMU, Aligarh, distribution of Short Answer Type questions was greater in comparison to Objective, Very Short Answer Type and Long Answer Type questions. It may also be

inferred that all types of questions were tried to be included in appropriate amount in AMU, Aligarh in comparison to CCSU, Meerut.

Table-3 : Showing comparative analysis of Allocation/Distribution of Marks According to different types of Questions on different Undergraduate traditional courses for C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.

DMAQ		OBJT (%)	VSAT (%)	SAT (%)	LAT (%)
UG Trd Crs	Uni. Name				
B.A.	CCSU	5.0	5.0	33.33	56.67
	AMU	1.5	18.09	37.56	42.85
B.Sc.	CCSU	1.25	5.0	35.00	58.75
	AMU	1.87	13.93	42.10	42.10
B.Com.	CCSU	3.75	3.75	32.50	60.00
	AMU	4.15	19.67	38.09	38.09
B.Sc. (Ag.)	CCSU	1.25	20.00	20.00	58.75
	AMU	20.0	10.00	30.00	40.00
Total	CCSU	11.25	33.75	120.83	234.17
	AMU	27.52	61.69	147.75	163.04

Figure-3 : Showing comparative analysis of Allocation/Distribution of Marks According to different types of Question on various Undergraduate traditional courses for C.C.S. University, Meerut and Aligarh Muslim University, Aligarh.



Discussion:

Table – 3: Shows Allocation /Distribution of Marks According to the different types of Questions as Objective Type, Very Short Answer Type, Short Answer Type and Long Answer Type on different Undergraduate traditional Courses, for CCSU, Meerut and AMU, Aligarh. The above table illustrates that total marks allotted to Objective Type questions on different Undergraduate traditional Courses for CCSU, Meerut was 11.25%; while total marks allotted to Objective types questions on different Undergraduate traditional courses for AMU, Aligarh was 27.52%. Thus it may be inferred that allocation of marks to Objective Type questions was greater in AMU, Aligarh in comparison to CCSU, Meerut for different Undergraduate traditional Courses. For Very Short Answer Type questions total allocation of marks was 33.75% in CCSU, Meerut for different Undergraduate traditional courses; while it was 61.69% in AMU, Aligarh. So it may be explained with the help of data that weightage to Very Short Answer Type questions was given more in AMU, Aligarh in comparison to CCSU, Meerut. For Short Answer Type questions total allocation of marks was 120.83% for different Undergraduate traditional courses in CCSU, Meerut while it was 147.75% for different Undergraduate traditional Courses in AMU, Aligarh. Thus it shows that weightage given to Short Answer Type was greater in AMU, Aligarh in comparison to CCSU, Meerut. For Long Answer Type questions, distribution of marks was given 234.17% for different Undergraduate traditional Courses in CCSU, Meerut and total marks allotted to Long Answer Type questions for different Undergraduate traditional courses was 163.04% in AMU, Aligarh, which was lesser in comparison to CCSU, Meerut. Thus it shows that weightage was given more to Long Answer Type in CCSU, Meerut as compared to AMU, Aligarh.

Conclusion

Above result leads to the conclusion that in both the universities Objective Type questions had been given lesser weightage in comparison to others. Among Undergraduate traditional courses in CCSU, Meerut, Objective Type questions showed low marks weightage in B.Sc. B.Com., B.Sc. (Ag.); while in AMU, Aligarh low marks weightage had been shown in B.A. and B.Sc. Courses. In CCSU, Meerut Long Answer Type marks distribution was greater in comparison to Objective, Very Short Answer Type and Short Answer Type. While in AMU, Aligarh, it had been tried to give appropriate weightage to all types of categories of questions. So it may be summed up that in CCSU, Meerut Long Answer Type was given more emphasis; while in AMU, Aligarh, it was tried to give proper weightage to all types of questions categories.

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