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## GENERAL ENGLISH EXAMINATION PATTERN AT UNDERGRADUATE LEVEL IN SATAVAHANA UNIVERSITY: A SHATTERING COUNTERFEITED DRAMATURGY

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### ABSTRACT

Present study was conducted to explore 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 is highly nominal to score marks of the students instead of focusing on their skills. In order to find out the realistic things, five items questionnaire were developed through standardized procedure. The psychometric of this questionnaire was concluded through statistical analysis on a sample of 100 students. Collected data was analyzed and percentages. Result was shown that overall Satavahana University students want the present examination pattern must be changed.

**Keywords:** English language, syllabus of Degree General English, examination pattern

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Examination question papers must test the subject of students. They might have set by subject experts from the prescribed textbooks and sometimes non-textual also. The study was conducted to tries out the fault proofs in the examination pattern in General English question paper for the undergraduate level students of Satavahana University, Telangana State. It focuses on fake evaluation, present situation of methods of evaluation and absence of comprehensible objectives. Lecturers argue that the present examination pattern must be changed as it does not focus on student's communication skills. There is no scope for the students to improve language skills. The current pattern is available much based on asking the students to write short notes in the examination. The answer for the all the questions require the memory power of the students. It highly

involves the skill of recalling what has been remembered about the prose and poetry. Indeed, test in literature should examine the capability of the students in different dimensions. Every item is to be tested individually, qualitatively and systematically depending on the objectives of English language teaching but Indian education system doesn't give much weight to skills and knowledge of the students. For example the parents of the students want that their children should get more marks and should be at top position even though they don't have skills and knowledge. They give more significance to marks rather than subject. In this way all the decisions with regard to the ability of a student are made on the basis of a set of final examinations. As early as in 1966, the Kothari Commission rightly captured the crux of the issue. "In the present system, when the future of the

students is totally decided by one external examination at the end of the year, they pay minimum attention to the teaching, do little independent study through most of the academic year and prepare desperately for the final examination" (Panchamukhi, 318-319).

#### Statement of the Problem:

Identify the fault proofs in the examination pattern in General English question paper for the undergraduate level of Satavahana University, Telangana State.

#### Objectives of the Study:

1. To find out what the components are given in the examination pattern.
2. To study whether the present examination pattern satisfy the students.
3. To study how the examination pattern should be.

#### Methodology

The study was descriptive in nature. After going through the relevant literature, a standard questionnaire was developed for the students. One hundred students of Satavahana University from different degree colleges 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 60 male and 40 female students from the degree colleges were collected. All the students are from the first and second year of under-graduation level and their age ranged from 18 to 22 years.

#### Procedure

The respondents were called in their respective classrooms 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.

#### RESULTS

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 students responses to the research questionnaire (n=100)**

Sl. No	Details	Number of Students	Percentage
<b>1</b>	<b>Is the question paper pattern satisfactory?</b>	<b>38</b>	<b>38</b>
<b>A.</b>	<b>If the answer is 'Yes', please mark the reason/s:</b>		
a.	It is very easy	12	32
b.	It covers all the language skills	18	47
c.	It is neither lengthy nor brief	4	10
d.	Any other reasons	4	11
<b>B.</b>	<b>If the answer is 'No', mention the reasons:</b>	<b>62</b>	<b>62</b>
a.	It is very difficult	6	10
b.	There are no multiple choice questions/ short type questions/ annotations	8	13
c.	It does not cover practical English	41	66
d.	Any other reasons	7	11
<b>2</b>	<b>Do you like the essay type questions in 'Section-A' of the question paper? Yes/ No</b>		
<b>A.</b>	<b>If the answer is 'Yes', please state the reason/s:</b>	<b>Yes -29</b>	
a.	a. It improves our writings skills	7	24
b.	b. It helps us to understand the lesson completely	10	35

c.	c. It develops our logical and critical thinking skills	9	31
d.	d. Any other reasons	3	10
<b>B.</b>	<b>If the answer is 'No', Please give the reasons:</b>	<b>No-71</b>	
a.	They encourage by-heart	32	45
b.	It is difficult to write lengthy answers	19	27
c.	It provides poor and unpolished writing	17	24
d.	Any other reasons	3	4
<b>3</b>	<b>Do you think it is good to incorporate annotations in the examination pattern?</b>	<b>Yes-58 No-42</b>	
<b>4</b>	<b>Do you think that grammar items are useful?</b>		
<b>A.</b>	<b>If the answer is 'Yes', please suggest the reason/s:</b>	<b>Yes-44</b>	<b>44</b>
a.	It helps us to construct flawless sentences	15	34
b.	It polishes our speaking skills	12	27
c.	It encourages us to learn English	10	23
d.	Any other reasons	7	16
<b>B</b>	<b>If 'No', please give the reasons:</b>	<b>56</b>	<b>56</b>
a.	They are mechanical/ formal	14	25
b.	They are not interesting	18	32
c.	They demand too much attention for less marks	22	39
d.	Any other reasons	2	4
<b>5</b>	<b>Are the questions on 'Comprehension' useful?</b>		
<b>A.</b>	<b>A. If the answer is 'Yes', please imply the reason/s:</b>	<b>Yes-38</b>	<b>38</b>
a.	a. It helps us understands paragraphs	14	37
b.	b. It sharpens our thinking power	9	24
c.	c. It develops our language skills	11	29
d.	d. Any other reasons	4	10
<b>B.</b>	<b>If 'No', state the reasons:</b>	<b>62</b>	<b>62</b>
a.	They are hard to understand	9	15
b.	It consumes our limited time	15	24
c.	They are bookish	33	53
d.	Any other reasons	5	8

The results presented in Table 1 related to the examination pattern of General English for undergraduate level students of Satavahana University, Telangana State. It gives that 38 % of the students have told that the pattern is satisfactory and the rest of the students that is 62 % mentioned that it is not good and satisfactory. 29% of the students accepted that they need essay type questions in the question papers and 71 % of the students do not desire for the essay type questions because majority of the students 45 % mentioned that they are by-hearting all the answers blindly. The

present examination question paper does not have annotations, for this 58% of the students' mention that they need annotations and the rest of the students mean 42% utter that they do not need it. The question paper has 40 % of grammar. 44 % of the students like grammar because it enables them to write some sentences flawlessly and the remaining students 56 % added that grammar demand too much attention of the students. There is only one comprehension will be given on the question paper. As asking the students whether the questions on comprehensions are useful, 38 % of

the students answered that it helps them to understand paragraphs and the rest of the students replied that the comprehensions are not at all useful as they are completely taken from the textbook and the students argue that they have already known about the text and answers.

#### Conclusion

The study spotlighted on the assessment of the examination pattern of Satavahana University for the undergraduate levels students. The psychometric of this questionnaire was concluded through statistical analysis on a sample of 100 students. Collected data was analyzed and percentages. Examination question paper setters must keep all the objectives in their minds rather than depending on the pattern of old papers. One can surely criticize that Satavahana University examination pattern for undergraduate level is

surely a fail show. Teaching should not certainly be governed by the examinations; especially language skills can't be tested. Most of the students as well as lecturers are not satisfied with the present examination pattern because it focused on short type questions and traditional grammar. Indeed essay type questions don't test the literary input of the students. 71 % of the students answered that they do not like essay type question as they don't make the students improve their knowledge and encourage them to by-heart the lessons. The research brings out that the grammar items from the question papers are not useful as there is no practical grammar. Since comprehensions are being given from the prescribed textbook, there is no scope for reading and improve the language skills. Thus the question paper does not test the knowledge of the students.

I. Model Question Paper:  
SATAVAHANA UNIVERSITY::KARIMNAGAR  
FACULTY OF ARTS  
PAPER I: ENGLISH  
(B.A., B.Com., B.Sc., B.B.M. Ist 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 traveller 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 traveller" 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) He was angry \_\_\_\_\_ her.

**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?)

**II. Questionnaire to the Students at Undergraduate Level**  
**Section-A**

1. Name of the Student: \_\_\_\_\_
2. Course of Study: \_\_\_\_\_ I / II Year
3. Medium of Instruction: Telugu/ Urdu/ English
4. Address of the College: \_\_\_\_\_
5. Native Place: Rural/ Urban \_\_\_\_\_
6. Profession of Parents: \_\_\_\_\_
7. Educational Qualifications of Family Members:
  - a. Father: \_\_\_\_\_
  - b. Mother: \_\_\_\_\_
  - c. Any other Family Member: 1. \_\_\_\_\_  
2. \_\_\_\_\_
8. Community: (Put the right Mark) OC / SC / ST / BC (A/B/C/D) (This statistical data is highly confidential and will not be used for any other purpose)

**Section-B**

1. Is the question paper pattern satisfactory? Yes/ No  
A. If the answer is 'Yes', please mark the reason/s:  
a. It is very easy

- b. It covers all the language skills
- c. It is neither lengthy nor brief
- d. Any other reasons
- B. If the answer is 'No', mention the reasons:
  - a. It is very difficult
  - b. There are no multiple choice questions/ short type questions/ annotations
  - c. It does not cover practical English
  - d. Any other reasons
- 2. Do you like the essay type questions in 'Section-A' of the question paper? Yes/ No
- A. If the answer is 'Yes', please state the reason/s:
  - a. It improves our writings skills
  - b. It helps us to understand the lesson completely
  - c. It develops our logical and critical thinking skills
  - d. Any other reasons
- B. If the answer is 'No', Please give the reasons:
  - a. They encourage by-heart
  - b. It is difficult to write lengthy answers
  - c. It provides poor and unpolished writing
  - d. Any other reasons
- 3. Do you think it is good to incorporate annotations in the examination pattern? Yes/ No
- 4. Do you think that grammar items are useful? Yes/ No
- A. If the answer is 'Yes', please suggest the reason/s:
  - a. It helps us to construct flawless sentences
  - b. It polishes our speaking skills
  - c. It encourages us to learn English
  - d. Any other reasons
- B. If 'No', please give the reasons:
  - a. They are mechanical/ formal
  - b. They are not interesting
  - c. They demand too much attention for less marks
  - d. Any other reasons
- 5. Are the questions on 'Comprehension' in useful? Yes/ No
- A. If the answer is 'Yes', please imply the reason/s:
  - a. It helps us understands paragraphs
  - b. It sharpens our thinking power
  - c. It develops our language skills
  - d. Any other reasons
- B. If 'No', state the reasons:
  - a. They are hard to understand
  - b. It consumes our limited time
  - c. They are bookish
  - d. Any other reasons

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