

Content Analysis of the Question Papers on the Basis of Standard Practices of Syllabus: with special reference to Vinaya Bhavana, Visva Bharati.

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Abstract

Curriculum is the main component in any educational system. Curriculum has many dimensions. Syllabus is one of the most important dimensions. A syllabus is the collection of course content. Generally in the present education system, after completing the syllabus of a course, the teacher attempts to measure the students' performance. For judging the students' performance through evaluation, the best way is examination; and for the examination question paper as an important tool is frequently used. The process of setting a question paper and evaluating the students became more important. There are some basic criteria for framing a good question paper. Among them a main criteria is analyzing the syllabus and apportion weight ages to different areas of marks allocated for the content. When a question setter makes a question paper, he must follow the weight age of the content on the basis of instructional objectives. Therefore, a question setter has to be more acute and skilled in setting question papers.

Key words: *Content analysis, Question Papers, Syllabus*

Introduction

A curriculum should be the map to the essentials in any course of study, from the classroom level to the institutional level. The success of any curriculum should be judged on the basis of whether it achieves its objectives of the course. Curriculum means far more than "lesson plans." A university's curriculum informs teachers what must be taught at each grade level to ultimately prepare students for further/ higher education. Curriculum is also outlines for students a sequence of courses and tasks that must be successfully completed to master a subject and earn a degree from the university. Students may be more motivated to study if they understand why certain subjects are taught in the curriculum. Curriculum reassures students that they are on the right track to reaching their desired skills and goals. The curriculum is also intended to teach students the importance of responsibility, hard work and responsible citizenship. Teachers in partnership guardians and community members collaborate on the development of a curriculum that will instill character and reinforce positive behavior in students. Syllabus is one of the most important dimensions. For judging the students' performance through evaluation, the best way is examination; and for the

examination question paper as an important tool is frequently used. The process of setting a question paper and evaluating the students became more important. Among them a main criteria is analyzing the syllabus and apportion weightages to different areas of marks allocated for the content. There are some basic criteria for framing a good question paper. When a question setter makes a question paper, he must follow the weightage of the content on the basis of instructional objectives. Consequently, in setting question papers a paper setter has to be more acute and skilled.

The following are some important perspectives frequently used while setting a question paper for examinations:

1. Objective and scope of the examination.
2. Design of the paper and the relative weightage of the concepts.
3. Selection of questions.
4. Selecting questions covering all areas.
5. Following the instructional objectives.

Review of related literature:

Mahapatra, R.K. (2002), conducted a study on questionnaire paper. Their main aim was to critically evaluate the question paper. Finally they found that question paper was defective, so that it was not possible for achieving the instructional objective.

Bhola, v.(1978), conducted a study to evaluate the different aspect of question paper in terms of objective of science teaching, format of question etc. Finally he found that the syntax of question paper was defective and also the coverage of content was unsatisfactory.

Rao,(1968), Investigated a study over question paper at standard XI level. In his study he found that maximum question papers were not properly balanced.

Malhotra, M.M., et all.(1990), conducted a content analysis of question papers in Haryana polytechnics. Their main objective was to analysis the question paper for measuring coverage of syllabus and other weightages assigned to measure different levels of cognitive abilities. Finally they observed that question paper in general did not fully cover prescribed format.

Objective of the study:

- 1) To analysis the question papers in terms of standard practices of syllabus.
- 2) To analysis the strategies 'of evaluation at the stated level of education.
- 3) To identify the status of question papers on the basis of content coverage.

Methodology of the study:

Method: For the present study content analysis is used to analyze the data.

Population: All the question papers of M.A in Education (semester-III) which was used to measure the student's ability in Vinaya Bhavana, Visva Bharati are taken as sample.

Sample and sampling technique: Sample for the present study deals with all the question papers used for evaluation of students of M.A in Education (semester-III), in 2015. Convenient sampling is used to collect the sample

Data Analysis and Interpretation:

Table 1: Distribution of the evaluation devices/ questions in terms of number of questions per unit in M.A SEM-III (Curriculum Development)

Units No	Total score	Percentages (%)
I	04	5.71
II	16	22.85
III	22	31.42
IV	08	11.42
V	12	17.14
VI	04	5.71
None	04	5.71

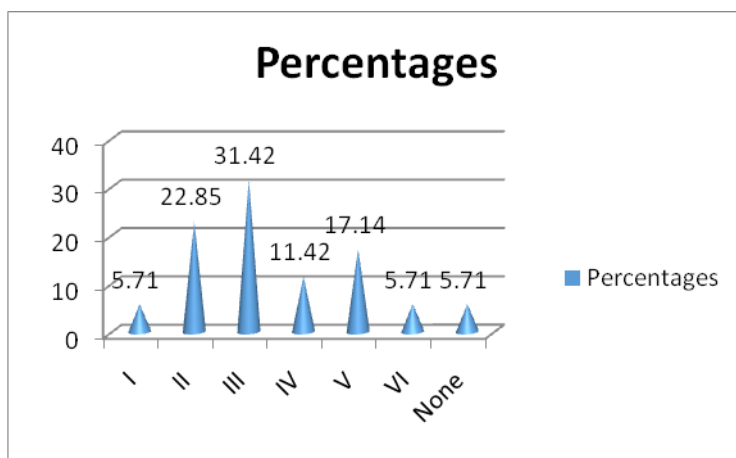


Figure 1: Distribution of the evaluation devices/ questions in terms of number of questions per unit in M.A SEM-III (Curriculum Development)

Interpretation

After intensive study of the above question paper based on Curriculum Development, analysis of the above graph revealed that maximum number of questions covered from unit III followed by unit II and unit V respectively as in decreasing order, where as unit I, unit VI shared same frequency as 5.71% , which is very least in number. The phenomenon reveals

that the units are not given uniform weightage while developing the questions/ items; so far the paper on Curriculum Development is concerned.

Table 2: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Measurement and Evaluation in Education)

Units No	Total score	Percentages (%)
I	16	22.85
II	23	32.85
III	04	5.71
IV	0	00
V	18	25.71
VI	09	12.85

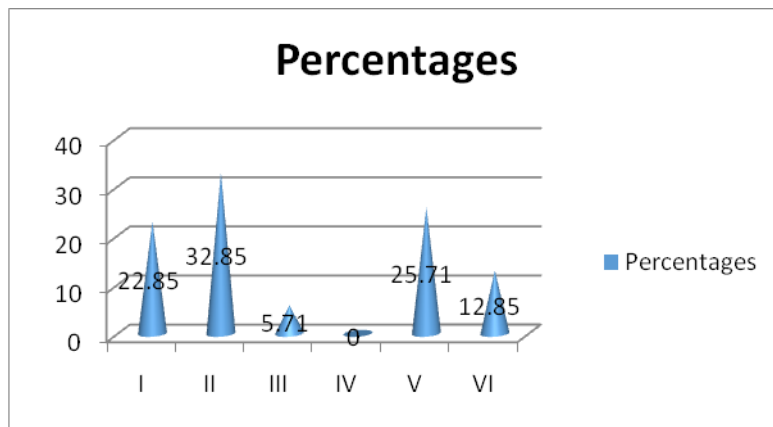


Figure 2: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Measurement and Evaluation in Education)

Interpretation

After analyzing the question papers of ‘measurement and evaluation in education ‘it is observed that maximum number of questions covered from unit II comparatively, where as unit I and unit V shared approximately same number of questions. There is hardly any questions comes from unit IV.

Table 3: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Comparative Education)

Units No	Total score	Percentages (%)
I	8	11.42

II	7	10.00
III	15	21.42
IV	8	11.42
V	9	12.85
VI	16	22.85
None	7	10.00

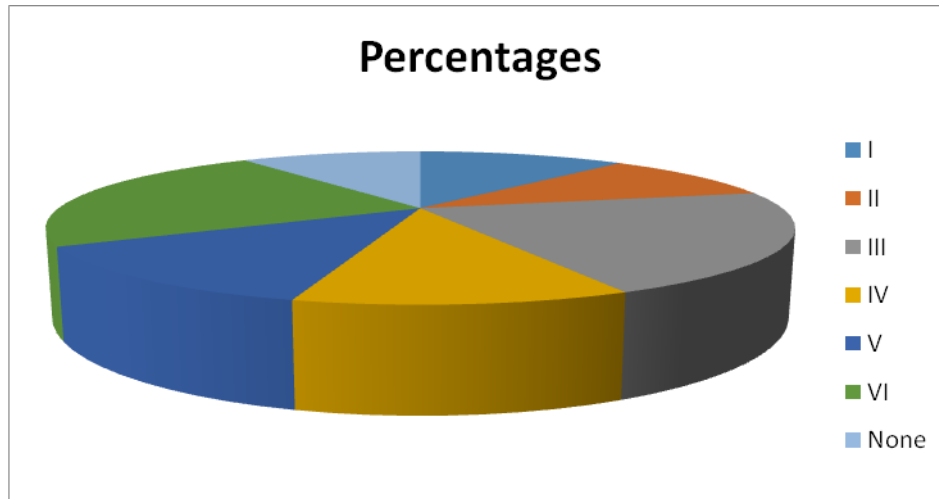


Figure 3: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Comparative Education)

Interpretation

After keen observation of the above analysis, graphical presentation on Comparative Education explored that unit III and unit V contributed higher proportion in questions but unit I and unit IV having same value shared in this evaluation device.

Table 4: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (ICT in Education)

Units No	Total score	Percentages (%)
I	9	12.85
II	6	8.57
III	8	11.42
IV	3	4.28
V	14	20
VI	8	11.42
None	22	31.42

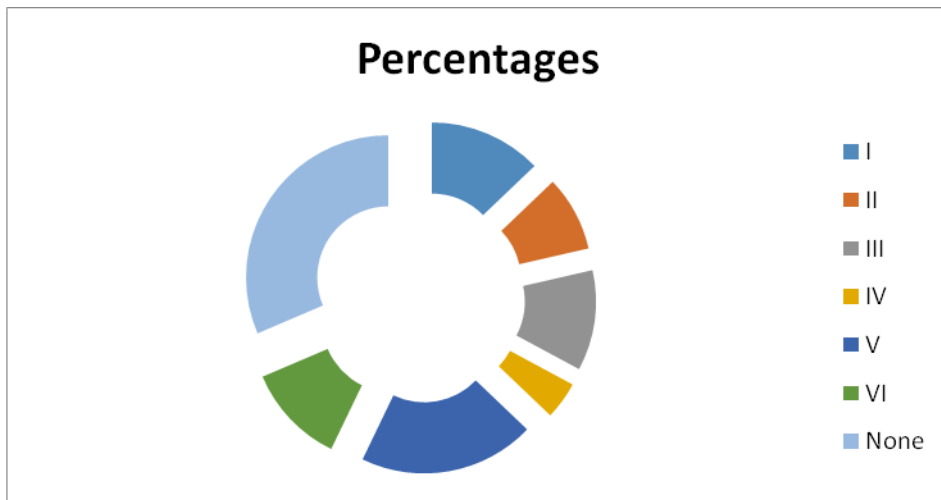


Figure 4: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (ICT in Education)

Interpretation

Having critical analysis over the question paper based on ICT in Education, findings revealed that maximum number of question come from out of syllabus followed by unit V respectively, where as unit I, unit III and unit VI contributed their content in question construction almost with similar number.

Table 5: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Psychological Foundations of Education)

Unit No	Total score	Percentages (%)
I	11	15.71
II	11	15.71
III	11	15.71
IV	12	17.14
V	12	17.14
VI	12	17.14
None	1	1.42
Total		100

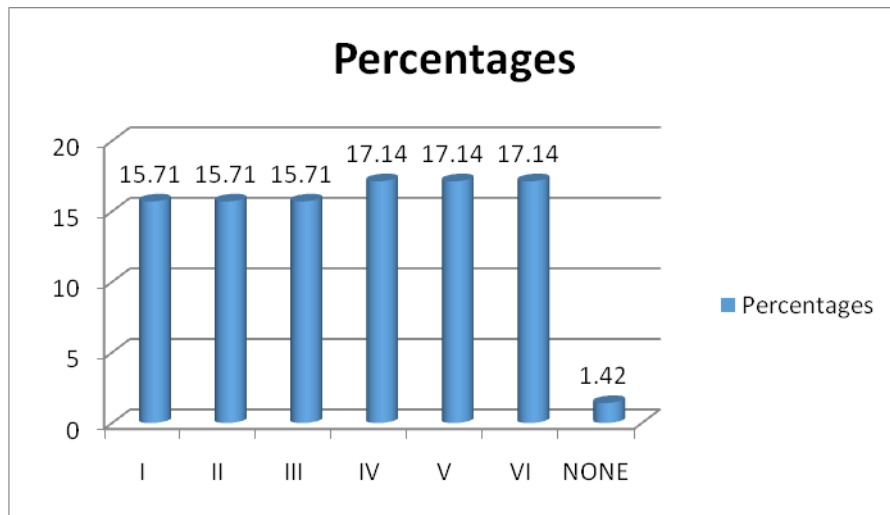


Figure 5: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Psychological Foundations of Education)

Interpretation

After going through in depth analysis of the evaluation device based on paper named as Psychological foundation of Education , it is explored that question covered from unit I,II,III in same frequency as 15.71% and unit IV, V,VI as 17.14%.So, we can conclude that content coverage for question making are kept as 50:50 ratio almost.

Table 6: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Sociological Foundations of Education)

Unit No	Total score	Percentages (%)
I	25	35.71
II	11	15.71
III	14	20
IV	11	15.71
V	00	00
VI	09	12.85

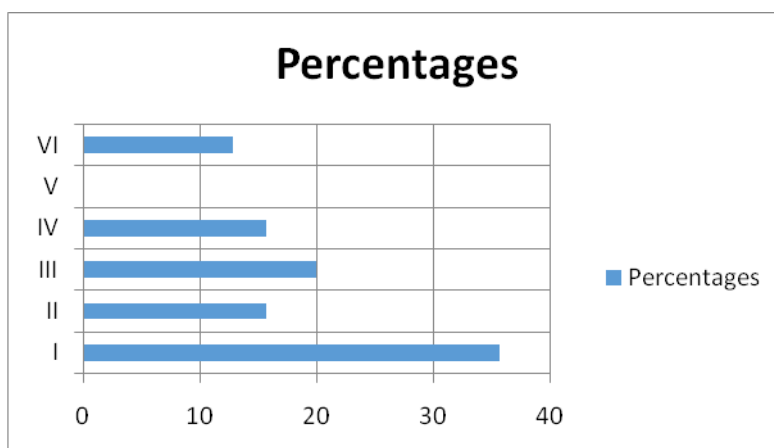


Figure 6: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Sociological Foundations of Education)

Interpretation

Above graphical analysis of the evaluation device construction in tune with the paper named as Sociological foundation of Education, the findings of the study explored that content coverage from unit I is maximum in number where as the picture becomes little gloomy as questions covered from unit II and unit IV in similar value as 15.71% with much more number of content coverage contributed from unit III as 20%.

Table 7: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Methodology of Educational Research)

Unit No	Total score	Percentages (%)
I	13	18.57
II	12	17.14
III	12	17.14
IV	11	15.71
V	11	15.71
VI	11	15.71

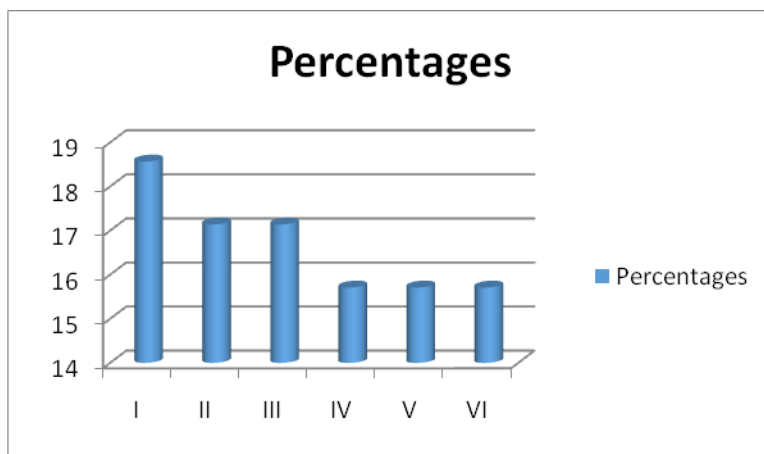


Figure 7: Distribution of the questions in terms of number of questions per unit in M.A SEM-III (Methodology of Educational Research)

Interpretation

Intensive observation with analysis of the evaluation device constructed on the basis of paper named as Methodology of Educational Research, the findings gave the following results as maximum number of questions come from unit I and unit II and Unit III content

coverage are similar in vein where as unit IV, V and VI contributed their content on question making as same frequency as 15.71%.

Finding of the study:

1. Except a few hand counted questions, number of questions are sufficiently deviating from the basic criterion of framing standard evaluation tools and needs improvement.
2. Many a cases, imbalance is prominent between the level of question and marks allotted towards the question.
3. More than half of the questions analyzed reveal that those are deficient in clarity.
4. In sizable cases, questions are started with certain quotations, which are not available in any standard text or references.
5. In consonance, it is observed that the lacuna relating to inability of the evaluation devices to give proper coverage of the content is due to absence of the 'specification table', which forms an integral part of syllabus.
6. Having critical analysis over the question paper based on ICT in Education, findings revealed that maximum number of question came from 'out of syllabus' followed by unit V respectively, where as unit I, unit III and unit VI contributed their content in question construction almost with similar and lower number.
7. After critically analysis over the question paper on Methodology of Educational Research, finding reveled that distribution of marks are more or less equal from the every unit.

Conclusion:

The researcher, by analysing the question paper of m.a in education , sem-iii, 2015, found that maximum question were set out not covering all unit except a few and also it is found that there are lacuna in appropriate distribution while selecting question from the different units. And number distribution for the question was not equal to each unit. Again in most of the cases (except a few) instructional objectives are not taken into consideration for making question papers.

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