

Analyzed Study Of The Answer Books Of Students Who Have Got Less Than 30% Marks In Social Study Subject In The S.S.C Examination Of March-2004

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ABSTRACT

In all the states of India, the examination for Standard 10 is conducted by the State Secondary Boards of Education. For the last three years, the tenth standard examination conducted by the Gujarat Secondary Board has shown that on an average only 49.10% of the students taking the examination passed. It means that 50.85% students have failed in this public examination. Also 30% of the students who took Gujarati as one of the subjects for this examination have failed in Gujarati. In other words, largely speaking, 30% of the students have failed in their own mother tongue examination.

So, the Secondary Education Board of Gujarat tried to find out as to why the students failed in Gujarati Subject, in their own mother tongue. Researchers checked the answer sheets for the errors students committed and for the difficulties they might have faced in answering the questions. They also checked the answers to identify the questions that the students did not have difficulty in answering. Heads of Education departments of four Universities in the Gujarat State and 45 Secondary School teachers helped in carrying out this research. On the basis of these findings, solutions have been suggested. The findings and the solutions based on this research were sent to all the schools through the monthly magazine published by the Board of Secondary Education by way of helping the teachers to rectify the deficiencies in content, teaching methods, and evaluation of the performance of students, etc.

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INTRODUCTION

In Gujarat, the standard examinations, like in other states of India, is held by the Gujarat Secondary Education Board. The number and result of the students who took this examination during the last three years are given below.

Examination Year	Total number of candidates	Passed	Result in Percent
March-2002	6,33,253	3,28,091	51.81
March-2003	6,42,110	2,75,927	42.97
March-2004	6,34,120	3,34,099	52.69

From the above figures it is understandable that in Gujarat during the last three years, an average of 6,36,494 students have given the S.S.C. examination, out of which 50.85% candidates have failed. It is not affordable for any society that every year 50 % of its students gets failed.

In Gujarat, through the Karma Yogi Abhiyan, there started a revolutionary movement in a variety of fields. But, then, how did the field of education did not benefit from this movement and stay away from the beneficial impact of this movement?

Gujarat Secondary Education Board is trying to improve the quality of education through various efforts. It is not enough to have a proper atmosphere when the examinations are held. It is also important that through all these efforts students should be enabling to succeed.

A DESCRIPTION OF THE PROBLEM

The result of Gujarati subject of S.S.C. examination held in March-2004 is as follows:

Subject	Total number of candidates	Appeared	Passed	Percent
S.S	609295	597062	321756	53.89

The results indicate that 46.11% of the students who took Social Study as one of their subjects have failed. To the surprise of many, the percentage of pass in social study is lower since last few years.

THE FOCUS

The focus of this study is on

- Looking into the answer books of the students who got less than 30 marks in Social Study in the S.S.C. examination of March-2004.
- Identifying the errors in writing found in these answer sheets.
- Identifying the questions, which the students wrote their answers.

- Finding out the parts of the question paper, which the students could not answer correctly in Social Study.
- Making suitable suggestions for future guidance based on the above.

SAMPLE

From among the answer books that obtained less than 30 percent in total, 500 answer books of Social Study were selected for thorough scrutiny based on the goals listed above. The selection of these answer books was done at random.

IMPORTANCE OF SUBJECT

This kind of research work is the first attempt made by the Gujarat Board of Secondary Education. So the focus, as reported above, was to know the various reasons behind the below average result. What are the factors responsible for this kind of result?

METHOD OF STUDY

A meeting was arranged in the assembly hall of the Secondary Education Board on 24th October 2004 under the direction of Shri H.N.Hingu. Dr. Ramesh Kothari from M. S. University, Baroda, Dr. Bhogayata from Bhavnagar University, Dr. Uchaat from the Sauarashtra University, Rajkot, Dr. R. D. Mulia from Gujarat University, Ahmedabad were present in this meeting. This meeting decided that teachers should check 1500 answer-books in every subject.

The study of the answer books of the students who took the 10th standard examination was undertaken by 45 teachers at Preksha-Bharti, Koba, in the district of Gandhinagar from 7th November 2004 to 9th November 2004. During this process the teachers were made familiar with the research subject and its importance. They were given the guidance as to how they should study/evaluate the answer books. They were asked to record their opinions that they formed through this process of study/evaluation. After that, according to the subject and question-paper, groups were formed with five teachers in every group. Every teacher was required to study only one question from the answer-books. Three answer-books were given to every group and thus the work started. After sometime the teachers assembled together. The supervisors asked them about their experience, and discussed the difficulty of work that the groups might have faced in studying and evaluation the answer books. On this basis, necessary changes were made and then the answer-books were again given to the teachers. The teachers started to find out where and how the students had committed errors.

Analysis of Information

On scrutinizing the answer scripts of the students, it is observed that

1. The students find history section most difficult. Civics, economics and geography are found comparatively easier. Hand- writings of the majority of students are found difficult to read. The most difficult questions in history are the objective type questions are observed. The questions found less difficult in order were: answer in detail, give reasons and write short notes
2. In geography, the students found the question on Map-filling the most difficult one.
3. So far as civics, economics and geography are concerned, the questions found difficult by the students follow the same pattern as in the case of history.

Errors committed by the students in answering the questions are classified and corrective measures suggested below.

Extent of Errors	Type of errors/remarks	Corrective measures
Question: 1 (A) (1) Fill up the blank		
<ul style="list-style-type: none"> - Incorrect Answer: 60% students - Correct Answer: 15% students - One answer correct: 16% students 	<ul style="list-style-type: none"> - Some students keep the blanks unfilled 	<ul style="list-style-type: none"> - Intensive study of the textbook by the students to be advised - Arrange question answer group game on important units.
<p>(2) Match 'A' with 'B': (Time line)</p> <ul style="list-style-type: none"> - Incorrect answer: 47% students - 50% correct matching: 24% students - Time- line: 99% students could not get any mark. 	<ul style="list-style-type: none"> - Failure in correct matching. - Difficulty in drawing Time- line 	<ul style="list-style-type: none"> - Explain with illustration how to take proportionate unit scale and how much, for drawing a time –lines in the ruled answer- script can be taken as a unit scale - Explain this to the students
<p>(A) Historical Reasons (any three)</p> <ul style="list-style-type: none"> - All correct it 19% students - All incorrect: 45% students - Not answered: 13% students 	<ul style="list-style-type: none"> - Illegible hand- writing - Incomplete answer - Answer not as required - Sentence construction faulty 	<ul style="list-style-type: none"> - Teach students cause effect relationship of historical events. - Give more practice of important reason of the events, arrange question answer session in this regard
<p>(B) Explain the statements</p> <ul style="list-style-type: none"> - Both incorrect: 59% students - Not Answered: 25% students 	<ul style="list-style-type: none"> - Ambiguous writing (statement not clear) - Wrong sentences construction - Correct beginning followed by the wrong from the middle portion onward 	<ul style="list-style-type: none"> - Give practice of how to explain such statements with reference to context
<p>(D) Short notes (any two)</p> <ul style="list-style-type: none"> - Both correct: 20 % students - Both incorrect: 23% students 	<ul style="list-style-type: none"> - Illegible hand writing - Hence no marks - Ambiguity in writing 	<ul style="list-style-type: none"> - Use simple and clean language while teaching - Give more practice in writing

- Not answered: 43% students	- Lacking all necessary points	important notes in short. - Use story-telling method, where needed
Question: - 2 (A)(1) Answer in one or two sentences (Any Six). History		
- Not answered: 16% students - Irrelevant answer: 16% students - Repeated the question it self: 16% students.	- Students writes any answer, not related to the question - Cannot remember place / year /person.	- Give more practice of important questions / events for recollection with reference to context - Organize quiz programme.
(2) Explain the concept (Any Two) (History) - Both correct: 70% students - Both incorrect: 12% students - Not answered: 10%	- Students find the question on 'concept' relatively easier.	- Consolidate under standing of important concept in history.
(B) Answer in detail (Any Three) (History) - Incorrect answer: 30% students - Not answered: 18% students - Repeated the question itself: 8%students	- Students write incomplete answers - Lack of consistency in writing	- Organize group discussion on main historical events. - Encourage narration in a story form. - Reference to world map may be useful.
(C) Give Reasons (Any two) (civics) - Incorrect answer: 10% - Irrelevant answer: 20% - Repeated question itself: 18%	- Many students answer correctly. - Don't understand what is asked. - Write uncompleted answer	- Explain cause and effect relationship with example from civics.
(D) Short notes (Any One) (Civics) - Correct answer: 60% - Not answered: 11% - Irrelevant answer: 10%	- Performance better compared to history	- Give more practice to weak students in writing short notes on important aspects of civics.
Question 3: (A) Answer in one or two sentences (Any Four)(Civics).		
- Not answered 10% - Irrelevant answer 20% - Incorrect answer 12% - 50% students could not get marks.	- Could not answer: 40% on - EVS, 13% on green house 33% on India - Unicef	- Explain how to write answers in one or two sentences with relevant examples. Give them more practice in this regard. - Quiz may be helpful.
(B) Answer in detail (Civics) Incorrect answer - Panchshil Principle: 22% - Creation of Bangladesh: 32% - Meaning of non-alignment 14 % - Purpose of a forestation: 25%	- Majority of students gave wrong answers. - Many students wrote incomplete answers	- Teach with emphasis the landmarks or specific events or concepts to understand civics in a better way. - Give students more practice. Through group work.

<p>(C) Concepts (Economics)</p> <p>Not answered: 20%</p>	<ul style="list-style-type: none"> - Cramming does not help. 	<p>Explain the concepts and important words / phrases in economics. Give practice to students is writing and revising at intervals.</p>
<p>(D) Answer in one or two sentences (Economics)</p> <ul style="list-style-type: none"> - Not answered: 20% - Writing wrong answers: around 35 % 	<ul style="list-style-type: none"> - Better performance in answering short answer type question compared to that in history. - Answer without understanding the question sometimes. 	<ul style="list-style-type: none"> - Organize quiz programme - Give more practice of answering such questions.
<p>Question: 4 (A) Give reasons (Any three) Economics</p>		
<p>Not attempted: 27%</p> <ul style="list-style-type: none"> - Question not understand 23% - Incorrect answer: 18% 	<ul style="list-style-type: none"> - Cannot understand cause and effect relationship 	<ul style="list-style-type: none"> - Encourage students to apply logical reasoning. - Organize group discussion on such questions and help them to deduce relationship.
<p>(B) (1) Fill up the blanks (Geography)</p> <ul style="list-style-type: none"> - Not answered: 19% - Incorrect answer: 29% 	<ul style="list-style-type: none"> - 50% students fail to secure marks in this question. 	<ul style="list-style-type: none"> - Ask students to have more practice in answering such questions. Guide them.
<p>(2) Short notes (One) (Geography)</p> <ul style="list-style-type: none"> - Not attempted: 32% - Irrelevant answer: 27% - Lack of statistical information 26% 	<ul style="list-style-type: none"> - Students find answering short notes questions in Geography easier compared to history and civics 	<ul style="list-style-type: none"> - Make use of map, charts, and models to make the learning easier. Allow more practice in writing short-notes under your guidance.
<p>(C) Answer in one or two sentences (any five) (Geography)</p> <ul style="list-style-type: none"> - Not answered at all: 16% - Only one answer correct: 50% - - - Two answers correct: 30% 	<ul style="list-style-type: none"> - Performance in correct short answers better compared to history and civics. - Some students write incomplete answers. 	<ul style="list-style-type: none"> - Emphasize important points while teaching - Organize quiz game - Question answer programme in-group may be useful.
<p>(D) Concepts (any four) (Geography)</p> <ul style="list-style-type: none"> - Not attempted: 20% - Partially attempted: 29% - No understanding of specific words: 27% 	<ul style="list-style-type: none"> - Cramming of words meaning is evident. 	<ul style="list-style-type: none"> - Explain the concepts or specific words with charts illustrations, pictures etc - Insist on oral as well as written exercise in concept comprehension.
<p>Question: 5 (Geography) (A) Answer in detail (any four)</p>		
<ul style="list-style-type: none"> - Lack of correct information: 50% - Lack of information on: Forests: 45% 	<ul style="list-style-type: none"> - Sometimes answers are incomplete, yet better 	<ul style="list-style-type: none"> - Use maps, charts, and pictures during teaching. - Organize group work.

<ul style="list-style-type: none"> - Cloth industry: 22% - Kinds of minerals: 20% - Not knowing importance of - Agricultural: 16% 	<p>compared to history and civics.</p>	<ul style="list-style-type: none"> - Give more practice in writing in writing answers.
<p>(B) Give reasons (any four) Could not give reasons for</p> <ul style="list-style-type: none"> - River Kaveri is called the Ganga of the south: 35% - In winter the temperature of Naryery is lower than that of Mamba: 30% - Dearth of manure in India: 20% - Woolen cloth industry in Punjab: 18% - India exports: 14% 		<ul style="list-style-type: none"> - Give practice in knowing cause-effect relation with reference to location, natural resources, weather, transport etc. - Use physical map of India and explain the subject matter with student's participation.
<p>Map filling</p> <ul style="list-style-type: none"> - Incorrect map filling: 40% - Incomplete map filling: 12% - Avoid map filling: 05% 	<ul style="list-style-type: none"> - Cannot locate the right place on the map for the item required. - Lack of idea of the direction for the place to be located on map. 	<ul style="list-style-type: none"> - Help the student how to locate the place on map. - Then ask them to point out different places on map. Give regular practice. - Encourage group game to point out required places on map.

Conclusion

In addition to the specific corrective measures suggested for each question on history, civics, economics and geography above, the teacher should prepare a question bank unit wise, with various types of questions. He should prepare model question papers as per the scheme accepted by the secondary/higher secondary Board, and advise students to prepare answers and write them down. The teacher should examine them and guide students for better achievement in the subject. Diagnostic and remedial work would go a long way in helping students to score well. The teacher should make use of necessary TLM to make teaching – learning interesting and result oriented.