

CENTRAL UNIVERSITY OF PUNJAB

Report on Analysis of Questions (2017-18)

ENGLISH

- Majority of the questions were based on understanding and there were few questions on analysis. However, there were no questions on application, evaluation and creativity dimensions
- Language used in the questions was clear, specification of marks was well distributed and no items were asked on contents repeatedly.
- General information was missing.

PUNJABI

- All questions were based on understanding, application, analysis and evaluation dimensions of outcomes. But no items focusing application and creative outcomes were given.
- Instructions to the students in answering the question were not clear.
- Language used in the question was clear, specification of marks was well distributed and no items were asked on contents repeatedly.

CYBER SECURITY

- All questions were framed at understanding and application level.
- Language used in the questions was clear, marks were well distributed and no item was asked on content repeatedly.

MASS COMMUNICATION

- Majority of the questions were based on understanding level and very few were from evaluation. There were no questions from analysis and creativity
- Some of the question papers did not have general information such as year, name of department etc.
- Maximum marks and time allotted for the exam was not mentioned.
- Language was clear for answering the items.
- The numbering of items should be in continuous series.

POLITICAL SCIENCE

- Only understanding dimension of outcomes were included but no items focusing application, analysis, evaluation and creative outcomes were given.
- Language used in the questions was clear, marks were well distributed and no items were asked on contents repeatedly.

PHYSICS

- Majority of questions were Analytical and few were of Understanding level. But, there were no questions of Application, evaluation and creativity level.
- There was clarity of instructions, but some of the questions seems to be lengthy.
- There was appropriate distribution of marks and language clarity and there was no repetition of questions.
- Some of the question papers did not have general information.

GENETICS

- Majority of the questions were of Understanding level and few were of application level. There were no questions on analysis, evaluation and creativity.
- Language used in the questions was clear, marks were well distributed and no question was asked on content repeatedly.
- General information was missing.

LHG

- No evaluation and creative outcomes were included in the questions. However, understanding, application and analysis outcomes were included
- Language used in the question was clear, specification of marks was well distributed and no items were asked on contents repeatedly

EDUCATION

- The question papers consist of questions on understanding, application, analysis and evaluation, but a very few creative questions were given.
- All the questions were found to have clarity of instructions, balanced distribution of marks and language clarity. But 20% questions were having repeated content.

LAW

- Questions were based on understanding, application, analysis and evaluation outcomes. Very few questions pertained to creative outcome.
- The question papers were not having clarity of instructions and balanced distribution of marks.

COMPUTER SCIENCE AND TECHNOLOGY

- Questions were framed on understanding, application and analysis outcomes. Questions were of Easy level.
- Instructions to the students were clear.
- Language used in the question was clear, marks was well distributed and no question was asked on content repeatedly.

CHEMISTRY

- All questions were based on understanding, application and analysis. The level of difficulty of questions was easy.
- Instructions to the students were not clear.
- Language used in the question was clear, marks were well distributed and no question was asked on content repeatedly.

GEOGRAPHY

- The question paper contains questions for understanding, applications, analytical, evaluation and creativity.
- There was no clarity of instructions, marks were not well distributed.
- There was no repetition of questions.

SOCIOLOGY

- The question paper contains questions for understanding, applications, analytical, evaluation and creativity.
- There was clarity of instructions, distribution of marks and language clarity
- There was no repetition of questions.

PLANT SCIENCES

- The question paper contains questions for understanding, analytical and evaluation.
- There were no questions on application and creativity.
- There was clarity of instructions and proper distribution of marks
- There was no language clarity and no repetition of questions.

LSS

- The question paper contains questions for understanding, analytical, evaluation and creativity.
- There were no questions on application.
- There was no clarity in instructions and language.
- There was proper distribution of marks
- There was no repetition of questions

LMS

- The question paper contains questions for understanding, evaluation and creativity questions.
- There was no question on application.
- There was no clarity of instructions.
- There was proper distribution of marks and no repetition of questions.

FOOD SCIENCES AND TECHNOLOGY

- Questions were not framed on Evaluation and Creative outcomes.
- Language used in the questions was clear, Marks were well distributed and no items were asked repeatedly on the content.

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

- All questions were of understanding level only, thus, question paper was very easy.
- Instructions were not given.

STATISTICS

- Understanding and application oriented questions were framed.
- General instructions were missing
- Total marks allocated in EVS (Statistics) paper was 27 instead of 25.

HINDI

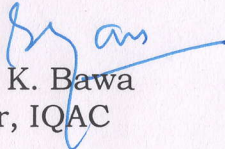
- Questions framed were understanding and analysis type only.
- Instructions were given in the paper.
- No repeated questions from same content were framed.

PHARMACY

- Instructions for students were given.
- Question based on understanding and analysis were framed.
- No content repetition was there.

Recommendations

1. Faculty members are to be instructed to frame questions pertaining to all levels of understanding (knowledge, understanding, application, analysis, evaluation and creativity) so that question paper are neither too easy nor too difficult.
2. Instructions for students are to clearly given.
3. Questions are not to be framed from the same content repeatedly.
4. Marks are to be distributed as instructed by examination branch.


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