

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is a unique identification of human civilization. Language has made it horrible to change a wild-human being to a civilized human being. Language shows the present, past and even the future of human race. It has so vast creativity that covers human thoughts and desires, hopes and hatred, pains and pleasures, frustrations and all other feelings which can arise from human heart. Cambridge International Dictionary (1997, p:795) defines language as “A system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce message that have meaning”. It is difficult to trace back the origin of language but it can be assumed that the development the language is as old as human race Yule (1985, p:1)

Language is the possession of only human beings. It is proved to be a major means of communication. Language plays a great role for the development of good relationship, national unity and international integrity. Language directly or indirectly, affects every field viz. science, art, economics etc. it is a special gift of human beings which provides us human identity. Thus the importance of language is immense in human life.

Every normal human being acquires language as a natural process of development. But there is difference in acquiring first language and learning second language. Acquiring first language is a sub-conscious process while second language is a conscious one as it involves formal teaching and learning. To get mastery over language everyone needs to have command over all

language skills viz. listening, speaking, reading and writing and command over aspects of language viz. vocabulary, grammar and meaning.

It is in this sense language education covers one of the areas of the educational curriculum, which involves the mastery of language skills and related notions such as spelling, pronunciation, sentence construction etc. language teaching can then be defined as the teaching of language for the communication by sharing and exchanging ideas. In the past language was viewed as a set of rules and language was considered as the teaching of these set rules. Before the advent of modern linguistics, in the name of language teaching, students were given the rules of foreign language in the mother tongue of the students and they were asked to read and appreciate the foreign language literature. They were also asked to translate the literary text from foreign language into mother tongue. Grammar translation method was used everywhere in the field of language teaching (Richards, and Rodgers. 1986, p:2)

After the publication of inflectional book of Ferdinand de Saussure (1916) on linguistics the view of language changed in the area of linguists. Speech was given primary over the traditional concept of written form of language as superior (Harris, 1969, p:9). The change of the view of language also brought about change in language teaching. As a result direct method came into existence - 1957, Chomsky published his influential book Syntactic Structure was a revolutionary work in the field of linguistics. In this book, he defined language as set (finite or infinite) of sentences, each finite in length and constructed out of finite set of elements. This brought about drastic change in the view of language and in the field of language teaching.

Sociolinguists defined language as a social phenomenon. When Hymens defined communicative competence, the emphasis was shifted to functional language teaching and communicative language teaching. (Canale and Swain,

1990, p:8) identified four dimensions of communicative competence: linguistic, socio linguistic, discourse and strategic. In this classification, Sthapit (1988) saw a number of serious flaws and defined communicative competence having the following three components: extended linguistic competence, extra linguistic competence and pragmatic competence or language sensitivity.

This change of the view of language brought about change in language teaching as well. As a result communicative approach assumes the teaching of this aspect in the language teaching.

### **1.1.1 The Historical Background of Teaching English in Nepal**

English language teaching and learning is a historical incident closely associated with the British Empire in India. The institutionalized teaching of English in Nepal dates back to the early of 20<sup>th</sup> century, formally English language teaching started in 1910 B.S. after the first Rana Prime Minister of Nepal Mr. Janga Bahadur Rana returned from his journey of England. He established the school (Only for Rana family) for teaching English language at Thapathali. Later on the school was known as Darbar School. When Dhir Samsar became the Director General of Education, he gave permission to the sons and daughters of government officials to study in darbar High School. the sons and daughter of general people started to study in this school since 1942 B.S after Bir Samsar became the prime Minister of Nepal. Later during the prime minister ship of Dev Samsar, he established many schools in Nepal. But the English syllabus was literature based and methodology that of grammar translation.

After the establishment of Tri-Chandra College in 1975 B.S., English language was started to be taught in higher level also. During the time of Rana regime,

the situation of English language teaching was not satisfactory. The teaching learning process was much limited.

During the panchayat System from 2017 B.S. to 2046 B.S. the development of teaching English language (system) situation was little satisfactory. In panchayat system, the government gave freedom to the people to establish private schools. The establishment of the private schools played a significant role in the development of teaching English language situation because of the English medium of instruction.

After the restoration of democracy in 2046 National Education Commission (NEC) was formed in 2047 in order to provide the suggestion to develop the education system of Nepal. The commission submitted its report in 2049 B.S. the report gave much emphasis to the development of English language teaching in Nepal. The commission suggested establishing many universities in Nepal. As a result many universities were established and teaching English remained a compulsory as well as an optional subject in each now, English language is taught from grade one to the Bachelor level as a compulsory subject.

The classes run by University after SLC is termed as certificate level. 10+2 is the substituted term of certificate level. In this study it is tried to find out either all the good qualities of good test are included or not in the examination of +2 level.

### **1.1.2 Language Testing**

Language education covers teaching, learning and testing to measure whether students have learned the context taught. The Longman Dictionary of Language Teaching and Applied linguistics (1999, p:377) defines testing as

“the use of tests or the study of theory and practice of their use, development and evaluation, etc.” similarly, Bachman (1998, p:20) defines testing as “a measurement instrument designed to elicit a specific sample of an individual’s behaviors” likewise, the relationship between teaching and testing is stated by Harrison (1991, p:1) saying that “far from being divorced from each other, testing and teaching are closely interrelated.

From the definitions mentioned above testing and teaching are so closely interrelated that is virtually impossible to work in either field without being constantly concerned with other. Tests may be constructed as devices to reinforce learning and motivate the students or primarily as assessing the students’ performance in the language. It’s to say that language testing is central to language teaching. It provides goals for language teaching and it monitors for both teachers and learners for teaching to those goals. It is also helpful to find out the difficulties of the students. Tests also provide teachers with insight into the evaluation of the effectiveness of the syllabus, methods and materials. Therefore, testing is and should be a part of teaching. Thus testing is a cover term to refer to any means of checking what students can do and can not do with the language taught. The fact that teaching and testing are so closely related makes it virtually impossible to work in either field without being constantly concerned with the other. There are various means of evaluation, which are used to evaluate the learner’s ability to do something with the language learned. These means are assessments, examinations, interviews, projects. For this study, the examination is the focus. Examination has an influential role particularly in education.

A large number of examinations in the past have encouraged a tendency to separate testing from teaching. However, examinations at present reveal the fact that both testing and teaching are the inseparable. Therefore the teaching and learning activities and evaluation system in this level must be in

consonance with the objectives of the curriculum. More particularly, the objectives of the question paper of each subject in this level should be developed in such a way that it can include all qualities like reliability, scorability, administrability, economy. This study examines the qualities of the optional English test papers of class XII.

### **1.1.3 An Introduction of Higher Secondary Education Board**

Higher Secondary Education Board (HSEB), one of the educational boards of Nepal, was established in 2049 B.S. The main purpose of establishing HSEB is to help those students of remote areas of Nepal who can't afford money for their further studies. HSEB has been helping those students, who can't go to towns to study by establishing higher secondary schools in these areas. Similarly, students aren't fully matured while completing SLC level. So, the concept of higher secondary education will help them to be matured. Higher secondary course is not only the preparation of higher studies but also the completion of certain norms to get opportunities for livelihood. It will also help to maintain the educational standard in south Asian countries and in SAARC countries. The main objective of HSEB is to produce middle level manpower in the nation. To achieve the above mentioned objectives HSEB set the curriculum in the academic year of 2049 and established 36 higher secondary schools throughout the kingdom now the government has taken the policy of uniting higher secondary level into secondary level and dismissed certificate level. HSEB has been following the single track curriculum system. The higher secondary school system (HSSS) has two main aims: to prepare student for further studies at university and to prepare student for middle level management positions in the government and private sector. For these roles, students will need a good understanding of the English language because English is now considered as the primary language for international communication and for communication with foreigners visiting Nepal. The

chairman is the minister of education ministry. The first vice chairman of HSEB is prof. Dr. Tirth Raj khaniya who played the significant role for the promotion of this institution and also quality education.

An important factor in the improvement of education is the implementation of a well designed curriculum that prepares student to face the challenges of 21<sup>st</sup> century. In this regard, the grade twelve curriculums have been set. This curriculum has been made challenging and ambitious. The success of this curriculum depends on how it is used in the classroom and how students performances are evaluated. Realizing that curriculum is difficult, HSEB has committed itself to produce wide range of supporting materials which will be helpful to teach the contents of curriculum effectively. HSEB has produce many text books, reference materials, teachers guides etc. HSEB has set two different types of English course in the curriculum. Compulsory English and optional English are prescribed to teach in grade eleven and twelve. within compulsory English, three books are prescribed at grade eleven. They are link English, 'Meaning into Words' intermediate students book' and 'Magic of words'. In the case of optional English other three books are prescribed. They are Reading Between the lines 'An Outline of English Literature' and Mosaic. At grade twelve: Meaning into Words, upper intermediate students' book and 'Heritage of words' are prescribed. In the case of optional English other four books 'Generations' 'THE Great Gatsby' 'Encounters' and 'Play in One Acts' are prescribed. Many reference materials like oxford advance Learners dictionary and Cambridge, Dictionary is also prescribed as reference materials.

Most of the educational schools colleges and universities follow annual examination system. Written, oral and practical examinations are administered according to the nature of the course. So has HSEB been following all the norms of testing to measure students' understanding, the full marks of com

.English course is 100 and optional English also covers 100 marks and pass marks is 32 percent up to secondary level 35 percent is in HSEB, 33 percent is in intermediate level of TU: 35 percent is in diploma of T.U. and 40 percent is in master level .The pass marks of optional English at grade twelve is 35 Aryal ,(2005, p:4)

#### **1.1.4 Qualities of Good Tests**

Tests can be good if they have validity, reliability, scorability, administrability and economy. If the tests lack one of these qualities, they cannot be good tests. The qualities of good tests can be validity, reliability, sociability etc.

##### **1.1.4.1 Reliability**

Reliability refers to the measuring device that gives the same results every time regardless of who is giving and marking it. No results are reliable unless they are stable. The reliability of a test is its consistency. It refers to the extent in which a test produces consistent results when administered under similar conditions (Hatch and Faraday, 1982)

##### **1.1.4.2 Scorability**

It refers to the ease or difficulty of grading or scoring a test. Some tests are easy to score others are not. Objective tests such as multiple choice items, true false, matching etc. are easy to score because they have only one correct answer, and they are more reliable. Subjective test on the other hand, are not easy to score because there is no one absolute answer to the question.



### **1.1.4.3 Administrability**

Administrability is another very important factor of a good test. A test may be very good in terms of validity and reliability but if it lacks administrability then it is useless. It must be fairly straightforward to administer. If the test is to be administered by several examiners working in different test centers, clear directions specifying exactly what each examiner should say and do should be issued in order to ensure that exactly the same procedure is followed in each center (Pokhrel 2007 P:67)

### **1.1.4.4 Economy:**

It refers to the cost for a test, both in terms of money and time. All test cost time and money to prepare, administer, score and interpret. Obviously those tests which cost little time and money are better than those that take long time and heavy amount in their preparation, administration and scoring. Does the test measure what we want it to test in a reasonable time considering the testing situation? If it does, the test is practical and economical (Lado, 1961 P:31)

### **1.1.4.5 Validity:**

It is one of the qualities of good test. Validity refers to the degree which a test actually measures what it is designed to measure. A test is said to be valid if it measures what it is intended to measure and nothing else. If a tests which is designed to measure LSRW, actually measure the same, then it is a valid test. There are different kinds of validity.

### **1.1.4.6 Content Validity**

There are various qualities of a good test. They are validity, reliability, practicality, scorability, economy and wash back effect. Among them validity

is the most complex criterion of a good test. Validity is a relative concept. It is a matter of degree. A test can be 75%, 65%, 50% valid and so on. Harrison (1991, p: 11) defines validity as “the extent to which the test measures what it is intended to measure. Heaton has a similar view on validity with Harrison. For him validity of a test is the extent to which it measures what it is supposed to measure and nothing else.

There are different kinds of validity. They are content validity, Face validity, and Criterion validity and construct validity. However, in this study only content validity is dealt with. Content validity is the first type of validity. It depends on a careful analysis of the language being tested and of the particular course objectives. The test should be constructed to contain the represented sample of the course. The relationship between the test items and the course objectives should be apparent.

According to Hughes (1989, p: 22) “A test is said to have content validity if its contents constitutes a representative sample of the language skills, structures etc. with which it is meant to be concerned.” It is based on the degree to which a test adequately and efficiently measures the particular behaviors. A grammar test, for instance, must be made up of items testing knowledge or control of grammar. However, this in itself does not ensure content validity a test should have content validity only if it included the proper sample of the relevant structure. Here, first careful analysis of the language being tested and the particular test objectives reflected is required. Content validity is concerned with the content Relevance and content coverage.

In conclusion, we can say content validity of a test is a relative concept and it examines whether a test contains the representative sample of the behavior domain to be measured. A test constructor should first draw up a table of test specification, describing in very clear and precise terms to be included in the

test along with a percentage weighting. For example: Grammar. The future simple tense 10%, uncountable nouns 15%, relative pronoun 10% etc. it is because of the greater the test contains the content validity, the more likely it is to be an accurate measure of what it is supposed to measure.

### **1.1.5 An Introduction to the Optional English of 10+2 Level.**

The optional English of class 11 and 12 is completely literature. The language used in literature is different from the language that we use in our day to day life known as literary language that ornaments and beautifies the ideas being presented. Literature reflexes time, Place, culture society etc. And it is true that without the study of literature language leaning remains incomplete.

The world created in literature is different in some extent according to the characters and their roles. Sometimes the literary world created in a literature would be full of horrors that we get in the dramas ‘Macbeth’ and ‘Hamlet’ written by Shakespeare due to the appearance of three witches and ghost. And sometimes the world would be full of fantasy like that we find in ‘Love for Love’ written by William Congreve so the definition of Lazar (1913) “literature is a world of fantasy, horrors, feelings, thoughts, vision etc which put into words" is sensible here.

According to John Taylor (1984) “The roots of what we call literature are in everyday stories, dramas, rhymes, songs, rhetoric and the follow of language in relationship". It stresses that the ornamentation of language like rhymes, alliteration, assonance, symbol, personification in presenting the day to day life stories forms the form of literature as the unfamiliarity to the familiarity and creates the sense of wonder in literature.

According Oxford Advanced Learners' Dictionary (FiF, Ed. 1996), "Literature is an art of writing that is valued as works of art i.e. fiction, drama, poetry, novel, etc."

When we analyze different definitions given by great scholars, we can generalize that literature is expression of thoughts and feelings, imagination and experience, costumes and behaviors, etc through artistic language. The different literary genres like story, essay, poem, novel, play are prescribed for the optional English of 10+2 level. the prescribed texts of optional English for this class are Generation (A book of poetry) This book is the composition of 17 chapters and six units like categories like 'Nature', 'Love', 'Life and Death', 'Human condition', 'Culture', and 'Protest'. This book covers 25% of the total marks of this subject.

*Plays in One Act* (a book of plays) There are seven chapters in this book. This book refers to the representation of action by means of characters but this facility is not available for the Nepalese students. The names of the chapters are; 'Riders to the Sea', 'The 'Happy Journey ', 'A marriage proposal ', 'Lord Byron's ' Love letter ', 'The Romancers ', 'Waterloo', ' To Bobolink, for her spirit '. This book also covers 25% of the total marks of this subject.

*The Great Gatsby* (A book of novel) this book is a long story with the involvement of so many characters with some important ones. This book is divided into nine chapters and this book also covers 25% of the total marks of this subject. And *Encounters* (A book of short stories and essays) This book is divided into six units; 'Power and war' 'Man and Woman' "class and culture" 'Mystery and Art' 'State and the people' and 'science fiction'. There are sixteen chapters within six units. This book also covers 25% of the total mark of this subject.

The optional English of class XI, XII is completely literature. The different literary genres like story, essay, poem, novel, play are prescribed for the

optional English of 10+2 level. This course helps student with great interest on literature to get mastery on English language as well as English literature. Without studying the authentic text, it would be very difficult to be much familiar with the culture, tradition, customs etc. of the targeted language, it is in this sense the optional English of class XI & XII has helped students to know more about English culture and tradition with the help of this course.

### **1.1.6 Syllabus of optional English at Grade Twelve**

This course is a continuation of class XI optional English designed to prepare students to study English literature at university level. Given that students can choose from a large number of different subject under the current curriculum structure, schools might wish to regard optional English as being appropriate only for those students who wish to study it at university. The objectives of this course are as follows:-

#### **General Objectives**

1. To introduce students to the important literary genres, namely: the novel, the short stories, the essay, drama and poetry
2. To expose students to various styles, forms, themes etc. of fiction.
3. To teach students rhetorical device that are used in different types of literature, and
4. To enable students to understand and appreciate literary courses of different genres.

The specific objective of optional English course of Grade twelve are:-

1. To further acquaint students with literary genres and select works of fiction, drama, poetry and essay.

2. To familiarize students with techniques of textual analysis and literary appreciation, and
3. To import critical sense and prepare students to write their own comments, review, and evaluations of short literary and non literary works.

### **Evaluation Scheme**

The course prescribes 150 teaching hours, with the exam marks as follows.

1. Prose ( <i>Encounters</i> and the Great Gats by )	50
<i>The Great Gatsby</i>	25
Long answer questions (1 out of 2)	10
Short answer questions (3 out of 5)	15
Short stories and essays ( <i>Encounters</i> )	25
Long answer questions (1 out of 2)	10
Short answer questions 3 out of 5)	15
2. Plays (Plays in one Art)	25
Long answer questions (1 out of 2)	10
Short answer questions (3 out of 5)	15
3. Poetry (Generations)	25
Long answer questions (1 out of 2)	10
Short answer questions (3 out of 5)	15

Approximately 25% of the course is devoted to each of the four texts. TO complete the course, the teacher will spend approximately 37 class room hours on each book. This does not take into account local holidays that may reduce the amount of time spent in the class room.

## 1.2 Review of the Related Literature

Although there are some research works carried out in the field of language testing none of the researches carried out to find out the content validity of class XII optional English. This will be the first work to find out the content validity of the exam of the above mentioned course. However, closely related ones are reviewed below.

Aryal (2005) carried out a research work on “The content validity of Grade twelve compulsory English examination 2061.” The main objective of the study was to examine the content validity of compulsory English exam paper of Grade twelve. He collected the obtained marks of 182 students of compulsory English of grade twelve exams and the total numbers of students who passed compulsory English. He found out that test items do not cover the whole content of the course.

Bhattarai (2005) carried out a research on “the content validity of English text book for Grade eight”. The main objective of the study was to determine the content validity of it. The population of the study was all the lower secondary English teachers teaching in different private and government schools of Kathmandu. She prepared both close ended and open ended questions as tools for data collection. She concluded that the text book has high content validity in terms of the content coverage and applicability to everyday work. From the analysis of writing exercises and communicative functions of language in the text book it has less content validity.

Luitel (2006) conducted a research on “The Content validity of class eleven English test 2062.” The main objective of his study was to examine the content validity of English test papers of class eleven compulsory English of the year 2062 by HSEB. He prepared the checklist on the basis of specification chart and collected curriculum of compulsory English for data collection as tools.

The study concluded that in the basis skills, the questions were not set according to specification chart and this can not provide the bridge course between secondary and university English. Therefore it has low content validity. In core English, only 16.66% of total text was involved in the test papers and remaining 83.34% of the text was untouched. Therefore, in terms of coverage it has low content validity.

Neupane (2005) studied on “the content validity of English text book for Grade seven.” The main objective of the study was to determine the content validity of text book for Grade seven. The population of this study was secondary English teachers teaching at Grade seven and the experts related to the field of ELT in kathmandu district. He used two sets of questionnaire as tools for data collection. He found that the text book of Grade seven has less content validity.

Neupane (2007) has attempted to make overview of the issues and problems in PCL examination system in Nepal. The main objective of the study was to examine the content validity of compulsory English of I.Ed level of the years 2062 and 2063. The researcher used secondary sources of data that the test papers of compulsory English of I.Ed. First year during two years (2062-063). He prepared the checklist on the basis of specification chart and compulsory English syllabus prepared by T.U.

He found the following issues and problems: high wastage in PCL education, lack of co-ordination and feedback system, unscientific purpose and certification purpose.

Singh (2004) carried out a research work entitled “Comprehension of literary Text” in the department of English, Faculty of Education. His research focused on comprehensive capability of students. He found that students have poor performance while reading literary text for the first time by him/her. So Teacher’s guidance is a must. He recommended group work and pair work



rather than lecture. And silent reading for essay and fiction and loud reading for poetry and dram.

### **1.3 Objectives of the Study**

This study will have the following objectives:

1. To examine the content validity of optional English test paper of class 12 in term of text-wise content coverage, and text-wise weighting representation.
2. To find out the strengths and weaknesses of the tests in terms of content validity.
3. To suggest some pedagogical implications for the betterment of the test for future use.

### **1.4 Significance of the Study**

Since there are few researches carried out on validity in the Department of English education, this study will prove useful for the department itself. This study is also expected to be beneficial to the prospective researchers who want to carry out researches related to the validation of the examination of class XII optional English (literature). More particularly, this study is significant to those teachers who are directly involved in teaching literature in higher secondary level. This study is also expected to be very useful to English text book to be prescribed. It also high lights the need for enhancing the validity of the examination of higher secondary level optional English.

## **CHAPTER TWO**

### **METHODOLOGY**

In this study the researcher attempted to find out the content validity of optional English regarding its relevance and problems. The methodologies followed to carry out this research work are as follows.

#### **2.1 Source of Data**

To accomplish the intended goals, the researcher used and consulted the secondary source of data. They are as follows:

- I. Course of content of higher secondary school optional English.
- II. Course objective of optional English of class XII
- III. Prescribed text book of optional English of class XII.
- IV. Questions of optional English asked from 2066-2068.
- V. The researcher also consulted books, thesis, articles etc. related to the research work in order to facilitate the study. Some of them, for example, were Bhattarai (2005), Neupane(2007), Harrison(1999) Bachman (1998).

#### **2.2 Sampling Procedure**

The researcher selected the question paper of optional English of grade XII of the years 2066, 2067, 2068 prepared by Higher Secondary Education Board through purposive sampling.

### **2.3 Tools of Data Collection**

The Researcher prepared a checklist for data collection. In that checklist, he prepared the areas of content on the basis of curriculum of optional English prepared by the Higher Secondary Education Board.

### **2.4 The process of data collection**

The researcher collected the tools from the accessible source to find out the content validity of optional English of class XII. Then he compared and contrasted the similarities and differences of the content of the optional English questions of class XII administered in the years 2066,2067,2068 against course content and course objectives provided by the higher secondary education board (HSEB).

- I. First of all, the researcher brought the optional English syllabus of class XII from the office of Higher Secondary Education Board Biratnagar.
- II. He collected the model question papers administered in 2066, 2067 & 2068.
- III. He compared and contrasts the similarities and differences of the content of the optional English questions of class XII administered in the year 2066, 2067 & 2068 against the course content and course objectives provided by the Higher Secondary Education Board.
- IV. He also prepared checklist and matched the content of the curriculum with the checklist to mark the text contents as well as text weight age.
- V. He also sorted out the questions on different content areas and collected them on the basis of Coverage to measure the content validity of the test papers.

## **2.5 Limitation of the study**

1. The study only examined the content validity of the test of optional English of class XII.
2. The study analyzed the three test papers (2066,2067,2068) administered by HSEB on the subject entitled optional English exam at class XII during three years.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

#### 3. Analysis of the Content Validity

This chapter deals with the analysis and interpretation of the new collected data. The main concern of the present research work is to find out the content validity of optional English test at XII class. Here the question papers of optional English at class XII administered in HSEB examination during 3 years (2066, 067, 068) are analyzed in terms of text-wise content coverage and weighting representation. The researcher has tried to find out whether the test papers had content validity or not. For this purpose, this chapter has been divided into two parts. The first part deals with the analysis of the content validity of optional English tests in terms of text-wise content coverage, and the second part handles content validity of the same subject's tests in terms of text-wise weighting representation.

For the analysis of the collected data the researcher has followed the following parameters:

Text-wise coverage of question papers in terms of:

- a. Content coverage, and
- b. Content weighting in relevance with its objectives.

#### 3.1 Text-wise Content Coverage of Test Paper.

on the basis of textbook, the researcher has divided the course into four text books i.e. *Plays in One Act*, *Encounters*, *Generations* and *The Great Gatsby*, as divided in the syllabus.

### 3.1.1 Examining Course Representation on '*Plays in One Act*'.

On '*Plays in One Act*', for the sake of ease of the researcher, as the whole course divided in the syllabus, the course of this text is examined separately. This text comprises of seven literary texts which is one-quarter of the whole course of optional English. The coverage of this text is shown in the following table.

#### 3.1.1.1 Examining Course Representation on '*Plays in One Act*' in Three Test Papers during Three Years.

Table No. 1

Representation of test contents in term of course contents of '*Plays in One Act*'.

SN	Course contents Course Items	Test contents		
		Test Items Represented		
		066	067	068
1	Riders to the Sea	6b, 6d	6a,	(5a)
2	The Happy Journey		6b,	6a,
3	A Marriage Proposal	6c,		6b,
4	Lord Byron's Love Letter	5a,	6e,	6e,
5	The Romancers	5b,	5a, 6c	
6	Waterloo	6a,	5b,	6c, 6d,
7	To Bobolink, for her Spirit.	6e	6d,	5b,

Refers to long answer question, each questions of No. 5 covers ten mark whereas No. 6 refers to short answer questions, each question of No. 6 covers five mark.

- (1) One question is required to be attempted in test from question No. five whereas three questions are required to be attempted from question No. six.

The above table indicates that there are seven chapters in this book '*Plays in One Act*'. Two different types of questions are asked, one is long answer

question type and the other is short answer question type. The exam papers of optional English of grade twelve administered by HSEB in 2066 has 28 questions altogether asked in three different groups i.e. Group A, Group 'B' Group 'c' and Group 'D'. In group A, there are 14 questions from the two books of prose i.e. *The Great Gatsby* and *Encounters*. The remaining each group 'B' and 'C', has seven questions. Students have to attempt only four questions from the questions group asked from each text, one from two long answer questions types and the other three short questions are required to be attempted among five questions. One long question covers ten marks and each short answer question carries five marks. The questions of '*Plays in One Act*' are asked under Group-'B'. The instruction to the examinees about the number of questions required to be attempted is clear. Questions given to be attempted in options is a good point for the students but the rubric of question number 6, item number 'B' is contradictory and confusing in the case of the option questions required to be attempted as compulsory one. As the table shows, questions are asked from almost all chapters of this book. The questions asked in every year covers all chapters, except one i.e. in 066 (The Happy Journey), in 067(A Marriage proposal in 068 (The Romancers) each year two questions are asked from one literary text i.e. in 066 (Riders to the Sea) in 067 (The Romancers) in 068 (Waterloo), it is not justifiable.

Questions are constructed from six lessons out of 7 each year.

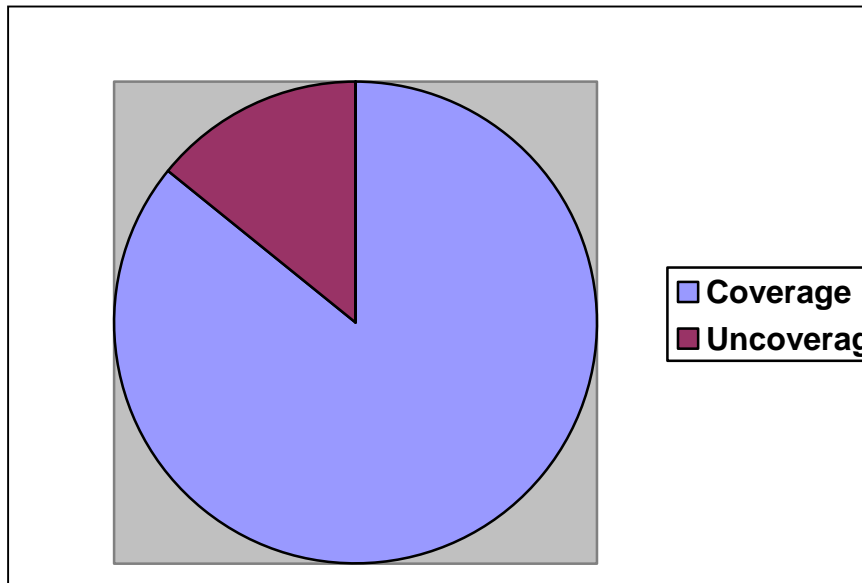
It means the coverage of contents in *Plays in One Act* is 85.71% fourteen (14.29) percent contents are not covered in the question papers.

This is shown in the following pie-chart.

$$\begin{aligned}
 100\% &= 360^\circ \\
 1\% &= \frac{360^\circ}{100} \\
 85.71 &= \frac{360 \times 85.71}{100} = 308.556
 \end{aligned}$$

$$\begin{aligned}
 \text{Similarly } 100\% &= 360^\circ \\
 1\% &= \frac{360^\circ}{100} \\
 14.29\% &= \frac{360^\circ}{100} \times 14.29 = 52.44
 \end{aligned}$$

Figure No. 1



The above pie-chard proves that content validity in '*Plays in One Act*' is highly satisfactory.

### 3.1.2 Examining course Representation on *Generations*.

As the whole course divided in syllabus into four separate books, this book (*Generation*) is also examined separately. This book is divided into six units like categories i.e. nature, love, life and protest. This book also covers 25% of the total course of optional English in weighting representation. The content coverage of this text is shown in the following table.



### 3.1.2.1 Examining Course Representation on *Generations* in Three Test Papers during Three Years.

Table No. 2

Representations of test contents in term of course contents of *Generations*.

SN	Course Contents	Test-Contents		
	Course Items	Test items Represented		
		066	067	068
1	The Tiger (creature) William Blake		8a,	
2	To the moon (Nature) P.B. Shelly			
3	Shall I compare three to a summer's day (Love) William Shakespeare	7a, 8b		7a,
4	She was a phantom of delight (Portrait) William wards worth		7b,	
5	Lady Clare (story) Alfred Lord Tennyson	8d,		
6	When I am Dead my Dearest (death) Christina Rossetti	8a,	8b,	
7	Musee Des Beaux arts (Meaning of life) W.H. Auden.			7b,
8	The song of wandering Aengus (Commitment) W.B. Yeats			8a,
9	Afro-American Fragment (home and away) Langston Hughes	8c,		
10	The Inner Part (human condition) Louis Simpson			8d,
11	Dover Beach (Culture) Matthew Arnold		7a,	
12	The Mad Gardener's Song (humor) Lewis Carroll		8c,	
13	For Prodigal Read Generous ( <i>Generations</i> ) Edward Stalin Cummings			8e,
14	On His Blindness (belief) John Milton		8d,	
15	Much Madness is Devinest Sense (Protest) Emily Dickinson	8e,		
16	The Little Girl Saw Her First Troop Parade (war) Carl Sandburg			8b,
17	The Sound of Silence (alienation) Paul Simon	7b,		8c,

Q. No. 7 refers to long answer question, each question of this number carries ten marks whereas question No. 8 refers to short answer question, each question of this number carries five marks.

One question is required to be attempted in test from question No. 7 whereas three questions are required to be attempted from question number eight.

As the indication of the above table, there are seventeen chapters in this book *Generations*. From this book also two different types of questions are asked, the first is essay type question and the second is short answer question. The long type of question carries 10 marks whereas each question from short answer question type carries five (5) marks. From question No.7, One question is needed to be attempted and the other question is given in option. In the case of question number eight (8), five questions are given in the test administered by HSEB, examinees are required to attempt only three questions among those five questions given. The rubric about the questions asked in examination is clear, make students feel easy to attempt questions but item(one) of question no eight(8) given in test paper as compulsory has made students feel difficulty and confusion.

As the table shows; there are seventeen literary texts. Among those seventeen chapters, only seven questions are asked that covers only seven chapters even if there are more numbers of chapters. If one question from each chapter asked it would cover only 55.294% of the total course, however, sometimes (066:7a,8b) from (Shall I Compare Thee to a Summers' Day), two questions asked form one chapter marks unjustifiable.

Questions are constructed only from seven chapters, (sometimes only from six chapters) each year. This shows the coverage of contents in *Generation* is 39.215% sixty (60.784) percent contents are not covered in the question papers.

In 51 chapters=20

In 1 chapter=20/51

In 17=20/51\*17=6.666

NO. 1

In 51 chapters 20

In 1 chapter 20/51

In 100 chapter 20/51\*100

=39.215% coverage

Coverage=60.784

100%=360

1=360/100

39.215=360/100\*39.215=141.174 coverage

100%=360

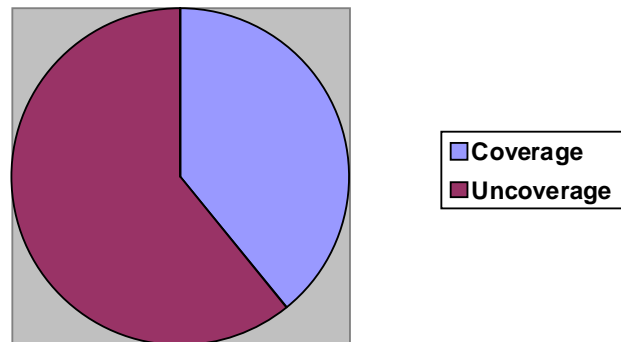
1=360/100

60.784=360/100\*60.784

uncoverage = 218.8224

This is interpreted in the following pie charts.

Figure No - 2



The above pie-chart proves that content validity lacks in *Generations*.

### 3.1.3 Examining Course Representation on *Encounters*

Whether the questions paper has content validity from '*Encounters*' (one text book of optional English of grade twelve divided into 6 units) is also analyzed here. Following question numbers are asked from the following lesson topics of '*Encounters*'.

### 3.1.3.1 Examining Course Representation on *Encounters* in Three Test Papers in Three Years (066,067,068) Administered by HSEB.

Table No.3

Representation of text contents in term of course contents of *Encounters* in three test papers of three years administered by HSEB.

Unit NO.	SN.	Course Contents	Test contents		
		Course Items	Test items represented		
<b>Unit-1</b>		<b>Power and War</b>	066	067	068
	1	The Use of Force (William Carlos William)	3a,	4c,	
	2	An Episode of War (Stephen Crane)	3b,	3a,	
	3	The Jar (Luigi Pirandello)	4e,	4a,	
	4	In Another Country (Ernest Heming way)		4b,	
<b>Unit-2</b>		<b>Man and Woman</b>			
	5	The valiant woman (J.F. Power)			3a,
	6	Enemies (Anton Chekhov)	4a,		4a,
<b>Unit-3</b>		<b>Class and Culture</b>			
	7	Duchoux (Guy de Maupassant)			
	8	The Day of the Dead (Octavio Paz)			4b,
	9	The Time Factor (Gloria Steinem)		3b,	
	10	What is Poverty? (Jo Goodwin Parker)	4c,	4d,	
<b>Unit-4</b>		<b>Mystery and Art</b>			
	11	The Hunter Gracchus (Franz Kafka)	4b,		4c,
	12	Di Grasso: A Tale of Odessa (Isaac Babel)			4d,
<b>Unit-5</b>		<b>State and the People</b>			
	13	The Big Fish (Chen Jo-shi)			
	14	A Day in the Life of Salary man (John Burgers)	4d,	4e,	
	15	The Penalty of Death (H.L. Mencken)			4e,
<b>Unit-6</b>		<b>Science Fiction</b>			
	16	Zeroing in on Science Fiction (Gray Goshgarian)			3b,

The questions asked in question 3 carries 10 marks whereas each questions asked in question No.4 carries five marks.

As it is indicated by the above table, this is the composition of six units along with seventeen chapters. Two different long essay type and short questions are asked like the previous two books (*'Plays in One Act'* and *'Generations'*). One question is required to be attempted out of two from question No.3 that covers ten percent of the total marks of this text book. In the case of those questions asked in questions No.4, the examinees are required to attempt three questions out of five that cover '15' percent of the total marks of this text book of grade twelve optional English. The rubric about the type and the number of questions to be solved is clear, makes students feel easy about questions.

As shown by the above table, there are sixteen literary texts within six units. Among these sixteen literary texts, questions from seven chapters only are asked each year. It covers only 43.75% of the total course and the remaining 56.25% of the total course is neglected.

Questions are constructed only from seven out of seventeen chapters each year. This shows the content coverage in *Encounters* is 43.75. 56.25% contents are not covered in the question papers of each year.

This is interpreted in the following pie-chart.

$$100\% = 360^\circ$$

$$1 = 360/100$$

$$43.75 = 360/100 * 43.75$$

$$= 157.5$$

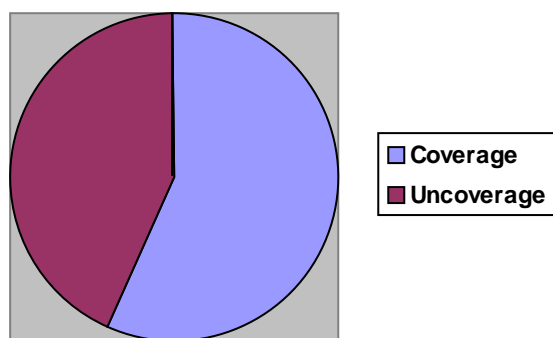
$$100\% = 360$$

$$1 = 360/100$$

$$56.25 = 360/100 * 56.25$$

$$= 202.5$$

Figure No. 3



From the above description and table, the researcher found that the content validity of the test papers on *Encounters* as a whole is not satisfactory because they only covered 43.75% course contents.

### 3.1.4 Examining Course Representation on 'The Great Gatsby'

Table No. 4

Whether the question paper has content validity from 'The Great Gatsby' of grade twelve optional English is analyzed here. Following question numbers are asked from this book.

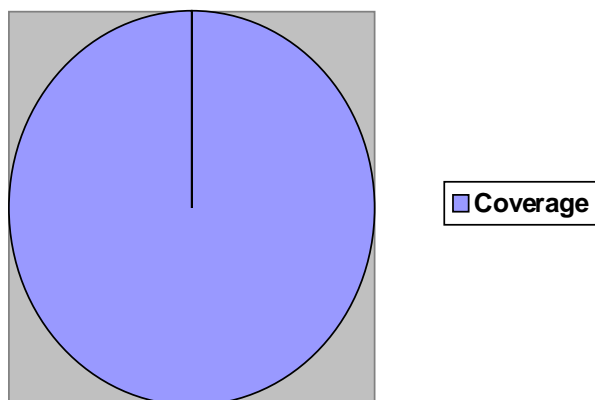
SN	Course Content	Test Contents		
		Test item represents		
1	The Great Gatsby	066	067	068
		1a,	1a,	1a,
		1b,	1b,	1b,
		2a,	2a,	2a,
		2b,	2b,	2b,
		2c,	2c,	2c,
		2d,	2d,	2d,
		2e,	2e,	2e,

Note:-

One question is required to be attempted from two that carries 10 marks from question No. one whereas three questions are required to be attempted from question No. two and each question of question No.2 carries five marks in examination.

The above table clearly shows that this book is a book of novel, a long story in itself. Three are not separate literary texts as a result all the questions asked from this book covers the whole text and full content validity.

**Figure No.4**



The above pie-chart shows that the content validity on *The Great Gatsby* is fully satisfactory because the questions asked from this book covers the whole text.

### **3.1.5 Examining Content Validity of the Test Papers in Terms of Content Coverage as a Whole in Three Test Papers during Three Years.**

Table No. 5

**Representation of test contents in terms of course contents as the whole courses.**

Name of the text	Total chapters	Coverage of test contents	Test coverage in percentage
<i>The Great Gatsby</i>	9	9	100%
<i>Encounters</i>	16	7	41.17
<i>Plays in One Act</i>	7	6	85.71
<i>Generations</i>	17	6.66	39.215
Total	49	28.66	58.48

The above table indicates that on the whole course prescribed for optional English; there are 49 chapters at grade XII. Out of 49 chapters, the representation of the test contents is 28.66. 20.34 chapters were neglected in constructing test items. It means the coverage of contents as the whole course is,

$$49 = 28.66$$

$$1 = 28.66/49$$

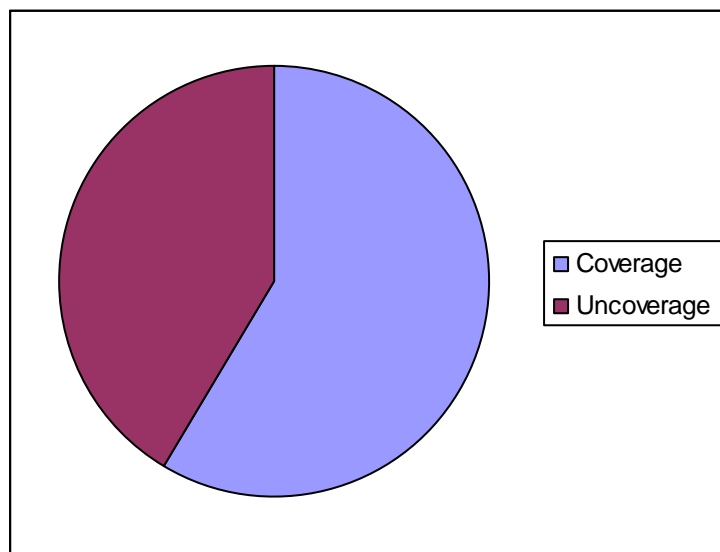
$$100 = 28.66/49 * 100$$

$$= 58.489 \text{ percent. } 41.510 \text{ percent}$$

contents were not included in the question papers.

In conclusion, the above presented table and description can be shown in the pie chart as follows.

Figure No. – 5



Anyway, the content validity of the test papers as a whole is satisfactory because they covered 58.48% course contents. Only 41.51 percent course contents were left in constructing test papers. Thus, we can say that most of the course contents were represented in the question papers and these course contents included in the question papers have really tested what the claimed to test the tastes. Thus, optional English test papers have good content validity in term of contents coverage.



### 3.2 Examining the Content Validity of the Test Papers in Term of Text Wise Weighting Representation in Relevance with its Objectives During Three Years.

#### 3.2.1 Weighting Representation of the Test Paper of '*Plays in One Act*' in Term of Course Objectives.

Table No. 6

#### Weighting representation of test contents in term of course objectives on '*Plays in One Act*'

Question Type	Name of text book and question type	Weighting of the test papers				SN	Divisions of objectives	Weighting of the test paper		
		Weighting	066	067	068			066	067	068
	'Plays in One Act'	25				1.	To introduce students important literary genres like (Novel, short story, poetry, drama, essay)			
Type-I	Long answer questions (one out of two) question no.5	10	5a, 5b	5a, 5b	5a, 5b	2.	To expose students to various forms and styles.			
Type-II	Short Answer question (three out of 5) question No. 6	15	6a, 6b, 6c, 6d, 6e,	6a, 6b, 6c, 6d, 6e,	6a, 6b, 6c, 6d, 6e,	3.	To expose students to various themes			
						4.	To teach students rhetorical devices			
						5.	To enable students to understand and appreciate literary discourse	5b,	6c,	6b, 6c
						6.	To familiarize students for textual analysis and literary appreciation.	6b,	5a,	5a,
						7.	To impart critical sense and prepare students to write their own comment, reviews, evaluation of short literary and non-literary work.	5a, 6a, 6c, 6d, 6e,	5b, 6a, 6b, 6d, 6e,	5b, 6a, 6d, 6e,

The above table appears that out of 100 marks of the whole optional English course at grade twelve, the text book '*Plays in One Act*' carries 25 marks according to syllabus. Questions asked in question No.5 are long answer questions. One question is required to be attempted out of two that carries ten marks. Questions asked in questions no.6 are short answer questions. Three questions are required to be attempted from this number out of five. These questions have brought 15 marks in examination.

The marks carried by long question and short question type cover 25 marks, it is one quarter of the total marks of the optional English of grade twelve so from the point of view of weighting representation of the text '*Plays in One Act*' is according to the syllabus.

Objectives encoded in the test papers of '*Plays in One Act*' administered in the test papers of '*Plays in One Act*' administered in 2066, 067, 068 by HSEB have not covered all the objectives of optional English grade-XII, encoded in curriculum. The objectives are categorized in seven points. According to the temper of syllabus, all the objectives should be represented in the test papers but the analysis of the test papers of 066,067, 068 has proved that the objectives given in number 5, 6, 7 of table No.6 are represented and the other objectives are ignored in the test paper of '*Plays in One Act*' administered in 066, 067, 068 by HSEB. From the objective of making students able to understand and appreciate literary discourse is evaluated asking ten marks question '5b' in the question papers of 066, five marks question 6b, 6c are also asked in the question papers of 068 from another objective of familiarizing students for textual analysis and literary appreciation, five marks question in 066 is asked and in 067 and 068, ten marks question (5a, 5a) is asked to cover this objective. Most of the questions are asked to evaluate only one objective i.e. importing critical sense and preparing students to write their own comment, reviews, evaluation of short literary and non-literary work. Questions of 20 marks (5a, 6a, 6c, 6d, and 6e) are asked to evaluate this objective in the

question papers of 2066. Question of 40 marks, 5a, 5b, 6a, 6b, 6d, 6e are asked to evaluate this objective in the question papers of 068. The weighting coverage of the objectives is in proportional representation.

### 3.2.2 Weighting representation of the test paper of *Generation* in term of course objectives.

Table No. 7

#### Weighting representation of test contents in term of course objectives on ‘*Generations*’

Question type	Weighting of the course contents		Weighting of the test paper			S N	Divisions of objectives	Weighting of the test paper		
	Name of text book and question type	Weighting	066	067	068			066	067	068
	<i>Encounters</i>	25				1.	To introduce students important literary genres like (Novel, short story, poetry, drama, essay)			
Type-I	Long answer question (one out of two) question No. ....	10	7a, 7b	7a,7b	7a,7b	2.	To expose students to various forms and styles.			
Type-II	Short answer questions (Three out of five) question No. ...	15	8a,8b, 8c,8d, 8e,	8a,8b, 8c,8d, 8e,	8a,8b, 8c,8d 8e,	3.	To expose students to various themes	8c,	8b,	7b, 8e
						4.	To teach students rhetorical devices	7b, 8b,	8a,	
						5.	To enable students to understand and appreciate literary discourse	8e,	7a, 7b, 8d,	7a,
						6.	To familiarize students for textual analysis and literary appreciation.	8a, 7a,	8c,	8b, 8c, 8d,
						7.	To impart critical sense and prepare students to write their own comment, reviews, evaluation of short literary and non-literary work.	8d,	8e,	8a,

The above table indicates that out of 100 marks of the whole optional English course at grade XII, the text book '*Generation*' carries 25 marks according to the syllabus. The questions asked on this text book are of two types. One is to be attempted out of two long answer questions that carry 10 marks and three are to be attempted out of five short answer questions that carry fifteen marks. The marks carried by both types of questions long and short is 25 which is 25 percent of the total marks of optional English of grade-XII. Anyway, according to the weighting of the course contents allocated in the syllabus, the contents validity of the test paper on this text book '*Generation*' is according the mark division of syllabus.

The test paper of '*Generations*' administered by HSEB during three academic years 2066, 067 and 068 have not covered all the objectives encoded in the curriculum of optional English of grad-XII. The analysis done on the test paper administered by HSEB during the three years 2066, 067 and 068 has proved that the objectives categorized in number 3, 4, 5, 6, 7 are evaluated but the objectives given in No.1 and 2 of table No.6 Are ignored with it the objective given in No.4 about teaching students about rhetorical devices is also ignored in the test paper of 2068 made by HSEB. Anyway the weighting representation of the course objectives on *Generations* is a little bit satisfactory than the text book *Plays in One Act*.

### 3.2.3 Weighting Representation of the Test Paper of *Encounters* in Term of Course Objectives.

Table No.8

#### Weighting representation of test contents in term of course objectives on '*Encounters*'

Question type	Weighting of the course contents		Weighting of the test paper			S N	Divisions of objectives	Weighting of the test paper		
	Name of text book and question type	Weighting	066	067	068			066	067	068
	<i>Encounters</i>	25				1.	To introduce students important literary genres like (Novel, short story, poetry, drama, essay)			
Type-I	Long answer question (one out of two) question No. ....	10	3a,3b	3a,3b	3a,3b	2.	To expose students to various forms and styles.			
Type-II	Short answer questions (Three out of five) question No. ...	15	4a,4b, 4c,4d, 4e,	4a,4b, 4c,4d, 4e,	4a,4b, 4c,4d 4e,	3.	To expose students to various themes	3a, 4b,	3a, 3b, 4c,	3a,
						4.	To teach students rhetorical devices			
						5.	To enable students to understand and appreciate literary discourse	3b, 4a,	4d,	3b, 4b, 4e,
						6.	To familiarize students for textual analysis and literary appreciation.	4d,	4b,	4a,
						7.	To impart critical sense and prepare students to write their own comment, reviews, evaluation of short literary and non-literary work.	4c, 4e,	4a, 4e,	4c, 4d,

The above table shows that out of 100 full marks of the whole optional English course at grade XII, the text book *Encounters* carries 25 marks according to the syllabus. Two types of questions are asked from this book too. Two questions are asked in one type to attempt one that carries ten marks. In another type five

questions have been asked but three have been required to be attempted, carries fifteen marks. The marks carried by both type of questions long and short answer question is 25 marks which is 25% of the total marks of optional English of grade XII. Anyway the mark carried by this text book is according to the weighting of the course contents allocated in the syllabus. The content validity of the test paper on this text book '*Encounters*' is according to the mark division of syllabus.

The test papers of *Encounters* administered by HSEB, during the three academic years 066, 067, 068 have not also covered all the objectives encoded in the curriculum of the optional English of grade XII. The analysis done on the test papers asked by HSEB during the three academic years 066, 067, 068 has proved that the objective of introducing students important literary genres, exposing students to various form and styles, and teaching students rhetorical devices are not evaluated on the test papers. The other objectives given in No.3, 5, 6 and 7 are evaluated. Anyway the weighting representation of the course objectives on *Encounters* is also not satisfactory as a whole.

### 3.2.4 Weighting Representation of the Test Papers of *The Great Gatsby* in term of course objectives.

Table No. 9

#### Weighting representation of test contents in term of course objectives on '*The Great Gatsby*'

Question type	Weighting of the course contents		Weighting of the test paper			S N	Divisions of objectives	Weighting of the test paper		
	Name of text book and question type	Weighting	066	067	068			066	067	068
	<i>Encounters</i>	25				1.	To introduce students important literary genres like (Novel, short story, poetry, drama, essay)			
Type-I	Long answer question (one out of two) question No. ....	10	1a, 1b,	1a, 1b,	1a, 1b,	2.	To expose students to various forms and styles.			
Type-II	Short answer questions (Three out of five) question No. ...	15	2a, 2b, 2c, 2d, 2e,	2a, 2b, 2c, 2d, 2e,	2a, 2b, 2c, 2d, 2e,	3.	To expose students to various themes	2c, 2e,		
						4.	To teach students rhetorical devices	1a,		
						5.	To enable students to understand and appreciate literary discourse	2a, 2b,	2c,	2b, 2e
						6.	To familiarize students for textual analysis and literary appreciation.		1a,	1a, 2c,
						7.	To impart critical sense and prepare students to write their own comment, reviews, evaluation of short literary and non-literary work.	1b, 2d,	1b, 2a, 2b, 2d, 2e,	1b, 2a, 2d,

The above table indicates that the novel '*The Great Gatsby*' also covers 25 marks which are the 25% of the total marks of optional English of grade XII. Anyway the mark carried by this book is also according to the weighting of course contents allocated in the syllabus. The content validity of the test papers on this text book '*The Great Gatsby*' is also according to the marks division of syllabus.

The analysis done on the test papers of 'The Great Gatsby' administered by HSEB during the three academic year 066, 067, 068 relating to the objectives encoded in the curriculum of class XII optional English also proves that the objectives given in No.1, 2 and 6 of the above table ignored in the test papers administered in 2066. Similarly the objectives given in No.1, 2, 3 and 4 of above table are neglected in the test paper administered in 2067 by HSEB. Likewise the objectives given in No.1, 2, 3 and 4 of the above table are also ignored in the test papers of 2068. Only the objectives given in number 5 and 7 are evaluated every year and the objectives of No.3 and 4 are evaluated only one year (2066). Anyway the weighting representation of the course objectives on this text book 'The Great Gatsby' is also not satisfactory as a whole.

### 3.2.5 Weighting Representation of the Test Papers of the Whole Optional English in Term of Course Objectives.

Table No.10

#### Weighting representation of test contents in term of course objectives on 'the whole optional English'

Question type	Weighting of course contents Name of text book and question type	Weighting of the test paper			S N	Divisions of objectives	Weighting of the test paper		
		066	067	068			066	067	068
Type-I Long	'The Great Gatsby' Long answer question	1a,1b	1a,1b	1a,1b	1.	To introduce students important literary genres like (Novel, short story, poetry, drama, essay)			
Type-II short	Short answer questions	2a, 2b, 2c, 2d, 2e,	2a, 2b, 2c, 2d, 2e,	2a, 2b, 2c, 2d, 2e,	2.	To expose students to various forms and styles.			
Type-I long	<i>Encounters</i> Long answer questions	3a, 3b,	3a, 3b,	3a, 3b,	3.	To expose students to various themes	2c,2e, 3a,4b, 8c	3a,3b 4c,8b	3a,7b 8e
Type-II short	Short answer questions	4a, 4b, 4c, 4d, 4e,	4a, 4b, 4c, 4d, 4e,	4a, 4b, 4c, 4d, 4e,	4.	To teach students rhetorical devices	1a,7b, 8b	8a	



Type-I long	<i>Plays in One Act'</i> Long answer questions	5a, 5b,	5a, 5b,	5a, 5b,	5.	To enable students to understand and appreciate literary discourse	2a,2b 3b,4a 5b,8e	2c,4d 6c,7a 7b,8d	2b,2e 3b,4b 4e,6c 6b,7a
Type-II short	Short answer questions	6a,6b 6c,6d 6e,	6a,6b 6c,6d 6e,	6a,6b 6c,6d 6e,	6.	To familiarize students for textual analysis and literary appreciation.	4d,6b 7a,8a	1a,4b 5a,8c	1a,2c 4a,5a 8b,8c 8d
Type-I long	<i>Generations</i> Long answer questions	7a, 7b,	7a, 7b,	7a, 7b,	7.	To impart critical sense and prepare students to write their own comment, reviews, evaluation of short literary and non-literary work.	1b,2d 4c,4e 5a,6a 6c,6d 6e,8d	1b,2a 2b,2d 2e,4a 4e,5b 6a,6b 6d,6e 8e	1b,2a 2d,4c 4d,5b 6a,6d 6e,8a
Type-II short	Short answer questions	8a,8b 8c,8d 8e	8a,8b 8c,8d 8e	8a,8b 8c,8d 8e					

The above table indicates that the text paper on optional English course at grade XII carries 100 marks as a whole course. Each text book carries 25 marks out of 100 each year in the test papers administered by HSEB during the three academic years i.e. 2066, 2067 and 2068. Thus all test papers during three years were according to the marks allocated in the syllabus.

The analysis on the test papers administered by HSEB during the three academic years 066, 067, 068 in relevance with course objectives encoded in curriculum of class XII optional English has proved that the objectives given in No.1 and 2 are completely neglected in all text books of grade XII optional English in the test papers administered by HSEB during the whole three academic years. Another objective given in No.4 is also ignored in all text books of optional English in 2068. Among the other remaining objectives, m\number '8' is most frequently evaluated in the test paper of every year from the point of view of the number of items asked in the test papers. The objective given in No.4 is the least evaluated objective in all test papers of three years asked by HSEB during three academic years except completely neglected objectives given in numbers 1 and 2. Anyway as a whole the content validity of the test papers in term of weight age in relevance with the objectives of optional English grade XII is not satisfactory in the sense that the different genres of literature, forms and styles are not evaluated during the three whole academic years. Another objective 'Teaching students rhetorical devices is not also evaluated in the test paper of 2068. Among 112 number of question items, 33questions are asked to evaluated one objective which is not rational.

## CHAPTER FOUR

### FINDING AND RECOMMENDATION

This chapter deals with the findings, recommendation and pedagogical implications of the study.

#### 4.1 Finding

On the basis of analysis and interpretation of the data from different angles, the major findings of this research work are as follows.

According to test contents coverage, optional English tests have high content validity. It is because out of 49 chapters altogether, the test items have represented 28.66 course contents, i.e. 58.48 percent in three test papers during three years. And they have full content validity in term of text weighting represented 300 marks in three test papers during three academic years, i.e. 100% on the other hand, according to weighting representation in term of course objectives, the content validity of the test papers is not satisfactory. It is because they have not covered all the objectives specified in the syllabus. It is also because of lack of content validity in term of course objectives.

The findings of this research work in details are as follows.

1. In term of text-wise coverage representation.
  - a. On the whole ‘The Great Gatsby’ is a novel (a long story about American dream) there are not separate literary texts so all the test

items asked from this book during 066, 067, 068 cover the whole text and have high content validity.

- b. Out of sixteen chapters altogether on *Encounters* as a whole, questions have been asked only from seven chapters each year. Nine chapters are neglected. It means the coverage of contents is 43.75 percent. And 56.25 percent contents were not covered in the test papers, this is to say, the content validity of '*Encounters*' as a whole is not satisfactory.
- c. Out of seven literary texts on '*Plays in One Act*' as a whole, test items represented six literary texts each year during the three academic years. Two test items are asked from one literary text and one literary text is ignored each year of the three academic years (2066-2068). It means the coverage of course contents is 85.71 percent. 14.29 percent texts (content) were not covered in constructing test items. That is to say, the content validity of optional English tests on '*Plays in One Act*' as a whole is highly satisfactory according to the texts (course contents) specified in the syllabus.
- d. There are 17 literary texts (course contents) on '*Generations*' as a whole. Out of seventeen literary texts (course contents), the representation of test items was (39.215) percent. Sixty percent (60.784) contents were not covered in test papers in constructing test items. That is to say, the content validity of optional English test on '*Generations*' as a whole is not satisfactory according to the text (course contents) specified in the syllabus.
- e. There are 49 literary texts on optional English course as a whole but test items represented only 28.66 literary texts of the course contents in three text papers during three years (2066, 2067, 2068) 20.34 literary texts were left. It means the coverage of course contents on optional English course as a whole is 58.48 percent. 41.510 percent course contents were ignored in constructing test items. That is to say, the content validity of optional English tests is satisfactory

because they covered more than 50 percent course contents as a whole.

## 2. Text-wise weighting representation in terms of course objectives.

- a. 'The Great Gatsby' carries 25 marks as a whole out of 100 marks on optional English test papers according to the syllabus. Entirely 25 marks was included each year in all three test papers during three years (2066, 2067, 2068). Thus on 'The Great Gatsby' as a whole, the marks weighted in the test papers was proportional to the weighting of its course contents. That is to say the content validity of the test papers is absolutely according to the weight age of the course contents.

In term of its objectives, on 'The Great Gatsby' has also proved that the objectives given in No. 1, 2 and 6 of table No.8 were ignored in the test paper administered in 2066. Similarly, the objectives given in no. 1, 2, 3 and 4 were neglected in the test papers of 2067. Likewise the objectives given in no. 1, 2, 3 and 4 were also neglected in the test papers of 2068. The objectives given in no 5 and 7 were evaluated every year and the objectives of no 3 and 4 were evaluated in the test paper of one year (2066). Thus representation of course objectives as a whole on *The Great Gatsby* is not satisfactory.

- b. 'Encounters' as a whole also carries 25 marks out of 100 marks on optional English test papers according to the syllabus. The papers of three academic years (2066, 2067, and 2068) carried entirely 25 marks each year. That is to say the content validity of the test papers on 'Encounters' is absolutely according to the marks weight age of course contents.

The test papers administered by HSEB during the three academic years did not cover the objectives given in the syllabus of optional English of grade XII. The

objectives given in number of 1, 2 and 4 were ignored in the test papers of each year. The objectives given in no 3, 5, 6 and 7 were only evaluated each academic year. The question items on the objective of No 3, 4 and 7 had high frequency whereas the objective of no 6 had low frequency. That is to say the weighting representation of test papers on the basis of course objectives on *Encounters* was also not satisfactory as a whole.

- c. '*Plays in One Act*' also carries 25 marks out of 100 marks according to the marks weighting of course contents. The mark allocated in the syllabus on '*Plays in One Act*' was carried in all test papers during three years. Thus, the content validity of the test papers on '*Plays in One Act*' is highly satisfactory according to the marks weight age of course contents.

The test papers of the three academic years have not also covered in the syllabus of optional English of grade XII. The objectives given in no 1, 2, 3 and 4 of table No.6 have completely been neglected in the test papers of every year (2066, 2067, and 2068). The question items on the objective of no 7 have high frequency each year than the objectives given in no 5 and 6. Thus the weighting representation of test papers on the basis of course objectives on '*Plays in One Act*' is not satisfactory.

- d. '*Generation*' as a whole also carried 25 marks out of 100 marks on optional English test papers of class XII according to syllabus. The test papers administered by HSEB during three years (2066, 2067, and 2068) have carried 25 marks each year. That is to say the content validity of the test papers on *Generation* is according to the marks allocated in the syllabus.

The test papers administered during three years (2066, 2067, and 2068) by HSEB have not also covered all the objectives given in the syllabus of optional English of class XII. The objectives given in no 1 and 2 of table No.7 have completely been neglected during the whole

three years. And the objectives given in no 3, 4, 5, 6 and 7 have been evaluated on the test papers of *Generations* but the frequency of question items are not equal on each objective. Thus the weight age of the test papers on, the basis of course objectives on *Generation* are not satisfactory.

- e. There were 300 full marks as a whole course in three test papers during three years. There are four test books prescribed for class XII optional English to represent different genres of literature. The weighting representation of test items on each book was 75 marks. It means the coverage of marks as a whole is according to the marks allocated in the syllabus.

The test papers of optional English during the three academic years administered by HSEB did not cover all the objectives given in the syllabus of optional English of grade XII. The objective given in no 1 and 2 were completely neglected on the test papers of the whole three academic years (2066, 2067, and 2068) and the objective given in no 4 was ignored on the test paper of 068 academic years. The other objectives Enlisted in the syllabus of optional English of grade XII were not evaluated proportionally every year. The frequencies of evaluation of the objective given in no 7 had high frequencies each year whereas the objective given in no 4 had low frequencies as a whole. Thus the weight age of the test papers on the basis of course objective as a whole is not satisfactory.

## 4.2 RECOMMENDATIONS

1. It has been found that optional English test presented only 58.48 percent course contents as a whole. It is only satisfactory but not good content validity in terms of representative principle. Thus optional English test should be represented more than 75 percent course contents to have good content validity.
2. A test of literature should be high content validity if it evaluated not only theme, commentary on character, literary discourse but also about literature (what literature is).
3. A test of literature should be sensible if the skill of students about literary creation is evaluated.
4. A test of literature should evaluate the skill of students about different genres of literatures like essay, drama, short story, poem etc.
5. On same theme, different literary genres can be composed so the evaluation of theme, story and plot is not enough unless literary forms and styles are evaluated.
6. While constructing questions, all the literary texts of each text-book should be emphasized equally.
7. It should be better if choices are not given in the questions. If it has to be given, use the same objective to be measured by the given questions in option.
8. In terms of comparison between course contents and test contents, optional English tests have not contained questions to evaluate all the course objectives so attempt should be made to include such items and more items which obviously should reflect all objectives to be evaluated.
9. To get a test high content validity, the question setters have to have minute study on the course objectives and course contents as well as weighting representation of course contents before developing the questions papers. The test papers have to be piloted if possible.

10. The office of the controller of examination should have positive spirit and should play a vital role in improving optional English test as a whole
11. For this, the concerned authority should conduct seminars, workshops, and conferences.



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## APPENDIX: I CHECKLIST

SN Units	SN	Content Areas	Weight age	Questions Types	Weight age	No. of questions (Long)	Weight age	No. of questions (Short)			
1	1	<i>Plays in One Act</i>	25	Long Answer Question	10						
	2	Riders to the Sea (J.M. Synge)		(one out of two)							
	3	The Happy Journey (Thornton Wilder)		Short Answer Questions	15				(Three out of five)		
	4	A Marriage Proposal (Anton Chekhov)									
	5	Lord Byron's Love Letter (Tennessee Williams)									
	6	The Romancers (Edmond Rostand)								066 (5a) 067 (5a), 066 (5b) 067 (5b) 068 (5a, 5b)	066 (6a,6b,6c,6d, 6e) 067 (6a,6b,6c,6d, 6e) 068 (6a,6b,6c,6d, 6e)
	7	To Bobolink, for her Sprit (William Inge)									

2		<i>GENERATIONS</i>	25		10		
	1	NATURE The Tiger (Creature)		Long Answer Question (one out of two)			
	2	To the Moon (Nature)			15		
	3	LOVE Shall I compare Thee to a Summer's Day (Love)		Short Answer Questions (Three out of five)			
	4	She was a Phantom of Delight (Portrait)					
	5	Lady Clare (Story)					067 (8a)
	6	LIFE AND DEATH When I Am Dead my Dearest (death)					
	7	Musee des Beaux Arts (meaning of life)					066 (8b, 8d)
8	HUMAN CONDITION The song of Wandering Aengus				068 (7a), 066 (7a), 067 (7b)		

9	(Commitment) Afro-American Fragment (home and away)				068 (7b)	067(8b), 066(8a)
10	The Inner Part (human condition) CULTURE					
11	Dover Beach (culture)					
12	The Mad Gardener's song (humor)					068(8a), 066(8c), 068(8d)
13	For Prodigal Read Generous (generations)  PROTEST					
14	On His Blindness (Belief)				067(7a)	067(8c)
15	Much madness is Devi nest Sense (protest)					068(8e)
16	The Little Girl Saw Her First Troop Parade (war)					
17	The Sound of Silence (alienation) Prose				066(7b)	067(8d,8e), 068(8b,8c),

3		( <i>ENCOUNTERS</i> and <i>THE GREAT GATSBY</i> )	50					066(8e)
	1	<i>ENCOUNTERS</i>	25					
Unit-1	1	Power and war The Use of force (William Carlos William)						
	2	An Episode of War (Stephen Crane)						
	3	The Jar (Luigi Pirandello)						
	4	In Another Country (Ernest Hemingway)		Long Answer Question (one out of two)	10			
Unit-2	5	Man and Woman The Valiant Woman (J.F. Powers)		Short Answer Questions (Three out of five)	15			
	6	Enemies (Anton Chekhov) Class and Culture						
Unit-3	7	Duchoux (Guy de Maupassant)						
	8	The Day of the Dead (Octavio Paz)				066(3a,3b), 067(3a)		067(4c, 4a,4b), 066(4e)
	9	The Time						

		Factor (Gloria Steinem)						
	10	What is Poverty ? (Jo Goodwin Parker)						
Unit-4	11	Mystery and Art The Hunter Gracchus (Pranz Kafka)				068(3a)		068(4a), 066(4a)
	12	Di Grasso: A Tale of Odessa (Isaac Babel)						
		State And The People						
	13	The Big Fish (Chen Jo-hsi)				067(3b)		067(4d), 066(4c)
Unit-5	14	A Day in the life of “Salary man” (John Burgess)						
	15	The Penalty of Death (H.L. Mencken)						
		Science Fiction						
	16	Zeroing in on Science Fiction (Gray Goshgarian)						068(4c,4d), 066(4b)
Unit-6		<i>THE GREAT GATSBY</i>						

2			25	<p>Long Answer Question (one out of two)</p> <p>Short Answer Questions (Three out of five)</p>		<p>068(3b)</p> <p>066(1a,1b) 067(1a,1b) 068(1a,1b)</p>		<p>066(4d), 067(4e), 068(4e)</p> <p>066(2a, 2b, 2c, 2d,2e) 067(2a, 2b, 2c, 2d,2e) 068(2a, 2b, 2c, 2d,2e)</p>
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## APPENDIX: II

(ENG-151)

### OPTIONAL ENGLISH CLASS XII

Full marks: 100  
Teaching hours: 150

#### Introduction

The course comprises a selection of literary pieces related to different genres.

#### General Objectives

The general objectives of this course are:

- to introduce students with the important literary genres namely, novel, short story, essay, drama, and poetry,
- to expose the students to various styles, forms, themes, etc. of fiction, and poems,
- to teach the students rhetoric devices that are used in different types of essays, and
- to enable students to understand and appreciate literary discourses of different genres.

#### Specific Objectives

This course is focused on the following specific objectives:

- to further acquaint students to literary genres and select literary works of fiction, drama, poetry and essays,
- to familiarise students with techniques of textual analysis and literary appreciation on the prescribed text, and
- to impart critical sense and prepare students to write their own appreciation, comments, reviews and evaluation of short literary and non-literary works.

#### Course Contents

##### SECTION A: Prose

Text: Twentieth Century novel

F.S.Fitzgerald. *The Great Gatsby*

##### Short stories

- William Carlos Williams. "The Use of Force"



- Stephen Crane. "An Episode of War"
- Luigi Pirandello. "The Jar"
- J.F. Powers. "The Valiant Woman"
- Ernest Hemingway. "In Another Country"
- Maupassant. "Duchoux"
- Chekhov. "Enemies"
- Kafka. "The Hunter Gracchus"
- Isaac Babel. "Di Grasso"
- Chen Jo-Hsi. "The Big Fish"

### Essays

- John Burgess. "A Day in the Life of 'Salaryman' "
- Gloria Steinem. "The Time Factor"
- Joe Godwin Parker. "What Is Poverty?"
- Octavio Paz. "The Day of the Dead"
- Gary Goshgarian. "Zeroing in on Science Fiction"
- H.C. mencken. "The Penalty of Death"

### Section B: Drama

- Synge. "Riders to the Sea"
- Thornton Wilder. "The Happy Journey"
- Anton Chekhov. "A Marriage Proposal"
- Tennessee Williams. "Lord Byron's Love letter"
- Edmund Rostand. "The Romancers"
- Arthur Conan Doyle. "Waterloo"
- William Inge. "To Bobolink, for Her Spirit"

### Section C: Poems (on various themes)

- |                 |   |
|-----------------|---|
| •nature:        | P.B. Shelley. "To the Moon"                                   |
| •creatures:     | William Blake. "Tiger"  |
| •portrait:      | W. Wordsworth. "She was a Phantom of Delight"                 |
| •stories:       | Alfred Tennyson. "Lady Clare"                                 |
| •love:          | William Shakespeare. "Shall I Compare Thee to a Summer's Day" |
| •generations:   | E.E. Cummings. "For Prodigal Road Generous"                   |
| •humour:        | Lewis Carroll. "The Mad Gardener's Song"                      |
| •home and away: | Langston Hughes. "Afro-American Fragment"                     |
| •belief:        | John Milton. "On His Blindness"                               |
| •commitment:    | W.B. Yeats. "The Song of Wandering Aengus"                    |
| •protest:       | Emily Dickinson. "Much Madness Is Divinest Sense"             |
| •war:           | Sandburg. "The Little Girl Saw Her First Troop Parade"        |
| •death:         | C. Rossetti. "When I Am Dead My Dearest"                      |

- *alienation*: Paul Simon. "The Sound of Silence"
- *human condition*: Louis Simpson. "The Innerpart"
- *meaning of life*: W.H.Auden. "Musée des Beaux Arts"  
Matthew Arnold. "Dover Beach"

## V. Evaluation Scheme

<b>1. Prose</b>	<b>50 marks</b>
<i>Essay</i>	25 marks
long answer question (1 out of 2)	10 marks
Short answer questions (3 out of 5)	15 marks
<i>Short Story</i>	25 marks
Long answer question (1 out of 2)	10 marks
Short answer questions (3 out of 5)	15 marks
<b>2. Drama</b>	<b>25 marks</b>
Long answer question (1 out of 2)	10 marks
Short answer questions (3 out of 5)	15 marks
<b>3. Poetry</b>	<b>25 marks</b>
Long answer question (1 out of 2)	10 marks
Short answer question (3 out of 5)	15 marks

## VI. Prescribed Texts

1. F.S.Fitzgerald. *The Great Gatsby*
2. M. Elias (ed.). *Plays in One Act*
3. *Generations: A Thematic Anthology of Poems*
4. *Encounters: A Prose Reader*, 1996.

## VII. Reference Books

1. David Daiches. *A Critical History of English Literature*. (4 vols.). 1979.
2. J.A.Cuddon. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books.1991

## APPENDIX-III

Sub. Code: 220

### HSEB – Grade XII 2066 (2009) Optional English

*Candidates are required to give their answers in their own words as far as practicable. The figures in the margin indicate full marks.*

Time - 3 hrs.  
Attempt all questions.

Full Marks- 100  
Pass Marks – 35

#### Group 'A'

1. Attempt any one of the following questions: 10
  - (a) Discuss 'The Great Gatsby' as a symbolic novel.
  - (b) Sketch the character of Gatsby.
2. Answer any three of the following questions: 3 X 5 = 15
  - (a) How are Gatsby and Daisy separated?
  - (b) Why does Nick want to shift his house?
  - (c) Why does Gatsby organize weakened parties?
  - (d) Describe the funeral of Daisy.
  - (e) Who is responsible for Gatsby's death? Why?
3. Answer any one of the following questions: 10
  - (a) Do you think the doctor is right to use force? (The use of force)
  - (b) How did the lieutenant lose his hand? (An Episode of War)
4. Answer any three of the following questions: 3 X 5 = 15
  - (a) Do you sympathize with Dr. Kirilov? Why? (Enemies)
  - (b) Why does the hunter claim that he had committed no sin? (The Hunter Gracchus)
  - (c) Why did Parker leave her job? (What is Poverty)
  - (d) How does Salaryman represent Japanese white-collar workers? (A Day in the Life of Salaryman)
  - (e) How is Lollo Zirafa like? (Jar)

Contd.....

**Group 'B'**

5. Describe the episode of the young women's meeting with Byron (Lord Byron's Love Letter) 10

Or

Describe the character trait of young romancers as seen in Sylvette and Percinet. (The Romancers)

6. Answer any three of the following item 'b' is compulsory.

3 X 5 = 15

- (a) Why does Nora come to visit corporal Brewster? (Waterloo)
- (b) Explain with reference to the context of the following lines: "No man at all can be living forever, and we must be satisfied."
- (c) Why does Lomov visit to choobookov's house in the play? (A Marriage Proposal)
- (d) Sketch the character of Maurya. (Riders to the Sea)
- (e) What is the attitude of autograph seekers to Lana Turner? (To Bobolink, for her Spirit)

**Group 'C'**

7. Answer any one of the following questions:

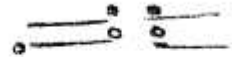
- (a) Shakespeare wants to immortalize his love. How can he immortalize his love? (Shall I compare The to a Summer's Day)
- (b) What is a Paradox? Is Silence a good thing or a bad thing? Give reasons. (The Sound of Silence)

8. Answer any three of the following questions: item 'a' is compulsory:

- (a) Explain with reference to the context:  
"When I'm dead, my dearest,  
Sing no sad songs for me,  
Plant thou no roses at my head,  
Nor Shady cypress tree.
- (b) What is a sonnet?
- (c) Why does the poet feel dislocated? (Afro-American Fragment)
- (d) What is the secret of Lady Clare's birth?
- (e) How does the poet define madness? (Mech Madness is Divinest Sense)

Sub. Code : 220

HSEB — Grade XII  
2067 (2010)



Optional English

Candidates are required to give their answers in their own words as far as practicable. The figures in the margin indicate full marks.

Time - 3 hrs.



Full Marks - 100  
Pass Marks - 35

Attempt all questions.

Group 'A'

1. Answer **any one** of the following : 10 **5**
- (6) (a) Describe the autobiographical element in "The Great Gatsby".  
(b) Discuss how Jay Gatsby assumes his role in the novel.
2. Answer **any three** of the following questions : 3×5=15 **9**
- (3) (a) Discuss in brief Daisy's love with Tom and Gatsby.  
(b) Why does Mr. Wilson lock up his wife into a room?  
(c) Write a short note on Fitzgerald's view of the American Dream.  
(3) (d) Describe in brief, Gatsby's funeral.  
(3) (e) Evaluate "the Great Gatsby", in brief, as a masterpiece of its author.
3. Answer **any one** of the following questions : 10 **2**
- (2) (a) Describe the elements of contrast employed in the story.  
(An Episode of war)  
(b) Discuss the difference between the terms class and caste, with suitable examples.  
(The Time Factor)
4. Answer **any three** of the following questions : 3×5=15 **7**
- (4) (a) Describe briefly the basic situation in the story (The Jar)  
(b) Describe the world of "In Another Country" in brief.  
(c) Write a short note on the nature of the conflict in the story.  
(The Use of Force)  
(1) (d) Why did Parker's husband leave her? (What is Poverty)  
(5) (e) What kinds of jobs do women have in Japanese corporations?  
(A Day in the Life of "Salaryman")

Group 'B'

5. Answer **any one** of the following questions : 10 **5**
- (6) (a) Describe the events that cause anxiety to the young lovers.  
(The Romancers)  
(b) Discuss the incidents that bring together Norah Brewster and Archie Mc Donald.  
(Water Loo)

Contd..

6. Answer **any three** of the following. Item (c) is **compulsory** :  $3 \times 5 = 15$  **6**

- (3) (a) Describe how Bartley dies. (Riders to the sea)  
 (3) (b) Why does Caroline complain about Arthur? (The Happy Journey)  
 (3) (c) Explain the following extract with reference to the context :  
 "My darling, I said something that young heart is still struggling against, but it would be foolish to deny it any longer. I said... the very same thing you said. Yes, you, Sylvette, when you compared us to the lovers of Verona."  
 (d) How does the doorman treat the group? (To Bobolink, for Her Spirit)  
 (e) What brought lord Byron to Greece? (Lord Byron's Love Letter)

#### Group 'C'

7. Answer **any one** of the following questions :

- (a) What does the world look like? What is it in reality? (Dover beach) **10 4**  
 (A) (b) what does the poem tell us? (She was a Phantom of Delight)

8. Answer **any three** of the following questions. Item (c) is **compulsory** :

- (a) What does the tiger represent? (The Tiger)  $3 \times 5 = 15$  **1**  
 (b) How does the poet contrast the world of the living to the world of the dead? (When I am Dead My Dearest)  
 (c) Explain the following extract with reference to the context :  
 "A fact so dread," he faintly said, "Extinguishes all hope!"  
 (d) What is the theme of "On His Blindness".  
 (I) (e) What has the majority to do with madness?  
 (Much Madness is Divinest Sense)