



CENTRAL PUBLIC SERVICE COMMISSION

14743

EXAMINERS' REPORT

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Central Superior Services Examination

1962

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CENTRAL PUBLIC SERVICE COMMISSION

This booklet contains extracts from examiners' reports on the performance of candidates appearing in the competitive examination held by the Commission for Central Superior Services in 1962. It is being circulated among scholars and educationists in Pakistan in the hope that it will turn the spot-light on some of the glaring deficiencies in the studies and mental make-up of students of advanced classes specially those who wish to take the competitive examination for the Central Superior Services. It may also serve as a guide to students taking this examination.

CENTRAL SUPERIOR SERVICES EXAMINATION, 1962.

EXAMINERS' REPORT

PART I.—GENERAL

Quite a large number of young University graduates compete for the higher services of Government every year and the number is steadily on the increase. The year 1962 witnessed the largest number of applicants totalling 1,135.

2. The competitive examination for recruitment to the Central Superior Services consists of two parts: written and oral. In the written part of the examination, the candidates are given a wide range of choice in "Optional Subjects", which are taught in our Universities. Those who qualify in the written part of the examination are called for *Viva Voce* preceded by Psychological Tests.

3. While marking the answer papers, the examiners look for depth of knowledge, lucidity of expression, clarity of thought and precision. Unfortunately most of the candidates are found lacking in these qualities. Even the successful candidates, barring only a microscopic few, are distressingly lacking in these qualities, although to a varying degree. The examiners, as will be seen from their reports, are perturbed by the poor performances of the candidates they examined in different subjects. Some of the common deficiencies are discussed below :—

Shallow Knowledge

4. The answer-scripts generally gave evidence of the candidates' superficial knowledge of the subjects. It seemed that most of them depended largely on memorization of text book material and cheap lecture notes without the faintest effort to consult the standard works. The lack of proper understanding of the subjects, independent thinking and a critical approach

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in writing the answers was evident. Quite a sizable number of candidates in certain pure and social science subjects were found unable to use their knowledge of the theories in the discussion of practical problems. Irrelevant answers were quite common which gave the impression that the candidates had prepared themselves for certain set topics for the examination and then reproduced the same in full without grasping the meaning of the questions.

Incoherence of Thought

5. The candidates did not generally choose their questions properly. Most of them failed to plan and arrange their answers methodically. They were also not particular in making suitable allotment of time to each answer they intended to make, so that their answers could be uniformly ready within the prescribed time-limit; and this called for the candidates' ability to distinguish between the very relevant, less relevant and irrelevant points of discussion. The candidates should always remember that the price which the good planning of answers will fetch is normally higher than that of a show of knowledge put in a haphazard manner. As it would appear from the examiners' reports, the good planning of answers was distressingly lacking and it cost a vast majority of the candidates quite a handsome mark. In addition to the incoherence of thought, the unbalanced use of time by the candidates was evidenced, as put by one examiner both by the quality of scripts and the deterioration of handwriting in the later questions.

Poor command of English

6. English not being the language of the land, a candidate is not expected to display his mastery over that language. All that the examiner expects from the candidates is their ability to write in simple but reasonably good English free from jargon and grammatical mistakes. From the Examiners' reports it appears that a vast majority of the candidates could hardly

fulfil even this standard of writing. Besides the difficulties of expression, grammatical errors and serious spelling mistakes, for instance, wright (for right) Jermanny (for Germany), wishes circle (for vicious circle), fingure (for finger) were just usual.

Technical errors

7. Many of the answer papers fell short of adequate margin, proper numbering of the questions and tidiness. Illegible handwriting in many cases was most irksome. All this was indicative of the candidates' careless habit and indisciplined mind resulting in the loss of considerable marks.

PART II.—EXTRACTS FROM EXAMINERS' REPORT

(a) COMPULSORY SUBJECTS

English Paper I

No candidate showed any sign of originality or exceptional insight. Perhaps the nature of the question paper was inimical to cramming and standardized thinking. There was plenty of choice and no obscure or unnecessarily tough questions, but nearly all questions demanded clear thinking and some originality.

English Paper II

A distressingly small proportion of the candidates gave evidence of a well furnished, orderly and lively mind and corresponding linguistic competence. Most of the script teemed with instances of the gross violation of all rules of grammar and composition.

Essay

Some of the candidates could not write half a dozen sentences without making spelling and grammatical mistakes. Some used very curious expressions, for instance :

No solution of the problem has been driven out (found)

In America the angry criminal generation is called cowboy boys.

Most of the candidates did not make any *plan* but started writing in an off hand, random manner on the topics which they selected for their essays.

General Knowledge Paper I

There is no curiosity in students these days. They appear to concentrate on what is prescribed for them. To roam outside their spheres of study or activity appeared to be banned to them.

As for correctness of spelling or grammar or expression or individuality of opinion, such things are rare.

General Knowledge Paper II

With 38.3 per cent marked as less than satisfactory, it is clear that many appeared in the examination whose advisers should have counselled against it.

Many lost marks by not heeding the heading "all questions carry equal marks". Many others failed to give their essays good shape and logical cohesion.

(b) OPTIONAL SUBJECTS

1. **General Sciences****Accountancy and Auditing Paper I**

The answers given by the candidates to this paper bring out their basic weakness in practical questions. Not one has been able to work out the main question—about Manufacturing and Profit and Loss Account and Balance Sheet correctly.

Accountancy and Auditing Paper II

The general standard of answers is fairly good in regard to theoretical questions, but is distinctly poor where practical problems are concerned.

There is a tendency to be vague apart from inaccuracies of language, grammar and syntax.

Agriculture

Some of the candidates who seem to have studied Agriculture have answered questions exceptionally well. Others who are not students of agriculture have given very poor answers. Details of technical points have been given by only a few.

Geography Paper I

The general standard was poor to mediocre. There was a very wide choice in the questions but the answers were

sketchy and rather disappointing. No attempt appears to have been made for reading even ordinary books. The candidates were generally ignorant of basic facts.

Geography Paper II

The answers have been mostly poor in standard. There was little evidence of intensive study in the subject. Suitable books have not been consulted.

Statistics

Quite a number of candidates did not know the distinction between a histogram and a frequency polygon. Some of the candidates were distinctly bad: they had practically no grounding in Statistics.

2. Languages

Arabic Paper I

Out of 28 candidates, who have offered the subject, none has shown exceptional merit.

Barring four or five, the candidates show little practice in writing even grammatically correct Arabic.

Arabic Paper II

The standard attained by the candidates in the subject is by no means very high. They show some acquaintance with facts but most of them have vague, inexact and confused ideas about them. Proper names are mis-spelt and Arabic citations inaccurately given. There is little evidence to show that the candidates, in general, attempted to make any direct contact with the Arabic classics they have discussed.

Baluchi

The candidate (being only one) has answered the question intelligently.

Bengali

The average result seems to be satisfactory. Candidates would have fared better still had they had a more thorough acquaintance with the history of Bengali literature.

English Literature Papers I and II

The majority of scripts indicate a fair knowledge of the periods in English literature.

Many candidates appeared to have memorized some essay or other on particular authors or works and felt that regardless of the question asked they must deliver themselves of that essay. Such candidates make little attempt to relate their material to the question asked.

A goodly number of candidates have tenacious memories and apparently memorize the text easily.

A few do not have sufficient elemental language to write intelligently on any topic.

A great majority have a 'bookish knowledge' of the text and a greater number have such a knowledge of the period, but little understanding of either.

A few have an adequate and better than adequate knowledge of the material and of the men and are able to relate material, men, and periods with intelligence, comprehension and understanding. Their handling of material and the relevance and organisation in their answers reveal genuine feeling for and love of literature.

Persian Paper I

Candidates have betrayed serious ignorance of the history of Persian literature and the standard of their answers is rather low.

Persian Paper II

The work done by the candidates is on the whole satisfactory.

Punjabi

The standard of work has certainly improved now.

The spellings are not regular and uniform, but for that the students cannot be blamed.

Pushto

The general standard of answers has been very good indeed. The candidates seemed to have kept themselves informed of the latest developments in the field of research in Pushto language and literature.

Sindhi

The performance of the majority of the candidates was above average.

Urdu

Some of the scripts speak of the high quality of answers and bear testimony to the fine attainments of the students. But some are poor and do not display any credit.

It is strange that the candidates who usually boast of their English are often poor in English grammar and even spellings.

3. Pure Sciences**Applied Mathematics Paper I and II**

Only two candidates (out of a total number of 9) can be considered fit enough for selection. The others are unable even to get 0.

Botany Paper I

On the whole the answers were below the average. In the majority of the cases, irrelevant details were given.

Answers should be illustrated with suitable diagrams. Diagrams should go side by side with the description.

Botany Paper II

Unnecessary details were given in a number of cases. On the whole the answers were satisfactory.

Chemistry Paper I

Preparation for the examination has been inadequate. The tendency of the candidates appears to have been to prepare only a few chapters of the book and leave the rest unread. But a large majority of them have not done even that much.

Chemistry Paper II

In spite of the fact that the standard of questions has been no higher than that of an Honours course in a University, from the nature of the answers of the candidates it appears that they had never read Organic Chemistry even up to the Pass Standard. They have shown a very poor appreciation and understanding of the subject.

Geology Paper I and Paper II

It appears the candidates somewhat lack in knowledge of modern concepts and advances in the Geo-Sciences.

The standard has shown improvement over that of candidates who appeared in 1961.

Physics Paper I

Most of the candidates have a very poor conception of Modern Branches of Physics. They have, however, attempted questions on classical Physics not unsatisfactorily.

Not a single candidate has described satisfactorily any high resolving power optical instrument and the use to which it may be put.

Most of the candidates seem to be unfamiliar with terms like critical potentials of a gas and their determination.

Physics Paper II

The candidates have shown poor knowledge of "Electricity and Magnetism" and its allied branches.

They seem to be quite unaware of the High Voltage Machines, used in producing high velocity particles, and so well-known throughout the world, for work on Nuclear Disintegration.

Pure Mathematics Paper I

The result is very poor.

Pure Mathematics Paper II

The result is satisfactory.

Zoology Paper I & II

The answers of most of the candidates were far below the average standard showing superficial knowledge.

4. Social Sciences.

British History Paper I

I am satisfied with the standard shown in this paper.

I must however, admit that the sources quoted are ordinary text book. There are exceptions of course.

British History Paper II

Almost all answers betray ignorance of this part of British History. There is lack of comprehensive and critical knowledge of History. Sources have not generally been quoted and those who have done so have quoted *Muir* and other school text books.

Constitutional Law

So far as the subject of Constitutional Law is concerned, it is studied not only from the point of view of legal aspect but also from the political or sociological point of view. Most of the candidates only dealt with the Political aspect.

Most of the provisions of the Constitutional Law have from time to time received judicial gloss. Except a few examinees, most of the students are ignorant of important case laws of the various countries on the subject dealt by them. It would, therefore, be proper if certain important cases are also prescribed for their guidance in answering the questions set to them on this subject.

Economics Paper I

Over 50% of the candidates have done, very poorly indeed. Of the rest the performance of above 12% could be called creditable. The remaining about two-fifths have achieved a mediocre standard.

Economics Paper II

In setting the question paper, it was aimed that while the minimum number of questions should be those that could be easily answered by all candidates, there should be some questions where outside reading and better knowledge of the subject would be needed. Large number of the students attempted ordinary questions and the standard in those was fairly satisfactory.

Students should be encouraged to do outside reading, especially economic magazines from abroad, like "Economist" London and "Commerce" or "Capital" from India.

The attention of the students should be drawn to carefully read the question paper and the number of maximum questions which they are to answer. It was discovered that

four students answered more than four questions. They could have done better if they had confined themselves to the maximum of 4 questions. Naturally, no marks were given for the additional question attempted.

It has also been noticed in some cases that students, when answering questions, do not indicate the exact number of question which they are answering. This shows carelessness and attention should be drawn that this be avoided.

European History Papers I & II

Most of the candidates followed the bad practice of writing one answer heading and writing at random answers to two or even five questions.

The answers were on the average quite good, though I did not find any candidate giving evidence of intensive study.

History of Pakistan & India Paper I

From the answers given it appeared that majority of them had read the answers of set questions and these answers were reproduced without caring for the particular question; e.g., Question No. 1 is on (a) Ashoka's Dharama and (b) its influence on spiritual and temporal life. The students on the other hand write on 'the life of Ashoka and the measures that he took for the propagation of the Dharma.

There are a very few candidates who show critical acumen in their answers.

A large number of candidates have a very poor English.

History of Pakistan & India Paper II

A vast majority of the candidates cannot express themselves in English and do not also have a good grounding in the subject.

The number of failure is astonishingly high. Some of them do not have an elementary knowledge of grammar or composition. It is hard to believe, from the ignorance they betray, that they are University graduates.

History of the U. S. A.

With respect to an overall evaluation of the examinees' performances, it may be first stated that they tended to fall into two groups.

The first group seemed in high 70,80,90 range. That would be equal to an American undergraduate standard or above. The second group tended to be deficient in terms of both knowledge of American History and the ability to use the English Language. Equally, the second group tended to be verbose at the expense of basic historical facts. It would seem overall that the students could have used instructions in historical methods. Equally, there seems a general deficiency in Political and Social History. The students tend to over-emphasize economic history of United States. Such over-emphasis gives a highly distorted picture of the historical development of the United States. The examiner assume that this is the consequence of not having the advantage of a formal University course in American History.

International Law

The standard of the candidates is much below the standard as one would expect from C.S.S. Examinees.

International Relations

In general, the standard was disappointing.

It was a waste of time to read through the papers of candidates who got poor marks.

Islamic History & Culture Paper I

On the whole the standard seems to be quite satisfactory. But it is disappointing to note that none of the candidates have utilised original sources and a very few of them have even

studied the books written by Muslim authors. Most of them have utilised the books of Europeans who are naturally prejudiced against the Muslims.

Islamic History & Culture Paper II

One hundred and sixteen candidates were examined—out of whom no less than 5% could obtain Ist Class marks. The students in this paper have done better than in the first Paper.

Law Paper I

The standard is not high—in most cases answers are evasive.

Law Paper II

In a competitive examination as this I should have expected in the answer papers in Law frequent references to leading cases. Such references in the answer papers were few and far between. A study of the leading cases in the subject concerned should be very rewarding.

Mercantile Law

On the whole not satisfactory at all. Very poor form of expression.

Philosophy Paper I and Paper II.

The bulk of the candidates are of a poor calibre.

Political Science Paper I

The large majority had written hopeless answers and that too when questions were put on the most important philosophers.

Political Science Paper II

The results were on the whole satisfactory.

Some individual answers of several candidates came up to the highest grade but these candidates could not maintain that standard all throughout their answers.

Psychology Paper I

Majority of the answer books showed lack of proper understanding of the subject and in many cases the answers were rather sketchy.

Even where answers were somewhat satisfactory keeping in view the bookish knowledge of the subject, the application of knowledge to the practical problems of life was not properly appreciated by the candidates.

Psychology Paper II

In social Psychology where the candidates should have shown more insight into the applications of Psychology to practical life, their approach here has been relatively more theoretical than in Paper I.

Public Administration

Answers by the candidates reflected a fair understanding of the theories of Public Administration but a poor grasp of the practices and procedures in the Government of Pakistan. The latter appear to be mainly due to a deliberate lack of effort on the part of the candidates in searching out for the requisite information. Necessary charts and material are now available in some of the important Government and Semi-Government Institutions, and Public Corporations and can be obtained with a certain amount of effort.

Further, the candidates did not fully succeed in co-relating the Theories with the conditions and experience in Pakistan.

However, keeping in view the fact that Public Administration, relatively speaking, is a new subject in Pakistan and reading material and literature on it is not easily available, the general standard of answers was satisfactory.

Sociology

The overall standard of scripts in Sociology has been satisfactory.

The question paper contained mostly questions on social problems facing the developing countries in general and Pakistan in particular. The results signify a good grasp of national problems.

Almost all candidates, with the exception of very few, could not co-ordinate the Sociological theories with current social problems. The interesting feature has been that a number of candidates tried to apply unrelated theories to the subject matter of the question.

PART III.—REMEDIES—THE EXAMINERS, VIEW POINT

The quick remedy by way of restricting the competitive examinations only to a selected few has been suggested by one examiner. To put in his own words, "Some years ago, Public Service Commission had a 'quota system'—various educational institutions were allowed to nominate their promising candidates for the highest service Examinations" "I used to select candidates with the greatest care and most of those who were sent up for the Civil Services Examination did well in the competitive Examination". "This year 839 candidates appeared at the C.S.S. Examination. About half the number of candidates should not have been allowed to appear at the examination. I realise that it is not easy to adopt a quota system because of provincial and regional considerations and requirements. But something can be done so that only those candidates are allowed to appear at this examination who have a fair chance of competing successfully".

A few other examiners appear to be more in favour of striking at the very root of the problem rather than of a hurried patch up of the surface and glossing over. To them, our educational institutions, being the seats of learning and training, should do away with many of their existing practices and adopt appropriate measures with the sole objective of making their literary products unbreakable against all odds. Here we quote some of the examiners :

1. I am afraid our methods of teaching are, to a great extent, responsible for the determination of standards. There is too much emphasis on lectures and too little on the art of composition which includes proper respect for grammar, idiom, sequence of ideas and structure.
2. The appalling situation revealed by this test reinforces the desperate need for the most efficacious remedial measure to be undertaken at all educational levels to improve the teaching of English in the country.

3. "Are the teachers, themselves, limited these days? Have they confined themselves to the dull routine of conveying specialised information? Do they see nothing but darkness outside their own field of work? It appears to be so, because the students follow their lead only too easily".

"Education is the opening of the mind to the wonders of nature, of man, of self, of life and its infinite possibilities. It is the awakening of the mind to new apprehensions. It is not closing of the mind to all but one subject, and this is what appears to be happening in all our Universities".

"Can our Universities be stimulated to emphasize the education of the students and to soft pedal the filling of their minds with facts and formulae?".

4. "Improvement may, perhaps, be effected by arranging training classes for these candidates through recognised Institutions".
5. "The Universities in Pakistan do not effectively lay emphasis on field work".
6. "It has been observed in the Universities that the teachers dictate notes on certain topics in the subject they teach and do not attempt to make their students learn and prepare the entire subject. Where these teachers take part in paper-setting, they do the mischief of keeping questions confined to only the chapters they have themselves taught. This dangerous practice should be completely abandoned and the best means to it is to eliminate internal paper setting. "Because the candidates had earlier been encouraged to deal with selective topics only, while preparing for the competitive examinations, they made a short cut in their studies by selecting only those topics that they thought were important. Unless the basic training is satisfactory this habit, will affect their entire future activity".

7. If these candidates are representatives of the Universities, I am afraid, our Universities should make a special note of the fact that their teaching in Organic Chemistry needs a very thorough revision.
8. Teachers should pay more attention to the tutorial work.
9. I personally feel that the quality of the answer books and the exercising of freedom in the expression of their originality would at once improve if more practical bias is given to the teaching of Psychology in our Universities. After all in a scientific subject, theory without practice cannot lead to a proper understanding of the true nature of the subject.

Now that the difficulties of our students as seen by their examiners have been stated, it is just timely for our teachers, administrators and policy-makers to think over the problem, pin-point the root-causes and then proceed towards their elimination with a view to building up a healthy and happy generation.

APPENDIX

TABLE

Showing the Candidates' Performances in Individual Subjects, in the Central Superior Services Examination, 1962

SUBJECT	CANDIDATES				PASSED				Total of Col. 4 to 8	Pass Percentage
	Appeared	Failed below 25% marks	85% marks and above	71 to 84% marks	61 to 70% marks	51 to 60% marks	25 to 50% marks			
1	2	3	4	5	6	7	8	9	10	
COMPULSORY SUBJECTS										
English Paper I	854	143	..	..	7	86	618	711	83.25
English Paper II	852	464	..	5	19	44	320	388	45.54	
Essay	839	1	..	77	190	239	332	838	99.88	
General Knowledge I.. ..	848	385	..	..	4	14	445	463	54.59
General Knowledge II	843	47	36	132	179	173	276	796	94.42	
GENERAL SCIENCES										
Accounting and Auditing I	40	1	..	..	7	13	19	39	97.50
Accounting and Auditing II	41	1	..	1	7	10	22	40	97.56	
Agriculture	12	1	1	1	1	2	6	11	91.67	
Geography I	48	..	1	1	9	19	18	48	100.00	
Geography II	48	2	..	1	10	9	26	46	95.83	
Statistics	30	6	1	4	2	8	9	24	80.00	
LANGUAGES										
Arabic Paper I	28	5	..	1	4	4	14	23	82.14	
Arabic Paper II	28	5	..	1	2	6	14	23	82.14	
Baluchi	1	..	..	1	..	..	..	1	100.00
Bengali	155	1	..	21	71	45	17	154	99.35	
English Literature I	57	5	1	5	5	18	23	52	91.23	
English Literature II	57	4	3	3	8	11	28	53	92.98	
Persian Paper I	65	2	..	3	13	10	37	63	96.92	
Persian Paper II	65	2	..	7	15	14	27	63	96.92	
Punjabi	5	..	..	4	1	..	..	5	100.00
Pushto	9	..	1	4	1	2	1	9	100.00	
Sindhi	16	..	..	..	6	2	8	16	100.00
Urdu	38	5	..	10	8	15	..	33	86.84	
PURE SCIENCES										
Applied Maths-I	8	4	..	1	..	1	2	4	50.00	
Applied Maths-II	8	5	..	..	2	..	1	3	37.50

	1	2	3	4	5	6	7	8	9	10	
PURE SCIENCES—contd.											
Botany I	15	5	..	..	..	1	4	5	10	66.33	
Botany II	15	..	..	..	..	4	3	8	15	100.00	
Chemistry-I	13	1	..	..	..	..	3	9	12	92.31	
Chemistry-II	13	9	..	..	..	..	..	4	4	30.77	
Geology-I	7	..	..	..	..	3	4	..	7	100.00	
Geology-II	7	..	..	..	..	3	4	..	7	100.00	
Physics-I	30	16	1	1	3	2	7	14	46.67		
Physics-II	28	15	..	..	..	1	12	13	46.43		22
Pure Maths-I	15	4	1	2	1	1	6	11	73.33		
Pure Maths-II	14	4	3	3	..	1	3	10	71.43		
Zoology-I	11	1	..	..	1	1	8	10	90.00		
Zoology-II	11	2	..	..	..	2	7	9	81.82		
SOCIAL SCIENCES											
British History-I	121	3	2	11	27	41	37	118	97.52		
British History-II	121	1	..	9	23	38	50	120	99.17		
Constitutional Law	282	2	6	43	72	67	92	280	99.29		
Economics-I	124	10	..	2	13	45	54	114	91.93		

Economics-II	124	..	..	8	14	55	47	124	100.00		
European History-I	146	2	..	2	12	58	72	144	98.62		
European History-II	146	7	..	..	8	29	102	139	95.20		
History of Pakistan and India I	483	15	4	13	43	110	298	468	96.89		
History of Pakistan and India II	472	69	..	..	23	90	290	403	85.38		
History of U.S.A.	160	7	6	29	32	35	51	153	95.62		
International Law	101	18	..	..	2	81	..	83	82.17		
International Relations	137	29	..	7	15	15	71	108	78.83		
Islamic History and Culture I	116	1	..	1	23	55	36	115	99.13		
Islamic History and Culture II	116	2	..	2	42	46	24	114	98.28		
Law Paper-I	149	16	..	..	1	6	126	133	89.26		
Law Paper-II	147	10	1	7	19	23	87	137	93.19		
Mercantile Law	271	77	..	..	2	11	181	194	71.58		23
Philosophy Paper I	12	..	..	2	2	3	5	12	100.00		
Philosophy Paper II	12	1	..	1	..	3	7	11	91.67		
Political Science Paper I	220	105	..	..	4	10	101	115	52.27		
Political Science Paper II	219	9	..	..	13	71	126	210	95.89		
Psychology Paper I	26	2	..	1	8	5	10	24	92.31		
Psychology Paper II	26	2	..	1	7	4	12	24	92.31		
Public Administration	18	1	2	3	2	3	7	17	94.44		
Sociology	76	..	2	10	22	23	19	76	100.00		

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