# Journal of Advanced Zoology 

ISSN: 0253-7214

# An Analysis on Objective Type of Exam Pattern and Strategies to Capacitate 

Dr. J John Sunil Manoah<br>${ }^{1}$ Associate Professor in English, S.A. Engineering College, Chennai<br>Mobile: 9790974105, jismanoah@gmail.com<br>Ms. G. Sri Nidhya<br>${ }^{2}$ Assistant Professor in English, S.A Engineering College, Chennai, Mobile: 9962705985, srinidhya@saec.ac.in<br>Dr. N. Jhansi<br>${ }^{3}$ Assistant Professor in English, Vels School of Maritime Studies, Chennai, Mobile: 994414686

| Article History | Abstract |
| :--- | :--- |
| Received: 06July2023 |  |
| Revised: 26Sept 2023 |  |
| Accepte5 Oct 2023 |  |$\quad$| Objective type of Exams is the most popular method of assessment nowadays |
| :--- |
| that holds the belief of modernized assessors. It gives $100 \%$ of satisfaction to |
| the assessors, since the sources of malpractice can be controlled. The word |
| objective is a noun that means as intended efforts and actions of a person to |
| attain or accomplish the purpose. The same meaning was dragged to name a |
| specific type of testing through which the quality and quantity of a person |
| can be easily measured. The objective of the objective type of exam is to |
| keep the substantial type in shorter format, which has got various |
| advantages from either ends. In this article we are to confer the system of |
| objective type of questions and its exam pattern in order to provide |
| hypothetical strategies to get through with the said format. |
| Keywords: Objective type, questions, answers, reading, eliminating, |
| probability, intuitions. |

## Introduction

Objective type of test is a kind that belongs to decide upon from the options that were given below the questions. The best part of the type is the answer itself was given below. The deciding factor upon the answer was completely left to the assesse alone, which occurs to be very easy to do, but the quality and the quantity of the knowledge alone will enable the assesse to decide the correct answer. The physical strain of the assesse was reduced but simultaneously the mental strain has been increased, since attending the objective type of test is a easy task, whereas the attending the test correctly is the tough task.

## Reading is the key tool

There are several types of reading, which are mainly classified as intensive reading and extensive reading. Generally extensive reading is applied to read long and elongated passages, whereas intensive is applied to read short text and tend to gain more knowledge from that. In this sequence intensive reading is the one process which has to be applied to read the objective type of exams. This process is the primary tool in which the candidate should show extreme care in order to gain right understanding of the given passage. The concept of right understanding towards the given question can be attained only by doing intensive reading. In objective type of exams, generally there are four options will be given to the candidate, intensively reading all the four options is also equally important for the candidate to get the right understanding of all the given options. While reading the answers the candidate must do it in extreme slow process especially in a rate of speed which can make the content sensible. By doing this the candidate can get the below list of advantages.
i. To come to an understanding whether the question is known or not.
ii. To come to an understanding whether the answer is known or not.
iii. To get confirmation whether the topic is from the prescribed syllabus or not.

## Right guessing in one's own subconscious

Preparation is the key for the success, when the candidate was well prepared for exam, he/she will have enough confidence to attend the exam well. While reading either the question or the answers the preparation what was done by the candidate will certainly help out to answer the
question correctly. Let us assume that the preparation of the candidate is measured as $60 \%$ and $40 \%$ is yet to gain and with level of preparation the candidate is attending the exam and almost $50 \%$ of questions are from the portions in which the candidate has not prepared. In this scenario guessing the answer from one's own sub-consciousness will help them out to choose the correct answer in the ratio of 6:15. The real potential of one's own subconscious will certainly help them out to choose the right answer out of the given options which will happen by source of $60 \%$ of completed preparation. If the portions are from the topics that are known to the candidate then the sub-consciousness of the candidate will prompt him/her to select an answer which may have $60 \%$ of chances to be as the correct one.

## Eliminating the wrong answers

The process of elimination is a method in which one of the variables will be removed from the given options through the equations of addition, subtraction, multiplication or division of the coefficient of the variables. Eliminating the wrong answers require some specific skill set which alone can tend the candidate to do the elimination correctly, extreme care needs to be taken by the candidate while eliminating the answers, he/she has to make sure that the correct answer is not being eliminated by any chance. Another point also need to be noted by the candidate that time should not be consumed too much for this process hence, a little calculation will really aid out the candidate to presume on how much time can be spend on each question while eliminating the wrong answer.

## Sample of time calculation method for eliminating the wrong answer

## Let us presume the below example as given

| Total No of Questions in the booklet | 100 |
| :--- | :--- |
| Total hours of timing given to complete the test | 180 minutes |
| Total amount of the time that the candidate can take to read all the questions | 60 minutes |
| Total amount of the time that the candidate can take to read all the answers | 60 minutes |
| Total no of questions to which the answers are known to the candidate let's <br> assume as | 60 minutes |


| Total amount of time can be utilized to answer the questions which is known <br> to the candidate | 20 minutes |
| :--- | :--- |
| To the above given scenario the candidate can take one minute for each <br> question to eliminate the incorrect answers. | $* 40=40$ <br> minutes |

## Sample formula to perform the elimination

Let's assume that a person is going to a textile shop to buy a readymade shirt for himself, since the shirt is for himself the size of the shirt is already a known factor hence, the only deciding factor is to be done on the fabric, type design, style, and model. Here the strategy of elimination can be applied to choose the final one and more importantly the right one. At first lets decide on the fabric, here the person has to make a decision on what fabric that he is going to opt for there are several types of it for e.g. cotton, polyester, silk, linen, etc. after deciding on the type of fabric then the person needs to decide on the design for e.g. classic fit, modern fit, slim fit, etc. followed that the decision has to be made on design for e.g. whether plain, solid, striped, or checked and then finally on the decision has to be made on the style of the shirt as pleats, cuffs, monograms, plackets, buttons, and pockets. The shop keeper must have displayed en-number for shirts to the customer but he is not going to buy all of them only one shirt has to be picked which can be done by eliminating on what he owns previously and what he wants now. Incase if he owns a red colour shirt he can eliminate all the red colour shirts displayed to him as he already owns that colour, likewise he can continue to eliminate on the other aspects also in the same manner, which will finally stop at one shirt which he can opt for. In the similar manner the same formula can also be applied to eliminate the incorrect answer and select the final correct one.

## Select the best answer among probability

Probability is the likelihood of occurring and the possibility of acquiring a certain outcome which can be calculated by using a simple formula. This formula is applied especially when there are so much of answers are given and only one answer appears to be the right one. By applying this formula the candidate can select the most probable correct answer. The validity and the authenticity of the correctness may not be $100 \%$ but indeed more likely the chances are there for the candidate to select the correct answer. The mathematical formula to calculate the probability
is $P(A)=f / N$, which is also denoted as Probability $=$ Number of favorable answers / Total Number of outcomes.

Where
$\mathrm{P}(\mathrm{A})=$ Probability of the answers occurring.
$\mathrm{F}=$ Number of answers that appears related (frequency)
$\mathrm{N}=$ Total number of possible answers.

## Steps to calculate the probability of the correct answer

Calculating the probability consist of simple multiplication, addition, subtraction, and division.
At first the candidate has to select any two of the given answers among the four and then to apply the formula $\mathrm{P}(\mathrm{A}$ and B$)=\mathrm{P}(\mathrm{A}) \times \mathrm{P}(\mathrm{B})$
$\mathrm{P}(\mathrm{A})=$ probability of option A
$\mathrm{P}(\mathrm{B})=$ probability of option B
The next step is the very important in which the candidate needs to assign the metrics to the selected options which he/she considers as the most probable answer, let's assume that on option 'A' to which the candidate feels as a most likely option for the answer but he/she is not certain about it. In this scenario the $40 \%$ of weightage can be given to option ' A ' and the candidate can run the metrics by using the above formula which will get the best probability between option ' A ' and option ' B '. By keeping the answer at one side the same method has to be applied for the other two options for ' C ' and ' D ' to which again the candidate will get one probability, now by having two options derived from the formula of probability the formula can again be applied between the two to get final one which incase more likely to be the correct answer.

## Following case - Equally likely

A $-1 / 4$
B $-1 / 4$
C $-1 / 4$
D $-1 / 4$

If A is fixed as $40 \%$
Then B-20\% C $-20 \% \quad$ D - 20\% of likely
Suppose A-50\% and B-50\%
Then $\mathrm{C}-0$ and $\mathrm{D}-0$

## Believing in your intuition

The literary definition for the word intuition is "the feeling or understanding that makes one to believe or know that something is true without being able to explain why". Intuition is powerful gifted weapon bestowed upon mankind; one's own intuition is certainly based upon the factors of their lifestyle, culture, values, environment, circumstances, and situations all the said parameters play a vital role in exhibiting one's intuitions. In a scenario where the candidate has been prepared $60 \%$ for the examination and $40 \%$ of preparation is yet to attain the candidate can rely on another concept apart from probable functions is called as believing in their own intuitions. As we have discussed that intuitions are triggered based upon one's conditions and sensations the candidate needs to firmly believe in their own intuitions which will project the most approximate answer to their eyes. If the preparation of the candidate is in the ratio of $6: 10$, then almost $40 \%$ of chances are there for the intuition of the candidate to display the correct answer.

## Conclusion

Thou the task of attending the multiple choice question is easy for the candidate, a single incorrect answer can invalidate the given question. Hence, it is a gamble for the candidate to get it all correct. Adding to the qualities of knowledge and skills, luck and fluke too can play a part for the candidate in getting the answer correct.

## References

1) Manoah. J John. "Formulas for being expertise in classroom and students handling." IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455-2526) [Online], 3.1 (2016): n. pag. Web. 4 Oct. 2016
2) Manoah, John Sunil. "The scheme of implementing Active Learning Methodologies for the students of rural areas." IJAR Indian Journal of Applied Research (ISSN 2249-555X) Vol 1, Issue 10 Oct. 2016
3) Manoah, J. J. S., \& John, J. (2015). Formulas for Effective Teaching and Classroom Management. Language in India, 15(2).
