

Senate of Serampore College, Serampore

MODEL QUESTION PAPERS FOR ALL COURSES UNDER THE SENATE OF SERAMPORE COLLEGE w.e.f 2024 ACADEMIC YEAR

Part I

Some concerns in the existing question settings:

1. Some Question setters/Teachers can't differentiate courses from BTh to DTh:
For example:
 - Extension courses—BCS, MCS, DipCS, DCPC, D.Min—are lay-oriented extension courses; mostly laypeople register for these courses.
 - BTh, B.Miss, BD and MTh, D.Th., are regular courses.However, the issue is that the nature and content of the questions are almost the same for external and regular courses, as well as for B.Th or BD, which should have been done differently according to the courses.
2. Some questions are ambiguous, vague, abstract, and difficult to understand.
3. Some questions are out of the syllabus.
4. Repetition of certain concepts/topics again and again in several questions in a subject.
5. We have colleges in Sri Lanka and Bangladesh (BTh, BD, DipCS, BCS). While setting questions, their contexts are often excluded or ignored.
6. Sections B and C have no difference in the volumes of the question.

Example of Sections B and C (Section B)

Define critically the life, structure, and ministry of the church and Christian institutions in the light of the vision of the reign of God to transform them. (10 marks)

(Section C)

Write a note on the significance of understanding the structure and dynamics of the local congregation in Christian ministry. (20 marks)

In the above examples, the section C question seems to be lighter than the Section B question, but it should not be that way because the weightage is different.

Nature of question patterns for different courses (Taken from past years questions to use as examples)

The purpose of looking into past questions is:

- to reflect on the question pattern in various courses
- to check the volumes and segments of the questions according to the weightage
- to check the nature of questions for various courses.

BCS (Section B for 10 marks)

1. Elucidate briefly how oppressive economic injustice and unjust political structures contribute to the emergence of Contextual theologies.
2. “Critique of traditional theology from the perspective of the margins.” Explain the methodological concerns of Contextual theologies from the statement.

BTH Course

- What are the characteristic features of Nathan, Elijah, and Elisha's prophetic ministry? What lessons can you learn from their activities for the mission and ministry of the churches in the 21st century in India?

BD Course

1. Postcolonial Politics and Theology seeks to reform and reimagine the field of political theology to bring attention to the realities of the Global South. Explain how interreligious solidarity and peacebuilding are possible in the emerging Indian political context.
2. Describe Prophetic **Ethics, Spirituality, and eschatology for practicing Justice and envisioning Shalom** in the context of **globalization and marginalization**.

MTh Qualifying (based on BD course)

1. Comment on John Barton's observation that “establishing the relevance of Old Testament ethics to life today is an uphill task” and yet “it is more unified, more subtle, and more relevant to our own concerns than it appears at first sight.” How can the ‘texts of terror’ be interpreted today? Does the Hebrew Bible justify just war and capital punishment?

QUESTION PAPERS FOR THE WRITTEN EXAMINATIONS OF THE SENATE OF SERAMPORE COLLEGE

Question Paper Setting

DIFFERENT LEVELS OF QUESTIONING

- **Lower order** – memory level, remembering, and basic knowledge questions of understanding, summarizing, discussing.
- **Middle order** – comparison, contrasting, description, identifying differences, explain, and application questions
- **Higher order** – analytical, synthesis, evaluation, and creative questions
- **Lower order and Middle order Questions dominate the Senate examination system (according to the assessments).**
- **Higher order questions are more pertinent at higher levels of education. Senate should take this seriously while setting questions (Recommendation).**

Question setters must follow all three levels of questioning – **Lower, Middle, and High order/levels** when setting questions.

SOME POINTS TO REMEMBER IN SETTING QUESTIONS

1. Increased use of **Analyze, Evaluate, Synthesis, and Create questions** is highly recommended in the postgraduate and above levels.
2. Question paper setters should be absolutely clear on the practical usage and application of the commonly used terminologies in questioning objectives viz. Evaluate, Analyze, Appraise, Formulate, etc., to avoid confusion about the appropriate expected answers.
3. Some single questions in the existing questions are too voluminous and perplexing. They are a frenzied clutter of **Knowledge, Understanding, Analysis, and Create levels** consisting of three or four sub-questions. They cause panic, nervousness, and anxiety for the students. Caution should be exercised and such questions should be avoided.
4. Blatantly too short and random questions should be avoided. Clarity is a crucial element in Exam Questions, and it should be clearly defined.
5. Questions set for one paper/subject may not necessarily represent all the objectives of the learning levels, viz. **Knowledge, Understanding, Apply, Analyze, Evaluate, and Create**. However, they should maximally represent these learning objectives as far as practical for credibility.
6. Question papers set for every subject should broadly incorporate all the sub-units within the set content area of the curricula. For example, if a subject consists of seven units, the question frame should broadly represent all seven units. This ensures fairness and justice in examination.

MEASUREMENT AND WEIGHTAGE

One question can be divided into segments consisting of two to three sub-questions. The students must know how each segment is to be measured in terms of time expended and the content. Preferably, the affixed measurement should be clearly indicated at the end of the sub-questions

- *For Example:*

Outline the different approaches to Biblical interpretation. Explain one of the approaches in detail. (6+4=10)

Narrate the views of the 8th Century Prophets on Imperial power and activities. Highlight the suffering of the marginal communities. Infer on how the prophets' messages serve to generate hope and restoration for the suffering communities.

(5+5+5=15)

DIVISION OF QUESTION PAPERS (Existing one)

- Question Papers are divided into three broad sections/parts based on the weightage assigned. The assigned affixed weightage is indicated in each section's upper right-hand corner.

For Example:

- **Section A** (4x5)
- **Section B** 4x10)
- **Section C** (2x20)

STRUCTURE OF THE QUESTIONS

- i. Wordings and terminologies used in constructing questions should be simple in words, accurate, appropriate, and grammatically correct. Otherwise, they deflect the meaning and obscure understanding.
- ii. Questions having segments do not necessarily require links. Correct use of punctuation marks will confirm the sub-parts.

For Examples:

1. Give a detailed survey of different waves of the feminist movement and their impact on the church.

Can be replaced as –

Give a detailed survey of different waves of feminist movements. Elucidate their impact on the Church.

2. Outline the different approaches to Biblical interpretation and explain one of the Approaches.

Can be replaced as –

Outline the different approaches to Biblical interpretation. Select one approach and explain in detail.

- iii. Questions should be simple in **word, form, and style**.

OBJECTIVES & GOALS OF QUESTIONING

- Teachers should have positive objectives while structuring the questions.
- It could conceal the question setter's intent, nature, mindset, expectations, egoism, wisdom, craftiness, or positivity.
- The intention of the question setter in setting exam questions is a pertinent ethical issue that needs to be addressed.
- **Negativistic intentions would comprise of such intents:** To i) impress students, ii) establish superiority, iii) perplex/bewilder, iv) indulge in mind-play.
- **Positivistic intentions would have the following intents:** To i) test the comprehension levels of the learners on the subject matter, Facilitate students to obtain high scores and render good performance, iii) ensure that students clearly recognize the area/unit on which the question is set, iv) that the questions reflect and incorporate the larger interests of the students.

MODERATION OF QUESTION PAPERS

1. Question-setting tasks should be initiated early at the beginning of each semester.
2. Uniformity must be observed as far as practical for all courses and all Examination subjects.
3. Maximizing the number of Choice Questions to permissible limits for fairness and justice and to cater to individual needs.

RATIONALIZING SECTIONS IN BACHELOR DEGREE PAPERS

(Bachelor Programmes such as B.Miss, B.Th., BD, BCS, all Diplomas, etc)

- **The Senate will follow the existing pattern with little modification (three sections A, B, C) in the structure but drastic changes in the content of the questions.**
1. The existing model has few changes or reversal of the sections. ‘Section A’ on Long answer type will have 4 (four) questions for a choice of 2 (two) (2x20=40)

2. 'Section B' on the Short Answer type will comprise 6 (six) questions for a choice of 3 (three) (3x12=36)
3. 'Section C' of the Question papers on 'Short Notes' will have 7 (seven) questions for a choice of 4 (four) (4x6=24)

LANGUAGE PAPERS

All language papers - Hebrew/Greek/Arabic/Sanskrit/English BOS 11 and 12 will follow the existing format except for a few changes in Greek and Hebrew papers. The Greek and Hebrew Models are attached for reference.

ALL MASTER DEGREE PAPERS AND D.MIN

Master Degree papers and D.Min will have long answer type questions and will have 8 (eight) questions for a choice of 4 (four) (4x25=100)

For Master levels and above, Middle and higher order levels of questions will be emphasized, with a greater emphasis on higher levels of questioning.

DIVISION OF QUESTION PAPERS

Question Papers are divided into three broad sections/parts based on the weightage assigned. Affixed weightage allotted assigned is indicated in the upper right-hand corner of each section. They may be replaced by clearly-worded instructions on section-wise mark allotment.

For Example:

- **Section A**
Each question in Section A carries 20 marks
- **Section B**
Each question in Section B carries 12 marks
- **Section C**
Each question in Section C carries 6 marks

SENATE OF SERAMPORE COLLEGE
(UNIVERSITY)
BACHELOR DEGREES
(Divinity, Theology, Missiology, Christian Studies, etc.)

Time : 3 hours

Full Marks : 100

SECTION A
Each question in Section A carries 20 marks

(2x20=40)

Answer any 2 (two) questions.

1. _____
2. _____
3. _____
4. _____

(Higher level questions)

SECTION B

Each question in Section B carries 12 marks

(3x12=36)

Answer any 3 (three) questions.

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(Middle and higher level questions)

SECTION C

Each question in Section C carries 6 marks (4x6=24)

11. Write short notes on Any 4 (four) of the following:-

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

(Lower level or knowledge questions)

Note:

Questions in 'Section B' each carrying 12 marks will necessarily indicate the exact weightage to be assigned to sub-unit/segments of a question.

Examples

- Discuss the significance of the Nazareth Manifesto. Assess its influence on the formulation of Missiological thoughts in the context of marginalised people.
(5+7=12) or (4+8=12)
- Classify the spiritual resources available in pastoral ministry. Elaborate on the use of any one resource in strengthening the ministry.
(5+7=12) or (6+6=12)

Likewise, Questions in 'Section A' carrying 20 marks will have the same indicative distribution of marks.

- "Socio-economic factors can hinder personality growth." Discuss the factors. Suggest three remedial measures in Pastoral Counselling. (10+10=20) or (8+4+4+4=20)
- Formulate the ways and means of evolving ethical perspectives on the issues of i) Dalits and ii) Tribals. (10+10=20)

SAMPLE QUESTIONS

Remembering:

- What are the resources available in pastoral Ministry?
- Describe the developmental stages of human personality.
- Write on Biblical perspectives on "disability."
- What is Bibliographical Sermon?
- What is Allegorical Interpretation?
- Define Feminism and Feminist theology.
- Elaborate on "crisis counseling."
- Outline the significance of dialogue for the Christian mission.
- Identify the sources and use of illustrations.

SAMPLE QUESTIONS

Understanding:

- What are the significance of i) Family Counselling and ii) dialogue for the Christian Mission?
- Explain how religious fundamentalism continued to challenge the churches.
- Outline the different approaches to biblical interpretation.
- Trace the origin of the liturgy of the word and its origin in Synagogue worship.
- What are the hermeneutics of Deconstruction and Reconstruction?
- Describe Dalit or Tribal Feminist theology.
- Explain the basic skills required to assess personality functioning.
- Discuss the main features of Christian historiography during the ancient, medieval and modern periods.
- What do you understand by method and methodology? Discuss the major elements of historical methodology.

SAMPLE QUESTIONS

Applying:

- What assistance would you provide to a patient to overcome psychological and spiritual blocks in his/her healing?
- Discuss the significance of Christian participation in politics in light of Jesus' critical engagement with the political leadership of his time.
- Explain how the important elements of worship play a significant role in our worship.

- Discuss the feminist hermeneutics while re-reading any Biblical text with new eyes.
- Discuss the relevance of liberative ethical discourse in the present context.
- Discuss the significance of the creation narrative in the Torah in the context of ecological crisis or gender injustice.

SAMPLE QUESTIONS

Analyzing:

- What are the related challenges and opportunities in the indigenization of worship in your church?
- Survey the different waves of feminist movements and their impact on the church.
- Write the causes of mental health issues in your community.
- Discuss how drinking habits affect the alcoholic's family members.
- Discuss the relationship of the scripture and prayer to faith and healing in pastoral counselling.
- Can artificial intelligence by humans be superior to human Intelligence?

SAMPLE QUESTIONS

Evaluating:

- "Experience is the site of contextual theology." How would you defend this idea in the context of economic poverty, social injustice and hegemonic masculinity?
- Critique the dominant theology of exclusion from feminist perspectives.
- Appraise how the reign of God is significant for forming a just and humane society.
- Evaluate the spiritual resources you will draw upon to help a rape victim.
- Do a comparative methodological review of feminist theology with Dalit theology.
- Critically evaluate the role of Queer ethics to counter negative attitudes such as homophobia.

SAMPLE QUESTIONS

Creating:

- Propose feminist theological ways of reimagining patriarchy.
- In what ways can churches address the issue of screen addiction which has become a major pandemic?
- Develop an ethical response to global climate change.
- Evolve a Christian response to the issues of LGBTQIA+ community.
- What approach would you adopt towards alcoholism? Elucidate the practical implications.
- How would you respond theologically to the reality of ethnic/religious plurality?
- Develop intervention strategies for victims of natural disasters.
- How would you construct a reliable written history for the oral communities in India?
- Develop a model of Christian Education for your context covering the nature, purpose, method, and content of Christian Education.
- What strategies would you adopt for counselling to help the affected people of a region devastated by an earthquake?