

Analysis of Examiners observations on Performance of Candidates in CSS

CE-2019: The Examiners have made the following observations on the candidates' performance in compulsory and optional papers opted by candidates in written part of the CSS Competitive Examination 2019.

A:Compulsory Subject

English Essay:

A significant majority of candidates presented a crammed write up, without realizing delicacy, twist and emphasis in the given topic. A large number of candidates failed to reach 1200-1300 words, reflecting shallow limited & scanty range of knowledge and understanding. Candidates reproduced their early patterns of mechanical learning filled with readymade material. Stock of similar material, quotes and examples reflect consulting easily available sources, lacking original thinking, critical evaluation and discursive strength of discussion. There were grammatical errors/mistakes relating to Subject-Verb agreement, Verb tense and Conjugation of Verb. An Essay is a great debate, an open discussion or elaboration of statement where a candidate, with the help of deep and diverse knowledge tries to justify or to negate or explain the point of discussion in a logical manner. Features and caliber of good Essay include: Good language-originality of thoughts-In-depth knowledge-critical thinking-expressed in well versed manner-correct & flawless language-literary expression-choice of appropriate vocabulary-accuracy of language-well versed in English language-Interpersonal skills-organization of ideas-coherence-cohesion-clarity-candidness-comprehensiveness etc. Education system is preparing and testing high marks achievers by a single line answer-choice of correct word (MCQs), underlining of appropriate option etc. to push the easy way of getting marks without hitting visionary approach and hampering the students from hard work & labour. Reading A-rate recognized Newspapers Work of well known authors and magazines must be encouraged.

English (Précis & Composition):

The candidate's ability and performance in language skills in the scripts presented a dismal picture. On the whole, mistakes were found in sequence of tense-subject verb agreement-use of pronominal-voice-higher tendency of using idioms with literal meanings-overgeneralization of grammatical rules-understanding of modifiers and qualifiers-punctuation-spellings etc. Many of the students deviated from the contents of the passage given for Précis. They expressed personal views and coined their own stories, which make it evident having no idea of the rules of Précis writing. In comprehension questions, candidates followed trodden path and copied sentences from the reading passage instead of using their own language and added irrelevant details. Précis writing is an art of creativity, logical, analytical thinking, understanding of given passage, rules for academic/Précis writing. Candidates must focus on clarity of concepts and creativity which is expected for appearing in competitive examination.

GK-I (General Science & Ability):

General standard of the candidates was just average and unsatisfactory. More than 50 % (less than 39% marks) of the scripts were in the category of bad answers. About 10% candidates were completely ignorant of the concept of Every day Science and produced vague details. The candidates were strong while attempting Q.2(a,d),Q.3(a,d)Q.5(a,b,d) and weak in Q.2(b,c),Q.3(b,c),Q.4(b,c,d)Q.5(c). In ability section performance was satisfactory (50-59%marks). Candidates showed strong performance in Q.7(a,b ,d), Q.8(b,c,d) and weak in

Q.6(a,b,c,d),Q.7(c),Q8(a). Simple, latest, useful books should be consulted and analytical reasoning needs to be included.

GK-II (Current Affairs):

The candidates appeared in the subject were judged in their performance on the base of application of knowledge in different situations. Many of them were good in knowledge but lacked to apply in given situations. They were marked as follows: 75% Bad answers, 18% Satisfactory answers, 05% Good answers, 02% Exceptional merit. Mostly were non-serious and lacked the sense of outline/format to attempt the tasks assigned in the questions. Water issue between Afghanistan & Pakistan was dealt generally only few had the specific wisdom. Similarly CPEC was discussed and could not highlight China's vision known as OBOR. Stereo style of thoughts picked from guide books, application of knowledge was rare. Very rare candidates were able to present sagacity in challenging situations. Educational Institutions must promote personality building and ethical capacity in teaching techniques and practices to construct wisdom in the best interest of nation and society.

Islamic Studies:

Overall standard of the performance cannot be regarded as satisfactory. Most of the candidates did not comprehend the proper dimension of the question, which was actually asked. They normally attempted in their own dimension of knowledge. Handling the question in a wisely manner as per requirement of the question is seen very rare throughout the scripts. Q.2 was a straight and simple but so many candidates start writing "Impact of tauheed" without giving its proper definition. Q.3 was responded with only details of wars fought (PBUH) and his character as a commander. In Q.4 most of the candidates mentioned simply right of women in Islam without any connection with wave of modern feminism movement or its impact. Q.5 widely misunderstood where in moral value system of Islamic civilization was asked but most of the candidates explained only salient futures of Islamic civilization. In Q.6 most of the candidates mentioned impact of Hajj without writing "comprehensive note" on Hajj which was demanded. Q.7 was about extremism in the light of contemporary challenges, majority elaborated only contemporary challenges faced by Ummah. Q.8 majority mentioned only main feature of Islamic political system and missed point of view towards suggestion/reforms for Pakistani system. The candidates appearing for CSS examination must attention on a critical look, a broader vision and ability to analyze the things that was lacking in their effort.

B: Optional Subjects

Accountancy & Auditing Paper-A:

The overall result was good and some of them secured full marks. Overall result was satisfactory.

Agriculture and Forestry:

Candidates appearing in the subject had no clear concepts of agriculture practices/operations/terminology i.e. pest-controlling medicines control pests in crops, Agricultural Biotechnology is science but was not handled smartly. In some cases English expression was very poor. About 10% candidates scored 25% marks or less 30%, 60% were in the range of 25-50% marks.

Arabic:

The overall performance of the candidates was satisfactory.

Balochi:

A significant majority of the candidates showed hard work but displayed un-satisfactory performance in questions relating to Balochi Literature & culture,

British History:

Majority of the candidates showed a poor performance. The answers demonstrated that critical thinking skills were not up to the mark. Specific deficiencies were lack of substance, mistakes in spellings, punctuations and collocations. A number of them had written unnecessary and irrelevant information, so they could not focus on what was demanded through the questions. In some answers too much background of the topics were written that lay down unequal emphasis on different parts of the questions. Candidates must develop their analytical and critical thinking skills by reading good academic material rather than relying on guide books.

Business Administration:

Overall, the students performed well with a range from zero to 72 marks. Few students crossed 70 marks out of 80, which is excellent. Some struggled to answer the question with focus and tried “filling in” with general comments, so they were marked low. Some students provided amazing examples of current business scenario.

Chemistry:

Assessed papers from technical point of view, most answers given by the candidates were trivial and irrelevant. Even the basic of the subject was totally ignored while answering the questions. The standard of the English was deplorable. Most of the candidates were unable to describe the subject properly, poor grammar and lack of expression were the major issues. It is suggested to arrange criteria for candidates before selecting the specific subject being offered in competitive examination. Public and Private sector institutes should be taken onboard to improve the standard of graduate level studies.

Computer Science (Paper-B):

The assessment of candidates for possible improvement and in conjunction with the question paper/marking summarize that the standard of language was generally very good. Few candidates demonstrated good preparation however, majority were unable to answer questions due to lack of foundation courses based knowledge. It is of grave concern that most of the candidates were not able to demonstrate problem solving skills, part of essential requirements for technical subject. The basic objective is to ensure access to quality Computer Science education and career across industries as well as benefited from defined objectives.

Constitutional Law:

The overall performance of the candidates was not satisfactory. The language skills were poor , answers lacked analytical approach and were stereotype. Candidates were not familiar with Problem Based Examination System. Majority of the candidates provided un-necessary details in their answers. . A vast majority of the candidates who chose Law as a subject were non-law graduates. It was presumed that hardly 20% to 30% of the candidates who appeared to have studied Law at L.L.B level. Candidates coming from other disciplines have misconception about Law as easiest optional subject, while it is very clear that Law is a specialized field that needs specialized knowledge. The candidates were not able to write even a single paragraph in correct English, 50% seemed not meeting the standards of an Intermediate. They filled pages with material having no sense and no relevance with the question. About 50% of candidates produced careless/unreadable handwritings. More than 70% wrote their answers in 15-20 pages full of junk material having no relevance with the question. This is awful effect on readability of the text. The

best answer to question can easily be accommodated within 600-800 words i.e.4-5 pages. It is recommended that Entry Test may be arranged and who secure above 60% marks may be allowed for appearing in CSS examination. Non-law graduates should be discouraged to take Law as optional subject and persuaded to choose optional subject from their own field of studies. Zero marks awarded to candidates if their handwriting is not clear. Grant of extra answer book should be forbidden at least in Mercantile Law. The candidates should be instructed for answering in 500-800 words not need more than 15-20 pages, 8+10 words in a line, 25-30 lines in one page and beyond this limit answer to be taken into consideration.

Criminology:

The overall examination of the appeared candidates in the subject show satisfactory result. However, vast number of candidates appearing and selecting a particular subject were lacking professional approach, knowledge and required analytical skills. Majority of the candidates seemed superficial in knowledge terms. The deterioration in learning may be due to under-preparation, superficial inquiry into subject-matter and lack of quality books and related literature available in the market. Very few candidates were found to be excellent in knowledge as well as presentation and analytical skills. Many of candidates examined show that they lacked basic English and presentation abilities besides deficiencies of correct information and relevant data. In order to enhance the standards, there should be ban/penalty on books having plagiarized literature. The original, new authorship and quality book writing may be encouraged. Basic mistakes by candidates may be avoided by arranging awareness/training programs.

Economics (Paper-A):

There were two categories of candidates, one whose concepts are clear and those who memorize. Most of the students who got below 40 marks (i.e. 50%) and failed. Similarly, 66% students have got less than 50% marks and have failed but some students have done exceptionally well, i.e. 2.3% students have obtained more than 75% of marks.

Economics (Paper-B):

Evaluating 523 candidates concluded that Economics, due to its theory and models is considered a complex subject, over-all performance has been satisfactory. However, CSS being a competitive examination, candidates are expected to perform better than their degree qualifying exams. That was not reflected while evaluating the performance of the candidates. Unfortunately, the candidates depended overwhelmingly on the print media and talk shows. In future we need to emphasize that their everyday ideas need to have landed on the solid ground of economic theory. In future attempt the candidates should understand that any fake sub-standard and unverifiable data information, ideas and quotes may be treated as “plagiarism” that may lead to their negative image. Few of the candidates came-up with their own, bold and positive ideas. More than 90% of the candidates answered by attempted the question propagating adopted, negative, hopeless and alarming economic situation of the country.

English Literature:

Following are some of the observations that really need to work on these areas. The expression of candidates was very good and had strong arguments, but the required number of questions were not attempted. If they had attempted, they would have scored very high, majority of the candidates had weak expression, weak arguments, and weak spellings. There were a few candidates who reproduced whatever they had learnt/prepared. There is a greater tendency in these students not to answer what is asked.

Environmental Sciences:

A total of 2241 papers were checked and marked. Majority candidates could secure 40% marks. The curriculum is good enough and encompasses most aspects of environmental science subject. However, the result was not very satisfactory .i.e. a greater majority could only score 5-10% or less marks. This is mainly because of lack of understanding of question. The students do not pay attention to what has been asked, rather they pick some words from question and (without fully conceiving the concept being asked) start writing their responses, which ultimately lead to poor performance. Students need to be better trained in how to conceptualize a question and how to interpret major parts of question.

Gender Studies:

Feedback on the answers attempted by the candidates generally speaking the majority of the answers had reproduced the material learnt from introductory books on Gender Studies and the material provided by academies. Almost all the candidates had given emphasis on headings and subheadings and on introductions and conclusions, following similar patterns. Though this format engages the examiner and helps to look for particular information within the answer. Nevertheless, the text discussed with the headings and sub headings was often irrelevant to what the question demanded. The majority of the answers lacked understanding of the concepts and facts and the application and utilization of the knowledge in the given situations as demanded in the questions. For example, the question on inequalities promoted by globalization was attempted by many candidates. The majority of answers focused on general discussion on globalization. The demand of this question was actually gender inequalities. Similarly the differentiation between gender studies and women's studies was done by comparing the two disciplines superficially, the scope and significance especially in reference to Pakistan lacked substance. Likewise, the majority of the candidates had not followed the general instructions for attempting the paper. Majority lacked clarity, substance and critical thinking expected from a candidate appearing in a CSS examination. To improve the performance of potential candidates in forthcoming examinations, particularly in this course it is suggested that while preparing for CSS may solely rely on books and academies but develop the habit of critical thinking, application of concepts to real life situations. In order to update the curriculum of gender studies in par with international standards, educational institutions may revise course contents and teaching method. Subject may be introduced at school level to sensitize young minds about gender issues which are deeply rooted in our society.

Geography:

The report and findings relates to candidates' performance in Geography and their attitude in recent competitive examination. Candidates' mindsets and calibration did vary understanding geography and its applications. The result of answer books has been uneven as most candidates were non geographers judged by the evaluator. Based on answers to the questions, contrasting patterns emerged indicating candidates' unfamiliarity with the subject although given opportunities to explain their ideas. Simply moving towards greater use of effective learning in the world as a global village, candidates' choice of geography has a discrete effect in them becoming a part of the Government in a rapidly developing Pakistan. Candidates with potential knowledge of different regions of the world pertinent to its natural resource based and geopolitical could be of immense help in improving the country's image. Constant updates on the effects of climate change were

noticed in response to the question. Regardless to type of questions opted by the candidates, their answers have a much bigger influence in the global context.

Geology:

Out of 47 candidates only 03 got about 50% marks while only 03 candidates got close to 30-20% marks. The rest got 10 to zero percent marks. Majority of candidates showed poor performance. No concept of subject geology or any geological phenomena, deliberate poor or non-understandable writing, rubbish content/irrelevant to subject, poor spelling and grammar etc. It seems that many candidates have never got formal studies/training in geology at any level. Answer book look like junk yard of discarded English words and sentences with no meanings of any kind.

Governance and Public Policy:

Generally speaking the performance of the candidates was not satisfactory. Candidates did not even had a fair idea of the terms 'governance' and 'public policy' the title of the subject. Candidates, except very few, had superficial knowledge about the key areas of the subject. There was serious lack of theoretical and conceptual understanding of the key concepts. This resulted in poor application of theory to practice. In many cases candidates were not successful in understanding the application of theory in practical scenarios. This resulted in inappropriate examples and inadequate linking of concepts to actual practice. Strongly advised for revision of the existing syllabus for this course and suggest the following reference books for better and update understanding of the key concepts. Bovaird, T & Löffler, E. (2016), Public Management and Governance. London, Routledge. Turnar, M., TTULME, D, & Mc Court, W. (2015), Governance, management and development: Making the state work, Palgrave Macmillan and Hussain, I. (2018), Governing the Ungovernable Institutional Reforms for democratic governance. Oxford University Press: Karachi.

History of Pakistan & India:

The general standard of the answer scripts was not up to the mark. It was felt that students were not appearing for the competitive exam. Only few candidates showed the standard of honors degree. Most of the candidates do not try to understand the nature of questions. As a whole language used was good but grasp of the subject and originality of thought and ideas not reflected.

History of USA:

The overall standard of the scripts attempted by the candidates is below average, both in terms of content and presentation. Most of the candidates used the material that is not authentic and written especially for CSS exams. The trend of using helping books may be discouraged.

International Law:

Elaborating the performance of the candidates in general category wise in general, and in particular (Question wise) and Moral/Ethics wise. Overall performance of the candidates was not up to the standards of competitive exam. Most of them had no understanding of the theoretical/conceptual basis and opinionated answers mostly were baseless arguments and misquoted examples. Students did not prepare from the whole syllabi, hence very important areas of the subject were neglected. Problems of writing, language and expressions have been widely noticed. Some of the responses were so senseless that they didn't seem to be the answers of a candidates appearing for CSS. There was also a vast gap of English proficiency and misunderstood questions. Points which were not even required and asked for were widely highlighted. Some descriptions reflected student's mentality who only like to give presentations where full details are hidden in outlines, crammed common content and similarity of notes as most of the papers presented same mistake, length, headings and examples. It was a clear depiction of coaching at special academies for exam

preparation. Question No. 2 was poorly attempted as almost failed to provide a satisfactory analytic answer. They came up with a readymade response straight forward questions including 50 and 7 could not be replied in accurate manner. Q.3 however there was a single area where most of the answers came up with some good ideas and true concepts. The moral/ethical criterion of performance was a little bit shocking at such a prestigious level. A large number of responses from some non-serious candidates questioned the eligibility criteria of the CSS exam and put into limelight the credibility of the educational institutions. Many of the answer books either showed some useless, senseless irregular writing piece or even some abusive language and notes to the examiner. Poetry and religious verses were also highlighted in some papers. It is recommended that candidates should consult proper textbooks instead of relying on their own observations or information based on some social media blogs. Eligibility criteria must be revised. A general screening/aptitude test would be effective in enhancing the quality of competition. Coaching centres and helping notes must be discouraged at all levels. Good handwriting and English expression must be rewarded. Outdated material must be discarded and updated books, texts and reviews must be opted.

International Relations (Paper-I):

Candidates' performance drew attention in the following lines for consideration: The overall presentation showed by the candidates in the written paper of IR was critically poor, unsuitable and irreconcilable. Responses to questions were highly inappropriate, illogical and candidates lacked proper knowledge, information and reading. Majority of answers were not according to the nature of question and written expression was equally not satisfactory. It seems that the concerned candidates neither read carefully nor consulted relevant material and produced answers from the filthy and grimy dustbins. It also proved that they did not prepare accordingly for the said paper. A few of the candidates' performance was better than others and produced better material as compared to others. There was an absence of proper study, lacking a grasp of subject and originality of thought. Majority expressed their views in an ordinary way and away from analytical perception. It is advised to the candidates that they should avoid selective study and read recommended books rather than guess books or low standard material.

International Relations (Paper-II):

The standard of candidates' capability to grasp, present and answer the questions asked has gone down. It is also noted that the level of preparation of the candidates in IR remained very low. They opted this subject, considering it to be easy to handle, based upon casual knowledge. This fallacious behavior led them to perform poorly. IR cannot be prepared merely by skimming through the pages of newspapers that seems to be the case with most of the candidates. Strong and rich theoretical foundation, developing co-nnaissance is necessary in order to understand the nuances of what makes IR a subject. Around 90% of copies inform that the candidates have not understood the questions properly. For example they just saw the term 'failure of SAARC' in the question, and started filling the pages of the answer sheet. The question was not about the failure of SAARC rather it was about functionalist's perspective about the failure of SAARC. Similarly the candidates just saw the sentence 'Pakistan's foreign policy decision in response to Saudi request of sending troops in the Yemen. The question, on the other hand, was about 'rationalist explanation of Pakistan's decision'. Social media and movies have played an important role in constructing several myths. Around 80% of the candidates attempted the question related to Nazism, described mostly the events shown in popular movies, instead of giving academic answer or any academic reference. Social media also

impacted the language of the candidates. The copies are littered with such un-academic anecdotes. Around 40-50% of the candidates went to academies, resulting into answers having exactly similar headings, sub-heading, and even the same authors that they misquoted. Besides, poor knowledge of IR was evident through most of the copies. FPSC may introduce a step-based testing system, where candidates would first appear in English papers, and only those clearing the first step can move on the next steps. It should allow only the candidates graduating in a particular discipline to select the subjects relevant to him/her otherwise causing the superficial knowledge.

Islamic History & Culture:

Assessment of candidates may be considered in the following three main categories. The candidates, who followed the philosophy and nature on which the question paper is drafted but obviously these types of the candidates did the thorough study of syllabus. Others comprising who were no doubt the average and just fulfilled the formality normal candidate as they have already been appearing like the other examinations. While third were those students who have not been successfully attempted all required questions. A reasonable number of candidates have attempted and appeared in the examination without any properly planning and preparation. Such kinds of candidates are seen very confusing in replying their answers. They do not have skill to express their views, weak in English and even very poor in phrasing the sentences. They do not possess the quality to explain and illustrate the matter free and independently and failed to understand and furnish the answers. Particularly in Q.No. 07, which was of self-experience in the light of information, knowledge with references to Current Affairs with logical aspects and arguments. Most of the students were not sound in the religious information/knowledge and expertise of the language. It may be suggested to get a good and comprehensive result, the IELTS/NTS test may be conducted for those students with intend to apply/appear in CSS, otherwise the capable candidates may not be adopted/selected. Instead of standard and authentic books sources/materials they quoted and stated the causal and traditional stories having no academic value standard. Some of the candidates very strongly insisted and persuaded these types of stories/information's which are listened in public places/jurgas/Otaqs/Kachehries/gatherings and even some times from "Mehrab-o-Member". The traditional student does not distinguish this religious information, knowledge with his academic skills.

Journalism & Mass Communication:

Attempts of the candidates were not extra ordinary in general, however, it was more than satisfactory.

Law:

The performance of the candidates was very bad and having poor understanding about the subject. Most of the candidates opted this subject without proper understanding and referred the irrelevant material without citation of the relevant provisions of the law. It also observed that the relevant case law and relevant provisions are the backbone of this subject but they failed to show their seriousness. Some lenient view sensed no space and these candidates are not up to mark to serve the nation and to promote good governance and rule of law in Pakistan. The candidates having low eye qua level and the paper was simple and straight forward but they badly failed to solve the paper as a good professional.

Mercantile Law:

The overall performance of the candidates is below average/ unsatisfactory. A considerable number of students have scored less than 50% marks in subjective paper, which shows lack of

understanding the demand of the question. The questions frequently or repeated in past exam paper have been answered comparatively well by most of the students, but questions relate to new laws or current development in laws have not been attempted well. This depicts a typical trend of cramming certain questions from past papers and neglecting recent development in the relevant fields. To overcome such problems our institutions need to focus on the current/recent developments while imparting education and students also need to keep updated with recent laws, which is an essential requirement of this whole exercise. It is also incumbent that students must read and consult standard law books rather than substandard guides that lack proper citation of law cases. Overall assessment of this competitive exam paper is no different from any ordinary law student's exam paper. The quality needs to be enhanced in terms of candidates as well as question papers.

Muslim Law & Jurisprudence:

General trend has been observed while marking the papers that the candidates tend to include irrelevant information in their answers. Candidates are not trained to understand the question and give required information in the answers. Almost all students gave details of primary/revealed sources of Islamic Law in answer to the question in which details of rational sources was required. Answers to the question on Islamic law of International relations (Q.5) majority of the answers were unsatisfactory. Majority of the candidates are not clear on what is hukm e wadai and hukm e taklifi

Persian:

Standard of CSS students is very low. Most of the students did not know Persian Grammar. Some of them have given answer in Urdu. The students did not know the history of Iran and Persian literature for this reason a big political change, which brings great changes in Persian history and effects Persian literature (poetry & prose both) so much but they could not succeed to write a single word about it and wrote wrong answer. The overall result is unsatisfactory. Persian is not a subject that students can write about it without prior study or preparation. So, allow the CSS candidates to select Persian as a subject who have studied this in Graduation level too.

Philosophy:

Important points communicated to the concerned are course is very lengthy and generally the students/candidates have not studied Philosophy as a subject. Some have used only guesswork. Those who have studied books are not text books. Even good books take certain things for granted and do not provide basic knowledge. Those who have studied philosophy as a subject can be clearly identified. Problem of language is very serious. Though we do not mark it as a language paper but the overall effect is very intense. Islamic Studies, Pakistan Studies and General Science have been frequently mixed with philosophy. About 10% of the candidates have a decision making capability.

Physics (Paper-A):

Candidates for CSS in coming years may like to bear in mind that they should prepare for their examinations properly according to the latest version of the syllabus rather than old versions. The candidates have lost their marks in the examination in any of the following ways.

Preparation Deficiency: A number of candidates wrote several answers that gained pass marks. But as they had not covered the whole syllabus thoroughly enough, the rest of their answers did not reach the same standard and consequently their final mark fell short of a pass. Many candidates

relied upon their own experience in writing their answers rather than revise from the recommended texts in the reading list.

Relevancy: Many candidates wrote a good deal of information on a particular topic without applying this information to the working of the question. Candidates should ensure the information they write down is relevant as well as accurate, and that their knowledge is applied in the way that the phrasing of the question demands.

Time management: Candidates should divide the time available for the examination evenly among the questions they attempt so that each one can be answered carefully and thoroughly. Many candidates complete two or three good answers at length and gain high marks for them. Unfortunately this leaves insufficient time for the remaining answers which can be spoiled by careless errors, or they are written very briefly without the detailed information necessary to secure a pass.

Physics (Paper-B):

The overall rating about the candidates is “Average”. However a very few of them have performed very well.

Political Science (Paper-I):

The standard of responses in political Science Paper-I was generally poor. The overall performance of the candidates was below average. Due to lack of English language proficiency, candidates failed to understand the questions. The majority of responses had spelling and grammatical errors and illegible writing. As for as the conceptual knowledge of the subject is concerned, it was observed that majority of students had very less knowledge of key political concepts and their application. Students were unable to analyze the political concepts in response of questions regarding separation of powers, origin of state and federal system. The candidates lacked critical thinking which is essential in the subject of Political Science. The candidates are advised to enhance their English language proficiency, writing skill, knowledge of basic political concepts, and critical thinking.

Political Science (Paper-II):

Out of the total 2827 candidates were assessed who appeared in paper-II. Only 226(8%) awarded 50% or above marks, 850(30%) qualified the paper by securing 33% or more marks. The remaining 1755(62%) failed. Only a few candidates’ performance was outstanding. Major challenge for majority of the candidates was to articulate logical and original argument, poor writing skills appeared as a barrier and content of answers relied on guides. It is recommended that syllabus require revision owing to lesser focus on Political Systems and Update the syllabus by incorporating recent theories, concepts, developments in the discipline.

Psychology:

On average answers were attempted very superficially and non seriously. Most of the scripts contained irrelevant, meaningless and absurd answers to the question. In general major problem was found to be English language most the students were not even able to understand the questions. In nut shell it could be suggested that a “pre-test” for English language comprehension should be mandatory for potential candidates, that might help in short listing the potential candidates for CSS examination.

Public Administration:

Candidates made full efforts to attempt question paper in an excellent way to get maximum marks and qualify but failed due to following reasons: Each question was consisting of different parts,

majority of the candidates failed to equally emphasize different parts of the questions. They either focused one or two parts leaving remaining parts untouched which is the main reason for their lowest marks in this subject, majority of the candidates had limited subject knowledge which is alarming and an indication of poor preparation of the candidates and showing trends of selective study which should be discouraged. Majority of the candidates were unable to attempt properly the conceptual portion of different questions which is showing their limited conceptual thinking capacity and creativeness. Candidates for competitive examination should be creative. The creativity demands (1) preparation (accumulation of sufficient knowledge from all available sources) (2) incubation (thinking and rethinking, conceptualization and cooking process) (3) illumination (idea generation). It is recommended for enhancing abilities of the candidates to perform well at competitive examinations: It is imperative for the students to adopt habit of comprehensive study instead of selective study of the subject. They should know the art of converting huge, unorganized and scattered data into organized one and present it in a cooked manner. Haphazard presentations are not acceptable at this level. Candidates should focus to develop reading, conceptualizing and writing skills of students. It should be possible only through activity based learning instead of lecture oriented learning. Candidates should try to develop higher-order thinking skills using taxonomies (such as Bloom's taxonomy). Students should be trained properly to differentiate terminologies and present such difference in a tabular form instead in paragraphs and haphazard manner. They should also be trained how to write critical analysis.

Punjabi:

Responses of the candidates in CSS Competitive Examination-2019 were examined. Punjabi language is the mother tongue of the candidates from Punjab in which they facilitate communication. The common man also knows a little about Punjabi language and literature. Everybody is familiar with the language of folk literature, Sufi poetry. That is why the basic information about Punjabi language and literature is culturally inherited to every candidate. The need for a competitive exam is more than that one has to examine the candidate's study, familiarity with literary topics and movements and on the other hand study the mental trends. 30% candidates have appeared on the basis of previous information. Don't fully understand the story of "Dullay the kahani" and the question of Punjabi linguistics. It seems that the books related to these questions are far from their reach. Folk song 'Dhola' is a popular folk song in Punjab and Rajasthan. Books are available in Punjabi Adabi Board and market which have not been accessed. 40% candidate's study/stockiest information was enhanced publicly, but its nature was common. Competitive exams are consciously attended by 30% of candidates who have good access to the books. Answers were in harmony with the requirements of modern literature, thoughts, awareness looks conscious and enlightened.

Pure Mathematics:

Most of the candidates have very poor attempt. There must be criteria for choosing optional courses for competitive examination only those candidates who have already studied Pure Mathematics in their Graduation may be allowed to choose Pure Mathematics as optional course.

Sindhi:

Generally performance of the candidates was good. Few of them are below average and satisfied.

Sociology:

Each script evaluated, critically analyzed and found the following issues that need to be improved in future. Most of the candidates have English language issues and could not express their view

points properly. Majority of the candidates have no general information and confined only to their local jurisdiction. Theoretical background need to be improves by inducting more qualified teachers who have thorough knowledge of the subject. Research culture is required to be inculcated among the students to have in-depth insight of the subject. The candidates have no broad concepts related to the application of theoretical knowledge in present day's society. Some questions were put like culture ethnocentrism, cultural lag, cultural ethos have been misinterpreted and have no knowledge about sociological words. Only 3% students have excellent understanding of the theoretical knowledge of the subject and their application.

Statistics:

All papers are checked very carefully. Overall performance was satisfactory, but it need very hard working from the students who are taking this subject.

Town Planning & Urban Management:

Students tend to write long answers and often go irrelevant to the question in making the answers long. They should be encouraged to provide to the point answers, encamping the aspects enquired in question rather than generally discussing the topic. Some scripts were written in so poor English that they made no sense at all. It is suggested that written English test may be conducted before the CSS exam to scream out such cases. It was observed that on certain occasion students tend to fill pages and pages with long and non-sense sentences it seems like a deceiving attempt. In order to discourage such attempts, negative marking may be introduced in checking. Overall, result is not quite satisfactory with many students failing to achieve the minimum marks required to clear/pass the exam.

Urdu Literature:

Looking at scripts of Urdu literature, most candidates did not study the writers and poets involved in the syllabus. Most candidates have written ordinary things can be said about any poet and author in the world. Candidates have to take into account the differences in language and literature so that they can prepare well. It's not just a process of writing in your own national language rather, it should show the candidate's extensive study, analytical style and understanding of the literature. Many candidates considered Précis writing as summarizing question. Précis writings are taught in both Urdu and English from Matriculation and Intermediate. It involves writing the text in the least words should be in one-third, but many candidates spread the text over several pages. This shows how serious the candidates are for this exam. Candidates who had studied the course of Urdu literature and the books of writers and poets included in it were visible and their quality was good too. Such candidates also scored very good marks. All candidates are advised in the coming days before attending the exam maintain the study of books on writers and poets included the syllabus properly.