
Unit 4 Evaluation of Learning in Social Science

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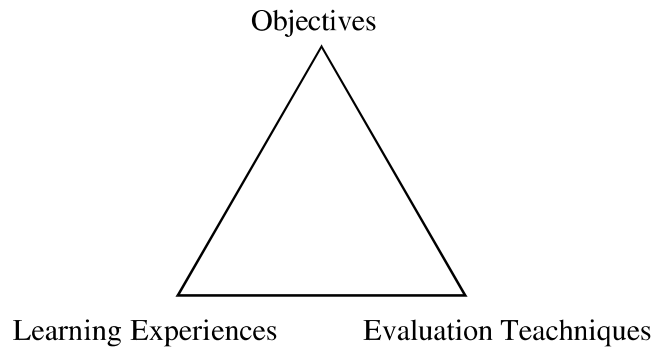
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4.1 Introduction

In any education system, the teaching-learning process becomes successful if proper curriculum framing is followed by appropriate implementation of methodology and lastly, a scientific evaluation system. Actually the fundamental test of a sound education is its effect on the pupils. An education programme that is unable to bring about desirable changes in the educants, cannot be termed as successful. Keeping in mind, the definite aims of changes in pupil behaviour, teaching-learning experiences are designed and planned. During the course of teaching-learning, teachers have to ascertain very frequently the growth and change, taking place pupils as a result of teaching-learning experiences. This is called evaluation. A good evaluation process rests on the three pillars of i) educational objectives, 2) learning and behavioural changes, and 3) tools and techniques of evaluation. Evaluation is a process of determining the extent to which previously established goals or objectives have been achieved, the

effectiveness of teaching learning experiences provided in the class-room and the manner in which the aims of education have been accomplished. The aims of education have been accomplished. The evaluation process can be represented diagrammatically by means of the following triangle :-



Objectives are central to both learning experiences and evaluation. Evaluation comes in right at the planning stage when objectives are determined. Similarly, learning experiences are also planned and organised in terms of objectives. At every stage in the learning process, evaluation is needed to discover the extent of the effectiveness of the experiences with a view to bring about the desired changes in pupils behaviour. Evaluation, therefore cannot be postponed till the end of the entire course of instruction. It has to be made at periodical intervals to ascertain effectiveness and change, with a view to improve learning. Thus, evaluation must remain as an integral part of teaching because it is a continuous process and relates to the total learning situation. It indicates an inter relationship among the school, the society, the knowledge body, instruction and social behaviour. Evaluation is a continuous and natural enterprise of all concerned.

Evaluation is a holistic process by means of which changes in the behaviour of the students are studied. 'Evaluation' cannot be considered as a synonymous term as 'examination'. Examination measures academic achievement only and it depends for its data on achievement tests to know the level of knowledge acquired by a student. So, the examination system in earlier days, used to measure only the students' level of achievement it is a 'one-way street' which deprived children of development of varied abilities. On the other hand, evaluation is an integral part of the teaching-learning experience. It encompasses a continuous vigil on the achievement and development of the students not only in academic areas but also on the development of all-round personality including attitudes, values, emotions, interests, skills, appreciations, creativity etc. which had little place in the examination programmes of the past.

Evaluation is a process of appraisal, which involves the acceptance of specific values and the use of a variety of instruments of observation, including measurement, as the basis of value Judgement. The basic steps involved in evaluation are :-

- 1) Formulating objectives,
- 2) Securing evidence on the achievement of the objectives in selected situations,
- 3) Summarizing and recording evidence, and
- 4) Interpreting evidence, and
- 5) Using interpretations to improve instruction and pupils progress report.

4.2 Objectives

After studying this unit the students will be able to :

- 1) Explain about the meaning and concept of evaluation.
- 2) Explain the types of evaluation in Social Science.
- 3) Explain the tools and testing techniques of challenged children.

4.3 Purpose of evaluation in Social Science.

Evaluation is more comprehensive than examination. It includes the testing of both tangible and intangible qualities. It is related with the total learning situation. It takes in to account the growth of the Evaluation is both objective and subjective. It is a continuous and developing process and forms an important part of the educational programme. The teacher, if he wishes to succeed in his aims, must ascertain the effectiveness of the text books, audio-visual aids, projects, mehods and devices of teaching and also his relationship with his pupils. Following are the major advantages of evaluation :-

1) Evaluation leads to improvement of instruction

As we have already noticed, there is inter-relatedness between objectives, learning experiences and evaluation. Evaluation is of great importance because it indicates the degree of the attainment of each objective. It also indicates the strength and weekness of different classroom procedure. It also suggests improvements and modifications of those procedures which have not succeed, Thus, evaluation helps in replanning of the work, use of new methods, devices, techniques and aids and the re-evaluation of the whole procedure with a view to improve instruction.

2) Evaluation helps in clarifying objectives :

It is evaluation that enables the teacher to judge as to what extent the desired objectives have been realized. Thus, evaluation is of great help in clarifying objectives and reminding the teacher of his success or failure in the realization of those objectives.

3) Evaluation promotes better learning :

The study habits of our pupils depend primarily on the examination methods. Previously class promotion depended only on success in the written examinations. So pupils used to memorize facts and reproduce them at the time of examination. But now evaluation signifies a wider, more comprehensive and continuous process of assessing the progress of the student with the help of different devices. Therefore, beside knowledge objective, students tend to develop proper attitudes, skills, habits, appreciations and understanding and better learning results leading to development of better personality.

4) It provides the basis for guidance :

Evaluation helps us in determining the extent and rate of pupil growth along the line of the aims and objectives of education. Diagnosis of the difficulties and weaknesses of individual pupils as well as their potentialities and achievements is possible only with the help of a good mechanism of evaluation. This information can provide us the basis for guidance in preparing remedial instruction to remove individual weaknesses and difficulties.

5) It leads to curriculum changes :

Evaluation is based on educational objectives which are in turn based on the needs and interests of the children as well as those of the society and also on psychology of learning. Social needs are not static but undergo constant change in the rapidly changing world. So educational objectives are also changing from time to time according to the changing needs of the society.

Evaluation which depends on educational objectives, demands similar changes in the curriculum from which some content areas are dropped or modified some other new contents are added as per reflections of the evaluation to enable the curriculum to keep pace with the demands of a rapidly changing and amazingly complex world.

The primary purpose of evaluation is to determine whether the desired objectives are being fulfilled in the learning process. So it is the duty of every schools to establish a regular evaluation programme for measuring the growth and development of pupils studying there. Every subject teacher should keep before him the main objectives of

evaluation as they relate to the particular subject. The specific objectives of evaluation in Social Science may be enumerated as below :

1) To help in measuring factual knowledge :

A teacher of Social Science evaluates in order to determine the extent and rate of the pupils development as per the aims and objectives of teaching Social Science. Definite knowledge, informations, concepts must be acquired by pupils in order to develop clear thinking and critical judgement.

2) To help in diagnosing weaknesses :

Another purpose of evaluating Social Science knowledge is to discover specific weaknesses of individual pupils or the class as a whole so that a Social Science teacher can prepare remedial instruction for removing those weaknesses and deficiencies.

3) To help in predicting future achievements :

Another important purpose of evaluation in Social Science is to determine the potentials of the students, discovering their special abilities and attitudes, thereby predicting their future success.

4) To stimulate instruction :

Evaluation in Social Science is meant to stimulate both teacher and pupils to work harder with a view to reaching a higher level of attainment and proficiency in Social Science.

5) To meet criticism :

A careful and comprehensive evaluation provides evidence that can be used to inform the community and the school authorities about the value of school programmes and its achievements. Thus criticism from parents and public bodies can be met and turned to constructive co-operation.

6) To test the development of skills and attitudes :

Evaluation is also meant to test whether right attitudes towards groups an individual persons have been formulated as a result of Social Science instruction. Perfect attitudes will help publish in their social adjustments, social behaviour, manners, ettiquettes, etc. Right attitudes, habits and understanding are essential for producing democratic citizens. Thus, evaluation will help the geography teacher in directing the Social Science intellect and emotions of his pupils in such a manner that they will not possess narrow prejudices, selfish motives intolerance, injustice, jealousy, and other negative traits.

4.4 Techniques of evaluating learner achievement in Social Science : Written and oral tests, observation tools, work samples, portfolio.

In order to attempt for a comprehensive objective of the present day school curriculum and to obtain an appraisal of the students, achievement several techniques are employed some of which are : written tests, oral tests, observation tools, work samples, portfolio etc.

Written Test :-

Written tests are those in which tests are taken through paper-pencil work within a specific duration of time and not by means of verbal interviews or online assessment process.

Written tests may be of many types :

Essay type : In Essay-type written test, examinees are required to write an answer, out of a few alternatives, within a definite duration of time and word limits, which help to test the students, abilities of coherent thinking, analysis of ideas, organization of thoughts in a logical manner, recollection of facts, use of appropriate language, citation of suitable examples, etc. Essay type tests may be descriptive type, comparative type, explanatory type, problematic type, critical analysis type, etc.

Merits : It tests the students' capability of sustained thinking and arrangement of them in a systematic manner towards a logical conclusion.

It is useful to evaluate the skill of writing on a specific topic requiring assemblage of different facts and may be with critical analysis of them.

It can help the evaluator in identification of a students personal attitude or conviction on certain issues related to a subject or topic.

Demerits : Personal biased attitude of the evaluator may hamper the spirit of the test.

It takes too much of time and mental stress on the examinees, although full marks are usually not awarded.

Much time is spent in evaluating the scripts and thereby publication of results is usually delayed when the number of candidates is large.

The students prefer to study only selectively leaving some of the topics unread and thus acquiring a comprehensive knowledge is impossible.

Examples and statistics used in the answer vary from candidate to candidate and it may be difficult for the examiner to verify them and compare among the examinees leading to erroneous evaluation process.

Short Answer type : Short Answer type test items are meant to judge the students, understanding of a subject or topic within a relatively short time, as the answers are needed to be written within a few words these may be many types like descriptive type, comparative type, explanatory type, problematic type, brief analytical type, etc.

Merits : Since answer have to be given very specifically within a few words, they do not vary, very limited personal bias exists among the examiners and time taken for evaluation is relatively less. Language does not play a dominate role as the length of the answer is short.

These are useful to understand the students' ability of comprehension, analysis and expression within a short time.

Since the weightage of each item is less, questions may be asked covering almost all areas of the syllabus.

Demerits : These tests have some extent of subjectivity and can create adverse effect both on examinee and the examiner.

If there are too many items the students are not able to allocate necessary time for each, and in absence of suitable alternatives they are to leave some items resulting in low scoring.

Objective type tests : Test items of objective type demand only a single answer to be given in one word or to be selected from a given set of answers. Objective tests are of many types namely : a) Selectivity type, b) non-selective or retentive type. The non-selective type again may be or sub-types like i) very - short answer type and ii) Filling up or completion type. The selective type again may be classified as-i) Multiple Choice Questions type, ii) True-False or Yes-No type, iii) Matching Test type, iv) Classification or grouping test type, etc.

Merits : Objective type tests have been introduced to avoid the difficulties of essay-type tests. The name of the test suggest that it is suitable for eliminating the faulty assessment due to personal biasness, various types of answers for the same question, and wastage of time for answering as well as evaluation.

In this type of test it is possible that questions are framed covering the whole syllabus so that students can learn every portion of the syllabus.

As right answers do not vary from candidate to candidate, exact objective measurement of the desired learning outcome is possible.

Demerits : This type of test is not suitable for measuring the students' understanding of the cause effect relationship between objects or phenomena and appreciation of different aspects of a concept.

More scope for copying from others is generally possible.

There is little scope for interpretation of the facts and their correlation.

However limitations of objective tests can be overcome to some extent if proper steps are taken as below :-

- Time allotted for objective tests should be neither too long nor too short.
- The instructions should be clearly stated in brief so that time is not wasted in reading instructions.
- Questions should cover the entire syllabus and must be made compulsory.
- The scoring key should be prepared with care, beforehand.

Oral Test :

Evaluation is also done on the basis of oral test. In this type of test the evaluator can ask a student or a group of students verbal questions in order to make out their level of understanding. Sometimes oral tests are taken as a part of the written test or practical test. For practical evaluation, oral tests are known as viva-voce and are meant to judge the theoretical concepts related with various practical assignments.

Oral tests are also used during teaching learning sessions to test the previous knowledge of the pupils related with present lesson as well as during the presentation of a lesson for developing a particular concept in the class, to formulate new generalization or to find out students' contribution to the lesson development, such questions not only keep the students alert and attentive but also stimulate their mental activity. The teacher is also in a position to find out whether his students are learning seriously and at a regular pace.

Oral tests serve their real purpose when they are made an integral and essential part of the evaluation programme. All students are not equally able to express their thoughts verbally in a desired manner. Many students are found to be in a better

position when they are required to express themselves through written tests. But, beside written tests, all students must be encouraged to express themselves orally as frequently as possible and practice of this ability is a very essential quality for all young citizens of a democratic country like India from the very beginning of their educational endeavour. Some marks should be set aside for oral testing beside all written tests or whenever evaluation is to take place.

Observation tools :-

Development of right attitudes, interests and values is one of the major aims of teaching Social Science in schools. Evaluation in this direction is also very essential to ascertain how far we have succeeded in realising our aims. This is possible through certain techniques one of which is observation.

Observation is seeing something with a purpose. It is one of the tools or techniques available to teachers for appraising pupils' growth and sensing their interests and aptitudes. Observing each pupil, while he or she is engaged in actual classroom activities, is the best way of judging the pupil's attitudes, feelings and interests as well as changes in behaviour. Thorough observation will reveal to the teacher how the pupil shows respect for the ideas and feelings of others, abstains from causing disturbance in the class, takes his proper share in classroom activities, observes rules established by the group, fulfils his responsibilities, tolerates others' comments and enjoys giving help and assistance to others, when needed. It is, however, essential that a properly written record of the data obtained through observation, in case of each pupil, should be maintained by the teacher. Such a record is very helpful in interpreting and reporting progress of pupils to their parents. Although observation as a tool or technique is mostly subjective, its reliability and validity can be improved by making observation at frequent intervals and also by making observation independently by several observers at a time.

Work Samples : – In Social Science, work samples are usually written materials which include a report, a story, a class-room test or an assignment. Work samples may also include map-work, illustrative material prepared by pupils, art-work or construction of project. Tape Recorder may also be used for obtaining a sample of the pupils' spoken words. Such work samples can provide valuable information and evidence with regard to the desirable growth on the part of the pupils in sharing, cooperating, reviewing and applying his skills in individual and group experiences.

Portfolio : – There exist two main types of assessment, namely formative and summative. Formative provides feedback and information during the instruction process, while learning after the learning has been completed and provides feedback that sums up the learning and teaching process at the end of instruction.

Portfolio is an evaluation tool used to document student learning through a series of student-developed artifacts. It is considered as an authentic assessment and it offers an alternative or an addition to traditional methods of assessment. Portfolio assessment gives both teachers and students a controlled space to document, review and analyze content learning.

A student portfolio is a systematic collection of student work and related materials that depicts a student's activities, accomplishments and achievements in one or more school subjects. The collection should include evidence of reflection and self-evaluation, guide lines for selecting the portfolio contents and criteria for judging the quality of work. The goal is to help students assemble portfolios that illustrate their talents, request their writing and organizing capabilities and show their status of school achievement.

There are two major types of portfolios 'Process Portfolio' which is more or less equivalent to formative evaluation system and 'Product portfolio' which is close to summative evaluation system.

A process portfolio documents the stages of learning and provides a progressive record of student growth. A product portfolio demonstrates the ultimate form of achievement, the mastery of a learning task or a set of learning objectives and contains only the best work.

Teachers normally use process portfolios to help students identify learning goals, document progress over time, and demonstrate learning mastery. In general, teachers prefer to use process portfolios because they are ideal for documenting the stages that students go through as they learn and progress.

Steps in portfolio Assessment process :

- 1) First, the teacher along with the students should identify the goals of achievements or learning objectives.
- 2) Secondly, teacher and students together should decide on selection of portfolio contents or samples of student work, reflections, teacher observations, and

conference records.

- 3) Next, the teacher should develop evaluation procedures for keeping track of the portfolio contents and for grading the portfolio.
- 4) After conferences, which needs a plan for holding portfolio conferences, which are formal and informal meetings in which students review their work and discuss their progress. Conferences are an essential part of the portfolio assessment because these encourage reflective teaching and learning.

Advantages of portfolio assessment :-

- It promotes the students, self-evaluation, reflection, and critical thinking.
- It measures performance based on genuine samples of students' work.
- It provides flexibility in measuring the process adapted by students to accomplish their learning goals.
- It enables both teachers and students to share the responsibility of setting learning goals and for evaluating progress towards meeting those goals.
- It gives the students opportunity to have extensive input into the learning process.
- It facilitates cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing
- It provides a process for structuring learning in stages.
- It provides opportunities for students and teachers to discuss learning goals and the progress towards those goals in structured and unstructured conferences.
- It enables measurement of multiple dimensions of students' progress by including different types of data and materials.

Disadvantages of portfolio Assessment :-

- It requires extra time to plan on assessment system and conduct the assessment.
- It leads to gathering of all necessary data and work samples which can make portfolio bulky and difficult to manage.
- Developing a systematic and deliberate management system is difficult and sometimes a portfolio may come out to be a random collection of student work.
- Scoring portfolios involve subjective evaluation procedure such as rating scales

and professional judgement and so it has limited reliability only.

- Scheduling individual portfolio conferences is difficult and the length of each conference may interfere with other instructional activities.

4.5 Assessment : tools and techniques of continuous and comprehensive evaluation (CCE) for Social Science.

Continuous and comprehensive Evaluation (CCE) refers to a system of institutional evaluation of students that covers all aspects of students' development.

It is a developmental process of assessment which emphasizes on two-fold objectives. These objectives are continuity in evaluation and assessment of broad-based learning and behavioural outcomes. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students, growth and development' is a continuous process rather than an end event, built into the total teaching learning process and spread over the entire span of academic session. It involves regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

The second term comprehensive means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in different areas of learning.

The CCE assessment includes both scholastic and co-scholastic assessment. The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creating in various subjects including geography, history and the ability to apply these in new, unfamiliar, situations are some of the objectives in scholastic domain. The desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities, physical health are described as skills to be acquired in co-scholastic domain.

Both scholastic or curricular and co-scholastic or co-curricular domains should be assessed in two ways, formative assessment and summative assessment. Formative assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate

modifications in the transactional procedures and learning activities. Summative assessment is carried out at the end of a course of learning. It measures or ‘sums-up’ how much a student has learned from the course. It is usually a graded test, i.e. it is marked according to a scale or set of grades.

The tools for formative assessment in scholastic domain are oral questions, assignments, conversation skills, projects, quizzes and group work. The tools for summative assessment in scholastic domain are multiple choice questions, short answer type and long answer type descriptive questions at term end.

Co-scholastic domain covers the following : values and attitudes towards teachers, students, peers, institutional programmes, environment,

- Co-curricular activities.
- Creative and literary activities
- Aesthetic activities.
- Clubs and Scientific activities
- Emotional Skills.
- Social Skills.
- Life skills.
- Thinking skills.

Evaluation of Scholastic areas.

Area	Technique	Tool	periodicity	Reporting
All the School Subjects	<ul style="list-style-type: none"> • Oral Test • Written Test • Project work • Practical Activities • Maintenance Portfolios 	<ul style="list-style-type: none"> • Oral questions • Class Work • Question Paper • Unit Test • Assignment • Diagnostic Test 	<ul style="list-style-type: none"> • Every day after completing a competency or a group of competencies • Monthly class Test • Unit Test • Terminal Test. 	Using direct or indirect grades.

Evaluation of co-scholastic areas and personal and social qualities

Area	Technique	Tool	periodicity	Reporting
• Health	• Medical Check-up for physical growth	• Norms of fitness used by doctors	• Once in a year	• Health Status
• Physical Education	• Observation of activities	• Rating scale	• As per Time Table	• Direct grading
• Work Experience and Art Education	• Observation at work and activities • Maintenance of portfolios	• Rating scale	• As per Time Table	• Direct grading
• Social and Direct Personal qualities	• Observation, • Interview, • Self-Reporting techniques like students' diary.	• Rating scale, • Check-list • Anecdotal Records	observations by the teachers by determining criteria for each trait.	• Day-to-day grading (once in every month)

The major emphasis on CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow-up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

Continuous and comprehensive evaluation helps a classroom teacher in the following ways :-

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.
- To improve students' learning through diagnosis of their performance.

- To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competencies.
- To strengthen evaluation procedure itself.

4.6 Construction of Teacher-made Test

The most frequently used method or technique for measuring and evaluating pupil progress by the classroom teacher is the Teacher-made test. The teachers, therefore, have an obligation to provide their students with best possible evaluation. This type of test may involve many types of objective tests, essay-type tests, etc. Yet it is quite common to find teachers who have had no specific training in the use and construction of these types of tests. Such teachers often design tests on a trial and error basis. Similarly many teachers design such tests with little thought of the relationship between what these tests measure and the instructional objectives.

Determining Instructional/Learning Objectives :

The first and most important step in planning a Teacher-made test is to define the objectives of instruction. The teacher may have with him, curriculum guides, and knowledge about the taxonomies of instructional objectives developed by Benjamin S. Bloom (1956), Krathwohl (1964) and tests on the development of instructional objectives by plowman (1971) and kibler, Barker and Miles (1970), the ultimate responsibility for selecting objectives suitable for the group of students that he is teaching and stating the objectives in such a way that they can guide instruction and the evaluation of pupil progress rests with the teacher. Objectives should be stated in terms of student behaviour and not in terms of learning activities or purposes of the teacher. Objectives should contain an action verb that indicates the behaviour that a student should show in dealing with the content. This format tends to guarantee a focus on the student and what he does. Objectives should be stated in terms of observable changes in student behaviour.

Writing the questions : Once we have defined the important learning/instructional objectives and have, in the light of those objectives, determined which types of questions and what form of test to use, We can begin the second step in constructing an affective teacher-made achievement test. This step is writing the questions.

General principles of framing questions :

While the different types of questions like essay-type, short answer type, very-short-answer type and objective type questions like multiple-choice, fill-in-the-blank, true-false, matching test, etc. are constructed differently, the following principles apply to constructing questions and tests in general.

- Make the instructions for each type of question simple and brief.
- Use simple and clear language in the questions.

If the language is different, students who understand the material but who do not have strong language skills may find it difficult to demonstrate their knowledge. If the language is ambiguous, even a student with strong language skills may answer incorrectly if his or her interpretation of the question differs from the instructor's intended meaning.

- Write items that require specific understanding of ability developed in that course, not just general intelligence or test-wiseness.
- Do not suggest the answer to one question in the body of another question. This makes the test less useful, as the test-wise student will have an advantage over the student who has an equal grasp of the material, but who has less skill at taking tests.
- Do not write questions in the negative. If you must use negatives, highlight them, as they may mislead students into answering incorrectly.
- Specify the units and precision of answers.

Principles of constructing Multiple Choice Questions :

The most commonly used type of question is the multiple-choice question. Multiple-choice questions are more easily and objectively graded than essay-type questions and are more difficult to answer correctly without the required knowledge than true-false, and are probably the most difficult type of question to construct. The following are a few guidelines for multiple choice question construction.

- State clearly in the instruction whether you require the correct answer or the best answer to the question.
- Instead of repeating words in each alternative, include these words in the main body of the question. This will make the question easier to read and the options easier to compare. The structure of the main part of the question, however, must not contain clues to the correct response.

- Make incorrect alternatives attractive to students who have not achieved the targeted learning objectives.
- The placement of correct responses must vary randomly.
- Make all choices exactly parallel, Less experienced test constructors tend to make the correct answer longer and more carefully worded and by doing so, may provide a clue to the correct answer.
- Never Offer, “all of the above” or “none of the above” as an alternative in a best-response multiple choice question. Whether none of the above “is chosen as a better response than one of the other options may depend on what evidence the student considers rather than how well he or she understands the material.
- Control the difficulty of a question by making the alternatives more or less similar or by making the main part of the question more or less specific. If the alternatives are more similar, the student will have to make finer distinctions among them. If the main part is more specific, the student will be required to draw on more detailed knowledge.
- Four or more options must be provided to minimize guessing.
- Uniform number of options must be used.

Objective type questions other than Multiple-Choice Type may be :-

- Simple Recall type and
- Completion type—in the Recall type category while,
- Alternative Response type (true-false, plus-minus, right-wrong, yes-no, correct-incorrect, etc)
- Matching type (With two columns in which right pairing is required)
- Rearrangement type (requiring chronological or logical ranking, ordering etc.)
- Analogy (consisting of a pair of words related to each other like cause and effect, part-whole, action-object, synonyms, antonyms, degree, place, sequence, numerical, associations, etc).

Advantages of objective tests :

- Easy to score due to short responses involved.
- Eliminates subjectivity.
- Adequate sampling—more items are included where validity and reliability is

adequately maintained.

- High objectivity is possible due to short and a single correct answer in each item.
- Norms can be established.
- Time and energy-saving since options are provided.

Limitations :

- Difficult to construct
- Encourages guessing
- Expensive because of wide sampling expensive for duplicating facilities.
- Encourages rote memorization, critical appreciation, organization, reasoned expressions are not encouraged.
- Time consuming on the part of the teacher in test construction.

Essay type examination.

Essay examination consists of questions where students respond in one or more sentences to a specific question or problem. This type of test is aimed at evaluating knowledge of the subject matter or to measure skills in writing. It also tests the student's ability to express his ideas and think critically within a certain period of time.

According to Monrae and carter :-

Essay examination may be of various types like :-

- Selective recall
- Evaluating recall
- Comparison of two ideas.
- Decision (for or against)
- Cause and effect
- Explanation type
- Summary
- Analysis
- Statement of relationship.
- Illustrations of or examples of principles.
- Classification of rules or principles in new situations.

- Discussion
- Statement of aim
- Criticism
- Outline
- Reorganization of facts
- Formulation of new questions, problems, etc.
- New method or procedure.

Advantages of Essay examination :-

- Easy to construct
- Economical in terms of producing a huge number of the question papers. It can be even written on the board.
- Trains the core of organizing, expressing and reasoning power of the students.
- Minimizes guessing.
- Develops Critical thinking.
- Minimizes memorizing.
- Develops study habits involving comprehension, interpretation, explanation rather than only memorizing a few items.

Limitations of Essay examination :

- Low validity because of limited sampling.
- Low reliability due to its subjectivity in scoring.
- A given answer by a specific student may or may not be appealing to a specific teacher.
- Low usability because it is time consuming both on the part of the student to answer and on the part of the teacher to evaluate.
- Encourages the students with low ability to go on writing incorrect, half-correct matters using camouflaged judging of words and sentences.
- Disadvantageous for students with poor penmanship. Some teachers may react unfavourably to responses of students having poor handwriting and unity papers.

METHOD SOCIAL SCIENCE

WHAT IS PEDAGOGICAL ANALYSIS?

Pedagogy is the study of being a teacher. The term generally refers to scientific strategies of instruction, or a style of instruction.

Pedagogy is also occasionally referred to as the correct use of instructive strategies.

It literally means "to lead the child".

The Latin-derived word for pedagogy: child-instruction, is in modern use in English to refer to the whole context of instruction, learning, and the actual operation involved therein, although both words have roughly the same original meaning.

In order to analyse a content pedagogically, first of all the content to be taught is to be divided and sub-divided into units and subunits. Then these subunits are to be analysed in accordance with the methodology of subject concern (language, social science, science, music etc.) in order to bring certain behavioural changes among the students. The particular objectives selected to bring about these changes are known as Instructional objectives.

So we can say that, *"the analysis of a given content material in any subject or any topic carried out well in the spirit of the science of teaching (Pedagogy) is known by the term pedagogical analysis of the contents"*.

Content analysis of the unit into sub-units with time allocation

Basic concepts to be imparted

Objectives using Revised Bloom's taxonomy

Taxonomic table for well balanced unit planning.

Teaching strategies including Equipment, probing Questions.
learner centred activities,

Achievement test of 50 marks based on the taxonomic table.

SIX STAGES OF
PEDAGOGICAL



UNIT- MAHATMA GANDHI :
EMERGENCE IN THE
POLITICAL SCENARIO

CLASS- X

Sl.No.	SUB-UNITS	PERIODS
1	BACKGROUND AND CIVIL RIGHTS MOVEMENT IN SOUTH AFRICA	1
2	REGIONAL MOVEMENT IN INDIA CHAMPARAN AND KHEDA	1
3	KHILAFAT MOVEMENT AND ASSUMING FORMAL LEADERSHIP IN THE SUCCEEDING MOVEMENTS	1
4	REMEDIAL CLASS	1
	TOTAL	4

BRIEF CONCEPT- SUB UNIT 1

- Mahatma Gandhi's birth and background.
- Gandhi's field of study and formal degree has to be mentioned which set the background for his involvement in the politics.
- To plead a case on behalf of Dada Abdullah and Co. he had rushed to South Africa in late 1890s.
- He observed the exploitation and oppression towards the Negroes by the Whites; and therefore he formed the Natal Indian National Congress.
- He adopted the idea of Satyagraha from the Book.
- "kingdom of god" and "unto the last" by Leo Tolstoy and John Ruskin.
- He formulated his ideas of 'NON VIOLENCE and SATYAGRAHA' which later formed the backbone of Indian Politics and signified the era of 1915-1947 as the 'Gandhian Era'.

BRIEF CONCEPT- SUB UNIT 2

- 1918- First regional movements in India developed by Gandhi, which brought him closer to the rural mass of India.
- Oppression and exploitation of the peasants at Champaran and Kheda by the British authorities.
- The agitation of Indigo planters in Champaran and impoverished peasants in Kheda were channelized by Gandhi in a Non- violent manner to achieve the goal of Satyagraha- search for truth.
- Gandhi applied his gained experience in South Africa to accomodate these regional causes into the wider realm of Anti Colonial Movement of India.
- Mention may be made of a similar workers agitation at Ahmedabad.

BRIEF CONCEPT- SUB UNIT 3

- Cause of the Khilafat Movement in India in 1919
- The fall of Caliphate after the first World war provided Gandhi with a cause to unite the Muslim peasants of Malabar coast.
- Ali Brothers lead the movement with certain demands but Gandhiji, in Calcutta Session of Congress(1920) suggested Khilafat to be united with the National Movements
- Mahatma Gandhi could pave his way to enter the mainstream Indian politics.
- Thus, he emerged as a leader of the hindu- muslim as well as urban- rural masses with the help of his unique doctrines and slogans.

OBJECTIVES

1. FACTUAL

1. REMEMBERING

1.1.1) Students can recall the time and place of Gandhi's birth.

- 1.1.2) Students can recall who were his parents.
- 1.1.3) Students can recall that he studied barristership from London.
- 1.1.4) Students can locate where and when did Champaran movement take place.
- 1.1.5) Students can locate where and when did Kheda movement take place.
- 1.1.6) Students can recall the time of Khilafat Movement.
- 1.1.7) Students can memorise the names of the main participants of Khilafat movement.
- 1.1.8) Students can recall the name of the book from where Gandhiji adopted the ideology of non-violence.

2. UNDERSTANDING

- 1.2.1) students can explain the cause of Negro agitation in South Africa against the White.
- 1.2.2) Students can understand the cause of the agitation of Indigo Planters in Champaran against the British Landlords.
- 1.2.3) Students can explain the issue of peasant agitation in favour of tax relief in post-famine situation of Kheda.

3. APPLY

- 1.3.1) Students can show some other leaders (political/religious) of the past who followed the path of non violence to achieve a goal.
- 1.3.2) Students can point out Gandhis early movements in the map of India.

4. ANALYSE

- 1.4.1) Students can compare the causes of uprisings in champaran and kheda

6. CREATE

- 1.6.1) Students can propose an alternative name to the political organization that Gandhi formed in South Africa to protest against the oppression of the Negroes.

OBJECTIVES

2. CONCEPTUAL

1. REMEMBERING

2.1.1) Students can define the term 'Satyagraha'.

2. UNDERSTANDING

2.2.1) Students can relate the two regional movements with the greater pan-Indian movement against Imperialism.

2.2.2) Students can describe the context of khilafat movement in India.

3. APPLY

2.3.1) student can classify their own activities/interests/likes and dislikes as to whether they are categorically pertaining to what is "national" or reinforcing a veiled colonialism.

4. ANALYSE

2.4.1) Student can analyse the demands of Khilafat Committee.

2.4.2) students can analyze Gandhi's role in merging a muslim cause of the Khilafat with National schemes of INC.

5. EVALUATE

2.5.1) students can assess the significance of Khilafat as the first All Indian Movement.

2.5.2) Students can evaluate the notions of non violence and passive resistance as a tool to defy the colonial hegemony.

6. CREATE

2.6.1) Students can predict Gandhi as the Father of Nation in future.

OBJECTIVES

3. PROCEDUAL

1. UNDERSTANDING

3.2.1) Students can discuss the steps of transition of politics

4. ANALYSE

3.4.1) Students can examine the process by which Gandhi became an All-Indian figure to ensure his role in non-cooperation and civil disobedience movements.

5. EVALUATE

3.5.1) Students can criticize Gandhi's process of protesting to be mild and slow in comparison to the unparallel damages caused by British authorities in both Champaran and Kheda.

OBJECTIVES

4. META COGNITION

5. EVALUATE

4.5.1) Students can critically assess Gandhi as the Father of Nation in their own opinions in the modern context.

6. CREATE

4.6.1) Students can predict Gandhi's role in the later part of the "Gandhian Era" of 20th century.

4.6.2) Students can Imagine themselves as Gandhi and suggest a parallel principle which would lead to India's independence.

REVISED BLOOM'S
TAXONOMIC TABLE

KNOWLEDGE DOMAIN	REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING
FACTUAL	1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7;1.1.8	1.2.1 1.2.2 1.2.3	1.3.1 1.3.2	1.4.1		1.6.1
CONCEPTUAL	2.1.1	2.2.1 2.2.2	2.3.1	2.4.1 2.4.2	2.5.1 2.5.2	2.6.1
PRODUCTION		3.2.1		3.4.1	3.5.1	
META- COGNITION					4.5.1	4.6.1 4.6.2

Teaching Strategies/Planning and Aids
(for all three subunits)

Sl.no.	Sub-unit	Topics	Teaching strategies	Teaching Aids
1	1	Gandhi's birth/background and movement in south Africa	lecture method	Use of Blackboard and pictures
2	1	Idea of Satyagraha	Interaction through Question-answer method	Use of blackboard
3	2	1918- first regional movement in India: kheda and champaran	Demonstration method	Mapping the location of champaran and kheda
4	2	Oppression of the Indian ryots by the colonial authorities	Lecture Method and demonstration	Charts specifying the two movements
5	3	Outbreak of the Khilafat Movement	Lecture method	
6	3	Significance of Khilafat Movement	Interaction and Group Discussion Method	Use of Blackboard
7	3	Establishing Gandhiji as a future leader of India	Demonstration method	Time Line Construction about M.K. Gandhi

4.7 Diagnostic testing and enrichment techniques for challenged children

A diagnostic test is designed to find out whether or not a pupil or a class is performing according to expectations. It furnishes a reliable data about the abilities, interests, difficulties and handicaps of pupils. If the quality of work is not up-to-the mark, the diagnostic test is supposed to disclose its reasons. The word 'diagnosis' has been taken from medical studies which means 'identification of disease by observing or measuring patients' symptoms'. The word diagnosis is used in education to determine the learning difficulties and deficiencies. So a diagnostic test, for educational purposes, is supposed to reveal an individual pupil's weaknesses and strength in the certain case of study. Thus, a diagnostic test is designed to analyse an individual's performance and provide information about the causes of difficulty. Proper identification of difficulties that hinder the achievement of a learner can provide proper direction to good teaching i.e., effective teaching that will help to overcome such learning difficulties.

There is not much difference between a diagnostic test and an achievement test. The only distinction may be that the diagnostic test emphasises individual items meant to measure individual pupil's difficult areas or individual pupil's areas of strength rather than total scores collected from test application. The teacher, moreover, uses the diagnostic test not for purposes of measurement but primarily for discovering faults, weaknesses, difficulties or specific elements of strength.

Importance of Diagnostic tests:

- A diagnostic test can help the teacher to find out the areas of and source of difficulties on the part of the pupils on the basis of which constructive remedial action can be taken and re-teaching is possible to help the pupils overcome their difficulties.
- It can help to analyze the individual's performance and provide information about causes of difficulties.
- Diagnostic tests can point out deficiencies in teaching.
- Deficiencies in learning are also identified,
- Diagnostic tests help the teacher to monitor the progress of the pupils.
- Such tests help to get feedback about the effectiveness of teaching.
- Diagnostic tests provide feedback to the students about their strength and weakness.

- Diagnostic test results can lead to positive direction towards the specific type of remedial/instruction that should be rendered by the teacher to assist the students' understanding of their specific difficulties, more effective learning and attempting to overcome their difficulties.

Diagnostic tests may be standardized or teacher-made. Preparation of diagnostic tests require the stages of planning, writing test items, assembling the test items, providing directions and preparing the scoring key, making scheme and reviewing the test. The unit on which a diagnostic test is based should be divided into learning points without omitting any of them. A diagnostic test should be prepared by including all types of test items by assembling them in a proper sequence. It should also have proper instructions.

After administering a diagnostic test, proper analysis and interpretation of the results on basic concepts, facts and specific skills have to be made. Students' responses (especially wrong ones) have to be analyzed both quantitatively and qualitatively. The frequency of the pattern and level of errors have to be analyzed.

Remedial Measures: Remedial measures must be taken after getting feedback from the diagnostic tests about pupils' difficulties, Remedial measures cannot follow a set pattern or path. In some cases it may be a simple matter of review and re-teaching while in other cases it may be an extensive effort to improve motivation, correct emotional difficulties and overcome other learning difficulties. Two students with same learning difficulties may have different causes. So their remedial teaching-learning styles should also differ. Each subject area also has its own specific remedial programs. Planning of remedial differ from subject to subject as well as from learner to learner.

Remediation should be accompanied by strong motivational programs. The purpose of the measures should be related to the needs of the students who should feel convinced about their utility. These measures should be modified to meet the demands of the situation.

Some points to be kept in mind while preparing remedial measures are as follows:

- Remedial measures must be based on sound diagnosis.
- Remedial measures must contain group work as well as individual work.
- Remedial measures must include procedures with a view to overcome faulty attitudes such as dislikes, rejection, indifference etc. towards the areas of difficulty.
- Remedial teaching-learning exercises as well as materials must be carefully selected.

- Sound teaching-learning procedures must be an integral part of remedial measures.

Learning disabilities which can be the source of errors identified by a diagnostic test may be like:

- Hearing loss and deafness
- Vision loss and blindness
- Orthopaedic handicap/ physical disability,
- Autism
- Chronic illness.
- Intellectual disability
- Memory loss
- Mental illness.
- Speech and language disorders, etc.

Also there are gifted children who are not benefited by the educational programs that are extended to other students, gifted education programmes and strategies are needed for them. Gifted and talented students and those with high abilities require gifted programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them towards continuous progress in school, some of the strategies that work well for talented students are:

- Acceleration which involves the practice of providing optimal learning opportunities to match the abilities and specific talents of talented students.
- Curriculum compacting which is a strategy of that condenses, modifies or streamlines regular curriculum to reduce repetition of previously mastered material.
- Grouping is the practice of placing students with similar abilities together for instruction. This practice has often shown positive impact on students learning achievements.
- Identification is a critical component of effective gifted education program which ensures different strategies for different high potential students.
- Pull-out programs/specialized programs mean providing special programs or specialized classes to ensure benefit of the gifted learning.

Enrichment programmes are required for gifted students to learn at their level best as well as for students with difficulties to learn at their optimal best. Enrichment program consists of:-

- Flexible groups (may change daily or weekly)
- Choices of students.
- Content connected.
- Increased depth, breadth or complexity.
- Sometimes independent activities, sometimes direct instruction.
- Cross-curricular-instructions.
- Different/differentiated work—not just more work.
- High-level thinking skills applied to content.
- Planned and purposeful.
- Responsive to students needs and achievements.

Enrichment needs to be purposeful, focused, and planned, Enrichment programmes can be successful both for gifted and learning difficult students if founded on certain criteria like:-

- Use of appropriate assessment data to identify students' skill levels.
- Select texts and materials that provide appropriate level of challenge (skill, maturity, interest).
- Differentiate small group instruction to offer extension experiences.
- Adjust pacing to allow for essential skill acceleration.
- Design units to offer cross-curricular applications.
- Incorporate problem-solving and enquiry based activities.
- Facilitate student-led questioning and discussions.
- Incorporate real-world problem solving activities.
- Meet diverse learning preferences by allowing students to make choices for how to demonstrate their skill mastery.
- Foster critical thinking by weaving media, reading, writing, speaking and listening skills into multifaceted lessons.

- Stimulate creativity by incorporating graphic, visual, auditory, media and print resources and experiences.

At the end we can formulate most of the enrichment strategies by utilizing the basic learning skills like ‘think’, ‘ask’, ‘analyze’, ‘discuss’, ‘plan’, ‘strategize’, ‘reflect’.

4.8 Check Your Progress

1. Mention the purpose of evaluation in Social Science.

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2. What are the merits and demerits of written test?

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3. Write the importance of work samples.

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4. Mention the steps in Portfolio assessment process.

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5. What is comprehension evaluation?

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6. Write any four Co-scholastic activities of students' growth and development.
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7. Write four principles of framing questions.
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8. Mention the advantages of objectives tests.
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9. Mention the limitations of Essay examination.
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10. What is pedagogical analysis of the contents?
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11. Mention the stages of pedagogical analysis.
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12. What is Diagnostic tests?

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13. Write the importance of Diagnostic test?

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4.9 Let Us Sum Up

In this unit, we discussed evaluation in Social Science which is not only for certification but also for improving the instructional process itself. Evaluation is a continuous process which is carried out at the formation stage while developing the concepts and also at the final stage which is called Summative evaluation. Teachers evaluate both cognitive and non cognitive learning outcomes in social science with the help of various evaluation tools construction of achievement tests and diagnostic test when discussed along with the precautions one should take in preparing them.

4.10 References

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