

Unit-IV Curriculum of History and Evaluation Procedure

• Cultural Epoch Theory

Stanley Hall was the leading exponent of this theory. According to this theory, the child in his/her own life repeats the successive stages or 'epochs' through which the human race has gone in the course of its evolution and creating the epochs in his/her life, the child recapitulates the experiences or 'culture' of the race at each stage. The significant stages in the history of man are those of a hunter, shepherd, agriculturalist, industrialist, etc.

Applying the theory to history, the history of the childhood of the race the ancient history would be suitable for the primary stage, boyhood of the race or the medieval history for the middle school stage and the history of the manhood of the race or the modern history for the senior stage.

This theory has been helpful to the teacher in the following manner:

1. Syllabus framers have been guided by this theory in framing the syllabus particularly at the childhood-boyhood stages.
2. It has greatly helped our history teachers by providing the fundamental idea of giving the boy the vital experiences of his forefathers which make history teaching more realistic and vivid. It has also guided the history teachers to provide useful occupations and activities for children as part the teaching learning process.
3. It has also demonstrated that in history we are not merely concerned with fact finding but are also concerned with the development of the in nation and sentiments of the boy.
4. It has also shown the significance of a preliminary anthropological background to the study of history.

Objections to the Cultural Epoch Theory.

i. It is agreed that all races not necessarily follow the same stages of evolution. A look at the world today reveals that different races are at different levels of evolution. Races make advances at their o rates. Some races may drop certain intermediate stages altogether.

ii. The followers of this theory find it difficult to trace stages in historical times. It is also very difficult to discover an equivalent stage in the life of the boy.

iii. The three-fold division though applicable to European History is not suitable for Indian History.

iv. This theory stresses the social development aspect and ignores other aspects of history.

- **Biographical Theory**

This theory is also known as Great Man Theory, Carlyle was the chief protagonist of this theory. His dictum was "the history of what man has accomplished in this world is at bottom the history of great men who have worked here." It is with this attitude towards great men that he made heroes of Cromwell and Frederick the Great and worshipped them. Pt. Nehru has observed regarding biographies, "I cannot remove from the gallery of my mind the pictures of persons and events which I hung there in my boyhood and youth. These pictures of have coloured my outlook on history."

This theory is based on the ideal that great men represent the ideas of the times. So an elementary and preliminary study of the lives of great men equips the students with sufficient knowledge and insight into history to profit at a later stage.

This theory is based on another principle also. The idea is that at the early stages, say till about 13 or 14 years of age, general history is beyond the comprehension of children. They at this stage understand individuals and not institutions, particular facts and episodes and not principles. Children understand concrete facts. What can be more concrete and particular than individual men and women.

The biographical method plans history syllabus as a series of biographies of great men of one's own country and of the world. These biographies are presented in a strictly chronological order.

Objections to Biographical Method

- i. It is undemocratic. It ignores the common man.
- ii. The great men of history do not represent their times.
- iii. The great men do not sum up the manifold life of the community. They may be great in their own particular sphere.
- iv. Great men theory does not provide the necessary continuity of treatment.

Certain precautions have to be taken in following the Biographical Method. These are:

- i. Outstanding, events or movements should be selected and individual persons grouped round them.
- ii. Many persons should be selected to represent different classes or spheres as no person, however great, can ordinarily represent and sum up his age.
- iii. Heroes of war as well as peace should be selected.

- iv. Stories of a common peasant, a soldier or a trader may be invented on the basis of historical material available to us.
- v. Private lives and particularly trivial incidents should not be find place in history. Only meaningful details or events of life should be selected.

Apostles of peace, artists, explorers, inventors, men of letters, religious prophets, saints, scientists etc. should be included in history syllabus.

- **Psychological Theory**

The psychological theory aims at selecting that subject-matter which satisfies the needs of the child in the successive stages of his mental life. This process has three definite categories or stages. This may be termed as study of personalities, events and ideas. In the initial stages, history will be taught through the medium of personalities. For the young minds, personalities are easy to understand. Secondly, actions of the personalities resulting in events will be studied According to Edward Gibbon, "events change the face of the earth to a great degree than even floods and earthquakes." As for example, the rise of Islam, the conquests of Chengiz Khan, the splitting of the atom and the flights in space have completely overwhelmed us, changed us. Thirdly, greater than personalities and events are ideals, which prompt men, through the ages to accomplish great ideas, achieve great heights. Ideas are the basis of all actions of personalities and ideas are behind occurrence of all events. History can be correctly and properly studied through process of progression personalities, events and ideas all play their part in the making of history naturally, therefore, this is the psychological approach for selecting the content.

The first stage begin with the personalities. The children during their early stage of development can easily understand the personalities. Therefore, the curriculum for the young minds should concentrate on the personalities. The early stage being representative in nature, history will be made as concrete as possible.

At the second stage events are to be studied. Second stage meant for middle class students. Events like the rise of Buddhism conquests of Chengiz Khan and spacecraft can develop interest of the children. It will be very much fruitful to the children who have the power of imagination.

In the third stage of pupils are to study ideas of history to understand historical movements, draw inferences and unify conclusions. In secondary classes older children read history, which helps in their upliftment. Ideas are nothing but the actions of the personalities.

While constructing the history curriculum, we should be guided by our aims in teaching history than anything else. As the three theories have their merits and demerits, so a judicious combinations of the three is essential.

Principles of Syllabus Construction

Different Methods of Organizing Subject-Matter in History

(1) Chronological Method or the Periodic Method: The whole course under this arrangement is divided into certain well-marked stages called periods. The periods are taught in chronological order. Indian History, for instance, used to be divided into Ancient, Medieval, the Mughal, the British and the Post-Independence periods. Sometimes it was divided into the Ancient, the Rajput, the Mughal, the Maratha, the British and the Post-independence periods. The British history was divided into (i) the Anglo-axon, (ii) the Norman, (iii) the Medieval, (iv) The Tudor, and (v) the Modern periods.

Merits: In the words of C.P. Hill, "Chronological Method avoids confusion for it takes full advantages of the only continuous element of order in the story of the past, the sequence of events; it accustoms children to a chronological outlook, an attitude of mind based upon constant habit." Some of the important merits are given below:

1. This arrangement enables the students to comprehend the natural development of the history of a particular country.
2. Students find it easier to get a clear idea of the time factor in history as they are led from century to century.
3. The treatment provides an intensive study of the topic which lends itself to the use of interesting details.
4. This arrangement provides for the presentation of new subject-matter in each class. This helps in arousing and maintaining interest among the students as well as the teachers.

Limitations of this Arrangement

1. Since history is not repeated under this arrangement, students are likely to forget a period which was studied at an earlier stage.
2. This arrangement of the subject-matter fails to take into account the mental development of the students at different stages. There are several events in the early histories of different countries which are neither easy nor simple and therefore do not suit the childhood stage.

3. Under the chronological arrangement, a comprehensive treatment! Not possible at every stage as the students do not possess the necessary comprehensive power to assimilate facts, events or principles.

4. Facts are not grouped in accordance with well set theories

5. Early school leavers or drop-outs fail to have an adequate knowledge of history of their country.

6. Water-tight arrangement of breaking up a topic into too many fragments makes it difficult to understand.

(ii) The Concentric System: In the concentric system of organising history, the prescribed course of history is taught again and again with increasing fullness in every successive class, each time giving more and more details. A bare outline is presented at the initial stage. More and more details are given at subsequent stages. The whole history of a country is taught in ever widening cycles or circles.

An extreme illustration of this method may be given from the teaching of history in Pre-Independence era. A full seven-year course of history was divided into three stages. During the first three years, a general outline of the whole course was covered. In the next two years the same course was repeated with additional details. This was again repeated at the third stage in two years with the addition of still more details.

Merits:

1. It is based on the principles 'simple to complex', 'general to specific'.
2. It postulates that repetition makes learning effective.
3. It fosters continuous and unbroken learning of the subject-matter of history at different stages of the educational ladder.

Limitations of Concentric Approach:

1. Repetition of the subject-matter is likely to make lessons dull. Presentation loses its freshness. Students feel little interest in hearing or realising the same facts again and again.
2. Full treatment of historical facts under this arrangement will be curtailed as the entire course of history has to be gone through within the comparatively short period of a year or two. Only a few bare bones of history can be given at each stage. The result of covering history hurriedly under such an arrangement is similar to the swift journey of a transcontinental traveller who flies across the country from sea to sea, catches only vague glimpses of the countryside but neither knows nor understands what he covers.

3. Students may not be able to grasp the time sense as the distance in time between events and characters is very long and the same is proposed to be covered in too short a period.

It is stated by the advocates of this treatment that in a modified form, course may be repeated only twice during seven years. At the same time repetition of the course does not necessarily imply repetition of the same facts and topics. At the elementary stage, it is possible to present the whole of Indian history in the form of stories of leading historical characters. At the second stage, events and persons may be emphasised. At the third stage, emphasis may be laid on critical and topical treatment of the subject-matter.

There is no doubt that some amount of repetition is inevitable in this arrangement. The argument of losing interest by the students has some weight. However, it may be admitted that whatever method of arrangement is adopted, interest will depend primarily on the material selected and the skill and enthusiasm of the teacher presenting it.

(iii) The Regressive Method: The famous educational maxim, "go from the known and the familiar to the unknown and the unfamiliar" lends support to this method. Here, we begin with the present and work back-wards. We follow a chronological order in this treatment but in the reverse direction. Present is studied in the light of the past.

Merits:

1. Self-activity on the part of the students is enlisted as they only the present events.
2. This arrangement enables the child to develop a better intelligent outlook on some of the familiar features of modern life.

This arrangement impresses upon the child's mind that there exists an essential connection between the present and the past and that the present is only an evolution of the past and therefore past is of more fundamental interest to us than the present.

Limitations:

1. This method expects too much from the students. The young learner is not expected to possess a liberal and correlated knowledge of the social sciences which is needed to understand contemporary problems.
2. The treatment completely reverses the chronological order which is traditionally considered the very soul of history.
3. The regressive method cannot do justice to the study of the enriching aspects of history enshrined in arts and literature.
4. Problems of today may be discussed without a reference to the past and thus we are likely to ignore the past.

(iv) Lines of Development Approach: The lines of development approach implies the selection of certain specific themes of study suitable for the age, ability and interest of children. Themes like houses, transport, trade, clothing, medicine would lend themselves for study for any age level and could be traced through centuries on a global basis.

Professor Jeffreys initiated this approach as a reform in teaching history about three decades ago. He observed, "History is a study of social development and by the historical sense, we mean a habitual disposition to see the whole historical process or some selected part or aspect of it, in its develop-mental perspective."

Merits: 1. It is a natural approach for a pupil to follow.

2. It provides opportunities for the building of various lines together into an ever increasing comprehensive view.

3. It focusses our attention on a particular theme from which subsidiary investigations can radiate as far as time and pupils' intelligence allow.

4. It brings out one of the characteristic features of the historical procedure. It is not a mere procession of events but of significantly related changes pointing out the growth of institutions and movements.

5. A carefully chosen theme worked out with a rational principle of selection and correlation can 'help' us to achieve one of the aims of historical study, namely, understanding of facts in their developmental setting.

6. Flexibility of this approach both in the content and method permits its adoption according to the age, ability and aptitude of children.

7. It provides a narrow but a simpler path and the students can reach their destination without easily forgetting their journey.

8. It is easy to organize the whole syllabus from this approach.

9. It allows for the maintenance of continuity of historical events.

10. It lends itself to better individual, group and project work.

Professor Jeffreys maintains that "treatment in terms of lines of development is perhaps the only method by which, without grossly overloading the syllabus, historical study can be carried through considerable stretches of line, establishing at least a foothold in ancient cultures, while at the same time maintaining connection with them here and now."

Limitations:

1. This approach gives more prominence to the present and the past is treated as a mere background.

2. This approach leaves out constitutional and political history.

3. There are no suitable textbooks which follow this approach.
4. There is a tendency to concentrate on social history.

Burston and Green have summed up the defects as, "We cannot use this concept of history as a principle of abridgement of history for school syllabus... and if we did and reduced history to the study of the roots of the present, we should get an erroneous picture of the actual development of institutions since this kind of study of their history would take them from their full context in different periods in the past."

(v) Topical Approach: This implies division of the history course into small units called topics, each topic representing an idea or a particular movement in history. These topics are generally selected on the basis of their suitability for the age, ability and interest of children.

Merits: 1. Topical method allows a comprehensive treatment of the subject-matter from different angles.

2. Students get adequate opportunities to have a detailed study of the topic.
3. This approach is quite worthwhile as it allows the teacher to organise his teaching around activities and projects.
4. Unnecessary details of historical dates and events can be eliminated.

Only significant and meaningful subject-matter is provided.

(vi) Patch Approach: By patch approach we mean an approach which concentrates on a few topics and aims at illuminating the past and making it clear for the child. This approach envisages that by a careful selection and detailed study of the patches students would be provided with opportunities for imaginative experiences that will assist the pupil to get the 'feel' of the period studied. The curriculum for the 'Ten-Year School' framed by NCERT points out, "The organisation of the syllabus and the selection of the content may be based on the 'patch' approach. In the light of the requirements of general education, it is not necessary to give a continuous chronological account of the history of India in the sense that every decade or century of India, history is covered. Representative periods of 'patches' in chronological order dealt with in all their important aspects may be given. This may be combined with the 'Topical' approach in that in a particular 'patch' a few aspects would be selected to be studied in greater details than other aspects.

Merits: 1. Patch study is concrete and intensive.

2. Patch study provides opportunities for the utilisation of varied resources.
3. Patch study imparts reality to the whole study.
4. Patch study encourages imagination and creative understanding of the past.

5. Patch study quickens the interests of the students, kindles their sympathy and enlarges their capacity for understanding.

How to make the best use of this approach:

The full benefit of this approach to historical studies can be derived only by the right choice of the patches or units according to the age, ability and aptitude of the pupils. Themes of the patches should be revised periodically. The selection of the 'patches' should be determined not only by importance but by suitability. What is important from the point of view of the subject may not be suitable for children. Herein lies the need for balancing the claims of both the criteria of selection. Themes which offer contrast between the present and the past should be selected. Any theme possibly a sequence of events or a biography or a visual representation which symbolises the spirit of the age may be chosen by the teacher.

Contents of History Syllabus

Guidelines suggested by NCERT

1. The History syllabus at the secondary stage may aim at acquainting pupils with the history of civilization from pre-historic times to the present day. They have already at the Upper Primary stage been introduced to the history of India from the earliest times to the achievement of independence.
2. The history of civilization may be viewed not as a collection of the histories of specific countries but as an integrated homogeneity.
3. The Syllabus may be organized on the basis of historical periods that have a certain distinctness and unity along with many diversities.
4. The main basis of the selection of these periods may be the successive stages of distinctive social formations on a world scale, on the study of social systems in their rise and growth and their replacement by new ones.
5. The historical development of all the major areas of the world should be covered including that of pre-colonial Africa and the Americas which have been generally ignored. This is also necessary to remove certain popular notions, many of which are a part of the legacy of colonial domination, about the historical development of large parts of the world.
6. The major purpose of the syllabus may be to develop an understanding of the main trends in the history of the world as a whole (and not to give unconnected information on the histories of a few selected countries)

7. The histories of specific countries may be selected as examples of these trends as well as for their bearing on the development of the world as a whole or as examples of diversities in historical development. In any case, it should not be limited to any particular region or regions. In this approach, even when specific countries are selected as examples, the connection between one period and another would not be lost and world historical perspective would be developed.

8. It may be emphasized that the focus in the History course at this stage may be on the growth of civilization, in its social, economic and political aspects and on cultural and scientific development. The contributions of different peoples to the growth of civilization and to world heritage should be emphasized.

9. An important objective of teaching History at this stage is to develop an understanding of the contemporary world and contemporary India. Special emphasis needs to be given to events, forces and movements that have a close bearing on understanding the present-day world. This requires some emphasis on main trends and developments in world history in the 20th century, including those in the period after the Second World War. While developments in India may be included as components of world developments in different periods, separate units on India may be included to enhance pupils' knowledge and understanding of contemporary India. These units may be related to core curricular areas such as India's cultural heritage, India's struggle for freedom, removal of social barriers, equality of the sexes, etc.

10. The details of dynastic history may be avoided. While emphasizing the basic unity of mankind, conflicts within and between societies should not be ignored. The causes of such conflicts, particularly in relation to the dynamics of social development, may be given some importance.

11. The main emphasis may be on why and how societies change, on the inter-connection between social organization, production system and social change.

The syllabus, thus, may cover a very vast period of time and almost all the major areas of the world. However, the details in which it is to be taught must be seen in the light of the objectives outlined above. It must be remembered that it is a part of a course in general education and does not envisage a specialized study of the entire history of the world, much less of the histories of the large number of countries and regions. It aims at developing broad understanding of the development of human civilization over a long period of time, covering various aspects of man's life in society. It does not require mastery of the minor details of facts of particular aspects, much less any memorization, but an understanding of the broad trends of developments and of broad features of various aspects. However, many factual details and explanatory statements may be necessary in the text to develop an

understanding of the broad trends but these should not be expected to be memorized.

12. The textual material should be sufficiently self-explanatory, so that the student himself/herself can comprehend most of it. The teacher can help realize the objectives of teaching this subject by involving the pupils in the teaching/learning process.

13. An important place should be given to individual and group project: work so that the pupil's ability to gain knowledge independently is developed. Special programmes may be organized for the active involvement of pupils to observe anniversaries of events of world historical significance.

(Adapted from 'Guidelines and Syllabi for Secondary Stage', NCERT, 1988)

Meaning and Purpose of Evaluation, Different aspects of Evaluation in History, Techniques of Evaluation, test items, Design and blue print of a question paper, Teacher made test and standardized test.

Meaning and Purpose of Evaluation & Different aspects of Evaluation in History,

The process of education includes three major divisions-formulation of objectives, designing learning experiences for the achievement of objectives and assessing the outcomes of education. So far we have been discussing the first two divisions of the educative process.

Let us now take the third division-how to assess the outcomes of teaching history?

Evaluation is an important part of the whole educational programme. Not only that. There exists an inalienable three-fold relationship among objectives (ends), teaching procedures or learning experiences (means), and evaluations (evidence). They influence and strengthen one another.

Evaluation is an inclusive concept-it indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of the desired outcomes. It is a compound of objective evidence and subjective observations.

Evaluation involves three steps:

- (i) Identification and formulation of objectives
- (ii) Their definition in terms of pupil behaviour, i.e., what changes do we expect in the child by each one of those objectives; and

(ii) Construction of valid, reliable and practical instruments for observing the specific phases of pupil behaviour such as knowledge, information, skills, attitudes, appreciations. personal and social adaptability, interest and work habits.

Developing an Effective Evaluation Programme

For the development of an effective evaluation programme in history, the teacher must be acquainted with:

- (a) The objectives of history in respect of the subject as a whole and of specific units.
- (b) The relationship between the educational trinity mentioned above, namely, objectives, learning experiences and evaluation.
- (c) The varied purposes of evaluation, i.e. diagnosis, guidance, grading, classification, etc.
- (d) The elementary theory and practice of measurement.
- (e) The techniques and tools of evaluation-their preparation and uses.
- (f) The follow-up procedure to utilise the "feedback" in the classroom.

As discussed earlier , for teaching purposes the course of history is sub-divided into units or topics. For each unit or topic, specific objectives are formulated. These objectives are more concrete both in terms of modification of the behaviour and the knowledge to be imparted. Each objectives has two specification and competence specification, which imply what subject-matter has to be imparted and what behaviour changes may be expected as a result thereof. The teacher devises the learning experiences in the light of these objectives. He uses various methods, techniques and devices to expose the pupils to the learning experiences. During this process, the teacher continuously evaluates the achievements of objectives. He uses various techniques, eg. written and oral questions, observation, interview, various types of records, etc. For an effective evaluation programme the following points can prove useful:

- (i) Evaluation should aim at testing the degree to which the objectives of teaching the subject have been achieved. Has the critical thinking? Has he gained knowledge of historical facts? developed the practical skills like drawing maps, charts and diagrams, etc.
- (ii) The scheme of evaluation should also ensure an effective coverage of the syllabus through giving proper weightage to different areas of content as the lack of it will result in the neglect of the portions not covered by evaluation.
- (iii) As all abilities, understanding, skills, attitudes cannot be successfully tested through one single device, it is necessary that, in a programme of

evaluation, different devices may be used. The device to be used needs to be chosen very judiciously.

(iv) Whichever device is used, it should ensure objectivity in results.

Techniques of Evaluation Test items:

For testing knowledge of facts, understanding, critical thinking. etc, in history the following may be used:

(i) Oral tests.

(ii) Essay tests.

(iii) Short-answer tests.

(iv) Objective test

Oral tests: These tests can be used for testing knowledge of individual pupils. Oral tests in history offer an opportunity to test in depth especially a student's independent thinking. Through tactful questions, the testee can be made to exercise his own thinking and not operate on borrowed argument alone. If the student gives an Incomplete answer, the same can be completed by another question, the spot correction to-day classroom testing, oral tests can be used at least twice a year for testing the ability to recall facts or express ideas coherently on a topic.

This technique is valuable if the questions are serially arranged to throw full light upon a particular unit of study. Another well-oral test is to get the questions written known procedure for an oral on separate cards. The testee may draw out one or more of these cards from a pile. He can be given a few minutes for getting into a proper mental frame followed by an answer and supplementary question.

In addition, pupils can be required to participate in class debates and discussions. A panel of judges can do the evaluation.

It is advisable to award a grade on a three or five point scale, rather than a numerical scale. If need be, it may be so converted afterwards.

The oral test has certain limitations. It is time-consuming and can become, at times, very subjective. Moreover, judging on the spot is comparatively an imperfect measuring device.

(ii) Essay Tests: The pupils are called upon to write in 300-500 words the answers to questions. Attempt is made to test the student's abilities to interpret data; organise and summarise ideas; apply principles; describe events, persons and places; think creatively. The examinees have to recall the facts or principles.

They have to list, outline, describe, compare and contrast, explain, discuss, develop, summarise, evaluate, arrange, select, define, illustrate, interpret and criticize.

Examples:

1. When did the War of American Independence break out? What were the causes of colonists' success and Britain's failure?
2. How, when and who established the American colonies? Who became the 'human raw material' of these colonies?

Merits:

1. The essay alone can test a pupil's capacity for sustained thinking and his ability to marshal facts and arguments in order to prove or refute a point of view.
2. Essay is the best means of evaluating the qualitative aspects of expression of thought.
3. Essay type test also helps in securing evidence on attitudes and controversial issues.

Limitations

1. The essay test includes many irrelevant factors such as the language used, the spellings, the handwriting, etc.: The examiner who marks an examination paper in history is willy-nilly, marking the subject matter of history as well as the language. He thinks that he is estimating the candidates' knowledge in history whereas he is all the while being unconsciously influenced by extraneous things such as handwriting, neatness, spelling, correctness of the wording, and other things that go to make a series of written answers. For correcting such irrelevant factors, no corrective formulae exist.

2. Accurate marking of essays is an eternal problem: An essay is an intricate mental product which can be analysed in a variety of ways and yet can never be analysed completely. Each examiner consciously or unconsciously makes his own analysis, analysis, measures each element by his r his rod, weighs each factor in accordance with his own scale of values. The element of subjectivity plays such a cardinal role in the scoring procedure that teachers dare not see eye to eye with one another on a second series of values assigned independently to the same papers. Sometimes, examiners have been found to reverse their judgement almost completely when asked to mark the same papers they had scored earlier.

K.S. Acharlu conducted an investigation in which each one of the twenty-seven examiners (who were all experienced graduate teachers) evaluated twenty-seven essays written by school students. He discovered a wide disparity, so much so that in the case of one pupil four examiners failed him twenty gave him just pass marks, eight put him in the second division while three gave him first class marks.¹

3. Comparatively much time is spent on answering the essay type of paper and evaluating the answers: If the examiner wants to be fair to all the examinees in an essay type of paper, he must be armed with elaborate

checklists and with every answer paper, he must tick off the points in the list. This is rather difficult.

4. The sampling done by essay type test is very arbitrary and limited: Generally eight to ten questions are set out of these five or six are to be answered in two to three hours. Thus, the test measures the student's proficiency only in a limited field. More-over, the chance factor plays a great part.

(iii) Short-answer Tests:

In this type, short questions are set to which pointed answers have to be given. Answers may vary from one word to 53 words. The main purpose is to test a large amount of knowledge, abilities and understandings within a short time.

The answers in a short-answer type are not standardised and are not provided in the question paper. There is not much scope for variations in answers as the demand of the question is very specific. Language does not play a predominant part in the answer as the examinees are not required to write much. Scoring may be made more objective than the essay type tests as a specific scoring an objective rating scale can be adopted.

The short-answer type questions are not as mechanical as the objective type tests. They can be used for testing understanding of causal relationships and appreciation of contributions of great personalities within a short time.

Example:

1. Give three arguments to show that Industrial Revolution in England ruined Indian economy. (knowledge)
2. Identify and enumerate four points to justify that the revolt of 1857 was a popular rising. (understanding)

Objective Tests:

Teachers use objective tests which enable them to measure the achievement of their pupils. For this purpose, they employ items of a number of types. Such tests can be administered in a short time; scoring is easy.

Merits:

- i. Extensive sampling. As a large number of objective type questions can be answered in a short time, they are specially suit-able for testing a large content of history syllabus. The examiner can put his finger on a pupil's strong as well as weak

ii. Objectivity of scoring: The items are so framed that the answers are brief and usually admit only one correct response. It eliminates subjectivity in both answering and scoring. points.

iii. Minimum use of language. The test requires minimum use of language thus language does not prove a hurdle in getting better scores.

iv. Economy of time: Since the responses are definite and brief, the examinees can answer a fair number of questions within a short interval. The examiners can also score rapidly.

v. Minimise cramming: Objective tests do not lend themselves to cramming, skipping over certain portions of the course of studies and the pouring out of mugged up information verbatim.

vi. Gives greater satisfaction to pupils: Instead of probing the mind at a dozen points only, objective tests do probe it at a hundred different points. They offer the pupil a greater feeling of satisfaction-a feeling that at any rate he or she has got his or her desserts.

vii. Elimination of bluffing: High sounding and bombastic words cannot deceive the examiner into the false idea that the pupil possesses very wide knowledge. Pin-pointed answers are expected. Element of bluffing is eliminated. Thus, examinations based on objective tests are more reliable and more valid than examinations based on other types of items.

Limitations

1. Objective type tests are not suitable for testing the understanding of causal relationships, the appreciation of principles and ideas, though from the point of view of good evaluation of historical content, evaluation of such a segment of behaviour is quite important.

2. They do not help in showing the pupils' general understanding of the subject nor his interpretation of facts, his capacity for organizing and formulating his knowledge nor his initiative and originality.

Design and blue print of a question paper

Designing a Good Test in History :

There is no doubt about this fact that much improvement is needed for testing the achievement of students in history.

Criteria of Good Questions and Question Papers

Below we discuss the criteria of good questions and question papers in history.

(i) Objective Questions should be based on objective of instruction to be valid. Pre-determined

(ii) Content-Questions should be based upon a topic or sub-topic.

(iii) Form-Questions should be written in the term suited to them. Certain forms of questions are more suitable than others for testing some objectives and topics. So the test designer should use his discretion in the selection of proper form, i.e., essay, short-answer or objective type.

(iv) Wording-Questions should be written in clear and un-ambiguous language. They should also be within the comprehension of the students and clearly indicate the scope and length of the answer.

(v) Difficulty level-Questions should suit the level of attainment of the child. They should be neither too easy nor too difficult.

(vi) Allotment of marks should be judicious.

(vii) Time allotted should be adequate.

Analysis

Questions and question papers need to be analysed. It needs to be found out whether enough weightage has been given to the different objectives of teaching history, and to different content areas; whether enough weightage has been given to different forms of questions and there is adequate number of questions in each form; whether distribution of marks is proper; whether allocation is proper; whether scheme of options is sound, and whether difficulty and discrimination levels of the question paper are satisfactory; and whether scoring key and marking scheme is sound.

Design of a Question Paper

Design of a question paper is a broad policy statement made by the examination authorities and passed on to the paper setters for framing a question paper and to schools for preparing students on the lines suggested. Before preparing the design of a question-paper, decisions regarding the following should be taken:

1. Weightage to objectives.
2. Weightage to contents.
3. Weightage to form of questions.
4. Weightage to difficulty level.

Blueprint

A blueprint is a more detailed document on which a question-paper is based. While different blueprints can be prepared from the same design, a number of question papers based on the same blueprint will be more or less parallel.

Preparation of a Question Paper

Following steps should be taken while preparing a question paper:

- (1) Preparation of the design.
- (2) Preparation of the blueprint.
- (3) Construction of questions according to the requirements of the blueprint
- (4) Editing the paper including the arrangement of questions according to objectives, content or form.
- (5) Preparation of a scoring key in case of objective type questions, and model answers and marking scheme in case of short answer and essay type questions. Regarding the latter, the paper-setter should give an outline of the answer in points.
- (6) Question-wise analysis of the paper-This should be under-taken in order to see whether the question-paper conforms to the requirements of the blueprint.

Framing of Suitable Questions

For the framing of suitable questions, the following steps should be taken:

- (1) Deciding upon the objectives and their specifications to be tested.
- (2) Locating topics on which the questions can be set.
- (3) Deciding the form of question that should suit a particular objective and topic.
- (4) Finding out interesting, challenging novel situations as far as possible.
- (5) Writing questions in clear and definite language,
- (6) Framing questions in such a way that the scope of answers becomes definite.

Teacher made test and standardized test.

Introduction of Teacher made test:

A teacher-made test is an assessment created by an instructor to evaluate students' understanding of a particular subject or topic. These tests are designed by the teacher based on the learning objectives, curriculum, and materials covered in the classroom. They can include various types of questions such as multiple-choice, short answer, essay, or problem-solving questions tailored to assess the students' knowledge, comprehension, and critical thinking skills. Teacher-made tests are an essential tool for gauging student progress and informing instructional decisions.

Definition Of Teacher Made Test : A teacher-made test is an assessment created by an educator to evaluate students' understanding of specific

learning objectives or course material. These tests are typically tailored to the content covered in a particular class or curriculum and can include a variety of question types, such as multiple choice, short answer, and essay questions.

Concept: Teacher made tests are designed by educators to evaluate students' comprehension, knowledge, and skills in a particular subject or topic. These tests can vary in format, including multiple-choice, shortanswer, essay questions, and more.

Objectives Of Teacher Made Test: The main objectives of teacher-made tests are:

1. Assessing students' understanding of the material taught.
2. Measuring students' ability to apply concepts and skills.
3. Providing feedback to both students and teachers on learning progress.
4. Identifying areas where students may need additional support or instruction

Characteristics of Teacher Made Test:

1. Aligned with specific learning objectives or standards.
2. Varied in format to assess different types of knowledge and skills.
3. Clear instructions and questions to avoid confusion.
4. Fair and unbiased towards all students.
5. Reliable and valid in measuring what they are intended to measure.
6. Can be tailored to accommodate diverse learning needs and preferences.

Needs of Teacher Made Test:

Teacher-made tests fulfil several needs within the educational context, including:

1. Providing ongoing feedback on student learning.
2. Guiding instructional planning and adjustments.
3. Motivating students to engage with course material.
4. Assessing the effectiveness of teaching methods and curriculum.
5. Identifying areas for further instruction or remediation.

Importance of Teacher Made Test:

1. Tailored to match the specific learning goals and objectives of a particular course or unit.
2. Allow for immediate feedback, enabling timely intervention and support.

3. Promote active learning and critical thinking skills.
4. Encourage student accountability and self-assessment.
5. Provide valuable data for assessing student progress and informing instructional decision making.

Type of Teacher Made Test:

Formative Assessments: These tests are conducted during the learning process to monitor student progress and provide feedback for improvement.

Summative Assessments: These tests are administered at the end of a unit or course to evaluate overall student learning and mastery of content.

Diagnostic Assessments: These tests are used to identify students' strengths, weaknesses, and prior knowledge before instruction begins.

Performance Assessments: These tests require students to demonstrate their knowledge and skills through tasks such as projects, presentations, or portfolios

Introduction of Standardised test:

Standardised tests have also an important place in a history examination. A standardised test is technically superior, is carefully planned and executed and thus is likely to be better in quality. All the questions which go into a standardised test are expertly written properly pretested, rigorously analysed and scientifically refined. Standardisation of its administration and scoring also makes measurement more dependable. It gives the standing of a student in relation to all students in the same age group or grade, The reliability and validity of the test are established through statistical procedures.

Now the history syllabus will be almost uniform throughout the country, standardised achievement tests in history can be of great use.

Limitations:

1. Standardised tests are not amenable to frequent usage. They lack the element of flexibility ; they cannot be easily integrated with instruction They cannot be used for weekly, monthly or quarterly tests.
2. It is difficult to keep a standardised test secret as it is used by many.

This danger, of course can be obviated if a number of parallel standardised tests are prepared and the examinees, in this case would not know which would be used and when.

Both the types of tests-teacher-made tests of different types and standardised tests, useful as they are for different purposes and at different levels, should be used to complement each other. Let teacher-made tests be used as a basis for appraising the course in particular units of

instruction within the classroom and standardised tests be used primarily for making comparisons of the overall achievement of different pupils of different classes and of different schools.
