UNIT 5 ASSESSMENT AND EVALUATION IN SOCIAL SCIENCES

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5.1 INTRODUCTION

Assessment and evaluation are one of the important tasks in the teaching learning process of Social Sciences. The constructivist approach to teaching-learning in Social Sciences emphasizes assessment as an integral part of the process of teaching and learning and using assessment for the enhancement of student learning. Therefore, the focus on ‘assessment of learning’, which is hitherto emphasized in evaluation of student performance has now shifted to ‘assessment for learning’. The present Unit deals with the concept of assessment for learning.

The Unit starts with discussion of the purpose of assessment in Social Sciences and proceeds with description of various forms of assessment and their use in assessing scholastic as well as co-scholastic abilities of learners in Social Sciences. The important methods of assessment, which are particularly used
in constructivist classroom of Social Sciences like Continuous Comprehensive Evaluation (CCE), peer and group assessment, use of portfolio and e-portfolio, use of open book examination, use of different form of ICT in evaluation are discussed with suitable examples. The Unit also provides you a clear understanding to analyze content of Social Science text for developing an achievement test. As per the content analysis, the Unit discusses how to prepare blueprint of an achievement test in Social Sciences and how to write the items as per the blueprint.

5.2 OBJECTIVES

After going through this Unit, you should be able to:

- explain the purpose of assessment and evaluation in Social Sciences;
- distinguish among placement, formative, diagnostic, and summative evaluation;
- discuss the concept of assessing scholastic and co-scholastic abilities of the learners in Social Sciences;
- critically analyse the process and use of various methods of assessment and evaluation in Social Sciences;
- discuss the process of analyzing the contents of Social Science text books;
- prepare achievement test for assessing performance of the learners in Social Sciences; and
- acquaint yourself with using ICT in assessment and evaluation in Social Sciences.

5.3 ASSESSMENT AND EVALUATION IN SOCIAL SCIENCES: PURPOSE

Assessment and evaluation are an important part of every teaching-learning process. The purpose of assessment is not only to carry out assessment of learning but also to focus on ‘assessment for learning’. Assessment needs to be an integral part of teaching learning process and a tool for continuous enhancement of student learning. Of course, this is a challenge for teacher. Again, the primary objective of assessment is to ensure that the learning objectives formulated by her/him are achieved through appropriate assessment methods. Keeping in view the above, the purpose of assessment and evaluation may be broadly categorized into two different heads.

i) Assessment for Instructional Purposes

Assessment for instructional purposes essentially means ‘assessment for learning’. The purpose of assessment is not only to certify learners but also to help them understand learning difficulties and the way to overcome these difficulties. As it has been earlier stated, the challenge of teacher is to integrate assessment in the teaching-learning process. For integrating assessment in the teaching learning process, there is the need to implement continuous and comprehensive evaluation during teaching which is formative
in nature. In this regard, teacher needs to carry out formal and informal observations in the classroom; adopt learner centered methods and techniques of teaching and assessment like meaningful peer and group discussions in the classroom, inquiry and project based methods of learning; use of problem based learning approach, critical analysis of various complex themes in social sciences through debates and discussions, use of portfolios, and carrying out reflections on various contemporary issues. All these activities constitute ‘assessment for instructional purposes’.

ii) Assessment and Evaluation for Certification

The other important purpose of assessment and evaluation in the teaching learning process is to certify learners. For certifying learners, a type of summative evaluation needs to be carried out periodically as well as terminally. The usual practice in the teaching learning process is to certify learners terminally or annually. Therefore, term end examinations or semester end examinations are conducted to know and certify the level of terminal behavior the learners have achieved. It is therefore, both the continuous and comprehensive evaluation and terminal evaluation contribute substantially to the final certification of the learners. Thus the two important purposes of assessment and evaluation are ‘assessment for instructional purposes’ and ‘evaluation for certification’.

Check Your Progress 1

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

1. Differentiate between the two major purposes of assessment in Social Sciences?
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   ........................................................................................................................................

5.4 FORMS OF ASSESSMENT AND EVALUATION

In the teaching-learning process, teacher uses different forms of assessment and evaluation. Teacher needs to assess learners’ performances at different stages of instructional process for achievement of learning objectives. S/he assesses scholastic and co-scholastic abilities of learners. Keeping in view the above, we discuss, in this section, different forms of assessment and evaluation practices in the teaching-learning process.

5.4.1 Placement, Formative, Diagnostic and Summative

Assessment is conducted in different phases of teaching-learning process. Some assessments are conducted before beginning of the teaching-learning process; some assessments are carried out during the teaching-learning process and other kinds of assessment are conducted at the end of the instructional process. According to the purpose and the use of the assessment strategies, they can be classified as follows:
Each of four types of assessment serves different purposes. In the teaching-learning process, assessment starts with assessing the entry behaviour of the learners (placement assessment) and ends with certifying the performances of the learners (summative assessment). All four types of assessment are important, and are unique in their nature and functions. The four types of assessment and their functions are diagrammatically presented in Table-1 for your understanding.

Table 1: Types of Assessment and their Functions

<table>
<thead>
<tr>
<th>Areas of Function</th>
<th>Types of Assessment and their functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Instructional Process</td>
<td>Summative Evaluation (to certify the learner)</td>
</tr>
<tr>
<td>During Instructional Process</td>
<td>Diagnostic Evaluation (to solve learning difficulties)</td>
</tr>
<tr>
<td></td>
<td>Formative Evaluation (to know mastery in content)</td>
</tr>
<tr>
<td>Before Instructional Process</td>
<td>Placement Evaluation (to know entry behaviour)</td>
</tr>
</tbody>
</table>

Table 1 represents different types of assessment which are usually practiced in the teaching-learning process. Generally, assessment starts with measuring the entry behaviour of learners to form judgement about their terminal behaviour. Let us discuss the main purpose and functions of the above types of assessment:

1. **Placement Evaluation:** Placement evaluation is conducted before the organisation of teaching-learning activities to measure the entry behaviour or previous knowledge of the learners. Another purpose is to know whether the learner is able to acquire the new learning experience which is related to the previous knowledge. The key word which is used for placement evaluation is the “entry behaviour”. Assessment of entry behaviour is done just before teaching starts. In the teaching-learning process, before teaching a new topic, a teacher should know the previous knowledge of students. This helps teacher to organise teaching-learning activities according to the previous knowledge of learners.

2. **Formative Evaluation:** For the first time in the year 1967, Michel Scriven used the concept of formative evaluation in the field of curriculum evaluation. Scriven (1991) defined it as, “Formative evaluation is typically conducted during the development or improvement of a programme or product (or person, and so on) and it is conducted, often more than once, for in house staff of the programme with the extent to improve”. If we analyse the definition, it is clear that the
The purpose of conducting formative evaluation is to monitor the learning progress of the learner; it is also conducted to know whether the learning objectives have been achieved or not. The key word in formative evaluation is mastery of learning or learning progress. According to Table 1, formative evaluation is conducted during the instructional process. It is considered as the second stage of assessment which is conducted during the teaching-learning process. It is carried out from the very beginning of instruction and continues till the end of the course.

The examples of formative evaluation are: regular classroom observation of the teachers, unit end examination, monthly test, quarterly examination, half yearly examination, etc. It provides the teacher feedback about the progress of the learners in the subjects, to know the achievement of the instructional objectives, and also about the effectiveness of the programme. Formative assessment is more popular in the constructivist approach to teaching. It is used to make learners enhance their learning. In the present context, formative assessment is integrated with the teaching learning process. Formative assessment fulfils the needs of continuous development of the learners. Formative assessment is an integral part of continuous and comprehensive evaluation. It also provides data for diagnostic evaluation. Let us discuss the diagnostic assessment.

3. Diagnostic Evaluation: Diagnostic evaluation is conducted along with formative evaluation during the instructional process. It is carried out based on the data obtained from formative evaluation. Diagnostic evaluation is specially conducted for identifying the learning difficulties and to solve them. For example, if it is found that a learner has not understood certain concepts in social science subject or showing poor performance regularly in social science subject, then to help him/her understand these concepts, diagnostic assessment is conducted and remediation is provided. This is conducted by diagnostic remedial test. The key word in diagnostic evaluation is assessment of learning difficulties. Diagnostic evaluation not only solves learning difficulties of learners but also identifies and provides remedies for personal and psychological problems.

**Observation 1**

*Mrs.Stella is a teacher in St. Xavier School. She teaches social sciences to student of Class IX. She observed that a child named Saurabh in her class was continuously getting less marks in Social Science. He had secured more than 80 marks in the annual exam. of Class VIII. Subsequently, she scored 70 in first unit test in std. 9th, 62 in second unit test, 54 in quarterly test and his mark was reduced to 33 in half yearly exam. It made Mrs.Stella to think that there are some difficulties with Saurabh. Formative evaluation, which Mrs.Stella conducted, provided her the information for carrying out diagnostic assessment. For removing the difficulties, she closely observed Saurabh and recorded his behaviour in Social Science class, and interviewed his parents, and peer groups about the problem. She also personally talked to Saurabh and checked all his class notes and home tasks in Social Science. After discussing the matter with different persons associated with Saurabh, she found*
the reason that Saurabh is not bad in Social Sciences but he is not interested in Social Science, as he had decided to pursue Science to get admission. Gradually he developed a negative attitude towards Social Sciences and felt it as a difficult subject.

Mrs. Stella talked to Saurabh and established a good rapport with him and made him understand, how important Social Science is. She also made him able to do some social science assignments which were directly linked with day-to-day life. It continued for a couple of months and in the next unit test it was observed that Saurabh scored 65 in Social Science. It made Saurabh and Mrs. Stella happy.

To conclude, diagnostic test and remedial treatment helped Saurabh to overcome the learning difficulty that was identified through the formative and diagnostic tests. It is the clear example of formative and diagnostic evaluation practice in the school system.

**Activity 1**

As a teacher, you must have observed learning difficulties with your students. Identify those students, who have learning difficulties, find out the reasons of learning difficulties and suggest remedial measures to overcome these difficulties. Prepare a small write up of the process you adopted.

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4. **Summative Evaluation:** Summative evaluation is conducted to know the terminal behaviour of learners. The key word in summative evaluation is “certification”. Summative evaluation is conducted after completion of the whole course. Feedback provided in summative evaluation is terminal in nature and cannot be used for modification of learners’ behaviour because it is conducted at the end of a term. Learners get certificate or are promoted to the higher class based on summative assessment. Different techniques and tools used in summative evaluation are verbal or non-verbal, tests, and teacher made or standardised tests.

Now we learnt four types of evaluation. You might have observed the similarities and differences among them. The similarity among them is that all are concerned with the assessment of learning or assessment for learning. All are conducted during different phases of the teaching-learning process.
But they differ in terms of their purposes, processes, techniques and tools used in collecting evidences, processes of providing feedback, functions, time/period in the teaching-learning process and their uses for future purposes.

**Activity 2**

*Write three points of important for each type of evaluation.*

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5.4.2 **Assessment of Scholastic and Co-Scholastic Abilities**

Assessment can also be classified into scholastic and co-scholastic based on the abilities of learners being assessed. As you know, the main goal of education is to bring all-round or holistic development of learners. Holistic development of learners refers to balanced development taking place in all aspects of learners—physical, mental, psychological, emotional, social and moral development. Right from the beginning, assessment of cognitive abilities of learners was given more emphasis. However, there is the need to assess learners’ performance in co-scholastic areas. Let us understand the meaning of the two forms of assessment.

**Scholastic Assessment**

Scholastic assessment refers to assessment of cognitive abilities of learners in various academic activities which are associated with various subjects. Therefore, all those abilities in cognitive areas namely knowledge, understanding, application, analysis, synthesis, evaluation and creativity are the scholastic abilities. According to CBSE Manual (2010), on Continuous and Comprehensive Evaluation, the objectives of the Scholastic areas are:

i) To foster desirable behaviour related to learner’s knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation.

ii) To improve the teaching-learning process.

iii) To conduct both formative and summative assessment.

Scholastic assessment of student performance in various subject areas is done through formative assessment and summative assessment. According
to CBSE Manual (2010), tools used for formative assessment are questions, observation schedule, interview schedule, checklist, rating scale, anecdotal records, document analysis, tests and inventories, portfolio analysis. Similarly, techniques for formative assessment are examination, assignments, quizzes and competitions, projects, debates, elocution, group discussions, club activities, experiments, research. Tools for summative assessment are end of term written test comprising long answer, short answer and objective type questions. Different scholastic areas include subjects like mathematics, languages, sciences, social science, work experience, health and physical education, arts and crafts, music and painting, etc. We have discussed earlier formative and summative assessments in details.

Activity 2

List out the scholastic activities you have conducted in Social Sciences in your school. Do you think it is important for the students? Justify your response.

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Assessment of Co-Scholastic Abilities

As has been already mentioned, holistic development of learners cannot take place only with assessment of scholastic abilities. Assessment of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic assessment aims at assessing desirable behaviour related to learner’s life skills, attitudes, interests, values, co-curricular activities and physical health. Major co-scholastic areas identified by CBSE are life skills, work education, visual and performing arts, attitudes and values and co-curricular activities. Life skills include self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions, dealing with stress. Attitudes of learners include attitude towards teachers, school mates and peers, school programmes and environment, and value system. Co-curricular activities cover literary and creative skills, scientific skills, Information and Communication Technology (ICT), organizational and leadership skills (clubs), community participation, field visit, study tours, visit to zoo, museum as well as health and physical education related activities like sports/indigenous sports, NCC/NSS, scouting and guiding, swimming, gymnastics, yoga, first aid, gardening/shramdaan, etc.
Activity 4

Prepare a list of five activities each in co-scholastic areas which you practice in your Social Science and mention the techniques you use to assess them.

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Check Your Progress 2

Notes: a) Write your answers in the space given below.

   b) Compare your answers with those given at the end of this unit.

2. Differentiate between Formative and Summative Evaluation?

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3. Critically discuss, with examples, how placement, formative, diagnostic and summative evaluation are used in your school.

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4. Describe how scholastic abilities of the students are assessed?

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5. Explain the need of assessing co-scholastic abilities among learners.

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6. How do co-scholastic abilities supplement in developing scholastic abilities of learners?

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(N.B. – The section 5.4 has been adapted from, ‘Assessment Basics’, Unit-10, Block-3, BES-002, IGNOU, 2013)

5.5 ASSESSMENT STRATEGIES IN SOCIAL SCIENCES

As we know the discipline of Social Science includes different subjects and the associated experiences which are unique in nature. In Secondary and Senior Secondary stage, students learn History, Geography, Political Science, and Economics as the subjects of Social Sciences. There is certain commonality with regard to teaching learning strategies and assessment used in different Social Science subjects. In this section, we will discuss certain selected assessment mechanisms used across the subjects of the discipline of Social Science.

5.5.1 Continuous and Comprehensive Evaluation

Like other subjects, the contents of Social Science are organised by connecting what is already known by learners with what is to be taught by teachers. Therefore, the use of continuous and comprehensive evaluation is quite relevant in Social Sciences. Continuous means that evaluation strategies are integrated with the teaching-learning process. Teacher needs to aim at achieving instructional objectives continuously either by using formal or informal assessment. Assessment needs to be integrated with teaching in forms of observation, peer and group discussion, narration and debates, unit end test, monthly or quarterly examinations. These types of assessment enhance student learning and provide teachers timely feedback on how much mastery the learners have achieved and the need to redesign the learning as well as assessment strategies.

Another important aspect, which the Social Science teacher should keep in mind is that the teaching of Social Science aims at the all-round development of the children, that is, cognitive, affective, psychomotor, social, and emotional. It is observed that mostly traditional stereo typed evaluation are
used in Social Sciences, which cater to only the cognitive aspect of students' behaviour, but comprehensive evaluation ensures all-round assessment of the learners. Comprehensive evaluation signifies the use of a variety of tools and techniques such as questionnaires, scales, checklists, schedules, debates and discussions, field visits, anecdotes, narrations, story-telling, writing in reflective diaries, use of portfolios, etc. The assessment of attitude of learners towards the country, towards the self, towards others, towards various issues also comes under the assessment strategies which are very comprehensive in nature. Therefore, there is the need of making Social Science evaluation comprehensive, as it is concerned with the all-round development of human personality.

5.5.2 Term End Examination

Though the formative assessment strategies are getting more popular in the constructivist approach to teaching, still there is the need of term end examination, not only to grade learners but also to get the terminal feedback about the learners’ performance in different aspects. It is not possible to assess every aspect of learners’ scholastic and co-scholastic attainment through formative evaluation. Therefore, there is a need to use summative assessment like the term end examination. Term end examination is usually conducted at the end of a term, say after completion of a semester, annually, or at the end of the entire course. It carries, say 60 or 70 percent of the total weightage given to the assessment and evaluation in a course, and the rest weightage is given to continuous assessment (formative evaluation). Generally, term end examination is conducted either through written or oral examination at the end of the semester or at the end of the year. In many cases, both the components of written as well as oral examination are also used in term end examination. Term end examination helps to obtain terminal feedback and to certify learners.

5.5.3 Self Assessment

Assessing the self is an effective technique of assessment for helping the learners to enhance their learning. Self-assessment technique supports the concept of ‘assessment for learning’. It helps learners to get an idea about their strong and weak points and the areas where there is the need for improvement. Self-assessment is one of the important techniques of assessment for understanding one’s own achievement in Social Sciences. This self-understanding is more effective than enforcement by the teachers to achieve the required instructional objectives. Self-assessment can be done by encouraging learners to assess their performance by comparing them with others or verifying with the contents presented in the text. Sometimes, suggested answers can also be given along with the questions so that learners compare their answers with the given suggested answers. This technique is based on the principles of constructivism as learners understand their academic achievement by themselves and progress accordingly.

5.5.4 Peer Assessment

Like self-assessment, peer assessment is also another technique used in assessment of learner performance in Social Sciences. Learners like to live and interact with the peers. Peer assessment is based on the strength of peer
interaction and dealings. In peer assessment, usually the answers to assignment question given by teacher are shared among the peers themselves. The peers read the answers of one another and provide observations or comments for further improvement. By doing so, learners get feedback to improve their performance. Peer assessment also provides scope for working with the peers and developing cooperation and understanding among themselves. In constructivist approach to teaching, peer assessment technique is highly used. It helps the learners enhance their learning.

5.5.5 Group Assessment

Group assessment is another popular technique of assessment used in Social Sciences. As you know, teaching Social Sciences requires many group centred activities like field visit, project and inquiry based learning, community surveys, etc. In these activities, learners go together in a group to conduct the activities. They work collectively to achieve the instructional objectives set for the learning task. In classroom situation also, many learning experiences are transacted through instructional techniques like debate, discussions, seminar presentations, theme based group reflections, critical analysis on contemporary issues, etc. These group activities in teaching learning process form the basis for group assessment. Assessment decisions can be taken in group activities by the members of the group themselves. Group assessment can be done on the basis of involvement of the group members during the planning and implementation of the activities, their contribution to the group activities, and comparison of group performance with that of other groups during the presentations. Group assessment technique is also based on the principles of constructivist learning and helps learners enhance their learning.

5.5.6 Portfolio Assessment

Use of student portfolio in learning and assessment is the recent development in the teaching-learning process. Student portfolio is a collection of important contributions of the learner recorded in a very systematic manner. The portfolio may be kept with the teacher or in the school for taking periodical or terminal decision about the learner. This is an important technique for assessing student performance in Social Sciences because Social Sciences include varieties of activities related to community and society, art and culture, democracy and values, economics and demography, etc. The important learning tasks performed by students of Social Sciences may be preserved in individual portfolios and considered for evaluation periodically, as and when required. Portfolio assessment provides an authentic basis to the teachers to go through the learning tasks performed by the learners and accordingly assess their abilities. Portfolio assessment also forms the basis for final certification of the learners.

Use of scrap files can also be a part of learner’s portfolio. In scrap file, learners can paste different pictures related to the topic taught in the classroom. That can sensitize the learners and draw their attention towards the topic of discussion. For example, before teaching the theme Akbar, teacher may motivate the learners to prepare scrap file of Akbar, including the picture of Akbar, his contributions to the society, etc. That scrap file can further be kept in the portfolio for evaluation.
5.5.7 Open Book Examination

Open Book examination is also another important contemporary development in the field of assessment. Open book examination emphasizes use of textbooks during the examination to write answers to the questions. This develops the ability of learners to examine the concept presented in the text, critically analyse it, and contextually present in the examination. Central Board of Secondary Education has recently implemented the open book system of examination at secondary and higher secondary levels. This supports learners to solve the questions as well as helps evaluators understand the learners’ skills of analysing the questions, getting the answers, organising and presenting them in answer books. Generally, direct questions are not given for open book examination and the questions are also essay type in nature. The abilities of reflection on issues and their critical analysis are generally required to answer the questions in the open book examination. It assesses the higher order cognitive abilities of learners in Social Sciences.

Check Your Progress 3

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

7. Elaborate the concept of continuous and comprehensive evaluation.

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8. Why is there the need of term end examination?

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9. Differentiate between peer and group assessment techniques of evaluation.

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10. What is the need of portfolio assessment?

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11. Explain the concept of Open Book Examination.

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5.6 PREPARATION OF AN ACHIEVEMENT TEST

Preparation of an achievement test is one of the important tasks of assessment in Social Science. This requires teachers to analyse the contents, provide judicious representation to each and every chapter of the syllabus. The authentic evaluation of the learner’s performance depends upon the quality of question papers prepared by teachers. Preparing an achievement test is a systematic work. There are certain steps which need to be followed while preparing an achievement test. Let us discuss the steps of preparing the question paper with examples.

5.6.1 Content Analysis

The first step for preparing an achievement test in Social Science is to analyse contents of the Social Science syllabus. For this, Social Science syllabus of a class needs to be divided into certain Units or Chapters. Then the Units or Chapters are divided into certain topics and sub-topics. Further sub-topics are divided into certain teaching-learning points. Now let us select a Unit of Social Science of Class IX and analyse the topics, sub-topics, and the teaching-learning points for preparing the achievement test.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Sub-Topics</th>
<th>Content Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Life Without Rights</td>
<td>1. Prison in Guantanamo Bay</td>
<td>i) Guantanamo Bay</td>
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<tr>
<td></td>
<td></td>
<td>ii) Jamil El-Banna</td>
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<td></td>
<td></td>
<td>iii) Amnesty International</td>
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<tr>
<td></td>
<td>2. Citizen’s Right in Saudi Arabia</td>
<td>i) Govt. of one country denying rights to citizens of another country.</td>
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<tr>
<td></td>
<td></td>
<td>ii) Citizen’s right in Saudi Arabia</td>
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<tr>
<td></td>
<td>3. Ethnic Massacre in Kosovo</td>
<td>i) Serb nationalist Milosevic</td>
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<td>ii) Kosovo Albanians</td>
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<td></td>
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<td>iii) Explosions by Serbian troops</td>
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<td></td>
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<td>iv) Killing based on ethnic prejudices</td>
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</tbody>
</table>

Table 2: Content Analysis for preparing Achievement Test

Chapter : Democratic Rights
### B. Rights in a Democracy

| 1. What are Rights? | i) Defying rights  
| |  
| | ii) Enjoying rights in cost of others.  
| | iii) Violation or Infringement of rights.  
| | ii) Protection of the rights of the minorities  
| | iii) Protection of citizen’s right by the Govt.  
| | iv) Rights and the Constitution  

### C. Rights in the Indian Constitution

| 1. Right to Equality | i) Rule of law of the democracy  
| | ii) Discrimination against any citizen  
| | iii) Untouchability, a punishable offence  
| 2. Right to Freedom | i) Freedom of speech and expression  
| | ii) Freedom to hold meeting and demonstration  
| | iii) Freedom to travel  
| | iv) Personal liberty  
| 3. Right against Exploitation | i) Prohibits traffic in human beings  
| | ii) Prohibition of child labour  
| 4. Right to Freedom of Religion | i) Right to profess, practice and propagate the religion  
| 5. Cultural and Educational Rights | i) Cultural and educational rights of the minorities  
| | ii) Language minority  
| | iii) Right to education  
| 6. How can we secure these Rights? | i) Right to constitutional remedies  
| | ii) National Human Rights Commission  
| | iii) Public Interest Litigation  

### D. Expanding Scope of Right

| 1. Adult and Children Rights | i) Court judgements to expand the scope of rights  

<table>
<thead>
<tr>
<th></th>
<th>ii) Adult and child rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. International Covenant on</td>
<td>i) Standard of human rights</td>
</tr>
<tr>
<td>Economic, Social and Cultural Rights</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Democratic Politics-1, Text Book in Political Science for Class-IX (Social Science), NCERT, 2014)

Accordingly, similar type of content analysis can be done for other Units/Chapters also.

**Activity 5**

Select a topic of your own and analyse the content for preparing achievement test as presented in Table 2.

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**5.6.2 Preparation of Blue Print for the Test**

On the basis of the content analysis, a blue print for the achievement test needs to be prepared before writing the items for the test. A blue print of test preparation may be defined as, “a three dimensional chart where weightage are given to content, objectives, and forms of questions in terms of marks”. Blue print is a structure of the test which consists of the following information.

1. Content
2. Instructional Objectives
3. Types of Questions and Weightage to Marks

Let us take an example of the Blue Print as per the Chapter selected above.

**Blue Print of the Achievement Test:**

**Information:**

- **Subject:** Social Science
- **Chapter:** Democratic Rights
- **Class:** IX
- **Total Marks:** 100
Pedagogy of Social Sciences

Weightage to the Content Areas:
1. Life without Rights – 25%
2. Rights in a Democracy – 25%
3. Rights in the Indian Constitution – 25%
4. Expanding Scope of Rights – 25%

Instructional Objectives:
1. Knowledge – 30%
2. Comprehension – 30%
3. Application/Reflection/Analysis – 28%
4. Skill Development – 12%

Type of Items:
1. Essay Type Items – 40% (4 items, each item 10 Marks)
2. Short Answer Type Items – 36% (12 items, each item 03 Marks)
3. Objective Type Items – 24% (24 items, each item 01 Mark)

Table 3: Blueprint or Table of Specification

<table>
<thead>
<tr>
<th>Unit/Chapter</th>
<th>Instructional Objectives</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Skill</th>
<th>Total Item/Marks</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td></td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-5</td>
<td></td>
<td></td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-1</td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Rights in a Democracy</td>
<td></td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-4</td>
<td>OT-1</td>
<td>OT-1</td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Rights in the Indian Constitution</td>
<td></td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-4</td>
<td>OT-1</td>
<td>OT-1</td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Expanding Scope of Rights</td>
<td></td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-5</td>
<td>OT-1</td>
<td></td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Total Items/Marks</td>
<td></td>
<td>SA-4 (12)</td>
<td>LA-2 (20)</td>
<td>LA-2 (20)</td>
<td>SA-4</td>
<td>LA-4 (40)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-18 (18)</td>
<td>SA-2 (06)</td>
<td>SA-2 (06)</td>
<td></td>
<td>SA-12 (36)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-4 (04)</td>
<td>OT-2 (02)</td>
<td>OT-2 (02)</td>
<td></td>
<td>OT-24 (24)</td>
<td></td>
</tr>
<tr>
<td>Total Marks</td>
<td></td>
<td>30</td>
<td>30</td>
<td>28</td>
<td>12</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

N.B. : LA – Long Answer Type Qs.; SA – Short Answer Type Qs.; OT – Objective Type Qs.
Table 3 revealed the detailed table of specification or the blueprint of the achievement test. It is self-explanatory that weightage given to each content area is 25% (25 Marks); weightage given to instructional objectives is – Knowledge 30% (30 Marks), Comprehension 30% (30 Marks), Application 28% (28 Marks), and Skill 12% (12 Marks); and weightage given to types of question is LA 40% (40 Marks), SA 36% (36 Marks), and OT 24% (24 Marks). Now on the basis of the above blueprint, let us develop the items for each type of questions to be included in the test.

**Activity 6**

*Select a topic/chapter of Social Science taught at the Secondary Stage and prepare a blueprint for developing a test.*

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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5.6.3 Writing Essay Type Items

Writing test items is an art as well as science. The items need to assess the specific learning outcomes expected of the learners. They are to be written in behavioural terms by using the specific action verbs. Generally, essay type items are of two types:

1. **Extended Response Type Item**
2. **Restricted Response Type Item**

In extended response type of essay item, restrictions are not given either in terms of words, phrasing the items, or in time. This a free response type of item. On the other hand, restricted response type of item, restrictions are given to the learners in terms of phrasing the items carefully into parts, allotting marks to the parts, and also limiting the words as well as time. Comparatively restricted response types of items are formed more scientifically and reduce subjectivity in scoring. Mostly, these types of items are asked in the examination. Let us form a few restricted response type of essay type items as per the table of specification given above (Table-3).

**Table 4: Essay Type Items**

<table>
<thead>
<tr>
<th>Content</th>
<th>Objective</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td>Comprehension</td>
<td>Why is there the need of Rights for living? Explain citizen’s rights in Saudi Arabia.</td>
<td>5+5=10</td>
</tr>
</tbody>
</table>
Rights in a Democracy  Application  Cite few examples of elected governments not protecting the rights of their own citizens. Why do they do that?  5+5=10

Rights in the Indian Constitution  Application  What do you understand by fundamental rights in Indian Constitution? Cite at least one example of each fundamental rights mentioned in Indian Constitution.  4+6=10

Expanding Scope of Rights  Comprehension  Why is there the need of expanding scope of rights? Explain International Covenant on Economic, Social and Cultural Rights.  4+6=10

5.6.4 Writing Short Answer Type Items

Like essay type items, writing short answer type items also require certain skill of the teachers. It is the mid-way between essay type items and objective type items, in terms of length and weightage of marks. The length of short type item may be within a few lines, sentences, or a paragraph of 50 to 100 words. The style and guidelines of writing short answer type items are similar to essay type items. Short answer type questions can be phrased with suitable action verb. Let us develop some short answer type items as per the blue print developed (Table 3).

<table>
<thead>
<tr>
<th>Content</th>
<th>Objective</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td>Knowledge</td>
<td>Elaborate the context of AnasJamil Ei-Banna’s letter to Mr. Tony Blair.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Application</td>
<td>Like the ethnic massacre in Kosovo, cite at least one example of similar situation which had happened in any part of the world.</td>
<td>3</td>
</tr>
<tr>
<td>Skill</td>
<td></td>
<td>Write a memorandum on behalf of women in Saudi Arabia to the</td>
<td></td>
</tr>
<tr>
<td><strong>Rights in a Democracy</strong></td>
<td>Knowledge</td>
<td>Define rights in your own words with examples.</td>
<td>3</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Compreheension</td>
<td>Why do people need rights in a democracy?</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Skill</td>
<td>Prepare a pamphlet showing the violation of minority rights which had happened in any part of the world.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Rights in the Indian Constitution</strong></td>
<td>Knowledge</td>
<td>Name the fundamental rights in Indian Constitution.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Compreheension</td>
<td>Explain the right to ‘Freedom of Speech and Expression’ as enshrined in Indian Constitution.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Skill</td>
<td>Prepare a flag card exemplifying on ‘Right against Exploitation’ for use in a group demonstration.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Expanding Scope of Rights</strong></td>
<td>Knowledge</td>
<td>Explain the concept of Right to Education Act of Indian Constitution.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Application</td>
<td>Do you think the existing rights in Indian Constitution are sufficient enough to safeguard the interest of the citizens? Justify your answer.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Skill</td>
<td>Prepare a note explaining the necessity of expanding the existing rights of Indian Constitution and creating new rights for the citizens.</td>
<td>3</td>
</tr>
</tbody>
</table>

### 5.6.5 Writing Objective Type Items

Writing objective type items is the most difficult task in preparation of an achievement test. Objective type items can be classified into recall and recognition type of items. Recall type of item can also be classified into simple recall type and completion type of items. Recognition types of items are answered in a single word or numbers in which the choices of the responses are usually given. Below given (Table 6) are the commonly used objective types of items in the examination.
<table>
<thead>
<tr>
<th>Objective Items</th>
<th>Classification</th>
<th>Concept</th>
<th>Example(s)</th>
</tr>
</thead>
</table>
| Recall Type Item        | Simple Recall Type Item | In simple recall type of items, responses may be in a word/number or in a sentence. In this type of items, options of the responses are usually not given. | Which fundamental right has recently been incorporated in Indian Constitution?  
In which year, was Indian Constitution implemented? |
| Completion Type Item    |                      | In completion type of items, responses are given in an incomplete sentence, which the respondent complete by writing a sentence, phrase, words or number as required. Generally, options of the responses are not given in this type of item. | Freedom of speech and expression is  
________________________.  
As citizens we have the freedom to travel to any  
____________________. |
| Recognition Type Item   |                      | In recognition type of items, generally responses are given in a single word or number. In this type of items, options for the response are usually given. The respondent chooses the suitable option from among the list of the options given. | Fill in the Blanks:  
Right to Education Act was implemented in India, in the Year  
________________.  
a) 2008  
b) 2009  
c) 2010  
d) 2011  
Recall Type Item (with option):  
Which type of international organisation is ‘Amnesty International’?  
a) Social Organisation  
b) Cultural Organisation  
c) Human Rights Organisation  
d) Protection of Environment Organisation  
Match the Following: |

<table>
<thead>
<tr>
<th>Column – A</th>
<th>Column – B</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTE Act Level</td>
<td>Secondary</td>
</tr>
<tr>
<td>Right to Freedom</td>
<td>Concurrent List</td>
</tr>
<tr>
<td>RMSA Element Level</td>
<td>Elementary Level</td>
</tr>
<tr>
<td>Responsibility of Education</td>
<td>Fundamental Right</td>
</tr>
<tr>
<td></td>
<td>Expanding Right</td>
</tr>
</tbody>
</table>
As per the examples given above, we can develop objective items for preparing the question paper. Now let us develop the objective items as per the blueprint prepared for the test (Table-3).

**Table 7: Objective Type Items**

<table>
<thead>
<tr>
<th>Content</th>
<th>Objective</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td>Knowledge</td>
<td>1. Where is Guantanamo Bay?</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Amnesty International is an International _____ Rights Organisation.</td>
<td>(1 Mark each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Which type of administration prevails in Saudi Arabia?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Hereditary King</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Socialistic Govt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) By religious gurus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Who was Mr. Tony Blair?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) President of USA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) King of Britain</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Prime-Minister of England</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) President of Cuba</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Who is AnasJamilEi-Banna?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Son of JamilEi-Banna</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) A prisoner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) A Serb nationalist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) King of Saudi Arab</td>
<td></td>
</tr>
<tr>
<td>Rights in a Knowledge</td>
<td>Comprehension</td>
<td>1. What did the Serbian troops do to an Albanian family in a town in Kosovo in April, 1999?</td>
<td>1</td>
</tr>
<tr>
<td>Democracy</td>
<td></td>
<td>1. Success of democracy depends upon the Rights and ________.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Responsibility</td>
<td>(1 Mark each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Demands</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Demonstrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Rights are claims of a person over other fellow beings, over the society and over the ________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Violating democratic rights is subject to enforcement of ________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Conviction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Punishment</td>
<td></td>
</tr>
</tbody>
</table>

Assessment and Evaluation in Social Sciences
### Pedagogy of Social Sciences

<table>
<thead>
<tr>
<th>Pedagogy of Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) Law</td>
</tr>
<tr>
<td>d) Penalty</td>
</tr>
</tbody>
</table>

4. Where are the basic rights of the citizens written in a democratic country?

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>1. What is real force in democracy?</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>1. What right does it violate, in case emergency is enforced in a Country by the Government?</td>
<td>1</td>
</tr>
</tbody>
</table>

### Rights in the Indian Constitution

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Right to Education Act addresses __________.</td>
</tr>
<tr>
<td>a) Primary Education</td>
</tr>
<tr>
<td>b) Elementary Education</td>
</tr>
<tr>
<td>c) Secondary Education</td>
</tr>
<tr>
<td>d) Higher Sec. Education</td>
</tr>
</tbody>
</table>

2. Right to freedom of religion is a __________.  
   a) Fundamental Right  
   b) Right for the Minority  
   c) Universal Right  
   d) Supreme Right

3. Assembly in a peaceful manner is ____________.
   a) Right to equality  
   b) Right against exploitation  
   c) Right to freedom  
   d) Right to freedom of religion

4. Right to profess, practice and propagate the religion is ____________.
   a) Right to freedom of Religion  
   b) Right to freedom  
   c) Right to equality  
   d) Right against exploitation

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>1. Write at least one function of NHRC.</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>1. Where can the aggrieved person go in case of violation of a fundamental right?</td>
<td>1</td>
</tr>
<tr>
<td>Expanding Scope of Rights</td>
<td>Knowledge</td>
<td>Comprehension</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 1. Over the years the scope of rights in democratic countries has .............. (1 Mark to each Qs.) | a) Expanded  
b) Reduced  
c) Contextualised  
d) Re-established  
2. Right to Information in India is ..........  
a) Fundamental right  
b) Derived from the fundamental right  
c) Right to freedom  
d) Right to Equality  
3. Right to work in India is a/an ........  
a) Expanded right  
b) New Right  
c) Fundamental right  
d) Extended right  
4. Which one is the new right according to the Constitution of South Africa?  
a) Right to privacy  
b) Right to environment  
c) Right to housing  
d) All the above  
5. International Convene on Economic, Social and Cultural Rights include .......................  
a) Right to work  
b) Right to health  
c) Right to social security  
d) All the above  | 5 |
| 1. Who suggested equal access to higher education?  
a) University Grants Commission of India  
b) International Covenant on Economic, Social and Cultural Rights  
c) University Education Commission, 1948-49  
d) National Policy on Education, 1986. | 1 |
### Check Your Progress 4

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

12. Write any two extended type of essay type items from the subject of Social Science at secondary level.

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Write any two short answer type of items from the subject of Social Science at secondary level.

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Write one each of recall and recognition type of objective items from the subject of Social Science at secondary level.

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### 5.7 USE OF ICT IN ASSESSMENT AND EVALUATION IN SOCIAL SCIENCE

In the age of Information and Communication Technology (ICT), no education system can remain isolated from the use of ICT. ICT can be used in developing curriculum, developing Teaching Learning Materials, managing teaching learning process, as well as evaluating performances of learners. ICT can be used in teaching and learning as well as in evaluation activities. In this section, we discuss the use of ICT, especially in the evaluation of student performance in Social Sciences.

**Use of e-mail and Internet**

Social science teacher can e-mail assignments to learners and ask them to return the assignment responses through return mail to her/him. The evaluation feedback can also be communicated through the e-mail. In this way, learners
will be acquainted with the use of e-mail as well as writing answers to the assignments by using the MS word, excel, ppt, and many other ICT tools.

**Use of Audio and Video Materials**

Social science teacher can give students assignments in the form of developing audio video materials on several social science contents like gender, diversity, inclusiveness, socio-cultural practices, art and craft etc. These audio-video materials can be assessed and evaluated by the teacher.

**Use of e-portfolio:** Like portfolio assessment, Social Science students can also be motivated to develop e-portfolio in their personal account and upload and store the significant work they perform in visuals, audio-video, and descriptive forms. Contents of the e-portfolio can be evaluated by the teacher on a periodic basis and can also be used for certifying the students. The management of the School needs to be supportive to the students in the use and assessment of e-portfolio.

**Use of Social Media**

At the present time, social media play very important role not only in communicating to the friends or relatives but also contributing to academic excellence. Over the years, it has been observed that various social media like Face book, twitter, etc. have provided platforms to make learning groups as well as to share learning resources with timely feedback. The strength of the social media can also be used in evaluating student performance in Social Sciences. Small groups of learners can be formed. They can interact among themselves and share their ideas/views on any issues of Social Science. Teacher can act as a mentor to optimise the learning process. Learners are asked to prepare a report based on their interaction and experiences. The reports submitted by the groups evaluated by the social science teacher.

<table>
<thead>
<tr>
<th>Activity 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>As discussed above, you also describe more uses of ICT in the evaluation of Social Science.</td>
</tr>
</tbody>
</table>

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................................................................................................................
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................................................................................................................
................................................................................................................
................................................................................................................

5.8 LET US SUM UP

The Unit was specifically designed to make you understand the use of new approaches to assessment in Social Science. Summative and formative assessments are the major focus of this Unit. You might have understood from the Unit that the techniques, methods and approaches that were described in the unit strengthen the concept of ‘Assessment for Learning’. How
assessment tools can be widely used for helping learners enhance their learning was discussed in various part of the Unit.

We discussed assessment techniques based on the principles of constructivism used in Social Science like peer and group evaluation, open book examination, portfolios and e-portfolios. As we know the work of assessment is a systematic work, we deliberated on how to development of an achievement test and described various steps involved in the development of achievement test like content analysis, development of blueprint and writing of test items. The Unit might have given you ample scope for hands on experiences to analyse the contents of social sciences, develop the blueprint, and accordingly write the questions for the test.

5.9 REFERENCES AND SUGGESTED READINGS


IGNOU (2013). Assessment Basics, Unit-10, Block-3, BES-002, ‘Teaching-Learning and Assessment’, New Delhi: IGNOU.


5.10 ANSWERS TO CHECK YOUR PROGRESS


2. Conducted during instructional process – conducted terminally/annually; is a continuous process – is a terminal process; for knowing the mastery of the content – for certification.


4. By using varieties of tools and techniques.
5. It includes total personality of the learners like: their likes, dislikes, attitude, etc.


7. Self-exercise.

8. For certification.

9. Assessment by the friends in the same class – assessment by other students in the same group.

10. To know cumulative involvement of learner in a particular subject.

11. Solving Qs. By using text books or other resources.

