

**DEVELOPMENT OF AN OBJECTIVE SOCIAL STUDIES TEST
FOR MIDDLE STAGE EDUCATION IN ENGLISH-MEDIUM
SCHOOLS OF EAST PAKISTAN**

A Dissertation

Presented to

**the Faculty of the Institute of Education
and Research, The University of Dacca**

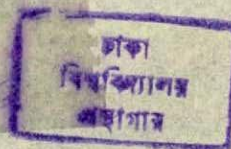
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by

Beverly Moyer Jahrman

October 1969

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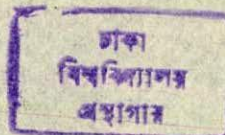


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FOR MIDDLE STAGE EDUCATION IN ENGLISH-MEDIUM
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**An Abstract of a Dissertation
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of the Institute of Education and Research
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**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

Approved by

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ABSTRACT

Jahrman, Beverly Moyer. "Development of an Objective Social Studies Test for Middle Stage Education in English-Medium Schools of East Pakistan." Unpublished Doctor of Education dissertation, Institute of Education and Research, University of Dacca, 1969.

Statement of the Problem

The problem for the study was to develop an objective achievement test in social studies in classes VI, VII, and VIII of the English-Medium Schools in East Pakistan.

Methods of the Study

The study comprised: (i) a survey of textbooks, (ii) a survey of enrolment, (iii) a pilot test, and (iv) a revised test.

The enrolment and textbook surveys indicated 3,372 students; fifteen geography, fifteen history, and six civics textbooks in use in the twenty-five English-Medium Secondary Schools in East Pakistan.

The pilot test was developed in three parts from a table of specifications which incorporated the pertinent information of the syllabi and the textbooks common to the English-Medium Schools. The test was given to 404 students

in two randomly selected schools in Dacca District.

The revised test was developed by editing the items having a point biserial coefficient of .20 or higher. The test was given to 1,592 students of classes VII, VIII, and IX in thirteen randomly selected schools of East Pakistan.

The .05 level of significance was chosen for the study.

In the statistical analysis, validity and reliability were determined by employing point biserial correlation and the Kuder-Richardson Formula 20, respectively.

Findings

Pilot Test

The average of the three parts of the test was: mean, 72.87; standard deviation, 17.26; difficulty index, .5622; and discriminative index, .3560.

Revised Test

The average of the three parts of the test was: mean, 53.77; standard deviation, 12.33; difficulty index, .5775; discriminative index, .0681; validity coefficient, .417; and reliability coefficient, 1.00.

Items with a point biserial coefficient of .05 or higher were found significantly discriminative.

The F test in an analysis of variance indicated the necessity of rejecting the hypothesis that the means were equal for Part I. The t-test indicated significant difference between the means of classes VII and VIII, and classes VII and IX for Part I; between the means of classes VIII and IX for Part II.

Conclusions

It was concluded that the developed test was a valid and reliable instrument to measure the achievement in social studies for classes VI, VII, and VIII in the English-Medium Schools of East Pakistan. Most of the items were discriminative and contributed to the validity and reliability of the whole test.

Recommendations

The main recommendations were:

1. The developed test and manual be published by the Institute of Education and Research, University of Dacca, and be made available to the English-Medium Schools.
2. Comparable tests be developed for Bengali and Urdu-Medium Schools.
3. The test be used for guidance purposes in the schools.

4. Additional research on test development be continued by appropriate organizations, to contribute to the educational growth in Pakistan.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	iv
ABSTRACT	vii
LIST OF TABLES	xii
CHAPTER	
I. NATURE OF THE PROBLEM	1
Introduction	
The Problem	
Statement of the Problem	
Importance of the Study	
Hypotheses for the Study	
Delimitations of the Study	
II. REVIEW OF THE LITERATURE	8
Literature on Related Research in the United States	
Literature on Related Research in Pakistan	
III. METHODS OF THE STUDY	19
The Pilot Test	
The Revised Test	
IV. PRESENTATION AND ANALYSES OF DATA	38
The Survey of Textbooks	
The Survey of Enrolment	
The Pilot Test	
The Revised Test	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	122
Summary	
Conclusions	
Recommendations	
BIBLIOGRAPHY	133
APPENDIX	146

LIST OF TABLES

TABLE	PAGE
I. Summary of the Student Distribution for the Pilot Test	26
II. Summary of the Student Distribution for the Revised Test	33
III. Geography Textbooks used in the English- Medium Schools Classes VI, VII, and VIII	39
IV. Use of Geography Textbooks English-Medium Schools	40
V. History Textbooks used in the English- Medium Schools Classes VI, VII, and VIII	43
VI. Use of History Textbooks English-Medium Schools	44
VII. Civics Textbooks used in the English- Medium Schools Classes VI, VII, and VIII	45
VIII. Use of Civics Textbooks English-Medium Schools	46
IX. Summary of Students Enroled English- Medium Schools Classes VI, VII, and VIII	47
X. Summary of Sample Used for Pilot Test . . .	48
XI. Summarized Pilot Test Results	49

TABLE	PAGE
XII. Summary of Pilot Test Items, Part I with Point Biserial Coefficients of .20 or Higher	51
XIII. Summary of Pilot Test Items, Part II with Point Biserial Coefficients of .20 or Higher	55
XIV. Summary of Pilot Test Items, Part III with Point Biserial Coefficients of .20 or Higher	56
XV. Summary of Revised Test Sample	59
XVI. Summarized Revised Test Results	60
XVII. Difficulty and Discriminative Indices Revised Test, Part I	62
XVIII. Difficulty and Discriminative Indices Revised Test, Part II	64
XIX. Difficulty and Discriminative Indices Revised Test, Part III	66
XX. Summary of the Validity Coefficients Revised Test, Part I	69
XXI. Summary of the Validity Coefficients Revised Test, Part II	70
XXII. Summary of the Validity Coefficients Revised Test, Part III	72

TABLE	PAGE
XXIII. Summary of the Analysis of Variance	
Revised Test, Part I	75
XXIV. Summary of Test For Significance of	
Difference Between Means of Classes	
VII, VIII, and IX Revised Test, Part I . .	76

CHAPTER I

NATURE OF THE PROBLEM

I. INTRODUCTION

The space age requires children to learn more than previous school generations. Space age education is identified with openness, experimentation, and the courage to bring professional knowledge into the educational programme. Each successive decade propells instruction at an accelerated pace. Simultaneously, children must acquire the ability to apply their knowledge with skill and effectiveness. (83, pp. 25-26.)

Universally, testing has proven to be one of the best available media for coping with many of the educational problems of a complex, fluid, and impersonal society. It can usefully be considered as the means for providing a gauge as to whether the present methods of instruction are current with the demands, or are antiquated. Quality testing can provide the kind of feedback needed to keep an educational system responsive to the needs of the learner, and to the society for which it is developed. (65, pp. 776-780.)

The history of testing is one of dedicated effort by a great many people to shape, sharpen, and wield a tool

that is beneficial. Functions of measurement in education and theory are basic considerations underlying test construction. These functions may lag behind or advance beyond the readiness for acceptance. The awareness of the public, as evidenced by letters in newspapers, in Pakistan, (119, p. 7; 120, p. 12) is indicative of behaviour which frequently accompanies change and progress. Individuals in their eagerness to have something better for their children than what they have experienced may be inclined to grasp hastily at proposed solutions. It is not practical to throw out the old until improved replacements, tested and usable, are available.

Innovation in education include the shifting of the tried and true, revising combinations of past practises, and implementation of current developments. (73, pp. 259-264.) Educational research can assist in scientifically updating professional information. Changes are adapted cautiously for a national programme due to the involvement of cost, time, and training. Discretion is understandable to most educators, but it is not readily acceptable to an uninformed or misinformed public.

This research study was undertaken in response to the recommendations of the Report of the Commission on National Education to design tests as evaluative instruments indigeneous to the culture and environment of the children in Pakistan. (99, p. 256.)

II. THE PROBLEM

Statement of the Problem

The problem of the study was to develop an objective achievement test in social studies for classes six, seven, and eight in the English-Medium Schools of East Pakistan. More specifically, the study endeavoured to measure validity, reliability, and discriminating ability of a three level test; obtain difficulty and discriminating indices of the test items; and thus explore the feasibility of the use of this instrument in such schools of East Pakistan.

Importance of the Study

The modern trend towards supplementing the use of traditional (essay) examinations with new-type (objective) tests has gained impetus in identifying and classifying students' achievement in subject matter areas.

It is the consensus of educators that traditional examinations, prepared in a relatively short period, are time-consuming to score because of the subjectivity. New-type tests usually require more thought during development, but the objectivity contributes to ease in scoring, and consistent, impartial interpretation. Each type of examination has its own merits and advantages. It is reasonable to employ both of these two general types of testing in today's educational systems. Planned evaluation

procedures, yielding objective results, are desirable and necessary for the understanding of students.

There is a recognized urgency for assistance, utilizing research, in developing successful measurement practises to enhance the educational programme. The Report of the Commission on National Education in discussing the introduction of the guidance programme in secondary schools of Pakistan, has recommended the development of objective tests. (99, p. 256.) This study was an attempt to design an instrument applicable for the student, diagnostically useful to the classroom teacher, and a helpful admission expedient for the administrator.

III. HYPOTHESES FOR THE STUDY

The general and logical hypotheses for the study were the following:

1. The test was a valid and reliable measure of achievement in social studies for classes VI, VII and VIII in the English-Medium Schools of East Pakistan.
2. The items were discriminative and suitable for the test.
3. The test was suitable for use in the English-Medium Schools of East Pakistan.

The above-mentioned general hypotheses were translated into corresponding and appropriate statistical

hypotheses which were tested for significance.

IV. DELIMITATIONS OF THE STUDY

The delimitations of the study were as follows:

1. The total population for the study was delimited to the students in the twenty-five English-Medium Schools of East Pakistan, classes VII, VIII, and IX.
2. The study was delimited for the pilot test to the students in two schools selected at random from the eleven English-Medium Schools in Dacca District.
3. The study was delimited for the revised test to the students in thirteen schools selected at random from the total population.
4. The study was delimited to obtaining item analysis data, consisting of difficulty and discriminating indices, to select for consideration a plausible number of items for the revised instrument from the larger number of items constituting the pilot test.
5. The study was delimited in developing the revised test to utilising the items from the pilot test with the highest discrimination indices, and maximum variances.
6. The study was delimited to using as criterion to determine the validity coefficients of the revised test, the final social studies examination scores obtained by the students prior to annual promotion.

7. The study was delimited to obtaining item analysis data, consisting of difficulty and discriminating indices, for the revised instrument to make recommendations for future use of the developed instrument.

V. DEFINITIONS OF TERMS USED

English-Medium Schools. The term "English-Medium Schools" has been interpreted as indicative of the schools in which the instruction is given in the English language.

Middle stage education. In Pakistan, the term "middle stage education" signifies the education in classes VI, VII, and VIII.

Population. Throughout the report of this investigation, the term "population" has been interpreted as meaning the aggregate or totality of students of classes VII, VIII, and IX in the twenty-five English-Medium Schools of East Pakistan, regarding which inferences have been made in a sampling study.

Sample. In this study the term "sample" has been interpreted as the group of students in the randomly selected schools representing the population. The sample was used as a basis from which inferences about or estimates of certain population facts were made.

Syllabus. The term "syllabus" has been interpreted as government-established contents for each subject area.

Table of specifications. The term "table of specifications" has been interpreted as being the overall guide which was developed as a chart by the test designer prior to the test construction. Frequently such a guide is termed a blueprint, framework, or grid. To mention a few specifics, it was used to designate the objectives as stated in the syllabus; it assisted in determining the quantity of test items related to each objective; and it facilitated the arrangement of the test items.

CHAPTER II

REVIEW OF THE LITERATURE

The literature on test construction for social studies has become voluminous. Much of this literature is pertinent to this study in that it is useful in providing guide lines for the exploration of social studies' test development in East Pakistan.

Countries involved with building quality tests for social studies are finding that more satisfactory tests will emerge when the scope is improved, and tests are being carefully constructed with better discrimination involving a wide variety of items. This is the age of applying knowledge rather than merely reproducing it, so cause and effect relationships must be emphasized.

Frequently a social studies test can be too little concerned with measurement of understanding, and the emphasis is placed on two-part study skill items: (1) a measure of ability to read and interpret maps, and (2) a measure of ability to read and interpret information presented in the form of charts, graphs, and tables. (12, pp. 1222-1223.)

Evaluation of social studies needs a good balance of items involving: (1) judgment, interpretation, and identification of ideas; (2) recognition of cause and

effect relationships; and (3) analysis of trends.

(12, p. 1218.)

A vast improvement has come about in the concern for developing better social studies tests over the decades. Emphasis on knowledge areas changes, and consequently effective evaluation must also change. (8, p. 22.)

A suitable social studies test for East Pakistan will include items for evaluating activities, adjustment, applications, attitudes, concepts, knowledge, skills, and understandings. (21, pp. 20-42.)

I. LITERATURE ON RELATED RESEARCH IN THE UNITED STATES

Starch and Elliott initiated an increased use of objective tests between 1913 and 1930. Through their investigations, the evidence clarified that the essay test was consistently less reliable, and less valid than the well-constructed objective test. The essay test was found to be more expensive and time-consuming to score. As a result of these findings, a majority of educators began to lean more and more heavily on the objective test as a means of evaluating learning outcomes and for predicting future achievement. (27, p. 1502.)

Studies done by Eurich and Kinney in 1931-1932, Hurlburt in 1954, and Gerberich in 1956 have given impetus to the trend for objective testing. These studies provide evidence that the objective test and the essay test

measure essentially the same thing. (27, p. 1503.)

Gerberich prepared an extensive and well-classified collection of different types of objective test items. He found that in a multiple-choice item objective test, alternatives must be clearly stated. The examinee's task then becomes a simple matter of indicating which alternative he regards as the correct, or the best answer. Gerberich concluded that in addition to the convenience with which selected-response items can be scored, there is the advantage of more clearly defining the examinee's task. The basis for the examiner's judgment is also more clearly defined than with short-answer or essay items. (27, p. 1507.)

Dressel and Schmid demonstrated that, with one exception, their designed variations of conventional multiple-choice items were more reliable than conventionally scored tests. They concluded that various scoring methods provide greater discrimination among different groups of students. (27, p. 1512.)

Dressel and Mayhew in a study of general education supported by the American Council on Education incorporated new developments for achievement test construction.

Dressel and his co-workers prepared a study for Michigan State College with some excellent illustrations of two-way grids useful in outlining the content and ability coverage of an objective test. (27, pp. 1503, 1508.)

Segel through findings in various survey studies has concluded that the convenience, economy, and precision of objective testing led to the gradual, almost complete replacement of essay tests, and to the establishment of cooperative programmes in many states. (27, p. 1503.)

Smith and Tyler in an eight-year study developed new types of objective measuring instruments which they concluded were a worthy improvement over previous tests. (27, p. 1503.)

Tyler concluded the most effective achievement tests to be those which require the examinee to demonstrate the use of possessed knowledge in dealing with significant problems. (27, p. 1509.)

Studies conducted by Engelhart, Flanagan, and Mosier conclude that there is no objective-item form as versatile and convenient as the form that uses multiple-choice items. The multiple-choice objective test is widely applicable and generally effective. (27, p. 1507.)

Studies by Anderson and Lindquist, Dressel and Nelson, Engelhart, Glaser, and others have concluded that using a direct question as the item stem reduces the opportunity for irrelevant clues. It also makes the point of the stem clearer. The use of the incomplete sentence sometimes results in economy of words, and possibly clarifies the presentation of the item. (27, p. 1507.)

Weitzman and McNamara concluded that the essential characteristic of distractors in multiple-choice items is that each should be plausible to those who lack the knowledge or ability for which the item is testing. (27, p. 1508.)

Nedelsky demonstrated the existence of students' abilities to identify incorrect items in the answer choices. These abilities, although more pronounced among the better students, also exist among the poorer students (27, p. 1512.)

Large and Dimond have shown that reasonably accurate estimates of item difficulty can be made if reliable and relevant item-analysis data are available from previous administration of the test. If sufficient items are available, the selection of items appropriate in difficulty is relatively simple. (27, p. 1510.)

Studies conducted separately by Findley and Johnson have concluded that in the value of a simple index of item discrimination, the difference between the proportion of correct responses in the high-scoring and low-scoring groups tends to favour items of intermediate difficulty. These items provide the greatest number of useful discrimination items for which the index of discrimination is .40 or higher. This level of index discrimination is generally regarded as satisfactory in discriminating power. (27, p. 1513.)

Ebel has found in a study on test theory that selection of items near 50 per cent difficulty for the group being tested results in a wider spread of scores and higher reliability than inclusion of easy, average, and difficult items. (27, p. 1509.)

Remmers and Adkins in studying the reliability of multiple-choice tests as a function of the number of responses per item, concluded that the reduction in the number of distractors tends to lower test reliability. (27, p. 1507.)

Studies by Berrien, and by Briggs and Reile demonstrated that students generally increase rather than lower their test scores when they reconsider and revise their original answers. (27, p. 1512.)

Anderson conducted a study on the problem of sequence in the responses and appropriate placement of the correct response. He concluded that no set pattern should be employed by the test constructor. (27, p. 1507.)

Studies by Bloomer, Miller, Sherriffs, and Swineford have demonstrated that many students guess regardless of penalties and instructions warning them not to do so. (27, p. 1512.)

Hunsicker investigated the relationship between speed of response and ability. He concluded that there is a low positive relationship between speed of response and

accuracy of response in tests administered with generous time limits. (27, p. 1510.)

A study by Traxler confirmed the common observation that teachers and school administrators tend to prefer short forms which can be administered within a single forty or forty-five minute class period. (27, p. 1510.)

Ebel in exploring the maximizing of test validity in fixed time limits, concluded that there is some evidence that scores of maximum validity will be obtained from a limited testing period. He further concluded that the test must be made long enough so that no examinee can finish all of the items. He recommended from his findings that the examinee's score be expressed as the proportion of correct answers given to the items attempted. (27, p. 1510.)

Briggs and Johnson compared the scores of a third of the students finishing a test first, with the scores of a third of the students finishing last. It was found that the highest scores were made by these two groups. It was concluded that early finishing students obtain their scores through superior intelligence, and late finishing students obtain their scores through persistence. (27, p. 1512.)

Richardson advanced the theory that when a test is to be used with a single cutting score it should be composed of items of 50 per cent difficulty for examinees whose

scores fall near the cutting point. (27, pp. 1509-1510.)

Flannagan and Kelly, in two separate studies, have demonstrated that when discrimination between students of high and low achievement is measured, the clearest indication is obtained by contrasting the responses of the highest scoring 27 per cent of the examinees with the responses of the lowest scoring 27 per cent of the examinees. (27, p. 1513.)

The Sequential Test of Education Progress, designated STEP, are currently in use. These tests have been designed to measure abilities. McLendon, in a study utilizing the social studies' evaluations designed for STEP, concluded that previous knowledge concerning the subject matter presented was helpful to the students. He further concluded that the types of skills and understandings were general, as well as vague, when the attempt was made to identify them with related behaviours. (12, p. 1224.)

Oliver, in a similar study, found STEP attempting to measure skills in ability pertaining to:

1. Identification of generalizations and values.
2. Distinction between facts and opinions.
3. Assessment of data.
4. Comparison of data.
5. Drawing conclusions.

He deduced that the understandings STEP instruments are

striving to measure are: (1) social change, (2) forces of nature, (3) economic wants, (4) interdependence, (5) geographic environment, (6) one's own environment, and (7) democratic Society. (12, p. 1225.)

Research literature, for the most part, is universally accepted, and mutually shared.

In Pakistan, the present decade has become one of evaluating and experimenting with the existing educational facilities.

II. LITERATURE ON RELATED RESEARCH IN PAKISTAN

Haque constructed an objective English spelling test. He concluded that the test was internally consistent, valid, and a reliable measure of spelling ability. His study relates to the investigation in that similar class levels were utilized in a pilot and a revised test situation. Haque pioneered for East Pakistan a method which feasibly could apply with adaptations to social studies and other subject areas. (112.)

Millat investigated the factors influencing the planning of curriculum and instruction in social studies in Pakistan and in the United States. The findings revealed a similarity in the basis for curriculum development in the two countries. From this study it was assumed that the findings would also apply to social studies' test construction. (114.)

Rahman experimented in social studies with three methods of curricular organizations: (1) traditional lecture, (2) project, and (3) enriched textbook. He used local materials. Pre and post tests were given to classes four, five, and six. He concluded for class VI that the project and enriched textbook methods using commercially produced instructional materials were superior to the traditional lecture method. The review of Rahman's study contributed to this study in that he recognized the importance of investigation in the social science field, the current syllabi were utilized, there was a pre and post test, and class VI was involved. (115.)

Shikdar developed an objective, multiple-choice mathematics test in Bengali for class VIII. The findings revealed the instrument to be valid and reliable, with discrimination between the good and the poor students. The review of Shikdar's study contributed to this study in that due to promotion, and the time of the testing, the test designed for class VIII was given to class IX students. Testing classes VII, VIII, and IX with the instrument designed for classes VI, VII, and VIII was also necessary in the present study for the same reasons. (117.)

Tanveer appraised the science curriculum for classes I - V in Pakistan, on the basis of criteria relating to the elementary science curriculum in the

United States. His findings revealed improvements taking place at a rapid pace, qualitatively and quantitatively in the right direction. He concluded that much progress has been made in curriculum since partition. This could also apply to social studies, and on this assumption the test instrument evolved, with confidence in the existing social studies' curriculum. (118.)

The review of studies designed for Pakistan contributed to the researcher's insight concerning investigation procedures, techniques, and refinement of tools employed in descriptive and experimental research.

CHAPTER III

METHODS OF THE STUDY

The study was undertaken to develop an objective test for social studies, classes VI, VII, and VIII, in the English-Medium Schools of East Pakistan. The instrument was designed to survey achievement, utilizing material indigenous to the students' environment.

To initiate the investigation, the Report of the Curriculum Committee for Secondary Education was read and analyzed for a better understanding of the schemes for examinations, expectations, and studies. Social studies for classes VI, VII, and VIII is an integration of history, geography, and civics as it relates to the culture of Pakistan and to the world. (100, pp. 41-44, 52-56, 67-69, 124-130.)

Syllabi for social studies, classes VI, VII, and VIII, were provided by the East Pakistan School Text Book Board following interviews with the Chairman and the Secretary of the Board.

A list of the English-Medium Secondary Schools in East Pakistan was provided by the Bureau of Educational Information and Statistics, Education Directorate, East Pakistan. Interviews with the Assistant Director of Public Instruction and the Documentation Officer prompted the

submission of a letter to the Director of Public Instruction requesting permission to procure information and data relevant to the research study from the schools.

A form was prepared to survey the textbooks currently in use for social studies, and the most recent enrolment figures for the classes concerned. A copy of the form accompanied by a letter from the Education Directorate, and a self-addressed, stamped envelope was sent to each of the twenty-five English-Medium Secondary Schools in East Pakistan. The survey was initiated in September, 1968. A 100 per cent reply was obtained within five months.

As the survey forms returned, the names of the indicated textbooks and enrolment were recorded. The textbooks common among a majority of the schools were acquired either by loan from the schools or by purchase. The enrolment figures were used to determine the number of test copies to prepare.

I. The Pilot Test

Test Construction

The test was constructed following the steps suggested by Smith and Wright. (45, pp. 481, 493, 512, 537.)

The first step was to determine what was to be measured. Utilizing the syllabi, a review was made of the aims and objectives of the intended instruction. The aims designated the expected outcomes of instruction, and the objectives indicated the limitations of the content for the developed instrument.

A table of specifications emphasized each measured objective. In planning and assembling the test, the table employed a two-dimensional grid. One axis listed the specific skills and objectives with which the test was concerned. The other axis listed the content areas within which the skills and objectives operated. The grid assisted in determining how to balance the instrument, as the number of items assigned to each cell was optional. An initial intention to equalize the number of items for each ability was modified, due to the difficulty in building good test items. (92, pp. 47-49.)

A threefold relationship exists between objectives, activities, and evaluation. (29, p. 420.)

The second step involved unifying the combination of syllabi and textbooks. The syllabi were employed to

supply the expected knowledge outcomes; the representative textbooks were used to determine the probable background in social studies offered by them. Items that occurred in one-half or more of the textbooks were considered representative of teaching practice. Teaching practice, in most situations, follows closely the organization of available textbooks. This practical consideration was sufficient justification for the construction of a test which embodied the preferred materials occurring in the books. The syllabi and the textbooks were considered to be the opinions of competent people, arrived at by study and investigation. (45, pp. 516-518.)

The third step was to determine the most appropriate type of item and format for testing the expected knowledge outcomes. An objective test was designed, composed of multiple-choice items. Meaningful items presented definite situations. A list of four plausible foils, one correct answer and three distractors were consistently used throughout the test format. (23, pp. 140-150.)

The latest editions of the California Survey Series (91) and the Stanford Achievement Test Specimen Sets (106) for the grade levels, VI, VII, and VIII, with adaptations, supplied the format style for the test draft.

A table of random numbers was used to place the correct foils to eliminate the possibility of establishing an answering pattern.

The test items were developed considering the criteria by Dressel and Mayhew (92, pp. 46-47) because their list of twenty-one questions concisely covered the suggestions offered by other authorities.

(1, p. 336; 53, p. 29.)

Each test item or possible test item with the foils, and the correct answer indicated, was recorded on an individual 3" x 5" file card. The file cards facilitated the sorting, arranging, and rearranging of the test items. When the item arrangement was determined, the cards were numbered, and the numbers of the test items were recorded in the proper cells in the table of specifications. In this way a cross-reference provided each test item with information corresponding to the learning outcomes, and the measured subject matter content. Numbering the cards disencumbered the drafting of the instrument and the development of scoring keys. Space on the backs of the cards allowed for item analysis information and comments concerning the effectiveness of the items, which was beneficial in constructing the revised test. (23, p. 195.)

The instrument was designed in Parts I, II, and III. Part I designed for class VI was used in classes VII, VIII, and IX. Part II designed for class VII was used in classes VIII and IX. Part II designed for class VIII was used in class IX.

The test draft for the pilot study consisted of 155 items for Part I, 119 items for Part II, and 147 items for Part III. These items were constructed from the three areas of the integrated social studies syllabus, comprising history, geography, and civics.

After the test was assembled, the scoring keys constructed, and the directions completed, the instrument was put aside for several days. Then the fourth step, that of editing the test draft, was employed. This editing helped in the improvement of the instrument thus constructed. The assigned heading for the pilot instrument was "Social Studies Achievement Test for East Pakistan - Form A." The keys with directions for scoring were rechecked with the test draft to avoid possible errors.

The test draft and the scoring keys were submitted to test consultants at the Institute of Education and Research, University of Dacca, for their opinions and suggestions. The test items were adjusted to incorporate suggested changes. Following this, the test stencils were prepared, mimeographed, and the instrument assembled.

Rationale for Using a Multiple-Choice Test

A multiple-choice form was used because of its many advantages. It can: (1) be the most versatile of all objective test types, (2) be adapted for social studies, (3) lend itself to assessment of different learnings within

a subject area, (4) measure discriminative power, (5) measure inferential reasoning, (6) have interpretative ability, (7) have generalizing ability for students to apply and use facts, (8) adapt to the use of illustrations, (9) allow wide sampling in a relatively short period of time, and (10) lend itself to statistical analysis. (70, pp. 8-9.)

Sample Selection

For preliminary study such as the pilot test, the recommended sample size was one hundred or more students from each class for appropriate statistical evaluation. (45, p. 520.)

Eleven of the twenty-five English-Medium Schools in East Pakistan were in Dacca District. Two schools were selected from these eleven schools, using a table of random numbers. (104, p. 239.) Schools in Dacca District were used for the pilot study because of the feasibility of their access to the researcher.

The sample consisted of the students present on the days of testing in the three classes of the two selected schools.

The summary of the student distribution for the pilot test is given in Table I.

TABLE I
SUMMARY OF THE STUDENT DISTRIBUTION
FOR THE PILOT TEST

School	Class			Total
	VII	VIII	IX	
Adamjee Cantonment	62	59	60	181
Saint Gregory's	77	81	65	223
Total	139	140	125	404

The total sample for the pilot study was 404 students in two schools from Dacca District in East Pakistan.

Test Administration

The testing programme required detailed planning, precise scheduling, and careful administration.

Arrangements for dates and times for testing were scheduled with the respective principals. The pilot testing was conducted in April, 1969.

The test supplies consisted of the test booklets, instructions to students, map sheets, answer forms, pencils with erasers, and the instructions for the test administrators. These materials were brought to the schools on the designated days of testing. The classroom teachers were familiarized with the materials in advance of the scheduled testing time. They were instructed to read the simple, explicit directions to the students; as the students followed along with their copies of the instructions. A sample item was worked with the students. Fifteen minutes

were ample for the introduction, material distribution, and directions. (98, p. 236.)

The time element was not of prime importance because the instrument was designed as a power test, not a speed test. One hour was allowed for each part, with an option of more time if required. Recording the starting and completion times for the three parts of the test gave a basis for a suitable time standard for the revised testing. (45, pp. 528-529.)

Ahmann and Glock (3, p. 353), also Smith and Wright (45, p. 528) suggested that 90 per cent of the students in an average class should have an opportunity to attempt all of the items when using a pilot test. In this way the setting of time limits for the revised instrument was facilitated.

The researcher, as test co-ordinator, along with test assistants, supervised the testing conditions to maintain uniform practises. The test co-ordinator insured smooth operation of the testing programme by being responsible for the mechanical and administrative details. (98, p. 245.)

The pilot test was given in as careful and exact a manner as a standardized test, with the exception of the time allowed. The students were encouraged to complete all of the items. (45, p. 521.)

Treatment of the Answer Forms

Arrangements were made with a commercial computer bureau in Dacca to do the data processing. Following the bureau's stipulations, each answered form was coded in the upper right hand corner by the researcher and test assistants. Respondent number, class, and test part was designated. The respondent numbering was serial, starting from 001.

Statistical Treatment

The students' responses were recorded for item analysis by card-punching.

Item analysis procedures recommended by Tate were used. (47, pp. 359-366.) Item analysis consisted of item discrimination and item difficulty. Item scores were the basic data for the item analysis.

Item discrimination. An item was said to be discriminating when the scores on a particular item correlated positively with the total scores on the test. The discriminative power of the items was estimated by employing the biserial correlation formula. (47, p. 247.)

The product-moment coefficient of biserial correlation, referred to as point biserial, made use of each item, resulting in what was considered to be a thorough, accurate analysis. The point biserial was useful in selecting items for the revised test in such a way that the

standard deviation was sufficiently large. For the revised study, items from the pilot test were selected to provide an instrument of maximum standard deviation.

Other things being equal, the greater the discrimination of the items, the greater the reliability of the whole test. (47, p. 365.)

In this research, biserial correlation was used in test item analysis to measure the relationship between a dichotomous, item correct-not correct variable for each item, and the continuous variable, the scores on the whole test. (47, pp. 249-250.)

Item difficulty. Difficulty of an item estimated in terms of the proportion of examinees who responded correctly had several advantages: (1) in scoring the items 1 or 0, the mean of the total scores was equal to the sum of the difficulties; (2) the sum of the proportion of correct responses equaled the mean of the total test scores; (3) the variance of an item depended upon the difficulty. The smaller the proportion of correct responses, the more difficult the item.

Other things being equal, the most reliable test for an entire group was considered to be a test containing items of maximum variance, those items of 50 per cent difficulty. Item variance is maximized when the proportion of individuals giving the correct response equals the

proportion of individuals giving the incorrect response.

Using the Item Analysis Data

The items with a point biserial of .20 or higher, and preferably a 50 per cent difficulty index, were scrutinized to select a maximum of one-hundred best items from each of the three parts of the pilot test for the revised test.

II. THE REVISED TEST

Test Construction

The statistical analysis, along with careful editing of the test items constructed for the pilot study were employed to develop the revised instrument.

Following the drafting of the revised test, the previous test consultants, as well as the social studies teachers of the two participant schools for the pilot study, were requested to evaluate the item count, item numbering, test format, timing, consistency and adequacy of directions to the pupils, and to offer any further suggestions. These same consultants were asked to scrutinise the directions to the students and the answer forms for consistency with the test itself. (22, p. 95v)

Prior to duplicating, every effort was made to devise a meaningful instrument so the time of the students would not be wasted with testing. (98, p. 217.)

The revised test was designated Form B. (35, p. 149.) The format related to that of the pilot test, with Parts I, II, and III. The number of items and the time allotment was determined following the pilot study analysis, combined with the suggestions and recommendations of the test consultants. (3, p. 353.) The instrument for the revised study consisted of 100 items for Part I, 80 items for Part II, and 100 items for Part III. The time allocated for each part was one hour, excluding the time necessary for introduction, student instruction, and understanding of the task required.

Sample Selection

For the revised test, the recommended sample size was the utilization of at least 50 per cent of the population. (7, p. 152.) Thirteen of the schools were selected from the twenty-five English-Medium Schools of East Pakistan.

The sampling for the revised test followed the procedure used in the sample selection for the pilot test. The twenty-five schools were given serial numbers from 01 to 25. Using a table of random numbers chosen by chance from 8,000 random numbers, a random sample was drawn. (7, p. 161.) In selecting the sample, as the serial number recurred designating the numbers assigned to the two schools for the pilot study, they were passed over. It is

ordinarily neither feasible, nor desirable, to have the same sampling unit enter more than once into a research study of this kind. (40, p. 181.)

The sample was the students present on the days of the testing in the three classes of the thirteen selected schools.

The summary of the student distribution for the revised test is given in Table II.

In East Pakistan there are thirteen districts. Nine of these districts have twenty-five English-medium secondary schools. The schools listed in Table II were representative of six of the nine districts that have English-medium schools:

1. Chittagong - Saint Placid's High School.
2. Comilla - Our Lady of Fatima High School.
3. Dacca - Adamjee High School.
Ahmed Bawany Academy.
Cantonment Modern High School for Girls.
Dhanmondi Residential Model School.
Holy Cross Girls' High School.
Shaheen School.
Viqarun-Nisa Noon Girls' High School.
4. Khulna - Fatima English High School.
Lions English School.
5. Jessore - Dawood Public School.
6. Mymensingh - Momenshahi Cadet College.

TABLE II
SUMMARY OF THE STUDENT DISTRIBUTION
FOR THE REVISED TEST

School	Class			Total
	VII	VIII	IX	
Adamjee High	19	14	17	50
Ahmed Bawany Academy	30	42	55	127
Cantonment Modern High	45	34	30	109
Dawood Public	17	9	15	41
Dhanmondi Residential	40	29	28	97
Fatima English	25	20	10	55
Holy Cross Girls' High	46	32	33	111
Lions English	19	20	20	59
Momenshahi Cadet College	49	48	56	153
Our Lady of Fatima	4	6	4	14
Saint Placid's High	156	122	117	395
Shaheen	86	67	78	231
Viqarun-Nisa Noon Girls'	58	56	36	150
Total	594	499	499	1592

The total sample for the revised test was 1,592 students in thirteen schools from six districts in East Pakistan.

Test Administration

Arrangements for dates and times for testing were

scheduled with the administrators who were headmasters, headmistresses, and principals. The revised testing was conducted in June and July, 1969.

Changes in procedures as indicated from administering the pilot test were minimal. Two sample items were worked with the students at the time the directions were read with them, prior to the administering of the revised test. In the first sample item, the correct answer was obvious. The second sample item pertained to more factual information, and required concentrated thinking.

The uniform practises were the same for both the pilot and revised tests. The time allowance for the revised instrument was standardized at a maximum of one hour for each part, excluding the time needed for introduction, material distribution, and directions.

Treatment of the Answer Forms

The answer forms were coded in the upper right hand corner with respondent number, school number, class, and test part. The respondent numbering was serial, starting from 0001. The serial number assigned to identify the school for the random sampling was used as the school number in the coding.

The answered forms were data processed by the commercial computer bureau contracted to do the analysis for the pilot study.

Statistical Treatment

Item analysis. The item analysis consisted of item difficulty and item discrimination, programmed and computed in the same manner as for the pilot test.

Items of less than 50 per cent difficulty were expected to discriminate sharply among the individuals of better than average ability, in the group. It is customary to state item difficulty in terms of the percentage succeeding. (47, pp. 361-365.)

The items with a point biserial of .05 or higher were accepted as significantly discriminative. A small correlation coefficient can be significant when the sample is large. (51, p. 264.) The increase in sample size and the decrease in the number of items in the revised test, were expected to lower the value of the correlation coefficient, as compared to that for the pilot test.

Item validity. The estimate of item validity was obtained by testing for correlation between the item scores and a criterion variable. The final social studies school examination scores obtained by the students prior to annual promotion were used for the criterion variable.

The formula used for item discrimination was also applicable to estimate the validity coefficients of the items. The higher the validity coefficients, the greater the acceptance given to the validity of the test. (47, pp. 247, 368-369.)

Estimates of test reliability based upon item variance. The Kuder-Richardson 20 formula was employed to estimate the test reliability. The reliability coefficient made use of the variance of the total scores on the test and the sum of item variances. (47, p. 367.)

Level of significance. The choice of the level of significance, an arbitrary and subjective judgment, was set before collecting the data. (20, p. 216.) The level of significance chosen for this study was .05, as it was considered a commonly judged suitable value. (11, p. 281.)

A judicious choice of the level of significance was necessary when dealing with uncertainties and unknowns. The validity and reliability of the developed test and of the criterion measure were unknown parameters. (113, p. 44.)

Setting a high level of significance (.05) tended to prevent the rejection of a true hypothesis and the retention of a false hypothesis. The claiming of a significant finding erroneously in a social studies research programme would be serious because the error would persist after the research was terminated. A .05 level assured the significance to be claimed incorrectly not more than five times out of one hundred. (20, pp. 216-222.)

Homogeneity of variance. Educational achievement is thought to be normally distributed in a population. (20, p. 95.) The measure of the students' achievement in social studies was pertinent to this study. It was assumed

that the achievement indices in the population from which the sample was drawn were normally distributed.

Inspection of the sample variances when the treatment groups are large, indicates if the heterogeneity is sufficiently marked to be likely to have any appreciable effect on the F-distribution. (31, p. 88.)

Analysis of variance. To test the hypothesis that the criterion means of the treatment populations were identical for the three classes in the revised test, Part I, analysis of variance was utilized, (31, pp. 47-66.)

To use the analysis of variance technique the qualifying assumptions were:

1. The samples were randomly drawn from the population.
2. The population was normally distributed with respect to achievement in social studies.
3. The three classes were drawn from normal populations with respect to achievement in social studies.
4. The means of the three classes were equal. (The analysis of variance was utilized to test this hypothesis.)

CHAPTER IV

PRESENTATION AND ANALYSES OF DATA

The presentation of the data will be discussed in four areas: (1) the survey of textbooks, (2) the survey of enrolment, (3) the pilot test, and (4) the revised test.

I. THE SURVEY OF TEXTBOOKS

The survey conducted to determine the textbooks used for social studies revealed fifteen geography, fifteen history, and six civics books in use in the twenty-five English-medium secondary schools, classes six, seven, and eight.

Geography Textbooks

The geography textbooks, authors, and publishers are listed in Table III.

Social Studies by M. A. Alavi was found to be the most commonly used of the geography textbooks: (1) Cantonment Modern High School, class VI; (2) Holy Cross Girls' High School, class VI; (3) Saint Placid's High School, class VI; (4) Dawood Public School, classes VI and VII; (5) Adamjee High School, classes VI, VII, and VIII; (6) Bharateswari Homes, classes VI, VII, and VIII; (7) Lions English School, classes VI, VII, and VIII; (8) Fatima High School, classes VI, VII, and VIII;

TABLE III

GEOGRAPHY TEXTBOOKS USED IN THE ENGLISH-MEDIUM SCHOOLS
CLASSES VI, VII, AND VIII

Author	Textbook	Publisher
Ahmad, Kazi S.	: A Geography of Pakistan	: OUP ^a
Ahmad, Kazi S.; Ahmad, Nafis	: Oxford Atlas for Pakistan	: OUP
Alavi, M. A.	: Social Studies	: S. S. Book Co. ^b
Bhatti, Md. Amin	: Sartaj Geography of the World	: Md. Amin Bhatti
Khan, A. R.	: Social Studies	: S. S. Book Co.
Khan, Mobishen L.	: Elementary Geography	: Book Centre, Lahore
Pounds, Norman	: Beyond the Ocean	: Rand McNally ^c
Preece, Wood	: The Foundations of Geography	: Univ. Tutorial Press
Qurashi, Helen S.	: A Junior Geography of Pakistan	: OUP
Rahman, S.	: Modern Social Studies	: Pearl Publisher, Dacca
Stamp, Dudley L.	: The World	: Punjab Rel. Book Soc. ^d
Stembridge, Jasper	: Africa, Asia, Australia	: OUP
Stembridge, Jasper	: Europe and the British Isles	: OUP
Stembridge, Jasper	: North and South America	: OUP
Stembridge, Jasper	: The World	: OUP

^a Oxford University Press, Dacca.^b Sir Syed Book Company, Karachi.^c New York, U.S.A.^d Lahore.

(9) Faujdarhat Cadet College, classes VII and VIII;

(10) Ayub Cadet College, class VIII.

The World by Dudley L. Stamp was found to be the second most commonly used of the geography textbooks:

(1) Viqarun-Nisa Noon Girls' High School, classes VI, VII, and VIII; (2) Anglo Pakistani and European Railway Junior High School, classes VI, VII, and VIII; (3) Adamjee Cantonment Public High School, class VII; (4) Holy Cross Girls' High School, classes VII and VIII; (5) Our Lady of Fatima High School, class VIII; (6) Momenshahi Cadet College, classes VII and VIII.

The number of schools and the number of classes in which the textbooks were found to be used, are shown in Table IV.

TABLE IV

USE OF GEOGRAPHY TEXTBOOKS
ENGLISH-MEDIUM SCHOOLS

Textbook	: No. of : Schools	: No. of Classes		
		: VI	: VII	: VIII
A Geography of Pakistan	: 5	: 1	: 3	: 5
Oxford School Atlas for Pakistan:	1	: -	: 1	: 1
Social Studies (Alavi)	: 10	: 8	: 6	: 6
Sartaj Geography of the World	: 1	: -	: 1	: 1
Social Studies (Khan)	: 2	: -	: 2	: -
Elementary Geography	: 1	: 1	: -	: -
Beyond the Ocean	: 1	: 1	: -	: -
The Foundations of Geography	: 2	: -	: 2	: -

TABLE IV (continued)

Textbook	No. of Schools	No. of Classes			
		VI	VII	VIII	
A Junior Geography of Pakistan:	2	1	1	-	
Modern Social Studies	1	1	1	1	
The World (Stamp)	6	2	5	5	
Africa, Asia, Australia	2	2	-	-	
Europe and the British Isles	2	-	1	1	
North and South America	1	1	-	-	
The World (Stembridge)	3	1	2	3	

The syllabi are published in Bengali and English by the East Pakistan School Text Book Board, and distributed to the schools. The English-medium schools have an option to choose from the books that will meet the objectives designated by the syllabi, and the classes in which they are used.

History Textbooks

The history textbooks, authors, and publishers are listed in Table V.

Social Studies by Edgar Victor was found to be the most commonly used of the history textbooks: (1)

Viqarun-Nisa Girls' High School, classes VII and VIII; (2)

Adamjee Cantonment Public High School, class VII; (3)

Cantonment Modern High School for Girls, classes VI, VII,

and VIII; (4) Adamjee High School, classes VI and VIII; (5) Bharateswari Homes, classes VI and VII; (6) Kellog Mukherjee High School, class VII; (7) Fatima English High School, classes VII and VIII; (8) Dawood Public School, class VI; (9) Faujdarhat Cadet College, class VIII; (10) Ayub Cadet College, class VII.

Modern Social Studies by S. Rahman was found to be the second most commonly used of the history textbooks: (1) Ahmed Bawany Academy, classes VI, VII, and VIII; (2) Shaheen School, classes VI, VII, and VIII; (3) Holy Cross Girls' High School, classes VI and VIII; (4) Adamjee High School, classes VI and VIII; (5) Bharateswari Homes, class VIII; (6) Saint Placid's High School, class VI; (7) Ispahani Public School, classes VI, VII, and VIII; (8) Ayub Cadet College, class VII; (9) Jhenaidah Cadet College, class VIII.

Social Studies, History by Tahira Quraishi, and The Story of Indo-Pakistan by Sayyid F. Mahmud were also preferred history books, as indicated by the survey.

Uniformity in the choice of history textbooks as compared to the choice of geography textbooks, was the more pronounced of the two.

TABLE V
HISTORY TEXTBOOKS USED IN THE ENGLISH-MEDIUM SCHOOLS
CLASSES VI, VII, AND VIII

Author	Textbook	Publisher
Alavi, Anwar A.	: Social Studies, Islamic History	: Anwar Book Depot, Karachi
Ali, K.	: Study of Islamic History	: Muhammad Book House, Dacca
Amblar, S. D.	: The Stream of Time, Book 1	: Cassel and Company, London
Arshad	: History of Pakistan	: Ideal Publisher
H C ^a	: A Brief Survey of Indian History	: Orient Longmans, L. Ed.
Hashmi, Anwar	: Social Studies, History	: Sir Syed Book Company, Karachi
Haye, Kh. A.	: First Steps in Our History	: Ferazsons, Lahore
Kabir, Mafizullah	: Outlines of Islamic History	: Pubhigar, Dacca
Karim, Md. Nuril	: Social Studies, History	: National Text Book Cor. Ltd.
Mahmud, Sayyid F.	: The Story of Indo-Pakistan	: Oxford University Press, Dacca
Quraishi, Tahira	: Social Studies, History	: Sir Syed Book Company
Rahim, A.	: Short History of Islam	: Ahmed Publishing House, Dacca
Rahman, S.	: Modern Social Studies	: Pearl Publisher, Dacca
Stamp, Dudley L.	: A Brief Survey of Indian History	: Pujab Rel. Book Soc., Lahore
Victor, Edgar	: Social Studies	: Sir Syed Book Company

^a As recorded from the survey form.

The number of schools, and the number of classes in which the history textbooks were used, are shown in Table VI, listed in the same order as found in Table V.

TABLE VI

USE OF HISTORY TEXTBOOKS
ENGLISH-MEDIUM SCHOOLS

Textbook	: No. of : Schools	: No. of Classes		
		: VI	: VII	: VIII
Social Studies, Islamic History	: 3	: 2	: 2	: 2
Study of Islamic History	: 3	: -	: -	: 3
The Stream of Time, Book 1	: 1	: -	: 1	: -
History of Pakistan	: 1	: -	: -	: 1
A Brief Survey of Indian History	: 1	: -	: 1	: -
Social Studies, History	: 2	: 1	: 1	: -
First Steps in Our History	: 1	: 1	: 1	: 1
Outlines of Islamic History	: 1	: -	: -	: 1
Social Studies, History	: 1	: -	: -	: 1
The Story of Indo-Pakistan	: 6	: 3	: 5	: 3
Social Studies, History	: 7	: -	: 4	: 7
Short History of Islam	: 2	: -	: -	: 2
Modern Social Studies	: 9	: 6	: 6	: 7
A Brief Survey of Indian History	: 1	: 1	: -	: -
Social Studies	: 10	: 4	: 7	: 5

Civics Textbooks

Civics is most frequently taught to children in conjunction with other subject areas, placing emphasis upon current events, good citizenship, and patriotism. The

schools that listed civics books for the survey, indicated the use of texts as supplementary.

The civics textbooks, authors, and publishers are listed in Table VII.

TABLE VII

CIVICS TEXTBOOKS USED IN THE ENGLISH-MEDIUM
SCHOOLS CLASSES VI, VII, AND VIII

Author	:	Textbook	:	Publisher
Ahmed, Md. A.	:	Social Studies	:	Anwar Book Depot ^a
Allcott, A.	:	The Younger Observers	:	Cassel and Co. ^b
Burney, I. A.	:	Social Studies	:	Sir Syed Book Co. ^c
Haque, S. F.	:	Social Studies	:	Sir Syed Book Co.
Rahman, S.	:	Modern Social Studies	:	Pearl Publishers ^d
Victor, Edgar	:	Social Studies	:	Sir Syed Book Co.

^aKarachi.

^bLondon.

^cKarachi.

^dDacca.

The twenty-five English-medium schools use various source materials and teaching aids. The consensus prevails that the objectives of the syllabi are being met, in the majority of the situations, without the confines of specific textbooks for civics.

Social Studies by Md. A. Ahmed, and Social Studies

by S. F. Haque were found to be used in three schools, each.

Modern Social Studies by S. Rahman was used in one school in the three areas of geography, history, and civics.

Social Studies by Edgar Victor met the needs of one school for both history and civics.

The number of schools, and the number of classes in which the textbooks were used, are shown in Table VIII.

TABLE VIII
USE OF CIVICS TEXTBOOKS
ENGLISH-MEDIUM SCHOOLS

Textbook	: Number of : Schools	Number of Classes		
		: VI	: VII	: VIII
Social Studies (Ahmed)	: 3	: 3	: 1	: 1
The Younger Observers	: 1	: -	: -	: 1
Social Studies (Burney)	: 2	: -	: -	: 2
Social Studies (Haque)	: 3	: -	: -	: 3
Modern Social Studies	: 1	: 1	: 1	: 1
Social Studies (Victor)	: 1	: 1	: 1	: 1

The textbook survey revealed three textbooks in use, as having been published in 1957, 1958, and 1959, respectively. The others had been published within the present decade, one as recent as 1968.

II. THE SURVEY OF ENROLMENT

The portion of the survey to ascertain enrolment, revealed that there were currently 3372 students in the

twenty-five English-medium secondary schools, classes six, seven, and eight. Of this total, 2,229 were boys and 1,143 were girls.

The summary of enrolment is given in Table IX.

TABLE IX

SUMMARY OF STUDENTS ENROLED, ENGLISH-MEDIUM SCHOOLS
CLASSES VI, VII, AND VIII

Class	:	Boys	:	Girls	:	Total
VI	:	639	:	484	:	1123
VII	:	814	:	349	:	1163
VIII	:	776	:	310	:	1086
Total	:	2229	:	1143	:	3372

Although the enrolment figures increased between the time of the survey, and the pilot and revised testing, they proved to be adequate for determining the number of test materials to prepare for the study. The students absent at the time of testing, sufficiently counterbalanced the increased enrolment.

III. THE PILOT TEST

The pilot test was administered to a total of 404 students, in two participating schools in the study. Part I was administered to 399 of the total sample, classes VII, VIII, and IX; Part II to 255 of the total sample, classes VIII and IX; and Part III to 117 of the total sample,

class IX. A total of 771 answer forms were involved.

The sample used for the pilot test is summarized in Table X.

TABLE X
SUMMARY OF SAMPLE USED FOR PILOT TEST

School:	Adamjee Cantonment			:	Saint Gregory's			:
Class:	Part I	Part II	Part III	:	Part I	Part II	Part III	Total
VII	62	-	-	:	77	-	-	139
VIII	59	57	-	:	78	81	-	275
IX	60	55	52	:	63	62	65	357
Total	181	112	52	:	218	143	65	771

Providing they were present on each day of the testing, the students of class VIII participated in Part I and II; the students of class IX participated in Part I, II, and III.

For the total group, the intervals between the lowest and the highest scores on Part I, II, and III were found to be 26-126, 21-97, and 27-110, respectively. The corresponding means of scores were 83.40, 61.25, and 73.95. The corresponding standard deviations were 17.36, 14.18, and 20.25.

The summarized test results by class for each part of the test, and the total findings for each part, are furnished in Table XI.

TABLE XI
SUMMARIZED PILOT TEST RESULTS

Test Part		Class			Total
		VII	VIII	IX	
I	N ^a	139	137	123	399
	LS-HS ^b	45-126	26-125	49-122	26-126
	Mean	76.37	79.88	93.94	83.40
	SD ^c	16.88	18.05	17.16	17.36
II	N		138	117	255
	LS-HS		21-97	27-93	21-97
	Mean		57.46	65.03	61.25
	SD		13.07	15.28	14.18
III	N			117	117
	LS-HS			27-110	27-110
	Mean			73.95	73.95
	SD			20.25	20.25
Total		139	275	337	771

^aNumber of students.

^bInterval between the lowest and the highest score.

^cStandard deviation.

The mean for class IX in Part I, as shown in Table XI, was high in comparison to the means of classes VII and VIII. This was not unexpected.

Item Analysis

The procedures recommended by Tate were followed for the item analysis. (47, pp. 359-366.) Item discrimination and item difficulty, employing the item scores as the basic data, comprised the analysis.

Item discrimination. The point biserial correlation, considered to be the best method of estimating discrimination, was found to be dependable for the large sample.

(47, pp. 249, 362.) Utilizing all the items, the dichotomous variable of correct-not correct on a particular item was correlated with the continuous variable, the scores on the whole test. (47, pp. 249-250.) The discriminative power of the items was estimated by the point biserial correlation formula. (47, p. 247.) An item was accepted as discriminative when the scores on the item correlated positively with the total scores on the test with a point biserial of .20 or higher.

Item difficulty. The difficulty of an item was estimated by the formula recommended by Tate, in terms of the proportion of examinees who responded correctly. The smaller the proportion succeeding, the more difficult the item. A difficulty index of .50 for an item, maximum variance, indicated the greatest number of individual differences, and the reliability of the test item.

(47, p. 361.)

Pilot test, Part I. In Part I, consisting of 155 items, 113 items were found to have point biserial coefficients of .20 or higher.

The test items of Part I, with the point biserial coefficients of .20 or higher, are summarized in Table XII. The items are identified by number as used in the pilot test, and are arranged from the least difficult to the most difficult, as determined by the computed difficulty indices.

TABLE XII

SUMMARY OF PILOT TEST ITEMS, PART I
WITH POINT BISERIAL COEFFICIENTS
OF .20 OR HIGHER

Item : No. : P ^a : RPB ^b ::	Item : No. : P : RPB ::	Item : No. : P : RPB ::
90 : .97 : .2054 ::	149 : .78 : .3551 ::	38 : .62 : .3557
43 : .95 : .2600 ::	53 : .77 : .3182 ::	59 : .62 : .2327
40 : .92 : .2045 ::	86 : .77 : .3066 ::	88 : .61 : .2240
103 : .92 : .3345 ::	61 : .76 : .2749 ::	77 : .60 : .2344
62 : .91 : .2276 ::	134 : .76 : .3596 ::	110 : .60 : .4481
102 : .91 : .3099 ::	136 : .74 : .4208 ::	143 : .60 : .4436
42 : .89 : .2848 ::	138 : .74 : .3437 ::	146 : .59 : .5223
52 : .89 : .2721 ::	56 : .73 : .3878 ::	150 : .59 : .4975
65 : .89 : .3273 ::	5 : .72 : .3319 ::	151 : .59 : .3816
95 : .89 : .2434 ::	127 : .70 : .4370 ::	131 : .57 : .4408
126 : .89 : .2814 ::	147 : .69 : .3907 ::	106 : .56 : .4841

^aDifficulty index.

^bDiscriminative index.

TABLE XII (Continued)

Item: No.:	:	P	:	RPB	::	Item: No.:	:	P	:	RPB	::	Item: No.:	:	P	:	RPB
57	:	.88	:	.3050	::	6	:	.68	:	.2674	::	45	:	.53	:	.3693
85	:	.87	:	.3354	::	100	:	.68	:	.2600	::	92	:	.53	:	.2469
125	:	.86	:	.3566	::	83	:	.67	:	.2883	::	118	:	.53	:	.4948
76	:	.85	:	.2315	::	109	:	.67	:	.4975	::	139	:	.53	:	.2962
31	:	.84	:	.2920	::	135	:	.67	:	.3664	::	58	:	.52	:	.3906
98	:	.84	:	.2837	::	145	:	.67	:	.4368	::	124	:	.52	:	.5655
89	:	.83	:	.3454	::	7	:	.64	:	.2265	::	44	:	.51	:	.2231
49	:	.82	:	.2261	::	32	:	.64	:	.3059	::	108	:	.51	:	.4797
30	:	.81	:	.2713	::	47	:	.64	:	.3116	::	111	:	.50	:	.4793
67	:	.81	:	.2576	::	107	:	.64	:	.4799	::	112	:	.50	:	.5141
104	:	.81	:	.4134	::	12	:	.63	:	.3923	::	130	:	.49	:	.4463
37	:	.79	:	.2309	::	28	:	.63	:	.3219	::	144	:	.49	:	.4872
137	:	.78	:	.4105	::	105	:	.63	:	.4163	::	18	:	.48	:	.3140
140	:	.48	:	.3654	::	8	:	.39	:	.3970	::	122	:	.32	:	.4585
2	:	.47	:	.2156	::	13	:	.39	:	.3224	::	22	:	.31	:	.3875
101	:	.46	:	.4643	::	115	:	.39	:	.3937	::	80	:	.31	:	.3244
129	:	.46	:	.3174	::	117	:	.39	:	.2317	::	148	:	.31	:	.2256
73	:	.44	:	.4041	::	60	:	.38	:	.2013	::	36	:	.29	:	.3322
152	:	.44	:	.2514	::	97	:	.37	:	.2095	::	10	:	.27	:	.2357
68	:	.43	:	.2500	::	123	:	.37	:	.3551	::	25	:	.26	:	.2477
114	:	.42	:	.2767	::	72	:	.36	:	.3506	::	54	:	.26	:	.3039
14	:	.41	:	.3708	::	142	:	.36	:	.2326	::	121	:	.25	:	.3234
78	:	.41	:	.3579	::	96	:	.35	:	.2261	::	17	:	.24	:	.2446
19	:	.41	:	.2800	::	116	:	.34	:	.3501	::	91	:	.24	:	.2390
15	:	.40	:	.3898	::	128	:	.34	:	.2419	::	141	:	.20	:	.2574

TABLE XII (Continued)

Item: No.:	:		:	Item: No.:	:		:	Item: No.:	:		:
P	:	RPB	:	P	:	RPB	:	P	:	RPB	:
23	:	.40	:	.3183	:	21	:	.33	:	.3153	:
	:		:		:	120	:	.19	:	.2968	:
113	:	.40	:	.4255	:	132	:	.33	:	.3060	:
	:		:		:	-	:	-	:	-	:

It was arbitrarily decided that the maximum number of items for any one part of the revised test would not exceed one hundred. It was necessary to eliminate 13 of the items reported in Table XII. This was accomplished by setting aside the 13 items with the lowest point biserial coefficients, even though the computed values for the items were .20 or higher. The numbers in the order they are given in Table XII, were items 90, 40, 62, 49, 37, 7; also items 88, 44, 2, 60, 97, 96, and 148.

The lowest and highest biserial coefficients were .2315 (item 76) and .5655 (item 124), respectively.

The difficulty index mean for the one hundred items was computed at .5718. Item 43 with an index of .95 was the least difficult, and item 120 with an index of .19 was the most difficult of the selected items.

Pilot test, Part II. In Part II, consisting of 119 items, 80 items were found to have point biserial coefficients of .20 or higher.

The test items of Part II, with the point biserial coefficients of .20 or higher, are summarized in Table XIII. The items are identified by number as used in the pilot test,

and are arranged from the least difficult to the most difficult, as determined by the computed difficulty indices.

The eighty items with minor revisions, rewording, and editing, comprised Part II of the revised test draft. The lowest and highest biserial coefficients were .2030 (item 104) and .5695 (item 65), respectively.

The difficulty index mean for the eighty items was computed at .5689. Items 4 and 10 with indices of .95 were the least difficult, and item 31 with an index of .23 was the most difficult.

Pilot test, Part III. In Part III, consisting of 147 items, 102 items were found to have point biserial coefficients of .20 or higher.

In order to maintain the maximum number of items at one hundred, it was necessary to eliminate two of the items. This was accomplished by setting aside two items with the lowest biserial coefficients, even though the computed values for the items were .20 or higher. The items were numbers 34 and 51.

The lowest and highest biserial coefficients were .2089 (item 102) and .6580 (item 63), respectively, for the remaining one hundred items.

TABLE XIII

SUMMARY OF PILOT TEST ITEMS, PART II
WITH POINT BISERIAL COEFFICIENTS
OF .20 OR HIGHER

Item : No. :	a : P :	b : RPB :	Item : No. :	Item : P :	Item : RPB :	Item : No. :	Item : P :	Item : RPB :
4 :	.95 :	.2699 :	115 :	.64 :	.4266 :	112 :	.45 :	.4355
10 :	.95 :	.2537 :	28 :	.63 :	.2383 :	12 :	.44 :	.3474
14 :	.87 :	.3404 :	51 :	.63 :	.4514 :	35 :	.44 :	.4539
46 :	.87 :	.3811 :	88 :	.63 :	.2308 :	85 :	.44 :	.3962
6 :	.84 :	.2239 :	27 :	.62 :	.4078 :	116 :	.44 :	.2982
52 :	.83 :	.4019 :	43 :	.62 :	.2048 :	15 :	.43 :	.3672
55 :	.83 :	.4564 :	65 :	.62 :	.5695 :	29 :	.43 :	.2237
56 :	.83 :	.4618 :	34 :	.61 :	.2998 :	73 :	.43 :	.2505
110 :	.81 :	.3283 :	67 :	.60 :	.2344 :	114 :	.43 :	.2972
101 :	.78 :	.3210 :	22 :	.59 :	.3299 :	70 :	.42 :	.3841
57 :	.77 :	.3870 :	18 :	.58 :	.3201 :	38 :	.40 :	.2622
83 :	.77 :	.4501 :	82 :	.58 :	.3360 :	39 :	.40 :	.4502
3 :	.76 :	.3507 :	32 :	.57 :	.4429 :	66 :	.40 :	.5239
54 :	.76 :	.5099 :	50 :	.57 :	.3917 :	97 :	.38 :	.2550
62 :	.75 :	.4429 :	26 :	.55 :	.3933 :	104 :	.37 :	.2030
9 :	.74 :	.3988 :	49 :	.55 :	.3114 :	20 :	.36 :	.3984
89 :	.74 :	.3687 :	92 :	.54 :	.4919 :	2 :	.36 :	.2508
53 :	.73 :	.4554 :	30 :	.53 :	.4013 :	117 :	.34 :	.3428
59 :	.73 :	.4143 :	64 :	.53 :	.4302 :	96 :	.34 :	.2456
8 :	.72 :	.2710 :	90 :	.53 :	.4066 :	17 :	.30 :	.2960

^aDifficulty index.

^bDiscriminative index.

TABLE XIII (Continued)

Item : No. :	:	:	:	Item: No. :	:	:	:	Item: No. :	:	:	:
P	:	RPB	:	P	:	RPB	:	P	:	RPB	:
47	:	.72	:	.4548	:	61	:	.52	:	.3113	:
108	:	.72	:	.3156	:	113	:	.51	:	.2589	:
98	:	.69	:	.4418	:	16	:	.49	:	.3431	:
42	:	.66	:	.3130	:	25	:	.49	:	.2811	:
48	:	.66	:	.4344	:	118	:	.49	:	.3529	:
68	:	.66	:	.3182	:	33	:	.48	:	.2150	:
87	:	.64	:	.2922	:	109	:	.47	:	.2052	:
	:		:		:	-	:	-	:	-	:

The test items with the point biserial coefficients of .20 or higher, for the pilot test, Part III, are summarized in Table XIV. The items are identified by number as used in the pilot test, and are arranged from the least difficult to the most difficult, as determined by the computed difficulty indices.

TABLE XIV

SUMMARY OF PILOT TEST ITEMS, PART III
WITH POINT BISERIAL COEFFICIENTS
OF .20 OR HIGHER

Item: No. :	:	:	:	Item: No. :	:	:	:	Item: No. :	:	:	:
P ^a	:	RPB ^b	:	P	:	RPB	:	P	:	RPB	:
22	:	.92	:	.2613	:	21	:	.70	:	.3305	:
78	:	.87	:	.3568	:	76	:	.70	:	.5452	:
41	:	.85	:	.3306	:	111	:	.70	:	.2276	:
	:		:		:	65	:	.61	:	.5569	:
	:		:		:	70	:	.61	:	.4186	:
	:		:		:	72	:	.61	:	.4496	:

^aDifficulty index.

^bDiscriminative index.

TABLE XIV (Continued)

Item : No. : P : RPB	:: Item: No. : P : RPB	:: Item: No. : P : RPB
6 : .83 : .2547	57 : .68 : .5434	90 : .61 : .3094
126 : .83 : .3347	63 : .68 : .6580	99 : .61 : .4174
98 : .80 : .4086	77 : .68 : .5257	129 : .61 : .2814
36 : .79 : .3111	108 : .68 : .3812	116 : .59 : .3261
97 : .79 : .3111	68 : .67 : .5429	127 : .59 : .5106
66 : .76 : .5421	38 : .66 : .5007	56 : .58 : .2132
11 : .75 : .4242	39 : .65 : .2924	105 : .58 : .2676
27 : .75 : .2767	80 : .64 : .3588	40 : .56 : .4122
7 : .74 : .4275	33 : .63 : .3496	69 : .56 : .5244
12 : .74 : .4737	60 : .62 : .5144	71 : .56 : .4429
82 : .74 : .3282	61 : .62 : .4009	131 : .56 : .4732
104 : .74 : .4036	75 : .62 : .4892	114 : .55 : .3461
67 : .73 : .5416	2 : .61 : .2600	145 : .54 : .3797
5 : .72 : .4262	24 : .61 : .5043	4 : .51 : .3848
64 : .72 : .6057	58 : .61 : .3110	87 : .51 : .5086
79 : .72 : .3758	59 : .61 : .4773	136 : .51 : .3603
91 : .50 : .3397	142 : .44 : .4451	54 : .34 : .4309
102 : .50 : .2089	123 : .43 : .4035	122 : .34 : .2855
135 : .50 : .3389	62 : .42 : .3080	34 : .33 : .2082
112 : .48 : .3096	94 : .42 : .2105	128 : .33 : .2386
117 : .48 : .3042	101 : .42 : .4114	133 : .33 : .3379
23 : .47 : .4819	113 : .42 : .2354	137 : .33 : .3938
73 : .47 : .5528	37 : .41 : .4824	143 : .33 : .3379

TABLE XIV (Continued)

Item : No. : P : RPB	Item: No.: P : RPB	Item: No.: P : RPB
115 : .47 : .3995	109 : .40 : .3950	51 : .31 : .2042
134 : .47 : .4197	138 : .39 : .3064	31 : .29 : .2202
84 : .45 : .2273	28 : .38 : .3739	125 : .27 : .3561
9 : .44 : .2706	45 : .37 : .2498	92 : .26 : .2861
15 : .44 : .2328	47 : .37 : .2737	144 : .23 : .2830
16 : .44 : .2437	81 : .36 : .3164	55 : .22 : .2546
42 : .44 : .2954	53 : .35 : .3516	13 : .21 : .2282
46 : .44 : .4337	8 : .34 : .3315	88 : .17 : .3079

The difficulty index mean for the one hundred items was computed at .5458. Item 22 with an index of .92 was the least difficult, and item 88 with an index of .17 was the most difficult of the selected items.

IV. THE REVISED TEST

The revised test was administered to a total of 1,592 students, in thirteen participating schools in the study.

Part I was administered to 1,556 students of classes VII, VIII, and IX; Part II was administered to 988 students of classes VIII and IX; and Part III was administered to 489 students of the total sample, class IX. A total of 3,033 answer forms were involved.

The sample for the revised test is summarized in Table XV.

TABLE XV

SUMMARY OF REVISED TEST SAMPLE

School	Part : I			II			III		
	Class : VII	Class : VIII	Class : IX	Class : IX	Class : VIII	Class : IX	Class : IX	Class : IX	Total
Adamjee High	: 19	: 14	: 17	: 14	: 16	: 16	: 16	: 16	: 96
Ahmed Bawany Academy	: 30	: 42	: 34	: 40	: 54	: 55	: 55	: 55	: 255
Cantonment Modern High	: 45	: 34	: 28	: 35	: 30	: 30	: 30	: 30	: 202
Dawood Public	: 17	: 9	: 15	: 9	: 14	: 14	: 14	: 14	: 78
Dhanmondi Residential	: 40	: 28	: 27	: 29	: 28	: 27	: 27	: 27	: 179
Fatima English	: 25	: 20	: 10	: 20	: 10	: 10	: 10	: 10	: 95
Holy Cross Girls' High	: 46	: 32	: 31	: 32	: 32	: 32	: 32	: 32	: 205
Lions English	: 19	: 20	: 19	: 20	: 20	: 20	: 20	: 20	: 117
Momenshahi Cadet College	: 49	: 48	: 55	: 48	: 56	: 56	: 56	: 56	: 312
Our Lady of Fatima	: 4	: 6	: 4	: 6	: 4	: 4	: 4	: 4	: 28
Saint Blacid's High	: 156	: 122	: 117	: 122	: 117	: 117	: 117	: 117	: 751
Shaheen	: 86	: 63	: 78	: 67	: 73	: 73	: 73	: 73	: 440
Vigaran-Nisa Noon Girls	: 58	: 53	: 36	: 56	: 36	: 36	: 36	: 36	: 275
Total	: 594	: 491	: 471	: 498	: 490	: 489	: 489	: 489	: 3033
Total for each part	: :	: :	: 1556	: :	: 988	: 489	: 489	: 489	: 3033

Providing they were present on each day of the testing, the same students of class VIII participated in Part I and II; the students of class IX participated in Part I, II, and III.

For the total group, the intervals between the lowest and the highest scores on Part I, II, and III were found to be 19-93, 15-71, and 14-84, respectively. The corresponding means of scores were 60.33, 48.90, and 52.08. The corresponding standard deviations were 12.50, 10.79, and 13.71.

The summarized test results by class for each part of the test, and total findings for each part, are furnished in Table XVI

TABLE XVI
SUMMARIZED REVISED TEST RESULTS

Test Part	:	Class			: Total
		VII	VIII	IX	
I	N ^a	594	491	471	1556
LS-HS ^b	:	19-93	28-91	22-88	19-93
Mean	:	55.37	62.41	63.21	60.33
SD ^c	:	12.09	12.98	12.43	12.50

^aNumber of students.

^bInterval between the lowest and the highest score.

^cStandard deviation.

TABLE XVI (Continued)

Test Part	Class			Total
	VII	VIII	IX	
II	N	498	490	988
LS-HS	19-67	15-71	15-71	
Mean	47.70	50.09	48.90	
SD	10.26	11.32	10.79	
III	N	-	489	489
LS-HS	-	14-84	14-84	
Mean	-	52.08	52.08	
SD	-	13.71	13.71	

For each part of the revised test, the means were found to be progressively higher for each class level. This was as expected.

Item Analysis

The item analysis consisted of item difficulty and item discrimination, programmed and computed in the same manner as for the pilot test.

Item difficulty. A difficulty index of .50 for an item, showing maximum variance, indicated the greatest number of individual differences, and the reliability of the test item.

Item discrimination. An item was accepted as discriminative when the scores on the item correlated positively with the total scores on the test with a point

biserial of .05 or higher. The increase in sample size and the decrease in the number of items for the revised test, assumably, lowered the significantly discriminative correlation coefficient, as compared to a point biserial of .20 or higher for the pilot test. (51, p. 264.)

Revised test, Part I. The test items of Part I, identified by serial number as they appeared in the test, with the computed difficulty and discriminative indices are summarized in Table XVII.

TABLE XVII
DIFFICULTY AND DISCRIMINATIVE INDICES
REVISED TEST, PART I

Item : No. :	Pa :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.97	.0357	11	.92	.0594	21	.74	.0772
2	.98	.0196	12	.91	.0492	22	.82	.0507
3	.93	.0400	13	.82	.0616	23	.43	.0641
4	.89	.0579	14	.94	.0393	24	.79	.0480
5	.92	.0441	15	.70	.0599	25	.93	.0441
6	.96	.0415	16	.81	.0691	26	.71	.0604
7	.90	.0600	17	.81	.0622	27	.80	.0662
8	.98	.0231	18	.84	.0769	28	.72	.0747
9	.98	.0383	19	.79	.0724	29	.87	.0373
10	.88	.0427	20	.75	.0493	30	.71	.0558

^aDifficulty index.

^bDiscriminative index.

TABLE XVII (continued)

Item : No. : P : RPB	Item : No. : P : RPB	Item : No. : P : RPB
31 : .53 : .0645	55 : .47 : .0440	79 : .49 : .0778
32 : .73 : .0641	56 : .46 : .0726	80 : .52 : .0870
33 : .58 : .0528	57 : .35 : .0202	81 : .60 : .0945
34 : .78 : .0612	58 : .49 : .0508	82 : .41 : .0500
35 : .70 : .0674	59 : .40 : .0781	83 : .40 : .0649
36 : .27 : .0552	60 : .45 : .0867	84 : .69 : .0863
37 : .59 : .0732	61 : .46 : .0588	85 : .49 : .0791
38 : .58 : .0463	62 : .27 : .0223	86 : .38 : .0763
39 : .49 : .0809	63 : .30 : .0539	87 : .49 : .0677
40 : .81 : .0692	64 : .30 : .0523	88 : .35 : .0568
41 : .58 : .0473	65 : .32 : .0610	89 : .60 : .0913
42 : .85 : .0536	66 : .22 : .0617	90 : .43 : .0768
43 : .69 : .0503	67 : .19 : .0444	91 : .42 : .1060
44 : .65 : .0826	68 : .17 : .0464	92 : .45 : .0870
45 : .62 : .0636	69 : .14 : .0070	93 : .29 : .0699
46 : .57 : .0815	70 : .86 : .0806	94 : .42 : .0798
47 : .52 : .0873	71 : .71 : .0850	95 : .24 : .0633
48 : .71 : .0529	72 : .65 : .0941	96 : .26 : .0520
49 : .80 : .0709	73 : .71 : .0913	97 : .30 : .0651
50 : .43 : .0730	74 : .69 : .0978	98 : .44 : .0850
51 : .57 : .0448	75 : .64 : .0835	99 : .27 : .0639
52 : .71 : .0607	76 : .68 : .0843	100 : .21 : .0686
53 : .46 : .0472	77 : .59 : .0775	- : - : -
54 : .47 : .0859	78 : .36 : .0277	

The difficulty index mean for the one hundred items was .5992. Items 2, 8, and 9 with indices of .98 were the least difficult, and item 69 with an index of .14 was the most difficult.

The lowest and highest biserial coefficients were .0070 (item 69) and .1060 (item 91), respectively.

Revised test, Part II. The test items of Part II, identified by serial number, as they appeared in the test, with computed difficulty and discriminative indices are summarized in Table XVIII. Item 45 was fortuitously omitted in the duplicating of the test booklets, and therefore, not answered by the students.

TABLE XVIII
DIFFICULTY AND DISCRIMINATIVE INDICES
REVISED TEST, PART II

Item : No. :	p^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.95	.0282	8	.74	.0659	15	.84	.0497
2	.90	.0572	9	.83	.0805	16	.77	.0794
3	.83	.0765	10	.84	.0808	17	.53	.0858
4	.76	.0669	11	.61	.0751	18	.53	.0421
5	.56	.0429	12	.76	.0406	19	.46	.0806
6	.75	.0457	13	.90	.0502	20	.75	.0233
7	.88	.0516	14	.77	.0678	21	.70	.0710

^aDifficulty index.

^bDiscriminative index.

TABLE XVIII (continued)

Item :	:	:	Item :	:	:	Item :	:	:
No. :	P :	RPB	No. :	P :	RPB	No. :	P :	RPB
22	: .56	: .0531	42	: .54	: .0758	62	: .91	: .0813
23	: .57	: .0495	43	: .56	: .0475	63	: .87	: .1095
24	: .83	: .0405	44	: .48	: .0670	64	: .89	: .1061
25	: .61	: .0729	45	: .00	: .0000	65	: .86	: .1144
26	: .52	: .0684	46	: .65	: .0416	66	: .88	: .1125
27	: .70	: .0773	47	: .46	: .0672	67	: .87	: .1028
28	: .67	: .1080	48	: .55	: .0413	68	: .86	: .1058
29	: .56	: .0627	49	: .42	: .0547	69	: .78	: .1112
30	: .56	: .0819	50	: .40	: .0816	70	: .85	: .1116
31	: .62	: .0784	51	: .36	: .0264	71	: .74	: .1275
32	: .60	: .0312	52	: .19	: .0347	72	: .84	: .1133
33	: .09	: .0191	53	: .57	: .0501	73	: .71	: .1027
34	: .43	: .0540	54	: .64	: .0773	74	: .75	: .1076
35	: .42	: .0492	55	: .05	: .0276	75	: .73	: .1237
36	: .43	: .0624	56	: .36	: .0829	76	: .60	: .0975
37	: .58	: .0376	57	: .33	: .0417	77	: .63	: .0915
38	: .72	: .0678	58	: .34	: .0302	78	: .49	: .0958
39	: .43	: .1003	59	: .34	: .0560	79	: .66	: .1032
40	: .07	: .0335	60	: .28	: .0496	80	: .45	: .0721
41	: .46	: .0747	61	: .88	: .0958	-	: -	: -

The difficulty index mean for the eighty items was .6108. Item 1 with an index of .95 was the least difficult; item 55 with an index of .05 was the most difficult.

The lowest and highest biserial coefficients were $-.0276$ (item 55) and $.1237$ (item 75), respectively.

Revised test, Part III. The test items of Part III, identified by serial number, as they appeared in the test, with the computed difficulty and discriminative indices are summarized in Table XIX.

TABLE XIX
DIFFICULTY AND DISCRIMINATIVE INDICES
REVISED TEST, PART III

Item : No. :	Pa :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.87	.0528	14	.29	.0189	27	.66	.0796
2	.93	.0337	15	.65	.0848	28	.47	.0924
3	.85	.0357	16	.82	.0607	29	.70	.0699
4	.74	.0755	17	.61	.0832	30	.66	.0509
5	.93	.0102	18	.72	.0607	31	.57	.0337
6	.92	.0412	19	.94	.0544	32	.35	.0634
7	.57	.0339	20	.51	.1213	33	.57	.0947
8	.76	.0328	21	.73	.0845	34	.49	.0212
9	.83	.0838	22	.34	.1271	35	.15	-.0212
10	.75	.0598	23	.56	.0917	36	.48	.0807
11	.66	.0662	24	.38	.0373	37	.53	.0554
12	.66	.0889	25	.55	.1029	38	.49	.1032
13	.60	.0688	26	.53	.1101	39	.67	.0881

^aDifficulty index.

^bDiscriminative index.

TABLE XIX (continued)

Item : No. : P : RPB	:	Item : No. : P : RPB	:	Item : No. : P : RPB
40 : .64 : .0723	::	61 : .51 : .0730	::	82 : .69 : .1427
41 : .52 : .0793	::	62 : .35 : .0785	::	83 : .81 : .1353
42 : .60 : .1041	::	63 : .46 : .0928	::	84 : .75 : .1062
43 : .47 : .0477	::	64 : .36 : .0635	::	85 : .75 : .1317
44 : .45 : .0412	::	65 : .47 : .0854	::	86 : .79 : .1531
45 : .42 : .1067	::	66 : .57 : .0812	::	87 : .66 : .1345
46 : .43 : .0785	::	67 : .39 : .1050	::	88 : .59 : .1263
47 : .55 : .1030	::	68 : .30 : .0063	::	89 : .61 : .1345
48 : .31 : .0516	::	69 : .32 : .0861	::	90 : .41 : .0795
49 : .37 : .9733	::	70 : .29 : .0496	::	91 : .60 : .1303
50 : .30 : .1131	::	71 : .31 : .0228	::	92 : .65 : .1411
51 : .32 : .0431	::	72 : .08 : .0012	::	93 : .64 : .1550
52 : .24 : .0332	::	73 : .22 : .0460	::	94 : .62 : .1525
53 : .38 : .0666	::	74 : .39 : .0380	::	95 : .68 : .1418
54 : .32 : .0496	::	75 : .26 : .0110	::	96 : .63 : .0864
55 : .37 : .0782	::	76 : .24 : .0172	::	97 : .42 : .0960
56 : .10 : -.0066	::	77 : .37 : .0504	::	98 : .57 : .1413
57 : .17 : .0115	::	78 : .18 : .0056	::	99 : .51 : .1254
58 : .53 : .0201	::	79 : .13 : .0060	::	100 : .63 : .1287
59 : .44 : .1326	::	80 : .29 : .0579	::	- : - : -
60 : .49 : .1047	::	81 : .74 : .0937	::	

The one hundred items had a difficulty index mean of .5225. Item 19 with an index of .94 was the least difficult, and item 72 with an index of .08 was the most difficult.

The lowest and highest biserial coefficients were $-.0066$ (item 56) and $.1550$ (item 93), respectively.

Item Validity

A test item is considered experimentally valid when it correlates with a criterion variable outside the test. For the purpose of this study the estimate of item validity was obtained by testing for correlation between the item scores and the final social studies examination scores obtained by the students in their respective schools. The formula used in computing the point biserial coefficients for item discrimination was applicable for estimating the validity coefficients of the items. (47, pp. 247, 368-369.)

The validity coefficients for Part I are summarized in Table XX.

TABLE XX
SUMMARY OF THE VALIDITY COEFFICIENTS
REVISED TEST, PART I

Item : No. :	VC ^a :	Item : No. :	VC :	Item : No. :	VC :	Item : No. :	VC :
1	.0766	26	.0475	51	.0736	76	.0883
2	.0454	27	.0910	52	.0630	77	.0510
3	.0579	28	.0609	53	.0326	78	.0240
4	.0904	29	.0299	54	.0811	79	.0693
5	.0557	30	.0681	55	.0282	80	.0871
6	.0782	31	.0272	56	.0639	81	.0681
7	.0541	32	.0741	57	-.0002	82	.0143
8	.0544	33	.0178	58	.0534	83	.0354
9	.0797	34	.0555	59	.0545	84	.0649
10	.0384	35	.0766	60	.1121	85	.0397
11	.0669	36	.0847	61	.0567	86	.0653
12	.0583	37	.0873	62	.0024	87	.0377
13	.0847	38	.0339	63	-.0047	88	.0305
14	.0426	39	.1076	64	.0488	89	.0630
15	.0183	40	.0780	65	.0631	90	.0348
16	.0766	41	.0242	66	.0693	91	.1136
17	.0723	42	.0568	67	.0409	92	.0762
18	.0912	43	.0428	68	.0411	93	.0682
19	.0794	44	.0820	69	-.0060	94	.0818

^aValidity coefficient.

TABLE XX (Continued)

Item : No. : VC	Item : No. : VC	Item : No. : VC	Item : No. : VC
20 : .0294	45 : .0755	70 : .0589	95 : .0563
21 : .0733	46 : .0791	71 : .0907	96 : .0530
22 : .0057	47 : .1074	72 : .0641	97 : .0635
23 : .0623	48 : .0190	73 : .0798	98 : .0663
24 : .0587	49 : .1046	74 : .0965	99 : .0601
25 : .0508	50 : .1235	75 : .0588	100 : .0639

The mean for the validity coefficients for Part I was computed at .0596. Item 57 with a coefficient of -.0002 was the lowest in validity. Item 50 with a coefficient of .1235 was the highest in validity.

The validity coefficients of the items for Part II are summarized in Table XXI.

TABLE XXI

SUMMARY OF THE VALIDITY COEFFICIENTS
REVISED TEST, PART II

Item : No. : VC ^a	Item : No. : VC	Item : No. : VC	Item : No. : VC
1 : -.0043	21 : -.0391	41 : .1012	61 : .0221
2 : .0462	22 : .0326	42 : .0384	62 : .0331
3 : .0863	23 : -.0029	43 : .0378	63 : .0505
4 : -.0273	24 : -.0089	44 : .0630	64 : .0243
5 : -.0277	25 : .0156	45 : .0000	65 : .0511

^aValidity coefficient.

TABLE XXI (Continued)

Item : No. : VC	Item : No. : VC	Item : No. : VC	Item : No. : VC
6 : -.0155	26 : -.0153	46 : .0645	66 : .0623
7 : .0583	27 : .0111	47 : .0419	67 : .0303
8 : .0361	28 : .0850	48 : .0413	68 : .0578
9 : .0974	29 : .0371	49 : .0114	69 : -.0041
10 : .0153	30 : .0815	50 : .0503	70 : .0122
11 : .0498	31 : .0904	51 : -.0579	71 : .0343
12 : .0020	32 : .0469	52 : .0161	72 : .0374
13 : .0126	33 : .0063	53 : .0718	73 : .0378
14 : .0140	34 : .0194	54 : .0714	74 : .0533
15 : -.0105	35 : .0075	55 : -.0599	75 : .0519
16 : .0924	36 : .0620	56 : .0525	76 : .0135
17 : .0409	37 : .0401	57 : .0326	77 : -.0232
18 : .0402	38 : .0484	58 : .0272	78 : -.0146
19 : -.0041	39 : .0622	59 : .0580	79 : .0405
20 : -.0016	40 : -.0324	60 : .0116	80 : .0628

The mean for the validity coefficients for Part II was computed at .0291. Item 55 with a coefficient of -.0599 was the lowest in validity. Item 41 with a coefficient of .1012 was the highest in validity.

The validity coefficients of the items for Part III are summarized in Table XXII.

TABLE XXII
SUMMARY OF THE VALIDITY COEFFICIENTS
REVISED TEST, PART III

Item : No. :	a : VC :	Item : No. :	VC :	Item : No. :	VC :	Item : No. :	VC :
1	.0770	26	.0033	51	.0416	76	.0086
2	.0198	27	-.0321	52	-.0149	77	-.0013
3	.0031	28	.0931	53	.0513	78	.0162
4	.0906	29	.0492	54	-.0219	79	.0475
5	.0147	30	-.0146	55	.0479	80	.0099
6	.0651	31	.0292	56	-.0115	81	.0523
7	.0018	32	-.0356	57	-.0113	82	.0639
8	.0046	33	.0573	58	-.0269	83	.0740
9	.0421	34	.0027	59	.0928	84	-.0106
10	-.0052	35	-.0177	60	.0604	85	.0336
11	.0481	36	.0582	61	.0419	86	.0541
12	.0296	37	-.0033	62	.0789	87	.0485
13	.0595	38	.0963	63	.1292	88	.0773
14	.0391	39	.0379	64	-.0306	89	.0342
15	.0404	40	.0775	65	.0610	90	-.0022
16	.0872	41	-.0421	66	.0753	91	.0723
17	.0971	42	.1024	67	.0599	92	.0183
18	.0218	43	.0630	68	-.0039	93	.0449
19	.1095	44	-.0153	69	.0645	94	.0124
20	.1385	45	.0855	70	-.0093	95	.0793

^aValidity coefficient.

TABLE XXII (Continued)

Item :		Item :		Item :		Item :	
No. :	VC	No. :	VC	No. :	VC	No. :	VC
21	: .0000	46	: .0055	71	: -.0027	96	: .0323
22	: .1132	47	: .1167	72	: .0293	97	: .0842
23	: .0716	48	: .0367	73	: -.0054	98	: .0860
24	: .0427	49	: .0189	74	: -.0615	99	: .0433
25	: .0180	50	: .0497	75	: -.0890	100	: .0494

The mean for the validity coefficients for Part III was computed at .0363. Item 75 with a coefficient of -.0890 was the lowest in validity. Item 63 with a coefficient of .1292 was the highest in validity.

The higher the validity coefficients, the greater the acceptance given to the validity of the test. It is common to test development that items showing substantial validity are rare. (47, p. 369.) The large sample contributed to the significance of the validity coefficients in this study.

Estimates of Test Reliability Based Upon Item Variance

The Kuder-Richardson Formula 20 was employed to estimate the test reliability. The coefficients for Parts I, II, and III were found to be 1.00, indicating perfect positive correlation.

The question of an acceptable minimum reliability coefficient has no general answer. Any reliability coefficient, better than zero, will enable a decision to be made. A relatively high reliability is preferred, and is required for precise information about individual test items. In a correlation of .50, if the test were to be repeated, the probability of a reversal of results is .33. The probability of a reversal of results is .20 with a reliability coefficient of .80. In a correlation of .90, the probability of a reversal of results is .08. (48, pp. 189-190.)

The computed reliability coefficients for this study were significantly large, and acceptable with a high measure of confidence.

Homogeneity of Variance

Inspection of the sample variances of the large treatment groups was indicative of the fact that the corresponding population variances were very much identical. The need for running a test of homogeneity of variance appeared to be unnecessary in this case.

Analysis of Variance

To satisfy whether or not there was a difference in the means for classes VII, VIII, and IX in the revised test, Part I, analysis of variance of simple randomized

design was employed. (31, pp. 47-78.) The F test was used to test the hypothesis that the means were equal. The hypothesis was rejected at the .05 level of significance.

The results of the analysis of variance are summarized in Table XXIII.

The computed F value of 65.66 with 2 and 1553 degrees of freedom exceeded the F table value of 3.00 with 2 and 1000 degrees of freedom at the .05 level of significance, which indicated differences among the mean achievements of the three classes.

TABLE XXIII

SUMMARY OF THE ANALYSIS OF VARIANCE
REVISED TEST, PART I

Source of Variation	: df ^a :	Sum of Squares	: Mean Squares :	F
Among Groups (A) :	2:	20444.9273:	10222.4636:	$\frac{10222.4636}{155.6843} =$
Within Groups (W):	1553:	241777.6813:	155.6843:	
Total	: 1555:	262222.6086:		65.66

^aDegrees of freedom.

The over-all F test proved there was a difference in the means of the three groups, but it was not indicative of where the differences lie.

Significance of Difference

The t-test was used to determine whether the observed differences identified by the F test were significant.

The results of the t-test are summarized in Table XXIV.

TABLE XXIV

SUMMARY OF TEST FOR SIGNIFICANCE OF DIFFERENCE
BETWEEN MEANS OF CLASSES VII, VIII, AND IX
REVISED TEST, PART I

Class Mean	:: Difference Between ::		t-Test Results
	:: Class Means ::		
VII = 55.37	:: VIII - VII = 7.04	::	9.26 ^a
VIII = 62.41	:: IX - VII = 7.84	::	10.39 ^a
IX = 63.21	:: IX - VIII = .80	::	.99 ^b

^aSignificant at .05 level.

^bNot significant at .05 level.

The means for classes VII and VIII for the revised test, Part I were found to be 55.37 and 62.41, respectively. The one tailed t-test results indicated significant difference between the means for classes VII and VIII. The computed t-value of 9.26 with 1083 degrees of freedom exceeded the table value of 1.66 for 120 degrees of freedom at the .05 level.

The mean for class IX for the revised test, Part I was found to be 63.21. Significant difference was found between the means for classes VII and IX. The computed t-value with 1063 degrees of freedom exceeded the table value of 1.66 for 120 degrees of freedom at the .05 level.

The difference between the means for classes VIII and IX for the revised test, Part I was found not significant. The computed t-value of .99 with 960 degrees of freedom did not exceed nor equal the table value of 1.66 for 120 degrees of freedom at the .05 level.

The means for classes VIII and IX for the revised test, Part II were found to be 47.70 and 50.09, respectively. The difference between the means of classes VIII and IX was found to be significant. The computed t-value of 3.50 with 986 degrees of freedom exceeded the table value of 1.66 for 120 degrees of freedom at the .05 level.

V. THE DEVELOPED INSTRUMENT

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

PART I - FORM B

Instructions: For each of the following questions, four answers are given. Read the question and all four answers. Choose the one answer you think is correct or best, and indicate your choice by marking X through the same number or letter on the Answer Form.

1. Men in East Pakistan most frequently wear
 - (1) hats.
 - (2) kilts.
 - (3) turbans.
 - (4) lungis.
2. What are the main crops of East Pakistan?
 - (1) beans, peas, melons
 - (2) rice, tea, jute
 - (3) corn, sugar, gur
 - (4) tobacco, coffee, maize
3. What are the big jute Mills?
 - (1) Peshawar
 - (2) Quetta
 - (3) Narayanganj
 - (4) Rangamati
4. What is the largest river in West Pakistan?
 - (1) Indus
 - (2) Surma
 - (3) Brahmaputra
 - (4) Padma
5. Which of the following mills make nearly all the printing paper used in Pakistan?
 - (1) Ispahani Paper Mills, Ltd.
 - (2) Packages, Ltd.
 - (3) Karnaphuli Paper Mills, Ltd.
 - (4) Khan Paper Products
6. What city is located on the banks of the Karnaphuli River?
 - (1) Chittagong
 - (2) Hyderabad
 - (3) Gujranwala
 - (4) Dacca
7. What other religious sects other than Muslims are found in East Pakistan?
 - (1) Bahais, Shintis, Sikhs, and Zionists
 - (2) Portugese, Burmese, Pathans, and Chinese
 - (3) Hindus, Christians, Budhists, and Parsis
 - (4) Lamas, Atheists, and Brahmins

(GO ON TO THE NEXT PAGE)

8. Where was Prophet Mohammad born?
(1) Iraq
(2) Arabia
(3) India
(4) Iran
9. What animals are found in Pakistan?
(1) beaver, mink, chipmunks, and squirrels
(2) lobster, sole, whale, and shark
(3) oxen, rabbits, giraffes, and yak
(4) cows, horses, sheep, and goats
10. What city is located on the banks of the river Buriganga?
(1) Chittagong
(2) Dacca
(3) Sylhet
(4) Lahore
11. Who first conquered Sind, West Panjab, and Multan?
(1) Yezid II
(2) Umar Ibn Abdul Aziz
(3) Mohammad Bin Qasim
(4) Marwan
12. What is used to make gur?
(1) tea
(2) cotton
(3) jute
(4) sugar cane
13. What does the summer monsoon wind bring to Pakistan?
(1) birds
(2) rain
(3) dust
(4) locusts
14. What are the rivers found in the Panjab region of West Pakistan?
(1) Nal, Ganga, Kurram, and Takwara
(2) Kusiya, Ganges, Gumal, and Kunder
(3) Jhelum, Chenab, Ravi, and Sutlej
(4) Zhob, Nari, Nara, and Rohri
15. The Harnai Pass and the Salt Range produce
(1) coal.
(2) sugar.
(3) tea.
(4) rice.
16. In what way is Pakistan different from most other countries?
(1) it has an interesting history
(2) its people like to swim
(3) it uses one language
(4) it has two separate wings
17. In the Panjab, what brings water from the rivers to the land?
(1) windmills
(2) canals
(3) donkeys
(4) wells

(GO ON TO THE NEXT PAGE)

18. Who brought horses, Sanskrit, and the Hindu religion to the sub-continent?
(1) Aryans
(2) Arabs
(3) Turks
(4) Spaniards
19. Who divided man into four classes on a fixed and hereditary basis?
(1) Aryans
(2) Arabs
(3) Turks
(4) Spaniards
20. What is the best way to prevent or stop a quarrel?
(1) be very strong
(2) never say anything
(3) say, "I'm sorry"
(4) always be a winner
21. Which of the following physical features best describes East Pakistan?
(1) mostly an alluvial plain, rivers
(2) hilly, but not mountainous
(3) deserts and forests
(4) grassy meadows
22. What city in Pakistan is known for its historical importance and also as a seat of learning?
(1) Narayanganj
(2) Quetta
(3) Multan
(4) Lahore
23. Which of the following physical features best describes West Pakistan?
(1) mountains, deltas, jungles, and rivers
(2) plains, plateaux, mountains, and rivers
(3) sandy beaches, swamps, rivers, and deserts
(4) grassy meadows, rivers, swamp lands, and deltas
24. Which of the following is correct about Alexander the Great?
(1) a friend of the Prophet
(2) king of Macedonia
(3) could not conquer Asia
(4) died in Taxila
25. Who was raised by a foster mother until 6 years of age, then in turn by his mother, grandfather, and uncle?
(1) Abu Bakr Siddique
(2) Guru Nanak
(3) Mohammad, the Prophet
(4) Hazrat Ali
26. People lived in the Rawalpindi area about 10,000 to 25,000 years ago. This period is known as
(1) space age
(2) iron age
(3) metal age
(4) stone age

(GO ON TO THE NEXT PAGE)

27. The chief harvest of West Pakistan from September to December is
(1) mangoes.
(2) rice.
(3) tea.
(4) cotton.
28. Which one of the following is considered to be "raw material"?
(1) tools
(2) shoes
(3) cotton
(4) lungi
29. What is Azhan?
(1) call to prayer
(2) remembering ancestors
(3) mid-day rest
(4) the first evening star
30. What do you think about people all over the world?
(1) they have the same emotions
(2) they look alike
(3) they have the same religion
(4) they have nothing to do
31. What trees grow well in a cool climate?
(1) teak
(2) pine
(3) sundri
(4) gewa
32. What city is famous for fine muslin?
(1) Gujranwala
(2) Faridpur
(3) Dacca
(4) Kalat
33. Nazimabad and Liaquatbad are satellite towns (suburbs) of what city?
(1) Lahore
(2) Islamabad
(3) Dacca
(4) Karachi
34. When did Prophet Mohammad have his first revelation?
(1) as a small boy
(2) at the age of 40
(3) at the age of 25
(4) at the age of 50
35. What is a good safety suggestion for yourself and others when using a stairway?
(1) push
(2) avoid it
(3) walk
(4) run
36. What are Pakistan's imports?
(1) sporting goods, carpets, fertilizer, and musical instruments
(2) glass, lumber, meat, and surgical instruments
(3) jute, hides, rice, tea, and fish
(4) wheat, oil, iron, medicines, and steel
37. About what proportion of Pakistan's population is non-Muslim?
(1) 1/5
(2) 1/2
(3) 3/4
(4) 2/3

(GO ON TO THE NEXT PAGE)

38. What is the most important business and manufacturing centre in Pakistan?
(1) Lahore
(2) Karachi
(3) Dacca
(4) Sialkot
39. Where is West Pakistan located?
(1) in the Western hemisphere
(2) between Europe and Africa
(3) between 24° N and 37° N latitudes
(4) at the crossroads of the world
40. Most of the hill tract people in East Pakistan are
(1) Parsis.
(2) Hindus.
(3) Christians.
(4) Buddhists.
41. What river is crossed at Kotri when traveling from Lahore to Karachi by the Tezgam?
(1) Nal
(2) Karnaphuli
(3) Indus
(4) Ganges
42. Islam as a code of life emphasized
(1) everyone should look out for himself.
(2) Allah does not mind misdeeds.
(3) kindness to humans and animals is not necessary.
(4) everyone should submit to Allah.
43. What is a major task of people in many communities?
(1) planning museums
(2) getting to elections
(3) working towards
(4) improving public health
(4) working towards cheaper taxes
44. What are such things as joy, love, excitement, anger, sorrow, and fear?
(1) immature behaviour
(2) signs of weakness
(3) things to be ashamed of
(4) feelings or emotions
45. What should you do when something makes you feel worried and unhappy?
(1) talk over the problem with some older person
(2) blame others
(3) keep it to yourself
(4) tell anyone who will listen
46. Gautama Buddha is remembered as
(1) a fat man who did not like people.
(2) the founder of the Hindu religion.
(3) the son of Brahma.
(4) one who did not believe in the caste system.
- (GO ON TO THE NEXT PAGE)

47. Which of the following best describes the climate of East Pakistan?
(1) sunshine 6 a.m. to 6 p.m.
(2) generally wet, humid, and hot
(3) summers hot, winters wet
(4) cloudy and windy
48. Where are cotton and rayon mills located?
(1) Lyallpur
(2) Montgomery
(3) Bagherhat
(4) Sialkot
49. The event of Hijrat
(1) marks the birth of the Prophet Mohammad.
(2) is the festival of marriage.
(3) is the naming ceremony of a son.
(4) was a new phase in Prophet Mohammad's life.
50. Why is the Persian wheel used?
(1) to make carts pull easier
(2) to water the fields
(3) to control floods
(4) to catch fish
51. In the caste system of Hindus, the Kshatriyas were the
(1) workers and menials.
(2) priests.
(3) artists, farmers, and traders.
(4) warriors, leaders, and kings.
52. A safe way of doing something
(1) takes the fun away.
(2) is the best way.
(3) is the hardest way.
(4) is for the weak.
53. Who had the greatest empire in Asia in the first quarter of the eleventh century?
(1) Mohammad Bin Qasim
(2) Shihabuddin Mohammad Ghauri
(3) Mahmud of Ghazni
(4) Prophet Mohammad
54. What river forms most of the delta region in East Pakistan?
(1) Indus
(2) Ganges
(3) Jumna
(4) Karnaphuli
55. The Moghal Empire in the seventeenth century
(1) was unrefined with little prestige.
(2) decreased trade and commerce with Europe.
(3) had great achievements in the arts of living and government.
(4) aimed at developing fierce military strategies.
56. What is the population of East Pakistan according to the 1961 census?
(1) 3,10,403
(2) 55,126
(3) 5,08,40,235
(4) 4,28,80,378

(GO ON TO THE NEXT PAGE)

57. People who protect wild animals, forests from fires, and conserve other resources are
(1) careless people.
(2) good citizens.
(3) government employees.
(4) fakirs.
58. What is the area of East Pakistan?
(1) 55,126 sq. miles
(2) 5,08,40,235 sq. miles
(3) 3,10,403 sq. miles
(4) 4,28,80,378 sq. miles
59. What is the population of West Pakistan according to the 1961 census?
(1) 3,10,403
(2) 5,08,40,235
(3) 55,126
(4) 4,28,80,378
60. An alluvial plain is defined as
(1) sandy soil.
(2) hilly, but not mountainous.
(3) earth deposited by water.
(4) saline soil from the ocean.
61. Where is East Pakistan located?
(1) between 21 N and 27 N latitudes
(2) between Russia and China
(3) on the borders of Afghanistan and Nepal
(4) between 13 W and 26 E longitudes
62. When was the Quran first translated into Urdu?
(1) when Pakistan became a nation
(2) before Prophet Mohammad died
(3) during the reign of Shuhabuddin Mohammad Ghauri
(4) during the Muslim rule in India
63. The Indus Valley civilization flourished in the metal age which extended from
(1) 1560 to 1790 A.D.
(2) 500 to 1000 A.D.
(3) 4000 to 2000 B.C.
(4) 600 to 400 B.C.
64. Which one of the following men lived first?
(1) Prophet Mohammad
(2) Gautama Buddha
(3) Alexander the Great
(4) Guru Nanak
65. In Sylhet, how is natural gas being put to use?
(1) for heating and cooking
(2) in making fertilizer
(3) in generating electricity
(4) for powering railway locomotives
66. What desert is partly in Pakistan and partly in India?
(1) Sahara
(2) Thal
(3) Thar
(4) Sind

(GO ON TO THE NEXT PAGE)

67. What is one of the largest guns ever made in Pakistan?

- (1) E.P.R. Cannon
- (2) Zamzama
- (3) Anti-aircraft Pom Pom
- (4) 88 mm. field gun.

68. What kind of farming done by the hill tribes in East Pakistan is wasteful?

- (1) split
- (2) share
- (3) jhum
- (4) plantation

69. Shihabuddin Mohammad Ghauri is remembered as

- (1) a Turk who captured Lahore and the Panjab in 1186.
- (2) a destroyer of Hindu power in the Panjab.
- (3) the one who changed the name of Hugli to Calcutta.
- (4) the one who had the Quran translated into Urdu.

Instructions: On Map Sheet 1, Map A is of East Pakistan. You will use Map A in answering items 70-80. The location of several cities is indicated by letters. On the map, find each of the cities listed in items 70-77. Notice the letter given to each city. Mark on the Answer Form the same letter as the city on the map.

Example 3. Dacca

- (a)
- (b)
- (e)
- (k)

Dacca is located on the map at letter k. On the sample Answer Form below, an X is marked through letter k.

Sample Answer Form

3. (a) (b) (e) ~~(k)~~

70. Chittagong

- (a)
- (b)
- (c)
- (d)

71. Khulna

- (a)
- (b)
- (f)
- (h)

72. Rangpur

- (d)
- (e)
- (f)
- (g)

73. Comilla

- (b)
- (c)
- (d)
- (e)

74. Sylhet

- (g)
- (h)
- (i)
- (j)

(GO ON TO THE NEXT PAGE)

75. Mymensingh
 (a)
 (b)
 (c)
 (d)

76. Jessore
 (a)
 (b)
 (c)
 (d)

77. Rajshahi
 (f)
 (g)
 (h)
 (i)

Instructions: On Map A the location of certain physical features have been indicated by numbers. Find each physical feature on the map, items 78-80. Mark on the Answer Form the same number as the physical feature on the map.

78. Brahmaputra River
 (1)
 (3)
 (4)
 (5)

79. Surma River
 (2)
 (6)
 (7)
 (8)

80. Ganges River
 (2)
 (6)
 (7)
 (8)

Instructions: On Map Sheet 1, Map B is of West Pakistan. You will use Map B in answering items 81-88. Items 81-83 indicate certain physical features by capital letters. Find each physical feature on Map B, then mark on the Answer Form the same letter as the physical feature on the map.

81. Indus River
 (B)
 (F)
 (G)
 (H)

82. Ravi River
 (A)
 (C)
 (D)
 (E)

83. Jhelum River
 (B)
 (F)
 (G)
 (H)

Instructions: On Map B the location of several cities is indicated by small letters. Find on the map each of the cities listed in items 84-88. Notice the letter given to that city. Mark on the Answer Form the same letter as the city on the map.

(GO ON TO THE NEXT PAGE)

Example 4. Lahore

(s)
(t)
(u)
(w)

Lahore is located on Map B at letter w. On the sample Answer Form below, an X is marked through letter w.

Sample Answer Form

4. (s) (t) (u) ~~(w)~~

84. Karachi

(q)
(x)
(y)
(z)

85. Hyderabad

(q)
(u)
(x)
(y)

86. Peshwar

(q)
(r)
(s)
(u)

87. Islamabad

(q)
(r)
(s)
(t)

88. Sargodha

(d)
(r)
(s)
(f)

Instructions: On Map Sheet 1, Map C is a make-believe continent. There are five countries numbered 1, 2, 3, 4, and 5. You will use this map to answer items 89-100. Mark on the Answer Form the same letter or number as on the map, when you have chosen the answer you think is correct or best.

89. Which one of the following cities is the capital of country 4?

(D)
(E)
(F)
(G)

90. It would probably be most difficult to build a railroad from
(1) A to H.
(2) A to C.
(3) C to F.
(4) B to C.

91. Which one of the following cities is the largest?

(A)
(B)
(G)
(J)

(GO ON TO THE NEXT PAGE)

92. In which one of the following places might snow be found in the summer?

(G)
(H)
(K)
(E)

93. The distance from city C to city H is about

(1) 600 miles.
(2) 450 miles.
(3) 300 miles.
(4) 1000 miles.

94. Which city is slightly northeast of city H?

(B)
(C)
(D)
(K)

95. Which one of the following places probably has the coldest weather?

(A)
(D)
(G)
(C)

96. A river forms part of the boundary between which two countries?

(1) 1 and 2
(2) 1 and 3
(3) 2 and 5
(4) 3 and 4

97. Which one of the following cities is farthest from the equator?

(H)
(E)
(F)
(D)

Instructions: Locate the physical features, items 98-100, on Map C. Mark your choice of the correct or best answer for each item on the Answer Form.

98. Lake

(b)
(c)
(d)
(e)

99. Delta

(b)
(d)
(j)
(h)

100. Source of a stream

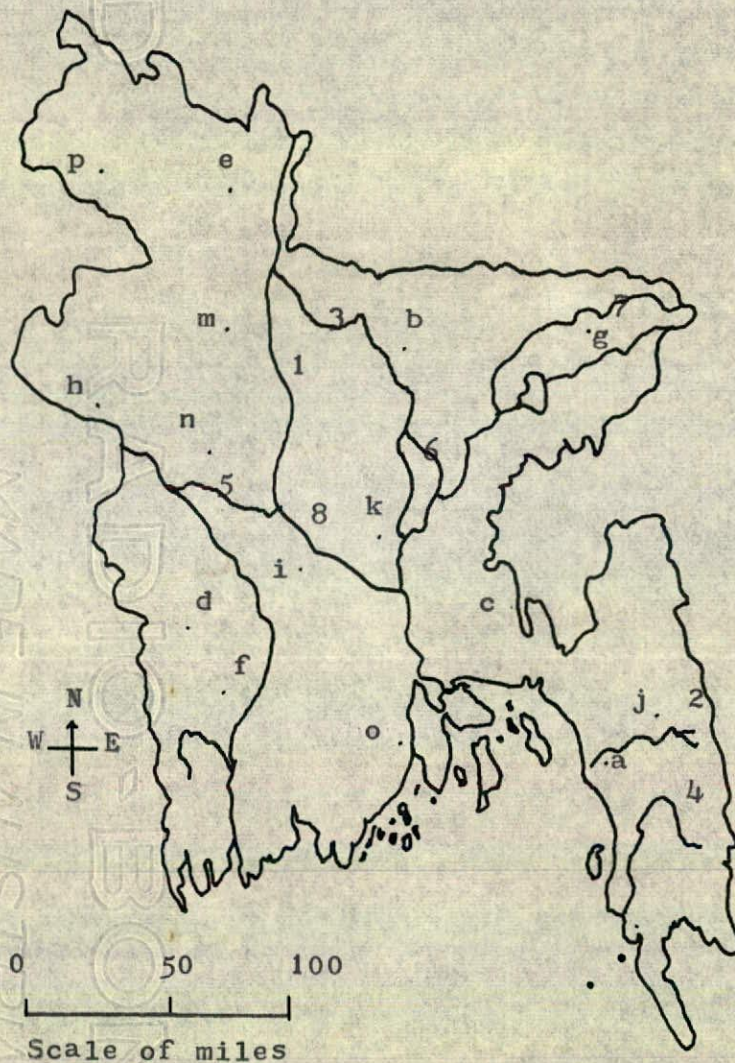
(f)
(g)
(m)
(c)

(THE END OF PART I - FORM B)

MAP SHEET 1

MAP A

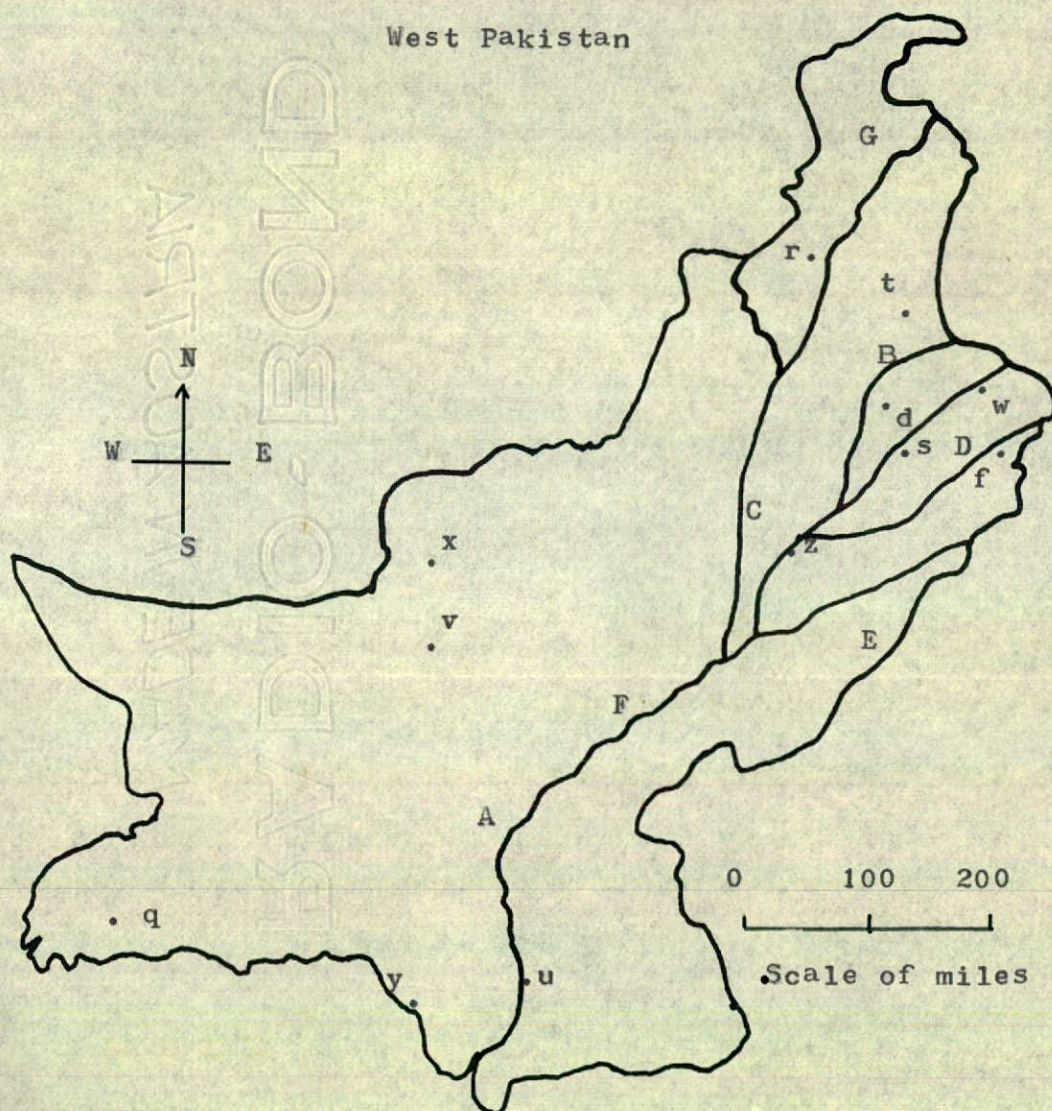
East Pakistan



MAP SHEET 1

MAP B

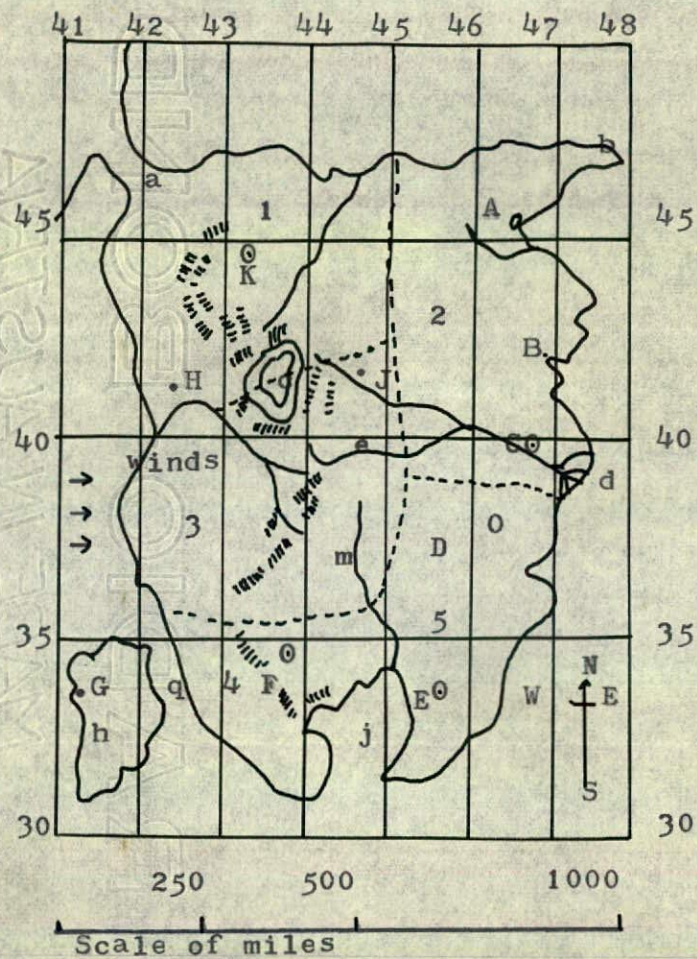
West Pakistan



MAP SHEET 1

MAP C

Make-believe continent

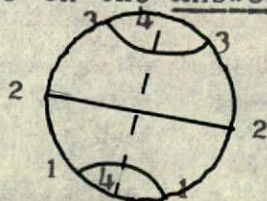


- ⊙ Capital cities
- Cities over 10,000 population
- Cities with 2,500 - 10,000
- ⚡ Mountains
- National boundaries

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

PART II - FORM B

Instructions: For each of the following questions, four answers are given. Read the question and all four answers. Choose the one answer you think is correct or best, and indicate your choice by marking X through the same number or letter on the Answer Form.



1. Which number in the above figure represents the equator?
 - (1)
 - (2)
 - (3)
 - (4)
2. Which of the following is used for flood control, irrigation, and electricity?
 - (1) dam
 - (2) generator
 - (3) transistor
 - (4) communication
3. The main reason that the Ganges Valley is thickly populated is that
 - (1) it has a marine climate.
 - (2) there is good soil and irrigation.
 - (3) there is no other plain land available.
 - (4) Nehru's birthplace is located there.
4. If you travel towards the South Pole from the equator the climate
 - (1) becomes hotter.
 - (2) stays about the same.
 - (3) becomes colder.
 - (4) becomes more humid.
5. Who was the Governor General following the death of Quaid-i-Azam, and later became Prime Minister until 1953, in Pakistan?
 - (1) Khawaja Nazimuddin
 - (2) Iskander Mirza
 - (3) Ghulam Mohammad
 - (4) Mohammad Ayub Khan
6. Who awakened the Muslims of Bengal and gave them political consciousness?
 - (1) Sir Firoz Khan Noon
 - (2) Sir Salimullah
 - (3) The British
 - (4) Mohsin Ali
7. Who was the Portuguese navigator who came to Calcutta in 1498?
 - (1) Wellington
 - (2) Columbus
 - (3) Vasco de Gama
 - (4) Drake

(GO ON TO THE NEXT PAGE)

8. The temperature of a place depends chiefly upon
 (1) longitude, season, and distance from a city.
 (2) latitude, altitude, and distance from the ocean.
 (3) thermometer, time, and longitude.
 (4) altitude, time, and latitude.
9. What is the name of a place in the desert where trees grow?
 (1) plain
 (2) oasis
 (3) plateau
 (4) valley
10. What were the three important trading centres in the Indo-Pak sub-continent at the beginning of the eighteenth century?
 (1) Chittagong, Delhi, and Lahore
 (2) Baghdad, Karachi, and Dacca
 (3) Bombay, Calcutta, and Madras
 (4) Cox's Bazaar, Hyderabad, and Mysore
11. The ocean winds striking mountain ranges often bring
 (1) tornado
 (2) rain.
 (3) colder weather.
 (4) hail storms.
12. Who was the first Governor General of Pakistan?
 (1) Shaukat Ali
 (2) Liaquat Ali Khan
 (3) Quaid-i-Azam
 (4) Zafar Ali Khan
13. The Muslim League in its session at Lahore in 1940 passed a resolution about
 (1) the establishment of a separate homeland for Indian Muslims.
 (2) the annual migration to Mecca.
 (3) adult education.
 (4) Urdu as a national language.
14. In which region in China do most of the people live?
 (1) mountains
 (2) deserts
 (3) plateau
 (4) well-watered plains
15. Who was the first successor to the Prophet?
 (1) Khalifa Umar
 (2) Khalifa Ali
 (3) Khalifa Abu Bakr
 (4) Khalifa Uthman
16. What is one of the biggest problems that most of the farmers of the Middle East and North Africa face?
 (1) lack of water
 (2) too many children
 (3) too great a rainfall
 (4) an over-abundance of crops

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(GO ON TO THE NEXT PAGE)

ঢাকা
বিশ্ববিদ্যালয়
প্রশাসন

17. Who considered the British as the greatest threat to India?
(1) Akbar, the Great
(2) Haider Ali
(3) Bahadur Shah
(4) Iskander Mirza
18. When Mohammad Ayub Khan became president in October 1958, he immediately
(1) flew to England to consult the Queen.
(2) established universal education.
(3) took action to stop social abuses.
(4) reorganized the army.
19. What is the big problem of Korea?
(1) it does not have enough farmland
(2) it is divided into two parts
(3) it does not have enough minerals
(4) it has too many people that eat rice
20. Who fought the Mysore wars to rid India of foreigners?
(1) Tipu Sultan
(2) Khwaja Nazimuddin
(3) Haider Ali
(4) Iskander Mirza
21. What is the problem common to Indonesia and the Philippines?
(1) lack of fertile soil
(2) difficulty of governing scattered islands
(3) lack of mineral resources
(4) Dutch ownership of plantations
22. Which of the following explains the poor railway transportation from the eastern to the western part of China?
(1) China has little iron and steel
(2) mountains occupy a large part of West China
(3) there is no need for railroads in West China
(4) there are too many swift rivers in between the two parts
23. What is the most popular theme for Japanese art?
(1) terraced hillslopes
(2) snow-covered mountains
(3) Mount Fuji
(4) Asamayama Volcano
24. What is Mi'raj?
(1) journey to heaven and direct communion with Allah
(2) a meditative walk around a lake
(3) a ride on a camel
(4) good leadership

(GO ON TO THE NEXT PAGE)

25. What is the chief means of transportation in Southeast Asia?
(1) roads
(2) railroads
(3) airplanes
(4) rivers
26. What is the one thing in common for most of the people of the Middle East and North Africa?
(1) language
(2) humid continental climate
(3) Islam
(4) Egyptian civilization
27. Why has the Middle East been especially important in world history?
(1) it has been the seat of the Aztec and Mayan civilizations
(2) it has uranium and cobalt deposits
(3) it has been the centre of industrial inventions
(4) it is the origin of three great religions
28. Why has Singapore become an important place in Southeast Asia?
(1) it is at a crossroads of ocean routes
(2) it is a cultural and educational centre
(3) it has a mild climate
(4) it is the centre of rich iron deposits
29. Why is the small area of Java able to support a very large population?
(1) it has a mild marine climate
(2) it is a high plateau
(3) it has a tropical climate
(4) it has fertile volcanic soil
30. Why was Britain successful in encouraging India to join the cause of the allies in World War I?
(1) the British provided amenities to Indians
(2) the Indian leaders lost their confidence in the Turks
(3) self-government was promised to Indians
(4) Britain was losing, and India felt an obligation to help
31. Malaya and Indonesia are important to the world for
(1) the manufacturing of goods.
(2) the production of rubber and tin.
(3) iron ore and coal deposits.
(4) the fishing industry.
32. Why did the War of Independence fail in 1857?
(1) there was some misunderstanding
(2) the Hindus liked the Muslims
(3) the Hindus liked the British
(4) efforts of leaders were not coordinated

(GO ON TO THE NEXT PAGE)

33. In 1956, the parties in power in Pakistan were
- (1) Republican Party and Muslim League.
 - (2) Democratic Action Committee in both wings.
 - (3) Awami League and Republican Party.
 - (4) National Awami Party and Muslim League.
34. What is the advantage of the Mediterranean climate to North Africa and the Middle East?
- (1) people can live a nomadic life
 - (2) variety of fruits can be grown
 - (3) cacao and coffee c can be raised
 - (4) the fishing industry does well
35. What has hindered Egypt's attempt to become the leader of the countries of North Africa and the Middle East?
- (1) lack of resources
 - (2) religious differences
 - (3) too small a population
 - (4) language difficulty
36. What was the main feature of the new land reforms of January 1959 to end the feudal system in West Pakistan?
- (1) each male over thirty years old was entitled to one square of land
 - (2) no landowner could have more than twenty squares of land in his own name
 - (3) each male born in 1959 was entitled to a portion of government land
 - (4) All land officially claimed by the government was redistributed among the landless peasants
37. One of the main reasons for the importance of fishing in Japan is that
- (1) fish is expected to China.
 - (2) fish is a substitute for rice in the Japanese diet.
 - (3) the fishing fleet is used for merchant ships.
 - (4) fish takes the place of meat in the Japanese diet.

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38. Differences of language, religion, culture, myths, and folk-lore in the Indo-Pak sub-continent
- (1) united a nation.
 - (2) had nothing to do with politics.
 - (3) caused unresolvable situations for Muslims and Hindus.
 - (4) caused unresolvable situations for Muslims and Christians.
39. Pakistan is
- (1) quickly becoming overfed and under populated.
 - (2) raising its standard of living by import tax.
 - (3) offering free universal education.
 - (4) part of the British Commonwealth.
40. A plateau mainly differs from a plain in that it is
- (1) flatter on the surface
 - (2) higher in elevation
 - (3) treeless and grassy.
 - (4) smaller in area.
41. Why is Japanese trade a threat to other countries?
- (1) Japanese goods are cheaper.
 - (2) Japan has a strong merchant fleet
 - (3) Japan produces goods in abundance.
 - (4) Japanese goods are of the best quality
42. What is one reason that the Dutch lost favour with the British in the eighteenth century in India?
- (1) they took in French refugees
 - (2) they did not speak English well
 - (3) they were their wooden shoes to see the king
 - (4) they flew the Dutch flag on British holidays
43. East and West Pakistan had differences right from the beginning in respect of
- (1) Shias and Sunnies.
 - (2) nature of the constitution.
 - (3) purdah system.
 - (4) building roads.
- (GO ON TO THE NEXT PAGE)

44. The rivers of the Middle East and North Africa are of great importance because they
- (1) Provide good transportation.
 - (2) provide water power.
 - (3) can be used for irrigation.
 - (4) are plentiful with fish.
45. Why is Turkey an important nation in the Middle East?
- (1) friendship with Russia
 - (2) industrial progress
 - (3) leadership of the Arab countries
 - (4) control of the Black sea entrance
46. Who was the fourth successor to the Prophet?
- (1) Khalifa Umar
 - (2) Khalifa Ali
 - (3) Khalifa Uthman
 - (4) Khalifa Abu Bakr
47. At the time of the revolution in October, 1958, the people were in despair, and Pakistan was
- (1) in the midst of floods and epidemics.
 - (2) wanting to rejoin India.
 - (3) threatened by foreign aggressors.
 - (4) on the verge of bankruptcy.
48. The second successor to the Prophet
- (1) had drawbacks of frankness and large heartedness.
 - (2) married two of the Prophet's daughters.
 - (3) established the Arab Navy.
 - (4) built the Arab Empire; conquered Syria and Persia.
49. What serious problem to the densely populated area in Japan is created by its physical features?
- (1) there is no place to build factories
 - (2) limited-plain lands are overcrowded
 - (3) farming is the chief industry
 - (4) the sloping land has eroded
50. Why are there now two Chinese governments?
- (1) the Japanese set up a puppet government
 - (2) the Communists were driven from the mainland
 - (3) the Nationalists were forced to go to Formosa
 - (4) Mongolia became independent
- (GO ON TO THE NEXT PAGE)

51. Who wrote on religious, social, cultural, and political matters in India, and suffered imprisonment during World War I?
(1) Subhash Chandra Bose
(2) Abul Kalam Azad
(3) Chaudhri Rahmat Ali
(4) Sardar Baldev Singh
52. Who gave the idea of Pakistan an academic theme?
(1) Chaudhri Rahmat Ali
(2) Raja of Molemdabad
(3) Sir Zafrullah Khan
(4) Chaudhri Mohammad Ali
53. Which of the following accounts for the development of a place into an industrial centre?
(1) availability of trained people
(2) the existence of grazing land nearby
(3) promise of facilities for tourists
(4) good transportation facilities by rail and water
54. The Muslim League was founded at Dacca in 1906 to
(1) fight for the rights of Indian Muslims.
(2) determine where to have a Muslim homeland.
(3) pay homage to the Muslims in Arabia.
(4) demonstrate the loyalty of the Indian Muslims to the British Crown.
55. What are the levels of government in the Basic Democracy scheme?
(1) judicial, legislative, and executive
(2) provincial, division, district, thana, and village
(3) parliament, house of commons, inspector, and collector
(4) high court, judges, barrister, and advocate
56. Which kind of farming is mostly used in small over populated, mountainous countries in Southeast Asia?
(1) disk
(2) contour
(3) irrigation
(4) terraced

(GO ON TO THE NEXT PAGE)

57. Manchuria is important to China because of its
- (1) rich soil and mineral resources.
 - (2) Great Wall, a protection against invasion.
 - (3) navigable waterways.
 - (4) important off-shore fishing grounds.

58. What was Quaid-i-Azam's early role in his political career?
- (1) he headed the Indian National Congress for five years
 - (2) he developed a plain and flexible Urdu prose
 - (3) he tried to establish Muslim dominance in Indian government
 - (4) he tried for fifteen years to bring Hindus and Muslims together

59. Sajid wanted to be elected president of the Chand-Tara Club. During the month before election he did the following things. Which one was undemocratic?
- (1) presented his plans concerning what he would do if elected
 - (2) appealed to the city boys to "stick together" and not allow a village boy to win the office
 - (3) gave a talk at a gathering asking the students to vote for him
 - (4) told the students that he would try to have more picnics if he were elected

60. Which of the following is not the cause of dispute between Arab countries and Israel?
- (1) land boundaries
 - (2) water supplies
 - (3) mineral deposits
 - (4) the Suez Canal

Instructions: For each of the items 61-80, use the Afro-Asia map, Map Sheet 2. Mark the answer of your choice on the Answer Form.

61. China
- (1)
 - (2)
 - (7)
 - (13)

62. India
- (1)
 - (2)
 - (3)
 - (5)

63. East Pakistan
- (1)
 - (3)
 - (10)
 - (13)

64. West Pakistan
- (2)
 - (3)
 - (10)
 - (13)

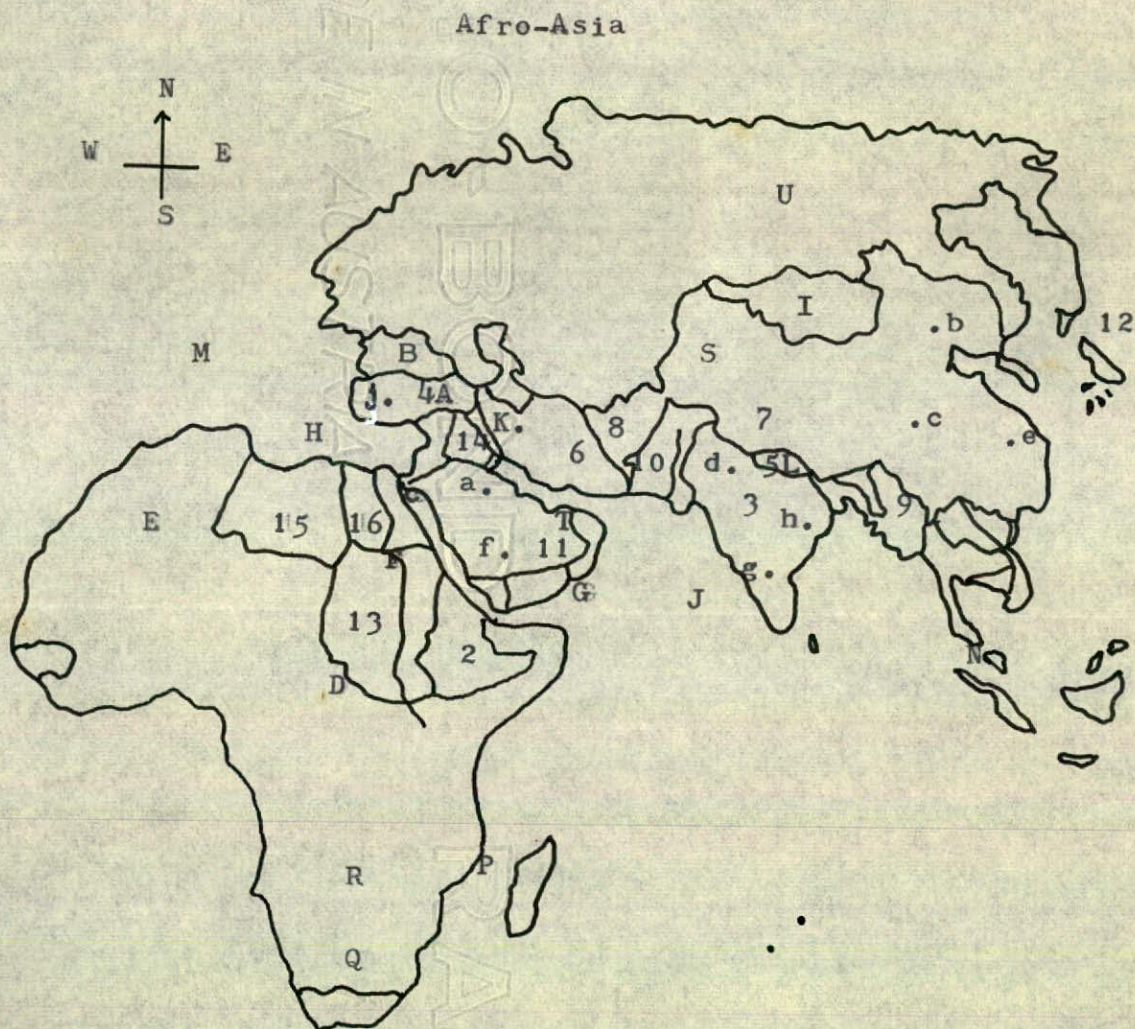
65. Nepal
- (2)
 - (3)
 - (5)
 - (10)

(GO ON TO THE NEXT PAGE)

66. Burma
(2)
(9)
(13)
(15)
67. Indian Ocean
(B)
(H)
(J)
(M)
68. Afghanistan
(8)
(9)
(10)
(13)
69. Delhi
(c)
(d)
(g)
(h)
70. Saudi Arabia
(7)
(8)
(10)
(11)
71. Japan
(1)
(12)
(13)
(14)
72. Iran
(9)
(6)
(3)
(12)
73. Mount Everest
(A)
(G)
(I)
(L)
74. Iraq
(2)
(3)
(4)
(14)
75. Turkey
(4)
(5)
(6)
(7)
76. Nile River
(D)
(Q)
(F)
(A)
77. Ankara
(h)
(i)
(j)
(k)
78. Sahara Desert
(D)
(K)
(S)
(T)
79. Suez Canal
(C)
(G)
(N)
(F)
80. Shanghai
(b)
(c)
(d)
(e)

(THE END OF PART II - FORM B)

MAP SHEET 2



SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

PART III - FORM B

Instructions: For each of the following questions, four answers are given. Read the question and all four answers. Choose the one answer you think is correct or best, and indicate your choice by marking X through the same number or letter on the Answer Form.

1. In which continent is Switzerland located?
 - (1) Asia
 - (2) Europe
 - (3) South America
 - (4) Africa
2. Who was Thomas Edison?
 - (1) a general
 - (2) a statesman
 - (3) an author
 - (4) an inventor
3. The international air routes linking Europe, Far East, and Australia have necessitated making a large airport at
 - (1) Chittagong
 - (2) Karachi
 - (3) Multan
 - (4) Sylhet
4. Which waterfall is the most famous in the world?
 - (1) Victoria
 - (2) Gersoppa
 - (3) Niagara
 - (4) Angel
5. Who was the foremost leader in the struggle for Pakistan?
 - (1) Abul Kalam Azad
 - (2) Rafi Ahmed Kidwai
 - (3) Mohammad Ali Jinnah
 - (4) Stafford Cripps
6. Who were the first four successors of Prophet Mohammad?
 - (1) Khalid, Walid, Umar, and Ali
 - (2) Abu Bakr, Uthman, Muawiyah, and Yezid
 - (3) Abu Bakr, Umar Bin Abdul Aziz, Uthman, and Ali
 - (4) Abu Bakr, Umar, Uthman, and Ali
7. Why is Paris the most important city of France?
 - (1) it is the centre of business and transportation
 - (2) it is divided into four zones
 - (3) it is a great naval base and seaport
 - (4) it is the oldest city in Europe

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8. Who was the first adult male to embrace Islam?
(1) Uthman
(2) Abu Bakr
(3) Khalid Bin Walid
(4) Belal
9. In which continent is Peru located?
(1) Asia
(2) Europe
(3) South America
(4) Africa
10. The economy of the Western European countries depends chiefly upon
(1) manufacturing.
(2) lumbering.
(3) herding.
(4) mining.
11. Which of the following best explains Canada's future as a wealthy and important nation?
(1) it is importing more than it is exporting
(2) its population is increasing
(3) it is steadily developing its many resources
(4) there has been an inflow of immigrants
12. Which is the largest country in South America?
(1) Argentina
(2) Brazil
(3) Chile
(4) Peru
13. What is an important goal of UNESCO?
(1) provide food for suffering people
(2) control the use of atomic energy
(3) promote world education
(4) lower nations' trade barriers
14. Who established the power of the British in India?
(1) Joseph Francis Dupleix
(2) Lord Cornwallis
(3) Lord Dalhousie
(4) Warren Hastings
15. Which sea or ocean is smaller than the Arctic Ocean?
(1) Atlantic
(2) Pacific
(3) Mediterranean
(4) Indian
16. What was the purpose of the League of Nations?
(1) stamp out Nazism in Germany
(2) increase cooperation among nations
(3) raise a world army to replace armies in individual countries
(4) stamp out Communism in Russia

(GO ON TO THE NEXT PAGE)

17. Why do few people live in the tropical part of South America?
(1) there are vast jungles
(2) there are vast deserts
(3) television reception is not good
(4) it is difficult to keep airstrips cleared
18. Hazrat Imam Hussain with his followers fought a battle with Yezid's soldiers. This event is remembered as
(1) Yezid's Truimph.
(2) Karbala Tragedy.
(3) Muharram.
(4) Hijrat.
19. When the Prophet migrated from Mecca, where did he go?
(1) Medina
(2) Syria
(3) Yemen
(4) Habsh
20. In traveling from France to England, you have to
(1) cross mountains.
(2) go through a tunnel.
(3) cross Germany.
(4) cross water.
21. The largest country in Eurasia is
(1) China.
(2) Russia.
(3) India.
(4) France.
22. Which country was an ally of England in World War II?
(1) Switzerland
(2) India
(3) Germany
(4) Italy
23. What is one main reason why Germany is divided into two nations?
(1) Austria wanted to be separate
(2) East and West Germany differ in language
(3) mountains naturally divide the country
(4) Russia and the Western powers could not agree
24. Most of the people of the world live in the
(1) northern hemisphere.
(2) southern hemisphere.
(3) western hemisphere.
(4) eastern hemisphere.
25. The direct water route to travel from Rome to Gibraltar is
(1) Atlantic Ocean
(2) Pacific Ocean
(3) Mediterranean Sea.
(4) English Channel.
26. Who occupied the whole of the Roman province of Tripoli in 652 A.D.?
(1) the Jews
(2) the Arabs
(3) the Christians
(4) the Hindus
- (GO ON TO THE NEXT PAGE)

27. Which of the following refers to the reign of Harun-ur-Rashid?
- (1) constitutional rule with five separate assemblies
 - (2) the Delhi-Sultanate
 - (3) the most brilliant period of Spain
 - (4) the most brilliant period of Baghdad
28. Why are India and Pakistan together referred to as the sub-continent?
- (1) the standard of living is lower than the rest of the world
 - (2) it is almost cut off from the rest of Asia
 - (3) the land area is tropical and forest
 - (4) it is the lower part of the European continent
29. After Hamza and Umar embraced Islam, the Muslims
- (1) held group meetings.
 - (2) built mosques freely.
 - (3) carried the Quran in public.
 - (4) said prayers openly.
30. Who was the first among the Arab Muslims to assume the role of a king?
- (1) Muawiyah
 - (2) Yezid
 - (3) Hasham
 - (4) Mansur
31. What is the main contribution of the Karnaphuli Hydro-electric project?
- (1) facilities for navigation
 - (2) protection for floods
 - (3) development of industry and agriculture
 - (4) exploitation of forests
32. How long did the Khilafat-e-Rashida last?
- (1) 100 years
 - (2) 50 years
 - (3) 20 years
 - (4) 30 years
33. Which water route is used to travel from China to the Hawaiian Islands?
- (1) Atlantic Ocean
 - (2) Pacific Ocean
 - (3) Mediterranean Sea
 - (4) English Channel
34. The 1962 Constitution of Pakistan provides for
- (1) universal free education up to 14 years of age.
 - (2) full equality of women with men in government and professional life.
 - (3) a governing system similar to Russia's tiered structure, American in the President's executive functions and method of election.
 - (4) an upper and lower house.

(GO ON TO THE NEXT PAGE)

35. Why is Ahmad Muiz Ud-Dawlah remembered?
- (1) he established the tenth day of Muharram as a national day of mourning
 - (2) he advocated heredity as basis for succession
 - (3) he was the ablest and most gifted of the Umayyads in Spain
 - (4) he was the father of chemistry
36. What is the most democratic way Marwan and his friends can act when the class out votes them by 30 to 26 in favour of a function?
- (1) stay away from the function as a protest
 - (2) criticize the plans
 - (3) help with the function
 - (4) be stand-offish
37. How do ocean currents act as moderators of climate throughout the world?
- (1) make all lands warmer
 - (2) determine the amount of rainfall
 - (3) cause the wind belts of the world
 - (4) make cold shore lands warm, and warm shore lands cold
38. The Crusades from the 11th to the 13th century were
- (1) wars between the Jews and the Christians.
 - (2) wars between the Muslims and the Christians.
 - (3) wars between the Catholics and the Protestants.
 - (4) wars between the Jews and the Muslims.
39. Why were the commissions for agriculture, education, and scientific research appointed in Ayub's administration?
- (1) to recommend improvements
 - (2) to provide government positions
 - (3) to impress foreign investore
 - (4) to get many people involved
40. What is the second pledge of al-'aqabah?
- (1) the first infidel embraced Islam
 - (2) the marriage of Hazrat Ali and Fatimah
 - (3) 73 Yathrebites accepted Islam and promised their support to be Prophet
 - (4) the death of Fatimah

(GO ON TO THE NEXT PAGE)

41. In which dynasty was Baghdad built and used as the capital?
(1) Umayyade
(2) Abbaside
(3) Fatmaide
(4) Saljuq
42. What is not a democratic right of a Pakistani citizen?
(1) choose his religion
(2) read about other governments
(3) do anything he pleases
(4) live in East or West Pakistan
43. Where was the centre of the world culture in the 9th to 11th century?
(1) France
(2) Spain
(3) Arabia
(4) Africa
44. What was the significance of the battle of Jallakar in 1086 A.D.?
(1) the Muslims fought with Napoleon of France
(2) the Berbers took over control of Spain
(3) Yusuf Bin Tashfin defeated King Alfonso of Spain
(4) the Berbers defeated the Arabs
45. Which best explains the glaciers in Switzerland?
(1) heavy rainfall
(2) latitude
(3) ocean currents
(4) altitude
46. Where did Khalifa Harun-ur-Rashid propose to dig a canal?
(1) Panama
(2) Isthmus of Suez
(3) Bering Strait
(4) Gibraltar
47. Which of the following statements is true of a democracy?
(1) persons must be born in a country to be a citizen of that country
(2) when the majority of a class decides on a rule, those not voting for it have the right to violate it
(3) class leaders are chosen from the religion of the majority
(4) the vote of the majority of people decides the policies
48. What is the dominating factor in the history of the African people?
(1) isolation from the rest of the world
(2) the early European invasions
(3) development of resources
(4) the evolution of native cultures
- (GO ON TO THE NEXT PAGE)

49. In what respect is Canada most similar to the Soviet Union?
- (1) inflow of immigrants
 - (2) a large population
 - (3) climate and latitude
 - (4) fortified border with its neighbours
50. What is one of the main reasons for so many revolutions and dictatorships in South America?
- (1) the climate makes the people restless
 - (2) Europeans are disliked
 - (3) there have been many foreign invasions
 - (4) people are mostly poor and uneducated
51. What keeps the Amazon Basin from being an important waterway?
- (1) lack of minerals
 - (2) dense tropical forest and rain
 - (3) slow moving current
 - (4) too many rapids and waterfalls
52. In what respect does farming in the Soviet Union differ from that in Pakistan?
- (1) it requires hard work
 - (2) variety in crops grown from season to season
 - (3) many farmers work a large area together
 - (4) machinery is seldom used
53. Why is the Suez Canal important?
- (1) it shortens the distance from Europe to India by 2000 miles for ships
 - (2) it is the lifeline for the British
 - (3) it is a scenic tourist area
 - (4) it shortens the distance from Europe to India by over 4000 miles for ships
54. What is one way of knowing that the Soviet Union is a dictatorship?
- (1) there is one political party
 - (2) there is a prime minister
 - (3) there is no legislature
 - (4) no elections are held

(GO ON TO THE NEXT PAGE)

55. What 5 squadrons made up the fleet of Walid I?
(1) Abyssinian, Meccan, African, Babylon, and Kyber
(2) Khyber, Cordovan, Fatmi, Meccan, and Habsh
(3) Syrian, Egyptian, African, and two for the Nile
(4) Nigerian, Habsh, and three for Syria
56. Who was called the "Falcon of the Umayyads"?
(1) Ameer Abdur Rahman
(2) Muawiyah
(3) Abdul Malik
(4) Hajjaj Bin Yusuf
57. Who was the founder of the Ayyubide Dynasty?
(1) Najmuddin Ayyub
(2) Salahuddin the Great
(3) Nuruddin Mahmud
(4) Malik Saleh
58. In whose reign was a census taken, a land survey made, and construction of roads, bridges, canals, schools, and hospitals of prime importance?
(1) Abdur Rahman III
(2) Hisham
(3) Ibn Ahmar
(4) Umar Bin Abdul Aziz
59. To which one of the following places could you travel from Paris by train or automobile?
(1) Berlin
(2) London
(3) Buenos Aires
(4) Tokyo
60. Who was Abdur Rahman III?
(1) the father of chemistry
(2) the ablest and most gifted of Umayyads in Spain
(3) an Arab ruler in Sind
(4) grandson of Chengiz Khan
61. How are Britain and West Germany similar, in addition to being about the same size and population?
(1) long histories as democracies
(2) the same language and culture
(3) great manufacturing and trade
(4) many colonies
62. What is a necessity for most of the densely populated countries in Western Europe?
(1) have colonies
(2) trade for manufactured goods
(3) nationalise industry
(4) trade for food

(GO ON TO THE NEXT PAGE)

63. What main handicap prevents the Soviet Union from taking the lead in production of crops?
- (1) a dictatorship
 - (2) much of Russia has a poor climate
 - (3) lack of scientific development
 - (4) population is not adequate
64. What is one of the main difficulties with the boundaries of the new African countries?
- (1) lines cut through tribal areas
 - (2) large armies are needed for patrolling
 - (3) intermarriage
 - (4) water rights disrupted
65. What nations can vote in the United Nations General Assembly?
- (1) the five great powers plus six elected nations
 - (2) all nations who have been members two or more years
 - (3) six countries chosen by the Security Council
 - (4) all member nations
66. Why may the forests of tropical Africa prove to be its greatest future source of wealth?
- (1) they can provide building materials for African homes
 - (2) they can provide shade for cocoa and tea crops
 - (3) they can provide fast continuous growth of wood for the world market
 - (4) they can provide fuel for factories
67. Most of the industries and population in Canada are concentrated in the South because
- (1) most of Northern Canada is too cold
 - (2) most of the minerals are in the South
 - (3) most of Southern Canada has a marine climate
 - (4) fishing and hunting is possibly better
68. Australia's small population is found mainly on the Southeast coast because
- (1) the good seaports are located there
 - (2) the climate of that part is best
 - (3) the Western part is a wilderness
 - (4) native tribes control the Northern part

(GO ON TO THE NEXT PAGE)

69. The Muslim conquest of Spain was largely due to the
- (1) quarreling among the various states
 - (2) famine among the Christians.
 - (3) naval strength.
 - (4) army strength.
70. Which one of the following events took place last?
- (1) Arabs borrowed Hindu Astronomy and philosophy
 - (2) Muslim Spain fell to pieces
 - (3) founding of the astronomical observatory of Seville
 - (4) Arab empire expanded in Asia and Africa
71. A prominent feature of Pakistan's Provincial governments is that
- (1) each province has the power to make their own laws.
 - (2) each province has the power to utilize the minerals and precious gems native to it.
 - (3) the province can control the export and import of goods within its borders.
 - (4) the two governors can be transferred from one province to the other.
72. In case of a labour dispute, the employers would be more likely to
- (1) organise a protest march.
 - (2) close the business.
 - (3) agree with the labour union.
 - (4) use a blacklist.
73. Why has democracy not had much of a chance in Russia?
- (1) the people do not like freedom
 - (2) Russia's long history has prevented it
 - (3) the people are illiterate
 - (4) dictatorship is the preferred form of government
74. The Ruhr is an important area in Europe because of its
- (1) uranium deposits.
 - (2) water power.
 - (3) iron and steel production.
 - (4) sugar beet and potato production.
75. The cruel Hun leader who ruled from his capital at Sialkot was
- (1) Mihiragula.
 - (2) Yasadharman.
 - (3) Baladitya.
 - (4) Hiuen Tsang.

(GO ON TO THE NEXT PAGE)

76. Who suppressed the Spanish Muslims in the 17th century?

- (1) Alfonso IX
- (2) Pope Urban II
- (3) Ferdinand
- (4) Francis Drake

77. In spite of similar political views, Russia and China are not succeeding in developing close ties because

- (1) of boundary disputes.
- (2) of power conflict.
- (3) China has the greater population.
- (4) Russia has the larger land area.

78. In what respect are Canada and Australia similar?

- (1) production of the same farm crops
- (2) unlimited water resources
- (3) very high standard of living
- (4) same kinds of climate

79. Which product is exported in large quantities from Argentina?

- (1) fertilizer
- (2) coffee
- (3) tin
- (4) wheat

80. The Muslims established and maintained supremacy in the world for

- (1) two centuries.
- (2) five centuries.
- (3) eight centuries.
- (4) twelve centuries.

Instructions: For items 81-100 you will need to use Map Sheet 3, Map of the World. Mark the number or letter of your choice on the Answer Form.

81. United States of America

- (4)
- (5)
- (6)
- (7)

82. Brazil

- (8)
- (9)
- (10)
- (11)

83. Australia

- (12)
- (13)
- (14)
- (15)

84. Pacific Ocean

- (A)
- (G)
- (I)
- (L)

85. England

- (1)
- (2)
- (3)
- (4)

86. Russia

- (8)
- (9)
- (10)
- (11)

(GO ON TO THE NEXT PAGE)

87. Arabian Sea
(E)
(J)
(M)
(N)

88. Argentina
(12)
(13)
(14)
(15)

89. Spain
(12)
(13)
(14)
(15)

90. New Zealand
(1)
(2)
(3)
(4)

91. Atlantic Ocean
(D)
(E)
(F)
(N)

92. Germany
(4)
(5)
(6)
(7)

93. France
(8)
(9)
(10)
(11)

94. Canada
(1)
(2)
(3)
(4)

95. Moscow
(c)
(d)
(e)
(f)

96. Mecca
(a)
(i)
(j)
(k)

97. Sydney
(b)
(c)
(d)
(e)

98. Tashkent
(d)
(f)
(g)
(h)

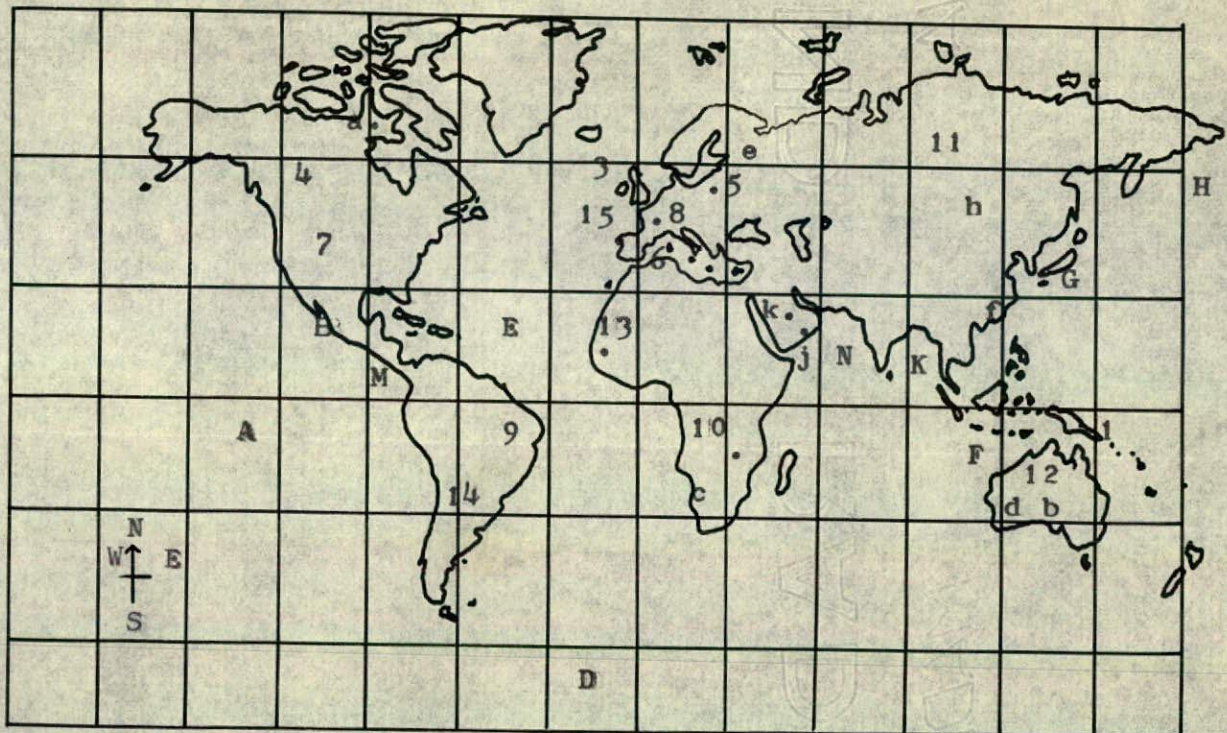
99. Panama Canal
(B)
(H)
(J)
(M)

100. Italy
(4)
(5)
(6)
(7)

(THE END OF PART III - FORM B)

MAP SHEET 3

World



SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER FORM PART I - FORM B

Name _____ Class _____ Roll _____ Sex: M F Age _____

School _____ District _____ Date _____

- 1 (1)(2)(3)(4) : 26 (1)(2)(3)(4) : 51 (1)(2)(3)(4) : 76 (a)(b)(c)(d)
 2 (1)(2)(3)(4) : 27 (1)(2)(3)(4) : 52 (1)(2)(3)(4) : 77 (f)(g)(h)(i)
 3 (1)(2)(3)(4) : 28 (1)(2)(3)(4) : 53 (1)(2)(3)(4) : 78 (1)(3)(4)(5)
 4 (1)(2)(3)(4) : 29 (1)(2)(3)(4) : 54 (1)(2)(3)(4) : 79 (2)(6)(7)(8)
 5 (1)(2)(3)(4) : 30 (1)(2)(3)(4) : 55 (1)(2)(3)(4) : 80 (2)(6)(7)(8)
 6 (1)(2)(3)(4) : 31 (1)(2)(3)(4) : 56 (1)(2)(3)(4) : 81 (B)(F)(G)(H)
 7 (1)(2)(3)(4) : 32 (1)(2)(3)(4) : 57 (1)(2)(3)(4) : 82 (A)(C)(D)(E)
 8 (1)(2)(3)(4) : 33 (1)(2)(3)(4) : 58 (1)(2)(3)(4) : 83 (B)(F)(G)(H)
 9 (1)(2)(3)(4) : 34 (1)(2)(3)(4) : 59 (1)(2)(3)(4) : 84 (q)(x)(y)(z)
 10 (1)(2)(3)(4) : 35 (1)(2)(3)(4) : 60 (1)(2)(3)(4) : 85 (q)(u)(x)(y)
 11 (1)(2)(3)(4) : 36 (1)(2)(3)(4) : 61 (1)(2)(3)(4) : 86 (q)(r)(s)(u)
 12 (1)(2)(3)(4) : 37 (1)(2)(3)(4) : 62 (1)(2)(3)(4) : 87 (q)(r)(s)(t)
 13 (1)(2)(3)(4) : 38 (1)(2)(3)(4) : 63 (1)(2)(3)(4) : 88 (d)(r)(s)(f)
 14 (1)(2)(3)(4) : 39 (1)(2)(3)(4) : 64 (1)(2)(3)(4) : 89 (D)(E)(F)(G)
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 18 (1)(2)(3)(4) : 43 (1)(2)(3)(4) : 68 (1)(2)(3)(4) : 93 (1)(2)(3)(4)
 19 (1)(2)(3)(4) : 44 (1)(2)(3)(4) : 69 (1)(2)(3)(4) : 94 (B)(C)(D)(K)
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 22 (1)(2)(3)(4) : 47 (1)(2)(3)(4) : 72 (d)(e)(f)(g) : 97 (H)(E)(F)(D)
 23 (1)(2)(3)(4) : 48 (1)(2)(3)(4) : 73 (b)(c)(d)(e) : 98 (b)(c)(d)(e)
 24 (1)(2)(3)(4) : 49 (1)(2)(3)(4) : 74 (g)(h)(i)(j) : 99 (b)(d)(j)(h)
 25 (1)(2)(3)(4) : 50 (1)(2)(3)(4) : 75 (a)(b)(c)(d) : 100 (f)(g)(m)(c)

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER FORM PART II - FORM B

Name _____ Class _____ Roll _____ Sex: M F Age _____

School _____ District _____ Date _____

- 1 (1) (2) (3) (4) : 28 (1) (2) (3) (4) : 55 (1) (2) (3) (4)
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 4 (1) (2) (3) (4) : 31 (1) (2) (3) (4) : 58 (1) (2) (3) (4)
 5 (1) (2) (3) (4) : 32 (1) (2) (3) (4) : 59 (1) (2) (3) (4)
 6 (1) (2) (3) (4) : 33 (1) (2) (3) (4) : 60 (1) (2) (3) (4)
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 9 (1) (2) (3) (4) : 36 (1) (2) (3) (4) : 63 (1) (3) (10) (13)
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16 (1) (2) (3) (4) : 43 (1) (2) (3) (4) : 70 (7) (8) (10) (11)
 17 (1) (2) (3) (4) : 44 (1) (2) (3) (4) : 71 (1) (12) (13) (14)
 18 (1) (2) (3) (4) : 45 (1) (2) (3) (4) : 72 (9) (6) (3) (12)
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 23 (1) (2) (3) (4) : 50 (1) (2) (3) (4) : 77 (h) (i) (j) (k)
24 (1) (2) (3) (4) : 51 (1) (2) (3) (4) : 78 (D) (K) (S) (T)
 25 (1) (2) (3) (4) : 52 (1) (2) (3) (4) : 79 (C) (G) (N) (F)
 26 (1) (2) (3) (4) : 53 (1) (2) (3) (4) : 80 (b) (c) (d) (e)
 27 (1) (2) (3) (4) : 54 (1) (2) (3) (4) :

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER FORM PART III - FORM B

Name _____ Class _____ Roll _____ Sex: M F Age _____

School _____ District _____ Date _____

- 1 (1)(2)(3)(4) : 26 (1)(2)(3)(4) : 51 (1)(2)(3)(4) : 76 (1)(2)(3)(4)
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 13 (1)(2)(3)(4) : 38 (1)(2)(3)(4) : 63 (1)(2)(3)(4) : 88 (12)(13)(14)(15)
 14 (1)(2)(3)(4) : 39 (1)(2)(3)(4) : 64 (1)(2)(3)(4) : 89 (12)(13)(14)(15)
 15 (1)(2)(3)(4) : 40 (1)(2)(3)(4) : 65 (1)(2)(3)(4) : 90 (1)(2)(3)(4)
16 (1)(2)(3)(4) : 41 (1)(2)(3)(4) : 66 (1)(2)(3)(4) : 91 (D)(E)(F)(N)
 17 (1)(2)(3)(4) : 42 (1)(2)(3)(4) : 67 (1)(2)(3)(4) : 92 (4)(5)(6)(7)
 18 (1)(2)(3)(4) : 43 (1)(2)(3)(4) : 68 (1)(2)(3)(4) : 93 (8)(9)(10)(11)
 19 (1)(2)(3)(4) : 44 (1)(2)(3)(4) : 69 (1)(2)(3)(4) : 94 (1)(2)(3)(4)
 20 (1)(2)(3)(4) : 45 (1)(2)(3)(4) : 70 (1)(2)(3)(4) : 95 (c)(d)(e)(f)
 21 (1)(2)(3)(4) : 46 (1)(2)(3)(4) : 71 (1)(2)(3)(4) : 96 (a)(i)(j)(k)
 22 (1)(2)(3)(4) : 47 (1)(2)(3)(4) : 72 (1)(2)(3)(4) : 97 (b)(c)(d)(e)
 23 (1)(2)(3)(4) : 48 (1)(2)(3)(4) : 73 (1)(2)(3)(4) : 98 (d)(f)(g)(h)
 24 (1)(2)(3)(4) : 49 (1)(2)(3)(4) : 74 (1)(2)(3)(4) : 99 (B)(H)(J)(M)
 25 (1)(2)(3)(4) : 50 (1)(2)(3)(4) : 75 (1)(2)(3)(4) : 100 (4)(5)(6)(7)

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER KEY PART I - FORM B

Instructions: Response indicates the position of the answer, whether number or letter. This easily facilitates hand or commercial scoring.

For example: Item 1 (1)(2)(3)(4) in which "3" would be response "3".

Item 2 (a)(b)(c)(d) in which "d" would be response "4".

Item Response: Item Response : Item Response : Item Response

1	4	:	26	4	:	51	4	:	76	4
2	2	:	27	4	:	52	2	:	77	3
3	3	:	28	3	:	53	3	:	78	2
4	1	:	29	1	:	54	2	:	79	3
5	3	:	30	1	:	55	3	:	80	4
6	1	:	31	2	:	56	3	:	81	2
7	3	:	32	3	:	57	2	:	82	3
8	2	:	33	4	:	58	1	:	83	1
9	4	:	34	2	:	59	4	:	84	3
10	2	:	35	3	:	60	3	:	85	2
11	3	:	36	4	:	61	1	:	86	2
12	4	:	37	1	:	62	4	:	87	4
13	2	:	38	2	:	63	3	:	88	1
14	3	:	39	3	:	64	2	:	89	3
15	1	:	40	4	:	65	2	:	90	1
16	4	:	41	3	:	66	3	:	91	1
17	2	:	42	4	:	67	2	:	92	3
18	1	:	43	3	:	68	3	:	93	1
19	1	:	44	4	:	69	1	:	94	4
20	3	:	45	1	:	70	1	:	95	1
21	1	:	46	4	:	71	3	:	96	2
22	4	:	47	2	:	72	2	:	97	1
23	2	:	48	1	:	73	2	:	98	2
24	2	:	49	4	:	74	1	:	99	2
25	3	:	50	2	:	75	2	:	100	1

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER KEY PART II - FORM B

Instructions: Response indicates the position of the answer, whether number or letter. This easily facilitates hand or commercial scoring.

For example: Item 1 (1)(2)(3)(4) in which "3" would be response "3".

Item 2 (a)(b)(c)(d) in which "d" would be response "4".

Item Response : Item Response : Item Response

1	2	:	28	1	:	55	3
2	1	:	29	4	:	56	4
3	2	:	30	3	:	57	1
4	3	:	31	2	:	58	4
5	1	:	32	4	:	59	2
6	2	:	33	3	:	60	3
7	3	:	34	2	:	61	3
8	2	:	35	1	:	62	3
9	2	:	36	2	:	63	1
10	3	:	37	4	:	64	3
11	2	:	38	3	:	65	3
12	3	:	39	4	:	66	2
13	1	:	40	3	:	67	3
14	4	:	41	1	:	68	1
15	3	:	42	1	:	69	2
16	1	:	43	2	:	70	4
17	2	:	44	3	:	71	2
18	3	:	45	4	:	72	2
19	2	:	46	2	:	73	4
20	1	:	47	4	:	74	4
21	2	:	48	4	:	75	1
22	2	:	49	2	:	76	3
23	3	:	50	3	:	77	3
24	1	:	51	2	:	78	1
25	4	:	52	1	:	79	1
26	3	:	53	4	:	80	4
27	4	:	54	1	:		

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER KEY PART III - FORM B

Instructions: Response indicates the position of the answer, whether number or letter. This easily facilitates hand or commercial scoring.

For example: Item 1 (1)(2)(3)(4) in which "3" would be response "3".

Item 2 (a)(b)(c)(d) in which "d" would be response "4".

Item Response : Item Response : Item Response : Item Response

1	2	:	26	2	:	51	2	:	76	3
2	4	:	27	4	:	52	3	:	77	2
3	2	:	28	2	:	53	4	:	78	3
4	3	:	29	4	:	54	1	:	79	4
5	3	:	30	1	:	55	3	:	80	3
6	4	:	31	3	:	56	1	:	81	4
7	1	:	32	4	:	57	2	:	82	2
8	2	:	33	2	:	58	4	:	83	1
9	3	:	34	3	:	59	1	:	84	1
10	1	:	35	1	:	60	2	:	85	3
11	3	:	36	3	:	61	3	:	86	4
12	2	:	37	4	:	62	4	:	87	4
13	3	:	38	2	:	63	2	:	88	3
14	4	:	39	1	:	64	1	:	89	4
15	3	:	40	3	:	65	4	:	90	2
16	2	:	41	2	:	66	3	:	91	2
17	1	:	42	3	:	67	1	:	92	2
18	2	:	43	2	:	68	2	:	93	1
19	1	:	44	3	:	69	3	:	94	4
20	4	:	45	4	:	70	2	:	95	3
21	2	:	46	2	:	71	1	:	96	3
22	2	:	47	4	:	72	4	:	97	1
23	4	:	48	1	:	73	2	:	98	4
24	1	:	49	3	:	74	3	:	99	4
25	3	:	50	4	:	75	1	:	100	3

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The problem of this study was to develop an objective achievement test in social studies for classes VI, VII, and VIII in the English-Medium Schools of East Pakistan. The study comprised: (1) a survey of textbooks, (2) a survey of enrolment, (3) a pilot test, and (4) a revised test.

The test instruments were designed to measure achievement prior to promotion. Due to the time in the school year that the testing was done, the pilot and revised tests were administered to classes VII, VIII, and IX.

A total of 404 male students of classes VII, VIII, and IX from two randomly selected schools in Dacca District constituted the sample for the pilot study.

A total of 1,592 male and female students of classes VII, VIII, and IX from thirteen randomly selected schools of East Pakistan comprised the sample for the revised test.

The Tests

The pilot and revised tests were developed in three

parts utilizing instructional materials common to the population at the achievement levels of classes VI, VII, and VIII. Part I designed for class VI was used in classes VII, VIII, and IX. Part II designed for class VII was used in classes VIII and IX. Part III designed for class VIII was used in class IX. Providing they were present on each day of the testing, the students of class VIII participated in Part I and II; the students of class IX participated in Part I, II, and III.

The pilot test consisted of 155 items for Part I; Part II had 119 items; and Part III, 147 items. The multiple-choice items for both the pilot and revised tests were constructed from the three areas of the integrated social studies: (1) history, (2) geography, and (3) civics. A list of four plausible foils, one correct answer and three distractors accompanied each item. The revised test was developed utilizing the pilot study analysis, combined with suggestions and recommendations of test consultants.

The revised test consisted of 100 items for Part I; Part II had 80 items; and Part III, 100 items. Testing procedures were standardized. The time allocated for each part was one hour, excluding the time necessary for introduction, student instruction, and understanding of the task required.

The Test Results

Pilot test. The pilot test results are given in Table XI. For the total group, 771 answer forms were utilized. The intervals between the lowest and highest score on Parts I, II, and III were found to be in the order of 26-126, 21-97, and 27-110, respectively. The corresponding means of scores were 83.40, 61.25, and 73.95. The corresponding standard deviations were 17.36, 14.18, and 20.25.

Class VII. In class VII for Part I, 139 students, the interval between the lowest and the highest score was 45-126; the mean, 76.37; and the standard deviation at 16.88.

Class VIII. In class VIII for Part I, 137 students, the interval between the lowest and highest score was 26-125; the mean, 79.88; and the standard deviation, 18.05. For Part II, 138 students, the interval between the lowest and highest score was 21-97; the mean 57.46; and the standard deviation, 13.07.

Class IX. In class IX for Part I, 123 students, the interval between the lowest and the highest score was 49-122; the mean, 93.94; and the standard deviation at 17.16. For Part II, 117 students, the interval between the lowest and the highest score was 27-93; the mean, 65.03; and the standard deviation, 15.28. For Part III,

117 students, the interval between the lowest and the highest score was 27-110; the mean, 73.95; and the standard deviation, 20.25.

Revised test. The revised test results are given in Table XVI. For the total group, 3033 answer forms were utilized. The intervals between the lowest and highest score on Parts I, II, and III were found to be 19-93, 15-71, and 14-84, respectively. The corresponding means of scores were 60.33, 48.90, and 52.08. The corresponding standard deviations were 12.50, 10.79, and 13.71.

Class VII. In class VII for Part I, 594 students, the interval between the lowest and the highest score was 19-93; the mean, 55.37; and the standard deviation at 12.09.

Class VIII. In class VIII for Part I, 491 students, the interval between the lowest and the highest score was 28-91; the mean, 62.41; and the standard deviation, 12.98. For Part II, 498 students, the interval between the lowest and the highest score was 19-17; the mean, 47.70; and the standard deviation at 10.26.

Class IX. In class IX for Part I, 471 students, the interval between the lowest and the highest score was 22-88; the mean, 63.21; and the standard deviation at 12.43. For Part II, 490 students the interval between the lowest and the highest score was 15-71; the mean, 50.09;

and the standard deviation, 11.32. For Part III, 489 students, the interval between the lowest and the highest score was 14-84; the mean, 52.08; and the standard deviation, 13.71.

Statistical Treatment

Item Analysis. The item analysis consisted of item difficulty and item discrimination for the pilot and revised tests.

The item difficulty was computed in the terms of the percentage succeeding, in which case, the items of fifty per cent difficulty were expected to discriminate sharply among the individuals of better than average ability.

For the item discrimination, point biserial correlation measured the relationship between a dichotomous, item correct-not correct variable for each item, and the continuous variable, the scores of the whole test. Items with a point biserial of .20 or higher were accepted as discriminative for the pilot test, and .05 for the revised test. The increase in sample size and the decrease in the number of items for the revised test, assumably, lowered the significantly discriminative correlation coefficient.

Summaries of the pilot test items as to computed point biserial coefficients of .20 or higher, and difficulty indices are given in Tables XII, XIII, and XIV. Summaries of the revised test items as to computed difficulty.

discriminative indices are given in Tables XVII, XVIII, and XIX.

Item validity. The estimate of item validity for the revised test was obtained by testing for correlation between the item scores and the final social studies examination scores obtained by the students in their respective schools. The point biserial formula used for item discrimination was applicable for computing the validity coefficients of the items. The coefficients were found to have a mean of .0596 for Part I; .0291 for Part II; and .0363 for Part III. The coefficients were of a magnitude sufficient to accept the validity of the test. It is common to test development, that items showing substantial validity are rare. The large sample contributed to the dependability of the validity coefficients for this study.

Estimates of test reliability based upon item variance. The Kuder-Richardson Formula 20 was employed to estimate the reliability of the revised test. The variance of the total scores on the test and the sum of item variances were used to determine the reliability coefficient. The coefficients for Part I, II, and III found to be 1.00 indicated perfect positive correlation. The reliability coefficients were accepted with a high measure of confidence in the test.

Level of significance. The level of significance chosen prior to the collecting of the data was .05, as it was a commonly judged suitable value.

Homogeneity of variance. A test of homogeneity appeared to be unnecessary after the inspection of the sample variances of the large treatment groups. The corresponding population variances were very much identical.

Analysis of variance. The over-all F-test was used to test the hypothesis that means for classes VII, VIII, and IX in the revised test, Part I were equal. It was found there was a difference in the means of the three groups, therefore the hypothesis was rejected at the .05 level of significance.

Significance of difference. The one tailed t-test was used to test the hypotheses that the observed differences identified by the F test for the revised test, Part I were significant. The t-test results indicated significant difference between the means of classes VII and VIII, and between the means of classes VII and IX. The difference between the means of classes VIII and IX was found not significant.

The t-test results indicated significant difference between the means of classes VIII and IX for the revised test, Part II.

II. CONCLUSIONS

On the basis of the findings of this study the following conclusions were drawn:

1. The developed test was a valid and reliable measure of achievement in social studies for classes six, seven and eight in the English-Medium Schools of East Pakistan.
2. Most of the items were discriminative and contributed to the validity and reliability of the whole test.
3. Part I, Form B is applicable for use in: class VI as a beginning-of-the-year test to survey the social studies background of the students; class VI prior to promotion to measure achievement in social studies; class VI throughout the school term using selected items to evaluate specific understandings; classes VII and VIII for diagnostic purposes.
4. Part II, Form B is applicable for use in: class VII as a beginning-of-the-year test to survey the social studies background of the students; class VII prior to promotion to measure achievement in social studies; class VII throughout the school term using selected items to evaluate specific understandings; class VIII for diagnostic purposes.

5. Part III, Form B is applicable for use in class VIII:
as a beginning-of-the-year test to survey the social
studies background of the students; prior to
promotion to measure achievement in social studies;
throughout the school term using selected items to
evaluate specific understandings.
6. The test is applicable for group diagnosis, as well
as for measuring individual student progress.
7. The test is applicable for curriculum analysis of
social studies.
8. The test is applicable for improvement of
instruction in social studies.
9. The test is applicable for educational and
vocational guidance in that interest in social
studies can be assumed for the students who
consistently score high in the three parts of the
test.
10. The test results are applicable for public
interpretation in the area of social studies by
educational administrators.

III. RECOMMENDATIONS

On the basis of the conclusions the following recommendations are made:

1. The developed test and manual be published by the Institute of Education and Research, University of Dacca, and be made available to the English-medium schools.
2. The developed instrument be used for admission purposes in the English-medium schools.
3. The developed instrument be used for diagnostic purposes in the English-medium schools.
4. The developed instrument be used for measuring achievement in social studies in the English-medium schools.
5. This study be used as a pattern for the development of teacher-made objective tests in educational institutions.
6. The high reliability of the test be used to encourage future studies to develop shorter tests and alternate forms from each part of the instrument.
7. Future studies may be undertaken to modify the items as needed, especially the items pertaining to civics, to keep the test relevant.

8. Comparable tests be developed for Bengali and Urdu-medium schools.
9. Additional research on test development be continued by the Institute of Education and Research, University of Dacca, and other appropriate organizations, to contribute to the educational growth in Pakistan.

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APPENDIX A

LIST OF ENGLISH-MEDIUM SECONDARY SCHOOLS IN EAST PAKISTAN

EAST PAKISTAN MAP OF DISTRICTS

SURVEY FORM

LETTER FROM DIRECTORATE OF EDUCATION

ENGLISH-MEDIUM SECONDARY SCHOOLS IN EAST PAKISTAN

Dacca District

1. St. Gregory's High School
P. O. Dacca - 1
P. S. Sutrapur
Subdivision - Dacca Sadar South
Phone: 243708
(Also a Bengali Section).
2. St. Francis Xavier's Girls' High School
P. O. Dacca - 1
P. S. Sutrapur
Subdivision - Dacca Sadar South
Phone: 282434
(Students are prepared for the Overseas Cambridge Examination).
3. Vigarun-Nisa Noon Girls' High School
New Bailey Road
P. O. Dacca - 2
P. S. Ramna
Subdivision - Dacca Sadar South
Phone: 242426
(Kg - Class X. Prepares students for the Overseas Cambridge School Certificate Examination and for the Secondary School Certificate Examination of the Board of Intermediate and Secondary Education, Dacca).
4. Ahmed Bawany Academy
P. O. Dacca - 1 (Armanitola)
P. S. Kotwali
Subdivision - Dacca Sadar South
Phone: 282359
(Two preparatory classes, lower and upper, Classes I - X. Separate sections for boys and girls).
5. Adamjee Cantonment Public High School (Boys)
Dacca Cantonment
P. O. Dacca - 5
P. S. Tejgaon
Subdivision - Dacca Sadar South
Phone: 244276
(Classes V - X).

6. Cantonment Modern High School for Girls
Dacca Cantonment
P. O. Dacca - 6
P. S. Tejgaon
Subdivision - Dacca Sadar South
Phone: 246306
(Nursery, Kg - Class X).
 7. St. Joseph's High School
Ayub Avenue, Muhammadpur
P. O. Dacca - 7
P. S. Tejgaon
Subdivision - Dacca Sadar South
(Classes III - X. Prepares students for the Cambridge School Certificate Examination).
 8. Shaheen School
Dacca Airport
P. O. Dacca - 15
P. S. Tejgaon
Subdivision - Dacca Sadar South
Phone: 283628
(Boys and girls, Kg - Class X. Also a Bengali Section).
 9. Holy Cross Girls' High School
P. O. Dacca - 5
P. S. Tejgaon
Subdivision - Dacca Sadar South.
 10. Dhanmondi Residential Model School
Muhammadpur
P. O. Dacca - 7
P. S. Tejgaon
Subdivision - Dacca Sadar South
Phones: 282674, 281205
(Classes I - X).
 11. Adamjee High School
P. O. Adamjeenagar
P. S. Siddhirganj
Subdivision - Narayanganj.
- Mymensingh District
12. Bharateswari Homes
P. O. Mirzapur
Subdivision - Tangail
(Residential Girls' School up to Class XII. Established in 1945).

Faridpur District

13. Kellog Mukherjee High School
P. O. Jalirpar
P. S. Muksudpur
Subdivision - Gopalganj.

Chittagong District

14. St. Placid's High School
P. O. Chittagong
P. S. Kotwali
Subdivision - Chittagong Sadar North
Phone: Chittagong 84927.
15. St. Scholastica's Convent for Girls
Bandel Road
P. O. Chittagong
P. S. Kotwali
Subdivision - Chittagong Sadar North
(Prepares students for the Overseas Cambridge School Certificate Examination and for the Secondary School Certificate Examination of the Board of Intermediate and Secondary Education, Comilla. Children under five years accepted for nursery, only).

Comilla District

16. Ispahani Public School
P. O. Comilla Cantonment
P. S. Kotwali
Subdivision - Comilla Sadar South
Phone: Comilla 2243/15
(Preparatory classes to Class X. Established in 1962).
17. Our Lady of Fatima High School
P. O. Box 27, Comilla
(Approved centre for Senior Cambridge Examination upon completion of Class X. Also a Bengali Primary Section).

Rangpur District

18. Anglo Pakistani and European Railway Junior High School
P. O. Saidpur
P. S. Saidpur
Subdivision - Nilphamari
(Infant Class, Kg. 1, Kg. 2, Kg. 3, Classes IV - VIII).

Khulna District

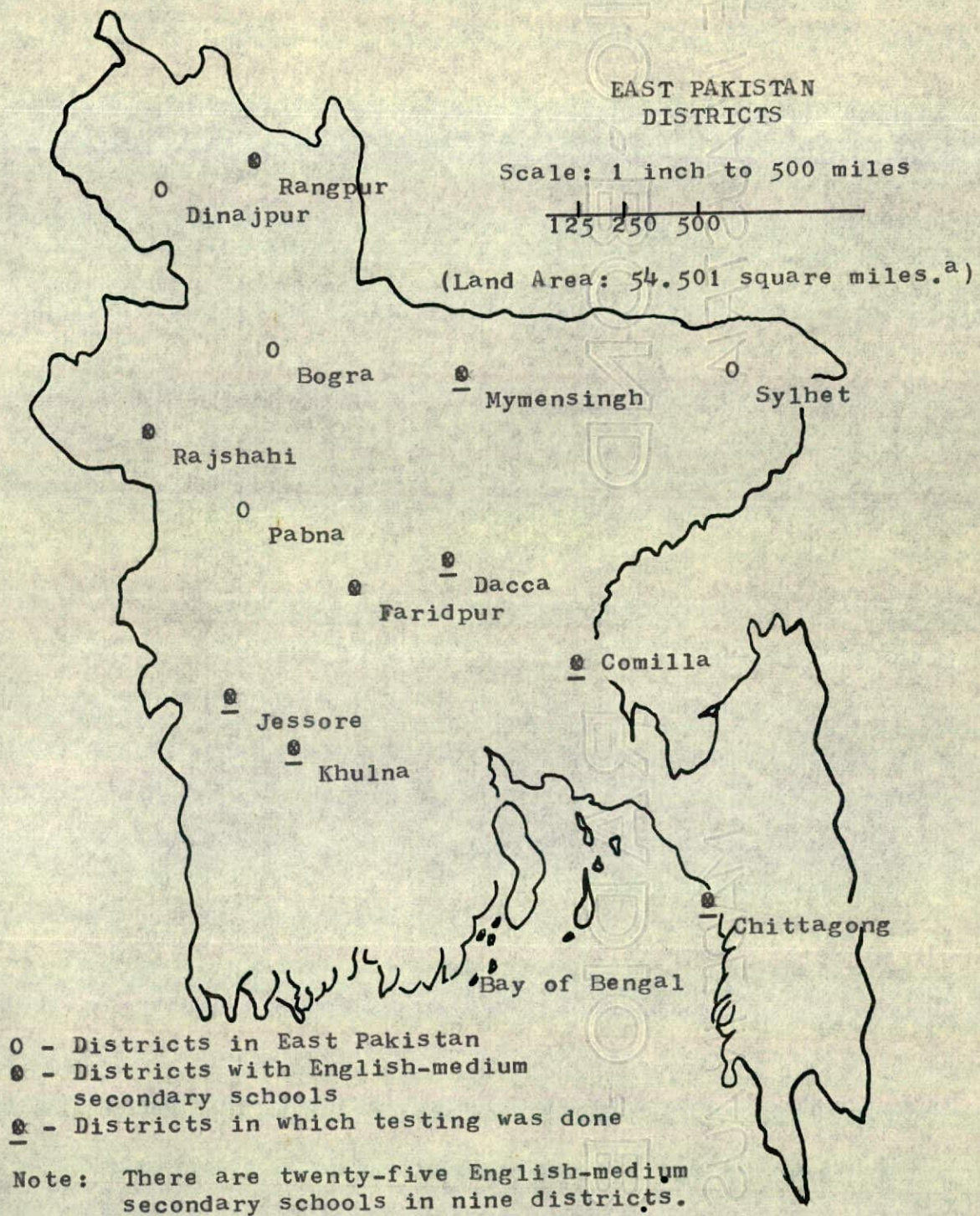
19. Lions English School
P. O. Khulna
P. S. Kotwali
Subdivision - Khulna Sadar
(Nursery Class, Classes I - X).
20. Fatima English High School
P. O. Khulna
P. S. Kotwali
Subdivision - Khulna Sadar
Phone: Khulna 3691
(Baby Class A, Baby Class B, Classes I - X. The first group of students will appear at the SSC Examination in 1968).

Jessore District

21. Dawood Public School
P. O. Jessore Cantonment
P. S. Kotwali
Subdivision - Jessore Sadar.

Cadet Colleges

22. Faujdarhat Cadet College
Faujdarhat
P. O. Box No. 412, Chittagong
Phone: Chittagong 6506, 5634
(Classes VII - XII. Prepares students for the SSC and HSC Examinations in Science and Humanities groups).
23. Momenshahi Cadet College
P. O. Cadet College, Via - Gorla
District - Mymensingh.
24. Ayub Cadet College
P. O. Sardah
District - Rajshahi.
25. Jhenaidah Cadet College
P. O. Jhenaidah
District - Jessore
(The first students will take the SSC and HSC Examinations in 1968).



SURVEY FORM

BOOKS USED IN TEACHING SOCIAL STUDIES

	Name of Book	Author	Publisher	Date Published
Class VI				
History				
Geography				
Civics				
Class VII				
History				
Geography				
Civics				
Class VIII				
History				
Geography				
Civics				

Class	No. of Boys	No. of Girls
VI		
VII		
VIII		

Signature

Position

School

LETTER FROM DIRECTORATE OF EDUCATION

Memo No. _____

From; The Assistant Director of Public Instruction,
Information and Statistics,
Directorate of Education,
Dacca, East Pakistan.

To : The Principal/Headmaster/Headmistress,

_____ Dist. _____

Dated, Dacca, September 27, 1968.

Dear Sir/Madam,

I am pleased to inform you that your school/college has been selected to participate in a study being conducted at the Institute of Education and Research, University of Dacca.

The study is concerned with the construction and preparation for standardization of a test in the area of Social Studies for English Medium Schools in Classes VI, VII and VIII.

Enclosed please find a form to be filled in and a self-addressed stamped envelope for your convenience and prompt reply.

Please send the material direct to the addressee.

Thank you for your cooperation.

Sincerely,

Sd/-

(M. I. Chowdhury)
Assistant Director of Public Instruction
Information and Statistics,
Directorate of Education,
Dacca-2, East Pakistan.

APPENDIX B

FORMULAE USED IN STATISTICAL ANALYSES

FORMULAE USED IN STATISTICAL ANALYSES

Item Difficulty

Standard deviation formula with substituted values

and squaring. (47, p. 361.)

$$\sigma_i^2 = \frac{1}{N} [N_p N - (pN)^2] = pq$$

where

σ_i^2 = Variance of an item.

$N_p N$ = Sum of squares of the scores on a given item.

pN = Sum of scores.

pq = Proportion of individuals in the "1" category (correct responses to the items) multiplied by the proportion of individuals in the "0" category (incorrect responses to the items).

Item Discrimination

Biserial correlation formula. (47, p. 247.)

$$r_{pb} = \frac{(\bar{x}_1 - \bar{x}_0) \sqrt{pq}}{\sigma_x}$$

where

r_{pb} = Product-moment coefficient of biserial correlation; referred to as point biserial.

$\bar{x}_1$ = Mean X score of the individuals in the "1" category (correct responses to the items).

$\bar{x}_0$ = Mean X score of the individuals in the "0" category (incorrect responses to the items).

p = Proportion of individuals in the "1" category.

q = Proportion of individuals in the "0" category.

σ_x = Standard deviation of the continuous measures X.

Item Validity

Biserial correlation formula. (47, pp. 247, 368-369.)

$$r_{pb} = \frac{(\bar{Y}_1 - \bar{Y}_0) \sqrt{pq}}{\sigma_y}$$

where

r_{pb} = The correlation between individual scores on each part of the test and individual criterion variable.

$\bar{Y}_1$ = Mean of total criterion score of individuals getting item correct.

$\bar{Y}_0$ = Mean of total criterion score of individuals getting item incorrect.

p = Proportion of passes.

q = Proportion of failures.

σ_y = Standard deviation of the criterion scores.

Test Reliability

Kuder-Richardson 20 formula. (47, p. 367.)

$$r_1 = \frac{n}{n-1} \left(\frac{\sigma_0^2 - \sum pq}{\sigma_0^2} \right)$$

where

r_1 = Reliability coefficient.

n = Number of items in the test part.

σ_0^2 = Variance of total scores.

$\sum pq$ = Sum of the products of the proportions of individuals in the "1" (item correct) and "0" (item incorrect) categories.

Analysis of Variance

Simple randomized design employing the F-test.

(31, pp. 47-78.) F-table (52, p. 466.)

$$F = \frac{mS_A}{mS_W}$$

where

F = F-ratio.

mS_A = Mean square among groups.

mS_W = Mean square within groups.

SUMMARY TABLE FOR ANALYSIS OF VARIANCE

Source of Variation	Degree of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F
A	K-1=df		SS/df	mS_A
W	K(n-1)=df		SS/df	mS_W
Total				-

where

A = Among groups.

W = Within groups.

K = Number of sample size.

N = Number of groups.

Mean

$$\bar{X} = \frac{\sum X}{N}$$

where

$\bar{X}$ = Mean.

$\sum X$ = Sum of scores.

N = Number of scores.

Standard Deviation

$$\sigma = \sqrt{\frac{\sum (x)^2}{N-1}}$$

where

σ = Standard deviation.

$\sum (x)^2$ = Sum of the deviations squared.

$N-1$ = Number of scores, minus 1.

Simple t-Test to Compare 2 Means

$$t = \frac{M_1 - M_2}{mS_W \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

$$t = \frac{M_1 - M_3}{mS_W \left(\frac{1}{n_1} + \frac{1}{n_3} \right)}$$

where

t = t score or t statistic.

M = Mean (sub number indicates mean of specific group).

mS_W = Mean square within groups.

n = Sample size (sub number indicates specific group).

APPENDIX C

TEST MANUAL FOR FORM A AND B

MANUAL

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ENGLISH-MEDIUM SCHOOLS

FORM A AND B

CLASS 6-7-8



Devised by

Beverly Moyer Jahrman, M.Ed., Doctorate Candidate

Auspice of

Dr. Shamim Ahmad Hashmi, Senior Lecturer in Testing
Institute of Education and Research
University of Dacca
Dacca, East Pakistan

1969

PREFACE

The Social Studies Achievement Test For East Pakistan comprises a three level objective instrument designed for the English-Medium Schools of East Pakistan, Classes VI, VII, and VIII. The questions selected for the test development reflect the Pakistani syllabi and the textbooks used for the subject area, social studies, at the specified grade or class levels.

Form B is the revision and refining, by test and item analysis, of Form A. The basis of the selection for the questions in Form B was determined by the meeting of criteria of discrimination following the administration of Form A to 404 students in two randomly selected schools in Dacca District. The validity and reliability of Form B has been ascertained by test and item analysis of the responses of 1592 students in thirteen randomly selected schools from six districts in East Pakistan.

The test has been designed in three parts. The test parts cover the material of an entire school year for the specified classes. Due to the time in the school year the testing was done, Spring and Summer of 1969, and for purposes of evaluating the test instruments, Part I developed for class VI, was given to classes VII, VIII, and IX; Part II developed for class VII, was given to classes VIII and IX; and Part III developed for class VIII, was given to class IX.

In summary, the Social Studies Achievement Test For East

Pakistan will give the advantage of questions prepared from utilizing syllabi and textbooks common to the English-Medium Secondary Schools of East Pakistan. Refinement and statistical information regarding the test parts is given in the manual. Difficulty and discriminative indices, and frequency tables indicating examinees' raw scores are currently used to replace norms and curves. After twenty years of getting norms and curves accepted in the western countries, the norm-reference system is now out-dated. (6, pp. 171-173.)

TABLE OF CONTENTS

	PAGE
PREFACE	161
LIST OF TABLES	164
DIRECTIONS FOR ADMINISTERING AND SCORING	166
GENERAL INFORMATION	172
FORM A	172
FORM B	187
USES OF THE TEST	201
CAUTIONS CONCERNING USE OF TESTS	205
BIBLIOGRAPHY	206

LIST OF TABLES

TABLE	PAGE
I. Summary of the Student Distribution	
Form A	172
II. Summarized Test Results	
Form A	173
III. Difficulty and Discriminative Indices	
Part I, Form A	175
IV. Difficulty and Discriminative Indices	
Part II, Form A	178
V. Difficulty and Discriminative Indices	
Part III, Form A	180
VI. Frequency of Scores	
Part I, Form A	183
VII. Frequency of Scores	
Part II, Form A	185
VIII. Frequency of Scores	
Part III, Form A	186
IX. Summary of the Student Distribution	
Form B	188
X. Summarized Test Results	
Form B	189
XI. Difficulty and Discriminative Indices	
Part I, Form B	190

TABLE	PAGE
XII. Difficulty and Discriminative Indices	
Part II, Form B	192
XIII. Difficulty and Discriminative Indices	
Part III, Form B	194
XIV. Frequency of Scores	
Part I, Form B	197
XV. Frequency of Scores	
Part II, Form B	199
XVI. Frequency of Scores	
Part III, Form B	200

DIRECTIONS FOR ADMINISTERING AND SCORING

General Instructions to the Examiner

This test is built on the premise that the instructions will be carefully followed. Familiarization with the general instructions that follow and careful adherence to specific instructions for each part of the test is mandatory in order to obtain meaningful results. Books on educational measurement, having one or more chapters dealing with test administration are listed in the bibliography of this manual. These are books available in the library of the Institute of Education and Research, University of Dacca, Dacca, East Pakistan. Persons who are totally unfamiliar with testing procedures might well review such a chapter or chapters.

Time Limits

Each of the parts of the test is developed and constructed on the basis of one hour of working time for each student, for Form B. In no case should this time limit be extended since one hour has been found adequate in the majority of instances. By the same token, students should not be given less than one hour of working time. Experience has shown that almost all of the students will finish most of the items in one hour. Those few who do not finish would probably not materially benefit by an extension of time and certainly should not be given such extension.

Students who finish before the end of one hour should be encouraged to go back over their responses to make sure that they

have selected the best answer. Examiners should make sure that students do not stop at the bottom of the page expecting to get directions from the examiner to proceed to the next page. Examiners will note that procedures at the bottom of the page indicate that the examinee should go on to the next page until the test is completed. Examiners who find students obviously not working when they could not have finished the test, please check to see if they are following on as they should.

The time limit of one hour refers to actual working time. Timing should not begin until the students are completely ready to attend to the test. Timing should be preceded only by the general directions from the examiner. Specific directions in the test are included in the one hour allowed for test administration and should not be read by the examiner prior to the start of the one hour time limit.

It is not considered necessary to provide the students with a rest period while administering any one part of the test. If a student gets ill or needs to leave the room for an emergency, the exact number of minutes that he has worked previously on the test should be noted, in order that he can be given the remainder of an hour at a later date for the completion of the test.

Materials Needed

1. Test Booklets (one for each student, plus one for the test administrator).
2. Instructions to Students (in this manual, and also stapled on the front of each test booklet).

3. Map sheet (stapled on the back of each test booklet).
4. Answer Forms (one for each student, plus one for the test administrator).
5. Pencils with erasers (one for each student, plus extra).
6. Test Manual (one for each test administrator).
7. An appropriate timing device.

No Coaching

It is desirable that the examiner explain carefully the procedures that the examinee should follow in responding to the test. The examiner by familiarizing himself with the test prior to the examination time, will anticipate in advance the stumbling blocks the students are likely to encounter. After the explanations are understood and the students given an opportunity to clarify the situations, the examiner should not assist examinees in selecting responses. No assistance should be given in helping the student determine his response.

Instructions for Test Administration

Procedure (as quickly as possible with meaning).

1. Read or say these instructions to the students;
 - a. "The test session has started."
 - b. "There is to be no talking. Please raise your hand when something is not clear to you."
2. Distribute Answer Forms and the pencils with erasers.
 - a. Direct the students to fill in the top of the Answer Forms as follows:
 - 1) Name
 - 2) Class
 - 3) Roll number
 - 4) Sex (circle M for male, F for female)
 - 5) Age (in years, if the student knows)
 - 6) School
 - 7) District
 - 8) Today's date
 - b. Proctors please check to see that requisite particulars have been filled in.

3. Prior to distributing the test booklets, say to the students, "The Test Booklets will now be distributed. DO NOT OPEN YOUR TEST BOOKLET UNTIL TOLD TO DO SO."
4. Distribute the Test Booklets.
5. Say to the students, "As I read the Instructions to Students aloud, please follow along with your copy, reading silently, and listening carefully."
6. Read the Instructions to Students, as follows:
 - a. This is a social studies test. In taking it, you will reveal what you know about geography, history, and civics. No one is expected to do the entire test correctly, but you should mark one answer for each item. More than one response marked, or no response marked, will make that entire question wrong. The number of questions with correct responses will be counted, and this will be your score. Work as fast as you can without making known mistakes. Do not spend a long time on one question; come back to it when you have finished the others, if you are not sure about it the first time. You will have one hour to answer the items and questions. Try to allow yourself some time to go over your answers, and to check your Answer Form for one response for each item or question.
 - b. You will notice on your Answer Form solid black lines. These are to help you. Each black line indicates the end of each page in the Test Booklet. This should help you keep your place, so you will answer the best you know. Please do not be concerned with the answers your friends mark on their Answer Forms. To try to check your answers with others, will only confuse you and waste your time. To help you in understanding how to mark your Answer Form, look at the examples.

Example 1. What are you doing today?

- (1) taking a trip
- (2) visiting the zoo
- (3) taking a test
- (4) visiting the museum

Since "3" taking a test, is the correct answer and the number of the question is 1, the number "3" corresponding to question 1 is crossed on the Sample Answer Form.

Sample Answer Form

1. (1) (2) ~~(3)~~ (4)

Example 2. What is the commonwealth of nations?

- (1) the British Empire
- (2) a union of independent countries
- (3) countries with the same exports
- (4) dependent countries of a major power

Since "2" a union of independent countries, is the correct answer and the number of the question is 2, the number "2" corresponding to question 2 is crossed out on the Sample Answer Form.

Sample Answer Form

1. (1) (2) ~~(3)~~ (4)

2. (1) ~~(2)~~ (3) (4)

- c. If there are questions, now is the time to ask them.
(Remind the students to raise their hands to be called on and to speak clearly so that all may benefit. Clarify any questions that are not just pure and simple time wasters.)
- d. The back of your Answer Form may be used if you feel the need, but please DO NOT MAKE ANY MARKS IN THE TEST BOOKLETS OR ON THE MAP SHEETS.
- e. Remember to read the instructions in the Test Booklets each time they appear, they are there to help you.
- f. Good luck and clear thinking to each of you. It is sincerely hoped that you like this method of testing.
- 7. Say, "OPEN THE TEST BOOKLET, AND BEGIN TO WORK."
- 8. When one hour is up, say, "STOP, PUT YOUR PENCILS DOWN, AND CLOSE THE TEST BOOKLETS."
- 9. Collect the Answer Forms, the Test Booklets, and the pencils.
- 10. Following the testing, a short break is recommended for the students, and the test administrators. Then carry on with the usual schedule.

Directions for Scoring

The accompanying answer keys for each Part and Form of the Social Studies Achievement Test For East Pakistan have been constructed to easily facilitate hand or commercial scoring.

The raw score for each of the participants is obtained by counting the number of correct items answered by an examinee on the test. The scores are "raw" in that no statistical manipulations have been used, as yet, to make the interpretation of the test results meaningful.

Wrong response, omitted response, or more than one response to an item categorizes as an incorrect answer.

GENERAL INFORMATION

Form A

Form A was developed as a pilot instrument using the syllabi and the textbooks common to the twenty-five English-Medium Schools in East Pakistan. Two schools were randomly selected from the eleven English-Medium Secondary Schools in Dacca District. A total of 404 students were used in the initial testing. The summary of the student distribution is given in Table I.

TABLE I
SUMMARY OF THE STUDENT DISTRIBUTION
FORM A

School	Class			Total
	VII	VIII	IX	
Adamjee Cantonment	62	59	60	181
Saint Gregory's	77	81	65	223
Total	138	140	125	404

The testing took place in the Spring of 1969. This necessitated the testing of students in classes seven, eight, and nine. Ideally, the testing would have taken place in November or December of 1968, prior to annual promotion, but due to delays in the test development, this was not possible.

The students of class VII participated in Part I. Providing they were present on each day of the testing, the students of class VIII participated in Part I and II; the students of class IX

participated in Part I, II, and III.

For the total group, the intervals between the lowest and the highest scores on Part I, II, and III were 26-126, 21-97, and 27-110, respectively.

The summarized test results by class for each part of the test, and the total findings for each part, are furnished in Table II.

TABLE II
SUMMARIZED TEST RESULTS
FORM A

		Class			
Test Part		VII	VIII	IX	Total
I	N ^a	139	137	123	399
	LS-HS ^b	45-126	26-125	49-122	26-126
	Mean	76.37	79.88	93.94	83.40
	SD ^c	16.66	19.05	17.16	17.36
II	N	138	117		255
	LS-HS	21-97	27-93		21-97
	Mean	57.46	65.03		61.25
	SD	13.07	15.28		14.18
			117		117
III	LS-HS		27-110		27-110
	Mean		73.95		73.95
	SD		20.25		20.25
Total	N	139	275	357	771

a-Number of students participating.

b-Interval between the lowest and the highest score.

c-Standard deviation.

Item analysis consisted of item difficulty and item

discrimination, employing the item scores as the basic data.

The difficulty of an item was estimated in terms of the proportion of examinees who responded correctly. The smaller the proportion succeeding, the more difficult the item. A difficulty index of .50 for an item indicated the greatest number of individual differences.

Point biserial correlation was used for the item discrimination. An item was accepted as discriminative when the scores on the item correlated positively with the total scores on the test with a point biserial of .20 or higher.

The difficulty and discriminative indices for the items for Form A and B are given in this manual to enable the classroom teacher who may be interested in selecting specific items from this test for teacher-made tests, to avoid the items that are likely not to be of a difficulty or discriminative level to merit their use.

Difficulty and discriminative indices for the items of Part I, Form A are given in Table III.

TABLE III
DIFFICULTY AND DISCRIMINATIVE INDICES
PART I, FORM A

Item : No. :	P ^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.92	.1658	20	.24	.1491	39	.59	.0301
2	.47	.2156	21	.33	.3153	40	.92	.2045
3	.06	.0474	22	.31	.3875	41	.97	.1530
4	.18	.1017	23	.40	.3183	42	.89	.2848
5	.72	.3319	24	.23	.0356	43	.95	.2600
6	.68	.2674	25	.26	.2477	44	.51	.2231
7	.64	.2265	26	.86	.1239	45	.53	.3693
8	.39	.3970	27	.96	.1471	46	.23	.1840
9	.23	-.0242	28	.63	.3219	47	.64	.3116
10	.27	.2357	29	.94	.1912	48	.58	.1920
11	.18	-.0577	30	.81	.2713	49	.82	.2261
12	.63	.3923	31	.84	.2920	50	.31	-.0254
13	.39	.3224	32	.64	.3059	51	.51	.1963
14	.41	.3708	33	.86	.1748	52	.89	.2721
15	.40	.3898	34	.23	.0857	53	.77	.3182
16	.25	.1062	35	.37	.1129	54	.26	.3039
17	.24	.2446	36	.29	.3322	55	.15	.1988
18	.48	.3140	37	.79	.2309	56	.73	.3878
19	.41	.2800	38	.62	.3557	57	.88	.3050

^aDifficulty index.

^bDiscriminative index.

TABLE III (continued)

Item : No. : P : RPB	:: Item : No. : P : RPB	:: Item : No. : P : RPB
58 : .52 : .3906	:: 80 : .31 : .3244	:: 102 : .91 : .3099
59 : .62 : .2327	:: 81 : .18 : .1163	:: 103 : .92 : .3345
60 : .38 : .2013	:: 82 : .39 : .1359	:: 104 : .81 : .4134
61 : .76 : .2749	:: 83 : .67 : .2883	:: 105 : .63 : .4163
62 : .91 : .2276	:: 84 : .18 : .1446	:: 106 : .56 : .4841
63 : .12 : -.0176	:: 85 : .87 : .3354	:: 107 : .64 : .4799
64 : .26 : -.0036	:: 86 : .77 : .3066	:: 108 : .51 : .4797
65 : .89 : .3273	:: 87 : .97 : .1284	:: 109 : .67 : .4975
66 : .08 : .0663	:: 88 : .61 : .2240	:: 110 : .60 : .4481
67 : .81 : .2576	:: 89 : .83 : .3454	:: 111 : .50 : .4793
68 : .43 : .2500	:: 90 : .97 : .2054	:: 112 : .50 : .5141
69 : .25 : .0054	:: 91 : .24 : .2390	:: 113 : .40 : .4255
70 : .31 : -.1331	:: 92 : .53 : .2469	:: 114 : .42 : .2767
71 : .63 : .0710	:: 93 : .31 : .1626	:: 115 : .39 : .3937
72 : .36 : .3506	:: 94 : .22 : -.0559	:: 116 : .34 : .3501
73 : .44 : .4041	:: 95 : .89 : .2434	:: 117 : .39 : .2317
74 : .31 : .0417	:: 96 : .35 : .2261	:: 118 : .53 : .4948
75 : .29 : -.0130	:: 97 : .37 : .2095	:: 119 : .33 : .0372
76 : .85 : .2315	:: 98 : .84 : .2837	:: 120 : .19 : .2968
77 : .60 : .2344	:: 99 : .17 : -.1141	:: 121 : .25 : .3234
78 : .41 : .3579	:: 100 : .68 : .2600	:: 122 : .32 : .4585
79 : .59 : .1539	:: 101 : .46 : .4643	:: 123 : .37 : .3551

TABLE III (continued)

Item :	:	:	Item :	:	:	Item :	:	:
No. :	P :	RPB :	No. :	P :	RPB :	No. :	P :	RPB :
124	: .52	: .5655	135	: .67	: .3664	146	: .59	: .5223
125	: .86	: .3566	136	: .74	: .4208	147	: .69	: .3907
126	: .89	: .2814	137	: .78	: .1105	148	: .31	: .2256
127	: .70	: .4370	138	: .74	: .3437	149	: .78	: .3551
128	: .34	: .2419	139	: .53	: .2962	150	: .59	: .4975
129	: .46	: .3174	140	: .48	: .3654	151	: .59	: .3816
130	: .49	: .4463	141	: .20	: .2574	152	: .44	: .2514
131	: .57	: .4408	142	: .36	: .2326	153	: .21	: .1683
132	: .33	: .3060	143	: .60	: .4436	154	: .23	: .1436
133	: .60	: .1946	144	: .49	: .4872	155	: .07	: .1012
134	: .76	: .3596	145	: .67	: .4369	-	: -	: -

The difficulty and discriminative indices for the items of Part II, Form A are given in Table IV.

TABLE IV
DIFFICULTY AND DISCRIMINATIVE INDICES
PART II, FORM A

Item : No. :	P ^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB
1	.96	.1607	18	.58	.3201	35	.44	.4539
2	.36	.2508	19	.53	.0868	36	.53	.1332
3	.76	.3507	20	.64	.3984	37	.22	.1423
4	.95	.2699	21	.86	.1935	38	.40	.2622
5	.89	.1990	22	.59	.3299	39	.40	.4502
6	.84	.2239	23	.36	.1459	40	.26	.0642
7	.36	.1314	24	.46	.1674	41	.27	.3365
8	.72	.2710	25	.49	.2811	42	.66	.3130
9	.74	.3988	26	.55	.3933	43	.62	.2048
10	.95	.2537	27	.62	.4078	44	.23	.1129
11	.31	.1681	28	.63	.2383	45	.51	.1982
12	.44	.3474	29	.43	.2237	46	.87	.3811
13	.25	.1508	30	.53	.4013	47	.72	.4548
14	.87	.3404	31	.23	.2286	48	.66	.4344
15	.43	.3672	32	.57	.4429	49	.55	.3114
16	.49	.3431	33	.48	.2150	50	.57	.3917
17	.30	.2960	34	.61	.2998	51	.63	.4514

^aDifficulty index.

^bDiscriminative index.

TABLE IV (continued)

Item : No. : P : RPB	Item : No. : P : RPB	Item : No. : P : RPB
52 : .83 : .4019	75 : .04 : .0155	98 : .69 : .4418
53 : .73 : .4554	76 : .40 : .0384	99 : .27 : .3056
54 : .76 : .5099	77 : .31 : .1728	100 : .26 : .1538
55 : .83 : .4564	78 : .28 : .1865	101 : .78 : .3210
56 : .83 : .4618	79 : .19 : .0005	102 : .45 : .2052
57 : .77 : .3870	80 : .14 : .0257	103 : .37 : .1297
58 : .26 : .2473	81 : .27 : .0395	104 : .37 : .2030
59 : .73 : .4143	82 : .58 : .3360	105 : .29 : .0497
60 : .39 : .1508	83 : .77 : .4501	106 : .30 : .1690
61 : .52 : .3113	84 : .34 : .0927	107 : .89 : .1805
62 : .75 : .4429	85 : .44 : .3962	108 : .72 : .3156
63 : .29 : .3408	86 : .48 : .1718	109 : .17 : .0266
64 : .53 : .4302	87 : .64 : .2922	110 : .81 : .3283
65 : .62 : .5695	88 : .63 : .2308	111 : .33 : .1535
66 : .40 : .5239	89 : .74 : .3687	112 : .45 : .4355
67 : .60 : .2344	90 : .53 : .4066	113 : .51 : .2589
68 : .66 : .3182	91 : .42 : .0566	114 : .43 : .2972
69 : .47 : .1027	92 : .54 : .4919	115 : .64 : .4266
70 : .42 : .3841	93 : .25 : .1108	116 : .44 : .2982
71 : .42 : .1984	94 : .41 : .1925	117 : .34 : .3428
72 : .18 : .1759	95 : .37 : .0943	118 : .49 : .3529
73 : .43 : .2505	96 : .34 : .2456	119 : .24 : .2434
74 : .21 : .0716	97 : .38 : .2550	1- : - : -

The difficulty and discriminative indices for the items of Part III, Form A are given in Table V.

TABLE V
DIFFICULTY AND DISCRIMINATIVE INDICES
PART III, FORM A

Item : No. :	p^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.75	.1805	18	.17	-.0898	35	.20	.1589
2	.61	.2600	19	.15	.0130	36	.79	.3111
3	.18	.0979	20	.24	.1680	37	.41	.4824
4	.51	.3848	21	.70	.3305	38	.66	.5007
5	.72	.4262	22	.92	.2613	39	.65	.2924
6	.83	.2547	23	.47	.4819	40	.56	.4122
7	.74	.4275	24	.61	.5043	41	.85	.3306
8	.34	.3315	25	.32	.0235	42	.44	.2954
9	.44	.2706	26	.33	.0739	43	.47	.0286
10	.33	.0330	27	.75	.2767	44	.20	-.0305
11	.75	.4242	28	.38	.3739	45	.37	.2498
12	.74	.4737	29	.30	.1434	46	.44	.4337
13	.21	.2282	30	.22	.0414	47	.37	.2737
14	.17	.0239	31	.29	.2202	48	.56	.0099
15	.44	.2328	32	.65	.1974	49	.18	.1056
16	.44	.2437	33	.63	.3496	50	.42	.1664
17	.34	.1372	34	.33	.2082	51	.31	.2042

^aDifficulty index.

^bDiscriminative index.

TABLE V (continued)

Item : No. : P : RPB	:	Item : No. : P : RPB	:	Item : No. : P : RPB
52 : .32 : .1062	::	75 : .62 : .4892	::	98 : .80 : .4086
53 : .35 : .3516	::	76 : .70 : .5452	::	99 : .61 : .4174
54 : .34 : .4309	::	77 : .68 : .5257	::	100 : .31 : .1493
55 : .22 : .2546	::	78 : .87 : .3564	::	101 : .42 : .4114
56 : .58 : .2132	::	79 : .72 : .3758	::	102 : .50 : .2089
57 : .68 : .5434	::	80 : .64 : .3588	::	103 : .20 : .1035
58 : .61 : .3110	::	81 : .36 : .3164	::	104 : .74 : .4036
59 : .61 : .4773	::	82 : .74 : .3282	::	105 : .58 : .2674
60 : .62 : .5144	::	83 : .27 : .1486	::	106 : .21 : .1695
61 : .62 : .4009	::	84 : .45 : .2273	::	107 : .56 : .1193
62 : .42 : .3080	::	85 : .26 : .0647	::	108 : .68 : .3812
63 : .68 : .6580	::	86 : .16 : .0203	::	109 : .40 : .3250
64 : .72 : .6057	::	87 : .51 : .5086	::	110 : .06 : .1682
65 : .61 : .5569	::	88 : .17 : .3079	::	111 : .70 : .2276
66 : .76 : .5421	::	89 : .19 : .0200	::	112 : .48 : .3096
67 : .73 : .5416	::	90 : .61 : .3094	::	113 : .42 : .2354
68 : .67 : .5429	::	91 : .50 : .3397	::	114 : .55 : .3461
69 : .56 : .5244	::	92 : .26 : .2861	::	115 : .47 : .3995
70 : .61 : .4186	::	93 : .11 : .1017	::	116 : .59 : .3261
71 : .56 : .4429	::	94 : .42 : .2105	::	117 : .48 : .3042
72 : .61 : .4496	::	95 : .67 : .1818	::	118 : .35 : .1586
73 : .47 : .5528	::	96 : .44 : .1784	::	119 : .35 : .1640
74 : .21 : .1045	::	97 : .79 : .3111	::	120 : .44 : .1614

TABLE V (continued)

Item :	:	:	Item :	:	:	Item :	:	:
No. :	P :	RPB	No. :	P :	RPB	No. :	P :	RPB
121 :	.31 :	.0830	130 :	.14 :	-.0634	139 :	.32 :	.0798
122 :	.34 :	.2855	131 :	.56 :	.4732	140 :	.26 :	.1822
123 :	.43 :	.4035	132 :	.14 :	-.0416	141 :	.18 :	.1146
124 :	.22 :	.1066	133 :	.33 :	.3379	142 :	.44 :	.4451
125 :	.27 :	.3561	134 :	.47 :	.4197	143 :	.33 :	.3379
126 :	.83 :	.3347	135 :	.50 :	.3389	144 :	.23 :	.2830
127 :	.59 :	.5106	136 :	.51 :	.3603	145 :	.54 :	.3797
128 :	.33 :	.2386	137 :	.33 :	.3938	146 :	.83 :	.1885
129 :	.61 :	.2814	138 :	.39 :	.3064	147 :	.77 :	.0676

In the pilot test, Part I, Form A, consisting of 155 items, the highest score was 126, and the lowest score was 26. The number of students by class, obtaining a specific raw score, is given in Table VI.

TABLE VI
FREQUENCY OF SCORES
PART I, FORM A

S^a	:	N^b	:	S	:	N	:	S	:	N
	:	VII:VIII:IX	:		:	VII:VIII:IX	:		:	VII:VIII:IX
126:	1	:		:	106:	1	:	1	:	6
125:		:	1	:	105:		:	1	:	2
122:		:	1	:	104:		:	2	:	5
119:	1	:		:	103:		:		:	6
118:		:		:	102:	4	:	1	:	4
117:		:		:	101:	3	:	2	:	
116:		:	1	:	100:	2	:	3	:	4
114:		:	1	:	99:	1	:	2	:	3
113:	1	:		:	98:	2	:	1	:	3
112:	1	:	1	:	97:	3	:		:	4
111:		:	1	:	96:		:	1	:	4
110:		:		:	95:		:	1	:	1
109:	1	:		:	94:	2	:	4	:	2
108:	1	:		:	93:	3	:	4	:	
107:		:	2	:	92:	2	:	1	:	2

^aRaw score.

^bNumber of students, by class, obtaining the score.

TABLE VI (continued)

S :	N		S :	N		S :	N
:	VII:VIII:IX	::	:	VII:VIII:IX	::	:	VII:VIII:IX
76 :	2 :	3 :	::	64 :	3 :	2 :	1 :
75 :	5 :	3 :	4	::	63 :	1 :	2 :
74 :	4 :	2 :	2	::	62 ::	5 :	2 :
73 :	3 :	1 :	1	::	61 ::	2 :	3 :
72 :	77 :	3 :	3	::	60 ::	2 :	:
71 :	1 :	3 :	1	::	59 ::	2 :	1 :
70 :	3 :	1 :	2	::	58 ::	2 :	1 :
69 :	33 :	4 :	:	::	57 :	2 :	:
68 :	2 :	1 :	2	::	56 :	3 :	:
67 :	3 :	1 :	1	::	55 :	:	:
66 :	4 :	5 :	2	::	53 :	:	2 :
65 :	4 :	2 :	1	::	52 :	2 :	:

In the pilot test, Part II, Form A, consisting of 119 items, the highest score was 97, and the lowest score was 21. The number of students by class, obtaining a specific raw score, is given in Table VII.

TABLE VII
FREQUENCY OF SCORES
PART II, FORM A

S ^a	N ^b		S	N		S	N		S	N	
	VIII	IX		VIII	IX		VIII	IX		VIII	IX
97	1		75	1	1	58	8	3	41		2
93		1	74	2	7	57	4	1	40		1
92		2	73	3	2	56	7	2	39		1
91		1	72		1	55	1	3	38	3	2
90	1	1	71	3	2	54	5	4	37	1	1
88		1	70		6	53	5	1	36	1	1
87		4	69	4	1	52	4	1	35		2
86		2	68	3	3	51	4		34	3	
85	1	1	67	7	1	50	2	1	33	1	
84	1	2	66		3	49	2	1	32	1	
83	1	1	65	1	4	48	5		29	1	
82		3	64	4	3	47	4	1	27	1	1
81		1	63	1	3	46	3	2	23	1	
80	2	3	62	4	3	45	5	2	21	1	
78	1	5	61	5	4	44	2	2			
77	2		60	6	4	43	1	1			
76	2	3	59	4	1	42	1	2			

^a Raw score.

^b Number of students, by class, obtaining the score.

In the pilot test, Part III, Form A, consisting of 147 items, the highest score was 110, and the lowest score was 27. The number of students by class, obtaining a specific raw score, is given in Table VIII.

TABLE VIII
FREQUENCY OF SCORES
PART III, FORM A

S^a	N^b	S	N	S	N	S	N	S	N	S	N	S	N
IX	IX	IX	IX	IX	IX	IX	IX	IX	IX	IX	IX	IX	IX
110	1	90	1	79	2	68	1	56	1	42	1		
108	1	89	1	78	3	67	2	55	5	41	1		
104	2	88	4	77	1	66	2	54	3	39	1		
101	2	86	2	76	1	65	2	53	4	38	1		
99	5	85	1	75	4	63	6	52	3	36	1		
98	3	84	2	74	1	62	1	51	2	35	1		
97	1	83	4	72	1	61	2	50	2	33	1		
95	1	82	1	71	2	59	2	49	1	32	1		
93	1	81	3	70	2	58	4	46	1	29	2		
91	2	80	2	69	3	57	1	43	1	27	1		

^aRaw score.

^bNumber of students, by class, obtaining the score.

Form B

Utilizing the statistical analysis of Form A, Form B was developed by editing the items having a point biserial coefficient of .20 or higher. These items were then arranged from least difficult to most difficult as indicated by the difficulty indices.

Form B was administered in the summer of 1969. Thirteen schools were randomly selected from the twenty-five English-Medium Secondary Schools in East Pakistan. A total of 1,592 students of classes VII, VIII, and IX took part in the testing programme. A summary of the student distribution is given in Table IX.

TABLE IX
SUMMARY OF THE STUDENT DISTRIBUTION
FORM B

School	Class			Total
	VII	VIII	IX	
Adamjee High	19	14	17	50
Ahmed Bawany Academy	30	42	55	127
Cantonment Modern High	45	34	30	109
Dawood Public	17	9	15	41
Dhanmondi Residential	40	29	28	97
Fatima English	25	20	10	55
Holy Cross Girls' High	46	32	33	111
Lions English	19	20	20	59
Momenshahi Cadet College	49	48	56	153
Our Lady of Fatima	4	6	4	14
Saint Placid's High	156	122	117	395
Shaheen	86	67	78	231
Vigarun-Nisa Noon Girls'	58	56	36	150
Total	594	499	499	1592

For the total group, the intervals between the lowest and the highest scores on Parts I, II, and III were 19-93, 15-71, and 14-84, respectively.

The summarized test results for each part of the test, and the total findings for each part, are given in Table X.

TABLE X
SUMMARIZED TEST RESULTS
FORM B

Test Part		Class			
		VII	VIII	IX	Total
I		N ^a : 594 : 491 : 471 : 1556			
LS - HS ^b		: 19-93	: 28-91	: 22-88	: 19-93
Mean		: 55.37	: 62.41	: 63.21	: 60.33
SD ^c		: 12.09	: 12.98	: 12.43	: 12.50
II		N : 498 : 490 : 988			
LS - HS		: 19-67	: 15-71	: 15-71	
Mean		: 47.70	: 50.09	: 48.90	
SD		: 10.26	: 11.32	: 10.79	
III		N : 489 : 489			
LS - HS				: 14-84	: 14-84
Mean				: 52.08	: 52.08
SD				: 13.71	: 13.71

^a Number of students.

^b Interval between the lowest and the highest score.

^c Standard deviation.

The students' responses were subjected to item analysis, as for Form A.

The items with a point biserial coefficient of .05 or higher were accepted as significantly discriminative. The increase in sample size and the decrease in the number of items in Form B, compared to Form A, as expected, resulted in a lower coefficient value.

The difficulty and discriminative indices are given in Tables XI, XII, and XIII for the interest or use of the classroom teacher, as explained for Form A.

TABLE XI
DIFFICULTY AND DISCRIMINATIVE INDICES
PART I, FORM B

Item : No. :	P ^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.97	.0357	11	.92	.0594	21	.74	.0772
2	.98	.0196	12	.91	.0492	22	.82	.0507
3	.93	.0400	13	.82	.0616	23	.43	.0641
4	.89	.0579	14	.94	.0393	24	.79	.0480
5	.92	.0441	15	.70	.0599	25	.93	.0441
6	.96	.0415	16	.81	.0691	26	.71	.0604
7	.90	.0600	17	.81	.0622	27	.80	.0662
8	.98	.0231	18	.84	.0769	28	.72	.0747
9	.98	.0383	19	.79	.0724	29	.87	.0373
10	.88	.0427	20	.75	.0493	30	.71	.0558

^aDifficulty index.

^bDiscriminative index.

TABLE XI (continued)

Item : No. : P : RPB	Item : No. : P : RPB	Item : No. : P : RPB
31 : .53 : .0645	55 : .47 : .0440	79 : .49 : .0778
32 : .73 : .0641	56 : .46 : .0726	80 : .52 : .0870
33 : .58 : .0528	57 : .35 : .0202	81 : .60 : .0945
34 : .78 : .0612	58 : .49 : .0508	82 : .41 : .0500
35 : .70 : .0674	59 : .40 : .0781	83 : .40 : .0649
36 : .27 : .0552	60 : .45 : .0867	84 : .69 : .0863
37 : .59 : .0732	61 : .46 : .0588	85 : .49 : .0791
38 : .58 : .0463	62 : .27 : .0223	86 : .38 : .0763
39 : .49 : .0809	63 : .30 : .0539	87 : .49 : .0677
40 : .81 : .0692	64 : .30 : .0523	88 : .35 : .0568
41 : .58 : .0473	65 : .32 : .0610	89 : .60 : .0913
42 : .85 : .0536	66 : .22 : .0617	90 : .43 : .0768
43 : .69 : .0503	67 : .19 : .0444	91 : .42 : .1060
44 : .65 : .0826	68 : .17 : .0464	92 : .45 : .0870
45 : .62 : .0636	69 : .14 : .0070	93 : .29 : .0699
46 : .57 : .0815	70 : .86 : .0806	94 : .42 : .0798
47 : .52 : .0873	71 : .71 : .0850	95 : .24 : .0633
48 : .71 : .0529	72 : .65 : .0941	96 : .26 : .0520
49 : .80 : .0709	73 : .71 : .0913	97 : .30 : .0651
50 : .43 : .0730	74 : .69 : .0978	98 : .44 : .0850
51 : .57 : .0448	75 : .64 : .0835	99 : .27 : .0639
52 : .71 : .0607	76 : .68 : .0843	100 : .21 : .0686
53 : .46 : .0472	77 : .59 : .0775	- : - : -
54 : .47 : .0859	78 : .36 : .0277	- : - : -

TABLE XII
DIFFICULTY AND DISCRIMINATIVE INDICES
PART II, FORM B

Item : No. :	P ^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.95	.0282	21	.70	.0710	41	.46	.0747
2	.90	.0572	22	.56	.0531	42	.54	.0758
3	.83	.0765	23	.57	.0495	43	.56	.0475
4	.76	.0669	24	.83	.0405	44	.48	.0670
5	.56	.0429	25	.61	.0729	45	.00	.0000
6	.75	.0457	26	.52	.0684	46	.65	.0416
7	.88	.0516	27	.70	.0773	47	.46	.0672
8	.74	.0659	28	.67	.1080	48	.55	.0413
9	.83	.0805	29	.56	.0627	49	.42	.0547
10	.84	.0808	30	.56	.0819	50	.40	.0816
11	.61	.0751	31	.62	.0784	51	.36	.0264
12	.76	.0406	32	.60	.0312	52	.19	.0347
13	.90	.0502	33	.09	.0191	53	.57	.0501
14	.77	.0678	34	.43	.0540	54	.64	.0773
15	.84	.0497	35	.42	.0492	55	.05	-.0276
16	.77	.0794	36	.43	.0624	56	.36	.0829
17	.53	.0858	37	.58	.0376	57	.33	.0417
18	.53	.0421	38	.72	.0678	58	.34	.0302
19	.46	.0806	39	.43	.1003	59	.34	.0560
20	.75	.0233	40	.07	-.0335	60	.28	.0496

^aDifficulty index.

^bDiscriminative index.

TABLE XII (continued)

Item :	:	:	Item :	:	:	Item :	:	:
No. :	P :	RPB	No. :	P :	RPB	No. :	P :	RPB
61	: .88	: .0958	68	: .86	: .1058	75	: .73	: .1237
62	: .91	: .0813	69	: .78	: .1112	76	: .60	: .0975
63	: .87	: .1095	70	: .85	: .1116	77	: .63	: .0915
64	: .89	: .1061	71	: .74	: .1275	78	: .49	: .0958
65	: .86	: .1144	72	: .84	: .1133	79	: .66	: .1032
66	: .88	: .1125	73	: .71	: .1027	80	: .45	: .0721
67	: .87	: .1028	74	: .75	: .1076	-	: -	: -

TABLE XIII
DIFFICULTY AND DISCRIMINATIVE INDICES
PART III, FORM B

Item : No. :	P ^a :	RPB ^b :	Item : No. :	P :	RPB :	Item : No. :	P :	RPB :
1	.87	.0528	21	.73	.0845	41	.52	.0793
2	.93	.0337	22	.34	.1271	42	.60	.1041
3	.85	.0357	23	.56	.0917	43	.47	.0477
4	.74	.0755	24	.38	.0373	44	.45	.0412
5	.93	.0102	25	.55	.1029	45	.42	.1067
6	.92	.0412	26	.53	.1101	46	.43	.0785
7	.57	.0339	27	.66	.0796	47	.55	.1030
8	.76	.0328	28	.47	.0924	48	.31	.0516
9	.83	.0838	29	.70	.0699	49	.37	.9733
10	.75	.0598	30	.66	.0509	50	.30	.1131
11	.66	.0662	31	.57	.0337	51	.32	.0431
12	.66	.0889	32	.35	.0634	52	.24	.0332
13	.60	.0688	33	.57	.0947	53	.38	.0666
14	.29	.0189	34	.49	.0212	54	.32	.0496
15	.65	.0848	35	.15	-.0212	55	.37	.0782
16	.82	.0607	36	.48	.0807	56	.10	-.0066
17	.61	.0832	37	.53	.0554	57	.17	.0115
18	.72	.0607	38	.49	.1032	58	.53	.0201
19	.94	.0544	39	.67	.0881	59	.44	.1326
20	.51	.1213	40	.64	.0723	60	.49	.1047

^aDifficulty index.

^bDiscriminative index.

TABLE XIII (continued)

Item :	:	:	Item :	:	:	Item :	:	:
No. :	P :	RPB	No. :	P :	RPB	No. :	P :	RPB
61	: .51	: .0730	:: 75	: .26	: .0110	:: 89	: .61	: .1345
62	: .35	: .0785	:: 76	: .24	: .0172	:: 90	: .41	: .0795
63	: .46	: .0928	:: 77	: .37	: .0504	:: 91	: .60	: .1303
64	: .36	: .0635	:: 78	: .18	: .0056	:: 92	: .65	: .1411
65	: .47	: .0854	:: 79	: .13	: .0060	:: 93	: .64	: .1550
66	: .57	: .0812	:: 80	: .29	: .0579	:: 94	: .62	: .1525
67	: .39	: .1050	:: 81	: .74	: .0937	:: 95	: .68	: .1418
68	: .30	: .0063	:: 82	: .69	: .1427	:: 96	: .63	: .0864
69	: .32	: .0861	:: 83	: .81	: .1353	:: 97	: .42	: .0960
70	: .29	: .0496	:: 84	: .75	: .1062	:: 98	: .57	: .1413
71	: .31	: .0228	:: 85	: .75	: .1317	:: 99	: .51	: .1254
72	: .08	: .0012	:: 86	: .79	: .1531	:: 100	: .63	: .1287
73	: .22	: .0460	:: 87	: .66	: .1345	:: -	: -	: -
74	: .39	: .0380	:: 88	: .59	: .1263	:: -	: -	: -

Item validity was estimated by testing for correlation between the item scores and the final social studies examination scores obtained by the students in their respective schools. The average of the three test parts indicated a validity coefficient of .0417, which was found to be significant.

Test reliability was estimated by employing the Kuder-Richardson Formula 20. The average reliability coefficient of the three test parts was found to be 1.00, perfect positive correlation. This gave a high measure of confidence in the test.

The test parts were found to be significantly differentiating by using the t-test, following analysis of variance. At the .05 level of significance, it was observed that the mean for class VII was significantly different from that of classes VIII and IX for Part I. No significant difference was observed between the means of classes VIII and IX for Part I. A significant difference was found between the means for classes VIII and IX for Part II.

In the revised test, Part I, Form B, consisting of 100 items, the highest score was 93, and the lowest score was 19. The number of students by class, obtaining a specific raw score, is given in Table XIV.

TABLE XIV
FREQUENCY OF SCORES
PART I, FORM B

S ^a : N ^b :: S : N :: S : N																						
VII:VIII:IX																						
93	:	1	:	:	:	68	:	11	:	24	:	15	:	44	:	18	:	3	:	5		
91	:	:	1	:	:	67	:	11	:	12	:	7	:	43	:	10	:	5	:	3		
90	:	:	2	:	:	66	:	12	:	10	:	17	:	42	:	7	:	4	:	4		
89	:	:	1	:	:	65	:	10	:	10	:	13	:	41	:	7	:	6	:	4		
88	:	:	1	:	1	:	64	:	26	:	16	:	20	:	40	:	5	:	2	:	6	
87	:	2	:	3	:	2	:	63	:	14	:	15	:	10	:	39	:	11	:	4	:	5
86	:	1	:	1	:	3	:	62	:	17	:	11	:	12	:	38	:	2	:	9	:	:
85	:	1	:	2	:	3	:	61	:	18	:	11	:	13	:	37	:	6	:	3	:	2
84	:	:	5	:	4	:	60	:	20	:	15	:	15	:	36	:	4	:	4	:	2	
83	:	1	:	7	:	6	:	59	:	17	:	9	:	12	:	35	:	3	:	1	:	2
82	:	:	5	:	9	:	58	:	21	:	11	:	10	:	34	:	8	:	2	:	:	
81	:	3	:	8	:	6	:	57	:	14	:	15	:	9	:	33	:	3	:	2	:	:
80	:	2	:	8	:	10	:	56	:	16	:	10	:	12	:	32	:	2	:	1	:	:
79	:	6	:	10	:	9	:	55	:	19	:	10	:	8	:	31	:	2	:	:	:	:
78	:	1	:	6	:	5	:	54	:	16	:	14	:	12	:	30	:	3	:	:	:	2
77	:	1	:	11	:	12	:	53	:	21	:	6	:	6	:	29	:	3	:	1	:	:
76	:	7	:	11	:	9	:	52	:	21	:	11	:	8	:	28	:	1	:	1	:	1
75	:	4	:	11	:	15	:	51	:	14	:	10	:	15	:	27	:	2	:	:	:	:
74	:	9	:	9	:	17	:	50	:	21	:	6	:	11	:	26	:	2	:	:	:	:
73	:	5	:	15	:	13	:	49	:	18	:	12	:	3	:	25	:	1	:	:	:	:

^a Raw score.

^b Number of students, by class, obtaining the score.

TABLE XIV (continued)

S	:	N	:	S	:	N	:	S	:	N										
		<u>VII:VIII:IX</u>				<u>VII:VIII:IX</u>				<u>VII:VIII:IX</u>										
72	:	9	:	8	:	6	:	48	:	24	:	11	:	6	:	23	:	2	:	
71	:	5	:	25	:	18	:	47	:	15	:	10	:	7	:	22	:	1	:	1
70	:	12	:	16	:	15	:	46	:	8	:	5	:	8	:	19	:	1	:	
69	:	16	:	7	:	15	:	45	:	20	:	6	:	7	:	-	:	-	:	-

In the revised test, Part II, Form B, consisting of eighty items, the highest score was 71, and the lowest score was 15. The number of students by class, obtaining a specific raw score, is given in Table XV.

TABLE XV
FREQUENCY OF SCORES
PART II, FORM B

S ^a	N ^b	S	N	S	N	S	N
: VIII:IX	: VIII:IX	: VIII:IX	: VIII:IX	: VIII:IX	: VIII:IX	: VIII:IX	: VIII:IX
71	1	57	22	43	10	29	3
70	2	56	16	42	12	28	2
69	6	55	11	41	22	27	4
68	5	54	13	40	11	26	4
67	1	53	15	39	12	25	4
66	2	52	23	38	10	24	1
65	7	51	18	37	9	23	2
64	12	50	15	36	4	22	2
63	18	49	24	35	12	21	2
62	11	48	20	34	6	20	
61	13	47	21	33	9	19	2
60	9	46	13	32	7	15	
59	10	45	18	31	5		
58	21	44	15	30	5		

^aRaw score.

^bNumber of students, by class, obtaining the score.

In the revised test, Part III, Form B, consisting of 100 items, the highest score was 84, and the lowest score was 14. The number of students by class, obtaining a specific raw score, is given in Table XVI.

TABLE XVI
FREQUENCY OF SCORES
PART III, FORM B

S^a	:	N^b	:	S	:	N	:	S	:	N	:	S	:	N	:	S	:	N
:	:	$\overline{IX}$	:	:	:	$\overline{IX}$	:	:	:	$\overline{IX}$	:	:	:	$\overline{IX}$	:	:	:	$\overline{IX}$
84	:	2	::	70	:	10	::	57	:	11	::	44	:	11	::	31	:	4
82	:	1	::	69	:	10	::	56	:	10	::	43	:	7	::	30	:	9
81	:	2	::	68	:	9	::	55	:	12	::	42	:	8	::	29	:	1
80	:	1	::	67	:	3	::	54	:	11	::	41	:	16	::	28	:	3
79	:	4	::	66	:	11	::	53	:	16	::	40	:	11	::	27	:	2
78	:	2	::	65	:	8	::	52	:	11	::	39	:	11	::	26	:	3
77	:	4	::	64	:	9	::	51	:	12	::	38	:	12	::	25	:	1
76	:	5	::	63	:	7	::	50	:	8	::	37	:	6	::	24	:	1
75	:	6	::	62	:	10	::	49	:	13	::	36	:	9	::	22	:	1
74	:	5	::	61	:	13	::	48	:	10	::	35	:	6	::	21	:	2
73	:	2	::	60	:	17	::	47	:	10	::	34	:	8	::	19	:	1
72	:	8	::	59	:	8	::	46	:	15	::	33	:	5	::	14	:	2
71	:	6	::	58	:	18	::	45	:	20	::	32	:	9	::		:	

^aRaw score.

^bNumber of students, by class, obtaining the score.

USES OF THE TEST

Improvement of Instruction

Most teachers wish to become as effective as possible in teaching students in the various subject matter areas. Although the effectiveness of the teacher depends to a degree on the teacher's personality and attitudes, much improvement can be gained through the use of test results. Teachers can discover areas in which their students do poorly, as is evidenced by low scores, and can evaluate the procedures used in order to try to attain the objectives and modify accordingly. Teachers can also use beginning-of-the-year testing and end-of-the-year testing to identify progress that pupils under his direction have made during the course of the year.

Teachers, being human, tend to stress areas in which they hold maximum interest or areas in which they are most knowledgeable. Occasionally this results in slighting areas in which students ought to be getting more instructions.

Low scores would not necessarily mean poor instruction. In some social studies courses, for example, teachers have the choice of teaching five or six out of twelve possible units. Local conditions dictate much choices and subsequent low achievement in areas not taught would obviously have no meaning in terms of instruction. Maximum responses to selected areas and overall results are comparable regardless of the areas taught locally.

Teachers obviously can make further analysis of their classes by counting the number of people who missed a particular question.

If the proportion who fail to get the question correct is considerably larger than the difficulty of the item, teachers should try to analyze the reason for such discrepancies. It may be that the concept was not taught at all. This may be justified, or it may mean that the approaches to teaching this concept should be somewhat modified in future presentations.

Surveys

The sampling was considered representative of the total future users of the developed test. The performance of any one class can be judged by determining the average raw score of the several students and comparing the result with the mean given in Table II or X, depending on which Form was used, for the corresponding test part. Comparisons of several classes on the same subject are valid only when the ability and general achievement of the various members of a class are determined to be equal to that of the class to which it is being compared. The sample was considered to average at each class level in terms of ability and in terms of previous achievement in the area of social studies.

Curriculum Analysis

It is obviously possible to evaluate the effectiveness of the local curriculum for a particular subject. Assuming a normal group of learners, achievement above average by the group would mean that the local curriculum is an effective one in terms of the attainment of the objectives for the course.

It is never expected that any one test will coordinate completely with the local curriculum. Test makes generally agree that at least two-thirds of the items in any one developed test should relate to the local curriculum.

Group Diagnosis

The strengths and weaknesses of the group can be identified through making a number of comparisons of the test results.

Individual Pupil Progress

Any student's performance on any given test can identify the strengths and weaknesses he possesses in that area.

Educational and Vocational Guidance

Many schools differentiate students early and provide appropriate courses of study and curricula for them in view of their overall educational plans.

Usually achievement follows the interest pattern of the student which also identifies the activities which give him the greatest pleasure.

Public Interpretation of Schools

Quite frequently administrators need help in interpreting the school system to the residents in their districts, thanas, or villages. This is done by identifying strengths and weaknesses of that school system. Schools can interpret their program quite adequately to the community by showing the achievement of students. Test results may also be used to identify needs for correcting existing difficulties, such as smaller classes, additional

instructional materials, and more financial incentive for teachers.

CAUTIONS CONCERNING USE OF TESTS

Achievement examinations are not used to determine the effectiveness of teachers. There are too many variables, including previous knowledge of the subject, availability of instructional materials, and general ability and interest of the students, to draw any specific conclusions concerning the effectiveness of instruction.

No test represents exact evaluations of achievement. Students taking the same test after even a short period of time has elapsed will generally score slightly higher or slightly lower than previously. All measurement is an approximation, but at the same time necessary and useful.

It is not intended that this developed test serve as a substitute for teacher-made tests. Teacher-made tests cover what has been taught and the objective set at the local level. No achievement test fits the local curriculum exactly, but it is among other things, a good indicator of what students will take with them into adulthood, from their classroom instruction.

The civics questions or items will probably become dated more rapidly than the questions covering geography and history. The test items should be kept relevant, and replaced with others, from time to time.

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6

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APPENDIX D

PILOT TEST

PART I
PART II
PART III

PILOT TEST ANSWER FORM

PART I
PART II
PART III

PILOT TEST ANSWER KEY

PART I
PART II
PART III

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

PART I - FORM A

Instructions: For each of the following questions, four answers are given. Read the question and all four answers. Choose the one answer you think is correct or best, and indicate your choice by marking X through the same number or letter on the Answer Form.

1. When a person says, "It is a rainy day," what is he talking about?
 - (1) temperature
 - (2) climate
 - (3) weather
 - (4) altitude
2. Through where do all lines of longitude pass?
 - (1) the North Pole
 - (2) Greenwich
 - (3) the International Date Line
 - (4) Mecca
3. Why do we have day and night?
 - (1) humans need variety
 - (2) the moon goes around the earth
 - (3) longitude lines expand
 - (4) the earth rotates on its axis
4. What is nearest the equator and on both sides of it?
 - (1) high latitudes
 - (2) low latitudes
 - (3) middle latitudes
 - (4) middle longitudes
5. Which one of the following is considered to be "raw Material"?
 - (1) tools
 - (2) shoes
 - (3) cotton
 - (4) lungi
6. What trees grow well in a cool mountain climate?
 - (1) teak
 - (2) pine
 - (3) sundri
 - (4) gewa
7. Why do we have seasons?
 - (1) humans need variety
 - (2) the moon goes around the earth
 - (3) latitude lines contract
 - (4) the earth rotates on its axis
8. What is an alluvial plain?
 - (1) sandy soil
 - (2) hilly, but not mountainous land
 - (3) earth deposited by water
 - (4) saline soil from the ocean
9. In which zone is most of Pakistan?
 - (1) South Temperate
 - (2) Torrid or Tropical
 - (3) North Temperate
 - (4) Warm Temperate

(GO ON TO THE NEXT PAGE)

Instructions: On Map Sheet I, 14. Map A is a make-believe continent. There are five countries in this continent, numbered 1, 2, 3, 4, and 5. Read each of the following items (10-25), use Map A to answer them. Mark the Answer for each item on the Answer Form.

10. A river forms part of the boundary between which two countries?
(1) 1 and 2
(2) 1 and 3
(3) 2 and 5
(4) 3 and 4
11. In which one of the following countries is wheat probably planted earliest in the spring?
(1)
(2)
(3)
(4)
12. Which one of the following cities is the capital of country 4?
(D)
(E)
(F)
(G)
13. Which city is slightly northeast of city H?
(B)
(C)
(D)
(K)
14. Which one of the following cities is the largest?
(A)
(B)
(G)
(J)
15. The distance from city C to city H is about
(1) 600 miles.
(2) 450 miles.
(3) 300 miles.
(4) 1000 miles.
16. Near which one of the following cities would you expect to find waterfalls?
(F)
(H)
(C)
(E)
17. Which one of the following cities is farthest from the equator?
(H)
(E)
(F)
(D)
18. It would probably be most difficult to build a railroad from
(1) A to H.
(2) A to C.
(3) C to E.
(4) B to C.
- (GO ON TO THE NEXT PAGE)

19. In which one of the following places might snow be found in the summer?
(G)
(H)
(K)
(E)
20. Which one of the following places probably has the most rainfall?
(G)
(H)
(J)
(D)
21. Which one of the following places probably has the coldest weather?
(A)
(D)
(G)
(C)
22. Locate a delta.
(b)
(d)
(j)
(h)
23. Locate a lake.
(b)
(c)
(h)
(e)
24. Locate an isthmus.
(e)
(q)
(k)
(g)
25. Locate a source of a Stream.
(f)
(g)
(m)
(c)
26. What in Pakistan, is undisputed as the best in the world?
(1) climate
(2) jute
(3) scenery
(4) jewelry
27. What is the capital of Pakistan?
(1) Dacca
(2) Islamabad
(3) Karachi
(4) Peshawar
28. What is the most important business and manufacturing city in Pakistan?
(1) Karachi
(2) Lahore
(3) Dacca
(4) Sialkot
29. What are Pakistan's exports?
(1) uranium, potash, boron, zinc
(2) shoes, garments, gold, pottery
(3) jute, hides, rice, tea, fish
(4) wheat, oil, iron, steel, medicines

(GO ON TO THE NEXT PAGE)

30. What is different about Pakistan's situation?
(1) it has an interesting history
(2) the people like to swim
(3) it uses one language
(4) it is two separate wings
31. What does the summer monsoon wind bring to Pakistan?
(1) birds
(2) locusts
(3) dust
(4) rain
32. What are Pakistan's imports?
(1) sporting goods, carpets, fertilizer, musical instruments
(2) glass, lumber, meat, surgical instruments
(3) jute, hides, rice, tea, fish
(4) wheat, oil, iron, steel, medicines
33. Where is the headquarters of the Pakistani Army?
(1) Rawalpindi
(2) Dacca
(3) Karachi
(4) Cox's Bazaar
34. The wood from what tree is used in match factories?
(1) teak
(2) pine
(3) sundri
(4) gewa
35. The wood from what tree is used for boats and houses?
(1) jack fruit
(2) monkey pod
(3) sundri
(4) gewa
36. What desert is partly in Pakistan and partly in India?
(1) Sahara
(2) Thal
(3) Thar
(4) Sind
37. Where is the headquarters of the Pakistani Navy?
(1) Rawalpindi
(2) Dacca
(3) Karachi
(4) Cox's Bazaar
38. Where is West Pakistan located?
(1) Europe
(2) between Europe and Africa
(3) between 24°N and 37°N
(4) at the crossroads of the world
39. Which natural condition is common in East Pakistan, usually in October, towards the end of the rainy season?
(1) snow
(2) monsoon
(3) earthquake
(4) cyclone
40. What are the main crops of West Pakistan?
(1) goats, jute
(2) poultry, dairy products
(3) wheat, millets, cotton
(4) jute, rice, tea
41. What is the capital of East Pakistan?
(1) Rangpur
(2) Comilla
(3) Dacca
(4) Chittagong
42. What is the greatest river in West Pakistan?
(1) Indus
(2) Surma
(3) Brahmaputra
(4) Padma

(GO ON TO THE NEXT PAGE)

43. Men in East Pakistan most frequently wear
(1) skis
(2) kilts
(3) turbans
(4) lungis
44. What is the area of West Pakistan?
(1) 3,10,403 sq. miles
(2) 58,40,235 sq. miles
(3) 53,126 sq. miles
(4) 4,28,80,378 sq. miles
45. What is the climate of East Pakistan?
(1) sunshine 6 a.m. to 6 p.m.
(2) for the most part wet, humid and hot
(3) summers hot, winters wet
(4) cloudy and windy
46. In which one of the following directions would a person be traveling in going from Quetta to Multan?
(1) north
(2) south
(3) east
(4) west
47. About how many people in Pakistan are not Muslim?
(1) $1/5$
(2) $1/2$
(3) $3/4$
(4) $2/3$
48. Which one of the following reasons best explains the forest of the hill tribes in East Pakistan?
(1) heavy rainfall
(2) light rainfall
(3) ocean currents
(4) altitude
49. What is the climate of West Pakistan?
(1) sunshine 6 a.m. to 6 p.m.
(2) for the most part wet, and hot
(3) summers hot, winters cold
(4) cloudy and windy
50. In which one of the following directions would a person be traveling in going from Rangpur to Sylhet?
(1) north east
(2) south east
(3) east
(4) west
51. What is the capital of West Pakistan?
(1) Lahore
(2) Rawalpindi
(3) Islamabad
(4) Karachi
52. What paper mills make nearly all the printing paper used in Pakistan?
(1) Ispahani Paper Mills
(2) Packages, Ltd.
(3) Karnaphuli Paper Mills
(4) Khan Paper Products
53. What are the main physical features of East Pakistan?
(1) mostly an alluvial plain, rivers
(2) hilly, but not mountainous
(3) deserts bordered by forests
(4) grassy meadows
54. What is one of the largest guns ever made in Pakistan?
(1) E.P.R. Cannon
(2) Zamzama
(3) Anti-aircraft Pom Pom
(4) 88 mm. field gun

(GO ON TO THE NEXT PAGE)

55. What is salt in the soil called?
(1) alluvial
(2) erosion
(3) burr
(4) thur
56. What is harvested in West Pakistan from September through December?
(1) mangoes
(2) rice
(3) tea
(4) cotton
57. What animals are found in Pakistan?
(1) squirrels, chipmunks, beaver, and mink
(2) sardines, lobster, sole, whale, and shark
(3) oxen, rabbits, yaks, elephants, and giraffes
(4) cattle, sheep, horses, donkeys, and poultry
58. Why is the Persian wheel used?
(1) to make carts pull easier
(2) to water the fields
(3) to control floods
(4) to catch fish
59. Most of the hill people of East Pakistan are
(1) Parsis.
(2) Hindu.
(3) Christian.
(4) Buddhist.
60. Which trees grow in the thick forests of the hill tribes in East Pakistan?
(1) teak
(2) pine
(3) sundri
(4) gewa
61. What are the main physical features of West Pakistan?
(1) thick forests
(2) plains, plateaus, mountains, rivers
(3) sandy beaches
(4) grassy meadows
62. What product is grown in Sylhet and in the Chittagong Hill Tracts?
(1) tobacco
(2) rice
(3) sugar cane
(4) tea
63. How much of the world's jute is grown in East Pakistan?
(1) $1/5$
(2) $1/2$
(3) $3/4$
(4) $2/3$
64. Why is Lyllalpur called a colony town?
(1) it is not part of Pakistan
(2) people from foreign lands are in majority
(3) at one time it was dry waste-land
(4) it was settled by the Dutch
65. What city is built on the banks of the Karnaphuli River?
(1) Chittagong
(2) Hyderabad
(3) Gujranwala
(4) Dacca
66. What dam will be useful to the farmers in the Potwar Plateau area?
(1) Tanda
(2) Mangla
(3) Karnaphuli
(4) Rawal

(GO ON TO THE NEXT PAGE)

67. In the Punjab, what brings water from the rivers to the land?
(1) windmills
(2) canals
(3) donkeys
(4) wind
68. What is the area of East Pakistan?
(1) 3,10,403 sq. miles
(2) 5,08,40,235 sq. miles
(3) 55,126 sq. miles
(4) 4,28,80,378 sq. miles
69. How many years does it take for tea bushes to reach their best size?
(1) about 2 years
(2) 10-15 years
(3) nearly 30 years
(4) 4 to 5 years
70. What snowy mountains can be seen from Kashmir Point in Murree?
(1) Sulaiman Range
(2) Makran Range
(3) Hindu Kush
(4) Azaz Kashmir
71. Where is Ayub Park?
(1) Lahore
(2) Rawalpindi
(3) Karachi
(4) Multan
72. Where is East Pakistan located?
(1) between 21°N and 27°N latitude
(2) between 13°W and 26°E longitude
(3) between Russia and China
(4) borders Afghanistan and Nepal
73. What is the population of East Pakistan? (1961 census)
(1) 3,10,403
(2) 5,08,40,235
(3) 55,126
(4) 4,28,80,378
74. Dacca is how many hours away from Lahore by plane?
(1) 2 hours
(2) 5 hours
(3) 10 hours
(4) 12 hours
75. What is the Panjab?
(1) a green garden
(2) a vast ocean
(3) a dry desert
(4) a thick forest
76. What is used to make gur?
(1) tea
(2) cotton
(3) jute
(4) sugar cane
77. What river is crossed at Kotri when traveling from Lahore to Karachi by the Texgam?
(1) Nal
(2) Karnaphuli
(3) Indus
(4) Ganges
78. What is the population of West Pakistan? (1961 census)
(1) 3,10,403
(2) 5,08,40,235
(3) 55,126
(4) 4,28,80,378
79. Gulberg, Muslim Town, and Samanabad are residential colonies in
(1) Lahore
(2) Chittagong
(3) Peshawar
(4) Dacca

(GO ON TO THE NEXT PAGE)

80. In Sylhet, how is natural gas being put to use?
(1) heat and cooking
(2) making fertilizer
(3) generating electricity
(4) railway locomotives
81. What is Beerseem used for?
(1) feeding people
(2) making lungis
(3) feeding animals
(4) making rayon
82. Lahore is how many hours away from Sialkot by bus?
(1) 2 hours
(2) 4 hours
(3) 8 hours
(4) 12 hours
83. Nazimabad and Liaquatabad are satellite towns (suburbs) of what city?
(1) Lahore
(2) Islamabad
(3) Karachi
(4) Dacca
84. Jute cut in long stems, laid in water and left for two or three weeks until soft is called
(1) retting.
(2) wetting.
(3) processing.
(4) curbing.
85. What city is built on the banks of the Buriganga River?
(1) Chittagong
(2) Lahore
(3) Sylhet
(4) Dacca
87. People in East Pakistan eat a lot of
(1) citrus.
(2) mutton.
(3) fish.
(4) carrots.
88. What mountain in Azad Kashmir is the second highest mountain in the world?
(1) Mount Everest
(2) K²
(3) Matterhorn
(4) Tirich-Mir
89. What is found in the Harnai Pass and in the Salt Range?
(1) coal
(2) sugar
(3) tea
(4) rice
90. In what forest are the Royal Bengal tigers found in Pakistan?
(1) Kaghan Valley
(2) Sundarban
(3) Thar Desert
(4) Rangpur
91. What kind of farming done by the hill tribes in East Pakistan is very wasteful?
(1) split
(2) share
(3) jhum
(4) plantation
92. Where in Pakistan are cotton and rayon mills?
(1) Montgomery
(2) Lyallpur
(3) Bagherhat
(4) Sialkot
93. Between what two rivers is the Thal Desert?
(1) Ganges and Brahmaputra
(2) Jhelum and Chenab
(3) Sutlej and Ravi
(4) Indus and Jhelum
94. Near where is the biggest sugar factory in Pakistan?
(1) Peshawar
(2) Gujrat
(3) Kasur
(4) Saidpur

95. What other religions besides Islam are found in East Pakistan?
 (1) Bhai, Shintism, Sikhism, and Judaism
 (2) Portugese, Burmese, Pathan, and Chinese
 (3) Hindu, Christian, Buddhist, and parsis
 (4) Lamaism, atheism, and Brahmanism
96. What city is in the hilly plateau of Baluchistan?
 (1) Quetta
 (2) Multan
 (3) Sarghoda
 (4) Sukkur
97. Where is natural gas found?
 (1) Multan and Mymensingh
 (2) Quetta and Sylhet
 (3) Multan and Sylhet
 (4) Mymensingh and Sylhet
98. What are the rivers found in the Panjab?
 (1) Nal, Ganga, Kurram, and Takwara
 (2) Kusiya, Ganges, Gumal, and Kunder
 (3) Jhelum, Chenab, Ravi, and Sutlej
 (4) Zhob, Nari, Nara and Rohri
99. What is produced north of the salt range?
 (1) gypsum
 (2) oil
 (3) limestone
 (4) peat
100. What city in Pakistan is famous for fine muslin?
 (1) Gujranwala
 (2) Faridpur
 (3) Dacca
 (4) Kalat
101. Most of what delta is in East Pakistan?
 (1) Indus
 (2) Ganges
 (3) Bogra
 (4) Karnaphuli
102. Where are the big jute mills in Pakistan?
 (1) Peshawar
 (2) Quetta
 (3) Narayanganj
 (4) Rangamati
103. What are the main crops of East Pakistan?
 (1) beans, coffee, maize
 (2) rice, tea, jute
 (3) peanuts, sugar, salt
 (4) tobacco, melons, corn
104. Who brought horses, Sanskrit, and the Hindu religion to the sub-continent?
 (1) Aryans
 (2) Arabs
 (3) Turks
 (4) Spanish
- Instructions: On Map Sheet 1, Map B is of East Pakistan. You will use it to answer items 105-115. Locate on Map B the cities listed by letter and the physical features indicated by numbers. Mark the letter or number of your choice for each item on the Answer Form.
- Example: Dacca
 (a)
 (b)
 (e)
 (k)
- On Map B, Dacca is located at "k", therefore, "k" is marked with an X on the sample answer form below.

Sample Answer Form

(a) (b) (e) ~~(k)~~

(GO ON TO THE NEXT PAGE)

105. Rangpur

- (d)
- (e)
- (f)
- (g)

106. Sylhet

- (g)
- (h)
- (i)
- (j)

107. Khulna

- (b)
- (a)
- (f)
- (h)

108. Mymensingh

- (a)
- (b)
- (c)
- (d)

109. Chittagong

- (a)
- (b)
- (c)
- (d)

110. Comilla

- (b)
- (c)
- (d)
- (e)

111. Jessore

- (a)
- (b)
- (c)
- (d)

112. Rajshahi

- (f)
- (g)
- (h)
- (i)

113. Surma River

- (2)
- (6)
- (7)
- (8)

114. Brahmaputra River

- (1)
- (3)
- (4)
- (5)

115. Ganges River

- (2)
- (6)
- (7)
- (8)

Instructions: On Map Sheet 1, Map C is of West Pakistan. You will use it to answer items 116-124. Locate on Map C the physical features indicated by capital letters and the cities indicated by small letters. Mark the letter of your choice for each item on the Answer Form.

Example: Lahore

- (s)
- (t)
- (u)
- (w)

On Map C, Lahore is located at "w", therefore, "w" is marked with an X on the sample answer form below.

Sample Answer Form

(s) (t) (u) ~~(w)~~

116. Jhelum River

- (B)
- (F)
- (G)
- (H)

(GO ON TO THE NEXT PAGE)

117. Ravi River
(A)
(C)
(D)
(E)
118. Indus River
(B)
(F)
(G)
(H)
119. Lyallpur
(r)
(s)
(t)
(u)
120. Sargodha
(d)
(r)
(s)
(f)
121. Islamabad
(q)
(r)
(s)
(t)
122. Peshawar
(q)
(r)
(s)
(u)
123. Hyderabad
(q)
(u)
(x)
(y)
124. Karachi
(q)
(x)
(y)
(z)
125. Who conquered Sind, West Panjab, and Multan?
(1) Yezid II
(2) Umar Ibn Abdul Aziz
(3) Muhammad Bin Qasim
(4) Marwan
126. Where was Prophet Mohammad born?
(1) Iraq
(2) Iran
(3) India
(4) Arabia
127. What is Azhan?
(1) calling to prayer
(2) remembering ancestors
(3) mid-day rest
(4) the first evening star
128. The Indus Valley civilization was flourishing in the Metal Age, which was
(1) 1560 to 1790 A.D.
(2) 500 to 1000 A.D.
(3) 4000 to 2000 B.C.
(4) 600 to 400 B.C.
129. The Moghal Empire in the seventeenth century
(1) was unrefined with little prestige
(2) decreased trade and commerce with Europe
(3) made great achievements in the arts of government and living
(4) aimed education on developing fierce military strategies
130. In the caste system, the Kashatriyas were the
(1) workers and menials
(2) priests
(3) artists, farmers, and traders
(4) warriors, leaders, and kings

(GO ON TO THE NEXT PAGE)

131. Why is Gautama Buddha remembered?
(1) he was a fat man who did not like people
(2) founder of the Hindu religion
(3) son of Brahma
(4) did not believe in the caste system
132. Which one of the following men lived first?
(1) Prophet Mohammed
(2) Gautama Buddha
(3) Alexander the Great
(4) Guru Nanak
133. Which was a large town in Sind in 3000 B.C.?
(1) Bhambore
(2) Mohenjodaro
(3) Charsadda
(4) Taxila
134. Which statement is about Alexander the Great?
(1) a friend of the Prophet
(2) King of Macedonia
(3) could not conquer Asia
(4) died in Taxila
135. When did Prophet Mohammed have his first revelation?
(1) as a small boy
(2) at the age of 40
(3) at the age of 25
(4) at the mosque in Mecca
136. Who was raised by a foster mother until 6, then, in turn, by his mother, grandfather, and uncle?
(1) Abu Bakr
(2) Guru
(3) Mohammad, the Prophet
(4) Hazrat Ali
137. Who divided man into four classes, fixed and hereditary?
(1) Aryans
(2) Arabs
(3) Turks
(4) Spanish
138. What age, 10,000 to 25,000 years ago, did people live in the Rawalpindi District?
(1) space age
(2) iron age
(3) metal age
(4) stone age
139. What is Hijrat?
(1) starts from the year the Prophet was born
(2) the festival of marriage
(3) the naming ceremony of a son
(4) a new phase in Prophet Mohammad's life
140. Who had the greatest empire in Asia in the first quarter of the eleventh century?
(1) Muhammad Bin Qasim
(2) Shihabuddin Muhammad Ghauri
(3) Mahmud of Ghazni
(4) Prophet Mohammad
141. Why is Shihabuddin Muhammad Ghauri remembered?
(1) a Turk who captured Lahore and the Panjab in 1186
(2) destroyed Hindu power in the Panjab
(3) changed the name of Hugli to Calcutta
(4) had the Quran translated into Urdu
142. When was the Quran translated into Urdu?
(1) when Pakistan became a nation
(2) before Prophet Mohammad died
(3) during the reign of S.M. Ghauri
(4) during the Muslim rule in the Delhi Sultanate

143. Islam as a code of life emphasizes that
(1) everyone looks out for himself.
(2) Allah does not mind repeated misdeeds.
(3) kindness to humans and animals is not necessary
(4) submission to Allah.
144. Safe ways of doing things
(1) take the fun away.
(2) are the best.
(3) are the hardest.
(4) are for the weak.
145. What is a good safety suggestion for yourself and others when using a stairway or corridor?
(1) push
(2) avoid it
(3) walk
(4) run
146. What is a major task of people in many communities?
(1) good roads
(2) getting to elections
(3) working toward cheaper taxes
(4) working toward improving public health
147. What do you think about people all over the world?
(1) they have the same emotions
(2) they look alike
(3) they have the same religion
(4) they have nothing to do
148. When are you most likely to be treated as an adult?
(1) when you ask for privileges
(2) when you act like one
(3) when you are the biggest
(4) when you try to be the wisest
149. What is the best way to prevent or stop a quarrel?
(1) be very strong
(2) never say anything
(3) say, "I'm sorry!"
(4) always be a winner
150. What are such things as joy, love, excitement, anger, sorrow, and fear?
(1) for immature personalities
(2) a sign of weakness
(3) to be ashamed of
(4) feelings or emotions
151. What should you do when upset feelings inside you make you feel worried and unhappy?
(1) talk over the problem with some older person
(2) blame others
(3) keep it to yourself
(4) tell everyone who will listen
152. What do we call people who protect wild animals, forests from fire, and conserve other resources?
(1) careless
(2) government employees
(3) good citizens
(4) fakirs
153. What is growing up in understanding of and handling of feelings?
(1) growing up socially
(2) growing up physically
(3) growing up emotionally
(4) growing up mentally
154. What is mental health?
(1) your ability to do well
(2) your outlook on life
(3) eating the right food
(4) for the insane

(GO ON TO THE NEXT PAGE)

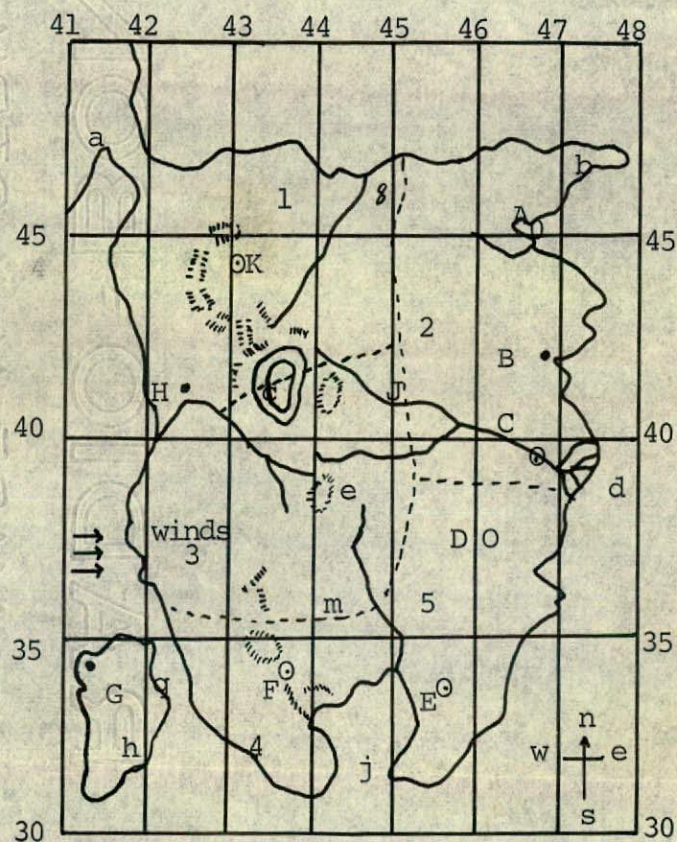
155. When are adults more likely
to grant a favor?
- (1) when they are busy
 - (2) when they are free to
listen to you
 - (3) when you act angry
 - (4) when you cause a
disturbance

(THE END OF PART I - FORM A)

MAP SHEET 1

MAP A

Make-believe continent

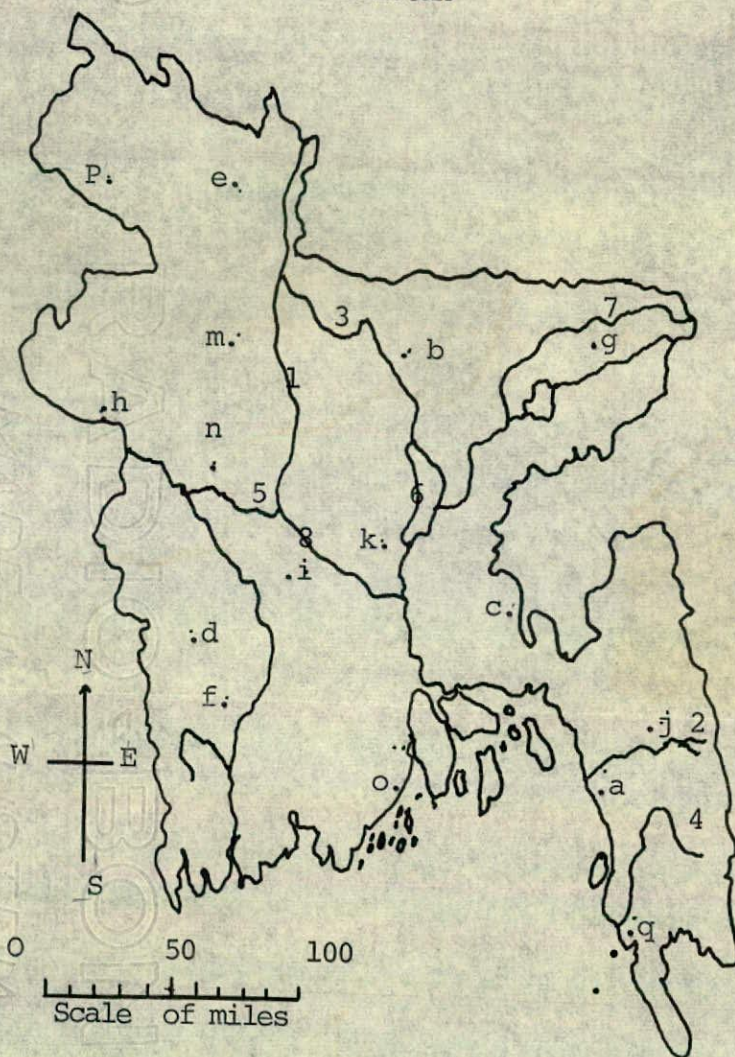


- ⊙ Capital cities
- Cities over 10,000 population
- Cities with 2,500 - 10,000 population
- //// Mountains
- National boundaries

MAP SHEET 1

MAP B

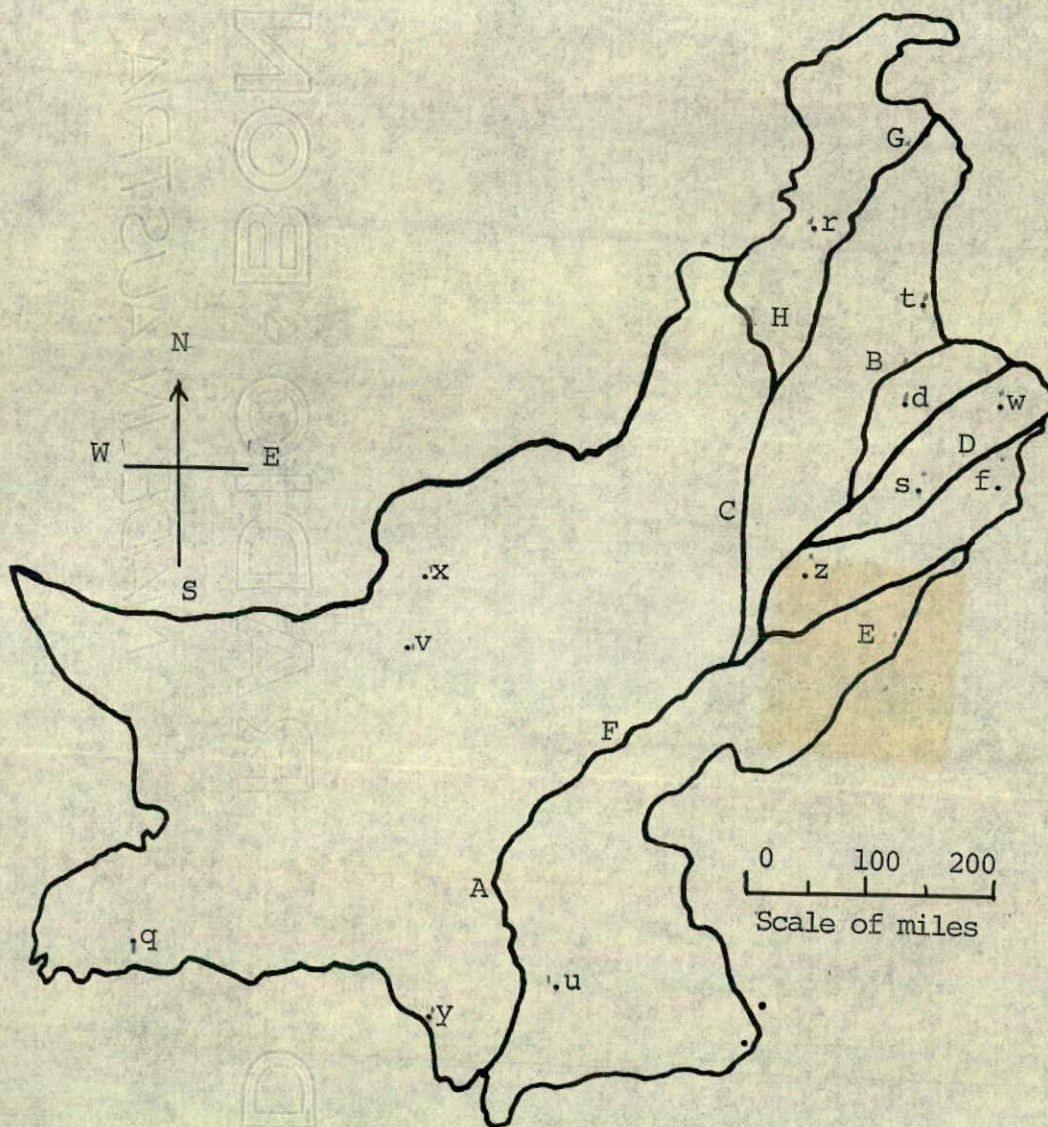
East Pakistan



MAP SHEET 1

MAP C

West Pakistan



SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

PART II - FORM A

Instructions: For each of the following questions, four answer are given. Read the question and ll four answers. Choose the one answer you think is correct or best, and indicate your choice by marking X through the same number or letter on the Answer Form.

1. What do we call lands crowded with people?
 - (1) densely populated
 - (2) sparsely populated
 - (3) rural
 - (4) thana
2. Which one of the following reasons would best explain why a certain city has become a manufacturing center?
 - (1) Transportation facilities by rail and water are good
 - (2) there is much grazing land nearby
 - (3) many tourists visit the city
 - (4) there are many people trained to work in factories
3. Temperature is dependent upon which three chief things?
 - (1) longitude, season, and distance from a city
 - (2) latitude, altitude, and distance from the ocean
 - (3) thermometer, time and longitude
 - (4) individual, time and latitude
4. Which number in the accompanying figure represents the equator?
 - (3)
 - (1)
 - (2)
 - (4)
5. Which number in the above figure represents the south pole?
 - (2)
 - (4)
 - (5)
 - (3)
6. What would happen to the climate if you traveled southward from the equator toward the South Pole?
 - (1) become hotter
 - (2) stay about the same
 - (3) become cooler
 - (4) become higher
7. How do forests on mountain sides help?
 - (1) increase the rainfall
 - (2) prevent floods in neighboring valleys
 - (3) make the winters warmer
 - (4) increase the danger of floods in neighboring valleys
8. What often happens when winds from an ocean strike a mountain range?
 - (1) cause a tornado
 - (2) bring rain
 - (3) bring colder weather
 - (4) melt the snow

(GO ON TO THE NEXT PAGE)

9. What is the name of a place in the desert where trees grow?
(1) an orchard
(2) an oasis
(3) the desert edge
(4) a valley
10. What is useful for flood control, irrigation, and electricity?
(1) dams
(2) generators
(3) transistors
(4) communications
11. How are islands in low latitudes generally formed?
(1) by volcanoes
(2) by earthquakes
(3) by alluvial soil
(4) by mountains
12. What is the main difference between a plateau and a plain?
(1) flatter on its surface
(2) higher in elevation
(3) treeless and grassy
(4) smaller in size
13. What was one of the chief economic problems in the separation of Pakistan from the Republic of India?
(1) Pakistan lacks minerals and India lacks food
(2) a great migration took place
(3) the people have varying occupations
(4) the people speak many languages
14. What is one of the main reasons why so many people live in Ganges Valley?
(1) it has a marine climate
(2) there is good soil and irrigation
(3) there is no other level land available
(4) Nehru's birthplace is located there
15. Why are the rivers of the Middle East and North Africa of great importance?
(1) provide good transportation
(2) provide water power
(3) can be used for irrigation
(4) are plentiful with fish
16. What is the advantage of a Mediterranean climate to North Africa and the Middle East?
(1) nomadic herding can be carried on
(2) fruits can be grown
(3) cacao and coffee can be raised
(4) the fishing industry is better
17. What is most predominant as to kind of farming carried on in the small, over-populated mountainous countries in southeast Asia?
(1) disk farming
(2) contour farming
(3) irrigation farming
(4) terraced farming
18. What is the one thing that binds together most of the people of the Middle East and North Africa?
(1) common language
(2) humid continental climate
(3) Egyptian civilization
(4) Islamic religion
19. China differs from Pakistan in that it
(1) has good iron and coal deposits
(2) does not have monsoons
(3) has great floods
(4) has a dictatorship government
- (GO ON TO THE NEXT PAGE)

20. What is one of the biggest problems that most of the farmers of the Middle East and North Africa have?
- (1) lack of water
 - (2) too many children
 - (3) too great a rainfall
 - (4) an overabundance of crops
21. The main problem facing India today is
- (1) the fear of invasion by Pakistan
 - (2) the fate of the sacred cows which some people want for food
 - (3) lack of sufficient water supplies
 - (4) the increasing population needing more food
22. What is the chief means of transportation in southeast Asia?
- (1) roads
 - (2) railroads
 - (3) airplanes
 - (4) rivers
23. What is the one thing which the Asian countries of Burma and Thailand have in common and for which they are especially noted?
- (1) tropical hardwoods
 - (2) diversified crop lands
 - (3) commercial rice growing areas
 - (4) lowland rubber plantations
24. What is the chief counterpart of the season reversal of winds in monsoon Asia?
- (1) extremes in day-to-day temperature changes
 - (2) a dry season and a wet season
 - (3) tropical rains all year
 - (4) a mild climate all year
25. What has hindered Egypt's attempt to become the leader of the countries of North Africa and the Middle East?
- (1) a lack of resources
 - (2) religious differences
 - (3) too small a population
 - (4) language difficulties
26. Why is the small area of Java able to support a large population?
- (1) fertile volcanic soils
 - (2) a high plateau tropical
 - (3) tropical rainforest climate
 - (4) a mild marine climate
27. What problem does Indonesia have in common with the Philippines?
- (1) a lack of fertile soils
 - (2) difficulty of governing scattered islands
 - (3) lack of mineral resources
 - (4) Dutch ownership of plantations
28. What is Korea's big problem?
- (1) not enough farmland
 - (2) being divided into two parts
 - (3) not enough minerals
 - (4) too many people who eat rice
29. Why is Turkey an important nation in the Middle East?
- (1) friendship with Russia
 - (2) industrial progress
 - (3) leadership of the Arab countries
 - (4) control of the Black Sea entrance
30. Why are Malaya and Indonesia important to the world?
- (1) manufacturing of textiles
 - (2) fishing industry
 - (3) rubber and tin production
 - (4) iron ore and coal deposits
- (GO ON TO THE NEXT PAGE)

31. Which of the geographic resources are not a cause of dispute to the Arab countries and Israel?
(1) land boundaries
(2) water supplies
(3) mineral deposits
(4) Suez canal
32. Why has Singapore become an important place in South-east Asia?
(1) it is at a crossroads of ocean routes
(2) a cultural and educational centre
(3) it has a mild climate
(4) it is the centre of rich iron ore deposits
33. What is one of the main reasons fishing is important to Japan?
(1) trades fish to China
(2) fish is a substitute for meat in the diet
(3) the fishing fleet is used for merchant ships
(4) fish takes the place of rice in the diet
34. What is the most geological theme for Japanese art?
(1) the terraced hillslopes
(2) snow-covered mountains
(3) Mount Fuji
(4) Asamayama Volcano
35. Why is Japanese trade threatening to other countries?
(1) cheaper made goods
(2) sell to Southeast Asia
(3) produce large quantities of goods
(4) more merchant ships
36. What is one of the main reasons why farmers in parts of southern Japan can grow two crops a year?
(1) fewer mountains
(2) large farms
(3) suitable climate
(4) better soil
37. What must Japan do to keep prosperous?
(1) become a Communist country
(2) make better use of minerals
(3) use more of the land for the large population
(4) trade for food and raw materials
38. What serious problem to Japan's dense population is created by land relief?
(1) no place for factories
(2) over-crowded
(3) farming is the chief industry
(4) sloping land has become eroded
39. Why are there now two Chinese governments?
(1) the Japanese set up a puppet government
(2) the Communists were driven from the mainland
(3) the Nationalists were forced to go to Formosa
(4) Mongolia became independent
40. Why was it difficult to set up a republic after the revolution in China?
(1) the people had no training in self-government
(2) the Communists had control of part of China
(3) the country was at war with India
(4) the people wanted to live under an emperor
41. What is Manchuria's great importance to China?
(1) its rich soil and mineral resources
(2) the Great Wall, a protection against invasion
(3) the navigable waterways
(4) the important offshore fishing grounds
- (GO ON TO THE NEXT PAGE)

42. In which one of the following regions in China do most of the people live?
 (1) mountains
 (2) deserts
 (3) plateau regions
 (4) well-watered plains
43. What is one of the reasons why railway transportation is poor from east to west in China?
 (1) China has little iron and steel
 (2) mountains occupy a large part of West China
 (3) there is no need for railroads
 (4) there are too many swift rivers
44. What is one of the main reasons why the Communists in China are trying to break up village family life?
 (1) bring more people to Buddhism
 (2) break the power of the warlords
 (3) give land to the poor
 (4) lessen the power of the parents
45. Which one of the following products does China sell in large quantities to other countries?
 (1) wood
 (2) silk
 (3) corn
 (4) cotton
46. China
 (1)
 (2)
 (7)
 (13)
47. Saudi Arabia
 (7)
 (8)
 (10)
 (11)
48. Japan
 (1)
 (12)
 (13)
 (14)
49. Turkey
 (4)
 (5)
 (6)
 (7)
50. Iraq
 (2)
 (3)
 (4)
 (14)
51. Iran
 (9)
 (6)
 (3)
 (12)
52. India
 (1)
 (2)
 (3)
 (5)
53. Afghanistan
 (8)
 (9)
 (10)
 (13)

Instructions: On Map Sheet 2, Map A is of Afro-Asia. The map will be used to answer items 44-46. Mark the answer of your choice on the Answer Form.

(GO ON TO THE NEXT PAGE)

54. Burma
(2)
(9)
(13)
(15)
55. East Pakistan
(1)
(3)
(10)
(13)
56. West Pakistan
(2)
(3)
(10)
(13)
57. Nepal
(2)
(3)
(5)
(10)
58. Shanghai
(b)
(c)
(d)
(e)
59. Delhi
(c)
(d)
(g)
(h)
60. Mecca
(a)
(f)
(g)
(k)
61. Ankara
(h)
(i)
(j)
(k)
62. Indian Ocean
(B)
(H)
(J)
(M)
63. Suez Canal
(C)
(G)
(N)
(P)
64. Nile River
(D)
(Q)
(F)
(A)
65. Mount Everest
(A)
(G)
(I)
(L)
66. Sahara Desert
(E)
(R)
(S)
(T)
67. What is Mi'raj?
(1) journey to heaven and direct communion with Allah
(2) a meditative walk around a lake
(3) a ride on a camel
(4) a good leader
68. Who was the first successor to the Prophet?
(1) Kalifa Umar
(2) Kalifa Ali
(3) Kalifa Uthman
(4) Kalifa Abu Bakr
- (GO ON TO THE NEXT PAGE)

69. Who was the second successor to the Prophet?
 (1) Kalifa Umar
 (2) Kalifa Ali
 (3) Kalifa Uthman
 (4) Kalifa Abu Bakr
70. The second successor to the Prophet
 (1) had drawbacks of frankness and large heartedness
 (2) married 2 of the Prophet's daughters
 (3) established the Arab Navy
 (4) built the Arab empire, conquered Syria and Persia
71. Who was the third successor to the Prophet?
 (1) Kalifa Umar
 (2) Kalifa Ali
 (3) Kalifa Uthman
 (4) Kalifa Abu Bakr
72. The third successor to the Prophet
 (1) had drawbacks and frankness and large heartedness
 (2) married 3 of the Prophet's daughters
 (3) established the Arab Navy
 (4) built the Arab empire, conquered Syria and Persia
73. Who was the fourth successor to the Prophet?
 (1) Kalifa Umar
 (2) Kalifa Ali
 (3) Kalifa Uthman
 (4) Kalifa Abu Bakr
74. The fourth successor to the Prophet
 (1) had drawbacks of frankness and large heartedness
 (2) married 2 of the Prophet's daughters
 (3) established the Arab Navy
 (4) built the Arab empire, conquered Syria and Persia

Instructions: Items 75-81 are great Muslims of 850-950 A.D. Mark the answer of your choice on the Answer Form.

75. Al-Ashari
 (1) historian
 (2) physician
 (3) Arabic poet
 (4) theologian
76. Al-Farabi
 (1) physician
 (2) philosopher
 (3) theologian
 (4) historian, geographer
77. Al-Haythan
 (1) physician
 (2) historian
 (3) theologian
 (4) Arabic poet
78. Al-Musudi
 (1) Arabic poet
 (2) theologian
 (3) historian, geographer
 (4) physician
79. Al-Matanabbi
 (1) historian
 (2) Arabic poet
 (3) physician
 (4) theologian
80. Al-Tabari
 (1) philosopher
 (2) theologian
 (3) Arabic poet
 (4) historian
81. Al-Kindi
 (1) historian
 (2) physician
 (3) philosopher
 (4) theologian

(GO ON TO THE NEXT PAGE)

82. Why has the Middle East been especially important in world history?
- (1) the Mayan and the Aztec civilizations
 - (2) uranium and cobalt deposits
 - (3) industrial inventions
 - (4) three great religions
83. Who was the Portuguese navigator who came to Calicut area in 1498?
- (1) Wellington
 - (2) Columbus
 - (3) Vasco de Gama
 - (4) Drake
84. Who drove the Portuguese out of Ceylon?
- (1) the Moghuls
 - (2) the Dutch
 - (3) the French
 - (4) the British
85. What is one way the Dutch lost favor with the British?
- (1) they took in French refugees
 - (2) they did not speak English well
 - (3) they wore their wooden shoes to see the king
 - (4) they flew the Dutch flag on British holidays
86. What was the founding of the East India Company in 1600?
- (1) a survey team
 - (2) a military squadron of the British King
 - (3) a trading company to export furs
 - (4) the beginning of the British expansion in India
87. Who said the British were the greatest threat to India?
- (1) Caliph Umar
 - (2) Haider Ali
 - (3) Prophet Mohammad
 - (4) Iskander Mirza
88. Who fought the Mysore Wars to rid India of foreigners?
- (1) Tipu Sultan
 - (2) Khwaja Nazimuddin
 - (3) Haider Ali
 - (4) Iskander Mirza
89. What were three important trading centres at the beginning of the 18th century?
- (1) Chittagong, Lahore, and Karachi
 - (2) Baghdad, Delhi, and Dacca
 - (3) Bombay, Calcutta, and Madras
 - (4) Cox's Bazaar, Hyderabad, and Mysore
90. Why did the War of Independence in 1857 fail?
- (1) it was a minor misunderstanding, not a war
 - (2) the Hindus liked the Muslims
 - (3) the Hindus liked the British
 - (4) efforts were not coordinated
91. Why was the Indian National Congress founded in 1885?
- (1) to arrange meaningful holidays
 - (2) mostly social, to discuss Indian affairs
 - (3) a political body
 - (4) to find suitable employment for the beggars
92. Why was British successful in encouraging India to join the cause of the Allies in World War I?
- (1) The British furnished the military materials
 - (2) the Turks were no longer Muslim
 - (3) self-government was promised
 - (4) Britain was losing, and India felt a loyalty

93. What was the Khilafat movement?
- (1) practising of extreme abstinence and devotion
 - (2) the Muslims requested the Indian Government to have the European powers restore the caliph to power in Turkey
 - (3) the successors to the Prophet to be elected
 - (4) the successor to the Prophet would be hereditary from one generation to the next
94. One of the first steps toward freedom of Pakistan as an independent nation was taken by
- (1) M. K. Gandhi
 - (2) Mohammad Ayub Khan
 - (3) Mohammad Ali Jinnah
 - (4) Sir Mohammad Iqbal
95. Who told the British in 1886 that Muslims needed separate consideration when giving political reforms to the Indians?
- (1) Maulana Mohammad Ali
 - (2) Mohammad Ali Jinnah
 - (3) Abul Kalam
 - (4) Sir Sayed
96. The Muslim League was founded in 1906
- (1) by enlightened Muslims
 - (2) to determine where to have a Muslim nation
 - (3) to pay homage to the Muslims in Arabia
 - (4) to crown George V, King Emperor at Delhi
97. Who wrote on religious, social, cultural and political matters? He was imprisoned during World War I.
- (1) Tipu Sultan
 - (2) Abul Kalam Azad
 - (3) Choudhri Rahmat Ali
 - (4) Sardar Baldev Singh
98. Muslim League in 1940 passed a resolution about
- (1) Pakistan, the goal of Muslims in India
 - (2) annual migration to Mecca
 - (3) adult education
 - (4) Urdu as a national language
99. What was Quaid-i-Azam's early role?
- (1) the leader of the Indian National Congress
 - (2) developed a plain and flexible Urdu prose
 - (3) tried to establish Muslim dominance in the Indian government
 - (4) tried for 15 years to bring Hindus and Muslims together
100. At the end of World War II, the Muslims formed what part of the Indian Army?
- (1) 45 per cent
 - (2) 60 per cent
 - (3) 30 per cent
 - (4) 80 per cent
101. Who awakened the Muslims of Bengal and gave them a national consciousness?
- (1) Shahji Bhonsle
 - (2) Sir Salimullah of Dacca
 - (3) the British
 - (4) Motilal Nehru

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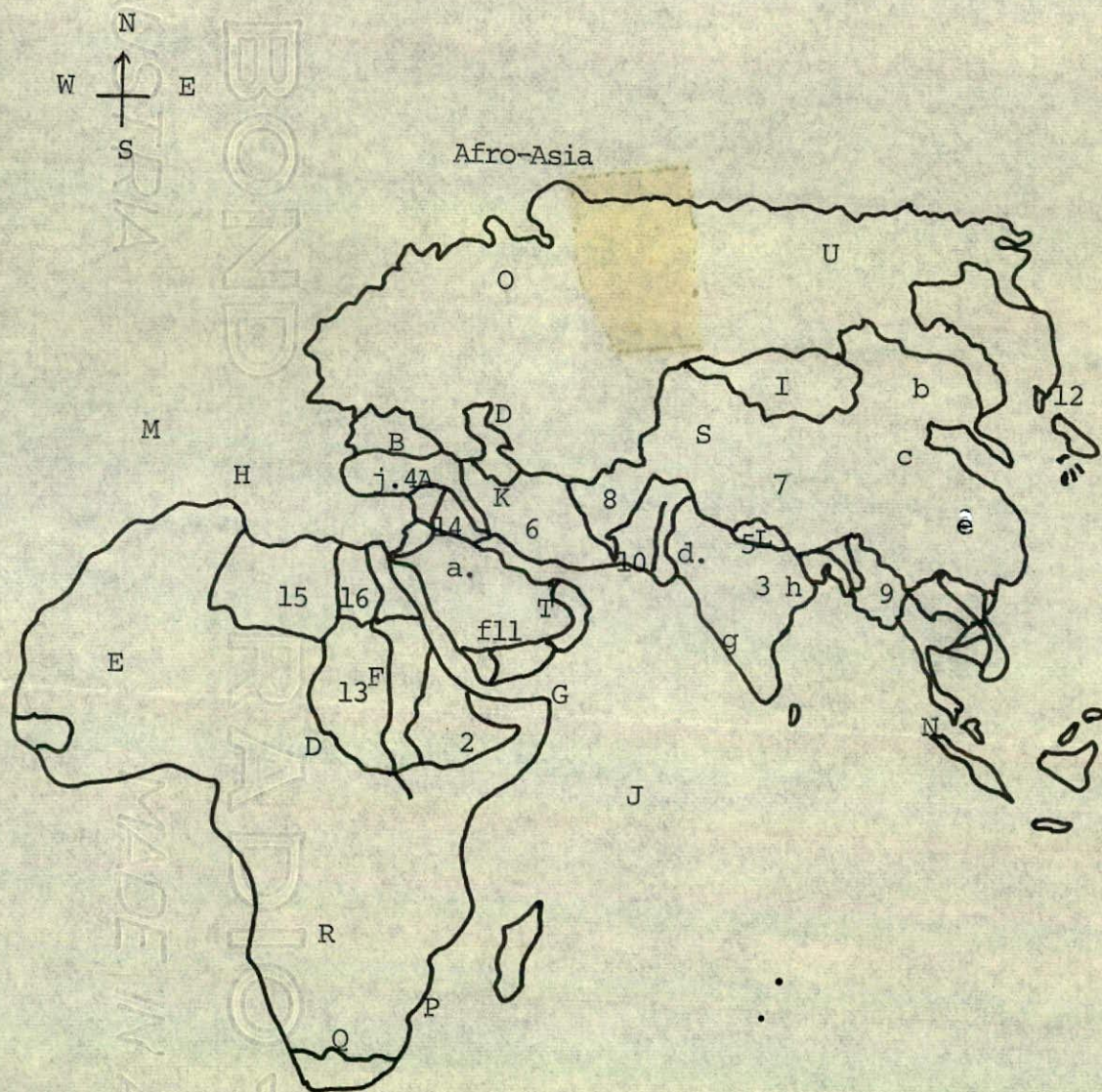
102. Differences of language, religion, culture, customs, myths, and folk-lore
 (1) unite a nation
 (2) do not involve politics
 (3) cause unresolvable situations for Muslims and Christians
 (4) cause unresolvable situations for Muslims and Hindus
103. Who gave much needed political education to Muslims in Urdu and English?
 (1) Liaqat Ali Khan
 (2) Prophet Mohammad
 (3) Maulana Mohammad Ali Jauhar
 (4) Mohammad Ali
104. Who gave the idea of Pakistan an academic theme?
 (1) Choudhri Rahmat Ali
 (2) Raja Sher M. Khan
 (3) Riazul Islam
 (4) Mohammad Choudhri
105. At the time of partition
 (1) the Sikhs moved to Kashmir
 (2) The British settled boundaries by religious majorities
 (3) the British had been encouraging national industries
 (4) there was civil war
106. At the time of partition, the Muslims formed what part of the Indian Army?
 (1) 45 per cent
 (2) 60 per cent
 (3) 30 per cent
 (4) 80 per cent
107. Pakistan Independence Day is remembered as
 (1) July 1, 1947.
 (2) August 4, 1949.
 (3) July 10, 1946.
 (4) August 14, 1947.
108. Who was the Governor General when Pakistan was established?
 (1) Shaukat Ali
 (2) Liaqat Ali Khan
 (3) Quaid-i-Azam
 (4) Zafar Ali Khan
109. Who was leader of the Muslim League Party when Pakistan was established?
 (1) Shaukat Ali
 (2) Liaqat Ali Khan
 (3) Quaid-i-Azam
 (4) Abul Kalam Azad
110. Who was the Governor General following the death of Quaid, and later became Prime Minister until 1953?
 (1) Khwaja Nazimuddin
 (2) Tipu Sultan
 (3) Alam Sher
 (4) Mohammad Obaidur Rahman
111. An editor of the Urdu daily, Zamindar, in Lahore, gave much political education to Muslims of the North West, he was
 (1) Shaukat Ali.
 (2) Mohammad Ali.
 (3) Abul Kalam Azad.
 (4) Zafar Ali Khan
112. Pakistan is
 (1) quickly becoming overfed and under populated.
 (2) raising its standard of living by no import tax.
 (3) offering free universal education.
 (4) part of the British Commonwealth.

(GO ON TO THE NEXT PAGE)

113. In 1956, the parties in power in East and West Pakistan were
- (1) Republicans and Democrats.
 - (2) Democratic Action Committees.
 - (3) Awami League and New Republican.
 - (4) People's Communist and Liberals.
114. At the time of the Revolution of October, 1958, the people were in despair and Pakistan was
- (1) in the midst of floods and epidemics.
 - (2) wanting to rejoin India.
 - (3) being seised by foreign aggressors.
 - (4) on the verge of bankruptcy.
115. When Mohammad Ayub Khan became President in October, 1958 he immediately
- (1) flew to England to consult the Queen.
 - (2) established universal education.
 - (3) took action to stop social abuses.
 - (4) dismissed the Army.
116. East and West Pakistan had early differences about
- (1) Shias and Sunnies.
 - (2) drafting the constitution.
 - (3) purdah.
 - (4) building roads.
117. What are the levels of government in the Basic Democracy's scheme?
- (1) judicial, legislative, executive
 - (2) provincial, division, district, thana, village
 - (3) parliament, house of Commons
 - (4) high court, judges, advocate, barrister
118. How did the new Land Reforms of January, 1959, end feudal power in West Pakistan?
- (1) each male over 30 years old was entitled to a square of land
 - (2) no landowner could hold more than twenty squares of land in his own name
 - (3) each male born in 1959 was entitled to a portion of government land
 - (4) all land officially claimed by the government was resold, one square per family
119. Sajid wanted to be elected president of the Chand-Tara. During the month before election he did the following things. Which one was undemocratic?
- (1) presented his plans concerning what he would do if elected
 - (2) appealed to the city boys to "stick together" and not allow a village boy to win the office
 - (3) gave a talk at a function, asking the students to vote for him told the students that he would try to have more picnics if he were elected

(THE END OF PART II - FORM A)

MAP SHEET 2



SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

PART III - FORM A

Instructions: For each of the following questions, four answers are given. Read the question and all four answers. Choose the one answer you think is correct or best, and indicate your choice by marking X through the same number or letter on the Answer Form.

1. Which one of the following terms is used to designate distance above sea level?
 - (1) latitude
 - (2) longitude
 - (3) altitude
 - (4) fathom
2. Most of the people of the world live in the
 - (1) Northern Hemisphere
 - (2) Southern Hemisphere
 - (3) Western Hemisphere
 - (4) Eastern Hemisphere
3. What is the main result of a smaller land area in the southern hemisphere, counterpart to the land in the northern hemisphere?
 - (1) the desert areas are absent
 - (2) no tundra and taiga climates
 - (3) there is heavier rainfall
 - (4) people tend to live along the coast
4. What do ocean currents do that makes the ocean a moderator of climate throughout the world?
 - (1) make all land areas warmer
 - (2) determine the amount of rainfall of land areas
 - (3) cause the prevailing world wind belts
 - (4) usually warm cold shore lands, and cool warm shorelands
5. Which ocean or sea is smaller than the Arctic Ocean?
 - (1) Atlantic
 - (2) Pacific
 - (3) Mediterranean
 - (4) Indian
6. Which waterfall is the most famous in the world?
 - (1) Victoria
 - (2) Gersoppa
 - (3) Niagara
 - (4) Angel
7. Why does Canada's future promise greater economic wealth and world importance?
 - (1) it is importing more than it is exporting
 - (2) its population is growing
 - (3) it is steadily developing its many resources and taking an active part in world affairs
 - (4) there has been an inflow of immigrants
8. What is one of the main reasons for the location of Canada's major industries and population in Southern Canada?
 - (1) most of the rest of Canada is too cold
 - (2) most of the minerals are there
 - (3) this is the area of marine climate
 - (4) good fishing and hunting

(GO ON TO THE NEXT PAGE)

9. How is Canada most similar to the Soviet Union?
(1) many foreign immigrants
(2) a large population
(3) the climate and latitude
(4) a fortified border with its neighbors
10. What is Canada's Chief Atlantic port?
(1) Quebec
(2) Toronto
(3) Vancouver
(4) Montreal
11. In which one of the following continents is Peru located?
(1) Asia
(2) Europe
(3) South America
(4) Africa
12. Which one of the following is the largest country in South America?
(1) Argentina
(2) Brazil
(3) Chile
(4) Persia
13. Which one of the following products is exported in large quantities from Argentina?
(1) fertilizer
(2) coffee
(3) tin
(4) wheat
14. Why do Chile, Argentina, and Uruguay have a high standard of living?
(1) large mineral resources
(2) they are located near the equator
(3) European immigration
(4) cattle production is the main industry
15. What is one of the main reasons for so many revolutions and dictatorships in South America?
(1) the climate makes people restless
(2) Europeans are disliked
(3) there have been many foreign invasions
(4) many people are poor and uneducated
16. What keeps the Amazon Basin from being an important waterway?
(1) lack of minerals in the area
(2) dense tropical forest and rain
(3) slow moving current
(4) many rapids and waterfalls
17. Why is shipping a problem for most of the countries of Western South America?
(1) the distance from important trade routes
(2) a lack of good seaports
(3) the absence of navigable rivers
(4) lack of goods to export
18. What is limiting progress for Ecuador, Peru and Bolivia?
(1) too many people
(2) poor climate
(3) no seaports
(4) no minerals for industry
19. What is the second biggest port in the America's?
(1) Buenos Aires
(2) Rio de Janeiro
(3) Santiago
(4) Bogota

(GO ON TO THE NEXT PAGE)

20. What is not a Latin American problem?
(1) poverty
(2) food surpluses
(3) empty areas
(4) one-crop economy
21. Why do few people inhabit the tropical part of South America?
(1) there are great deserts
(2) there are vast jungles
(3) television reception is not good
(4) it is difficult to keep an airstrip cleared
22. In which one of the following continents is Switzerland located?
(1) Asia
(2) Europe
(3) South America
(4) Africa
23. Which one of the following reasons best explains the glaciers of Switzerland?
(1) heavy rainfall
(2) latitude
(3) ocean currents
(4) altitude
24. Which one of the following water routes would be used to travel from Rome to Gibraltar?
(1) Atlantic Ocean
(2) Pacific Ocean
(3) Mediterranean Sea
(4) English Channel
25. Why does Portugal, Spain, and Italy have population-growth and poverty problems?
(1) the absence of minerals
(2) a lack of industrialization
(3) a handicap in location
(4) a shortage of skilled labor
26. Why are the countries of Western Europe active in world trade?
(1) they are near the sea
(2) their economy is dependent on it
(3) they raise more food than they are able to use
(4) they have a favorable climate
27. What, chiefly, does the economy of the Western European countries depend?
(1) manufacturing
(2) the lumber industry
(3) herding
(4) mining
28. What must most of the densely populated countries in Western Europe do?
(1) have colonies
(2) trade for manufactured goods
(3) turn Communist
(4) trade for food
29. What is the main reason for the great success of farming on the North German plain?
(1) a few crops are grown
(2) the soil is very fertile
(3) the climate is continually humid
(4) fertilizers have been used extensively
30. Why are the products of most Western European countries in the Mediterranean area different than those of the North?
(1) a longer growing season
(2) a more plains area
(3) a lack of skilled farmers
(4) poorer soil
- (GO ON TO THE NEXT PAGE)

31. Why, mainly, is the Ruhr one of the most important areas of Europe?
- (1) uranium deposits
 - (2) water power
 - (3) iron and steel production
 - (4) sugar beet and potato production
32. How are Britain and West Germany similar, in addition to being about the same size and population?
- (1) long histories as democracies
 - (2) a great manufacturing and trade business
 - (3) the same language and culture
 - (4) many colonies
33. What is one main reason why Germany is two nations?
- (1) Austria wanted to be separate
 - (2) East and West Germany differ in language
 - (3) mountains naturally divide the country
 - (4) Russia and the Western powers could not agree
34. What, probably, is responsible for the great recovery of West Germany since World War II?
- (1) great energy and thrift
 - (2) use of atom power
 - (3) British money and materials
 - (4) space development
35. What production does the marine West coast climate of Western Europe prohibit?
- (1) wheat
 - (2) rye
 - (3) corn
 - (4) barley
36. Why is Paris the most important city of France?
- (1) it is divided into four zones
 - (2) it is a great navel base and seaport
 - (3) it is the oldest city in Europe
 - (4) it is the centre of business and transportation
37. To which one of the following points could train or automobile from Paris be used?
- (1) London
 - (2) Berlin
 - (3) Buenos Aires
 - (4) Tokyo
38. How would you travel from France to England?
- (1) cross mountains
 - (2) use a tunnel
 - (3) cross Germany by automobile
 - (4) cross water
39. The largest country in Eurasia is
- (1) China.
 - (2) Russia.
 - (3) India.
 - (4) France.
40. Which one of the following water routes is used to travel from China to the Hawaiian Islands?
- (1) Atlantic Ocean
 - (2) Pacific Ocean
 - (3) Mediterranean Sea
 - (4) English Channel
41. Air routes between Europe, Far East and Australia have necessitated making a large airport at
- (1) Chittagong.
 - (2) Karachi.
 - (3) Multan.
 - (4) Sylhet.

(GO ON TO THE NEXT PAGE)

42. What is one main way farming in the Soviet Union differs from farming in Pakistan?
- (1) it is hard work
 - (2) most of the produce is used locally
 - (3) many farmers work the land together
 - (4) machinery is used very little
43. What is the main importance of the Trans-Siberian railway?
- (1) it brings the Far East and European Russia together
 - (2) it brings greater industrial areas together
 - (3) it taps the rich resources of the Soviet Arctic
 - (4) it ties the Ukraine to Soviet Central Asia
44. How does trade differ in Eastern and Western Europe?
- (1) Western Europe exchanges natural resources for manufactured goods
 - (2) Eastern Europe imports farm products for manufactured products
 - (3) Western Europe carries on more overland trade
 - (4) Eastern Europe trade more with the neighboring countries
45. What main handicap has prevented the Soviet Union from overtaking the world lead in production?
- (1) the progress of dictatorship
 - (2) Russia's poor climate
 - (3) Russian science is busy with other things
 - (4) Russia does not have the population
46. Why is the Suez Canal important?
- (1) it makes it unnecessary to sail around South America
 - (2) it is the British lifeline
 - (3) it is a scenic tourist area
 - (4) it makes it unnecessary to sail around Africa
47. What is one of the great problems of geography as Complex man searches for productive land?
- (1) primitive people change or are pushed aside
 - (2) everyone becomes complex
 - (3) primitive people lease their land
 - (4) primitive people remain in control
48. Where is most of the large animal population found in Africa?
- (1) in the north
 - (2) near settled areas
 - (3) in the tropical grasslands
 - (4) along rivers
49. What is different about the African tropical rain forest?
- (1) no rainy season and dry season
 - (2) moisture and tropic heat
 - (3) animals live in the tree tops
 - (4) rapidly decaying organic materials fall to the ground
50. When will Africa's foreign trade increase?
- (1) when all her countries become free
 - (2) when general development takes place
 - (3) when there is more demand for minerals
 - (4) when machines are imported

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51. Why is Africa called the Dark Continent?
(1) the forest is always dark
(2) the rivers have muddy water
(3) black skinned people
(4) it is difficult to get into the interior
52. What is one of the reasons why most African rivers are not navigable for any great distance?
(1) the great plateau
(2) most of the region is a desert area
(3) they are too narrow
(4) they have too many curves and turns
53. Why may the forests prove to be tropical Africa's greatest future source of wealth?
(1) provide building materials for African homes
(2) the trees provide shade for cacao and tea crops
(3) fast, continuous growth to supply the world market
(4) factories use the wood for fuel
54. Why, mainly, is Australia's small population found on the Southeast Coast?
(1) the climate is best
(2) the only good seaports are there
(3) the West is a jungled wilderness
(4) native tribes control the North
55. What is the most important way Australia and Canada are similar?
(1) production of the same farm crops
(2) unlimited water resources
(3) high standard of living
(4) same kinds of climate
56. What is the main aspect of the Karnaphuli Hydroelectric project?
(1) development of industry and agriculture
(2) protection from floods
(3) facilities for navigation
(4) exploitation of forests
- Instructions: The map of the world will be found on Map Sheet 3. You will use this map to answer items 57-77. Indicate the answer of your choice by marking it on the Answer Form.
57. England
(1)
(2)
(3)
(4)
58. Germany
(4)
(5)
(6)
(7)
59. France
(8)
(9)
(10)
(11)
60. Spain
(12)
(13)
(14)
(15)

(GO ON TO THE NEXT PAGE)

61. New Zealand
(1)
(2)
(3)
(4)

62. Italy
(4)
(5)
(6)
(7)

63. Russia
(8)
(9)
(10)
(11)

64. Australia
(12)
(13)
(14)
(15)

65. Canada
(1)
(2)
(3)
(4)

66. U.S.A.
(4)
(5)
(6)
(7)

67. Brazil
(8)
(9)
(10)
(11)

68. Argentina
(12)
(13)
(14)
(15)

69. Sydney
(b)
(c)
(d)
(e)

70. Moscow
(c)
(d)
(e)
(f)

71. Tashkent
(d)
(f)
(g)
(h)

72. Mecca
(a)
(i)
(j)
(k)

73. Panama Canal
(B)
(H)
(J)
(M)

74. Bering Strait
(C)
(G)
(H)
(K)

75. Atlantic Ocean
(D)
(E)
(F)
(N)

76. Pacific Ocean
(A)
(G)
(I)
(L)

(GO ON TO THE NEXT PAGE)

77. Arabian Sea
(E)
(J)
(M)
(N)
78. Thomas Edison may best be described as
(1) a general
(2) a statesman
(3) an author
(4) an inventor
79. What was the purpose of the League of Nations?
(1) to stamp out Nazism in Germany
(2) to increase cooperation among nations
(3) substitute a world army for the armies of individual powers
(4) to stamp out Communism in Russia
80. Which one of the following countries fought on the same side as England in the second World War?
(1) Switzerland
(2) India
(3) Germany
(4) Italy
81. What nations have a vote in the United Nations General Assembly?
(1) all member nations
(2) all nations who have been members two years or more
(3) six countries chosen by the Security Council
(4) the five great powers plus six elected nations
82. What is an important goal of UNESCO?
(1) provide food for suffering people
(2) control the atom bomb
(3) further education
(4) lower the trade barriers
83. What is France not noted for?
(1) countless small shops
(2) techniques of mass production
(3) thousands of small farms
(4) excellency in hand-craft
84. What is the leading single factor dominating the history of the African people?
(1) the evolution of the native cultures
(2) the early European invasions
(3) their resource developments
(4) their isolation from the rest of the world
85. How has the early settlement of Australia differed from Africa, the sub-continent, and the Americas?
(1) it has ignored by European countries
(2) it was accomplished much faster
(3) it had no problem of native tribes
(4) it was most like South America
86. What notable imbalance is found in Australia and New Zealand even though they have fared well as countries discovered late in history?
(1) prosperity and poverty
(2) town and country
(3) literacy and illiteracy
(4) industry and lack of industry

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87. The Crusades in the 11th through the 13th centuries were
- (1) return of people to the land of their birth.
 - (2) wars between the Arabs and Jews.
 - (3) large number of Muslims going to Mecca.
 - (4) wars between the Muslims and Christians.
88. How many centuries was the Muslim supremacy dominant?
- (2)
 - (12)
 - (5)
 - (8)
89. Where did the Moors who dominated Spain come from?
- (1) they were the Umayyads
 - (2) they were the Abbasids
 - (3) they were the Ottomans of Turkey
 - (4) they were natives of North Africa
90. Who occupied the whole of the Roman province of Tripoli (652 A.D.)?
- (1) Arabs
 - (2) Jews
 - (3) Christians
 - (4) Hindus
91. What is the second pledge of al-'aqabah?
- (1) the first Hindu embraced Islam
 - (2) the marriage of Hazrat Ali and Fatimah
 - (3) 73 Yathrebs accepted Islam
 - (4) the death of Fatimah
92. Who suppressed the Muslims in the 17th century?
- (1) Catholic Spain
 - (2) the Moors
 - (3) the Othmans
 - (4) Francis Drake
93. What did the Abbaside period claim, that Pakistan aspires to achieve?
- (1) everybody could read and write
 - (2) absolute equality of all Muslims
 - (3) equal rights of citizenship
 - (4) vices removed, moral life
94. Who was called the "Falcon of Umayyads"?
- (1) Abdur Rahman
 - (2) Abu Bakr
 - (3) Mohammed II
 - (4) Quraysh
95. When was prayer times and fasting one month a year made obligatory for Muslims?
- (1) during a severe famine in the 7th century A.D.
 - (2) following the Karbella Tragedy
 - (3) following the Prophet's mi'raj
 - (4) following the first revelation
96. What is Ayyam-i-jahiliyah?
- (1) the festival of lamps
 - (2) a mosque in Chittagong
 - (3) the days of enlightenment
 - (4) the days of the Arabs before Islam

(GO ON TO THE NEXT PAGE)

97. Who was the first successor to the Prophet?
 (1) Mohammed II
 (2) the first man to accept Islam
 (3) Zakir Husain
 (4) Mahmud of Ghazni
98. What are the first four caliphs?
 (1) introduction to the Quran
 (2) early civilizations
 (3) the valleys of Kaghan, Gilgit, Swat, and Chitral
 (4) the Prophet's successor
99. What during the reign of Harun-ur-Rashid was prevailing?
 (1) the most brilliant period of Baghdad
 (2) the Delhi-Sultaante
 (3) Hindu power
 (4) constitutional rule with five separate assemblies
100. Who introduced Arabic as the official language in Islam?
 (1) Mohammed the Prophet
 (2) Mohammed II
 (3) Abdul Malik
 (4) Jabir Ibn Hayyan
101. Who was the founder of the Ayyubid Dynasty?
 (1) Mohammad Bin Qasim
 (2) Salahuddin the Great
 (3) Haider Ali
 (4) Mahmud of Ghazni
102. In which dynasty was Baghdad built and used as the capital?
 (1) Abbasid
 (2) Umayyad
 (3) Moor
 (4) Othman
103. What was the influence of Jalaluddin Malik Shah?
 (1) he liked to ride an elephant in battle
 (2) he built the Madinah Mosque
 (3) he extended his empire from China to the Mediterranean
 (4) ineffective as a leader
104. Who established the power of the British in India?
 (1) Warren Hastings
 (2) Edmund Burke
 (3) Jalaluddin Malik Shah
 (4) Alexander the Great
105. How long did the Khulfa-i-Rashadin last?
 (1) until the Portuguese came by sea
 (2) until the Mogul rule
 (3) until the British became masters
 (4) thirty years
106. What is the first pledge of al-'aqabah?
 (1) ten Khazray and two Awz embraced Islam
 (2) the marriage of the Prophet to Khadijah
 (3) the death of Khadijah
 (4) the first Christian embraced Islam
107. Why was the mosque built at Madinah?
 (1) as a memorial to the Prophet
 (2) for prestige
 (3) for shelter
 (4) for a centre of religious, social, and political life

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108. When the Prophet migrated from Mecca where did he go?
 (1) to Yathreb
 (2) to Samarqand
 (3) to Persia
 (4) to Egypt
109. Who was Abdur Rahman III?
 (1) the father of Arabic chemistry
 (2) ablest and most gifted of Umayyads in Spain
 (3) an Arab ruler in Sind
 (4) grandson of Chengiz Khan
110. The Muslim Empire reached its extreme limit during the reign of who?
 (1) Umar Ibn Abdul Aziz
 (2) Abdur Rahman III
 (3) Ibn Ahmar
 (4) Hisham
111. Husain, grandson of the Prophet, blockaded in the desert with followers and the ensuing battle is remembered as
 (1) Yezid's Triumph
 (2) Kerbala Tragedy
 (3) Muharram
 (4) Hijrat
112. Where was the centre of world culture in the 9th to 11th century?
 (1) France
 (2) Spain
 (3) Arabia
 (4) Africa
113. During whose reign of peace and prosperity was there a census, land survey, and building of hospitals, schools, roads, bridges, and canals?
 (1) Abdur Rahman III
 (2) Hisham
 (3) Ibn Ahmar
 (4) Umar Ibn Abdul Aziz
114. What is Ahmad Muiz ud-Dawlah, remembered?
 (1) he advocated hereditary as succession to the Prophet
 (2) ablest and most gifted of Umayyads in Spain
 (3) established Muharram as a day of national mourning
 (4) the father of Arabic chemistry
115. Khalifa Harun-ar-Rashid conceived the idea of digging which canal?
 (1) Panama
 (2) Suez
 (3) Bering Strait
 (4) Gibraltar
116. After two Quraysh, Hamza and Umar, embraced Islam the Muslims could
 (1) say their prayers openly.
 (2) build mosques freely.
 (3) carry the Quran in public.
 (4) hold group meetings.

(GO ON TO THE NEXT PAGE)

117. What was the battle of Jallakar?
 (1) the Muslims fought with Napoleon of France
 (2) the Berbers took over
 (3) Yusuf Ibn Tafsar defeated King Alfonso of Spain
 (4) Kerbala Tragedy
118. Who is considered the father of Arabic chemistry?
 (1) Ibn Ahmar
 (2) Abdur Rahman III
 (3) Hisham
 (4) Jabir Ibn Hayyan
119. The Muslim rule in Spain was preserved for two centuries, and the cultural heritage of the Arabs was saved by founding what kingdom?
 (1) Mogul Sultante
 (2) Granada by Ibn Ahmar
 (3) Baghdad by Hakam II
 (4) Ayyubid Dynasty
120. When was the League of Nations founded?
 (1) before the war between Spain and England
 (2) between the war of England with France and World War I
 (3) after World War I
 (4) after World War II
121. During whose reign was the third sanctuary in Islam, Dome of the Rock, built in Jerusalem?
 (1) Abdul Malik
 (2) Hisham
 (3) Abdur Rahman III
 (4) Azud-Dawlah
122. What facilitated the Muslim conquest of Spain?
 (1) quarreling among the various states
 (2) the Othmans
 (3) naval strength
 (4) army strength
123. The five squadrons in Walid I's fleet were the
 (1) Boy-shahk, Joy-stoh, Ah-shar, Shrah-bohn, and Bah-droh.
 (2) Narkel, Supari, Tal Khajur, and Kela.
 (3) Pinta, Santa Maria, Nina, Fatimah, and Khadijah.
 (4) Syrian, Egyptian, African, and two for the Nile.
124. What did Azud-Dawlah do that no other Muslim had done before?
 (1) memorized the Quran
 (2) shared ruling responsibilities with his twin
 (3) assumed the title of Shahanshah
 (4) traveled three months every year
125. Which one of the following was the Hun leader when the Huns were retired to Kashmir by the Hindu Rajas of Mendasor and the forces of Magadha?
 (1) Mihiragula
 (2) Yasodharman
 (3) Baladitya
 (4) Hiuen Tsang

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126. Which one of the following was a leader in the struggle for Pakistan?
(1) Pandit Nehru
(2) Mohandas Gandhi
(3) Mohammed Ali Jinnah
(4) Stafford Cripps
127. Who was the first Arab king?
(1) Khalifat of Muawiya
(2) Alexander the Great
(3) Shiek Mohammed Abdullah
(4) Chengiz Khan
128. Which took place last?
(1) Arabs borrowed Hindu astronomy and philosophy
(2) Muslim Spain fell apart
(3) astronomical observatory founded in Seville
(4) Arab empire expanded in Asia and Africa
129. India and Pakistan are referred to as the sub-continent because
(1) the standard of living is low.
(2) it is almost cut off from the rest of Asia.
(3) the land area is tropical and forest
(4) they are in the lower part of the European continent.
130. How many members were in the constituent legislative assembly at the time Pakistan became a nation?
(1) eighty
(2) fifty
(3) seventy-five
(4) six
131. What are prominent features of Pakistan's constitution?
(1) universal free education up to 14 years of age
(2) government and professional positions filled on a religion status ratio
(3) no discrimination
(4) provides for an upper and lower legislative house
132. What are prominent features of Pakistan's central government?
(1) drinking, gambling, and the charging of interest are prohibited
(2) each wing has its own government
(3) the president's term of office is for a maximum of four years
(4) the president is chancellor of the universities
133. What are prominent features of Pakistan's provincial government?
(1) the two wings are co-ordinated by the president
(2) the two wings alternate in receiving central benefits
(3) industry in the West and agriculture in the East
(4) the two provinces have their own assemblies

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134. Which is a true statement?
(1) only persons born in Pakistan are citizens
(2) it is a democratic right to not have to abide by the rules you do not vote for
(3) class leaders should be chosen from the religion to which most of the pupils belong
(4) the good for the majority takes precedence in a democracy
135. Which one of the following is not a democratic right of a Pakistani citizen?
(1) following the religious faith of his choice
(2) to do anything he pleases
(3) read about governments in other countries
(4) live in East or West Pakistan
136. Why were commissions appointed for education, scientific research, and agriculture during the Ayub administration?
(1) to recommend improvement
(2) provide government positions
(3) it looked good on paper
(4) to get many people involved
137. Which is more likely to be used by employers in case of a labor dispute?
(1) a protest march
(2) a hartal
(3) a strike
(4) a blacklist
138. Why has Britain been more successful than other countries in colonizing Africa?
(1) the natives have been kept ignorant
(2) most of the gold and diamonds have been taken away
(3) education and acceptance in UK
(4) migratory labor
139. What is the main cause of disease in Africa in addition to the tropical climate and insects?
(1) poor physical condition of the natives
(2) lack of hospitals
(3) tribal differences
(4) poor sanitary conditions
140. What is one of the main difficulties with the boundaries of the new African countries?
(1) lines cut through tribal areas
(2) large armies are needed to patrol them
(3) the countries disagree over them
(4) no boundaries existed before
141. What is a main reason some Soviet satellite countries with great resources are making little progress in farming and industry?
(1) lack of freedom
(2) lack of machines
(3) unemployment problem
(4) poor surface of the land

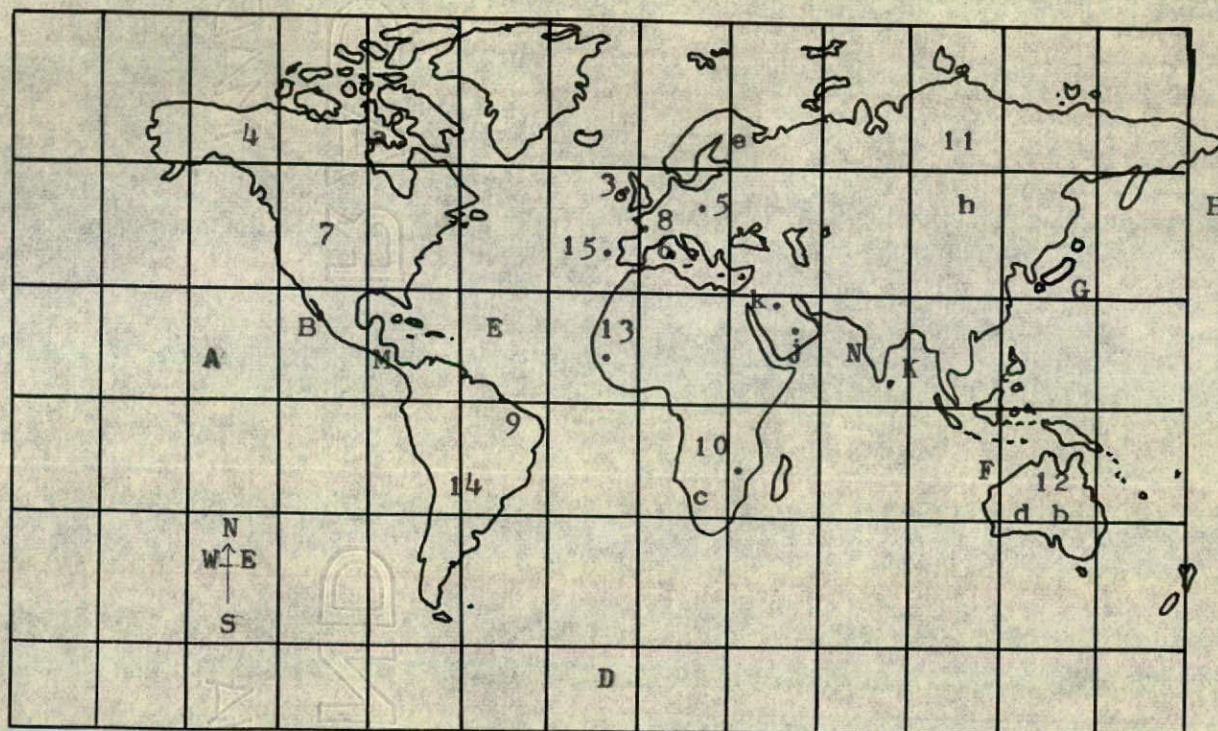
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142. What is one way of knowing that the Soviet Union is a dictatorship?
- (1) no elections are held
 - (2) there is a prime minister
 - (3) there is no legislature
 - (4) there is one political party
143. Why has democracy not had much of a chance in Russia?
- (1) the people do not like freedom
 - (2) the people are illiterate
 - (3) Russia's long history has prevented it
 - (4) dictatorship is a better form of government
144. Why, mainly, have the two communist powers, the Soviet Union and China, not succeeded in a unified government?
- (1) Russia and China have boundary disputes
 - (2) disputes reflect evidence of great power conflict
 - (3) China has the greater population
 - (4) Russia has the larger land area
145. Abdur's class voted 30 to 26 to have a function. Abdur and several of his friends thought that an outing would be much better, but the class did not have a good chance to talk the question over before voting. Which one of the following would be the most democratic way for Abdur and his friends to act?
- (1) stay away from the function as a protest
 - (2) criticize the student who suggested the function, but make no other suggestions
 - (3) talk to their friends about the idea of an outing and ask that another vote be taken
 - (4) go to the function, but refuse to play the games
146. What are believers of Islam called?
- (1) Christians
 - (2) Parsees
 - (3) Sikhs
 - (4) Muslims
147. Islam is a religion of what?
- (1) the Eightfold Path
 - (2) Persia's ancient creed
 - (3) peace and brotherhood
 - (4) the Four Noble Truths

(THE END OF PART III - FORM A)

MAP SHEET 3

World



SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER FORM PART I - FORM A

Name _____ Class _____ Roll _____ Sex: M F Age _____

School _____ District _____ Date _____

- | | | | | |
|----|-------------------|--------------------|--------------------|--------------|
| 1 | (1)(2)(3)(4) : 40 | (1)(2)(3)(4) : 79 | (1)(2)(3)(4) : 118 | (B)(F)(G)(H) |
| 2 | (1)(2)(3)(4) : 41 | (1)(2)(3)(4) : 80 | (1)(2)(3)(4) : 119 | (r)(s)(t)(u) |
| 3 | (1)(2)(3)(4) : 42 | (1)(2)(3)(4) : 81 | (1)(2)(3)(4) : 120 | (d)(r)(s)(f) |
| 4 | (1)(2)(3)(4) : 43 | (1)(2)(3)(4) : 82 | (1)(2)(3)(4) : 121 | (q)(r)(s)(t) |
| 5 | (1)(2)(3)(4) : 44 | (1)(2)(3)(4) : 83 | (1)(2)(3)(4) : 122 | (q)(r)(s)(u) |
| 6 | (1)(2)(3)(4) : 45 | (1)(2)(3)(4) : 84 | (1)(2)(3)(4) : 123 | (q)(u)(x)(y) |
| 7 | (1)(2)(3)(4) : 46 | (1)(2)(3)(4) : 85 | (1)(2)(3)(4) : 124 | (q)(x)(y)(z) |
| 8 | (1)(2)(3)(4) : 47 | (1)(2)(3)(4) : 86 | (1)(2)(3)(4) : 125 | (1)(2)(3)(4) |
| 9 | (1)(2)(3)(4) : 48 | (1)(2)(3)(4) : 87 | (1)(2)(3)(4) : 126 | (1)(2)(3)(4) |
| 10 | (1)(2)(3)(4) : 49 | (1)(2)(3)(4) : 88 | (1)(2)(3)(4) : 127 | (1)(2)(3)(4) |
| 11 | (1)(2)(3)(4) : 50 | (1)(2)(3)(4) : 89 | (1)(2)(3)(4) : 128 | (1)(2)(3)(4) |
| 12 | (D)(E)(F)(G) : 51 | (1)(2)(3)(4) : 90 | (1)(2)(3)(4) : 129 | (1)(2)(3)(4) |
| 13 | (B)(C)(D)(K) : 52 | (1)(2)(3)(4) : 91 | (1)(2)(3)(4) : 130 | (1)(2)(3)(4) |
| 14 | (A)(B)(G)(J) : 53 | (1)(2)(3)(4) : 92 | (1)(2)(3)(4) : 131 | (1)(2)(3)(4) |
| 15 | (1)(2)(3)(4) : 54 | (1)(2)(3)(4) : 93 | (1)(2)(3)(4) : 132 | (1)(2)(3)(4) |
| 16 | (F)(H)(C)(E) : 55 | (1)(2)(3)(4) : 94 | (1)(2)(3)(4) : 133 | (1)(2)(3)(4) |
| 17 | (H)(E)(F)(D) : 56 | (1)(2)(3)(4) : 95 | (1)(2)(3)(4) : 134 | (1)(2)(3)(4) |
| 18 | (1)(2)(3)(4) : 57 | (1)(2)(3)(4) : 96 | (1)(2)(3)(4) : 135 | (1)(2)(3)(4) |
| 19 | (G)(H)(K)(E) : 58 | (1)(2)(3)(4) : 97 | (1)(2)(3)(4) : 136 | (1)(2)(3)(4) |
| 20 | (G)(H)(J)(D) : 59 | (1)(2)(3)(4) : 98 | (1)(2)(3)(4) : 137 | (1)(2)(3)(4) |
| 21 | (A)(D)(G)(C) : 60 | (1)(2)(3)(4) : 99 | (1)(2)(3)(4) : 138 | (1)(2)(3)(4) |
| 22 | (b)(d)(j)(h) : 61 | (1)(2)(3)(4) : 100 | (1)(2)(3)(4) : 139 | (1)(2)(3)(4) |
| 23 | (b)(c)(h)(e) : 62 | (1)(2)(3)(4) : 101 | (1)(2)(3)(4) : 140 | (1)(2)(3)(4) |
| 24 | (e)(q)(k)(g) : 63 | (1)(2)(3)(4) : 102 | (1)(2)(3)(4) : 141 | (1)(2)(3)(4) |
| 25 | (f)(g)(m)(c) : 64 | (1)(2)(3)(4) : 103 | (1)(2)(3)(4) : 142 | (1)(2)(3)(4) |
| 26 | (1)(2)(3)(4) : 65 | (1)(2)(3)(4) : 104 | (1)(2)(3)(4) : 143 | (1)(2)(3)(4) |
| 27 | (1)(2)(3)(4) : 66 | (1)(2)(3)(4) : 105 | (d)(e)(f)(g) : 144 | (1)(2)(3)(4) |
| 28 | (1)(2)(3)(4) : 67 | (1)(2)(3)(4) : 106 | (g)(h)(i)(j) : 145 | (1)(2)(3)(4) |
| 29 | (1)(2)(3)(4) : 68 | (1)(2)(3)(4) : 107 | (b)(a)(f)(h) : 146 | (1)(2)(3)(4) |
| 30 | (1)(2)(3)(4) : 69 | (1)(2)(3)(4) : 108 | (a)(b)(c)(d) : 147 | (1)(2)(3)(4) |
| 31 | (1)(2)(3)(4) : 70 | (1)(2)(3)(4) : 109 | (a)(b)(c)(d) : 148 | (1)(2)(3)(4) |
| 32 | (1)(2)(3)(4) : 71 | (1)(2)(3)(4) : 110 | (b)(c)(d)(e) : 149 | (1)(2)(3)(4) |
| 33 | (1)(2)(3)(4) : 72 | (1)(2)(3)(4) : 111 | (a)(b)(c)(d) : 150 | (1)(2)(3)(4) |
| 34 | (1)(2)(3)(4) : 73 | (1)(2)(3)(4) : 112 | (f)(g)(h)(i) : 151 | (1)(2)(3)(4) |
| 35 | (1)(2)(3)(4) : 74 | (1)(2)(3)(4) : 113 | (2)(6)(7)(8) : 152 | (1)(2)(3)(4) |
| 36 | (1)(2)(3)(4) : 75 | (1)(2)(3)(4) : 114 | (1)(3)(4)(5) : 153 | (1)(2)(3)(4) |
| 37 | (1)(2)(3)(4) : 76 | (1)(2)(3)(4) : 115 | (2)(6)(7)(8) : 154 | (1)(2)(3)(4) |
| 38 | (1)(2)(3)(4) : 77 | (1)(2)(3)(4) : 116 | (B)(F)(G)(H) : 155 | (1)(2)(3)(4) |
| 39 | (1)(2)(3)(4) : 78 | (1)(2)(3)(4) : 117 | (A)(B)(C)(D) : | |

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER FORM PART II - FORM A

Name _____ Class _____ Roll _____ Sex: M F Age _____

School _____ District _____ Date _____

- | | | | | | |
|----|----------------|----|-------------------|-----|--------------|
| 1 | (1)(2)(3)(4) : | 41 | (1)(2)(3)(4) : | 81 | (1)(2)(3)(4) |
| 2 | (1)(2)(3)(4) : | 42 | (1)(2)(3)(4) : | 82 | (1)(2)(3)(4) |
| 3 | (1)(2)(3)(4) : | 43 | (1)(2)(3)(4) : | 83 | (1)(2)(3)(4) |
| 4 | (3)(1)(2)(4) : | 44 | (1)(2)(3)(4) : | 84 | (1)(2)(3)(4) |
| 5 | (2)(4)(5)(3) : | 45 | (1)(2)(3)(4) : | 85 | (1)(2)(3)(4) |
| 6 | (1)(2)(3)(4) : | 46 | (1)(2)(7)(13) : | 86 | (1)(2)(3)(4) |
| 7 | (1)(2)(3)(4) : | 47 | (7)(8)(10)(11) : | 87 | (1)(2)(3)(4) |
| 8 | (1)(2)(3)(4) : | 48 | (1)(12)(13)(14) : | 88 | (1)(2)(3)(4) |
| 9 | (1)(2)(3)(4) : | 49 | (4)(5)(6)(7) : | 89 | (1)(2)(3)(4) |
| 10 | (1)(2)(3)(4) : | 50 | (2)(3)(4)(14) : | 90 | (1)(2)(3)(4) |
| 11 | (1)(2)(3)(4) : | 51 | (9)(6)(3)(12) : | 91 | (1)(2)(3)(4) |
| 12 | (1)(2)(3)(4) : | 52 | (1)(2)(3)(5) : | 92 | (1)(2)(3)(4) |
| 13 | (1)(2)(3)(4) : | 53 | (8)(9)(10)(13) : | 93 | (1)(2)(3)(4) |
| 14 | (1)(2)(3)(4) : | 54 | (2)(9)(13)(15) : | 94 | (1)(2)(3)(4) |
| 15 | (1)(2)(3)(4) : | 55 | (1)(3)(10)(13) : | 95 | (1)(2)(3)(4) |
| 16 | (1)(2)(3)(4) : | 56 | (2)(3)(10)(13) : | 96 | (1)(2)(3)(4) |
| 17 | (1)(2)(3)(4) : | 57 | (2)(3)(5)(10) : | 97 | (1)(2)(3)(4) |
| 18 | (1)(2)(3)(4) : | 58 | (b)(c)(d)(e) : | 98 | (1)(2)(3)(4) |
| 19 | (1)(2)(3)(4) : | 59 | (c)(d)(g)(h) : | 99 | (1)(2)(3)(4) |
| 20 | (1)(2)(3)(4) : | 60 | (a)(f)(g)(k) : | 100 | (1)(2)(3)(4) |
| 21 | (1)(2)(3)(4) : | 61 | (h)(i)(j)(k) : | 101 | (1)(2)(3)(4) |
| 22 | (1)(2)(3)(4) : | 62 | (B)(N)(J)(M) : | 102 | (1)(2)(3)(4) |
| 23 | (1)(2)(3)(4) : | 63 | (C)(G)(N)(P) : | 103 | (1)(2)(3)(4) |
| 24 | (1)(2)(3)(4) : | 64 | (D)(O)(F)(A) : | 104 | (1)(2)(3)(4) |
| 25 | (1)(2)(3)(4) : | 65 | (A)(G)(I)(L) : | 105 | (1)(2)(3)(4) |
| 26 | (1)(2)(3)(4) : | 66 | (E)(R)(S)(T) : | 106 | (1)(2)(3)(4) |
| 27 | (1)(2)(3)(4) : | 67 | (1)(2)(3)(4) : | 107 | (1)(2)(3)(4) |
| 28 | (1)(2)(3)(4) : | 68 | (1)(2)(3)(4) : | 108 | (1)(2)(3)(4) |
| 29 | (1)(2)(3)(4) : | 69 | (1)(2)(3)(4) : | 109 | (1)(2)(3)(4) |
| 30 | (1)(2)(3)(4) : | 70 | (1)(2)(3)(4) : | 110 | (1)(2)(3)(4) |
| 31 | (1)(2)(3)(4) : | 71 | (1)(2)(3)(4) : | 111 | (1)(2)(3)(4) |
| 32 | (1)(2)(3)(4) : | 72 | (1)(2)(3)(4) : | 112 | (1)(2)(3)(4) |
| 33 | (1)(2)(3)(4) : | 73 | (1)(2)(3)(4) : | 113 | (1)(2)(3)(4) |
| 34 | (1)(2)(3)(4) : | 74 | (1)(2)(3)(4) : | 114 | (1)(2)(3)(4) |
| 35 | (1)(2)(3)(4) : | 75 | (1)(2)(3)(4) : | 115 | (1)(2)(3)(4) |
| 36 | (1)(2)(3)(4) : | 76 | (1)(2)(3)(4) : | 116 | (1)(2)(3)(4) |
| 37 | (1)(2)(3)(4) : | 77 | (1)(2)(3)(4) : | 117 | (1)(2)(3)(4) |
| 38 | (1)(2)(3)(4) : | 78 | (1)(2)(3)(4) : | 118 | (1)(2)(3)(4) |
| 39 | (1)(2)(3)(4) : | 79 | (1)(2)(3)(4) : | 119 | (1)(2)(3)(4) |
| 40 | (1)(2)(3)(4) : | 80 | (1)(2)(3)(4) | | |

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER FORM PART III - FORM A

Name _____ Class _____ Roll _____ Sex: M F Age _____

School _____ District _____ Date _____

- | | | | | | | | |
|----|--------------|------|------------------|-------|---------------|-------|--------------|
| 1 | (1)(2)(3)(4) | : 38 | (1)(2)(3)(4) | : 75 | (D)(E)(F)(N) | : 112 | (1)(2)(3)(4) |
| 2 | (1)(2)(3)(4) | : 39 | (1)(2)(3)(4) | : 76 | (A)(G)(I)(L) | : 113 | (1)(2)(3)(4) |
| 3 | (1)(2)(3)(4) | : 40 | (1)(2)(3)(4) | : 77 | (E)(J)(M)(N) | : 114 | (1)(2)(3)(4) |
| 4 | (1)(2)(3)(4) | : 41 | (1)(2)(3)(4) | : 78 | (1)(2)(3)(4) | : 115 | (1)(2)(3)(4) |
| 5 | (1)(2)(3)(4) | : 42 | (1)(2)(3)(4) | : 79 | (1)(2)(3)(4) | : 116 | (1)(2)(3)(4) |
| 6 | (1)(2)(3)(4) | : 43 | (1)(2)(3)(4) | : 80 | (1)(2)(3)(4) | : 117 | (1)(2)(3)(4) |
| 7 | (1)(2)(3)(4) | : 44 | (1)(2)(3)(4) | : 81 | (1)(2)(3)(4) | : 118 | (1)(2)(3)(4) |
| 8 | (1)(2)(3)(4) | : 45 | (1)(2)(3)(4) | : 82 | (1)(2)(3)(4) | : 119 | (1)(2)(3)(4) |
| 9 | (1)(2)(3)(4) | : 46 | (1)(2)(3)(4) | : 83 | (1)(2)(3)(4) | : 120 | (1)(2)(3)(4) |
| 10 | (1)(2)(3)(4) | : 47 | (1)(2)(3)(4) | : 84 | (1)(2)(3)(4) | : 121 | (1)(2)(3)(4) |
| 11 | (1)(2)(3)(4) | : 48 | (1)(2)(3)(4) | : 85 | (1)(2)(3)(4) | : 122 | (1)(2)(3)(4) |
| 12 | (1)(2)(3)(4) | : 49 | (1)(2)(3)(4) | : 86 | (1)(2)(3)(4) | : 123 | (1)(2)(3)(4) |
| 13 | (1)(2)(3)(4) | : 50 | (1)(2)(3)(4) | : 87 | (1)(2)(3)(4) | : 124 | (1)(2)(3)(4) |
| 14 | (1)(2)(3)(4) | : 51 | (1)(2)(3)(4) | : 88 | (2)(12)(5)(8) | : 125 | (1)(2)(3)(4) |
| 15 | (1)(2)(3)(4) | : 52 | (1)(2)(3)(4) | : 89 | (1)(2)(3)(4) | : 126 | (1)(2)(3)(4) |
| 16 | (1)(2)(3)(4) | : 53 | (1)(2)(3)(4) | : 90 | (1)(2)(3)(4) | : 127 | (1)(2)(3)(4) |
| 17 | (1)(2)(3)(4) | : 54 | (1)(2)(3)(4) | : 91 | (1)(2)(3)(4) | : 128 | (1)(2)(3)(4) |
| 18 | (1)(2)(3)(4) | : 55 | (1)(2)(3)(4) | : 92 | (1)(2)(3)(4) | : 129 | (1)(2)(3)(4) |
| 19 | (1)(2)(3)(4) | : 56 | (1)(2)(3)(4) | : 93 | (1)(2)(3)(4) | : 130 | (1)(2)(3)(4) |
| 20 | (1)(2)(3)(4) | : 57 | (1)(2)(3)(4) | : 94 | (1)(2)(3)(4) | : 131 | (1)(2)(3)(4) |
| 21 | (1)(2)(3)(4) | : 58 | (4)(5)(6)(7) | : 95 | (1)(2)(3)(4) | : 132 | (1)(2)(3)(4) |
| 22 | (1)(2)(3)(4) | : 59 | (8)(9)(10)(11) | : 96 | (1)(2)(3)(4) | : 133 | (1)(2)(3)(4) |
| 23 | (1)(2)(3)(4) | : 60 | (12)(13)(14)(15) | : 97 | (1)(2)(3)(4) | : 134 | (1)(2)(3)(4) |
| 24 | (1)(2)(3)(4) | : 61 | (1)(2)(3)(4) | : 98 | (1)(2)(3)(4) | : 135 | (1)(2)(3)(4) |
| 25 | (1)(2)(3)(4) | : 62 | (4)(5)(6)(7) | : 99 | (1)(2)(3)(4) | : 136 | (1)(2)(3)(4) |
| 26 | (1)(2)(3)(4) | : 63 | (8)(9)(10)(11) | : 100 | (1)(2)(3)(4) | : 137 | (1)(2)(3)(4) |
| 27 | (1)(2)(3)(4) | : 64 | (12)(13)(14)(15) | : 101 | (1)(2)(3)(4) | : 138 | (1)(2)(3)(4) |
| 28 | (1)(2)(3)(4) | : 65 | (1)(2)(3)(4) | : 102 | (1)(2)(3)(4) | : 139 | (1)(2)(3)(4) |
| 29 | (1)(2)(3)(4) | : 66 | (4)(5)(6)(7) | : 103 | (1)(2)(3)(4) | : 140 | (1)(2)(3)(4) |
| 30 | (1)(2)(3)(4) | : 67 | (8)(9)(10)(11) | : 104 | (1)(2)(3)(4) | : 141 | (1)(2)(3)(4) |
| 31 | (1)(2)(3)(4) | : 68 | (12)(13)(14)(15) | : 105 | (1)(2)(3)(4) | : 142 | (1)(2)(3)(4) |
| 32 | (1)(2)(3)(4) | : 69 | (b)(c)(d)(e) | : 106 | (1)(2)(3)(4) | : 143 | (1)(2)(3)(4) |
| 33 | (1)(2)(3)(4) | : 70 | (c)(d)(e)(f) | : 107 | (1)(2)(3)(4) | : 144 | (1)(2)(3)(4) |
| 34 | (1)(2)(3)(4) | : 71 | (d)(f)(g)(h) | : 108 | (1)(2)(3)(4) | : 145 | (1)(2)(3)(4) |
| 35 | (1)(2)(3)(4) | : 72 | (a)(i)(j)(k) | : 109 | (1)(2)(3)(4) | : 146 | (1)(2)(3)(4) |
| 36 | (1)(2)(3)(4) | : 73 | (B)(H)(J)(M) | : 110 | (1)(2)(3)(4) | : 147 | (1)(2)(3)(4) |
| 37 | (1)(2)(3)(4) | : 74 | (C)(G)(H)(K) | : 111 | (1)(2)(3)(4) | : | |

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER KEY PART I - FORM A

Instructions: Response indicates the position of the answer, whether number or letter. This easily facilitates hard or commercial scoring.

For example: Item 1 (1)(2)~~(3)~~(4) in which "3" would be response "3".

Item 2 (a)(b)(c)~~(d)~~ in which "d" would be response "4".

Item Response : Item Response : Item Response : Item Response

1	3	:	40	3	:	79	1	:	118	2
2	1	:	41	3	:	80	2	:	119	2
3	2	:	42	1	:	81	3	:	120	1
4	2	:	43	4	:	82	2	:	121	4
5	3	:	44	1	:	83	3	:	122	2
6	2	:	45	2	:	84	1	:	123	2
7	4	:	46	3	:	85	4	:	124	3
8	3	:	47	1	:	86	4	:	125	3
9	4	:	48	1	:	87	3	:	126	4
10	2	:	49	3	:	88	2	:	127	1
11	4	:	50	2	:	89	1	:	128	3
12	3	:	51	1	:	90	2	:	129	3
13	4	:	52	3	:	91	3	:	130	4
14	1	:	53	1	:	92	2	:	131	4
15	1	:	54	1	:	93	4	:	132	2
16	2	:	55	4	:	94	1	:	133	2
17	1	:	56	4	:	95	3	:	134	2
18	1	:	57	4	:	96	1	:	135	2
19	3	:	58	2	:	97	3	:	136	3
20	2	:	59	4	:	98	3	:	137	1
21	1	:	60	1	:	99	2	:	138	4
22	2	:	61	2	:	100	3	:	139	4
23	2	:	62	4	:	101	2	:	140	3
24	2	:	63	2	:	102	3	:	141	1
25	1	:	64	3	:	103	2	:	142	4
26	2	:	65	1	:	104	1	:	143	4
27	2	:	66	4	:	105	2	:	144	2
28	1	:	67	2	:	106	1	:	145	3
29	3	:	68	3	:	107	3	:	146	4
30	4	:	69	4	:	108	2	:	147	1
31	4	:	70	4	:	109	1	:	148	2
32	4	:	71	2	:	110	2	:	149	3
33	1	:	72	1	:	111	4	:	150	4
34	4	:	73	2	:	112	3	:	151	1
35	3	:	74	2	:	113	3	:	152	3
36	3	:	75	1	:	114	2	:	153	3
37	3	:	76	4	:	115	4	:	154	2
38	3	:	77	3	:	116	1	:	155	4
39	4	:	78	4	:	117	3	:		

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER KEY PART II - FORM A

Instructions: Response indicates the position of the answer, whether number or letter. This easily facilitates hand or commercial scoring.

For example: Item 1 (1)(2)~~(3)~~(4) in which "3" would be response "3".

Item 2 (a)(b)(c)~~(d)~~ in which "d" would be response "4".

Item Response : Item Response : Item Response : Item Response

1	1	:	31	3	:	61	3	:	91	2
2	1	:	32	1	:	62	3	:	92	3
3	2	:	33	2	:	63	1	:	93	2
4	3	:	34	3	:	64	3	:	94	4
5	2	:	35	1	:	65	4	:	95	4
6	3	:	36	3	:	66	1	:	96	1
7	2	:	37	4	:	67	1	:	97	2
8	2	:	38	2	:	68	4	:	98	1
9	2	:	39	3	:	69	1	:	99	4
10	1	:	40	1	:	70	4	:	100	1
11	1	:	41	1	:	71	3	:	101	2
12	2	:	42	4	:	72	3	:	102	4
13	1	:	43	2	:	73	2	:	103	3
14	2	:	44	4	:	74	1	:	104	1
15	3	:	45	2	:	75	4	:	105	4
16	2	:	46	3	:	76	2	:	106	3
17	4	:	47	4	:	77	1	:	107	4
18	4	:	48	2	:	78	3	:	108	3
19	4	:	49	1	:	79	2	:	109	2
20	1	:	50	4	:	80	4	:	110	1
21	4	:	51	2	:	81	3	:	111	4
22	4	:	52	3	:	82	4	:	112	4
23	3	:	53	1	:	83	3	:	113	3
24	2	:	54	2	:	84	2	:	114	4
25	1	:	55	1	:	85	1	:	115	3
26	1	:	56	3	:	86	4	:	116	2
27	2	:	57	3	:	87	2	:	117	2
28	2	:	58	4	:	88	1	:	118	2
29	4	:	59	2	:	89	3	:	119	2
30	3	:	60	2	:	90	4	:		

SOCIAL STUDIES ACHIEVEMENT TEST FOR EAST PAKISTAN

ANSWER KEY PART III - FORM A

Instructions: Response indicates the position of the answer, whether number or letter. This easily facilitates hand or commercial scoring.

For example: Item 1 (1)(2)(~~3~~)(4) in which "3" would be response "3".

Item 2 (a)(b)(c)(~~d~~) in which "d" would be response "4".

Item Response : Item Response : Item Response : Item Response

1	3	:	38	4	:	75	2	:	112	2
2	1	:	39	2	:	76	1	:	113	4
3	2	:	40	2	:	77	4	:	114	3
4	4	:	41	2	:	78	4	:	115	2
5	3	:	42	3	:	79	2	:	116	1
6	3	:	43	1	:	80	2	:	117	3
7	3	:	44	4	:	81	1	:	118	4
8	1	:	45	2	:	82	3	:	119	2
9	3	:	46	4	:	83	2	:	120	3
10	4	:	47	1	:	84	4	:	121	1
11	3	:	48	3	:	85	1	:	122	3
12	2	:	49	1	:	86	2	:	123	4
13	4	:	50	2	:	87	4	:	124	3
14	3	:	51	4	:	88	4	:	125	1
15	4	:	52	1	:	89	4	:	126	3
16	2	:	53	3	:	90	1	:	127	1
17	1	:	54	1	:	91	3	:	128	2
18	3	:	55	3	:	92	1	:	129	2
19	1	:	56	1	:	93	1	:	130	1
20	2	:	57	3	:	94	1	:	131	3
21	2	:	58	2	:	95	3	:	132	1
22	2	:	59	1	:	96	4	:	133	4
23	4	:	60	4	:	97	2	:	134	4
24	3	:	61	2	:	98	4	:	135	2
25	2	:	62	3	:	99	1	:	136	1
26	2	:	63	4	:	100	3	:	137	4
27	1	:	64	1	:	101	2	:	138	3
28	4	:	65	4	:	102	1	:	139	4
29	4	:	66	4	:	103	3	:	140	1
30	1	:	67	2	:	104	1	:	141	1
31	3	:	68	3	:	105	4	:	142	4
32	2	:	69	1	:	106	1	:	143	3
33	4	:	70	3	:	107	4	:	144	2
34	1	:	71	4	:	108	1	:	145	3
35	3	:	72	3	:	109	2	:	146	4
36	4	:	73	4	:	110	4	:	147	3
37	2	:	74	3	:	111	2	:		

APPENDIX E

COPIES OF NEWSPAPER ARTICLES LISTED IN BIBLIOGRAPHY

Reference 119. Ali, Roushanara. "Merit Scholarship Examination at Karachi," The Pakistan Observer, (Dacca), September 30, 1968, p. 7.

Sir-The Directorate of Education, Karachi has been conducting the middle school merit scholarship examination since 23rd instant, I (as much probably as other guardians) was surprised to see the quality and content of the two question papers in Bengali and Arithmetic meant for East Pakistani candidates. Both of these handwritten cyclostyled question papers contained so many silly mistakes in spelling and construction that one wonders how the authority could allow these to be distributed among the examinees! Surprisingly, some questions made no sense owing to their wonderful (?) construction and some questions in Bengali were interspersed with English with the result that the young examinees could not make head or tail of what was asked of them. Obviously, the stencils of these questions were written by persons who are not conversant even with the Bengali alphabet! Was there any dearth of persons in Karachi with a good knowledge of Bengali?

One cannot believe that the Education Directorate could show such apathy and callousness towards a section of the young examinees who were appearing at the examination through the medium of Bengali - one of the two languages of Pakistan!

The question that comes up in one's mind is - is it the way of bringing about integration?

Reference 120. Ashraf, Syed Ali. "Purpose of Education Evaluation," Morning News, (Dacca), May 17, 1968, p. 12

The testing programme should provide a teacher with data that will help him in understanding his pupils. Tests can help the teacher enormously when they furnish a diagnosis of specific strengths and deficiencies in the pupil's achievements or capacities.

Subsequently, efforts may be made by the teacher to seek either to eliminate the weaknesses by using special teaching methods or to circumvent them by directing learning toward areas where the pupils' efforts will be more fruitful. If a pupil and his parents are embarked on a programme of education leading towards an Engineering degree, for example, whereas result of the test of the most valid kind indicate that his abilities and interests are distinctly unsuited for this profession. It is the responsibility of the school administrator to bring this evidence to bear in the process of vocational guidance. On the other hand the interest and abilities may indicate exceedingly high promises for success in pursuits for which society has an urgent need such as research in medicine. But the pupil may be proceeding as if not aware of this rare talent and utmost importance to society.

Guidance

Without the testing of the specific abilities of the pupils in the shape of evaluation, guidance in the course of their future studies is impossible. As pupils move up the educational ladder in elementary school, with its general curriculum providing the skills

in the three R's (reading, writing and arithmetic) that everyone in our society must acquire they must be evaluated as to their aptitudes, abilities and other attributes.

During this early period of schooling pupils set off on diverging paths, with differing interests and aptitude. At the stage of secondary school they start differing widely in their educational needs and abilities.

The teacher's knowledge of the pupil at this point should guide the decision of the pupil and his parents regarding the course of secondary education to choose. This knowledge must be the result of continuous evaluation throughout the long eight years of the elementary educational process. This evaluation must involve as many important aspects of the pupil's personality as it is possible on the part of a teacher to perceive.

The overall purpose of evaluation is to improve the instruction that is being given and the purpose will be truly served only if tests are carefully made and if teachers study the results to determine where improvement might be forthcoming. A few years back, examinations were used mostly for administrative purposes. The results were used by the teachers as a basis for promoting students from one class to another.

Facts

In certain instances these are still the major reasons for conducting examinations. The schools in which this practice is in vogue are usually those which consider to prepare a few brilliant

young chaps with the hope that by accumulating numerous facts from text books they will become acceptable citizens. Such a philosophy is not only harmful to the pupils, but also to the nation. Such a conception is gradually dwindling and becoming outdated. A promising teacher of to-day knows that his job is much more than one of dishing out a lot of facts to see whether or not the pupils are in a position to commit them to memory.

This in no way suggests that school examination, marks and promotion should be abolished. The intelligent approach would be to strive to put school marks in their right perspective to make them more meaningful and to make sure that they are considered as means to an end rather than ends in themselves.

Results

Now-a-days the teacher uses tests mainly to improve the work of his school. Test results are considered to be the basis upon which students are classified or classes are grouped. On the basis of test results it is often possible and desirable to segregate the very bright students or the very dull students into separate sections. The purpose, of course, here is not to condemn but rather to point out that this is one administration use that is made of test results. Another important use of tests is in the transferring of students from one school to another within a system.

There are some schools which pride themselves on the rigidity of their transfer standards and are prone to retard incoming students until they can prove their worth. With the use of good tests and

perfect records it is now possible to minimise the ill effects of transferring from one school to another. There are, of course, some schools still in existence who are extremely backward in the tests they conduct and the records they maintain. Positive strides, must have to be made in the right direction and that more and more teachers should make good use of tests in an effort to get an accurate and complete picture of the student entrusted to their care.

Another important use of tests for administrative reasons is in justifying certain educational expenditures. Departments of education and groups of citizens are very much interested in the facts that underlie the spending of public monies for educational purposes. All of us tend to be creatures of tradition and it is sometimes difficult to make the public realise the necessity of spending money for a new programme or the extension of an old one. Test results are sometimes very helpful in justifying such ventures.

One of the most important purposes of evaluation is to adapt instruction to the differing needs of individual pupils. Evaluative technique leads to identification of pupils requiring specialised work and to the kind of specialization required. Without these techniques teachers may overestimate or underestimate the extent to which they should differentiate their treatment of pupils. All teachers make some adaptations to individual differences. Although the influence of evaluation may not result in different types of activities, it can lead to better directed and more effective methods of carrying on activities.

Evaluation of a pupil's knowledge by way of test is, of course, extremely important in guiding him. With continuous and comprehensive evaluative evidence concerning its pupils, a school can properly undertake its guidance programme. This guidance should operate not solely at the pupil's entrance into and departure from a particular level of schooling or vocation, although these are occasions for its most striking occurrence. Rather, guidance should operate within the entire school period. For example, evaluations should assist in solving such guidance problems as the choice of elective subjects. Should a pupil take a premedical course or preengineering course? Which science subject should a pupil elect, physics, chemistry, biology or geology? Why is a certain pupil becoming a disciplinary problem? Answers to such questions, of which these are only a few illustrations, all come under the heading of guidance. And the answers should be based on valid evaluative data for the pupil.

Reference 121. Editorial. "Education at the Lower Tier," The Pakistan Observer, (Dacca), September 30, 1968, p. 7.

Education at the lower (junior and secondary) levels has so far received comparatively scant attention from the critics and reformers of education. A close look at the courses of studies at these levels will reveal that nearly all the ills that beset education at the higher levels are traceable at the roots. The syllabi divided between the junior and secondary sections (i.e. one up to class VIII and the other for classes IX & X) is a mixed grill. Apart from English, Bengali and Arithmetic taught up to class VIII there are four other subjects, namely, social studies, science and hygiene, Diniyat or (Arabic) and Urdu, home economics or music. What is called social studies consists of history, geography and elementary civics. At the secondary level are the ponderous groups of commerce, science, arts and home economics from which to choose apart from the compulsory subjects of English, Bengali, arithmetic and social studies.

Even if we agree that the load implied by the multiplicity of subjects is not too heavy for the tender minds to bear, the question that must try the utmost skill and ingenuity even of the best organisers of syllabi is the layout of the subjects in terms of portable, readable and assimilable textbooks. It is at this level, namely, that of the preparation of suitable textbooks based on the plethoric courses that the faults of the reformed syllabus are manifest. To consider the position in typical terms, a book called Shahaz Samaz Patl taught in class VII should be very helpful. Here is a book that

can be described only as a hot-hpotch of subjects prepared in mechanical compliance with certain specifications. Such works, essentially of an improvised nature, take scarcely into account the fundamental problem of the reader's receptive or assimilative capacity. There is, besides, the harmful effect it can have on the simple, uninitiated mind that must fret under such perplexing varieties intended to be rammed into it. A young mind at school can only open up in a pleasing occupation made so by simplicity and straightforwardness of presentation and arrangement. At the secondary stage of classes IX and X similar is the mental and emotional ordeal of the student. This kind of frustrating struggle of intellect to which we subject a teenager at the beginning of his career - a struggle that hardly serves as a stimulus or creative pleasure - leaves invariably a bad taste in the mouth as well as a fright or phobis which he carries with him till his college or university. Placed in such a situation he however acquires or is driven to, one habit from sheer desperation. It is the habit of cramming and never trying the impossible feat of comprehending what he studies or is made to study.

Education at this basic formative level has thus been rendered fragmentary in the true sense of the term - because the fragments have not been processed by expert handling and writing of textbooks into a palatable, readable and assimilable whole. Connected with it is the question of language and style and consideration of the age group and intelligence grade of students to all of which scant regard seems to have been paid in the writing of the textbooks. And so far as the

selection of textbooks is concerned it is common knowledge that it is not quality (of language, style, arrangement, intelligence and talent) that has so far been the basis. It is something else. The result is that we have been made to do generally with what is third rate or low second rate in textbooks.

Talent and expertise and not mere mechanical skill and specification can write books worth children's consumption. Little traces of such talent and expertise is evident in the textbooks we have made our boys and girls to read. The country - or this province - is not that barren of talent. But unfortunately, some depraving human factors persist in keeping it out of the vital areas of nation building.

There has been also another basic error of aim or direction in the reorganisation of our education especially at the formative level. Emphasis seems to have been placed more on knowledge than on language (on acquiring the latter with pains which are now wastefully distributed over many things), on information than impression (young minds respond to, and profit better, by the latter), on prescription than provocation. Part of the answer i.e. the technical part of it, lies in simplifying, straightening, and streamlining the present chaotic syllabus at the junior and secondary levels with the emphasis placed at the right end and the past errors corrected.

Reference 122. Pinjoivi, Abdus Salam. "Objective Questions," The Pakistan Observer, (Dacca), January 17, 1969, p. 7.

The School Examination Board has recently evolved a new pattern of questions, known as the objective type questions, to be included from now on in question papers on all subjects at the school examinations. This scheme of objective questions, which appears to hold a tremendous fascination for its sponsors, may be anything but a result of realistic thinking and an imaginative outlook on problems connected with school examinations.

.. Conceived in a spirit of crude, irrational imitation of foreign methods and techniques and worked out rather perfunctorily, this scheme is sought to be put into execution with injudicious haste and in absolute disregard of the probable dangers lurking in it.

Whatever merit may, with any show of reason, be ascribed to it in its relation to certain non-language subjects where precise factual knowledge of the subjectmatter taught is of primary importance, its rigid application to language subjects is sure, in the long run, to produce undesirable, possibly even harmful, consequences. In the learning of a language, particularly a foreign one, factual knowledge of the subject-matter of the textbook prescribed for the school examinations is not what matters most; but the main object aimed at is acquisition of a fair measure of grammatical accuracy and a little aptitude for free composition; that is, the ability to express simple ideas, describe simple objects and narrate simple stories. It passes one's imagination how the introduction of the objective type questions

will help achieve this objective one jot better than the existing system has so far done. A booklet laying down a model of typical objective questions has been issued by the authorities of the Examination Board for the guidance of the persons concerned.

No Need

As far as English is concerned, this booklet contains quite a goodly number of model questions on grammar; but significantly enough, it is not very illuminating as regards the other parts of a question paper on English. But we all know that questions on grammar are already, and from the very beginning have been, essentially objective in character. Indeed in the very nature of things they could not be otherwise. The grammar portion of a question paper is therefore, the last thing that needs to be "objectivised." Any attempt at its further "objectivisation" can have one and only one effect. It will add to the bulk of the question paper without in any way adding to its utility. As far as the utility of objective questions in reference to the non-grammar section of the question paper is concerned, perhaps it will be sufficient to point out that at any time so little importance was attached to factual knowledge in the learning of English that at the Matriculation stage there were no prescribed text-books for English at all; and the entire emphasis was - and justly so - on the cultivation of grammatical accuracy and an aptitude for free composition. Even in the case of history, a subject primarily dealing with positive facts, the application of this scheme does not seem to be justifiable; for the study of history too has got a

speculative side, involving an analytical survey and a philosophical interpretation of facts and a critical estimate of events and personalities.

It may, however, be argued in justification of the objective question scheme that it will compel closer attention to books and necessitate intensive reading on the part of examinees. But judged from this point of view, the scheme will be found to be of doubtful merit and of illusory value.

In these days of cheap Guides, Passports and Shortcuts to Success besides all those myriads of keynotes overflowing the market, all that a student has to do is to step into the nearest book-shop, provide himself with any of these handy publications, get by heart the possible objective questions as well as their answers obligingly arranged to his hands and thus get ready for the examination, without even so much as once turning over the pages of the text-books.

An objective analysis of the proposed scheme, therefore, irresistibly forces the conclusion that far from being an improvement upon the traditional pattern of question papers which it is intended to be, the newly designed pattern is an unwholesome innovation, capable of producing no real tangible benefit and even likely, in the long run, to result in a further deterioration of the standard of the average student's merit and knowledge.

Further Deterioration

The problems relating to the country's education are too many and attended with too much of complexity to get solved through the

adoption of any contracted incomprehensive and indifferently planned device like the one embodied in the objective question scheme, which to tell the truth, fails to touch even the fringes of the least complicated of these problems.

It is clear that the technological spirit of the age is the real motivating force behind this scheme and the main source of inspiration for its sponsors.

It would, therefore, be in the fitness of things if they restricted the scope of the applicability of this scheme to purely technological subjects and these belonging to the category of physical, empirical sciences. Perhaps its scope may be a little widened to allow it to embrace also the nonspeculative branches of certain political, economic and social sciences; that is, those branches of them which are exclusively concerned with actual fact and concrete phenomena as such and have nothing to do with speculative topics or reasoning. But to let it go beyond this limit and allow it to invade the realm of literary and linguistic education is to invite disaster inadveritably, to surrender the possibilities of the intellectual growth of the country's youth to the extremely doubtful chance of a precarious, uncertain gain.

Reference 123, _____, "Sad Experience in SSC Exam.
Inconsistency in Questions," The Pakistan Observer, (Dacca),
May 16, 1969, p. 1.

Quite a large number of candidates appearing at the SSC examination of the Dacca Board had a great disappointment when they sat for social studies examination on Thursday. In this paper which is a compulsory subject for examinees of all groups numbering 54,826 the pattern of questions allegedly was not consistent with the way the examinees were oriented at their schools.

Meanwhile, in the Chandpur centre under the Comilla Board, the question paper on general Mathematics gave a sad experience to the examinees on May 14. The question papers were not identical. There were question papers which contained wrong questions without any correction ship. Even the invigilators were not in a position to solve the problem.

According to the education policy of changing the techniques of examination a shift is gradually being introduced by the Dacca Board in the type of questions set for the examination.

In a circular issued on September 6, 19-8 to the heads of all institutions under the Dacca Board, the board advised that new type of questions would be set in almost all the subjects. The circular said in the SSC examination (Part I and Part II) the new type of questions will constitute approximately 25 per cent of the total marks in each subject.

The circular said that the number of alternative questions would be reduced substantially in all the examinations to be held in 1969. It said a greater percentage of new type of questions would be introduced in the board's examination from 1970.

Actually, new type of questions were designed to elicit from the examinees short essays and objective replies as answers to questions. For example, in an objective question a question with multiple replies which include only one correct answer is set. The examinees have only to score the correct reply.

In the Social Studies paper under Dacca Board no new type of questions were set. That meant, the guardians say, the examinees were unfairly caught unawares and as a consequence their preparation for new type of question, which is different and more thorough in respect of details completely failed them. This was terribly upsetting, the guardians complain.

Besides, the paper did not offer the benefits of alternatives. There were three groups covering civics, geography and public administration. There were four questions in the two groups each, of which three were to be answered in each group. In the latter group five questions were set. Four of these were to be answered.

The guardians complain that the questions of general nature required lengthy answers but marks against them were very small: 10 for each.

Incidentally, in the Social Studies examination last year the

new type questions took 34 per cent of the total marks.

The guardians fear that the examinees had fared ill at the social studies examination held yesterday through no fault of their own. And not merely that. The way the examinees have been upset will affect their performance in the examinations still left to be taken.

Reference 124. _____ . "Text-book Policy May Be Changed, More Than One Book For Each Subject," The Pakistan Observer, (Dacca), August 23, 1969, p. 1.

The School Text Book Boards of Pakistan may change their policy regarding the number of books for each subject in the near future. At present generally there is a single book for each subject taught in each class. There may now be more than one book.

Publishers had been clamouring for quite a long time that the number of text books for each subject should be increased and scope for fair competition should be given to the private publishers. This, they had suggested would, improve the quality of the text books and would also end the recurring crisis of text books experienced at the beginning of each school academic session.

Recently a meeting of the representatives of publishers, book-sellers, educationists and the chairmen of the Text Book Boards of both wings was held at Islamabad under the auspices of the Central Government which deliberated upon this question.

The meeting is understood to have recommended that there should be more than one book, at least a minimum of two books, for all subjects for each class other than the selections on languages. The right of selecting these books would remain with the boards, but to get quality the board s-ould invite books on different subjects from authors all over the country. The best two or three books should then be selected by the boards for publication. It was also suggested that the boards should increase the rate of remuneration to the

authors to provide greater incentive.

Earlier the East Pakistan School Text Book Board had set up a study committee to examine the problems relating to text books. This committee had also suggested that there should be more than one text book on different subjects for each class.

The Islamabad meeting had suggested, among other things, that the book publishers and sellers should have representation on the different committees set up by the Text Book Boards so that better understanding, co-ordination and pragmatism are achieved by these committees.

VITA

Name: Beverly Moyer Jahrman

Profession: Educator; registered nurse; home maker

Birth Place: New Rockford, North Dakota, U.S.A.

Parents: Leonard Byron Moyer, M.D.
Florence Curry Moyer

Marital Status: Married to Quain K. Jahrman, Ed.D.
Son, Ken; daughters, Joy and Gay

Education: Graduate of class 12, Bismarck High School,
Bismarck, North Dakota, U.S.A.

Graduate Nurse, Saint Alexius School of Nursing,
Bismarck, North Dakota, U.S.A.

B.Sc. Elementary, Dickinson State College,
Dickinson, North Dakota, U.S.A.

B.Sc. Secondary, Dickinson State College,
Dickinson, North Dakota, U.S.A.

M.Ed., Institute of Education and Research,
University of Dacca, Dacca, East Pakistan

Positions Held: Classroom teacher, American Society School, Dacca,
East Pakistan; Lahore, West Pakistan; and Tehran,
Iran

Classroom teacher, Centerview, Missouri; Dickinson,
North Dakota; and Newcastle, Wyoming, U.S.A.

Supervisor of Student Teachers, Central Grade
School, Dickinson, North Dakota, U.S.A.

College Nurse, Dickinson State College, Dickinson,
North Dakota; and University of Arkansas,
Fayetteville, Arkansas, U.S.A.