

CHAPTER VI

SUMMARY

## **3.1. TOPIC : EXPERIMENTAL VERIFICATION OF VARIOUS METHODS OF EXAMINATION IN HISTORY AT THE LOWER AND HIGH STAGES**

Both researches and commissions reports have repeatedly highlighted the defects in the present system of examinations. These defects are more acute in social sciences as compared to physical sciences. The major contributants in this regard are examiner's unreliability and content coverage dynamics. An examination could have many functions but its central concern is with the precise and valid measurement of achievement in a given syllabus as a part of a discipline. It has been demonstrated that subjects which elicit precise responses are assessed more objectively than those which seek to impart mastery of complex skills and excellence not easily amenable to exact measurement. History has a distinct midway status between the exact sciences and literature which is wholly qualitative in its response material. Philosophies have expatiated on the unique status of history as a branch of human knowledge. Inevitably there is a degree of subjectivity in the assessment of history achievement and the methods thereof, need improvement. The present investigation attempts to examine the relative soundness of various proposals under experimental conditions both at the lower and higher levels of education because it is assumed that the nature of instruction in history changes with maturity of the learners.

### **3.2. AIMS OF THE STUDY**

#### **3.2.1. PRIMARY AIMS**

1. To compare and contrast the reliability and validity

of different types of examination i.e. Essay type, Short Answer, Open Book, Objective type test and Viva-Voce in history at two levels.

2. To examine the reliability of examiners in different types of examination.
3. To indicate the relative suitability of various forms of examination for the measurement of history achievement at two levels.
4. To check the effect of content coverage on the evaluation of examiners.
5. To appraise the significant differences between internal and external examiners.
6. To see the reliability of Grades and Marks at both the stages.
7. To see the inter-relationship between various types of examination in history at both levels.
8. To see the simple effects and interactions of various independent factors.
9. To highlight the deviations from normality in various types of examination and examiners.
10. To assess the overall power of discrimination of various types of examination.

11. To see the effect of relative length of content on the performance of pupils.
12. To see the relative merit of various aspects of achievement in history learning and their determining factors.

### 6.2.2. SECONDARY AIM

1. To familiarise the teachers in general and examiners in particular with the recent trends and proposals of examination reforms. Also to make the educationists and administrators conscious of the nature of examinations and proposed reforms especially in history. Also the research study had indirect objective of familiarising the teachers and examiners with some of the reforms suggested by the University Grants Commission.

### 6.3. LIMITATIONS

1. The sample is limited to Jammu City at both the stages.
2. The N-40 at Lower Stage and H-25 at Higher Stage.
3. The study is limited to the evaluation of 10 examiners at each stage.
4. The investigation is limited to five types of examination i.e. Essay Type, Short Answer, Open Book, Objective Type test and Viva-Voce.
5. The research is based on the tests prepared by the investigator himself.

6. The factor analysis is restricted to factor extraction and no factor rotation has been made.
7. No attempt has been made to calculate validity of the test used in the study and they have been assumed to possess the 'Content Validity'.
8. The various types of examination tests have been prepared on limited content.
9. The research is based on only history examinations.

#### 6.4. SAMPLING DESIGN

Experiments were devised and conducted at two, Lower and Higher levels i.e. Matric and M.A. in all types of examination in history. To achieve this end the following sampling design was used :-

Stages	Examinees	Examiners	Course
1. Lower Class (IX)	40	10	Specified portion.
2. Higher Class (M.A)	25	10	"

Cluster sampling design was used to collect the data from students and random sampling was used for examiners.

#### 6.5. TOOLS EMPLOYED

In order to collect data mentioned, the investigator employed a number of measuring devices for assessment of history achievement. All were put up and developed personally by the

researcher for the present research for both stages. The assessment procedures employed are of the following kinds :-

1. Essay type format.
2. Short Answer type format.
3. Open Book examination with Essay type format.
4. Viva-Voce.
5. Objective type test.
6. Questionnaire for measurement of preference for objectives, methods, types of examination and aspects of history.
7. Experiment for observing the effect of style, length and handwriting.

#### 5.6. ANALYSIS OF DATA

The data were put to the following analysis :-

1. Distributions for central tendencies.
2. Dispersions.
3. Normality.
4. Intercorrelations.
5. General common and common factors derived from matrices of r's.
6. Factor Analysis for objectives of history at both levels.
7. Co-efficient of reliability by K.R. formula (20).
8. Three way analysis of variance ( 3X3X3 ), a factorial design at both levels for the experiment.

## 6.7. FINDINGS OF THE STUDY

The measures used in the course of this research are accepted as valid and efficiently reliable indicators of the variables under study. The observation made under the present investigation lead to the following statistical conclusions :-

1. The marks awarded by external and internal examiners in Essay type, Short Answer, Open Book and Viva-Voce examinations show that internal examiner discriminates better among examinees in all types of examination because he knows students over a longer period of time. The external examiner produced in their marks narrower spread which indicates that the error of central tendency operated in their evaluation.
2. The results of the investigation go to show that there are wide differences in the marking standards of the examiners at both levels in Essay Type, Short Answer and Open Book examinations. The examiners give high marks due to personal factor or objective superiority of performance and there is a charge of subjectivity against the examiners at both stages.
3. The factorial analysis proves that the Short Answer would yield more reliable results in the sense of greater agreement among examiners at both stages. The Essay Type can work well at High School stage and Open Book fared the worst at both stages.

4. The recent trend in the examination reforms is the substitution of grades for marks. The findings of the study show that the grades reduce error of subjectivity in the examiners and can be introduced at Post-graduate stage for evaluation. But the importance of grades and marks is considered almost equal at High School stage. The high factor loadings show that grades can possibly be used as a scale for assessment.
5. The findings of the investigation further show that the history learning is based on some objectives. Some methods and dimensions (factors) are applied for efficient teaching and techniques are used for evaluating the answer-scripts of the examinees at both stages. The analysis shows the preferential order of objectives, methods, types of examination and dimensions (factors) which are given in Chapter IV (Part 4).
6. The factorial study of eleven objectives show that history includes all the objectives in a lesser or higher degree. At the school stage the second factor was polarised between intellectual versus emotional approach to history and it was found that Culture, Marxism, Faste, Progress, Knowledge of the past and cause and effect relationship were on the intellectual end, and towards the emotional end by patriotism, Heroworship, and Divine purpose. At the Post-graduate stage the second factor was polarised between relaxed Liberalism versus Radicalism. The polarity includes at the liberal end Internationalism,

Patriotism, Knowledge of the past, Cause and effect relationship and at the other end Marxism, Maximum pass, progress of mankind and Hero-worship. Hence history is taught with different objectives at both stages.

7. The findings of analysis of variance done by  $3 \times 3 \times 3$  factorial design reveal that the three variables i.e. style, length and handwriting effect the marking style of the examiners at Lower stage and at Post-Graduate stage style and Handwriting both effect the marking of the examiners. These two variables were found to be significant when taken independently. The length did not seem to effect the marking of the examiners as it was found to be insignificant. It is, therefore, observed that examiners keep some other variables which effects their marking standard.

#### 6.8. EDUCATIONAL IMPLICATIONS

The idea of bringing about a reform in the system of examination has gathered momentum in the past decade or so. In the recent years there has been severe criticism of the present education system as a whole and the ~~ex~~ system of examination in particular from all quarters. It is necessary to put the examination in its proper perspective as something which contributes to the total purpose of education. The objectives cannot be achieved if the examinations continue to be in the same form. At present the whole system of education is dominated by the Essay type of examinations.

The results obtained in the present investigation have the following educational implications :-

1. Essay type examination cannot be a good measure of

achievement of the students at Post-graduate stage. It works well at the Lower stage, because the more comprehensive skills are required for answers and the rote memory is generally found to be active in the young children. We cannot do away with this type of examination. Therefore, it should be retained with improved objectivity at both stages.

2. The findings of the present investigation show that Short Answer type examination can be a confident measure of evaluation in the achievement of history at both stages. Therefore, Short Answer type as an evaluation technique be incorporated in the present system of examination.
3. Open Book examination has shown insignificant results at both stages which lead us to recommend that this type of examination cannot be introduced for evaluation. Hence, the propounders of Open Book views should take up longitudinal studies before bringing this type of evaluation technique into practice.
4. Objective type test should be introduced at both stages in order to avoid optioning effect, so that the whole portion of the content coverage be equally mastered by the examinees.
5. Viva-Voce examination proved to be a good measure of achievement in history. Hence it should also be incorporated in the examination system.

6. Grading instead of marking should be introduced in our system of examination at the Post-graduate stage as the degree of correspondence among examiners, inter-comparability in grades and insignificant difference from the common criterion were observed among grades. The five point or seven point scale as recommended by the University Grants Commission be introduced to make the assessment procedure objective.
7. The findings of the content analysis show that the sample of content in question papers also introduces its own component of error. The offering of choices will give examinee an advantage to attempt the questions which he knows best. He will learn only that much of content which would help him to pass the examination. Therefore, the optioning in the format of question papers<sup>should</sup>/be avoided to achieve the objective of mastery of the subject in the examinees.
8. The curriculum of teaching history at both stages should be based on the objectives, Patriotism, Internationalism and Cosmopolitan Outlook, Acculturation and Humanisation, Accurate knowledge of the past, Progress of mankind and the Chain of cause and effect relationship. The results have clearly revealed that the objectives - History as an economic process according to Marxian formula, the fulfilment of a Divine purpose and History as a series of biographies of greatmen should be given less importance or rather ignored while teaching history.

9. The teaching of history at both stages should be based on the methods, Audio-Visual aids, Question - Answer and First hand experience. The findings further show that lecture method works well at Post-Graduate stage.
10. As regards the types of examination, it is suggested that the evaluation should be done through objective type test with Short Answer type examination and the combination of quiz type tests spread over the entire session plus annual examination at both stages. Essay type examination should be checked at Post-Graduate stage but can be a measure at Lower stage according to the results of preferential analysis.
11. The trend of examiners for awarding marks to factual knowledge is very much conducive to convergent thinking. The teachers should keep in view all the component factors of history at the time of imparting historical knowledge.
12. The findings of analysis done by  $3 \times 3 \times 3$  factorial design reveal that the three variables i.e. style, length and handwriting effect the marking style of the examiners at Lower stage and at Post-Graduate stage the length of the answers was found to be insignificant when taken independently. The assessment of the examiners found to be effected by the style and handwriting when these two variables taken independently. The combined effect of three variables was found insignificant. These interesting results show that examiners are not objective in their mark-ing~~ing~~ standard. The attempt should be made to standardise the evaluation procedure at Post-Graduate Stage.

### 6.9. SUGGESTIONS FOR FURTHER RESEARCH

Further research can be carried out on the lines suggested below :-

1. The present problem revolved around examinations in history. The experimental verification of various methods of examination in physical and social sciences can be attempted.
2. The predictive extent of actual performance of pupils by different examinations and their magnitude in relation to best prediction can be taken as research problem.
4. A cross sectional and a longitudinal study should be taken up whereby the temperamental effects of the examiners and examinees could be ascertained in relation to actual performance of the students.
4. An experimental verification of the efficiency of various types of examinations can be made, keeping in view the sets of examiners i.e. the discrepancy in their general judgement.
5. A study of different types of examinations suitable at different age levels and grades in terms of their discrimination can be searched forth.
6. An attempt should be made to develop prediction equation on the basis of norm referenced evaluation and criterion referenced evaluation to see the discrepancy if any in the two.