



## **SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE**

### **Young Scholars' Enrichment Programme**

#### **Learning Gap in Social Science among Standard VIII Students of Malappuram District**

**Sulfath P**

Study Report submitted Under the Young Scholars Enrichment  
Programme Jointly conducted by SCERT, Kerala &  
Farook Training College, Kozhikode

**FAROOK TRAINING COLLEGE, KOZHIKODE**  
**2022-2024**

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## **CERTIFICATE**

I, **Dr. Jayaprakash K**, do hereby certify that this study report entitled **LEARNING GAP IN SOCIAL SCIENCE AMONG STANDARD VIII STUDENTS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Sulfath P.**, of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Rekha P.**, Assistant Professor, Farook Training College, Kozhikode, as the part of ***Young Scholars' Enrichment Programme*** jointly conducted by ***SCERT, Kerala & Farook Training College, Kozhikode.***

Trivandrum

.07.2024

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**Prof (Dr.) T. Mohammed Saleem**  
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I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **LEARNING GAP IN SOCIAL SCIENCE AMONG STANDARD VIII STUDENTS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Sulfath P.**, of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Rekha P.**, Assistant Professor, Farook Training College, Kozhikode, as the part of ***Young Scholars' Enrichment Programme*** jointly conducted by ***SCERT, Kerala & Farook Training College, Kozhikode.***

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## **CERTIFICATE**

I Dr.Rekha P., do hereby certify that this study report entitled **LEARNING GAP IN SOCIAL SCIENCE AMONG STANDARD VIII STUDENTS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **SULFATH P** of M.Ed programme (2022-2024), under my supervision and guidance and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Farook College  
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SCERT, Kerala, and Farook Training College extend their heartfelt gratitude and sincere appreciation to the distinguished experts whose invaluable expertise and guidance significantly contributed to the success of this study. Their dedication and commitment at various stages of the project have been instrumental in achieving its objectives effectively.

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## CHAPTER 1

### INTRODUCTION

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- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Objectives*
- *Methodology*
- *Scope and Limitations*
- *Organization of the Report*

## **Education is neither a privilege nor favour but a basic human right**

According to Swami Vivekananda education is the divine perfection already exists in man. It makes man wise. Education improves human lives. Sustainable Development Goal 4 emphasizes inclusive and equitable education and promote lifelong learning opportunities for all. It focused on quality education for all. Without quality education children will suffer more in their future academic and social life. According to 86<sup>th</sup> Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21 A of the Constitution.

UNESCO reports that quality education is not mere the acquisition of knowledge but it is the application of knowledge in a proper situation. UNICEF reports that poor quality education is leading to poor learning outcome in India, pushing children out of the education system and leaving them vulnerable to abuse and violence. The report mentioned every boy and girl in India has the fundamental right to get quality education, an education one that helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they come from.

The quality concern means that every child have right to access education of good quality. Every child is learning in an environment where there is no fear, anxiety or trauma. To realize these objectives a child-centered pedagogy, relevant, comprehensive curriculum and assessment is very important. Samagra Shiksha Abhiyan had envisaged diverse programs for the universalization of quality education and also for enhancing the learning outcome of the students. Important

programs undertaken by SSA to ensure quality education are SARTHAQ (Student and Teacher's Holistic Advancement Through Quality Education) Nipun Bharat, Sports and yoga, Youth club and eco club, Shagun Repository, Fit India Movement, EK Bharath Shrestha Bharath, Rashtriya Ekta Divas, Bhasha Sangam, Kerala Utsav, Matrubhasha Diwas celebration, Twinning of schools, Swachhta campaign, Constitution Day, NISHITHA ( National Initiative For School Heads and Teachers Holistic Advancement ) Diksha, Performance Grading Index, support for CWSN, Rangotsav, National Achievement Survey, Aspirational District, mission education low performing district, 100 Days of Reading Campaign „Padhe Bharath“. The report highlights measures taken by all states and union territories of India for quality education.

Kerala Government also initiated a number of programmes for quality education.: Bridging the digital divide, Vidyakiranam, First Bell- Online Classes, Kite, Victers. Vayanachangatham, Hello English- Hello World, Sureeli Hindi, Ullasa Ganitham And Ganitha Athijeevanam, Vazhikatti, Jalakangalkappuram, Ooru Vidya Kendras, White Boards, Ezhuthupacha, Rasakkoottu are important schemes of Kerala Government to bring quality education .

Curriculum have an important role in providing quality education. NCERT and SCERT prepares curriculum in both central and state level respectively. It helps teacher in preparing lessons and provide quality resources to students. An effective curriculum is essential in teaching learning process. A successful curriculum is never a one time project and it should be revised in time. In 2014 NCERT has developed a document "learning indicator and learning outcomes at elementary

level" listing class wise learning indicators and stage wise curricular expectations up to class VIII. Under the MHRD Government of India, NCERT undertook the task of developing class wise learning outcomes.

The Government of India has been conducted a survey, National Achievement Survey (NAS), to know the progress of learning among students. The ministry of education , Government of India released the NAS report on May 25, 2022 which highlights a significant learning gap among students. The report provides insight into the learning competencies of students and the learning gap in subject such as language, mathematics, environmental studies, social science, and English. The study found that as student progresses to higher level from three to tenth, the average performance of students in these subjects decreases. This report also shows a decrease in the scores compared to NAS 2017 due to the pandemic situation. Pandemic period seriously affected the quality of education across the country.

Covid pandemic had seriously affected the whole sphere of human life. The study conducted by Juginu (2022) reports that covid has adversely affected around1.5 Billion learners of the world. More than 190 countries have been affected it. It led to the large educational disruption happened in human history ever before. The closing of school and other learning institutions have seriously affected the child. A sudden shift from offline to online occurred. The students faced adjustment problems in online classes, lost motivation etc. Continuous online classes bordered the students. More over students faced connectivity problems in access to online classes properly. Another negative effect is students began to spent more time in

online for non academic things which leads to the problem of addiction to devices.

Because of these effects most of the students have gaps in their learning. Some studies found that teachers have the opinion that students have learning gap which may be addressed earlier itself. They are ready to apply many methods to eliminate the gaps in learning.

### **Need and Significance**

Early childhood years are critically important, when a child's mental and physical development are at their highest and when many lifelong characteristics are developed. This is when basic skills are acquired for subsequent development. Without a strong foundation in the early years, the child's future progress mentally and physically is highly circumscribed. Available data indicate that in 2014, nearly 20 percent of children in class II did not recognize numbers from 1 to 9 and nearly 40 percent of children in class III were unable to recognize numbers till 100. More disturbingly these proportions have grown progressively and substantially, indicating that learning outcomes are deteriorating rapidly at the primary stage.

The Indian child is a fast learner if given the opportunity. The failure to provide the opportunity for a decent education to every child, even seventy five years after independence is a severe allegation to our governance standards.

Subramanian (2016) reported that while issues of accessibility and enrolment have solved dramatically to maximum in the past decades, issues relating to the quality of education at both school and higher levels have not been addressed adequately either in policy or in practice. ASER 2014 found that over 75 percent of

all children in class III, over 50 percent in class V and over 25 percent in class VIII could not read texts meant for the class II level. At the all India level the number of children in rural schools in class II who could not even recognize letters of the alphabet increased from 13.4 percent in 2010 to 32.5 percent in 2014. In the last year of their primary education in class V, almost 20 percent of children could only read letters or were not literate even at this level, 14 percent could read words but not sentences, and 19 percent could read sentences but not longer texts.

Each child deserves a high quality education. The Government of India is giving a new direction in the field of education and the efforts included ensuring learning outcomes at the elementary school level, extending outreach of secondary and senior secondary education, strengthening vocational education, reforming the examination system, and the like focusing the development of the child. Right to Education Act is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010. With this effort the access to education is increased but still the quality is a concern.

According to the NSSO Data, around 39 percent of rural kids have dropped out of school before 12th standard. This is quite prominent at primary and middle levels of education (<https://pgshiksha.com/blogs/learning-gap-the-severity-impact-and-solutions>). **The learning gap** is one of the biggest reasons why children drop out of school. When a student fails to understand the present curriculum, they are

likely to lag in class. This creates a disparity between their expected and actual learning levels thus putting a tremendous strain on the students to catch up with their peers.

The learning gap hinders not only a child's educational progress but also their overall development. When a student does not grasp something, they are unable to answer any question about that subject. As a result, they begin to avoid the questions, make excuses, or simply ignore the teacher. This behaviour directly affects the student's confidence, and their academic achievements during their formative years and creates an everlasting impact on their future as well.

Fatma (2015) found that there is a correlation between academic achievement and the self-confidence of students. She found that with an increase in self-confidence, academic achievement also increased.

This problem of learning gap still increased in the covid pandemic period because of so many reasons. Covid pandemic disrupted the learning, created disparities and related number of challenges among the students.

To keep students as engaged as possible, it is important to address gaps in knowledge of concepts, skills, etc as early as possible. According to Bloom ensuring each student has mastered a skill before moving to the next is key to their success. Hence the study in learning gaps among students is relevant.

**NCERT has developed learning outcomes in curricular areas at elementary stage in all subjects along with curricular expectations.** The document implemented in the year 2017-18 in all parts of India and it has been a

point of reference for conducting achievement surveys. **The document demands the progress of the child by identifying learning gaps and the following corrective measures.** Thus the study is an attempt to find out the learning gap among elementary students.

Social science is an academic discipline that included contents from history, geography, economics, political science and sociology. When compared to the other subject social science is one of the youngest discipline taught in formal educational system. Social science mainly aims at understanding various phenomena in the immediate social environment. But majority feels that it is a non- utility subject and most of the people are favourable to science. NCERT position paper on teaching of social science found that the present social science curriculum is not fit for the present neoliberal India so that it should be revised as per the need of the society.

Social science have an important role in developing sensitivity among students towards values, social issues and social processes. It familiarizes the historical processes, political, social and economical issues. Social science at elementary level prompt the students to question the status quo, analyze historical events and evaluate current social, economic and political issues. By doing so students become informed citizens who can make well informed decisions. As the investigator is a master in social science the subject of study has taken as social science.

## **Statement of the Problem**

Every student learns differently. It is very essential to know whether the student masters the preliminary aspects of a concept before moving to the next. This will be helpful to build confidence and thus the success of the student. To keep students as engaged in learning, it is important to address gaps in learning as early as possible by a teacher to scaffold the student timely. Thus the present study is entitled as “ **LEARNING GAP IN SOCIAL SCIENCE AMONG STANDARD VIII STUDENTS OF MALAPPURAM DISTRICT**”.

### **Definition of Key Terms**

#### **Learning gap**

Learning gap means the disparity between what a student has actually learned and what he or she was expected to learn at a particular age or grade level (<https://www.igi-global.com.dictionary>).

For the present study learning gap is the difference in the level of achievement of standard VIII students in Social Science in a test prepared based on the curricular expectations at the end of the upper primary stage. NCERT (2017) has developed the expected learning outcomes for social sciences to ensure learning among students and help provide quality education. It is expected that the learner by the end of upper primary stage is able to meet eleven curricular expectations based on which learning outcomes and pedagogical activities are framed.

(<https://ncert.nic.in/pdf/publication/otherpublications/tilops>).

## **Social Science**

Social science forms an important part of general education. Social science is the study of societies and the relationships among individuals within those societies.

For the present study the social science text books of standard VII and VIII prepared by NCERT is taken to prepare the test to know the level of achievement.

## **Standard VIII students**

Standard VIII students are at the age group of 12-14 years old. According to RTE Act standard VIII is the end of the elementary level. In Kerala system of education 8<sup>th</sup> standard is at secondary level.

In the present study the sample was standard VIII students and the test was administered to them to know the level of achievement in social science as this is the end of elementary level.

## **Malappuram**

Malappuram is one of the 14 districts in Kerala. It is the most populous district and at the same time it is a hub of higher education in Kerala.

## **Objectives**

The investigator set the following objectives for the present study.

- 1) To find out the levels of achievement in social science among standard VIII students of Malappuram district.
- 2) To identify the areas of learning gap based on the levels of achievement in social science among standard VIII students of Malappuram district.

## **Methodology**

### **Method of the study**

The main aim of the study was to identify the learning gap in social science among standard VIII students of Malappuram district. Hence the study followed Descriptive Survey method.

### **Sample selected for the study**

The present study was conducted on representative sample of 399 students of standard VIII from Malappuram district.

### **Tool employed for the study**

The tool used for the study was an Achievement Test in Social Science (Sulfath and Rekha, 2023) to know the level of achievement and to identify the areas of learning gap in social science among the sample.

### **Statistical Techniques used in the study**

The statistical technique used in the study was Percentage analysis.

### **Scope and Limitations of the Study**

The present study was aimed to find out learning gap in social science among standard VIII students of Malappuram district. Descriptive survey was used to conduct the study. The sample of the study was 399 students of standard VIII from Malappuram district. A test was developed to know the level of achievement in social science and administered among the sample. The data was collected from the

schools of educational subdistricts Tirur, Tanur and Parappanangadi and thus covered the diverse parts of the district. As the study aimed at the learning gap among students of Malappuram, the investigator hopes that appropriate tool, samples and method were adopted to conduct the study. The investigator hopes that the result of the present study will be helpful to all stakeholders to plan for appropriate strategies and methods in future to eliminate learning gap among students.

The present study was conducted with utmost care and specificity, certain limitations which could hardly be avoided kept into the study. The limitation of the study is as follows.

1. The test developed in the study includes only objective type questions due to some practical reasons.

### **Organization of the Report**

The report of the study is organized in five chapters.

Chapter I is the **Introduction** which presents a brief introduction to the problem, its need and significance, statement of the problem, definition of key terms, objectives of the study, methodology, tool used for the study and scope and limitations of the study.

Chapter II is the **Review of Related Literature** which presents conceptual overview and review of related studies.

Chapter III is the **Methodology** which describes in detail the objectives, variable,

sample, tool used , data collection techniques, statistical technique used for analysis of data.

Chapter IV is the **Analysis and Interpretations** which describes in detail the analysis of data and its interpretations.

Chapter V is the summary **of Procedure, Major findings, Educational Implications and Suggestions for Further Research.**

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## CHAPTER II

### **REVIEW OF RELATED LITERATURE**

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- *Theoretical Overview*
- *Survey of Related Studies*
- *Conclusion*

## **REVIEW OF RELATED LITERATURE**

Review of related literature is an important aspect of any research. Review of related literature provides better understanding of the problem, which give insights to the researcher. It is helpful to know the studies done in the area, the different methods, suggesting instruments, appropriate design and sources of data. The present study is on learning gap in social science among standard VIII students of Malappuram District.

The review is presented under the following heads.

1. Theoretical Overview of the concept learning gap and mastery learning
2. Studies related to the variable

### **Theoretical Overview**

Learning is a process by which an individual acquire knowledge, attitude, and skills that are necessary to meet the demands of life. Psychology defines learning as the modification of behavior. Learning is defined as knowledge acquired by systematic study in any field of scholarly application. (<https://www.collinsdictionary.com/>).

The process of learning is explained by many theories which provide practical approach to education that teachers can put into use in order to help students learn more effectively at every age. Co-operative learning and collaborative learning are important constructivist learning strategies in education.

Bume and Scanlon (2018) had studied about how learning happens. They had discussed about 7 principles for the effective learning. They are

1. Learning should have a clear structure, framework and scaffolding
2. High standard should keep in learning
3. Connect new knowledge with prior knowledge
4. Learning is an active process
5. Spent more time for the better knowledge construction
6. Learning gap refers to the relative performance of individual students that is the disparity between what a student has actually learned and what he or she was expected to learn at a particular age or grade level.

### **Mastery Learning Theory of Benjamin Bloom**

Bloom proposed Mastery learning theory in the year 1968. It is an instructional strategy for individual and to improve the academics of both teachers and students. This model helps child to attain a mastery level of content. This theory says that all students can achieve mastery level in each subject if they get proper academic support and motivation. It emphasized the importance of individualized instruction and focused on mastery in the foundational knowledge. In the mastery learning theory students are expected to reach in specified learning outcome. It means that the students should get deep conceptual understanding in each class. Both formative and summative assessments can use to evaluate the mastery level of the students.

The mastery level learning not only promotes acquiring of knowledge but also the application of the acquired knowledge in the real life situations. It helps students to face the challenges of the life confidently. Mastery level learning offers a comprehensive framework that goes beyond the class room. **Here students are not advanced to a subsequent learning objective until they reached in a proficiency of content matter.**

Bloom's mastery learning was derived from Carrolls model of school learning in 1963. Caroll proposed a model, The Model of School Learning, first published 25 years ago, has taken its place as a useful guide in research on teaching and learning in schools. The model accounts for variations in school learning with five classes of variables, three of which can be expressed in terms of time, the other two in terms of achievement. According to Caroll increasing quantity of schooling, specifically time-on-task or academically engaged time, raises scores on achievement tests.

Bloom converted this model into an effective working model for mastery learning. Bloom in 1968 argued that if the students were normally distributed with respect to aptitude for a subject and if they provided uniform instruction in terms of quality and learning time, achievement at the completion of the subject would be normally distributed. He further explains that if students were normally distributed on aptitude but each learner received optimal quality of instruction and learning time he requires, then a majority of students could be expected to attain mastery. Mastery learning provides a powerful approach in the teaching learning process. Bloom condemns a situation where it is expected by teachers that some students will be

successful and some will not. Mastery learning proposes that all or almost all students can master in what they are taught. The teachers can promote positive interest and attitude towards learning. Mastery learning theory is different from traditional conventional method that it is based on group method of learning. It emphasizes mastery of all objectives in every units.

The theory gives more emphasis on systematic feedback system in learning. It helps learner to overcome their learning difficulties and also to solve it. It provided additional time for the needy students and ensures high level of achievement for all learners. Formative assessment had key role in the mastery learning. By using it the high achievers can be reinforced and errors of low achievers detected and can help to improve their problems.

### **Mastery Learning procedure.**

1. Break the contents into smaller units
2. Determine unit objective and mastery level expected for the learners before they will move to next classes
3. Construct formative test for each unit to find out the mastery of content. It should not be used for the grading of student instead it for the betterment of their academics
4. **Through the proper formative assessment find out the mastery and non mastery level of the student.** Encourage master students for extra readings. For the poor learners find out their weakest areas and help teach them by providing extra care and support in order to bring them into mastery level.
5. Use corrective learning procedure for learning difficulty of students

discovered after the administration of formative test

6. After using necessary corrective learning procedure the formative test again should re-administer on the learners to determine the effect of the corrective learning strategies.

In short mastery level learning is very meaningful approach to learning which can provide about 95 percentage of learners with successful learning experiences.

### **What are the Principles of Mastery Learning?**

As teachers and schools in the United States gradually move to mastery learning, it becomes important for school systems to establish a philosophical and pedagogical foundation in implementing the instructional model. For this reason, the Great Schools Partnership (2016) created the "Ten Principles of Mastery Learning," which describe the features commonly found in the most effective mastery-based systems.

1. Students and families are consistently informed of all learning expectations.

These include the long-term expectations (e.g., graduation competencies), the short-term expectations (e.g., learning objectives), and the general expectations (e.g., the school's grading and reporting system).

2. The students' academic performances are assessed against common learning standards and performance expectations. This applies to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning experiences.

3. Since assessments are competency-based and criterion-referenced, student success is defined by the achievement of expected competencies.
4. Formative assessments are used to measure learning progress. Results from these assessments determine how to improve instructions, teaching practices, and academic support.
5. Summative assessments are used to evaluate learning achievement. Results from these assessments record students' level of mastery at a specific point in time.
6. Students' work habits, character traits, and behaviors, such as attendance and class participation are monitored and reported separately from academic progress and achievement.
7. Academic grades translate as a student's learning progress and are used to improve and facilitate the learning process.
8. When students fail to meet expected standards, they are given another chance to improve their work.
9. Personalized learning options, differentiated assessments, and alternative learning methods can help realize student learning progress.
10. Students are empowered to make important decisions about their learning, including contributing to the design of learning experiences and pathways.

### **Learning Gap among students**

Learning gap is a difference between what a student is expected to understand and what they actually understand at their particular grade level. A student may have learning gap in just one subject or in the whole subjects. It is a major

issue when a student is concerned. It is very important that learning gap should be addressed from the very early years itself. The basic aspects of the concepts in every subject should be clear to achieve mastery. From the elementary level itself teacher can address it. Learning gap will lead to lack of confidence among the students in their further learning. There are five types of learning gap.

1. Skill gap
2. Motivation gap
3. Knowledge gap
4. Environmental gap
5. Communication gap

Skill gap means the gaps comes when a student lacks the necessary practice and mastery of essential skills. Motivation gap means the gap occurred in motivation to study or to engage in other academic activities. Knowledge gap means gap occurred when a student fails to acquire correct information. Environmental gap is related with the learning environment of the child. The child may fail to learn due to their poor environment either in home or in the institution. Communication gap occurred when a student is afraid of express themselves or communicate with each other.

The early identification of learning gap is essential. Teachers can use different strategies to find out the gap. Some methods are discussed below.

Assessment- Through formative and summative assessment teachers can understand the existing level of the students. The formative analysis is very important. If it

isdone seriously we can understand the child because here the child is assessed throughout the entire period of instruction.

Class room observation is another important method. Teachers can observe students in the class room properly. Teachers can understand the students in the class room by observing their academics, how they engage in the learning process, how they answered questions etc.

Meeting with students is the other method. Teacher should meet every child separately which will helpful to understand the child and their problems.

Some other methods to solve the learning gap are as follows

- Diagnostic assessment
- Bridge course
- Teacher training
- Community hub
- Personalized learning
- Peer support
- Differentiated instruction
- Feedback and reflections

Aside from Bloom's mastery learning, another prevalent mastery learning strategy is the Personalized System of Instruction (PSI). Developed by psychologist Fred Keller in the 1960s, the PSI is mostly implemented at the university level, focusing on five key principles (Kampen, 2019):

1. Students should be allowed to work at their own pace.
2. Students should achieve at least 90% accuracy on the assessment before moving to the next lesson.
3. Lessons should be considered as 'vehicles of motivation.'
4. Teachers and students should consider using written communication in textbooks and study guides.
5. Teachers and students should get closer through repeated testing, immediate scoring, continuous tutoring, and progress tracking.

### **Surveys to find learning gap**

ASER 2023 „Beyond Basics“ is a nationwide citizen led house hold survey that provide a clear picture of what is the situation of Indian youth in the rural India and their life. The survey focused on 4 aspects of the youth. They are the lives, their education, their ability to apply basic skills of education in their daily lives and their digital access and skills. The report has covered 26 states, 28 districts, 1664 villages, 30,074 households, and 34745 Indian youths. So „Beyond the Basics“ focused on activity, ability, awareness and digital aptitude and aspiration of the Indian youth.

The major findings of the report were

- Over all 86.8 %of 14-18 years old are enrolled in an educational institution
- There is small gender gap in the enrollment of the child. Older youth are more likely to be not enrolled.
- 32.6% of Indian youth not enrolled in the school

- Only 5.6 % of surveyed youth report taking vocational training or other related courses currently
- Most of the young people in this age group were enrolled in the arts or humanities stream
- For nearly two decades ASER Report pointed out the fact that many children in the elementary school need urgent support for acquiring foundational skills like Reading and Basic arithmetic.
- About 25% of this age group still cannot read a standard 2 level text fluently in their regional language
- More than a half struggle with division problems.
- Only 43% of these age group are able to do division properly. This skill is usually expected in standard 3 or 4
- Only 57.3% of Indian youth can read English sentence properly
- Of those who can read sentence in almost three quarters( 73.5%) can tell their meaning
- Female do better than males in reading the text book
- In contrast, males do better than their female counterparts in arithmetic and English reading
- Nearly 85% of surveyed youth can measure length by using 0 cm scale
- Close to 50% youth can do other common calculations such as calculating time, adding weights, and applying the unitary method.
- Males do better than females across all everyday calculations
- Males perform female across all financial calculation task

Mastery learning maintains that students must achieve a level of mastery (e.g., **90% on a knowledge test**) in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. This cycle continues until the learner accomplishes mastery, and they may then move on to the next stage. In a self-paced online learning environment, students study the material and take assessments. If they make mistakes, the system provides insightful explanations and directs them to revisit the relevant sections. They then answer different questions on the same material, and this cycle repeats until they reach the established mastery threshold. Only then can they move on to subsequent learning modules, assessments, or certifications.

Mastery learning shifts the perspective, attributing student challenges to instructional methods rather than inherent abilities. This underscores the importance of individualized teacher-student interactions over group evaluations. Therefore, the task in mastery learning is to ensure sufficient time and employ effective instructional strategies so that all students can achieve the same level of learning. Since its conception, mastery learning has empirically been demonstrated to be effective in improving education outcomes in a variety of settings.

Mastery Learning approaches propose that, if each learner were to receive optimal quality of instruction and as much learning time as they require, then a majority of students could be expected to attain mastery. Bloom was critical of this usage, condemning it because it creates expectation by the teachers that some students will naturally be successful while others will not. Bloom defended that, if

educators are effective, the distribution of achievement could and should be very different from the normal curve. Bloom proposed Mastery Learning as a way to address this. He believed that by using his approach, the majority of students (more than 90 percent) would achieve successful and rewarding learning. As an added advantage, Mastery Learning was also thought to create more positive interest and attitude towards the subject learned if compared with usual classroom methods. Teachers prefer using mastery learning to close learning gaps.

According to Di Cerbo the pandemic has had a profound impact on students' emotional and behavioral states. She says as students were out of school for months on end, they lost the necessary social skills necessary for effective learning. They also had to re establish the norms and routines of daily in-person instruction after being away from the classroom for so long.

([https://en.wikipedia.org/wiki/Mastery\\_learning](https://en.wikipedia.org/wiki/Mastery_learning)).

For the study the investigator referred a number of books and on line sources and found that there are many learning theories to explain the process of learning. Mastery learning theory is one of the important theories to explain the process of learning and mastery level achievement, the contributions of Bloom, Carolls to mastery learning and its application to eliminate learning gap, the various strategies for mastery learning , how it is helpful to identify and eliminate learning gap etc.

For the present study the learning gap in social science among standard VIII students was taken as the variable and it is measured through the achievement test based on the mastery level learning theory of Bloom.

## **Survey of Related Studies**

Ghosh (1977) conducted a study on Identification of the gap in learning English among the students of secondary schools and evolving an effective strategy for teaching English. The aim of the study was to identify the learning gap in the teaching learning process of English language. It was conducted in West Bengal. This is a survey cum experimental study. The sample of the study is students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standards of Dinajpur district. Total 6 schools were selected. The researcher used two types of tools. For the first part of the research used opinionnaire and for the second part used Entry level test, Achievement test. The study found that there is significant difference between the achievement of students in learning English. Students are not able to comprehend the text.

Mohalik (2023) carried out a study on Learning Gaps, challenges and Innovations in Primary Education during Covid 19 in Odissa. The objectives of this study were 1) to find out gap in the holistic development of the student during covid time. 2) to study the challenges of various stakeholders of education and also to find out various innovative strategies undertaken during the pandemic situation. This is a mixed form of research. Survey method was used. Random sampling method was followed for the sample collection. The sample included 20 primary school students, 20 head teachers, 37 teachers, 14 educational functionaries, 296 students and 70 parents. The tools used for the study included checklist, questionnaire, interview, focus group discussion. The study found out learning gap in language, mathematics and Environmental science.

Aparna (2022) conducted a study on Learning Gap in Malayalam language

skills among the primary school students during the covid 19 pandemic. The sample of this study was 300 second standard students included 150 girls and 150 boys from government and aided schools under Feroke BRC of Calicut district. The tool used in this study was a semi structured interview. The main finding of this study was that there existed a vivid learning gap in the four components of Malayalam language.

Alexander (2022) wrote an article about On line education and English language learning among tribal students of Kerala. The main objective of the study was to identify learning gap in English language among the tribal students. The sample of the study was the tribal students from Wayanad, Idukki, Palakkad and Malappuram district. The study was a qualitative exploratory study. The study found out severe learning gap in English language among the tribal students of Kerala.

Gafoor (2012) conducted a study titled Impact of Reforms on Elementary Education outcomes: comparing Student Achievement During DPEP and SSA in Kerala. The study was based on the learning outcome of NCF 2005. It analyses whether the learner have attained learning outcome prescribed in these subjects. It focused on the learning gap in these subjects. The sample is randomly selected from 10 upper primary schools of Malappuram district. 320 students were selected with equal number of boys and girls. The study revealed that the over all achievement of students became poor in science, mathematics and social science.

Gafoor and Sarabi (2017) studied on significance of affective factors in Mathematics learning of low achievers: An analysis of barrier in high school mathematics achievement from Kerala. The sample of the study included 720 grade

9 students, 327 boys and 393 girls from both government and aided schools.

Descriptive survey method was adopted. The instruments were questionnaire and achievement test. The study found out achievement gap in mathematics and home and school environment affects in their achievement. The attitude of teachers important. Individual attention is important. One in four students did not like mathematics. They felt it as very difficult.

Kerala Educational Achievement Survey ( 2023) is the survey conducted among 80 lakh students from 10,789 schools in Kerala. It is conducted by PRAKASH (Performance Assessment Review and Analysis of knowledge for Holistic Development).It is conducted in 5<sup>th</sup>, 8th and 10th classes. The survey shows learning gap in mathematics and languages.

Azim Premji University conducted a study on Status of Learning Achievement in India in 2004. The study was an empirical one. The main objective of this study was to find out the status of learning achievement of primary school children in India. The main finding of the survey was low achievement profile among primary students especially in language and mathematics and the problem is more with mathematics.

Verma (2022) conducted an action research in Poor Performance of grade 10 students in Geography due to the lack of conceptual understanding of Geographical Notion. The main aim of the study was to analyze the effects of technological intervention with traditional teaching method on performance of grade 10 students in geography. This is an experimental study. The sample was 40 students of grade 10

of Srilal convent senior secondary school of Haryana. The tool used in this study were questionnaire, achievement test, observation schedule, checklist, and rubrics. The findings of the study were, there is lack of conceptual understanding in Geography. There is need for the focus on digital learning facilities for geographic study.

Raina (1990) conducted a critical survey of the History teaching in Rajasthan. The main objectives of the study were to study the educational and professional background of history teachers. To identify the gaps in teaching and learning of history. To study about the various audio visual aids used by teachers in history teachers. The sample of the study included 239 secondary teachers of Rajasthan. Questionnaire was used as instrument for data collection. The main findings of the study were the over all academic and professional background of history teachers were poor. Teachers not followed the correct instructional objectives of history. The evaluation techniques were not effective. No one had idea about the cognitive outcome of history teaching and evaluation. There is teaching and learning gap in the subject of History.

Jani (1987) conducted a study on present position of teaching of Geography in the secondary schools of Gujarat. The objectives of the study were to understand the existing position of Geography in the rural and urban areas of Gujarat, to study the professional qualities of teachers of Geography, to study about the prescribed textbook and other materials for the teaching of the subject and to study about the evaluation technique of Geography. Survey method followed in the study. Tool was a questionnaire. Descriptive data analysis was used for the study. The major findings

of the study were 50% of the teachers were not qualified in teaching Geography. Teachers are not trained in teaching the subject. Majority teachers followed traditional lecture method. The teaching aids used by teachers was not satisfactory. About 42 % of the teachers not attend any refresher courses. About 82% of the teachers said the curriculum of the Geography should be modified as per the current development. 33% of teachers do not have proper teaching skill in teaching the subject.

Bhatnagar (2018) studied about challenges in teaching and learning of Social Science. The study gives an overview of existing pedagogic practices of social science in India. It was a qualitative research study. The study used interview technique. The study was based on actual class room survey of various schools in Delhi in the humanities stream. Study found that lack of modern technology in teaching social science is a problem. The study shows the growing demand for social science.

Carlo (2004) conducted a study on addressing the vocabulary needs of English language learner in bi-lingual and mainstream classroom. The study focused on learning gap in reading performance and vocabulary among Anglo and Latin students. The study had introduced a new way of improving the vocabulary and reading ability. The study mainly focused on learning gap in English vocabulary. The result shows learning gap in vocabulary and also discussed about remedial measures for it.

Rajula (2005) conducted a study on difficulties faced by the tribal students of Wayanad. It is conducted among the 9<sup>th</sup> standard tribal students to find out the

problems in mechanics of writing in English. The sample of the study was 250 tribal students of 9<sup>th</sup> standard from 12 secondary schools of Wayanad district. The main result of the study was there existed serious learning difficulties in English mechanics among the tribal students of Wayanad district. The researcher also put forward remedial measures to eliminate the learning problem.

Garrouste ( 2011) conducted a study on Exploring Learning Gap in Namibia : the role of the language proficiency. The main aim of the study was to find out the effect of the native language on the mathematics achievement of the child. The sample of the study was 5048 grade 6 students from 275 Namibian school are compared. The main findings of the study was that poor language proficiency had negatively affected in the low scores in mathematics.

Ashita and Nagara (2012) conducted a study on English language teaching and learning with reference to tribal learners of Attappady. The main aim of the study was to find out the difficulties faced by the students of Attappadi in the process of English language instruction and acquisition. The low literacy rate of the tribal students is an important threat to Indian educational system. Kerala is the number one state in the literacy rate and even in Kerala we can trace these issue. We can see increased number of failure and dropout in the schools of Attappady. The researcher had conducted a pilot study in Attappady and educationally backward tribal schools of Palakkad. The lack of English language proficiency is identified as main problem of tribal students. The improper syllabus and teaching method had adversely affected. The tribal student had fear towards English language. Lack of motivation is another issue. They had faced difficulties in the adjustment of school

curriculum especially with English language. The support of the teacher is very important. The government had helped tribal students in numerous ways but still there is learning gap among the tribal students in diverse subjects.

Tanveer (2013) studied about The factors causing English language and study skill gap between foundation and undergraduate programs. It is an exploratory study conducted at Majan college in the sultanate of Oman. The aim of the study was to find out differences in English language and study skill abilities between undergraduate level studies and English foundation programme. The study mainly focused on English language study skills problem of the students. The method of data collection used for the study included focus group discussion, questionnaire, and interview. The focus group discussion conducted with 9 professors. Questionnaire with 176 students and interview with 8 UG lectures.

Haseena and Ajims (2014) has conducted a study on Scope of education and dropout among tribal students in Kerala – a study of scheduled tribe in Attappady. The study is aimed to understand the scope of education and dropout among the tribal students of Kerala. The tribals are considered as the marginalized sections of society. They are physically and socially isolated. They belonged to various racial groups.

Kardijan (2017) conducted a study on the gap between learning needs and its implementation in English for hospitality specific purpose program. It is to reveal the learning gap between the English language communicative competence and English learning program of state of vocational high school Tasikmalaya, Indonesia. It was a qualitative study. The study used semi –structured interview and

observation. The findings of the study is that there had inconsistency between learning needs in enriching the students, English communicative competence and teaching learning process. It also recommends strategy for improving it and also provided instructional design .

Govindaswamy (1992) conducted a study on awareness of concepts in History among secondary grade teachers trainees and their attitudes towards Social Science. The study is focused on the awareness of major concepts of history among the secondary teacher trainees and also to know about the attitude of these teachers towards the subject history. The sample of the study included 350 secondary grade training teachers from different teacher training institutes in Dindigul. The tool of the study was Awareness of concepts in history text and social science attitude scale. Study used standard deviation ,t –test, and pearsons" test for the statistical analysis. The main findings of the study were the male teacher trainee had more historical conceptual clarity than the female teacher trainees. The second year trainees are more aware of history than the first year trainees. The arts group teacher trainee had more interest in history than the science group trainees.

Rita (1989) had conducted a study on development of geographical concepts among children of different age group and construction of improved geographical teaching learning materials. The focus of the study was to realize the development of geographical concepts among the children of different age groups. It also intended to develop improved instructional material for geography. The objectives of the study were to find out the awareness of geographical concepts among boys and girls at different grade level, to find out the relationship between intelligence and

geographical concepts at various grade level, to prepare best teaching materials, to conduct an experiment to test the effectiveness of the improved teaching materials. The sample of the study consisted of 501 high schools of Haryana. The tools of the study included diagnostic test, Ravens progressive matrices, 12 programs on geography and 12 unit tests. The major findings of the study were girls achieved higher mean scores than the boys . the students 6, 7 and 8th got an average score. The use of improved teaching learning materials had positive effect on the increase of achievement in geography.

Pahuja (1992) had conducted an experimental study on utility of peer tutoring in the promotion of verbal, spatial abilities and academic achievement in geography. The aim of the study was to assess the effectiveness of peer – tutoring on verbal and spatial abilities and the academic achievement of geography at secondary level. The objectives of the study were to study the effectiveness of peer – tutoring in the academic achievement of the students, find out the spatial and verbal abilities of the students. The sample of the study included 500 students from the 9<sup>th</sup> and 10<sup>th</sup> classes. Tool used for the study were verbal test in geography, a spatial ability test in geography, and a general achievement test in geography. Mean, standard deviation, quartile deviation, skewness, kurtosis, correlation, t- test, and Anova were used for the statistical analysis. The main findings of the study was peer tutoring had important role in the spatial and verbal learning of geography.

Ingole (1985) conducted a study on the present position of teaching History in secondary schools of Solapur district. The main objective of the study was to find out the present situation of history, how to improve history classes, what is it's

pedagogic aspects. The study followed survey method. The study used three instruments questionnaire, structured interview, and observation schedule. The sample of the study included 225 high school students of Solapur district, and 270 history teachers. The investigator visited 20 schools, conducted discussion with students and teachers also and observed classes of teachers. The main findings of the study were : The teachers of history were qualified but 40 percentage of teachers did not study history in their graduation. There existed mutual co-operation between the history teachers is a plus point. Teachers argued that the curriculum and syllabus of history is inadequate and did not cover the objectives of teaching history, less usage of teaching aid in the history class rooms. The percentage of pass in history was found as high

Muthappan (1986) had conducted a study on the History curriculum in schools of Tamilnadu since independence. The objectives of the study were to find out the level of achievement in history students, to identify the areas of history needed improvement, to know the pedagogic practice of teaching history in the classrooms, to analyze the evaluation procedure of history and to suggest modification if needed in history. The study followed normative survey method. The sample of the study covered 240 teachers working in 48 schools from the 15 districts of Tamilnadu. Study followed cluster sampling techniques. For this study the investigator used achievement test, questionnaire and question papers of internal and external examinations. The main findings of the study were 1. students are weak in history. 2. Majority teachers did not attend any in-service programs. 3. Majority teachers said history should be made a separate subject and should be free from

social science. 4. Lack of history teaching aids in schools existed. 5. Excursion is rarely conducted in schools. 6. The content validity of the question paper was very low and important topics were omitted.

Patel (1984) had studied about the present position of teaching history in the secondary schools of Gujarat. The main objectives of the study were to study the educational qualification of history teachers, to study the existing position of history, to study about the method of teaching history to evaluate the teaching aid and to analyze the measurement and evaluation of history. Critically evaluate the syllabus and curriculum of history textbook of class 8<sup>th</sup> and 9. Questionnaire was used as an instrument of study. The major findings of the study were 1. 80 percentage of teachers were male. 2. About 88 percentage teachers teach history without master degree. 3. There had very few teachers who had master degree in history. 4. Only 5 percentage of teachers had BA, MA and B.ED in history. 5. 52 percentage of teachers studied history as a subsidiary subject. 6. 39 percentage teachers attended in – service training. 7. 82 percentage followed history real text books others used guide works. 8. Lecture and story telling methods used as a common instructional strategy. 9. Poor teacher aids is following in history. It is not effective to cater the needs of students.

Zachariah (1977) studied the Impact of attitude and interest on achievement of secondary school pupils in social studies. Study used achievement test in social science and stratified sampling techniques. The sample size is 800 students from government, private and aided schools. The objectives of the study were to find out the achievement in social science, to study the general intelligence of the students

and to find out the attitude towards social science. The main findings of the study were there is significant difference between interest in social science among urban and rural people. There is significant difference in girls and boys interest of rural and urban students in social studies. There is significant difference between boys and girls and government and private school students in their interest in social studies.

An article on why social science and humanities should also be part of technical education discussed about the importance social science in technical education. Article said social science help us to use technology with responsibility. UGC and ministry of education recently had showed interest in including social science subject with IIT, IIMs. NEP 2020 also demanded that technical education should integrate with other disciplines. The article highlights Finland and European Union have given utmost importance to social science.

Abhishek and Deo (2024) in an article on the need for Social Science in India's Progress, described social science as the systematic study of the human behaviour, communities and social groups. It is important for nation's progress. It helps to understand human beings deeply and helps government to formulate policies and regulations. Conventionally in India engineering or medical field is considered as the best field and social science as low status. The article points to the fact that the technical field should connect with social science. The recent research says now the trend has changed. An increasing number of young Indians have select social science as their main subject. The All India Survey on Higher education 2021-22 conducted by MHRD found that the most popular stream of choice for post graduate studies is the social science followed by science. Article reveals that social

science should expand and suggests for an increase of Ph.D.in social science. It is essential for the progress of India.

### **Conclusion**

The investigator reviewed a number of studies on the variable and identified studies on learning gap in most of the subjects. The studies highlight measures to eliminate learning gap. But the investigator could identify very few studies related to learning gap in Social science. More over achievement surveys conducted by responsible departments highlight the problem of learning gap and suggest possible measures to eliminate it. The surveys also demand more studies in learning gap and approaches to eliminate the gap for equitable quality education. Thus it can be concluded that the variable learning gap is relevant at all times.

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## CHAPTER III

# **METHODOLOGY**

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- *Design of the Study*
- *Variable of the Study*
- *Sample Selected for the Study*
- *Tool used for Data Collection*
- *Data Collection Procedure*
- *Scoring and Consolidation of Data*
- *Statistical Technique used for the Study*

## **METHODOLOGY**

Methodology deals with systematic and comprehensive procedure in which the researcher begins from the initial identification of the problem to the conclusion. It includes the design of the work, sample selection procedure, tools preparation and also the statistical techniques followed for the study.

The present study is to find out learning gap in social science among secondary school students of Malappuram district. The methodology of the study is described under the following major headings.

- Design of the study
- Variables
- Sample used for the study
- Tool used for data collection.
- Data collection procedure.
- Scoring and consolidation of data
- Statistical technique used for analysis

### **Design of the study**

The main purpose of the investigation was to identify the learning gap in social science among eighth standard students of Malappuram district. Hence descriptive survey method was adopted to conduct the study.

### **Variable of the study**

The only variable which measured in the investigation was Learning gap in Social science among standard VIII students of Malappuram district .

### **Sample selected for the study**

Selection of sample is one of the most important aspects of a research. The population refers to the entire group or set of individuals, objects or events that possess specific characteristics and are of interest to the researcher. It represents the larger population and from which a sample is drawn. The population of the present study was standard VIII students of Malappuram district. The present study is analysing the learning gap among eighth standard students of Malappuram district. The total number of the sample selected for the study was 399 standard VIII students of Malappuram district which follows Kerala syllabus. The schools were selected randomly from Tirur, Tanur and Parappanangadi, the three educational subdistricts of Malappuram District. The list of schools from which data collected for the study is appended as Appendix VI.

### **Tools used for Data Collection**

In the present study the investigator used survey method to know the learning gap in social science among eighth standard students of Malappuram district. The selection of a tool or an instrument is rather more important for successful research. For the present study the investigator developed a test and the purpose of the test was to identify the level of achievement in social science among standard VIII students of Malappuram district. The test is used to determine the

percentage of students whose performance is at different achievement levels means mastery level and non mastery level. The test consisted of 68 items covering eleven curricular expectations.

The investigator in consultation with her supervising teacher developed and standardized the Achievement Test in Social science ( Sulfath and Rekha, 2023 ) for secondary school students to measure the variable learning gap.

The procedure followed for construction and standardization of the test is given below.

### **Planning of the Test**

In the planning phase the investigator gone through the document prepared by NCERT (2017) to know the learning outcomes at elementary stage and consulted experts in the field before preparing the test. The NCERT document begins with the curricular expectations in each subject at elementary level. Thus the investigator planned to prepare a test in social science based on the eleven curricular objectives for standard VIII students. The text books of standard VII and VIII were considered to prepare test covering all curricular objectives and planned to prepare maximum number of items in multiple choice type to know the level of achievement of the students.

### **Preparation of the Test**

As the purpose of the test was to know the level of achievement in social science among students at elementary level, it was decided to prepare maximum

number of items covering eleven objectives. The curricular objectives are given below.

### **Curricular Expectations**

By the end of the upper primary stage (class VIII) the learner will be able to meet the following curricular expectations.

1. Recognizes ways in which political, social and economic issues which affect their daily lives across time and space.
2. Understands about the earth as the habitat of humans and other forms of life.
3. Becomes familiar with one's own region and realizes interdependence of various regions (local to global).
4. Understands spatial distribution of resources and their conservation.
5. Understand historical developments in different periods of Indian history.
6. Comprehends how historians study the past using different types of sources.
7. Understands historical diversity to relate developments of one place/region with those of another.
8. Imbibes the values of the Indian Constitution and their significance in everyday life.
9. Gains a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels.
10. Becomes familiar with socio-economic role of institutions such as family, market and government.
11. Recognizes the contributions of different sections of society to political, social, cultural and environmental processes.

The number of items in each objective is given in table 1

**Table 1**

*Weightage to Objectives*

Curricular objectives	No of questions
1	5
2	7
3	2
4	6
5	18
6	6
7	7
8	8
9	7
10	7
11	6

### **Weightage to Content**

For the test 12 chapters in the seventh standard and six chapters from standard VIII text books were selected. The weightage given to content selected for the items is given in table 2.

**Table 2***Weightage to content*

1.	Europe in Transition –Chapter I (7 <sup>th</sup> standard)	2
2.	From trade to power	6
3.	Resistance and the first war of independence	3
4.	India towards a new era	5
5.	Economic sources	5
6.	Understanding of maps	3
7.	Earth and biosphere	5
8.	Towards a new Kerala society	5
9.	Gandhiji and the freedom struggle	2
10.	Our Constitution	12
11.	Individual and society	3
12.	Insolation and atmospheric condition	0
13.	Glimpse of India	6
14.	Early human life-Chapter I-(standard VIII)	3
15.	The river valley civilizations	5
16.	Ancient Tamilakam	2
17.	Towards the gangetic plains	4
18.	From Magadha to Thaneswar	5
19.	Economic planning in India	3

**Weightage to Difficulty level**

The investigator assigned weightage to difficulty level to each question under the objective and content. Based on that easy, average and difficult questions are included and the weightage given to each is given in Table 3.

**Table 3***Weightage to Difficulty Level*

Sl No.	Difficulty level	Percentage
1	Easy	27%
2	Average	48%
3	Difficulty	25%

The investigator consulted the supervising teacher and expert teachers in social science to prepare the items. According to the suggestions given by them based on the curricular objectives, maximum content is covered and also included easy, average and difficult items in the test. Thus a draft test was prepared with 79 multiple choice items. Care was given to make clarity of questions to the target group and to prepare appropriate and plausible distracters to each item.

Some of the items under each objective are given below.

**Objective 1-** Recognize ways in which political, social, and economic issue which affect their daily lives across time and space. It included 4 questions.

Eg . Which among the following is not included in the secondary economic

sectors of India?

- A. Industry
- B. Power generation
- C. Transportation
- D. Building construction

**Objective 2-** Understand about the earth as the habitat of humans and other forms of life. It included 5 questions

Eg . The most fertile soil of India ?

- A. Alluvium soil
- B. Laterite soil
- C. Red soil
- D. mountain soil

**Objective 3-** Becomes familiar with one“s own region and realizes interdependence of various region (local to global.). It included 2 questions.

Eg. Which of the following is the new Indian script got in relationship between Persians and Indians?

- A. Hieroglyphics
- B. Brahmi
- C. Cuneiform
- D. Kharoshti

**Objective 4.** Understand spatial distribution of resources and their conservation. It included 5 questions

Eg:- Which of the following is a famous place for the cultivation of jackfruit mentioned in the ancient Tamil work „Pazhamthamiz songs“?

- A. Kurinji
- B. Mullai

- C. Palai
- D. Marutam

**Objective 5.** Understand historical developments in different periods of Indian history. It included 18 questions

Eg. Chandragupta Mourya's advisor Megasthanese came to India as a representative of which country ?

- A. Persia
- B. Greece
- C. China
- D. Iran

**Objective 6.** Comprehend how historians study the past using different sources of source. It includes 4 questions

Eg The place Bhimbetka in Madhyapradesh is associated with which stone age in India?

- A. Middle stone age
- B. Old stone age
- C. Neolithic age
- D. Chalcolithic age

**Objective 7.** Understand historical diversity to relate developments of one place / region with those of another. It consisted of 6 questions.

Eg. Harappan civilization had the most trade relation with which of the following culture?

- A. Chinese civilization
- B. Egyptian civilization
- C. Mesopotamian civilization
- D. Inca civilization

**Objective 8.** Imbibe the values of Indian constitution and their significance in everyday life. It included 4 questions.

Eg . Article 21A envisages which of the following?

- A. Equal pay for equal work
- B. Compulsory education
- C. Freedom of religion
- D. Equality of opportunities

**Objective 9.** Gains a sense of the working of Indian democracy it's institutions and processes at the local, state and the union levels. It included 6 questions

Eg . Who is the head of state executive ?

- A. Chief justice of high court
- B. Governor
- C. Ministers

D. Chief minister

**Objective 10.** Becomes familiar with socio – economic role of institutions such as family, market and government. It included 7 questions.

Eg. Which of the following statement convey the concept of socialization?

- A. All are equal in society
- B. Rights granted to individual by society
- C. The process of enabling the individual to live in society
- D. Duties of people towards society

**Objective 11.** Recognizes the contributions of different sections of society to political, social, cultural and environmental processes. It included 6 questions.

Eg. What is the content of " Hortus Malabaricus"?

- A. Herbal plants of Malabar
- B. History of the Dutch
- C. Battle of Kulachil
- D. History of Malabar

An answer key was prepared with the correct choices for all questions with the question paper. The marking scheme was prepared with a score of one to right answer and zero for wrong answer. Draft tool (Malayalam), Draft tool (English), Response Sheet and Answer key are appended as Appendix I, II, IV and V.

### Try out of the draft test

The draft tool consisted of 79 multiple choice items followed by four options. The tool was administered among a sample of 100 secondary school students. A score of one was given to correct response and zero for wrong response.

### Item Analysis

The scores obtained from the test was subjected to item analysis. Item analysis is done to ensure the quality of the item. The item analysis was carried out on the basis of difficulty index of the item. The responses of 399 students were arranged in descending order based on total score obtained for the test in order to identify the upper and lower group separately. The difficulty index and discriminating power of each item was calculated for selecting the item for final test. The difficulty index of an item is represented by the percentage of students who responded to particular item correctly. The difficulty index was found out by using the formula.

$$DI = U + L/2N$$

Where

U = is the number of right responses of an item in the upper group

L = is the number of right responses of an item in the lower group

N = is the size of the sample of the upper or lower group

**Table 4***Item Analysis*

Item. No	DI	DP
1	0.73	0.26
2	0.74	0.240
3	0.835	0
4	0.52	0.4
5	0.47	0.26
6	0.45	0.31
7	0.295	0.43
8	0.565	0.41
10	0.435	0.29
11	0.525	0.07
12	0.145	0.27
13	0.375	0.25
14	0.385	0.36
15	0.31	0.13
16	0.235	0.06
17	0.18	0.49
18	0.515	0.45
19	0.445	0.38
20	0.43	-0.08
21	0.08	0.13
22	0.235	0.09
23	0.215	0.46
24	0.42	0.33
25	0.425	0.56
26	0.52	0.54
27	0.62	0.22
28	0.25	0.52
29	0.44	0.6

Item. No	DI	DP
30	0.55	0.34
31	0.32	0.11
32	0.235	0.43
33	0.325	0.35
34	0.285	0.49
35	0.485	0.13
36	0.295	0.45
37	0.445	0.54
38	0.38	0.53
39	0.375	0.35
40	0.325	0.23
41	0.47	0.24
42	0.34	0.24
43	0.36	0.38
44	0.26	0.22
45	0.145	-0.03
46	0.16	0.18
47	0.22	0.08
48	0.315	0.29
49	0.38	0.36
50	0.325	0.31
51	0.225	0.13
52	0.22	0.14
53	0.32	0.24
54	0.33	0.4
55	0.17	0.06
56	0.3	0.24
57	0.27	0.32
58	0.275	0.13
59	0.165	-0.01
60	0.265	0.27

Item. No	DI	DP
61	0.23	0.24
62	0.315	0.23
63	0.165	0.17
64	0.375	0.35
65	0.38	0.28
66	0.32	0.12
67	0.185	0.17
68	0.315	0.17
69	0.265	0.17
70	0.155	0.11
71	0.3	0.36
72	0.315	0.31
73	0.315	0.29
74	0.325	0.13
75	0.22	0.18
76	0.295	0.27
77	0.335	0.19
78	0.27	0.36
79	0.38	0.22

### **Finalization of the test**

The investigator analyzed the score of each item after the item analysis and decided to accept items with score of 0.4 above. As the purpose of the study was to find out the learning gap, after scrutinizing the items the investigator decided to retain maximum number of items. To include maximum number of items the investigator decided to modify the score and the item having difficulty index between 0.2 to 0.7 were selected. Thus the final tool consisted of 68 items with difficulty index of 0.2 above.

### **Reliability and Validity of the test**

Reliability is the degree of consistency of a measurement or test score. The investigator used Cronbach alpha method to find out reliability, which is a statistical technique used to determine the internal consistency. The value of Cronbach alpha is 0.80. This indicates that the test was a reliable instrument.

Validity is that quality of a data gathering instrument that enables it to measure what is supposed to measure. A test is said to be valid to the degree that it measures what it claims to measure ( Best & Khan 1995 ). The investigator has taken care to include items representing all curricular objectives. The experts in the field also ensured that the prepared test is valid for measuring the level of achievement in social science of eighth standard students based on the objectives. Hence the test possesses content validity and face validity. Final tool (English) is appended as Appendix III.

### **Data Collection Procedure**

After the selection of the sample for the study the investigator made arrangements with the school heads of the respective schools and took permission from the authorities in advance. Then the investigator visited each school one after the other with required number of data sheets and response sheets. Proper instructions were given to the students before collecting data. The students were asked to mark responses in the separate response sheet. The responses thus collected from 399 samples studying in various high schools of Malappuram district were arranged for analysis.

### **Scoring and Consolidation of Data**

All the response sheets were arranged and scored as per the scoring key. The incomplete data sheets were eliminated and the scores of the complete response sheets were entered in the consolidation sheet in a systematic way for analysis.

### **Statistical Technique used for study**

Percentage analysis was used to know the students with mastery level and non mastery level achievement for the total sample and each objective separately to identify the learning gap.

The data were subjected to analysis and it is presented in the next chapter.

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## CHAPTER IV

### ANALYSIS AND INTERPRETATIONS

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- *Objectives*
- *Level of Achievement in Social Science among Standard VIII Students*
- *Areas of Learning Gap based on the Level of Achievement in Social Science among the Sample*
- *Percentage of Students with Responses to each Item under each Curricular Objective*
- *Conclusion*

## **ANALYSIS AND INTERPRETATIONS**

This chapter deals with the analysis of data and its interpretations. The aim of the present study was to find out the learning gap in social science among standard VIII students of Malappuram district. The analysis of data was done based on objectives of the study.

### **Objectives**

The investigator set the following objectives for the present study

- To find out the levels of achievement in social science among standard VIII students of Malappuram District
- To identify the areas of learning gap based on the levels of achievement in social science among standard VIII students of Malappuram district.

The data is analyzed and the results are given below.

1. The levels of achievement in social science among standard VIII students.

The scores of achievement test in social science among the sample was analyzed to find out the percentage of students having mastery level with 90 percentage or above. The result is shown below in the table 5.

**Table 5**

*Percentage of students with different levels of Achievement in Social Science (N=399)*

N	Level of Achievement	Percentage
399	90 and above	NIL (Zero)
	80-89	NIL (Zero)
	70 -79	7(1.75%)
	60 -69	15 (3.80%)
	40-59	117 (29.32%)

From the table it is found that out of 399 students no students achieved mastery or above 90 percentage. Out of 399 students 7 (1.75%) students have scored in between 70-79 and 15 (3.80%) students have above 60 percentage. Table also reveals that 117 (29.32%) students are in the level of minimum threshold for attaining learning outcomes with a score in between 40 and 59.

### **Discussion**

From the table it is revealed that out of 399 students no students could achieve the level of mastery in the given test. This shows no students have the necessary pre requisite knowledge before moving forward to learn subsequent information. It shows the learning gap in social science among the students. This may be due to the gap formed during the covid pandemic or the lack of school engagement among students or such other factors.

This prompted the investigator to identify the areas where the the learning

gap is more in social science among students. Thus the investigator has done an objective wise analysis to determine the levels of achievement. The data and results are given below.

2. Areas of learning gap based on the objective wise levels of achievement in social science among the sample

The test was prepared based on 11 curricular objectives at elementary level. The test score of 399 students to the items of each objective is taken and found the percentage with 90 and above is given below table 6.

**Table 6**

*Percentage of Students with Level of Achievement in each Curricular Objective*

Learning objective	No of items	90 and above
Objective 1	4	73(18.30%)
Objective 2	5	20(5.0%)
Objective 3	2	97(24.31%)
Objective 4	5	37(9.27%)
Objective 5	18	4(1.0%)
Objective 6	4	28(7.01%)
Objective 7	6	21(5.26%)
Objective 8	5	42(10.53%)
Objective 9	6	45(11.28%)
Objective 10	7	14(3.51%)
Objective 11	6	41(10.28%)

From the table it is found that for the first objective there are four questions. 73 out of 399 (18.30%) students achieved mastery level with 90 percentage above.

Only 5% students achieved above 90 percentage to the items of second objective. The percentage of students scored above 90 percent to the third and fourth are 24.31% and 9.27% respectively. Only one percent student achieved above 90 or mastery level to the items of 5<sup>th</sup> objective. To the sixth and seventh objective the percentage of students with mastery level of achievement are 7.01% and 5.26% respectively. 42(10.53%) and 45(11.28%) students achieved above 90 percent in the area of 8<sup>th</sup> and 9<sup>th</sup> objectives respectively. 3.51 percentage and 10.21 percentage of students scored above 90 percentage or mastery level to the items of tenth and eleventh objectives respectively.

## **Discussion**

From the table it is revealed that to each objective the percentage of students having 90 percent above levels of achievement is very low. The table also reveals that the lowest percentage of students having 90 and above is with objective five(1%) and the highest percentage in the levels of achievement is shown to the third objective(24.3%).

Mastery levels of achievement is a pre requisite knowledge before moving forward to learn the following information. If a student does not achieve mastery on the test it may conclude that there are some learning gap among students. This may be due to a number of factors like engaging time of the student with the study material, teaching methods and motivation of the learner. Feedback is essential to eliminate this learning gap.

### **3. Percentage of students with responses to items under each objective**

Objective wise levels of achievement shows that learning gap is prominent among the sample. Hence the investigator has done an item wise response of students under each objective to find out the learning gap among the students. The data and results are given in following tables.

1. Percentage of students with responses to the items of objective one- recognizes ways in which political, social and economic issues which affect their daily lives across time and space- is given below in table 7.

**Table 7**

*Percentage of Students with responses to the items of Curricular Objective One*

Item No	Right responses (%)	Wrong responses (%)
7	121(30.325)	278(69.674)
17	194(48.621)	205(51.378)
51	118(29.573)	281(70.426)
79	161(40.350)	238(59.649)

From the table it is found that there are four items in the first curricular objective. The table shows that to all the four items the percentage of students with wrong responses are higher than the students with right responses. The highest percentage of students with incorrect response is 70.43% to the 51<sup>st</sup> item which comes under the under the first objective.

2. Percentage of students with responses to the items of objective Two- Understands about the earth as the habitat of humans and other forms of life.

**Table 8**

*Percentage of Students with responses to the items of Curricular Objective two*

Item No	Right responses (%)	Wrong responses (%)
9	186(46.616)	213(53.383)
27	108(27.067)	291(72.932)
43	138(34.586)	261(65.413)
44	116(29.072)	283(70.927)
60	92 (23.057)	307(76.942)

From the table it is found that there are five items under the second objective.

The highest percentage of wrong responses is with the 60<sup>th</sup> item (76.94%).

3. Percentage of students with responses to the items of curricular objective Three-Becomes familiar with one's own region and realizes interdependence of various regions(local to global).

**Table 9**

*Percentage of Students with responses to the items of Curricular Objective Three*

Item No	Right responses (%)	Wrong responses (%)
1	280(70.175)	119(29.824)
14	113(28.320)	286(71.679)

Table 9 shows that to the item no one majority students were right and to the 14<sup>th</sup> item under the second objective majority of students 286 (71.70%) made wrong responses.

## 4. Percentage of students with responses to the items of curricular objective four

Understands spatial distribution of resources and their conservation.

**Table 10**

*Percentage of Students with Level of Achievement in each Curricular Objectives four*

Item No	Right Responses (%)	Wrong Responses (%)
13	142(35.588)	257(64.411)
28	154(38.596)	245(61.403)
34	177(44.360)	222(55.639)
66	127(31.829)	272(68.170)
75	94 (23.558)	305(76.441)

From the table it is shown that there are five items under the fourth objective.

Among these items 305(76.44%) students are with more incorrect responses to the 75<sup>th</sup> item which is the highest percentage of students.

## 5. Percentage of students with responses to the items of curricular objective five

- Understand historical developments in different periods of Indian history

**Table 11**

*Percentage of Students with responses to the items of Curricular Objective five*

Item No	Right responses (%)	Wrong responses (%)
2	301(75.438)	98(24.561)
12	157(39.348)	242(60.651)
18	149(37.343)	250(62.656)
19	166(41.604)	233(58.395)
23	183(45.864)	216(54.135)
24	144(36.090)	255(63.909)
25	193(48.370)	206(51.629)
26	222(55.639)	177(44.360)
32	105(26.315)	294(73.684)
33	125(31.328)	274(68.671)
41	189(47.368)	210(52.631)
47	104(26.065)	295(73.684)
48	124(31.077)	275(68.922)
56	108(27.067)	291(72.932)
61	93(23.308)	306(76.691)
62	154(38.596)	245(61.403)
68	103(25.814)	296(74.185)
77	136(34.085)	263(65.914)

The table shows that the maximum students are wrong with the item no 61 (76.70%).

6. Percentage of students with responses to the items of curricular objective six

-Comprehends how historians study the past using different types of sources

**Table 12***Percentage of Students with Level of Achievement in each Curricular Objectives Six*

Item No	Right responses (%)	Wrong responses (%)
21	90(22.556)	309(77.443)
40	112(28.070)	287(71.929)
42	130(32.581)	269(67.418)
57	101(25.313)	298(74.686)

Table 12 shows that among the four items under this objective, 309(77.44%) students are with incorrect responses to the 21<sup>st</sup> item.

7. Percentage of students with responses to the items of curricular objective seven -Understands historical diversity to relate developments of one place/region with those of another.

**Table 13***Percentage of Students with Level of Achievement in each Curricular Objectives Seven*

Item No	Right Responses (%)	Wrong Responses (%)
4	266(56.641)	173(43.358)
10	212(53.132)	187(46.867)
22	99(24.812)	300(75.187)
31	106(26.566)	293(73.433)
72	138(34.586)	261(65.413)
73	122(30.576)	277(69.423)

There are six questions under the objective seven and table shows that the highest wrong responses is with the 22<sup>nd</sup> item and it was 300(75.19%) students.

8. Percentage of students with responses to the items of objective eight - Imbibes the values of the Indian Constitution and their significance in everyday life.

**Table 14**

*Percentage of Students with Level of Achievement in each Curricular Objectives Eight*

Item No	Right Responses (%)	Wrong responses (%)
5	179(44.862)	220(55.137)
36	163(40.852)	236(59.147)
64	139(34.837)	260(65.162)
74	135(33.834)	264(66.165)
76	119(29.824)	280(70.175)

The table 14 shows that there are five items in the eighth objective and 280 out of 399 students made wrong responses to the 76<sup>th</sup> item which is the highest percentage.

9. Percentage of students with responses to the items of curricular objective nine - Gains a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels.

**Table 15**

*Percentage of Students with Level of Achievement in each Curricular Objectives nine*

Item No	Right Responses (%)	Wrong Responses (%)
49	157(39.348)	242(60.651)
53	146(36.591)	253(63.408)
54	117(29.323)	282(70.676)
58	117(29.323)	282(70.676)
69	92(23.057)	307(76.942)
71	124(31.077)	275(68.922)

Table 15 reveals that 307(76.94%) students are made wrong responses to the 69<sup>th</sup> item in the ninth objective.

10. Percentage of students with responses to the items of curricular objective ten

- Becomes familiar with socio-economic role of institutions such as family, market and government.

**Table 16**

*Percentage of Students with Responses to Curricular Objective Ten*

Item No	Right responses (%)	Wrong responses (%)
15	92(23.057)	307(76.942)
35	105(26.315)	294(73.684)
38	125(31.328)	274(68.671)
50	128(32.080)	271(67.919)
52	90(22.556)	309(77.443)
65	172(43.107)	227(56.892)
78	107(26.817)	292(73.182)

Table shows that there are seven items under the tenth objective and 309(77.44%) students are made incorrect responses to the item no 52 which is the highest one.

11. Percentage of students with responses to the items of curricular objective 11- Recognizes the contributions of different sections of society to political social, cultural and environmental processes.

**Table 17**

*Percentage of Students with Responses to Curricular Objective Eleven*

Item No	Right responses (%)	Wrong responses (%)
6	182(45.614)	217(54.385)
8	211(52.882)	188(47.117)
29	213(53.383)	186(46.616)
30	106(26.566)	293(73.433)
37	139(34.837)	260(65.162)
39	130(32.581)	269(67.418)

From the table it is found that there are six items in the curricular objective 11. The items are 6,8,29,30,37,39. The percentage of wrong responses to the items are 54.39%, 47.12%, 46.62%, -73.43%, 65.16%, 67.42% respectively. The maximum incorrect responses are to the 30<sup>th</sup> item.

## **Discussion**

There are 68 items in total in the tool covering eleven curricular objectives. To most of the items majority of the students are made incorrect responses which show that there is a learning gap in all areas in the subject social science at elementary level. This may be due to some student related factors, teacher related factors or environmental factors. This may lead to difficulties in their future learning.

## **Conclusion**

From the study it is concluded that standard VIII students of Malappuram district are not with mastery level in their achievement in social science . It is also found that there is learning gap among standard VIII students of Malappuram district in all eleven areas of curricular expectations prescribed for social science.

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CHAPTER V

**SUMMARY, MAJOR FINDINGS AND SUGGESTIONS**

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- *Restatement of the Problem*
- *Objectives*
- *Methodology*
- *Major Findings*
- *Educational Implications*
- *Suggestions for Further Research*

## **SUMMARY, MAJOR FINDINGS AND IMPLICATIONS**

This chapter provides summary of the procedure adopted for the study, major findings, educational implications and suggestions for further research.

### **Restatement of the Problem**

**The problem of the study is entitled as “LEARNING GAP IN SOCIAL SCIENCE AMONG STANDARD VIII STUDENTS OF MALAPPURAM DISTRICT”.**

### **Objectives**

The investigator set the following objectives for the present study.

1. To find out the levels of achievement in social science among standard VIII students of Malappuram district.
2. To identify the areas of learning gap based on the level of achievement in social science among standard VIII students of Malappuram district.

### **Methodology**

#### **Method of the study**

The main aim of the study was to identify the learning gap in social science among standard VIII students of Malappuram district. Hence the study followed Descriptive Survey method.

### **Sample Selected for the Study**

The present study was conducted on representative sample of 399 students of standard VIII from Malappuram district.

### **Tool Employed for the Study**

The tool used for the study was an Achievement Test in Social Science (Sulfath and Rekha, 2023) to know the level of achievement and to identify the areas of learning gap in social science among the sample.

### **Statistical Technique Used in the Study**

The statistical technique used in the study was Percentage analysis.

### **Major Findings**

#### **The analysis of data led the investigator to the following findings**

1. The levels of achievement in social science among standard VIII students

It was found from the study that out of 399 students no students achieved mastery or above 90 percentage in their achievement in social science. Out of 399 students 7 (1.75%) students have scored in between 70-79 and 15 (3.80%) students have score above 60 percentage. It is also found that 117 (29.32%) students are in the level of minimum threshold for attaining learning outcomes with a score in between 40 and 59.

From the analysis it was revealed that out of 399 students no students could achieve the level of mastery in the given test in social science at elementary level. Most of the students are below the minimum threshold level of learning. This proved learning gap in social science among standard VIII students of Malappuram District.

2. Areas of learning gap based on the level of achievement in social science among standard VIII students of Malappuram District

The study analyzed learning gap among the sample by analyzing objective wise and found that for the first objective only 73 students (18.30%) achieved mastery level with 90 percentage above. Only 5% students achieved above 90 percentage to the items of second objective. The percentage of students scored above 90 percent to the third and fourth are 24.31% and 9.27% respectively. Only one percent student achieved above 90 or mastery level to the items of 5<sup>th</sup> objective. To the sixth and seventh objective the percentage of students with mastery level of achievement are 7.01% and 5.26% respectively. 42(10.53%) and 45(11.28%) students achieved above 90 percent in the area of 8th and 9th objectives respectively. 3.51 percentage and 10.21 percentage of students scored above 90 percentage or mastery level to the items of tenth and eleventh objectives respectively.

The study revealed that to each objective the percentage of students having 90 percent above levels of achievement is very low. The table also reveals that the lowest percentage of students having 90 and above is with objective five and the highest percentage of students having 90 above in the levels of achievement is shown to the third objective.

3. Percentage of students with responses to items under each objective
  1. There are four items in the first curricular objective. To all items the numbers of students are more with wrong responses. The highest incorrect response is 70.43% with 51<sup>st</sup> item.
  2. In the case of items of second objective the number of students are more with wrong responses comparing to their right responses. The highest incorrect response is 76.94% with the 60<sup>th</sup> item.
  3. For the third objective to the 14<sup>th</sup> item, 286 (71.70%) students made wrong responses.
  4. There are five items under the fourth objective. Among these items 305(76.44%) students are with incorrect responses to the 75<sup>th</sup> item.
  5. It is found that to the item 61 under the fifth objective, 306 students (76.70%) are with wrong responses.
  6. In the sixth objective 309(77.44%) students are with incorrect responses to the 21<sup>st</sup> item which is the highest in the group.
  7. There are six questions under the objective seven and it is found from the analysis that the highest wrong responses is with the 22<sup>nd</sup> item and it was 300(75.19%) students.
  8. It is found from the objective wise analysis that there are five items in the eighth objective and 280 out of 399 students made wrong responses to the item 76 which is the highest percentage.
  9. The study revealed that 307(76.94%) is the highest percentage of students with wrong responses to the 69<sup>th</sup> item in the ninth objective.

10. Table shows that there are seven items under the tenth objective and 9(77.44%) students are made incorrect responses to the item no 52.

11. From the table it is found that there are six items in the curricular objective eleven. The items are 6,8,29,30,37,39. The percentage of wrong responses to the items are 54.39%, 47.12%, 46.62%, 73.43%, 65.16%, and 67.42% respectively. The maximum incorrect responses are to the 30<sup>th</sup> item.

There are 68 items in total in the tool covering eleven curricular objectives.

To most of the items students are made incorrect responses which show that there is a learning gap in the subject social science at elementary level. This may be due to some student related factors, teacher related factors or environmental factors. This may lead to difficulties in their future learning. Learning gaps are to be identified earlier and remedies to be taken to eliminate learning gap.

### **Educational Implications**

To most of the students social science is a dull subject. Hence they are interested in learning other subjects like science and languages. The poor interest in social science will lead to learning gap among students. Hence some practical suggestions are given below to improve the educational practice.

➤ Continuous formative evaluation to be conducted to find out the learning gap among students. Challenging tasks will be given to the master achievers and proper methodologies will be applied to the improvement of poor learners. The tests are continued to the students up to mastery level achievement.

- New intervention strategies should be adopted in the classroom for learning.

Personalized instruction, mastery learning strategies, etc some examples. Early intervention to address learning gaps will reduce the problem.

- Teachers are to be trained in addressing learning gap among students
- Integration of technology is the need of the hour for better learning.
- Text books are to be updated with relevant aspects and needs and aspirations of students are to be considered.
- Proper field attachment will be planned for students. Visits to important places, experiential learning etc will be given to students to sustain interest in Social science.
- The attitude of teachers and the members of the society should be changed towards particular subjects of study.
- It is hoped that the study will be helpful to the curriculum makers, policy makers and policy practitioners to implement strategies to eliminate learning gap.
- Field trips , mock situations, role play like strategies are to be adopted to eliminate learning gaps.
- Every school integrates social science laboratories, museum, and facilities for first hand experience to students.
- Celebrate days with social significance.

### **Suggestions for Further Research**

The present study brings a number of new areas for future researchers. Some such studies are suggested below.

1. A study can be conducted in an experimental mode by adopting some intervention strategies to eliminate learning gap among students at elementary level
2. A similar study can be conducted among a large sample in statewide.
3. Diagnostic study can be conducted to find out learning gap and suggest remedies.
4. Similar study can be conducted with other subjects

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## **APPENDICES**

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**APPENDIX I**  
**FAROOK TRAINING COLLEGE**  
**Achievement Test in Social Science, 2003 (Draft)**

Sulfath. P

M.Ed Student

Dr. Rekha. P  
Assistant Professor

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**നിർദ്ദേശങ്ങൾ**

സോഷ്യൽ സയൻസ് വിഷയത്തിലുള്ള ഒരു ചോദ്യാവലിയാണിത്. 79 ചോദ്യങ്ങളാണ് ഇതിൽ ഉൾക്കൊള്ളിച്ചിട്ടുള്ളത്. ഓരോ ചോദ്യത്തിനും A, B, C, D, എന്നിങ്ങനെ നാല് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ ചോദ്യവും വളരെ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ശരിയായത് തിരഞ്ഞെടുത്ത് തന്നീടുള്ള ഉത്തരക്കേടലാസ്തീൽ രേഖപ്പെടുത്തുക. ഈ ചോദ്യാവലി ഗവേഷണാർത്ഥം ഉപയോഗിക്കുവാൻ ഉള്ളതാണെന്ന് അറിയിക്കുന്നു.

1. വിദേശാധിപത്യത്തിന്റെ തുടക്കമായി കേരളത്തിൽ രേഖപ്പെടുത്തിയ ചരിത്ര പ്രസിദ്ധമായ സ്ഥലം എത്രാണ്?
  - a. മാഹി
  - b. കാപ്പാട്
  - c. പൊന്നാനി
  - d. ഏറനാട്
2. ‘നിങ്ങൾ എനിക്ക് രക്തം തയ്യാറാക്കണമെന്നും സ്വാതന്ത്ര്യം തരാം’ എന്ന് പ്രവൃഥിച്ച സ്വാതന്ത്ര്യസമരസേനനാനി ആരു്?
  - a. ഭഗത് സിംഗ്
  - b. ചന്ദ്രശേഖരൻ ആസാദ്
  - c. സുവർണ്ണൻ
  - d. സുഭാഷ് ചന്ദ്ര ബോസ്
3. ജനാധിപത്യം എന്ന വാക്കിന്റെ ശരിയായ അർത്ഥം എന്തു്?
  - a. ജനങ്ങൾ തിരഞ്ഞെടുക്കുന്ന ജനപ്രതിനിധികളിലൂടെ ഭരണം നടത്തുക
  - b. ഭരണകർത്താക്കളുടെ ഇംഗ്രീതത്തിനനുസരിച്ച് ഭരണം നടത്തുക
  - c. ജനങ്ങളുടെ അഭിപ്രായത്തിന് പ്രാധാന്യം നൽകാതെ ഭരിക്കുക
  - d. ചിലപ്പോൾ മാത്രം ജനങ്ങളുടെ അഭിപ്രായത്തിന് പരിഗണന കൊടുക്കുക
4. ലോകത്തിൽ നവോത്ഥാനം ഉടലെടുത്തു എന്ന് പറയപ്പെടുന്ന രാജ്യം എത്രാണ്?
  - a. ജർമ്മനി
  - b. ബ്രിട്ടൻ
  - c. ഇറ്റലി
  - d. അമേരിക്ക

5. ആർട്ടിക്കൾ 21 A വിഭാവനം ചെയ്യുന്നത് താഴെ തന്നിട്ടുള്ളതിൽ എന്താണ്?

- അല്പ ജോലികൾ അല്പ വേതനം
- നിർബന്ധിത വിദ്യാഭ്യാസം
- മതസ്യാത്മക്യം
- അവസര സമയം

6. നൈംഭൂത കട്ടികൾക്ക് പതിക്കാൻ സഹകര്യം നൽകിയില്ലെങ്കിൽ കാണായ പാഠങ്ങളും മുടിപ്പും കുറപ്പിക്കുന്നത് എന്ന് ആഹ്വാനം ചെയ്യുന്നതിൽ നിന്നും നായകൻ ആരു്?

- അയുക്കാളി
- വൈക്കുസ്യാമികൾ
- ശ്രീനാരായണ മുരുകൻ
- ചടനിസ്യാമികൾ

7. ശ്രീഖൃഷ്ണന് അന്താനോദയം ലഭിച്ച സമലം താഴെപ്പറയുന്നവയിൽ എന്താണ്?

- വൈശാലി
- ബോധഗയ
- പാവപ്പുരി
- സാരനാഡ്

8. ഗുഡ്വീഷകാർ ഇന്ത്യയിലെ ഗോത്ര ജനതയെ ഏതെല്ലാം രീതിയിൽ ചൂഷണം ചെയ്തു എന്ന് തിരിച്ചറിയുക?

- ഇന്ത്യയുടെ വന സമ്പത്ത് കൊള്ളുകയിട്ടുണ്ട്
- ഗുഡ്വീഷ് അന്തക്കുല വന നിയമങ്ങൾ കൊണ്ടുവന്നു
- ഗോത്ര ജനതയുടെ ആവാസവ്യവസ്ഥ തകർത്തു
- ഇവയെല്ലാം

9. ഇന്ത്യയിലെ ഏറ്റവും ഫലപ്രശ്നമായ മണ്ണ് താഴെപ്പറയുന്നവയിൽ എന്താണ്?

- എക്കൽ മണ്ണ്
- ലാറ്ററോറ്റ് മണ്ണ്
- ചെമമണ്ണ്
- പർവ്വത മണ്ണ്

10. താഴെ തന്നിട്ടുള്ള ഏത് സംസ്കാരവുമായാണ് ഹാരപ്പൻ സംസ്കാരത്തിന് ഏറ്റവും ക്രിയൽ വ്യാപാരബന്ധം ഉണ്ടായിരുന്നത്?

- ചെന്നിസ് സംസ്കാരം
- ഇന്ത്യൻ സംസ്കാരം
- മെസപ്പോട്ടോമിയൻ സംസ്കാരം
- ഇൻക സംസ്കാരം

11. വൈക്കം സത്യാഗ്രഹവുമായി നേരിട്ട് ബന്ധമില്ലാത്ത പ്രസ്താവന താഴെ തന്നിട്ടുള്ളതിൽ നിന്ന് തിരിച്ചറിയുക?

- സമരവുമായി ബന്ധപ്പെട്ട് ശാസ്ത്രിയാജി കേരളം സന്ദർശിച്ചു

b. വൈകം ക്ഷേത്രത്തിന് ചുറ്റുള്ള റോഡുകളിലൂടെ അവർണ്ണൻക്ക് സ്വീകാര്യം അനുമതി ഇല്ലായിരുന്നു.

c. സമരത്തോടനുബന്ധിച്ച് വൈക്കത്ത് നിന്നും കോഴിക്കോട്ടുക്ക് നടന്ന സവർണ്ണ ജാമ.

d. അയിത്തത്തിനെതിരെ ഇന്ത്യയിൽ നടന്ന ആദ്യത്തെ ശ്രദ്ധേയമായ സമരം

12. ചാര്യുള്ളമുരുരുൾ ഉപദേശകനായിരുന്ന മെഗസ്തനീസ് എത്ര രാജ്യത്തിന്റെ പ്രതിനിധി ആയിട്ടാണ് ഇന്ത്യയിലേക്ക് വന്നത്?

a. പേരിഷ്യു

b. ഗ്രീസ്

c. ചെചന്

d. ഇറാൻ

13. പ്രാചീന തമിഴക്കത്തിലെ കൃതിയായ പാണ്ടമിഴ് പാട്ടകളിൽ പരാമർശിക്കുന്ന ചക്ര കൂഷിക്ക് പ്രസിദ്ധമായ സ്ഥലം താഴെ തന്നിട്ടുള്ളതിൽ എത്രാണ്?

a. കുറിഞ്ഞി

b. മുരൈല്ല

c. പാലേല

d. മത്തം

14. പേരിഷ്യുക്കാരും ഇന്ത്യക്കാരും തമിലുള്ള ബന്ധത്തിൽ ഇന്ത്യയ്ക്ക് ലഭിച്ച പുതിയ ലിപി എത്രാണ്?

a. പൈരോഗ്യിപ്പിക്ക്

b. ബുഹി

c. കൃണിഹോം

d. വരോഷി

15. സാമൂഹികരണം എന്ന ആശയവുമായി ചേർന്ന് നിൽക്കുന്ന പ്രസ്താവന താഴെ തന്നിട്ടുള്ളതിൽ എത്രാണ്?

a. സമൂഹത്തിലെ എല്ലാവരും തുല്യർ

b. സമൂഹം വ്യക്തികൾക്ക് നൽകുന്ന അവകാശങ്ങൾ

c. വ്യക്തിയെ സമൂഹത്തിൽ ജീവിക്കാൻ പ്രാപ്തമാക്കുന്ന പ്രക്രിയ

d. സമൂഹത്തോട് ജനങ്ങൾ ചെയ്യേണ്ട കടമകൾ

16. നമ്മുടെ ഭരണാധികാരം വിഭാവനം ചെയ്യുന്ന ആർട്ടിക്കിൾ 14 ഉറപ്പ് തങ്ങന്നു മുണ്ടിക്കൊണ്ട് എത്രാണ്?

a. മതസ്വാതന്ത്ര്യം

b. അവസര സമത്വം

c. ജീവിക്കാനുള്ള അവകാശം

d. വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം

17. പോർച്ചുഗലിൽ നിന്നും ഇന്ത്യയിലേക്ക് വന്ന കാർഷികവിളകളിൽ പെടാത്തത് എത്ര?

a. പൈനാപ്പിൾ

b. പപ്പായ

c. ആപ്പിൾ

d. പേരക്ക

18. നവോത്തമാനകാലത്തെ ശാസ്ത്ര വളർച്ചയെ സംബന്ധിച്ച് കോപ്പർനിക്കസിന്റെ സംഭാവന എന്താണ്?

a. സൗരയുമ സിഖാന്തം ആവിഷ്ടരിച്ച

b. ടെലസ്കോപ്പ് കണ്ടുപിടിച്ച

c. അച്ചടിയത്രം കണ്ടുപിടിച്ച

d. ഭൂമ കേന്ദ്ര സിഖാന്തം ആവിഷ്ടരിച്ച

19. ഗാന്ധിജി ‘കൈസർ ഈന് ‘പദവിയു’ ടാഗോർ ‘സർ’ പദവിയും ഉപേക്ഷിക്കാൻ കാരണമായ ചരിത്ര സംഭവം താഴെ തന്നിട്ടുള്ളവയിൽ എത്രതാണ്?

a. വിലാഹത്ത് സമരം

b. കപിറ്റ് ഇന്ത്യ സമരം

c. ജാലിയൻവാലാബാഗ് കൂട്ടക്കാല

d. ചൗരി ചൗരാ സംഭവം

20. മനഷ്യനം മറ്റ് ജീവജാലങ്ങളും ഭൂമിയിൽ നിലനിൽക്കുന്നതിന് ആവശ്യമായ അടിസ്ഥാന അടക്കങ്ങൾ എത്രതാക്കേയാണ്?

a. കാർബൺ ഡയോക്സൈഡ്, ജലം, ധാരാളവനങ്ങൾ

b. കാർബൺ ഡയോക്സൈഡ്, ജലം, ഓക്സിജൻ

c. ഓക്സിജൻ, വായു, ജലം

d. ജലം, ധാരാളവനങ്ങൾ, ഓക്സിജൻ

21. ലോകത്തിലെ ഏറ്റവും പഴക്കമുള്ള ഭ്രേഹം ഏത് സംസ്കാരവുമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ്?

a. ഹാരപ്പൻ സംസ്കാരം

b. മെസപ്പോട്ടോമിയൻ സംസ്കാരം

c. ഇന്ത്യൻപ്പഴ്യൻ സംസ്കാരം

d. ചെചനീസ് സംസ്കാരം

22. ഭൂമോപതി തലത്തിലെ എല്ലാ പ്രദേശങ്ങളെല്ലാം ചിത്രീകരിക്കാൻ താഴെ തന്നിട്ടുള്ളതിൽ എത്രതാണ് ഉപയോഗിക്കുന്നത്?

a. അറ്റ് ലസ്

b. ഫ്രോണ്ട്

c. മാപ്പ്

d. ഫ്ലാൻ

23. ‘സ്വാത്രത്വം എൻ്റെ ജീവനകാശമാണ്’ എന്ന് അത് നേടുക തന്നെ ചെയ്യും ‘എന്ന് പറഞ്ഞ സ്വാത്രത്വം സമര സേനാനി താഴെ തന്നിട്ടുള്ളവയിൽ ആരാണ്?

a. ഭഗത് സിംഗ്

b. സുഭാഷ് ചന്ദ്ര ബോസ്

c. ചന്ദ്രഗഭുവൻ ആസാദ്

d. ബാലഗംഗാധര തിലകൻ

24. താഴെ തന്നതിൽ നിന്ന് തെറ്റായ ജോഡി കണ്ടെത്തുക?

- a. രാമകൃഷ്ണ മിഷൻ -ജോതിരാവുഹുലെ
- b. രാജാറാം മോഹൻ റോയ് -ബുഹമസമാജം
- c. ആരു സമാജം- സ്വാമി ദയാനന്ദ സരസ്വതി
- d. ആരു മഹിളാ സഭ - പണ്ണിത രമാ ഭായ്

25. ഇന്ത്യയിലേക്ക് വന്ന വിദേശ ശക്തികളെ ആരോഹണക്രമത്തിൽ എഴുതുക?

- a. പോർച്ചുഗീസുകാർ, പ്രബുകാർ, ഇംഗ്ലീഷുകാർ, ഡച്ച് കാർ
- b. പോർച്ചുഗീസുകാർ, ഡച്ച് കാർ, പ്രബുകൾ, ഇംഗ്ലീഷുകാർ
- c. ഡച്ച് കാർ, പ്രബുകൾ, പോർച്ചുഗീസുകാർ, ഇംഗ്ലീഷുകാർ
- d. ഇംഗ്ലീഷുകാർ, ഡച്ച് കാർ, പോർച്ചുഗീസുകാർ, പ്രബുകാർ

26. നവോത്ഥാനത്തിന്റെ പിതാവ് എന്നറിയപ്പെട്ടുന്ന പൊതുക്ക് ‘രചിച്ച പുസ്തകം താഴെ തന്നിട്ടുള്ളതിൽ എത്താണെന്ന് കണ്ടെത്തുക?

- a. ദി കാമറൻ കമ്പകൾ
- b. ഡിവേവൻ കോമഡി
- c. സീത്രക്കം
- d. ഇൻ പ്രൈസ് ഓഫ് ഫോളി

27. ഉത്തര പർവ്വത മേഖലയുടെ പ്രാധാന്യം താഴെ തന്നിട്ടുള്ളതിൽ നിന്നും കണ്ടെത്തുക?

- a. ഇന്ത്യയുടെ പ്രകൃതിദത്തമായ കോട്ട എന്ന് അറിയപ്പെട്ടുന്ന
- b. ഇന്ത്യൻ കാലാവസ്ഥയെ സ്വാധീനിക്കുന്ന
- c. മൺസൂൺ കാറ്റുകളെ തടയ്ക്കുന്നത് ഉത്തരേന്ത്യിലുടനീളും മഴ പെയ്യിക്കുന്ന
- d. ഇവയെല്ലാം

28. ചന്ദ്രൻ എന്ന സമലം എത്ത് കാർഷിക വിളക്കാണ് പ്രസിദ്ധമായിട്ടുള്ളത്?

- a. കരിവ്
- b. നീലം
- c. തെല്ല്
- d. പത്തതി

29. ഹോർത്തുസ് മലബാറിക്കണ്ണ് എന്ന ഗ്രന്ഥത്തിന്റെ ഉള്ളടക്കം എന്താണ്?

- a. മലബാറിലെ ഒപ്പധനസ്വാജൻ
- b. ഡാച്ചുകാരുടെ ചരിത്രം
- c. കൂളിച്ചറു യുദ്ധം
- d. മലബാറിന്റെ ചരിത്രം

30. താഴെ തന്നിട്ടുള്ളതിൽ രാജാറാം മോഹൻ റോയിയുമായി ബന്ധമില്ലാത്ത വസ്തു എന്താണെന്ന് കണ്ടെത്തുക?

- a. വേദങ്ങളിലേക്ക് മടങ്ങുക
- b. സതി നിരോധന
- c. മേൽ മുണ്ട് നിരോധന
- d. ബുഹമസമാജം

31. താഴെ തന്നിട്ടുള്ള ഏതൊക്കെ സംസ്ഥാനങ്ങളിലായാണ് ഉപദ്രീപിയൻ പീഠത്രം ഉൾക്കൊണ്ടിട്ടുള്ളത്?

- ജാർവ്വണ്ണ്,ആസാം,ജമു കാഗ്രീർ, ഓസ
- അതണാചൽ പ്രദേശ്, കേരളം,തമിഴ്നാട്,മേഖലാലയ
- ജാർവ്വണ്ണ്,ചരത്തീസ്ശവ്, ഓസ,തമിഴ്നാട്
- പശ്ചിമ ബംഗാൾ,മജറാത്ത് മധ്യപ്രദേശ്,നാഗാലാൻഡ്

32. കേരളത്തിലെ പ്രധാനപ്പെട്ട നവോത്ഥാന നായകരായിടും അവരുമായി ബന്ധപ്പെട്ട സംഘടനകളിൽ താഴെ കൊടുക്കുന്ന ഇവയിൽ തെറ്റായ ജോഡി കണ്ടെത്തുക?

- ശ്രീനാരായണമഹത് -എസ്പ്രൈസ്യിപി
- അയുക്കാളി- സാധുജന പരിപാലനസംഘം
- വൈക്കണ്ണസ്വാമികൾ- സമത്വ സമാജം
- പൊയ്യയിൽ ദേശപ്രസാദൻ -ആനന്ദ മഹാസഭ

33. സാമി വിവേകാനന്ദൻ കേരളത്തെ ഭ്രാന്താലയം എന്ന് വിളിക്കാൻ കാരണം താഴെപ്പറയുന്നവയിൽ നിന്നും കണ്ടെത്തുക?

- ജാതി വിവേചനം
- തൊട്ടു തിടായു
- ഗൈഗവ വിവാഹം
- ഇവയെല്ലാം

34. ഹിമാലയൻ പർവ്വതനിരകളിൽ കൂഷി ചെയ്യുന്ന പ്രധാനപ്പെട്ട കാർഷിക വിളകൾ എത്തെല്ലാമാണെന്ന് തിരിച്ചറിയുക?

- ഓറബ്യ്, ആപ്പിൾ, ക്കാമം, ഉത്തളക്കിഴങ്ങ്
- ഉത്തളക്കിഴങ്ങ്, പുകയില, തക്കാളി, നെല്ല്
- ചോളം, നെല്ല്, പത്താം, ക്കാമം
- ബാർലി, ശോതുവ്, നെല്ല്, കരിന്ത്

35. വിദ്യാഭ്യാസത്തിൽ സാമൂഹികരണം കൊണ്ട് അർത്ഥമാക്കുന്നത് എന്നാണ്?

- സാമൂഹിക ചുറ്റപാടുകളുമായി ചേർന്ന് ജീവിക്കാൻ കൂട്ടിക്കൊള്ളുന്ന പ്രാപ്തമാക്കൽ
- സാമൂഹ്യ നിയമങ്ങൾ പാലിക്കൽ
- കൂട്ടികളിൽ സ്വന്നമായ കാഴ്ചപ്പാടുകൾ വളർത്തിയെടുക്കൽ
- മുതിർന്നവരെ ബഹുമാനിക്കൽ

36. താഴെ തന്നിട്ടുള്ളതിൽ മുലിക അവകാശങ്ങളിൽ ഉൾപ്പെടാത്തത് കണ്ടെത്തുക?

- സമത്വത്തിനുള്ള അവകാശം
- തുല്യ ജോലികൾ തുല്യ വേതനം
- സ്വാതന്ത്ര്യത്തിനുള്ള അവകാശം
- വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം

37. സമത്വ സമാജം എന്ന സംഘടന കേരളത്തിലെ ഏത് നവോത്ഥാന നായകനമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ്?

- ശ്രീനാരായണമഹത്

- b. പൊയ്യിൽ യോഹനാൻ
- c. വൈക്സുസ്യാമികൾ
- d. വകം അബ്ദത്ത് വാദർ മഹലവി

38. ഒരു രാജ്യം ഭക്ഷ്യ സ്വയംപര്യാപ്ത കൈവരിച്ച് എന്ന് പറയുന്നതിനുള്ള മാനദണ്ഡം എന്നാണ്?

- a. എല്ലാവർക്കും നല്ല ഭക്ഷണം നൽകൽ
- b. മറ്റ് രാജ്യങ്ങളിൽ നിന്നും ഭക്ഷണസാധനങ്ങൾ ധാരാളം ഇറക്കുമതി ചെയ്യാനുള്ള സാമ്പത്തികഗേൾച്ചി നേടൽ
- c. ഭക്ഷണസാധനങ്ങൾ വളരെ കുറഞ്ഞ വിലയ്ക്ക് ജനങ്ങളിൽ എത്തിക്കൽ
- d. ഒരു രാജ്യത്തിന് ആവശ്യമായ ഭക്ഷ്യവസ്തുക്കൾ ആ രാജ്യത്ത് തന്നെ ഉത്പാദിപ്പിക്കൽ

39. മഹത്തായ രണ്ട് വ്യവസ്ഥകളായ പൈഹനവതയുടെയും ഇസ്ലാമികതയുടെയും ത്രിച്ചേരലാണ് നമ്മുടെ രാജ്യത്തിന്റെ ഏക പ്രതീക്ഷ. വിശ്വ സഹോദരത്തിന് പ്രാധാന്യം നൽകിക്കൊണ്ടുള്ള മുകളിൽ പറഞ്ഞ വചനം ഇന്ത്യയിലെ ഏത് നവോത്ഥാന നായകനമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ്?

- a. രാജാറാം മോഹൻ രോയ്
- b. സാമി വിവേകാനന്ദൻ
- c. സ്വാമി ദയാനന്ദ സരസ്വതി
- d. സർ സൗതിൽ അഹമ്മദ് വാൻ

40. മധ്യ പ്രദേശിലെ' ഭിംബേടക' 'എന സമലം ഇന്ത്യയിലെ ഏത് ശിലായുഗവുമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ്?

- a. മധ്യ ശിലായുഗം
- b. പ്രാചീന ശിലായുഗം
- c. നവീന ശിലായുഗം
- d. കൽക്കോലിത്തിക് യുഗം

41. മഹാനായ അലക്കാംഡർ ചക്രവർത്തി ഏത് രാജ്യത്തെ പ്രസ്തുതായ ഭരണാധികാരിയായിരുന്നു?

- a. ഗ്രീസ്
- b. പേരഷ്യ
- c. ഇറാവ്
- d. ഇറാൻ

42. താഴെ തന്നിട്ടുള്ളതിൽ ഹാരപ്പൻ സംസ്കാരവുമായി ബന്ധമില്ലാത്ത സമലം ഏതാണ്?

- a. ലോതതൽ
- b. യോളവിര
- c. ബേഗർ
- d. മോഹൻജോദാരോ

43. മല്ല് സംരക്ഷണത്തെ ദോഷകരമായി ബാധിക്കുന്ന മനഷ്യൻ്റെ പ്രവർത്തനങ്ങളിൽ ഉൾപ്പെട്ടാത്ത വസ്തു കണ്ണെത്തുക?

a. വയലുകൾ മണ്ണിട്ട് നികത്തുന്ന  
b. നദികളിൽ നിന്നും മണൽവാരൽ  
c. കനിഡികൾ  
d. തട്ടടക്കായള്ള കുശി

44. താഴെപ്പറയുന്ന എത്ര അവസ്ഥയിലാണ് ജലം യുവപ്രദേശങ്ങളിലും ഉയരമുള്ള പർവ്വതമുകളിലും കാണപ്പെടുന്നത്?  
a. വരം  
b. പൂണ്ണ  
c. ദ്രാവകം  
d. വാതകം

45. ചെചനീസ് സംഖ്യാരിയായ ഫാഹിയാൻ താഴെ തന്നിട്ടുള്ളതിൽ എത്ര രാജവംശത്തിന്റെ സമയത്താണ് ഇന്ത്യയിൽ എത്തിച്ചേരുന്നത്?  
a. മഹര്യ രാജവംശം  
b. വർദ്ധമാന രാജവംശം  
c. മഹി രാജവംശം  
d. വർദ്ധമാന രാജവംശം

46. കർക്കരി ഇന്ത്യയിൽ, മാംഗനീസ്, ബോക്കബൈസ്റ്റ്, തുടങ്ങിയ ധാരാളിക്കേഷപങ്ചശില്ല് പ്രസിദ്ധമായ ഇന്ത്യയിലെ ഭ്രവിഭാഗം എത്രാണ് ?  
a. ഹിമാലയം  
b. ഉത്തര മഹാസമതലം  
c. തീരസമതലം  
d. ഉപദ്വീപിയൻ പീംഭ്രമി

47. താഴെ തന്നിട്ടുള്ളവരിൽ കേരളത്തിലെ ഉപ്പസത്യാഗ്രഹവുമായി ബന്ധമില്ലാത്ത വ്യക്തിയെ തിരിച്ചറിയുക?  
a. കെ കേളപ്പൻ  
b. എ കെ ഗോപാലൻ  
c. മുഹമ്മദ് അബ്ദുഹ്മാൻ സാഹിബ്  
d. മൊയ്യു മഹലവി

48. ലോകത്തിലെ പ്രധാനപ്പെട്ട സംസ്കാരങ്ങളും അവ വളർന്നവനു നദിതീരങ്ങളം താഴെ കൊടുക്കുന്നു. ഇവയിൽ നിന്ന് ശരിയായ ജോഡി കണ്ണെത്തി എഴുതുക?  
a. ഹാരപ്പൻ സംസ്കാരം - നെന്തൽ നദി  
b. ഇന്ത്യൻ പശ്ചാത്യൻ സംസ്കാരം - സിന്ധു നദി  
c. മെസപ്പൊട്ടോമിയൻ സംസ്കാരം - യൂഫ്രേറ്റീസ് ടെന്ത്രീസ്  
d. ചെചനീസ് സംസ്കാരം - മത്ത നദി

49. ഇന്ത്യൻ ഗവൺമെന്റിന്റെ കാര്യനിർവ്വഹണ വിഭാഗത്തിൽ ഉൾപ്പെടുത്തത് താഴെ തന്നിട്ടുള്ളവരിൽ ആരാണ്?  
a. ഗവർണ്ണർ

- b. രാഷ്ട്രപതി
- c. പ്രധാനമന്ത്രി
- d. ഉപരാഷ്ട്രപതി

50. അന്ത്യോദയ അന ഫോജന എന്നത് എത്രമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ് ?

- a. സ്വയംതൊഴിൽ പരിശീലന പരിപാടി
- b. ഭാരിത്രേവയ്ക്ക് താഴെയുള്ള ഏറ്റവും പാവപ്പെട്ടവർക്ക് പൊതുവിതരണ സ്വന്തായം വഴി വളരെ കുറഞ്ഞ വിലയിൽ പോഷകാഹാരമുള്ള ഭക്ഷ്യസാധനങ്ങൾ വിതരണം ചെയ്യൽ
- c. 100 ദിവസത്തെ തൊഴിൽ ഉറപ്പാക്കുന്ന പദ്ധതി
- d. അംഗണവാടികൾ വഴി പോഷകാഹാരമുള്ള ഭക്ഷണം വിതരണം ചെയ്യുന്ന പദ്ധതി

51. താഴെ തന്നിട്ടുള്ളവയിൽ ദ്വിതീയ മേഖലയിൽ ഉൾപ്പെട്ടാത്തത് എത്രാണെന്ന് കണക്കുക?

- a. വ്യവസായം
- b. വൈദ്യത്തി ഉല്പാദനം
- c. ഗതാഗതം
- d. കെട്ടിട നിർമ്മാണം

52. സമാജം എന്നതുകൊണ്ട് അർത്ഥമാക്കുന്നത് എന്താണ്?

- a. പലതരം സമൂഹങ്ങൾ തുടി ചേർന്നത്
- b. സമപ്രായക്കാരുടെ തുട്ടം
- c. ഒരു നിശ്ചിത പ്രദേശത്ത് ഒന്നാണെന്ന വികാരനേതാദ ജീവിക്കുന്നവർ
- d. പ്രത്യേക ലക്ഷ്യം നിരവേറ്റാൻ ശ്രമിക്കുന്ന വ്യക്തികളുടെ ഒരു തുട്ടം

53. താഴെ തന്നതിൽ രാഷ്ട്രപതിയുടെ അധികാരപരിധിയിൽ പെടാത്തത് എത്രാണെന്ന് തിരിച്ചറിയുക?

- a. പ്രധാനമന്ത്രിയെയും മറ്റു മന്ത്രിമാരെയും നിയമിക്കൽ
- b. സുപ്രീംകോടതിയിലെയും ഹൈകോടതിയിലെയും ചീഫ് ജസ്റ്റിസുമാരെയും ജസ്റ്റിസുമാരെയും നിയമിക്കൽ
- c. രാജ്യസഭാ സമേഖനങ്ങളിൽ അധ്യക്ഷത വഹിക്കൽ
- d. ആവശ്യം വന്നാൽ രാജ്യത്ത് അടിയന്തരാവസ്ഥ പ്രവൃംപിക്കൽ

54. എത്തെങ്കിലും ഒരു വ്യക്തി ഒരു പൊതു നിയമം ലംഘിക്കുന്നത് നിങ്ങൾ കാണാനിടയായി. ഈ അവസരത്തിൽ താഴെ പറയുന്ന എത്ര മാർഗ്ഗം നിങ്ങൾ സ്വീകരിക്കും?

- a. അദ്ദേഹത്തെ ചോദ്യം ചെയ്യും
- b. അദ്ദേഹത്തെ ഒഴിവാക്കി എരുപ്പ് കാര്യത്തിൽ എർപ്പെട്ടും
- c. അദ്ദേഹം ചെയ്യുന്നത് കണ്ടില്ലെന്ന് നടക്കും
- d. നിയമത്തിനു മുൻപിൽ എല്ലാവരും സമന്വാരാണെന്ന് അദ്ദേഹത്തെ ബോധ്യപ്പെടുത്തും

55. ഉത്തര മഹാസമതലം ഉൾക്കൊള്ളുന്ന ഇന്ത്യൻ സംസ്ഥാനങ്ങൾ താഴെ തന്നിട്ടുള്ളവയിൽ എത്രാണെന്ന് കണക്കുക?

- a. ഹരിയാന, ഗുജറാത്ത്, ആസാം, മേരാലാലയ
- b. പഞ്ചാബ്, നാഗാലാംബ, ത്രിപുര, ഓറീസ
- c. ഉത്തർപ്രദേശ് ഹിമാചൽ പ്രദേശ്, മഹാരാഷ്ട്ര, ബിഹാർ

d. ഹരിയാന, പഞ്ചാബ്, ഉത്തർ പ്രദേശ്, പശ്ചിമഖാൻഗാർ

56. മലബാറിൽ പോർച്ചുഗീസുകാർക്കെതിരെ പട നയിച്ച സാമൂതിരിയുടെ നാവിക തലവൻ ആരായിരുന്നു?

- ഇട്ടി അച്ചുതൻ
- കണ്ണാലിമരക്കാർ
- പഴ്ഫൂറാജ്
- വേലുത്തമ്പി ഭളവ്

57. ഭ്രാഹ്മണ അടിസ്ഥാന ഘടകങ്ങൾ താഴെ തന്നിട്ടുള്ളവയിൽ എത്രാണെന്ന് തിരിച്ചറിയുക?

- തലക്കട്ട്
- തോത്
- അംഗീകൃത നിരങ്ങളും ചിഹ്നങ്ങളും
- ഇവയെല്ലാം

58. ഇന്ത്യൻ ജനാധിപത്യ വ്യവസ്ഥയിൽ പരമോന്നത സ്ഥാനം വഹിക്കുന്ന അധികാര കേന്ദ്രം താഴെ തന്നിട്ടുള്ള വയിൽ എത്രാണ്?

- ഹൈക്കോടതി
- പാർലമെന്റ്
- സുപ്രീംകോടതി
- സെക്രട്ടറിയേറ്റർ

59. നവീന ശിലായുഗവുമായി ബന്ധപ്പെട്ട പ്രശ്നമായ കേരളത്തിലെ എടക്കൽ ഇന്ത്യയുടെ വസ്തുതകളിൽ ഉൾപ്പെട്ടാത്തത് എന്ത്?

- വയനാട്ടിലെ അസു ക്ഷതിമലയിൽ സ്ഥിതി ചെയ്യുന്ന
- മനഷ്യത്തെ ചിത്രങ്ങളാണ് കൂടുതലായി ഇവിടെ കാണപ്പെടുന്നത്
- ഇന്ത്യയിലെ അപൂർവ്വ ചിത്രങ്ങൾ ലോകത്തിനു മുന്നിൽ പരിചയപ്പെടുത്തിയത് പ്രധാനമാണ്
- കല്ലുകൊണ്ട് നിർമ്മിച്ച അനേകം വാസസ്ഥലങ്ങൾ എടക്കൽ ഇന്ത്യയ്ക്ക് ചുറ്റം കാണാം

60. ഭൂമിയിലെ ജലവുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകളിൽ ഉൾപ്പെട്ടാത്ത വസ്തു കണ്ണെത്തുക?

- ഭൂമിയിൽ എല്ലായിടത്തും ജലം കാണാം
- ഭൂമിയിൽ മുന്നു ശതമാനം മാത്രമാണ് ശുദ്ധജലം
- മനഷ്യന് ഉപയോഗിക്കാൻ കഴിയുന്ന ജലം ഒരു ശതമാനം മാത്രമാണ്
- യുവ പ്രദേശങ്ങളിലും പർവ്വത പ്രദേശങ്ങളിലുമാണ് ഏറ്റവും കൂടുതൽ ശുദ്ധജലം കാണപ്പെടുന്നത്

61. മെസപ്പോട്ടോമീയൻ ചരിത്രരേഖകളിൽ കാണാന 'മെല്പൂര്' എന്ന പരാമർശം താഴെ തന്നിട്ടുള്ള എത്ര സ്ഥലവുമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ്?

- ലോത്തൽ
- ബൻവാലി
- ധോജവീര

d. ഹാരപ്പ

62. ഇന്ത്യയുടെ ഓന്നാം സ്വാത്രന്ത്ര്യ സമരം പൊട്ടി പുറപ്പെട്ട സമലം താഴെ തന്നിട്ടുള്ളതിൽ എത്രാണ്?

- a. ത്യാർഷി
- b. സത്താറ
- c. മീറ്റ്
- d. കാൺപുർ

63. താഴെ തന്നിട്ടുള്ളവയിൽനിന്ന് രാജ്യസഭയുമായി ബന്ധമില്ലാത്ത വസ്തു കണ്ണടത്തുക?

- a. തിരഞ്ഞെടുപ്പുട് 238 അംഗങ്ങൾ രാജ്യസഭയിൽ ഉണ്ട്
- b. കലാ, സാംസ്കാരികം തുടങ്ങിയ മേഖലകളിൽ നിന്ന് 14 പേരെ രാഷ്ട്രപതി രാജ്യസഭയിലേക്ക് നാമനിർദ്ദേശം ചെയ്യുന്നു
- c. രാജ്യസഭാ ഒരു സ്ഥിരം സഭയാണ്
- d. ജനങ്ങളുടെ സഭ എന്നം രാജ്യസഭാ അറിയപ്പെടുന്നു

64. ‘നിയമത്തിനു മുൻപിൽ എല്ലാവക്കും സമർപ്പിക്കാം’ ഇതിന്റെ അർത്ഥം വരുന്ന ശരിയായ പ്രസ്താവന കണ്ണടത്തുക?

- a. നിയമത്തിൽ എറക്കുന്ന തുല്യത വേണം
- b. നിയമത്തിൽ സ്കീ പുതം വ്യത്യാസം ഉണ്ട്
- c. എല്ലാവക്കും നിയമത്തിനു വിധേയരാണ്
- d. നിയമത്തിനുനിൽ വ്യക്തി വ്യത്യാസമുണ്ട്

65. ഭക്ഷ്യ സുരക്ഷ എന്ന ആശയത്തെ ഉൾക്കൊള്ളുന്ന പ്രസ്താവന താഴെ തന്നിട്ടുള്ളതിൽ എത്രാണെന്നുന്ന് തിരിച്ചറിയുക?

- a. എല്ലാവർക്കും ഭക്ഷണം
- b. എല്ലാ ജനങ്ങൾക്കും ആരോഗ്യവും പോഷകവുമുള്ള ഭക്ഷണം നൽകാൻ
- c. ശക്തമായ പൊതുവിതരണ സന്തുഭായം
- d. ഭക്ഷണത്തിനു മറ്റ് രാജ്യങ്ങളും ആശ്രയിക്കാത്ത അവസ്ഥ

66. പ്രാചീന തമിഴക്കത്തിലെ ‘കരിഞ്ഞി’ എന്ന പ്രദേശം താഴെ തന്നിട്ടുള്ളതിൽ എത്രിനാണ് പ്രസ്തു മായിട്ടുള്ളത്?

- a. വാനിജ്യം
- b. മത്സ്യബന്ധനം
- c. കൂഷി
- d. കനകാലി വളർത്തൽ

67. ബാഹ്യവും ആദ്യത്തരവുമായ കാര്യങ്ങളിൽ തീരുമാനമെടുക്കുന്നതിനു രാഷ്ട്രത്തിനുള്ള അധികാരം എന്നത് എത്ര ഭരണാധികാരം മുല്യമാണ്?

- a. മത്തേതരത്യം
- b. ജനാധിപത്യം
- c. സ്ഥിതി സമത്യം
- d. പരമാധികാരം

68. താഴെ തന്നിട്ടുള്ള ദേശീയ നേതാക്കളിൽ മിതാവാദികളുമായി ബന്ധമില്ലാത്തത് ആരാണ്?

- ദാദാഭായ് നവറോജി
- ബാലഗംഗാധര തിലകൻ
- ഗോപാലകൃഷ്ണ ഗോവലെ
- ഹിറോസ് ഷാ മെഹറത്ത

69. സംസ്ഥാന കാര്യനിർവ്വഹണ വിഭാഗത്തിന്റെ തലവൻ ആരാണ്?

- മുവ്യമന്ത്രി
- ഹൈക്കോടതി ചീഫ് ജസ്റ്റിസ്
- ഗവർണ്ണർ
- മന്ത്രിമാർ

70. കേരളത്തിലെ മറയുർ, ആദിച്ചന്മലുർ എന്നീ സ്ഥലങ്ങൾ താഴെ തന്നിട്ടുള്ളതിൽ ഏതുമായി ബന്ധപ്പെട്ടിട്ടുള്ളതാണ്?

- നവീന ശിലായുഗ കേന്ദ്രങ്ങൾ
- മധ്യ ശിലായുഗ കേന്ദ്രങ്ങൾ
- പ്രാചീന ശിലായുഗ കേന്ദ്രങ്ങൾ
- മഹാശിലായുഗ കേന്ദ്രങ്ങൾ

71. ഭരണാധികാരിയിലെ മഹികാവകാശം ലംഘിക്കപ്പെട്ടാൽ ഒരു വ്യക്തി സ്വീകരിക്കേണ്ട മാർഗ്ഗം എന്നാണ്?

- നിഷ്ടിയരായിരിക്കുക
- സ്വയം പരിത്പരിക്കുക
- കോടതിക്കെള്ള സമീപിക്കുക
- എത്ര മാർഗ്ഗവും സ്വീകരിക്കുക

72. സഖ്യ സെസന്യവ പ്രദേശത്തിന് ഇന്ത്യ ചരിത്രത്തിൽ ഉള്ള പ്രാധാന്യം എന്നാണ്?

- ഹാരപ്പൻ ജനത് വസിച്ചിരുന്ന സ്ഥലം
- ആരുമാർ ഇന്ത്യയിൽ താമസിച്ച സ്ഥലം
- ബുദ്ധൻ ജനിച്ച സ്ഥലം
- മഹരു സാമ്രാജ്യം നിലനിന്നിരുന്ന പ്രദേശം

73. ഉർ, ഉറുക്, ലഗാഷ് എന്നിവ ഏത് സംസ്കാരവുമായി ബന്ധപ്പെട്ട പ്രസിദ്ധ സ്ഥലങ്ങളാണ്?

- മെസപ്പോട്ടോമിയൻ സംസ്കാരം
- ഹാരപ്പൻ സംസ്കാരം
- ചെചനീസ് സംസ്കാരം
- ഇറജിപ്പ്‌ഷ്യൻ സംസ്കാരം

74. സമൂഹത്തിലെ സാമൂഹ്യ സാമ്പത്തിക രാഷ്ട്രീയ അസമത്വങ്ങൾ കാരിച്ച് സാമൂഹ്യനീതി ഉറപ്പാക്കുന്ന എന്ന അർത്ഥം വരുന്ന ഭരണാധികാരം മൂല്യമേത്?

- ജനാധിപത്യം
- സ്ഥിതി സമത്വം
- പരമാധികാരം

d. മത്തേരത്തും

75. താഴെ തന്നിട്ടുള്ളതിൽ രാജസ്ഥാൻ മത്തേരിയിൽ മാത്രം വളരുന്ന കാർഷികവിള എത്രാണ്?

- a. ശോതന്പും
- b. ബാർലി
- c. നെല്ല്
- d. ജോവർ

76. മഹലിക കർത്തവ്യങ്ങൾ എന്ന ഭരണാധികാരം മുല്യം കൊണ്ട് നിങ്ങൾ മനസ്സിലാക്കുന്നത് എന്നാണ്?

- a. ഓരോത്തത്തടെയും അവകാശങ്ങൾ ഉൾപ്പെടുത്തുന്നവ
- b. എല്ലാവർക്കും ബാധകമല്ല എന്ന് കരത്തുന്നവ
- c. നമ്മക്ക് ബാധകമല്ലെന്ന് കരത്തുന്നവ
- d. ഓരോ ഇന്ത്യൻ പാരമം ഉറപ്പായും നിറവേദനംവ

77. മഹലിക സമയത്തും മഹരൂഷായുടെ സമയത്തും ഇന്ത്യയ്ക്ക് എറ്റവും കൂടുതൽ കച്ചവടബന്ധം ഉണ്ടായിരുന്ന രാജ്യം താഴെ തന്നിട്ടുള്ളതിൽ എത്രാണ്?

- a. റോം
- b. ചെച്ച
- c. ജപ്പാൻ
- d. ഗ്രീസ്

78. താഴെ തന്നിട്ടുള്ളതിൽ കൂഷി ഉൾപ്പെടുത്തുന്ന സാമ്പത്തിക മേഖല എത്രാണ്?

- a. പ്രാമാണിക മേഖല
- b. ഭ്രിതീയ മേഖല
- c. തുതീയ മേഖല
- d. വ്യവസായ മേഖല

79. ഇന്ത്യയിലേക്ക് വന്നിട്ടുള്ള വിവിധ യൂറോപ്പുൻ്ന് രാജ്യങ്ങളുടെ വാണിജ്യ കേന്ദ്രങ്ങളുമായി ബന്ധപ്പെട്ട ഭ്രാന്തമാണ് താഴെ നൽകിയിരിക്കുന്നത്. ഭ്രാന്തത്തിൽ നിന്ന് ഗ്രീട്ടിംഗ് കാരണം വാണിജ്യ കേന്ദ്രം തിരിച്ചറിയുക?

- a. മാഹി
- b. പോണ്ടിച്ചേരി
- c. ശോവ
- d. സുറ്റ്



**APPENDIX II**  
**ACHIEVEMENT TEST IN SOCIAL SCIENCE, 2023**  
**FAROOK TRAINING COLLEGE**

**Sulfath.P**

M.Ed student

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**INSTRUCTIONS**

This is a test to know the level of your achievement in social science. The test includes 79 items. Each item has four options as A,B,C,D. Read carefully each question and mark your responses in the response sheet. This test will be used only for research purposes.

1. Which historical place in Kerala is recorded as the beginning of foreign domination?
  - A. Mahe
  - B. Kapad
  - C. Ponnani
  - D. Eranad
  
2. Who was the freedom fighter who declared ' give me blood and I promise you freedom'?
  - A. Bhagat Singh
  - B. Chandrasekhar Azad
  - C. Sukhdev
  - D. Subhash Chandra Bose
  
3. What is the correct meaning of the word 'democracy'?
  - A. governance through representatives elected by the people
  - B. governance as per the preferences of the rulers
  - C. governance without giving importance to the opinion of people
  - D. give consideration to people's opinions occasionally
  
4. The birth place of the Renaissance in the world?
  - A. Germany
  - B. Britain
  - C. Italy
  - D. America:
  
5. Article 21A envisages which of the following?
  - A. Equal pay for equal work
  - B. Compulsory education
  - C. Freedom of Religion

D. Equality of opportunity

6. "If you do not allow our children to study, we will not work in your field. Weeds will grow there instead of paddy." Which Renaissance is hero of Kerala said this?

- A. Ayyankali
- B. Vaikunthaswamy
- C. Sree Narayana Guru
- D. Chattambiswamy

7. Which of the following is the place where Lord Buddha attained enlightenment?

- A. Vaishali
- B. Bodhgaya
- C. Pavapuri
- D. Sarnath

8. Identify how did the British exploit the tribal people of India?

- A.. India's forest wealth was looted
- B. Pro-British forest laws were introduced
- C. The habitat of the tribal people was destroyed
- D. All the above

9. Which of the following is the most fertile soil in India?

- A. A.Alluvial Soil
- B. Laterite soil
- C. Red soil
- D. Mountain soil

10. Harappa culture had the most trade relations with which of the following cultures?

- A. Chinese culture
- B. Egyptian culture
- C. Mesopotamian culture
- D. Inca culture

11. Identify the statement which is **not** directly related to Vaikom Satyagraha?
  - A. Gandhi visited Kerala in connection with the strike
  - B. Avarnas were not allowed to travel around the roads of Vaikom temple.
  - C. Sawarna Jatha held from Vaikkom to Kozhikode in connection with the strike.
  - D. First notable strike against untouchability in India
12. Chandragupta Maurya's advisor Megasthenes came to India as a representative of which country?
  - A. Persia
  - B. Greece
  - C. China
  - D. Iran
13. Which of the following is a famous place for the cultivation of jackfruit mentioned in the ancient Tamil works 'Pazanthamiz songs'?
  - A. Kurinji
  - B. Mullai
  - C. Palai
  - D. Marutam
14. Which of the following is the new Indian script got in the relationship between Persians and Indians?
  - A. Hieroglyphics
  - B. Brahmi
  - C. Cuneiform
  - D. Kharosthi
15. Which of the following statements is consistent with the concept of socialization?
  - A. All are equal in society
  - B. Rights granted to individuals by society
  - C. The process of enabling the individual to live in society
  - D. Duties of people towards society
16. Which fundamental right is guaranteed by Article 14 of our Constitution?
  - A. Freedom of Religion
  - B. Equality of opportunity
  - C. Right to life
  - D. Right to Education

17. Which is not among the agricultural crops brought to India from Portugal?
  - A. Pineapple
  - B. Papaya
  - C. Apple
  - D. Guava
18. What is Copernicus' contribution to the development of science during the Renaissance?
  - A. Formulated the solar system theory
  - B. The invention of telescope.
  - C. The invention of printing press.
  - D. Formulated the geocentric theory.
19. Which of the following was the historical event that prompted Gandhi to leave the title 'Kaiser e Hind' and Tagore to 'Sir' title?
  - A. Khilafat movement
  - B. Quit India Movement
  - C. Jallianwala Bagh Massacre
  - D. Chauri Chaura incident
20. What are the basic elements necessary to exist on earth for human and other living beings?
  - A. Carbon dioxide, water and minerals
  - B. Carbon dioxide, water and oxygen
  - C. Oxygen, air and water
  - D. Water, minerals, oxygen
21. World's oldest map is associated with which of the following culture?
  - A. Harappan culture
  - B. Mesopotamian culture
  - C. Egyptian culture
  - D. Chinese culture
22. Which of the following is used to describe all regions of the Earth's surface?
  - A. Atlas
  - B. Globe
  - C. Map
  - D. plan
23. Who among the following is the freedom fighter who said "Freedom is my birthright and I shall have it"?
  - A. Bhagat Singh

- B. Subhash Chandra Bose
- C. Chandrasekhar Azad
- D. Balagangadhara Thilakan

24. Find the wrong pair from the following?

- A. Ramakrishna Mission -Jotirao Phule
- B. Rajaram Mohan Roy - Brahmo Samaj
- C. Arya Samaj -Swami Dayananda Saraswati
- D. Arya Mahila Sabha - Pandita Rama Bhai

25. Arrange the foreign powers which came to India in ascending order?

- A. Portuguese, French, English, and Dutch
- B. Portuguese, Dutch, French and English
- C. Dutch, French, Portuguese and English
- D. English, Dutch, Portuguese, French

26. Identity the book written by 'Petrarch', the father of renaissance?

- A. The Cameron Tales
- B. Divine Comedy
- C. Secretum
- D. In Price of Folly

27. Find out the importance of Northern mountain region from the following?

- A. Known as the 'natural fort of India'
- B. Influence Indian climate
- C. Protect North India from monsoon wind
- D. All the above

28. The place Champaran is famous for which agricultural crop?

- A. sugarcane
- B. Indigo
- C. rice
- D. cotton

29. What is the content of Hortus Malabaricus?

- A. Herbal plants of Malabar
- B. History of the Dutch
- C. Battle of Kulachal
- D. History of Malabar

30. Which of the following is not related to Rajaram Mohan Roy?

- A. Back to the Vedas

- B. Prohibition of Sati
- C. Prohibition of upper cloth
- D. Brahmo Samaj

31. Which of the following states includes in the 'peninsular plateau' of India?

- A. Jharkhand, Assam, Jammu and Kashmir, Orissa
- B. Arunachal Pradesh, Kerala, Tamil Nadu and Meghalaya
- C. Jharkhand, Chhattisgarh, Orissa and Tamil Nadu
- D. West Bengal, Gujarat Madhya Pradesh and Nagaland

32. Following are the important renaissance heroes of Kerala and the organisations associated with them. Identity the wrong pair?

- A. Sri Narayananaguru - SNDP
- B. Ayyankali Sadhujana Paripalana Sangham
- C. Vaikunda swami- Samatva Samaj
- D. Poikayil yohannan- Ananda Mahasabha

33. What is the reason for calling Kerala as 'Branthalaya' by Swami Vivekananda?

- A. Caste discrimination
- B. Untouchability
- C. Child marriage
- D. All the above

34. Identify the important agricultural crops grown in the Himalayan ranges?

- A. Orange, apple, saffron, potato
- B. Potatoes, tobacco, tomatoes, rice
- C. Maize, rice, cotton, saffron
- D. Barley, wheat, rice and sugarcane

35. What is meant by socialization in education?

- A. Enabling children to adapt in social environments
- B. Adherence to social rules
- C. Developing self-perspectives in children
- D. Respecting elders

36. Which of the following is **not** included in the fundamental rights?

- A. Right to equality
- B. Equal pay for equal work
- C. Right to freedom
- D. Right to Education

37. Samatva Samajam is associated with which Renaissance hero of Kerala?

- A. Sree NarayananagarU
- B. Poikayil yohannan
- C. Vaikuntha Swamy
- D. Vakkam Abdul Qader Maulavi

38. What is the criteria for achieving food self-sufficiency for a country?

- A. Providing better food to all
- B. Attaining the economic strength to import large amounts of food from other countries
- C. Provision of healthy food to people at very low cost
- D. Foodstuffs required for the country are produced in that country itself

39. “The only hope of our country is the union of the two great systems of Hinduism and Islam”. Who said this?

- A. Rajaram Mohan Roy
- B. Sami Vivekananda
- C. Swami Dayananda Saraswati
- D. Sir Syed Ahmed Khan

40. The place 'Bhimbetka' in Madhya Pradesh is associated with which Stone Age in India?

- A. Middle Stone Age
- B. Palaeolithic Age
- C. Neolithic Age
- D. Chalcolithic Age

41. Emperor Alexander the Great was a famous ruler of which country?

- A. Greece
- B. Persia
- C. Iraq
- D. Iran

42. Which of the following places is not associated with Harappan culture?

- A. Lothal
- B. Dholavira
- C. Bagor
- D. Mohenjodaro

43. Find out the human activity that adversely affects soil conservation?
  - A. Fields are filled with earth.
  - B. Sand removal from rivers
  - C. mounding
  - D. Terraced cultivation
44. Water is found in polar regions and high mountains in which of the following conditions?
  - A. Solid
  - B. Plasma
  - C. liquid
  - D. gas
45. Chinese traveler, Fahian reached in India during?
  - A. Mauryan dynasty
  - B. Vardhamana dynasty
  - C. Gupta dynasty
  - D. Vardhamana Dynasty.
46. Which region of India is famous for mineral deposits like coal, iron ore, manganese, bauxite etc.?
  - A. The Himalayas
  - B. Northern Great Plain
  - C. Coastal Plain
  - D. Peninsular plateau
47. Identity the person who is not associated with salt satyagraha in Kerala?
  - A. K. Kelappan
  - B. AK Gopalan
  - C. Muhammad Abdurrahiman Sahib
  - D. Moidu Maulavi
48. Following are the important civilizations of the world and the river banks where they originated. Find out the correct pair?
  - A. Harappan Civilization - Nile River
  - B. Egyptian Culture - Indus River
  - C. Mesopotamian Culture -Euphrates and Tigris
  - D. Chinese Culture - Yellow River
49. Identity the person who is not included in the executive members of India?
  - A. The Governor
  - B. The President

- C. The Prime Minister
- D. Vice President

50. Which of the following is related with the scheme ‘Antyodaya Anna Yojana’?

- A. Self-Employment Training Programme
- B. Distribution of nutritious food items to the people of below the poverty line through the public distribution system
- C. 100 days’ employment guarantee scheme
- D. Scheme to distribute nutritious food through Anganwadi

51. Which among the following is not included in the secondary economic sectors of India?

- A. Industry
- B. Power generation
- C. Transportation
- D. Building construction

52. What is meant by ‘Samajam’?

- A. composition of various societies
- B. Peer group
- C. Those who live with the feeling of ‘oneness’ in a certain area
- D. A group of individuals trying to accomplish a specific goal

53. Which of the following is not comes under the jurisdiction of the President?

- A. Appointment of Prime Minister and other Ministers
- B. Appointment of Chief Justices and justices of Supreme court and High Court
- C. Presided over Rajya Sabha meetings
- D. Declaration of emergency in the country if necessary

54. If you see a person violating a public law, what approach you will adopt from the following?

- A. He will be questioned
- B. Avoid him and get involved in my self-activities
- C. Never mind the person
- D. I will make him aware that everyone is equal to the law

55. The Northern Great Plain of the India encompasses which States?

- A. Haryana, Gujarat , Assam, Meghalaya
- B. Punjab, Nagaland, Tripura, Orissa
- C. Uttar Pradesh Himachal Pradesh, Maharashtra, Bihar
- D. Haryana, Punjab, Uttar Pradesh, West Bengal.

56. The famous naval chief who helped Zamorine against the Portuguese domination in Malabar?

- A. Itti Achyutan
- B. Kunjali Marakkar
- C. Pazhassiraja.
- D. Veluthampi Dalava

57. Identity the basic elements of a map?

- A. Title
- B. level
- C. Authorized colors and symbols
- D. All the above

58. Which of the following is the highest center of power in the Indian democratic system?

- A. The High Court
- B. The Indian Parliament
- C. The Supreme Court
- D. Secretariat

59. Which of the following is not related with, Edakkal cave in Wayanad which is related to Neo-lithic age?

- A. Located in Ambu Kuthimala in Wayanad
- B. Large amount of human pictures are found here.
- C. Fred Fawcett introduced the rare pictures in the cave to the world.
- D. Large numbers of stone-built dwellings can be found in and around the cave.

60. Identity the fact which is not related with the water on earth?

- A. Water is found everywhere on earth
- B. Humans uses only three percentages fresh water on earth
- C. Only one percent of water is usable to humans
- D. Most of the fresh water is found in polar regions and mountain regions

61. The reference 'Meluha' in Mesopotamian chronicles is associated with which of the following place?

- A. Lothal
- B. Banwali
- C. Dholaveera
- D. Harappa

62. The first war of Indian independence out broke in which of the following place ?

- A. Jhansi
- B. Satara
- C. Meerut
- D. Kanpur

63. Which of the following is not related with Rajyasabha?

- A. Rajya Sabha have 238 elected members
- B. The President nominated 14 people to Rajyasabha from various fields like art and culture.
- C. The Rajya Sabha is a permanent assembly
- D. Rajya Sabha is also known as 'People's House'

64. Find out the correct statement which is similar to 'All are equal before the law'?

- A. There should be more or less equality in the law
- B. There are gender differences in law
- C. All are subject to the law
- D. There are Individual differences before law.

65. Identify which of the following statements covers the concept of 'food safety'?

- A. Food to all
- B. Provision of healthy and nutritious food to all people
- C. Strong public distribution system
- D. Self sufficiency in food production.

66. The geographical area 'Kurinchi' in ancient Tamil was famous for which of the following?

- A. commerce
- B. fishing
- C. Agriculture
- D. Cattle rearing

67. The power of the nation to take decision on external and internal affairs is come under which of the constitutional value?

- A. Secularism
- B. Democracy
- C. Equality of Status
- D. Sovereignty

68. Who among the following national leaders is not associated with moderates?

- A. Dadabhai Navroji
- B. Balagangadhara Thilakan
- C. Gopalakrishna Gokhale
- D. Feroz Shah Mehta

69. Who is the head of state executive?

- A. Prime Minister
- B. Chief Justice of High Court
- C. Governor
- D. Ministers

70. Which of the following centers is associated with the places like Marayur and Adichanallur in Kerala

- A. Neolithic centers
- B. Mesolithic centers
- C. Paleolithic centers
- D. Mesolithic centers

71. What is the remedy for a person who violate fundamental rights in the Constitution?

- A. Be passive
- B. Pity yourself
- C. Approach the courts
- D. Take either way

72. What is the importance of Sapta Saindhava region in Indian history?

- A. The place where the Harappans lived
- B. the place where Aryans Lived in India
- C. The place where Buddha was born
- D. The area where the Mauryan Empire existed

73. Which famous places are associated with Ur, Uruk and Lagash?

- A. Mesopotamian culture
- B. Harappan culture
- C. Chinese culture
- D. Egyptian culture

74. Which constitutional value means that, reduce socio-economic and political inequalities in society and ensure social justice?

- A. Democracy

- B. Equality of status
- C. Sovereignty
- D. Secularism

75. Which of the following agricultural crops grows only in Rajasthan desert?

- A. Wheat
- B. Barley
- C. Rice
- D. Jowar

76. What do you meant by the fundamental duties of constitutional value?

- A. Inclusion of the rights of everyone
- B. Consideration of not applicable to all
- C. consideration of Which is not applicable to us
- D. Every Indian citizen must follow.

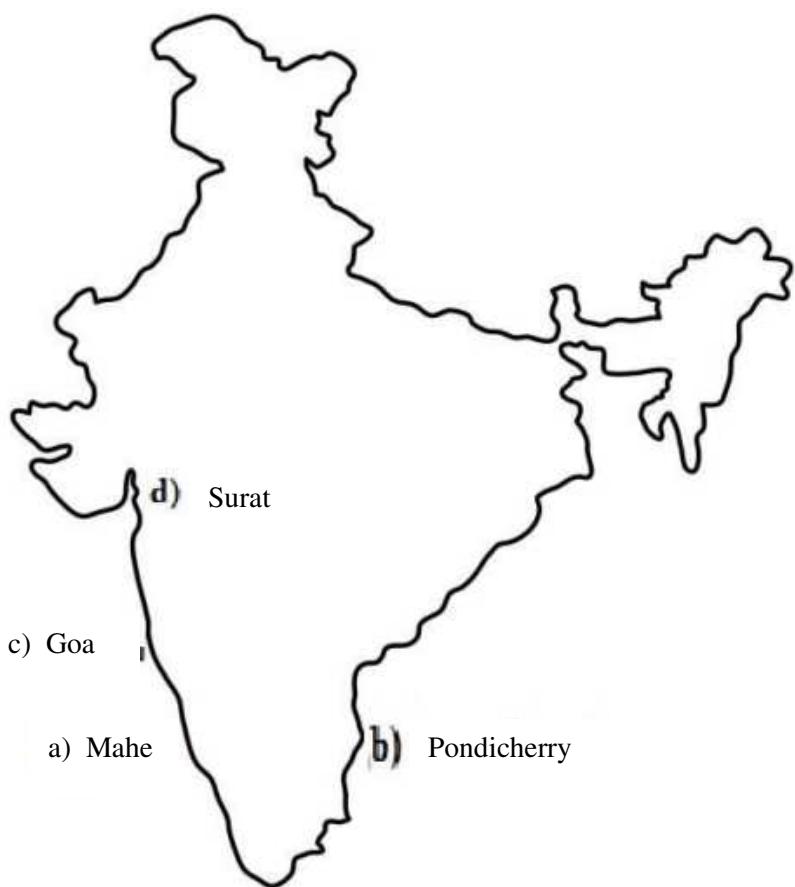
77. Which of the following countries had the most trade relations with India during the Gupta and Mauryan period?

- A. Rome
- B. China
- C. Japan
- D. Greece

78. Which of the following economic sector includes agriculture?

- A. Primary field
- B. Secondary sector
- C. Tertiary sector
- D. Industrial sector

79. The map following is related with the trade centers of British, and identify British trade centers from the map ?



- A. Mahe
- B .Pondicherry
- C .Goa
- D. Surat

**APPENDIX III**  
**ACHIEVEMENT TEST IN SOCIAL SCIENCE, 2023 (FINAL)**  
**FAROOK TRAINING COLLEGE**

**Sulfath.P**

M.Ed student

**Dr. Rekha.P**

Assistant Professor

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**INSTRUCTIONS**

This is a test to know the level of your achievement in social science. The test includes 79 items. Each item has four options as A,B,C,D. Read carefully each question and mark your responses in the response sheet. This test will be used only for research purposes.

1. Which historical place in Kerala is recorded as the beginning of foreign domination?
  - A. Mahe
  - B. Kapad
  - C. Ponnani
  - D. Eranad
  
2. Who was the freedom fighter who declared ' give me blood and I promise you freedom'?
  - A. Bhagat Singh
  - B. Chandrasekhar Azad
  - C. Sukhdev
  - D. Subhash Chandra Bose
  
3. The birth place of the Renaissance in the world?
  - A. Germany
  - B. Britain
  - C. Italy
  - D. America:
  
4. Article 21A envisages which of the following?
  - A. Equal pay for equal work
  - B. Compulsory education
  - C. Freedom of Religion
  - D. Equality of opportunity
  
5. "If you do not allow our children to study, we will not work in your field. Weeds will grow there instead of paddy." Which Renaissanceis hero of Kerala said this?
  - A. Ayyankali

- B. Vaikunthaswamy
- C. Sree Narayana Guru
- D. Chattambiswamy

6. Which of the following is the place where Lord Buddha attained enlightenment?

- A. Vaishali
- B. Bodhgaya
- C. Pavapuri
- D. Sarnath

7. Identify how did the British exploit the tribal people of India?

- A.. India's forest wealth was looted
- B. Pro-British forest laws were introduced
- C. The habitat of the tribal people was destroyed
- D. All the above

8. Which of the following is the most fertile soil in India?

- E. A.Alluvial Soil
- F. Laterite soil
- G. Red soil
- H. Mountain soil

9. Harappa culture had the most trade relations with which of the following cultures?

- A. Chinese culture
- B. Egyptian culture
- C. Mesopotamian culture
- D. Inca culture

10. Chandragupta Maurya's advisor Megasthenes came to India as a representative of which country?

- E. Persia
- F. Greece
- G. China
- H. Iran

11. Which of the following is a famous place for the cultivation of jackfruit mentioned in the ancient Tamil works 'Pazanthamiz songs'?
  - A. Kurinji
  - B. Mullai
  - C. Palai
  - D. Marutam
12. Which of the following is the new Indian script got in the relationship between Persians and Indians?
  - A. Hieroglyphics
  - B. Brahmi
  - C. Cuneiform
  - D. Kharosthi
13. Which of the following statements is consistent with the concept of socialization?
  - A. All are equal in society
  - B. Rights granted to individuals by society
  - C. The process of enabling the individual to live in society
  - D. Duties of people towards society
14. Which is not among the agricultural crops brought to India from Portugal?
  - A. Pineapple
  - B. Papaya
  - C. Apple
  - D. Guava
15. What is Copernicus' contribution to the development of science during the Renaissance?
  - A. Formulated the solar system theory
  - B. The invention of telescope.
  - C. The invention of printing press.
  - D. Formulated the geocentric theory.
16. Which of the following was the historical event that prompted Gandhi to leave the title 'Kaiser e Hind' and Tagore to 'Sir' title?
  - A. Khilafat movement
  - B. Quit India Movement
  - C. Jallianwala Bagh Massacre
  - D. Chauri Chaura incident

17. World's oldest map is associated with which of the following culture?
  - A. Harappan culture
  - B. Mesopotamian culture
  - C. Egyptian culture
  - D. Chinese culture
  
18. Which of the following is used to describe all regions of the Earth's surface?
  - A. Atlas
  - B. Globe
  - C. Map
  - D. plan
  
19. Who among the following is the freedom fighter who said "Freedom is my birthright and I shall have it"?
  - A. Bhagat Singh
  - B. Subhash Chandra Bose
  - C. Chandrasekhar Azad
  - D. Balagangadhara Thilakan
  
20. Find the wrong pair from the following?
  - A. Ramakrishna Mission -Jotirao Phule
  - B. Rajaram Mohan Roy - Brahmo Samaj
  - C. Arya Samaj -Swami Dayananda Saraswati
  - D. Arya Mahila Sabha - Pandita Rama Bhai
  
21. Arrange the foreign powers which came to India in ascending order?
  - A. Portuguese, French, English, and Dutch
  - B. Portuguese, Dutch, French and English
  - C. Dutch, French, Portuguese and English
  - D. English, Dutch, Portuguese, French
  
22. Identity the book written by 'Petrarch', the father of renaissance?
  - A. The Cameron Tales
  - B. Divine Comedy
  - C. Secretum
  - D. In Price of Folly
  
23. Find out the importance of Northern mountain region from the following?
  - A. Known as the 'natural fort of India'
  - B. Influence Indian climate
  - C. Protect North India from monsoon wind
  - D. All the above

24. The place Champaran is famous for which agricultural crop?
  - A. sugarcane
  - B. Indigo
  - C. rice
  - D. cotton
25. What is the content of Hortus Malabaricus?
  - A. Herbal plants of Malabar
  - B. History of the Dutch
  - C. Battle of Kulachal
  - D. History of Malabar
26. Which of the following is not related to Rajaram Mohan Roy?
  - A. Back to the Vedas
  - B. Prohibition of Sati
  - C. Prohibition of upper cloth
  - D. Brahmo Samaj
27. Which of the following states includes in the ‘peninsular plateau’ of India?
  - A. Jharkhand, Assam, Jammu and Kashmir, Orissa
  - B. Arunachal Pradesh, Kerala, Tamil Nadu and Meghalaya
  - C. Jharkhand, Chhattisgarh, Orissa and Tamil Nadu
  - D. West Bengal, Gujarat Madhya Pradesh and Nagaland
28. Following are the important renaissance heroes of Kerala and the organisations associated with them. Identity the wrong pair?
  - A. Sri Narayanaguru - SNDP
  - B. Ayyankali Sadhujana Paripalana Sangham
  - C. Vaikunda swami- Samatva Samaj
  - D. Poikayil yohannan- Ananda Mahasabha
29. What is the reason for calling Kerala as ‘Branthalaya’ by Swami Vivekananda?
  - A. Caste discrimination
  - B. Untouchability
  - C. Child marriage
  - D. All the above
30. Identify the important agricultural crops grown in the Himalayan ranges?
  - A. Orange, apple, saffron, potato
  - B. Potatoes, tobacco, tomatoes, rice
  - C. Maize, rice, cotton, saffron
  - D. Barley, wheat, rice and sugarcane

31. What is meant by socialization in education?
  - A. Enabling children to adapt in social environments
  - B. Adherence to social rules
  - C. Developing self-perspectives in children
  - D. Respecting elders
32. Which of the following is **not** included in the fundamental rights?
  - A. Right to equality
  - B. Equal pay for equal work
  - C. Right to freedom
  - D. Right to Education
33. Samatva Samajam is associated with which Renaissance hero of Kerala?
  - A. Sree NarayananagurU
  - B. Poikayil yohannan
  - C. Vaikuntha Swamy
  - D. Vakkam Abdul Qader Maulavi
34. What is the criteria for achieving food self-sufficiency for a country?
  - A. Providing better food to all
  - B. Attaining the economic strength to import large amounts of food from other countries
  - C. Provision of healthy food to people at very low cost
  - D. Foodstuffs required for the country are produced in that country itself
35. “The only hope of our country is the union of the two great systems of Hinduism and Islam”. Who said this?
  - A. Rajaram Mohan Roy
  - B. Sami Vivekananda
  - C. Swami Dayananda Saraswati
  - D. Sir Syed Ahmed Khan
36. The place 'Bhimbetka' in Madhya Pradesh is associated with which Stone Age in India?
  - A. Middle Stone Age
  - B. Palaeolithic Age
  - C. Neolithic Age
  - D. Chalcolithic Age
37. Emperor Alexander the Great was a famous ruler of which country?
  - A. Greece
  - B. Persia

- C. Iraq
- D. Iran

38. Which of the following places is not associated with Harappan culture?

- A. Lothal
- B. Dholavira
- C. Bagor
- D. Mohenjodaro

39. Find out the human activity that adversely affects soil conservation?

- A. Fields are filled with earth.
- B. Sand removal from rivers
- C. mounding
- D. Terraced cultivation

40. Water is found in polar regions and high mountains in which of the following conditions?

- A. Solid
- B. Plasma
- C. liquid
- D. gas

41. Identity the person who is not associated with salt satyagraha in Kerala?

- A. K. Kelappan
- B. AK Gopalan
- C. Muhammad Abdurrahiman Sahib
- D. Moidu Maulavi

42. Following are the important civilizations of the world and the river banks where they originated. Find out the correct pair?

- A. Harappan Civilization - Nile River
- B. Egyptian Culture - Indus River
- C. Mesopotamian Culture -Euphrates and Tigris
- D. Chinese Culture - Yellow River

43. Identity the person who is not included in the executive members of India?

- A. The Governor
- B. The President
- C. The Prime Minister
- D. Vice President

44. Which of the following is related with the scheme ‘Antyodaya Anna Yojana’?

- A. Self-Employment Training Programme
- B. Distribution of nutritious food items to the people of below the poverty line through the public distribution system
- C. 100 days’ employment guarantee scheme
- D. Scheme to distribute nutritious food through Anganwadi

45. Which among the following is not included in the secondary economic sectors of India?

- A. Industry
- B. Power generation
- C. Transportation
- D. Building construction

46. What is meant by ‘Samajam’?

- A. composition of various societies
- B. Peer group
- C. Those who live with the feeling of ‘oneness’ in a certain area
- D. A group of individuals trying to accomplish a specific goal

47. Which of the following is not comes under the jurisdiction of the President?

- A. Appointment of Prime Minister and other Ministers
- B. Appointment of Chief Justices and justices of Supreme court and High Court
- C. Presided over Rajya Sabha meetings
- D. Declaration of emergency in the country if necessary

48. If you see a person violating a public law, what approach you will adopt from the following?

- A. He will be questioned
- B. Avoid him and get involved in my self-activities
- C. Never mind the person
- D. I will make him aware that everyone is equal to the law

49. The famous naval chief who helped Zamorine against the Portuguese domination in Malabar?

- A. Itti Achyutan
- B. Kunjali Marakkar
- C. Pazhassiraja.
- D. Veluthampi Dalava

50. Identity the basic elements of a map?
  - A. Title
  - B. level
  - C. Authorized colors and symbols
  - D. All the above
  
51. Which of the following is the highest center of power in the Indian democratic system?
  - A. The High Court
  - B. The Indian Parliament
  - C. The Supreme Court
  - D. Secretariat
  
52. Identity the fact which is not related with the water on earth?
  - A. Water is found everywhere on earth
  - B. Humans uses only three percentages fresh water on earth
  - C. Only one percent of water is usable to humans
  - D. Most of the fresh water is found in polar regions and mountain regions
  
53. The reference 'Meluha' in Mesopotamian chronicles is associated with which of the following place?
  - A. Lothal
  - B. Banwali
  - C. Dholaveera
  - D. Harappa
  
54. The first war of Indian independence out broke in which of the following place ?
  - A. Jhansi
  - B. Satara
  - C. Meerut
  - D. Kanpur
  
55. Find out the correct statement which is similar to 'All are equal before the law'?
  - A. There should be more or less equality in the law
  - B. There are gender differences in law
  - C. All are subject to the law
  - D. There are Individual differences before law.
  
56. Identify which of the following statements covers the concept of 'food safety'?
  - A. Food to all

- B. Provision of healthy and nutritious food to all people
- C. Strong public distribution system
- D. Self sufficiency in food production.

57. The geographical area 'Kurinchi' in ancient Tamil was famous for which of the following?

- A. commerce
- B. fishing
- C. Agriculture
- D. Cattle rearing

58. Who among the following national leaders is not associated with moderates?

- A. Dadabhai Navroji
- B. Balagangadhara Thilakan
- C. Gopalakrishna Gokhale
- D. Feroz Shah Mehta

59. Who is the head of state executive?

- A. Prime Minister
- B. Chief Justice of High Court
- C. Governor
- D. Ministers

60. What is the remedy for a person who violate fundamental rights in the Constitution?

- A. Be passive
- B. Pity yourself
- C. Approach the courts
- D. Take either way

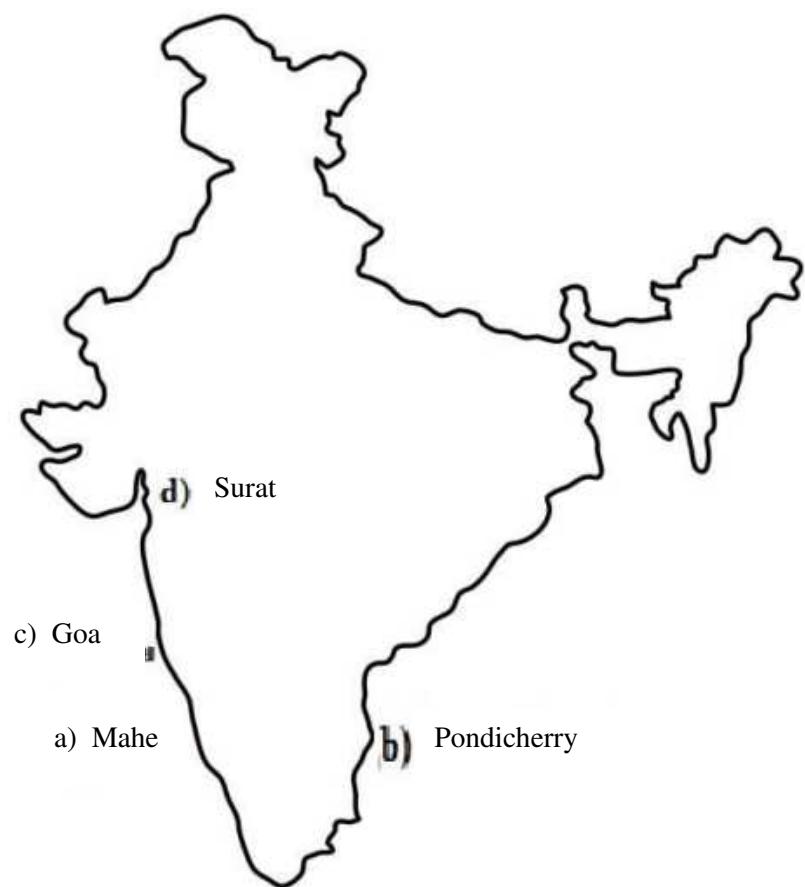
61. What is the importance of Sapta Saindava region in Indian history?

- A. The place where the Harappans lived
- B. the place where Aryans Lived in India
- C. The place where Buddha was born
- D. The area where the Mauryan Empire existed

62. Which famous places are associated with Ur, Uruk and Lagash?

- A. Mesopotamian culture
- B. Harappan culture
- C. Chinese culture
- D. Egyptian culture

63. Which constitutional value means that, reduce socio-economic and political inequalities in society and ensure social justice?
  - A. Democracy
  - B. Equality of status
  - C. Sovereignty
  - D. Secularism
64. Which of the following agricultural crops grows only in Rajasthan desert?
  - A. wheat
  - B. Barley
  - C. rice
  - D. Jowar
65. What do you meant by the fundamental duties of constitutional value?
  - A. Inclusion of the rights of everyone
  - B. Consideration of not applicable to all
  - C. consideration of Which is not applicable to us
  - D. Every Indian citizen must follow.
66. Which of the following countries had the most trade relations with India during the Gupta and Mauryan period?
  - A. Rome
  - B. China
  - C. Japan
  - D. Greece
67. Which of the following economic sector includes agriculture?
  - A. primary field
  - B. Secondary sector
  - C. Tertiary sector
  - D. Industrial sector
68. The map following is related with the trade centers of British, and identify British trade centers from the map ?



- A. Mahe
- B .Pondicherry
- C .Goa
- D. Surat

**APPENDIX IV**  
**FAROOK TRAINING COLLEGE**  
**ACHIEVEMENT TEST IN SOCIAL SCIENCE**  
**Response Sheet**

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Name of the School:

Name of the Student:

Class:

Division:

Boy  Girl

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	A	B	C	D		A	B	C	D
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	A	B	C	D		A	B	C	D
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45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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62.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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67.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
68.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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**APPENDIX V**  
**ACHIEVEMENT TEST IN SOCIAL SCIENCE**  
**ANSWER KEY**

Questions	Answer Key
1	B
2	D
3	A
4	C
5	B
6	A
7	B
8	D
9	A
10	C
11	C
12	B
13	A
14	C
15	C
16	B
17	D
18	B
19	C
20	B
21	B
22	C
23	D
24	A
25	B
26	C
27	D
28	C

Questions	Answer Key
29	A
30	C
31	C
32	D
33	D
34	A
35	A
36	B
37	C
38	D
39	D
40	A
41	A
42	C
43	D
44	A
45	A
46	D
47	C
48	B
49	A
50	B
51	C
52	C
53	C
54	D
55	D
56	B
57	D

Questions	Answer Key
58	C
59	D
60	A
61	D
62	C
63	D
64	C
65	B
66	D
67	D
68	B
69	C
70	A
71	C
72	B
73	A
74	B
75	D
76	D
77	A
78	A
79	D

**APPENDIX VI**  
**LIST OF SCHOOLS**

1. BEMHSS Parappanangadi
2. CBHSSS Vallikkunnu
3. MVHSS Ariyallur
4. GOV.T Model HSS Calicut University
5. GVHSS Chelari