

Development and Validation of Concept Acquisition Test in Economics for class IX Students

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ABSTRACT

This study was carried out to construct and validate a concept acquisition test based on economics curriculum of class IX (CBSE) for accessing students' acquisition of Economic concepts .The test, consists of 50 objective based multiple choice test items to measure students' knowledge, understanding and application of Economics Concepts. The preliminary draft of achievement test comprised of 80 items which were edited on the basis of the suggestions made by Economics teachers/experts and class IX students. Some items were dropped and some were modified to obtain the second draft of the test with 59 items. After eliminating 9 items, as a consequence of item analysis and validation by experts, 50 items were retained in the final version of test. The Kelley's (1939) method was adopted to determine the difficulty value (DV) and discriminating power (DP) of the test items and on their basis the preliminary draft of the concept acquisition test was modified. In total 50 items having difficulty value (DV) ranging from 0.20 to 0.80 and the items greater than 0.20 in discriminating power (DP) were retained Test-retest reliability was calculated by administering the achievement test on a sample of 84 students and the value of coefficient of correlation was found to be 0.89, thus establishing the good reliability of the test constructed. Validity of the achievement test was established by content validity method. The test was found to be of good quality, valid and highly reliable. The economics concept acquisition test is therefore recommended for use in assessing IX class students' concept acquisition in economics and to determine/predict students that will do well in Economics.

Keywords: Development, Economics, Concept Acquisition Test, Validation, Reliability, Item Analysis.

INTRODUCTION

The subject of Economics in schools, aims at bringing about desirable behavioral changes which may be overt or covert (Sharma & Gurmit, 2015). These behavioral changes, which are the products of the objectives of the teaching/learning situations, need to be quantified using concept acquisition test. Onunkwo (2002) says concept acquisition tests measure knowledge of facts, concepts and principles. Concept acquisition tests are mainly framed in reference to the course objectives and learning goals of a specific class. Such tests measure students' command of a particular instructional domain in order to make conclusion regarding the advancement and/or competency of the students. The content of concept acquisition tests can be derived from three different sources: the textbook, the course

syllabus, and the class objectives. Such tests are considered to be criterion-referenced as students' scores are compared with the level of mastery achieved, rather than compared with other students. The performance of students is measured according to an agreed-upon criterion or standard (Eleje, Abanobi & Obasi, 2017). It indicates present, not future, proficiency. But decisions made on student's achievement by using concept acquisition tests can be biased if the test used is not valid and reliable. Thus, it is expected that the schools should have enough valid and reliable test. Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. A reliable test minimizes error and provides consistent results. Validity refers to the degree to which the test actually measures what it claims to measure. It is essential for a test to be valid in order to apply and interpret results accurately. Content validity as defined by Anatasi and Urbina (1997) is a non-statistical type of validity that involves "the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured or not. Inadequate valid Concept Acquisition Test according to Allen (2005) is a reason many teachers continue to assign invalid grades to students. If the grades do not accurately measure student's performance, then they fail to communicate the truth about the level of the student's academic concept acquisition. Since important decisions are often based on a student's grade, invalid grades may result in dire consequences for the student. If students receive grades lower than ones that accurately depicts their true level of concept acquisition, it may lead students to believe that they lack the ability to succeed academically in the subject of Economics and thus lowers their sense of self-confidence as well as their motivation level. (Osadebe, 2012). The objective of this study therefore, is the development and validation of an Economics concept acquisition test for the high school students.

OBJECTIVE OF THE STUDY

To construct and validate the Concept Acquisition Test in Economics for IX standard.

THE TEST DEVELOPMENT PROCESS

The investigator constructed and standardized the concept acquisition test in Economics for IX standard by following certain steps which are discussed as below. The following steps were taken by the investigator during construction and standardization of the concept acquisition test in Economics

- Planning the test
- Preparation of the test

- Try out or Item Analysis
- Establishing Reliability And Validity

a) Planning the Test:

It is the first and most important step in the test construction. In this section, the sample and sample technique, content and table of specifications are described.

The following aspects were kept in the mind for planning the test:

- a) To whom is the test to be administered?
- b) What is to be measured?
- c) When is the measurement to take place?
- d) How to measure?

The sample for the test try-out and establishing reliability consisted of 84 students of Economics studying in class IX from a CBSE school (Saint Soldier Convent School, phase 7, Mohali). The test is meant for measuring the Concept acquisition in Economics and the objectives to be realized are knowledge, comprehension and application. The test will be comprised of multiple choice questions.

Table 1: Topic-wise Specification of Objectives

S. No.	Topic	Instructional Objectives
1.	The Story of village Palampur	After studying this chapter students will be able to: • Understand the life of the people in the villages and appreciate the development that has taken place in the villages • Understand that production of goods and services require factors of production and they will be able to identify the basic factors of production • Describe the developments that have taken place in the villages in the field of farming, techniques, education irrigation, health care • Differentiation b/w fixed capital and working capital • Explain the modern techniques of farming. • State the merits and demerits of Green Revolution • Understand what the farmers do with their surplus produce and how they use their savings

		Understand the Promotion of non- farming activities and the role of Govt. in it.
2	People as resources	- To understand the role of citizens in the development of a country. - To describe the importance of education, training and health to prosper in life. - To list the economic activities of men and women. - To recognize how the quality of population determines the growth rate of the country. - To discuss about different types of unemployment in India
22	Poverty	- To enable students to define poverty. - To enable them to distinguish between types of poverty. - To enable them to apply the method to fix poverty line in India. - To enable them to list the causes of poverty in India. - To enable the students to examine the measures to remove poverty. - To enable them to critically examine the poverty alleviation programmes undertaken by the Government. - To enable students to know about twenty point programme.
•	Food security in India	- Define food security. - Recognize the importance of food security for a nation. - List the measures taken by the Indian government to achieve self-sufficiency in food grains. - Identify the Poverty Alleviation Programmes launched by the government.

Preparing a table of specification Having identified the objectives to be achieved, a table of specification was prepared in order to relate the expected outcomes to the content and also to indicate the relative weightage assigned to objectives to be achieved of each selected topic (Table 2).

Table 2: Table of Specifications

S.No	Topic	Instructional Objectives			Total
		Knowledge	Comprehension	Application	
1	The Story of village Palampur	7	9	4	20
2	People as Resources	7	8	5	20
3	Poverty	7	9	3	19
4	Food security in India	7	9	5	21
	Total	28	36	20	80

b) Preparation of the Test The concept acquisition test consisting of all Multiple Choice items related to the selected topics of Economics was devised by the investigator keeping in mind the objectives and the content of items. It was ensured that no objective remained untested. Preparation of preliminary draft of a standardized test includes the following two stages:

- a) Item- Writing
- b) Item- Editing

2.1 Item Writing

Writing of items is an important step in the preparation of a preliminary draft. Item writing is not an easy task. It requires a great skill. The blue print is used as a guide for writing items for preliminary draft. The following points were considered while writing multiple choice test items.

Following points were kept in mind by the investigator while writing on items for preliminary draft.

- Each item should contain a single idea i.e there should be no overlapping
- Items should be simple and easy to understand
- It should lay clear focus on the subject for which questions are to be prepared.
- Items should be clearly phrased so that their content, not the form, determines the response.
- The subjective and double barreled questions should be avoided.
- Content, vocabulary and complexity of the item should be appropriate.

- Items in the draft should be arranged from simple to complex.
- The mode of response should also match with the item written.

The number of test items written should be more than that are actually required for the test because those items which may not prove to be satisfactory need to be discarded and modified.

Item Editing: After scrutinizing the items closely by the investigator, the test was given to 10 economics teachers/experts

- To Critically analyze the items for the content and language,
- To correct ambiguities
- To check that all the defined objectives are tested
- To add any other area of relevance
- To suggest any other relevant test item.

Scoring key was also made and scrutinized. The test was also given at individual level to 20 student of class IX Economics to check grammatical error and compatibility of the Concept Acquisition Test items (Winarni, 2002) and to seek their suggestions. On the basis of the suggestions made by the economics teachers/experts and class IX students, the preliminary test was reframed to prepare the second draft by dropping 21 items and modifying a few. Thus the second draft of the test comprised of 59 multiple choice items.

C) ITEM ANALYSIS Item analysis is the process to evaluate the effectiveness of items in a test by exploring the examinees' responses to each item. It is done to ensure the quality of the items. It involved seven (6) main steps.

Step 1- Identify the higher and lower achievers.

Step 2- Process test responses.

Step 3- Calculate item difficulty index.

Step 4- Calculate item discrimination index.

Step 5- Calculate the distracter indices.

Step 6- Selection of good items. An item was considered good for inclusion in the final output of the test if it had difficulty index of 0.20 to 0.80, discrimination index greater than 0.20 and a positive distracter index. However, items with appropriate difficulty indices but with discrimination indices of less than 0.20 were not accepted as good.

Also items with appropriate discrimination index but have difficulty index of less than 0.20 or more than 0.80 were rejected (See Table 3). This according to Esomonu and Agbonkpolo (2010) is to ensure the content validity of the test. Fifty (50) items that mate the criteria were selected as the final draft of the Concept Acquisitions Test.

The test try-out: The test try-out was for the purpose of item analysis. It was administered to 84 high school students of class IX Economics students who had completed the teaching and learning of the test content. Students had to choose one answer from each multiple choice test item that comprised of four choices. The answer scripts of the students were evaluated with the scoring key. One mark was given for each correct response and each wrong answer was given zero. The scores thus obtained were arranged in descending order and subjected to Kelley's item analysis technique (1939) to find the difficulty value (DV) and discriminating power (DP). The following formulae were used to calculate the difficulty value (DV) and discriminating power (DP): $DV = (RU+RL) / n$ $DP = (RU-RL) / (n/2)$ Where RU – Number of correct response in the upper group. RL - Number of correct response in the lower group. n – Size of sample in upper and lower groups. The upper and lower groups were made as follows

- All the answer scripts of the students were arranged in descending order on the basis of total marks obtained.
- The first 27% cases formed the upper group and the last 27% cases formed the lower group.

The difficulty value (DV) and discriminating power (DP) for each item of the achievement test are shown in Table 3

2. Results

The results of the study were presented and analyzed below.

Table 3 : The Difficulty And Discrimination Indices Obtained After Concept Acquisition Test's Item Analysis

Item	key (K)	No of correct responses among Higher achievers (H) N=25	No of correct responses among Lower achievers (L) N=25	Difficulty index $H+L/2N$	Discrimination index $H-L/N$	Remark
1	A	12	6	0.36	0.24	RETAIN

2	A	22	13	0.7	0.36	RETAIN
3	A	23	12	0.7	0.44	RETAIN
4	B	8	4	0.24	0.16	REJECT
5	A	20	9	0.58	0.44	RETAIN
6	D	23	12	0.7	0.44	RETAIN
7	B	19	11	0.6	0.32	RETAIN
8	B	25	25	1	0	REJECT
9	A	15	10	0.5	0.2	RETAIN
10	B	19	14	0.66	0.2	RETAIN
11	C	21	17	0.76	0.16	REJECT
12	B	16	10	0.52	0.24	RETAIN
13	C	19	14	0.66	0.2	RETAIN
14	D	18	11	0.58	0.28	RETAIN
15	A	20	14	0.68	0.24	RETAIN
16	A	19	11	0.6	0.32	RETAIN
17	C	7	3	0.2	0.16	REJECT
18	C	19	14	0.66	0.2	RETAIN
19	D	20	7	0.54	0.52	RETAIN
20	A	22	8	0.6	0.56	RETAIN
21	B	22	10	0.64	0.48	RETAIN
22	C	21	12	0.66	0.36	RETAIN
23	B	20	15	0.7	0.2	RETAIN
24	B	25	14	0.78	0.44	RETAIN
25	A	20	14	0.68	0.24	RETAIN
26	B	5	2	0.14	0.12	REJECT
27	D	18	12	0.6	0.24	RETAIN
28	B	19	11	0.6	0.32	RETAIN
29	D	20	15	0.7	0.2	RETAIN
30	A	20	14	0.68	0.24	RETAIN
31	C	18	12	0.6	0.24	RETAIN
32	C	20	7	0.54	0.52	RETAIN
33	C	20	11	0.62	0.36	RETAIN

34	C	20	8	0.56	0.48	RETAIN
35	B	17	12	0.58	0.2	RETAIN
36	A	20	10	0.6	0.4	RETAIN
37	A	25	25	1	0	REJECT
38	A	23	20	0.86	0.12	REJECT
39	D	19	10	0.58	0.36	RETAIN
40	A	11	6	0.34	0.2	RETAIN
41	D	12	7	0.38	0.2	RETAIN
42	D	18	13	0.62	0.2	RETAIN
43	A	21	6	0.54	0.6	RETAIN
44	C	23	13	0.72	0.4	RETAIN
45	A	15	4	0.38	0.44	RETAIN
46	A	25	23	0.96	0.08	REJECT
47	B	19	4	0.46	0.6	RETAIN
48	A	24	5	0.58	0.76	RETAIN
49	B	21	6	0.54	0.6	RETAIN
50	A	25	7	0.64	0.72	RETAIN
51	D	19	10	0.58	0.36	RETAIN
52	B	22	15	0.74	0.28	RETAIN
53	B	23	13	0.72	0.4	RETAIN
54	B	22	7	0.58	0.6	RETAIN
55	A	19	10	0.58	0.36	RETAIN
56	D	15	3	0.36	0.48	RETAIN
57	D	19	14	0.66	0.2	RETAIN
58	B	13	8	0.42	0.2	RETAIN
59	D	9	13	0.44	-0.16	REJECT

Table 4: The distractor indices obtained after item analysis of concept acquisition test

S.NO.	ITEM	No. Of Respondents Who Choose Option A		No. Of Respondents Who Choose Option B		No. Of Respondents Who Choose Option C		No. Of Respondents Who Choose Option D		OMIT	Total	Distractibility INDEX (L-H)/N , WHERE N=50				Remarks
		L	H	L	H	L	H	L	H			A	B	C	D	
1	1	12	6	18	14						50	A	0.08	0	0	A GOOD ITEM

2	2	22	13	10	5						50	A	0.1	0	0	A GOOD ITEM
3	3	23	12			5	0	7	3		50	A	0	0.1	0.08	DISTRACTERS ARE OK
4	5	20	9	6	7	6	2				50	A	-0.02	0.08	0	OPTION B REPLACED
5	6	4	6	3	2			23	12		50	-0.04	0.02	0	D	OPTION A REPLACED
6	7			19	11			11	9		50	0	B	0	0.04	A GOOD ITEM
7	9	15	10			9	10	4	1	1	50	A	0	-0.02	0.06	OPTION C REPLACED
8	10	7	10	19	14						50	-0.06	B	0	0	OPTION A REPLACED
9	12			16	10	3	1	11	9		50	0	B	0.04	0.04	DISTRACTERS ARE OK
10	13	6	4	5	2	19	14				50	0.04	0.06	C	0	DISTRACTERS ARE OK
11	14			12	8			18	11	1	50	0	0.08	0	D	A GOOD ITEM
12	15	20	14			10	6				50	A	0	0.08	0	A GOOD ITEM
13	16	19	11					8	12		50	A	0	0	-0.08	OPTION D REPLACED
14	18			12	5	19	14				50	0	0.14	C	0	A GOOD ITEM
15	19	17	6			20	7				50	0.22	0	0.26	D	DISTRACTERS ARE OK
16	20	22	8	5	1	4	5	3	2		50	A	0.08	-0.02	0.02	OPTION C REPLACED
17	21			22	10	3	3	6	5	1	50	0	B	0	0.02	A GOOD ITEM
18	22	12	5			21	12				50	0.14	0	C	0	A GOOD ITEM
19	23			20	15	11	4				50	0	B	0.14	0	A GOOD ITEM
20	24			25	14			5	6		50	0	B	0	-0.02	OPTION D REPLACED
21	25	20	14			9	7				50	A	0	0.04	0	A GOOD ITEM
22	27	10	8	2				18	12		50	0.04	0.04	0	D	DISTRACTERS ARE OK
23	28			13	7	19	11				50	0	B	0.16	0	A GOOD ITEM
24	29	8	7					20	15		50	0.02	0	0	D	A GOOD ITEM
25	30	20	14		11	5					50	A	-0.22	0.1	0	OPTION B REPLACED
26	31			8	7	18	12	2	3		50	0	0.02	C	-0.02	OPTION D REPLACED
27	32	15	8			20	7				50	0.14	0	C	0	A GOOD ITEM
28	33			5	6	20	11	6	2		50	0	-0.02	C	0.08	OPTION B REPLACED
29	34	10	8			20	8	3	1		50	0.04	0	C	0.04	DISTRACTERS ARE OK
30	35			17	12	10	8	2		1	50	0	B	0.04	0.04	DISTRACTERS ARE OK
31	36	20	10	13	7						50	A	0.12	0	0	A GOOD ITEM
32	39			15	6			19	10		50	0	0.18	0	D	A GOOD ITEM
33	40	11	6	6	8	5	3	5	6		50	A	-0.04	0.04	-0.02	OPTION B AND D REPLACED
34	41	12	8			6	3	12	7	2	50	0.08	0	0.06	D	DISTRACTERS ARE OK
35	42	8	3	5	3			18	13		50	0.1	0.04	0	D	DISTRACTERS ARE OK
36	43	21	6			19	4				50	A	0	0.3	0	A GOOD ITEM
37	44	5	9			23	13				50	-0.08	0	C	0	OPTION A REPLACED

38	45	15	4			11	8	6	3	3	50	A	0	0.06	0.06	DISTRACTERS ARE OK
39	47			19	4	11	8	5	3		50	0	B	0.06	0.04	DISTRACTERS ARE OK
40	48	25	4			10	11				50	A	0	-0.02	0	OPTION C REPLACED
41	49	12	8	21	6			2	1		50	0.08	B	0	0.02	DISTRACTERS ARE OK
42	50	25	7			12	6				50	A	0	0.12	0	A GOOD ITEM
43	51			12	9			19	10		50	0	0.06	0	D	A GOOD ITEM
44	52			22	15	5	4	2	1	1	50	0	B	0.02	0.02	DISTRACTERS ARE OK
45	53	13	1	23	13						50	0.24	B	0	0	A GOOD ITEM
46	54			22	7	14	7				50	0	B	0.14	0	A GOOD ITEM
47	55	19	10	5	6	8	2				50	A	-0.02	0.12	0	OPTION B REPLACED
48	56			6	7	7	9	15	3	3	50	0	0.24	-0.04	D	OPTION C REPLACED
49	57	13	4					19	14		50	0.18	0.1	0	D	DISTRACTERS ARE OK
50	58	12	7	13	8	4	6				50	0.1	B	-0.04	0	OPTION C REPLACED

3. Discussion

The quality of a test is evident in the appropriateness of the test item parameters (difficulty, discrimination and distracter indices) obtained from item analysis. As shown in this study, 50 items that were found to be good with appropriate difficulty and discrimination indices were retained.

Table 5: The difficulty and discrimination indices of the rejected items obtained after Concept Acquisition test item analysis

item	key (K)	No of correct responses among Higher achievers (H) N=25	No of correct responses among Lower achievers (L) N=25	Difficulty index $H+L/2N$	Discrimination index $H-L/N$	Remark
4	B	8	4	0.24	0.16	REJECT
8	B	25	25	1	0	REJECT
11	C	21	17	0.76	0.16	REJECT
17	C	7	3	0.2	0.16	REJECT
26	B	5	2	0.14	0.12	REJECT
37	A	25	25	1	0	REJECT
38	A	23	20	0.86	0.12	REJECT
46	A	25	23	0.96	0.08	REJECT
59	D	9	13	0.44	-0.16	REJECT

Items numbers 17 and 26, had difficulty indices that were less than or equal to 0.20. This means that they were very difficult items. Items numbers 4, 8, 11, 37,38,46,59, in the current study was found to be very easy. In this study, one (59) items had negative discrimination indices. This indicated that low ability students performed better on those items than high ability students. As previously described by Eleje et al. (2016), such items discriminated but in the negative (wrong) direction. On the other hand, 6 items had low but positive discrimination values ($0.0 \leq 0.20$). This implied that students who incorrectly answered these items also scored high on the test overall, while students who correctly answered the items scored low on the test overall. It was also observed in Table 3 that out of 50 Concept Acquisition Test items retained, 20 items have good/positive distracters. Distracter indices of the 14 items were either negative or zero. The positive value indicated that the distracters are good. It also implied that more of the students in the low ability group chose the distracter than those in the high ability group. The negative or zero value of the indices indicated that the distracters were bad or poor. The distracters with negative or zero values were reviewed then replaced or amended for improvement and ease of the test takers. Other items were also improved by restructuring the manner of questioning to lesson confusions in answering this is also in line with a study conducted by Eleje et al. (2016) and Esomonu and Agbonkpolo (2010).

Table 4: Table of Specifications (final Draft)

Sl. No	Topic	Instructional Objectives			Total
		Knowledge	Comprehension	Application	
1	The Story of village Palampur	4	4	4	12
2	People as Resources	5	4	5	14
3	Poverty	7	5	1	13
4	Food security in India	6	3	2	11
	Total	22	16	12	50

VALIDITY OF THE TEST

Validity of the achievement test was established by content validity method. Content validity is a logical process where connections between the test items and the objectives of a particular domain are established. Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of the subject domain. To

determine the content validity of the Achievement Test, 10 Economics teachers/experts were given this test individually to review the test items and comment on whether each item appropriately matched to the content area specified and the intended outcomes. As the table of specifications and the items were found to match adequately the content validity of the achievement test was ascertained.

RELIABILITY OF THE TEST

To find the reliability of the Achievement Test, test-retest method was used. The test was administered, on a sample of 80 students of class IX studying in the selected schools of Chandigarh, twice at an interval of three weeks and then correlated to ensure reliability of the scores. The coefficient of reliability was found to be 0.89 indicating the test to be highly reliable.

FINAL DRAFT

Having carried out the entire process of construction and validation of the achievement test, selected items were arranged to prepare the final version of the concept acquisition test that consisted of 50 questions. (Annexure 1).

CONCLUSION AND RECOMMENDATIONS

A good, valid and reliable Economics concept acquisition test for high school students' was developed in this study. This is evident in the results of reliability and item analysis of the test conducted. The item analysis conducted on the test items showed that the test overall difficulty were within the range of 0.25 to 0.79 and the discrimination indices were within the range of 0.20 to 0.58. This means that the Concept Acquisitions Test has a moderate level of difficulty and the discrimination indices, a moderate one (Eleje et al., 2017). The validity of the instrument was determined through the use of test blue print or table of specifications and expert judgment. This helped to establish high face and content validity. A reliability estimate of the concept acquisition test through the use of Kuder-Richardson formula 20 gave an index of 0.89. This implied that the currently developed Economics concept acquisition test is highly reliable. Hence, it could be concluded that the Economics concept acquisition test developed in this study is of good quality, valid and highly reliable. Thus, the developed, validated and reliable concept acquisition test can now be used in assessing students of class IX concept acquisition in Economics and to predict about the ability of students in Economics in their final exams.

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Annexure I

CONCEPT ACQUISITION TEST IN ECONOMICS FOR CLASS IX

Name Class.....

Age School.....

Instructions: There are 50 MCQs that have four options each, and only one option is the correct option. Choose your right option with a tick mark. (MM.50)

1. Which of the following crops is grown by farmers in the (kharif) rainy season?

- (a) Jowar and Bajra
- (b) Wheat
- (c) Soyabean
- (d) Rice

2. Explain what is meant by physical capital?

- (a) Fixed capital & working capital
- (b) Working Capital & Human Capital
- (c) Land & Labour
- (d) Land, Labour and Human resources.

3. Multiple cropping is followed in village Palampur because

- (a) It consumes less water.
- (b) It consumes less chemical fertilizers.
- (c) It doesn't require fertile soils
- (d) It is the most common way of increasing production.

4. Identify a Rabi (Winter Season) crop out of the given options.

- (a) Wheat
- (b) Rice
- (c) Cotton
- (d) Jowar and bajra

5. The key reason in transformation of the system of irrigation in Palampur is

- (a) Tubewells
- (b) Persian wheel
- (c) Rainwater harvesting
- (d) local rivers.

6. The activities such as small manufacturing, transport, shop keeping are referred to as

- (a) Non-economic activities
- (b) Non-farming activities
- (c) Non-traditional activities
- (d) Non-market activities

7. Scope of farming activity is limited in a small village like Palampur, due to

- (a) fixed amount of land
- (b) lack of irrigation
- (c) lack of labour
- (d) lack of pucca roads

8. Identify, which of the following is not caused by Green revolution?

- (a) Soil degradation
- (b) Deforestation
- (c) Decrease in groundwater
- (d) Water pollution

9. Marginal farmers are those, who don't

- (a) Use modern methods for farming
- (b) practice crop rotation for farming
- (c) have sufficient land for farming
- (d) hold any importance in production process

10. Working capital stands for

- (a) tools, machines and buildings
- (b) raw materials and money in hand
- (c) total share capital
- (d) fixed deposits in financial institutions

11. Identify the most abundant factor of production in India out of the following?

- (a) Land
- (b) Capital
- (c) Labour
- (d) Tools and machines

12. 'Bigha' and Guintha' are :

- (a) the type of village house
- (b) the types of Hybrid seeds
- (c) measuring units of grain
- (d) measuring units of land area in village

13. Which one of the following activity belongs to the secondary sector of the economy?

- (a) Manufacturing
- (b) Agriculture
- (c) Education
- (d) Mining

14. What is the full form of PHC ?

- (a) Public Health Care
- (b) Private Health care
- (c) Primary Health Centre
- (d) private health centre

15. What is the major aim of Sarva Siksha Abhiyan?

- (a) To provide elementary education to girls.
- (b) To provide elementary education to the rural poor
- (c) To provide elementary education to all children in the age group 6-14 years
- (d) To provide elementary education to the urban poor

16. The large population of a country can be turned into a productive asset by

- (a) Education
- (b) Scientific researches
- (c) training in technology
- (d) all of the above

17. Recognize the tertiary sector of economy

- (a) Tourism
- (b) Forestry
- (c) Quarrying
- (d) Agriculture

18. Predict the type of unemployment when people are not able to find jobs during some time of the year is called

- (a) Disguised unemployment
- (b) Seasonal unemployment

- (c) Vocational unemployment (d) Educated unemployment
- 19. When more people are employed than required for a particular job, it is known as**
- (a) invisible unemployment (b) seasonal unemployment
(c) disguised unemployment (d) cyclical unemployment
- 20. Government has established pace setting schools in each district. These schools are called**
- (a) Army Schools (b) Navodaya Vidyalaya
(c) Government School (d) Vocational School
- 21. Which of the following is not included in national income?**
- (a) Doctor services in clinic (b) Domestic chores of housewives
(c) Teaching services in schools (d) Lawyer consulting services
- 22. Producing something for Self consumption is**
- a) Non- production activity b) non- market activity
c) Non- economic activity d) none of the above
- 23. Quality of population depends upon**
- a) Literacy rate b) health
c) Skill d) All of the above
- 24. People as resources means**
- a) Educational skills b) Productive skills
c) Health skills d) None of the above
- 25. Mid day meal scheme has been implemented to**
- a) encourage attendance b) retention of children
c) improve nutrition status d) all of the above
- 26. The full form of GER is**
- a) gross education ration b) gross enrollment ratio
c) gross enrollment rate d) gross education report
- 27. Identify the organization that carry out the survey for determining the poverty line?**
- a) NSSO (b) CSO
c) Planning Commission (d) None of the above
- 28. Which two states of India continue to be the poorest states?**
- a) Madhya Pradesh, Jammu & Kashmir b) Uttar Pradesh, Uttarakhand
c) Orissa, Bihar d) None
- 29. Poverty is reduced due to high agricultural growth in which of the following state?**

- a) Jammu & Kashmir
- b) West Bengal
- c) Punjab
- d) Gujarat

30. In which state have the land reform measures helped to reduce poverty?

- a) Tamil Nadu
- b) Punjab
- c) West Bengal
- d) Kerala

31. In which of the following state, the public distribution system helped in the reduction in poverty?

- a) Andhra Pradesh
- b) Tamil Nadu
- c) Both (a) and (b)
- d) None of the above

32. Which method among the following would you use to estimate the poverty line?

- a) Investment method
- b) Income method/ consumption method
- c) Capital method
- d) Human method

33. Who advocated that India would be truly independent only when the poorest of its people become free of human suffering?

- a) Mahatma Gandhi
- b) Indira Gandhi
- c) Rajiv Gandhi
- d) Pt. Nehru

34. Which of the following programmes was launched in the year 2000?

- a) National Rural Employment Guarantee Act
- b) Prime Minister Rojgar Yojana
- c) Swarna Jayanti Gram Swarozgar Yojna
- d) Pradhan Mantri Gramodaya Yojana

35. Which of the following scheme was started in 1993 to create self-employment opportunities for educated unemployed youth in rural areas and small towns?

- a) Prime Minister Rojgar Yojana
- b) National Rural Employment Guarantee Act
- c) Rural Employment Generation Programme
- d) Swarnajayanti Gram Swarozgar Yojana

36. By which year governments are aiming to meet the Millennium Development Goals including halving the rate of global poverty?

- a) 2011
- b) 2015
- c) 2045
- d) 2035

37. Social groups which are most vulnerable to poverty are

- a) Schedule caste & schedule tribe

- b) Rural agriculture household
- c) Urban casual labour household
- d) all of the above

38. Poverty declined substantially inand South East Asian countries as a result of rapid economic growth and massive investment in human resource development.

- a) China
- b) India
- c) South west Asian countries
- d) Pakistan

39. The current anti-poverty strategy of the government is based on two planks

- a) Promotion of economic growth
- b) Targeted anti poverty programmes
- c) Both a and b
- d) Neither a nor b

40. Antyodaya Anna Yojana and Annapurna Scheme are linked with :

- a) Public distribution system
- b) Mid-day meal
- c) Special nutrition programme
- d) None of the above

41. The society which facilitated setting up of grain banks in different regions is :

- a) Amul (Gujarat)
- b) Academy of Development Science (Maharashtra)
- c) Mother Dairy (Delhi)
- d) None of the above

42. Minimum Support Price is announced by the government to provide :

- a) incentives to farmers for raising production
- b) incentives to traders to earn maximum profit from farmers
- c) incentives to moneylenders to lend maximum to farmers
- d) none of the above

43. Describing food security means :

- a) availability of food
- b) accessibility of food
- c) affordability of food
- d) all the above

44. The most devastating famine occurred in India in 1943 in :

- a) Assam
- b) Bengal
- c) Bihar
- d) Orissa

45. Who released a special stamp entitled 'Wheat Revolution' in July 1968?

- | | |
|---------------------|------------------|
| a) Mahatma Gandhi | b) Indira Gandhi |
| c) Jawaharlal Nehru | d) Motilal Nehru |

46. The price that is fixed below market price to distribute food grains to poor is known as:

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|----------------|--------------------------|
| a) Issue price | b) Fair price |
| c) Cost price | d) Minimum support price |

47. To whom the yellow card is issued?

- | | |
|---------------------------|----------------------------------|
| a) To shop keeper | b) To land lord's |
| c) To government employee | d) People below the poverty line |

48. Which of the following is not a type of a ration card ?

- | | |
|--------------------|----------------|
| a) Antyodaya cards | b) BPL cards |
| c) APL Cards | d) Credit card |

49. Buffer stock is the stock of foodgrains procured by the government through

- | | |
|---------|----------|
| a) IFCI | b) FCI |
| c) IDBI | d) FICCI |

50. Percentage of seasonal as well as chronic hunger in India over the years has

- | | |
|----------------------|------------------|
| a) Increased | b) Decreased |
| c) Remained constant | d) None of these |