The Present study was undertaken as an effort to construct and standardize an achievement test in Social Studies for the students of Class 9th. For this purpose, the content of textbook prescribed by P.S.E.B. for class 9th was taken up. Multiple choices questions were constructed by giving equal weightage to all the chapters and expert opinions were taken. Try out was conducted on a sample of 200 P.S.E.B. students of class 9th. Item analysis was done. After revising and discarding the poor items on the basis of index of difficulty value (P) and discriminating index (D.I.), final draft was prepared. Reliability and Validity of the achievement test was also calculated.

**KEYWORDS:** Construction, Standardization, Achievement test in Social Studies.

**OBJECTIVES OF THE STUDY**
1. To construct an achievement test in social studies for 9th class students.
2. To standardize the achievement test by determining reliability and validity of the test.

**DELIMITATION OF THE STUDY**
The study was delimited with respect to sample and size of the sample has been limited to 200 students of class 9th from various schools of Abohar. The test in social studies was restricted to 9th class students of these schools and the items of the test were selected from the textbook of social studies of class 8th, which include geography, history & civics.

**METHODOLOGY**

**SELECTION OF THE TEST ITEMS**
Since the achievement test was intended for standard 9th therefore the social studies textbook was used for constructing the achievement test. The entire syllabus was thoroughly scrutinized and then items were selected from all the three parts of syllabus is history, civics & geography.

**PILOT FORM**
The pilot form of the achievement test in social studies for standard 9th was prepared from textbooks of P.S.E.B. 120 multiple choice questions on history, geography & civics were prepared. Each item was allotted to one mark. This test was administered on 200 students of 9th standard from various schools of Abohar.

Instructions given to the students were the same and it was stated, “I will give you an achievement test of 120 multiple choice question and you will have to answer carefully. For example Q: - in which direction earth moves? (a)West to East (b) East to West (c) South to North (d) none of these. The correct answer is A ( ) B ( ) C ( ) D ( ) Have you all understood? Any question? This test was not speed test and special emphasis was not given to record precise time.

The achievement test was then scored for items analysis. Each correct alternative answer was given one mark and zero for each incorrect answer. Skipped questions were not included in the analysis.

**ITEM ANALYSIS**
The items were analyzed for discriminatory index keeping in view there difficulty level. After the administration of the pilot form of the achievement test and the scoring of the test, the test papers were arranged from best of the worst. Items with the difficulty level of 40% to 60% & Discrimination Index 0.2 and above were retained in the achievement test.

**ITEM DIFFICULTY**
Total number of examinees was ranked from highest to lowest or vice versa on the basis of their total scores. Then upper 27% and the lower 27% of the examinees are separated naming them as upper and lower groups. Thus, middle 46% of the examinees are kept aside.

Index of difficulty (p) was calculated by using the following formula:-

\[
P = \frac{R_e + R_o}{N_u + N_l}
\]
Here,
\( R_u \) = number of examinees in the upper group answering the item correctly.
\( R_l \) = number of examinees in the lower group answering the item correctly.
\( N_u \) = number of examinees in the upper group.
\( N_l \) = number of examinees in the lower group.

**DISCRIMINATION INDEX**

Discrimination index was calculated by the 27\% rule. The group was divided into three parts, the best 27\% is named as upper group and 27\% from the worst end was termed as lower group. The remaining 46\% students constituted the middle group. For item validity discrimination index was calculated.

Discrimination index (D.I.) was calculated by using the following formula:-

\[
D.I. = \frac{U - L}{N^2}
\]

Here,
\( U \) = the number of students in the upper group who responded correctly.
\( L \) = the number of students in the lower group who responded correctly.
\( N \) = the total number of students.

Item with the discrimination index 0.2 and above was retained.

**ADMINISTRATION OF THE FINAL FORM OF THE TEST AND COLLECTION OF DATA**

43 items were eventually chosen for the final form, which were administered on 200 students from various schools of Abohar. These were English medium as well as Hindi and Punjabi medium schools following the P.S.E.B. curriculum. Instruction was given to students before the test to be started. The tests were then scored, each correct response obtaining a mark. The average time taken to complete the final form of the test was one hour.

**VALIDITY**

Content validity of the achievement test in mathematics was established with help of expert's opinion i.e. social studies of different schools.

**RELIABILITY**

The split-half method was used to establish reliability & its calculated reliability was 81.

**REFERENCES**