

<b>Semester</b>	I
<b>Paper Number</b>	
<b>No. of credits</b>	5 + 1
<b>Paper Title</b>	<b>CC-4: Educational Measurement &amp; Evaluation</b>
<b>Theory/ Composite</b>	Composite
<b>No. of periods assigned per week</b>	5 Theory and 1 Practicum
<b>Course descriptive/ objective</b>	<p>On completion of this course, it is expected that the students will be able to-</p> <ul style="list-style-type: none"> <li>• Acquaint themselves with the basic concepts and practices of evaluation in education.</li> <li>• Understand test construction and its process.</li> <li>• Develop skills in scoring and reporting the evaluation</li> <li>• Orient the students about contemporary methods of evaluation.</li> <li>• Help the student understand the relationship between measurement and evaluation in education.</li> <li>• Orienting the student with tools and techniques of measurement and evaluation.</li> <li>• Develop skills and competencies required for constructing, standardizing and using various tools and</li> </ul>

	tests for measuring both cognitive and non-cognitive aspects/domains
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<p><b>Syllabus</b></p>	<p><b>MODULE1(30 Marks)</b></p> <p><b>UnitI:ConceptsinEvaluation</b></p> <ul style="list-style-type: none"> <li>• Evaluation:concept and need</li> <li>• Interrelationshipbetweenmeasurementandevaluationin education</li> <li>• Processandtypesof Evaluation</li> <li>• ObjectivesandTaxonomiesofEducationalObjectives</li> <li>• CompetencyBasedEvaluation</li> <li>• Criteriaforteacherevaluation(Product,ProcessandPresage criteria)</li> </ul> <p><b>UnitII:TestConstructionanditsStandardization-I</b></p> <ul style="list-style-type: none"> <li>• Constructionofastandardizedtest(NRT&amp;CRT)</li> <li>• IssuesandBiaseswithTesting</li> <li>• Writingtestitems–objectivetype,essaytypeand interpretive type</li> <li>• Basic characteristics of good measuring instruments – Validity,Objectivity,Reliability,UsabilityandNorms.</li> <li>• Typesof Reliabilityand Validity</li> </ul> <p><b>UnitIII:ScoringandReportinginEvaluation</b></p> <ul style="list-style-type: none"> <li>• TruescoresandErrorsofMeasurement</li> <li>• DistractoranalysisandItemanalysisproceduresforNRT and CRT</li> <li>• ConceptsofPercentileandStandardscores(Z-Score, Stanine &amp; C-Score)</li> <li>• ConceptofMasteryLearning</li> </ul> <p><b>UnitIV:ContemporaryTechniquesofEvaluation</b></p> <ul style="list-style-type: none"> <li>• FormativeandSummativeEvaluation</li> <li>• ContinuousandComprehensiveevaluation(CCE).</li> <li>• QuestionBank,Semester,ContinuousInternalAssessment system, Grading, Portfolio Assessment</li> <li>• ComputerizedandOnlineEvaluation</li> <li>• OpenBookExamination</li> <li>• ModelsinEducationalEvaluation–3DModel,TotalModel and Individual Judgment Model</li> </ul> <p><b>MODULE2(30 Marks)</b></p> <p><b>UnitV:BasicsofMeasurement</b></p> <ul style="list-style-type: none"> <li>• Measurement:Concept,relevance,functionandscope</li> <li>• Levelsofmeasurement</li> <li>• Limitationsofestandmeasurement</li> <li>• RelationshipbetweenMeasurementandEvaluation</li> <li>• ThestatusofeducationalmeasurementinIndia</li> </ul>
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	<p><b>Unit VI: Assessment</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature, types and perspectives (assessment for Learning, and assessment of learning)</li> <li>• Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning</li> <li>• Assessment in Pedagogy of Education: Feedback Devices, Assessment of Portfolios, Reflective Journal</li> <li>• Rubrics for Self and Peer evaluation, Field Engagement using Rubrics</li> <li>• Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events)</li> </ul> <p><b>Unit VII: Test Construction and its Standardization-II</b></p> <ul style="list-style-type: none"> <li>• General principles of test construction and its standardization</li> <li>• Writing test items – objective, essay and interpretative</li> <li>• Comparison of teacher made test and standardized test</li> <li>• Process of Test Standardization</li> <li>• Construction and Interpretation of Interaction Matrix</li> </ul> <p><b>Unit VIII: Measurement of Psychological Traits</b></p> <ul style="list-style-type: none"> <li>• Need and use of psychological test in education</li> <li>• Achievement, and Interest</li> <li>• Aptitude, and Attitudes</li> <li>• Skills, and Personality</li> <li>• Creativity, and Intelligence</li> <li>• Subjective and Objective Tests</li> <li>• Sociological, Projective and Special Tests</li> </ul>
<b>Mode of Transaction</b>	Lecture, Discussion, Case Study, Questionnaire construction and administration, Experiments, Problem solving, Film Show
<b>Practicum</b>	<ul style="list-style-type: none"> <li>• Construct two questionnaires: One for the student and One for the teacher</li> <li>• Each questionnaire has 20 questions</li> <li>• The questionnaire for the students will be administered on 10 students of different levels in Colleges or Schools</li> <li>• The questionnaire for the teachers will be administered on 10 teachers of different levels in Colleges or Schools</li> <li>• The data will be analyzed and a report will be submitted on <b>anyone</b> of the following topics: <ul style="list-style-type: none"> <li>• The problems in Summative and Formative Evaluation faced by teachers and students of Schools or Colleges</li> <li>• The challenges in the Computerized and Online Evaluation System faced by students and</li> </ul> </li> </ul>

	teachers in Educational Institutions (Colleges or Schools)
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<b>Readings</b>	<ul style="list-style-type: none"> <li>• Anastasi, A: Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York.</li> <li>• Arun Kumar Singh: Tests, Measurement and Research Methods in Behavioral Sciences, New Delhi, Tata McGraw Hill Publishing Company limited, 1986.</li> <li>• Ebel, R. L.: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. (1970).</li> <li>• Ferguson, G A: Statistical Analysis in Psychology and Education, McGraw Hill International Book Co. (1981).</li> <li>• Agarwal, Y. P. (1998), <i>Statistical Methods</i>, Sterling, New Delhi.</li> <li>• Lindquist, E. F ; Statistical Analysis in Educational Research; Calcutta, Oxford &amp; IBH Publishing Co. 1970.</li> <li>• Garrett, H. E.: Statistics In Psychology And Education: Vikas Peffer &amp; Smara Co., Ins, New York.</li> <li>• Cronbach, L. J.: Essential of Psychology Trends Harper Row, New York.</li> <li>• Guilford, J. P.: Fundamental Statistics in Psychology and Education, McGraw Hill (1965).</li> <li>• KVSSharma, (2001) Statistics made Simple Do it Yourself on PC; New Delhi, Prentice Hall of India, Private India Limited.</li> <li>• MRajamanikram; Statistical Methods in Psychological and Educational Research, New Delhi, Concept Publishing Company, 2001</li> </ul>
<b>Evaluation</b>	<p>Practicum: 20 Marks  Continuous Internal Assessment: 20 marks  End-Semester Theory Examination: 60 marks</p>
<b>Paper Structure for End Semester</b>	<p><b>Full Marks: 60      Time: 3 Hours</b>  <b>Common Instructions:</b></p> <ul style="list-style-type: none"> <li>• Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation)</li> <li>• For questions based on numericals, step-by-step explanation of the process and formula used and interpretation of the result along with educational implications is required</li> <li>• Candidates are required to give their answers in their own words as far as practicable</li> </ul> <p style="text-align: center;"><b>Group A (From Module 1)</b></p> <p><b>I.      Critical Essay and Numerical Problem: Answer any two questions out of four questions (2 x 10 = 20)</b></p>

	<p><b>II. Critical Short Notes with Numerical Problems:</b> Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;"><b>Group B (From Module 2)</b></p> <p><b>III. Critical Essay:</b> Answer any two questions out of four questions (2 x 10 = 20)</p> <p><b>IV. Critical Short Notes:</b> Answer any two questions out of four questions (2 x 5 = 10)</p>
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