

SEMESTER - II

CPS 3 EVALUATION OF LEARNERS

Credits: 4

Internal: 40 marks

Hours/Week: Theory-4hrs Practical- 4hrs

External: 60 marks

Total: 100 marks

Objectives

At the end of the course the student teachers will be able to:

- acquire in depth knowledge about the concept and approaches of evaluation;
- infer qualities of good testing tool and techniques of evaluation;
- competently utilize steps in construction and administration of an achievement test;
- determine the meaning of test scores through quantitative analysis;
- internalize the art of Continuous and Comprehensive Evaluation, Portfolio, Internal assessment as learners evaluation;
- construct appropriate assessment tools for evaluating special needs of children with special needs.
- acquaint with various assessing scales.

Unit I: Introduction and Approaches of evaluation

Teaching Learning Process and Evaluation- Definition of Evaluation – Role of Evaluation – Need and Importance of Evaluation — Characteristics of good evaluation – Evaluation, Assessment and Measurement. Formative Evaluation, - Summative Evaluation – Distinction between Summative and Formative Evaluation – External Evaluation – Internal Evaluation – Norm Referenced and Criterion – Referenced Evaluation.

Unit II: Criteria of a good tool and types of tests

Essential criteria of an effective tool of evaluation – validity – reliability – objectivity – usability – Parameters concerning an evaluation item: Item analysis – difficulty level – discriminatory power. Rating Scales – Numerical Scale – Graphic scale rating by cumulative points – Rubric for assessment - Meaning - Benefits - Challenges - Diagnostic Test and Prognostic Test– Speed Vs Power tests – Individual Vs group tests – Aptitude tests – Teacher made and Standardized tests.

Unit III: Construction and Administration of Achievement Test

Achievement test: Meaning-Purpose of Achievement tests – Construction of achievement tests – Instructional objectives – Design – Blue print – Writing of questions – Marking Scheme – Highlights of good marking scheme - Question-wise Analysis – Standardized achievement tests. Types of questions: Short Answer Questions – Extended Answer Type – Completion type – Objective type questions – Multiple Choice – True-False Matching Block
–Merits and Demerits of each type. Administration of achievement test: infrastructural requirements- manpower requirement. Scoring and Recording of test results – Order of Scoring - Z score, T score and C score - Maintaining Records – norms and Interpretation of test scores – Grades. Objective Based Tests- Differences among objective type test- objectivity of tests and objective based tests.

Unit IV: Quantitative Analysis and Interpretation of Test Scores

Meaning – functions and significance – Applications of Education statistics – Tabulation – Frequency Table, Measures of Central Tendency – Arithmetic Mean, Median, Mode, Quartiles and Percentiles – Measures of Variability – Range, Quartile Deviation and Standard Deviation. The normal distribution and its properties – Concepts of Skewness and Kurtosis – Correlation: Definition, meaning and uses - Computing the Co – efficient of Correlation by the Rank Difference method – Graphical representation of data – Bar Diagram, Histogram, Frequency polygon – its interpretations and implications.

Unit V: Continuous and Comprehensive Evaluation (CCE) and Portfolio Assessment

Concept, Uses, Process Involved, Assignments in CCE - Advantages and Drawbacks of Continuous and Comprehensive Evaluation (CCE). Continuous and Comprehensive Evaluation (CCE) of Curricular and Co – Curricular Activities. Portfolio Assessment: Meaning, Steps involved in developing - Strength and Weaknesses – Guidelines for Portfolio Entries – Examples of Classroom Portfolio.

Unit VI: Test for children with special Needs, Grading System, Feed back as assessment mechanism for quality assurance

Performance Test, Pre – School Testing – Assessment of Mentally Retarded – System of Multicultural Pluralistic Assessment (SOMPA) – Testing the Physically Handicapped. Drawbacks of Traditional Scoring System and Traditional Grading System – Grading System

– Comparative / Relative Grading, Advantages and Limitations – Absolute Grading: Pre – Established Percentage scores, Criterion – Referenced Grading, Numerical Grading – Guidelines for Effective Grading. Importance – Feedback cycle – implication – types of feedback – students — Peers – superiors.

Suggested references:

- ❖ Agarwal, Y.P. (1990). *Statistical Methods – Concepts, Applications and Computation*. New Delhi: Sterling Publishers Pvt. Ltd.
- ❖ Aggarwal, Y.P. (1992). *Research in Emerging Fields of Education: Concepts, trends and prospects*. New Delhi: Sterling Publishers.
- ❖ Aggarwal, Y.P. (1994). *Better sampling*. New Delhi: Sterling Publishers.
- ❖ Anand, S.P. (1996). *RCEB Tools for secondary class students*. Bhubaneswar: Shovan.
- ❖ Anastasi, Anne, (1976). *Psychological Testing*, 4th ed., New York: Macmillan Publishing Co.Inc .
- ❖ Belok, Michael. V. (1993). *Naturalistic Research Paradigms*. Meerut: Anu Books.
- ❖ Bertrand, Arthur & Cebuls, Joseph P.,(1980). *Tests, Measurement and Evaluation A Development Approach*. U.S.A: Addison-Wesley.
- ❖ Best, John. W. (1988). *Research in Education*. New Delhi: Prentice Hall of India (P) Ltd.
- ❖ Bhatia, K. K. (1985). *Measurement and Evaluation in Education*. Ludhiana: Parkash Brothers.
- ❖ Bloom, Benjamin S., et.al (1971). *Handbook on Formative and Summative Evaluation in Student Learning*. U.S.A: McGraw Hill.
- ❖ Buch, M.B. (1991). *Fourth Survey of Research in Education. Vol I and II*. New Delhi: NCERT.
- ❖ Cronback, L.J., (1970), *Essentials of Psychological Testing 3rd ed.*, New York;

Harper and Row.

- ❖ Ebel Robert L.,(1966): *Measuring Educational achievement*, Prentice-Hall of India, New Delhi.
- ❖ Ebel, Robert. L.and Frisbie, David. A.,(1991): *Essential of Education Achievements*,New Delhi: Prentice Hall of India.
- ❖ Ebel, Robert. L.(1979). *Essentials of Educational Measurement*, London: Prentice Hall International Inc.
- ❖ *Fifth Survey of Research in Education*. (1997). New Delhi: NCERT.
- ❖ Fredrick, Davis.B.(1981), *Educational Measurement and their interpretation*, California: Woodworth Publishing Company .
- ❖ Garret, Henry.E.(1972). *Statistics in Psychology and Education*. Bombay: Vakils, Fetter & Simons (P) Ltd.
- ❖ Garrett.H.E.(1956). *Elementary Statistics*, New York: Longmans, Green & Co.
- ❖ Gronlund E. Norman. (1970). *Reading in Measurement and Evaluation*. London: The Macmillan Company,Ltd.
- ❖ Hannagan, T.J.(1982). *Mastering Statistics*, The Macmillan Press Ltd.,
- ❖ Harper, A.,Edwin J. and Harper, Erika S.(1992).*Preparing Objectives Examinations, A Handwork for Teachers, Students and Examiners*, New Delhi: Prentice-Hall of India.
- ❖ Kerlinger, F.N.(1973). *Foundations of Behavioural Research*, 1st ed., New York: Holt, Rinehart and Winston Inc.
- ❖ Khan, MohdArif.(1995). *School Evaluation*, New Delhi: Ashish Publishing House,
- ❖ Kumar, Anil. (2007). *Readings in Assessment and Evaluation*. New Delhi: Mahamaya Publishing House.
- ❖ Lindgren,B.W.(1975).*Basic Ideas of Statistics*.New York: Macmillan Publishing Co, Inc.,
- ❖ Linn, Robert L. (1989) *Educational Measurement*, U.S.A.: Macmillan.
- ❖ Martyn, Hammersley.(1996).*Case Studies in classroom research*. Philadelphia: Open University Press.
- ❖ Merriam, Sharan. B.(1988). *Case Study Research in Education*. San Francisco: Jossey bass Publishers.
- ❖ Mrunalini,T.(2011). *Educational Evaluation*. New Delhi: Neelkamal Publication Pvt. Ltd.
- ❖ Nunnally, Jume.(1964). *Educational Measurement and Evaluation*. New York;

McGraw Hill Book Company.

- ❖ Pal,S.K. and Saxena,P.C. (1995). *Quality Control in Educational Research*. Metropolitan Book Co.
- ❖ Patel,R.N.(1978). *Educational Evaluation-Theory and Practice*, Bombay: Himalaya Publishing House.
- ❖ Popham,W.James. (1990).*Modern Educational Measurement: Practitioners Perspectives* U.S.A: Prentice-Hall.Shukla,S.P.(1996). *Elements of Educational Research*. Bombay: Allied Publishers (P) Ltd.
- ❖ Singh, Pritam.(1989).*Handbook of Pupil Evaluation*, New Delhi: Allied Publishers.
- ❖ Singh.P.(1989). *Scheme of Continuous Comprehensive Evaluation for Novodaya Vidyalayas*,. New Delhi.
- ❖ Smith, D. (2005). *Theory of Educational Measurement*. New Delhi: Commonwealth Publishers.
- ❖ Smith, D.(2007). *Encyclopedia of Educational Measurement and Evaluation Vol IV*. New Delhi: Commonwealth Publishers.
- ❖ Srivastava, H.S.(1989) .*Comprehensive Evaluation in School*.New Delhi: NCERT
- ❖ Srivastava,H.S. and Pritamn Singh (1977): *Use of Test Material in Teaching*. New Delhi: NCERT.
- ❖ Stodola Quentin & Stordhal Kalmer. (1972). *Basic Educational Tests and Measurement*. New Delhi:Thomson Press.
- ❖ Thorndike, R.L.& Hagen, EP.,(1969). *Measurement and Evaluation in Psychology and Education*, 3rd ed. New York: John Wiley & Sons Inc.
- ❖ Vanaja,M. and Rajasekar, S.(2007).*Educational Technology and Computer Education*. New Delhi: Neelkamal Publication Pvt. Ltd.
- ❖ Walberg, Herbert. J and Haertel, Geneva. D. (1990). *The International Encyclopedia of Educational Evaluation*. Pergamon Press
- ❖ Wine, R.L.(1976).*Beginning Statistics*.Massachusetts: Winthrop Publishers Inc.
- ❖ Young,Pauline.V.(1992).*Scientific Social Surveys and Research*. Bombay: Asia Publishing House.
