

## **Paper-III B Opt. (VI): EDUCATIONAL MEASUREMENT AND EVALUATION**

**Time: 1.30 Hours**

**Max. Marks: 40**

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. It will be comprised of 2 short-answer type notes of 5 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long -answer type questions will carry 16 marks each.

### **OBJECTIVES:**

#### **Pupil-teachers would be able to-**

- (i) Define evaluation, assessment and measurement.
- (ii) Explain measurement procedures in respect of cognitive and non-cognitive tests.
- (iii) Describe Norm Referenced and Criterion References Testing (CRT).
- (iv) Explain approaches of evaluation
- (v) Classify and differentiate tools and techniques of evaluation.
- (vi) Explain continuous and comprehensive evaluation.

## **COURSE CONTENTS**

### **UNIT-I**

- 1) Evaluation, assessment and Measurement
  - Fundamental assumptions underlying the concepts of evaluation, assessment and measurement: Similarities and differences
  - Types of scales: Nominal, Ordinal, Interval and Ratio scales
  - Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation
- 2) Measurement procedures in respect of cognitive and non-cognitive tests
  - Ability testing procedures
  - Disability testing procedures
  - Uses of cognitive and non-cognitive tests
- 3) Norm-Referenced and Criterion-Referenced Testing (NRT & CRT))
  - Concept of NRT and CRT and difference between NRT and CRT
  - Developing tests under NRT and CRT approaches
  - Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

### **UNIT-II**

- 4) Evaluation- Concept and Approaches
  - Definition, need, and importance
  - Characteristics of evaluation
  - Evaluation, assessment, and measurement
  - Formative and Summative evaluation
  - External and Internal evaluation, advantages and disadvantages
  - Norm references and criterion references evaluation concepts

5) Techniques and tools of evaluation

- Testing- concept and purposes
- Observational techniques
- Projective techniques
- Types of evaluation tools
- Rating scales, Intelligence Tests, Aptitude tests, Inventories, the anecdotal records

6) Continuous and Comprehensive Evaluation and Credit Based Evaluation

- Continuous evaluation
- Comprehensive evaluation
- Credit based evaluation

Functions, strength, and limitation

**Practical Session**

**Marks; 10**

1) Students will prepare two assignments related to the syllabus.

**SUGGESTED READINGS**

Agarwal, S. N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak Bhandar

Aggrawal, Y. P. (1990). *Statistical Methods-Concepts, Applications and Composition*, New Delhi: Sterling Publishers

Balls, S. & Aderson, S. (1976). *Encyclopedia of Educational Evaluation in Teaching* New York: McMillan

Kubiszyn, T. & Borich, G. *Educational Testing and Measurement: Classroom application and practice*, New York: Harper Collins College Publisher

Popham, W. I. (1977). *Educational Evaluation*, Englewood: Prentice Hall

Sinha, H. S. (1974). *Modern Educational Testing* New Delhi: Sterling

Thorndike R. L. & Hagen, E. (1969). *Measurement and Evaluation in Psychology and Education*, New Delhi: John Wiley.

Wittrock, M. C. & Wiley, D. E. (ed.) (1970). *The evaluation of Instruction*, New York: Holt Rinehart