MANGALORE UNIVERSITY
Master of Education (M.Ed.)

MES552 - SP: 12 - Theme A /Theme B

Theme Based Specialization Course - II

Theme A: Pedagogy, Technology and Assessment in Education

Educational Evaluation

(Elementary/Secondary and Senior Secondary Education)

Objectives / Course Outcomes

On completion of this course the student will be able to

- Explain the concept, characteristics and need of evaluation.
- Analyse the role of evaluation in the teaching-learning process.
- Explain the concept and characteristics and functions of different approaches of evaluation.
- Discuss the advantages and limitations of external and internal evaluation.
- Construct criterion referenced and standardized achievement tests.
- Explain the characteristics and use of self-reporting technique, observation techniques, peer rating technique and prospective technique.
- Enumerate the various types of observations and their significance in educational situations.
- Enlist the criteria of a good measuring tool.
- Explain the procedure to find out validity and reliability of a tool.
- Prepare reliable and valid tool.
- Calculate the parameters of evaluation tool.
- Explain the recommendations of various committees and commissions on evaluation at secondary and senior secondary level.
- Explain the characteristics, types and procedure of construct different tools of evaluating students learning in scholastic and co-scholastic areas.
- Explain the importance and procedure of documenting and reporting student learning.
- Prepare student profile.
- Prepare cumulative record card.

Unit 1: Evaluation in Teaching Learning Process

1.1 Evaluation – concept of 'Testing', 'Measurement', 'Evaluation' ; importance, characteristics and functions of Evaluation ; role of Evaluation in teaching and learning – diagnosis, guidance and prognosis.

1.2 Approaches to Evaluation – Formative Evaluation, Summative Evaluation, External Evaluation and Internal Evaluation – concept, characteristics and use.

1.3 Criterion Reference Test (CRT) and Norm Referenced Test (NRT) – meaning, characteristics, steps of construction and applications.

1.4 Achievement Test and Diagnostic Test – characteristics, planning, construction, administration of an Achievement Test ; Diagnostic Test – characteristics, construction and use ; Role of Diagnostic Test in Remedial Instruction.

Unit 2: Techniques and Tools of Evaluation

2.1 Techniques of Evaluation – meaning of 'evaluation tool' and 'evaluation technique', general techniques of evaluation, purposes of testing – instructional, administrative and guidance.

2.2 Types of Techniques – Self Reporting Technique, Observation Technique, Peer Rating Technique, Projective Technique – concept, significance and interpretation.

2.3 Parameters concerning an Evaluation Item – Item Analysis – meaning, Indices of item analysis, difficulty level/facility index and Discriminator Power/ Index discrimination – meaning and procedure of computing.

2.4 Unit test – concept, need, procedure of construction and administration.

Unit 3: Learner Evaluation in Continuous and Comprehensive Evaluation (CCE) and School Based Evaluation Scheme (SBES):

3.1 Evaluation of student learning at Secondary and Senior Secondary Level – Recommendations of National Curriculum for Elementary and Secondary Education – A Framework 1988, NCF 2005, 2009 and NCFSE ; School Based Evaluation Scheme (SBSE) – Salient features, areas covered – cognitive, Psychomotor and Affective, Evaluation of scholastic and co-scholastic areas.

3.2 Tools and Techniques of evaluation in Scholastic Areas – Tests and Examinations ; Teacher-made Tests – Oral Tests – purpose, planning and constructing oral questions, Forms of Oral Test – oral response test, written response test , oral performance test, merits and limitations ; Written Examination and Tests – characteristics, types, advantages, limitations and guidelines for writing essay type questions and preparation of markup scheme ; short answer and objective types tests – characteristics, types and guideline for writings test items ; Practical Test – need, purpose and procedure.

3.3 Tools and Techniques of Evaluating Co-scholastic Areas – Observation Technique and tools for observation – Chek List, Rating Scales – Numerical Rating Scale, Graphic Rating Scale, Descriptive Rating Scale, Anecdotal records ; Peer Appraisal – Guess who technique, Sociometric Technique – sociogram, self-report technique and tools – attitude scales and interest enventories.

3.4 Documentation and Reporting student learning, Reporting Marks – importance of Progress Report, Purpose of Report, Interpretation of Marks, Assigning letter grades – relative and absolute grading, Student's Profile, Cumulative Record - significance, maintenance and use.

Practicum:

- Conduct a survey of attitude of Elementary/Secondary and Senior Secondary teachers towards current evaluation practices.
- Prepare Question Bank for any one subject of Elementary/Secondary and Senior Secondary.
- Prepare any two tools to evaluate students in co-scholastic areas.
- Prepare a Unit Test on any one Elementary/Secondary and Senior Secondary subject and prepare a diagnostic test based on its results.
- Visit to a Elementary/Secondary and Senior Secondary Schools during the internal assessment test/exams and assist the teachers in conducting the examination work, evaluating the test papers and document the results.
- Critical evaluation of a question paper in any one subject of Elementary/Secondary and Senior Secondary.

References:

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- G.Vishwanathappa (2015): Assessment of Learning; a Book on Evaluation, Neel Kamal Publications Pvt.Ltd, New Delhi, India.
- Harper, A Edwin and Harper, Erika S., (1992) Preparing Objective Examinations: A Handbook for Teacher's Students and Examiners. Prentice – Hall of India, New Delhi.
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