

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 13 (DSE-13): ASSESSMENT AND
EVALUATION: PERSPECTIVES AND
PRACTICES**

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutori al	Practica l/ practice		
Assessment and Evaluation: Perspectives and Practices (DSE 13)	4	3	1	0	Class XIIth pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Building an understanding about assessment and evaluation their need and purpose in learning.
2. Developing comprehension about assessment for learning, assessment of learning and assessment as learning
3. Critically evaluating various tools for assessment and design a good assessment test.
4. Reflecting on the contemporary trends and practices in assessment and evaluation.

Learning outcomes

After completion of the course student will be able to:

1. Understand the nature, purpose and types of assessment and evaluation
2. Develop and use different types of tools and techniques for assessment and evaluation
3. Understand practices of different types of assessment and evaluation used in schools and educational institutions
4. Learn and appreciate contemporary trends in assessment and evaluation

Sanjay
JK

Total Hours:45

Unit 1 Assessment and Evaluation (10 hours)

- Meaning and Purpose (Enhancing Learning; Placement, Formative, Diagnostic and summative)
- Assessment for, of, as Learning; Continuous and comprehensive assessment
- Approaches: Norm and criterion referenced
- Self and peer assessment

Unit 2: Policy Perspective in Assessment and Evaluation (08 hours)

- Non-detention policy and quality of learning and assessment in schools in India
- NEP (National Education Policy) 2020: 360 degree holistic assessment
- Recent government initiatives like PARAKH

Unit 3 Tests and Tools (12 Hours)

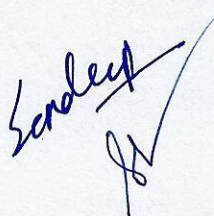
- Achievement vs Diagnostic tests
- Teacher made vs Standardized tests
- Criterion of a good test - Reliability and validity
- Preparation of test items and conducting a test, reporting and feedback
- Tools: Testing, observation, Interviewing, Participant observation

Unit 4 Contemporary Issues and Concerns (15 hours)

- Over-emphasis on Scholastic assessment, Competitive Examination, Stress related to examinations
- Qualitative vs Quantitative, Objectivity vs Subjectivity
- Marking vs Grading, Open vs Closed ended; Oral vs Written
- ICT tools in assessment (Online and e-assessment, e-portfolio)

Suggested Practicum/ Suggested Projects / Assignments (Any Two)

1. Identify news clippings related to stress of examinations. Interview students, parents and teachers on the matter and write a reflective essay on it.
2. Engage in self-reflection and document the role of different assessment practices to be followed in schools and higher education institutions.
3. Critically read the policy documents and write a term paper on how assessment has changed over the years.
4. Critically analyses any given question paper and design a good test for assessment



5. By taking example of a concept, design ten multiple choice items and five essay type items for a test and critically comment on the purpose of assessment for those questions
6. Design an open book test for your assignment for this paper and highlight the objectives achieved by the test.
7. Watch the movie '3 idiots' and critically comment on the nature and stress of examination.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Aggarwal, J. C. (2005). Essentials of Examination System: Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cooper, D. (2007). Talk about assessment: Strategies and tools to improve learning. Toronto, Ontario: Thomson Nelson.
- Ebel, Robert, L. (1996). Measuring Educational Achievement. New Delhi: Prentice-Hall of India.
- Eble, R. L. and Frisbie, D. A. (1991). Essentials of educational measurement (5th edition), New Delhi: Prentice-Hall of India Private limited.
- Koul L. (1984). Methodology of educational research. Vikas Publishing House Pvt. Ltd: New Delhi.
- Linn, R.L. & Miller, D.M. (2005). Measurement and assessment in teaching (9th ed.). NJ: Pearson.
- MHRD (2020) National Education Policy, Government of India.
- Popham, W.J. (2010). Classroom assessment: What teachers need to know (6th ed.). New York: Prentice Hall.
- Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences. 3rd ed., Patna : Bharti Bhawan.
- Woolfolk, A., Mishra, G. & Jha, A. K. (2012). Evaluation Classroom Assessment, Grading and Standardized Testing in Fundamentals of Educational Psychology, Delhi: Pearson

Additional/ Advanced Reading

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- Anastasi, Anne (1976). Psychological Testing, 4th ed., New York : Macmillan Publishing Co. Inc.
- Cronback, L.J. (1970). Essentials of Psychological Testing, 3rd ed., New York: Harper and Row.
- Freeman, F.S. (1965). Theory and Practice of Psychological Testing (3rd ed.). Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.

- Garrett, H.E. (1973). Statistics in psychology and education (6th ed.). Bombay: Vakils, Feffers & Simon.
- Gay, L. R. (1991). Educational evaluation and measurement: competencies for analysis and application (2nd edition). Singapore: MERRILL.
- Gronlund, N.E. & Linn, R.L. (2009). Measurement and assessment in teaching (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
- Kerlinger, F.N. (1993), 'Foundations of Behavioural Research: Educational and Psychological Inquiry'. Holt, Rinehart & Winston, New York.
- Linn, Robert L. (1989). Educational Measurement. Macmillan, USA.
- NCERT (2005). National Curriculum Framework, 2005. NCERT, New Delhi: India.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Shepard, L.A. (2000). The role of assessment in learning culture. Educational Researcher, 4-14.
- Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill
- Thorndike R. M. and Christ T. (2011). Measurement and Evaluation in Psychology and Education (p.68). Eighth Ed., New Delhi: PHI Learning Private Limited.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keyword: Assessment, Evaluation

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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