

SEMESTER-III

COURSE CODE: MS3TC3

CREDITS: 4

EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE OBJECTIVES:

- CO1: Comprehend the concept, meaning and nature of measurement and evaluation.
- CO2: Understand the relationship between measurement and evaluation.
- CO3: Acquire knowledge about various tools of measurement and evaluation in existence.
- CO4: Develop skills on using psychological test for measurement and evaluation.
- CO5: Get hands on SPSS to learn various statistical measurement and its analysis.
- CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.
- CO7: Familiarize to construct different kinds of tests and tools.
- CO8: Obtain knowledge on statistical concepts, test scores and its transformation.
- CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.
- CO10: Prepare question banks and other self-study materials.

UNIT - I: CONCEPT OF MEASUREMENT AND EVALUATION

Measurement and Evaluation – Concept, Meaning, nature and need. Relationship between measurement and evaluation, Functions of measurement and evaluation.

UNIT - II: TOOLS OF MEASUREMENT AND EVALUATION

Subjective and objective tools - Tests: Essay tests, objective test, scales, questioners, schedules, inventories, observation, interviews, performance tests, oral tests-diagnostic tests and remedial measures.

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UNIT - III: PSYCHOLOGICAL TESTING

Construction and Standardization of Psychological tests, Aptitude, Attitude, personality tests. Intelligence and its nature - Theories: Spearman, Thorndike, Thurston and Guilford - Types of intelligence test - their functions and uses.

UNIT - IV: STATISTICAL CONCEPTS

Test scores and their transformation: Z and T Scores, percentile-Interpretation of qualitative data Correlation analysis, Item analysis – Basic assumption, Methods

UNIT - V: NEW TRENDS IN EVALUATION

Grading System, Semester system, Continuous Comprehensive Evaluation, Question Bank, uses of computer in evaluation.

SUGGESTED ACTIVITIES:

1. Give experts talk on various aspects of measurement and evaluation.
2. Prepare self-made tools such as questionnaire, scales, survey materials for any interested topic.
3. Visit various well-equipped educational institutions like IITs, NITs, IIMs, IISCs, Universities (Central/State/Deemed to be) and Autonomous Colleges to know about the multifaceted measurement and evaluation system in existence.
4. Provide hands on using SPSS to apply statistical techniques and methods.
5. Conduct various psychometric tests and other psychological tests available in the laboratory.

TEXTBOOKS:

- 1 Adams, G. S. (1964). *Measurement and evaluation in education, psychology and guidance*. Holt, Rinehart & Winstone.
- 2 Anastasi. (1984). *Anne psychological testing*. The MacMillan.
- 3 Aggarwal, Y.P. (1998). *Statistical methods*. Sterling.

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- 4 Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning*. Thomson Nelson.
- 5 Earl, L. M. (2006). *Assessment as learning: Using class room assessment to maximize student learning*. Corvine Press.

SUPPLEMENTARY READINGS:

1. Ferguson, G. A. (1981). *Statistical analysis in psychology and education*, McGraw Hill International Book.
2. Gupta, S. (2014). *Educational Evaluation*, A.P.H.
3. Reynolds, C.R., Livingston, R. B, & Willson, V. (2009). *Measurement and Assessment in Education*. PHI Learning.
4. Singh, B. (2004). *Modern Educational Measurement and evaluation System*. Anmol.
5. Taba & Hilda. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.

E-RESOURCES:

1. <http://www.adprima.com>
2. <http://www.tc.columba.edu>
3. <http://www.scribd.com>

COURSE OUTCOMES:

After completion of this course, the students will be able to

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5: Get hands on SPSS to learn various statistical measurement and its analysis.

CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.

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CO8: Obtain knowledge on statistical concepts, test scores and its transformation.

CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

CO10: Prepare question banks and other self-study materials.

OUTCOME MAPPING

| COURSE OUTCOMES | PROGRAMME SPECIFIC OUTCOMES | | | | | | | | | | | | | | | | |
|--------------------|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 1. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 2. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 3. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 4. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 5. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 6. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 7. | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 8. | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 9. | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 10. | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | | | | ✓ |


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SEMESTER-III

COURSE CODE: MS3SC1

CREDITS: 4

CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

COURSE OBJECTIVES:

CO1: To acquire the knowledge of curriculum planning and alignment

CO2: To understand the dimensions of knowledge and cognitive processes

CO3: To analyze the curriculum and pedagogy as envisaged by various educational pioneers

CO4: To understand the planning, management and support practices of pedagogy

CO5: To evaluate the effectiveness of students' learning outcomes

UNIT- I: CURRICULUM PLANNING AND ALIGNMENT

Forms of Curriculum Planning: ideological, Formal, Sanctioned, Perceived, Operational and Experiential Curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula. Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden Curricula – School Curriculum – Nature and direction of change in the development of school curriculum - Elementary school curriculum in Tamil Nadu- Role of teacher in curriculum planning and alignment.

UNIT- II: DIMENSIONS OF KNOWLEDGE AND COGNITIVE PROCESS

Definition of Knowledge, Process of knowing and ways of knowing- Knowledge dimensions: Major forms or types of knowledge – Factual, conceptual, Procedural, Meta- cognitive knowledge and their sub-types - Dimensions of Cognitive Process – Categories of major cognitive dimensions – Remember, Understand, Apply, Analyze, Evaluate, Create and their related second order cognition.

UNIT – III: CURRICULUM AND PEDAGOGY IN THE PERSPECTIVE OF EDUCATIONAL PIONEERS

Meaning of Pedagogy – Curriculum and Pedagogy as envisaged by educational pioneers: Swami Dayananda- Mahatma Gandhi – Tagore - Paramhansa Yogananda – Gijibhai - Annie

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Besant - Badhaka — Karl Mark - Herbert Spencer - Montessori – Pestalozzi – John Dewey – Kilpatric- Frobel- Martin Luther Christen Mikkelsen Kold, John Amos Comenius, Mohammad Iqbal, John Locke – Bonewell & Eison – Pedagogical Models : Productive Pedagogies, Primary and Middle school inquiry faced model – Multi literacies model.

UNIT – IV: PLANNING, MANAGEMENT AND SUPPORT PRACTICES OF PEDAGOGY

Issues related to Instructional planning – steps in instructional planning –Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classrooms, Time Management, Instructional resources: Print-based and Non-Print based resources. Need and importance of Instructional support practices –Virtual Learning - Flipped classroom – Blended Learning – Personalized Learning- Instructional Scaffolding – Individualizing curriculum – Enhancing and extending learning through ICT – Impact of ICT teaching and learning – Auto tutorial system – STEM strategy.

UNIT - V: ASSESSMENT FOR LEARNING

Test, Examination, Measurement, Assessment and Evaluation – Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of activity, Presentation, Group work and Collaborative learning – Techniques of Assessment : CCE - Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

SUGGESTED ACTIVITIES:

1. Think, Pair & Share among the prospective teachers on different forms of Curriculum planning.
2. Conferencing on the knowledge dimensions and types of cognitive processes.
3. Brain storming and peer partner learning on curriculum and pedagogy as visualized by educational pioneers.
4. Information processing and social interaction among the prospective teachers on planning, management and support practices of pedagogy.
5. Case studies on impact of curriculum upon the accomplishment of students scholastic and non-scholastic areas.

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TEXTBOOKS:


1. Aggarwal & Deepak. (2007). *Curriculum development: Concept, methods and techniques*. Book Enclave
2. Allan Glatthorn, A., Floyd Boschee, Bruce M.Whitehead. (2009). *Curriculum leadership*. SAGE.
3. Anderson, Lorin Wetal., (Ed.) (2001). *A taxonomy for learning, teaching and assessing*. Longman
4. Galen Saylor & William Alexander, M., (1956). *Curriculum planning for better teaching and learning*. Rinehart Company, Inc.
5. Hilda Taba. (1962). *Curriculum development theory and practice*. Harcourt, Brace & World, Inc.
6. Jagdish Chand. (2013). *Great Indian thinkers on education*. Anshah Publishing House.
7. McKernan & James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. Routledge.
8. Orestein A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
9. Pinar,W.,(Ed) (2015). *Curriculum Studies in India*. Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT.
2. Chikumbu, T.J., & Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)*. The Common wealth of Learning.
3. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice*. Macmillan.
4. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*, LAMBERT.
5. Yu, Shengquan, Ally, (Eds) (2020). *Emerging technologies and pedagogies in the curriculum*. Springer.


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E- RESOURCES:

1. <https://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=XHbLclohFq0%3D&tabid=3437>
2. <https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf>
3. <https://courses.lumenlearning.com/educationalpsychology/chapter/major-theories-and-models-of-learning/>
4. <https://tophat.com/blog/instructional-strategies/>
5. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the basic types of curricula and issues in curriculum alignment.

CO2: Explain the knowledge dimensions and categories of major cognitive processes.

CO3: Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.

CO4: Implement the various types of instructional planning and support practices.

CO5: Evaluate the students' performance by applying various types of assessment techniques.

OUTCOME MAPPING

| COURSE OUTCOMES | PROGRAMME SPECIFIC OUTCOMES | | | | | | | | | | | | | | | | |
|-----------------|-----------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
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| CO1 | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | ✓ |
| CO2 | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | ✓ |
| CO3 | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | ✓ |
| CO4 | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | ✓ |
| CO5 | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | | | | | | ✓ |

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