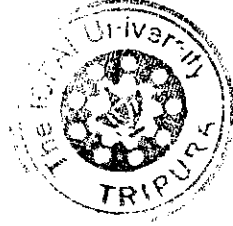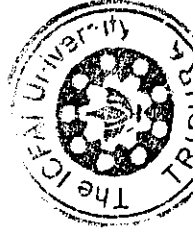# 1st Year

Master of Education, Semester-I

Bloom's Taxonomy Levels: 1. Remember 2. Understand 3. Application 4. Analysis 5. Evaluation 6. Creation

Programme Name: M.Ed.

Programme Code: FOE003

Programme Outcome:

PO1-To help students discover and appreciate their unique vocation in society.

PO2-To create a learning environment which integrates theory and practice.

PO3- To nurture, in particular, the values of peace, justice, equality and fraternity.

PO4-To enable students to understand and cater to the needs of a diverse student population.

PO5-To encourage students to become catalysts of social transformation.

PO-6-To revitalize education through collaboration with different organizations and universities.

PO7-To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.

PO8-To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.

PO9-To draw out latent talents and creativity through varied co-curricular Activity.

Syllabus of Course

Faculty of Education, ICFAI University Tripura	Academic Year	2023-2024

Programme Name: Master of Education

Core/ Elective/ Foundation: Core

Course Name: Educational Measurement and Evaluation			
Course Code: ELC411			
Year	1	Year of Introduction:	2006
Semester	1	Year of Syllabus Revision:	2021

Hours per week	4
Maximum Marks	100
L	P	U

Lectures and Tutorials

Mode of Transaction: English

Course Outcomes (CO)

CO1	Understand the basic concepts and practices adopted in educational measurement and evaluation and the relationship between the two.
CO2	Understand the existing models/types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
CO3	Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive aspects/domains.
CO4	The student teachers will be able to understand children of different ages by interacting and observing them in diversified social, economic and cultural context rather than through an exclusive focus on psychological theories of child development. Understand and realise that the aims and objectives of measurement and evaluation in education is to not only help the students but to improve upon the existing educational programmes and procedures also.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)Global (G)	Relation to Gender (G)/ Environment and Sustainability (ES)/ Human Values (HV) and Professional Ethics (PE)
1	The Measurement and Evaluation Process: Relation between measurement and evaluation Levels of measurement, Taxonomy of Educational objectives Norm referenced and criterion-referenced Test	15	25	1,2	CO1	PO4	(Emp,Ent, SD)	L, N, G	HV and PE
2	Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological). Subjective and Objective Tests.	15	25	1,2,3	CO2	PO4			

#	Content				
	Questionnaires, Scales, Schedules and Inventories. Performance, Sociological, Projective and Special Tests.				
3	Test Construction: General Principles and procedural steps; precautions and common mistakes. Writing of Test items: objective type, short answer/interpretive type, and essay type. Standardization of Measuring tools: major steps, item analysis Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Norms. Limitations of test and measurement. Scaling – standard scores, T scores, C scores.	15	25	1,2,3,4	CO3 , PO4 ,
4	Measurement of - Achievement, Aptitude, Intelligence, Attitude, Interest, skills, Personality and Values. Interpretation of scores on these tests. Recent Trends in Evaluation- Grading System ,Question Bank, Formative Summative, Continuous Comprehensive, Marking.	15	25	1,2,3,4, 5	CO4 , PO4 ,

Reference Book:

R1	Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
R2	Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations – Some Emerging concepts, New Delhi : NCERT
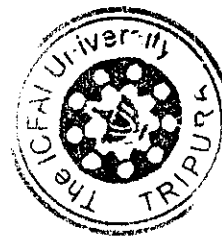
R3	Best, J.W. Research in Education, New Delhi. Prentice Hall of India Pvt. Ltd.
R4	Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
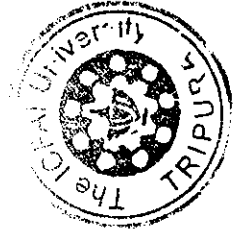
PROGRAM: M.Ed.   FULL MARKS: 30
COURSE TITLE: EDUCATIONAL MEASUREMENT AND EVALUATION   COURSE CODE: ELC411

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SECTION- A

Answer the following questions: **2 × 3 = 6**

1. Differentiate between objective and subjective tools of measurement.
2. How the questionnaire is differing from the inventory?
3. List the statistical operations that can be performed on data measured by an ordinal scale.

SECTION-B

Answer the following questions: **3 × 4 = 12**

4. Explain the concept of an "Achievement Test" in the context of educational assessment. Discuss the key characteristics that differentiate achievement tests from other types of assessments, such as aptitude tests.
5. Discuss the uses and significance of a 'Sociogram' in assessing social interactions within a classroom.
6. Examine the challenges associated with assessing psychomotor skills in a classroom setting compared to assessing cognitive skills.
7. Discuss three specific advantages of employing case studies in educational assessments, and provide examples of educational scenarios where this technique is most beneficial.

SECTION-C
Answer <u>ANY TWO</u> the following questions: **6 × 2 = 12**

8. Compare and contrast the use of sociometry with other methods of assessing classroom dynamics, such as observation and self-report surveys. Highlight the unique advantages of employing sociometric measures in educational research and evaluation. Give an example of a research study where sociometry was utilized to gain insights into classroom social structures.
9. Illustrate Norm referenced test with an example. How is it different from the Criterion referenced test?
10. Provide one question for each of the following levels: Knowledge, Comprehension, Application, and Analysis. Explain how each question aligns with its respective cognitive level.
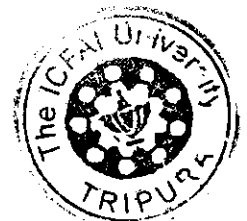
THE ICFAI UNIVERSITY TRIPURA
EXAMINATION DEPARTMENT
COMPREHENSIVE EXAMINATION, SEM I, AY-2023-24

PROGRAM: M.Ed   **FULL MARKS: 50**
COURSE TITLE: Educational Measurement   **COURSE CODE: ELC411**
and Evaluation
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SECTION- A

Answer the following: **2 × 5 = 10**

1. On what psychological theory is the Thematic Apperception Test (TAT) based, and what does it aim to assess?
2. How Likert scales are used in measuring attitudes and values?
3. How does the Inkblot Test's approach to psychological assessment differ from that of structured tests?.
4. What are constructed-response items in test development, and how do they differ from other item types?
5. Calculate the T-score for a score of 67, given that the mean is 65 and the standard deviation is 10.

SECTION-B

Answer the following: **4 × 5 = 20**

6. Assess the suitability of multiple-choice items for different levels of learning.
7. Explain the process of developing constructed-response items for educational assessments.
8. Evaluate the impact of true/false items on the assessment of learning outcomes.
9. Outline the process for creating matching items that effectively measure knowledge application.
10. Discuss the steps involved in creating effective selected-response items.

SECTION-C

Answer the following(Any two):   **10 × 2 = 20**

11. Discuss the role of item analysis in the development of reliable and valid assessment tools, . including aspects like item difficulty and item discrimination.
12. Enumerate and Explain the steps of Test construction.
13. Evaluate the approaches and complexities in measuring psychological constructs such as attitude, interest, skills, personality, and values.