**CENTRAL UNIVERSITY OF Haryana**

**School of Education**

**Teaching Plan**

**Programme: B.Ed. Session: 2019-20**

**Year: I Semester-Ist**

**Course Code- SOE020103C3104 Course Title: Assessment for Learning**

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| **Unit/Topic** | **Approximate Hours** (Lecture/Tutorial/Practicum/ Practical) | **Content Outlines/Teaching Points** | **Teaching Strategies** | **Learning Outcomes** | **Evaluation Strategies**  | **Suggested Learning Resources** |
| **Unit-I****Overview of Assessment and Evaluation**(i) Clarifying the terms: Test, Examination, Assessment, Evaluation and Measurement(ii) Types of Evaluation (iii) Mode of Response: Oral & Written (iv) Continuous and Comprehensive Assessment: Concept, nature, process and implementation strategies  | **16 Hours** | 1.1 Concept of Test 1.2Concept of .Examination1.3 Concept of Assessment 1.4 Concept of Evaluation 1.5 Concept of Measurement 2.1. Types of Evaluation3.1.Oral mode of response 3.2 Written mode of response4.1. Concept, Nature & Process of CCA4..2 Implementation Strategies of CCA | Lecture cum Discussion  | **On completion of this unit the students will be able to:** 1. understand and clarify the terms test, examination, assessment, evaluation and measurement
2. compare the different types of evaluation
3. comprehend the various modes of students’ responses
4. comprehend about the concept, nature, process of continuous and comprehensive assessment
5. understand the implementation strategies of continuous and comprehensive assessment
 | Class test will be takenStudents’ will prepare assignment and present their views/ideas through Power Point Presentation  | Cecil, [R. R.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=R.+Reynolds+Cecil&search-alias=stripbooks),  [Livingston, B. R.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=B.+Livingston+Ronald&search-alias=stripbooks),  [Willson V.,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Willson+Victor&search-alias=stripbooks)  & [Jha, A. K.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_4?ie=UTF8&field-author=K.+Jha+Arbind&search-alias=stripbooks) (2017). Measurement & assessment in education. New Delhi: Pearson EducationAsthana, B. (2017).Measurement, evaluation and assessment in education. Agra: Agrawal Publications. Gupta, R. (2017). Measurement, evaluation and assessment for learning. New Delhi: Shipra Publications. **Web Source:** <https://online.stu.edu/articles/education/educational-measurement-assessment-evaluation.aspx><http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf><http://www.cbse.nic.in/cce/cce-manual/chapter_1.pdf><http://www.shareyouressays.com/knowledge/10-differences-between-evaluation-and-measurement-education-system/116000> |

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| **Unit-II****Assessment of Learning** (i) Concept of Cognitive, Affective and Psychomotor domains learning (Revised taxonomy of objectives)* (ii) Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills – convergent and divergent –
* (iii) Assessment of affective learning: attitude, values and interests and procedures for their assessment

(iv) Assessment of performance: tools and techniques for assessment of skills | **16 Hours** | * 1. Concept of Cognitive domain and it’s taxonomy

1.2 Concept of Affective domain and it’s taxonomy* 1. Concept of Psycho motor Cognitive domain and it’s taxonomy

2.1 types and levels of cognitive learning 2.1.1 understanding & application2.1.2 thinking skills – convergent and divergent3.1 Assessment of attitude3.1.1 Assessment of values3.1.2 Assessment of interest 4.1 tools and techniques for assessment of skills | Lecture cum Discussion | **On completion of this unit the students will be able to:** (i) comprehend the concept of instructional objectives (ii) explain the taxonomies of educational objectives(ii) frame objectives according to the taxonomies at cognitive, affective and psycho motor domain(iv) comprehend the concept of convergent and divergent skill | Students’ will prepare assignment and present their views/ideas through Power Point Presentation and Group Discussion | Asthana, B. (2017).Measurement, evaluation and assessment in education. Agra: Agrawal Publications. Gupta, R. (2017). Measurement, evaluation and assessment for learning. New Delhi: Shipra Publications.[**Web Source:** <https://education.stateuniversity.com/pages/2475/Taxonomies-Educational-Objectives.html> we<http://www.nwlink.com/~donclark/hrd/Bloom/original_cognitive_version.html><https://www.teachthought.com/critical-thinking/3-modes-of-thought-divergent-convergent-thinking/>https://www.marinels.com/assessing-attitude-an-important-but-rarely-measured-mariner-quality/ |
| **Unit-III****Trends and Issues in Assessment for Learning**(i)Construction of an Achievement Test – steps and uses(ii) Characteristic of a Good Test: Reliability, Validity, Objectivity and Usability (only concept and use)(iii) Assessment tools: projects, assignments, kinds of tests: written and oral, observation, peer assessment(iv) Reporting students’ performance: progress report, cumulative record, constructing portfolios(v) Existing practices: Unit test, Half-yearly and Annual examinations, Semester System, Question Bank(vi)Issues and Problems: Marking Vs Grading, Credit System, Online Examination, Computer based Examination, Open Book Examination, Non-Detention Policy, Menace of Coaching | **16 Hours** | 1.1Steps and uses of an construction of Achievement Test 2.1 concept and use of reliability 2.2 concept and use of validity2.3 concept and use of objectivity2.4 concept of usability 3.1 concept and meaning of projects, assignment, written and oral test, observation and peer observation4.1 concept and meaning of progress report, cumulative record and students’ portfolio5.1 Existing practices: Unit test, Half-yearly and Annual examinations, Semester System, Question Bank6.1 Concept of Marking vs Grading, Credit system, Online Examination, Computer based Examination, Open Book Examination, Non-detention Policy, Menace of Coaching  | Lecture cum Discussion | **On completion of this unit the students will be able to:** (i) construct achievement test (ii) check reliability, validity, objectivity and usability of a test (ii) clarify the concept and nature of various assessment tools(ii) prepare progress report, cumulative record and students’ portfolio(iv) comprehend and apply various existing practices of students’ evaluation(v) clear understanding of prevailing practices in evaluation system |  | Cecil, [R. R.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=R.+Reynolds+Cecil&search-alias=stripbooks),  [Livingston, B. R.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=B.+Livingston+Ronald&search-alias=stripbooks),  [Willson V.,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Willson+Victor&search-alias=stripbooks)  & [Jha, A. K.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_4?ie=UTF8&field-author=K.+Jha+Arbind&search-alias=stripbooks) (2017). Measurement & assessment in education. New Delhi: Pearson EducationAsthana, B. (2017).Measurement, evaluation and assessment in education. Agra: Agrawal Publications. Gupta, R. (2017). Measurement, evaluation and assessment for learning. New Delhi: Shipra Publications**Web Sources:**<https://www.ryerson.ca/content/dam/lt/resources/handouts/StudentPeerAssessment.pdf><http://www.iml.uts.edu.au/assessment/students/peer.html>)[https://www.mapsofindia.com/my-india/education/what-is-cbcs-or-choice-based-credit-system-how-does-it-work#](https://www.mapsofindia.com/my-india/education/what-is-cbcs-or-choice-based-credit-system-how-does-it-work)<https://www.berkshirecc.edu/academics/academic-support/credits-gradepoints-grade-point-average-gpa.php><http://www.iiserpune.ac.in/~mohanan/educ/openbook.pdf><https://www.lib.sfu.ca/about/branches-depts/slc/learning/exam-types/open-book-exams><http://www.iiserpune.ac.in/~mohanan/educ/openbook.pdf><https://www.quora.com/What-is-No-Detention-Policy-in-India-means><https://scroll.in/article/909881/scrapping-of-no-detention-policy-in-schools-is-an-admission-of-failure-by-the-modi-government> |
| **Unit-IV****Application of Statistics****(i)** Measures of Central Tendency: Mean, Median, Mode–their uses and limitations**(ii)**Measures of Variability: Range, Average Deviation, Quartile Deviation, Standard Deviation – their uses and limitations**(iii)** Percentile and Percentile Rank(iv) Correlation: Meaning and uses & calculation of correlation coefficients by Rank difference and Product Moment Methods(v) Characteristics of Normal Probability Curve and its uses(vi)Graphical Representation of Data, Frequency Distribution | **16** | * 1. Concept of measures of central tendency
		1. Computation of Mean, Median and Mode – their uses and limitations

2.1 Concept of measures of variability-2.1.1 Computations of Range, Quartile Deviation, Mean Deviation and Standard Deviation- their uses and limitations3.1 Concept of Percentile and Percentile Rank and their Computations4.1 Concept, meaning and uses of correlations4.1.1 Computations of correlations by Rank Difference & Product Moment Method5.1 Properties of Normal Probability Curve and it’s uses6.1Concept of graphical representation of data and frequency distribution 6.1.1 Presentation of data through various graphs | Lecture cum Discussionand Demostration | **On completion of this unit the students will be able to:** (i) apply statistical techniques for representing data (ii) compute various techniques of statistics (ii) understand the concept and properties of Normal Probability Curve (ii) prepare progress report, cumulative record and students’ portfolio(iv) plot data through various graphical representations  |  | Aggarwal, Y.P. (2000).Statistical methods: Concepts, application and computations. New Delhi: Sterling Publishers.Garrett, H. E. ( 1998). Statistics in psychology and education.  Mangal. S.K. (2010). Statistics in psychology and education. New Delhi : PHI Publications.**Web Sources** <http://www.yourarticlelibrary.com/statistics-2/probability-curve/15-main-properties-of-normal-probability-curve-statistics/92122><http://www.yourarticlelibrary.com/education/statistics/normal-probability-curve-computation-characteristics-and-applications/65029><https://statisticsbyjim.com/basics/measures-central-tendency-mean-median-mode/> |

**Credit: 04 Maximum Marks: 100**

**Name of Teacher: Dr. Rubul Kalita**

1. **Teaching and Examination Scheme:**

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| **Teaching Scheme****(Unit wise Division of Teaching hours)** | **Examination Scheme** |
| **CIA** | **TEE** | **Total Marks** |
| **Unit No.** | **L** | **T/P** | **(L+T+P)** | **30 Marks** | **70 Marks** | **100 Marks** |
| **I** | **12** | **4** | **16** |
| **II** | **12** | **4** | **16** |
| **III** | **12** | **4** | **16** |
| **IV** | **12** | **4** | **16** |
| **TOTAL** | **48** | **16** | **64** |
| Legends: **L-** Lecture, **T-**Tutorial/Teacher Guided Student Activity, **P**- Practicum/Practical.**CIA-**Continuous Internal Assessment and **TEE**- Term End Examination |

1. **Unit-wise Teaching Plan:**

**Internal Assessment Strategies:**

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

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| --- | --- | --- | --- |
| **S. No.** | **Activity** | **Mode** | **Weightage of Marks** |
| 1 | Two Sessional tests will be conducted(Best one will be considered) | Written Test | 10 |
| 2 | Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum | Assignment&Presentation (PPT) | 15 |
| 3 | Percentage of attendance |  | 05 |
|  | **Total Marks** | 30 |