SWAYAM NRC Platform
NRC Course Syllabus
on
Student Assessment and Evaluation

Module -1: OVERVIEW OF ASSESSMENT

   i. Basics of Assessment and Evaluation
Measurement, assessment and evaluation, purposes of assessment, formative and summative evaluation progressive, and end of term, process and product, external -internal assessment, assessment by self and by others, CRT and NRT,

   ii. Issues in Present Assessment System
Stake holders in the evaluation process: society, administrators, parents, teachers and the curriculum designers, problems in present system, conflict between different purposes of education

   iii. Characteristic of Good Assessment
Different domains of learning and methods of assessment, objectivity and reliability, validity and practicability, sampling, ambiguity, marking, physical conditions, guessing/bluffing/ copying, psychological factors, time, administrative factors.

   iv. Reporting of Results
Marks, grades, percentage, percentile, profile, scaling of results.

Module -2: ASSESSMENT IN COGNITIVE DOMAIN

   v. Outcomes in Cognitive
Significance of Blooms taxonomy – LOTS, Significance of Blooms taxonomy – HOTS.

   vi. Supply Type Questions
Significance of supply type questions need and features; short answer questions, significance of select type questions, need and feature, developing good numerical problems significance and need of essay questions, restricted response essay questions. structured questions, interpretive questions, process of developing marking scheme and editing supply type questions

   vii. Select Type Questions
True-false and matching type questions, need and significance of multiple choice questions, need and significance of multiple response questions, need and significance of assertion reason question, editing of MCQs preparation of specification table, construction of a good question paper (to match spec. table, choices, marking scheme, time required, instructions

   viii. Question Analyses and Question Bank
Concept of discrimination index, facility value, cognitive level, significance and features of question banks, moderation of question papers, moderation of result

   ix. Other Methods of Assessment in Cognitive Domain
Concept of assignments for assessment, different type of assignments, marking and giving comments on answer sheet, providing feedback in constructive way, feature and need of oral exam / viva-voce, concept and need of open book assessment. designing good open book assessment

   x. Recent Trends in Assessment
Significance and features of achievement tests, assessment of complex outcomes such as programme outcomes and course outcomes, significance and features of selection tests, significance of technology enabled assessment, concept and features, technology enabled progressive assessment.