SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2022-2023

M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (III)

Course Code	PE03CMES07	Title of the Course	**EDUCATIONAL EVALUATION**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Explain the key concepts of evaluation and describe the developments in evaluation. 2. Describe the scope of evaluation in education. 3. Describe the use of evaluation as an effective tool in teaching-learning process. 4. Describe the ways & means of evaluation of programmes. 5. Explain the current trends in evaluation.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Foundations in Evaluation** 1.1 Concept of testing, measurement, assessment and evaluation 1.2 Difference between investigation, auditing, monitoring & evaluation 1.3 Principles of Evaluation 1.4 Areas of Evaluation 1.5 The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability	20
2.	**Scope of Evaluation** 2.1 Problem-solving and decision-making 2.2 Positive accountability and excellence in education 2.3 Knowledge construction and capacity building of learners 2.4 Organizational learning and change, and strategic planning 2.5 Advocacy & communication	20
3.	**Teaching-learning and Evaluation** 3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature 3.2 Tools for evaluation and process of standardization 3.3 Equity & fairness in evaluation including adaptations & Accommodations 3.4 Report writing: Format, Content & Mechanics 3.5 Mastery Level Learning	20

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4.	**Programme Evaluation & Review** 4.1 Concept, need, goals and tools 4.2 Evaluation of instructional programmes 4.3 Techniques of programme evaluation 4.4 Reliability, validity and sensitivity in programme evaluation 4.5 Reviewing outcomes	20
5.	**Current Trends in Evaluation** 5.1 Knowledge based evaluation 5.2 Performance Based Evaluation: Role play, Concept maps 5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals 5.4 Self evaluation: Rubrics & Rating scales 5.5 Exams: Online, On-demand, Take-home Power Tests & Open book	20

Teaching-Learning Methodology	Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation, Assignments, Presentations and Class Tests

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Observe and prepare a report on evaluation practices at any two levels in (i) Mainstream and (ii) Special school. Critically analyze the evaluation practices.
2.	Develop a format for self evaluation for teachers in special or mainstream.
3.	Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

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	Course Outcomes: Having completed this course, the learner will be able to
1.	The learners will be able to explain the key concepts of evaluation and describe the developments in evaluation.
2.	The learners will be able to describe the scope and use of evaluation as an effective tool in teaching-learning process
3.	The learners will be able to describe the ways & means of evaluation of programmes
4.	The learners will be able to explain the current trends in evaluation.

	Essential & Suggested References:
S. No.	*References*
1.	Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
2.	American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
3.	American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
4.	Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
5.	Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
6.	Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212226.
7.	Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
8.	Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum
9.	Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
10.	Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with

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11.	Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
12.	Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
13.	NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
14.	Programme evaluation and review technique. Retrieved from http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html on 10.4.2015
15.	School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/ SSEPrimary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015
16.	School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/ index.php/whatschoolselfevaluation/?doing_wp_cron=1429505616.9318289756774 902343750 on 10.4.2015
17.	UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/Newt rends_Dev_EValuation.pdf on 16.4.2015 • Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.
18.	Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In clark,M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
19.	Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.

On-line resources to be used if available as reference material
On-line Resources

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