



■ Preparation of Training Modules on Testing and Evaluation in Education

I. LIST OF PROBABLE TOPICS

[Each one of the 82 topics listed (under column 1) is to be treated as a separate module in itself. Specific expectations to be fulfilled by each one of them are provided in brackets. (Please note that captions with the following code numbers A, A.1.0, A.2.0, B, B.1.0, B.2.0, B.3.0, C, C.1.0, C.2.0, C.3.0, C.4.0, D, D.1.0, D.2.0, D.3.0, E, E.1.0, E.2.0, & F, F.1.0, F.2.0 are NOT the module topics and are only major and minor headings meant to highlight the broad expectation to be fulfilled by the topics listed below them.]

A. Preliminaries

Sl.No. Class & *[The details to be included here are expected to highlight the philosophy of the Section evaluation and its fundamentals]*

Modulecode

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|-----|--------|---|
| | A.1.0 | <i>Evaluation in General</i>
<i>[Concept formulation, related theories, terminology introduction, their usage in different contexts, the underlying philosophy, etc., are to be provided on each one of the topics listed under A.1.1 to A1.10 as part of describing Evaluation in General]</i> |
| 1. | A.1.1 | Measurement, Assessment, & Evaluation : Scope, and Purpose
(conceptual explanations, interrelatedness among them, with examples) |
| 2. | A.1.2 | Components, Types, & Categories of Evaluation
(definitions, structure, nature, etc., with examples) |
| 3. | A.1.3 | Measurement : Units, Physical & Conceptual Entities / Objects
(definitions, logics used behind the determination of units for measurement) |
| 4. | A.1.4 | Data : Types, Categories & Methods of their Elicitation
(evidence / facts / samples in different contexts, with examples) |
| 5. | A.1.5 | Quantification & Scaling of Data
(nominal, ordinal, ratio, interval types, their utility, with examples) |
| 6. | A.1.6 | Defining a Problem and its Operating Contexts
(philosophy behind a problem as applicable to various fields, with examples) |
| 7. | A.1.7 | Instruments of Evaluation : Tools, Scales & their Constituents
(definitions, different types & components, their utility, with examples) |
| 8. | A.1.8 | Questions / Item Types & Categories
(definitions, types & categories, their applicability, merits & demerits, with examples) |
| 9. | A.1.9 | Tests and Examinations as Tools and Scales
(definitions, types / categories, their applicability, merits & demerits, with examples) |
| 10. | A.1.10 | Techniques available for Assessment
(definitions, types & categories, their applicability, merits & demerits, with examples) |
| | A.2.0 | <i>Evaluation in Education</i>
<i>[The role of evaluation in education is expected to be highlighted as an independent as well as interdependent process with appropriate citations, and bibliographical references on each one of the topics listed under A.2.1 to A.2.10 with reference to education]</i> |
| 11. | A.2.1 | Components and Dimensions of Education
(conceptualised entities such as Needs, Policy, Goals, Curriculum, etc.) |

12. A.2.2 Teaching, Learning, Testing & Evaluation : An interdependent process
(various theories of teaching, learning, & evaluation, with examples)
13. A.2.3 Objects in Education : Their Measurability & Evaluability
(programmes, materials, methods, media, men, etc., with examples of measures)
14. A.2.4 Process & Product as Objects of Evaluation in Education
(teaching & learning as process and trained men as products, with examples)
15. A.2.5 Stages of Evaluation in Education
(formative / concurrent, and summative; reasoning, etc., with examples)
16. A.2.6 Educational Objectives vs. Personality Development
(concept explanations, comparisons & contrasts, with examples)
17. A.2.7 Scheme of Evaluation in Education
review, partial, and comprehensive eval. of programs, projects, etc., with examples)
18. A.2.8 Self vs. Peer Evaluation, and Individual vs. Group Evaluation
(concept explanations & contrasts with other types of evaluation, with examples)
19. A.2.9 Mastery in Language Education - Problems and Perspectives
(terminological definitions, philosophies, various schools of thought, with examples)
20. A.2.10 Mastery in Literature Education - Problems and Perspectives
(terminological definitions, philosophies, various schools of thought with examples)

B. Contents

Sl.No. Class & Modulecode *[The details of structure and nature of the object being assessed are to be included here. They are assumed to be the contents for evaluation which include the inputs as well as outputs of education. They are required for developing instruments of evaluation (tools & scales)]*

- B.1.0 *Informatory : Language*
[The problems of structure and nature that are associated with each one of the major, minor, and sub-components of Language are to be highlighted with examples so that they could be used as a basis for testing. For this purpose, the General Frame of Reference (GFR) for language developed by the CT&E (as included in the MILES materials) may be referred to]
21. B.1.1 Phonological Level
(problems w.r.t. phoneme / segmental & suprasegmental features / ortho. / sandhi etc., and their nature, with eg.)
22. B.1.2 Morphological Level
(problems w.r.t. morpheme/ noun (basic & derived) / verb (basic & derived) / adjective / adverb / particles / markers / cases / tenses / PNG / inflections, etc., and their nature with examples)
23. B.1.3 Syntactic Level
(problems w.r.t. phrases, clauses, sentences, sentence patterns, and their nature with examples)
24. B.1.4 Semantic Level
(problems w.r.t. meaning types - denotative, connotative, idiomatic, emotive, etc., and meaning relationship - collocation, selectional choice, etc., with examples)
- B.2.0 *Informatory : Literature*
[The problems of structure and nature that are associated with each one of the major, minor, and sub-components of Literature are to be highlighted with examples so that they could be used as a basis for testing. For this purpose, the General Frame of Reference (GFR) for literature developed by the CT&E (as included in the MILES materials) may be referred to]
25. B.2.1 Genesis
(problems w.r.t. origin, development, background information, and their nature with examples)
26. B.2.2 Generics
(problems w.r.t. genres - poetry (I, II, III) , prose (I, II, III), and drama (I, II) and their nature with eg.)
27. B.2.3 Aesthetics
(problems w.r.to. artistic elements / aspects in isolation & in discoursal forms)

- (apurva & arputa), and their nature with examples)
28. B.2.4 Affectives
(problems w.r.t. literary appreciation / criticism, comparative literature
(cross cultural study, intertextuality), etc., and their nature with examples)
 - B.3.0 *Extrapolatory : Personality*
[The problems of structure and nature that are associated with each one of the major, minor, and sub-components of Personality are to be highlighted with examples so that they could be used as a basis for testing. For this purpose, the General Frame of Reference (GFR) for personality developed by the CT&E (as included in the MILES materials) may be referred to]
 29. B.3.1 Personality Development & Taxonomies of Educational Objectives
(ABC approach, alround growth as components of TEOs, with examples)
 30. B.3.2 Cognitive Domain : Thinking factors / Scholastic Areas
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)
 31. B.3.3 Affective Domain : Emotional Factors / Non Scholastic Areas
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)
 32. B.3.4 Psychomotor Domain : Physical Factors / Mental - Physical Coordination
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)
 33. B.3.5 Integrated Skills & their Manifestations : Receptive (Listening & Reading)
(problems w.r.t. their structure, nature, etc., and their interrelatedness with examples)
 34. B.3.6 Integrated Skills & their Manifestations : Productive (Speaking & Writing)
(problems w.r.t. their structure, nature, etc., and their interrelatedness, with examples)

C. Methods

Sl.No. Class & [Any 'method' being adopted, is to be seen as a road map to achieve / perform a of the Section job or an activity. It is synonymously referred to by different terms in different Modulecode contexts. Hence, the terminological explanations, their adoption in different contexts, etc., are to be explained as general briefings for those topics listed under 'C.1.0', and specific briefings for those under 'C.2.0' to 'C.4.0']

- C.1.0 *Road Map*
[Specific details that are required for each one of the topics listed under C.1.1 to C.1.5 as indicated in parenthesis]
35. C.1.1 Approaches / Means / Methods / Procedures / Steps / Strategies / Techniques
(definitions, interrelations, commonness, among those concepts, etc., with examples)
36. C.1.2 Principles & Procedures of Item Preparation
(philosophies, theoretical explanations, etc., with examples)
37. C.1.3 Item / Question Types & Categories available
(their formats / structure of types - CA, MC, SQ, SA, etc.), nature / quality, uses etc.)
38. C.1.4 Tool & Scale Types, and Categories available
(tests / questionnaires / exam papers - their structure, nature / quality, uses, etc., with eg.)
39. C.1.5 Technique Types & Categories available
(their formats - structure : eg, observation, nature : eg, objectivity, uses, etc., with eg.)
- C.2.0 *Pre-Preparation*
[Specific details are required for each of the topics listed under C.2.1 to C.2.5 as indicated in parenthesis]
40. C.2.1 Blue Prints / Content-Ability Weight-age Tables
(structures, uses, concept descriptions, etc., with examples)
41. C.2.2 Content Specification at Formative & Summative stages
(different contents at different stages, priorities, reasoning, etc., with eg.)
42. C.2.3 Item / Question Types & Categories for Specific Context
(suitability to the given concrete & conceptualised objects, with eg.)
43. C.2.4 Tool & Scale Types and Categories for Specific Context
(suitability to the given concrete & conceptualised objects, with eg.)
44. C.2.5 Technique Types & Categories for Specific Context
(suitability to the given concrete & conceptualised objects, with eg.)
- C.3.0 *Actual Preparation*

[Specific briefings are required for the topics listed under C.3.1 to C.3.5 as indicated in parenthesis]

45. C.3.1 Parameters of Question-Items & their Selection
(parameters required to be covered while preparing items, with examples)
46. C.3.2 Construction of Tests & Examination Papers
(parameters required to be covered while framing tests, exam papers, with examples)
47. C.3.3 Guidelines for Administering the Tests
(guidelines required to be given for different types of tests, prior, during, & after, with eg)
48. C.3.4 Pilot Study, Fixing up of Time, & Administering Technique
(steps involved for carrying out this process, with examples)
49. C.3.5 Prevalidation : Editing of Items and Quality Enhancement
(economy, editing parameters, & suggestions for improvement, with examples)

C.4.0 *Post-Preparation*

[Specific details are required for the topics listed under C.4.1 to C.4.8 as indicated in parenthesis]

50. C.4.1 Procedures for Scoring / Valuation and Data Collection
(description of various procedures / steps involved, their uses, etc., with examples)
51. C.4.2 Scores / Marks / Rates / Grades / Ranks and Normalisation Procedures
(definitions, comparisons, merits, demerits, uses, etc., with examples)
52. C.4.3 Item & Test Analysis : Determination of Item Quality
(computation of CI, FV, DI, MT values, their uses etc., with examples)
53. C.4.4 Item & Test Analysis : Determination of Test Quality
(computation of averages, SE, reliability, validity, etc., their uses, with examples)
54. C.4.5 Item & Test Analysis : Interpretation of Scores - Norm Referenced
(definitions, procedures, uses, etc., with examples)
55. C.4.6 Item & Test Analysis : Interpretation of Scores - Criterion Referenced
(definitions, procedures, uses, etc., with examples)
56. C.4.7 Item & Test Analysis : Standardisation & Norm Establishment
(procedures / steps adopted, their uses, etc., with examples)
57. C.4.8 Storage Format and Question / Item Bank
(various formats like 'item file card' for storage, item bank types, uses, etc., with eg)

D. Purposes

Sl.No. Class & Modulecode *[There are short term and long term purposes. The question of how the given contents and the methods are to be integrated to assess the attainment of the purpose (consequential development), is to be answered here in the broader perspectives.]*

D.1.0 *Purposes in different Perspectives*

[Specific details are required for the topics listed under D.1.1 to D.1.5 as indicated in parenthesis]

58. D.1.1 Diagnosis, Grading, Monitoring, etc., as purposes of Evaluation
(definitions, philosophies, direct and indirect uses, with examples)
59. D.1.2 Integration of Content, Method, & the Purpose
(logical / interrelations and techniques of integrating them, with examples)
60. D.1.3 Content Mastery for acquiring Ability / Competence
(logical relation between mastery and knowledge / competence, with examples)
61. D.1.4 Interest & Behavioural Change for Attitude Development
(logical relations between interest, attitude and behaviours, with examples)
62. D.1.5 Performance as Skill Development Indicators
(description of ability becoming skill when performance is added, with examples)

D.2.0 *Purposes at Different Levels*

[Specific details are required for the topics listed under D.2.1 to D.2.5 as indicated in parenthesis]

63. D.2.1 Objective, Aim, & Goal as Immediate, Interim, & End Purposes
(definitions / descriptions, uses, etc., with examples)

64. D.2.2 Assessing Achievement for Certification
(definitions / descriptions, parameters, etc., with examples)
65. D.2.3 Assessing Aptitude (as Immediate Objective) for Admission
(definitions / descriptions, parameters, etc., with examples)
66. D.2.4 Assessing Proficiency for Employment
(definitions / descriptions, parameters, etc., with examples)
67. D.2.5 Fully Developed Person as a Nation Builder
(definitions / descriptions, parameters, etc., with examples)
- D.3.0 *Reporting the Fulfillment of Purposes*
[Specific details are required for the topics listed under D.3.1 to D.3.2 as indicated in parenthesis]
68. D.3.1 Arriving at Value Judgement on Different Factors
(quantitative and qualitative values & steps involved, with examples)
69. D.3.2 Systematic Reporting of Evaluation
(steps involved for adjudication, summation, operational part, etc., with eg.)

E. Computer Aids

Sl.No. Class & *[Significance about the use of computers at various levels of evaluation is to be of the Section highlighted]*

Modulecode

- E.1.0 *Formulation & Construction*
[Specific details are required for the topics listed under E.1.1 to E.1.2 as indicated in parenthesis]
70. E.1.1 Formulation of Question Bank & Corpus Development
(description with definitions, philosophies, uses, etc., with examples)
71. E.1.2 Construction of Computer Adapted Tests
(description, uses, merits & demerits, etc., with examples)
- E.2.0 *Administration & Analysis*
[Specific details are required for the topics listed under E.2.1 to E.2.3 as indicated in parenthesis]
72. E.2.1 Computer Assisted Administration & Valuation of Tests
(descriptions, uses, merits, demerits, etc., with examples)
73. E.2.2 Computer Aided Item and Test Analysis, Interpretation of Values
(descriptions, uses, merits, demerits, etc., with examples)
- 73.a E.2.3 Computer Aided (Question) Paper Setting
(descriptions, uses, merits, demerits, etc., with examples)

F. Influencing Factors

Sl.No. Class & *[The deficiency caused out of over or under emphasis of certain factors in of the Section education are to be highlighted with illustrative examples]*

Modulecode

- F.1.0 *Educational*
[Specific details are required for the topics listed under F.1.1 to F.1.7 as indicated in parenthesis]
74. F.1.1 Educational Planning and its Implications
(policy / curriculum / syllabus / instructional materials, interrelatedness among them, their uses, etc., with examples)
75. F.1.2 Educational Infrastructure and its Implications
(student-teacher ratio / classrooms / library / immediate environment / state of the art facilities, uses, etc., with examples)
76. F.1.3 Ambiguous Statements of Objectives, Aims, Goals, & Measurability
(definitions, description in terms of hierarchy, uses, etc., with examples)
77. F.1.4 Controlled / Programmed / Structured Materials or Courses
(definitions, descriptions, uses, merits & demerits, etc., with examples)
78. F.1.5 Lesson Plan and Components of a Lesson or Module
(definitions, descriptions, uses, merits & demerits, etc., with examples)
79. F.1.6 Teaching Methods with reference to Language & Literature
(lecturing / teaching / tutoring / guidance / counseling, their uses, etc., with eg.)

80. F.1.7 Learning Methods with reference to Language & Literature
(individual, group, engaged, cooperative learning, etc., with examples)
- F.2.0 *Linguistic & Social*
[Specific details are required for the topics listed under F.2.1 to F.2.2 as indicated in parenthesis]
81. F.2.1 Language as a Medium & Discipline of Study
(definitions, contrasts, L1 - L2 - L3 concepts & contexts, uses, etc., with examples)
82. F.2.2 Sociolinguistic, Cultural, Economic, & Political Factors
(dialect, diglossia, multilingualism, social hierarchy, urban - rural factors with examples)

References :

- Subbiah, Pon, An Introduction to Evaluation Terminology (2nd Edn.), CIIL, Mysore , 2002
- Subbiah, Pon, Evaluation and Testing : A descriptive Bibliography, CIIL, Mysore , 1997
- Subbiah, Pon, *Assessing Mastery and Personality : Conceptual Framework and Operational Strategies*
[Introductory part (English) in MILES series] ° CIIL, Mysore 2002-2005
 - ° Assessing Mastery of Language / Literature (in Kannada, Malayalam, Tamil)
 - ° Assessing Personality through Language / Literature (in Kannada, Malayalam, Tamil)
- Subbiah, Pon, Introduction (English) in Tests of proficiency in 13 languages*, CIIL, Mysore 2002-2007
Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, etc.
(For details please logon to www.ciil-miles.net go to ' R & D Outcome link ' and check for ' publication link ')

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