
UNIT-15 EMERGING TRENDS IN EVALUATION

UNIT STRUCTURE

- 15.1 Learning Objectives
- 15.2 Introduction
- 15.3 Question Bank
 - 15.3.1 Concept of Question Bank
 - 15.3.2 Purposes of Question Bank
 - 15.3.3 Construction of Question Bank
 - 15.3.4 Use of Question Bank
- 15.4. Grading System
 - 15.4.1 Concept of Grading System
 - 15.4.2 Methods of Grading System
 - 15.4.3 Advantages and Disadvantages of Grading System
- 15.5 Semester System
 - 15.5.1 Concept of Semester System
 - 15.5.2 Components of the Semester System
 - 15.5.3 Advantages and Disadvantages of Semester System
- 15.6 Use of Computer in Evaluation
- 15.7 Let Us Sum Up
- 15.8 Suggested Reading
- 15.9 Answers to check your progress
- 15.10 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Know the concept and development of question bank.
- Understand the meaning of grading system.
- Develop understanding about the methods of grading.
- Know the advantages and disadvantages of grading.
- Know the concept and different components of semester system.
- Know the advantages and disadvantages of grading.
- Understand the use of computer in evaluation.

15.2 INTRODUCTION

Evaluation is an integral part of education. At present, evaluation is mainly used in the context of examination. The concept of evaluation is vast in comparison to other concepts such as examination and measurement. Evaluation mainly includes all the factors related to quality and measurement of an individual. To remove different barriers of examination like narrowness and lack of reliability, the concept of evaluation emerged now-a-days. Different educationists of the contemporary time applied innovative measures in evaluation system to widen what is defined as examination system. These innovative measures have been successfully applied in the present day examinations. Thus, in this unit, we shall discuss about the tools such as question bank, grading system, semester system and the use of computer for the process of evaluation.

15.3 QUESTION BANK

Question bank is an important tool in the field of education. Almost every student in their academic life use question bank to develop their academic excellence. Not only students, teachers also use question bank for different purposes. Question banks are very popular among the students who appear for board or university examination.

15.3.1 Concept of Question Bank

The question bank is a collection of questions which are statistically sound and have technical worth. Question bank is also termed as model question paper and item bank. This bank facilitates to select proper questions for a well-designed question paper. A question bank is a planned library of test items designed to fulfil certain predetermined purposes. Question bank should be prepared with utmost care so as to cover the entire prescribed text. It should be exhaustive and cover entire content with different types. It is a collection of relevant questions prepared for a given subject and

useful for students and teachers. They are often made available on the internet.

A question bank should be established only after due planning. Objectives of question bank should be clearly visualised in the question bank for better understanding. Question bank mainly manage to provide utility services to all those who are interested. And for that, suitable space for sorting and classifying of questions are required.

The item bank is a term for a repository of test items that belong to a testing program, as well as all information pertaining to those items. In most applications of testing and assessment, the items are of multiple choice format, but any format can be used. In the words of Rudner, "An item bank is defined as an organised collection of test items that can be assessed for test development." According to B. H. Choppin, "An item bank or question bank is a collection of test items organised, classified and catalogues the order to facilitate the construction of a variety of achievement and other types of mental test".

On the basis of meaning and definitions of question bank, some of the characteristics of question bank are mentioned below:

- Question bank is mainly based on sound ideas, purposes and adapted to the particular objective of mind.
- It should be within the range of the students' experience and knowledge.
- Question bank is a continuous process.
- Question bank should present a challenge which stimulates an educative response from the users in keeping with the objectives.
- Question bank should contain only one idea. If it contains many, then it confuses the students.
- Question bank is always based on action.
- Question bank maintains records about the number of question with their answers in all the languages with their corresponding courses, categories and levels.

- Every question bank is mainly prepared for any particular course, level, language, selected category and types of questions.

15.3.2 Purposes of Question Bank

A quality work is not possible without a specific purpose or objective. A Question bank has some purposes which are discussed below:

- One important purpose of question bank is to improve the teaching learning process. Question bank is an important tool through which teacher as well as students will be benefited.
- Another purpose of question bank is to observe the growth of the students. Teachers can develop their instructional efforts with the help of question bank to develop the capability of pupils.
- Enhancement of the evaluation process of education system is another purpose of question bank.
- The question bank can also allow the pool of test items for formative and summative evaluation of the pupil's performance.
- To assess the predetermined objectives of educational system is another purpose of question bank. It is a pool of readymade quality questions which is made available to teachers and examiners. Accordingly teachers or examiners may select appropriate questions to assess predetermined objectives.

15.3.3 Construction of Question Bank

There are certain steps in development of question bank. These steps are discussed below:

- **Blue Print of Question Bank:** For development of question bank, preparation of blue print is essential. If the items are not relevant to the objectives of the programme for which the question pool is being developed, then it results in hodgepodge of question. Blue print always helps to generate a quality question pool.

- **Writing of Questions:** Writing of questions is another important step of question bank development. Following points should be kept in mind while writing questions for question bank.
 - Questions are written on collection from various sources.
 - Readymade questions may be collected from old question papers, from standardised tests and from review exercise of good text books. Specification of questions should be given along with answer key, besides objectives and content area.
 - While writing new questions, experience teachers, examiners and paper setters should be invited and some honorarium should be provided to them for their work. In case of new questions also, specification of questions should be given along with answer key, besides objectives and content area.
 - For reviewing the newly framed questions, a workshop should be organised and question setters should be invited. This get together helps to discuss the questions fact-to-face and get quality questions. In this workshop, subject area and the objective may be allotted to the participants on the basis of their competencies.
- **Screening of Questions:** After writing questions, question sheets are passed on to another group of experts for their comments. These comments are passed on the author of the questions for modification if any. Again another type of screening is done with the help of subject experts. These expert group consist of subject specialist, class teacher and evaluation expert. Subject specialist may pass judgement on the authenticity of the subject matter of the questions. Class teacher helps to judge the suitability of the question for a particular grade level and evaluation experts may help to improve the format of the questions in the light of the objectives to be tested.
- **Preparing the Question Cards:** Final form of questions may be transferred into cards made of thick chart paper (size 8"×5").

Chart paper may be of different colours if more than one card is needed and if one card is needed, then white papers may be used. These colouring facilitates identification and sorting of questions arranged in alphabets. Each card will carry the question data.

- **Coding of Questions:** After the preparation of question cards, they are to be coded and classified in such a manner that they facilitate their use. This is necessary for quick location and sorting of cards. Coding can be done for the subject, instructional objectives and forms of questions. In this regard, Dewey's decimal system of cataloguing is the most convenient system.
- **Filling and Storage of Questions:** Question cards may be sorted and arranged topic wise after looking at code number written on question cards. All question cards and other material may be sorted in duplicate, so that one copy may be issued to users as and when required. Original copy may be kept intact for official use and reference.

15.3.4 Uses of question Bank

A well prepared and developed question bank is used for different purposes. The uses of a question bank are stated below:

- Question bank may be used for pre-testing, development, review and revision of lesson.
- Students can use question bank for their self-evaluation in their spare time. It is also helpful for them to revise the lesson.
- Question bank can be utilized for preparing review exercises of text books.
- It is useful to evaluate pupil's progress by sorting and grouping the individual questions in unit and periodical tests.
- Question card can also be used for interaction or class quiz.
- Private tutor of students can use the question bank for clearing the doubts of students regarding the lesson.



CHECK YOUR PROGRESS

- Q 1:** Question bank is a _____ collection of questions.
(Fill in the gap).
- Q 2:** Define question bank.
.....
- Q 3:** Mention three uses of question bank.
.....

15.4 GRADING SYSTEM

Grading is very important to assess the comprehensive performance of the students. At present, to improve the evaluation system and especially the examination system, grading is used instead of marks in every stages of education. National Curriculum Framework or NCF (2005) also suggested that grades be used in place of marks in determining the level of pupil performance and proficiency.

15.4.1 Concept of Grading

The word 'grade' is derived from the Latin word 'gradus' which means 'step'. Grading generally means any step, class or stage. Grading is a process where in subjects or pupils may be classified on the basis of predefined standards and aimed at minimizing misclassification. In grading, students are categorized into a few ability groups on the basis of their performance and proficiency. It involves the use of a set of specialized symbols or numerals whose meaning ought to be clearly defined and uniformly understood by the students, teachers, parents and all other stakeholders. The grading symbols must have the same meaning for all who use them to serve the purpose of communication meaningful and precise. The grading process depends on many things such as nature of

the subject matter, the difficulty of the question paper, the different abilities such as intellectual, physical, emotional, personal, social etc assessed by tools of evaluation and precision is required in the evaluation programme.

Grading is the process by which a teacher assesses student learning through classroom tests and assignments, the context in which good teachers establish that process and the dialogue that surrounds grades and defines their meaning to various audiences.

Grading serves four roles:

- It evaluates the quality of a student's work.
- It communicates with the student, as well as employers, graduate schools, and others.
- It motivates how the students study, what they focus on, and their involvement in the course.
- It organizes to mark transitions, bring closure, and focus effort for both students and teachers.

It is said that instead of marks, grading is a scientific system. Grades are considered as statements of value. They are much like merit lists. Grades are related to percentage of people. Marks are statements of quantity whereas grades are statements of quality. The marks secured by students in different subjects are converted in to grades and addition of all the grades of different subject creates the value of Grade Point Average (GPA). Generally, 5 point or 7-point grade series are used to evaluate the performance of students. For example:

5 Point Grade Series

Grade	Class	Grade Score
A	Very Good	5
B	Good	4
C	Average	3
D	Poor	2
E	Very Poor	1

7 Point Grade Series

Grade	Class	Grade Score
O	Outstanding	6
A	Very Good	5
B	Good	4
C	Average	3
D	Fair	2
E	Poor	1
F	Fail	0

15.4.2 Methods of Grading System

Grading can be provided by applying different methods. Two main methods of calculating grades are discussed below:

- **Direct Grading:** In direct grading the performance exhibited by the examinees is assessed in qualitative terms. It may be in the form of mode of behaviours expected from the response of the question or activity to be assessed or by using certain indicators expressed in the form of specific behaviours on the basis of the impression so obtained by the examiner is directly expressed in terms of letter grades. This method may be profitably used for the assessment of both cognitive and non-cognitive learning outcomes.
- **Indirect Grading:** In this technique, marks are assigned to the answers as usual. Then these marks are converted into grades. This is done mainly in two ways: Relative Grading and Absolute Grading.
 - a) **Relative Grading:** In this type of grading, students secured a grade on the basis of the marks obtained by other students in the same test or examination. This method is also known as norm referenced method. In this method, grade is determined by the student's relative ranking in the total group rather than by some absolute standard of achievement. Because the grading

is based on relative performance, the grade is influenced by both the student's performance and the performance of the group. The assignment of relative grades is essentially a matter of ranking the students in order of overall achievement and assigning letter grades on the basis of each student's rank in the group. This ranking might be limited to a single classroom group or might be based on the combined distributions of several classroom groups taking the same course. The most common version of this approach is grading on the normal curve.

There are two different techniques used in grading on the normal curve. They are prefixed proportion approach and prefixed interval approach. In **prefixed proportion approach**, before assigning letter grades proportion of each grade to be assigned must be determined. For example, if five point grading scale is used on the normal curve, then there must be equal percentage of A's and F's and also B's and D's. Thus, regardless of the group's level of ability, the proportion of high grades is balanced by an equal proportion of low grades. An example of this type of assigning grade is as follows:

Scale of 5 grade	<table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td></tr><tr><td>7%</td><td>24%</td><td>38%</td><td>24%</td><td>7%</td></tr></table>					A	B	C	D	E	7%	24%	38%	24%	7%
	A	B	C	D	E										
7%	24%	38%	24%	7%											
Scale of 7 grade	O	A	B	C	D	E	F								
	3%	7%	22%	36%	22%	7%	3%								
Scale of 9 grade	O	A+	A	B+	B	C+	C	D	E						
	4%	7%	12%	17%	20%	17%	12%	7%	4%						

From the above diagram, it can be said that from the scale of 5 grade in any examination, 7% of the students securing highest mark are included in A grade category, next 24% students are included in B grade category, next 38% students are included in C grade category, next 24% students is included in D grade category and last 7% students are included in E grade category. In the same way, students are included in 7 grade scale and 9 grade scale.

Another technique used in grading on the curve is Prefixed Interval Approach. Here, first find out the mean and standard deviation of the marks of the students in a group. Then divide the group into different categories by taking equal distance from mean and standard deviation and assigning grades from excellent to poorest performance. For example, arithmetic mean and standard deviation of marks obtained by particular class of students is 50 and 10 respectively. Then according to prefixed interval approach we can categorize pupils in a five point grading scale.

b) Absolute Grading: Another grading method used in evaluation is absolute grading. This grading is also known as criterion referenced grading. Here, grades are assigned on an absolute basis by comparing a student's performance with specified standards set by the authority, preferably with reference to agreed-on performance standards and for the school or board. These standards may be concerned with the degree of mastery to be achieved by students and may be specified as (a) tasks to be performed or (b) the percentage of correct answers to be obtained for a test designed to measure a clearly defined set of learning tasks. With a standard based system, letter grades are assigned on the basis of an absolute standard of performance rather than a relative one. If all students demonstrate a high level of mastery consistent with the established performance standards, all will receive high grades. Here the grade is assigned according to a student's level of achievement or performance, regardless of other student's

achievement or performance. For attaining mastery in learning, percentage of marks can be set as absolute standards. The assignment of grades can be based on the range of marks as shown below:

Mark Range	Grade	Grade Point
91-100	A+	10.0
81-90	A	9.0
71-80	B+	8.0
61-70	B	7.0
51-60	C+	6.0
41-50	C	5.0
31-40	D	4.0
0-30	E	-

For using this system of grading the teachers should have some prior knowledge of what level of achievement or performance is reasonable to expect. Teachers should also have knowledge about the difficulty level of test and each of the items in the test.

15.4.3 Advantages and Disadvantages of Grading System

There are certain advantages and disadvantages of using grading system. These are mentioned below:

Advantages:

- Grading minimize errors in the classification of students on the basis of marks.
- It eliminates unhealthy competition among high achievers.
- It reduces societal pressure on the students.
- It provides flexible learning situations to make learners more comfortable.
- It makes the learning environment more effective.
- It makes learning stress free and enjoyable.

Disadvantages:

- It does not instil a sense of competition among students.
- It is not an accurate representation of the performance and the knowledge gained.
- There is a chance of misclassification which increases the variability in the neighbourhood of cut scores.
- General people have no idea about the interpretation of grading system.

**CHECK YOUR PROGRESS**

Q 4: Write the derivative meaning of grading.

.....

Q 5: Mention the role of grading.

.....

Q 6: Write one difference between relative grading and absolute grading.

.....

15.5 SEMESTER SYSTEM

Semester system is one of the demands of the globalised world and recently colleges and universities have switched over to this system. The switch over from annual to semester system is a strategic decision since it requires a lot of change in the structure, budget, curriculum and behaviour of stakeholders i.e. students, faculty and administrators.

15.5.1 Concept of Semester System

Etymologically, the word 'Semester' is derived from the German language which means half year. It means one academic year is divided into two. The Shorter Oxford English Dictionary provided the following meaning of the term Semester "A period of term six

months, especially in German University and some United State colleges, the college half year". It is thus clear that the semester signifies the division of academic year into two parts. Division of the academic year also implies courses are designed to cover one semester (instead of a year) and that final examinations are held twice a year.

According to Dictionary of Education edited by C. V. Good, semester means half the academic year usually 16 to 8 weeks. The main aim of semester system is to put emphasis on continuous and comprehensive and depth learning to build capacity of the students by developing required knowledge, skill and attitude to become an efficient and effective citizen in every field.

The semester system is not only the examination system rather it is an education system which places more emphasis on learning rather than teaching. In simple words, it is a learner centred system of education which puts more emphasis on building learning potential of students rather than imparting knowledge through rigid system of instruction. The course is designed with specific learning objectives and outcomes, keeping in view the learning needs of the target group students. The course contents, learning strategy, learning methodology and learning process with specific techniques of assessment and evaluation of students are decided on course by course basis. To meet the learning objectives of each course for specific group of students, autonomy of teacher and internal system of assessment through variety of methods including tests/ examinations become vital for the implementation of semester system. Here, role of the teacher should be facilitator rather than a teacher in its strictest and traditional sense.

15.5.2 Components of the Semester System

The main components of semester system are described below:

- Division of academic year into two terms of 16-18 weeks duration

i.e. having 90-100 working days (500-600 hours).

- Existing courses are restructured into unit models of different credit according to semester wise.
- According to need of the pupils and future requirements, there is flexibility to choose the semester course.
- There is a provision of carrying forward of the credits earn in different semester.
- Instructional technology should be reformed.
- 15 hours of instruction in theory course per week in a semester may carry one credit and in case of practical course, 21 hours of practical may carry one credit.
- Almost total 108 credit courses will be done in a semester course which includes continuous and comprehensive external evaluation, periodical test and remedial instruction for the needy one so that all students attend optimal levels of achievement.
- One-year course is divided into two semesters and two year course into four semesters. Naturally, in the semester system the students study half of the course and appear in the examination. Then, they will study next of the course and thereafter again they appear in the examination.

15.5.3 Advantages and Disadvantages of Semester System

There are some views regarding advantages and disadvantages of semester system. These are:

Advantages:

- The quantities of content in various subjects would be proportioned suitably in semester system.
- It helps students to achieve their objectives in a better way.
- Continuous assessment being an important component of semester system encourages the students to work systematically throughout the course.

- There is increased self-reliance on the part of students in respect of schedule evaluation and performance improvement.
- Rapport and relationship between teachers and students are increased in semester system.
- Semester system include improved methods of assessing students' performance in examination thus increasing the use of objective type testing.
- Students have the opportunity to discuss their awareness in all accepted tools of internal evaluation. It adds to reliability.

Disadvantages:

- Both the teachers and students merely have clear and proper understanding of it.
- Internal assessment is an integral part of semester system so there are chances of favouritism and subjectivity in it.
- A number of students develop the habit of guessing the answers as maximum number of questions are objective type.
- It creates an unhealthy competition among different institutions because in each institution favouritism in internal assessment is there.



CHECK YOUR PROGRESS

Q 7: What is semester system?
.....

Q 8: Write three components of semester system.
.....

15.6 USE OF COMPUTER IN EVALUATION

Computer has a vital role to play in effective and efficient evaluation of students' learning. Computer offers educators a variety of new tools that can be used in the classroom. Computer can help teachers assess their

students' learning as well as their performance in the classroom. Use of computer in evaluation involves the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback.

Geoffrey Crisp (2011) in the Teacher's Handbook on e-Assessment stated that the ICT based evaluation can be undertaken with many devices, such as traditional desktop computers or laptops, with portable communication devices such as smart mobile phones, with digital devices such as iPads or through the use of electronic gaming devices. Computer based evaluation can use a multitude of formats, including text documents or portable document formats, multimedia formats such as sound, video or images; it can involve complex simulations or games; it can also be undertaken by students in groups or individually and it can occur with large numbers of students in a synchronous or asynchronous manner.

Teachers can use computers for various purposes of evaluation. Some of them are mentioned below:

- Computer can be used to construct the evaluation tasks of teachers, to deliver these tasks to relevant students and to record and provide feedback and grades to these students.
- Computers can also be used to analyse students' responses, both to provide feedback to the student on the quality and relevance of their response, as well as to provide feedback to the teacher on whether the task can differentiate between students with different abilities.
- ICT based assessment can be used to test many different capabilities and skills that are developed by students.
- There are only a few tasks that might not be suitable for completing and recording electronically, but the number of such tasks is rapidly diminishing as technology becomes more sophisticated and widespread.
- In many disciplines laboratory equipment can be manipulated remotely and students can undertake real time physical performances that are able to be recorded and used for assessment

purposes. We are quickly approaching the stage where our imaginations will be the limiting factor in designing e-assessment tasks.

Christine, R. (2013) identified two conceptually different approaches to assessing Key Competencies using computer. These are:

- **Computer-Based Assessment (CBA):** This approach has been employed for more than two decades and now goes beyond simple multiple choice test formats. With this new "Generation Re-Invention" or "transformative" testing, questions are increasingly integrated into more complex and authentic problem contexts, so that the full range of Key Competencies can be assessed. Additionally, due to technological advances, a wider range of answer formats, including free text and speech, can be automatically scored.
- **Technology-enhanced learning environment:** It offers a promising avenue for embedded assessment of the more complex and behavioural dimensions of Key Competencies, based on Learning Analytics. Many of the currently available technology-enhanced learning environments, tools and systems recreate learning situations which require complex thinking, problem-solving and collaboration strategies and thus allow for the development of generic skills. Some of these environments allow learners and teachers to assess performance, understand mistakes and learn from them.



CHECK YOUR PROGRESS

Q 9: What is the full form of CBA?

.....

Q 10: Mention one purpose of using computer in evaluation.

.....



15.7 LET US SUM UP

After going through this units, you can summarize it as-

- Question bank is also termed as model question paper and item bank.
- A question bank is a planned library of test items designed to fulfil certain predetermined purposes. Question bank mainly manage to provide utility services to all those who are interested.
- Question bank is mainly based on sound ideas, purposes and adapted to the particular objective of mind.
- Question bank should present a challenge which stimulates an educative response from the users in keeping with the objectives.
- One important purpose of question bank is to improve the teaching learning process. Question bank is an important tool through which teacher as well as students will be benefited.
- There are certain steps in development of question bank. These steps are discussed below: blue print of question bank, writing of questions, screening of questions, preparing the question cards, coding of questions and filling and storage of questions.
- Grading is a process where in subjects or pupils may be classified on the basis of predefined standards and aimed at minimizing misclassification.
- The grading process depends on many things such as nature of the subject matter, the difficulty of the question paper, the different abilities such as intellectual, physical, emotional, personal, social etc. assessed by tools of evaluation and precision is required in the evaluation programme.
- In direct grading the performance exhibited by the examinees is assessed in qualitative terms.
- In this type of grading, students secured a grade on the basis of the marks obtained by other students in the same test or examination. This method is also known as norm referenced method.
- Absolute grading is also known as criterion referenced grading. Here,

grades are assigned on an absolute basis which involves comparing a student's performance with specified standards set by the authority, preferably in reference to agreed-on performance standards and for the school or board.

- Etymologically, the word 'Semester' is derived from the German language which means half year. It means one academic year is divided into two.
- The main aim of semester system is to put emphasis on continuous and comprehensive and depth learning to build capacity of the students by developing required knowledge, skill and attitude to become an efficient and effective citizen in every field.
- Almost total 108 credit courses will be done in a semester course which includes continuous and comprehensive external evaluation, periodical test and remedial instruction for the needy one so that all students attend optimal levels of achievement.
- Semester system include improve methods of assessing students' performance in examination making increased use of objective type testing.
- Internal assessment is an integral part of semester system so there are chances of favouritism and subjectivity in it.
- Computer can help teachers assess their students' learning as well as their performance in the classroom.
- Use of computer in evaluation involves the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedback.



15.8 FURTHER READING

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15.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Organised.

Ans to Q No 2: According to B. H. Choppin, "An item bank or question bank is a collection of test items organised, classified and catalogues the order to facilitate the construction of a variety of achievement and other types of mental test."

Ans to Q No 3: Three uses of question bank are:

- Question bank may be used for pre-testing, development, review and revision of lesson.
- Students can use question bank for their self-evaluation in their spare time. It is also helpful for them to revise the lesson.
- Question bank can be utilized for preparing review exercise of text books.

Ans to Q No 4: The word 'grade' is derived from the Latin word 'gradus' which means 'step'.

Ans to Q No 5: Grading serves four roles:

- It evaluates the quality of a student's work.
- It communicates with the student, as well as employers, graduate schools, and others.
- It motivates how the students study, what they focus on, and their involvement in the course.
- It organizes to mark transitions, bring closure, and focus effort for both students and teachers.

Ans to Q No 6: In relative grading, other students' achievement or

performance is necessary whereas in absolute grading, grade is assigned according to a student's level of achievement or performance, regardless of other student's performance or achievement.

Ans to Q No 7: The Shorter Oxford English Dictionary provided the following meaning of the term Semester "A period of term six months, especially in German University and some United State colleges, the college half year". It is thus clear that the semester signifies the division of academic year into two parts.

Ans to Q No 8: Three components of semester system are mentioned below:

- Division of academic year into two terms of 16-18 weeks duration i.e. having 90-100 working days (500-600 hours).
- Existing courses are restructured into unit models of different credit according to semester wise.
- According to need of the pupils and future requirements, there is flexibility to choose the semester course.

Ans to Q No 9: Computer Based Assessment.

Ans to Q No 10: Computer used to construct the evaluation tasks of teachers, to deliver these tasks to relevant students and to record and provide feedback and grades to these students.



15.10 MODEL QUESTIONS

Short Questions

- Q 1:** What is grading?
- Q 2:** What is question bank?
- Q 3:** Write the full form of GPA.
- Q 4:** What is semester system?

Short Questions (Answer each question in around 150 words)

- Q 1:** Write the characteristics of question bank.
- Q 2:** Write a note on relative grading.
- Q 3:** Write about the advantages and disadvantages of grading system.
- Q 4:** Write about the advantages and disadvantages of semester system.

Long Questions. (Answer each question in around 300-500 words)

- Q 1:** Describe the developmental procedure of a good question bank.
- Q 2:** 'Grading is very effective in evaluation system'- discuss the statement.
- Q 3:** Discuss the issues and challenges of implementing semester system in our university from your own point of view.
- Q 4:** What type of role is played by computer in evaluation? Discuss.

*** ***** ***



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