



# AMITY UNIVERSITY

— UTAR PRADESH —

**Course Title: ASSESSMENT AND APPRAISAL IN GUIDANCE AND COUNSELING**

**Course Code:**

**Credit Units: 4**

**Level : PG**

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
3	1	-	-	4

<p><b>Course Objectives</b> To enable the students to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the nature, process, underlying assumptions and principles of psychological assessment and appraisal.</li> <li>• Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling</li> <li>• Develop knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counseling</li> </ul>	
<p><b>Pre-requisites:</b> Understanding of psychological tests and their applications.</p>	
<p><b>Student Learning Outcomes:</b> After the completion of the course the student teacher will be able to</p> <ul style="list-style-type: none"> <li>• Apply the underlying assumptions and principles of psychological assessment and appraisal.</li> <li>• Apply different techniques of psychological assessment; their nature, scope and application in guidance and counseling</li> <li>• Use the knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counseling,</li> <li>• Develop skills for administering, scoring, interpreting and analyzing test results</li> </ul>	
<b>Module I</b>	<b>20%</b>

<p><b>Descriptors/Topics</b></p> <p><b>Individual Assessment and Appraisal</b></p> <ul style="list-style-type: none"> <li>• Nature and importance of Measurement, Evaluation assessment, appraisal in Guidance and Counseling</li> <li>• Functions of Measurement, Scales of Measurement</li> <li>• Types of Evaluation</li> <li>• Functions of Evaluations</li> <li>• Assumptions and principles of assessment and appraisal</li> <li>• Concept and meaning of assessment and appraisal</li> </ul>	
<p><b>Module II</b></p>	<p><b>20</b></p>
<p><b>Descriptors/Topics</b></p> <p><b>Testing and Non-testing Techniques</b></p> <ul style="list-style-type: none"> <li>• Issues in psychological testing; distinction between testing and non-testing technique</li> <li>• Characteristics of a good psychological test</li> <li>• Procedure of test construction and validation , administration, scoring and interpretation of psychological tests</li> </ul>	
<p><b>Module III</b></p>	<p><b>20</b></p>
<p><b>Descriptors/Topics</b></p> <p><b>Qualitative Techniques for Assessment</b></p> <ul style="list-style-type: none"> <li>• Need and importance of qualitative assessment</li> <li>• Tools for qualitative assessment: observation, interview, anecdotal records, cumulative records. case study, autobiography, rating scale, sociometry, biography.</li> <li>• Procedure of development, administration, scoring and interpretation through qualitative assessment</li> </ul>	
<p><b>Module IV</b></p>	<p><b>20</b></p>
<p><b>Descriptors/Topics</b></p> <p><b>Assessing Individual Differences: Intelligence and Aptitude</b></p> <ul style="list-style-type: none"> <li>• Concept of Intelligence: changing perspective</li> <li>• Assessment of intelligence</li> <li>• Concept of Aptitude; importance of assessment of aptitude</li> </ul>	
<p><b>Module V</b></p>	<p><b>20</b></p>
<p><b>Descriptors/Topics</b></p> <p><b>Assessing Individual Differences: Achievement, Personality and Interest</b></p> <ul style="list-style-type: none"> <li>• Teacher-made and Standardized Achievement test</li> </ul>	

<ul style="list-style-type: none"> <li>• Measurement of scholastic achievement and its significance in various educational and career decisions</li> <li>• Concept of personality; methods of personality assessment</li> <li>• Importance of assessing interest for educational and vocational guidance</li> </ul>					
<b>Pedagogy for Course Delivery:</b> Lecture, Presentation, Seminar, Project					
<b>Assessment/ Examination Scheme:</b>					
<b>Theory L/T (%)</b>		<b>Lab/Practical/Studio (%)</b>			<b>End Term Examination</b>
100		NA			70
<b>Theory Assessment (L&amp;T):</b>					
<b>Continuous Assessment/Internal Assessment</b>					<b>End Term Examination</b>
<b>Components (Drop down)</b>	<b>Class Test</b>	<b>Project</b>	<b>Seminar</b>	<b>Attendance</b>	<b>End Semester Examination</b>
<b>Weightage (%)</b>	10	10	5	5	70

### Text & References:

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7<sup>th</sup> Ed., Upper saddle River. NJ: Prentice Hall.
- Mohan, S. & Sibia, A. (1998). Handbook of personality measurement in India. New Delhi: NCERT.
- Oliver, W. & Randall, W. E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Patton, M. Q. (1990). Qualitative evaluation and research methods. California: Sage Publications.
- Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. NCERT: New Delhi.
- Bhatnagar, Asha and Gupta Nirmala (Eds.) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Denzin, N. K. & Lincoln, Y. (2000). Handbook of Qualitative Research. New Delhi: Sage publications.
- Drummond, R. J. (1988). Appraisal Procedures for Counselors and Helping Professionals. Columbus, OH: Merrill.
- Gardner, H. (1999). Multiple Intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
- Kline, J. B. Theresa (2005). Psychological Testing: A Practical Approach to Design and Evaluation. London: Sage Publication.
- Le Compete, M. D.; Millory, W. L. & Preisste, J. (1992). The Handbook of Qualitative Research in Education. New York: Academic Press.
- McLeod, J. & Cropley, A. J. (1989). Fostering academic excellence. Pergamon Press.

