

## **CONTINUOUS INTERNAL ASSESSMENT (CIA)**

**(To Integrate Testing and Evaluation into The Learning Process)**

### **OBJECTIVES**

- To allow teachers to evaluate the performance of their students in accordance with the learning objectives and outcomes they have set,
- To make testing and evaluation an integral part of the teaching -learning process
- Focus on ‘assessment for learning’
- Test higher-order skills such as analysis, critical thinking and conceptual clarity
- To assess students’ performance over a well distributed interval of time in a semester and to allow scope for intervention and mid- course corrections, if necessary
- To provide two components of evaluation – namely continuous internal assessment and summative examination or semester end examination

### **THE CONTEXT**

Exams are used to measure how far students have progressed in the courses they are taking. Exams are viewed by students as an affliction that must be endured. Exams are designed to achieve specific goals. They are tools for assessing pupils' performance and judging their academic achievements. On the one hand, such evaluation assists students in adjusting their learning plans properly, and on the other side, it assists the teachers in adjusting their teaching programme in accordance with the examination requirements.

The College was granted Autonomous Status in the year 2012 and CBCS was adopted in the year 2014. Examination reform was a major initiative that was undertaken with the introduction of autonomy and CBCS

### **THE PRACTICE**

The introduction of the CBCS semester system in 2014, replaced the annual year end examination system with continuous internal assessment and summative examination in theory and practical at the end of each semester.

## **Internal assessment from 2014-2018**

The ratio between internal and end semester marks was 1:3. The internal assessment (25 marks) consisted of two Written tests each covering two units of the syllabus (average of the two tests is considered) along with Assignment, seminars and student attendance was also considered.

## **Semester Examination**

Semester Exams were conducted twice every year with 75marks allotted and was a summative examination covering the entire course syllabus. The question papers were set by an external panel approved by the Board of studies.

With feedback obtained from the academic experts it was decided in 2019, to increase the marks allotted to CIA to 40marks and the semester end summative exam was made 60 marks.

Two Centralized Tests (internal) per semester are mandatory and the average of the two tests is taken as the test component marks. Assignments, Quizzes, Seminars, comprehension/Listening tests, Open book Assignments, Oral tests, Projects, Surveys, Paper presentations and Comprehensive viva form the other components of the internal assessment. Components vary from subject to subject apart from the test of knowledge, practical skills are also tested. This allowed the teachers freedom to formulate their methods of assessment depending on the topic being taught.

All the non-computer undergraduate students have a computer course of one semester duration. Students also take compulsory courses in Indian Heritage & Culture, Science & Civilization, Environmental Studies, Gender Sensitization and Human values and Professional Ethics, and are awarded credits for the same.

**Transparency in Examination** – Transparency of continuous internal assessment (CIA) for I, II- & III-year Degree students is ensured as the course teacher of each subject distributes the valued internal answer scripts to the students for scrutiny. Students are given chance to clarify if they have any doubt regarding the marks allotment.

**Fairness and Objectivity** in evaluation is ensured by external evaluation in the end semester examinations. Summative Exams are conducted at the end of each semester and 60 marks are allotted for each course of 4 credits.

### **EVIDENCE OF SUCCESS**

Students are satisfied with the existing examination system. The system is student friendly and student centric. Examination reforms implemented by the college are successful because of the system which has both continuous internal assessment and summative end examination. Question papers include both subjective and objective elements. The examination system tests the competency of the students, hence teachers too are able to intervene with mid-course remedial action for any needy students, and at the same time identifying advanced learners, so they can be encouraged to hone their skills further. The early publication of the result and repeat examinations conducted one month after the publication of the result help the students to go for higher education or job without wasting their time. The transparency of the entire process has led to fewer grievances from the students regarding examinations. The core competency of the students at the end of the 3-year program has increased as is evident from the increase in number of students progressing to higher education. Employability also is enhanced on account of the skill training in computers, communicative English and the practical skill-based components integrated into the curriculum.

### **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

Examination results are to be published within one month of completion of the end semester examinations and corrected Answer Scripts of internal tests examinations are given to the students to facilitate transparency. This practice requires careful planning, automation of the examination branch and adequate staff. The teachers also should be ready to implement different methods of testing like field trip reports, projects and seminars given to the students. Given the size of the class and the faculty available, and resource constraints the teachers sometimes feel overburdened. Hence there is a requirement for more faculty. Updation of the laboratories in the Science departments is required frequently to keep up with modern trends to give the students a more experiential learning and testing their practical knowledge.