

COMPREHENSIVE SCHEME OF ASSESSMENT (CSA) IN GUJARAT POLYTECHNICS

Innovations in Students Assessment

Introduction

In the polytechnics of India, assessment of student's achievement has both internal and external components. Internal assessment is done by the classroom teachers, whereas external assessment is done by the Board of Technical Education at the end of the term.

Attempts were made to improve the components of the external assessment, through a variety of thrusts in various states in the western region of India (1973-1977). However, the validity, reliability and comparability of internal assessment was being severely questioned by both the teachers and the administrators. It then became necessary to look into total process of assessment to improve teaching, learning and award of grades to the students.

Comprehensive scheme of assessment was developed (1978-79) to assess the stipulated abilities in the students by proper sampling during and at the end of the course, so as to in case the validity, reliability and comparability in the assessment process. Other characteristic feature of this scheme is that it benefits students in their learning process.

Objectives

The main objectives of the comprehensive scheme of assessment were to:

- Ensure content validity, reliability and comparability in the assessment.
- Improve learning by feedback to students.
- Improve teaching processes by the use of appropriate methods.

Implementation

The comprehensive scheme of assessment was introduced in Govt. Polytechnic, Porbandar and K.D. Polytechnic, Patan on a pilot basis in July - August 1980. The scheme was extended to Govt. Polytechnic, Rajkot in July 1981. In the first phase of implementation of the scheme the main emphasis was on improving internal assessment without disturbing the existing schemes of examinations of the Board of Technical Education. With the assistance of NITTTR faculty, teachers of Porbandar, Rajkot and Patan polytechnics prepared assessment schemes for all subjects up to VI semester for which there is a term work component. The assessment schemes were tried out and modifications were made, wherever necessary. Some statistical information regarding CSA Project during 1980-84 are as follows:

• No. of polytechnics involved:	3
• No. of training programmes:	20
• No. of teachers trained:	140
• No. of assessment schemes developed:	69
• No. of reports/documents prepared:	20
• No. of meetings with principles and administrators:	23
• Man weeks of NITTTR contribution:	65

- Man weeks of British consultants contribution: 17
- No. of British consultants: 3

Conclusion

The implementation of the project has already given dividends in tangible as intangible forms. As a result of project, there was improvement in Teaching-Learning process at the three polytechnics as well as in record keeping of the assessment. As the teachers developed the course work plans at the beginning of each semester, there was a systematic coverage of the subject during the semesters, as well as increase in content validity and reliability for the term work assessment. Though there were some difficulties and problems like transfers of teachers leading to some amount of discontinuity, fewer working days during semesters, large size of classes, etc., the gains in the project provided an immense satisfaction to the NITTTR and polytechnic faculty and the British consultants involved in the project.

As a special assignment, NITTTR faculty assisted Technical Examination Board, Gujarat in developing norms for oral and practical examinations, which were implemented by TEB and the polytechnics.