Draft SOP on Implementation of Continuous Internal Assessment (CIA)

Sub: Collegiate Education –Implementation of Continuous Internal Assessment (CIA)-
Standard Operating Procedure (SOP) to be followed by all colleges – Reg

Ref: Outcome of the workshop held on Implementation of Continuous Internal Assessment
(CIA) and Evaluation in Government Degree Colleges at SRR&CVR Government
College (A), Vijayawada on 30.12.2021

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In general sense both Assessment and Evaluation are considered synonymous. But actually both have different meanings. **Assessment is the feedback from student to teacher and Evaluation is a feedback from teacher to student**. It involves the use of empirical data on student learning to refine programs and improve student learning. It's a judgment on student's performance, which includes both tangible and intangible aspects. Assessment is the use of empirical data on student learning to refine programs and improve teaching and student learning. As learning styles differs from student to student, the teacher need to be more cautious while assessing the students.

Need for the Assessment:

Continuous Assessment is a critical step in the learning process. It determines whether learning objectives of the course/programme have been met. A learning objective is the expectation about what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and funding. The following points highlight the significance of assessment in the learning process.

➢ Capturing student's time and attention
➢ Generating appropriate student learning activity
➢ Providing timely feedback which students pay attention to
➢ Helping students to internalize the disciplines standards and notion of equality.
➢ Generating marks or grades which distinguish between students or enable pass/fail decisions to be made.
➢ Providing evidence for others outside the course to enable to judge the appropriateness of standards of the course.

Types of Assessment:

In the past only observation by the teacher was the main mode of assessment. In the process of development of the system and skills, there occurred various types of assessment. Broadly they can be classified as 'Formative Assessment' and 'Summative Assessment'.

Formative Assessment:

Formative assessment is continuous and is conducted during the teaching-learning process using a variety of tools and strategies. The purpose of formative assessment is to monitor student learning and provide feedback during the teaching learning process. Here, the main role will be played by a teacher or a group of people through various transparent methods. The responsibility of evaluating the internal assessment is vested on the teacher/s who teach/es the course. Assessment will be conducted through the following strategies:

- Observation during class
- Tasks set for home learning
- Projects/presentations
- Open-ended tasks
- Performance tasks

The subject teacher prepares these assessments. Furthermore, it is continuous and does not replace exams. It is a suitable evaluation technique and tool. Also, they carry a fixed portion of marks for the assessment. Most noteworthy, it gives feedback to teachers so that they can improve their teaching. On the other hand, it gives students a chance to improve their external assessment grade by seeing internal assessment results. So, that student can improve their learning. For this, the internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination.

Summative Assessment:

The goal of **summative assessment is to *evaluate student learning* at the end of an instructional unit** by comparing it against some standard or benchmark. There will be University Examinations at the end of each semester for both Theory and Practical sessions. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers shall be set/prepared by the Controller of Examinations as per existing norms.

Existing system of Assessment in Govt. Degree Colleges: In the light of above discussion it is observed that the summative assessment in the state of Govt. Degree Colleges in Andhra Pradesh is found in Semester-end for 75/100 marks for each course. But in the case of formative assessment, it has been found that there are a number of differences/deviations in autonomous and non-autonomous colleges due to differences from University to University in awarding Internal marks to the students. The following tables show the existing system of awarding internal marks in colleges under various university jurisdiction.

INTERNAL ASSESSMENT IN NON-AUTONOMOUS COLLEGES

Zone	District	Affiliated University	MidExams/CIA/CIE Marks	Online Exam if any	Assignments Marks	Seminars/Quiz/Field Trips/Group Discussions/Survey	Attendance	Project/Objective Test	Viva	Total
I	Srikakulam	Dr BRAU, Etcherla	10	0	5	5	5	0	0	25
I	Vijayanagaram, Visakhapatnam	AU	15	0	5	5	0	0	0	25
II	East Godavari	AKNU	15	0	5	5	0	0	0	25
II	Krishna	KU	10	0	5	5	5	0	0	25
III	Guntur, Prakasam	ANU	15	0	5	0	5	0	0	25
III	Nellore	VSU	15	0	5	5	0	0	0	10
IV	Chittoor	SVU	25	0	0	0	0	0	0	25
IV	Kadapa	YVU	10	0	5	5	5	0	0	25
IV	Kurnool	Cluster University of AP, Kurnool	20	0	5	5	0	0	0	30
IV	Kurnool	RU, Kurnool	20	0	0	10	0	0	0	30
IV	Ananthapur	SKU	15	0	5	5	0	0	0	25

- It is observed that, the CIA Pattern is followed in all Autonomous and Non- Autonomous Government Degree Colleges which are affiliated to 11 Universities in the State with the pass mark being 8 out of 25 and 27 out of 75.

- In autonomous colleges, the internal marks are being awarded in the range of 30 to 50 marks.

- In case of non-autonomous colleges it is differed from University to University, however, most of the Universities have opted for 75+25 External and Internal system respectively.

- In 09 State Universities, the colleges are following 75+25 pattern and 02 Cluster Universities adopted 70+30 pattern. But, the procedure of awarding internal marks differs from University to University and College to College, with huge deviations in awarding criteria without any commonality.

INTERNAL ASSESSMENT IN AUTONOMOUS COLLEGES

S.No	District	Name of the College	MidExams/CIA/CIE Marks	Online Exam if any	Assignments Marks	Seminars/Quiz/Field Trips/Group Discussions/Survey	Attendance	Project/Objective Test	Viva	Total
1	Srikakulam	GDC(W)Srikakulam	10	0	5	0	5	5	0	25
2	Vizag	GDC(M)Visakhapatnam	25	0	0	0	0	0	0	25
3	East Godavari	GDC Rajahmundry	20	10	5	5	5		5	50
4	East Godavari	GDCPR Kakinada	20	0	5	5	0	10	10	50
5	East Godavari	GDC(w)Kakinada	15	no	5	5	0	0	0	25
6	East Godavari	GDC Tuni	20	No	0	5	5	0	0	30
7	West Godavari	GDC(M)Palakollu	15	0	5	0	5	0	0	20
8	Krishna	GDC Vijayawada	10	0	10	10	0	10	0	40
9	Guntur	GDC(W)Guntur	20			5	5			30
10	Nellore	GDC(W)Nellore	20	0	5	5	0	0	0	10
11	Chittoor	GDC (M) Chittoor	15	-	5	5				25
12	Kadapa	GDC(M)Kadapa	20	0	10	110	0	0	0	40
13	Kadapa	GDC(W)Kadapa	15	0	5	5	0	0	0	25
14	Ananthapur	GDC(M)Ananthapur	25	0	5	5	5	0	0	40
15	Kurnool	GDC(W)Kurnool	20	0	5	10	5	0	0	40
16	Kurnool	SJGDC Kurnool	20	0	5	5	0	5	5	40

In order to understand different criteria adopted by different Colleges, a One day workshop was conducted with RJDCEs, Principals (39 in number) and Subject Experts (40 in number) to invite ideas from the Principals and Subject experts with an aim to formulate uniformity in the assessment procedures in all the Government Degree Colleges in the State of Andhra Pradesh.

The Commissioner, Collegiate Education invited the Principals and Subject Experts to present their existing awarding criteria in the workshop and after the submission of Principals and Subject Experts, the CCE made the following remarks by suggesting a common pattern of Internal and External exams that needed to be followed in both Autonomous and non-Autonomous colleges in the State of AP in a uniform manner. The following Standard Operating Procedure (SOP) for Continuous Internal Assessment is prescribed.

SOP ON CONTIUOUS INTERNAL ASSESSMENT AND EVALUATION

1. The following citations should be kept in view by all the faculty members with regard to Teaching, Learning and Evaluation.

   "When learning and teaching continuously improves everything improves. Quality is never an accident. It is always the result of intelligent effort. Ignorance is bliss until it hits you on the face. The real education is the one that will set you free"   ---- Nelson Mandela

   "The correct analogy for the mind is not vessel that needs filling; but wood that needs igniting".   ----- Plutarch

2. While measuring the qualitative aspect of higher education, it is essential for everyone involved in the assessment process to understand the concepts clearly. Unless the correct interpretations and benchmarking are understood by everyone, there will be ambiguity in judgments.

3. In a changing context, the needs and aspirations of the students have to be met through the curriculum and curricular transactions to enable them to play an effective role in the employment sectors. The thrust of the education is shifting to employability based on the changing philosophy from idealism to pragmatism.

4. One of the key insights into the knowledge issue is that what you know is less important than how you know it and how you apply it. It boils down to the difference between two types of thinking. Low level concrete thinking, concerns simple observations, facts and figures and is the foundation of the next level of thinking-high level abstract thinking – concerns and relationships. Both kinds of thinking are necessary.

5. Examination reforms has been a prominent theme in the deliberations in connection with higher educationalists apparently had little impact; examinations are universally associated

with anxiety and stress both for students and others. There are various malpractices that reduce the dependability and credibility of the examination system.

6. The academic quality of actual examination has long been a major complaint. The methodology in the system is the root cause that needs to be tackled on priority basis. The sizable weight for internal assessment is a major step. The main problem is the incomplete development and articulation of relevant and systematic schemes for internal assessment designed to suit the needs of different subjects and levels of the students.

7. In this regard, faculty members have not been offered sufficient support through clearly spells out SOPs specific to their subjects and effective orientation through manuals or workshops. The absence of clarity is leading students to perceive internal assessment lacking objectivity and transparency.

8. Benjamin Bloom, an educational Psychologist devised a pyramid model that represents different ways of learning which is known as "Blooms Taxonomy" and is described below:
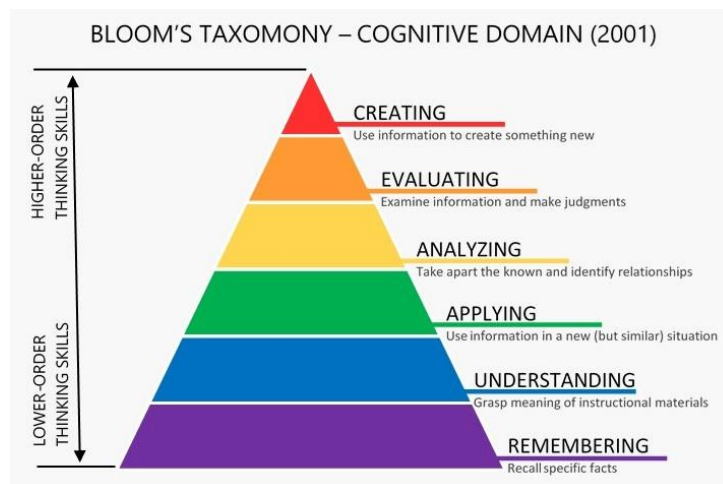
A learner is expected to progress from the lowest level of the pyramid to the highest i.e. from the Lower Order Thinking Skills (LOTS) to the Higher Order Thinking Skills (HOTS)

9. There is every need for a change in focus in the internal assessment from question patterns that require simple memory recall to a judicious mix of questions which assess,

- ✓ Knowledge acquired
- ✓ Standard application of knowledge
- ✓ Application of knowledge in new situations
- ✓ Critical evaluation of knowledge
- ✓ Ability to synthesize knowledge drawn from different sources

10. Therefore the internal assessment should be aimed towards ensuring the descriptions of the abilities and other qualities a course seeks to develop in students. In other words, from inert product to processes and capacities that point to continued learning.

11. The major principle for improving the quality of internal assessment is that a variety of means of assessment should be used to match many dimensions of learning objectives. The use of many such devices is possible only in the college setting of internal assessment handled directly by the individual faculty member.

12. Under the above circumstances, the CIA has been divided into four categories of inventory tasks and activities as detailed below:

S.No	Type of Assessment	Weightage Assigned
(i)	Assignments	10
(ii)	Project-Work/Seminar/Group Discussion/Role play/Quizzes/Presentations	10
(iii)	Extra-curricular activities like cleaning & greening, NCC, NSS and attendance	10
(iv)	Testing of knowledge though Mid-term examinations	20
	TOTAL	50

13. **Assignments:** A writing assignment encompasses any writing task a teacher asks of students that involves more and more thought processes including analysis, evaluation, interpretation, narration, syntheses, reflection, clarification summarization, creative expression and application or demonstration of knowledge or learning. Every faculty member should determine the purpose of the assignment and the levels of students and accordingly assignments should be given. There should be at least one assignment for each unit/module as and when the syllabus (unit/module) is completed. The weightage of marks, assigned for the assignments should be awarded after completion of all the assignments in respect of all the units/modules and it should be finished before the 1st and 2nd mid-term examinations are commenced.

14. In **class activities** -laboratory/manipulative skill which include as described below for different subjects should be organized by every faculty member in respect of the subjects being taught by him/her

Sl. No	Subject	Suggested Activity/Activities for CIA
1	Chemistry Physics Mathematics Electronics	Peer teaching, Student seminars, quiz, worksheets on subjects, KWL (Know, Want-to-know, and Learned) Group work, Work sheets on subject, Industrial visit, Indivisual and Group Projects
2	Zoology, Botany, Geology, Geography, Computer Science	Field visit, Student projects, Student seminars, peer teaching, filling gaps, Matching, quiz, worksheets on subjects, KWL, Hydroponic gardening, live projects, Vermi compost Preparation, growing Nursery plants, Aquarium maintenance, Fish farming
3	Micro Biology, Bio chemistry, Food & Nutrition, Home	Industrial visit, Lab visit, Student seminars, quiz, worksheets on subjects, KWL, Student projects, Hydroponic gardening, live projects, Vermi compost

	Science, Horticulture, Agriculture, Aquaculture, Home Science	Preparation, growing Nursery plants, Aquarium maintenance, Fish farming, Mushroom Cultivation, Organic farming
4	Statistics, Economics, History, Archeology, Political Science, Public Administration	Socio economic survey, Group discussions, Student seminars, peer teaching, quiz, worksheets on subjects, KWL, Field visits, Mock Parliament, Web assignments
5	Languages	Comprehension paragraphs, Book review, Think-pair-share actions, Student seminars, peer teaching, filling gaps, quiz, worksheets on subjects, KWL, Group Discussion, LSRW activities
6	Commerce and Management	Industry visits and tours, group discussion, group projects, Student seminars, one word answers, Multiple choice questions, peer teaching, filling gaps, Matching, quiz, worksheets on subjects, KWL, Socio economic surveys

15. Students should be encouraged to participate in the **Extracurricular Activities** like sports, games and Clean & Green of the campus/in the community, NCC, NSS etc. Pucca record should be maintained showing the authenticity of the participation and accordingly marks should be awarded to each student. There should not be any malpractices in this regard. Attendance should also be taken into account for awarding total marks of 10.

16. **Testing of knowledge** subject-wise testing through **mid-term exams** is very important outcome of learning, covering a weightage to the extent of 40 % of the total internal assessment. Hence there should be three kinds of questions. Firstly, One out of Three Essay type questions carrying 5 marks should be given. Secondly, five out of seven short answer questions should be set carrying 5x2=10 marks with weightage and thirdly, ten objective type questions should be framed carrying 10x1/2=5 marks with weightage comprising multiple choice answers, fill in the blank questions, matching answers questions, comprehension etc.

17. Two mid-term examinations consisting of four components as explained above should be conducted with 50% marks , for the 50% of the syllabus finished for each mid-term and it should be scaled down to 25 marks. The average of two mid-term examination marks secured by each student should be taken towards 25% weightage of total 100 marks. Affiliated colleges are suggested to follow the Academic Calendar given by respective universities regarding date of conduct of Mid exam by following the above given CIA pattern. In case of autonomous colleges whatever the weightage of internal assessment is fixed, it should be scaled down accordingly as per their Academic Calendar.

18. Blended mode of internal assessment shall be followed. At least one-mid/assignment / may be conducted through online, faculty can use technical tools for evaluation and records of every student should be documented for reference.

19. All the staff members should maintain records/registers properly in the prescribed format. The details of the marks secured by the students subject-wise and component-wise should be uploaded by each faculty member in the monitoring app on real time basis without fail. The Principals are informed to see that, 03 types of records are to be maintained in the colleges which are to be submitted during inspection.

   (i)   Student-wise and Semester-wise CIA Record is to be maintained by the concerned faculty member as per STUDENT ACADEMIC EVALUATION REGISTER (Proforma Enclosed)

   (ii)   Subject-wise and Semester-wise CIA Record is to be maintained by the concerned Incharge of the department of all the students of the subject as per STUDENT ACADEMIC EVALUATION REGISTER prepared by concerned faculty

   (iii)   Program-wise and Semester-wise consolidated CIA Records of all students of the college are to be maintained by the Principal of the College/Examination i/c. Similar Registers are to be maintained for Life Skills, Skill Development Courses etc., (Proforma Enclosed)

   (iv)   Besides these records, Student wise Progress Report generated by the APP will be communicated to individual students and parents

Copy to the RJDCEs, Principals of ID Colleges and Principals of GDCs

STUDENT ACADEMIC EVALUATION REGISTER

(To be maintained by faculty and in-charge)

SL.No	Zone	District	College	Name of the student	Program and Course	Regd No	Subject	Semester	Theory Mid Examinations										2 Mids Total	Internal Marks	External	Total	Practical Marks for Science subjects
									Mid -I					Mid -II									
									Assignment	Seminar/GD/Quiz?Field Trip etc.,	NCC/NSS/Clean& Green	Mid Term Exam	Total	Assignment	Seminar/GD/Quiz?Field Trip etc.,	NCC/NSS/Clean& Green	Mid Term Exam	Total		Scale down to 25			
									10M	10 M	10 M	20 M	50 M	10M	10 M	10 M	20 M	50 M	100 M	25 M	75 M	**100 M**	50 M

CONSOLIDATED ACADEMIC EVALUATION REGITER
(To be maintained by Principal/Examination i/c)

Sl. No	Zone	District	College	Name of the Student	Regd No	Program	Course Combination	Year	Semester	Subject -1				Subject -2				Subject -3				Subject -4				Subject - 5				Subject - 6				Life Skills course	Skill Development Course	Any other
										Theory			Practicals	Theory			Practicals	Theory			Practicals	Theory			Practicals	Theory			Practicals	Theory			Practicals			
										Internal	External	Total	Total	Internal	External	Total	Total	Internal	External	Total	Total	Internal	External	Total	Total	Internal	External	Total	Total	Internal	External	Total	Total	Total	Total	Total
1																																				
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