CHAPTER-VII

COMPRENDIUM

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7.1 THE ESSENTIAL FEATURES OF THE BAS:

The British Ability Scales have been standardized over a very wide age range and contain a much larger number of scales than in any previously published major test battery for individual assessment. The scales are a major new approach to the individual cognitive evaluation of young people aged between 2:6 and 17. They combine coverage of all the ground dealt with, in more traditional test batteries with innovations in test content, scoring and profiling. They have been designed as a flexible test resource which can be used in a number of ways according to the requirement of an individual user in any particular situation when needing to carry out some cognitive assessment of a child. 24 scales are arranged to cover six major areas: Speed of Information Processing: Reasoning: Spatial Imagery: Perceptual Matching: Short Term Memory: Retrieval and Application of Knowledge. Many of the 24 scales are divided into short term tests, graded for difficulty. This organisation allows for both very general and extremely specific assessments.

The enormous amount of material needed for a comprehensive assessment of individual ability could lead to confusion. However, the British Ability Scales are organised to help the user get to know the materials quickly and then administer them efficiently in the shortest possible time. The specific feature of the BAS is that it is based on a Rasch Model which is unidimensional and hence, ability scores on the scales are sample-free, enable change in performance to be measured over time, enable an
estimate of the precision of measurement to be obtained for each ability level.

The BAS also enables users to give one or more scales independently and in any order, without any set number or pattern of administration of scales being laid down. Users also have considerable flexibility of choice in determining whether or not to give short-form versions or all items within a scale. Other unique features of the scales from a user's point of view are the facilities enabling differences in score on different scales to be evaluated, unusual score patterns within a scale to be identified and growth or change in any ability to be measured.

7.2 SUMMARY OF THE WORK:

The BAS consisting of twenty four scales was adapted and standardised by two investigators, the present investigator worked upon the last twelve-second half-scales.

After necessary modifications in different test items being incorporated, the adapted Gujarati version of the BAS was administered to 120 subjects of different age range selected from three schools of Ahmedabad city by stratified random sampling method.

Each test item was calibrated with the Rasch Model and Item Characteristic Curves were generated. The goodness of fit analysis was carried out and all the items satisfied the main characteristics of the Rasch Model.

Reliability and Validity of different scales were also estimated.
The adapted BAS in Gujarati version is now available for further researches.

7.3 CONCLUSION:

It can be inferred from this research-report that a newly adapted BAS in Gujarati version has been brought out by the present investigator satisfactorily.

7.4 FUTURE RESEARCHES:

By NFER-Nelson, the new edition has been brought out after incorporating a number of suggestions for improvements and development of the BAS. They are as follows:

(a) The addition of 20 easier items to speed of Information processing, making it suitable for children aged 6 and over.

(b) The extension of Formal Operational Thinking from 9 to 13 items.

(c) A new scoring method for Similarities.

(d) Two more difficult items have been added to Recall of Digits.

(e) The old Basic Arithmetic and Early Number Skills scales have been merged to form a new Basic Number Skills scale. 28 new items are included, representative of most infant schools number curricula.

(f) New ability tables, norms and where relevant, centile tables are provided for all new and revised scales.

(g) Improved tables for the evaluation of discrepancies between T-scores, IQ discrepancies and discrepancies between IQs and scholastic attainments.
(h) A new table of IQ equivalents of mean T-scores, following a revision of the method of IQ calculation, together with a table of true score confidence bands for IQs.

(i) All Centile tables covering age range 2:6 to 7 years 11 months are newly presented in three month steps since the growth of abilities in this age range is relatively quick.

If some investigators from Gujarat or other states of India wish to work upon BAS ahead, they may take these modifications into consideration and incorporate them, thus, having an up-dated BAS scale.

The prime need is now to establish norms for Gujarati subjects taking into consideration both the urban and rural areas. Of course, this type of work cannot be done individually. The financial aid can be sought from agencies like NCERT, UGC or ICSSR.

A nation-wide project may be undertaken by NCERT, New Delhi and the remaining work of the standardisation (preparation of norm-Tables, Calibration of test, etc.) can be completed. At that time, this pioneer work carried out in Gujarati will serve as a basis for the same.

The newly adapted BAS can now be applied to different groups of pupils in urban area of Gujarat to know their strength and weaknesses in cognitive abilities.

As all the test-items are Indianised, it is very easy and simple to translate the adapted BAS into any other Indian language, say Hindi, Marathi and that language version can be used in other states of India.
In the present study only urban area has been taken for selecting the sample. It is quite essential that the sample from rural area also be selected and establish norms for rural population.

The present adaptation is not an end in itself. Rather, it is the beginning for many researches that can now be undertaken. This study has opened up new avenues for further researches that are already specified in the foregoing paragraphs.