

Perception of Undergraduate Level Students on Continuous Internal Assessment Followed in Choice Based Credit System: A Study in Jorhat District

Mridula Hazarika¹, Dr. Dipesh Ch. Bhagabati²

¹Research Scholar, Department of Education, Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon, Assam

²Professor, Department of Education, Mahapurusha Srimanta Sankaradeva Viswavidyalaya, Nagaon, Assam

Abstract:

The educational system of a country has a tremendous impact on its development. The Choice Based Credit System (CBCS) is an approach for developing, implementing, and evaluating curricula. CBCS has been widely implemented by many universities and other independent higher educational institutions. From the academic year 2019-20, Dibrugarh University made it compulsory for undergraduate level. The CBCS uses to adopt a continuous and comprehensive evaluation procedure. Students are to be evaluated both internally and externally in this strategy. The continuous internal evaluation method is essential to improving the effectiveness of teaching-learning procedures and promoting a more comprehensive approach to higher education. In this view, this paper seeks to study the perception of students on continuous internal assessment followed in the CBCS. The study also tries to identify the tools used for the internal assessment of the students at the undergraduate level. The researcher has used a descriptive survey method to conduct the study. The study is based on data collected from both primary and secondary sources. The primary data are collected with the help of a self-made questionnaire. The population covers all the undergraduate-level students in the colleges of the Jorhat District affiliated to Dibrugarh University, offering B.A./ B.Sc./ B. Com. programmes through the CBCS. One hundred students are selected as sample out of a population of 1598 with the help of incidental sampling.

Keywords: Internal assessment, CBCS, undergraduate level

1. Introduction

Higher education in India is undergoing a significant transformation from a traditional teacher-centred system to a student-centred approach. It is necessary to overhaul and alter India's higher education system in which it currently operates. This can be achieved by incorporating different points of view, making an effort to develop procedures that focus on the needs of the learner, and setting up systems for assessment that are well-known on a global basis. The UGC has mandated the introduction of a Choice Based Credit System (CBCS) in all undergraduate and postgraduate programmes of general education as a result of considerable discussion among educators and experts in the relevant field. The CBCS represents a paradigm shift in the National Education Policy that aims to close the growing employability gap between undergraduate and postgraduate degrees. The suggested curriculum for this system intends to give confidence and encourage students as they pursue complete excellence, with the major goal of the plan being to assure high standards and excellence in higher education. As per UGC guidelines, Higher Education Institutions (HEIs) are currently adopting different types of examination and assessment techniques to meet the needs of courses and programmes in CBCS system. To assess the academic performance of the students, various examinations such as sessional, midterm, end semester examination etc are being conducted at different times throughout the semester. Continuous Internal Evaluation (CIE), which is designed to ensure comprehensive and continuous assessment of students' academic progress, is an essential component of the evaluation process in CBCS. This approach allows teachers analyze learning outcomes across the course of the semester, fosters deeper comprehension of the subject matter, and encourages continued student engagement. CBCS ensures a fair and transparent evaluation procedure that promotes skill development, critical thinking, and overall academic achievement by incorporating internal assessments with final examinations.

1.1 Significance of the study:

Examination and evaluation play an important role in CBCS to assess students' performance. It is done continuously, involving gathering information about students' performance throughout the semester using tools such as assignments, internal tests, seminars, projects, and practical work. By analysing these assessment tools, the study highlights the effectiveness of internal assessment practices within the CBCS framework. The study is significant as it examines the importance of internal assessment in the CBCS system. Internal assessments facilitate continuous assessment and help students learn consistently during the semester. This study reveals how a range of assessment tools, such as tests, presentations, seminars, and assignments, promote continuous skill development and reduce one-time reliance on final exams. It is crucial for teachers since it provides insights into fair and effective evaluation processes. The study also benefits students by encouraging participation, reducing exam anxiety, and improving academic performance. The findings also support methods of assessment and assist institutions in raising the general standard of higher education in CBCS.

1.2 Statement of the problem:

Considering the above discussion, the present study is entitled "Continuous Internal Assessment in Choice Based Credit System: Insights from the Colleges Affiliated to Dibrugarh University".

1.3 Objectives of the study: The present study has the following objectives:

1.4 To study the impact of internal assessment on students' learning

1.5 To identify the activities assigned for the internal assessment of the undergraduate students

1.6 To explore the fairness and transparency in the internal assessment procedure

2. Review of Related Literature

A.K. Prajapati (2014) made a study on “Effect of Continuous Internal Evaluation (CIE) in CBCS on Students' Academic Achievement”. The study found that the Academic achievement of students in the Choice-Based Credit System was higher than that of students in the Annual Examination System. The study also stated that continuous internal assessments had a favourable impact on students' academic performance.

Sumitha et al. (2016) conducted research entitled “An Empirical Study to Measure the Perception of Management Students Towards Choice Based Credit System (CBCS): A Case Study.” The objective of this empirical study is to learn how management students perceive CBCS, which has been introduced in the management program at AIMIT, St. Aloysius College, Mangalore. The study's findings showed that a well-designed assessment system is a potent educational tool, and that CBCS is crucial for higher education, as it boosts students' sincerity and motivation to learn the subjects of their choosing.

Day et al. (2017) conducted a study on perceptions of teachers and students on intermediate assessment in higher education. The study found a positive perception towards intermediate assessment of both teachers and students. According to teachers and students, intermediate assessment helps the students to keep up with their studies.

Rai (2018) conducted a study on students' perception of the Internal Assessment to assess the practice of internal assessment in the semester system and to explore their perceptions in terms of tools and techniques of internal assessment. The study found that the majority of the students had a positive perception of the practice of internal assessment in the semester system. A smaller number of students perceived that the practice of internal assessment is not systematic and not transparent. Halo effect also affected the scoring procedure.

Bastola (2023) studied the students' perception towards the internal assessment in the semester system and found that students have a positive perception towards the internal assessment system, but are dissatisfied with the process it follows.

Malla (2023) conducted a study on students' perception and satisfaction about internal assessment system. The study found that students have a neutral perception towards internal assessment, and 40% of students were satisfied with the internal assessment.

3. Methodology

3.1 Method used: The Descriptive Survey Method is followed to carry out the study.

3.2 Population: The population of the present study comprises all the students enrolled in the academic session 2022-23 for pursuing B.A./ B.Sc./ B. Com. Programmes and studying in B.A./B.Sc./B.Com. 5th Semester through Choice Based Credit System in different colleges of Jorhat District affiliated to Dibrugarh University. The total number of students enrolled in all the colleges of Jorhat District in that session is 1598.

3.3 Sample: The sample of the present study comprises 100 students who have been selected by using an incidental sampling technique from 2 colleges of Jorhat District that were selected by using a purposive sampling technique.

3.4 Tools used in the present study:

The study is based on data collected from both primary and secondary sources. For collecting the primary data, the researcher has chosen a self-developed questionnaire. Both open-ended and closed-ended questions are included in the questionnaire. The questionnaire is developed in the English language and has been given to the students. The questionnaire consists of 8 items. Items are distributed in three dimensions, i.e., impact on learning, activities assigned for internal assessment and fairness and transparency. The secondary data are collected from various articles, book chapters, research papers, theses, websites etc.

4. Analysis and Interpretation of Data:

In this section, the researcher has attempted to analyse and interpret the data collected from the sampled students through the questionnaire. Both qualitative and quantitative analyses of data have been made. Statistical technique percentage (%) was also used. An objective-wise analysis is made under the following sections:

4.1 Impact of internal assessment on students’ learning

Objective 1: To study the impact of internal assessment on students’ learning

Here, the researcher seeks to examine the impact of internal assessment on students’ learning. To measure the impact, the following questions are asked to the target population, and their responses are presented in **Table 1:**

Table 1: Responses of the students on impact of internal assessment on students’ learning

Item No.	Item	Response	Number of Respondents	Percentage
1	Do you agree that internal assessment encourages regular study?	Yes	83	83%
		No	17	17%
2	Do you believe that internal assessment minimises the stress and anxiety of examination?	Yes	81	81%
		No	19	19%
3	Do you think that internal assessment develops practical and analytical skills?	Yes	91	91%
		No	09	09%

4	Do you think continuous evaluation helps in improving academic achievement?	Yes	88	88%
		No	12	12%

From **Table 1**, it is revealed that most of the respondents (83%) agree that internal assessment encourages regular study. Again, 81% of total respondents said that internal assessment minimises the stress and anxiety of examination. It is also revealed that continuous evaluation helps in improving academic achievement as viewed by 88% of respondents.

4.2 Activities assigned for internal assessment

Objective 2: To identify the activities assigned for the internal assessment of the undergraduate students

From the responses of the students, it is revealed that different types of activities are assigned to the students for the internal assessment. **Table 2** shows the percentage of responses of the students to the activities assigned for internal assessment.

Table 2: Responses of the students on activities assigned for internal assessment

Sl. No.	Activity	Number of Respondents	Percentage
1	Written Test	100	100%
2	Home Assignment	100	100%
3	Paper presentation/ ICT enabled presentation	68	68%
4	Field Study	54	54%
5	Group Discussion	42	42%
6	Project work	39	39%
7	Peer Teaching	28	28%
8	Quiz	17	17%
9	Debate	21	21%

Table 2 reveals the responses of the sampled students on the activities assigned for internal assessment. It is observed that written test and home assignment are widely used as an activity for internal assessment of the students as responded by 100% respondents. Paper presentation/ ICT enabled presentation is also widely used, responded by 68% respond etc. Group discussion and project works are assigned for 42% and 39% of sampled students, respectively. It is also revealed that peer teaching, quiz and debate are some other activities assigned for internal assessment as viewed by 28%, 17% and 21% of total sampled students respectively.

4.3 Fairness and transparency of internal assessment procedures

Objective 3: To explore the fairness and transparency in the internal assessment procedure

To explore the transparency in the internal assessment procedure, students are asked the following questions and their responses are presented in **Table 3**.

Table 3: Responses of the students on fairness and transparency of internal assessment procedures

Item No.	Item	Response	Number of Respondents	Percentage
6	Are the evaluated answer sheets of the Sessional Tests shown to you?	Yes	86	86%
		No	14	14%
7	Do you feel that the internal assessment of your college is transparent?	Yes	81	81%
		No	19	19%
8	Are you satisfied with the procedures of the internal assessment of your college?	Yes	87	87%
		No	13	13%

From the **Table 3**, it is revealed that the evaluated answer sheets of the sessional tests are shown to the students as viewed by 86% of total respondents and 81% respondents said that the internal assessment of their college is transparent. It is also revealed that most of the respondents (87%) are satisfied with the procedures of internal assessment of their colleges.

5. Major findings of the study

The following major findings have been drawn based on the objective analysis and interpretation of data:

- Most of the respondents (83%) agree that internal assessment encourages regular study.
- Again, 81% of total respondents said that internal assessment minimises the stress and anxiety of examination.
- Continuous evaluation helps in improving academic achievement as viewed by 88% of respondents.
- written test and home assignment are widely used as an activity for internal assessment of the students as responded by 100% respondents.
- Paper presentation/ ICT enabled presentation is also widely used, responded by 68% respond etc.
- Group discussion and project works are assigned for 42% and 39% of sampled students, respectively.
- Peer teaching is assigned as internal assessment activity as viewed by 28% of respondents.
- Quiz and debate are some other activities assigned for internal assessment as viewed by 17% and 21% of total sampled students respectively.
- The evaluated answer sheets of the sessional tests are shown to the students as viewed by 86% of total respondents.
- Again, 81% respondents said that the internal assessment of their college is transparent.
- Most of the respondents (87%) are satisfied with the procedures of internal assessment of their colleges.

5.1 Discussion:

The analysis and interpretation of data reveal that internal assessment promotes consistent study habits and helps students stay academically engaged throughout the term. It is also revealed that most of the students feel that internal assessment reduces examination stress, indicating that spreading evaluation over

time may ease pressure compared to a single final examination. A similar finding was also revealed from the study conducted by Day et al. (2018), where the students and teachers viewed that intermediate assessment helps the students to keep up with their studies. Overall, it can be said that internal assessment is highly effective in promoting higher-order thinking, analytical ability, and the practical application of knowledge, and that continuous evaluation contributes to better academic achievement among students.

Transparency is very much essential to build institutional credibility and trust among the students. Rai (2018) found in a study that the practice of internal assessment is not systematic and not transparent as viewed by a small portion of the respondent students. In the present study, also 19% of total respondents, who felt the process of internal assessment lacks transparency, may reflect concerns such as limited feedback, unclear marking schemes, or lack of adequate communication with regard to evaluation components etc. These concerns should be addressed through clear guidelines, structured rubrics and grievance redressal mechanisms to strengthen institutional trust.

6. Conclusion

Internal assessment is used to assess the performance and progress of the academic achievement of the students. It also helps in ensuring accountability and maintaining the standards of an educational institution. Internal assessment procedures play a significant role in promoting the continuous improvement of the students. Choice Based Credit System (CBCS), which was put into place in compliance with the guidelines set forth by the University Grants Commission, relies extensively on internal assessment to provide continuous and comprehensive evaluation of the students. By promoting active learning, skill development, and timely feedback through projects, quizzes, presentations, and assignments, internal assessment improves academic attainment and maintains evaluation fairness and transparency. Perception of Undergraduate Level Students on Continuous Internal Assessment followed in the Choice Based Credit System has been revealed from the study. Students perceive the continuous internal assessment as a helpful process of evaluation, which reduces examination pressure and encourages regular study habits. It also supports a better understanding of the subject matter and promotes active participation of the students in learning. However, Concerns about bias, fairness, and lack of transparency can negatively affect students' trust in the internal evaluation system followed in CBCS. That is why clear criteria, consistent grading, and constructive feedback are essential to ensure the effectiveness of internal assessment.

References

1. Best, J.W. & Kahn, J.V. (2012). *Research in Education*. PHI Learning Private Limited.
2. Bhalla & Puri. (2013). *Advanced Research Methodology*, Kanishka Publishers & Distribution, New Delhi
3. Bhanot. S. (2013). *Basics of Educational Research Methodology*, Kanishka Publishers & Distribution, New Delhi
4. Bastola, T. (2023). *Students' perception towards the internal assessment in the semester system*. MA Dissertation, Department of Mathematics Education, Tribhuvan University. Retrieved from <https://hdl.handle.net/20.500.14540/19291>

5. Day et al. (2017)). Teacher and student perceptions of intermediate assessment in higher education. *Educational Studies*, 44(4), 449–467. Retrieved from <https://doi.org/10.1080/03055698.2017.1382324>
6. Garret, H.E. (1981). *Statistics in Psychology and Education*. Vakils, Feffer and Simons, Bombay: Indian Reprint.
7. Malla, G. (2023). Students' Perception and Satisfaction about Internal Assessment System. *Anusheelan*, 13(12), 16-22. Retrieved from https://wms.edigitalnepal.com/wms/files/ws-post-files/1726574859779_e993bd9f-22bb-49d2-ba20-1a473cd9c95c.pdf
8. Misra. (2000). *Handbook of Higher Education*. Mohil Publications, New Delhi.
9. Prajapati, A.K. (2014). Effect of Continuous Internal Evaluation (CIE) in Choice Based Credit System (CBCS) on Students Academic Achievement. *Conflux, Journal of Education*. 2(7).2-6. Retrieved from <http://cjoe.naspublishers.com/>
10. Rai (2018). Students' Perception on the practice of Internal Assessment System. MA Dissertation, Department of English Education, Tribhuvan University. Retrieved from <https://elibrary.tucl.edu.np/items/bbb4a309-24af-4a1b-a4e3-836da711638>
11. Shamkuwar, S. & Mokhasi, V. (2019). Students Perception on Internal Assessment in Anatomy. *International Journal of Anatomy and Research*, 7(3.3), 6939-6943. Retrieved from <https://www.ijmhr.org/IntJAnatRes/ijar-2019-264>
12. Sumitha, et.el. (2016). An Empirical Study to Measure the Perception of Management Students Towards Choice Based Credit System (CBCS): A Case Study. *Journal of Business and Management*. 56-65. Retrieved from [https://www.semanticscholar.org/paper/An-Empirical-Study-To-Measure-The-Perception-Of-\(-\)-Sumitha-Krishnamurthy/9f0a0b48406f4d038ba65bf222e745b62e5d829b](https://www.semanticscholar.org/paper/An-Empirical-Study-To-Measure-The-Perception-Of-(-)-Sumitha-Krishnamurthy/9f0a0b48406f4d038ba65bf222e745b62e5d829b)