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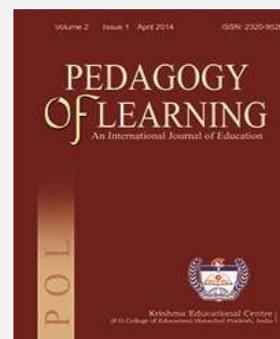
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Internal Evaluation Pattern in Sikkim University: An Appraisal

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Abstract

Evaluation is the most vital component of any system of education. Evaluation provides the teacher necessary feedback to study the strength and weaknesses of the children and set a basis for further planning. Internal evaluation means being assessed or evaluated for a test or exam by the internal staff of school, college or university. No external authority or office is able to interfere for your internal evaluation. Internal evaluation enables us to diagnose pupils' difficulties in learning. Sikkim University was established under the Sikkim University Act 2006 (10 of 2007) on July 2, 2007. It is a Central University established and fully funded by the Government of India. With the aim of revamping the examination systems in various universities and educational institutions, the University Grants Commission (UGC) has urged the universities to take steps to assess the performance of students through internal and external evaluation. In the present paper the authors analyzed the pattern of internal evaluation in Sikkim University with respect to the suggestions recommended by UGC for the effective implementation of internal evaluation.

Keywords: Internal Evaluation, Sikkim University, University Grants Commission (UGC)

INTRODUCTION

Evaluation is a systematic examination against defined criteria to determine whether activities and related results conform to planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve the organisation's

policy and objectives. Evaluation is an appraisal or assessment with respect to some standard. It is an informal and continuous process. It takes place every time in every walk of life. The objects, facts, events and behaviours are continuously evaluated (Bhatnagar & Bhatnagar, 2010). Education is not only concerned with the acquisition of knowledge but also is concerned with the development of desired attitudes, interests, skills and various personal and social qualities. External examinations fail to assess the development of these qualities. Internal evaluation enables us to diagnose pupils' difficulties in learning. It provides a continuous feedback for undertaking diagnostic and remedial teaching and other measures (Aggarwal, 1997). Internal Evaluation provides opportunities for schools to examine their own practice within their own context and to report on their strengths and areas for improvement to their own school community. It brings benefits to teachers as they share experiences and ideas and helps them to become even more effective in their classrooms (Sindhi, 2015).

Sikkim University was established under the Sikkim University Act 2006 (10 of 2007) on July 2, 2007. It is a Central University established and fully funded by the Government of India. Its jurisdiction extends to the whole of Sikkim. The University is at present located in and around Gangtok, the capital of Sikkim, which borders on Bhutan, China and Nepal on its east, north and west respectively. The University is mandated to contribute significantly to the nation-building process by mobilizing the rich intellectual heritage of the state of Sikkim, by promoting the creative instincts of its youths and by developing itself as a premier national institution. It has 6 Schools of Studies and 32 departments offering various programmes of studies, which is an indication of the fact that it is one of the fastest growing universities in the country today. The University has been accredited by the National Assessment and Accreditation Council (NAAC), Bangalore in 2015. The University has started a special scheme called "University Research Award" in order to support socially and locally relevant, interdisciplinary and innovative research by faculty members of the university and to encourage quality publication by them. Despite the absence of its own campus, the University has good classroom infrastructure, state of the art laboratories, rich collection of books in the library, Wi-fi connectivity in the buildings, young and enthusiastic faculty members, and a small but motivated group of administrative staff (Sikkim University Prospectus, 2017-18).

Analysing the Internal Evaluation Pattern in Sikkim University with respect to the suggestions circulated by UGC vide letter no. D.O.No. F.1-2/2008(XI Plan) dated March 30, 2009.

With the aim of revamping the examination systems in various universities and educational institutions, the University Grants Commission (UGC) has urged the universities to take steps to assess the performance of students through internal and external evaluation. The suggestions have been sent by UGC chairman Sukhdeo Thorat vide letter no. D.O.No. F.1-2/2008(XI Plan) dated March 30, 2009 to all vice-chancellors of the Central, state and deemed universities, asking them to try and go beyond 'marks' and 'divisions' and give cumulative grade point score (CGPS). Thorat, in his letter, mentioned that higher education in India has so far largely been examination-centred. "Examination only at the end of academic session insulates students from the quest of knowledge, the excitement of discovery and joy of learning. Often the annual examination, along with marks, percentages and divisions, leads to insensitive cramming up of superficial information," he wrote. Thorat said that in several instances, the university-certified degree-holders are subjected to fresh written examinations before they are accommodated for jobs in public and private sector.

The letter pointed out that most universities and institutions of higher education in Western Europe and North America base assessment of students on 'internal evaluation', following the principle of 'those who teach should evaluate'. Stressing on continuous internal evaluation, the UGC chief stated that internal assessment should be done by a faculty member, department, school or centre. It said all certificate, diploma, undergraduate, postgraduate, M.Phil. and Ph.D. courses offered by a university, college or institute should have specified components for internal evaluation through essay, tutorials, term-paper, seminar, laboratory work, workshop practice, etc mentions the letter. However, looking to the prevailing conditions in India, an adoption of this approach would be too radical or abrupt. Given these considerations, it may be more prudent that the assessment of student performance be carried out through a combination of internal and external evaluation.

The concept of full internal evaluation was adopted by the Sikkim University from the session 2008-09 (first session) onwards in four post graduate courses (Sociology, International Politics/Relations, Peace and Conflict Studies and Microbiology) under different Schools. At present, Sikkim University has 6 Schools of Studies and 32 departments offering various programmes of studies with full internal evaluation.

A LOOK ON THE STEPS MENTIONED BY UGC AND THE STEPS ADOPTED BY SIKKIM UNIVERSITY FOR INTERNAL EVALUATION

UGC in her notification mentioned that aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty-member, Department, School or the Centre. It would comprise following steps:

All the certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses offered by a university, college or institute are to have specified components for internal evaluation (e.g. essay, tutorials, term-paper, seminar, laboratory work, workshop practice, etc.).

All the session tests, assignments, practical examinations and end semester test scripts are evaluated by the concerned teacher internally in Sikkim University. Continuous evaluation is the hallmark of semester system. Students' progress is continuously monitored and evaluated throughout a semester. A student shall appear in three sessional tests and an end term examination at the end of a semester. The evaluation is hundred percent internal at present.

SUBJECT/PAPER WISE EVALUATION PATTERN:

Semester wise Evaluation Process. Each Semester paper has 4 credits	Weightage
First Sessional Test (for both UG and PG courses)	25 %; 1 credit
Second Sessional Test/ Practical Tests wherever applicable (for both UG and PG courses)	25 %; 1 credit
Third Sessional Test (for PG courses only)	25 %; 1 credit
End Semester Examination (for both UG and PG courses)	50 %; 2 credit
Attendance 75% minimum	Mandatory
Audit Course in National Service	Mandatory
Total	100 % ; 4 credits

- Note:** 1. First Sessional Test will be a Theory Test.
2. Second Sessional Test may either be a theory or a practical test.

3. University department will hold three Sessional Tests out of which the best two will be counted for computation of SGPA.

Components for internal evaluation are to have a time-frame for completion (by students), and concurrent and continuous evaluation (by faculty-members).

It is evident from the academic calendar, 2017-18 (given below) of Sikkim University that both the faculty members and students are involved in the process of continuous evaluation and there is also a time-frame for completion.

ACADEMIC CALENDAR (2017-18)

Sl. No.	Academic Activities	Odd Semester (I, III, V, VII etc.)	Even Semester (II, IV, VI, VIII etc.)
1	Commencement of semester	15 th July	1 st February
2	First Sessional Test	Third Week of August	First Week of March
3	Second Sessional Test	Third Week of September	First Week of April
4	Third Sessional Test / Practical*	Third Week of October	First Week of May
5	End of Classes	30 th November	15 th June
6	Filling of Examination Form**	15 th November	1 st June
7	End Semester Examination begins	1 st to 16 th December	16 th to 30 th June
8	Central Evaluation begins	10 th December	26 th June
9	Winter/Summer vacation	17 th December to 31 st January	1 st July to 14 th July
10	Publication of Results.	30 th December	10 th July

*Not applicable for colleges ** Not Applicable for University

NOTE: If 1st February and 15th July are holidays, classes will start from the next working day. The evaluation outcome may be expressed either by pre-determined marks or by grades.

As discussed above that Sikkim University gives the 50% weightage to Sessional Tests and 50% to the End-Term Examination. In order to complete a Master's programme a student must earn 64 credits. One credit in Sikkim University is equivalent to 15 classes or 25 marks. Sikkim University adopts the Grading system whereby the marks obtained by a student in a paper or semester examination are graded in terms of SGPA, numerical grade point and alphabetical grade point in a 10 point scale. In this grading system the scores of a student are indicated in terms of range rather than the absolute number/marks. Students are graded in each paper and in final result on a 10 point scale as per the details given here under:

Marks in %	Grade Point scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 - 7.9	A	8
60 - 69.99	6.0 – 6.9	A-	7
50 - 59.99	5.0 – 5.9	B +	6
40 - 49.00	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 - 29.99	2.0 – 2.9	C +	3
10 - 19.99	1.0 – 1.9	C	2
0 - 9.99	0.0 – 0.9	C -	1

The evaluation reports submitted by all the faculty-members are to be reviewed, from time to time, by the Department, School or Centre Committee, in order to ensure transparency, fair-play and accountability.

In Sikkim University the concerned class teacher give back all the evaluated assignments, sessional test answer scripts, etc. to the students in the class so that they can see and discuss with the concerned teachers where they have gone right or wrong. In order to ensure transparency, fair-play and accountability in the process of internal evaluation a moderation committee is constituted by the head in each department.

Following the review by the Department, School or Centre Committee, the outcome of internal evaluation is to be announced and displayed on the Notice Board and / or web-site as per the timeframe or academic calendar.

In Sikkim University the marks of internal evaluation are not kept in confidential from the students. The outcome of students is announced in the classroom so that they can see and discuss with the concerned teachers for their future improvements.

CONCLUSION

Keeping in view the practice of internal evaluation at Sikkim University and the steps recommended by the UGC, the investigators of the present study is hereby found that the experience of introducing internal evaluation in Sikkim University has proved to be fruitful. The main purpose of internal evaluation is to diagnose and give remedial teaching to the students. It emphasized activity based learning. As discussed above that Sikkim University gives the 50% weightage to Sessional Tests and 50% to the End-Term Examination. The investigators are hereby also mentioned that the End-Term Examination question papers and the answer scripts of the student are evaluated by the concerned teachers. All teachers at department level prepare the date sheet, set and moderated the question papers, evaluated the answer scripts before finally submitting it to the Controller of Examinations.

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