

### **2.5.2 Reforms In Continuous Internal Evaluation (CIE) System at the Institutional level :**

Provision of quality education has become indispensable for educational institutes all over the globe. Quality education requires an effective teaching and learning environment both inside and outside the classrooms. To create such an environment, is a challenging task which necessitates careful planning in collaboration with all the Internal Assessment Committee members. An effective learning environment motivates and stimulates student's learning process.

Continuous Internal Evaluations (CIE) is an effective tool and this performance is considered as major component in all theory courses. We have implemented internal assessment system at undergraduate and postgraduate stage. As it becomes relevant to know how this system of examinations has been visualized to help in having a mature understanding of the concept, to provide an insight among the professional students to study different aspects of the prescribed course for a feasible and effective implementation of the concept.

- Emphasis on continuous internal assessment to reduce the load on students by inculcating regular study habit in them.
- Division of academic year into three internal assessments.
- Quality questions of different type are prepared simulating the university question papers to enhance the standard.
- For all the three internal assessments, each department should prepare two sets of question papers which was selected by Internal Assessment Committee members to avoid bias.
- Concerned measures were taken to modify the question papers for I and II internal assessment by adding 10 MCQ's for 5 marks for the purpose NEET preparation.
- Typed examination question papers should be submitted in a sealed cover to the convenor of the internal assessment monitoring committee four days prior to the examination.
- The concerned incharges will take care about the Xerox of the question papers and those question papers will be returned to the respective departments in a sealed cover one day prior to the examination.
- The evaluated answer scripts along with the mark statement should be sent to the concerned convenor within one week after the scrutiny.
- Correct marking should be checked for each question and also check if any question is not allotted marks .

- After the final scrutinization by the convenor, within two days all scrutinized answer scripts will be returned to the respective departments.
- IAC member will receive a copy of internal marks sheet along with attached copy of absentees, failures with reasons and the necessary action plan taken by the mentor should be submitted within 10 days from the date of the examination.
- The HOD's are requested to take necessary action to display the internal assessment marks in the notice board of their respective departments.
- Students feedback forms were prepared about their poor performance.
- According to the feedbacks, slow learners were given counseling's, hand outs for important topics and evening special classes were conducted for their academic improvisation.
- Continuous performance assessment forms have to be filled regularly by the respective mentor.
- Dcap messages were sent to the parents to get to know their peers academic improvements.
- Academic parent – teachers meeting will be held.

Mechanism of internal assessment is transparent and robust in terms of frequency and variety.

One of the major components of our education system is examination. The education process in any discipline of learning ends with examinations. The entire effort put in by the teachers on teaching and the student on learning is centred on getting good results in the examinations. Thus examinations have been overriding the process of education and are a matter of concern for stakeholders. Several committees and commissions were constituted from time to time to suggest reform in education in general and examinations in particular. These are totally internal, providing sufficient scope to test the skill and knowledge acquired by the students during the course of their study.

A questionnaire was prepared (the format of which is enclosed) and sent to all the accredited Universities/Institutions/Autonomous Colleges, to enable the institutions to submit their best practices, they have adopted in improving their examination process, in a structured format.

Scrutinization will help in solving the grievance of student and to ensure more careful valuation of the scripts by the teachers.

The answer scripts are given back to the students after evaluation for their information which provides transparency and accountability to the evaluation process.

- Examinations have come to dominate the educational process
- Passing examination has become more important than acquiring any education
- External examinations encourage selective study because of stereotyped questions
- The marks obtained in examinations are not a reliable and valid measure of a student's performance

The performance of a student who has registered on any academic programme is evaluated internally on a continuous basis by the concerned course instructor. The distribution of weightages to various forms of assessment including the internal examinations is decided by the concerned course instructors and it is announced in the class.

The Head of the concerned department will convene a meeting of the faculty within 4 days (96 hours) of the last examination in the department to endorse the results. The results thus endorsed will be forwarded to the academic section for necessary action.

Continuous assessment being an important component in academics, it encourages the students to work systematically throughout the course.

- There is increased self reliance on the part of the students in respect of schedule, evaluation and performance improvement.
- Abilities that are not tested otherwise could be tested by this system.
- Students have the opportunity to discuss their answers through all accepted tools of internal evaluation. This adds to reliability and also transparency of the system.
- There is increased rapport and relationship between the teachers and the taught.
- Holding of examinations is much simplified and regularized and results could be declared as per the predetermined date specified in the academic calendar.

The evaluation of the students has become internal as well as an integral part of the teaching-learning process. The assessment of the students has taken into account a number of essential abilities such as drive and capacity for hard work, leadership and team-work, motivation, quality of imagination, institution and speculation, skilled use of hands, etc

Mechanism to deal with examination related grievances is transparent, time bound and efficient

Internal assessment examinations should be un-biased valuation by the faculty members and there should be uniform representation of questions from all the topics of the syllabus. The student gets his/her marks and the key for the wrong answers instantly for MCQ's. The faculty in charge has major role in evaluating the students' marks for objective type examinations which brings uniformity in evaluating internal marks for the subjects offered. It inculcates discipline in the subject-teachers to cover the syllabus in the specified sequence and for a uniform syllabus-coverage.

The examination system is fair, efficient, reliable and transparent. An important measure of the success of the examination system is its credibility. The conduct of examinations and declaration of results is one of the most important activities. It should be designated to test both the creative and analytical capability of a student's understanding. The question paper should cover the whole syllabus. The examination system must be transparent and must meet the requirements.

The current examination system is introduced to reduce the changes after the declaration of examination and to improve the efficiency, reliability and transparency in the conduct of the examinations.

- To conduct all examinations as per the pre-published calendar of examinations.
- To curb malpractices and unfair means in the examinations.
- To maintain the confidentiality of the examination system.
- To increase reliability of the examination system.
- To increase the transparency in the examination system.
- To declare the result (as early as possible) in the shortest possible time.
- To undertake verification of the assessed answer books to the students and revaluation of the answer books.
- To create confidence and trust amongst the students about the assessment system.

The uniformity in the assessment has improved to a considerable extent. The number of cases of malpractices has been reduced. The cases of errors have also been considerably reduced. There is a high possibility of leakage at the various stages of preparation of papers, i.e., while typing, printing and distributing which has been reduced to a very large extent.

Two sets of question papers are prepared of similar difficulty levels among those one paper will be chosen by the convenor of the internal assessment committee. The question papers can be modified and supplemented as and when required. The instant examination system was introduced to give an immediate opportunity to those students who have failed/absented in one of the internal examination.

The most important factor is to draw the time limit for various activities involved in the conduct of examination right from paper-setting to declaring of all results and sending of photocopies of the mark sheet. All effort must be made to follow the time schedule strictly. Various bottlenecks that sometimes arises have to be removed with personal intervention and attention at various stages of the work. There are specific and scientific rules for the award of internal assessment examinations.

### **2.5.3The Institution adheres to the academic calendar for the conduct of CIE.**

Evaluation is a continuous process, which is based upon criteria developed by the concerned authorities with certain objectives to assess the performance of the learner. This also indirectly helps in the measurement of effectiveness and quality of the concerned B.D.S. programme. Evaluation is achieved by two processes 1) Formative or internal assessment 2) Summative or university examinations. Formative evaluation is done through a series of tests and examinations conducted periodically by the institution. Summative evaluation is done by the university through examination conducted at the end of the specified course.

Evaluation may be achieved by the following tested methods:

- i. Written test
- ii. Practical examination
- iii. Clinical examination
- iv. Viva voce

Tentative academic year time tables for the three internal assessment will be prepared for both the regular and supplementary batches of I, II, III and final BDS which will be followed accordingly. I and II internal assessment marks are awarded for 35 marks for time period of one and half hour while final internal assessment is of 70 marks for three hours.

The internal assessment examinations in theory and practical/ clinical may be held at least thrice in a particular year followed by a model examination in the pattern of university examination to be held at the end of the year of study. Internal assessment marks for a candidate in a subject will be calculated as the average of, the marks obtained in the model examination and the highest among all other internal examinations, in the subject. This average mark will be reported to the University. The Heads of the Department and College Principal should ensure that the class average of internal assessment marks reported to the University in each subject/paper is not more than 75% in both theory and practical/clinical separately. For a student to be eligible to appear for the University examination he/she should have secured at least 40% of the maximum marks in internal assessment for both theory and practical/clinical in all subjects/papers, separately.

The question paper should contain different types of questions like essay, short essay and short answer. The nature of questions should be aimed to evaluate students of different standards ranging from average to excellent. The questions should cover as broad an area of the content of the course. The essay & short essay questions should be properly structured and the marks specifically allotted.