



CONTINUOUS INTERNAL EVALUATION PRACTICES UNDER CBCS IN ASSAM: IMPACT ON TEACHING AND LEARNING PROCESSES

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ABSTRACT

The Choice Based Credit System (CBCS) has significantly transformed the structure of higher education evaluation in India. One of its core components is Continuous Internal Evaluation (CIE), which seeks to assess students' performance throughout the semester rather than relying solely on final examinations. This research explores the implementation of continuous internal evaluation practices in higher education institutions in Assam and examines their impact on teaching methodologies, student engagement and learning outcomes. This study analyses how internal assessments such as assignments, presentations, quizzes, class tests and projects contribute to continuous learning and academic development. The findings suggest that CIE encourages regular academic engagement, improves feedback mechanisms between teachers and students and fosters learner-centred pedagogy. However, challenges such as administrative workload, issues of transparency and inconsistencies in implementation remain significant concerns. The study highlights the need for clear institutional guidelines, teacher training and standardised evaluation practices to enhance the effectiveness of continuous internal evaluation under CBCS in Assam.

KEYWORDS: Continuous Internal Evaluation (CIE), Choice Based Credit System CBCS, higher education, internal assessment

INTRODUCTION

Higher education in India has undergone significant reforms in recent decades, particularly with the introduction of the Choice Based Credit System (CBCS). CBCS was introduced to promote flexibility in curriculum design, interdisciplinary learning and a learner-centred approach to education. A major component of this system is Continuous Internal Evaluation (CIE), which ensures that students are assessed throughout the semester through various academic activities rather than only through final examinations.

Continuous internal evaluation forms a crucial part of the semester-based credit system. Under CBCS, student performance is typically assessed through a combination of internal assessment and end-semester examinations. In many institutions, approximately 30% of the total marks are assigned to internal assessment and 70% to end-semester examinations, ensuring a balanced evaluation system.

The rationale behind introducing continuous internal evaluation is to encourage consistent academic engagement, reduce the pressure associated with high-stakes examinations and promote formative assessment practices. Continuous assessment enables teachers to monitor students' progress regularly and provide timely feedback which improves learning outcomes.

In Assam, universities such as Gauhati University, Dibrugarh University and other affiliated colleges have gradually adopted CBCS in undergraduate programmes. The

implementation of continuous internal evaluation in these institutions has reshaped classroom practices, teaching strategies and student learning behaviour. However, despite its potential benefits, the effectiveness of CIE depends on proper implementation, transparency and institutional support.

This research aims to examine the nature of continuous internal evaluation practices under CBCS in Assam and analyse their impact on teaching and learning processes in higher educational institutions.

Conceptual Framework

The conceptual framework of this study is based on the relationship between continuous internal evaluation, teaching practices and student learning outcomes.

The framework assumes that,

- (i) Continuous internal evaluation influences teaching strategies.
- (ii) Teaching strategies influence student engagement.
- (iii) Student engagement affects learning outcomes.

Thus, internal evaluation acts as a mediating mechanism that shapes both instructional practices and student learning behaviour.

Continuous Internal Evaluation Practices under CBCS

Continuous internal evaluation generally includes multiple forms of assessment designed to monitor student performance throughout the semester.



Components of Continuous Internal Evaluation

Internal evaluation typically consists of several academic activities such as:

- (i) Class tests
- (ii) Assignments
- (iii) Projects
- (iv) Presentations
- (v) Group discussions
- (vi) Field work
- (vii) Mid-semester examinations
- (viii) Attendance and class participation

Some institutions conduct multiple concurrent evaluations during a semester, including class tests, mid-term examinations and end-term internal assessments before the final examination.

Purpose of Internal Evaluation

Continuous internal evaluation serves the following important purposes,

- (i) It monitors students' academic progress continuously.
- (ii) It provides feedback to teachers regarding the effectiveness of teaching methods.
- (iii) It encourages students to remain academically active throughout the semester.
- (iv) It helps evaluate a wider range of skills including communication, critical thinking and problem-solving.

Internal and External Assessment Structure

In most CBCS-based programmes, the evaluation system is divided into two parts,

- (i) Internal assessment (continuous evaluation)
- (ii) External assessment (end-semester examination)

The internal component generally carries around 20–30 percent of the total marks, while the remaining marks are awarded through external examinations.

Impact on Teaching Processes

Continuous internal evaluation has brought significant changes in teaching practices.

- (i) **Shift toward Student-Centred Teaching**
Teachers increasingly adopt interactive teaching methods such as seminars, presentations and group discussions because these activities are often linked to internal assessment marks.
- (ii) **Continuous Monitoring of Student Progress**
Teachers regularly assess student performance through quizzes, assignments and classroom participation. This allows instructors to identify weak students and provide additional support.
- (iii) **Increased Teacher Responsibility**
While CIE improves teaching effectiveness, it also increases the workload of teachers. Faculty members must design evaluation tools, assess assignments, maintain records and provide feedback to students.

Impact on Learning Processes

Continuous internal evaluation significantly influences students' learning behaviour.

- (i) **Encouragement of Continuous Learning**
Students remain academically engaged throughout the semester because they are evaluated regularly rather than only during final examinations.
- (ii) **Development of Analytical and Communication Skills**
Activities such as oral presentations, group discussions and projects promote critical thinking, communication skills and collaborative learning.
- (iv) **Reduction of Examination Stress**
Internal assessment distributes evaluation across multiple tasks, reducing the pressure associated with high-stakes examinations.
- (v) **Increased Classroom Participation**
Students are more likely to participate actively in classroom discussions because participation may contribute to internal assessment marks.

OBJECTIVES OF THE STUDY

The objectives of this study are,

- (i) To examine the structure and practices of continuous internal evaluation under CBCS in higher education institutions in Assam
- (ii) To explore the influence of continuous internal evaluation on student learning behaviour and academic performance.

METHODOLOGY

The present study was carried out through descriptive survey method. The population of the study was all the undergraduate students in the affiliated colleges of Assam. Due to constraints of time and other factors the present study was conducted on a sample of 82 students and 22 faculties from the different colleges. Purposive sampling technique was taken for selection of sample. Opinionnaire was used by the researcher to collect the data from the students and faculties.

FINDINGS

The major findings of the study are as follows,

- (i) Continuous internal evaluation encourages consistent academic engagement among students.
- (ii) Teachers adopt more interactive teaching methods due to internal assessment requirements.
- (iii) The system also supports deeper and more meaningful learning. Through assignments, projects and presentations, students are required to analyse, apply and synthesise knowledge rather than simply memorise information. This enhances critical thinking, problem-solving abilities and creativity.
- (iv) Continuous internal evaluation makes learning a progressive and reflective process. There is the opportunity for continuous improvement. Since students receive regular feedback, they can identify their strengths and weaknesses and take corrective measures.
- (v) Internal evaluation improves feedback mechanisms between teachers and students.
- (vi) However, during the study it was found that continuous internal evaluation creates academic



pressure as frequent tests, assignments and deadlines create stress and anxiety among the students and they feel overwhelmed by the constant need to perform, which affect their mental well-being.

- (vii) Further, it was also observed that in some cases, students focus more on completing assignments and securing marks rather than understanding concepts deeply. The emphasis that frequent assessments may lead to short-term learning strategies instead of long-term knowledge retention.
- (viii) There is lack of standardisation as different colleges follow different evaluation methods, leading to inconsistency in assessment practices.
- (ix) It was also found in the study that as internal evaluation is often conducted by course instructors, there is concerns regarding transparency and fairness among students.
- (x) It has increased the administrative workload of the faculties as they have to manage multiple assessments, maintain records and report internal marks.
- (xi) Due to limited infrastructure, some institutions lack adequate digital platforms and resources for managing continuous evaluation efficiently.
- (xii) Moreover, inconsistencies in implementation and lack of standard guidelines remain major challenges.
- (xiii) Not all teachers are adequately prepared to design effective evaluation tools or use modern methods of assessment. This can result in inconsistencies and reduce the reliability of the evaluation process.

Recommendations

The study proposes several recommendations to improve continuous internal evaluation practices:

- (i) Universities should develop clear and uniform guidelines for internal evaluation to be followed in every institution.
- (ii) Teacher training programmes should be conducted on modern assessment techniques.
- (iii) Digital evaluation systems should be introduced to improve transparency and efficiency.

- (iv) Students should be informed about assessment criteria and grading policies.
- (v) Periodic review mechanisms should be established to monitor the effectiveness of CIE practices.

CONCLUSION

Continuous internal evaluation under CBCS represents an important shift in higher education assessment practices. By emphasising regular evaluation and diverse assessment methods, it promotes a more holistic and student-centred learning environment. In the context of Assam, CIE has contributed to improved teaching strategies and greater student engagement. However, effective implementation requires institutional commitment, transparent evaluation mechanisms and adequate support for teachers. Strengthening these aspects will enhance the overall effectiveness of continuous internal evaluation and contribute towards improvement of the quality of higher education in the region.

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