

Implementation of Assessment and Evaluation Practices at Pre-Doctoral Stage: A Critical Appraisal

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Abstract

Under the approach of educational process, assessment and evaluation are considered as integral and indispensable components. Since a long day, dialogues and discussions have been occurring to make the assessment and evaluation more utilitarian and functional. The present assessment and evaluation system from elementary to university level of our country suffers with many maladies and it is a headache for the educationists. Several commissions and committees have presented their reports for reforming the system of assessment and evaluation time to time but as such eye catching result has not been perceived till date. The recent UGC regulation has set the minimum standards for eligibility criteria for admission procedure, allocation of supervisors, eligibility criteria for supervisors, duration of course work as well as for evaluation and assessment methods for doctoral students. The UGC regulation has mooted a university specific entrance test along with stringent checking of thesis. The present study is conducted to discern the Evaluation and Assessment Procedure followed during the stage of Pre -Ph.D. Course Work in various universities of Central India. A survey was carried out on a sample of 64 supervisors and 128 research scholars and results revealed that only written examination is conducted to meet the broad objectives of evaluation. However, there is complete confusion about how to conduct examination and what are the steps to be followed. There are no clear guidelines in this regard. The sample universities conducted the pre Ph.D. course work examination on the basis of their concerned syllabus and the process of examination is different. Looking into all the points, paper makes a concluding remarks that systematic planning, execution and need based examination is the need of the time. Finally, the paper provides some implications and suggestions, which may assist to strengthen the assessment and valuation procedure at Pre-Doctoral Stage.

Keywords: *Assessment, Evaluation, Critical appraisal*

Introduction

Assessment is an important part of any learning process. It is a powerful force in the system of education. Assessment in higher education is a subject that is widely researched. Assessment can vary on a multitude of characteristics, some of which are more thoroughly researched than others. The term Assessment has been widely used by educators to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students throughout their learning in life. Assessment in higher education is usually conducted through examinations or continuous assessment. This kind of assessment is mainly focused on the assessment of knowledge or skills gained by the student within a specific field. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments need to be made. It is very useful to bring improvement in teaching and curriculum. It provides accountability to the society and to the education system. Assessment and Evaluation are integral components of every course of programme. These two terms are often used interchangeably. The assessment and evaluation methods adopted in the institutions have an important role in the quality of learning. Educational assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning.