

**Perceptions of Lecturers in Institutions of Higher Learning
Regarding the Assessment and Evaluation of Student Learning
in Some Formerly Disadvantaged Universities in South Africa**

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ABSTRACT The aim of this paper is, through a review of literature, to explore the perceptions of lecturers regarding the assessment and evaluation of student learning in some formerly disadvantaged universities in South Africa. Findings indicate inadequate lecturers' evaluation of their class tasks; inadequate students' classroom assessments; inadequate classroom based action research and inadequate awareness and enforcement of institutional policies. The paper recommends increased lecturers' evaluation in order to expose grey areas for possible attention; evaluation to be a compulsory and an on-going process; student assessment to be increased; student assessment and evaluation policies to be enforced; and have action research emphasized and enforced