

Report on Continuous Internal Evaluations **Department of Mathematics, Nistarini College**

Evaluation or Assessment is an integral part of the curriculum in order to measure the academic progression of students. To assess the progress of students in a regular interval is a vital part of teaching learning method in the academic arena of higher education institutions. Through continuous assessment we, the teachers wish to assess the students how far students able to increase knowledge and progression by understanding the lectures or teaching methodologies during the course. The present education system is based on student-centric outcome based education and accordingly we always try to explore the students' satisfaction in their studies. The continuous internal assessment of the students is an important tool for the measurement of quality improvement of students. Summative assessment encourages rote learning and learning for examinations and forces the students to “coaching culture” rather than regular formative assessment (continuous internal assessment). Assessment is absolutely a pronouncement of the developmental capability of the students, capturing knowledge and the prospect of scoring marks in university examination.

There are several techniques for measuring assessment of the students, through class tests, internal assessment examinations on a regular interval, seminar presentation, viva voce, extempore presentation etc. Although we consider written examination through pre-notification assessments and through sudden class tests, the classical approach in the history of education, as the technique for continuous internal evaluations.

The department organizes an assessment examination after one month from the commencement of 1st semester class on a syllabus having pre requisites for Mathematics (Hons.); on the basis of this assessment the students are divided into two groups viz. Advanced / Moderate learner group and Slow learner group. Accordingly department arranged Tutorial classes for Advanced / Moderate learner group and Remedial classes for Slow learner group. Apart from this internal assessment in the 1st semester, in each semester internal assessment was taken in the department in two formats, there were sudden class tests on regular basis taken by individual teacher on the delivered lecture and another was conducted centrally by prior notification on the entire syllabus of each course at the end semester. On the basis of performance in continuous internal assessments and on the performance in the end semester university examinations in consecutive two semesters i.e. completing one year of study the students group will be rearranged, some students be shifted from slow learners group to advanced / moderate learner group and some students be shifted from advanced /moderate learner group to slow learner group.

The department arranges students' meets on a regular basis to discuss about their performance in the assessments and their feedback on the teaching-learning methods of individual teacher. On the basis of the feedback from the students and their requirement the teachers also meet among themselves to rearrange the teaching-learning methodologies.

From the Academic year 2023-24, the students admitted in the 1st semester under Curriculum and Credit Framework for Undergraduate Program (CCFUP) in accordance with NEP, 2020; accordingly in the department all students admitted with Mathematics Major. Observing the result of last examination passed and 1st internal assessment on pre-requisites for Mathematics Major the students are divided into three groups Advanced Learner, Moderate Learner & Slow Learner Group; accordingly it is decided to take Tutorial classes for Advanced & Moderate Learner Group and Remedial classes for Slow Learner Group as per their requirements.