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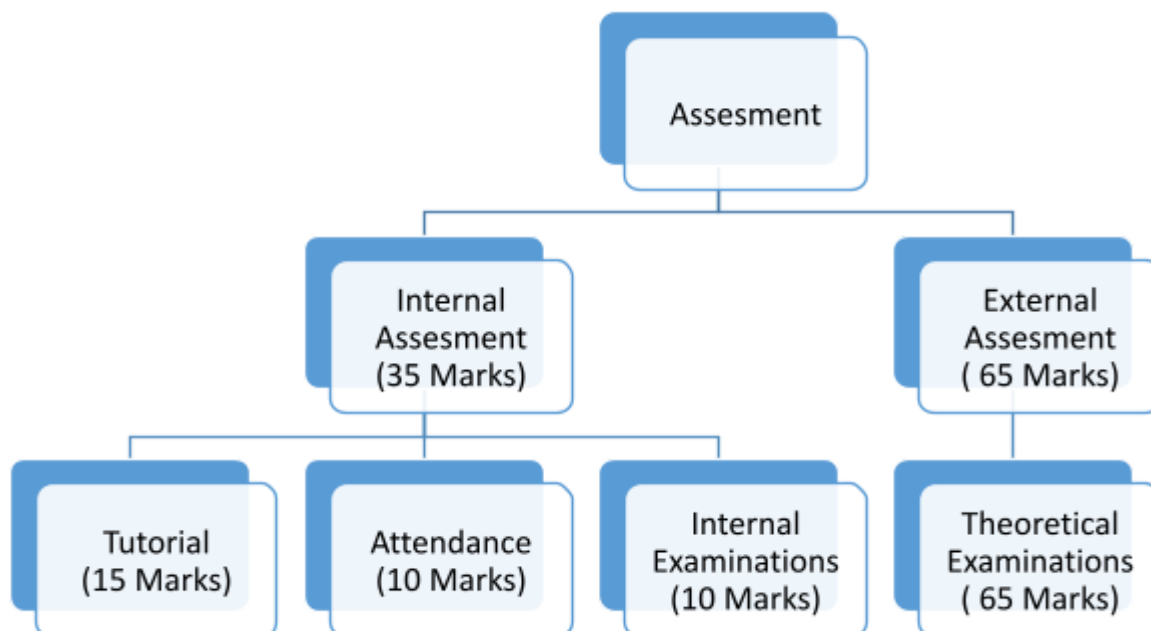
Assessment Methodology

The two primary pillars of tracking academic progress of students are internal and external assessments. The most obvious function of assessment is as a means of gauging student progress or learning. However, despite the undeniable truth of this statement, a crucial role of assessment is to serve as a means of supporting, encouraging and improving the learning process, rather than simply acting as a method of measuring its extent. Following is the basic structure of assessment recommended by University Curricula and college strictly adhere to the guidelines of internal and end semester final examination.

Internal and Tutorial Examination: Paper setting and evaluation is done by respective department and examinations are conducted strictly as per the academic calendar of Calcutta University.

End semester external Examinations: The paper is set by university and evaluation is done by external examiners.

Attendance: Students are encouraged and motivated to attend college regularly keeping in mind that class attendance plays a pivotal role in improving academic performance.



Apart from the above recommended structure by the affiliated university, department organises a plethora of internal assessments as part of the continuous evaluation process. Designing of assessments are made keeping in mind the fact that students who take Economics HONS come from varies socio-economic backgrounds. Also we must take into

account that a significant section of them are coming from vernacular medium and they also heterogeneous in terms of learning abilities. Faculty members use one or multiple methodologies of different assessment techniques along with Internal and External Examinations.

Result analysis shows that in last five years, we have a success rate of 95% students. Only rest of the 5% appeared for supplementary examination. However, we observe that we have 100% success rate, as the students who disqualified one or two papers, subsequently cleared their papers in next attempt.

We present a brief description of the assessment design followed by department of Economics.

Entry level test	<ul style="list-style-type: none"> •MCQ based •Objective is to identify and segregate on the basis of learning abilities
Tutorial and GD	<ul style="list-style-type: none"> •Overcoming Communication Gap •Improving public speaking abilities
Field Survey and Interview	<ul style="list-style-type: none"> •Learning questionere preparation •Developing Interview skills
Surprise class test	<ul style="list-style-type: none"> •Strengthens their level of preparation •Better understanding of their weaknesses
Home Assignment	<ul style="list-style-type: none"> •Encouraging self study •Better preparation to face examination
PPT presentation	<ul style="list-style-type: none"> •Learn to prepare and present PPT •Improves communication skill
Peer Teaching	<ul style="list-style-type: none"> •Students are asked to teach a portion of their home assignment •Students are asked to solve problems on board
Quizzes	<ul style="list-style-type: none"> •Teachers takes verbal quizzes at the end of each chapter •Students are encouraged to participate in quiz contests
Software training	<ul style="list-style-type: none"> •STATA is taught as part of the syllabus and students are evaluated by faculty in college computer lab. •Excell and Eviews are also introduced through projects

Blended Classroom

- Blended classroom is introduced in Post covid period
- Help better coverage of syllabus and prepare them for online examination.

Project preparation

- Group Project is prepared by students after their field survey under the supervision of faculty.
- Students also learn how to write research paper through this

Using Google Classroom and Zoom

- Google class room was introduced as part of blended classroom, teachers share their study materials through this platform
- Zoom platform is also used by teachers for taking classes