



TEACHING LEARNING CENTRE

A Centre of Excellence for Curriculum & Pedagogy

TEZPUR UNIVERSITY

2019-2020

ANNUAL

REPORT



TEZPUR UNIVERSITY / TEACHING
LEARNING CENTRE



TEZPUR UNIVERSITY / TEZPUR UNIVERSITY

(A Centre of Excellence for Curriculum and Pedagogy)

PREFACE

The Teaching Learning Centre (TLC) of Tezpur University started its journey in January, 2016 as the only such centre in the state of Assam under the Pandit Madan Mohan Malaviya National Mission on Teachers and Training (PMMMNMTT) scheme sponsored by the Dept. of Higher Education, MHRD, Govt. of India. Till now, TLC, TU has been successful in imparting training to more than 1800 participants through 43 programs. In 2019-20, TLC has conducted ten programs and trained 480 teachers and prospective teachers. In this year the Centre has initiated continuous activities of e-content development and pedagogical research. Through these programs TLC has been able to relentlessly pursue its mission of promoting best practices in teaching and learning. This year's main focus areas of the conducted activities were teaching learning pedagogy, ICT and teaching learning, generating resources in specific fields of pedagogy and professional development through various skills.

TLC has grown in terms of infrastructure as well. The permanent building of TLC is completed in November, 2018. TLC has now forayed into development of digital content in the year 2019 – 20 by way of generation of video modules which are uploaded in the TLC, TU YouTube channel with a link to TLC webpage. This Report is an attempt to highlight the activities undertaken to facilitate teaching learning among the higher education communities.

Mrinmoy K. Sarma
Director, Teaching Learning Centre
Professor, Dept. of Business Administration

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1.1. Highlight of Activities for F / Y 2019 – 2020

1 Induction Training of Faculty Program

1 Collaborative Programs in Tezpur University

4 ICT Workshop in nearby Colleges of Tezpur

1 Follow-up program

5 Pedagogical Researches Approved

Total of 540 persons trained

430 minutes of Video Content Created

1.2. Completed Activities (2019-20)

1. Activity: **Workshop on ICT in Management of Education in Nagaon College, Nagaon**

Duration: 2 Days

Date: 22 and 30 Apr, 2019

Number of Beneficiaries: 65

2. Activity: **Workshop on ICT in Management of Education in Kaliabor College, Nagaon**

Duration: 2 Days

Date: 28-May and 04 Jun, 2019

Number of Beneficiaries: 73

3. Activity: **Special Lecture on Draft National Education Policy 2019**

Duration: 1 session

Date: 11 Jun, 2019

Number of Beneficiaries: 43

4. Activity: **Workshop on Pedagogical Action Research**

Duration: 1 Day

Date: 18 Jun, 2019

Number of Beneficiaries: 38

5. Activity: **Induction Training of Faculty-IV**

Duration: 30 Days

Date: 11 Jun – 10 Jul, 2019

Number of Beneficiaries: 30

6. Activity: **Convergence – II (A TLC Follow-up Program)**

Duration: 1 Day

Date: 23 Aug, 2019

Number of Beneficiaries: 35

7. Activity: **Workshop on ICT in Management of Education in Chaiduar College, Gohpur**

Duration: 2 Days

Date: 03 and 06 Sept, 2019

Number of Beneficiaries: 36

8. Activity: **Refresher Course on Teacher Education (Interdisciplinary)**

Duration: 2 Weeks

Date: 06 – 20 Sept, 2019

Number of Beneficiaries: 44

9. Activity: **Workshop on ICT in Management of Education in Tezpur College, Tezpur**

Duration: 2 Days

Date: 12 and 17 Sept, 2019

Number of Beneficiaries: 74

10. Activity: **Workshop on Assessment and Evaluation**

Duration: Weeklong

Date: 16 – 21 Sept, 2019

Number of Beneficiaries: 18

11. Activity: **Workshop on Discipline Specific Curriculum Construction for Professional Development Program**

Duration: 1 Day

Date: 26 Sept, 2019

Number of Beneficiaries: 26

12. Activity: **One week workshop on Analytical Techniques in Chemical Sciences**

Duration: 6 Day

Date: 20-25 January 2020

13. Activity: **Action Research (5 Projects are approved)**

Duration: Continuous

Date: 2019 – 20

Progress: 5 projects going on

14. Activity: **E-content development**

Duration: Continuous

Date: 2019 – 20

Progress: Total 430 Minutes Video Developed

2.1. Introduction

In line with the National Policy on Education (NPE) 1986, the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) made a focused reference to the crucial dependence of quality ensured delivery of education. The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) is a central government sponsored scheme with all-India coverage. One among the initiatives of PMMMNMTT is setting up of Teaching Learning Centre (TLC) in different Central Universities.

The TLC promotes the value and practice of excellent teaching that facilitates student learning. The TLC program and resources support evidence based teaching and provide diverse opportunities for teachers. TLC also aims to empower teachers through training, re-training, refresher and orientation programmes in generic skills, pedagogic skills, discipline specific content up-gradation, ICT and technology enabled training and other appropriate interventions. Keeping in mind the noble mission behind launching the PMMMNMTT Scheme and the growing realization of a system-wide transformation, Tezpur University came forward to take the initiative of setting up a TLC under the Centre of Excellence for Curriculum and Pedagogy. As a research-extensive university, Tezpur University has always had a unique mission to support the learning, integrating teaching, research, and service in order to better serve the people. In order to meet the teaching and learning needs of North East India in specific and India in general, Tezpur University has set up a distinct Teaching Learning Centre in its campus with the financial support of MHRD under the PMMMNMTT Scheme. Teaching Learning Centre, Tezpur University, Tezpur, Assam was formally inaugurated on January 28, 2016.

2.2. Vision

The TLC envisions developing and promoting a responsive and relevant teaching–learning system for higher education communities and contributing to excellence in teaching and learning as an innovative and resourceful centre with committed and professional staff through reflective research-based practice and the optimal use of technology.

2.3. Mission

- To accelerate teaching-learning process by way of promoting independent, critical and creative thinking.
- To hand-hold the teaching community in facilitating research for subject specific growth.
- To enable the development of skills engaging latest technological devices as aids to teaching-learning process.
- To help faculty in capacity building for curriculum designing and scientific assessment and evaluation.
- To provide information about resources and events related to the enhancement of teaching and learning.
- To develop innovative programmes in order to strengthen the inclusive nature of higher education by bringing the disadvantaged and marginalized sections of the society.

2.4. Objectives

1. To organize workshops and seminars to facilitate capacity building and professional development of teachers.
2. To provide assistance and support for promoting best practices in teaching learning environment through research and dissemination of already generated knowledge.
3. To generate and maintain learning materials and resources for easy access to learners and teachers.
4. To develop discipline specific (pedagogy, language, science and social sciences) curricular framework for professional development programme.
5. To prepare an outline of different pedagogy and scheme of assessment and evaluation method of different discipline.

2.5. Human Resources

Designation	Name	Date of Joining
Director	Dr. Mrinmoy K. Sarma Professor, Dept. of BA, TU	24 th May, 2017
Asst. Professor	Dr. Swapnarani Bora Discipline: Assamese	24 th May, 2016
Asst. Professor	Mr. Ikbal Hussain Ahmed Discipline: Philosophy	2 nd June, 2016
Research Associate	Dr. Bhushita Patowari Discipline: Statistics	18 th May 2016

2.6. Advisory Committee

Sl. No.	Member	Designation
1.	Dean, School of Humanities and Social Sciences, TU	Ex-officio Chairperson
2.	Director, Teaching Learning Centre, TU	Ex-officio Co-Chairperson
3.	Head, Department of Education	Ex-officio Member Secretary
4.	All Deans of Schools	Members
5.	Registrar, TU	Member
6.	Controller of Examination, TU	Member
7.	Dr. Swarnalata Das, Professor Emeritus, GU	Member
8.	Dr. Santosh Panda, Professor, Staff Training and Research Institute of Distance Education, IGNOU	Member
9.	Dr. Yeasmin Sultana, Asst. Professor, Dept. of Education, TU	Member

2.7. Activities undertaken in the TLC

1. Development of Teaching Learning Materials including E-content
2. Prepare an outline of different pedagogy and scheme of assessment and evaluation
3. Professional Development Programmes
4. Pre-Induction Programmes
5. Orientation Programs/ Refresher Courses
6. Workshop on various themes of Teaching and Learning
7. Seminar / Conference
8. Action Research Programme
9. Publication (Handbooks, Proceeding of seminars and Journals on Teaching Learning)
10. Resource Support
11. Research

2.8. Target Group

College and University Level Teachers and Researchers and P.G. students.

2.9. Geographical Area

Assam and Arunachal Pradesh in particular and North-East India in general.

2.10. Focus Areas

Main focus areas of the conducted activities are teaching learning pedagogy, innovation and rejuvenation of higher education, generating resources in specific fields of pedagogy and professional development through various skills.

3.1. TWO-DAY WORKSHOP ON ICT IN MANAGEMENT OF EDUCATION

In Nowgong College, Nagaon, Assam

Teaching Learning Centre, Tezpur University in collaboration with Nowgong College, Nagaon organized a Two-Day Workshop on ICT in Management of Education on May 22 2019 and May 30, 2019. This was part of a series of TLC, TU program dedicated to train the teachers in using ICT with available devices for educational purposes. The program focused on using Screencasting as tool for effective teaching. On day one, trainees were given hands on training on using Screencasting software. Then they were assigned to create one video module using Screencasting method. Trainees got one week to practice at home during which period TLC staffs assisted them over phone and other medium whenever required. On the second day of the program, the trainees presented the Screencasting video which was then evaluated by TLC representative and other co-participants. Around 65 teachers attended the program from Nowgong College and other nearby colleges. The program was coordinated by Ikbal Ahmed and Dr. Swapnarani Bora from TLC,TU and from Nowgong College, Dr. Banashree Saikia, Dr. Krishna Kanta Medhi, and Dr. Cintamoni Sarma were local coordinators.

This program was funded by TLC,TU under PMMMNMTT Scheme.

Day-1

The program was started with a short inaugural speech by Dr. Sarat Borkataki, Principal, Nowgong College who emphasized on the significance of such training, as ICT has become an integral part of higher education. He expressed his gratitude to TLC for supporting college's proposal to conduct the program.

The first technical session was conducted by Prof. Nityananda Sarma, Professor, Department of Computer Science and Engineering, Tezpur University. His topic was "Use of ICT in Managing Different Components of Teaching Learning". In this session, Prof. Sarma reflected on the changing paradigm of teaching and learning in today's world. He said that walking into a classroom today is very different from walking into a



classroom ten years ago. The advances in educational technology have created drastic changes in the teaching-learning process. Students today have easy access to information and thereby it is necessary to guide them in choosing and using this information in a proper way. He defined ICT as the technology that is used to create, convey, manipulate and store data by electronic means. He said that ICT can help in teaching and learning in various ways. It allows students to have more control over their own learning. It makes them actively engage in the teaching learning process. It helps the teachers to guide more and teach less and to identify the 'at risk' students. He showed with a chart how the use of online delivery has increased in today's education system. Unlike the traditional system where the content is delivered face to face, in Blended Education both face to face delivery and online content is used, whereas in online courses like MOOCS almost all the content is delivered online.

Use of ICT has changed the role of both teachers and learners. From a transmitter of knowledge, the teacher has changed into a guide and a facilitator of knowledge, whereas the learner has changed from passive to an active learner and from a dependent learner to an autonomous one. They become the producer of knowledge and have learnt to think, create, communicate and collaborate. Prof. Sarma informed the class about different ICT tools that can be used for effective classroom management. He also emphasized on the significance of Screencasting as tool for education.

The second session was conducted by Prof. Debajit Hazarika, Department of Mathematical Science, Tezpur University on “Role of Moodle in Higher Education.” Prof. Hazarika said that the use of ICT in each and every sphere of our life has changed our life style. Therefore, to keep in the pace of time, one must think to bring the learning experience close to the learners while they are logged in to the internet. The Universal knowledge accessibility and explosion of knowledge had



made the learners informative about many things. At the same time teachers are responsible for various duties along with teaching. He referred that the introduction of ICT tools in education like WordPress, EduCreation, GoogleDocs, GoogleClassroom, MOODLE etc are gearing the teaching learning to a new dimension. Among them MOODLE is an open source learning management system, distributed under general Public licence. The speaker then provided the general history of MOODLE, its contribution in creating effective online learning environment and the pedagogic power of MOODLE. Thereafter, the activities of MOODLE have been shown in detailed, from creating a course material to enrolling students.

The third session was carried out by Dr. Swapna Bora, Assistant Professor, TLC, TU. Dr. Bora gave hands on training on how to use Google Classroom for classroom management. She demonstrated and guided the participants through every steps of Google Classroom. From creating a classroom, joining classroom, how students can be added or removed, how assignments are created and shared, and how feedback is given in classroom. She also answered different queries related google classroom.

The fourth session was conducted on creating video modules using Screencasting tools by Ikbal Ahmed, Assistant Professor, TLC, TU. Mr. Ahmed discussed briefly about the history and use of Screencasting, its implications for innovative teaching practices like Blended Learning and Flipped Classroom. After surveying the competency of participants in using computer, Mr. Ahmed demonstrated Screencasting method starting from installation to use of Screencasting software. He mentioned about several software but for demonstrative purpose used “Screencast-O-matic”. The participants were asked to practice the entire process of Screencasting in the classroom. Finally, participants were assigned to create one short video module on topic of their choice using Screencasting tool. The participants were given time until 30th of May 2019 which was the second day of the workshop.

Day-2

Day 2 was designated for presentation and evaluation of the video modules. A majority of participants were able to create short video modules using Screencasting tools. TLC representatives Dr. Swapnarani Bora and Ikbal Ahmed evaluated the presented video. Co-participants also suggested different corrections to improve the videos.

In the post lunch session, there was a short valedictory ceremony. Prof. M. K. Sarma, Director, TLC delivered a valedictory speech. Prof. Sarma described briefly about the purpose of the ICT workshop and implications for ICT in education. He lauded the participants who were able to create short video modules after this training. Prof. Sarma thanked Nowgong College for supporting the endeavor of TLC. Dr. Borkataki, the Principal, Nowgong College, has been instrumental in motivating teachers from nearby colleges to join this training. The program ends after distribution of certificates to the successful participants.



The participants of the workshop along with Principal, Nowgong College, Director, TLC and Coordinators from TLC and Nowgong College.

3.2 TWO-DAY WORKSHOP ON ICT IN MANAGEMENT OF EDUCATION In Kaliabor College, Nagaon, Assam

Teaching Learning Centre, Tezpur University in collaboration with Kaliabor College, Nagaon organized a Two-Day Workshop on ICT in Management of Education on May 28 2019 and June 04, 2019. This was part of a series of TLC, TU program dedicated to train the teachers in using ICT with available devices for educational purposes. The program focused on using Screencasting as tool for effective teaching. On day one, trainees were given hands on training

on using Screencasting software. Then they were assigned to create one video module using Screencasting method. Trainees got one week to practice at home during which period TLC staffs assisted them over phone and other medium whenever required. On the second day of the program, the trainees presented the Screencasting video which was then evaluated by TLC representative and other co-participants. Around 73 teachers attended the program from Kaliabor College and other nearby Colleges. The program was coordinated by Dr. Swapnarani Bora and Dr. Bhushita Patowari from TLC, TU and from Kaliabor College, Dr. Barnali Kakoti was local coordinator.

This program was funded by TLC, TU under PMMMNMTT Scheme.

Day – 1:

The program was started with a short inaugural speech by Dr. Hiranya K. Chaliha, Principal, Kaliabor College who emphasized on the significance of such training, as ICT has become an integral part of higher education. He expressed his gratitude to TLC for supporting colleges' proposal to conduct the program.



The first technical session was conducted by Prof. Nityananda Sarma, Professor, Department of Computer Science and Engineering, Tezpur University. His topic was “Use of ICT in Managing Different Components of Teaching Learning”. In this session, Prof. Sarma reflected on the changing paradigm of teaching and learning in today’s world. He said

that walking into a classroom today is very different from walking into a classroom ten years ago. The advances in educational technology have created drastic changes in the teaching-learning process. Students today have easy access to information and thereby it is necessary to guide them in choosing and using this information in a proper way.

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teaching learning process. It helps the teachers to guide more and teach less and to identify the 'at risk' students. He showed with a chart how the use of online delivery has increased in today's education system. Unlike the traditional system where the content is delivered face to face, in Blended Education both face to face delivery and online content is used, whereas in online courses like MOOCS almost all the content is delivered online.

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along with teaching. He referred that the introduction of ICT tools in education like WordPress, EduCreation, GoogleDocs, GoogleClassroom, MOODLE etc. are gearing the teaching learning to a new dimension. Among them MOODLE is an open source learning management system, distributed under general Public license. The speaker then provided the general history of MOODLE, its contribution in creating effective online learning environment and the pedagogic power of MOODLE. Thereafter, the activities of MOODLE have been shown in detailed, from creating a course material to enrolling students.

Post lunch sessions were carried out by Dr. Swapna Bora, Assistant Professor, TLC, TU along with Dr. Bhushita Patowari, Research Associate, TLC, TU. Dr. Bora gave hands on training on how to use Google Classroom for classroom management. She demonstrated and guided the participants through every steps of Google Classroom. From creating a classroom, joining



classroom, how students can be added or removed, how assignments are created and shared, and how feedback is given in classroom. She also answered different queries related google classroom.

The fourth session was conducted on creating video modules using Screencasting tools. In this session the history and use of Screencasting, its implications for innovative teaching practices like Blended Learning and Flipped Classroom were discussed. After surveying the competency of participants in using computer, Screencasting method was demonstrated starting from installation to use of Screencasting software. It has been mentioned about several software but for demonstrative purpose used 'Screencast-O-matic'. The participants were asked to practice the entire process of Screencasting in the classroom. Finally, participants were assigned to create one short video module on topic of their choice using Screencasting tool. The participants were given time until 04th of June 2019 which was the second day of the workshop.

Day – 2:

Day 2 was designated for presentation and evaluation of the video modules. A majority of participants were able to create short video modules using Screencasting tools. TLC

representatives Dr. Swapnarani Bora and Dr. Bhushita Patowari evaluated the presented video. Co-participants also suggested different corrections to improve the videos.

In the post lunch session, there was a short valedictory ceremony. Prof. M. K. Sarma, Director, TLC delivered a valedictory speech. Prof. Sarma described briefly about the purpose of the ICT workshop and implications for ICT in education. He lauded the participants who were able to create short video modules after this training.

Prof. Sarma thanked Kaliabor College for supporting the endeavor of TLC. Mrs. Jinu Goswami, Vice Principal, Kaliabor College, has been instrumental in motivating teachers from nearby colleges to join this training. The program ends after distribution of certificates to the successful participants.



The participants of the workshop along with the Principal, Kaliabor College, Resource Persons and Coordinators from TLC and Kalibor College.

3.3 SPECIAL LECTURE ON DRAFT NATIONAL EDUCATION POLICY 2019

AT TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

A special lecture was organized by Teaching Learning Centre, Tezpur University, on draft National Education Policy 2019. The program was organized in the afternoon of 11 June, 2019 at TLC Building.

The special lecture was delivered by Prof. Sudhanshu Bhushan, Professor and Head of the Department of Higher and Professional Education, NIEPA, New Delhi. The program was attended by several faculty members of Tezpur University. All the participants of Induction Training Faculty (June 11- July 10, 2019) also participated in this program.

The program started with a brief welcome address from Prof. M. K. Sarma, Director TLC, who introduced the speaker Prof. Sudhanshu Bhushan to the audience.

Prof. Sudhanshu Bhushan indicated the significance of the draft education policy by reminding the audience that after a long wait since 1986 we are going to have new education policy. There has been always a demand for new directions in the field of education. Then speaker spoke about the background of the draft policy. The draft NEP has seen the imprint of veteran bureaucrat, TSR Subramanian and the New draft has also seen the lens of space scientist, Kasturirangan, searching the directions in which higher education in India should move.



Then Prof. Bhushan presents the substance of the policy. The policy states that the national goal of higher education is to provide education to meet 21st century requirement. It is possible through the architecture of multidisciplinary universities and colleges imparting liberal education and training the minds of students both in logical and affective domain. All affiliating universities should be restructured into a system of research universities, teaching universities and comprehensive multi disciplinary colleges having degree granting powers. It is necessary to have all technical and professional colleges, vocational education and open and distance learning system to be integrated within multi disciplinary universities and colleges. Hence a specialized university - private and deemed universities - have no place within this architecture. This requires huge institutional restructuring into the three types of institutions, noted above. Prof. Bhushan spoke about different aspects of the policy including the conflict between policy and practice.

At the last part of the special lecture there was discussion with the audience. Several faculty members raised questions, shared experiences about practical problems in the context of National Policy of Education.

The program was ended with concluding remarks by the Director, TLC with thanking the speaker and audience for a lively discussion.

Some Snapshots of the program



3.4 WORKSHOP ON PEDAGOGICAL ACTION RESEARCH AT TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

A one-day Workshop on Pedagogical Action Research was organized by Teaching Learning Centre, Tezpur University on June 18, 2019. The workshop aimed to give an overall idea and guidelines of pedagogical research for teachers and aspirants. There were 35 participants including Faculty members and Research Scholars from various academic institutions. For the day long program two resource persons were invited, they were Emeritus Fellow Prof. Swarnalata Das (Retired Professor), Dept. of Education, Gauhati University and Prof. Padmini Bhuyan Baruah, Head, Dept. of ELT, Gauhati University. Both the resource persons took all the sessions jointly. In the first session a brief introduction to action research was given where a theoretical aspects of action research was discussed with the participants. It was followed by another session where the resource person discussed in detail on components of research, differences of traditional and action research, orientation and goal direction of action research, different stages of action research along with planning for the research. Post lunch session was activity session where participants worked out in groups about identifying action research problems, reasons for writing an action research report along with checklist while doing action research. The program ended successfully with a brief valedictory session. In the session invited guests deliberated on this very important aspect of research followed by feedback from participants and the program ended with speech from Prof. Mrinmoy K. Sarma, Director, Teaching Learning Centre, Tezpur University.

Some moments from the workshop:



Prof. Swarnalata Das



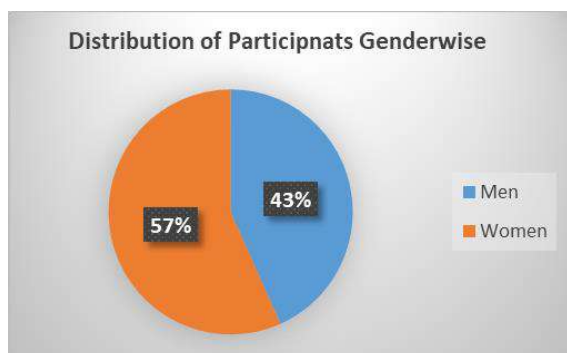
Prof. Padmini Bhuyan Baruah



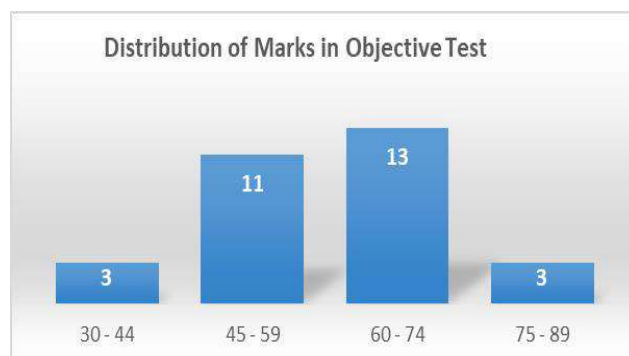
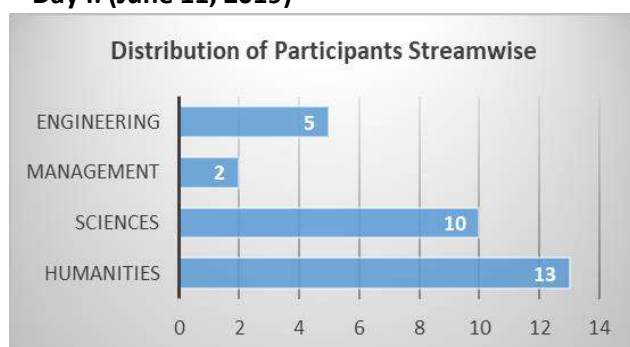
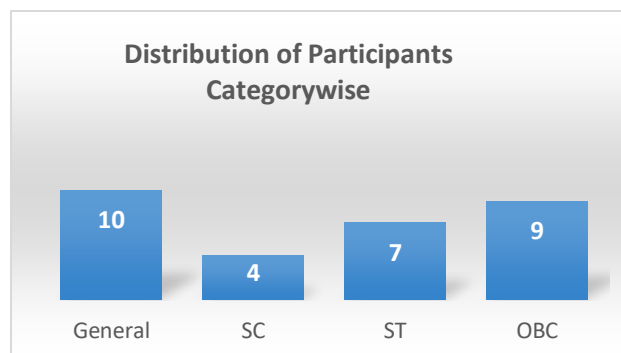


3.5 INDUCTION TRAINING OF FACULTY (JUN – JUL, 2019) AT TEACHING LEARNING CENTRE, TEZPUR UNIVERSITY

A month long program “Induction Training of Faculty” was organized by Teaching Learning Centre (TLC), Tezpur University during June 11 to July 10, 2019. This was the fourth Induction Training Program conducted by TLC, TU. There are 30 faculty members of various disciplines from different academic institutions participated in the program. Among them **13** participants were from *Humanities*, **10** from *Science*, **2** from *Management* and **5** from *Engineering* background. There were **13 male** participants and **17 female** participants in the program. The content of the program was prepared according to the guidelines of MHRD that cover different topics related to Higher Education. **45 Resource Persons** consisting of **Academic Administrators** (*Vice Chancellors and Registrar*), **Academicians** from different disciplines (*Science, Management, Engineering, Humanities and Social sciences*), **Social Activists** and **Fitness Experts** shared rich experiences and insights about being good, effective, motivating teachers who are custodians of values and culture of a society as well as change agents, role model, society and nation building, administrative aspects including procedures and rules. The program also tried to cover some activity like screen casting, e-resources, google classroom, google form, practice teaching, group discussion, presentation, movie review and drama. Feedback for each resource person was taken separately in online mode. In the last week of the program an examination was conducted based on objective type (MCQ) questions provided by respective resource persons. There were **4** academic sessions of 90 minutes duration in each day.



Day I: (June 11, 2019)



Session I:

Speaker: Prof. Mrinmoy K. Sarma, Director, TLC, TU

Topic: Inauguration & Orientation

The program started with welcome address by **Prof. Mrinmoy K. Sarma**, Director, TLC, Tezpur University followed by introduction of participants in the Inauguration & Orientation session. The Director gave an overview of the month long program.



Session II & III:

Speaker: Prof. Sudhanshu Bhushan, Department of Higher & Professional Education, NIEPA, New Delhi

Topic: i) Teaching Learning Pedagogy

ii) National Education Policy

Prof. Sudhanshu Bhushan indicated the significance of the draft education policy by reminding the audience that after a long wait since 1986 we are going to have new education policy. There has been always a demand for new directions in the field of education. Then speaker spoke about the background of the draft policy. The draft NEP has seen the imprint of veteran bureaucrat, TSR Subramanian and the New draft has also seen the lens of space scientist, Kasturirangan, searching the directions in which higher education in India should move. Then Prof. Bhushan presents the substance of the policy. The policy states that the national goal of higher education is to provide education to meet 21st century requirement. It is possible through the architecture of multidisciplinary universities and colleges imparting liberal education and training the minds of students both in logical and affective domain. All affiliating universities should be restructured into a system of research universities, teaching universities and comprehensive multidisciplinary colleges having degree granting powers. It is necessary to have all technical and professional colleges, vocational education and open and distance learning system to be integrated within multidisciplinary universities and colleges. Hence a specialized university - private and deemed universities - have no place within this architecture. This requires huge institutional restructuring into the three types of institutions, noted above. Prof. Bhushan spoke about different aspects of the policy including the conflict between policy and practice.



Session IV:

Speaker: Prof. Mrinmoy K. Sarma and Mr. Ikbal Hussain Ahmed, TLC, TU

Topic: Activity Session

In this session participants were acquainted with Google classroom.

Day II: (June 12, 2019)

Session I & II:

Speaker: Prof. Kandarpa K. Deka, Vice-Chancellor, MSSV, Nagao

Topic: i) Role and Contribution of Universities in Inclusive Development

ii) Education Reforms in 21st Century

The speaker explained what is inclusive development, its importance in higher education sector along with some statistics of higher education scenario. On the basis of the available statistics it is clear that we have not achieved yet the goal in higher education.



Session III & IV:

Speaker: Prof. Lopita Nath, Professor & Chair, Department of History, University of the Incarnate Word, Texas

Topic: Teaching Learning Pedagogy

In this session the speaker discussed about pedagogy with some considerations and teaching methods. The session also included some current issues like what students need to survive in the 21st century world and Service-Learning Courses.

Day III: (June 13, 2019)

Session I:



Speaker: Prof. D. K. Saikia, Pro Vice-Chancellor, TU

Topic: University Act & University Authorities

In his speech Prof. Saikia mentioned about University's mission, entities, different categories, new classes of universities and typical structure of universities like academic unit, governance, administration, support services etc. He also explained each component of structure of university and detail of University Act along with governing rules and regulations.



Session II, III & IV:

Speaker: Prof. Krishna Gopal Bhattacharyya, Former Professor, Department of Chemistry, Gauhati University

Topic: i) Role of Teachers in Society

ii) Challenges in Teaching and Learning (Group Discussion)

The speaker discussed about role of teacher on the basis of three main themes and these are i) Traditional role of a teacher, ii) Teacher's role today and iii) Teacher's role in developed nations. According to him teacher should create condition that learning could take place along with personal goal with social responsibility or social justice. He also discussed some scenarios where teacher's social role comes out.



Participants Identified challenges of teachers inside and outside classroom and were discussed and various suggestions were given by Prof. Bhattacharyya.

Day IV: (June 14, 2019)

Session I & II:

Speaker: Prof. Amarjyoti Choudhury

Topic: i) Qualities of Effective Teacher

ii) Evolution of Higher Education Sector in India

He explained about evolution from primary education to university education along with some of the features of higher education. He also highlighted some of the indicative figures of Higher education.



Session III:

Speaker: Prof. Abhijit Borah, Department of MCJ, TU

Topic: Teaching Profession and Public Relation

The session began with the idea of public relation, its importance, publicity and goodwill. The speaker also discussed about public relation of educational institutions and society at two different levels that is individual level and social level.



Session IV:

Speaker: Mr. Ikbal Hussain Ahmed and Dr. Swapnarani Bora, TLC, TU

Topic: Activity session

Last session was an activity session where participants were given detail guidelines and instructions for preparation of e-content and e-resources.

Day V: (June 17, 2019)

Session I:

Speaker: Prof. Prasanta K. Das, Dean, Humanities & Social Sciences, Tezpur University

Topic: English and Higher Education

The historical landmark events are narrated about the introduction of English in higher education. Perhaps Charter Act 1813, keeping an annual budget of Rs. one Lakh, particularly for literature and science education, was the first recorded event for the promotion of modern higher education in India. There were supports and critiques about the act. For example, of Raja Ram Mohan Roy believed the provision of Charter Act would positively influence by the advanced Western education. The urgency of educating the native Indian people in English was mostly driven by the need for administration of the ruler. However, it was impossible to educate the entire Indian population through the limited resources of colonial Ruler. Therefore, a class of educated native people were created with western education and culture to impart education to the vast local population. Naturally it is not expected the ideology of colonial education pattern would continue in independent India. Mahatma Gandhi also regretted about the compulsion of Indians to train in English education just to get some special services like judiciary, which was only



practiced in English language. Many famous Indian Authors with English education like, Bankim Chandra, Michael Madhusudan and others preferred to write in Indian language also. The importance of English as one of the important bi-lingual medium has been accepted due to practical reasons of building modern India.

Session II:

Speaker: Mr. Ikbal Hussain Ahmed and Dr. Swapnarani Bora, TLC, TU

Topic: Activity session

The second session of the 5th day in Induction Training of the Faculty Program was an activity session. Dr. Ikbal Ahmed, Assistant Professor, Teaching Learning Centre, Tezpur University had started the session on preparation of e-content and e-resource support and he was assisted by Dr. Swapnarani Bora, Assistant professor, TLC, TU. The participants were introduced with screencasting and video editing software tools that can be operated directly from the browser. They explained that the introduction of the various ITC tools for the classroom is meant to make the teaching learning process more effective. They referred to various screencasting softwares like screencastify, camtasia, snaggit, screencast-o-matic etc. Among them, participants were asked to download the free version of screencast-o-matic software for preparation of e-content. These can be very helpful for the students as the presentation can be compiled with a narration of the teacher themselves. This makes the presentation more authentic in comparison to simple presentations. Thereafter the participants practiced the preparation of the e-content. The classroom practical was followed by the distribution of leaflet on the guidelines for the preparation of e-content through screencasting videos.

Session III:

Speaker: Prof. Bijoy K. Danta

Topic: Ethics in Teaching and Research

Ethics or moral philosophy is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong human actions, good & evil in the world and between virtuous & nonvirtuous characteristics of people. The meaning of "ethics" is hard to pin down, and the views many people have. There are mainly four ethical turns which are 1) Choosing right, 2) Saying right, 3) Showing right, 4) Doing right. Ethics comes from a partially invisible moral order and answerable to a higher authority. Ethics comes when the higher authority is not specified or obligated. Ethical principles and practices are coded. Education is committed to generating and preserving three rights- 1) The right to information, 2) The right to difference, 3) The right to relief / remedy. There is a problem that one's personal sense of



right does not match one's professional ethics encompass the personal and corporate standards of behaviour expected by professionals. The pillars of ethics lie on > Objectivity, > Impersonality, > Universality, > Verifiability, > Moral order, > Good life & largest good of the largest number. To be right or to be good one there are some limits of professional ethics. The logic behind the greater good are - Emotions & Ideas. The pride & fall of ethics are - Animals & the human perception of pain & pleasure, the planet and its non-human ecology, the universe and its unknowable spheres etc. Ultimately it is a lovely profession, ethically viewed, that demands that we bring our self - knowledge to the public domain.

Session IV:

Speaker: Prof. Utpal Sharma, Department of CSE, TU

Topic: Career Advancement

Career Advancement (CA) is a path of fulfilment of one's academic aspiration as well as involvement of desired professional activities. The talk focused on introduction on CA choosing a right career and institutional provision for CA. CA benefits both individual and society and it enhances capability and competence of individuals to serve the society and to fulfill its aspirations. Choosing a career is a

difficult task, formal and informal counselling helps a person in choosing a right career. Entry into higher level of CA needs institutional help. Institution not only develop skills of various levels but it also provides opportunities to shift one's focus and interest from one professional area to another. The method and criteria of CA of an institution needs to be objective, realistic and transparent UGC 's CA include 3 different categories for teachers

1. Teaching, Learning and innovative activities

2. Professional development, Co-curricular

3. Research and Academic contribution

The main objective of the UGC in this regard is to engage a teacher in a stipulated and meaningful role which is verifiable. The UGC also desires to maintain a systematic record of successive stages of CA through computer application. As per 2018 UGC criteria for CA includes certain stages of professional achievement of teachers for promotion from one grade to other.



Day VI: (June 18, 2019)

Session I:

Speaker: Prof. Ramesh C. Deka, Department of Chemical Sciences, TU

Topic: Interdisciplinary Integration

The word 'interdisciplinary' can be broken into its parts: inter and disciplinary. 'Inter' means 'between' in Latin and 'disciplinary' which is from the Latin 'disciplina' and means 'teaching or knowledge'. It is an academic setting, who allows for synthesis of ideas from more than one branch of knowledge. Now a days, Interdisciplinary research and teaching are very important issue. It is important as modern



society increasingly demands combination and integration of knowledge form various scientific disciplines. The value of IDR like, to explore problems and questions that are not confined to a single discipline, to solve societal problem etc. It helps for good quality research by developing boundary of knowledge. Successful 'Interdisciplinary Research and Teaching' required some traits like broad ranging curiosity, open mindedness, risk taking, humility, willingness to work hard to learn new things etc. There are some challenges also in IDRT. Because it is a very Complex issue. It takes a lot of time and effort. However, the value of IDRT rising day by day. Students also shows their interest in interdisciplinary studies.

Session II:

Speaker: Prof. Niranjana Karak, Department Chemical Sciences, TU

Topic: Research in Higher Education

'Research in higher education' is the discussion topic of this session and it was delivered by Prof. Niranjana Karak, Department of Chemical Sciences, Tezpur University. In his presentation he had explained all the terms as well as criteria related to effective research. Research is defined as the systematic and comprehensive approach for obtaining and confirming new and reliable knowledge. One of the most important aspects of research is the statistics associated



with it, results and conclusion. Researchers need to practice ethics and code of conduct, while making observations or drawing conclusions. Research is analytical in nature. It makes use of all the available data so that there is no ambiguity in inference. In sciences and engineering, research needs expensive laboratories, sophisticated instruments and skill manpower. In humanities it requires field work, data collection and analysis. He moreover explained the benefits of a literature review. From a critical analysis of literature review in a certain field; it highlights both the strengths and weaknesses of existing research. It allows gaining a critical understanding in that field. It also gives the opportunity to think about the similarities, patterns, trends and also differences across the existing research. Methodology is defined as

the study of the general approach to inquiry in a given field and the method is the specific techniques, tools or procedures applied to achieve a given objective. Thus the research includes a decent coverage of most required aspects such as a thorough literature survey, background materials, procedures adopted, results obtained, discussions on results, conclusions and recommendations. In the presentation he also comprises dares in higher education in India. Higher education in India faces lots of problems ranging from income and gender inequalities in enrolment, to poor quality of faculty and teaching aids and even to a general lack of motivation and interest amongst students. He also explained why research in higher education is necessary. He explained how research can provide a way to reduce the level of the poverty, unemployment, increase the well-being and development of citizenship. He explained how research can create new ideas and innovation as well as how it can increase our confidence and independence.

Session III & IV:

Topic: Movie Screening

The broadcasting movie was Freedom Writers which is a drama film written and directed by Richard LaGravenese. The movie is based on a true story, a story about a teacher who changed the lives of a group of underprivileged students by maintaining their diary journals. All the participants enjoyed the movie attentively. At the end of the movie, Dr. Ikbal Ahmed, Assistant Professor, Teaching Learning Centre, Tezpur University divided the participants into six groups and asked to make Movie review and presentation which will be held on next Friday, 21/06/19.

Day VII: (June 19, 2019)

Session I:

Speaker: Dr. Sadhan Mahapatra, Associate Professor, Department of Energy, TU

Topic: Renewable Energy & Sustainable Development

In his lecture, he highlighted on various aspect of sustainable development. He also elaborated the concepts of Sustainable Development in the present context. Sustainability has been described in terms of Environment, Ecology and Society. He mentioned about Kyoto protocol, Paris agreement, NDC, HDI etc. He also said that Indian thermal/coal based power plants were gradually shifted to solar and wind based generators. Running of thermal power plant is very costly compared to solar plant. Unit cost of solar generated electricity is Rs. 2.42 kWh compared to Rs. 6.80 kWh in case of thermal generated power. National target is to generate 40% of electricity from non fossil fuel based energy sources by 2030. In Tezpur University, 1000 kW photovoltaic power plant is established which is first of its kind in North East India and can be a role model for our society in the field of solar energy.

Session II & III:

Speaker: Prof. Chandana Goswami, Department of Business Administration, TU

Topic: i) Assessment of Personality

ii) Communication Skill

The speaker mentioned about Characteristics of a good communicator, Multiple roles of a good communicator, Inspiring class of a good teacher and Communication skill audit. Communication is a two way process. Effective communication has more than one communication methods such as boards, audio visual aids, gesture, eye contact, encourage questions, active listening (eyes & mind). A good communicator must aware of the common faults between a sender and a receiver for e.g: a sender does not express clearly while a receiver does not concentrate on receiving information.

The topic of the session was “Communication Skill” taught by Professor Chandana Goswami, Department of Business Administration, Tezpur University. Communication is a very important skill in life. Without communicating others, we become isolated. Communication involves writing, reading, speaking and listening, body language and word delivery, eye-contact with the audience etc. The purpose of communication is to convey one’s beliefs, ideas, thoughts or needs with clarity so as to reach consensus or a mutually acceptable solution. The sub-topics that discussed in the session were i) Identify a good communicator, ii) How to groom ourselves to play multiple roles?, iii) How to Inspire the class, iv) Do we express ourselves clearly?, v) To communicate effectively, vi) Basic rules of communication, vii) Improve our sensitivity quotient and viii) The Pygmalion Effect. etc.

Session IV:

Speaker: Dr. M. V. Srinivasan, Dept. of Education in Social Sc., NCERT, New Delhi

Topic: Learning Outcomes and Revising Blooms Taxonomy of Educational Objective

The lecture presented by Dr. Srinivasan was the first of the two part lecture series on setting of learning outcomes and achieving educational objective. Dr. Srinivasan asked the participants to set the goals they want to achieve. It was explained how setting of goals in life is necessary to be happy and successful. If one knows what is his objective then he can set out the path to achieve it. Similarly in the teaching and learning process, the goals of learning a certain subject is to be set, then only the methodology to achieve the goal can be formulated upon and the learning objectives can be met. Discussion was done on the various process of learning. The importance of setting and analyzing of education goals was explained in a lucid way. Various aspects of learning and how the cognitive, affective and psychomotor domains affect the learning process were explained. After the explanation the use of Bloom’s taxonomy to improve the curriculum was discussed and the means to achieve the objectives was deliberated upon.

Day VIII: (June 20, 2019)

Session I & II:

Speaker: Dr. M. V. Srinivasan, Dept. of Education in Social Sc., NCERT, New Delhi

Topic: i) Learning Outcomes and Revising Blooms Taxonomy of Educational Objective

ii) Importance of Style in Academic Research

Expert from Department of Education in Social Science, NCERT, New Delhi started the discussion by asking a basic question of “What is Style in Research”? Then some of the participants came with a very good



answer to that what the expert as seeking for. With these answers, then he started the discussion on various Styles followed in academic writings. Though he has mentioned about various styles like APA, MLA, Chicago, Harvard, etc. but his emphasis was on APA style. He discussed about writing styles as prescribed by APA and had demonstrated the use of Comma, Colon, Semi-colon, EM Dash and EN Dash and also so many things from the APA Manual (6th Ed).

Session III & IV:

Speaker: Prof. B. K. Konwar, Department of MBBT, TU

Topic: i) Requirement of Research

ii) Education Policies in India

The third and fourth sessions of induction training programs on Thursday (20.06.19) at TLC were resourced by Prof B.K. Konwar from the Department of Molecular Biology & Biotechnology of Tezpur University. He started with stating the status of higher education in India with some statistics on students enrolment in colleges and universities across India at graduation and post graduation levels. He said that hardly 1% students enrolled for research in last five years while 12% of students opted for PG degree programs. Majority of graduates irrespective of boys and girls choose the stream humanities. Overall enrolment in medicine is less, whereas girls' enrolment in science and management is lesser. Certain disciplines, i.e. agriculture, veterinary, fishery, nursing, etc are not preferred by students. He mentioned about the dismal trends towards lack of interest for pursuing PG Degree and research activities among young generation. He said that youth comprised 64% of total population of India. Yet, there is an enormous gap in actual investment in education and the achieved literacy rate. He said that 25% of total youth were still illiterate while 15 % of Indian students reached high



school, only 7% got the scope to go to college and just 1% went to university. Although the expenditure on education in India has been increased over the years, e.g. 6 times rise from 0.64% in 1950 to 3.7% during 2017-18, then, the spent on higher education constitutes a miniscule of total outlay on education, that is 1.11%.

Prof. Konwar also stressed on many aspects for quality improvement in higher education, i.e. frequent revision of curriculum, more reliance on internal assessment, more department based unitary universities, repeated accreditations, provision of access to reliable information, students feedback and so on. He claimed that a large number of teachers buck down institutional teaching for imparting private tutoring for earning extra money. Lack of interest among educated minds in the country in taking responsible work poses to be another hindrance to achieve academic excellence as he considers. He also mentioned about the importance of infrastructure upgradation, greater research opportunities, faculty exchange program, allowing professional practice and consultancy, provision of fellowship and so and on to excel in higher education. He emphasized upon providing greater autonomy to existing institutions. While reflecting upon the existing legal framework of governance of universities, he stated a few undesirable factors that comprise mostly political influences, such as nepotism, favouritism and group inclination on caste and communal basis plaguing academics. He stressed on field research and improved communication skills as well as cognitive skills to select and organize content in a meaningful way. Prof. Konwar projected certain ways to time management for faculty members in higher educational institutes. Topical documentations like videos, presentations in case the teacher is overwhelmed by other demands is one of some of his suggestions. Doubling the teaching load during half of the semesters in a way so that the other half remains free for intensive research work for faculty members is another idea he suggested. He said, "Research shall orchestrate teaching. Research programs of national importance, activities with an inclination to social welfare would enrich class teaching." He concluded that teaching responsibilities could be taken by teachers as an opportunity to learn to become an effective teacher.

Day IX: (June 21, 2019)

Session I:

Speaker: Dr. Biren Das, Registrar, Tezpur University

Topic: Administrative Leadership

A detailed presentation was given on administrative leadership in HEI by the speaker in this session. He started with a beautiful definition of education by George F Kneller: "Education is the act or experience that has a formative effect on the mind, character or physical ability of an individual". The speaker gave light to the tri-polar concept of education encompassing aim, evaluation and curriculum at its three vertices. He focused on the aims, course curricula, methodology, evaluation and feedback system that a HEI should



have. He defined very beautifully the three stages of education. He classified the various aspects in which one must work on in order to excel in human resources in HEI. The various methods in which excellence is evaluated (Rankings, NAAC grading, NBA accreditation) in HEI were also stated by the resource person. He described the various hurdles that come into forefront in the path to achieve excellence such as limited resource, limited access, equity problems, lack of autonomy, etc. He stated that in order to excel, every HEI needs a leader. According to him attitude, perception and ability or skill are most important qualities a good leader must acquire. He emphasized on the points that defines a good leader such as a good leader must be a playing captain, a role model for and off the campus, a proactive person, should develop a culture of trust, should believe in participatory management. He then described the RICE (R- Respect for work; I – Integrity; C- Credibility; E- Exemplary) concept of a leader. The speaker mentioned that a good administrator should work in holistic, perspective and inspirational aspects. He mentioned that a leader should have a dream and he should be able to set the proper roadmap and set his priorities to realize his dreams. The speaker stated that the success of a HEI involves success of people involved (employees/ teachers/ students), success of programmes initiated, reputation / achievement of the institution (rankings/ grading/ accreditation). There should be good administration under good leadership for better achievement. The speaker explained how administration is a subset in the superset of management. The speaker also explained the different branches of administration in HEI. He again categorized the desirables in a good leader in eight different categories. He also stated some good practices that should be adopted in HEI for sustainable excellence. A good administrative leader should be a motivator who should be proud of his institution.

Session II & III:

Speaker: Mr. Ikbal Hussain Ahmed and Dr. Bhushita Patowari, TLC, TU

Topic: Activity session

This session started with the presentation of Sristrisri Upadhaya on the topic “Introduction and definition of Ecology” and ended with Nani Sira’s presentation on the topic “History of Medieval India”. In this session twelve presenters had presented their topic on different aspects including management, engineering, literature, mathematics, and science and the chairperson adheres the presenters to be specific to the topic. This session ended with the lunch break and the remaining eighteenth presentations are to be done in the post lunch session.

The session started with resumption of presentations on E-Resources by the participants. Twelve out of thirty participants had presented their E-Resources in the earlier session. Eighteen were yet to present. Presentation in the current session started with Dibya Doley from Silapathar Town who presented web resources on Dress Pattern on Missing Tribe (Theme: Tribal Culture; Relevant Discipline: Sociology). Next presentation was by Rajib Das from N. N. Saikia College, Titabar on the topic Growth and decline of Indus Valley Civilization (Theme: Indus Valley Civilization; Relevant Discipline: History). Priyanka Kakoty from Tezpur University who came next presented her resources on MOS Gas Sensors (Theme: Gas Sensor; Relevant Discipline: Engineering/ Physics/Chemistry). Rathijit Chakraborty from Tezpur University presented next on Ancient Chinese Women (Theme: Ancient China; Relevant Discipline: Gender Studies)

and The Chinese Script (Theme: Chinese Language; Relevant Discipline: Cultural Studies/Linguistics). Chayanika Bhuyan from Tezpur College presented her topic on Environmental Issues (Theme: Environment; Relevant Discipline: Geography). Rajit Changmai from CTE Dhakuakhana was the next to present on the topic Continuing Professional Development(CPD) (Theme: Teacher Education; Relevant Discipline: Education). Next was Dhaneswar Das from Arya Vidyapith College who presented a topic on Arrhenius theory of Acids and Bases (Theme: Concepts of Acids and Bases; Relevant Discipline: Chemistry). Bhaskar Jyoti Saikia from N. N. Saikia College, Titabar next presented his topic Raman Spectroscopy (Theme: Spectroscopy; Relevant Discipline: Chemistry). Rituraj Tahu from Gargaon College had a presentation on Basic idea about Renewable Energy (Theme: Renewable Energy; Relevant Discipline: Chemistry). Next Swagatam Deva Nath presented on the topic Electricity (Theme: Science Learning; Relevant Discipline: Physics). Uttam Boruah from Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya, Behali presented on the topic Romanticism in English Literature (Theme: Literature; Relevant Discipline: English Literature). Devajani Bakalial from Gargaon College had her presentation on Jyoti Prasaad Agarwala's 'RUPALIM' & 'LABHITA' (Theme: Modern Assamese Drama; Relevant Discipline: Assamese Literature). Anamika Baruah from Tezpur Law College presented on the topic Tribal Culture (Theme: Social Science; Relevant Discipline: Sociology). Goutam Borah from Tezpur University presented on Language Controversy in 20th century Assam (Theme: Assamese Language; Relevant Discipline: Linguistics). Saurabh Sutradhar from Royal Global University, Guwahati gave his presentation on the topic Entity Relationship Diagram (Theme: Data Science; Relevant Discipline: Database Management System).

Session IV:

Speaker: Prof. B. K. Sarma, Director, DBT – AAU, Centre for Agricultural Biotechnology

Topic: Science, Innovation, Ecology and the Society

Today, Prof. B.K. Sarma has given a very inspiring presentation on the topic “Science, Innovation, Ecology and the Society”. He has started the presentation with some great ideas like “To confirm your hypothesis you have to do research”, “To discover something new you have to dream”. His in-depth experience

about research in and out of the country makes the presentation very interesting and appealing. According to him we can become great entrepreneur by doing research also. Research should not be done only for the sake of academic pursuit. It should really contribute to the society and make us prosperous. During his presentation, he has enlightened us with a brief trajectory about his research. Important among them was one through gene transfer method that he and his associates had been able to transfer amylase inhibitor from Rajma to Chickpea. This inhibitor can easily kill the insect in Chick pea. This research has obtained remarkably tremendous attention not only from public sector but private sector organization also. He asserted logistically that there is no side effect of



genetically modified (GM) crops. Currently, GM crops are being accepted and cultivated worldwide. The founder biotech countries that grow GM crops are USA, Brazil, Argentina, India, China, Australia and Mexico. He has said that GM crop has myths and facts. Myths like it harms the environment, genetic engineering of crops is not natural because genes are taken from alien sources, organic farming is better than this. But then he informed about the facts that current agricultural practices use pesticides, herbicides and fungicides, which are harmful to the environment and human health. GM crops that are designed will significantly reduce the use of chemicals. There is no scientific data that proves organic farming is safer than other kind of farming. Nor there is data that proves farming GM crops to be unsafe. He pointed that farming biotechnology crops actually requires fewer resources than conventional farming. He is not satisfied with the policy taken by government of India regarding GMO. Bangladesh has shown more interest to GMO than India. Finally, he urged that we should say YES to GM crops for Food and Nutrition security of India and to develop research mindset in the interest of finding out truth to the existing body of knowledge.

Day X: (June 24, 2019)

Session I & II:

Speaker: Prof. Nilima Bhagabati, Retd. Prof. Dept. of Education, GU

Topic: i) Teaching Strategy & Skills for Effective Teaching

ii) Leadership and Capacity Building of Teachers in Higher Education

In the very first session on 24th June, 2019, Prof. Nilima Bhagabati (Retd. Prof.) from Dept. of Education, Gauhati University was the resource person and has given a very inspiring, enthusiastic and effective presentation on the topic “Teaching Strategy & Different Skills for Effective Teaching”. She has started the session with the greatness of being a teacher, one can cherish life for the whole life. The qualities like devotion, transparency, perseverance etc. which a teacher should have, according to her, take one person to a different level and responsibilities. She emphasized on the following skills to become an effective teacher

1) Presentation Skill, 2) Communication Skill, 3) Problem Solving Skill, 4) Interpersonal Skill,

5) Questioning Skill, 6) Classroom management Skill and discussed and analyzed those key threads that are to be spiraled together to attain those skills. It was followed by some activity in the session to make us realized the practical depth of challenges we face in teaching, and how to tackle these effectively. Overall, the session made us realized as well as motivated to accept those beautiful challenges and motive acted us to step forward.

Session was begun at 11.15 am by Dr. Nilima Bhagabati, Retd. Professor and Former Head, Department of Education, GU on the topic entitled, “Leadership and Capacity Building of Teachers in Higher Education”. She presented the topic with a focus on concept of capacity building of a teacher, Building teacher’s capacity: a paradigm shift, areas of teacher’s capacity building, and areas of teacher’s capacity building. She described that teacher as a social reformer and role model. She emphasized on role of

teacher towards community. After her interaction with participants many areas which are essential for teacher's capacity building were identified i.e. media literacy, supportive infrastructure, action research, management skill, disaster management skill, policy implementation and frequent skill based workshop. Teacher needs to update and upgrade their knowledge and skills to be an effective teacher. After this she engaged the participants in an activity. She gave four statements and asked the participant to justify. The statements were:

☐ The destiny of nation is built in class room.

☐ Some of the bright mind can be found on last benches of classroom.

☐ Black is sentiment but every blackboard makes the students life better.

☐ The teacher spoils everything by thinking that he is teaching. That within man is all knowledge-even in a boy it is so-and it requires only an awakening, and that much is the work of a teacher.

After ten minutes she called the participants randomly in front of the class and asked them to present.

Session III:

Speaker: Prof. Deben C. Baruah, Director, IQAC, TU

Topic: Internal Quality Assessment

Today Prof. Baruah has conducted a very interesting as well as important session on Internal Quality Assessment of Higher Education Institutions (HEI). He started the presentation by defining what quality in terms of higher education is. He emphasized on the point that just as to have quality in higher education is very important, the importance of monitoring and maintaining quality also cannot be overlooked. The presentation was carried forward with special emphasis on the role of National Assessment and Accreditation Council (NAAC) and its revised framework for assessment. Some of the major takeaways of the session have been highlighted below:

1. Internal Quality Assurance Cell (IQAC) is mandatory requirement for all higher educational institutes.
2. Primary aims of the IQAC are:
 - a. To develop a system required for improvement of the academic and administrative performance of HEI through conscious, consistent and catalytic actions.
 - b. To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.
3. Some of the key functions of the IQAC to achieve these aims are:
 - a. Development and application of quality benchmarks.
 - b. Setting parameters for various academic and administrative activities of the institution.

- c. Collection and analysis of feedback from all stakeholders on quality-related institutional processes.
 - d. Dissemination of information on various quality parameters to all stakeholders.
 - e. Documentation of the various programs or activities leading to quality improvement.
 - f. Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC., etc.
4. The methodology for Assessment and Accreditation (A&A) consists of self-assessment by the institution and external peer assessment organized by NAAC.
5. The core functions of an HEI are assessed under 7 criteria:
- a. Curricular Aspects
 - b. Teaching-Learning and Evaluation
 - c. Research, Innovations and Extension
 - d. Infrastructure and Learning Resources
 - e. Student support and progression
 - f. Governance, Leadership and Management
 - g. Institutional values and best practices.

Apart from the above points, the assessment process has been discussed along with the procedural details, the grading system, the transparency in A&A process and the assessment outcome. Finally, the session ended by discussing a questionnaire that is used by NAAC to conduct student satisfaction survey. Overall, the session has been a very informative one and is very relevant for the participants' career.

Session IV:

Speaker: Prof. Apurba K.Das, Dept. of Environmental Science, TU

Topic: Thoughts & Setting of Question Paper

An intrigue presentation on "Thoughts & Setting up questions and question paper" was presented by Professor Apurba K. Das, Dept of Environmental Science, Tezpur University. He touched different aspects of the topic from his vivid experiences. The presentation was started with the simple query i.e. "What is a question?" and it had been emphasized that a question must be used as a tool for learning. It should be

used for evaluating 6 cognitive skills according to Bloom's Taxonomy. While setting up a question a paper one must ensure that he had look into different aspects like difficulty level, weighted distribution, congruence etc. according to Blooms Taxonomy itself. As the presentation proceeded it had found out the organization of question paper one of the important factor which often confuses not only student but also examiner. This confusion occurs due to ambiguity in languages. So it was suggested that questions must be well organized, correct in terms of content and clarity. He finished the presentation with some examples of his own questions which had been asked in examination and it had been followed by some healthy discussion between presenter and the participators.



Day XI: (June 25, 2019)

Session I & II:

Speaker: Prof. Nilima Bhagabati, Retd. Prof. Dept. of Education, GU

Topic: i) Understanding Adolescents: Reach to Teach

ii) Demonstration on Teaching Skills

The very first session taken by Prof. Nilima Bhagabati, a retired professor of Dept. of Education, Gauhati University, was really very interesting, gripping and illuminating. As all the teachers of Higher Education have to deal with the adolescents, their problems and prospects, Prof. Bhagabati threw some light on those dark areas where teachers have to focus on. Before starting the grave discussion, she took some moments to break the ice and make the air of the classroom light. As per the direction of the resource person to the trainees to show their talent, Devajani Bakalial recited a self-composed poem and Harekrishna Mili sang a song. She immediately ended this refreshment session up, and started her deliberations on the given topic. The resource person highlighted the importance of adolescence and the role they have to play as upcoming citizens of the country. Nevertheless the adolescents are the adults tomorrow, keeping the fact in mind they are to be tackled upon. We the teachers have a vital role to play as we must understand them and shape them up for the hard realities of life. We need to be their role models. We need to play fluctuating roles of resource person, surrogate parent, assessor, mentor, friend, and philosopher and guide accordingly. The resource person elaborated the need to identify certain characteristics and visible disorders of adolescence. In addition, she spread light on various issues faced



by the adolescents in this era of information and technology like exposure to pornography, addiction to social networking and online games. She also displayed various ways we can tackle these problems and situations by being a trustworthy friend to them. Staying away from criticism and compassion, developing positivity by encouraging when needed, just giving them time and attention, reducing academic stress and forming a teacher-student-parent network are various ways to deal with them. She highlighted on how the classroom approach and management can make us an effective teacher. Preparing and planning, being in contact with the students on and off classroom, empathizing with them to build trust, developing a positive mind-set and be there for them when they need help are key aspects to be an effective teacher. In addition to spreading knowledge, we need to invoke curiosity in them and provide them with a healthy learning environment. The importance of feedbacks and SWOC assessment were focused upon. The resource person concluded by highlighting that we need to make them understand the importance of hard work, perseverance, sacrificing lesser important things to make time for the priorities of life.

In the next session the speaker explained what is micro teaching, specific objective of micro teaching and skill of Stimulus variation. After that, practice teaching conducted with the participants and participants were involved explaining their own disciplines.

Session III:

Speaker: Dr. Biren Das, Registrar, Tezpur University

Topic: Official Communication

The third session of Day-11 was held today within the premises of teaching Learning Centre, Tezpur University, which threw light on Official Communication. The session was conducted by Dr. Biren Das, Registrar, Tezpur University. He started his lecture by giving a common definition of Communication and then led to elaborate descriptions on Official communication. He focused also on different types of communication drawing distinguishing lines amongst them. We came to know about transpersonal and extra-personal communications which do not incorporate active reactors or receivers. While talking about official communication, he threw light on certain necessary things we should always keep in mind. It should be always in black and white and proper records should be kept. He said that nowadays, emails, and even WhatsApp and text messages too are considered to be official communication at times. Then he threw light on different forms of official communication citing letters, demi-official letters, office memorandum, inter-departmental notes, Circulars, notifications and so on and the formats which are used while using these. Then he drew the attention of the students effectively by engaging them in an activity related to communication distortions. The students liked the session and showed their regard to the speaker with a huge applause.

Session IV:

Speaker: Dr. Swapnarani Bora, Mr. Ikbal Hussain Ahmed and Dr. Bhushita Patowari, TLC, TU

Topic: Activity session – Movie Review

This session was an activity session. It was dedicated to the review of the movie titled “Freedom Writers” that was screened in the previous week activity session. Total six groups presented their reviews about the movie. Each group had five members each. The reviews were on various aspects of the movie. They narrated about the concept of the movie and put forward their critical view about the positives and negatives. There was also mention about the brilliant cinematography and the business done by the movie in box office. The reviews also highlighted the elegant dialogues that were used and discussed serious issues like whether the husband leaving Ms. Erin Gruwell and asking for divorce was justified. The movie was also reviewed in the context of a teacher and the reviews had three broad perspectives. They are (1) Empathy, (2) Pushing your Limits and (3) Reward. The teacher in the movie tried to understand the feeling of every student to gain his/her trust. But she was not done just by winning the trust; she pushed the limits to give the best to her students. And, rewarded their efforts. Further, the teacher had to sacrifice a lot to achieve the greatness of nurturing one’s mind and soul. Finally, the session concluded with the vote of thanks by Dr. Swapanarani Bora followed by summary of the reviews.

Day XII: (June 26, 2019)

Session I:

Speaker: Mr. Jatindra sarma, Conservator of Forest, Tezpur, Assam

Topic: Medicinal Plants of Assam

In this session Mr. Sharma threw light on bundles of medicinal plants distributed in Assam along with active ingredients and potent phytochemicals with promising pharmacological properties present in those plants. In the presentation he documented the use of various parts, dosages and methods of consumption of some of these medicinally valued plants. He also showed the photographs of hundreds of medicinal plants with special emphasis on Garcinia popularly known as Thekeras and mushrooms with their medicinal significance. He said that some lifesaving miracle drug formulation can be discovered from one or some of those plants of Assam which are being used with faith by thousands of people residing in Assam and can be a signpost in the world of medical sciences and a blessing to humanity. He suggested that for successful cultivation and processing of medicinal plants, some core issues need to be addressed. These include proper identification of species, proper documentation, isolation of active compound, conservation, agro technique development, market survey, establishment of storage facilities and market channels, awareness and capacity building, etc. However he has restricted the sharing of the details of those medicinal plants citing copyright issue.



Session II & III:

Speaker: Dr. Pranjal Buragohain

Topic: i) Student Psychology & Teacher-Student Relationship

ii) Positive Education

Today we had a class of Dr. Pranjal Buragohain Sir, Asst. Professor, Dept. of Education, Dibrugarh university. Before he leads the class, he was nicely introduced to the participants by the honourable Director of TLC Dr. Mrinmoy Kr. Sharma Sir, and he was warmly felicitated with Aronai and Saraai nurturing the tradition and culture of Assam. Then he embarked upon the class motivating the audience saying that he has great respect for teachers who really serves in the profession teaching to develop the students in the desired way. Then he asked us to write two things against each of two questions—

1. What do you know about your students and
2. What do you not know about your students?

Focusing on students, he directly drew attention towards Neuro-biology and asserted from his experience that traditional Psychology has failed to give solid answer to some of the questions relating to adolescence behavior. Why adolescents behave so particularly different from the behavior that the adults do cannot be answered solidly and scientifically from the traditional psychology.



But Neuro-biology offers solid answer which is proven from scientific study. Then he described and explained the adolescent brain and consolidated the impact of light on adolescent. He showed relation between light and puberty of adolescents. He displayed the structure of brain and emphasized on configuration of Pre Frontal Cortex (PFC) brain in adolescents in a proper way. PFC is responsible for all kinds of executive functions. During adolescent period particularly, PFC can be developed in a right way. He justified that adolescence period is the tremendous opportunity. Sleep is directly related to PFC. Satisfying sleep has positive impact on students' learning. Moreover he enlightened us with the 'principle of delay gratification' on the child. In a nutshell, his teaching centered round relatively new things which are not heading up much in our curriculum. All the participants greatly enjoyed the session and, at last, it sparked the desire to get more classes from him.

The speaker began the topic with a question "What is sleep?" Sleep means complete activeness of data or store data or process the information whatever a person learns in a day. During the adolescent period longer sleep, up to 10 hours daily, is required in order to satisfy Melatonin hormone. Inadequate sleep has adverse effect on our health and also on behaviour including (i) Less control over emotion, (ii) Abnormal behaviour, (iii) Loss proper decision making power and (iv) less alertness. Sleep deficiency can damage Pre Frontal Cortex, a critical part of human brain. Protection of Pre Frontal Cortex is important which can be done through several measures such as (i) avoiding sleep deficiency, (ii) avoiding intoxication, (iii) delaying gratification, (iv) Practice Chinese karate, (v) practicing Aerobic exercise, (vi) practicing Yoga etc. Through these practices mind will work in a order and as a result adolescent can take right decision in their day to day life. The speaker also cautioned against excessive hard work explaining that overall, there are limited benefits from such hard work.

Session IV:

Speaker: Prof. Debajit Hazarika, Department of Mathematical Science, Tezpur University

Topic: Exploring MOODLE to complement our classroom Teaching

The fourth session of the 12th day in Induction Training of the Faculty Program was chaired by Prof. Debajit Hazarika, Department of Mathematical Science, Tezpur University on the topic 'Exploring MOODLE to complement our classroom Teaching'. The use of ITC in each and every sphere of our life has changed our life style. Therefore, to keep in the pace of time, one must think to bring the learning experience close to the learners while they are logged in to the internet. The Universal knowledge accessibility and explosion of knowledge had made the learners informative about many things. At the same time teachers are responsible for various duties along with teaching. He referred that the introduction of ITC tools in education like WordPress, EduCreation, GoogleDocs, GoogleClassroom, MOODLE etc are gearing the teaching learning to a new dimension. Among them MOODLE is an open source learning management system, distributed under general Public licence. The speaker then provided the general history of MOODLE, its contribution in creating effective online learning environment and the pedagogic power of MOODLE. Thereafter, the activities of MOODLE have been shown in detailed, from creating a course material to enrolling students.

Day XIII: (June 27, 2019)

Session I:

Speaker: Prof. D.K. Bhattacharyya, Dean, Academic Affairs, TU

Topic: Publication and Plagiarism

Plagiarism means copying another person's ideas, words or writing and pretending that they are one's own work. Plagiarize commit serious legal and ethical violations. it is the theft of intellectual property. paraphrasing means one puts something in his or her own words without documenting the source, this act is called paraphrasing. paraphrasing requires a citation. Borrowing from others include - Quoting, paraphrasing and summarizing. The



causes of plagiarism includes inadequate paraphrase is guilty of plagiarism even though the material is cited correctly. If the sources are very important to our ideas, we should mention the author and work in a sentence that introduces our citation. For reporting research outcomes UGC and HRDC have fixed some journals where we should publish our publications. From his discussion we able to know different types of journal papers, conference papers and how to write a research report.

Session II:

Speaker: Prof. S. K. Sinha, Dean, SoE, TU

Topic: MOOCs

In a very friendly environment Prof. S. K. Sinha started his talk and said teaching is a state of mind, a teacher cannot pull himself out of that state i.e. a teacher never retires. INTERNET is an admixture of computation and communication with a technological blend. It not only speeds up but also contributes to perfection in the skill of communication. The four inseparable quadrants of teaching-learning process are Same Time, Same Place – Classroom teaching. Any Time Same Place-Tutorial home multiple batches Same Time Any Place-video conferencing, Television Any Time Any Place-Digital Learning, Swayam & moocs World Wide Web (www) is one of the most popular service on internet, it is a network of pages containing hypermedia information which was 1st introduced by Timoth Bernes Lee in March 1989. The concept of SWAYAM (<http://swayam.gov.in>) has introduced by hon'ble prime minister Narendra Modi. Swayam (Study web of active learning for young aspiring minds) is an online course covers from high school to higher education and skill sector course. MOOCs (Massive open online course) is a vertical of swayam. MOOCs provides high quality interactive e-content that benefiting lifelong learners, students, researcher anytime anywhere for acquiring knowledge.



Session III:

Speaker: Dr. Tridib Ranjan Sarma, Department of Business Administration, TU

Topic: Grading System

The session on this topic was most relevant at present time. The speaker explained the sequence that teachers teach as per syllabus, set question paper as per course taught, evaluate answer script as per questions set and grades evaluated script as per evaluation. In this situation the speaker analyzed the advantage and disadvantage of grading system. The speaker also explained teacher's intervention. These are teaching, setting question paper, moderating question paper, evaluating, grading, moderation of result (moderation of result sheet is also very important. Because grading related to previous year, related to each and every subject), consolidate and then declare result. Now a days this method is widely regarded in education system. However the grading system is necessary to assess students' educational performance in a proper way. It has reduced the scoring pressure of learners. Grading system let the students to improve overall performance; because this method gives overall level



of achievement for a course. The speaker explained the types of question and question paper. He gave example of different types of MCQ. The speaker said at last of the session that honesty is the most important trait of a good teacher. So that he appealed to be honest in this profession. All the participants enjoyed this informative and wonderful session.

Session IV:

Speaker: Mr. Ikbal Hussain Ahmed and Dr. Swapnarani Bora, TLC, TU

Topic: Activity Session

In this activity session participants performed micro teaching.



Day XIV: (June 28, 2019)

Session I & II:

Speaker: Prof. Neeta k Barua, Dept. of Education, D .U.

Topic: i) Conceptualizing & Constructing Identity

ii) Constructive alignment in Curriculum designing at Higher Education level

In her discussion, She mentioned different types of identity, such as personal identity and social identity. She also said about the turner's Self Categorization theory. According to this theory there are two main approaches to self-1. Self as impulse: it refers to the person's inner thoughts and feelings. 2. Self as institution:-it refers to the way the person acts in public, especially in official roles. In addition to this, She talk about three parts of the Self:- Self concept, Inter personal concept and Agent self. In the End of the session she concluded with the following comments: Identity is perceived as made up of different components that are "identified" and interpreted by individuals. The construction of an individual sense of self is achieved by personal choices regarding who and what to associate with, Such approaches are liberating in their



recognition of the role of the individual in social interaction and the construction of identity. She also remarks that our conceptualization of our 'Self' is as much a product of the beliefs that we acquire through our socialization process, as it is a biological construction.

In this session, the resource person Prof. Neeta K. Barua, Department of Education & Chairperson of Centre for Studies in Behavioural Sciences, Dibrugarh University, discussed on the topic "Constructive alignment in Curriculum designing at Higher Education level". The resource person started the session by discussing about what is curriculum, why do we need a new curriculum. From which we know about that the UGC has initiated several steps to include innovation and improvement in different courses for which interdisciplinary, intra-disciplinary and skill-based courses are adopted. The resource person discussed different approaches for curriculum development that are subject centred, learner centred and problem solving. After that she explained Zais Model of Curriculum which includes curricular components and curricular foundations. Also, the resource person talked about Constructive Alignment, which is an outcome based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Next she discussed the 3P models of Teaching and Learning which are Presage, Process and Product. Lastly, the resource person also talked about SOLO (Structure of Observed Learning Outcomes) Taxonomy which is followed by basic principles of curriculum designs and learning goals. This was an important and effective session for all the participants.

Session III & IV:

Speaker: Mr. Ikbai Hussain Ahmed and Dr. Swapnarani Bora, TLC, TU

Topic: Activity session

In these two sessions participants presented their screen casting videos and comments & suggestions were given by members of TLC, TU for final submission.

Day XV: (July 01, 2019)

Session I & II:

Speaker: Dr. Nil Ratan Roy, Head, Department of education, TU

**Topic: i) Pedagogy to Heutagogy-A Paradigm shift in Higher Education
ii) Curriculum Design**

The topic of the session was “Pedagogy to Heutagogy-A Paradigm shift in Higher Education” taught by Dr. Nil Ratan Roy, HoD, Department of Education, Tezpur University. He starts his session by describing the changed of teachers roles in higher education. According to him, teachers should understand and concentrate on four pillars of education .He mentioned the four pillars as Know, Do, Be and live together . By describing effective teachers,



he mentioned some characteristics that makes a teacher effectiveness and those are Sound knowledge in discipline, Professional training, Skill and innovative pedagogical knowledge. He mentioned that Pedagogy is a science and art of education. The word pedagogy is derived from greek word “Paid” means child and agogus means “leader of” . thus the literally meaning of pedagogy is leader of child. He added that the process pedagogy shifted to Andragogy when it comes to teach adults. He mentioned some characteristics of adult learners and those are-- Adults need to know why they are learning; how will it affect them? , Adults are autonomous and selfdirected, Adults have a lifetime of experience, Adults use a hands-on problem-solving approach to learning, Adults want to apply new knowledge and skills immediately, Adults need to be shown respect. At the last, he mentioned that andragogy shifted to Heutagogy to teach the self-determined learners. One of the goal of Heutagogy approach to teaching and learning is producing learners who are well prepared in today's approach.

The second session of 1st of July 2019 was conducted on “Curriculum Design”, though as per schedule the topic was “Pedagogy to Heutagogy”. Dr Roy started with the question what is curriculum and why its need to be designed properly. The whole curriculum development process was then explained in detail starting with the need analysis taking into account recent developments, the design of the curriculum to match the need, implementation strategies and lastly third party evaluation of the curriculum. Great emphasis was laid need for evaluation of the curriculum which will help to develop better learning strategies and help in achieving the educational outcomes. Discussion was made on both micro and macro level evaluation and how the various stakeholders should collaborate and contribute in making a better curriculum. Lastly the CIPP evaluation model developed by Prof Daniel L. Stufflebeam was explained.

Session III:

Speaker: Dr. Madhurima Goswami, Head, CSCWS, TU

Topic: Sexual Harassment at Workplace

In this session the mention about workplace meaning and other circumstances, sexual harassment and laws on sexual harassment at workplace. Along with that composition and responsibilities of ICC, process of making complaint & conducting enquiring has also been discussed.

Session IV:

Speaker: Mr. Ikbal Hussain Ahmed and Dr. Swapnarani Bora, TLC, TU

Topic: Activity session

Post-lunch sessions were activity session where participants finally submitted their e-resources.

Day XVI: (July 02, 2019)

Session I:

Speaker: Prof. Deborshi Prasad Nath, Department of Cultural Studies, Tezpur University

Topic: Translation and Culture

The first session of induction training programme at TLC on Tuesday (02.07.2019) is resourced by Prof. Deborshi Prasad Nath of the Department of Cultural Studies, Tezpur University. He speaks about the practical necessity of translation. He explains how globalization has increased our interest in translation with growing exchange of goods, services, knowledge and knowhow. He starts by explaining how translation as a practice takes shape within the unequal relations of power that operate under colonialism. In spite of the fact, translation results the mutual enrichment between two cultures. He describes how India's meeting with the west, creates a relatively bidirectional relationship between both countries. He shows how Sanskrit assumed the role of donor language in the fields of philosophy and religion for translations into English and other European languages in 18th and 19th century. At the same time, English was the donor language for translations in the fields of science, engineering, politics and economics into Indian languages. By citing Talal Asad, Prof. Nath mentions about the kinds of linguistic inequalities fall between languages. He also explains how Harish Trivedi (1997) has demonstrated translation as an act of resistance. Prof. D. P. Nath emphasizes how translation could be both a threat and a blessing for minority languages. He mentions about how translation strengthens the range of language and equally promotes diversity by making more information available to any individual. He suspiciously looks at the foreign text, stating how translated text is perceived as cultural intruder and transporter of values, foreign to a particular cultural system. He also raises questions if the foreign text can contribute to strengthen the aesthetics or ideological values present in the system. He stresses that the translator should facilitate multidirectional flow of knowledge by incorporating every aspects of different cultures and place it in global-local framework. Meanwhile, he criticizes India's orientation towards the unilateral propagation of westernized cultural forms which is again a colonial legacy that Indians inherited. He says, "This is the reason we are far beyond the neighbor country China, which is relatively less educated, yet can access the current pool of knowledge better than Indians."



Prof. D. P. Nath mentions about the influence of poststructuralism, which shifted the focus of attention to the issue of translator's agency and subjectivity. He explains why Derrida speaks of translation as necessity and how translation can complement the original text. Prof. Nath also derides today's popularity index saying translators while translating, fix his agency in such a way that makes the work popular to complement the author's original text. He cites an example of auto translator algorithm in social media which often goes distorted, thus, misreads author's work. He mentions that translations autonomy has been questioned for years whereas translators have been often considered as ape without choice. However, he appreciates the precision of western cultural text and forms which is different from Indian arrangement. He cites the work of Tejaswini Niranjana, James English and Roland Barthes and clarifies how these works find a way into translation studies.

Session II:

Speaker: Prof. N. C. Talukdar, Director, IASST, Guwahati

Topic: Research and teaching

The second session is in research and teaching where Prof. Talukdar mention about integration of research and teaching. He also mentioned about how a teacher can do research work simultaneously along with his teaching and it will be pleasant to do research work together with the students. The students will also be benefitted from this kind of work.



Session III:

Speaker: Dr. Swapnarani Bora and Mr. Ikbal Hussain Ahmed, TLC, TU

Topic: Activity Session

In this session participants submitted their final outcome of screencasting video.

Session IV:

Speaker: Dr. Kishore Baruah

Topic: Concept of Time

In this session the speaker discussed about the Concept of time in different Religions and cultures, Concept of time in Greek mythology, Concept of time in Judaism, why there are 24 hours in a day and why one hour is divided to 60 minutes. It also included Philosophy of Time, Physical definition of time, Perception of time and History of Timekeeping Devices. The speaker elaborates the whole topic with different example and some pictorial demonstration.



Day XVII: (July 03, 2019)

Session I:

Speaker: Dr Prasanta Kumar Das, Dean of School of Humanities and Social Sciences, and Professor of Department of English and Foreign Languages

Topic: Can you read this?" : Some Aspects of Reading

The day started today with a deliberation on the topic "Can you read this?" : Some Aspects of Reading". The speaker was Dr Prasanta Kumar Das, Dean of School of Humanities and Social Sciences, and Professor of Department of English and Foreign Languages. He stated that language acquisition is assisted genetically as we see children pick up languages fast. And reading is a complex mysterious process. It is a cultural activity that is biologically determined. Reading varies from person to person as an act of interpretation. He talked about intentionality or the idea of consciousness, where consciousness is not mirroring but willing. He also stressed on facts that reading may be silent or solitary and on the other hand it may also be collective or communal, traditional reading versus digital reading and that books can be life changing. The current generation suffers from attention spans. They have all kinds of distractions arising out of modern day electronic gadgets and devices. This is a transition phase where scrolling an e-book has become a trend and has an edge above the codex book. He also touched upon the neuroscience or neuropsychology of reading. Reading can be a form of therapy. Books can relieve stress when someone is unhappy. He also cited a Chinese poem to illustrate ways of reading a poem. The Indian way of reading has been subdued to a large extent because of the British colonization. In colonized Africa it was assumed that the community was uncivilized as there was no script. As oral tradition is not preserved and is highly perishable great author might have been lost in the absence of documentation. He mentioned about Gandhi and Nehru and postcolonial reading. The traditional idea of reading is that it may play a transformational change in a person's life. It was also explained with the example of Don Quixote that too much of unrealistic reading can prove to be dangerous. It may put subversive ideas in the mind. So reading must be constantly controlled. Book banning and book burning also has a long history. Harry Potter continues to be banned at many places as there are frequent instances of black magic in the books. Reading becomes gender biased when books are censored prior to be read by women. Along with the industrial revolution, there was a rise in women readership women had more time. Novels were looked down upon. Human rights are fairly new in human history. He also deliberated a bit on poststructuralist reading where writers promote their books. The session ended with participants raising questions on human rights and women rights reading; about readership and salability of books, etc. Activity: Pages were distributed among the participants with words in sentences full of incorrect spellings, and everybody was asked to try reading and figuring out the meaning of sentences.



Session II:

Speaker: Dr. P N Duttabarua, Former Professor-cum-Deputy Director, CIIL, Mysore

Topic: Assessment and Evaluation

Today, Dr. P N Duttabarua has given a talk on the topic “Assessment and Evaluation” for higher education institute in India. He has raised some questions like why do Indian universities not able to come at top 100 position in global ranking. As solution he has pointed out the importance of effective assessment and evaluation system and role of teacher for the same. According to him we can examine critically about an institution through assessment. Evaluation is individual but assessment is institutional. He has pointed major objective of assessment under NAAC program like stimulating academic environment, vibrant atmosphere, punctuality, regularity, accountability, inculcate innovative idea in student, quality in research, collaboration with higher education institute, competitiveness among student of different institute, etc. He has also mentioned the methodologies to achieve that like internal and external evaluation by external body, developing human resources, private-public partnership, capacity building, strive excellence in compare to top class institute, etc. He has said that the main aim of assessment is to quality enhancement and assurance and others are infrastructure study, library facility, equity in participation from different social background student, global standard in research, etc. He has also discussed about the three types of evaluation i.e. periodic, summative and holistic. He has suggested us to be very careful in setting question papers. According to him MCQ has been given priority than subjective question which can hamper creativity and also detach human from evaluation. He has said that there should be a balance between written and oral performance because we communicate with people orally. He has encouraged us to be fearless and think critically by giving example of Winston Churchill, former British Prime Minister and to bring out excellence among the learners. He has advised us to put quality effort to enhance the performance of our student so that they can represent our institution in world platform.



Session III:

Speaker: Prof. S.S. Sarkar, Dept. of Commerce, TU

Topic: Good Governance

In the third session on 24th June, 2019, Prof. S.S Sarkar from Dept. of Commerce, Tezpur University was the resource person and has given a very inspiring, enthusiastic and effective talk and presentation on the topic “Good Governance”. He has started the session with a quote “Government Work is God’s Work” and the meaning, definition as well as explanation of 'Good Governance'. Prof. Sarkar emphasised on 'Self Governance' to start very first before anything other. He made the session lively by showing a couple of movie clips from the movies like 'A Wednesday (2008)' and 'Khakee (2004)' to make the audience realised that what can be impact of good governance and bad governance. Towards the later of his session, Prof. Sarkar got the whole audience involved by giving some realistic governance related situation and examine how to tackle them, which made all over the session very fruitful and effective.

Session IV:

Speaker: Dr. P N Duttabarua, Former professor cum Deputy Director, CIIL, Mysore

Topic: Teaching learning material development

Session was begun at 03.30 pm am by Dr. P N Duttabarua, on the topic entitled, “Teaching learning material development”. He presented the topic with a focus on Open Learning Material, Module and Open educational resources. He discusses the relationship among curriculum framework, curriculum, syllabus and textbook. He talks on curriculum planning, organization and evaluation. Syllabus is a part of curriculum. Syllabus revision and quality control of syllabus is very much essential. Again, discussion will be made on text book, its quality ,evaluation, innovations in teaching, teachers physical presence and journals.

Day XVIII: (July 04, 2019)

Session I:

Speaker: Mr. Partha Pratim Das, Yoga Coach, Tezpur University Yoga Centre

Topic: Yoga for All

The day started with a very refreshing yoga session conducted by Mr. Partha Pratim Das, Yoga Coach, Tezpur University. He started the session by delivering a short speech about the benefits of yoga and the reasons for its popularity worldwide. The speech was followed by some warm up exercises and then slowly moved on to yoga practices like Surya Namaskar, Bhujangasan, Sirsasan, Mandukansan, Sinhasan etc. Few Pranayama



like Kapalbhati, Anulom Vilom, Bharamari etc. were also practised. Finally, the session was concluded by chanting “Om Sarve Bhavantu Sukhinah Sarve Santu Niraamayaah Sarve Bhadraanni Pashyantu Maa Kashcid-Duhkha-Bhaag-Bhavet Om Shaantih Shaantih Shaantih” for world peace.

Session II:

Speaker: Prof. M.K. Sarma, Director, TLC, TU

Topic: Research Methodology

"Research methodology" is a topic which has universal appeal across all branches of higher education and as a faculty member of higher education this topic has utmost importance to us. Prof M.K. Sarma shared his views on the topic "Research Methodology" at the 2nd session of today's training. In his lecture, he pointed out the different methodology to perform research mainly Qualitative and Quantitative approaches.



On further deliberation, we had come to know the testing of hypothesis and forming a relationship between a dependent and independent variable. While discussing sample collection agreed upon that random sampling may lead to error and it can only be applicable with finite homogenous data sets. The session ended with an example of Action research methodology.

Session III & IV:

Speaker: Dr. Sobhana H

Topic: Stress Management Through Life Style Changes

The third session of the day was taken by Dr. Sobhana, an Associate Professor of the Dept. of Psychiatric Social Work, LGBRIMH, Tezpur. The emphasis was on stress management. The foremost problem is associated with 'sleep'. Nevertheless the proceeding problems follow the solution like learning the problems associated with sleep and then following the simple measures to counter that like regular sleeping habits, physical exercises, avoiding tea, coffee etc before sleep and so on. The resource person

also highlighted the symptoms shown in time management due to stress and mentioned ways to tackle them. She emphasised on how stress translates to anger and irritation. Methods to tackle anger were mentioned. The resource person highlighted the importance of positive emotions and keeping focus on the present. She told us how making time from our schedule to ourselves can help us in managing stress. Engagement in hobbies, positive relationships with friends and family, spiritual engagements, volunteering are some ways to manage stress.

In the post-lunch sessions **Dr. Shobhana H.** and **Dr. Indrajeet Banerjee**, both faculties in Department of Psychiatric Social Work, LGBRIMH, Tezpur interacted on "*Stress Management*". The sessions were discussion cum activity session. It includes professional life stress scale, 4 A's of stress management and conducted an activity on sharing different stresses faced by participants into group based on their duration of teaching experiences. Another activity of keeping mind stress free was also performed by Dr. Banerjee.



Day XIX: (July 05, 2019)

Session I:

Speaker: Prof. Dibyojyoti Bhattacharjee, Professor, Dept. of Statistics, Assam University, Silchar

Topic: Academic Leadership

Prof. Dibyojyoti Bhattacharjee from Assam University held two sessions on 5th July on Academic Leadership. The first session of Day XIX was a bit lecture-based and conversational. The speaker shared his experiences related to academic leadership. Leadership, according to Sadhguru, is “about being able to take a group of people...” in the right way with the help of his convincing power. He even incorporated examples from the Bollywood movie Lagaan. Leading by influence is the most effective way, but not leading by authority. Influence resonates a blending of both Relationship and Trust. The teacher must have empathy towards the students and lead them in the desired way. There are certain hierarchies in the educational institutions, but the teacher must be an ideal leader surpassing obstacles. He gave a quotation of Les Brown, which goes like- “Life has no limitations except the ones you make.” The trust that the teacher creates in the student, is the leading star for them. In this context, he gave a sentence from A B de Villiers’ autobiography, “Whatever be the challenge, whatever the circumstance, we benefit from someone who unequivocally believes in us.” Then the Resource Person concluded his session with an activity to be completed in the fourth session.



Session II:

Speaker: Prof. Manabendra Mandal, Department of MBBT, Tezpur University

Topic: Student Mentoring and Gender Sensitization

In this session we had a talk by Prof. Manabendra Mandal, Department of MBBT, Tezpur University. His talk was divided into two broad categories: Student Monitoring and Gender Sensitivity. His view about mentoring was that it is very much needed for the professional growth of the students. In mentoring, a teacher guides the student in every aspect of his life. It helps in capacity building and self-reliance. It is very essential for the overall development of a student. There are two types of mentoring function: (1) Career and (2) Psychosocial. With regards to career, a student must be given career guidance, challenging assignment, Exposure & visibility and protection. The teacher must be a role model and provide time to time counseling and become a good friend to him so that the student shares his/her feelings. He also pointed out the sensitivity of cross-gender mentoring and laid down the traits of an ideal mentor. Coming to gender sensitivity, he first made it clear that gender and sex are different. Sex is related to biology and gender is more related to the social consideration of masculine and feminine. He claimed that gender neutrality has not been achieved yet. There is still bias towards the female compared to the male.

In patriarchal institution, female are not given equal opportunity at work place even in the family also. Lastly, he mentioned about gender budgeting, which is an act of preparing budgets/ analyzing them from a gender perspective.

Session III:

Speaker: Dr. Swapnarani Bora, Assistant Professor, TLC, TU

Topic: Activity Session

In this session participants performed practice teaching and their performance is monitored by rest of the participants and they were given a summary of their teaching as rating scale.

Session IV:

Speaker: Prof. Dibyojyoti Bhattacharjee

Topic: Group Game on Leadership

Today on 05/07/019, we had undergone the 4th session on 'Group Game on Leadership' led by Prof. Dibyojyoti Bhattacharjee, Dept. of Statistics, Assam University. At the very outset, he showed us two video clipping speeches- one delivered by Saurav Ganguly and the other by MS Dhoni-having the showcase of leadership quality to the most. The class was a blend of good mixture of activity, musical tune, video, humor plus posture and gesture which altogether made the class highly enjoyable. The teacher impressively employed ICT skill which pleasantly induced learning in participants. In the midst of delivering



speech, he off and on shared his practical experience also. In this session, he showed graphically the result of the activity-Can You be a Good Leader?-statistically calculating the data put by the participants as well as the groups of the whole class. In his data analysis, he could not find any good leader from the group but he found certain quality commendably good in some participants. As a token of this, in the category of 'good reasoning power' he gave certificate of appreciation to high scorer Rajit Changmai, then, Jinku

Borah, and in the category of 'good convincing power', Certificate of Appreciation goes to Rathijit Chakraborty. Then he asked us to participate in Empathy Quotient Evaluation Activity. In this activity, 4 participants came to the fore to get the certificate of appreciation on the basis of score. They are Saurav Sutradhar, Kalyan Das, Dimpee Baruah and Rajib Das. The session concluded with the grateful note to TLC and the best wishes to the participants exactly at 5pm.

Day XX: (July 08, 2019)

Session I:

Topic: Examination

First session was Examination for the participants based on objective questions given by respective Resource Persons from the contents of the Training Program.



Session II:

Speaker: Prof. A. K. Buragohain, Academic Advisor, Royal Global University, Guwahati

Topic: Future of Indian Universities

In the first session Prof. A. K. Buragohain talked about "*Future of Indian Universities*" from British period to post-independence period along with basic study of focus in that period. He also added that different factors impact on future of these Academic Institutions. He also gave different ideas in terms of figures of current situation of Industry-Academia with comparative statistics.

Session III:

Speaker: Mr. Pankaj Bora, Fitness Expert, Tezpur

Topic: Physical Fitness

Third session was taken by **Mr. Pankaj Bora**, Fitness Expert, Tezpur and discussed on "*Physical Fitness*". He mentioned about history and importance of physical fitness, various pioneer in different physical activity and added that physical exercise keeps us active. The expert mentioned about some basic and common exercise which can be easily carried out daily.

Session IV:

Speaker: Prof. A. K. Buragohain, Academic Advisor, Royal Global University, Guwahati

Topic: Challenges through Dynamic Learning Environment

In this session the speaker discussed about different learning environment and the challenges while creating different learning environment.

Day XXI: (July 09, 2019)

Session I & II:

Speaker: Mr. Sonitjyoti Saikia, theatre Activist, NSD, Tripura Wing

Topic: Drama as Innovative Pedagogy

In this session Mr. Saikia discussed about concept of drama in education along with techniques of drama, primary mode of dramatic activity as well as main technique used in drama. The speaker mentioned that role play is one of the major techniques used in drama. He also pointed out the application of drama in the classroom.



The sessions ended with activity on drama as pedagogy.

Session III & IV:

Topic: Cultural Activities

In post-lunch sessions participants performed different cultural activities.



Day XXII: (July 10, 2019)

Session I:

Topic: Feedback

In this session participants were given to fill up a general feedback form in online mode. They gave their opinion on conduction of overall Induction Training Program.

Session II:

Topic: Valedictory

In the last day of the Training Program valedictory session was chaired by Prof. V. K. Jain, Vice-chancellor, TU along with Prof. D. K. Saikia, Pro vice chancellor, TU, Prof. P. K. Das, Chairman, TLC Advisory Committee and Prof. M. K. Sarma, Director, TLC, TU. Distinguished guests gave their brief speeches and the program came to an end with distribution of certificates and vote of thanks.



A moment during release of the special newsletter



Prof. V.K. Jain delivering the valedictory speech



Distribution of certificates to the participants



Group photo during valedictory

3.6. CONVERGENCE – II (A TLC Follow up Program)

Teaching Learning Centre, Tezpur University organized CONVERGENCE-II: A TLC follow up program on 23rd August, 2019 at Teaching Learning Centre. All the past participants of Induction Training of Faculty were eligible to join in this event. This event is annually organized to share their experiences in teaching after the Induction Training of Faculty facilitated by TLC.

A total of 35 faculties participated in the follow up program and they have expressed their views regarding the impact of month long induction training into their teaching learning processes.

Large classroom management becomes successful with the help of diversified group activity. Teachers are able to handle classroom by interacting with students from different backgrounds, leaving some space for such discussion, questions and comments.

In comparison to the traditional classroom with using chalk-board as only teaching aids now the use of online learning platforms like Moodle Cloud, Presentation Tube, Google Classroom are now more useful in getting active participation from students in the class.

Implementation of ICT oriented tools is highly effective in various departments. Flipped classes are generally conducted to get the efficacy in Social Science classes as well as in engineering. Online courses prepared by National Resource Centre are very beneficial for the students.

The trainings were helpful in gaining the knowledge for conducting experimental action research inside the classroom. Beneficiaries are oriented to methods of action research and how to apply it for effective teaching. Engagement of students in comparative action research is beneficial to get the effective method of teaching for particular class.

The teachers were taught in the training program to take social responsibility apart from being a member of faculty. Many teachers felt the need of building a close relationship between the members of society and him/herself by contributing at the time of need or difficulty.

Application of *Bloom's Taxonomy* in teaching learning process is a widely used phenomenon by the teachers. Teachers talked about improvement in setting of question paper and overall change in the concept of assessment and evaluation.

Teachers have felt that they are now more confident in teaching since motivation was gained from various academically acclaimed resource persons.

People may be intelligent but the quality to be humble in any situation is learnt. Empathy towards students, their behavior, changes in interest etc. are to be taken care of by the teachers.

There were many sessions on teaching and qualities of effective teachers. The trainee teachers felt that learning to be humane is the greatest pleasure and to let it spread among the learners about the human connection through social responsibility is also one of the effective qualities of a teacher.

Their overall behavior towards acquiring knowledge, teaching, classroom management, administrative and social responsibility change positively. The beneficiaries are oriented to different aspects of teaching including administrative, academic, research, professional development. The beneficiaries will be able to take holistic approach in teaching. They will be able to perform efficiently both academic and administrative responsibilities as teachers.

The trainings have been helping them in getting benefits under UGC-CAS scheme.

The participant teachers requested to conduct discipline specific refresher courses, patent related research, more experimental action research for the university faculties by the Centre in near future so that they can be benefitted more to strengthen their teaching profession.

With the feedback, opinion, suggestions, comments from the participants in regards to training impact, change in classroom teaching learning environment, urge to become a socially responsible teacher, the Director of the Centre interacted and assures them to conduct such kind of training programmes in future and the day-long follow up programme came to an end.

A few moments from the follow-up program:





3.7 TWO-DAY WORKSHOP ON ICT IN MANAGEMENT OF EDUCATION

In Chaiduar College, Gohpur, Assam

Teaching Learning Centre, Tezpur University in collaboration with Chaiduar College, Gohpur organized a Two-Day Workshop on ICT in Management of Education on September 03 and 06, 2019. This was part of a series of TLC, TU program dedicated to train the teachers in using ICT with available devices for educational purposes. The program focused on using Screencasting as tool for effective teaching. On day one, trainees were given hands on training on using Screencasting software. Then they were assigned to create one video module using Screencasting method. Trainees got two days to practice at home during which period TLC staffs assisted them over phone and other medium whenever required. On the second day of the program, the trainees presented the Screencasting video which was then evaluated by TLC representative and other co-participants. Altogether 36 teachers attended the program from Chaiduar College and other nearby Colleges. The program was coordinated by Dr. Bhushita Patowari and Dr. Swapnarani Bora from TLC, TU and from Chaiduar College, Dr. Arindam Sarma was local coordinator.

This program was funded by TLC, TU under PMMMNMTT Scheme.

Day – 1:

The program was started with a short inaugural speech by Dr. A.K. Ozah, Principal, Chaiduar College who emphasized on the significance of such training, as ICT has become an integral part of higher education. He expressed his gratitude to TLC for supporting colleges' proposal to conduct the program.

The first two technical sessions were conducted by Prof. Nityananda Sarma, Professor, Department of Computer Science and Engineering, Tezpur University. His topic was "Use of ICT in Managing Different Components of Teaching Learning". In this session, Prof. Sarma reflected on the changing paradigm of teaching and learning in today's world. He said that walking into a classroom today is very different from walking into a classroom ten years ago. The advances in educational technology have created drastic changes in the teaching-learning process. Students today have easy access to information and thereby it is necessary to guide them in choosing and using this information in a proper way.

He defined ICT as the technology that is used to create, convey, manipulate and store data by electronic means. He said that ICT can help in teaching and learning in various ways. It allows students to have more control over their own learning. It makes them actively engage in the teaching learning process. It helps the teachers to guide more and teach less and to identify the 'at risk' students. He showed with a chart how the use of online delivery has increased in today's education system. Unlike the traditional system where the content is delivered face to face, in Blended Education both face to face delivery and online content is used, whereas in online courses like MOOCS almost all the content is delivered online.

Use of ICT has changed the role of both teachers and learners. From a transmitter of knowledge, the teacher has changed into a guide and a facilitator of knowledge, whereas the learner has changed from passive to an active learner and from a dependent learner to an autonomous one. They become the producer of knowledge and have learnt to think, create, communicate and collaborate. Prof. Sarma informed the class about different ICT tools that can be used for effective classroom management. He also emphasized on the significance of Screencasting as tool for education.

Post lunch sessions were carried out by Mr. Prayash Baruah, Assistant Professor, Department of Business Administration, TU along with Dr. Bhushita Patowari, Research Associate, TLC, TU. Hands on training were given on how to use Google Classroom for classroom management. They demonstrated and guided the participants through every steps of Google Classroom. From creating a classroom, joining classroom, how students can be added or removed, how assignments are created and shared, and how feedback is given in classroom. They also answered different queries related to google classroom.

The fourth session was conducted on creating video modules using Screencasting tools. In this session the history and use of Screencasting, its implications for innovative teaching practices like Blended Learning and Flipped Classroom were discussed. After surveying the competency of participants in using computer, Screencasting method was demonstrated starting from installation to use of Screencasting software. It has been mentioned about several software but for demonstrative purpose "Screencast-O-matic" has been used. The participants were asked to practice the entire process of Screencasting in the classroom. Finally, participants were assigned to create one short video module on topic of their choice

using Screencasting tool. The participants were given time until 06th of September, 2019 which was the second day of the workshop.

Day – 2:

Day 2 was designated for presentation and evaluation of the video modules. A majority of participants were able to create short video modules using Screencasting tools. TLC representatives Dr. Swapnarani Bora and Dr. Bhushita Patowari evaluated the presented video. Co-participants also suggested different corrections to improve the videos.

In the post lunch session, there was a short valedictory ceremony. Prof. M. K. Sarma, Director, TLC delivered a valedictory speech. Prof. Sarma described briefly about the purpose of the ICT workshop and implications for ICT in education. He lauded the participants who were able to create short video modules after this training. Prof. Sarma thanked Chaiduar College for supporting the endeavor of TLC. Dr. Arindam Sarma, local coordinator, Chaiduar College, has been instrumental in motivating teachers from nearby colleges to join this training. The program ends after distribution of certificates to the successful participants.

3.9 TWO-DAY WORKSHOP ON ICT IN MANAGEMENT OF EDUCATION

In Tezpur College, Tezpur, Assam

Teaching Learning Centre, Tezpur University in collaboration with Tezpur College, Tezpur organized a Two-Day Workshop on ICT in Management of Education on September 12, 2019 and September 17, 2019. This was part of a series of TLC, TU program dedicated to train the teachers in using ICT with available devices for educational purposes. The program focused on using Screencasting as tool for effective teaching. On day one, trainees were given hands on training on using Screencasting software. Then they were assigned to create one video module using Screencasting method. Trainees got five days to practice at home during which period TLC staffs assisted them over phone and other medium whenever required. On the second day of the program, the trainees presented the Screencasting video which was then evaluated by TLC representative and other co-participants. Around 74 teachers attended the program from Tezpur College and other nearby colleges. The program was coordinated by Ikbal Ahmed and Dr. Swapnarani Bora from TLC, TU and from Tezpur College, Dr. Pradip Mahanta and Mr. Dhanjit Pathak were local coordinators.

This program was funded by TLC, TU under PMMMNMTT Scheme.



Day-1 The program was started with a short inaugural speech by Dr. Jyoti Kamal Hazarika, Principal, Tezpur College who emphasized on the significance of such training, as ICT has become an integral part of higher education. He expressed his gratitude to TLC for supporting colleges' proposal to conduct the program.

The first technical session was conducted by Prof. Nityananda Sarma, Professor, Department of Computer Science and Engineering, Tezpur University. His topic was "Use of ICT in Managing Different Components of Teaching Learning". In this session, Prof. Sarma

reflected on the changing paradigm of teaching and learning in today's world. He said that walking into a classroom today is very different from walking into a classroom ten years ago. The advances in educational technology have created drastic changes in the teaching-learning process. Students today have easy access to information and thereby it is necessary to guide them in choosing and using this information in a proper way.

He defined ICT as the technology that is used to create, convey, manipulate and store data by electronic means. He said that ICT can help in teaching and learning in various ways. It allows students to have more control over their own learning. It makes them actively engage in the teaching learning process. It helps the teachers to guide more and teach less and to identify the 'at risk' students. He showed with a chart how the use of online delivery has increased in today's education system. Unlike the traditional system where the content is delivered face to face, in Blended Education both face to face delivery and online content is used, whereas in online courses like MOOCs almost all the content is delivered online.



Use of ICT has changed the role of both teachers and learners. From a transmitter of knowledge, the teacher has changed into a guide and a facilitator of knowledge, whereas the learner has changed from passive to an active learner and from a dependent learner to an autonomous one. They become the producer of knowledge and have learnt to think, create, communicate and collaborate. Prof. Sarma informed the class about different ICT tools that can be used for effective classroom management. He also emphasized on the significance of Screencasting as tool for education.

The second session was carried out by Dr. Swapna Bora, Assistant Professor, TLC, TU. Dr. Bora gave hands on training on how to use Google Classroom for classroom management. She demonstrated and guided the participants through every steps of Google Classroom. From creating a classroom, joining classroom, how students can be added or removed, how assignments are created and shared, and how feedback is given in classroom. She also answered different queries related google classroom.

The third session was conducted on creating video modules using Screencasting tools by Ikbal Ahmed, Assistant Professor, TLC, TU. Mr. Ahmed discussed briefly about the history and use of Screencasting, its implications for innovative teaching practices like Blended Learning and Flipped Classroom. After surveying the competency of participants in using computer, Mr. Ahmed demonstrated Screencasting method starting from installation to use of Screencasting software. He mentioned about several softwares but for demonstrative purpose used "Screencast-O-matic".

The fourth session was dedicated to hands on experiences of creating video modules using the screencasting softwares. Both the in-house faculty from TLC, TU took part in the practice session by the participants. Participants were asked to practice the entire process of Screencasting in the classroom.

Finally, participants were assigned to create one short video module on topic of their choice using Screencasting tool. The participants were given time until 30th of May 2019 which was the second day of the workshop.

Day-2

Day 2 was designated for presentation and evaluation of the video modules. A majority of participants were able create short video modules using Screencasting tools. TLC representative Dr. Swapnarani Bora and Dr. Anjuman Bora, Assistant Professor, Dept. of Mass Communication and Journalism, Tezpur University evaluated the presented video. Dr. Anjuman Bora gave valuable suggestions and necessary modifications to each participant after their presentations. Co-participants also suggested different corrections to improve the videos.

In the post lunch session, there was a short valedictory ceremony. Prof. M. K. Sarma, Director, TLC delivered a valedictory speech. Prof. Sarma described briefly about the purpose of the ICT workshop and implications for ICT in education. He lauded the participants who were able to create short video modules after this training. Prof. Sarma thanked Tezpur College for supporting the endeavor of TLC. Dr. Hazarika, the Principal, Tezpur College, has been instrumental in motivating teachers from nearby colleges to join this training. The program ends after distribution of certificates to the successful participants.



The participants of the workshop along with Principal, Tezpur College, Director, TLC and Coordinators from TLC and Tezpur College.

3.10 WEEKLONG WORKSHOP ON ASSESSMENT AND EVALUATION at TLC, TU

Teaching Learning Centre (TLC), Tezpur University organized a weeklong Workshop on Assessment and Evaluation during **16 and 21 September, 2019**. The program organized by TLC was under the PMMMNMTT Scheme, Ministry of Human Resource Development, Govt. of India. The objectives of the workshop were to focus on developing competencies related to different types of assessment, outcome based assessment, developing tools for assessment, outcome based assessment, question paper setting, evaluation of answer scripts etc.

The workshop, after notified in the university website, got a huge number of applicants but finally 18 faculty members of Universities, Colleges and Institutes of higher education from Assam and Arunachal Pradesh joined in the training program. There were total 9 eminent resource persons who have expertise in the fields of teaching learning evaluation and assessment processes.

Day 1: 16/09/2019

The first session of the workshop was orientation for the participants and it was deliberated by Prof. M. K. Sarma, Director, Teaching Learning Centre, Tezpur University. The main objectives of the Mission for which the centre came into exist as well as of the objectives and need



behind the training programmes like Assessment and Evaluation in teaching learning processes were stated by him. It was followed by the introduction of the participants and there they expressed their expectations from this workshop.

The next session on “Outcome-based Assessment and Evaluation” was conducted by Prof. D. K. Bhattacharyya, Department of CSE & Dean, Academic Affairs, Tezpur University. In this session he discusses about the need of Assessment for



continuous evaluation and improvement, quality management, accreditation/external evaluation criteria, competition, industry push and above all learning needs. Outcome-Driven Assessment process focuses on the measurement of change (outcome) that has taken place based on strategies and actions implemented in the pursuit of achieving a pre-determined objective. Its results are used in the support of future change and improvement. Assessment is required because the process of assessment is active, collaborative, dynamic, integrative, learner-centered, objective-driven and systemic. He also discusses about assessment design and application of Bloom's Taxonomy in assessment.

The following sessions were conducted by Professor Khanindra Pathak, Professor, Department of Mining Engineering, IIT Kharagpur & Independent Director, Coal India Limited and he dealt with outcome based assessment, teaching practice inventory, teacher evaluation along with practical activities related to assessment and evaluation of teaching and teachers' self-assessment. The discussions were continued in the next day also for two sessions.

Day 2: 17/09/19

In the first two sessions Prof. Pathak discussed the following:

- i) Professional learning and administration observation in the institute
- ii) Reformed Teaching and Teaching Performance Assessment
- iii) Teaching supportive observation
- iv) Use of Teaching Practice Inventory – A new method for measuring teaching effectiveness
- v) Self-Assessment of Teaching Practices and Beliefs
- vi) The changing context and changing understanding of effective teaching

Post-lunch sessions were taken by Prof. P. K. Acharya, Department of Education, Rajiv Gandhi University, Arunachal Pradesh on Test Standardization & Assessment in Affective and Psychomotor Domain. Educational objectives are not only the goals towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the instruction and use of evaluation technique. The taxonomy of

Educational objectives is divided into three major areas: Cognitive Domain, Affective Domain, Psychomotor Domain. Cognitive Domain is concerned with knowledge outcomes, intellectual abilities and skills. It includes activities such as remembering and recalling, thinking, problem solving and creativity etc. Affective domain includes the objectives which describes the change in attitude, interest, appreciation and mode of adjustment. Psychomotor domain includes objectives related to perceptual and motor skill areas. It requires a higher order of thinking ability and doing. It deals with areas involving varied types of muscular skills and coordination. These activities are related to practical skills and habits.

Prof. Acharya conducted the next session on Test Standardization where he good tests do not happen. Test construction is largely an art rather than a science. This is the most important and the hardest task of teachers/researchers. The tests prepared by untrained and inexperienced teachers usually produce unsatisfactory results. This is because of the fact that the well-established and valid principles of test construction are either unknown or ignored by them. As teachers need to evaluate the pupil's performance, frequently they are required to be proficient in constructing tests. Therefore, for judging the quality of a good test of evaluation, the test constructor should understand whether the following criteria have been fulfilled in the test or not. They are – Validity, Reliability, Objectivity and Usability / Practicability of the test.

Day 3: 18/09/2019

Dr. Chinta Mani Sharma, Principal, Biswanath College conducted the first session on Under-Graduate Choice Based Credit System: A New Approach in Place of Existing Credit Based Semester System(CBSS). This system Accelerates the teaching-learning process by

- i) Enabling vertical and horizontal mobility in learning
- ii) Allowing flexibility in curriculum design
- iii) Offering choice of courses from another discipline that is of interest to the student



- iv) Allows students to gain additional skills
- v) Creates an interdisciplinary perspective
- vi) Teacher Centric to learner centric

He discusses about the nomenclature of undergraduate CBCS Courses that has core, elective and ability enhancement courses. In his discussion he spoke about the structure and credit requirements, credit allocation, evaluation and assessment in undergraduate curriculum that has already been run in colleges under Gauhati University.

Second session was taken by Dr. Tridib Ranjan Sarma, Associate Professor, Dept. of Business Admin., TU on “Issues involved in A and E: Marking vs. Grading”. Dr. Sarma discussed and explained different issues involved in assessment and Evaluation w.r.t. marking and grading. He also explained grading system which is currently adopted in all UG PG courses.

Post-lunch session was taken by Dr. DJ Choudhury, COE, Gauhati University on Setting Question Papers & Evaluation of Answer Scripts. In this session Dr. Choudhury discussed about different criterion for question paper setting at both the UG and PG level. Along with that answer script evaluation methods have also been discussed in the session.

Last session was an activity session where participants set model question paper in their respective disciplines.

Day 4: 19/09/2019

In the first session Online Test Construction & Evaluation has been taken by Dr. Swapnarani Bora, Assistant Professor, TLC, TU. In that session hands on training has been given how online test can be taken with the help of Google classroom and Google Form.



Second session was an activity session where participants reviewed model question paper which had been prepared earlier activity class of the program.

Post-lunch sessions were taken by Prof. Kandarpa K Deka, VC, MSSV, Nagaon on “Purpose of Assessment and Evaluation” and “Types of Assessment”. Prof. Deka discussed about concept of assessment and evaluation along with literacy and education. The speaker also elaborated about Purposes of Assessment and Evaluation as: (A) Students & Parents point of view, (B) Teachers & administration’s point of view (C) Higher authorities point of view.

Day 5: 20/09/2019

First session was taken by Prof. S. K. Sinha, Dean, School of Engineering, TU on MOOCs on SWAYAM: Challenges for Evaluation. INTERNET is an admixture of computation and communication with a technological blend. It not only speeds up but also contributes to perfection in the skill of communication. The four inseparable quadrants of teaching-learning process are Same Time, Same Place – Classroom teaching. Any Time Same Place- Tutorial home multiple batches Same Time



Any Place-video conferencing, Television Any Time Any Place-Digital Learning, Swayam & moocs World Wide Web (www) is one of the most popular service on internet, it is a network of pages containing hypermedia information which was 1st introduced by Timoth Bernes Lee in March 1989. The concept of SWAYAM (<http://swayam.gov.in>) has introduce by hon’ble prime minister Narendra Modi.Swayam (Study web of active learning for young aspiring minds) is a online course covers from high school to higher education and skill sector course. MOOCs (Massive open online course) is a vertical of swayam. MOOCs provides high quality interactive e-content that benefiting



lifelong learners, students, researcher anytime anywhere for acquiring knowledge.

Second session was taken by Prof. Chandana Goswami, Dept. of Business Admin., TU on National Education Policy and Highlights on Assessment. In the session

Prof. Goswami summarized different new aspect of the education policy which will going to stated very soon in all academic courses.

Third session was taken by Dr. Tridib Ranjan Sarma, Associate Professor, Dept. of Business Admin., TU on ICT in Assessment & Evaluation. In the session the speaker demonstrated various ICT tools that can be used in classroom assessment and evaluation. Use of ICT in evaluation is very effective now a day.

Last session was an activity session where participants presented the review report of the model question paper which they had set in previous activity class of the program.

Day 6: 21/09/2019

In the last day of the program, participants gave their valuable feedback and suggestions and the workshop successfully ended with the valedictory speech from Prof. P. K. Das, Chairperson, TLC Advisory Committee and Prof. Mrinmoy K. Sarma, Director, TLC.



Group photo

3.11. WORKSHOP ON DISCIPLINE SPECIFIC CURRICULUM CONSTRUCTION FOR PROFESSIONAL DEVELOPMENT at TLC, TU

Teaching Learning Centre, Tezpur University organized a one-day workshop on discipline specific curriculum construction for professional development program on 26 September, 2019. Curriculum Development is one of the essential parts of education. Teachers are often engaged in curriculum development for students. However, teachers also need to incorporate the changes in their field for the continuous professional development. While discipline specific development should be incorporated, we can't also ignore the tools and techniques as well and latest technology introduced in the different disciplines. A general or universal training may not be fruitful in this regards. Therefore, we need discipline specific training program. Hence, TLC has drawn a 3-Stage plan

Stage 1: A One-Day workshop is conducted on Curriculum Construction for discipline specific Professional Development Program(PDP). An eminent expert will deliver on the nuances of curriculum development followed by discussion with the participants. The participants will be nominated/deputed by HODs to represent their particular departments. After the training, the participants will be able to develop curriculum for PDP. This one-day workshop falls under Stage-1.

Stage 2: In this stage the participants will consult the faculty members from their respective departments to construct a curriculum for PDP. If necessary faculty members from other institution may also be consulted. A semi-formal meeting-cum workshop can be organized by the interested departments at TLC premises. The department will finalize the curriculum and submit it to TLC for implementation

Stage 3: The submitted curricula will be implemented in the form of weeklong professional development programs for the benefit of the specific departments. Faculty members of the similar/allied discipline from other institutions will also be invited for the training. Depending on the feedback of the participants, the curricula will be updated and finalized.

TLC plans to organize the weeklong professional development programs in a phase wise manner. Up to 4 workshops will be conducted per financial quarters in collaboration with concerned

departments of Tezpur University. All such programs will be fully supported and funded by TLC, TU under PMMMNMTT Scheme of MHRD, GOI.

Stage-1 has been completed on 26/9/19. Professor Shyam B. Menon, curriculum expert, Professor in the Central Institute of Education, Delhi University and former Vice-chancellor of Ambedkar University was invited as the resource person of the day long workshop. Twenty-six faculty members from 15 departments/centers were nominated by their respective HoDs to participate in the workshop. Professor Shyam Menon delivered throughout the day



on different aspects of curriculum development and professional development programs. There were altogether four sessions. There were discussions and interactions with participants in every session.

The resource person started with a note on professional development in higher education and then delivered briefly on the development of higher education sector in India. Later on the resource person discussed the following points on curriculum development: Curriculum as an Assemblage of Purposively Chosen Elements that constitute a Comprehensive Learning Environment, Curriculum as an Assemblage of Elements Purposively Chosen, difference between Explicit Curriculum and Hidden Curriculum. He emphasized that a. Curriculum should focus on What Is and What Should be retained and assimilated b. Every element of the curriculum should justify its

purpose for contributing to the realization of the larger curricular goals c. Curriculum Development is an Exercise of Rejection than Selection of Elements.

Regarding discipline specific curriculum, the speaker noted that it should include a. Emerging Frontiers, b. New Approaches, Tools, c. Methods of Research d. Specific Issues related to curriculum development e. Learning of the Discipline f. Pedagogic Possibilities and g. New Approaches to Assessment and Evaluation.

The resource was taking feedback from participants in a regular basis. The participants were able to learn different aspects professional development, curriculum development and discipline specific curriculum development. There were extensive discussions with the participants



The workshop was concluded with a brief valedictory ceremony presided over by Prof. P. K. Das, Chairperson, TLC Advisory Committee and Director-in-Charge, TLC. Oral feedback was taken from participants. The program ended with singing of national anthem.



3.12 One week workshop on Analytical Techniques in Chemical Sciences

UGC-SAP(DRS-II) and Tezpur University sponsored One week workshop on **Analytical Techniques in Chemical Sciences** was organized by the Department of Chemical Sciences in association with the Teaching Learning Centre, Tezpur University during 20-25 January, 2020. The venue of the workshop was Dr. Rahdikaram Dhekial Phookan Seminar Hall, Department of Chemical Sciences, and the Class Room 1, Teaching Learning Centre, Tezpur University

The inaugural programme of the week-long workshop was held on January 20, from 9.30 am, in the Dr. Rahdikaram Dhekial Phookan Seminar Hall of the Department of Chemical Sciences. In the inaugural programme welcome address was given by Professor Ruli Borah, Head, and Department of Chemical Sciences. Dr. Panchanan Puzari, Co-convener of the workshop had described the aim of the workshop. Professor V. K. Jain, Honorable Vice-Chancellor of Tezpur University had addressed the participants and elaborated the importance of this type of workshop for students, research scholars, and faculties. The gathering was also addressed by Professor B. Viswanathan, former Professor of Chemistry, IIT Madras and Professor R. C. Deka, Dean SoS.

There were total 63 participants in the workshop and 12 resource persons who have delivered the technical lectures.

Resource persons were Professor B. Viswanathan, retired Professor of IIT Madras, Dr. Sasanka Deka, Department of Chemistry, University of Delhi, **Dr. Bikash Baishya**, CBMR, Lucknow, India , **Dr. Brijesh Kumar**, CDRI, Lucknow , **Dr. Vedavati G. Puranik**, Ex. Sr. Principal Scientist, National Chemical Laboratory, Pune, **Dr. Perumal Alagarsamy**, Department of Physics, IITG, **Professor P. Goswami**, Department of Biosciences and Bioengineering, IIT Guwahati , **Professor P. Nath** Department of Physics, Tezpur University, **Professor R. C. Deka** Department of Chemical Sciences, Tezpur University, **Professor A. J. Thakur** Department of Chemical Sciences, Tezpur University and **Professor**

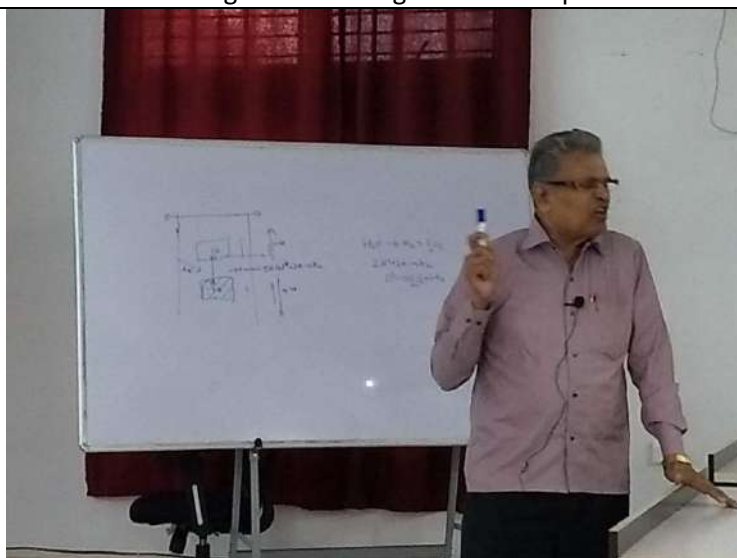
N. Karak Department of Chemical Sciences, Tezpur University and Dr.Poonam Misra, Department of Food Engineering and Technology, Tezpur University .

Valedictory function of the workshop was organized on 25th January, 2020 and was chaired by Professor Ruli Borah, Head, Department of Chemical Sciences. In the valedictory function participants expressed their feedback and experiences on the workshop. They also expressed their gratitude to the organizers for organizing this type of workshop. The workshop was concluded with the vote of thanks from Dr. Utpal Bora, Convener of the Workshop.

Glipmses of the workshop



Innugration during the workshop



Professor B. Viswanathan during the workshop



Professor B. Viswanathan interacting with the students during the workshop



Dr. B. Kumar was felicitate by Professor Ruli Borah during the workshop



Professor P. Goswami during the workshop



Dr. S. Deka during the workshop



Praticipants during the workshop



Dr. B. Baishya during the workshop

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