

**Report on**  
**Weeklong Workshop on Assessment and Evaluation**  
**(September 16 - 21, 2019)**  
*Organized by*  
**Teaching Learning Centre**  
**(Under PMMMNMTT Scheme, MHRD)**  
**Tezpur University**

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