राष्ट्रीय परीक्षण सेवा-भारत

NATIONAL TESTING SERVICE-INDIA

कार्यक्रम प्रतिवेदन प्रारूप

PROGRAMME REPORT PROFORMA

1. कार्यक्रमस्य शीर्षकम् / Title of the programme	**Three-day Training cum Workshop on Testing and Evaluation and Item Writing Practice" in Santali language in the light of NEP 2020**
2. दिनाङ्कः / Date	**12/10/2026 to 14/10/2026**
3. स्थानम् / Place	Sadhu Ramchand Murmu University, Jhargram, West Bengal
4. प्रणाली / Mode	Face to face offline mode
5. प्रतिभागिनां संख्या / Number of the Participants a. विद्यालय-महाविद्यालय- विश्वविद्यालयाननाम् अध्यापकाः / School / College / University Teachers b. शोधार्थिनः / Research Scholars c. स्नातकोत्तर-छात्राः / Postgraduate Students संहत्य /Total	**68 have Deputed** **68 have participated** **68 participants actively participated** All the participants are Government school teachers from different districts of West Bengal who were deputed by their respective District Education authorities. The programme was conducted at the Auditorium of the Sadhu Ramchand Murmu University, Jhargram, West Bengal, West Bengal
6. बाह्य-विषय-विशेषज्ञानां नामानि तथा पदानि / Name and Designation of External Subject Experts	**External Experts:** 1. Dr Laxmiram Gope Assistant Professor, Department of Education, Sidho Kanho Birsha University, Purulia, West Bengal 2. Dr.Palton Murmu Assistant Professor in Santali Sidho-Kanho-Birsha University, Purulia 3. Sri Somnath Singh PGT Teacher Barida Anchalik S.C. High School 4. Dr. Dripta Piplai (Mondal) Assistant Professor Department of Humanities and Social Sciences IIT Kharagpur 5. Bornini Lahiri Assistant Professor Department of Humanities and Social Sciences, IIT Kharagpur 6. Dr. Sripati Tudu Assistant Professor in Santali Sidho-Kanho-Birsha University, Purulia **Internal Experts:** Dr. Buddhadev Biswas (J.R.P, NTS-I)

7. कार्यक्रमे चर्चिताः विषयाः / Topics Covered During the Discussion	1. Inclusive and Context-Sensitive Assessment: Using Local Culture and Indian Knowledge Traditions in Santali Assessment. 2. Learning Outcomes, Taxonomy of Educational Objectives and Competency-Based Assessment 3. Language Education under NEP 2020 and NCF 2023: Implications for Santali Teaching and Assessment 4. Basic Concepts of Testing and Evaluation 5. Competency-Based Assessment of Listening, Speaking, Reading and Writing Skills 6. Evaluation and Assessment of Teacher 7. Responsible Use of Artificial Intelligence in Language Assessment and Scoring Rubrics 8. Preparation of Specifications and Blueprint for a Santali Language Test and Principles of Item Writing: Objective, Constructed-Response and Literature-Based Questions.
8. कार्यक्रमेण एनईपी-२०२० उद्देश्यानां पूर्तौ साहाय्यं कृतं किम्? विवरणं ददातु। / Did the programme assist in fulfilling the objectives of NEP-2020? Provide details.	Yes. This training-cum-workshop fulfils the NEP-2020 point in Chapter 5.15 … "Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions". This programme has been conducted to create motivated, energized and capable faculty as determined by the NEP-2020
9. निर्मितानां प्रश्नपदानां संख्या / No. of Question Items Prepared	The participating teachers underwent a 90-minute training session and were subsequently instructed to prepare and input 50 questions each. So far, The teachers are continuing to prepare and input the remaining questions as instructed.
10. प्रतिभागिभ्यः प्रशिक्षणसामग्री प्रदत्ता किम्? विवरणं ददातु। / Was the training material provided to the participants? Provide details.	Yes**. Shared PPT of below Topics with participants:** 1. Inclusive and Context-Sensitive Assessment: Using Local Culture and Indian Knowledge Traditions in Santali Assessment. 2. Learning Outcomes, Taxonomy of Educational Objectives and Competency-Based Assessment 3. Language Education under NEP 2020 and NCF 2023: Implications for Santali Teaching and Assessment 4. Basic Concepts of Testing and Evaluation 5. Competency-Based Assessment of Listening, Speaking, Reading and Writing Skills 6. Evaluation and Assessment of Teacher 7. Responsible Use of Artificial Intelligence in Language Assessment and Scoring Rubrics 8. Preparation of Specifications and Blueprint for a Santali Language Test and Principles of Item Writing: Objective, Constructed-Response and Literature-Based Questions.
11. प्रशिक्षणस्य माध्यमम् / Medium of Instruction	Santali, Bengali, Hindi and English
12. कार्यक्रमस्य संक्षिप्तविवरणं माध्यमेषु प्रसारितम् आसीत् किम्? विवरणं ददातु। / Was the briefing of the programme circulated in media? Provide details.	Yes, the announcement of the program was uploaded on the NTS-I official website and its social media platforms such as WhatsApp, Facebook, LinkedIn, etc. In addition, the inaugural session of the workshop was posted on the official

	websites and social media platforms (WhatsApp, Facebook, LinkedIn, etc.) of NTS-I and SCERT Kolkata.

13. कार्यक्रमस्य सारांशः (प्रादेशिकभाषया तथा आङ्ग्लभाषया) / Summary of the Programme (in Regional Language and English)

Regional Language (Santali)

ᱧᱟᱨᱧᱮᱱᱯ ᱱᱟᱨᱦᱟᱨᱤᱜ ᱞᱮᱱᱟᱣᱟᱥᱟᱠ–ᱡᱮᱣᱟᱨᱮᱱ (NTS-I), ᱧᱟᱨᱦᱤᱱᱟᱱᱯ ᱡᱮᱞᱦᱟᱨᱦᱟᱨᱮᱪᱦ ᱚᱞᱟ ᱡᱮᱣᱟᱨᱮᱱᱮ ᱯᱨᱤᱜᱵᱪᱨᱮᱥᱟᱨᱮ (CIIL), ᱡᱮᱱᱮᱨᱮᱪᱟᱵ ᱞᱮᱱᱣᱟᱱ ᱵᱟᱵᱮ NEP ᱮ᱐ᱮ᱐ ᱯᱨᱮᱵᱟᱱᱚᱱ ᱞᱮᱱᱮᱚᱱᱡᱟ ᱞᱮᱱ.ᱭᱟ ᱚᱱ “ᱣᱟᱮᱡᱟᱣ ᱱᱟ ᱣᱵᱯᱨᱮᱱ.ᱵᱟᱮ ᱱᱟ ᱱᱨᱦᱨᱩ ᱚᱯ ᱭᱨᱮᱱᱜ ᱡᱨᱮᱵᱟᱱ” (Testing and Evaluation and Item Writing Practice) ᱥᱨᱚᱱᱮ ᱭᱨ ᱞᱮ ᱡᱮᱱᱣᱟᱱ· ᱭᱨᱮᱱᱜ ᱱᱭᱮᱡᱟᱨᱤᱜ-ᱵᱟᱱᱩ-ᱵᱟᱱ.ᱡᱟᱨᱮᱱᱡᱟᱱ (Training-cum-Workshop) ᱯᱮ ᱚᱵᱦᱚᱣᱚᱭ ᱮ᱐ᱮᱯ ᱵᱟᱵᱮ ᱯᱶ ᱚᱵᱦᱚᱣᱚᱭ ᱮ᱐ᱮᱯ ᱜᱟᱱ.ᱣᱟᱞ ᱧᱟᱜᱟᱣᱵ ᱭᱟᱱᱡᱟᱱ·ᱜᱮ ᱡᱵᱭᱡᱵ ᱰᱨᱭᱨᱚ ᱣᱟᱭᱜᱟᱱ.ᱜᱟᱱᱛ, ᱰᱟᱜᱟᱱᱛᱜᱭᱟᱱ, ᱞᱚᱥᱟᱨᱛᱟᱱ ᱣᱟᱱᱩᱯᱟᱱ ᱭᱨ ᱧᱟᱞᱛᱟᱱᱮ ᱯᱨᱮᱟᱱ ।

ᱮᱚᱮᱡᱟ ᱵᱟ.ᱡᱟᱣᱚᱭᱭᱟ ᱜᱚ ᱧᱨᱯᱨᱜᱟᱨᱮᱟ. ᱡᱟᱞᱥᱨᱚ ᱵᱚᱮᱡᱟᱱᱜ ᱱᱨᱦᱟᱨᱩ, ᱡᱨᱰᱟᱭᱭᱟᱣᱨᱮᱟ, ᱥᱨᱮᱥᱨᱮᱣᱨᱮᱟ, ᱣᱮᱥᱚᱱᱛᱟᱱ ᱣᱮᱥᱚᱱᱛᱟᱱᱮ ᱥᱨᱮᱥᱨᱮᱣᱨᱮᱟ (ᱣᱵᱯᱨᱮᱱ·ᱵᱟᱮ), ᱜᱟᱱᱛᱨ-ᱚᱱᱜᱟᱱᱭᱟᱣ ᱥᱨᱮᱥᱨᱮᱣᱨᱮᱟ (competency-based assessment), ᱥᱨᱜᱟᱵᱜ ᱭᱨᱮᱱᱜ ᱚᱭᱞᱚᱵ (learning outcomes), ᱵᱟᱵᱚᱞᱛ ᱣᱨᱮᱟᱱᱮᱡ (item writing) ᱱᱟ ᱞᱮᱱ.ᱭᱟ ᱣᱟᱮᱡᱟᱣ ᱭᱨ ᱱᱟᱱᱟᱞᱤᱣᱟᱞᱟᱨᱮᱟᱱᱮᱞ ᱡᱮᱱᱟᱨᱮᱞᱟᱞᱤᱥᱨᱮᱥ (AI) ᱭᱨᱮᱱᱜ ᱜᱟᱱ.ᱨᱣᱟᱜᱟᱱᱭᱟᱱᱮ ᱣᱨᱮᱣᱟᱜᱟᱱᱭ ᱣᱟᱱᱣᱚᱣ ᱣᱚᱞᱟᱜᱟᱱ.ᱡ ᱱᱟ ᱣᱨᱮᱣᱟᱜᱟᱱᱭᱟᱲ ᱣᱚᱮᱜᱟᱱ.ᱭ ᱚᱮᱮᱜᱟᱱ.ᱡ ᱯᱟ.ᱜᱟᱜ ᱧᱟᱱᱛᱟᱱᱡ ᱣᱚᱨ ᱯᱨᱮᱟᱱ । ᱮᱚᱮᱡᱟ ᱵᱟ.ᱡᱟᱣᱧᱟᱱᱛᱟᱱ ᱭᱨ ᱧᱟᱱᱮᱚᱱᱛᱟᱱ ᱣᱟᱱ.ᱨᱟᱣ ᱱᱟᱜᱟᱣᱟᱱᱵᱟᱨᱮᱟ. ᱯᱟᱱᱵᱩᱱᱟ ᱱᱟ ᱣᱟᱜᱟᱱᱭᱚᱣᱨᱮᱚ ᱜᱨᱮᱟᱱᱮ ᱰᱟᱱᱭᱟᱱᱣᱰᱟᱭᱟᱱ (Indian Knowledge Traditions) ᱧᱨᱯᱨᱜ ᱱᱟ ᱜᱚᱮᱡᱟᱱᱮ ᱧᱟᱱᱮᱚᱱᱛᱟᱱ ᱰᱟᱱ.ᱭᱟ ᱣᱟᱮᱡᱟᱣ ᱵᱚᱵᱚᱞᱛ ᱣᱨᱮᱟᱱᱮᱡ ᱥᱨᱚᱱᱮ ᱭᱨᱮᱱᱜ· ᱜᱟᱭᱨᱮᱟᱱᱮ ᱪᱩ ᱚᱚᱨ ᱯᱨᱮᱟᱱ ।

ᱚᱢᱟᱜ.ᱭ ᱢᱩᱵᱟᱨᱛᱤ (Inaugural Session)

ᱚᱢᱟᱜ.ᱭ ᱵᱟ.ᱡᱟᱣᱚᱭᱭᱟ ᱜᱚ ᱯᱮ ᱚᱵᱦᱚᱣᱚᱭ ᱮ᱐ᱮᱯ ᱡᱟᱯᱚᱜ ᱧᱨᱚᱱᱜ ᱯ᱐:᱐᱐ ᱱᱟᱱᱛᱟᱱᱥ ᱵᱟᱵᱮ ᱯᱯ:ᱵ᱐ ᱱᱟᱱᱛᱟᱱᱥ ᱜᱟᱱ.ᱣᱟᱞ ᱚᱚᱨ ᱯᱨᱮᱟᱱ । ᱵᱟ.ᱡᱟᱣᱚᱭᱭᱟ ᱜᱚ ᱧᱨᱯᱨᱜᱟᱨᱮᱟ. ᱵᱚᱮᱡᱟᱱᱜ ᱫᱚᱦᱚᱪ ᱮᱚᱮᱡᱟ (registration) ᱚᱱᱨᱚᱦ ᱚᱢᱟᱜ.ᱭ ᱢᱩᱵᱟᱨᱛᱤ ᱧᱟᱱᱭ ᱪᱚᱮᱣᱚᱣ ᱯᱨᱮᱟᱱ । ᱮᱚᱮᱡᱟ ᱢᱩᱵᱟᱨᱛᱤ ᱭᱨ ᱮᱨᱧᱮᱱᱯ ᱱᱟᱨᱦᱟᱨᱤᱜ ᱞᱮᱱᱟᱣᱟᱥᱟᱠ–ᱡᱮᱣᱟᱨᱮᱱ (NTS-I) ᱱᱟ ᱧᱨᱮᱱᱟᱱᱯ ᱡᱮᱞᱦᱟᱨᱦᱟᱨᱮᱪᱦ ᱚᱞᱟ ᱡᱮᱣᱟᱨᱮᱱᱮ ᱯᱨᱮᱜᱵᱪᱨᱮᱥᱟᱨᱮ (CIIL) ᱭᱨᱮᱱᱜ ᱪᱞᱭᱪᱦ ᱧᱟᱱᱭᱚᱲ ᱵᱟ.ᱡᱟᱣᱚᱭᱭᱟ ᱭᱨᱮᱱᱜ ᱡᱵᱭ ᱱᱟ ᱵᱟ.ᱡᱟ ᱵᱚ ᱧᱚᱜᱚᱭ ᱯᱨᱮᱟᱱ ।

ᱰᱟᱜᱟᱱᱛᱜᱭᱟᱱ ᱣᱚᱮᱜᱟᱱ ᱧᱚᱵᱚᱱᱭ ᱭᱨᱮ ᱧᱚᱵᱚᱯ ᱧᱟᱵᱚᱮᱱ.ᱚ (ᱣᱮᱧᱟᱵ) ᱭᱨᱮ ᱣᱮᱰᱪᱦᱣᱟ ᱣᱚᱱᱨᱭᱮᱵᱦᱚᱱᱚᱭ ᱱᱟ ᱬᱮᱧᱟ ᱣᱮᱥᱜᱚᱯᱚᱵᱦᱚᱱᱚᱭ ᱱᱟᱨᱦᱟᱨᱤᱜ ᱞᱮᱱᱟᱣᱟᱥᱟᱠ ᱭᱨᱮ ᱚᱰᱤᱥᱟ ᱱᱟᱣᱭᱜᱚᱯ ᱡᱚᱱᱮᱮᱱᱰᱟᱭ ᱱᱟᱱᱮᱮᱱᱰᱟᱭ ᱜᱟᱱᱛᱨ ᱜᱟᱱ.ᱣᱟᱞ ᱚᱚᱨ ᱯᱨᱮᱟᱱ । ᱵᱟᱮᱡᱟ ᱜᱚ ᱮᱧᱮᱵᱮᱱᱰᱟᱭ ᱱᱟ ᱭᱨᱮᱱᱜ ᱯᱟ.ᱵᱚᱵᱟ ᱥᱨᱚᱱᱮ ᱭᱨ ᱡᱟᱭᱟ ᱮ ᱪᱩ ᱵᱮᱜᱚ ᱱᱟ ᱞᱮᱱᱮᱚᱱᱛᱟᱱ ᱪᱩ ᱭᱨᱮᱱᱜ ᱵᱟᱵᱚᱞᱚᱵᱚᱪ ᱮ ᱞᱮᱱᱟᱣᱟᱱᱡ ᱵᱮᱜᱚ ᱯᱨᱮᱟᱱ ।

websites and social media platforms (WhatsApp, Facebook, LinkedIn, etc.) of NTS-I and SCERT Kolkata.

ᱵᱟᱹᱦᱟᱜ.ᱭ ᱥᱦᱟᱹᱱᱤ ᱜᱩ ᱞᱟᱜᱤᱛᱮᱱᱟᱹᱣ ᱞᱩᱠᱩᱨᱩ ᱚᱨᱮᱡᱩᱜ.ᱮᱢᱛ ᱯᱮᱫ ᱚᱟᱜᱤᱨᱮᱞ ᱦᱤᱫᱤᱞᱩᱠᱩᱱᱭ ᱢᱮ ᱣᱮᱵᱟᱹᱭᱤᱴᱤᱜᱟ ᱦᱚᱱᱚᱟᱜ (Presidential Note) ᱚᱱ ᱥᱚᱨᱣᱮᱥ ᱯᱮᱫᱢ ᱾ ᱫᱮᱵᱭᱤ ᱥᱦᱟᱹᱱᱤ ᱯᱮ ᱡᱤ.ᱯᱮᱨᱟ ᱣᱟᱵᱟᱫᱤ.ᱚ ᱯᱮᱨᱮᱢᱮᱜ ᱮᱵᱮ ᱚᱢᱛᱮᱜᱟᱢᱭ ᱢᱮ ᱥᱤᱨᱤᱞᱩᱱᱤᱫ ᱦᱚ.ᱩᱨᱟᱣᱮᱯᱮ ᱯᱮ ᱩᱢᱤᱞᱟᱜ ᱦᱚᱱᱚᱟᱜ ᱮᱱᱟᱹᱜ ᱯᱚᱨᱚᱥᱤᱱᱟᱜ ᱯᱮᱫᱢ ᱾

ᱦᱚ.ᱩᱨᱤᱢᱛᱟᱹᱱᱤ ᱯᱮᱨᱮᱢᱮᱜ ᱯᱚ.ᱦᱚᱨᱟ ᱢᱮ ᱩᱫᱚᱜᱤᱢᱚ (Importance and Relevance) ᱚᱢᱚᱫᱚ ᱩᱜᱤᱛᱮᱜᱮᱱᱟᱹᱨ ᱟᱜᱮᱫᱚ ᱮᱵᱮ DI ᱮᱜᱚᱜᱮ ᱦᱚᱫᱚᱜ ᱦᱩᱜᱩᱢ ᱾ ᱱᱮᱨᱟ ᱜᱤ ᱮᱨᱟᱚᱱᱮᱜᱮ ᱨᱟᱦᱟᱹᱭᱮᱢ.ᱚ ᱦᱱᱩᱜᱟᱢ.ᱮ ᱨᱮᱢᱭ ᱩᱫᱚᱜᱤᱢ ᱦᱚᱨᱚᱥ ᱦᱚ.ᱩᱨᱤᱢᱛᱟᱹᱱᱤ ᱮᱨᱮᱢᱮᱜ ᱯᱚ.ᱦᱚᱨᱟ ᱢᱮ ᱜᱩᱭᱮᱞᱚᱢᱮ ᱚᱨᱮᱡᱮᱜ ᱦᱚᱱᱚᱟᱜ ᱯᱚ.ᱦᱚᱨᱮᱢᱮ ᱣᱚᱭᱮᱢ.ᱮ ᱢᱮᱞᱚᱢᱭ ᱮᱨᱮᱢᱮᱜ ᱯᱚ.ᱦᱚᱨᱟ ᱯᱩᱨᱚᱢᱮ ᱮᱫ ᱩᱫᱚ ᱫ ᱰᱩ ᱦᱩᱫᱩᱢ ᱾

ᱵᱟᱹᱦᱟᱜ.ᱭ ᱥᱦᱟᱹᱱᱤ ᱜᱩ NTS-I ᱮᱨᱮ ᱚᱱ. ᱚᱵᱩᱜᱩᱱᱩᱜᱫᱨᱚᱱᱚ ᱚᱨᱮᱡᱭᱢᱮ ᱢᱮᱜ ᱮᱢᱮᱞᱚᱢᱭ ᱦᱚᱱᱚᱟᱜ (Vote of Thanks) ᱚᱰ ᱡᱵᱟᱹᱱ.ᱩ ᱯᱮᱫᱢ, ᱞᱚᱢᱚᱱ.ᱨ ᱜᱩ ᱡᱚᱢᱮᱢᱮ ᱡᱤᱨᱤᱡᱟᱱ, ᱮᱞᱮᱜᱮᱞᱮ ᱡᱚᱢᱮᱞᱮᱜᱮ, ᱮᱢᱡᱤᱨᱟᱢᱭᱟᱨᱮᱢ. ᱢᱟᱹᱞ ᱥᱟᱹ ᱮᱨᱯᱮᱨᱩᱨᱮᱢ. ᱡᱚᱢᱮᱜ ᱚᱨᱮᱡᱩᱜ ᱦᱚᱱᱚᱟᱜᱭ ᱰ ᱩᱱᱤᱯ ᱱᱩᱜ ᱦᱚᱭᱟᱱ ᱾ ᱵᱟᱹᱦᱟᱜ.ᱭ ᱦᱚ.ᱩᱨᱟᱣᱮᱯᱮ ᱚᱱᱨᱮᱭᱩ, ᱢᱟᱹᱱ.ᱭᱦᱚ. ᱥᱦᱚᱢᱮ ᱯᱮᱦᱚᱢᱚᱰ ᱮᱨᱮᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱦᱚ ᱰᱚᱨᱚᱱᱟᱜ ᱯᱮᱫᱢ ᱾

ᱡᱟᱨᱮᱯᱟ ᱡᱟᱱᱟᱣᱟᱜ᱾ – ᱛᱮ ᱥᱦᱚᱨᱟᱣᱮᱯᱮ ᱮᱜᱮᱛ

ᱡᱟᱨᱮᱯᱟ ᱮᱨᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱯᱚ ᱚᱱ. ᱯᱚᱦᱚᱱᱩᱨᱮᱱᱟᱹᱨ ᱜᱟᱡᱤ ᱣᱟᱚᱨᱚᱰᱚᱨ “Learning Outcomes, Taxonomy of Educational Objectives and Competency-Based Assessment” ᱮᱢᱚᱱᱩ ᱫᱨᱚᱱᱚᱟᱜ ᱮᱱᱟᱹ ᱣᱟᱨᱮ ᱯᱮᱫᱢ ᱾ ᱫᱮᱵᱭᱤ ᱮᱨᱮᱵᱮ ᱮᱱᱟᱹ ᱫᱨᱚᱯᱚᱜ ᱮᱨᱮᱢᱮᱜ ᱥᱮᱞᱟᱹᱣ ᱫᱟᱨᱮᱣᱟᱱ.ᱭ, ᱮᱨᱫᱨᱮᱯ ᱞᱟᱜᱮ ᱦᱚ ᱣᱟᱱ.ᱢᱟᱹᱩ ᱥᱤᱱ ᱯᱚᱨᱚᱥᱤᱱᱟᱜ-ᱥᱚᱨᱣᱮᱥᱤᱱᱟᱹᱨᱟᱣ ᱥᱮᱨᱮᱵᱮᱱᱮᱛ ᱣᱚᱱᱟᱣᱟᱱ ᱫᱨᱚᱱᱚᱟᱜ ᱮᱱᱟᱹ ᱯᱚᱨᱚᱥᱤᱱᱟᱜ ᱮᱜᱮᱛ ᱯᱮᱫᱢ ᱾ ᱱᱟᱹᱨᱮᱵᱮᱱ ᱡᱟᱨᱮᱯᱟ ᱮᱨᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱯᱚ ᱚᱱ. ᱯᱚᱦᱚᱱᱩᱨᱮᱱᱟᱹᱨ ᱩᱢᱤᱞᱟᱜ ᱦᱚᱱᱚᱟᱜᱭ ᱰ ᱩᱱᱤᱯ ᱱᱩᱜ ᱦᱚᱭᱟᱱ ᱥᱮᱞᱟᱹᱣ ᱫᱟᱨᱮᱣᱟᱱ ᱱᱚᱰᱚᱜ ᱮᱱᱟᱹᱜ ᱯᱚᱨᱚᱥᱤᱱᱟᱜ ᱮᱜᱮᱛ ᱯᱮᱫᱢ ᱾ ᱱᱟᱹᱨᱮᱵᱮᱱ ᱡᱟᱨᱮᱯᱟ ᱮᱨᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱯᱚ ᱚᱱ. ᱯᱚᱦᱚᱱᱩᱨᱮᱱᱟᱹᱨ ᱩᱢᱤᱞᱟᱜ ᱦᱚᱱᱚᱟᱜᱭ ᱰ ᱩᱱᱤᱯ ᱱᱩᱜ ᱦᱚᱭᱟᱱ ᱾ ᱱᱮᱨᱟ ᱜᱤ ᱮᱨᱟᱚᱱᱮᱜᱮ ᱨᱟᱦᱟᱹᱭᱮᱢ.ᱚ ᱦᱚᱱᱚᱟᱜᱭ ᱰ ᱩᱱᱤᱯ ᱱᱩᱜ ᱦᱚᱭᱟᱱ ᱾ ᱵᱟᱹᱦᱟᱜ.ᱭ ᱦᱚ.ᱩᱨᱟᱣᱮᱯᱮ ᱚᱱᱨᱮᱭᱩ, ᱢᱟᱹᱱ.ᱭᱦᱚ. ᱥᱦᱚᱢᱮ ᱯᱮᱦᱚᱢᱚᱰ ᱮᱨᱮᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱯᱚ ᱚᱱ. ᱯᱚᱦᱚᱱᱩᱨᱮᱱᱟᱹᱨ ᱩᱢᱤᱞᱟᱜ ᱦᱚᱱᱚᱟᱜᱭ ᱰ ᱩᱱᱤᱯ ᱱᱩᱜ ᱦᱚᱭᱟᱱ ᱾ ᱱᱮᱨᱟ ᱜᱤ ᱮᱨᱟᱚᱱᱮᱜᱮ ᱨᱟᱦᱟᱹᱭᱮᱢ.ᱚ ᱦᱱᱩᱜᱟᱢ.ᱮ ᱨᱮᱢᱭ ᱩᱫᱚᱜᱤᱢ ᱦᱚᱨᱚᱥ ᱦᱚ.ᱩᱨᱤᱢᱛᱟᱹᱱᱤ ᱮᱨᱮᱢᱮᱜ ᱯᱚ.ᱦᱚᱨᱟ ᱢᱮ ᱜᱩᱭᱮᱞᱚᱢᱮ ᱚᱨᱮᱡᱮᱜ ᱦᱚᱱᱚᱟᱜ ᱯᱚ.ᱦᱚᱨᱮᱢᱮ ᱣᱚᱭᱮᱢ.ᱮ ᱢᱮᱞᱚᱢᱭ ᱮᱨᱮᱢᱮᱜ ᱯᱚ.ᱦᱚᱨᱟ ᱯᱩᱨᱚᱢᱮ ᱮᱫ ᱩᱫᱚ ᱫ ᱰᱩ ᱦᱩᱫᱩᱢ ᱾

ᱚᱰᱮᱥᱟ ᱮᱨᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱯᱚ ᱚᱱ. ᱡᱟᱢᱯᱚᱱᱮᱛ ᱦᱚᱭᱟᱦ ᱣᱟᱚᱨᱚᱰᱚᱨ “Preparation of Specifications and Blueprint for a Santali Language Test and Principles of Item Writing: Objective, Constructed-Response and Literature-Based Questions” ᱮᱢᱚᱱᱩ ᱫᱨᱚᱱᱚᱟᱜ ᱮᱱᱟᱹ ᱣᱟᱨᱮ ᱯᱮᱫᱢ ᱾ ᱫᱮᱵᱭᱤ ᱮᱨᱮᱵᱮ ᱮᱱᱟᱹ ᱮᱨᱯᱮᱨᱩᱨᱮᱢ. ᱵᱚ ᱢᱟᱨᱮᱢ ᱮᱡᱮᱨᱮᱡᱩᱜᱟᱨᱵᱮᱨᱮᱵᱮ ᱢᱮᱜ ᱚᱯᱚᱡᱟᱱᱟᱨᱮᱢ ᱚᱨᱮᱡᱮᱜ ᱮᱢᱭᱚᱰᱚᱨ ᱚᱣᱟᱨᱮᱜᱮᱱᱟᱹ ᱚᱣᱟᱨᱮᱜᱮᱱᱟᱹ ᱯᱮᱵᱚᱜᱮ ᱚᱨᱮᱡᱮᱜ ᱯᱚᱨᱚᱥᱤᱱᱟᱜ ᱮᱜᱮᱛ ᱫᱨᱚᱱᱚᱟᱜ ᱮᱱᱟᱹ ᱫᱟᱨᱮ ᱵᱚ ᱫᱟᱨᱩ ᱢᱮᱜ ᱵᱚᱫᱚᱢ ᱾ ᱮᱢᱮᱞᱚᱢᱟᱨ ᱡᱤ.ᱯᱮᱨᱟ ᱥᱟᱹ ᱡᱤ.ᱢᱟᱹᱜᱵᱚᱫᱚᱢ. ᱵᱚᱫᱚᱢᱜ ᱮᱨᱮᱢᱮ, ᱚᱵᱩᱜᱩᱱᱩᱜᱫᱨᱚᱱᱚᱟᱜ ᱢᱮᱜ ᱮᱢᱮᱞᱚᱢᱭ ᱯᱚ.ᱦᱚᱨᱟ ᱚᱨᱮᱡᱮᱜ-ᱢᱟᱹᱱᱤᱯᱩᱞᱮᱥᱚᱱ, ᱵᱚᱫᱮᱞᱢᱟᱱᱵᱢᱟᱨᱛ-ᱥᱮᱞᱮᱵᱮᱞᱮ ᱢᱮᱜ ᱮᱢᱡᱩᱨᱮᱫ-ᱢᱟᱹᱱᱤᱯᱩᱞᱮᱥᱚᱱ ᱵᱚᱵᱚᱨᱛ ᱚᱨᱮᱡᱮᱜ ᱦᱚᱱᱚᱟᱜ ᱮᱱᱟᱹ ᱚᱨᱚᱞᱮᱞ ᱡᱚᱢᱮᱞᱮᱜᱮ ᱥᱮᱞᱟᱹᱣ ᱫᱟᱨᱮ ᱣᱟᱨᱮ ᱯᱮᱫᱢ ᱾

ᱚᱡᱮᱥᱟ ᱮᱨᱫᱨᱮ ᱮᱨᱮᱵᱮ ᱯᱚ ᱮᱞᱟ ᱮᱞᱮᱯᱮᱢᱚᱱ ᱮᱨᱮᱜ ᱣᱟᱚᱨᱚᱰᱚᱨ “Competency-Based Assessment of Listening, Speaking, Reading and Writing Skills” ᱮᱢᱚᱱᱩ ᱫᱨᱚᱱᱚᱟᱜ ᱮᱱᱟᱹ ᱣᱟᱨᱮ ᱯᱮᱫᱢ ᱾ ᱫᱮᱵᱭᱤ ᱮᱨᱮᱵᱮ ᱮᱱᱟᱹ ᱯᱚᱨᱚᱥᱤᱱᱟᱜ-ᱥᱚᱨᱣᱮᱥᱤᱱᱟᱹᱨᱟᱣ ᱩᱡᱩ-ᱯᱟᱹᱚᱱᱟ ᱵᱟᱹᱵᱮ ᱡᱟᱨᱮᱯᱟ. ᱩᱦᱚᱢᱚ ᱡᱟᱢ.ᱮᱞᱟ ᱣᱟᱨᱮᱢ.ᱭ ᱮᱨᱮᱵᱮ

ᱮᱥᱮᱥᱢᱮᱱᱴ ᱪᱮᱛᱟᱱ ᱨᱮ ᱫᱷᱮᱭᱟᱱ ᱮᱢ ᱞᱮᱱᱟ । ᱨᱤᱥᱳᱨᱥ ᱯᱟᱨᱥᱚᱱ ᱫᱚ ᱟᱹᱢᱚᱭ, ᱥᱚᱫ, ᱯᱟᱹᱨᱥᱤ ᱟᱨ ᱚᱞ ᱨᱮᱭᱟᱜ ᱫᱟᱨᱮ ᱪᱚᱠᱷᱟ ᱨᱮᱭᱟᱜ ᱜᱟᱦᱟᱨ ᱠᱚ ᱩᱫᱩᱜ ᱮ ᱜᱚᱞᱚᱪ ᱠᱮᱫᱟ ᱟᱨ ᱰᱚ.ᱱᱤᱛᱩᱭ. ᱠᱚᱩᱦᱚᱜ ᱯᱟᱹ.ᱨᱥᱤ ᱯᱟᱹ.ᱥᱩᱠᱤᱭᱟᱨᱟᱹ.ᱛ ᱪᱚᱠᱷᱟ ᱞᱟ.ᱜᱤᱫ ᱪᱚᱛᱤᱚᱛ ᱮᱥᱮᱥᱢᱮᱱᱴ ᱠᱟ.ᱢᱤ ᱩᱮᱱᱚᱭ ᱨᱮᱭᱟᱜ ᱞᱟ.ᱠᱛᱤ ᱯᱤᱪᱷᱮᱞ ᱠᱮᱫᱟ ।

ᱫᱚᱥᱟᱨ ᱢᱟᱦᱟᱸ – ᱒᱘ ᱚᱠᱴᱚᱵᱚᱨ ᱒᱐᱒᱕

ᱯᱩᱭᱞᱩ ᱥᱮᱪᱮᱫ ᱥᱮᱥᱚᱱ ᱫᱚ ᱰᱚ. ᱩᱩᱫᱫᱤᱚᱫᱮᱩᱭ ᱩᱤᱥᱭᱟᱥ (NTS-I) ᱦᱚᱛᱮᱛᱮ “Basic Concepts of Testing, Measurement, Assessment and Evaluation” ᱥᱟᱛᱟᱢ ᱪᱮᱛᱟᱱ ᱨᱮ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱱᱚᱣᱟ ᱥᱮᱥᱚᱱ ᱨᱮ ᱴᱮᱥᱴᱤᱝ, ᱢᱮᱡᱟᱨᱢᱮᱱᱴ, ᱮᱥᱮᱥᱢᱮᱱᱴ ᱟᱨ ᱤᱣᱤᱞᱩᱭᱮᱥᱚᱱ ᱨᱮᱭᱟᱜ ᱢᱩᱲᱩᱛ ᱫᱤᱥᱟ.- ᱠᱟᱛᱤᱫ ᱠᱚ ᱪᱚᱛᱤᱚᱛ ᱫᱟ.ᱭᱠᱟ. ᱥᱟᱣᱛᱮ ᱩᱩᱪᱤᱟ.ᱭ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱱᱩᱠᱩ ᱠᱚ ᱢᱩᱫᱩ ᱨᱮ ᱩᱤᱮᱜᱟᱟ, ᱥᱟ.ᱜᱟ.ᱭ ᱟᱨ ᱯᱟᱹᱨᱥᱤ-ᱪᱮᱫᱚᱜ ᱠᱟ.ᱢᱤᱦᱚᱨᱟ ᱨᱮ ᱱᱚᱣᱟ ᱨᱮᱭᱟᱜ ᱢᱩᱞᱭᱚ ᱩᱟᱩᱚᱛ ᱛᱮ ᱜᱟᱞᱚᱪ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱰᱚ.ᱱᱤᱛᱩᱭ. ᱠᱚᱩᱦᱚᱜ ᱠᱟ.ᱢᱤᱦᱚᱨᱟ ᱟᱨ ᱥᱮᱪᱮᱫ ᱚᱨᱡᱚ ᱪᱚᱛᱤᱚᱛ ᱞᱟ.ᱜᱤᱫ ᱥᱟᱢᱟᱝᱥᱤᱭᱟ. ᱟᱨ ᱥᱟᱨᱩᱭ ᱮᱥᱮᱥᱢᱮᱱᱴ ᱩᱟᱦᱟᱨ ᱟᱯᱱᱟᱨ ᱨᱮᱭᱟᱜ ᱞᱟ.ᱠᱛᱤ ᱪᱮᱛᱟᱱ ᱨᱮᱦᱚᱸ ᱪᱚᱨ ᱮᱢ ᱞᱮᱱᱟ ।

ᱫᱚᱥᱟᱨ ᱥᱮᱪᱮᱫ ᱥᱮᱥᱚᱱ ᱫᱚ ᱰᱚ. ᱥᱨᱤᱯᱚᱛᱤ ᱱᱩᱩᱩ ᱦᱚᱛᱮᱛᱮ “Language Education under NEP 2020 and NCF 2023: Implications for Santali Teaching and Assessment” ᱥᱟᱛᱟᱢ ᱪᱮᱛᱟᱱ ᱨᱮ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱱᱚᱣᱟ ᱥᱮᱥᱚᱱ ᱨᱮ ᱱᱮᱥᱱᱟᱞ ᱮᱩᱩᱠᱮᱥᱚᱱ ᱯᱚᱞᱤᱥᱤ ᱒᱐᱒᱐ ᱟᱨ ᱱᱮᱥᱱᱟᱞ ᱠᱟᱨᱤᱠᱩᱞᱟᱢ ᱯᱷᱨᱮᱢᱣᱟᱨᱠ ᱒᱐᱒᱓ ᱨᱮᱭᱟᱜ ᱢᱩᱲᱩᱛ ᱥᱮᱪᱮᱫ ᱩᱨᱦᱟ.ᱨ ᱠᱚ ᱪᱮᱛᱟᱱ ᱨᱮ ᱫᱷᱮᱭᱟᱱ ᱮᱢ ᱞᱮᱱᱟ । ᱨᱤᱥᱳᱨᱥ ᱯᱟᱨᱥᱚᱱ ᱫᱚ ᱥᱟᱱᱛᱟᱲᱤ ᱯᱟᱹ.ᱨᱥᱤ ᱯᱟᱹᱨᱥᱤ, ᱫᱟᱨᱮ ᱩᱛᱱᱟ.ᱣ ᱟᱨ ᱮᱥᱮᱥᱢᱮᱱᱴ ᱠᱟ.ᱢᱤᱦᱚᱨᱟ ᱨᱮ ᱱᱚᱣᱟ ᱨᱮᱭᱟᱜ ᱚᱨᱥᱚᱝ ᱩᱟᱩᱚᱛ ᱛᱮ ᱜᱟᱞᱚᱪ ᱠᱮᱫᱟ, ᱟᱨ ᱱᱤᱛᱚᱜᱟᱜ ᱥᱮᱪᱮᱫ ᱱᱤᱛᱤ ᱟᱨ ᱯᱟᱨᱢᱤᱭᱚᱠᱨᱚᱢ ᱪᱚᱞ ᱥᱟᱣ ᱯᱟᱹ.ᱨᱥᱤ ᱥᱮᱪᱮᱫ ᱢᱮᱞ-ᱡᱚᱯᱟᱣ ᱫᱚᱦᱚ ᱨᱮᱭᱟᱜ ᱞᱟ.ᱠᱛᱤ ᱮ ᱥᱚᱫᱚᱨ ᱠᱮᱫᱟ ।

ᱛᱮᱥᱟᱨ ᱥᱮᱪᱮᱫ ᱥᱮᱥᱚᱱ ᱫᱚ ᱰᱚ. ᱩᱩᱫᱫᱤᱚᱫᱮᱩᱭ ᱩᱤᱥᱭᱟᱥ (NTS-I) ᱦᱚᱛᱮᱛᱮ “Responsible Use of Artificial Intelligence in Language Assessment and Scoring Rubrics” ᱥᱟᱛᱟᱢ ᱪᱮᱛᱟᱱ ᱨᱮ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱱᱚᱣᱟ ᱥᱮᱥᱚᱱ ᱨᱮ ᱥᱮᱞᱮᱫᱤᱭᱟ. ᱠᱚ ᱯᱟᱹ.ᱨᱥᱤ ᱩᱤᱱᱤᱩ ᱨᱮ ᱟᱨᱴᱤᱯᱷᱤᱥᱤᱭᱟᱞ ᱤᱱᱴᱮᱞᱤᱡᱮᱱᱥ ᱨᱮᱭᱟᱜ ᱩᱮᱩᱚᱟᱨ ᱥᱟᱣ ᱩᱯᱨᱩᱩ ᱠᱚ ᱜᱟᱢ ᱠᱮᱫᱟ ᱟᱨ AI-ᱩᱮᱩᱚᱟᱨᱟᱨᱮ ᱦᱟ.ᱛᱤᱟ.ᱨ ᱠᱚ ᱨᱮᱭᱟᱜ ᱫᱟ.ᱤᱩᱚᱟᱨᱟᱨᱮ ᱟᱨ ᱱᱤᱛᱤᱜᱚᱛ ᱩᱮᱩᱚᱟᱨ ᱩᱟᱩᱚᱛ ᱛᱮ ᱜᱟᱞᱚᱪ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱥᱚᱢᱟᱱ-ᱩᱮᱩᱚᱟᱨ, ᱥᱟ.ᱨᱤ-ᱛᱮᱫ, ᱯᱚᱨᱨᱟᱪᱟ-ᱥᱟ.ᱨᱤ, ᱢᱟ.ᱱᱢᱤᱭᱟᱜ ᱱᱚᱡᱚᱨ, ᱟᱨ AI-ᱛᱮ ᱩᱮᱱᱟᱩ ᱟᱠᱟᱱ ᱩᱤᱱᱤᱩ ᱡᱤᱱᱤᱥ ᱠᱚ ᱨᱮᱭᱟᱜ ᱥᱤᱢᱟ. (limitations) ᱪᱮᱛᱟᱱ ᱨᱮ ᱩᱤᱥᱮᱥ ᱡᱚᱨ ᱮᱢ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱱᱚᱣᱟ ᱥᱮᱥᱚᱱ ᱨᱮ ᱰᱚ.ᱱᱤᱛᱩᱭ. ᱠᱚᱩᱦᱚᱜ ᱛᱮᱞᱟ ᱠᱚ ᱥᱟᱨᱩᱭ ᱟᱨ ᱞᱮᱛᱟᱯ ᱞᱮᱠᱟᱛᱮ ᱪᱚᱛᱤᱚᱛ ᱞᱟ.ᱜᱤᱫ ᱥᱠᱳᱨᱤᱝ ᱨᱩᱵᱨᱤᱠᱥ (scoring rubrics) ᱩᱮᱱᱟᱩ ᱟᱨ ᱩᱮᱩᱚᱟᱨ ᱩᱟᱩᱚᱛ ᱛᱮᱦᱚᱸ ᱜᱟᱞᱚᱪ ᱞᱮᱱᱟ ।

ᱯᱩᱱᱟᱹᱜ ᱥᱮᱪᱮᱫ ᱥᱮᱥᱚᱱ ᱫᱚ ᱰᱚ. ᱫᱤᱯᱚᱛᱤ ᱯᱨᱤᱭᱟᱢ (ᱢᱚᱱᱰᱚᱞ) ᱦᱚᱛᱮᱛᱮ “Evaluation and Assessment of the Teacher” ᱥᱟᱛᱟᱢ ᱪᱮᱛᱟᱱ ᱨᱮ ᱦᱩᱭ ᱞᱮᱱᱟ । ᱱᱚᱣᱟ ᱥᱮᱥᱚᱱ ᱨᱮ ᱢᱟᱪᱮᱛ

ᱥᱟᱦᱟᱭᱤᱠᱟ ᱚᱨ ᱢᱚᱦᱟᱞᱤᱨᱟᱹᱭᱤᱛ ᱚᱨᱜᱟᱱᱤᱞᱚᱛ ᱫᱟᱨᱚᱜ ᱚᱨ ᱣᱚᱨᱚᱱ ᱠᱚ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾ ᱢᱚᱱᱞᱟᱹᱜᱤ ᱠᱚᱡᱚᱱᱜ ᱠᱚ.ᱢᱟᱣᱚᱡᱚᱱ, ᱱᱟᱥᱤᱱᱜᱮᱠᱚ ᱜᱚᱱᱟᱰ, ᱠᱯᱚᱞᱚᱪᱟ ᱚᱨᱚᱱᱜ ᱠᱚ.ᱢᱟ, ᱚᱨ ᱱᱚᱰᱟᱣᱚᱡᱚᱱ ᱚᱨᱚᱱᱜ ᱜᱚᱪᱮ ᱣᱚᱨᱰᱟᱣᱚᱡᱚᱱ ᱚᱠ ᱟᱣᱩᱥ ᱣᱚᱨᱰᱟᱣᱚᱡᱚᱱ ᱚᱠ ᱢᱟᱣᱩᱥᱤᱠ ᱚᱨᱚᱱᱜ ᱥᱮᱞᱩᱫ ᱣᱚᱢᱣᱚᱠᱚ ᱚᱡ ᱜᱚᱢᱯᱚᱞᱤᱞ ᱣᱚᱪ ᱯᱟᱫᱚᱱ ᱾

ᱚᱡᱮᱱᱚ ᱢᱚᱦᱣᱚ: – ᱫᱬ ᱚᱠᱢᱚᱣᱚᱚ ᱮᱚᱮᱫ

ᱱᱚᱨᱯᱚᱠ ᱡᱟᱞᱟᱨᱛ ᱡᱟᱡᱮᱞ ᱛᱚ ᱣᱚ. ᱣᱚᱥᱣᱟᱨᱮᱡ ᱯᱚᱣᱟᱨᱟᱨ ᱣᱚᱠᱚᱨᱚᱡ “Inclusive and Context-Sensitive Assessment: Using Local Culture and Indian Knowledge Traditions in Santali Assessment” ᱠᱚᱢᱚᱢᱩ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱣᱚᱨ ᱯᱟᱫᱚᱱ ᱾ ᱫᱚᱡᱚᱢ ᱡᱟᱡᱮᱞ ᱚᱨ ᱱᱤ.ᱢᱟᱥᱚᱡᱚᱢ. ᱚᱛᱚᱡᱚᱢᱜ ᱱᱤ.ᱚᱡᱟ, ᱯᱚᱢᱚᱞᱚᱢᱚ ᱚᱢ ᱡᱟᱞᱟᱨᱛ ᱚᱨᱜᱚᱢᱜ ᱚᱢᱟᱨᱮᱫᱩ-ᱛᱚᱢᱚᱱᱚᱢᱩ ᱠᱚᱢᱡ ᱡᱟᱨᱯᱚᱠ ᱠᱚᱢᱮᱢᱩ-ᱡᱟᱨᱯᱟᱨᱛ (inclusive) ᱚᱢ ᱢᱚᱢᱣᱚ-ᱠᱚᱢ.ᱜᱚᱢ.ᱨᱚᱢᱮ ᱥᱮᱡᱮᱡᱩᱨᱮᱢ ᱣᱚᱢᱣᱚᱚ ᱣᱟᱨᱮᱢᱚᱡ ᱚᱨᱚᱱᱜ ᱯᱚᱢ.ᱦᱚᱡ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾ ᱚᱡᱮᱞᱚᱪ ᱱᱚᱢᱚᱪᱚᱨᱛ ᱯᱚᱢ.ᱚᱡᱟ ᱣᱟᱨᱮᱣᱚ ᱚᱨ ᱢᱚᱢᱚᱜᱚᱢᱦᱟᱨᱚᱜ. ᱯᱚᱢᱦᱞᱚᱢᱚ, ᱱᱚᱢᱚᱜᱚᱢᱣᱚᱨᱞᱟᱦ ᱜᱟᱨᱚᱜᱮᱫ ᱚᱢ ᱣᱚᱜᱚᱢᱚᱫᱚᱡᱟᱨᱚᱫ ᱜᱟᱨᱚᱜᱮᱫ ᱱᱚᱢᱚᱜᱚᱢᱣᱚᱜᱚᱢ ᱯᱚᱢᱦᱞᱚᱢᱚ ᱢᱚᱦᱚᱡ ᱩᱱᱚᱜ.ᱨᱚᱢᱮ ᱚᱢᱚᱜᱚᱢ ᱱᱚᱫᱚᱡ ᱚᱨᱚᱱᱜ ᱣᱚᱥᱣᱟᱨᱮᱡ, ᱩᱫᱚᱨᱚᱱᱤᱫ ᱯᱚᱢᱦᱞᱚᱢᱚ-ᱢᱚᱱᱚᱡᱚᱢᱜ ᱱᱚᱢᱚᱜᱚᱢᱣᱚᱜᱚᱢ ᱯᱚᱢ.ᱦᱚᱡ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾

ᱜᱩᱞᱚᱢᱚᱡ ᱡᱟᱞᱟᱨᱛ ᱜᱩᱞ NTS ᱢᱟᱞ ᱣᱚᱨᱠᱥᱚᱯ “Group Workshop: Preparation of Bengali Test Items and Hands-on Introduction to the Question Input System” ᱠᱚᱢᱚᱢᱩ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱣᱚᱨ ᱯᱟᱫᱚᱱ ᱾ ᱡᱟᱯᱟᱨᱜᱟᱨᱮᱢ. ᱢᱚᱱᱞᱟᱹᱜᱤᱫ ᱚᱜ ᱜᱚᱢᱜᱟᱯ-ᱚᱢᱜᱟᱱᱚᱣᱟᱜ ᱚᱨ.ᱢᱟ ᱚᱨ ᱡᱟᱯᱟᱨᱜ ᱚᱢᱚᱨ ᱡᱚ.ᱚᱡᱟ ᱣᱟᱨᱮᱣᱚ ᱚᱵᱚᱯᱟ ᱣᱟᱨᱮᱢᱚᱡ ᱚᱨ ᱚᱨ.ᱢᱟ ᱚᱨᱜᱚᱢ ᱚᱢ ᱚᱵᱚᱯᱟ ᱡᱮᱡᱤᱵᱤᱦ ᱡᱟᱞᱟᱨᱚᱢᱩ (question-input system) ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱣᱟᱨᱢᱟᱱᱚᱣᱟᱜ ᱜᱟᱨᱮᱢ.-ᱦᱜᱦᱜ ᱚᱜ ᱣᱚᱜ ᱚᱨᱜᱚᱢ ᱾ ᱫᱚᱡᱚᱢ ᱚᱨ.ᱢᱟᱡᱚᱢᱞᱟᱹᱜ ᱜᱟᱨᱮᱢ. ᱚᱜ ᱯᱚᱢᱣᱚᱢ ᱚᱡᱮᱢᱜ ᱡᱟᱞᱟᱨᱚᱢ ᱚᱜᱚᱨ ᱞᱟᱹᱜᱤᱫ ᱢᱚᱦᱚᱨ ᱚᱢᱟᱨᱮᱫᱚᱡᱟᱨᱚᱢᱯᱚᱢ ᱦᱨᱣᱚᱢ.ᱚ ᱚᱜ ᱣᱟᱨᱮᱢ ᱚᱵᱚᱯᱟ ᱣᱟᱨᱮᱢᱚᱡ ᱚᱨ ᱣᱟᱨᱢᱟᱱᱚᱣᱟᱜ ᱜᱟᱨᱮᱢ ᱜᱚᱱᱚ ᱫ ᱯᱩᱢᱚᱜ ᱚᱜᱚᱨ ᱾ ᱡᱮᱡᱤᱵᱤᱦ (hands-on) ᱣᱚ.ᱢᱟᱩ ᱜᱟᱜ ᱚᱵᱚᱯᱟ ᱮᱡᱤᱵᱤᱦ ᱡᱟᱞᱟᱨᱚᱢᱩ ᱚᱜᱚᱯᱟᱜ ᱚᱨ ᱣᱟᱨᱮᱢ ᱚᱵᱚᱯᱟ ᱚᱜ ᱣᱟᱨᱮᱢᱚᱡ, ᱣᱚᱯᱟᱜ (enter) ᱚᱢ ᱡᱟᱢᱟᱱᱚᱡ ᱚᱨᱜᱚᱢᱜ ᱣᱚᱢᱣᱚᱚ ᱡᱟᱢᱚᱜ ᱦᱩᱞᱤᱡᱟᱦ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾ ᱫᱚᱡᱚᱢ ᱚᱨ.ᱢᱟ ᱚᱨᱜᱚᱢᱜ ᱢᱟᱹᱭ ᱜᱩᱞ ᱚᱢᱣᱩᱞ· ᱚᱢᱮᱢ ᱡᱟᱡᱮᱞ ᱛᱚ ᱚᱨ.ᱢᱟ. ᱚᱜᱚᱨᱚᱢᱜ ᱚᱵᱚᱯᱟ ᱣᱟᱨᱮᱢᱚᱡ ᱚᱢ ᱣᱟᱨᱢᱟᱱᱚᱣᱟᱜ ᱚᱵᱚᱯᱟ ᱡᱟᱢᱚᱜᱣᱚᱞᱟᱢᱚᱡ ᱚᱨ ᱣᱚᱨᱰᱟᱣᱚᱡᱚᱱ ᱚᱠ ᱣᱟᱨᱮᱢᱚᱡ ᱜᱟᱨᱮᱢ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾

ᱚᱡᱮᱱᱚ ᱡᱟᱞᱟᱨᱛ ᱜᱩᱞ NTS ᱢᱟᱞ ᱣᱚᱨᱠᱥᱚᱯ “Review, Moderation and Validation of Test Items: Identifying and Revising Faulty Items” ᱠᱚᱢᱚᱢᱩ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱣᱚᱨ ᱯᱟᱫᱚᱱ ᱾ ᱫᱚᱡᱚᱢ ᱡᱟᱞᱟᱨᱛ ᱚᱨ ᱚᱵ.ᱢᱟᱡᱚᱢᱞᱟᱹᱜ ᱚᱵᱚᱜ ᱚᱨ ᱣᱟᱨᱮᱢᱚᱡ ᱚᱢᱚᱜ ᱣᱟᱨᱮᱢ ᱚᱵᱚᱯᱟ ᱚᱜ ᱚᱨᱜᱚᱢᱜ ᱡᱟᱢᱚᱜᱣᱚᱞᱟᱢᱚᱡ (review), ᱢᱚᱰᱚᱨᱮᱥᱚᱱ (moderation), ᱚᱢ ᱣᱚᱞᱤᱰᱮᱥᱚᱱ (validation) ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾ ᱡᱟᱯᱟᱨᱜᱟᱨᱮᱢ. ᱚᱜ ᱜᱩ ᱣᱚᱞᱚᱯ, ᱣᱚᱢᱩ-ᱢᱚᱰᱚᱨᱮᱥᱚᱱᱚ ᱡᱟ ᱢᱟᱵᱮᱞᱚᱵᱚᱯ ᱯᱟᱵᱚᱢᱚᱰ ᱵᱚᱱ.ᱤᱚᱨᱮᱢᱚᱡ ᱵᱚᱵᱚᱯᱟ ᱚᱜ ᱞᱟᱹᱮᱣᱚᱱ.ᱭ ᱚᱢ ᱚᱮᱢ ᱚᱜ ᱡᱚᱪᱜᱚᱱ.ᱚ ᱚᱢᱚᱨ ᱡᱩᱱᱚᱞᱟᱹᱜ, ᱡᱚᱢ.ᱚᱡᱟ, ᱢᱚᱰᱚᱨᱮᱥᱚᱱ ᱚᱢ ᱞᱟᱹᱜᱤᱫ ᱚᱜᱜᱚᱜ ᱚᱨᱜᱚᱢᱜ ᱚᱞᱢᱚ ᱡᱚᱢᱚᱜ ᱜᱚᱱᱚᱭ ᱡᱟᱨᱯᱚᱠ ᱜᱚᱢᱮᱢᱩ ᱚᱨᱜᱚᱢᱜ ᱣᱚᱢᱣᱚᱚ ᱚᱜ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱜᱩᱞᱟᱨᱚᱱᱤᱫ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾ ᱡᱟᱢ.ᱚᱨᱚᱢ.ᱭᱚᱢᱮ ᱚᱢ ᱢᱚᱢᱚᱜᱚᱢᱣᱚᱚ ᱣᱟᱨᱮᱣᱚ ᱣᱟᱨᱮᱞᱮ ᱣᱚᱨᱮᱢᱚᱡ ᱯᱚᱢ.ᱜᱟᱨᱜ ᱜᱩᱞᱚᱨᱮᱢᱚᱡ ᱣᱚᱢᱣᱚᱞᱚᱯᱚᱢ (quality assurance) ᱚᱨᱚᱱᱜ ᱯᱚᱢ.ᱦᱚᱡ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱫᱚᱡᱚᱢ ᱠᱚᱢᱚᱢᱩ ᱞᱟᱹᱜᱤᱫ ᱚᱨ ᱢᱚᱦᱚᱡ ᱥᱩ ᱯᱟᱫᱚᱱ ᱾

ᱢᱩᱪᱟᱹᱫ ᱥᱮᱥᱚᱱ ᱨᱮᱭᱟᱜ ᱥᱟᱛᱟᱢ ᱫᱚ ᱛᱟᱦᱮᱸ ᱠᱟᱱᱟ “Presentation of Group Outputs; Post-Workshop Assessment; Participants' Feedback; Distribution of Certificates and Valedictory Session” ᱾ ᱥᱮᱞᱮᱫᱤᱭᱟᱹ. ᱜᱟᱫᱮᱞ ᱠᱚ ᱫᱚ ᱟᱠᱚᱣᱟᱜ ᱵᱮᱱᱟᱣ ᱟᱠᱟᱱ ᱠᱟᱹᱢᱤ ᱠᱚ ᱥᱚᱫᱚᱨ ᱠᱮᱫᱟ, ᱚᱱᱟ ᱛᱟᱭᱚᱢ ᱯᱳᱥᱴ-ᱣᱟᱨᱠᱥᱚᱯ ᱮᱥᱮᱥᱢᱮᱱᱴ ᱟᱨ ᱥᱮᱞᱮᱫᱤᱭᱟᱹ. ᱠᱚᱣᱟᱜ ᱯᱷᱤᱰᱵᱮᱠ ᱦᱟᱛᱟᱣ ᱦᱩᱭ ᱞᱮᱱᱟ ᱾ ᱱᱚᱶᱟ ᱥᱮᱥᱚᱱ ᱫᱚ ᱯᱮ ᱢᱟᱦᱟᱸ ᱨᱮᱭᱟᱜ ᱠᱟᱹᱢᱤᱦᱚᱨᱟ ᱨᱮ ᱟᱨᱡᱟᱣ ᱟᱠᱟᱱ ᱜᱮᱭᱟᱱ ᱟᱨ ᱦᱩᱱᱟᱹᱨ ᱠᱚ ᱵᱤᱪᱟᱹᱨ ᱨᱩᱣᱟᱹᱲ ᱨᱮᱭᱟᱜ ᱢᱤᱫ ᱫᱟᱣ ᱮ ᱮᱢᱟᱫ ᱠᱚᱣᱟ ᱾ ᱚᱱᱟ ᱛᱟᱭᱚᱢ ᱥᱮᱞᱮᱫᱤᱭᱟᱹ. ᱢᱟᱪᱮᱛ ᱠᱚ ᱢᱩᱫᱳ ᱨᱮ ᱥᱟ प्रमाण-ᱯᱟᱛᱷᱟᱢ (Certificates) ᱦᱟᱹᱴᱤᱧ ᱦᱩᱭ ᱞᱮᱱᱟ, ᱡᱟᱦᱟᱸ ᱛᱮ ᱠᱟᱹᱢᱤᱥᱟᱲᱟ ᱫᱚ ᱢᱩᱪᱟᱹᱫ ᱮᱱᱟ ᱾

ᱥᱟᱱᱟᱢ ᱞᱮᱠᱟᱛᱮ ᱧᱮᱞ ᱞᱮᱠᱷᱟᱱ, ᱱᱚᱶᱟ ᱠᱟᱹᱢᱤᱦᱚᱨᱟ ᱨᱮᱭᱟᱜ ᱢᱩᱬᱩᱛ ᱡᱚᱥ ᱫᱚ ᱛᱟᱦᱮᱸ ᱠᱟᱱᱟ ᱥᱟᱱᱛᱟᱲᱤ ᱯᱟᱹᱨᱥᱤ ᱥᱮᱪᱮᱫ ᱞᱟᱹᱜᱤᱫ ᱢᱮᱱᱮᱛᱟᱱ, ᱥᱟᱱᱟᱢ-ᱥᱮᱞᱮᱫ (inclusive) ᱟᱨ ᱫᱟᱲᱮ-ᱟᱫᱷᱟᱨᱤᱛ ᱮᱥᱮᱥᱢᱮᱱᱴ ᱠᱟᱹᱢᱤᱦᱚᱨᱟ ᱵᱮᱱᱟᱣ ᱟᱨ ᱞᱟᱜᱟᱣ ᱞᱟᱹᱜᱤᱫ ᱥᱮᱞᱮᱫᱤᱭᱟᱹ. ᱢᱟᱪᱮᱛ ᱠᱚᱣᱟᱜ ᱫᱟᱲᱮ ᱵᱟᱲᱦᱟᱣ ᱾

English: Summary of the programme

The National Testing Service–India (NTS-I), Central Institute of Indian Languages (CIIL), Mysuru, organized a three-day Training-cum-Workshop on “Testing and Evaluation and Item Writing Practice” in Santali Language in the Light of NEP 2020 from 12 October 2026 to 14 October 2026 at Sadhu Ram Chand Murmu University, Jhargram, West Bengal.

The programme was organized for participating teachers to develop their understanding and practical skills in testing, measurement, assessment, evaluation, competency-based assessment, learning outcomes, item writing, and the responsible use of Artificial Intelligence in language assessment. The workshop also focused on incorporating local culture and Indian Knowledge Traditions into Santali language assessment and developing quality Santali language test items.

Inaugural Session

The inaugural programme was held on **12 October 2026 from 10:00 AM to 11:30 AM**.

The programme commenced with the registration of participants, followed by the inaugural session. During the session, an introduction to the National Testing Service–India (NTS-I) and the Central Institute of Indian Languages (CIIL) was presented, along with a briefing on the objectives and activities of the programme.

The Welcome Note was delivered by Sk Abdul Mannaf Ali, West Bengal Sr. Edu. Service, Deputy Director of School Education (Basic), Government of West Bengal. He emphasized the importance of strengthening teachers' capacity in assessment and evaluation and appreciated the initiative to provide specialized training in Santali language assessment

The inaugural session started with a Presidential Note by **Vice Chancellor of Jhargram University**. The session highlighted the importance of systematic testing and evaluation in improving the quality of language education and strengthening teachers' competencies in assessment practices.

The Importance and Relevance of the Workshop was presented by DI of Jhargram District. He emphasized the relevance of the workshop in the context of contemporary educational reforms and the need for teachers to acquire appropriate skills for preparing quality assessment items.

The inaugural session concluded with the Vote of Thanks delivered by Dr. Buddhadev Biswas from NTS-I, who expressed gratitude to the dignitaries, resource persons, organizing team, and participating teachers.

After the inaugural programme, the academic sessions commenced according to the scheduled programme.

First Day – 12 October 2026

The first academic session was conducted by **Dr. Laxmiram Gope** on the topic **"Learning Outcomes, Taxonomy of Educational Objectives and Competency-Based Assessment."** The session focused on the identification of learning outcomes, classification of educational objectives, and competency-based approaches to assessment. The resource person discussed how different levels of educational objectives could be reflected in the preparation of quality assessment items and emphasized the importance of aligning assessment practices with intended learning outcomes.

The second academic session was conducted by **Dr. Palton Murmu** on the topic **"Preparation of Specifications and Blueprint for a Santali Language Test and Principles of Item Writing: Objective, Constructed-Response and Literature-Based Questions."** The session introduced participants to the preparation of test specifications and blueprints and discussed the principles of constructing different types of assessment items. Particular emphasis was placed on developing objective, constructed-response, and literature-based questions suitable for evaluating learners' knowledge, understanding, and competencies in the Santali language.

The third academic session was conducted by **Shri Somnath Singh** on the topic **"Competency-Based Assessment of Listening, Speaking, Reading and Writing Skills."** The session focused on the assessment of the four major language skills from a competency-based perspective. The resource person discussed approaches to evaluating listening, speaking, reading, and writing competencies and highlighted the importance of developing appropriate assessment tasks to measure learners' language proficiency.

Second Day – 13 October 2026

The first academic session was conducted by **Dr. Buddhadev Biswas (NTS-I)** on the topic **"Basic Concepts of Testing, Measurement, Assessment and Evaluation."** In this session, the fundamental concepts of testing, measurement, assessment, and evaluation were explained with suitable examples. Their differences, interrelationships, and significance in the teaching-learning process were discussed. The session also emphasized the importance of adopting systematic and scientific assessment practices to evaluate learners' performance and educational achievements.

The second academic session was conducted by **Dr. Sripati Tudu** on the topic **"Language Education under NEP 2020 and NCF 2023: Implications for Santali Teaching and Assessment."** The session focused on the major educational perspectives of the National Education Policy 2020 and the National Curriculum Framework 2023. The resource person discussed their implications for Santali language teaching, competency development, and assessment practices, highlighting the importance of aligning language education with contemporary educational policies and curricular objectives.

The third academic session was conducted by **Dr. Buddhadev Biswas (NTS-I)** on the topic **"Responsible Use of Artificial Intelligence in Language Assessment and Scoring Rubrics."** The session introduced participants to the potential applications of Artificial Intelligence in language assessment and discussed the responsible and ethical use of AI-based tools. Particular emphasis was placed on fairness, accuracy, transparency, human oversight, and the limitations of AI-generated assessment materials. The session also discussed the development and application of scoring rubrics for evaluating learners' responses systematically and consistently.

The fourth academic session was conducted by **Dr. Dipti Prial (Mondal)** on the topic **"Evaluation and Assessment of the Teacher."** The session focused on the principles and approaches of teacher assessment and evaluation. Different aspects of teacher performance, professional competencies, classroom practices, and the role of evaluation in improving teaching effectiveness were discussed.

Third Day – 14 October 2026

The first academic session was conducted by **Dr. Bormini Lahiri** on the topic **"Inclusive and Context-Sensitive Assessment: Using Local Culture and Indian Knowledge Traditions in Santali Assessment."** The session focused on the importance of developing inclusive and context-sensitive assessment practices that reflect the linguistic, cultural, and educational backgrounds of learners. The resource person emphasized the integration of local culture, traditional knowledge, and Indian Knowledge Traditions into Santali language assessment to make evaluation more meaningful, relevant, and culturally responsive.

The second session was conducted by the **NTS Team** on the topic **"Group Workshop: Preparation of Bengali Test Items and Hands-on Introduction to the Question Input System."** The participating teachers were engaged in group-based activities focusing on the preparation of language test items and received practical guidance on the question-input system. The workshop provided participants with opportunities to apply the theoretical concepts discussed during the preceding academic sessions to the preparation of assessment items.

The hands-on component focused on familiarizing participants with the procedures for preparing, entering, and organizing test items through the question-input system. The activities were intended to strengthen participants' practical competencies in item development and digital question management.

The third session was conducted by the **NTS Team** on the topic **"Review, Moderation and Validation of Test Items: Identifying and Revising Faulty Items."** The session focused on the systematic review, moderation, and validation of test items prepared during the workshop. Participants were introduced to procedures for identifying ambiguous, inappropriate, or technically faulty questions and revising them to improve their clarity, accuracy, relevance, and alignment with the intended learning outcomes. The session emphasized the importance of quality assurance in developing reliable and valid assessment materials.

The final session focused on **"Presentation of Group Outputs; Post-Workshop Assessment; Participants' Feedback; Distribution of Certificates and Valedictory Session."** The participating groups presented their outputs, followed by the post-workshop assessment and collection of participants' feedback. The session provided an opportunity to reflect on the knowledge and skills developed during the three-day programme. Certificates were subsequently distributed among the participating teachers, marking the conclusion of the workshop.

Overall, the programme aimed to enhance the capacity of participating teachers to design and implement meaningful, inclusive, and competency-based assessment practices for Santali language education.

14. टिप्पणयः /Remarks	Overall, the programme was satisfactory.

संयोजक का नाम एवं हस्ताक्षर

Name & Signature of the Coordinator

Name : Dr. Pankaj Dwivedi