



Comprehensive Report

Capacity Building Program on Online & Blended Learning

COLLABORATING INSTITUTIONS

Commonwealth Educational Media Centre for Asia (CEMCA)
&
University Grants Commission (UGC), Bangladesh

Report Prepared by:

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ACKNOWLEDGEMENT

We acknowledge the prodigious contribution of Professor (Dr.) MADHU PARHAR, Director, Commonwealth Educational Media Centre for Asia and Dr. MANAS RANJAN PANIGRAHI, Senior Program Officer (Higher Education) of Commonwealth Educational Media Centre for Asia for designing and configuring the highly valued international capacity building program marked by logical rationale and situational relevance.

We are thankful to the Hon'ble Chairman and esteemed Members of University Grants Commission, Bangladesh for their support towards the Program.

We offer special thanks and gratitude to MOHAMMAD MAKSUDUR RAHMAN BHUIYAN, Director, IMCT Division, UGC Bangladesh for his continual support and valued coordination with the esteemed educators of Bangladesh.



I. INTRODUCTION

The higher education landscape is constantly transforming owing to the emergence of new technologies in the twenty-first century and the widespread use of such technologies in a given socio-cultural setting, as well as easy access to the internet. Transforming milieus should be an indicator that teaching methods must evolve in order to keep pace with the times and incorporate integrated technologies into the andragogical paradigm. The key is to successfully embrace the technologies for the benefits they provide and integrate them into a societal context for the foreseeable future.

The Covid-19 pandemic has compelled Higher Educational Institutions (HEIs) to adopt a paradigm shift in the manner in which educational inputs are designed and delivered. In this context, online and blended learning have been garnering immense attention of late, with academic pundits anticipating that online and blended learning systems shall evolve as the primary method for delivering educational inputs.

Online learning and conventional face-to-face learning are common instructional modalities used together in blended learning. The rising accessibility of online learning, online materials, and the on-going requirement for a human component in the learning process have all contributed to the growth of blended learning. With a blended learning method, students are actively involved and in control of their own learning journey. A blended approach is more likely to fulfil the needs of each individual student, as opposed to a typical classroom teaching experience, because most individuals have divergent learning styles.

There are multifarious ways to render a more flexible approach in higher education, but blended learning has grown in popularity. Higher education shall benefit greatly from a blended paradigm in the future since it gives students a variety of opportunities to get involved. Consequently, blended learning is an effective approach to use technology for e-learning without diminishing the significance and value of face-to-face instruction.

Blended learning may be deemed critical for a variety of reasons:

- ✓ It combines the advantages of online and face-to-face learning to provide the best results possible
- ✓ It focuses on one-on-one rather than group activities so that course instructors may better assess each student's skills and shortcomings.
- ✓ It can help build stronger bonds between students and course instructors and provide the latter a better understanding of how to approach the problems faced by each individual student.

At present, universities have to re-evaluate how they can alter and adapt in crucial situations as well as for students with specific concerns. Both of these circumstances have the potential to disrupt higher education and have an influence on students. As a long-term alternative, blended learning allows students and employees to swiftly adjust instead of having to change whole working techniques within a short span of time.

The COMMONWEALTH EDUCATIONAL MEDIA CENTER FOR ASIA (CEMCA) has been instrumental in aiding Bangladesh in the implementation of online learning platforms, by virtue of the current “Capacity Building Program on Online and Blended Learning in Higher Education in Bangladesh”



from September 23, 2021 to October 20, 2021. Situational significance and rational validation remain the hallmark of the designed program. The program was spearheaded by DR. MANAS RANJAN PANIGRAHI, along with the Master Trainers, MR PURANDAR SENGUPTA AND PROF. SHAUNAK ROY.

Higher education teachers in the universities of Bangladesh are anticipated to gain the ability to conduct online & blended learning with seamless accuracy and a goal-oriented approach. Students will be drawn to the platform of online & hybrid learning by their strategic pedagogy and become involved and informed.

II. FACILITATORS

The two facilitators of the capacity program were:

- **Mr. PURANDAR SENGUPTA**
- **Prof. SHAUNAK ROY**

III. PROGRAM DURATION

The Program was a well-designed Blended Learning Program with twenty days of asynchronous learning and six days of synchronous learning. The Program commenced on 23rd September 2021 and concluded on 20th October 2021. The dates and timings of Synchronous Learning are enumerated below:

DATE	DAY	SESSION TIME (BST)
3 rd October 2021	Sunday	10.30 AM – 12.30 PM
4 th October 2021	Monday	11.30 AM – 1.30 PM
11 th October 2021	Monday	10.30 AM – 12.30 PM
12 th October 2021	Tuesday	10.30 AM – 12.30 PM
18 th October 2021	Monday	10.30 AM – 12.30 PM
19 th October 2021	Tuesday	10.30 M – 12.30 PM

IV. PARTICIPANTS

293 Higher Education Teachers from twenty Universities of Bangladesh participated in the program. The names and detailed informative inputs about the aforementioned Higher Education Teachers are vividly showcased in the Annexure III.



V. OBJECTIVES OF THE PROGRAM

The objectives of the capacity building program are listed as follows:

- ▶ To facilitate the members of the target audience in achieving conceptual clarity regarding the subtleties and intricacies of Online & Blended Learning
- ▶ To apprise the members of the target audience regarding the features and functional significance of the different instrumental ICT Tools applied in interactive teaching
- ▶ To make the target audience sensitized regarding the principles of ANDRAGOGY
- ▶ To elucidate the target audience regarding the characteristic features of Facilitation Process
- ▶ To apprise the target audience regarding the diversified Psychosocial Interventions that are applied in Facilitation
- ▶ To facilitate the target audience in achieving conceptual profundity regarding the Learning Models & Methods that are highly conducive to the students in Online & Blended Learning
- ▶ To make the target audience sensitized regarding the effective tools deployed in Assessment & Evaluation

VI. TOPICS COVERED

The topics addressed in the synchronous sessions are outlined as under:

1. Models of Online & Blended Learning	<ul style="list-style-type: none"> → A-la-carte Model → Enriched Virtual Model → Rotation Model → Station Rotation Model → Lab Rotation model → Individual Rotation model → Flipped Class Room model
2. ICT Tools	<ul style="list-style-type: none"> → Concept Map → Padlet → Popplet → Kialo Edu → Freemind → Google Forms for Virtual Escape Room → Mentimeter → Quizizz → Book Creator
3. Principles of Andragogy	
4. Characteristic features of Facilitation	
5. Psychosocial Interventions	<ul style="list-style-type: none"> → Positive Reinforcement → Behavioural Modelling



applied in Facilitation	<ul style="list-style-type: none"> → Motivational Success Stories → Design Thinking → Probing & Paraphrasing
6. Learning Models	<ul style="list-style-type: none"> → Benjamin Bloom's Cognitive Taxonomy (Original & Revised) → Robert Gagne's Nine Events of Instructions → Edgar Dale's Model of Retention of Learning Inputs → Charles Reigeluth's Elaboration Model → John Sweller's Cognitive Load theory → May & Doob's Collaborative Learning Model → Michael Allen's Success Approximation Model → Fred Keller's Individualized Instruction Model
7. Tools Of Evaluation & Assessment	

VII. METHODOLOGY ADOPTED BY THE FACILITATORS

SYNCHRONOUS LEARNING	ASYNCHRONOUS LEARNING
<ul style="list-style-type: none"> ▣ Lecture ▣ Focused Discussion ▣ Story Telling ▣ Participatory Analysis of the valued initiatives adopted by the Educators of Bangladesh ▣ Motivation & Probing ▣ Problem Analysis ▣ Problem Solving through clarification and examples 	<ul style="list-style-type: none"> ▣ Quiz ▣ Games ▣ Motivational Narration ▣ Explanatory Narrations ▣ Problem Solving

VIII. INTERVENTIONS OF THE FACILITATORS DURING ASYNCHRONOUS LEARNING

[A]. Prof. SHAUNAK ROY

- ❖ He has shared Quizzes, Games and various participatory tools & techniques that are of instrumental significance in Online & Blended Learning
- ❖ He has continually motivated the Educators of Bangladesh to join the LMS portal of CEMCA
- ❖ He has satisfied the queries of the Educators of Bangladesh



[B]. Mr. PURANDAR SENGUPTA

- ❖ He has shared auditory narrations explaining the different features of Facilitation and the Psychosocial Interventions applied in Facilitation
- ❖ He has continually motivated the Educators of Bangladesh to join the LMS portal of CEMCA
- ❖ He has analyzed and narrated the social aspects of the initiatives implemented by Premier University at Chittagong, Bangladesh

DESCRIPTION OF THE ACTIVITIES UNDERTAKEN BY THE FACILITATORS DURING SYNCHRONOUS LEARNING:

[A]. Activities covered by Prof. Shaunak Roy

Professor SHAUNAK ROY has meticulously explained the different models of Blended Learning with seamless articulacy. Some of the models explained during synchronous learning are enumerated below:

- A-LA-CARTE MODEL
- ENRICHED VIRTUAL MODEL
- ROTATION MODEL
- STATION ROTATION MODEL
- LAB ROTATION MODEL
- INDIVIDUAL ROTATION MODEL
- FLIPPED CLASS ROOM MODEL

Professor SHAUNAK ROY was instrumental in explaining the characteristic features and functional significance of the different ICT Tools. Some of key ICT tools elucidated during synchronous learning are stipulated below:

- CONCEPT MAP
- PADLET
- POPPLET
- KIALO EDU
- FREEMIND
- GOOGLE FORMS FOR VIRTUAL ESCAPE ROOM
- MENTIMETER
- QUIZIZZ
- BOOK CREATOR



[B]. Activities covered by Mr. Purandar Sengupta

Mr. PURANDAR SENGUPTA has sincerely explained the following topics with eloquence and precision.

- ❖ Principles of ANDRAGOGY
- ❖ Characteristic features of Facilitation
- ❖ Psychosocial Interventions applied in Facilitation
 - Positive Reinforcement
 - Behavioural Modelling
 - Motivational Success Stories
 - Design Thinking
 - Probing
 - Paraphrasing
- ❖ Learning Models
 - Benjamin Bloom’s Cognitive Taxonomy (Original & Revised)
 - Robert Gagne’s Nine Events of Instructions
 - Edgar Dale’s Model of Retention of Learning Inputs
 - May & Doob’s Collaborative Learning Model
 - Charles Reigluth’s Elaboration Model
 - John Sweller’s Cognitive Load theory
 - Michael Allen’s Success Approximation Model (SAM)
 - Fred Keller’s Individualized Instruction Model

[C]. MOTIVATION & DISCUSSION BY THE TWO FACILITATORS:

- The two Facilitators of CEMCA have jointly motivated the Educators of Bangladesh to ventilate their opinion regarding Learning Systems and Learning Methods.
- The two Facilitators of CEMCA have jointly probed and elicited the reflection of the Educators of Bangladesh regarding the different problems and challenges that are being dealt by them.

IX. INAUGURAL SESSION

The inaugural session of the Capacity-building program on “Online & Blended Learning,” organized by the Commonwealth Educational Media Centre for Asia (CEMCA), in collaboration with the UGC, Bangladesh, was held on September 23, 2021, from 10.30 AM to 12.00 PM BST. The program was anchored by Mr. Mohammad Maksudur Rahman Bhuiyan, Director, IMCT Division, UGC Bangladesh.

The program commenced with an introductory speech by Dr. Manas Ranjan Panigrahi, Senior Program Officer, CEMCA. He highlighted the logical rationale of the program and the profound relevance and impact of Blended Learning upon the educational system of Bangladesh. Dr. Ferdous Zaman, Secretary



(Additional Charge), UGC Bangladesh, deliberated on the focus of the Bangladesh government on developing the quality higher education, and spoke on the relevance of the present training program to build a “PhysiTAL” higher education environment in the country. Prof. Mostafa Azad Kamal, the Treasurer & Dean, School of Business, BOU appreciated the design of the training program that would be conducted using a blended approach. He highlighted that the pedagogical gap between online and face-to-face learning in terms of the pedagogy and learner engagement, would be bridged by the workshop. Prof. Dr. Abu Taher, Member of UGC Bangladesh noted that with the passage of time a paradigm shift is inevitable in the educational system. There would be a conscious effort on behalf of UGC to facilitate the paradigm shift from Pedagogy to Andragogy. Prof. Dr. Md. Sazzad Hossain, Member of UGC Bangladesh highlighted those governmental initiatives are being undertaken to ensure that higher education in Bangladesh is more technology-friendly and research-oriented. He observed that learning about technological and digital tools such as through the present capacity building program by CEMCA, the higher education scenario in Bangladesh would dawn upon a new era, bringing a paradigm shift to a tech-driven society. Prof. Dr. Madhu Parhar, Director of CEMCA stated that Blending Learning is a perfect integration of two paradigms. It is not only a blending of technology but it is a seamless blending of various learning models methods approach and tenets. Prof. Dr. Kazi Shahidullah, Chairman of UGC Bangladesh explained the fundamental tenets of the Blended Learning Policy framed by UGC Bangladesh. He also advocated for application-oriented learning through more Projective tools and techniques with intent of facilitating the emergence of outcome-based education. The concluding segment of the inaugural program entailed brief speeches by the resource persons, Mr. Purandar Sengupta and Prof. Shaunak Roy. Mr. Purandar Sengupta observed how many of the educational service providers across the world have made a paradigm shift from the traditional approach to the e-learning approach, characterized by strong andragogical principles and projective techniques to elicit latent potentials and emotions of learners. Prof. Shaunak Roy elaborated that the future of higher education shall be blended, with an “Answer-first-Discuss-Next” methodology that has put more onus on the students more than the educators in the knowledge exchange process. The program ended with Mr. Mohammad Maksudur Rahman Bhuiyan updating the participants about the modalities about the present capacity building program.

X. REFLECTIONS & ANALYSES BY THE PARTICIPANTS

The significant reflection from the participants and analytical responses from the facilitators are portrayed below:

REFLECTION 1		
NAME OF THE PARTICIPANT	PROF. KOHINOOR AKHTAR	
	OPINION	QUERY



<p>REFLECTION FROM THE PARTICIPANT</p>	<ul style="list-style-type: none"> ■ She introduced herself as the Professor of English Language & Literature in Premier University at Chittagong. ■ She opined that she is a follower of multiple teaching methods and learning models. Based on the situational demand she uses the demand – driven methods to satisfy the situational demand ■ She affirmed that the psychosocial interventions applied in Facilitation Process are instrumental in eliciting the latent potential of the students. ■ She stated that she believes in project-based learning. Hence, she assigns analytical projects to her students, because such analytical assignments can build up the capacity of analytical thinking within her students. She gave the example that she had asked her students to analyze the poems of GEETANJALI and to identify the prevalence of feminism within its creator Rabindranath Tagore. ■ She also revealed that she sends her students to various communities and industries, for interacting with people belonging to different socio-economic strata of the society. As a result of this initiative the Communication Skills of the students get developed to a greater extent. ■ She affirmed that she wants her students to be endowed with Multiple Competencies, so that they can emerge as successful performers. 	<p>She solicited clarification regarding her query, that when she assigns projects to her students, then shall the project cover only the core subject (e.g., English language) or the project should cover all the relevant subjects related to the core subject?</p>
<p>ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS</p>	<ul style="list-style-type: none"> ■ The Facilitators highly appreciated the opinion of Professor Kohinoor Akhtar. They endorsed the concept of assigning Analytical Projects to the students, because such projects will eventually intensify the analytical acumen of the students. ■ The Facilitators highly appreciated the concept of sending the students to the community development projects and the industrial projects, because the students get exposure to various developmental and managerial activities and get the opportunity of communicating with various stakeholders of the projects. ■ In response to the query of Professor Kohinoor Akhtar, the Facilitators opined that the project should cover the core subject as well as the other relevant topics related to the core subject. This would lead to the development of Multiple-Competence within the students and eventually the students will emerge as Professionals with multi-level competency. 	



REFLECTION 2		
NAME OF THE PARTICIPANTS	PROF. TANZINA ALAM CHOWDHURY, PROF. URMI NAUSHEEN CHOWDHURY & PROF. HILLOL SAHA	
REFLECTION FROM THE PARTICIPANTS	OPINION	QUERY
		<ul style="list-style-type: none"> ■ The participants introduced themselves as Educators of the Law Department of the Premier University of Chittagong. ■ They stated that for ensuring the engagement of the students of Law Department, they are providing creative assignments to the students. To be more precise, the students are asked to design wall-posters with various legal contents. The wall-posters are being exhibited with the intent of disseminating significant socio-legal inputs to the students and Professors of other departments of the University, who are not subject matter experts in Legal Education or Legal Practice. ■ The students are also sent to the underprivileged rural and sub-urban communities, where the people of the community are not getting any exposure to legal-education and legal-support. In such communities, the Students of the Law Department of Premier University, are playing an instrumental role in sensitizing the local people of the community regarding the fundamental tenets of Legal Education. Special emphasis is placed upon issues like Child Marriage Prohibition, Domestic Violence Prohibition, Child Labour Prohibition, Immoral Trafficking Prevention etc.
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators opined that the Initiative adopted by the Department of Law, Premier University of Chittagong is extremely beneficial for the students as well as the members of the community. ■ Beneficial impact on Students: Since the students are getting the opportunity of transferring learnt inputs to others hence the probability of retention of learnt inputs is more than 90% (According to the Model of Edgar Dale) ■ Beneficial impact upon the Community Members: The members of the underprivileged community are completely ignorant of the legal acts/statutes which are protective to them. Hence, they are vulnerable to exploitation and atrocities. ■ The Legal Education Project implemented by the students of Department of Law, Premier University of Chittagong, is generating socio-legal awareness among the underprivileged members of the poverty-stricken communities. Gradually the people of the community are getting empowered from the socio-legal perspective. In future they will be able to protect themselves from social and economic exploitation, injustice, atrocities and connivance. 	



REFLECTION 3		
NAME OF THE PARTICIPANTS	PROF. HASINA ANUPAMA AZHARI	
REFLECTION FROM THE PARTICIPANTS	OPINION	QUERY
		<ul style="list-style-type: none"> ■ She opined that every individual is unique from the perspective of cognitive levels, learning style and learning pace. The teachers should accept this heterogeneity. ■ Taking into consideration the heterogeneity of the students from the perspective of cognitive levels, learning style and learning pace, it is essential for the Educators to design multiple instructional models so that each student feels comfortable with any of the multiple instructional models ■ She also stated that many students of Bangladesh visit the Western Countries for higher education. There many students find it difficult to accommodate with the educational paradigm or the educational system of the Western Countries. Keeping this into consideration, the Students of Bangladesh should be trained and mentored in such a multi-modal mechanism, so that they can adapt with the diversified educational system of the Western Countries.
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators appreciated the opinion of Prof. Hasina Anupama Azhari for her learner centric views. They opined that the Success Approximation Model (SAM) by Dr. Michael Allen is also characterized by such learner centric approach, where the prototype of the learning materials is reengineered again and again in an iterative pattern for making them conducive to the need of the learners. ■ They endorsed the idea of generating multiple instructional methods, so that each of the students in a group shall feel comfortable with any one or more of the multiple instructional methods. ■ However, they added that in the short time span of classroom, it is very challenging to introduce the system of Multiple Instructional Methods. But in Blended Learning, it is possible to support the students with diversified learning styles with recorded audio-visual inputs of their preferred instructional methods. The students can use these audio-visual recordings of their preferred instructional methods as structured guidance providing tools during their Home Study. 	



REFLECTION 4		
NAME OF THE PARTICIPANT	PROF. NAZIMUL NAHAR	
REFLECTION OF THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ▣ Addressing the problem of time management, the Facilitators suggested that in a short time span of physical classroom session it is really challenging to teach new subjects and then ensure the participation of the learners in problem solving or demonstration. Hence Flipped Classroom Model is the best option where the students will learn new materials at home comfortably and then in the classroom, they will get involved in various participatory activities like problem solving, demonstration of learned content, collaborative assignments in creativity etc. ▣ The Facilitators shared their inputs regarding the strategy of eliciting response from the mediocre students. They suggested to administer the techniques of PROBING & PARAPHRASING. ▣ Regarding Prof. Nahar's opinion of providing incentive to the students for improving performance in the Flipped Classroom Model, the Facilitators drew the reference of Positive Reinforcement and Behavioural Modelling techniques for encouraging the repetition and sustained prevalence of the desired behaviour. ▣ The Facilitators stated that Incentive can play the role of a reinforcing stimulus and encourage the students to repeat positive performance. 	



	<ul style="list-style-type: none"> ■ If one student is furnished with the Incentive for their desired behaviour (viz. positive performance), then the other students tend to replicate the desired behaviour (viz. positive performance), with the motivational intent of achieving the incentive.
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REFLECTION 5		
NAME OF THE PARTICIPANT	PROF. RIMI	
REFLECTION FROM THE PARTICIPANTS	OPINION	QUERY/ PROBLEM SHARING
	<ul style="list-style-type: none"> ■ She introduced herself as an Educator of English Language and Literature. ■ She stated that in her class there is a heterogeneous composition of highly competent students and mediocre students with comparatively lesser competency. ■ One of the characteristic features of the highly competent students is verbal fluency /articulacy in English with appreciable diction. ■ On the contrary the students with comparatively lesser competency are not very fluent in English. Some of them can't speak English properly. ■ In the fixed time schedule of the class, the components of the structure curriculum are taught. Hence there is a distinctly discernible paucity of time for facilitating the mediocre students in upgrading their competency of verbal communication in English. ■ Analyzing the situation, Professor Rimi Madam and her colleagues have established an Experimental Language laboratory, where the highly competent students are teaching and facilitating the mediocre students with the intention of improving their verbal articulacy and diction in English language. ■ As a consequence of this experimental initiative the articulacy and diction of the 	



	mediocre students in English language are gradually improving	
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ▣ The Facilitators highly appreciated the Result-Oriented Initiative floated by Prof. Rimi Madam and her associates. ▣ The Facilitators designated the initiative as an ideal instance of Collaborative Learning or Peer Supported Learning. ▣ The Facilitators referred the model of Edgar Dale and opined that since the meritorious students are getting the opportunity of teaching their peers (who are comparatively less competent), hence the retention of learned inputs within their long-term memory, will be more than 90%. 	

REFLECTION 6

NAME OF THE PARTICIPANT	PROF. JAVED ARAFAT	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY/ PROBLEM SHARING
	Prof. Javed Arafat stated that he is in favour of Blended Learning and he is planning to introduce twenty-four hours teaching & learning concept where the students will be able to learn anywhere and anytime under the structured guidance or customized guidance of a team of faculty members.	
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	The Facilitators appreciated the concept of Prof. Javed Arafat. They opined that gradually the Educators have started to play the role of result –oriented Coaches. Coaching and Mentoring are integral components of twenty-four hours learning system.	

REFLECTION 7

NAME OF THE PARTICIPANT	PROF. SABINA YASMIN	
	OPINION	QUERY/ PROBLEM SHARING



<p>REFLECTION FROM THE PARTICIPANTS</p>	<ul style="list-style-type: none"> ■ Prof. Sabina Yasmin strongly advocated Need-Based Learning (NBL). ■ She affirmed that Learning is a lifelong journey. At different phases of the journey, different types of learning-needs emerge. Accordingly, a student will have to learn those topics which will satisfy their felt need at different phases of the lifelong journey. ■ She drew the reference of the socio-economic scenario of Bangladesh and opined that most of the students are motivated towards livelihood generation. ■ Therefore, emphasis should be placed upon those subjects and those topics which are having practical application and demand in the market. ■ Eventually the students will select and learn this demand driven and application-oriented topics /subjects that will enhance his employment/self-employment opportunities in the job market. 	
<p>ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS</p>	<ul style="list-style-type: none"> ■ The Facilitators endorsed the concept of Prof. Sabina Yasmin. They also opined that in every subject, those topics should be emphasized which are having value in the practical world viz. job market. ■ Gradually a time will come when most of the students will select and learn only those topics that will enhance their employment opportunity. 	

REFLECTION 8		
NAME OF THE PARTICIPANT	PROF. MOHAMMED NURUL ISLAM	
REFLECTION FROM THE PARTICIPANTS	OPINION	QUERY/ PROBLEM SHARING
	<ul style="list-style-type: none"> ■ Prof. Mohammed Nurul Islam opined that for ensuring socio-economic development of Bangladesh, it is essential to develop a nexus of Skilled Human Resource. ■ He placed emphasis upon the utilitarian significance of Vocational Training for 	



	<p>facilitating the generation of skilled Human Resource.</p> <ul style="list-style-type: none"> ■ He opined that Honours Degrees and Masters Degrees of different Universities should be earmarked only for those candidates who are aspiring for higher education and driven by the ambition of becoming Researchers & Academicians. He stated that Universities should stop issuing Honours Degrees and Master Degrees for the general candidates who are not aspiring for careers in Research & Academics. ■ He also stated that Skilled Human Resource of Bangladesh should think of becoming Entrepreneurs and Job-Providers instead of jobseekers. They can build up national economy to a great extent, by dint of their Entrepreneurial Initiatives. 	
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<p>The Facilitators appreciated the highly logical and relevant inputs of Prof. Mohammed Nurul Islam. They opined that Skill Based Entrepreneurship Development will not only solve the livelihood crisis of the young generation. It will also facilitate the economic growth of BANGLADESH in the macro-level.</p>	

REFLECTION 9		
NAME OF THE PARTICIPANT	PROF. WAZIR AHMED	
REFLECTION FROM THE PARTICIPANTS	OPINION	QUERY/ PROBLEM SHARING
		<p>Professor Wazir Ahmed proposed that if the Instructional Materials are composed in Projective Style (Covering problem-solving exercises, analytical exercises, creative thinking exercises), then in the intermediate & final examinations the Projective Questions should be incorporated instead of the traditional descriptive questions where memorizing content is a criterion for success.</p>
	OPINION ANALYSIS & DEDUCTION	CLARIFICATION



ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators endorsed the opinion of Prof. Wazir Ahmed. They logically inferred that there should be congruence between the pattern of Learning and the pattern of Assessment. ■ Otherwise, it will be difficult and challenging for the students. ■ If the students are trained in traditional descriptive approach and in the examination, they receive questions on Analysis and Creativity, then the students who have only memorized the content, will be in a difficult situation. ■ On the contrary if the students are trained through Case based approach (focusing on Critical Thinking, Decision Making & Problem Solving), and receive descriptive questions aimed at memory assessment, then it will be a difficult situation for the students. 	<ul style="list-style-type: none"> ■ The Facilitators explained each and every component of the Logical Framework Analysis (LFA) Model with appropriate examples. ■ They made a concerted effort for enabling Prof. Wazir Ahmed in achieving conceptual clarity regarding the subtleties and intricacies of the Logical Framework Analysis Model
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REFLECTION 10		
NAME OF THE PARTICIPANT	Prof. HIMADRI SEKHAR	
REFLECTION FROM THE PARTICIPANTS	OPINION	QUERY /PROBLEM SHARING
	He shared his personal experience and opined that if a lecture session continues more than forty-five minutes then the concentration of the students gets hampered. Their span of attention is not beyond forty-five minutes.	He raised the query that if the attention and concentration level of a student reduces after forty-five minutes, then how is it possible to make a blend of Lecture & Facilitation in the class?
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators once again advocated the beneficial impact of Blended Learning in this regard. ■ They placed emphasis upon the Flipped Classroom Model. In this model, the students will be furnished with the Learning Materials. They will study these learning Materials at home and acquire knowledge on the topics which are relevant to them. ■ Then in the Classroom, the Educator will practice Facilitation Process. They will foster collaborative learning among the students. 	



	<ul style="list-style-type: none"> ■ The Educators will motivate the students to solve problem-based assignments, analyze the gaps of existing paradigms and create new concepts with greater value proposition.
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REFLECTION 11		
NAME OF THE PARTICIPANT	Prof. DEEPAK CHOWDHURY	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
		<ul style="list-style-type: none"> ■ Prof. DEEPAK CHOWDHURY stated that it is universally accepted that Motivational Success Stories are extremely effective tools for building up Achievement Motivation among the students. ■ The students identify themselves with the Central Character of the Success Story and get motivated by the success reaped by the Central Character. Eventually the students execute behavioural modelling viz. replicate the Outcome Oriented Behaviour of the Central Character. ■ Prof. DEEPAK CHOWDHURY specified that in a class there are different categories of students with different psychological features and different intellectual standards. ■ So how will it be possible for the students with different psychic structure and different cognitive levels, to get identified with the single Central Character of a Success Story?
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators stated that there should be a compendium of different Motivational Success Stories with the concerned Educator. ■ The Central Character (Protagonist) of each Success Story should be designed according to the rational-emotive attributes of each category of students ■ Thus, students of each category will be able to identify himself/herself with the Central Character (Protagonist) of any one of the Success Stories covered in the Compendium of Success Stories. 	

REFLECTION 12		
NAME OF THE PARTICIPANT	Prof. FARHANA	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
		She requested the Facilitators to explain two models of Blended Learning viz. A-La- Carte Model & Station Rotation Model.



ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	The Facilitators explained the two models meticulously and facilitated Prof. Farhana to achieve conceptual clarity regarding the subtleties and intricacies of the two aforementioned models of Blended Learning.
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REFLECTION 13		
NAME OF THE PARTICIPANT	PROF. TANIYA KHATUN	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY/ PROBLEM SHARING
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators opined that at first it has to be identified that in which functional areas /dimensions, the ex-students are underperforming and what are the reasons behind such underperformance. ■ This is only possible if the Key Performance indicators (KPI) established by the employers are available with the Research & Evaluation team of the University. Based on the KPI established by the employers and the Performance Appraisal Reports issued by the employers, it is possible for the R&E team to ascertain the following: <ul style="list-style-type: none"> ○ In which areas the ex-students are underperforming? ○ The degree of underperformance viz. the intensity of deviation from the Performance Benchmark ○ How underperformance is being reflected or manifested? ○ What is the impact of underperformance in the place of employment? ○ What are the reasons for underperformance according to Peer Review? ■ Then the R& E team of the University should directly interact with the ex-students and try to elicit from them the causative factors behind underperformance. 	



	<ul style="list-style-type: none"> ■ Once the causative factors get identified, the CQI -Planners can design the strategic interventions for bridging the gap between expected outcome and achieved outcome. ■ Some of the probable strategic interventions are enumerated below: <ul style="list-style-type: none"> ○ Performance Coaching for the ex-students through online platform ○ Facilitating the ex-students in acquiring demand-driven skills ○ Competency Development Program for the final year students of the University ○ Applying Appreciative inquiry for identifying the core competence of the final year students ○ Shepherding the students towards those occupational careers that match with their core-competency. ○ Building up the culture of Lifelong Learning ○ Developing the habit of continual acquisition of demand driven skills ○ Value-addition in the curriculum for graduate level students ○ Making the instructional Methods more application oriented.
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REFLECTION 14		
NAME OF THE PARTICIPANT	PROF. MOON	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators opined that the curricula & content of the course determines the outcome. Thus, the levels of Blooms Taxonomy that are to be covered in the Outcome depend upon the curriculum & content of the course. ■ As for example in a preliminary course (which covers only the theoretical inputs), only the second level viz. Comprehension may be written in the Course Outcome. ■ In a more advanced course where topics of practical application are there along with the fundamental theoretical inputs, it is possible to write both the 2nd and 3rd level of Bloom's Taxonomy viz. Comprehension & Application can be written in the course outcome. 	



	<ul style="list-style-type: none"> ■ In a more advanced course where Analytical Inputs have been added in the curriculum, it is possible to write the 2nd, 3rd and 4th levels of Bloom's Taxonomy (viz. Comprehension, Application & Analysis) in the course outcome. ■ In a more advanced course, where Educators are teaching the art of synthesizing many tools to form a new tool, it is possible to cover the 2nd, 3rd, 4th and 5th levels of Bloom's Original Taxonomy (viz. Comprehension, Application, Analysis and Synthesis) in the course outcome. ■ In the most advanced course, where the Educators are teaching the techniques of evaluating a product in terms of various parameters like price, utility, durability, sustainability, comfort, user-friendliness etc. it is possible to cover the 2nd, 3rd, 4th, 5th and 6th levels of Bloom's Original Taxonomy (viz. Comprehension, Application, Analysis Synthesis & Evaluation) in the course outcome.
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REFLECTION 15					
NAME OF THE PARTICIPANT	PROF. SUMIT BANSAL				
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING			
		<ul style="list-style-type: none"> ■ Prof. Sumit Bansal stated that he has to write some parameters in the Assessment Framework and match these parameters with the different levels of cognitive competency of the students, as mapped by him. ■ He specified certain statements that are be written in the Assessment Framework. Then he asked about the levels of cognitive competency that matches with sentences perfectly. ■ The sentences specified by him are as follows: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">The student is aware of the functional features of an educational software.</td> </tr> <tr> <td style="padding: 2px;">The student knows the logical rationale for using the software i.e., why the software needs to applied</td> </tr> <tr> <td style="padding: 2px;">The student knows how to apply the software</td> </tr> </table> 	The student is aware of the functional features of an educational software.	The student knows the logical rationale for using the software i.e., why the software needs to applied	The student knows how to apply the software
	The student is aware of the functional features of an educational software.				
The student knows the logical rationale for using the software i.e., why the software needs to applied					
The student knows how to apply the software					
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<p>The Facilitators gave logical clarification by stating that the above statements, which were used by Prof. Bansal in the assessment framework, are related to three different levels of Bloom's Original Taxonomy</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">He is aware of the functional features of an educational software</td> <td style="width: 50%; padding: 2px;">1st Level of Bloom's Original Taxonomy, viz. Knowledge</td> </tr> </table>		He is aware of the functional features of an educational software	1st Level of Bloom's Original Taxonomy, viz. Knowledge	
He is aware of the functional features of an educational software	1st Level of Bloom's Original Taxonomy, viz. Knowledge				



	He knows the logical rationale for using the software i.e., why the software needs to be applied	2 nd level of Bloom's Original Taxonomy, viz. Comprehension
	He knows how to apply the software	3 rd level of Bloom's Original Taxonomy, viz. Application

REFLECTION 16		
NAME OF THE PARTICIPANT	PROF. SAZZADUL AHMED	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
		<ul style="list-style-type: none"> ■ PROF. SAZZADUL AHMED stated that in the assessment framework of his subject there are three components which are enumerated below: <ul style="list-style-type: none"> ○ Knowledge Profile ○ Analyzing Engineering Complexity ○ Complex Engineering Activity ■ He asked how he can integrate the three parameters with the mapped competency level of students
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	The Facilitators clarified how to integrate the assessment parameters with the levels of the course.	
	ASSESSMENT PARAMETERS	COMPETENCY LEVEL OF A STUDENT
	✓ Knowledge Profile	✓ Comprehension Level
	✓ Complex Engineering Activity	✓ Application Level
	✓ Analyzing Engineering Complexity	✓ Analysis level

REFLECTION 17		
NAME OF THE PARTICIPANT	PROF. SHARIAT ULLAH	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
		<ul style="list-style-type: none"> ■ PROF. SHARIAT ULLAH stated that he gives field –based practical assignments to his students. ■ He asked which levels of Bloom's Taxonomy can be achieved during the execution of the field-based assignment



ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators explained which levels of Bloom’s Taxonomy can be achieved by a theoretically enriched student during the different phases of executing the practical assignment. 	
	PHASES OF PRACTICAL FIELD-BASED ASSIGNMENT	LEVELS OF COGNITIVE COMPETENCY ACHIEVED THROUGH PRACTICAL WORK
	The student is applying his theoretical knowledge while executing a practical and realistic task, for the first time.	The student reaches at APPLICATION LEVEL
	<ul style="list-style-type: none"> ■ The student encounters a situational problem. He tries to explore alternative mechanisms for solving the problem. ■ He initiates comparative analysis of the different mechanisms to select the most cost-effective mechanism 	The student reaches at ANALYSIS LEVEL
	<ul style="list-style-type: none"> ■ Instead of selecting an existing mechanism, the student extracts the beneficial features of each of the available mechanisms and combines all of these beneficial features in a strategic way. ■ The student implements the combined model with the intent of solving the practical problem. 	The student reaches the SYNTHESIS LEVEL
<ul style="list-style-type: none"> ■ Based on the results of implementation, the student evaluates the new mechanism in terms of user-friendliness, operational ease, effectiveness and sustainability. 	The student has reached at the EVALUATION LEVEL.	

REFLECTION 18

NAME OF THE PARTICIPANT	PROF. MANJUL HUSSAIN	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY/ PROBLEM SHARING
	<ul style="list-style-type: none"> ■ According to him Flipped Classroom Model is not appropriate for the students of Bangladesh. ■ He opined that the students of Bangladesh prefer to learn in presence of the teachers under their 	



	<p>structured pedagogy and guidance. They will never study at home in absence of the teachers.</p> <ul style="list-style-type: none"> ■ He also affirmed that he considers Story-Telling to be the best medium for teaching. Through stories and appropriate examples, he gets the learning inputs embedded within the cognitive framework of the students. 	
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators endorsed his view on story telling. They also remarked that story crafting and story-telling are being recognized globally as the most powerful tools for facilitation. ■ However, they stated that there is no contradiction between Storytelling and home-based study. The stories can be recorded and shared through audio-visual learning materials that can be studied anywhere according to the choice of the students. 	

REFLECTION 19		
NAME OF THE PARTICIPANT	PROF. MAMUL HUSSAIN	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
		<ul style="list-style-type: none"> ■ PROF. MAMUL HUSSAIN stated that in most of the subjects, the students are not being sensitized by the Educators regarding the outcome of learning. ■ As a consequence, the students are getting clueless, disoriented and demotivated. ■ As an alternative they are trying to pass the BCS examination and get job in the governmental departments
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ■ The Facilitators stated that to restore the interest and motivation of the students towards the academic subjects, it is essential to place emphasis upon those topics which are application oriented and preferred by the employers. ■ If the present curriculum of the concerned subjects is not employment oriented, then changes need to be introduced in the curriculum. Topics with practical application and sustained demand in the job market have to be incorporated in the curriculum. 	

REFLECTION 20	
NAME OF THE PARTICIPANT	PROF. JAVED ABBAS



REFLECTION FROM THE PARTICIPANT	OPINION	QUERY/ PROBLEM SHARING
	<ul style="list-style-type: none"> ■ PROF. JAVED ABBAS opined that he is a follower of eclectic and flexible approach. ■ Instead of keeping the students restricted within a few learning materials, he encourages his students to explore all relevant topics related to a central /core theme. ■ He provides the links of different knowledge portals to the students and asks them to analyze the informative inputs garnered from the different portals. 	
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	The Facilitators appreciated the approach of PROF. JAVED ABBAS. They opined that PROF. JAVED ABBAS is building up the research-orientation and analytical acumen of the students	

REFLECTION 21		
NAME OF THE PARTICIPANT	Prof. KHWAJA AHMED	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
		<ul style="list-style-type: none"> ■ Professor Khwaja Ahmed stated that he has already executed an initiative based on Flipped Classroom Model. ■ He used to share audio-visual learning materials with the students that are to be studied at home. ■ In the class, he tried to have analytical discussion with the students regarding the learning materials that have already been shared with students. ■ But unfortunately, he found that the students have not properly studied the audio-visual learning materials at home. ■ He tried to identify the reasons for which the students have not studied the learning materials at home. ■ He found that since the students are coming to the University from different corners of DACCA through highly traffic intensive routes, hence the to-and-fro journey becomes very time consuming. ■ As a result, the students are not getting adequate time to study at home.



ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ❑ The Facilitators identified the problem and generated solution. ❑ They opined that in Flipped Classroom Model, specific time-frames are allotted for home based study and classroom-based study. ❑ So, during home-based study, there is no compulsion to visit class physically. Hence there is no probability for time deficit during home study.
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REFLECTION 22		
NAME OF THE PARTICIPANT	Prof. MONIRUL	
REFLECTION FROM THE PARTICIPANT	OPINION	QUERY /PROBLEM SHARING
ANALYTICAL & SUGGESTIVE INPUTS FROM FACILITATORS	<ul style="list-style-type: none"> ❑ The Facilitators opined that first of all it is necessary to identify the causative factors that are diluting the interest and motivation of the students to continue their education in Sociology. ❑ Since the students are highly motivated to get employment in Governmental departments by passing the BCS examination, therefore it can logically deduce that livelihood generation and economic empowerment are the principal motivational factors alluring the students ❑ Thus, it is distinctly evident, that the students are not interested to continue their education in Sociology, because they are not being able to identify the opportunities of employment or self-employment, after completing the course in Sociology. ❑ Therefore, Prof. Monirul will have to establish correlation between the topics of Sociology and employment or self-employment ❑ If the present topics of Sociology are not employment oriented, then change in curriculum has to be executed. Those topics of Sociology which are having 	

	practical application and are oriented towards employment or self-employment have to be incorporated in the curriculum.
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XI. RESULT CHAIN

[A]. COMPREHENSIVE RESULT CHAIN

The following section illustrates a comprehensive result chain (with program-output and program-outcomes):

► ACHIEVED OUTPUT

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| <ul style="list-style-type: none"> ■ The Educators of Bangladesh have got acquainted with the beneficial features of the different models of Blended Learning ■ The Educators have got sensitized regarding the difference between Hybrid Learning & Blended learning ■ The Educators have comprehended the distinction between MOOCs & OER ■ The Educators have got familiar with the different kinds of ICT Tools that can be judiciously administered in learning-process and assessment-process ■ The Educators have deciphered the beneficial significance of the aforementioned ICT tools ■ The Educators have got motivated to apply the ICT tools ■ The Educators have got familiar with the principles of ANDRAGOGY ■ The Educators have achieved conceptual clarity regarding the subtleties and intricacies of Facilitation ■ The Educators have got enlightened regarding the instrumental significance of the different psycho-social interventions that are administered during Facilitation. ■ The Educators have comprehended the different participatory learning methods that applied in Facilitation ■ The Educators have deciphered the different Learning Models that are conducive to Blended Learning. ■ The Educators have got enlightened regarding the different Projective Techniques that can be applied for assessment of the learners. |
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► EXPECTED OUTCOME:

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| <ul style="list-style-type: none"> ■ It is expected that the Educators of Bangladesh will take proactive initiative for orchestrating seamless and sustainable implementation of Blended Learning. ■ It is expected that the Educators will sensitize their students regarding the beneficial outcome of Blended Learning. ■ It is expected that the Educators will motivate their students to participate in Blending Learning Program |
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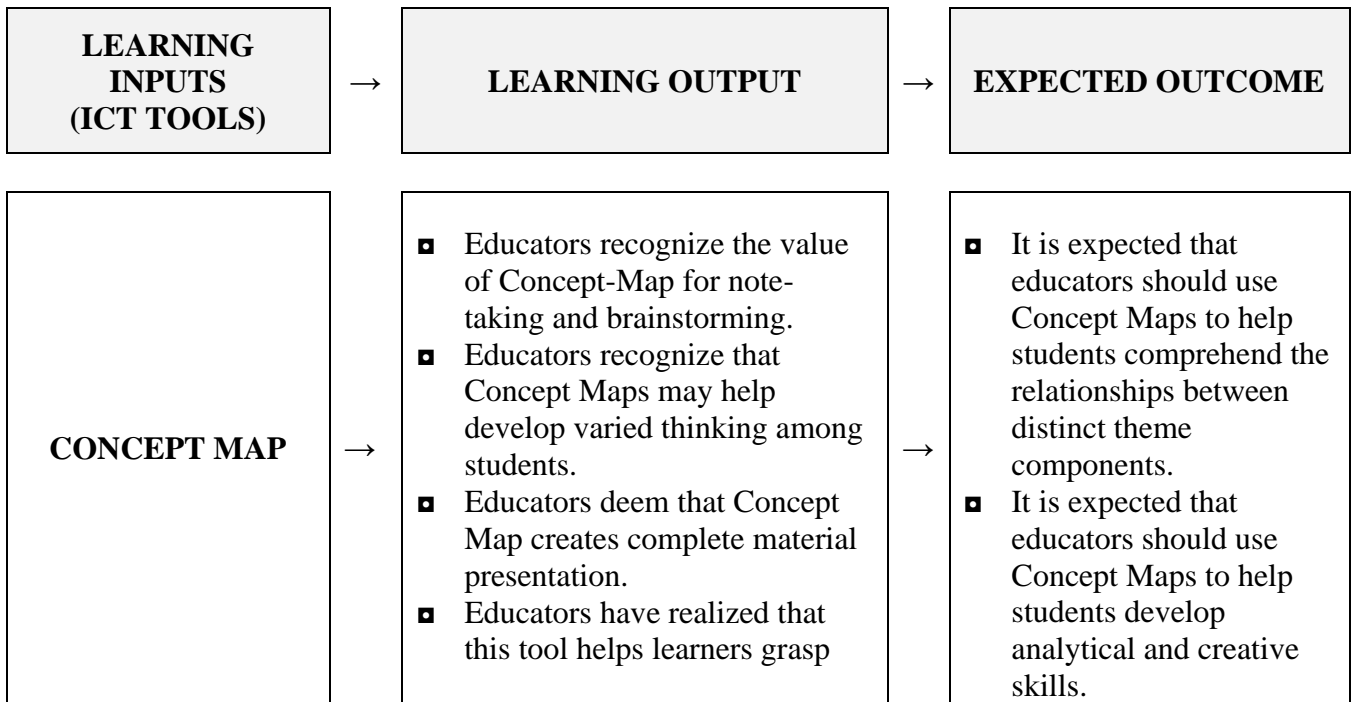


- It is expected that the Educators will be able to ensure deep engagement of the students by the judicious utilization of the ICT Tools
- It is expected that the Educators will be able to engineer the Psychosocial Interventions for intensifying the analytical acumen and reinforcing the creative potential of their students
- It is expected that the Educators will be able to execute the Psychosocial Interventions for building up the resilience and fortitude of their students.
- It is expected that the Educators will be able to administer the Psychosocial Interventions for motivating the students to achieve their individual learning goals
- It is expected that the Educators will be empathetic to the diversified problems and heterogeneous need of their students. Eventually they will design appropriate student-centered instructional materials and administer the effective teaching methodologies for satisfying the diversified needs and alleviating the multifarious problems of the different students.
- It is expected that the Educators will continue to foster Discovery Learning so that their students can identify and utilize their creative acumen, deep insight and intuitive power.
- It is expected that the Educators will foster collaborative approach among the students and facilitate them to achieve learning goals through collective initiative.

[B]. TOPIC-SPECIFIC RESULT CHAIN

The following section illustrates a topic-specific result chain that documents the impact of of the learning inputs delivered by Prof. Shaunak Roy upon the educators of Bangladesh:

► EFFECT OF THE LEARNING INPUTS DELIVERED BY PROF. SHAUNAK ROY ON THE EDUCATORS OF BANGLADESH:





	<p>cause-effect relationships or any other type of interaction.</p>	
<p>PADLET</p>	<p>→</p> <ul style="list-style-type: none"> ▪ Educators recognize PADLET as a key tool that allows students to collaborate on projects by centralizing notes, videos, images, and other learning inputs. 	<p>→</p> <ul style="list-style-type: none"> ▪ It is expected that educators are supposed to use PADLET to facilitate cooperation among students working on the same project and striving to attain the same learning goal.
<p>POPPLET</p>	<p>→</p> <ul style="list-style-type: none"> ▪ Educators have discovered that POPPLET can help learners release their creative potential. ▪ Educators have also realized that POPPLET might help them start collaborative projects with their learners. 	<p>→</p> <ul style="list-style-type: none"> ▪ It is expected that educators should use POPPLET to allow students to add creative elements to mind maps such as photographs, drawings, videos, and useful material. ▪ It is expected that educators are required to facilitate collaborative learning among their students by utilizing POPPLET.
<p>KIALO EDU</p>	<p>→</p> <ul style="list-style-type: none"> ▪ Educators have realized that KIALO EDU is a powerful tool for developing critical thinking, social skills, and emotional intelligence in their students. 	<p>→</p> <ul style="list-style-type: none"> ▪ It is expected that educators should use KIALO EDU to help students acquire critical thinking abilities, which are required for knowledge evaluation. ▪ It is expected that educators should also use KIALO EDU to help their students develop social and emotional skills, which are necessary for evaluating opposing viewpoints.



FREEMIND	<ul style="list-style-type: none"> ▪ Educators have realized that FREEMIND is a powerful tool for creating idea maps and analyzing relationships between concepts. 	<ul style="list-style-type: none"> ▪ It is expected that educators should use FREEMIND to help students develop analytical and creative skills.
GOOGLE FORMS FOR VIRTUAL ESCAPE ROOMS	<ul style="list-style-type: none"> ▪ Educators believe that a digital escape room is a hard project that may strengthen students' cognitive and emotional intelligence. 	<ul style="list-style-type: none"> ▪ It is expected that educators should use this tool to help students develop critical thinking and problem-solving skills.
MENTIMETER	<ul style="list-style-type: none"> ▪ Educators recognize MENTIMETER as a tool for developing interactive teaching and student participation. ▪ Educators have discovered the importance of MENTIMETER in creating formative assessments, knowledge testing through quizzes, and sparking dialogues. 	<ul style="list-style-type: none"> ▪ It is expected that educators are encouraged to use MENTIMETER to engage students in the learning process and test their knowledge in fun ways.
QUIZZZ	<ul style="list-style-type: none"> ▪ The Educators have perceived the significance of this tool for creating quizzes that need to be solved within specified time frame. 	<ul style="list-style-type: none"> ▪ It is expected that Educators will apply this tool for assessing the knowledge of the students either at class or at home.
BOOKCREATOR	<ul style="list-style-type: none"> ▪ Educators have grasped the value of this fantastic tool for developing multimedia-rich e-books for their students. 	<ul style="list-style-type: none"> ▪ It is expected that educators are obliged to encourage students to use BOOKCREATOR. ▪ It is expected that educators should use BOOK CREATOR to help students release their creative potential.



LEARNING INPUTS (Blended Learning Models)	LEARNING OUTPUT	EXPECTED OUTCOME
A-LA-CARTE MODEL	<ul style="list-style-type: none"> ■ The Educators have comprehended that this model makes it possible for the students to take one or more additional courses entirely through online mode, for supplementing their main course which is being conducted within the campus. 	<ul style="list-style-type: none"> ■ It is expected that the Educators will orchestrate this model and motivate the students to avail the benefits of this model.
ENRICHED-VIRTUAL MODEL	<ul style="list-style-type: none"> ■ The Educators have comprehended that this is an Institution–Driven Model, where students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. 	<ul style="list-style-type: none"> ■ It is expected that the Educators will be able to facilitate their institutional authority to realize the significance of this model and to implement this model for the benefit of the students.
ROTATION MODEL	<ul style="list-style-type: none"> ■ The Educators have understood that in this model students rotate between learning modalities, at least one of which is online learning. ■ Other modalities might include small-group or full-class instruction, group projects, and individual tutoring. 	<ul style="list-style-type: none"> ■ It is expected that the Educators will be capable to draw attention of both the institutional Authority and the students towards the beneficial aspects of this model.
STATION-ROTATION MODEL	<ul style="list-style-type: none"> ■ The Educators have comprehended the significance of this model in rotating the students on a fixed schedule through all of the stations. 	<ul style="list-style-type: none"> ■ It is expected that the Educators will be make the planned and sustained effort to make both the institutional Authority and the students familiar



		<p>regarding the advantageous aspects of this model.</p>
<p>LAB-ROTATION MODEL</p>	<p>→</p> <ul style="list-style-type: none"> ■ The educators have realized that in this model Students rotate on a fixed schedule among locations on campus. At least one of these spaces is a lab, while the additional classroom(s) house other learning modalities. 	<p>→</p> <ul style="list-style-type: none"> ■ It is expected that the Educators will be capable to sensitize both the Institutional Authority and the students regarding the beneficial aspects of this model.
<p>INDIVIDUAL-ROTATION MODEL</p>	<p>→</p> <ul style="list-style-type: none"> ■ The Educators have construed that in this model Students rotate on a customized, fixed schedule among learning modalities. 	<p>→</p> <ul style="list-style-type: none"> ■ It is expected that the Educators will be able to make both the Institutional Authority and the students well acquainted regarding the utilitarian features of this model.
<p>FLIPPED-CLASSROOM MODEL</p>	<p>→</p> <ul style="list-style-type: none"> ■ The Educators have comprehended that this model rotates the students on a fixed schedule between face-to-face, teacher-guided practice on campus during the class day and online instruction of the same subject from a remote location after class. 	<p>→</p> <ul style="list-style-type: none"> ■ It is expected that the Educators will take the valued initiative to apprise both the Institutional Authority and the students regarding the beneficial features of this model. ■ It is expected that the Educators will be able to motivate the students to ensure their proactive participation in this model.

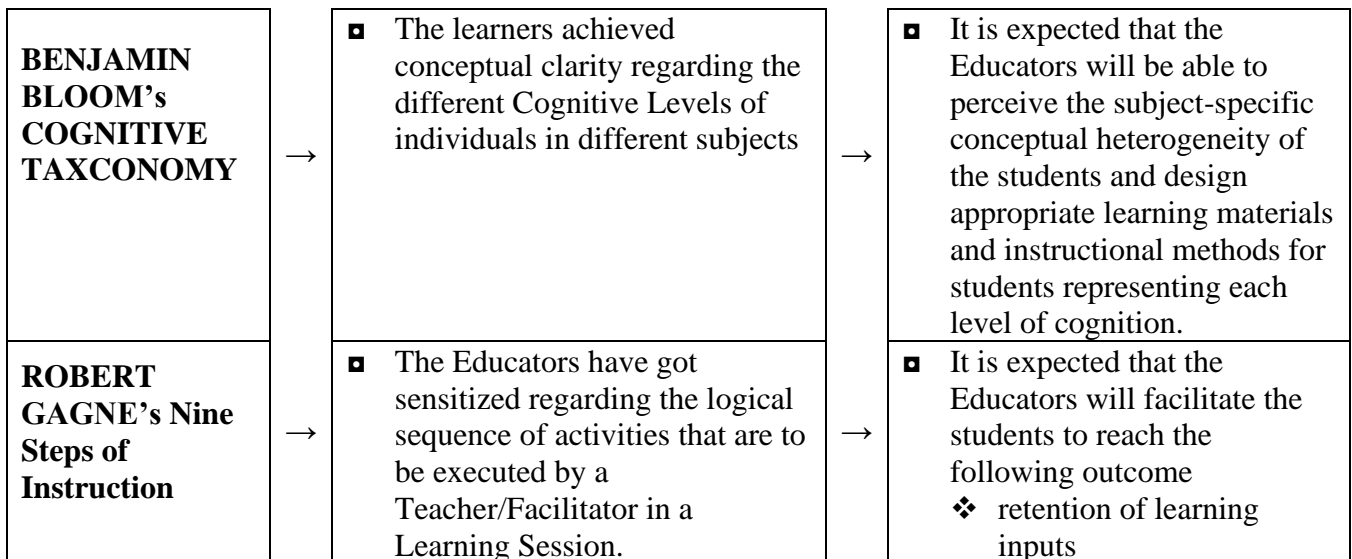
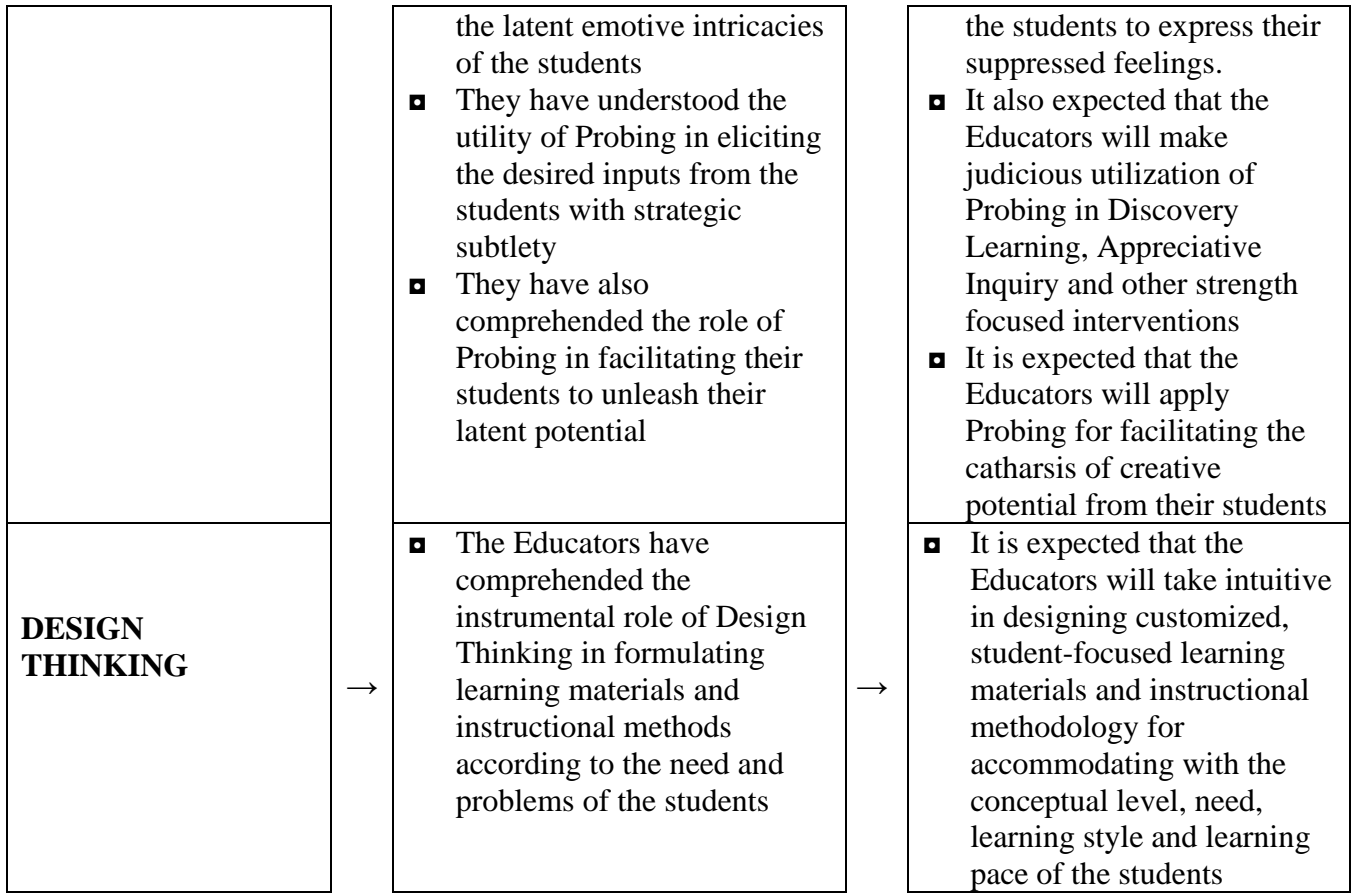


► EFFECT OF THE LEARNING INPUTS DELIVERED BY MR. PURANDAR SENGUPTA ON THE EDUCATORS OF BANGLADESH:

TOPIC/ LEARNING INPUTS	ACHIEVED OUTPUT	EXPECTED OUTCOME
<p>PRINCIPLES OF ANDRAGOGY</p>	<ul style="list-style-type: none"> ■ The Educators have achieved conceptual clarity regarding the principles of ANDRAGOGY. ■ Some of them have endorsed the concept that Adult Learners do learn more effectively through problem –solving assignments rather than memorizing content ■ Many of them ratified the concept that the Adult Learners emanate their proclivity/preference towards those topics which they consider to be relevant and effective in their occupational life 	<ul style="list-style-type: none"> ■ It is expected that the Educators will continue to foster the principles of Andragogy ■ It is expected that the Educators will design Problem Solving Assignments for their students with the intent of enhancing their analytical acumen and creative potential ■ It is expected that the Educators will facilitate their students in achieving Experiential Learning
<p>FACILITATION PROCESS</p>	<ul style="list-style-type: none"> ■ The Educators have comprehended the following features of Facilitation: <ul style="list-style-type: none"> ✓ Facilitation involves continual dialogue between learners and facilitator ✓ Facilitation encourages the learners to introspect and unleash their hidden potential ✓ Facilitation inspires the learners to participate actively in the learning activities. ✓ Facilitation encourages the learners to interact with each other and achieve the learning goal 	<ul style="list-style-type: none"> ■ It is expected that the Educators will implement Facilitation Process for fostering: <ul style="list-style-type: none"> ✓ Experiential Learning ✓ Participatory Learning Action ✓ Discovery Learning ■ It is expected that by deploying the tools and techniques of Facilitation, the Educators will enable their students to achieve their learning goals ■ It is expected that by implementing Facilitation the Educators will ensure psychological ease and comfort of the students

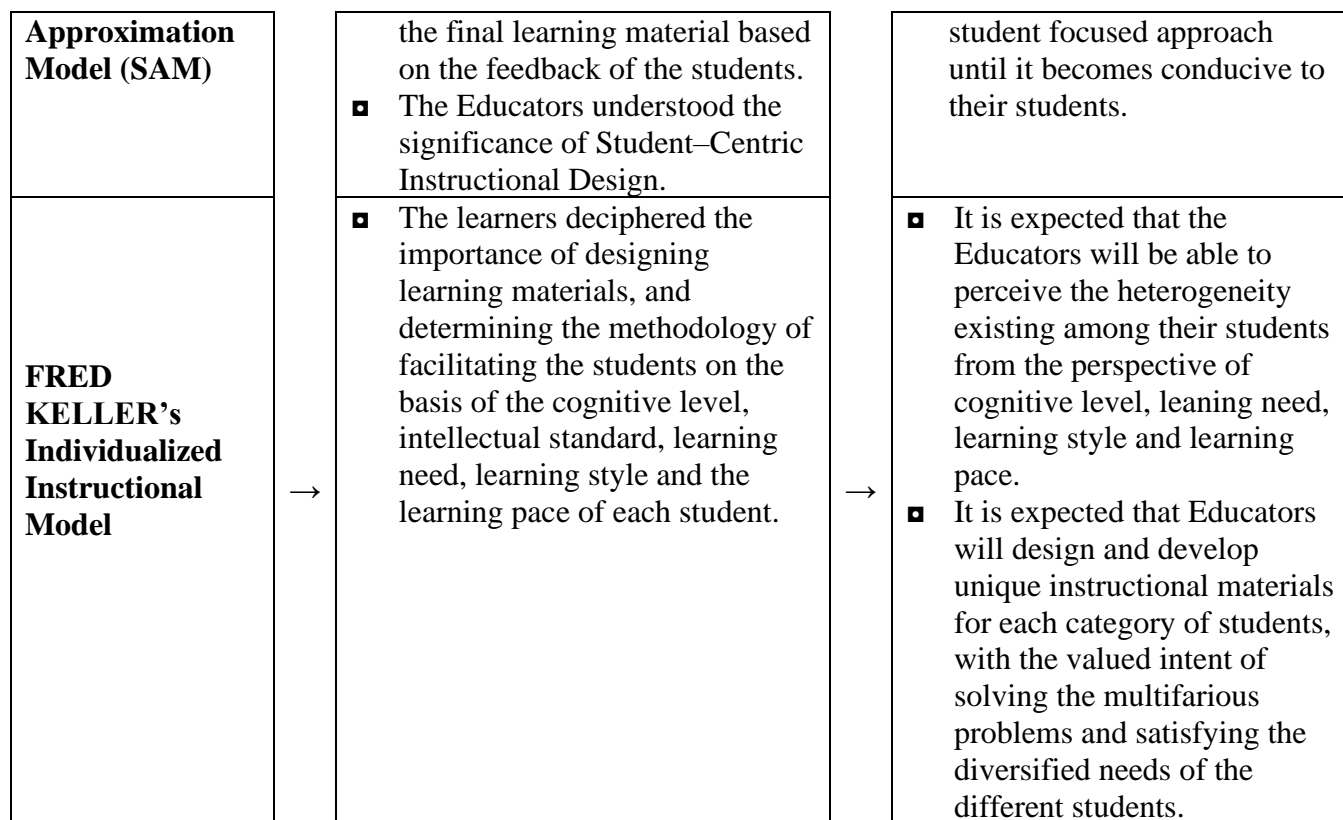


		<p>in a collaborative mechanism</p> <ul style="list-style-type: none"> ✓ Facilitator enables the learners to incur experiences from the learning process and to learn from the incurred experiences 	
MOTIVATIONAL SUCCESS STORIES	→	<ul style="list-style-type: none"> ▣ The Educators have developed a clear understanding regarding the role of Motivational Success Stories in triggering Achievement Motivation of the students 	→
POSITIVE REINFORCEMENT	→	<ul style="list-style-type: none"> ▣ The Educators achieved conceptual clarity regarding the cause-effect dynamics in Positive Reinforcement. ▣ They have understood that appreciation and reward are the instrumental factors in triggering desired behaviour of the students. 	→
BEHAVIOURAL MODELLING	→	<ul style="list-style-type: none"> ▣ The Educators have comprehended the rationale, mechanism and significance of Behavioural Modelling 	→
ACTIVE LISTENING & PRAPHRASING	→	<ul style="list-style-type: none"> ▣ The Educators have comprehended the significance of Paraphrasing in instilling confidence among the students and replenishing their conceptual gaps 	→
PROBING	→	<ul style="list-style-type: none"> ▣ The Educators have achieved clear understanding regarding the significance of Probing in comprehending 	→
			<ul style="list-style-type: none"> ▣ It is expected that the Educators will be able to frame Success Stories on Achievement Motivation. ▣ It is expected that the Educators will be able to present motivational success stories for triggering motivation within the students
			<ul style="list-style-type: none"> ▣ It is expected that the Educators will appreciate the desired behaviour of their students and provide non-financial reward to them for ensuring the sustenance of the desired behaviour.
			<ul style="list-style-type: none"> ▣ It is expected that the Educators will make judicious utilization of Behavioural Modelling for fostering and perpetuating the outcome –oriented behaviour of their students
			<ul style="list-style-type: none"> ▣ It is expected that the Educators will administer Paraphrasing while interacting with their students, with the intent of ensuring conceptual elucidation and enhancing the morale of the students.
			<ul style="list-style-type: none"> ▣ It is expected that the Educators will utilize Probing as a need-based intervention and facilitate





		<ul style="list-style-type: none"> ❖ effective recall of learnt inputs ❖ transfer of learnt inputs to others
EDGAR DALE's Model of retention of learning inputs	→ <ul style="list-style-type: none"> ■ The Educators got apprised regarding the percentage of retention of learnt inputs by the learners under the influence of various sorts of Teaching Activities 	→ <ul style="list-style-type: none"> ■ It is expected that the Educators will encourage their students to teach and demonstrate their learnt inputs to their peer groups or the members of underprivileged community. ■ This will eventually facilitate the students to maximize the retention of the learnt inputs
CHARLES REIGELUTH'S Elaboration Model	→ <ul style="list-style-type: none"> ■ The Educators have comprehended the significance of arranging and presenting the learning content through logical sequences viz. Topical & Spiral Sequence 	→ <ul style="list-style-type: none"> ■ It is expected that the Educators will present their content to the students in logical sequence so that it becomes easier for the students to decipher it.
JOHN SWELLER'S Cognitive Load Model	→ <ul style="list-style-type: none"> ■ The Educators have achieved conceptual clarity regarding the significance of diluting Cognitive Load, by presenting large volume of content in a fragmented pattern, instead of imposing huge volume of content continually upon the learners. 	→ <ul style="list-style-type: none"> ■ It is expected that the Educators will present smaller volume of content continually in a logical sequence so that the presented content gets deeply embedded in the long-term memory of the students.
MAY & DOOB's Collaborative Learning Model	→ <ul style="list-style-type: none"> ■ The learners comprehended how the exchange of views, group discussion, task distribution, convergence of thoughts can play extremely significant roles in the learning process. 	→ <ul style="list-style-type: none"> ■ It is expected that the Educators will make their students sensitized regarding the beneficial significance of Collaborative Learning ■ It is expected that the Educators will motivate their students with common learning goal, to form study groups /circles and to adopt collaborative learning action, for achieving the common learning goal.
MICHAEL ALLEN's Success	→ <ul style="list-style-type: none"> ■ The Educators perceived the significance of customization /re-engineering of the prototype of learning materials as well as 	→ <ul style="list-style-type: none"> ■ Is expected that the Educators will gradually adopt the practice of re-engineering the instructional materials, with a



XII. SPECIAL NOTE: BLENDED LEARNING & COMMUNITY DEVELOPMENT INITIATIVE OF DEPARTMENT OF LAW, PREMIER UNIVERSITY, CHATTAGRAM

- **PROMOTERS OF THE INITIATIVE:** PROF. TANZINA ALAM CHOWDHURY, PROF. URMI NAUSHEEN CHOWDHURY & PROF. HILLOL SAHA.
- **MECHANISM OF THE PROGRAM:** For ensuring the engagement of the students of Law Department, they are providing creative assignments to the students. To be more precise, the students are asked to design wall-posters with various legal contents. The wall-posters are being exhibited with the intent of disseminating significant socio-legal inputs to the students and Professors of other departments of the University, who are not subject matter experts in Legal Education or Legal Practice.

The students are also sent to the underprivileged rural and sub-urban communities, where the people of the community are not getting any exposure to legal-education and legal-support. In such communities, the Students of the Law Department of Premier University are playing an instrumental role in sensitizing the local people of the community regarding the fundamental tenets of Legal Education. Special emphasis is placed upon issues like Child Marriage Prohibition, Domestic Violence Prohibition, Child Labour Prohibition, Immoral Trafficking Prevention etc.



- **Beneficial impact on the students:** Since the students are getting the opportunity of transferring learnt inputs to others hence the probability of retention of learnt inputs is more than 90%.
- **Beneficial impact upon the Community Members:** The members of the underprivileged community are completely ignorant of the legal acts/statutes which are protective to them. Hence, they are vulnerable to exploitation and atrocities.

The Legal Education Project implemented by the students of Department of Law, Premier University at Chittagong, is generating socio-legal awareness among the underprivileged members of the poverty-stricken communities. Gradually the people of the community are getting empowered from the socio-legal perspective. In future they will be able to protect themselves from social and economic exploitation, injustice, atrocities and connivance.

XIII. RECOMMENDATIONS FOR PROGRAM AMELIORATION

The capacity-building program with the higher education faculty members of Bangladesh was conducted using a blended learning approach. The program witnessed immense contribution and participation from the participants, and raised quite a few relevant and thought-provoking discussions. Notwithstanding, as facilitators, certain observations have been made, which could have augmented the overall impact of the program. They are listed as follows:

- The facilitators opine that the content in the asynchronous learning modules should be perused more effectively by the participants in the context of a blended learning program.
- The synchronous component of the program could have witnessed more participation from the faculty members to encourage more stimulating questions.
- The community forum in the LMS platform could be better utilized to ensure greater coverage of potential discussion topics during the synchronous sessions.
- More quantitative assessment tools could be incorporated in the LMS to ensure more in-depth understanding by the participants.

XIV. CONCLUSION

The “Capacity Building Program on Online and Blended Learning” for the Educators of Bangladesh was successfully completed under the meticulous and scrupulous guidance of **PROF. (DR.) MANAS RANJAN PANIGRAHI**, Senior Program Officer (Higher Education) of COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

PROF.(DR.) MANAS RANJAN PANIGRAHI conceptualized, planned and orchestrated the program with seamless precision. He was the functional fulcrum of the program. By dint of his outstanding effort, he established the platform of harmony and solidarity between the collaborating organizations – CEMCA & University Grants Commission of Bangladesh



His panoramic vision and reflective ideas were vividly manifested through the diligent effort and structured collaboration of the two Facilitators – **PROF. SHAUNAK ROY AND MR. PURANDAR SENGUPTA**. The perfect understanding between the two Facilitators was a critical success factor for the seamless implementation of the capacity building program.

It is presumed that under the valued guidance and vigilant monitoring of **PROF.(DR.) MANAS RANJAN PANIGRAHI, CEMCA** will continue to conduct impactful programs for sustainable development in the higher educational arena of Bangladesh.

ANNEXURE-I

ABRIDGED VERSION OF BLENDED LEARNING POLICY OF BANGLADESH

Blended learning concocts traditional face-to-face and online learning. Teaching and learning call for physical and virtual interfaces. Blended learning is preferable because it personalizes learning, allows reflection, and differentiates training by students. It mixes online educational materials with traditional classroom-based methodologies. In addition to physical presence, students should be able to adjust their pace. The efficacious use of ICT in education and assessment is crucial.

Bangladesh has a long tradition of face-to-face teaching, and in this light, the UGC of Bangladesh conceived two critical goals for introducing blended learning into higher education institutions. Firstly, it sought to identify and define blended learning policies. Second, it aimed at ameliorating student engagement and learning outcomes through increasing student involvement.

Face-to-face, online, mobile, distance, open, social, and other technology-enhanced learning are all termed blended learning. This approach is driven by student needs and support for intended learning activities and results and blended learning endeavors to tailor instructional time, venue, material, and evaluation to students' requirements. Personalization should be based on student learning outcomes. It may blend one or more of the following approaches.

- It may blend online and classroom learning (e.g., study materials might be provided online while lectures are delivered in the classroom).
- It may comprise a study of significant literature on a regulation change or new product, followed by regulated live or online peer-to-peer debate.
- It may incorporate unstructured learning chats and documents into a textbook.
- It may combine generic, self-paced content with live classroom or online experiences to boost learning while lowering expenses.
- It may use a job-task or business-process simulation model to combine learning, practice, and just-in-time performance support technologies.

Blended learning has been shown to boost learner satisfaction, success, and job skills. Blended learning must thus produce the following outcomes.

- Combine online and offline events to expand learning programs' reach.
- Increase course completion rates compared to entirely online or offline courses.
- Provide a range of services to increase student confidence and motivation, lowering dropout rates.
- Use internet resources and classroom interaction to help students comprehend topics better.
- Provide extracurricular activities to strengthen teacher-student connections.

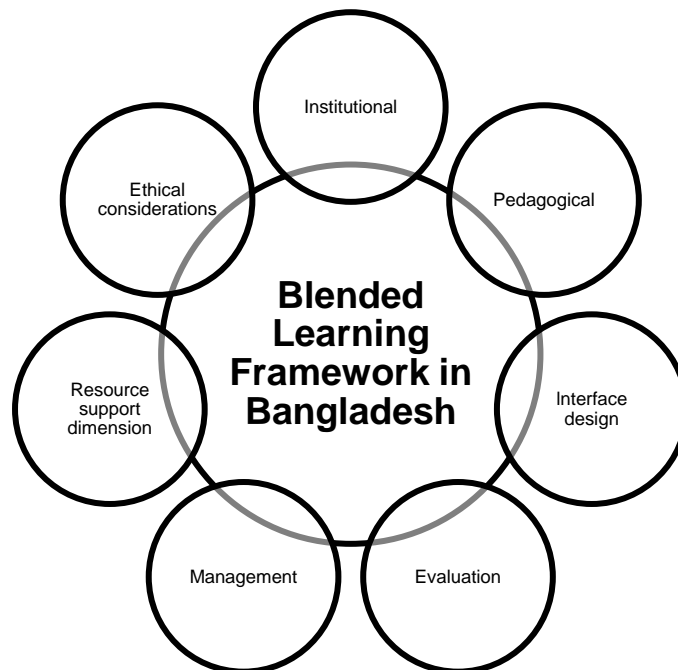
However, blended learning is not easy—programs embracing blended learning encounter the following problems.

- Blended learning provides students with more options.
- The learning environment's flaws must be overcome.

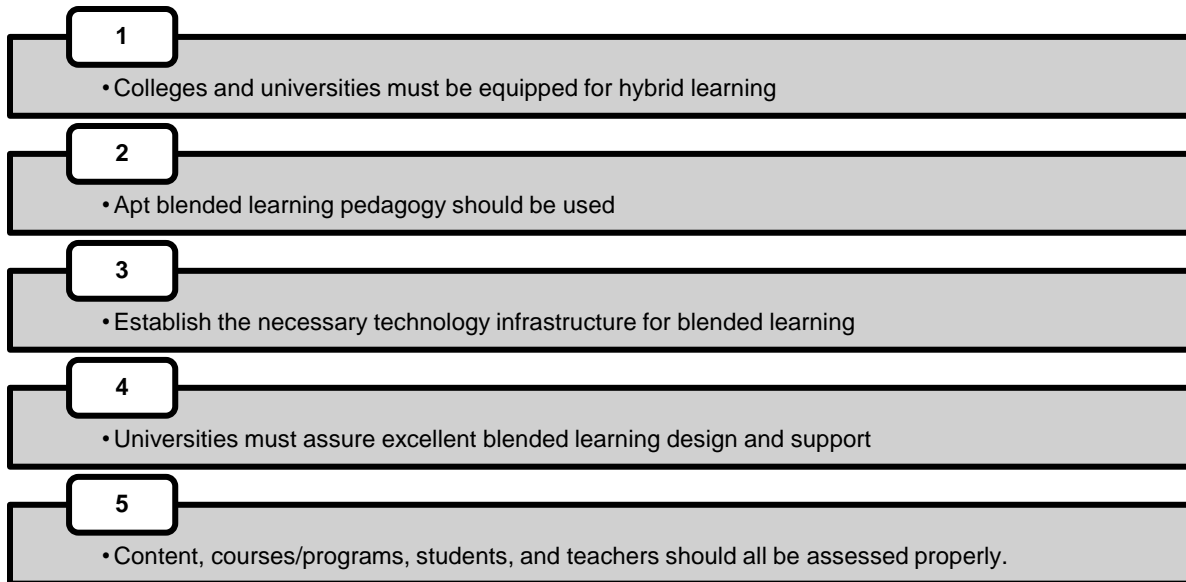


- Teachers and students must have access to technology, which may be tricky.
- Inexperience with technology, apprehension, and aversion to learning might hinder instructors' adoption of blended learning.
- The costs of online technology upkeep and teacher training make implementing blended learning difficult.

There are several blended learning implementation frameworks available. However, not all are ready for all milieus. The population, finances, and requirements of Bangladesh's higher education system are unlike any other country. Adding blended learning to Bangladesh's higher education system demands a unique structure, represented through an octagonal framework to develop blended learning programs in current society.



The blended learning policy is based on previous research and experiences in higher education. Following are some of the broad learning entering universities under the Bangladesh UGC system.



Any institution offering blended learning must follow the UGC’s rules. The institution must have the infrastructure, resources, and staff to construct the educational environment and integrate on-site and off-site learning. This approach will help the UGC monitor and ensure effective blended learning practices across the country. The following are key issues to consider, namely:

- **Laws, rules, and regulations:** For online/offline classes to be mixed, new rules/laws must be adopted, and current rules/laws for student evaluation must be changed. New rules for resolving disputes will be necessary.
- **Infrastructure:** LMS, servers, Internet, and devices should be available to facilitate blended learning. A dedicated center or institute can help an institution launch, administer, support, and monitor blended learning activities.
- **Resources:** Resources must be allocated based on the institution’s needs. Efforts should be made to enhance educational outcomes via research in learning and teaching.

Universities may need to change their educational methods. Creating appropriate teaching and learning settings should address students’ physical, cultural, and socio-economic demands.

- The CQI method requires periodic curriculum revision and updates. Various media, particularly ICT and digital, should be used to transmit knowledge effectively.
- Before teaching, faculties should complete enough experience-sharing sessions with experienced resource individuals inside or outside the university. Then, frequent internal meetings should be held inside each program to present new ideas, technologies, and methods.
- Collaboration with other internal and external organizations to update knowledge, skills, and practices

In addition, universities should help students with technology. All instructors should have access to the necessary equipment, software, and Internet. Institutions might support content development via digital studios. So, students may access LMSs and online classes even with limited internet access or devices.



Students with disabilities should have equal access to education (SEN). Server maintenance, cloud computing, performance monitoring, disaster recovery, and backup should be expert ICT Cell staff.

Because design affects the overall look and feel of blended learning components like webpages and websites, learners may use and switch between them. User experience, internet speed, and devices should be considered. Blended learning requires enough LMS and content creation help. Website and page navigation design that is simple, safe, and accessible. Templates may be used; however, site loading times must be addressed. Websites, pages, and content should have clear navigation cues, layout/organization, and templates. Mark the user's current location. A specialized pool of employees should be trained to assist instructors with content creation and LMS activities.

Courses and resources must be selected, assessed, and improved per each program's institutional basis. Limits must be satisfied. Blended learning courses should be chosen wisely. No uncommon situations (like pandemics) prevent combining cognitive domain content. Higher education schools must declare this extent per legislation. Credit hours can help. Psychomotor or emotional domains should not be included (found in laboratory, sessional, practical, and hands-on sessions). Cohort distribution and online storage of blended course content should be carefully planned. The selection procedure will evaluate online and digital material. One may assess the availability of specialist teachers and material. These tests should be performed on children with SEN. Class participation and results will be evaluated, and instruments must be well-defined to be dependable. Exams should incorporate case studies, assignments, and projects. Frequent in-person meetings and integrated learning. On-site summative evaluation except in pandemics. The academic committee must authorize on-going online, blended learning tests (e.g., midterms, class exams, quizzes, and assignments).

For example, the Bangladesh UGC will help university management with compliance and reporting. It must provide everyone. A thorough guide to implementing regulations Consider the key points below. Academic councils, ICT cells, and the IQAC office should promote collaboration. Institutions must approve blended learning projects and courses. Obtain prior approval to transmit ideas to higher authorities.

Academic integrity and preserving excellent education are ethical challenges for both students and teachers. Cross-cultural learning settings must be adaptable, which raises legal difficulties. The following significant elements should be examined.

- **Ethics and culture:** To sustain excellent education, instructors, students, and staff should follow ethical and cultural principles that address usability, interaction, access, delivery, learning style, and material preparation. Where relevant, the current legal framework shall apply.
- **Equal opportunity:** access to technology is required to bridge the digital gap in society, especially among students with SEN.
- **Grievance Committee:** The action team updates grievance and ethical standards. The group develops and implements answers to legal challenges in blended learning. The team organizes regular training for the concerned staff.
- **Feedback and improvement:** Teachers, students, and staff provide periodic feedback on ethical, cultural, and legal concerns.



ANNEXURE-II

PROGRAM SCHEDULE

Modules	Activities	Description	Date	Bangladesh Time
	Inaugural Ceremony	To be held virtually on Zoom	23.09.2021	10.30 AM – 12.00 PM
	Pre-Training Quiz	To be released on LMS & WhatsApp groups of the participants	24.09.2021	
	Course Content & Resources	To be released on the CEMCA LMS	25.09.2021	

MODULE 1: Understanding of Online & Blended learning MODULE 2: ICT tools for Teaching & Learning, Tech-Pedagogy	LMS Activity	Participants required to peruse and comprehend the content in <i>Module 1</i> (segregated into 3 topics, viz. Topic 1, Topic 2 and Topic 3) and <i>Module 2</i> (segregated into 2 topics, viz. Topic 1 and Topic 2) Presentation content is also shared with the participants for both modules	Reading and comprehension of content till 03.10.2021 (for Group 1.1 & 1.2) / 04.10.2021 (for Group 2.1 & 2.2)	
	Live Session I for Group 1	ZOOM Session WhatsApp Group 1.1 and 1.2 (500 participants) <i>Proposed Discussion Areas: How to develop a blended learning module in your university? What are the various ICT tools that can be used in a class? Activity sessions on demonstration of select ICT tools</i>	03.10.2021 (Sunday)	10.30 AM – 12.30 PM
	Live Session I for Group 2	ZOOM Session WhatsApp Group 2.1 and 2.2 (500 participants) <i>Proposed Discussion Areas: How to develop a blended learning module in your university? What are the various ICT tools that can be used in a class? Activity sessions on demonstration of select ICT tools</i>	04.10.2021 (Monday)	11.30 AM – 1.30 PM
	Quiz 1	Participants required to take the <i>quiz</i> that will be uploaded by the facilitators. The	Open till end of the training	



		quiz shall comprise questions from Module 1 and Module 2. (Note: One quiz can be taken by a single participant for a maximum of 5 times)	
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MODULE 3: Learning Methods Learning Models Psychosocial interventions in Facilitation MODULE 4: Evaluation & Assessment	LMS Activity	Participants required to peruse and comprehend the content in Module 3 (segregated into 4 topics, viz. Topic 1, Topic 2, Topic 3 and Topic 4) and Module 2 (segregated into 3 topics, viz. Topic 1, Topic 2 and Topic 3)	Reading and comprehension of content till 11.10.2021 (for Group 1.1 & 1.2) / 04.10.2021 (for Group 2.1 & 2.2)	
		ZOOM Session WhatsApp Group 1.1 and 1.2 (500 participants)		
	Live Session III for Group 1	<i>Proposed Discussion Areas: Various learning models and taxonomies along with their applications in blended learning context; Various evaluation and assessment paradigms in the blended learning context; Activity sessions on Learning Methods & Evaluation Models</i>	11.10.2021 (Monday)	10.30 AM – 12.30 PM
	Live Session IV for Group 2	ZOOM Session WhatsApp Group 2.1 and 2.2 (500 participants)	<i>Proposed Discussion Areas: Various learning models and taxonomies along with their applications in blended learning context; Various evaluation and assessment paradigms in the blended learning context; Activity sessions on Learning Methods & Evaluation Models</i>	12.10.2021 (Tuesday)
	Quiz 2	Participants required to take the <i>quiz</i> will be uploaded by the facilitators. The quiz shall comprise questions from Module 3 and Module 4. (Note: One quiz can be taken by a single participant for a maximum of 5 times)	Open till end of the training	

MODULE 1 MODULE 2	LMS Activities	Re-learning of content based on the Live Sessions	Reading and comprehension of content
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MODULE 3 MODULE 4			as well as learning from previous Live Sessions till 18.10.2021 (for Group 1.1 & 1.2) / 19.10.2021 (for Group 2.1 & 2.2)	
	Live Session V for Group 1	ZOOM Session WhatsApp Group 1.1 and 1.2 (500 participants) <i>Proposed Coverage Areas:</i> <i>Assessment and Evaluation activities based on understanding of content from LMS and Live Sessions</i>	18.10.2021 (Monday)	10.30 AM – 12.30 PM
	Live Session VI for Group 2	ZOOM Session WhatsApp Group 2.1 and 2.2 (500 participants) <i>Assessment and Evaluation activities based on understanding of content from LMS and Live Sessions</i>	19.10.2021 (Tuesday)	10.30 AM – 12.30 PM
	Quiz 3	Participants required to take the quiz will be uploaded by the facilitators. The quiz shall comprise questions from any module and learning from live sessions. (Note: One quiz can be taken by a single participant for a maximum of 5 times)	Open till end of the training	

	Closing Ceremony and Certification	To be held virtually on Zoom and Certificate will received through LMS	20.10.2021	11.00 AM onwards
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Resource Persons:

Mr. Purandar Sengupta

Prof. Shaunak Roy

ANNEXURE-III**LIST OF PARTICIPANTS**

Name	College	Location	State
Mohammad Jahangir Alam	Daffodil International University	Gazipur	Gazipur
Jabed Arafath	Premier University	Chittagong	Chittagong
Tanzina Chowdhury	Department of Law Premier University Chottogram	Chittagong	Chittagong
Shabareen Tisha	IUB	Dhaka	Dhaka
Dilruba Akter	Port City International University	Feni	Chittagong
Shahrear Khan Rasel	Daffodil International University	Dhaka	Dhaka
Md. Kamrul Hasan	Daffodil International University	Dhaka	Dhaka
Masuma Parvin	Daffodil International University	Dhaka	Dhaka
Nayeema Rahman	Daffodil International University	Dhaka	Dhaka
Afroza Bilkis	Independent University Bangladesh	Dhaka	Dhaka
Manzurul Hassan	Jahangirnagar University	Dhaka	Dhaka
Nazmun Nahar	North South University	Dhaka	Dhaka
Abul Kashem	Shahjalal University of Science and Technology	Sylhet	Sylhet
Saima Hasin	United International University	Dhaka	Dhaka
Sowmitra Das	Port City International University	Chittagong	Chittagong
Tania Rahman	North South University	Dhaka	Dhaka
Shaharima Parvin	East West University	Dhaka	Dhaka
Tasnuva Enam	North South University	Dhaka	Dhaka
Farzana Yeasmin	Bangladesh Agricultural University	Mymensingh	Mymensingh
Md. Asif Iqbal	MBA (Entrepreneurship)	Dhaka	Dhaka
Khatun Murshida	Daffodil International University	Dhaka	Dhaka
Md. Zahirul Islam	Daffodil International University	Dhaka	Dhaka
Md. Dulal Uddin	MSS	Dhaka	Dhaka
Md Mahbulul Haque	Daffodil International University	Dhaka	Dhaka
Gazi Zahirul Islam	Daffodil International University	Dhaka	Dhaka
Repon Miah	Daffodil International University	Dhaka	Dhaka
Md. Rakibuzzaman Asif	Daffodil International University	Dhaka	Dhaka
Binoy Barman	Daffodil International University	Dhaka	Dhaka
Dr. Md. Sarowar Hossain	Daffodil International University	Dhaka	Dhaka
Mohammad Sufian	Daffodil International University	Dhaka	Dhaka
Taslim Arefin	Daffodil International University	Dhaka	Dhaka
Tahmina Afroz	Daffodil International University	Dhaka	Dhaka
Sabrina Rahman	Daffodil International University	Dhaka	Dhaka
Tajmary Mahfuz	Daffodil International University	Dhaka	Dhaka
Sabbir Hasan	Daffodil International University	Khilgaon	Dhaka

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Zahura Zaman	Daffodil International University	Dhaka	Dhaka
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Dm. Mehedi Hasan Abid	Daffodil International University	Ashuia, Dhaka	Dhaka
Aklima Akter	Daffodil International University	Dhaka	Dhaka
Reduan Haque	Daffodil International University	Dhaka	Gazipur
Md.Zabirul Islam	Daffodil International University	Dhaka	Dhaka
Tanvirul Islam	Daffodil International University	Dhaka	Dhaka
Dr. Sk. Abdul Kader Arafin	Daffodil International University	Dhaka	Dhaka
Md. A.K. Azad	Daffodil International University	Dhaka	Dhaka
Mahfuza Sultana Fariha	Daffodil International University	Dhaka	Dhaka
Md. Imdadul Haque	Daffodil International University	Dhaka	Dhaka
Prof. Dr. Md. Ismail Jabiullah	Daffodil International University	Dhaka	Dhaka
Jesmin Akter Minu	Daffodil International University	Dhaka	Kishoreganj
Md. Rezwatul Ahsan	Daffodil International University	Dhaka	Dhaka
Md. Riaduzzaman	Daffodil International University	Dhaka	Dhaka
Anhar Mollah	University	Dhaka	Dhaka
S. M. Saiful Haque	Daffodil International University	Dhaka	Dhaka
S A M Matiur Rahman	Daffodil International University	Dhaka	Dhaka
Sadia Afruz Ether	Daffodil International University	Dhaka	Dhaka
Md Shohel Arman	Daffodil International University	Dhaka	Dhaka
Mohammad Shah - Al - Mamun Khondker	Daffodil International University	Dhaka	Dhaka
Tahmina Reza	Premier University	chittagong	Chittagong
Babul Islam	University of Rajshahi	Rajshahi	Rajshahi
Mohammad Faizur Rahman	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Dr. Nhm Kamrujjaman Serker	Rajshahi University of Engineering & Technology	Rajshahi	Rajshahi
Ghazi Hossain	Premier University Chittagram	Chittagong	Chittagong
Tahsin Aziz	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Labiba Mohsin	UGC	Dhaka	Dhaka
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Sonia Nasrin	Daffodil International University	Dhaka	Gazipur
Subrin Mostafa Khan	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Shah Md. Tanvir Siddiquee	Daffodil International University	Dhaka	Dhaka
Fariha Jahan	Daffodil international University	Dhaka	Dhaka

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Md Zahid Hasan	Daffodil International University	Dhaka	Dhaka
Md Asaduzzaman	BGC Trust University Bangladesh	Chattogram	Chittagong
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Syada Tasmia Alvi	Daffodil International University	Dhaka	Dhaka
Mostak Ahmad	Daffodil International University	Dhaka	Dhaka
Abdus Sattar	Daffodil International University	Dhaka	Dhaka
Narayan Ranjan Chakraborty	Daffodil International University	Dhaka	Dhaka
Aniruddha Rakshit	Daffodil International University	Mohakhali	Dhaka
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Md. Sazzadur Ahamed	Daffodil International University	Dhaka	Dhaka
Firoz Hasan	Daffodil International University	Dhaka	Dhaka
Md. Aynul Hasan Nahid	Daffodil International University	Dhaka	Dhaka
Md. Ferdouse Ahmed Foysal	Daffodil International University	Dhaka	Dhaka
Mayen Uddin Mojumdar	Daffodil international University	Dhaka	Dhaka
Sumit Banshal	Daffodil International University	Dhaka	Dhaka
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Sheak Rashed Haider Noori	Daffodil International University	Dhaka	Dhaka
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Qumrul Ahsan	Ahsanullah University of Science and Technology	Dhaka	Dhaka
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Sadat Khan	Premier University	Chattogram	Chittagong
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Ghazi Hossain	Premier University Chattogram	Chittagong	Chittagong
Rifat Nazneen	University Grants Commission of Bangladesh	Dhaka	Dhaka
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Mohammad Shahed H K Tushar	Department of Mechanical Engineering, Rajshahi University of Engineering & Technology (RUET)	Rajshahi	Rajshahi
Md Abdullah Al Masum	Professor Department of History University of Chittagong	Chittagong	Chittagong
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Nusrat Jahan	Premier University	Chittagong	Chittagong
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Afsana Yesmin	Premier University	Chittagong	Chittagong
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Md. Mostafizur Rahman	University of Dhaka	Dhaka	Dhaka
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Md Roshidul Hasan	Bangabandhu Sheikh Mujibur Rahman Agricultural University	Gazipur	Dhaka

Capacity Building Program on Online & Blended Learning



Nushrat Sharita	UGC, Bangladesh	Dhaka	Dhaka
Md. Mojammel Haque	PhD	Mymensingh	Mymensingh
M Shamim Kaiser	Jahangirnagar University	Dhaka	Dhaka
Abu Hamja	AUST	Dhaka	Dhaka
Sujan Biswas	Premier University	Chittagong	Chittagong
Mohammad Nurur Rahman	Rajshahi University of Engineering & Technology	Rajshahi	Rajshahi
Anup Kumar Biswas	Premier University, Chittagong	Chittagong	Chittagong
Md. Noman Hossain	ULAB	Dhaka	Dhaka
Zahangir Alam	University of Dhaka	Dhaka	Dhaka
Golam Mohammad Mostakim	Bangladesh Agricultural University	Mymensingh	Mymensingh
Md Aminul Islam	MBA, BBA, CSCA	Dhaka	Dhaka
Gm Islam	Shahjalal University of Science and Technology	Sylhet	Sylhet
A H M Saadat	Jahangirnagar University	Dhaka	Dhaka
Md Mayeedul Islam	Rajshahi University of Engineering and Technology	Rajshahi	Rajshahi
Mohammad Shazzad Hossain	PhD in eLearning methodology (on study)	Dhaka	Dhaka
Mohammad Ali	University of Rajshahi, Bangladesh	Rajshahi	Rajshahi
Shamim Noor	University of Chittagong	Chittagong	Chittagong
Abu Yousuf	Shahjalal University of Science and Technology	Sylhet	Sylhet
Poushali Saha	University of Dhaka	Dhaka	Dhaka
Rajesh Nandi	Bangladesh Agricultural University	Mymensingh	Mymensingh
Dil Ruksana Basunia	University of Chittagong	Chittagong	Chittagong
Rahima Begum	Premier University, Chittagong	Chittagong	Chittagong
Asif Hossain	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Md Abul Hashem	Khulna University of Engineering & Technology	Khulna	Khulna
Md Forhad Rabbi	Shahjalal University of Science and Technology	Sylhet	Sylhet
Bidduth Kanti Nath	Premier University	Chittagong	Chittagong
Kingshuk Dhar	Premier University	Chittagong	Chittagong
Shafaitun Nahar	Premier University	Chattagram	Chittagong
Shetu Ranjan Biswas	MBA	CHITTAGONG	Chittagong
Mst. Mitu Pervin	Rajshahi University of Engineering & Technology	Rajshahi	Rajshahi
Md Salauddin Palash	PhD in Agricultural Economics	Mymensingh	Mymensingh
Md. Sanaul Rabbi	Chittagong University of Engineering & Technology	Chattogram	Chittagong
Meher Nigar	Premier University	Chittagong	Chittagong
Syed Md Minhaz Hossain	Premier University	Chittagong	Chittagong
Homaira Urmi	Premier University Chittagong	Chittagong	Chittagong
Shahrina Akter	Premier University	Chittagong	Chittagong
Farhana Shirin Chowdhury	Premier University	Chittagong	Chittagong

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Akramul Haque	Premier University, Chittagong	Chittagong	Chittagong
Ahmad Chowdhury	Premier University	Chittagong	Chittagong
Fhameda Qudder	Premier University	Chattogram	Chittagong
Shahid Md. Asif Iqbal	Premier University, Chittagong	Chittagong	Chittagong
Talha Bin Emran	BGC Trust University Bangladesh	Chittagong	Chittagong
Muhammad Helal Uddin	Premier University	Chittagong	Chittagong
Kollol Dey	Premier University, Chittagong	Chittagong	Chittagong
Umme Salma	Premier University	Chittagong	Chittagong
Md. Abdul Hasib	Khulna University of Engineering & Technology	Khulna	Khulna
Dr Muhammad Jahangir Hossen	Patuakhali Science and Technology University	Dumki	Patuakhali
Syed Hafizur Rahman	PhD	Savar	Dhaka
Md Mahbubul Islam Islam	Master's	Dhaka	Dhaka
Md. Asif Siddique	University Grants Commission of Bangladesh	Dhaka	Dhaka
Md. Tariqul Islam	Patuakhali Science and Technology University	Patuakhali	Patuakhali
Dr Md Aktaruzzaman	Daffodil International University	Gazipur	Gazipur
Tania Noor	Premier University	Chandgaon	Chittagong
Tuton Chandra Mallick	Premier University	Chittagong	Chittagong
Tasnim Uddin Chowdhury	Premier University	Chattogram	Chittagong
Md Rezaul Karim	PhD	Rajshahi	Rajshahi
Mohammed Saifuddin Munna	Premier University	Chittagong	Chittagong
Arpita Datta	Premier University Chittagong	Chattogram	Chittagong
Wazir Ahmad	ULAB	Dhaka	Dhaka
Md. Nazrul Islam.	Premier University	Chattogram	Chittagong
Md. Shafiul Islam	University of Rajshahi Bangladesh	Rajshahi	Rajshahi
Khawza Ahmed	United International University	Dhaka	Dhaka
Md Reza	University of Rajshahi	Rajshahi	Rajshahi
Mohammad Haque	Premier University	Chattogram	Chittagong
Tapas Debnath	University of Dhaka	Dhaka	Dhaka
Fatema Fatema-Tuz-Zahura	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Nasima Sultana	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Dr. Md. Ali Hossain	Rajshahi University of Engineering & Technology	Rajshahi	Rajshahi
Md. Sagar Rana	University of Rajshahi	Rajshahi	Rajshahi
Md. Shajahan Kabir	Bangladesh Agricultural University, Mymensingh	Mymensingh	Mymensingh
Habib M Ahsan	Rajshahi University	Rajshahi	Rajshahi
Ahmed Parvez	Patuakhali Science and Technology University	Patuakhali	Barisal
Md. Shah Azam	University of Rajshahi	Rajshahi	Rajshahi
Nazia Jahan Khan Chowdhury	Khulna University of Engineering and Technology	Khulna	Khulna
Murshida Khanam	DU	Dhaka	Dhaka

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Mosharraf Hossain	University of Chittagong	Chittagong	Chittagong
Autri Mandal	University of Global Village	Madaripur	Dhaka
Prof. Dr. Mohammad Osiur Rahman	University of Chittagong	Chattogram	Chittagong
Sabrina Jahan Maisha	Chittagong University of Engineering and Technology	Chattogram	Chittagong
Jahanara Akter Keya	Port city international university	Chattogram	Chittagong
Dr. Mohammad Morshedur Rahman	PhD	Chittagong	Chittagong
Prof. Abul Basher Khan	Patuakhali Science and Technology University	Patuakhali	Patuakhali
Mohammad Iftekhar Monir	Premier University	Chattogram	Chittagong
Mohammad Nurul Islam	PhD	Dhaka	Dhaka
Faisal Kabir	PhD	Barisal	Barisal
Chinmay Bepery	Patuakhali Science and Technology University	Patuakhali	Barisal
Mohd.Sahariar Rahman Apu	Ahsanullah University of Science and Technology	Dhaka	Dhaka
A S M Azam	Port City International University	Chittagong	Chittagong
Mostafa Kamal	BOU	Dhaka	Dhaka
Tanzina Chowdhury	Department of Law, Premier University	chattogram	Chittagong
Shaikh Abdullah Al Mamun Hossain	Patuakhali Science and Technology University	Patuakhali	Barisal
Mosammat Frhana Noor Chowdhury	Port City International University	Halishahar	Chittagong
Md Ashraful Islam Khan	University of Rajshahi	Rajshahi	Rajshahi
Sajedur Rahman	Port City International University	CHATTOGRAM	Chittagong
Md. Ekramul Hamid	University of Rajshahi	Rajshahi	Rajshahi
Mohammad Insanur Rahman Shuvo	KUET	Khulna	Khulna
A. B. M. Mahbub Morshed Khan	Patuakhali Science and Technology University	Patuakhali	Barisal
Mid. Ruhul Amin	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Dibyendu Biswas	DVM, PhD	Patuakhali	Barisal
Farid Ahmed	Brac University	Dhaka	Dhaka
Prottoy Saha	Khulna University of Engineering & Technology	Khulna	Khulna
Dola Das	Khulna University of Engineering and Technology	Khulna	Khulna
Mohammad Aminul Islam	BRAC University	Dhaka	Dhaka
Nasar Uddin Ahmed	Patuakhali Science and Technology University	Dhaka	Dhaka
A. K. M. Nashim Uddin	MA in ELL, MA in Education, MA in ELT	Chattogram	Chittagong
Mehirlal Sarkar	Khulna University of Engineering & Technology	Khulna	Khulna
Md. Reduanul Haque	BGC Trust University Bangladesh	Chattogram	Chittagong
Dr. Md. Amiruzzaman	University of Rajshahi	Rajshahi	Rajshahi
Md. Naimur Rahman	Patuakhali Science and Technology University	Patuakhali	Patuakhali
Md. Zakir Hosen	MBA	Patuakhali	Patuakhali

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Shorof Uddin Ahmed	Shahjalal University of Science and Technology, Sylhet	Sylhet	Sylhet
Md. Jahedul Islam	KUET	Khulna	Khulna
Sujit Basu	Khulna University of Engineering and Technology	Khulna	Khulna
Ali Ashraf	Bangladesh Agricultural University	Mymensingh	Mymensingh
Fariduddin Ahmed	Premier University	Chittagong	Chittagong
Rozina Akter	BGC Trust University Bangladesh	Chattogram	Chittagong
Mohammad Abdul Aziz	Independent University, Bangladesh	Dhaka	Dhaka
Nilufar Sultana	Premier University	Chattogram	Chittagong
Md. Mintu Ali	Rajshahi University of Engineering & Technology (RUET)	Rajshahi	Rajshahi
Raman Kumar Biswas	Patuakhali Science and Technology University	Dumki	Barisal
Md. Amanullah	Khulna University of Engineering & Technology	Khulna	Khulna
Mahit Kumar Paul	Rajshahi University of Engineering & Technology	Rajshahi	Rajshahi
Hillol Saha	Premier University	Chittagong	Chittagong
Deeba Farkhunda	United International University	Badda	Dhaka
Steve Oscar D Rozario	Premier University	Chittagong	Chittagong
Syeda Rumman	BGC Trust University Bangladesh	Chittagong	Chittagong
Anisur Rahman	PhD	Mymensingh	Mymensingh
Md. Zahid Hossain Shoeb	North South University	Dhaka	Dhaka
Md. Saiful Azam	Premier University	Chittagong	Chittagong
Md Aminul Hoque Siddiqe	BGC Trust University Bangladesh	Chittagong	Chittagong
Rajib Datta	MBA, BBA, LLB, PGDHRM	Chittagong	Chittagong
Prof. Dr. Taufique Sayeed	Premier University	Chittagong	Chittagong
Dwijendra Chandra Das	University Grants Commission of Bangladesh	Dhaka	Dhaka
Paresh Sarma	Bangladesh Agricultural University	Mymensingh	Mymensingh
Farzana Chowdhury	Premier University	Chittagong	Chittagong
Mohammad Nazrul Islam	Master of Business Administration	Dhaka	Dhaka
K. M. Yasif Kayes Sikdar	M. Pharm.	Dhaka	Dhaka
Deepak Kumar Chowdhury	University	Chittagong	Chittagong
Raqeibir Rab	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Taskid Hossain Asif	Ahsanullah University of Science and Technology	Dhaka	Dhaka
Dr. Mohammed Mahbulul Islam	Dhaka University of Engineering & Technology, Gazipur	Gazipur	Gazipur
Sadia Akhter	Doctoral Student	Chattogram	Chittagong



ANNEXURE-IV

SNAPSHOTS FROM THE SESSION

This screenshot shows a Zoom meeting interface. The main video feed displays a close-up of a man wearing glasses, identified as Purandar Sengupta. The top toolbar includes icons for recording, mute, and video. A participant list on the right shows 62 participants, including Shaunak Roy (Me), Mohammad Maksudur Bhuiyan (Host), Wazir Ahmad, Mohammad Nazrul Islam, Se... (Co-host), Mohd Jasim Uddin, Assistant ... (Co-host), Md. Sazzadur Ahamed, and Purandar Sengupta. A chat window is open, showing messages from M Shariot-Ullah and Ghazi.

Participants (62)

- SR Shaunak Roy (Me)
- Mohammad Maksudur Bhuiyan (Host)
- Wazir Ahmad
- Mohammad Nazrul Islam, Se... (Co-host)
- Mohd Jasim Uddin, Assistant ... (Co-host)
- Md. Sazzadur Ahamed
- PS Purandar Sengupta

Chat

Thank u sir

From M Shariot-Ullah to Everyone:
I was fascinated but couldn't manage time to attend

From Ghazi to Everyone:
Good morning, dear colleagues and respected trainers!

This screenshot shows a Zoom meeting interface. The main video feed displays a man with a beard and glasses, identified as Shaunak Roy, sitting in front of a bookshelf. The top toolbar includes icons for mute and video. A participant list on the right shows 35 participants, including Mir Misnad Sultana, Mohammad Nazrul Islam, Senior assistant..., Mohd Jasim Uddin, Assistant Technical Offi..., Munkadir Mobin, Naimul Aziz, AUST, Prof Dr Md Osman Goni, Prof Dr. Mohammad Osiur Rahman, Prof. Dr. Himadri Sekhar Roy, Prof. M. Atiqur Rahman, Prof. Qumrul Ahsan, Professor Dr Muhammad Jahangir Hossen..., Rownuq Jahan, Sabina Yeasmin, SHEJUTI AKBAR, Tahmina Rahman, Wazir Ahmad, and Zayeda Sharmin.

Participants (35)

- MM Mir Misnad Sultana
- Mohammad Nazrul Islam, Senior assistant ...
- Mohd Jasim Uddin, Assistant Technical Offi...
- Munkadir Mobin
- Naimul Aziz, AUST
- Prof Dr Md Osman Goni
- Prof Dr. Mohammad Osiur Rahman
- Prof. Dr. Himadri Sekhar Roy
- PM Prof. M. Atiqur Rahman
- PQ Prof. Qumrul Ahsan
- Professor Dr Muhammad Jahangir Hossen, ...
- R Rownuq Jahan
- SY Sabina Yeasmin
- SHEJUTI AKBAR
- TR Tahmina Rahman
- Wazir Ahmad
- Z Zayeda Sharmin

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Zoom Meeting

Participants (33)

Find a participant

- SR Shaunak Roy (Me)
- Mohammad Maksudur Bhuiyan (Host)
- PS Purandar Sengupta
- SR sultana razia chowdhury
- Abdus Sattar
- Afroza Bilkis
- BM Bishnu Mallick, Deputy Director, UGC

Invite Unmute Me

Chat

I am seeing no slide, only discussion

From Sadia Akhter to Everyone:
I cannot attend the quizzes. The links say the course has been expired.

From Frhana Noor Tanjila to Everyone:
Thank you Sir and UGC for the training. We learned many things from this.

Who can see your messages?

To: Sabina Yeasmin (Direct Message)

Type message here...

Zoom Meeting

Recording

Participants (34)

Find a participant

- SR Shaunak Roy (Me)
- Mohammad Maksudur Bhuiyan (Host)
- SR sultana razia chowdhury
- Mohd Jasim Uddin, Assistant ... (Co-host)
- Prof. Dr. Himadri Sekhar Roy
- PS Purandar Sengupta
- Abdus Sattar

Invite Mute Me

Chat

I am seeing no slide, only discussion

From Sadia Akhter to Everyone:
I cannot attend the quizzes. The links say the course has been expired.

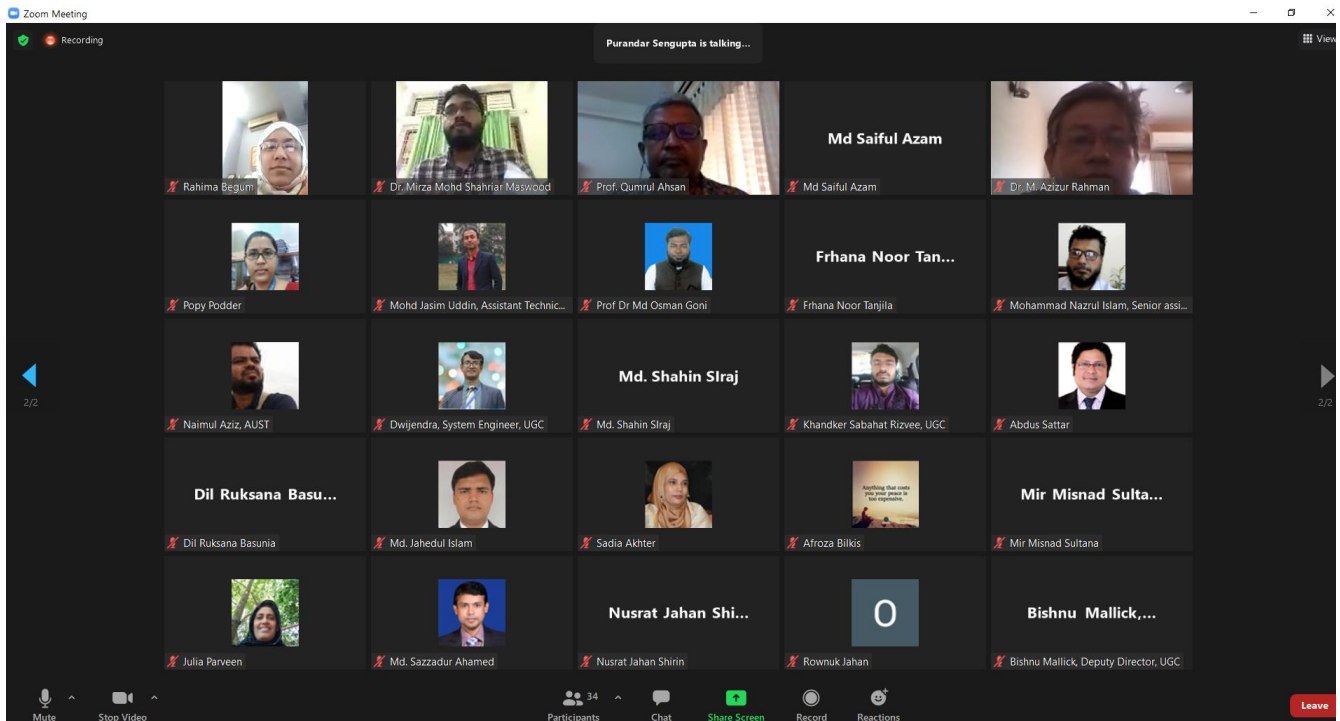
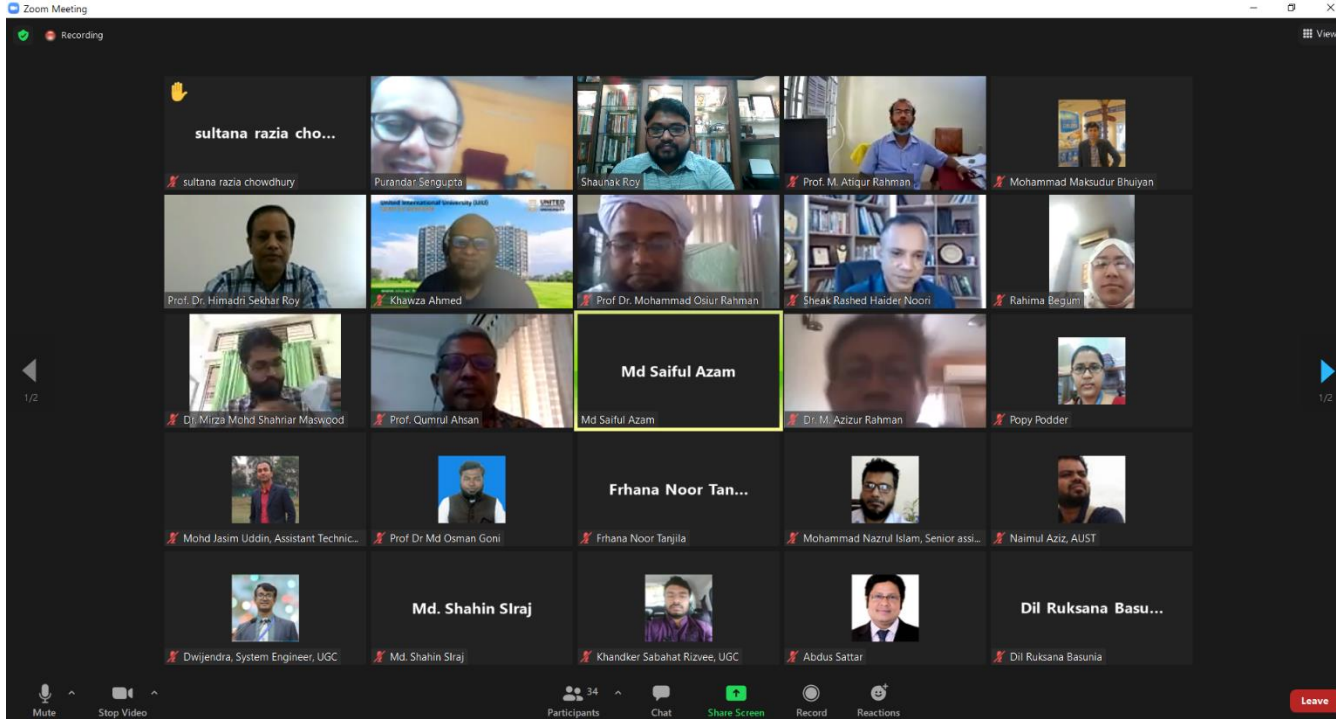
From Frhana Noor Tanjila to Everyone:
Thank you Sir and UGC for the training. We learned many things from this.

Who can see your messages? Recording On

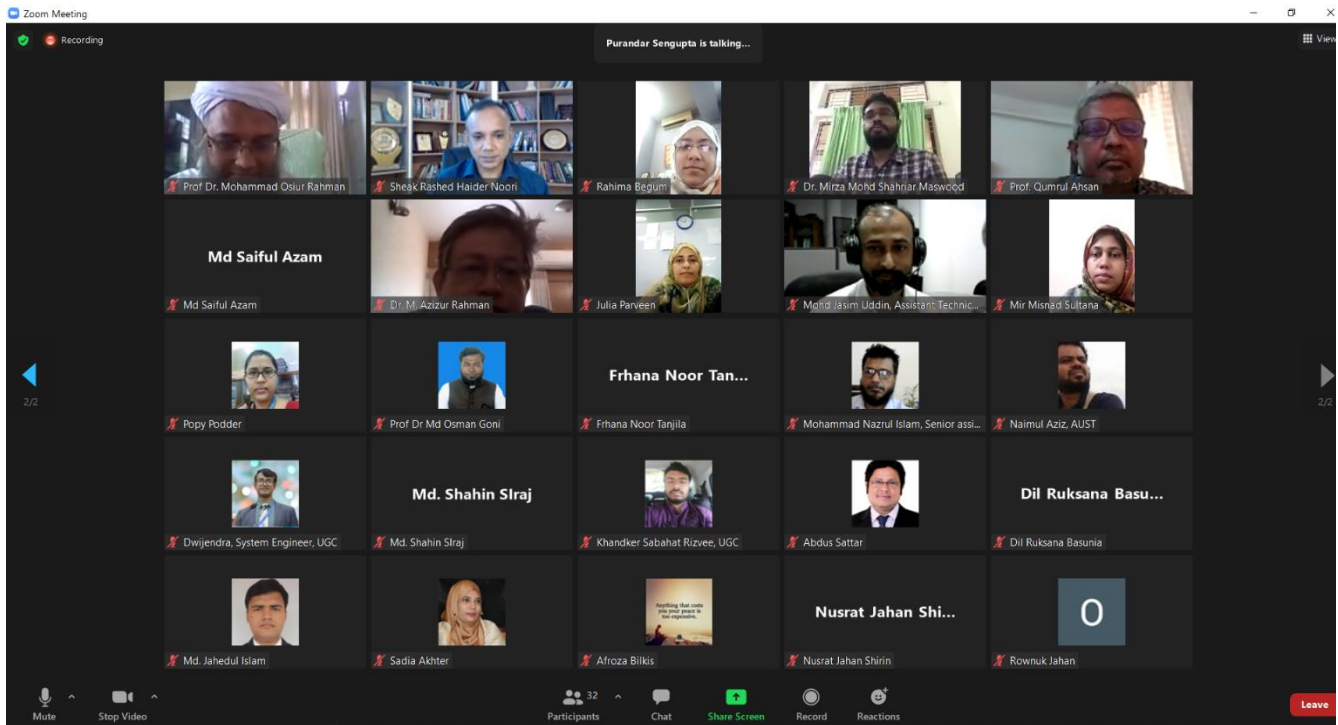
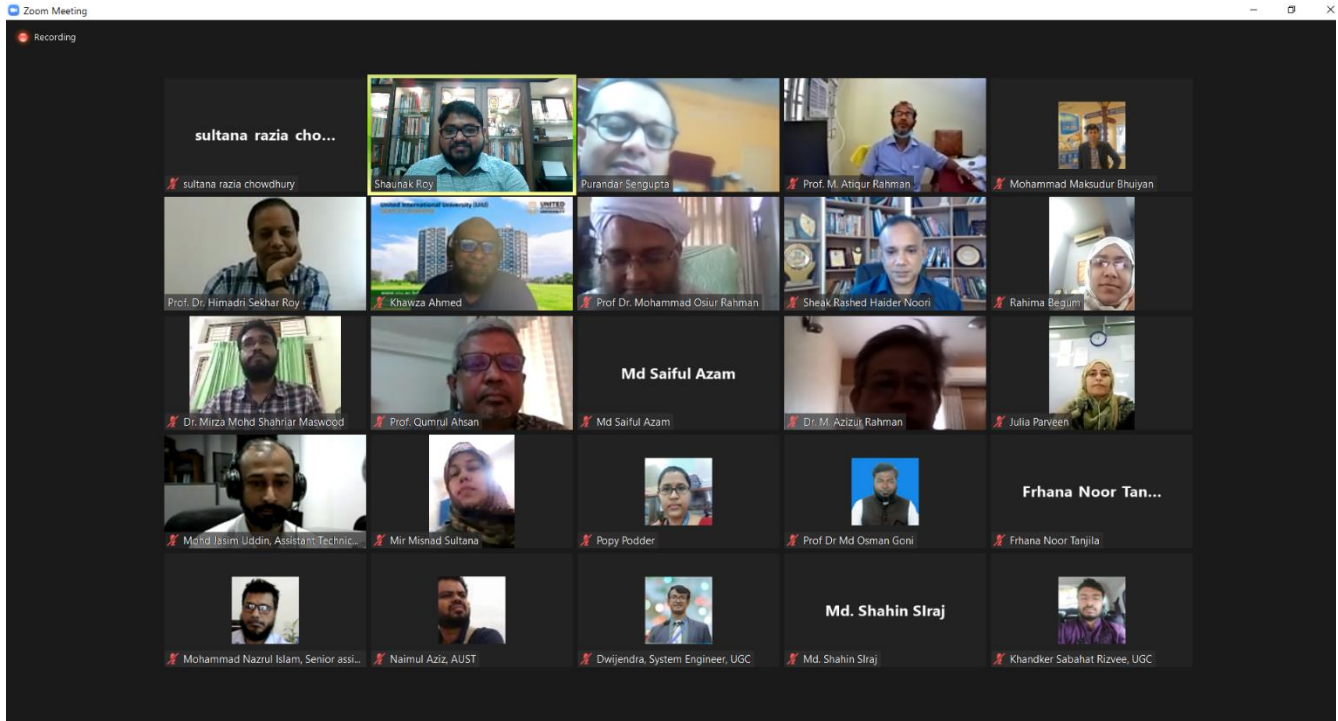
To: Sabina Yeasmin

Type message here...

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Zoom Meeting

Recording

Participants (63)

Find a participant

- SR Shaunak Roy (Me)
- Mohammad Maksudur Bhuiyan (Host)
- Wazir Ahmad
- Mohammad Nazrul Islam, Se... (Co-host)
- Mohd Jasim Uddin, Assistant ... (Co-host)
- Md. Sazzadur Ahamed
- PS Purandar Sengupta

Invite Unmute Me

Chat

Thank u sir

From M Shariot-Ullah to Everyone:

I was fascinated but couldn't manage time to attend

From Ghazi to Everyone:

Good morning, dear colleagues and respected trainers!

Who can see your messages? Recording On

To: Everyone

Type message here...

Zoom Meeting

Recording

Participants (55)

Find a participant

- SR Shaunak Roy (Me)
- Mohammad Maksudur Bhuiyan (Host)
- M Shariot-Ullah
- Mohammad Nazrul Islam, Se... (Co-host)
- Mohd Jasim Uddin, Assistant ... (Co-host)
- PS Purandar Sengupta
- Abu Yousof

Invite Mute Me

Chat

From tanzina to Everyone:

Respected teachers it was fantastic to be with in the whole session, we are overwhelmed. Thanks to UGC and special gratitudes to Purindar Sir and Roy sir, thans to all.

Tanzina Alam Chowdhury

Chairperson, department of Law,

Who can see your messages? Recording On

To: Md. Sadekur Rahman (Direct Message)

Type message here...

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This screenshot shows a Zoom meeting in progress with 20 participants in a grid view. The participants are: Wazir Ahmad, Shaunak Roy, Mohammad Maksudur Bhuiyan, Pura'disi Sengupta, tanzina, Frhana Noor Tanjila, Prof. M. Atiqur Rahman, kohinoor akther, M. Shariot-Ullah, Dr. Dibyendu Biswas, Homaira Nowshin Urm, Hillol Saha, Premier University, Hasina Afroz, Prof. Dr. Md. Azizul Baten, Dil Ruksana Basunia, Mohammad Nazrul Islam, Senior a..., Mohd Jasim Uddin, Assistant Tech..., Purandar Sengupta, Samsuddin Ahmed, Assistant Profe..., Farzana Akter, Md. Shahin Siraj, Taskid Hossain Asif, Moushumi Zaman Bonny, Md. Shahajada Masud Anowarul H., and Dr. Momota Rani Debi. The chat window on the right shows a message from Kohinoor Akther: "industrialization is not a bad thing. It can accelerate this existing process in the most holistic way." and a message from M Shariot-Ullah to everyone: "Balance is important".

This screenshot shows a Zoom meeting in progress with 20 participants in a grid view. The participants are: Dr. Momota Rani Debi, Sajia Sultana, Syeda Rumman, Shahrina Akter, Munira Akter Leta, Zahid Hossain Shoeb, Hazera, Nushrat, Md. Sazzadur Ahamed, Abu Yousuf, Jannatul Ferdous, Rajib Karmaker, Md. Sadekur Rahman, Fatema Zahura, Tahura Pervin, Amin, Prof. Dr. Mohammad Osirur Rahman, Yasmin Farzana, Fahmida Quader, Syed Jashim Uddin, Prof. Dr. Shafiqul Islam, Professor Sarwar Morshed, From Tahura Pervin to Everyone (Assalamuallikum to all, phone no. is 01779099612. plz add to whats up group), Nasima Sultana, and Tahmina Rahman. The chat window on the right shows a message from Tahura Pervin to everyone: "Assalamuallikum to all, phone no. is 01779099612. plz add to whats up group".

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Zoom Meeting

Recording

Shaunak Roy is talking...

Samsuddin Ahm... Samsuddin Ahmed, Assistant Profess...	 Farzana Akter	Md. Shahin Slraj Md. Shahin Slraj	Moushumi Zama... Moushumi Zaman Bonny	 Md. Shahjada Masud Anowarul Haq...
 Dr. Momota Rani Debi	Sajja Sultana Sajja Sultana	Syeda Rumman Syeda Rumman	Shahrina Akter Shahrina Akter	 Munira Akter Lata
 Zahid Hossain Shoeb	Hazera Hazera	 Nushrat	 Md. Sazzadur Ahamed	 Abu Yousuf
Jannatul Ferdous Jannatul Ferdous	 Rajib Karmaker	Md. Sadekur Rah... Md. Sadekur Rahman	Fatema Zahura Fatema Zahura	 Tahura Pervin
Amin Amin	 Prof Dr. Mohammad Osur Rahman	From Tahura Pervin to Everyone Assalamualikum to all, phone no, is 01779099612 plz add to whats up group	Syed Jashim Uddin Syed Jashim Uddin	 Prof. Dr. Shafiu Islam

Mute Stop Video

Participants 54 Chat Share Screen Record Reactions

Leave

