

# Comprehensive Report



CEMCA

**Commonwealth Educational Media Centre for Asia (CEMCA)**

*in collaboration with*

**Netaji Subhas Open University, Kolkata (NSOU)**

## Implementation of Blended Learning in Higher Education Institutions in West Bengal (Enhancing Capacity of Higher Education Teachers)



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**Venue:** NSOU Regional Centre, Jalpaiguri (Virtual Mode)

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## INTRODUCTORY REFLECTIONS

The educational system is now in flux. Due to factors such as limited budgets, lack of facilities, and the benefits of face-to-face interaction, it is not yet ready to abandon the traditional modes of knowledge transfer. Even the students are ambivalent. When asked which of two teaching methods they preferred, traditional classroom teaching or ICT-supported teaching, a group of teacher candidates were nearly evenly divided. Despite its flaws, conventional teaching gives a much-needed personal touch to the learning process. Teachers' personalities and behaviors directly impact students' personality development. Face-to-face engagement serves emotive, cognitive, and psychomotor objectives. The traditional face-to-face approach helps create strong values. Traditional teaching methods foster social qualities including cooperation, sharing, expression, and respect for others' opinions. Students learn not only from books or teachers, but also from their peers, through peer group contact, skills learned in playgrounds, and little social encounters in canteens, lounges, etc. This is required for personality development. As stated previously, the traditional technique of pedagogy has its advantages but also its drawbacks, as listed below:

- Because to the poor student-teacher ratio, it is unable to accommodate all student needs.
- It is not adjusting to teach students with disabilities.
- Teachers lack integration training.
- It is unsuitable for irregular students because attendance is required and the evaluation system is based on annual exams. Due to rigidity, irregular students are in a way isolated from the main stream of the educational system.
- In the absence of trained counsellors, teachers with the correct mindset, and university-based follow-up activities, students who leave their college or university for any reason are denied re-entry into the formal educational system.
- The educational institution cannot reach every student; thus, universal education remains a distant objective.
- Students from disadvantaged backgrounds, geographically distant places, and medically unfit students cannot benefit from this formal traditional manner of education.
- Students suffer due to a lack of teachers and incompetent teachers. Courses are not constantly changed, books are not updated, and teachers are not interested in updating their knowledge and skills, leaving students unprepared for today's market and vocations.

Blended Learning combines face-to-face training with student-directed computer-based learning packages. The relative balance between these two modalities varies by institution, but the basic concept is the same: use digital technology to overcome typical learning obstacles including time, money, space, and differing learning capacities and pace. Blended learning is a student-centered paradigm for large-scale institutions.

New models and hybrids may arise as blended learning evolves. Each of these methods uses instructional technology to create a balance of interactive and adaptable software and face-to-face involvement. In other approaches, the online component is meant to enhance rather than replace student-teacher contact. Also, using the software's ability to analyze a student's grasp of specific information, a teacher can better assess that student's understanding and direct attention to meet his or her individual requirements. The design of a mixed learning environment should complement the institutional aims and the students' desires. Reducing

student-to-teacher ratios, using online content to enhance asynchronous delivery, or encouraging self-paced learning all require specialized activities and technologies. Activity and engagement scale should dictate the design and arrangement of space.

## **TITLE OF THE WORKSHOP**

ENHANCING CAPACITY OF HIGHER EDUCATION TEACHERS

## **TARGET GROUP**

Higher Education Teachers associated with NETAJI SUBHAS OPEN UNIVERSITY (NSOU)

## **PROGRAM DURATION**

January 7, 2022 - January 9, 2022

## **PROGRAM OBJECTIVES**

- To make the Higher Education Teachers cognizant with the different outcome-oriented models of Blended Learning those are highly conducive to the learners.
- To make the Higher Education Teachers familiar with the effective ICT Tools that can facilitate them to foster multifarious cognitive competencies viz. comprehension, analysis, creation, problem solving etc.
- To make the Higher Education Teachers enlightened with the globally standardized learning theories and instructional models that are highly instrumental for adult learners
- To make the Higher Education Teachers equipped with the participatory and inductive methods that are deployed in Facilitation
- To facilitate the Higher Education Teachers in comprehending and applying diversified Cognitive-Behavioral Interventions that are administered in Facilitation.

## **MODE OF LEARNING**

BLENDED LEARNING (comprising Asynchronous Learning and three days of Synchronous Learning)

## **TOPICS COVERED**

- Models of Blended Learning
- Practical ICT Tools that are instrumental for fostering cognitive competencies
- Learning Theories & Instructional Models
  - Andragogy by Malcolm Knowles

- Facilitative Learning Model by Carl Rogers
- Collaborative Learning Model by May & Doob
- Problem Based Learning Model by Howard Burrows
- Discovery Learning Model by Jerome Bruner
- Robert Gagne's Nine Instructions
- ARCS Model by John Keller
- Cognitive Taxonomy by Benjamin Bloom
- Diversified Learning Styles by Honey and Mumford
- Elaboration Theory by Charles Reigeluth
- Cognitive Load by John Sweller
- Success Approximation Model by Michael Allen
- Community of Inquiry Model (Garrison , Anderson & Archer)
- Cognitive Apprenticeship Model (Newman, Brown & Collins)
- Facilitation & Cognitive-Behavioral Interventions
  - Micro Lab (Miniature Version of Human Process Laboratory)
  - Mind Mapping
  - Design Thinking
  - Appreciative Inquiry
  - Positive Reinforcement
  - Behavioral Modeling
  - Force-Field Analysis
  - Motivational Story Framing
  - Probing & Probing induced Metacognition
  - Paraphrasing
  - Parenthesis
  - Situation Analysis & Task Planning
  - Situation Driven Role Enactment

## METHODOLOGY

- Lecture
- Demonstration /Modeling
- Digital Games on Problem Solving
- Brainstorming
- Focused Group Discussion
- Participatory Analysis & Evaluation
- Situation Driven Role Enactment
- Situational Analysis, Planning & Problem Solving
- Story Framing & Story Sharing
- Probing & Probing Induced Metacognition

The first day of the program commenced with the opening ceremony, followed by sessions, focusing on the relevance of using “edu-tainment” as an approach to andragogical learning paradigms, as well as resource mapping by the participants.

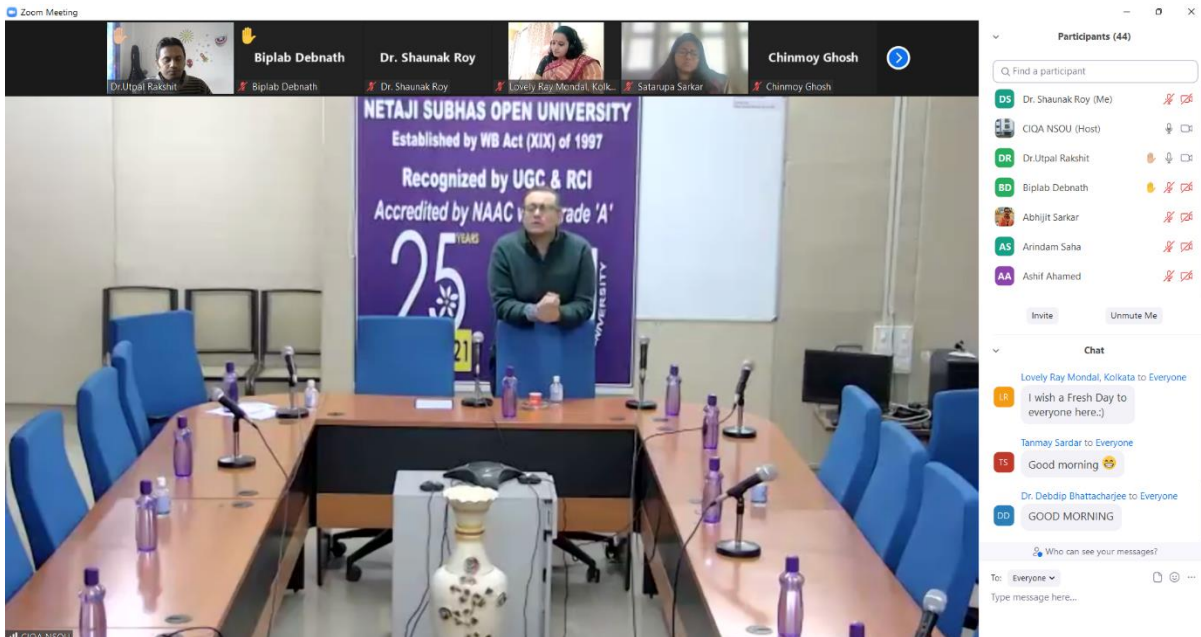
### INAUGURAL CEREMONY

The inaugural ceremony of the 3-day Capacity Building Program, entitled “Implementation of Blended Learning in Higher Education Institutions” was organized on January 7, 2022 from 11.00AM onwards. The program was steered by the emcee, Dr. Papiya Upadhyay, Assistant Professor of Education at Netaji Subhas Open University (NSOU), Kolkata. The welcome address was delivered by C.A. Kishore Sengupta, Registrar, NSOU, who oriented the participants about NSOU and the various activities conducted by it, thereby explicating the relevance of the present program. Subsequently, the address was delivered by Project Director, Professor Anirban Ghosh, Director, CIQA, NSOU. He elaborated on the relevance of the program and shed light on blended learning and its role in light of the present educational scenario. The keynote address was delivered by Dr. Manas Ranjan Panigrahi, Senior Programme Officer, CEMCA. He deliberated upon the institutional policies to support the students by starting from aspiration and help them reach a stage of attaining livelihood generation through entrepreneurship. He also discussed about various employment issues through blended learning and technology-enabled learning. The teaching-learning requires a radical overhaul, and better interventions are needed for learners. Dr. Panigrahi, in this context, highlighted the relevance of the National Education Policy 2020, and emphasized the need to keep learning and look for better learning strategies to reach the last mile, and explore innovative strategies by preparing for and disseminating learning resources. As educators, there is a need to become facilitators and not lecturers. Dr. Panigrahi also observed that the present time is most opportune to implement blended learning along with an emphasis on need-based learning driven by technology. Dr. Manas Ranjan Panigrahi’s speech was followed by the Presidential Address by Professor Subha Sankar Sarkar, Hon’ble Vice Chancellor, NSOU. He deliberated upon the growing need for inclusiveness as a core aspect of the National Education Policy, 2020, and noted that we must take measures to ensure the enhancement of Gross Enrolment Ratio (GER) to 50 percent by 2030. It can only be accomplished if we, as educators, expand ourselves and raise students by uplifting them. The inaugural ceremony closed with the Vote of Thanks by Sri. Santanu Dam, Dy Director, Jalpaiguri RC, NSOU.

### ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

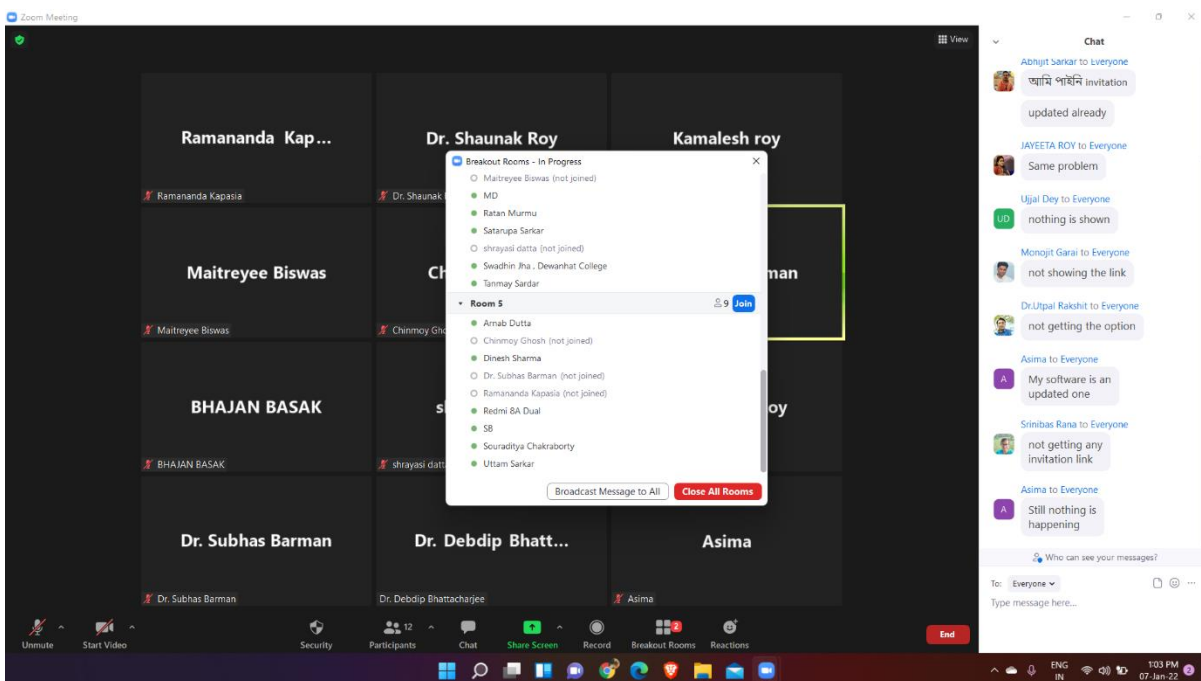
Shri Purandar Sengupta initiated the Workshop with the activity **Micro-Lab** (which is a miniature version of the **Human Process Laboratory** Method, created by Kurt Lewin).

In this activity the participants were randomly divided into five groups. Each group was placed into the breakout room of ZOOM. The participants of each group were encouraged to get familiar with each other, communicate transparently, exchange their views meaningfully and to identify the psychosocial competencies of each other. The total time allotted for executing this exercise was thirty minutes.



After the identification of the competencies of each member, the members of each group were inspired to identify the collective competency of each group, by consolidating the competencies of all the members in that specific group.

After the completion Micro-Lab Exercise, the participants agreed that this rational-emotive exercise has been instrumental in fostering goal-oriented collaboration among the members of each group. It was also deemed by the learners as an effective tool in catalyzing socialization, integration, solidarity and transparency among the members of each group.



It is relevant to mention that a list of psychosocial competencies was furnished to each group for making the group members sensitized with the type of competencies that are to be identified in each member. This list was an orientation tool.

The Participants were made sensitized with the following competencies.

- Creative Thinking

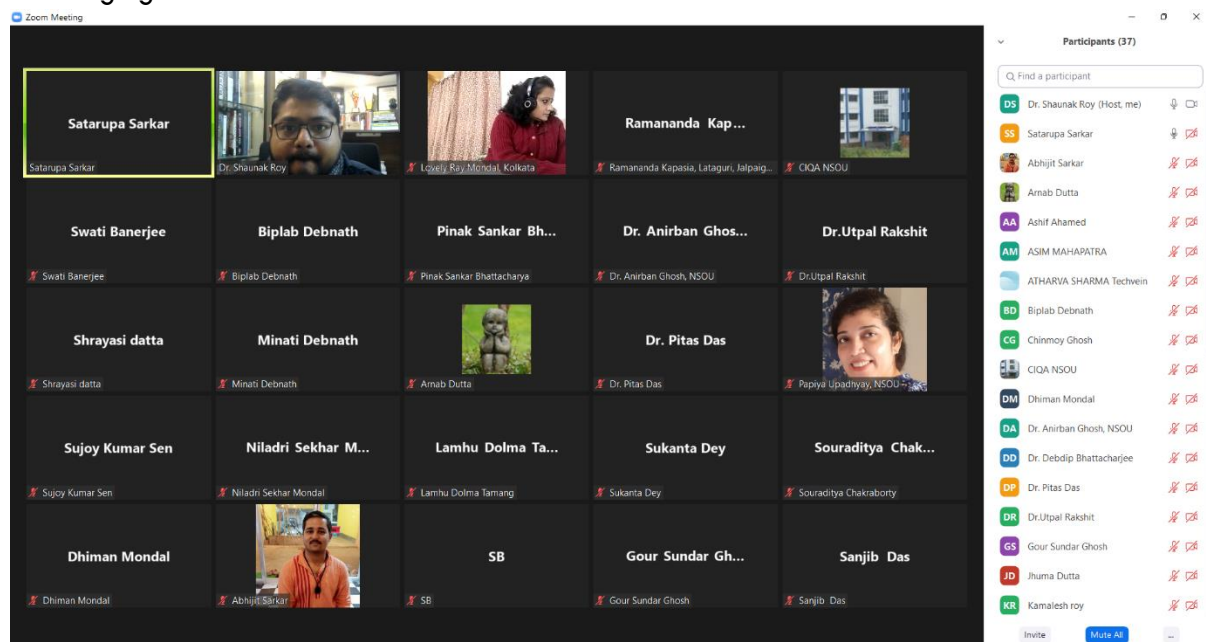
- Critical Thinking
- Decision-making
- Problem-solving
- Effective Communication
- Relationship Development
- Empathy
- Managing Stress
- Managing Emotions
- Negotiation & Conflict Management
- Collaboration & Team-building

## ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

Dr. Shaunak Roy began the preliminary session by orienting attendees to the importance of blended learning in the present-day and future contexts. He deliberated upon how blended learning satisfies the needs of all learners by integrating face-to-face and online instruction. By involving, exciting, and encouraging students, teachers can increase their effectiveness and success with students. He went on to explain how blended learning enables students of all levels to develop at their own pace while also allowing challenging students to receive assistance when they become stuck. Due to the scalability of blended learning, instruction remains effective throughout, positioning all students for success as they gain 21<sup>st</sup> century abilities. He also discussed the evolving needs of distance education in the modern era. Participants agreed that open and distance modes of education were critical for sharing information to the masses, but they need more technological integration.

### *Edu-tainment*

Dr. Roy elaborated on the concept and significance of 'edu-tainment' in the context of distant education. Students' attention spans are shortening as a result of the glut of content available nowadays. For instructors, communicating effectively in such a short period of time is challenging.



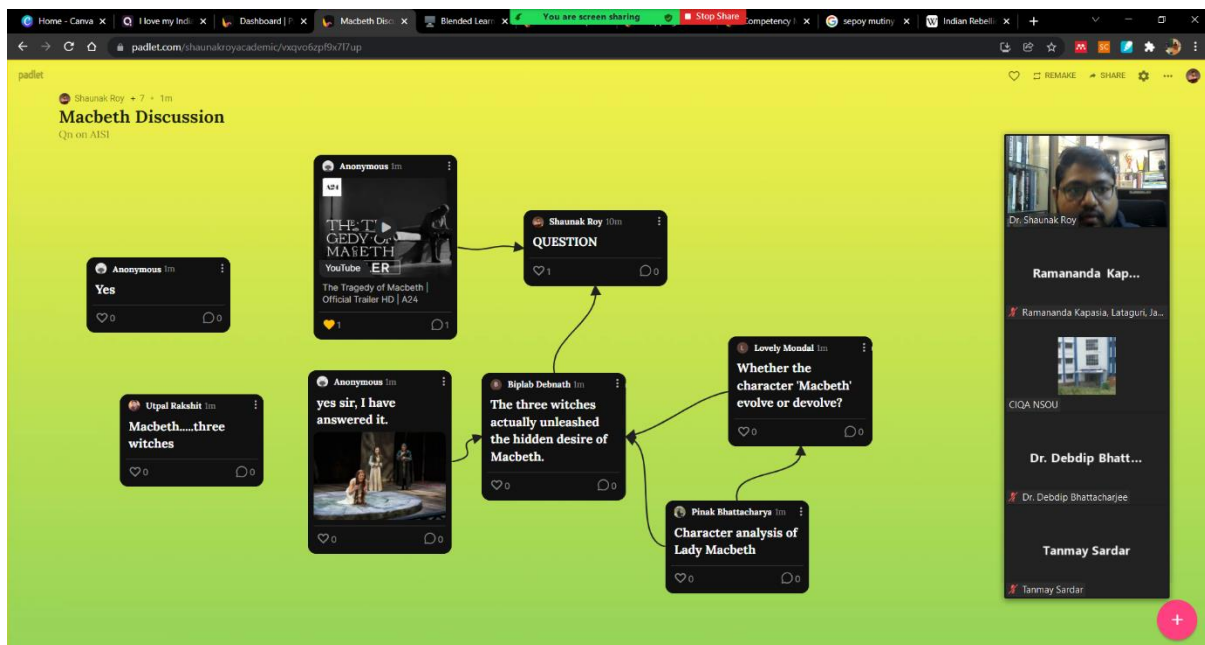


This is where 'edu-tainment' enters the picture, in which students' study while playing/gaming and knowledge is translated into skill-based learning. Edutainment is a new concept for media that is both educational and enjoyable. For pupils that require interesting experiences to study, game-based learning is the greatest option. As an integral aspect of modern education, game-based learning has supplanted lectures and written assignments. Students build skills for future employment through this type of learning taught by 'edu-tainment' equipment.

Dr. Shaunak Roy continued by elucidating the notion of edu-tainment through the use of a hypothetical couple, Tania and Shamim. The objective was to convey an understanding of the notion and constituents of interpersonal behaviour. He went into detail on the difference between delivering educational content with and without 'edu-tainment.' The participants were captivated and had a better understanding of the usefulness of edu-tainment as a valuable component of blended learning.

### Technology Integration Matrix (TIM)

With the Technology Integration Matrix (TIM), one may describe and target the use of technology to enhance learning in a systematic way. There are five interconnected features of meaningful learning settings that are incorporated into the TIM: being active, being collaborative, being constructive, being authentic, and being goal-directed. There are five levels of technological integration linked with these characteristics: entry, adoption, adaptation, infusion, and transformation (see chart below). The five qualities of relevant learning environments, as well as the five levels of technology integration, combine to form a matrix of 25 cells, as represented in the diagram below. All of the TIM descriptions are applicable to both online and face-to-face instruction, and A third version of the Florida Center for Instructional Technology (FCIT) in the classroom (TIM) was released in 2015. (2019).



During the session, Dr. Shaunak Roy emphasized on the manner in which educators can recognize whether a classroom has effectively integrated technology. He deliberated on two major aspects to consider: the teacher's actions and the learning environment. The Technology Integration Matrix (TIM) is quite useful in this process. The top row is focused on the teacher. Dr. Roy drew the attention of the participants to how a teacher at the "Entry" level of technology integration is the one presenting to students, which is a rather "teacher-centered"

situation. Looking up the matrix, the participants were asked to see that the teacher is not actually operating the tools, but rather functioning as a facilitator and coach. The focus is on the teacher's performance at the lower levels and student learning at the higher ones. Similarly, the left column shows the many learning settings that students are exposed to.

### ***From Pedagogy to Heutagogy***

While pedagogy is teaching students, andragogy is teaching adults, heutagogy is self-directed learning. An educational theory based on learner agency, self-efficacy, capability, metacognition and reflection (Heutagogy). With today's technologies, the theory may be used to build and develop learner-centered environments that can prepare students for a lifetime of learning. Heutagogy has also been demonstrated to promote concepts of social responsibility, fairness, and a more democratic educational process. Dr. Roy explained how the present educational system is making a continuous and radical transformation towards heutagogy, keeping in mind the empowered students today.

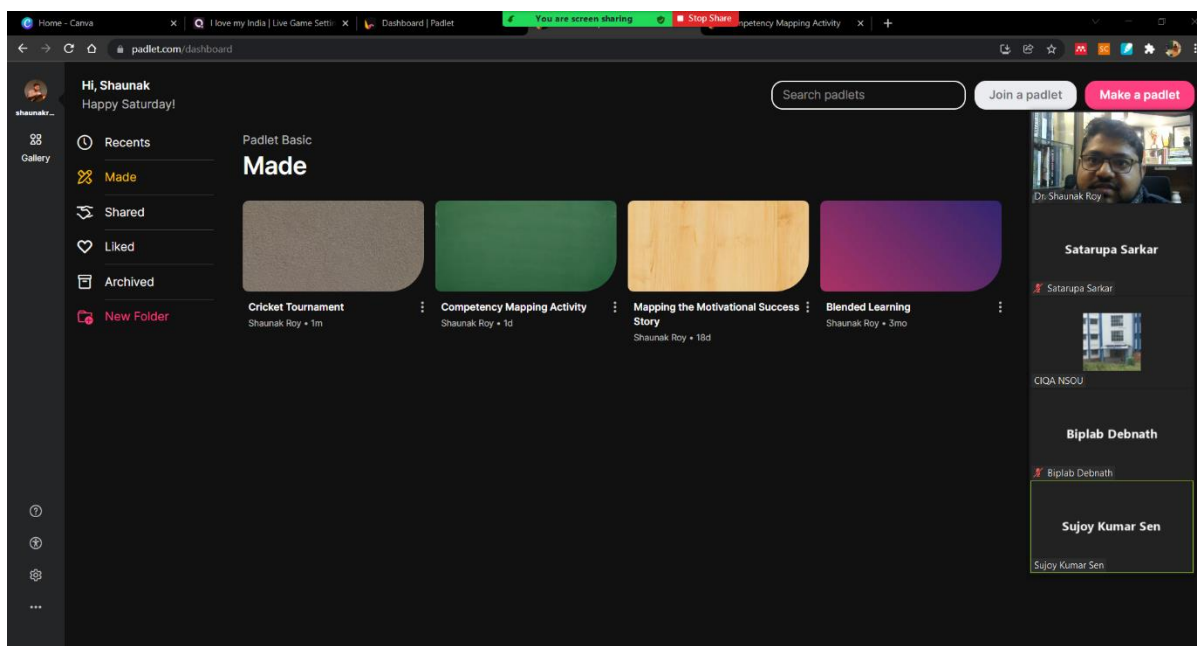
## **JOINT FACILITATION BY SHRI PURANDAR SENGUPTA & DR. SHAUNAK ROY**

### ***Mind-mapping using Padlet***

A Mind Map is a simple tool for spontaneously brainstorming ideas without regard for order or the organization. It enables an individual to visually organize their thoughts in order to aid in analysis and memory. A Mind Map is a graphical representation of tasks, words, concepts, or items that are connected to and grouped around a primary concept or subject. It uses a non-linear graphical style that enables the user to create an intuitive framework around the key notion. A Mind Map may transform a lengthy list of uninteresting facts into a vibrant, memorable, and well-organized diagram that corresponds to the brain's natural method of working.

Shri Purandar Sengupta provided a brief orientation to the participants regarding the concept and relevance of a mind map. He explained the rationale and the operational proceedings of "MIND MAPPING" ---- a Cognitive Development Exercise created by Tony Buzan. He facilitated the learners to understand how MIND MAPPING can foster divergent thinking as well as convergent thinking pattern. He opined that MIND MAPPING is an instrumental exercise for segregating an item into different components and analyze each of the segregated components from functional perspective.

Shri Purandar Sengupta encouraged the participants to provide their valued inputs regarding the activities to be executed and resources to be deployed for organizing a football tournament in a community. Based on the inputs provided by the participants, Dr. Shaunak Roy, provided a virtual demonstration of the mind-map creation online, using an open-source ICT tool called FreeMind.



Subsequently, Dr. Roy explained the subtle nuances of FreeMind to the participants in detail, and oriented the participants to a ICT tool called “Padlet.” Padlet is a free online tool that functions similarly to an online bulletin board. Students and teachers can use Padlet to collaborate on notes on a shared page. Teachers and students may include links, videos, photos, and document files in their notes. Participants were provided with an opportunity to create a mind-map virtually using a hands-on approach, and they derived valued insights from the exercise.

## PROCEEDINGS OF THE PROGRAM (DAY II): JANUARY 8, 2022 (SATURDAY)

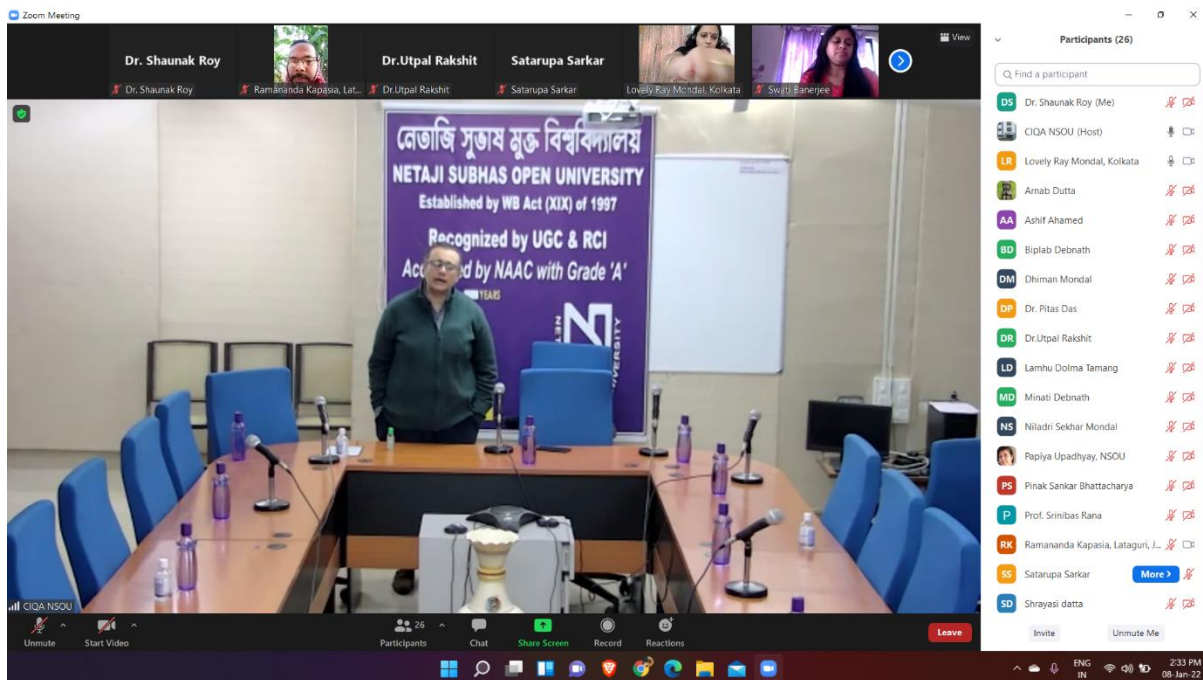
### ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

Shri Purandar Sengupta presented a CASE.

*The CASE depicts the Instruction Methodology of a Higher Education Teacher from the discipline of English literature.*

*While edifying the drama “MACBETH” the aforementioned Higher Education Teacher executed the following activities:*

- *Dividing the learners into multiple small groups*
- *Motivating the learners of each group to facilitate each other in comprehending and analyzing the learning inputs*
- *The Higher Education Teacher narrates the entire drama and elucidates the critical events of the drama through **Role Play** with the learners*
- *After completing the narration. the Higher Education Teacher encourages the learners of each group to analyze the characters in the drama, collectively*
- *After each group presents their Logical Inference /Analytical-Deduction, the Higher Education Teacher asked the learners of each group to narrate their **cognitive rationale (causative thought)** that has induced them to draw **logical inference** regarding the different characters of the drama.*



After revealing the aforesaid CASE, Shri Purandar Sengupta asked the Participants to analyze and evaluate the Instructional Methodology of the protagonist of the CASE viz. the Higher Education Teacher. He also revealed that the central Character in the Case is Prof. (Dr.) Md. Intiaz Ali of Netaji Subhash Open University.

After analyzing the CASE, the following Participants reflected their analytical and evaluative views.

- ▲ **PROF. SATARUPA SARKAR:** “Md. Intiaz Ali is fostering Participatory Learning Action. He is encouraging the students to participate actively in the learning process. As a consequence, the learners are getting highly motivated and deeply engaged.
- ▲ **PROF. MINATI DEBNATH:** “Md. Intiaz Ali is encouraging the learners to enact the different characters through Role Play. As a result, the learners are deeply contemplating on the attributes of the characters enacted by them. Eventually it is becoming easier for them to discover the subtleties and intricacies of the character with greater insightfulness”
- ▲ **PROF. SWATI BANERJEE:** “Md. Intiaz Ali is fostering collaboration among the learners. He is encouraging the learners to comprehend, analyze and interpret the learning inputs jointly. He is also encouraging the learners to exchange their opinions, to integrate their thought process and draw the logical rationale behind the integrated thought collectively”
- ▲ **PROF. BIPLAB DEBNATH:** “Md. Intiaz Ali is encouraging the learners to contemplate and analyze the learning inputs by floating incisive queries continually. Thus Md. Intiaz Ali is enhancing the insightfulness of the learners”
- ▲ **SMT. LOVELY MODAL:** “Under the influence of Md. Intiaz Ali, the students are probing themselves and trying to trace out the logical rationale behind their inference. Thus, the learners are practicing Metacognition.”

Finally, Shri Purandar Sengupta explained how the methodology of Prof. (Dr.) Md. Intiaz Ali depicted in the CASE is related to “**COMMUNITY OF INQUIRY**” MODEL by Garrison, Anderson and Archer

In this context he explained the reflective paradigm of Mathew Lipman and established its correlation with the teaching methodology of PROF. (DR). Md. Intiaz Ali.

After the Participatory Analysis of the CASE, Shri Purandar Sengupta highlighted the effective role of Facilitation in higher education. He stated that the diversified psychosocial interventions related to Facilitation that can be of instrumental importance in both synchronous and asynchronous phase of Blended Learning.

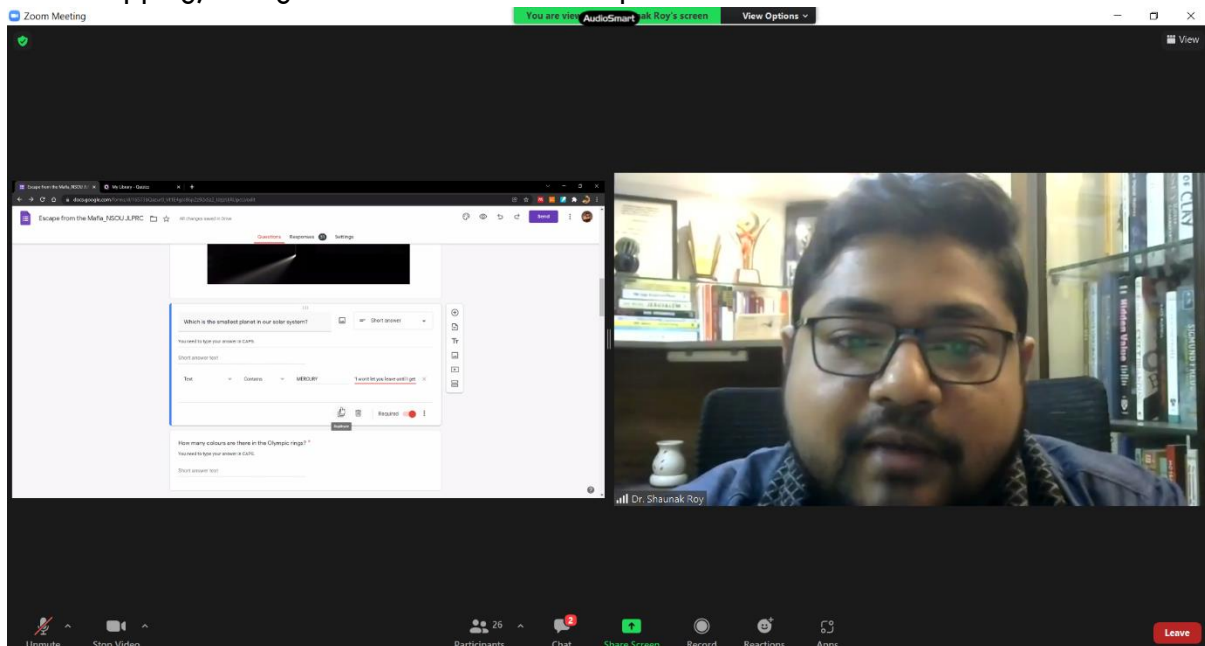
He explained the following Psychosocial Interventions through practical Demonstrations and Role Plays:

- Framing & narrating Motivational Success Story
- Appreciative Inquiry
- Positive Reinforcement
- Behavioral Modeling
- Paraphrasing
- Probing
- Design Thinking

Prof. SWATI BANERJEE and Prof. DAYITA GOSWAMI were proactive enough to collaborate with the Facilitator Shri Purandar Sengupta in demonstrating the psychosocial interventions through Role Plays.

## ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

On the second day, Dr. Shaunak Roy focused primarily on the discussion of various facilitation techniques, and also witnessed the application and use of various ICT tools, such as Padlet for Mind-Mapping, Google Forms for Virtual Escape Rooms for Gamification of the classroom.



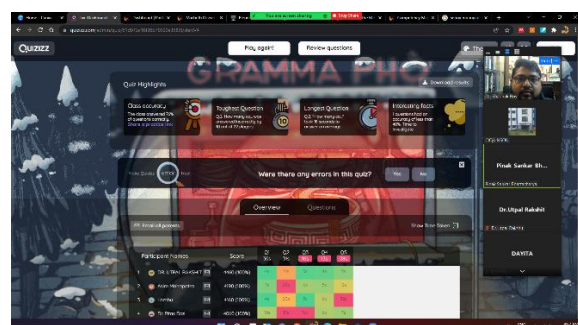
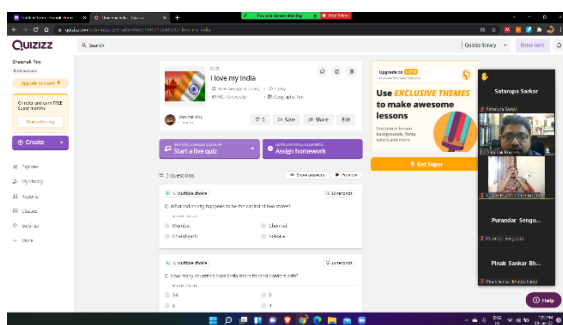
The session commenced with Dr. Shaunak Roy reiterating the activities of the preceding day. Upon the request of the participants, he demonstrated the use of Padlet, using a hands-on approach. Participants were explained about the various formats of a Padlet, such as Wall,

Timeline, Canvas, Map, Shelf, etc. and their corresponding uses. A fruitful discussion ensued from the session.

### **Gamification using Quizizz**

Quizizz is a gamified student engagement platform that includes a variety of elements that make learning more enjoyable, interactive, and engaging in the classroom. Teachers can use this tool to conduct formative exams, assign homework, and engage in other engaging activities with their students.

Dr. Shaunak Roy furnished a game link to all the participants and asked them to enter their names. They were enlisted in a fun quiz game, comprising of five questions. The winner of the quiz was Dr. Utpal Rakshit, followed by Shri Asim Mahapatra at second position and Shri Lamhu Dolma Tamang at the third position.



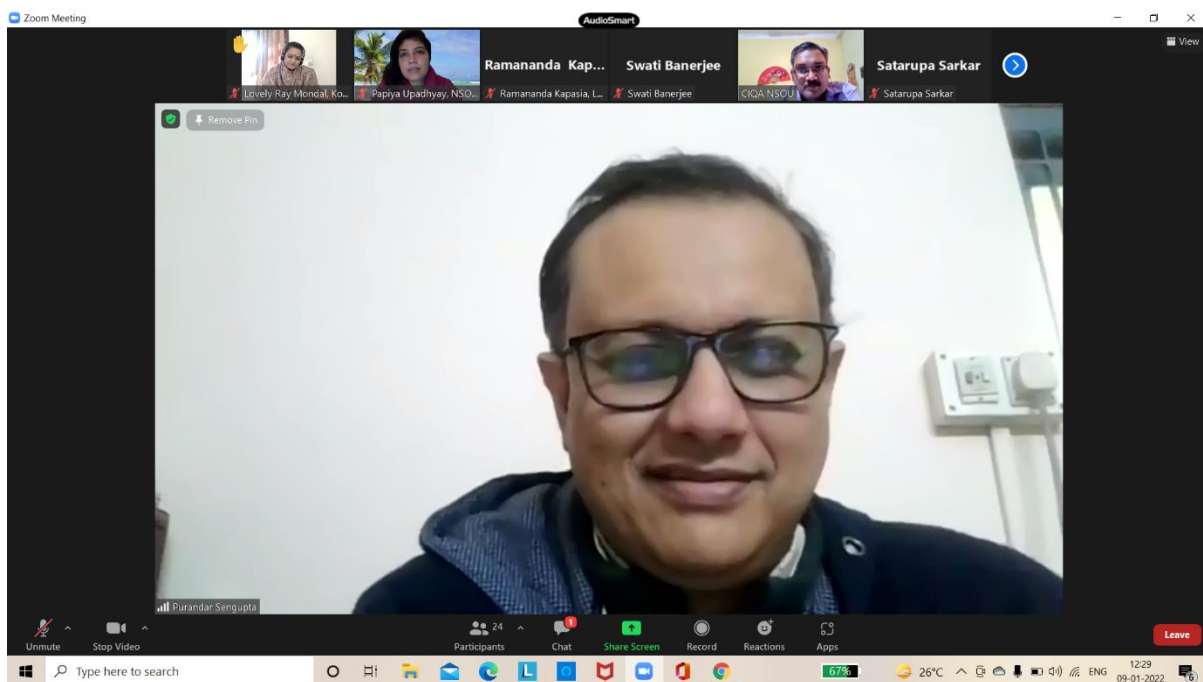
At the close of the day, participants were given a link to an escape room, which was a carry-over exercise for the final day of the workshop.

## **PROCEEDINGS OF THE PROGRAM (DAY III): JANUARY 9, 2022 (SUNDAY)**

The third and final day of the workshop witnessed a stimulating discussion of the various learning models, as well as an in-depth discussion on the various ICT tools, specifically, Escape Rooms using Google Forms and Quizizz.

### **ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA**

Shri Purandar Sengupta initiated the session by making the learners enlightened with the Cognitive Apprenticeship Model. He explained the rationale and beneficial outcome of each of the six steps of Cognitive Apprenticeship Model.



Then Shri Purandar Sengupta explained two effective interventions that are instrumental in facilitating the learners. These interventions are enumerated below:

- Situation Analysis & Task Planning
- Situation Driven Role Enactment.

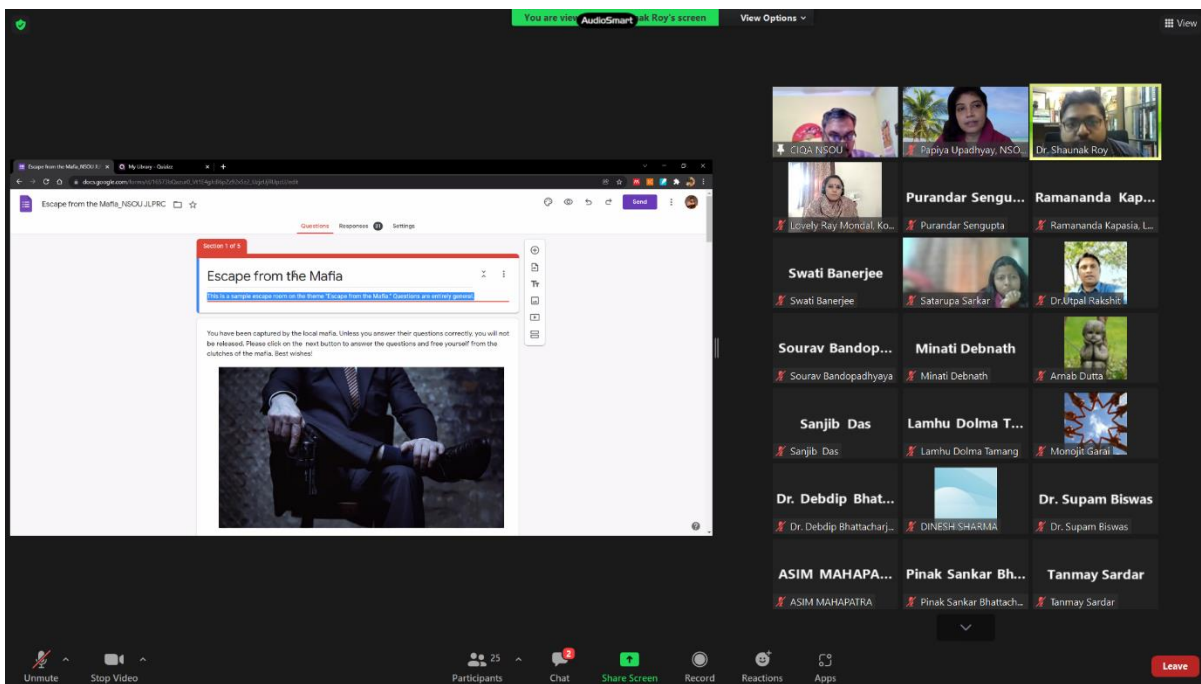
He explained the difference between Scripted Role Play and Situation Driven Role Enactment. While explaining Situation Driven Role Enactment, he drew the reference of FORUM THEATRE created by AUGUSTO BOAL, the great playwright & change catalyst of Brazil. He explained how the psychological engagement level and insightfulness gets enhanced in Situation Driven Role Enactment.

After that the Facilitator Shri Purandar Sengupta encouraged Prof. Swati Banerjee and Prof. Satarupa Sarkar to participate in a Situation Driven Role Enactment. Prof. Satarupa Sarkar played the role of a de-motivated student and Prof. Swati Banerjee played the role of an Educator who is probing the de-motivated student for identifying the cause of getting de-motivated and subsequently applying strategies for motivating her and getting her engaged in the learning process.

Finally, Shri Purandar Sengupta furnished a compendium of Learning Models to the participants and encouraged them to evaluate the practical utility of each model in the present situational matrix.

## **ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY**

The final session witnessed a demonstration of how to create Virtual Escape Rooms using Google Forms. Dr. Roy explained the process and tricks entailed in creating a virtual escape room to the participants, such as setting short questions, followed by imposing response validation, to ensure competitiveness among participants during the game.



Further, Dr. Roy also discussed about the process of creating the quiz using the tool, Quizizz. He explained the various stages entailed in setting the quiz, such as typing the questions, entering the options, and selecting the correct option choice. He also demonstrated the process of entering the time limit for each question, and finally publishing the quiz before the participants.

## REFLECTION FROM THE PARTICIPANTS

PARTICIPANT'S NAME	PARTICIPANT'S REFLECTION	COMMENT OF THE FACILITATORS
<b>PROF. ARNAB DUTTA</b>	<ul style="list-style-type: none"> <li>▲ He opined that “Positive Reinforcement” is an instrumental tool for motivating the students and ensuring the sustainability of desired behaviour.</li> <li>▲ He also added that the nature of reinforcing stimulus should vary from student to student, depending upon their internal motivational dynamics.</li> <li>▲ For example, the reinforcing stimulus to be administered for a person with Achievement Motivation will vary from the reinforcing stimulus that will be needed for a person with Affiliation Motivation</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators endorsed his view and encouraged him to create a compendium of reinforcing stimuli appropriate for the multifarious motivational patterns of the students.</li> <li>▲ The Facilitators also placed emphasis upon the point that the Facilitators should have the ability to comprehend the motivational pattern of each student.</li> </ul>
<b>PROF. SWATI BANERJEE</b>	<ul style="list-style-type: none"> <li>▲ She opined that with the passage of time a teacher should gradually emerge as a</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators appreciated Prof. Banerjee for her humanistic approach.</li> </ul>



	<p>Mentor. As a Mentor a teacher should infuse confidence within every student by drawing his/her attention to his/her internal competencies.</p> <ul style="list-style-type: none"> <li>▲ She added that in her class there are many students who are ignorant of their own merit and considers them to be inferior to others. They suffer from Inferiority complex and gradually lose their faith upon themselves.</li> <li>▲ In this regard she acclaimed Appreciative Inquiry as a highly effective tool for identifying the pent-up competencies of the students and making them aware of their latent competencies</li> </ul>	<ul style="list-style-type: none"> <li>▲ They opined that the Higher Education Teachers should be trained in administering Appreciative Inquiry and other Strength Focused Interventions like Positive Psychology based Coaching.</li> </ul>
<b>PROF. RAMANANDA KAPASIA</b>	<ul style="list-style-type: none"> <li>▲ He opined that if the students are encouraged to create something based upon their learnt inputs, then their imagination, insightfulness and intuitive power will get enhanced.</li> <li>▲ He introduced himself as a Higher Education Teacher in Environmental Science. He opined that he encourages his students continually to build up different innovative models for generating awareness among common people regarding various eco-friendly initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators appreciated him for implementing Discovery Learning Model and fostering the practice of integrating past experience with new knowledge.</li> <li>▲ The Facilitators also appreciated him for encouraging his students in developing bridge between institution and community.</li> <li>▲ They also appreciated the practice of encouraging the students to demonstrate their learnt inputs to others. They opined that this practice will enhance the capacity of the students in retaining their learnt inputs.</li> </ul>
<b>PROF. PINAK SHANKAR BHATTACHARYA</b>	<ul style="list-style-type: none"> <li>▲ He opined that PADLET is a very instrumental tool for student engagement.</li> <li>▲ He affirmed that PADLET can also be deployed for fostering task-based collaboration among the students</li> <li>▲ He appreciated MIND MAPPING as tool for encouraging the students in deep contemplation and in-depth item analysis.</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators appreciated his reflections and encouraged him to deploy PADLET for engaging the students in divergent and convergent thinking process.</li> </ul>
<b>PROF. DAYITA</b>	<ul style="list-style-type: none"> <li>▲ She appreciated the Design</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators appreciated</li> </ul>

<p><b>GOSWAMI</b></p>	<p>Thinking Methodology as a student friendly empathetic mechanism</p> <ul style="list-style-type: none"> <li>▲ She opined that it is not only a diagnostic tool for identifying the problems of the students. Rather it's a comprehensive mechanism for generating customized solutions to identified problems.</li> <li>▲ She also appreciated the re-engineering concept of Design Thinking and stated that it is focused to the comprehensive solution of a problem with greater precision.</li> </ul>	<p>her for drawing rational-emotive deduction</p>
<p><b>PROF. SATARUPA SARKAR</b></p>	<ul style="list-style-type: none"> <li>▲ She stated that Story Telling can be a very effective medium of teaching.</li> <li>▲ She asked how the stories can be framed to make them more relevant to the students.</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators stated that at first the Teachers should execute primary research on the problems of the students as well as their aspirations.</li> <li>▲ Then on the basis of the research findings the teachers should frame stories where the protagonists are also students. The stories should encompass the realistic problems and aspirations relevant to the life of the students in her class. Eventually the students will be able to correlate the stories with their own life.</li> <li>▲ The Facilitators also opined that the stories should include the strategic action plans that would alleviate the problems of the central Character and satisfy the aspired goals.</li> <li>▲ As a result, the stories will function as the motivational instruments and trigger optimism in the life of the students.</li> </ul>
<p><b>SMT. LOVELY MONDAL</b></p>	<ul style="list-style-type: none"> <li>▲ She stated that in her classroom, there are some students who are slow learners and fail to keep pace with the meritorious students.</li> </ul> <p>In such a situation, how would she ensure the inclusion of the slow learners in the standard</p>	<ul style="list-style-type: none"> <li>▲ The Facilitators opined that she will have to carry out research and find out the factors which are responsible for the slow pace of the learning process in the aforesaid students.</li> <li>▲ Accordingly, the instructional methodology should be re-engineered for facilitating the</li> </ul>

	<p>learning process with pre-determined time frame.</p>	<p>students to comprehend the learning inputs at a faster pace.</p> <ul style="list-style-type: none"> <li>▲ The Facilitators suggested some strategic tools for facilitating easier understanding of the learning inputs: <ul style="list-style-type: none"> <li>○ Collaborative Learning Program where the meritorious students will be encouraged to facilitate the slow learners in comprehending the learnt inputs.</li> <li>○ Administering Role Plays for elucidating complex learning inputs</li> <li>○ Demonstration of complex items through visual illustrations</li> <li>○ Encouraging the students to write the learnt inputs and then express it to others.</li> <li>○ Positive Reinforcement for every success in the learning process.</li> </ul> </li> </ul>
<p><b>PROF. UTPAL RAKSHIT</b></p>	<ul style="list-style-type: none"> <li>▲ He opined that before teaching a new topic in the classroom, he furnishes the study material of that new topic to the students and encourages them to study it at their own preferred style</li> <li>▲ After the students achieves a basic understanding of the new topic, he starts to teach it in the classroom, so that the students can integrate their learnt inputs with the new inputs.</li> <li>▲ He also inspires the students to express their own views pertaining to the new topic and add value to it.</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators appreciated the learner centric approach adopted by Prof. Utpal Rakshit.</li> </ul>
<p><b>PROF. BIPLAB DEBNATH</b></p>	<ul style="list-style-type: none"> <li>▲ He opined that <b>MNEMONICS</b> can play instrumental role in facilitating the students to comprehend and retain learning inputs.</li> <li>▲ It is the technique of integrating new learning inputs with previous experience through visual and auditory cues.</li> </ul>	<ul style="list-style-type: none"> <li>▲ The Facilitators appreciated the methodology as well his empathetic concern for the students.</li> </ul>

	<ul style="list-style-type: none"> <li>⤴ He opined that by his first-hand research he tries to get acquainted with the existing knowledge and practical experience of the students.</li> <li>⤴ Then while teaching a new topic he tries to integrate a new concept with a concept that is already prevailing in the knowledge domain of the students.</li> <li>⤴ He also opined that he administers <b>Parenthesis</b> and <b>Paraphrasing</b> for facilitating the students in comprehending and retaining complex learning inputs.</li> </ul>	
<p><b>PROF. MINATI DEBNATH</b></p>	<ul style="list-style-type: none"> <li>⤴ She introduced herself as a higher education teacher of Bengali Literature.</li> <li>⤴ She opined that whenever it becomes necessary for the students to analyse a character in any of the literary forms, she inspires the students to enact that character through Role Play and manifest the salient attributes of that character.</li> <li>⤴ This methodology facilitates her learners to comprehend and analyse the subtleties and intricacies of the characters with which they are dealing with.</li> <li>⤴ She also added that Role Play contributes significantly to understand situational contexts that are shaping up the behavioural pattern of the different characters that are getting enacted by the students</li> <li>⤴ She opined that she applies metaphors like similes and personifications, in a strategic way so that the students can decipher the qualitative attributes of an unknown object by correlating its similarity with a known object.</li> </ul>	<ul style="list-style-type: none"> <li>⤴ The Facilitators appreciated Prof. Minati Debnath for administering Role Plays with learner centric approach.</li> <li>⤴ The Facilitators appreciated the endeavour of Prof. Minati Debnath for supporting the learners in comprehending complex items with ambiguous attributes.</li> </ul>

**BENEFICIAL OUTCOME OF DIFFERENT INTERVENTIONS  
(INDICATED BY RESULT CHAIN)**

<b>INTERVENTION</b>	<b>OUTPUT</b>	<b>OUTCOME</b>
<b>MOTIVATIONAL SUCCESS STORY</b>	The Higher Education Teachers have realized the significance of Motivational Success Story.	It is expected that the Higher Education Teachers will be able to trigger Achievement Motivation within their students by seamless narration of Motivational Success Stories.
<b>APPRECIATIVE INQUIRY</b>	The Higher Education Teachers have construed the functional significance of Appreciative Inquiry.	It is expected that the Higher Education Teachers will be able to administer Appreciative Inquiry for discovering the hidden competencies of the students.
<b>DESIGN THINKING</b>	The Higher Education Teachers have realized the functional significance of Design Thinking in the educational sector.	It is expected that the Higher Education Teachers will be able to design and develop customized strategies for alleviating the problems of the students.
<b>MIND MAPPING</b>	The Higher Education Teachers have understood the rationale and beneficial significance of applying MIND MAPPING.	It is expected that the Higher Education Teachers will be able to administer MIND MAPPING for enhancing the intensity of Divergent Thinking, Convergent thinking and Analytical Capacity of the students.
<b>POSITIVE REINFORCEMENT</b>	The Higher Education Teachers have got apprised regarding the logical rationale and the beneficial outcome of POSITIVE REINFORCEMENT	It is expected that the Higher Education Teachers will be able to administer reinforcing stimulus for every desired behaviour of the student.  It is expected that the reinforcing stimulus provided by the Higher education teachers will enhance the frequency of the desired behaviour of the students.
<b>BEHAVIOURAL MODELLING</b>	The Higher Education Teachers have deciphered the significance of inducing Behavioural Modelling.	It is expected that the Higher Education Teachers will be able to motivate the mediocre students of the class to replicate the behaviour of the meritorious students of the class with the expectation of achieving success.
<b>PARAPHRASING</b>	The Higher Education Teachers have realized the significance of PARAPHRASING.	It is expected that the Higher Education teachers will be able to paraphrase the narration of their students with finesse & precision and instil greater confidence among the students
<b>PROBING</b>	The Higher Education teachers have deciphered the beneficial outcome of PROBING.	It is expected that the Higher Education Teachers will be able to build up the capacity of Probing within their students.  The students will probe their thoughts and find out the cognitive rationale

		influencing every thought. Thus, the Higher Education Teachers will be able to induce Metacognition among the students
<b>SITUATION ANALYSIS &amp; TASK PLANNING</b>	The Higher Education Teachers have construed the significance of SITUATION ANALYSIS & TASK PLANNING.	It is expected that the Higher Education Teachers will be able to administer “Situation Analysis & Task Planning” for fostering multifarious cognitive competencies among their students like Critical Thinking, Decision Making, Problem Solving etc.
<b>SITUATION DRIVEN ROLE ENACTMENT</b>	The Higher Education Teachers have realized the logical rationale and beneficial significance of “SITUATION DRIVEN ROLE ENACTMENT”	It is expected that the Higher Education Teachers will be able to administer “SITUATION DRIVEN ROLE ENACTMENT” for facilitating the students in the following way: <ul style="list-style-type: none"> <li>○ To foster collaboration among the students</li> <li>○ To induce Critical Thinking, Decision Making and Problem-Solving Competencies within the students</li> <li>○ To build up Emotional Intelligence among the students</li> </ul>
<b>MICRO-LAB</b>	The Higher Education Teachers have incurred the practical experience of this Intervention and perceived its beneficial implication	It is expected that the Higher Education Teachers will be able to engineer this intervention for fostering Collaborative Learning among their students
<b>FORCE FIELD ANALYSIS</b>	The Higher Education Teachers have realized the theoretical significance of this Intervention	It is expected that the Higher Education Teachers will be able to train their students in executing <b>Force-Field Analysis</b> , during the learning process. It is expected that the students will be able to concentrate the Driving Forces (that are supportive to learning process) and dilute the Inhibiting Forces (that are disrupting the learning process) by executing <b>Force-Field Analysis</b> .

## CLOSING CEREMONY

The closing ceremony was graced by Professor Anirban Ghosh, Director, CIQA, NSOU, Dr. Papiya Upadhyay and Dr. Ritu Mathur, professors of Netaji Subhas Open University (NSOU), Kolkata. A summary of the three-day program was provided by Prof. Dr. Anirban Ghosh, along with the uniqueness of the program. Verbal feedback was taken from the participants, who shared their experiences about the program.



Dr. Ritu Mathur expressed her positive feedback about the significance of the program and its success. The program was concluded with Dr. Anirban Ghosh requesting the participants to complete their feedback online, and use the WhatsApp group for sustaining thought-provoking questions and discussions.



**Implementation of Blended Learning in Higher Education Institutions  
in West Bengal  
(Enhancing Capacity of Higher Education Teachers)**

Organized by  
**Commonwealth Educational Media Centre for Asia (CEMCA)**  
in collaboration with  
**Netaji Subhas Open University, Kolkata**  
**Date: 7-9 January 2022**  
**Venue: NSOU Regional Centre Jalpaiguri (Virtual Mode)**

**Objectives:**

- To improve the knowledge and skills of teachers/academics in higher education to develop and offer Online/Blended Course.
- To enable the staff/faculty members to the process of planning, designing, developing and delivering online courses.
- To adopt appropriate ICT tools and learning platforms as an adjunct to face-to-face teaching and to teach in a full online or distance learning context.
- To find out the prospects and challenges of providing online/blended learning in the context of Higher Education Institutions in West Bengal.

**Methodology:**

The workshop will be conducted in face-to-face within the mandate of COVID 19 Protocol. The trainers will follow the following activities during the training:

- Focused Group Discussion
- Role Play
- Story Telling
- Creative & Analytical Exercises
- Problem Solving Games
- Introspection
- Probing & eliciting pent up potential
- Fish Bowl Exercise
- Six Thinking Hats

**Learning Inputs:**

ICT Tools & Software	Effective Learning Models	Cognitive-Behavioural Interventions
<ul style="list-style-type: none"> <li>➤ PADLET</li> <li>➤ POPPLET</li> <li>➤ FREE MIND</li> <li>➤ KIALO EDU</li> <li>➤ MENTIMETER</li> </ul>	<ul style="list-style-type: none"> <li>• Successive Approximation Model</li> <li>• Individualized Instruction Model</li> <li>• Problem Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design Thinking</li> <li>➤ Mind Mapping</li> <li>➤ Affinity Diagram</li> <li>➤ Venn Diagram</li> <li>➤ Outcome Mapping</li> </ul>



<ul style="list-style-type: none"> <li>➤ QUIZZIZ</li> <li>➤ BOOK CREATOR</li> <li>➤ VIRTUAL ESCAPE - ROOM</li> </ul>	<p>Model</p> <ul style="list-style-type: none"> <li>• Discovery Learning Model</li> <li>• Action Learning Model</li> <li>• Collaborative Learning Model</li> <li>• Learning Retention Model</li> <li>• Component Display Model</li> <li>• Elaboration Model</li> <li>• Cognitive Load Reduction</li> <li>• Bloom's Taxonomy &amp; TLO</li> <li>• Generative Learning Model</li> <li>• Backward Design Model</li> </ul>	<ul style="list-style-type: none"> <li>✚ Force Field analysis</li> <li>✚ Identification of Critical Success Factors in Success Story</li> <li>✚ Case Analysis &amp; Problem Solving</li> <li>✚ Logical Sequencing</li> <li>✚ Logical Framework Analysis</li> </ul>
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### Programme Schedule

## DAY 1 (07.01.2022)

Time	Event
10.00 AM – 11.00 AM	<b>Registration</b>
11.00 AM – 11.30 AM	<b>Inaugural Ceremony</b> <ul style="list-style-type: none"> <li>▪ Welcome Address by C.A. Kishore Sengupta, Registrar, NSOU</li> <li>▪ Address by Project Director, Professor Anirban Ghosh, Director, CIQA, NSOU</li> <li>▪ Key Note Address by Dr. Manas Ranjan Panigrahi, Sr. Programme Officer, CEMCA</li> <li>▪ Presidential Address by Professor Subha Sankar Sarkar, Hon'ble V.C., NSOU</li> <li>▪ Vote of Thanks by Sri. Santanu Dam, Dy Director, Jalpaiguri RC, NSOU</li> </ul>
11.30 AM – 12.00 AM	<b>Session 1:</b> Introduction to Blended Learning (by Professor Anirban Ghosh, Director, CIQA, NSOU)
12.00 AM – 12.15 PM	Tea/ Water Break
12.15 PM – 1.30 PM	<b>Session 2:</b> Ice-breaking Session on Competency Mapping (using Breakout Rooms)
1.30 PM – 2.00 PM	Lunch
2.00 PM – 3.00 PM	<b>Session 3:</b> Introduction to Blended Learning & Orientation to "Edu-tainment" as a Pedagogical Tool in Blended Learning
3.00 PM – 3.15 PM	Tea Break
3.15 PM – 5.00 PM	<b>Session 4:</b> ICT Tools in a Blended Learning Context: <ul style="list-style-type: none"> <li>▪ Introduction to ICT Tools &amp; its Relevance in Higher Education</li> <li>▪ Mind-mapping using ICT Tools (using hands-on approach)</li> </ul>

## DAY 2 (08.01.2022)

Time	Event
10.00 AM – 11.45 AM	<b>Session 5:</b> Facilitation with Participatory Tools & Methods
11.45 AM – 12.00 PM	Tea Break
12.00 PM – 1.30 AM	<b>Session 6:</b> Facilitation with Participatory Tools & Methods (Cont.)
1.30 PM – 2.00 PM	Lunch
2.00 PM – 3.30 PM	<b>Session 7:</b> ICT Tools in a Blended Learning Context: <ul style="list-style-type: none"><li>▪ Gamifying the classroom</li><li>▪ Creating Quizzes</li><li>▪ Creating Infographics</li></ul>
3.30 PM – 3.45 PM	Tea Break
3.45 PM – 5.00 PM	<b>Session 8:</b> Activity Sessions

## DAY 3 (09.01.2022)


Time	Event
10.00 AM – 12.30 PM	<b>Session 9:</b> Effective Learning Models in Higher Education
12.30 PM – 1.00 PM	<b>Session 10:</b> Discussion on Program Output, Q&As & Wrapping Up
1.00 PM – 1.30 PM	<b>Closing Ceremony</b>

### Resource Persons:


Shri Purandar Sengupta

Dr. Shaunak Roy

## ANNEXURE II (PARTICIPANT LIST)



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Registration Form and Attendance Sheet

S. No.	Name of the Faculty	Designation	Name of the University/College/Institution	Subject / Specialization	Contact No.	Whats App No.	E-mail ID	Day-1: Signature (07.01.2022)	Day-2: Signature (08.01.2022)	Day-3: Signature (09.01.2022)
1	Abhijit Sarkar	Assistant Professor	SBS Govt. College	Philosophy	9614149364	9614149364	<a href="mailto:abhijitsarkar.philo@gmail.com">abhijitsarkar.philo@gmail.com</a>	✓	✓	
2	Alivia Sarkar	Assistant Professor	Ananda Chandra College	Physics	8240796813	8240796813	<a href="mailto:Alivia.sarkar@gmail.com">Alivia.sarkar@gmail.com</a>			
3	Arindam Saha	Assistant Professor	Jalpaiguri Govt. Engg. College	physics	9832063564	9832063564	<a href="mailto:arindamjal@gmail.com">arindamjal@gmail.com</a>	✓	✓	
4	Arnab Kumar Dutta	Assistant Professor	Raiganj B.Ed College	Geography	9775560498	9775560498	<a href="mailto:rikdutta8@gmail.com">rikdutta8@gmail.com</a>	✓	✓	✓
5	Ashif Ahamed	Assistant Professor	Netaji Subhas Open University	Zoology	9647433902	9647433902	<a href="mailto:ashifahamed.sosci@wbnsou.ac.in">ashifahamed.sosci@wbnsou.ac.in</a>	✓	✓	✓



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6	Asim Mahapatra	Assistant Professor	Jalpaiguri Govt. Engg. College	Mechanical Engineering	9830728079	8001157225	<a href="mailto:a.mahapatra2000@gmail.com">a.mahapatra2000@gmail.com</a>	✓	✓	
7	Asima Sarkar	Assistant Professor	Ananda Chandra College	English	9679847367	9679847367	<a href="mailto:asima.sarkar@gmail.com">asima.sarkar@gmail.com</a>	✓		
8	Bhajan Basak	Assistant Professor	Ananda Chandra College	Political Science	9474146781 / 7908194231	9474146781	<a href="mailto:bhajanacjal@gmail.com">bhajanacjal@gmail.com</a>			
9	Biplab Barman	SACT	Birpara College	History	9382366285	9382366295	<a href="mailto:biplab123987@gmail.com">biplab123987@gmail.com</a>	✓	✓	
10	Biplab Debnath	Assistant Professor	Coochbehar College	English	9002567722	9002567722	<a href="mailto:biplabnet14@gmail.com">biplabnet14@gmail.com</a>	✓	✓	



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11	Chinmoy Ghosh	Assistant Professor	Jalpaiguri Govt. Engg. College	Computer Science and Engineering	9475541678	9832056940	<a href="mailto:Chinmoy.Ghosh@cse.jgec.ac.in">Chinmoy.Ghosh@cse.jgec.ac.in</a>	✓	
12	Dayita Goswami	SACT-2	Raigang College	Education	9733371106	9733371106	<a href="mailto:dayitagoswami@gmail.com">dayitagoswami@gmail.com</a>	✓	✓
13	Debdip Bhattacharya	Assistant Professor	Sukanta Mahavidyalya	Geography	9804171250	9804171250	<a href="mailto:debdip1983@gmail.com">debdip1983@gmail.com</a>	✓	✓
14	Dhiman Mandal	Assistant Professor	Jalpaiguri Govt. Engg. College	Computer Science and Engineering	9433939280	9433939280	<a href="mailto:dhiman.mandal@cse.jgec.ac.in">dhiman.mandal@cse.jgec.ac.in</a>		✓
15	Dinesh Sharma	Assistant Professor	Siliguri College	Nepali poem	9832397866	9832397866	<a href="mailto:slg.dineshsharma@gmail.com">slg.dineshsharma@gmail.com</a>	✓	✓



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16	Dr.Md. Mohidur Rahaman	Assistant Professor	Chanchal College	Bengali	7384450776	7384450776	mohidurrahaman470@gmail.com			
17	Gour Sundar Ghosh	Assistant Professor	Ananda Chandra College	Education	9434181175/ 9933415139	9434181175	goursundar.ac@gmail.com			
18	Jaydeb Saha	SACT	Maynaguri College	English	7908553702	7908553702	Jaydeb98@gmail.com	✓	✓	✓
19	Jayeeta Roy	Assistant Professor	Alipurduar Mahila Mahavidyalaya	Philosophy	7679509269	9476448223	jaeetaroy99@gmail.com	✓		
20	Jhuma Dutta	Assistant Professor	Jalpaiguri Govt. Engg. College	Computer Science and Engineering	9681284864	9681284864	jhumadutta81@gmail.com	✓	✓	



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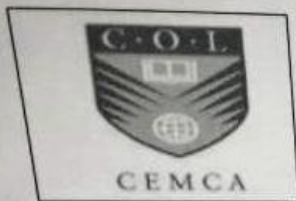
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21	Kamalesh Roy	SACT	Coochbehar College	History	9641669971	7318679710	<a href="mailto:kamaleshroy15@gmail.com">kamaleshroy15@gmail.com</a>	✓	✓	✓
22	Lamhu Dolma Tamang	Assistant Professor	Malda College	Geography	6295963172	9832653830	<a href="mailto:lambutamang@gmail.com">lambutamang@gmail.com</a>	✓	✓	✓
23	Lovely Ray Mondal	Assistant Teacher	Khanna High School for Girls, Kolkata	English Language Teaching (ELT)	6290048959	6290048959	<a href="mailto:Lovely81mondal@gmail.com">Lovely81mondal@gmail.com</a>	✓	✓	✓
24	Mahuya Mukherjee	SACT	Nakshal Bari College	History	9679904760	9679904760	<a href="mailto:mahuyanc2019@gmail.com">mahuyanc2019@gmail.com</a>			
25	Maitreyee Biswas	Assistant Professor	Jalpaiguri Govt. Engg. College	Electrical Engineering	9434102804	9434102804	<a href="mailto:mytry007@gmail.com">mytry007@gmail.com</a>			



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26	Minati Debnath	Assistant Professor	Netaji Subhas Mahavidyalaya	Bengali	9434450302	9474891003	minatidebnathnsm@gmail.com	✓	✓	✓
27	Neladri Sekhar Mondal	Assistant Professor	Netaji Subhas Open University	Environment Science (ENVS)	8900596304	8900556304	niladrism.sosci@wbnsou.ac.in	✓	✓	✓
28	Nirmal Chaudhury	SACT	Maynaguri College	History	7679723289	7679723289	nirmalchoudhuryrng@gmail.com			
29	Pinak Sankar Bhattacharya	Assistant Professor	Baneswar Sarathibala Mahavidyalaya	English	8437160299	8437160299	pinaksarkar@gmail.com	✓	✓	✓
30	Pitas Das	Assistant Professor	Dewanhat Mahavidyalaya	Sanskrit	7001538139	7001538139	pitasdas5@gmail.com	✓	✓	✓





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+	31	Pradip Kumar Roy	Assistant Professor	Coochbehar Panchanan Barma College	Bengali	8116094772	8116094772	<a href="mailto:pkmspkc@gmail.com">pkmspkc@gmail.com</a>			
+	32	Rahul Roy	SACT	Maynaguri College	Chemistry	9563317272	9563317272	<a href="mailto:roy.rahul0305@gmail.com">roy.rahul0305@gmail.com</a>			
	33	Ramananda Kapsia	SACT-2	Maynaguri College	Environmental Studies	8942897581	8942897581	<a href="mailto:ramanandakapsia@gmail.com">ramanandakapsia@gmail.com</a>	✓	✓	✓
+	34	Ranjit Barman	Assistant Professor	Ananda Chandra College	Sociology	9474966953	8927215956	<a href="mailto:ranjitsocinbu@gmail.com">ranjitsocinbu@gmail.com</a>	✓	✓	
+	35	Ratan Mahanta	WBSACT	Maynaguri College	History	9749302182	9749302182	<a href="mailto:ratanmit@rediffmail.com">ratanmit@rediffmail.com</a>			



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36	Ratan Murmu	Assistant Professor	Malda womens college	Bengali	9593846925	9593846925	<a href="mailto:murmuran@gmail.com">murmuran@gmail.com</a>	✓	✓	
37	Sanjib Das	Assistant Co-ordinator	Sukanta Mahavidyalya	Computer Science	98320 68885	97340 42675	<a href="mailto:sdas735101@gmail.com">sdas735101@gmail.com</a>	✓	✓	✓
38	Sanjib Saha	SACT	Maynaguri College	History	9832056857	9832056857	<a href="mailto:sanjibcab1@gmail.com">sanjibcab1@gmail.com</a>			
39	Santu Chakraborty	Assistant Professor	Kaliyaganj College	Physics	9830712641	9830712641	<a href="mailto:ser_ju@yahoo.co.in">ser_ju@yahoo.co.in</a>	✓		
40	Satarupa Sarkar	Assistant Professor	Dhupguri Girls' College	History	9641403138	9641403138	<a href="mailto:satarupa0555@gmail.com">satarupa0555@gmail.com</a>	✓	✓	✓



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41	Shrayasi Datta	Assistant Professor	Jalpaiguri Govt. Engg. College	Information Technology	9475541678	9475541678	<a href="mailto:Shrayasi.datta@gmail.com">Shrayasi.datta@gmail.com</a>	✓		
42	Souraditya Chakraborty	Assistant Professor	Parimal Mitra Smriti Mahavidyalaya	Zoology	8250812426	8250812426	<a href="mailto:sourachak123@gmail.com">sourachak123@gmail.com</a>	✓	✓	
43	Sourav Bandyopadhyay	SACT-1	Raiganj B.Ed College	Education	8389849983/ 7872068174	8389849983	<a href="mailto:sourav.bindhi@gmail.com">sourav.bindhi@gmail.com</a>		✓	✓
44	Srinibas Rana	Assistant Professor	Jalpaiguri Govt. Engg. College	Computer Science and Engineering	9635492728	9635492728	<a href="mailto:Srinibas.rana@cse.jgec.ac.in">Srinibas.rana@cse.jgec.ac.in</a>	✓	✓	
45	Subhankar Roy	SACT	Birpara College	Education	8597909022	8597909022	<a href="mailto:subhakarroy9292@gmail.com">subhakarroy9292@gmail.com</a>	✓	✓	



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+	46	Subhas Barman	Assistant Professor	Jalpaiguri Govt. Engg. College	Computer Science and Engineering	9933379300	9933379300	subhas.barman@gmail.com		✓	
+	47	Sudeshna Basu	SACT	Maynaguri College	Political science	9476154483	9476154483	sudeshnamng1@gmail.com			
	48	Sujoy Kumar Sen	Co-ordinator	Siliguri College	Botany	9434464772	7001408638	sujoysen18@gmail.com	✓	✓	
+	49	Sukdeb Das	Assistant Professor	A.C Training College, Jalpaiguri	Education & Sanskrit	9609453711	9609453711	sdonline4actc@gmail.com			
	50	Supam Biswas	Assistant Professor	Baneswar Sarathibala Mahavidyalya	History	9475963442	9475963442	sutulbiswas@gmail.com	✓	✓	✓



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51	Swadhin Jha	Assistant Professor	Dewanhat Mahavidyalya	History	9733134588	9733134588	swadhinmail@gmail.com	✓	✓	
52	Swarnajit Bhadra	SACT	Maynaguri College	Economics	7001930411	9475330508	upanyas5@gmail.com	✓		
53	Swati Banerjee	Assistant Professor	Netaji Subhas Mahavidyalya	Political science	9434145153	9635455259	swatibanerjee4@gmail.com	✓	✓	
54	Tanmay Mandal	Ph.D in Education	National Sanskrit University, Tirupat	Education	9062761825	9062761825	tanmaymandal1976@gmail.com			
55	Tanmay Sardar	Assistant Professor	Netaji Subhas Open University	Geography	9126009305	9126009305	tanmaysardar06@gmail.com	✓	✓	



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56	Ujjal Dey	Assistant Professor	Jalpaiguri Govt. Engg. College	Electrical Engineering	7908586919	7908586919	<a href="mailto:ujjal.dey@ee.jgec.ac.in">ujjal.dey@ee.jgec.ac.in</a>	✓		
57	Ushnish Sarkar	Assistant Professor	Netaji Subhas Open University	Mathematics	9233278381	7044197005	<a href="mailto:Usarkar.sosci@wbnsou.ac.in">Usarkar.sosci@wbnsou.ac.in</a>			
58	Utpal Rakshit	Assistant Professor	Samuktala Sidhu Khanhu College	English	9126767601	9126767601	<a href="mailto:urakshit1979@gmail.com">urakshit1979@gmail.com</a>	✓	✓	✓
59	Uttam Sarkar	SACT	AC College	Bengali	8250383337	8250383337	<a href="mailto:uttam.sarkar7@gmail.com">uttam.sarkar7@gmail.com</a>	✓	✓	

<u>Sb. No.</u>	<u>Name</u>	<u>Designation</u>	<u>Subject</u>	<u>Day-1</u>	<u>Day-2</u>	<u>Day-3</u>
1.	- Dr. Anirban Ghosh -	Director, CIGA -	Commerce -	✓	-	✓
2.	- Dr. Papiya Upadhyay -	Asst. Professor -	Zoology, Education -	✓	-	✓
3.	- Dr. Ritu Mathur Mitra -	Associate Professor -	History -	✓	-	✓
4.	- Santanu Das -	Dy. Director, Jalpaiguri -	-	✓	-	-
5.	- Gourab Barua -	Asst. Registrar -	-	✓	-	✓
6.	- Debraj Sarkar -	System Analyst -	-	✓	-	-
7.	- Buddhadeb Maity -	-	-	-	-	-

