

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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25th, 26th & 28th February, 2022



NSOU Regional Centre, Kalyani, West Bengal

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INTRODUCTORY OBSERVATIONS

"Blended learning is transforming how we teach at this university. That is when students combine online as well as in-person learning activities...using class time working with the professor and peers in groups learning how to apply their knowledge. To good effect, [blended learning] appears to reduce the achievement gap that we sometimes see between our students who come from lower socio-economic backgrounds and their peers."

-Rebecca Blank, Chancellor, University of Wisconsin-Madison

Defining hybrid or blended education is a more difficult process than it appears at first glance, and perspectives on the subject are quite diverse. The Sloan Consortium described blended courses as ones that "integrate online activities with traditional face-to-face class activities in a structured, pedagogically valuable manner," according to a study on the benefits and possibilities of blended learning published in 2011. Although educators may dispute on what constitutes 'pedagogically beneficial,' the gist of hybrid education is clear: online technology is used to not just complement, but modify and enrich the learning experience.

The use of chat rooms or uploading lecture recordings to a website does not automatically qualify a professor as being in charge of a hybrid classroom. As explained by Education Elements, a company that produces hybrid learning solutions, successful blended learning happens when technology and education influence one another: content becomes dynamic when it is delivered to students with a variety of learning styles. In other words, hybrid classrooms on the Internet have the potential to reach and engage students in a way that is completely adjustable. In this context, online education is a game-changer, rather than merely a complement to the existing educational system. The question is, how does this theoretical paradigm manifest itself in practical dimensions?

Combining face-to-face instruction with online learning is known as blended learning, and it is a type of learning strategy. In an ideal situation, each (both online and offline) will be able to complement the other by utilizing their own strengths. The process of implementing a blended learning program may be understood as follows:

- **Determine the goals to be accomplished:** Regardless of the sort of training model chosen, we must begin by identifying a clear end goal. Additionally, this helps us construct a more concentrated training programme that provides learners with the skills and information they require.
- **Create a user-friendly experience:** We have complete control over the level of interactivity in your blended learning courses. It is entirely up to the facilitator how much of his/ her training will be delivered online and how much will be done at their own speed. Before attending a live webinar training session, students might, for example, complete an assignment. Sharing solutions to problems during a webinar is encouraged.
- **Assessments:** At the end of the course, we shall need to monitor and evaluate the development of your students. We will be able to see whether or not the training was a success and whether or not there are any knowledge gaps that need to be filled. End-of-course tests and evaluations are simple to implement with an LMS.

The term 'flipping' is actually a modification of the notion of integrated learning. In a typical classroom, teachers speak and provide materials. The students then examine the materials and complete tasks at home. Hopefully, professors will examine such assignments the next day in class or at least have office hours to answer issues and provide help. 'Flipping' defies them. Teachers and lecturers utilize internet media to distribute course materials and notes. Students review at their own speed at home. The instructor, who has already given his or her lesson digitally, is free to answer questions, engage in class debates, or offer additional support.

A lecturer talking for what seems like an eternity is transformed into an engaging experience with blended learning. On paper, blended learning sounds great, but students exposed to both face-to-face and online tutoring are more effective than those just exposed to one.

Some hybrid classrooms may be more productive than others, but no educational style is perfect. Several variables influence the effectiveness of hybrid learning, and students must grasp what is expected of them in this new environment, and teachers must be dedicated to and properly educated in blended and hybrid teaching.

TITLE OF THE WORKSHOP

ENHANCING CAPACITY OF HIGHER EDUCATION TEACHERS

TARGET GROUP

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

PROGRAM DURATION

Three days, viz. 25th, 26th and 28th February, 2022

PROGRAM OBJECTIVES

- To make the Higher Education Teachers apprised with the beneficial features of different result-oriented models of Blended Learning
- To make the Higher Education Teachers sensitized with the different ICT Tools that are instrumental for fostering multifarious cognitive functions like convergent thinking, divergent thinking, perception of conceptual complexity, creativity, analytical reasoning, problem-solving etc.
- To make the Higher Education Teachers well-acquainted with the utility-driven digital tools that can promote interactive pedagogy.

- To make the Higher Education Teachers enlightened with the different learning theories and instructional models that are highly relevant in Adult Education
- To enable the Higher Education Teachers in achieving conceptual clarity regarding the art of Facilitation
- To make the Higher Education Teachers equipped with the participatory and inductive training methods that are deployed in Facilitation
- To make the Higher Education Teachers abreast with diversified strategic interventions that are deployed in Facilitation
- To facilitate the Higher education teachers in understanding the role of Facilitation in Competency Development

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 Howard Burrows*
 - *Discovery Learning Model by Jerome Bruner*
 - *Robert Gagne's Nine Instructions*
 - *ARCS Model by John Keller*
 - *Experiential Learning Model by David Kolb*
 - *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*
- Participatory & Inductive Methods deployed in Facilitation
 - *Scripted Role Play*
 - *Situation Driven Role Enactment*
 - *Situation Analysis, Planning & Problem Solving*
 - *Learning Games*
 - *Case Analysis & Logical Deduction*
 - *Brainstorming*

- Strategic Interventions that are deployed in Facilitation
 - *Mind Mapping*
 - *Design Thinking*
 - *Appreciative Inquiry*
 - *Positive Reinforcement*
 - *Behavioral Modeling*
 - *Scaffolding*
 - *Motivational Story Framing*
 - *Probing & Probing induced Metacognition*
 - *Paraphrasing*
 - *Parenthesis*

METHODOLOGY

- Lecture
- PPT Slide Presentation
- Situation Driven Role Enactment
- Situational Analysis, Planning & Problem Solving
- Story Framing & Story Sharing
- Focused Discussion
- Creative & Analytical Exercises
- Probing & Brainstorming

PROCEEDINGS OF THE PROGRAM (DAY I): FEBRUARY 25, 2022 (FRIDAY)

The first day of the program commenced with the opening ceremony, followed by the technical sessions, focusing on the transformations triggered by the onset of blended and online learning, followed by the relevance of using “edu-tainment” as an alternative approach to andragogical learning paradigms, as well as motivational story development by the participants.

INAUGURAL CEREMONY

The three-day program was inaugurated on 25th February, 2022.

The Welcome Address was delivered by **Dr. Premananda Jana**, Director, Kalyani RC, NSOU. He conveyed thanks and regards to the participants, guests and the academicians of NSOU who assembled in the -Workshop. Thereafter, he articulately portrayed the academic activities carried out by NSOU at the Kalyani Regional Centre.

The keynote speech was delivered by Project Director, **Prof. Anirban Ghosh**, Director, Centre for Internal Quality Assurance, NSOU. He placed emphasis upon the ICT based Outreach Initiatives of the University, that are driven by the valued intent of reaching to the students in the remote rural areas and turning them enlightened with the glow of education.

He illustrated the academic and developmental projects that were implemented in collaboration with CEMCA, adhering to an outcome-oriented approach

Prof. Atindranath Dey, the Director, School of Education, NSOU, highlighted the importance of the Workshop in view of NEP 2020. He reiterated that inclusive learning, self-learning on a lifelong basis and technology -enabled learning are the instrumental catalytic factors that can enhance the momentum of Sustainable Development in the country.

The master of ceremony was **Dr. Ritu Mathur Mitra**, Associate Professor & Head, Dept. of History, NSOU and Project Coordinator, who finally delivered the Vote of Thanks.



Prof. Anirban Ghosh delivering his address during the opening ceremony

ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

Dr. Shaunak Roy commenced the preliminary session by orienting the participants about 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 21st 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.

IMPORTANCE OF COMMUNICATIONS IN BLENDED & ONLINE LEARNING

He began by asking the participants to volunteer in a game of effective communications. He asked three volunteers to come to the front podium and demonstrate a combination of shapes presented to them, to the rest of the participants. The participants were asked to draw the shapes in their notepads based on the inputs received from the volunteers. It was observed that almost every participant drew different shapes despite the common instruction provided by the communicator (volunteers). The importance of effective communications in the context of blended learning was then facilitated by Dr. Shaunak Roy, wherein he highlighted some essential techniques of andragogy, such as intrinsic motivation and a deep-seated focus on learner-driven education. Hence, communications in a blended context would always be learner-focused rather than instruction-driven, as was observed in the game, which had led to divergent outcomes from the participants.



Shri Purandar Sengupta (foreground) enlightening the participants about the overall plan of the workshop while Dr. Shaunak Roy (background) sets up the requisite processes for the first session

EDU-TAINMENT

Dr. Shaunak Roy explicated the concept and relevance of 'edu-tainment' in the context of distance 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' comes into play, in which students learn while playing/ gaming, and information is transformed into skill-based learning as a result of their participation. Edutainment is a new media idea that is both informative and entertaining at the same time. Game-based learning is the best alternative for students that seek engaging learning experiences while they are in school. Lectures and written assignments have been substituted with game-based learning as a vital part of today's educational experience. Students gain valuable abilities for future jobs through this sort of learning, which is delivered using 'edu-tainment' technology.



A still from the presentation on "Edu-tainment in Action" being demonstrated to the participants

Dr. 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' and how they would generate heightened attention.

The participants were captivated and had a better understanding of the usefulness of edu-tainment as a valuable component of blended learning. Dr. Shaunak Roy concluded by leading a broad-based discussion on the relevance of effectuating a paradigm for andragogy and heutagogy, that would stimulate appropriate cognitive and logical-thinking skills among students. He highlighted that there are several ICT-tools available in the present-day context, but facilitators should not overtly rely on such techniques when presenting their content or delivering their lectures.



Engaged participants during the session led by the facilitators

ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

Shri Purandar Sengupta specified the rationale and beneficial features of Facilitation – an art for engaging, enlightening and empowering the students. He explained how Facilitation is directly linked with the following Paradigms of Learning:

- Inquiry Based Learning
- Problem Based Learning
- Discovery Learning
- Collaborative Learning
- Experiential Learning

He interacted with **Prof. Parimal Sarkar** and demonstrated how facilitation can enable an individual in introspection, identification of latent potential and unleashing his hidden potential. To be precise, the demonstration revealed that how **Prof. Parimal Sarkar** is translating his latent potential into manifested potential under the influence of Facilitation.

In this context, Shri Purandar Sengupta facilitated the Higher Education Teachers to understand the conceptual and functional difference between **Facilitation & Coaching**.

Thereafter he explained the significance of Motivational Cases & Success Stories as a strategic intervention that is frequently deployed in Facilitation. He explained the role of Motivational Cases & Success Stories in crystallizing Achievement Motivation and building up result-focused approach among the learners.



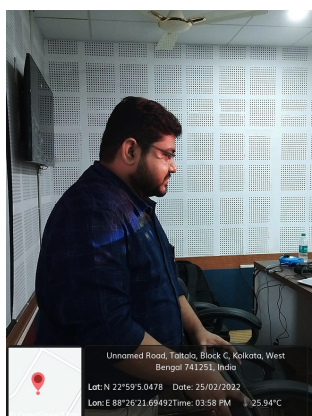
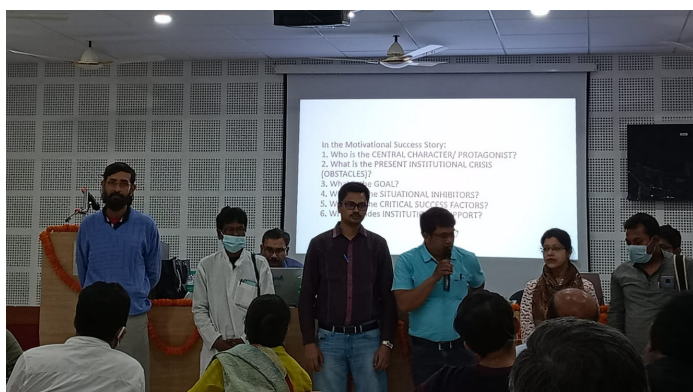
Shri Purandar Sengupta enlightening the participants about the importance of Facilitation and the Motivational Story Framing Activity

Thereafter he explained the significance of Motivational Cases & Success Stories as a strategic intervention that is frequently deployed in Facilitation. He explained the role of Motivational Cases & Success Stories in crystallizing Achievement Motivation and building up result-focused approach among the learners.

After that the participants were divided into six groups and the members of each group were inspired to frame Motivational Success Stories in a collaborative pattern.

Shri Purandar Sengupta suggested a reference-framework for building up a Motivational Success Story which encapsulates the following components:

- Central Character /Protagonist
- Aspiration & Goal of the Protagonist
- Situational adversities that are encumbering the Protagonist to achieve his aspiration driven goal
- Strategic Action Plan framed by the motivated Protagonist
- The Situational Driving Forces that are facilitating the Protagonist to achieve the pre-determined goal
- The Situational Inhibiting Forces that are creating impediments in the goal-oriented path of the Protagonist
- The strategies adopted by the Protagonist to harness the Situational Driving Forces
- The strategies adopted by the Protagonist to dilute the Situational Inhibiting Forces
- The Climax – Goal Achievement
- Emotive Feelings of the Protagonist after achieving the Goal.
- Road Ahead



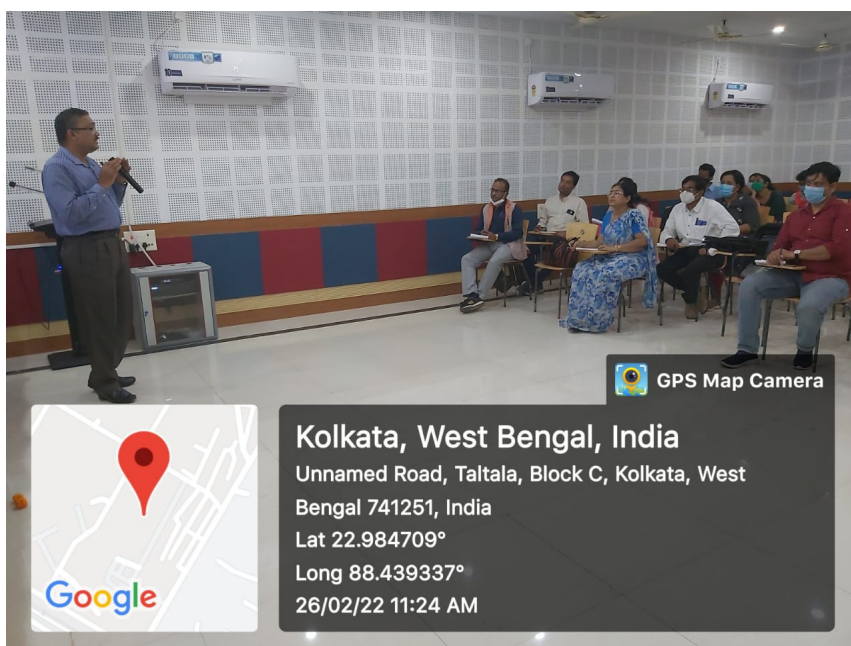
Motivational Story Framing Activity in Action, while the facilitators map and project the key traits identified from the story to the rest of the participants

PROCEEDINGS OF THE PROGRAM (DAY 2): FEBRUARY 26, 2022 (SATURDAY)

The second day of the program commenced with a session on "Blended Learning and its Resources" by Prof. Anirban Ghosh, Director, Centre for Internal Quality Assurance, NSOU, followed by an interactive session on the relevance of mind mapping. The latter half of the session focused on an orientation to mind-mapping using various ICT tools.

SESSION BY PROF. ANIRBAN GHOSH, DIRECTOR, IQAC, NSOU

Prof. Anirban Ghosh, Director, Centre for Internal Quality Assurance, NSOU delivered a special session on "Introduction to Blended Learning, MOOCs and OERs." He explained the various nuances of blended learning, the process of registering and conducting MOOCs as well as the dynamics of Open Educational Resources (OERs), especially the relevance of copyrights and Creative Commons licenses.



Prof. Anirban Ghosh delivering his session on Blended Learning, MOOCs and OERs

ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

In the first half, Shri Purandar Sengupta encouraged the members of each of the six groups to present the Motivational Success Stories framed by them. After the presentation from each group, the facilitator Shri Purandar Sengupta encouraged the members of the other groups to trace out the Critical Success factors of the Success Story framed by the presenter group.

Thus, there emerged lots of Human-Process Components viz. discussion, analysis, explanation, interpretation, deduction etc. in the classroom. All the Higher Education Teachers got involved in the vibrant interaction among them Intra-Group activity paved the path towards inter-group interaction and cognitive assimilation.

After this session, Shri Purandar Sengupta facilitated the Higher Education Teachers to get familiar with an effective cognitive intervention called MIND MAPPING. He enumerated and explained the different functions that can be performed with the help of MIND MAPPING. Some of these functions highlighted by him are as follows:

- Thematic Analysis
- Item Analysis
- Conceptualization
- Detailed Planning
- Logical Sequencing
- Root Cause Analysis of Problems
- Problem Solving



Shri Purandar Sengupta leading a session on Facilitation, and connecting the Motivational Stories of the participants with Mind Mapping



Participants engaged in discussion during an activity

ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

Dr. Shaunak Roy commenced his discussion, pillared on the exposition laid out by Shri Purandar Sengupta, who connected the motivational story framing activity to the concept of mind-mapping.

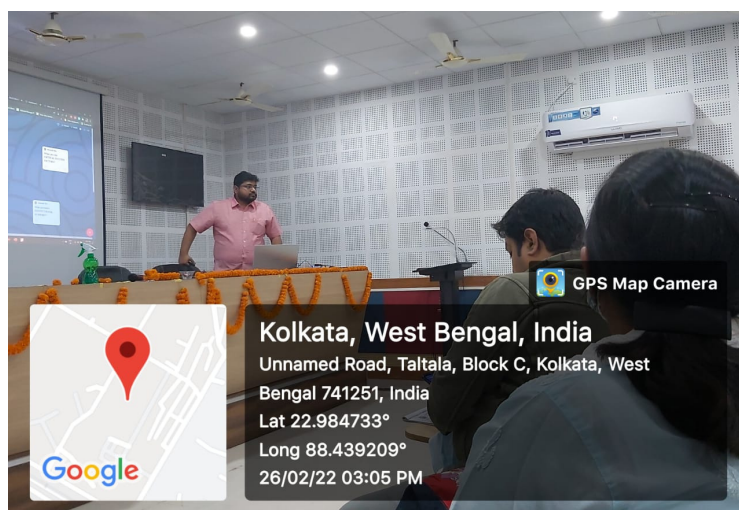
The session commenced with a brief orientation of how to use FreeMind, an open-source platform for mapping the concepts. A live example of what factors are usually considered by consumers when purchasing a smartphone was asked to the participants. A divergent and convergent perspective was considered in explaining the various inputs. Participants responded by feeding several points, which were entered in the form of a live Mind Map, and projected on the big screen.

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.

Following the preliminary explanation of using a Mind Map, a detailed discussion on the use and applications of Padlet was used. The participants were asked to explain the various important reasons that trigger the purchase of smartphones. Several participants responded with relevant factors such as "Features," "Battery efficiency," and "Brand Name." Dr. Shaunak Roy entered the various points in the mind mapping software.

The facilitator explaining the basic concept and practical applications of a Mind Map using Padlet



The discussion was followed by a hands-on demonstration on the use and applications of Padlet. The various features of the platform, such as the use of Maps and Canvas, was explained. The participants were then given an opportunity to practice on the padlet, which was projected on the big screen. The essential features of the ICT tool was discussed during a Q&A session eventually.

ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

In the last session of the second day, Shri Purandar Sengupta had a discussion with the higher Education teachers regarding Collaborative Learning. He opined that Collaborative Learning is not confined only in the educational institutions. Transcending the fringes of educational institutions, Collaborative Learning plays an instrumental role in enlightening and empowering the people of the Community. He encouraged the Higher Education Teachers to reflect their views and opinion on Collaborative Learning as a tool for empowering the learners. Finally, Shri Purandar Sengupta portrayed the essence of different theories and models that are how related to Collaborative Learning. Some of the theories and models explained by hm are enumerated below:

- Social Constructivism by Lev Vygotsky
- Social Learning Theory by Albert Bandura
- Collaborative Learning Model by Mark Arthur May and Leonard William Doob
- Community of Inquiry Model by Garrison & Anderson
- Experience Capitalization Model of Food & Agricultural Organization (FAO)

ASSIGNMENT

Before the completion of the final session of the Second Day, the two Facilitators furnished a reference-template to the Higher Education Teachers as a suggestive guideline for designing a course, based on the mode of Blended Learning.

The Facilitators specified the following points:

- The Course should be of two-week duration
- The Course should cover two modules
- The course should encapsulate both Asynchronous learning and Synchronous learning
- The course should include both texts and audio-visual components to be created by the Higher Education Teachers themselves. Replication of texts and videos, created by others are not permissible
- The videos of the Higher Education teachers should be uploaded in YOUTUBE and links should be specified in the course content

PROCEEDINGS OF THE PROGRAM (DAY 3): FEBRUARY 28, 2022 (MONDAY)

The third and final day of the program commenced with a session on the use of Google Forms for gamifying the classroom. The final session encompassed a comprehensive discussion on the various tools for facilitation as well as several psycho-social competencies that are relevant for educators in the blended learning context.

ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

The first session commenced with a brief discussion on the use and process of a gamified classroom. An escape room was developed using Google Forms, which was distributed to the participants on the previous day. The participants were asked to complete the game, and the top three participants were acknowledged.

Dr. Shaunak Roy explained the process of creating a virtual escape room using Google Forms, including the tricks to ensure a strong competitive spirit among the participants. The other ICT tools for gamification, such as using simulations, were also spoken about, but, the primary advantage of escape rooms above other forms of gamification were clarified.

ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

Shri Purandar Sengupta conducted an interactive discussion with the Higher education teachers regarding the role of psychosocial competencies in improving performance of human beings. The psychosocial competencies and their beneficial features enumerated and explained by Shri Purandar Sengupta are as follows:



Shri Purandar Sengupta explaining various aspects of facilitation, design thinking and psychosocial competencies

PSYCHOSOCIAL COMPETENCIES	BENEFICIAL FEATURES
Creative Thinking	It facilitates an individual to create new concept or model or innovative product
Critical thinking	It facilitates an individual to analyze situations or complex concepts
Decision Making	It facilitates an individual to select the appropriate option out of the many alternative options
Problem Solving	It facilitates and individual to analyze and solve challenging problems
Effective Communication	It enables an individual to craft appropriate message for specific target audience and to understand the essence of the message received from others
Interpersonal Relationship Development	It facilitates an individual to develop collaborative, conducive and reciprocally supportive relationship with others.
Empathy	It facilitates an individual to perceive the problems of others as equivalent to his own problems
Managing Stress	It facilitates an individual to dilute stressful situations
Managing Emotions	It facilitates an individual to control emotions and develop a harmonious rational-emotive equilibrium.

Eventually Shri Purandar Sengupta explained the role of a Facilitator in enabling the learners to introspect, identify and unleash their pent-up psychosocial competencies. Then the facilitator, Shri Purandar Sengupta made the Higher Education Teachers sensitized with the following strategic interventions, that can unleash the cognitive-behavioral competencies of the learners:

- Design Thinking
- Appreciative Inquiry
- Probing induced Metacognition
- Paraphrasing
- Parenthesis
- Positive Reinforcement
- Behavioral Modelling
- Scaffolding (with clarification of the “Zone of Proximal Development”)

DEMONSTRATIONS BY THE PARTICIPANTS

DEMONSTRATION 1

DESIGN THINKING	Topic
SRABANTI CHOWDHURI, SWAPNA ROY	Performers

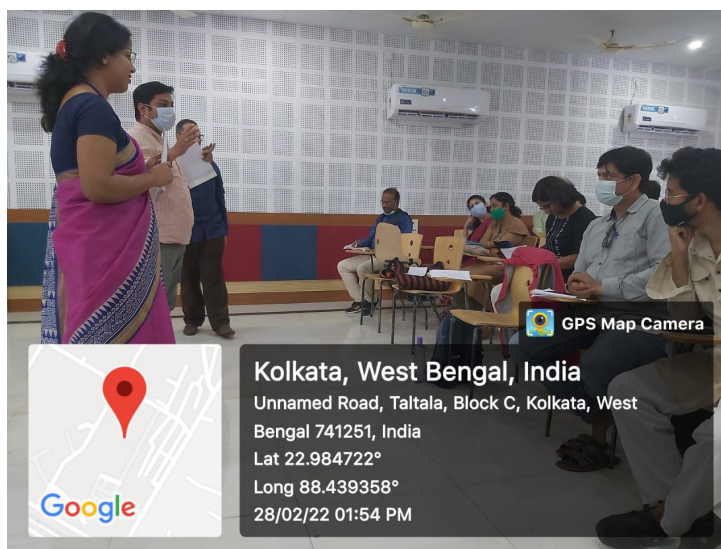
The Performers narrated that they have executed ethnographic research in remote rural areas with the intent of identifying the problems of the extremely underprivileged rural women. They are assuming that basic education and vocational training to the extremely underprivileged rural women can pave their path towards Self-Employment & Livelihood Generation.

The Facilitator, Shri Purandar Sengupta asked them to apply the principles of Design Thinking for solving complex problems pertaining to Women entrepreneurship development project in the rural scenario.

Accordingly, the two participants collaborated and prepared blue-print of action plan based on the principles of Design Thinking. A brief profile of the solution generated by them based on Design Thinking Framework is enumerated below:

PHASES OF DESIGN THINKING	ACTIVITIES IN THE PROJECT
Empathy	They opined that the Community Development Workers will have to be empathetic with the underprivileged rural women and deeply perceive the diversified socioeconomic problems that are being encountered by them in their daily life.
Problem Definition	They have specified and defined the “lack of education & skill” as the primary/fundamental problem that is fostering the gradual emergence of other problems.
Ideation	They stated that they should try to generate as many ideas as possible, randomly regarding the solution of the fundamental problem.
Prototype	To design a comprehensive Capacity-Building Package covering the basic educational inputs, entrepreneurial educational inputs and skill-based inputs.

PHASES OF DESIGN THINKING	ACTIVITIES IN THE PROJECT
Testing	To check whether the rural women can understand and implement the different inputs that are embedded within the Capacity Building Package.
Reengineering	If any of the rural women fail to decipher any of inputs within the Capacity Building Package, then she will be encouraged to specify the exact area of difficulty /ambiguity. Accordingly, some changes need to be administered in the relevant section of the Capacity Building Package, so that it becomes simpler and eventually the rural women can decipher it with greater ease and comfort.



(Left) Shri Purandar Sengupta explaining the concept of Design Thinking to the participants; (Right) Role play in action

DEMONSTRATION 2

APPRECIATIVE INQUIRY	Topic
DR. BINAYAK CHANDA, MR. SAMIR MANDAL	Performers

Dr. Binayak Chanda played the role of a Mentor. Mr. Samir Mandal played the role of a gentleman who is not aware of his latent resource/competency which is pent up within him. Dr. Binayak administered Appreciative Inquiry to discover the hidden resource of Mr. Samir Mandal.

Dr. Binayak Chanda played the role of a Mentor. Mr. Samir Mandal played the role of a gentleman who is not aware of his latent resource/competency which is pent up within him.

Dr. Binayak administered Appreciative Inquiry to discover the hidden resource of Mr. Samir Mandal.

He encouraged Mr. Samir Mandal to specify some of his past achievements which fetched him appreciation from the community and enhanced his popularity to a great extent. Mr. Samir Mandal specified some of the Social Welfare Programs which were organized by him for supporting the underprivileged rural people.

Then Dr. Binayak encouraged Mr. Samir Mandal to portray the process of conceptualizing, organizing and implementing the Social Welfare Programs. According Dr. Binayak critically appraised the entire process of conceptualization & implementation. Subsequently he specified the requisite competencies that are essential for planning and implementing the Social Welfare Schemes.

Thus, Dr. Binayak logically established that aforementioned competencies have been applied by Mr. Samir Mandal to implement the Social Welfare Schemes. Finally, DR. Binayak apprised Mr. Samir Mandal regarding his competencies about which he was totally ignorant earlier.

DEMONSTRATION 3

INQUIRY BASED FACILITATION, PROBING & PROBING INDUCED METACOGNITION	Topic
DR. LAILACK BISWAS, Ms. SUCHISHMITA SARKAR	Performers

Dr. Lailack Biswas played the role of a senior Educator and Ms Suchishmita Sarkar played the role of a student in English Literature. Dr. Lailack Biswas encouraged Ms. Suchishmita Sarkar to analyze the character of Macbeth and narrate the characteristic features of Macbeth.

Accordingly, Ms. Suchishmita Sarkar expressed her view on certain significant features of the character of Macbeth. Then, Dr. Lailack Biswas asked Ms. Suchishmita Sarkar to specify the rationale which has led her to draw her inference about the character of Macbeth.

Accordingly, Ms. Suchishmita Sarkar expressed her logical inputs that have guided her to frame the characteristic features of Macbeth.

Once again, Dr. Lailack Biswas asked Ms. Suchishmita Sarkar to explain the reasons for drawing her logical inference.

In this way, the process continued. By applying cognitive probing, Dr. Lailack Biswas made an earnest effort to capture the chain of thoughts in the cognitive domain of Ms. Suchishmita Sarkar. He logically explained how one thought is influencing the formation of another thought. He also logically established that Inquiry Based Facilitation fosters Metacognitive competency within the learners.

DEMONSTRATION 4

POSITIVE REINFORCEMENT & BEHAVIOURAL MODELLING

Topic

MR. PARIMAL SARKAR, MR. CHINMAY GHOSH, MR. SANTU, MR. SUBHANKAR MADHU

Performers

Mr. Parimal Sarkar played the role of a Facilitator. Mr. Chinmay Ghosh played the role of a proactive and diligent student. Mr. Subhankar Madhu and Mr. Santu played the role of shy introvert students.

PROCESS I

Mr. Parimal Sarkar floated a question in the class. Mr. Chinmay Ghosh gave a logic driven answer. Immediately Mr. Parimal Sarkar appreciated Mr. Chinmay Ghosh for his sincere effort. Mr Parimal Sarkar floated a more challenging question in the class. Once again Mr. Chinmay Ghosh ventilated a correct answer.

Mr. Parimal Sarkar vehemently appreciated Mr. Chinmay Ghosh and offered him an E-Book as a mark of recognition for his appreciable performance.

This time Mr. Parimal Sarkar floated an extremely critical question with a complex problem in the class. Once again Mr. Chinmay Ghosh made a meticulous effort and solved major portion of the problem. Mr. Parimal Sarkar got satisfied and made Mr. Chinmay Ghosh the group leader in an Educational Project.

Thus Mr. Parimal Sarkar logically established that if reinforcing stimuli (viz. appreciation /acknowledgement/award) get administered for every desired behaviour of a learner, then the frequency of desired behaviour gets enhanced to a great extent.

PROCESS II

Mr. Santu and Mr. Subhankar Madhu are introvert shy students. They observed that the manifested initiative and proactive behaviour of Mr. Chinmay Ghosh led to successful outcome (viz. he got appreciated and awarded by the Facilitator). Now, Mr. Santu and Mr. Subhankar Madhu got motivated to achieve the same success (viz. the success achieved by Mr. Chinmay Ghosh). As a consequence, they started modelling the outcome-linked behaviour of Mr. Chinmay Ghosh. To be precise they started to respond to the questions of Mr. Parimal Ghosh with greater spontaneity, articulacy and insightfulness.

In this way, Mr. Parimal Sarkar and his team mates vividly portrayed Behavioural Modelling which is an instrumental component of the Social Learning Theory of Albert Bandura.

DEMONSTRATION 5

SCAFFOLDING	Topic
MR. PARIMAL SARKAR, MR. RAJEEV SARKAR & MS. SOMA RAY	Performers

Mr. Parimal Sarkar played the role of a Senior Mentoring Expert and the other performer Mr. Rajeev Sarkar played the role of a novice learner in the field of Psychosocial Mentoring. Ms. Soma Roy played the role of a student with emotive distress and fragile confidence. At first, Mr. Parimal Sarkar demonstrated the skill of Emotive Probing and Mental Conditioning by interacting strategically with Ms Soma Roy. He asked Mr. Rajeev Sarkar to follow his demonstration keenly. Then he asked Mr. Rajeev Sarkar to demonstrate Emotive Probing & Mental Conditioning independently by interacting with Ms. Soma Ray. When it was observed Rajeev Sarkar was not being able to replicate the process properly without an expert's support, Mr. Parimal Sarkar intervened once again.

This time he asked Mr. Rajeev Sarkar to execute Emotive Probing & Mental Conditioning under his supervision and guidance. Accordingly, whenever there was any deviation in the performance of Mr. Rajeev Sarkar, Mr. Parimal Sarkar provided handholding support to Mr. Rajeev Sarkar and facilitated him to perform in a better way. Thus Mr. Parimal Sarkar established the fact a novice learner can perform in a much better way under the active support and practical guidance of an expert (viz. Scaffolding.) as compared to his independent performance without the support of an expert. Thus Mr. Parimal Sarkar and his team-members logically validated the importance of Scaffolding while dealing with a new learner.

REFLECTIONS FROM THE HIGHER EDUCATION TEACHERS

NAME OF THE HIGHER EDUCATION TEACHER	REFLECTION	REACTION OF THE FACILITATORS
DR. LAILACK BISWAS	He placed emphasis upon the concept of “Defamiliarization of Methodology”. He opined that if the learners are exposed to the same teaching methodology with which they are already familiar then there will be lack of interest among the learners. On the contrary if the learners are exposed to diversified alternative methodologies with which they are not familiar, then the innovative methodologies will play an instrumental role in attracting and reinforcing the attention of the learners.	The Facilitators endorsed and appreciated the concept
Mr. AVIK ROY	He opined that instead of considering the teachers as Content Experts, they should be transformed into Psychosocial Mentors. Hence apart from subject knowledge they should be trained in various psychological and social disciplines so that they can interpret the psychosocial problems of the students.	The Facilitators endorsed the view. They opined that every teacher should be trained in Life Skills viz. the psychosocial competencies that enable individuals to meet the demands and challenges of everyday life.
Mr. MANOJ MISHRA	He opined that a facilitator should be an expert in “Diversity & Inclusion”. He should be able to ensure inclusion of all the learners in a common, collaborative learning platform despite the demographic heterogeneity among the learners in a group.	The Facilitators opined that “Diversity & Inclusion” is becoming one of the most significant subjects in the present scenario. They endorsed the view of Mr. Manoj Sharma and affirmed that every teacher and facilitator should be trained in the topics of Diversity and Inclusion.

NAME OF THE HIGHER EDUCATION TEACHER	REFLECTION	REACTION OF THE FACILITATORS
Mr. GAUTAM MALLICK	<p>He opined that apart from educating the students, the academic institutions should also play a proactive role in edifying and empowering the local communities. He narrated some magnificent extension methodologies that are being implemented in various parts of the world for empowering the rural people with knowledge and skill. He also opined that Extension Methods should be designed with meticulousness so that they can be sensitive to the local culture and values.</p>	<p>The Facilitators ratified his view and highlighted the fact that Extension Education is gaining momentum day by day.</p>
DR. BINAYAK CHANDA	<p>He opined that every teacher should be trained in cognitive social and emotional competencies, so that they can play an instrumental role in transferring these competencies among the learners.</p>	<p>The Facilitators ratified the concept and affirmed that initiatives should be adopted from the governmental as well as non-governmental sector to organize Psychosocial Competency Development Program for the Teachers at all levels in the Education System.</p>
Ms SOMA RAY	<p>She stated that situational adversities often inhibit the underprivileged learners in manifesting their intrinsic talent. As a result, it has been witnessed that in many cases intrinsic talent remains suppressed within the underprivileged learners. Thereafter she acknowledged Appreciative Inquiry as an extremely effective method for unleashing the pent-up competencies of the underprivileged learners.</p>	<p>The Facilitators appreciated her view and acknowledged the effectiveness of Appreciative Inquiry as a strength focused intervention. They also affirmed that Appreciative Inquiry plays an instrumental role in boosting up morale and reinforcing self-confidence.</p>

NAME OF THE HIGHER EDUCATION TEACHER	REFLECTION	REACTION OF THE FACILITATORS
Ms. SWAPNA ROY	She opined that Metaphors, Analogy, Simile and Personification may be deemed as the tools for conceptual elucidation	The Facilitators appreciated her for inclusion of these tools of effective communication in facilitating the learners to construe thematic complexities.
Ms. SRABANTI CHOUDHURY	She narrated her experience in conducting ethnographic research in the rural areas. She opined that for generating solution to the multifarious problems of the underprivileged rural people, it is essential to be empathetic to the vulnerable rural people who are suffering from multifarious socio-economic problems	The Facilitators appreciated her view. They opined that Design Thinking is one of the most valued strategies in the global arena for solving complex problems. Subsequently they opined that Empathy is the first step in the Design Thinking Process
Mr. PARIMAL SARKAR	He opined that Scaffolding is one of the most instrumental components in Facilitation. He stated that apart from the seamless acquisition of knowledge and skill, Scaffolding establishes emotional rapport between the novice learners and the expert Educators.	The Facilitators highly appreciated the statement of Mr. Parimal Sarkar. They opined that in addition to the formal educational sector, Scaffolding is extensively applied in the Induction Training or On Job Training (OJT) in the Corporate Sector.
Mr. SAMSUL HAQUE	He stated that Collaborative Learning is an instrumental mechanism of enlightening the learners. Apart from the exchange of curriculum -based theoretical concepts and value-added innovative inputs, this model fosters Socialization and creates a pathway for exchange of tacit knowledge.	The Facilitators appreciated the view and acknowledged. Collaborative learning as an instrumental social-pathway for exchange of Tacit knowledge manifested through significant behavioural pattern.

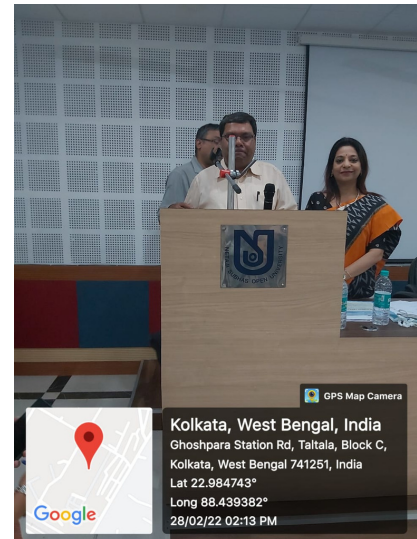
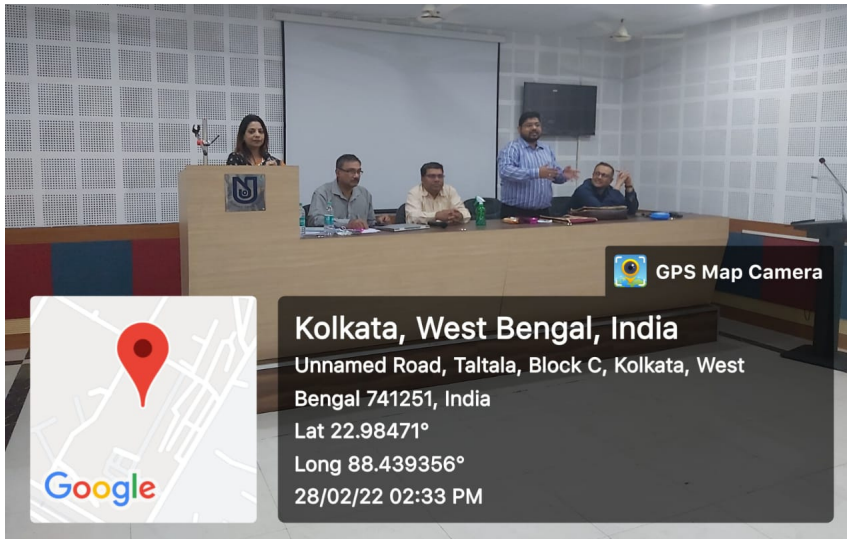
RESULT CHAIN

INTERVENTION	OUTPUT	OUTCOME
Motivational Success Story	The Higher Education Teachers have comprehended the significance of Motivational Success Stories in enhancing Achievement Motivation and building up outcome-oriented attitude within the learners	It is expected that the Higher Education Teachers will be able to design and narrate Motivational Success Stories marked by logical rationale and situational relevance. It is expected that the Higher Education teachers will be able to build up achievement motivation and strategic acumen among the learners, by narrating relevant Motivational Success Stories
Mind Mapping	The Higher Education Teachers have understood the significance of Mind Mapping as tool for cognitive development of the learners.	It is expected that the Higher Education Teachers will be able to split complex themes into simpler components and establish the relationship dynamics among the different simpler components. It is expected that the Higher Education Teachers will be able to facilitate the learners in perceiving the subtleties and nuances of complex themes by showcasing elaborate Mind Maps.
Design Thinking	The Higher Education Teachers have got exposed to the different aspects of Design thinking process. The Higher Education Teachers have comprehended the rationale and beneficial application of Design Thinking in solving complex problems.	It is expected that the Higher Education Teachers will be able to facilitate their learners in solving complex problems by judicious application of Design Thinking Methodology.
Appreciative Inquiry	It is expected that the Higher Education Teachers have comprehended the significance of Appreciative inquiry in identifying the hidden competencies of the learners.	It is expected that the Higher Education Teachers will be able to apply Appreciative inquiry for facilitating the learners in unleashing their latent potential.

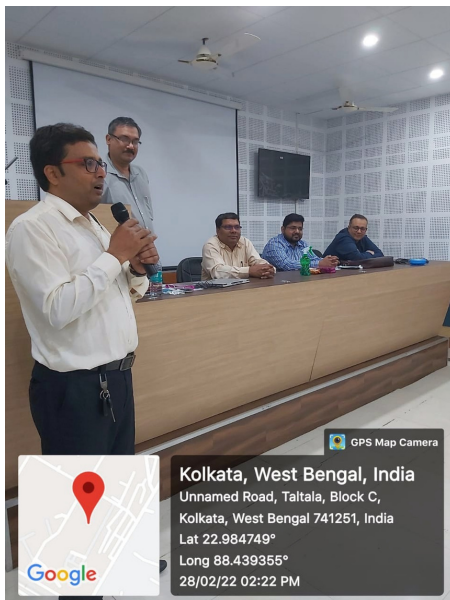
INTERVENTION	OUTPUT	OUTCOME
Inquiry Based Facilitation & Probing induced Metacognition	It is expected that the Higher Education Teachers have comprehended the rationale and the beneficial significance of Inquiry Based facilitation.	It is expected that the Higher Education Teachers will be able to build up creative potential and insightfulness within the learners through judicious application of Inquiry Based Facilitation. It is expected that the Higher Education Teachers will be able to foster Metacognitive competency among the learners through the seamless implementation of Inquiry-based facilitation.
Collaborative Learning	The Higher Education Teachers have construed the brilliant attributes and the magnificent impact of Collaborative Learning Model	It is expected that the Higher Education Teachers will be able to induce Collaborative Learning among their learners for ensuring: <ul style="list-style-type: none"> • Integration of thoughts and views • Exposure to diversified ideas • Value Addition of existing concepts • Experiential Learning and experience capitalization • Socialization • Exchange of Tacit knowledge • Greater retention of learnt inputs through peer-to-peer learning
Positive Reinforcement	The Higher Education Teachers have comprehended the logical rationale and the beneficial impact of Positive Reinforcement	It is expected that the Higher Education Teachers will be able to administer reinforcing stimuli for enhancing the frequency of the desired behaviour of the learners.
Scaffolding	The Higher Education Teachers have comprehended the conceptual and procedural aspects of Scaffolding	It is expected that Higher Education Teachers will provide active support and guidance to the novice learners and facilitate them in acquisition and application of new skills

CLOSING CEREMONY

The closing ceremony was graced by Prof. Anirban Ghosh, Director, CIQA, NSOU, Dr. Premananda Jana, Director, Kalyani RC, 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.

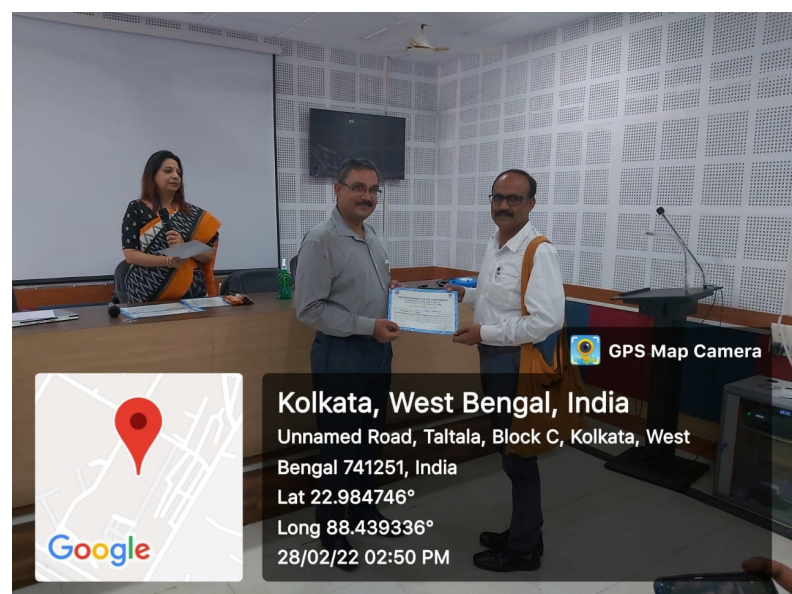


Moments from the closing ceremony



(Above) A participant sharing his views about the workshop; (Beside) Certificates being distributed to active participants

Verbal feedback was taken from the participants, who shared their experiences about the program. The certificates were distributed to the participants who had actively participated in the program.



CONCLUDING REMARKS

The three-day workshop focused on enhancing the capacity of higher education teachers of West Bengal, in the context of implementing blended learning programs. It helped them explore their inner potential as individuals, and also delve into the aspects of learning more about the use of ICT tools for engaging with students in the blended format.

In essence, blended learning is an increasingly crucial approach that facilitators presently use to develop profoundly engaging courses. Online experiences allow students to reach outside classroom walls for guided learning experiences, which in turn, allows for creative, provocative and meaningful interaction during face-to-face class time.



Group Photo with the participants, organizers and facilitators

ANNEXURE-I: PROGRAM SCHEDULE



Implementation of Blended Learning in Higher Education Institutions in West Bengal

(Enhancing Capacity of Higher Education Teachers)

Organized by

Netaji Subhas Open University (NSOU)

in collaboration with

Commonwealth Educational Media Centre for Asia (CEMCA)

Date: 25, 26 & 28 February 2022

Venue: NSOU Regional Centre, Kalyani

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">➤ PADLET➤ POPPLET➤ FREE MIND➤ KIALO EDU➤ MENTIMETER	<ul style="list-style-type: none">• Successive Approximation Model• Individualized Instruction Model• Problem Based Learning	<ul style="list-style-type: none">➤ Design Thinking➤ Mind Mapping➤ Affinity Diagram➤ Venn Diagram➤ Outcome Mapping

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

DAY 1 (25/2/2022)

Time	Activities/Sessions
10.00AM–10.30AM	Registration
Inaugural Ceremony	
	Welcome Address by Dr. Premananda Jana, Director, Kalyani RC, NSOU
	Address by Professor Anirban Ghosh, Director, Centre for Internal Quality Assurance, NSOU
	Address by Dr. Atin De, Director, School of Education, NSOU
	Vote of Thanks: Dr. Ritu Mathur Mitra, Associate Professor & Head, Dept of History, NSOU
Compre: Dr. Papiya Upadhyay, Assistant Professor, School of Education, NSOU	
10:50AM–11.05AM	Tea Break
11.15AM–11.45AM	An introduction on Blended Learning by Project Director
11.45AM-12.15PM	Session 1: Ice-breakers and Orientation to “Edu-tainment” as a Pedagogical Tool in Blended Learning
12.15PM–1.30PM	Session 2: Effective Learning Models in Higher Education
1.30PM–2.00PM	Lunch
2.00PM–3.30PM	Session 3: Introduction to ICT Tools & its Relevance in Higher Education
3.30PM–3.45PM	Tea Break
3.45PM–5.00PM	Session 4: Activity and Hands-on Sessions

DAY 2 (26/2/2022)

Time	Activities/Sessions
10.00AM–11.30AM	Session 5: Cognitive Behavioural Interventions & its Applications in Higher Education
11.30AM–11.45AM	Tea Break
11.45AM–1.30PM	Session 6: Use of ICT Tools for creating mind-maps; creating quizzes; gamifying the classroom
1.30PM–2.00PM	Lunch
2.00PM–3.30PM	Session 7: Activity Sessions
3.30PM–3.45PM	Tea Break
3.45PM–5.00PM	Session 8: Activity Sessions (Continued); Administering Presentation Topic for Discussion on Final Day (to be prepared by different participant groups)

DAY 3 (28.2.2022)

Time	Activities/Sessions
10.00AM–11.30AM	Session 9: Group Presentations
11.30AM–1.00PM	Session 10: Discussion on Program Output, Q &As & Wrapping Up
1.00PM–1.30PM	Closing Ceremony

Workshop Facilitators:

Mr. Purandar Sengupta, Master Trainer & Mentor

Dr. Shaunak Roy, Faculty of Management, St. Xavier's College (Autonomous)

Project Coordinators

Dr. Ritu Mathur Mitra
Associate Professor
History, NSOU

Dr. Papiya Upadhyay
Assistant Professor,
Education, NSOU

Project Director

Professor Anirban Ghosh
Director, Centre for Internal Quality Assurance
Netaji Subhas Open University

E-mail: workshop.cemca@gmail.com

ANNEXURE-II: LIST OF PARTICIPANTS

Three-Day Workshop on Enhancing Capacity of Higher Education Teachers (25th-28th February 2022), Venue: Kalyani Regional Centre, NSOU

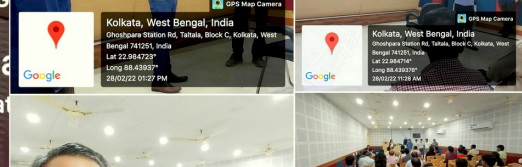
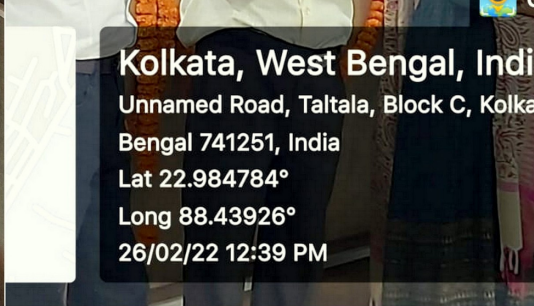
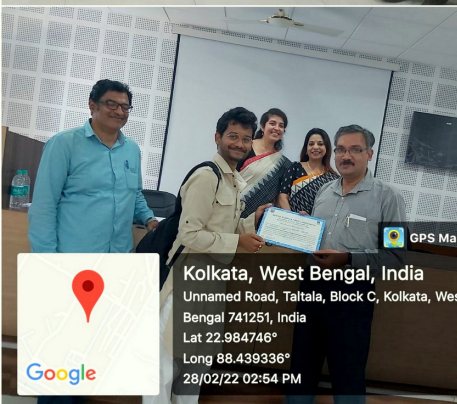
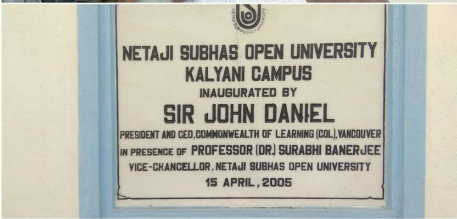
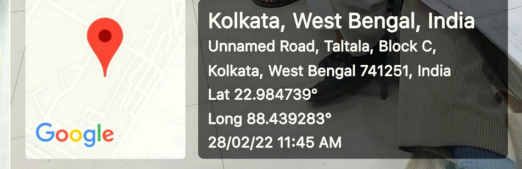
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Three-Day Workshop on Enhancing Capacity of Higher Education Teachers (25th-28th February 2022), Venue: Kalyani Regional Centre, NSOU (Continued)

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Three-Day Workshop on Enhancing Capacity of Higher Education Teachers (25th-28th February 2022), Venue: Kalyani Regional Centre, NSOU (Continued)

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Lon: E 88°26'21.48432 Time: 03:24 PM 25.94°C

Kolkata, West Bengal, India
Unnamed Road, Taltala, Block C, Kolkata, West Bengal 741251, India
Lat 22.984746°
Long 88.439336°
28/02/22 02:54 PM

Kolkata, West Bengal, India
Unnamed Road, Taltala, Block C, Kolkata, West Bengal 741251, India
Lat 22.984784°
Long 88.43926°
26/02/22 12:39 PM