



Netaji Subhas Open University

Centre for Internal Quality Assurance

In association with

Commonwealth Educational Media Centre for Asia

**Organized Two-Day Workshop
On**

**Implementation of Blended Learning Designs in
Higher Education Institutions of West Bengal**

**REPORT OF THE SECOND WORKSHOP
(27th May and 28th May 2023)**

Project Director

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

Project Coordinator

Dr. Papiya Upadhyay
Assistant Professor,
Education, NSOU

Email: workshop.cemca@gmail.com

EXECUTIVE SUMMARY

The Collaborative Workshop on “Implementation of Blended Learning Designs in Higher Education Institutions in West Bengal” organized by **COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA) & NETAJI SUBHAS OPEN UNIVERSITY (NSOU)** got implemented on 27/05/2023 & 28/05/2023 in the Durgapur Regional Centre of NSOU.

The valued intent of the workshop was to upgrade the competency of the Higher Education Teachers of West Bengal, in designing **Blended Learning Programs** for the students of Higher Education and to integrate **Blending Learning** as a pivotal component in the Higher Education Ecosystem of West Bengal.

The workshop was marked by logical rationale, situational relevance, methodological instrumentality, and outcome-oriented approach.

The workshop was implemented to satisfy the following objectives; -

- ✚ To enable the participants in achieving conceptual profundity regarding the subtleties and intricacies of Blended Learning
- ✚ To facilitate the participants in comprehending the rationale of Blended Learning in the present scenario.
- ✚ To facilitate the participants in deciphering the beneficial significance of Blended Learning from the perspective of the learners.
- ✚ To make the participants enlightened with the globally validated models of Blended Learning
- ✚ To make the participants apprised of the strategic pedagogical interventions that are instrumental in facilitating the learning process within the Blended Learning System
- ✚ To make the participants acquainted with the requisite functional competencies for conducting the pedagogical interventions in Blended Learning System
- ✚ To make the participants sensitized to the relevant theories and models of Instructional Design that are highly instrumental in designing the facilitative activities for the Synchronous Learning Period and in developing the Self-learning Materials for the Asynchronous Learning Period.
- ✚ To make the participants conversant with the Digital Tools that can instrumentally contribute towards the dynamic teaching-learning process in the Blended Learning Framework.
- ✚ To make the participants familiar with the rationale, concepts, and benefits of OER, Copyrights, Licensing
- ✚ To facilitate the Higher Education Teachers in mapping, designing, and developing the conceptual framework for developing MOOCs
- ✚ To facilitate the participants in crafting Blended Learning Design
- ✚ To facilitate the participants in evaluating the output, outcome, and impact of Blended Learning through Result Chain Frameworks
- ✚ To identify and enumerate the prospects and challenges of providing online/blended learning within the framework of Higher Education Institutions in West Bengal.

- ✚ To design strategic interventions for surmounting the impediments that are hindering the successful implementation of Blended learning in the Higher Educational Ecosystem of West Bengal.

Team of Facilitators: The team of Facilitators comprised the following persons:

Prof. (Dr.) Anirban Ghosh	Director –CIQA, NSOU & Project Director
Prof. (Dr.) Arun Chakraborty	Head of the Department, Department of Library & Information Science, (NSOU)
Dr. Papiya Upadhyay	Assistant Professor, School of Education (NSOU) & Project Coordinator
Mr. Purandar Sengupta	Accredited Trainer & Master Trainer (NIESBUD, Govt. of India) & Certified Master Trainer & Instructional Designer (HRCI – Global Accreditation Body)

Inaugural Session: The welcome address was delivered by **Mr. Prosenjit Bhattacharya**, Deputy Director, Durgapur Regional Centre, NSOU. He offered thanks and gratitude to the participants for ensuring their spontaneous participation in the workshop.



The introduction and theme of the project and the workshop was presented by **Prof. (Dr.) Anirban Ghosh**, Director CIQA & Project Director. In his address, Professor (Dr.) Anirban Ghosh articulated the outcome of the sustained collaboration between CEMCA & NSOU. He enumerated the beneficial significance of the collaborative projects and the impact of these projects in the Higher Education Ecosystem of West Bengal. He also clarified the significance of the existing project that is being implemented in collaboration with CEMCA. With seamless eloquence, he illustrated how the existing project will be instrumental in empowering the Higher Education teachers of West Bengal to design and implement **Blended Learning Programs** within their institutional framework.

The Vote of thanks was delivered by **Dr. Papiya Upadhyay**

TECHNICAL SESSIONS OF THE FIRST DAY

First Session: A strategic discussion was conducted on the rationale and significance of Blended Learning. The participants were divided into four groups. The Facilitators executed Inquiry Based Facilitation with the intent of eliciting responses from the participants of each group. The Reflections on Blended Learning from the participants of four groups were meticulously documented

Second Session: The participants were sensitized by the Facilitators regarding the different globally acknowledged models of Blended Learning. After that, the participants were encouraged to appraise each model of blended learning from the perspective of the learners.



Third Session: The Facilitators made the participants sensitized to the Community of Inquiry Model (COI) and explained its significance in the framework of Blended learning

Fourth Session: The participants were made apprised of the rationale, and significance of Open Education Resources, E-Library, Intellectual Property Rights, and other relevant issues pertaining to Information Management



TECHNICAL SESSIONS ON THE SECOND DAY

Fifth Session: The participants were divided into four groups based on their expertise in academic disciplines. The First Group covered the Faculties of Science & Technology, the Second Group encompassed the Higher Education Teachers of English and Bengali Language, the Third Group covered the Higher Education Teachers of Education and the Fourth Group encompassed the Subject Specialists of History and Political Science.

The experts of each group were encouraged to design a Blended Learning Framework for teaching their concerned subject

Sixth Session: In this session, the participants were sensitized to diversified digital tools that are instrumental for elucidating complex learning themes, for engaging the learners, and for ensuring joyful learning by triggering an ecstatic and delightful learning experience among the learners.

Seventh Session: In this session, the participants were enlightened regarding the strategic manoeuvre of designing and building the Massive Open Online Courses embedded in the Learning Management System. The participants also got a clear understanding of the terms and conditions of floating courses in the SWAYAM PORTAL.

Eighth Session: In the final session, the participants were encouraged to form the previous groups according to the subject-wise similarity.

Then the participants of each of the groups were encouraged to design strategic pedagogical interventions (for both Asynchronous & Synchronous learning periods of Blended learning) that will enhance the analytical proficiency of their learners, and upgrade their cognitive competency from the Application Level to the Analysis Level

MAIN REPORT

Title of the Workshop: Implementation of Blended Learning Designs in Higher Education Institutions in West Bengal

Broad Objective of the Workshop:

- ✚ intensifying the cognitive proficiency of Higher Education Teachers pertaining to the intricacies and subtleties of the Blended Learning Ecosystem and enhancing their pedagogical competency in the framework of Blended Learning

Specific Objectives of the Workshop:

- ✚ To enable the participants in achieving conceptual profundity regarding the subtleties and intricacies of Blended Learning
- ✚ To facilitate the participants in comprehending the rationale of Blended Learning in the present scenario.
- ✚ To facilitate the participants in deciphering the beneficial significance of Blended Learning from the perspective of the learners.
- ✚ To make the participants enlightened with the globally validated models of Blended Learning
- ✚ To make the participants apprised of the strategic pedagogical interventions that are instrumental in facilitating the learning process within the Blended Learning System
- ✚ To make the participants acquainted with the requisite functional competencies for conducting the pedagogical interventions in Blended Learning System
- ✚ To make the participants sensitized to the relevant theories and models of Instructional Design that are highly instrumental in designing the facilitative activities for the Synchronous Learning Period and in developing the Self-learning Materials for the Asynchronous Learning Period.
- ✚ To make the participants conversant with the Digital Tools that can instrumentally contribute towards the dynamic teaching-learning process in the Blended Learning Framework.
- ✚ To make the participants familiar with the rationale, concepts, and benefits of OER, Copyrights, Licensing

- ✚ To facilitate the Higher Education Teachers in mapping, designing, and developing the conceptual framework for developing MOOCs
- ✚ To facilitate the participants in crafting Blended Learning Design
- ✚ To facilitate the participants in evaluating the output, outcome, and impact of Blended Learning through Result Chain Frameworks
- ✚ To identify and enumerate the prospects and challenges of providing online/blended learning within the framework of Higher Education Institutions in West Bengal.
- ✚ To design strategic interventions for surmounting the impediments that are hindering the successful implementation of Blended learning in the Higher Educational Ecosystem of West Bengal.

Number of Participants: 44

Male: 36; Female: 8

Methodology: The workshop was conducted through the following methods; -

- ✚ Presentation
- ✚ Deliberation
- ✚ Group discussion
- ✚ Brainstorming
- ✚ Role-playing
- ✚ Hands-on activities
- ✚ Designing of Creative Activities
- ✚ Analytical & Evaluative Exercises
- ✚ Self-Assessment & Feedback

TECHNICAL SESSIONS ON THE FIRST DAY

First Session: Adhering to the essence of Human **Process Facilitation** -- **Mr. Purandar Sengupta** initiated a general discussion on Blended Learning.

The participants were divided into four groups. Then **Mr. Purandar Sengupta** inspired the participants of each group, to express their contemplated views and opinions regarding the significance of Blended Learning in the present higher-educational context. The participants were also motivated by him, to portray their practical experiences in orchestrating Blended Learning within their institutional frameworks. Gradually the discussion became more and more focused. After the completion of exhaustive group discussions, the participants spontaneously lodged their affirmation regarding the pros and cons of Blended Learning

The reflective opinions emanated by each of the four groups are enumerated below; -

Reflective Opinion emanated by the members of the First Group
<ul style="list-style-type: none"> ✚ Blend was always there in the Higher Education Ecosystem from the perspective of the induction and combination of diversified teaching methodologies. However technological blend is a new phenomenon ✚ It has both positive and negative impacts. ✚ Environmental awareness has increased. Blended Learning can reduce carbon

emission because the students will not have to class every day by diesel driven transport that creates pollution

- ✚ Internet connectivity and electricity are issues in the remote rural areas
- ✚ Digital equipment, like cameras, computers, editing, etc. are not available in the remote rural areas
- ✚ Most of the Higher Education Teachers in West Bengal are not trained in Blended Learning. Less opportunity for training in Blended Learning in West Bengal
- ✚ Blended Learning is not learner-centric

Reflective Opinion emanated by the members of the Second Group

- ✚ Traditional learning and online blend is effective
- ✚ Integration of components of learning resources and teaching components should be there in both asynchronous and synchronous learning periods of the Blended Learning System
- ✚ Cultural activities should be inducted in the Blended Learning System
- ✚ Stress-management component should be there and there should be a dedicated person in Blended Learning Framework for alleviating the stress and anxiety of the learners in the Asynchronous Learning Period.
- ✚ Efforts should be made for enhancing the interest of the learners in the Higher Education Framework, towards Blended learning.
- ✚ Activity-driven engagement should be inducted into the Asynchronous Learning Period
- ✚ Digital efficiency of the teachers should be increased
- ✚ Technical advancements must be tracked continually and technological innovations should be harnessed into the Blended Learning Framework.
- ✚ Smart classroom is a good connect-creates a blended atmosphere

Reflective Opinion emanated by the members of the Third Group

- ✚ Good teacher is heard by many students Hence online teaching is beneficial for many remote learners
- ✚ Appraisal should be both by the students-mode as well by the methods engineered by the teachers
- ✚ Problem analysis should be done in offline mode

Reflective Opinion emanated by the members of the Fourth Group

- ✚ Global demand calls for a blended learning approach
- ✚ Comparative analysis of various educational transactions should be executed to trace out the most effective one from the perspective of the learners
- ✚ Overall learning achievement may be secured through a well-orchestrated blended learning system
- ✚ New policy intervention in the field of Higher Education can make Blended Learning mandatory for all institutions

Second Session: This session was conducted by **Dr. Papiya Upadhyay**. She was instrumental in apprising regarding the different globally acknowledged models of Blended Learning. After that, she articulately motivated the participants to evaluate each model of blended learning from the perspective of the learners.

The participants were very much spontaneous and proactive in evaluating the models of Blended Learning and emanating their relevant reflections

The entire exercise was instrumental in inducting buoyancy within the participants

Third Session: The session was conducted by **Dr. Papiya Upadhyay and Mr. Purandar Sengupta**. The Facilitators enabled the participants to comprehend the intricacies of the **Community of Inquiry Model (COI)** and explained the beneficial outcome of each component of this model. Finally, they clarified how the synchronization of the three components of this model can exert a synergistic impact on the learners, especially in the Blended Learning Framework

Fourth Session: This session was conducted jointly by **Prof. (Dr.) Arun Chakraborty and Prof. (Dr.) Anirban Ghosh**. The Facilitators underscored the significance of Open Education Resources, E-Library, Intellectual Property Rights, and other relevant issues pertaining to Information Management.



Prof. (Dr.) Arun Chakraborty opined that these Educational Resources are of immense importance in the Blended Learning Framework. He also established the significance and justification of these Open Learning Resources for the self-learners who are continuing their study without any support from Educators and Mentors.

Some of the participants reflected on the importance of **Instructional Design** in designing and developing the content of OER, for ensuring better comprehension and retention.

TECHNICAL SESSIONS ON THE SECOND DAY

Fifth Session: The session was conducted by **Dr. Papiya Upadhyay and Mr. Purandar Sengupta**

The participants were divided into four groups based on their expertise in academic disciplines. The First Group covered the Faculties of Science & Technology, the Second Group encompassed the Higher Education Teachers of English and Bengali Language, the Third Group covered the Higher Education Teachers of Education and the Fourth Group encompassed the Subject Specialists of History and Political Science.

The experts of each group were encouraged to design a Blended Learning Framework for teaching their concerned subject. **It was specified by the Facilitators to induct the following components while designing the Blended Learning Framework; -**

- ✚ **Objective**
- ✚ **Inputs/Resources**
- ✚ **Activities/Process**
- ✚ **Expected Output**
- ✚ **Means of Verification (MoV) for ascertaining the Output**
- ✚ **Expected Outcome**
- ✚ **Means of Verification (MoV) for ascertaining the Outcome**

In this context, it is judicious to mention the topics that were covered by the participants of the four groups

The topic that was covered by the first group
--

Sonnet (Language)-Gr representative-Dr. Gurupada Adhikari

The topic that was covered by the second group

Ancient Indian history (Social Science)-Mr. Jagabandhu Das
--

The topic that was covered by the third group
--

Water pollution (Science)-Dr. Anirban Ghosh

The topic that was covered by the fourth group

Application of MOOCs in Education (Education)-Dr. Subhankar Ghosh

The activities in the session elicited the reflective and creative thoughts of the Participants.



Sixth Session: The Session was conducted by Dr. Papiya Upadhyay.

In this session, she has articulately apprised the participants regarding the diversified digital tools that are instrumental for elucidating complex learning themes, engaging the learners, and for ensuring joyful learning by triggering an ecstatic and delightful learning experience among the learners.

After that, **Dr. Papiya Upadhyay** presented a seamless portrayal of the evolution and gradual progression of technology in the Higher Education Sector. Her eloquent presentation was based on **Result Based Management System (RBMS)**. As a result, the participants could easily construe the cause-effect dynamics between technological applications and their beneficial influence on the students.

Seventh Session: In this session, **Prof. (Dr.) Anirban Ghosh** enlightened the participants regarding the strategic manoeuvre of designing and building the Massive Open Online Courses embedded in the Learning Management System. The participants also got a clear understanding of the terms and conditions for floating the courses in the SWAYAM PORTAL.



The procedural components embedded in the cogency-driven lecture of **Prof. (Dr.) Anirban Ghosh** played an instrumental role in demystifying the issue-based complexities and facilitating the learners in achieving cognitive clarity pertaining to the content of the lecture

Eighth Session: The final session was conducted by Mr. Purandar Sengupta

In the final session, the participants were encouraged to form the previous groups according to the subject-wise similarity.

Then the participants of each of the groups were encouraged to design strategic pedagogical interventions (for both Asynchronous & Synchronous learning periods of Blended learning) that will enhance the analytical proficiency of their learners, and upgrade their cognitive competency from the Application Level to the Analysis Level

Accordingly, the Subject Matter Experts of each group got engaged in collaborative planning. By dint of group discussion, they framed appropriate pedagogical interventions for both Asynchronous and Synchronous learning periods, which can enhance the proficiency of the learners in executing critical conceptual analysis as well as comparative analyses among similar concepts.

RESULT CHAIN FOR THE EIGHT SESSIONS

SESSION	OUTPUT	EXPECTED OUTCOME
First Session	The participants achieved conceptual clarity on Blended Learning	It is expected that in the future, the participants will emerge as ardent advocates and ingenious practitioners of Blended Learning

SESSION	OUTPUT	OUTCOME
Second Session	The participants have got appraised of the different validated and acclaimed models of Blended learning	It is expected that the participants will be able to orchestrate the seamless implementation of these Blended learning Models within their institutional framework.

SESSION	OUTPUT	OUTCOME
Third Session	The participants comprehended the subtleties of the Community of Inquiry Model	The participants will be able to apply the Community of Inquiry Model for enhancing the cognitive proficiency and sociability of their learners

SESSION	OUTPUT	OUTCOME
Fourth Session	The participants have got apprised of OER, E-Library, and many other sources of information	It is expected that the participants will be capable of strategic searching and tracing out relevant informative inputs for themselves as well as for their learners

SESSION	OUTPUT	OUTCOME
Fifth Session	The participants have learned to design a Strategic Learning Framework, which is relevant and applicable to Blended learning	It is expected that in the future, the participants will be able to deploy the theories and models of Instructional Design and develop effective learning systems and processes in the Blended Learning Ecosystem

SESSION	OUTPUT	OUTCOME
Sixth Session	The participants got acquainted with a bouquet of digital tools and technological gadgets and perceived their effectiveness in the Blended Learning Framework.	It is expected that in the future, the participants will be able to ensure judicious and concerted application of the instrumental digital tools

SESSION	OUTPUT	OUTCOME
Seventh Session	The participants have achieved the knowledge-based competency of creating and managing MOOCs in the Learning Management Systems	It is expected that shortly, the participants will be able to deploy their acquired knowledge for designing and developing MOOCs that will be appropriate for national and international learning platforms

SESSION	OUTPUT	OUTCOME

Eighth Session	The participants have acquired the potency of applying appropriate instructional strategies for enhancing the analytical proficiency of their learners	It is expected that in the future the participants will be able to deploy strategic Instructional Models for enhancing the Evaluative and Creative potency of their learners
-----------------------	--	--



CONCLUSION

The Facilitators collectively made an earnest effort to ensure the spontaneity-driven participation and deep cognitive engagement of the learners.

Realistic Situations were designed in the Workshop. The participants were inducted into such realistic situations and were encouraged to encounter situational challenges. While dealing with these challenges, the participants incurred diversified practical experiences. Eventually, the participants elicited inputs of learning from their incurred experiences.

Thus, it can be logically inferred that the Facilitators enabled the participants to get empowered by Experiential Learning

It is expected that the participants will continue to be mindful and judiciously deploy the strategic inputs acquired from this workshop, through Experiential Learning.

Programme Schedule:

DAY 1 (27/05/2023, Saturday)

Time	Activities/Sessions	
9.30AM–10.00AM	Registration	
10.00AM–10:55 AM: Inaugural Session		Speakers
10.00 AM	Welcome Address	Sri. Prosenjit Bhattacharya, Dy Director, Durgapur RC, NSOU
10.05 AM	About the Project & Workshop	Professor Anirban Ghosh, Project Director & Director-CIQA, NSOU

10.15 AM	<i>Self-Introduction by the participants</i>	
10:30 AM	Vote of Thanks	Dr. Papiya Upadhyay Project Coordinator & Asst Prof, NSOU
Time	Sessional Activities	Facilitators
10.45AM	Session 1: Situational Analysis of BL in the daily lives	Dr. Papiya Upadhyay Mr. Purandar Sengupta
11:15 AM	Session 2: Generic understanding of Blended Learning; Blended Learning Designs	
12:15PM	Session 3: Understanding Copyrights, OER & Licensing; Infilbnet, e-libraries etc	Prof. Anirban Ghosh Prof. Arun Chakraborty
Activities: Self-Assessment		
1.30PM– 2.00PM	Lunch	
2.00PM	Session 3: Blended Learning Ideas emanating from Institutional to Individual Level; Instructional Designs and Competence for BL facilitation (Tricks & Traits)	Mr. Purandar Sengupta Dr. Papiya Upadhyay
3.15PM	Session 4: Situational Analysis Framework (SAF): Preparation & Presentation	Dr. Papiya Upadhyay Mr. Purandar Sengupta
Activities: Points to Ponder		
5.00 PM	Day Closes with Tea	

DAY 2 (28/05/2023, Sunday)

Time	Sessional Activities	Facilitators
10.30AM– 10:45AM	Recapitulation & Summary of Day-1 with Tea	Participants & Project Team
10.50 AM	Session 5: Future of BL: Role of Technology in Education creating learning environment.	Dr. Papiya Upadhyay
12 PM	Session 6: MOOCs, Online courses, & SWAYAM, Demo-LMS	Prof. Anirban Ghosh
Activity: Sticky Notes		
1.15 PM	Lunch	
1.50 PM	Session 7: Development of Action Plan (BL course design template)	Prof. Anirban Ghosh Mr. Purandar Sengupta Dr. Papiya Upadhyay
4.00 PM	Wrapping up & Valediction	Project Team

List of Participants

Sl No.	Name of the Faculty	Designation	Name of the College/University	Subject /Specialization	Contact No.	e-mail ID
1	Dr. Saradindu Mukherjee	SACT-I	Bolpur College (D10)	English	9832829666	saradindu.lifeorce.muk@gmail.com
2	Dr. Sk. Golam Masum	Asstt. Prof.	"	Political Science	9153549975	sgmasum.80@gmail.com
3	Dr. Hemanta Saha	Asstt. Prof.	Suri Vidyasagar College (C03)	Botany	7001451410	hemantasaha2010@gmail.com
4	Dr. Pankaj Kumar Paul	Asstt. Prof.	GGM College (C01)	Education	8617582026	pankajpaul50976@gmail.com
5	Dr. Srikanta Nandi	Academic Counselor	S.S.Mahavidyalaya (C01)	Education	8918819537	srikantanandi14@gmail.com
6	Dr. Tista Dutta Roy	Asstt. Prof.	Rampurhat College (F08)	Bengali	9434226893	tista.duttaroy@gmail.com
7	Dr. Mousumi Banerjee	SACT-I	"	Bengali	9434461655	mousumib0@gmail.com
8	Prosenjit Mondal	Asstt. Prof.	Birbhum Mahavidyalaya (T02)	History	9064146446	pon550730sp@gmail.com
9	Dr. Rajendra Prasad Mukherjee	Asstt. Prof.	"	Bengali	8637525257	rajenmukherjee1977@gmail.com
10	Dr. Chiranjib Bandyopadhyay	Asstt. Prof.	"	Sanskrit	9378225046	joy.newtown66@gmail.com
11	Lakshikanta Sinha		"		9732081966	lksinha1980@gmail.com
12	Mampi Howlader	Research Scholar	Burdwan University	Education	8250165661	manpihowlader99@gmail.com
13	Dr. Sanjay Mandal	Associate Prof.	NSOU	Zoology & Entomology	9434236872	drsmandal@gmail.com
14	Dr. Tapan Kumar Patra	SACT-I	"	Bengali	9064150562	tapan.janmabhumi@gmail.com
15	Dr. Chandan Kumar Mondal	Asstt. Prof.	NSOU	Mathematics	6295314968	chan.alge@gmail.com

16	Kashinath Nandi	Guest Lecturer	Bankura DIET	English	9734773560	nandikashinath05@gmail.com
17	Beauty Sarkar	Asstt. Prof.	Rajendra Academy for Teachers Education	Education	9563208887	beautyknu@gmail.com
18	Sovan Bandhyopadhyay	SACT-I	Bankura Christian College	English	8967655035	sovan@bankurachristiancollege.in
19	Dulal Chandra Sahana	SACT-I	"	Computer Science	9933916756	dulal@bankurachristiancollege.in
20	Dr. Goutam Kar	Associate Prof.	Barjora College	Bengali	6294059792	kargoutam78@gmail.com
21	Dr. Arun KumarRoy	principal	"		9434330562	arunkumarroy1969@gmail.com
22	Lakhikanta Singh	Asstt. Prof.	Saldia College	Sanskrit	9635537207	chiniminishingh@gmail.com
23	Dr. Binay Barman	Asstt. Prof.	"	History	9475836546	binaybarman123@gmail.com
24	Sayani Sinha	Asstt. Prof.	Santipur Primary TTI	Educatio n	9153265278	sayani.evs@gmail.com
25	Dr. Gurupada Adhirari	Asstt. Prof.	MMM College	Bengali	7001462511	gurupada.adhikari2011@gmail.com
26	Smt. Aparupa Khan	SACT-II	"	Microbiol ogy	9732096760	aparupakhan643@gmail.com
27	Subrata Nandi	Asstt. Prof.	Rajendra Academy for Teachers Education	Education	8759752634	nandisubrata1011@gmail.com
28	Rabi Das	Asstt. Prof.	"	Education	7478324705	rabidas7740@gmail.com
29	Dr. Pushpal Mukherjee	Asstt. Prof.	"	Chemistry	8765951225	pushpalchem@gmail.com
30	Mrinmoy Sarkar	SACT-I	Sonamukhi College	Bengali	6294886348	mrinmoysarkar001@gmail.com
31	Tanima Mohanta	SACT-I	"	Bengali	9474176923	tanima.mohanta1987@gmail.com

32	Soumen Nandi	Associate Prof.	"	Computer Science	6289780966	soumennandi.sosci@wbnsou.ac.in
33	Dr. Subhankar Ghosh	Asstt. Prof.	Burdwan University	Education	9432436523	sghosh@edu.buruniv.ac.in
34	Jagabandhu Das	SACT-II	Memari College	History	9832707671	jagabandhudas925@gmail.com
35	Basanti Das	SACT-I	"	Pol Sc	9563944996	basantidas261994@gmail.com
36	Molla Hofijir Rahaman	Asstt. Prof.	Katwa College	English	9732215232	hafizurenglishgmail.com
37	Monirul Islam	Asstt. Prof.	Raghunathpur College	Bengali	7001942437	monirul.islam01983@gmail.com
38	Antara Chatterjee	counselor	B B College	Bengali	9635944412	chatterjeeantara5@gmail.com
39	Atanu Chattopadhyay	SACT	Deshabandhu	Math	8918951915	atanu@dbmcrl.ac.in
40	Subhas Sidhart	SACT	Asansol B.B.College	History	9474539465	siddarthabbc2007@gmail.com
41	Dr.Sudipta Das	Associate Prof.	R.C.Durgapur	Zoology	9474532666	sudiptadasdurgapur2012@gmail.com
42	Dr.Anirban Ghosh	Associate Prof.	R.C.Durgapur	Zoology	9830547592	anirbanghosh@wbnsou.ac.in
43	Dr.Manas Masanta	Associate Prof.	Rajendra Academy for Teachers Education	Education	8918183192	mmasanta22@gmail.com
44	Debashish Sarkar	Assitant Prof	Ankurhati kibria gazi school	Education	6290086014	debasarkar1979@gmail.com

*Report prepared by
The Project Team*