

Event Report

NEP 2020 ORIENTATION & SENSITIZATION PROGRAMME

(Equivalent to One Week FDP)



Date: December 10th – 18th, 2024
Timing 6 PM-9 PM



Organized by

Assam University, Silchar and The ICFAI University Tripura

Under the Aegis of

Malaviya Mission Teacher Training Center (MMTTC), Assam University

And

IQAC, The ICFAI University Tripura

Prepared By

Dr. Dilip Nath

Course Coordinator

The ICFAI University Tripura

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Background of the Programme

The NEP Orientation & Sensitization Programme is conducted online by all MMTTCs. The goal is to reach around 15 lakh faculty members in three years (2023-24 to 2025-26). This programme aims to provide sensitization and orientation on eight themes, facilitated by national experts. Online certificates are issued to the participants who successfully completed the course like attendance, submission of feedback and assessments.

The themes covered during the sessions are as follows:

- **Holistic and Multidisciplinary Education:** The vision of NEP 2020 is to create an inclusive and flexible education system.
- **Indian Knowledge Systems and Multilingualism:** The policy aims to promote the use of Indian knowledge systems and multilingualism.
- **Academic Leadership, Governance, and Management:** The policy aims to strengthen teacher training and reform the exam system.
- **Higher Education and Society:** The policy aims to ensure that higher education is accessible to all.
- **Research and Development:** The policy aims to promote research and development.
- **Skill Development:** The policy aims to develop skills in students.
- **Student Diversity and Inclusive Education:** The policy aims to ensure that all students have access to high-quality education.
- **Information and Communication Technology:** The policy aims to incorporate information and communication technology into education.

In line with the above objectives, the IQAC of The ICFAI University Tripura under the Aegis of Malaviya Mission Teacher Training Center (MMTTC), Assam University organized an online NEP Orientation and Sensitization Programme from 10th to 18th December 2024.

Basic Information and Registration Process



NEP 2020 ORIENTATION AND SENSITIZATION PROGRAMME
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Organized Jointly By
ASSAM UNIVERSITY, SILCHAR
And
THE ICFAI UNIVERSITY TRIPURA

Under the Aegis of Malaviya Mission Teacher Training Center (MMTTC), Assam University, Silchar
And
IQAC, The ICFAI University Tripura



India is one of the fastest-growing economies, and knowledge creation and research are essential to sustaining this growth. The National Education Policy (NEP) 2020 emphasizes the importance of multidisciplinary education and flexible degree structures to enhance higher education in the country.

In line with these changes, higher education institutions (HEIs) are encouraged to offer a range of Master's programs and adapt to new guidelines, such as the Learning Outcomes-based Curriculum Framework (LOCF) and the Choice Based Credit System (CBCS). The ICFAI University Tripura has adopted these regulations for its various programs in Science, Arts, and Commerce, with a focus on catering to diverse student needs and preparing them for a variety of professional paths.

To support the implementation of NEP 2020, a Faculty Development Program (FDP) is designed to help educators understand the objectives of the policy and incorporate these insights into curricula and teaching methods, thereby improving the quality of education. The goal is to empower educators and strengthen academic standards by making higher education more flexible, accessible, and responsive to the evolving needs of students.



**MALAVIYA MISSION
TEACHER
TRAINING PROGRAMME**

COURSE CODE: MMC-005-2024-SEP-B-02938

**DATE: 10th Dec - 18th DEC 2024 TIME;
6 PM TO 9 PM**

MODE: GOOGLE MEET (ONLINE)

NO REGISTRATION FEE REQUIRED

ALSO APPLICABLE FOR CAS

LAST DATE OF APPLY: 09/12/2024

COURSE COORDINATOR

DR. DILIP NATH
Email: dilipnath@iutripura.edu.in
Mob: 9436475844



About MMTTC- Assam University, Silchar

The Malaviya Mission Teacher Training Centre at Assam University, Silchar (MMTTC-AUS), was established in 2023 under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMNMTT) Scheme. The aim of the Malaviya Mission Teacher Training Centre (MMTTC) is to equip individuals from various fields with the necessary skills to meet the growing challenges of their professions and to instil pride in their professional roles. The primary objective of MMTTC is to address the needs of teachers, principals, research scholars, and non-academic staff by enhancing their knowledge and skills through systematic coursework and methodologies.

Vision

To inspire teachers to enhance institutional effectiveness through the development of their personal, instructional, organizational, and professional growth.

Mission

To promote organizational strategies for faculty development that incentivize professional growth among teachers and enable institutional advancement. Faculty development is expected to lead to improved teaching performance and better learning outcomes for both students and teachers. This initiative fosters new perspectives on the student-teacher relationship and increases commitment to educational scholarship. Developing well-rounded skills is a key aspect of faculty development.

NEP 2020 ORIENTATION AND SENSITIZATION PROGRAMME

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ASSAM UNIVERSITY, SILCHAR
and
THE ICFAI UNIVERSITY TRIPURA

Under the Aegis of Malaviya Mission
Teacher Training Center (MMTTC), Assam
University, Silchar
And
IQAC, The ICFAI University Tripura

COURSE CODE MMC-005-2024-SEP-B-02938



THE ICFAI UNIVERSITY TRIPURA: AT A

GLANCE

The ICFAI University Tripura was established in 2004 through an Act of State Legislature (Tripura Act 8 of 2004). The University is recognised by the UGC and accredited by NAAC. It currently offers 59 undergraduate and postgraduate courses in 10 disciplines.

The University is a premier institution in North-East India, is fuelled by its unwavering mission to empower students with the knowledge, skills, and values essential for thriving in today's ever-evolving world. With a forward-thinking approach to education, the University shapes future leaders, equipping them to excel in their chosen fields and navigate the complexities of the modern global landscape.

WHO CAN APPLY?

Faculty Members of Central & State Universities /Deemed Universities/Affiliated & Constituent Colleges/Private Universities & Colleges/HEI's Etc. (Including Professor, Associate Professor, Assistant Professor, Research Scholars & Research Associate at the Ph.D. or Post-Doctoral Level)

No registration fee is required.

How to register?

1. Visit <https://mmc.ugc.ac.in/registration/Index> and navigate to the "New Registration" section.
2. Complete the registration process, after which you'll receive your user ID and password via email from MMTTC. Once received, use these credentials to log in.
3. After logging in, you'll be prompted to create a new password.
4. Once this step is completed, log in again and proceed to select your state as Assam, center as Assam University, Silchar, Month as November and click on Search button.
5. Upload you signed and Stamped NOC.
6. You can select Training Programme (MMC-005-2024-SEP-B-02938) 10-12-2024 to 18-12-2024 and Click Participate button.

For NOC format, kindly scan the QR code below



Chief Patron

Prof. Rajive Mohan Pant, Hon'ble Vice Chancellor, Assam University, Silchar, Assam

Prof. (Dr.) Biplab Halder, Hon'ble Vice Chancellor, The ICFAI University Tripura, Agartala

Director, UGC- MMTTC, Assam university, Silchar

Prof. R. Balakrishnan, Educational Service, Assam University, Silchar, Assam

Co-Coordinator, UGC- MMTTC, Assam university, Silchar

Prof. Ajay. Kr. Singh, Educational Service, Assam University, Silchar, Assam



Assam University, Silchar



ICFAI UNIVERSITY,TRIPURA (IUT)

For any technical support regarding the registration, kindly contact
Maksud Ahmed: 8638104377
Gaurab Rajbhar: 8453295391

**Inaugural Session
Schedule
(Date: 10th Dec 2024, Time: 5:30 PM – 6PM)**

The Inaugural Programme was held on 10th December at 5:30 PM according to the schedule as follows:

- 1. Welcome Speech & about the Programme:** Prof. Ajay Kumar Singh, Deputy Director UGC-MMTTC, Assam University Silchar **(Time: 5 Minutes)**
- 2. Speech By:** Prof. Rajive Mohan Pant, Honorable VC, Assam University, Silchar. **(Time: 7 Minutes)**
- 3. Speech By:** Prof.(Dr.) Biplab Halder, Hon'ble Vice Chancellor, The ICFAI University Tripura, Agartala. **(Time: 7 Minutes)**
- 4. Speech By:** Prof. R. Balakrishnan, Director, MMTTC, Assam University, Silchar. **(Time: 5 Minutes)**
- 5. Vote of Thanks:** Dr Dilip Nath, Course Coordinator **(Time: 2 Minutes)**

About the Inaugural Programme

UGC-MMTTC, Assam University Silchar, opened the session by welcoming the participants. He appreciated the collaborative efforts of the IQAC of ICFAI University and the UGC-MMTTC of Assam University Silchar in organizing the program. He also expressed his gratitude to the Vice Chancellors, Prof. Rajive Mohan Pant of Assam University and Prof. (Dr.) Biplab Halder of The ICFAI University Tripura, for providing this valuable opportunity. Additionally, Prof. Singh welcomed participants from across the country and outlined the rules and regulations for ensuring successful participation in the program.

Prof. (Dr.) Biplab Halder, Hon'ble Vice Chancellor of The ICFAI University Tripura, emphasized the importance of such programs in enhancing the capability of faculty members in higher education, particularly in fostering outcome-based education. He encouraged faculty members from across the country to engage actively in the program to ensure the growth of employability, skill development, and entrepreneurship among students, ultimately preparing them for competitiveness on local, regional, and global levels.

Prof. R. Balakrishnan, Director of MMTTC, Assam University Silchar, highlighted the relevance of the eight themes discussed during the program for the effective implementation of the National Education Policy (NEP).

The session concluded with a vote of thanks delivered by Dr. Dilip Nath, Course Coordinator.



Photo: Prof.(Dr.) Biplab Halder, Hon'ble Vice Chancellor of The ICFAI University Tripura, Prof. R. Balakrishnan, Director of MMTTC, Assam University, Silchar and Prof. Ajay Kumar Singh, Deputy Director UGC-MMTTC, Assam University Silchar

Programme Schedule and Resource Persons

(MMC-005-2024-SEP-B-02938)

MMTTC- AUS

Date: 10/12/2024 to 18/12/2024

Date	Session	Resource Person (Designation)	Institutional address of RP	Topic
10/12/24	1 st session (6:00 PM-7:30 PM)	Prof. (Dr.) Prasenjit Dasgupta, Professor prasenjitdasgupta@iutripura.edu.in 9831719862	Faculty of Management and Commerce, IUT	Holistic and Multi-Disciplinary Education: Outcome Based Education
	2 nd Session (7:30 PM-9:00 PM)	Prof. (Dr.) P S Srivastava Principal and Professor pssrivastava@iutripura.edu.in 768783999	Faculty of Education, IUT.	Holistic and Multi-Disciplinary Education: Multidisciplinary Education
11/12/24	1 st session (6:00 PM-7:30 PM)	Prof. (Dr.) Dhananjay Datta, Professor & Dean Research & Development ghananjoy.datta@iutripura.edu.in 9774387205	Research and Development, IUT	Research and Development
	2 nd Session (7:30 PM-	Prof. Annadurai cerdirector@gmail.com 7904911690 9443591020	Director Centre for Educational Research Madurai Kamaraj University Madurai-625021.	Higher Education and society
12/12/24	1 st session (6:00 PM-7:30 PM)	Prof. Baby Pushpa Sinha babypushpasinha@gmail.com 7002344415	Assam University, Silchar	Multilingual Classroom: Teaching Strategies for Effective Classroom Management
	2 nd Session (7:30 PM-9:00 PM)	Prof. (Dr.) Swarnali Nath Choudhury, Professor & Dean, Placement swarnali.nath@iutripura.edu.in 9436932233	Placement Cell, IUT	Information and Communication Technology: Institutional LMS
13/12/24	1 st session (6:00 PM-7:30 PM)	Prof Sudeshna Bhattacharjee sbmgu2010@gmail.com	Department of Sanskrit Gauhati University, Guwahati, 781014	IKS & Higher Education
	2 nd Session (7:30 PM-9:00 PM)	Prof Rajsharan Sahi rajsharanshahi@gmail.com 9450482196	Dean School of Education Babasaheb Bheemrao Ambedkar University (BBAU) Lucknow	Holistic Development and Evaluation
14/12/24	1 st session (6:00 PM-7:30 PM)	Prof. H. Ramamanda Singh singhaomom@gmail.com	MBA Department Assam University Silchar	Academic Leadership
	2 nd Session (7:30 PM-9:00 PM)	Dr A Subramanian asedn2018@gmail.com	Former Professor from Madras University	Curriculum Pedagogy and Assessment
16/12/24	1 st session (6:00 PM-7:30 PM)	Prof Bhartendu Singh bsingh@mzu.edu.in 9436354726 9862716694	Dean, School of Economics, Management and Information Science Mizoram University, Aizawl	Skill Development
	2 nd Session (7:30 PM-9:00 PM)	Prof Preeti K Suresh preetisureshuip@gmail.com 9868280240	University Institute of Pharmacy, Director, MMTTC Pt. Ravishankar Shukla University Raipur 492010	Research and Development
17/12/24	1 st session (6:00 PM-7:30 PM)	Prof Veera Gupta vgupta@jmi.ac.in 9868280240	Honorary Director (Malaviya Mission Teacher Training Centre (MMTTC) Department of Teachers Training & Non-Formal Education, Faculty of Education, Jamia Millia Islamia, New Delhi-110025	Student Diversity and Inclusion
	2 nd Session (7:30 PM-9:00 PM)	Prof R.K Mahto rkmahito23@gmail.com 9435174597	Department of Education Assam University, Silchar	Inclusive Education
18/12/24	1 st session (6:00 PM-7:30 PM)	Dr. Akhilesh Kumar akumar@tezu.ac.in 8078604 846	Tezpur university and MMTTC Director	
	2 nd Session (7:30 PM-9:00 PM)	Prof. (Dr.) A. Ranganath registrar@iutripura.edu.in 9436741389	Registrar, IUT	

Date: 10.12.24

1st Session (6:00 PM – 7:30 PM)

Resource Person Details

Name of the resource person: Prof. (Dr.) Prasenjit Dasgupta

Designation: Professor

Name of Institution: Institute of Chartered Financial Analysis of India (ICFAI) University, Tripura

Name of the Topic: Holistic and Multi-Disciplinary Education: Outcome Based Education

Sub Topic: Traditional education, Outcome Based Education

- a. Traditional education vs. outcome based education (OBE).
- b. Outcomes in outcome based education.
- c. Salient features of outcome based education.
- d. Traditional approach vs. transformational approach.
- e. Principles of outcome based education.
- f. Process of designing of outcome based education.
- g. Developing program educational objectives (PEOs).
- h. Processes for PEOs.
- i. Program outcomes.
- j. Mapping of course outcome & program outcome.

Key points:

- a. Shift in educational approach from a learning based to focus on learning outcome based.
- b. The role of an educator is to prepare them for the real world and to guide them to explore.
Example: In Airport earlier cabin baggage had to be tagged and later checked by CISF personals. Now a day it has been eliminated that saved a lot of time & that is how education system needs to be done & NEP is doing it right by providing “industry based education “.
- c. The importance of OBE is to seek more than theoretical knowledge; it craves for practical knowledge.
- d. National Education Policy has been designed to facilitate outcome based learning.
- e. Role of faculties will be to encourage and guide students to develop critical thinking and problem solving skills.
- f. Faculties must create an environment that encourages growth and skills.

No. of Participants joined at beginning of Session: 91

No. of Participants joined at ending of Session: 98

List of the participants: 106

Rapporteur name: Ambarish Majumder

Designation: PhD Scholar, Faculty of Management & Commerce

Institutions: ICFAI University Tripura.

Date: 10.12.24

Session 2nd Session (7:30 PM – 9:00 PM)

Resource Person Details

Name of the resource person: Prof. (Dr.) P. S. Srivastava

Designation: Principal of Faculty of Education

Name of Institution: Institute of Chartered Financial Analysis of India (ICFAI) University, Tripura

Name of the Topic: Holistic and Multi-Disciplinary Education: Multidisciplinary Education

Sub Topic: Holistic Education, Value Based Education, Multidisciplinary Education

- a. Concept of Holistic Education.
- b. Holistic Institutions.
- c. Human Values.
- d. Value Based Education & Lifelong education.
- e. Academic Bank of Credit (ABC).
- f. Multidisciplinary Education and Research Universities (MERUs)
- g. Research and innovation setting up.
- h. Multidisciplinary Educational Skills
- i. Multiple Exist Options

Key points:

- a. Holistic development of individuals by emphasizing more on body, mind and soul.
- b. Approaches to nurture the complete wellbeing of the students.
- c. Maintaining physical and mental wellbeing which has been recognized by Indian traditions and scriptures.
- d. Importance of guru-shishya relation in our culture.
- e. Gurukul education system emphasis more on community based learning.
- f. Renowned educational institutions such as Taxila and Nalanda & their field of studies.
- g. Emphasis on character building of students with the concept of honesty, love and integrity.
- h. Indian Knowledge System and Multilingualism

No. of Participants joined at beginning of Session: 97

No. of Participants joined at ending of Session: 92

List of the participants: 106

Rapporteur name: Ambarish Majumder

Designation: PhD Scholar, Faculty of Management & Commerce

Institutions: ICFAI University Tripura.

Resource Person Details

Name of the resource person: Prof. (Dr.) Dhananjay Datta

Designation: Professor & Dean Research @ Development

Name of Institution: The ICFAI University, Tripura

Name of the Topic: - Research & Development

Sub Topic: Research & Development in the context of National Education Policy (NEP) , 2020. India

Key points:

- a. Shift Towards Innovation and Research: Comprehensive overview of the NEP 2020 to transform the Indian education system through a research-driven approach, fostering culture of innovation, research, and critical thinking.
- b. Increased R&D Focus: Policy's features on budget allocation for R&D, research-oriented pedagogy integrating critical thinking and problem-solving skills into the curriculum. Supports emerging fields like artificial intelligence, robotics, and climate change to promote collaborations between academia and industry.
- c. Global Competitiveness and Research Excellence: Innovation and entrepreneurship policy to foster startup and patent filings, improve high-quality research competitiveness, international collaborations for global rankings.
- d. Addressing Societal Challenges: Climate change, healthcare, and sustainable development etc.
- e. Key Initiatives of NEP on R&D: National Research Foundation (NRF), The Indian Institute of Translation and Interpretation of Languages (IITIL), National Educational Technology Forum (NETF) etc. Categorizing institutions into Research Universities, Teaching Universities, and Autonomous Colleges for interdisciplinary research and incubation centers.
- f. Anticipated Impact on Research Culture: Policy's aim to strengthen the research ecosystem.
- g. Challenges to Implementation: Funding constraints, lack of infrastructure. Brain drain, of talented researchers, effective coordination and monitoring between institutions and government bodies.
- h. Strategies for Overcoming Challenges: Strategies can be taken as capacity building, promotion of public-private partnerships (PPPs), robust monitoring and evaluation framework, incentivizing for grants, awards, and career advancements etc.

No. of Participants joined at beginning of Session: 67

No. of Participants joined at ending of Session: 77

List of the participants

Rapporteur name: Madhurika De

Designation: PhD Scholar

Institutions: ICFAI University, Tripura

Resource Person Details

Name of the resource person: Prof. Annadurai

Designation: Professor

Name of Institution: Director Centre for educational Research Madurai Kamraj

Name of the Topic: - Higher Education

Sub Topic: Higher Education, society, Digital Education

Key points:

- a. Global Interconnectedness: Interconnection, multicultural environments, international collaborations, knowledge sharing, cultural adaptation, standardization, inclusiveness, accessibility.
- b. Digital Education: Digital classrooms, online learning platforms, AI and learning, remote access.
- c. Equity and Inclusivity: Equitable opportunities for socio-economic, cultural, and gender identities, support mechanisms of scholarships and inclusive curriculum.
- d. Higher Education and Society: Role on economic growth, technological advancement, equity, and community engagement for social progress.
- e. Innovation and Agility: Curricula as per industry, public funding to maintain balance between research and teaching quality.
- f. AI, Data Analytics, and Sustainability: Innovation, support experimentation, embrace new technologies and teaching methods. Prepare learners for continuous learning in a rapidly evolving world. Role of AI, virtual classrooms, and data analytics. Integrate sustainability, ethics, and civic engagement into curricula and research, produce graduates responsible global citizens who can address global challenges like climate change and inequality.
- g. Conclusion: Innovation, inclusivity, and societal engagement to navigate 21st-century challenges and opportunities.

No. of Participants joined at beginning of Session: 61

No. of Participants joined at ending of Session: 63

List of the participants

Rapporteur name: Madhurika De

Designation: PhD Scholar

Institutions: ICFAI University, Tripura

Date: 12.12.24
1st Session (6:00 PM – 7:30 PM)

Resource Person Details:

Name of the resource person: Baby Pushpa Sinha

Designation: Professor Name of Institution: Assam University, Silchar

Name of the Topic: Multilingual Classroom: Teaching Strategies for Effective Classroom Management

Key points: Theological enhancements, Multilingual classroom, Multilingual language, Teaching strategies.

- (i) Adapting to the 21st Century: The Evolving Role of Teachers in Education
- (ii) The Role of Technology in Modern Education
- (iii) Multilingual classroom
- (iv) Challenges and Solutions for Multilingual Classrooms Under NEP 2020
- (v) Teaching strategies in effective classroom management

Strategies in effective classroom management

- a. Incorporation of technology
- b. Conducive environment
- c. Translanguaging
- d. Bilingual education
- e. Collaborative learning
- f. Treating all language equally
- g. To make the best use of non-verbal gestures

No. of Participants joined at beginning of Session: 53 members

No. of Participants joined at ending of Session: 73 members

List of the participants:

Rapporteur name, designation, and institutions: Shaheb Choudhury, Ph.D. Scholar Department of Physics,
The ICFAI University Tripura

Resource Person Details

Name of the resource person: Dr. Swarnali Nath Choudhury

Designation: Professor

Name of Institution: The ICFAI University Tripura

Name of the Topic: Information and Communication Technology: Institutional LMS

Sub Topic: Learning Management

Key points: Learning Management System, Enhancing Teaching and Learning with Moodle, To enable self-registration in Moodle, Four-quadrant instructional design, as per the MHR.

- i. A learning management system (LMS) is a software
- ii. Enhancing Teaching and Learning with Moodle
- iii. Benefits of using Moodle:
 - a. Flexibility and Customization
 - b. User-Friendly Interface
 - c. Supports Blended and Online Learning
 - d. Interactive Learning Tools
 - e. Scalable and Cost-Effective
 - f. Assessment and Feedback
 - g. Progress Tracking and Analytics
 - h. Accessibility
 - i. Integration Capabilities
 - j. Mobile Compatibility
- iv. To enable self-registration in Moodle
- v. Four-quadrant instructional design, as per the Moodle:
 - a. e-Tutorial (Quadrant 1): Video lectures (recorded or live), Multimedia presentations (animations, simulations, etc.), Demonstrations to enhance conceptual understanding
 - b. e-Content (Quadrant 2): (i) PDFs, e-books, and handouts, (ii) PowerPoint presentations with notes, (iii) Supplementary resources, such as web links and study guides
 - c. Discussion Forum (Quadrant 3): Asking questions and sharing ideas, Chat groups or moderated Q&A sessions, Peer-to-peer discussions to promote collaborative learning.
 - d. Assessment (Quadrant 4): (i) Quizzes, assignments, and tests (both formative and summative), (ii) - MCQs, short-answer, and long-answer assessment, (iii) Feedback mechanisms for continuous learning improvement.

The Four-Quadrant Instructional Design ensures that online learning environments are holistic, providing content delivery, active engagement, self-paced learning, and assessment to meet diverse learner needs effectively.

No. of Participants joined at beginning of Session: 79 members

No. of Participants joined at ending of Session: 70 members

List of the participants:

Rapporteur name, designation, and institutions: Shaheb Choudhury, Ph.D. Scholar Department of Physics,
The ICFAI University Tripura

Date: 13.12.24
1st Session (6:00 PM – 7:30 PM)

Resource Person Details

Name of the resource person: - Prof. Sudeshna Bhattacharjee

Designation: - Professor & HOD Department of Sanskrit

Name of Institution: - Gauhati University, Guwahati

Name of the Topic: - Indian Knowledge Systems (IKS) & Higher Education

Key points: - Indian Knowledge Systems (IKS), Ancient Universities, Interdisciplinary Research, Empirical Foundations, Vrikshayurveda, Samhitas, Dharma, Arthashastra, Mantras, National Education Policy (NEP 2020).

- i. Role of IKS in Modern Higher Education
- ii. Empirical Foundations of IKS
- iii. IKS and Sustainability
- iv. Importance of Samhitas in the Indian Knowledge System (IKS)
- v. Meaning of Dharma in the Indian Knowledge System (IKS)
- vi. Present-Day Importance of Mantras
- vii. Indian Knowledge Systems (IKS) is Mandatory in Education.

No. of Participants joined at beginning of Session: - 66 Members

No. of Participants joined at ending of Session: - 60 Members

List of the participants: -

Rapporteur name, designation, and institutions: - Priya Deb, Ph.D. Scholar, Department of Physics, The ICFAI University Tripura

Date: 13.12.24
Session 2nd Session (7:30 PM – 9:00 PM)

Resource Person Details

Name of the resource person: - Dr. Raj Sharan Shahi

Designation: - Associate Professor Department of Education

Name of Institution: - School of Education Babashaheb Bheemrao Ambedkar University (BBAU) Lucknow

Name of the Topic: - Holistic Development and Evaluation

Sub Topic: - Holistic Development, NEP, 360° Assessment

Key points: -

Spiritual Development t in NEP 2020

Holistic Development in NEP 2020 and the Role of a Committed Teacher

Intellectual growth,

Emotional development,

Social awareness,

Ethical value,

Commitment to Basic Human Society,

Community engagement,

Social responsibility,

Contextual Competency,

Adaptability,

360° Assessment in NEP

No. of Participants joined at beginning of Session: - 58 Members

No. of Participants joined at ending of Session: - 62 Members

List of the participants: -

Rapporteur name, designation, and institutions: - Priya Deb, Ph.D. Scholar, Department of Physics, The ICFAI University Tripura

Resource Person Details

Name of the resource person: Prof. H, Ramanda Singh

Designation: Dean

Name of Institution: Jawaharlal Nehru School of Management Studies Assam University, Silchar

Name of the Topic: - Academic Leadership

Sub Topic: Academic Leadership

Key points:

Concept of Academic Leadership: Responsibility of academic leaders for setting the strategic direction, managing and collaboration skills.

Strategic Vision: Assessing the environment, understanding stakeholder goals and values, and using this knowledge to guide the institution's planning and future projections.

Distinction between collaboration and cooperation: Collaboration involves joint efforts to achieve shared goals, whereas cooperation focuses on individual contributions that collectively support a common objective.

Definition of Leadership: The process of influencing others to achieve specific goals within a given context. Stakeholders include anyone affected by the institution's actions, such as students, staff, investors, communities, governments, and professional associations.

Key Characteristics of Effective Leadership: Goal Focused, good communication skills, problem-solving abilities, organizational skills etc.

Roles and Responsibilities: Teaching, research, student support, program development, tutoring. shaping curricula, updating with industry trends, student supportive and contribution to institutional growth. Fostering the diversity and inclusion, team inspiration and innovative.

Leadership and Collaboration: Inspire growth lead by example, delegate tasks, and build strong frameworks for collaboration. Appreciate diversity and inclusivity to create a supportive environment.

The Balance of Skills: Effective academic leadership involves a balance of strategic foresight, operational efficiency, strong communication, problem-solving, and a commitment to institutional development. Focus on inclusivity and diversity for sustainable progress.

This framework presents a multifaceted view of academic leadership, combining vision, operational skills, and an emphasis on collaboration, communication, and inclusivity.

No. of Participants joined at beginning of Session: 35

No. of Participants joined at ending of Session: 60

List of the participants

Rapporteur name, designation, and institutions. Madhurika De, Research Scholar, The ICFAI University, Tripura

Date: 14.12.24
Session 2nd Session (7:30 PM – 9:00 PM)

Resource Person Details

Name of the resource person: - Dr. A. Subramanian

Designation: Former Professor, Madras University

Name of Institution:

Name of the Topic: - Curriculum, pedagogy and Assessment

Sub Topic: Curriculum, Pedagogy and Assessment

Key points:

Fundamental components of curriculum, pedagogy, and assessment, their interconnectedness in the educational process in the context of the National Education Policy (NEP) 2020.

Curriculum: Comprehensive set of courses, content, learning experiences, and planned activities. Educational objectives, materials, teaching methods, assessments, and various strategies for systematic teaching-learning process. Guides students through a structured learning journey, acquiring knowledge, developing skills, and fostering attitudes for personal and professional growth.

Types of Curriculum: Explicit, implicit, activity-based, competency-based, integrated, and null curricula to cater various educational needs and help shape a more holistic learning experience.

Pedagogy: UNESCO describes pedagogy refers to the theory and practice of teaching and learning. Involves various methodologies, techniques, and principles to guide educators. Key components include teaching methods, learning environments, assessment strategies, student engagement, inquiry-based learning, the Socratic method, and flipped classrooms.

Assessment: Collecting and analyzing data to evaluate student progress. The NEP advocates learner-centered, inclusive, and aligned with global best practices assessments. It emphasizes diagnostic assessment to identify students' existing knowledge and learning needs before instruction begins.

Integration of Curriculum, Pedagogy, and Assessment: integration of curriculum, pedagogy, and assessment is pivotal in creating an educational environment that nurtures critical thinking, creativity, and personal growth. NEP 2020 advocates for a holistic approach that incorporates flexible, student-centric learning methodologies, while ensuring that education remains relevant to both societal needs and global standards.

No. of Participants joined at beginning of Session: 60

No. of Participants joined at ending of Session: 20

List of the participants:

Rapporteur name, designation, and institutions. Madhurika De, Research Scholar, The ICFAI University, Tripura

Resource Person Details

Name of the resource person: - Prof Bhartendu Singh

Designation: Dean

Name of Institution: School of Economics, Management and Information science Mizoram University, Aizawl

Name of the Topic: - Skill Development

Sub Topic: Skill Development, Skill Gap, Pradhan Mantri Kaushal Vikas Yojana

Key points:

➤ **Hard Skills and Soft Skills**

Hard Skills: Specific, teachable, and measurable abilities directly related to a job. Examples: Technical skills (e.g., computer programming), Language proficiency (e.g., foreign languages), Mathematical abilities (e.g., financial analysis), Certifications (e.g., project management)

Soft Skills: Interpersonal and intrapersonal traits that help individuals interact effectively with others, harder to quantify. Examples: Communication skills (verbal and non-verbal), Leadership abilities (team management), Problem-solving (creative thinking), Emotional intelligence (empathy).

➤ **Skill Gaps:** Mismatch between the skills employers require and the skills employees possess. Impacts on the followings: Reduced productivity, Increased staff turnover, Lower morale and work quality, Inability to expand business and loss of revenue.

Identifying Skill Gaps: Key questions to identify skill gaps: What skills are most valued by our company? What skills are needed to stay competitive? Which skills are emerging in the industry?

➤ **Skilling vs. Skill Development:**

- **Skilling:** Acquiring new abilities or enhancing existing ones.
- **Skill Development:** The process of identifying skill gaps and working to improve or acquire the necessary skills.

➤ **Types of Skill Development:** Upskilling, Cross-skilling and Reskilling.

Five Levels of Skill Development: Awareness, Knowledge, Exposure, Experience, Expertise

- **Tips for Developing Professional Skills:** Observe other professionals, Attend conferences and workshops, Resolve workplace conflicts, Ask questions and seek feedback, Practice self-care and foster positive relationships
- **Top Online Learning Platforms for Skill Development:** GROW, SWAYAM, LinkedIn Learning, Coursera, edX, Udemy, Skillshare, MasterClass, Unacademy.
- **On-Demand Skills Across Industries:** Cognitive skills, engagement skills, management skills, technology skills, ethics, self-efficacy, collaboration, adaptability, problem-solving, digital literacy, and data fluency.

- **Flagship Programs from Ministry of Skill Development: Pradhan Mantri Kaushal Vikas Yojana-** A key initiative to enhance skills in various sectors.

No. of Participants joined at beginning of Session: 51

No. of Participants joined at ending of Session: 64

List of the participants

Rapporteur name, designation, and institutions. Madhurika De, Research Scholar, The ICFAI University, Tripura

Date: 16.12.24
Session 2nd Session (7:30 PM – 9:00 PM)

Resource Person Details

Name of the resource person: - Dr. Preeti. K Suresh

Designation: Professor

Name of Institution: University Institute of pharmacy, Program director of Malviya Mission teacher training Centre

Name of the Topic: - Research and Development

Sub Topic: Strengthening Research, Anushandhan National Research Foundation (ANRF)

Key points:

Challenges in Higher Education: Fragmented Ecosystem, Quality Education Gaps, Governance Issues.

Key Impacts of National Education Policy (NEP) 2020: Skill Development, Inclusivity, Open and Distance Learning, National Research Foundation (NRF), Multidisciplinary Education, Flexible Education System.

Innovation and Global Landscape: Innovation- Practical implementation of new ideas and technological improvements that can lead to revenue generation. **Global Tech Startups-** USA ranks first, and India is positioned fifth in the global tech startup landscape.

Research and Development in India: Government Initiatives, Vaccine Production, Research and Innovation. India has established a strong presence in both human and livestock vaccines, producing over 50 indigenous vaccines and meeting more than 60% of the world's demand.

Anushandhan National Research Foundation (ANRF): Establishment: The ANRF, created on February 5, 2024, aims to support research and development across India's universities, colleges, and research labs, promoting a nationwide culture of research and innovation.

Connecting Teaching and Research: Various methods to link teaching and research, including lectures, guest speakers, videos, podcasts, webinars, seminars, tutorials, and workshops. Interdisciplinary research Approach to foster innovation, enhance research quality, bridge theory and practice, and address complex societal issues.

No. of Participants joined at beginning of Session: 52

No. of Participants joined at ending of Session: 35

List of the participants

Rapporteur name, designation, and institutions. Madhurika De, Research Scholar, The ICFAI University, Tripura

Date: 17.12.24
1st Session (6:00 PM – 7:30 PM)

Resource Person Details

Name of the resource person: Prof Veera Gupta

Designation: Honorary Director of Malaviya Mission Teacher Training Centre (MMTTC) Department of Teachers Training & Non-Formal Education

Name of Institution: Jamia Millia Islamia, New Delhi-110025

Name of the Topic: Student Diversity and Inclusion, Inclusive Teaching Strategies

Sub Topic: Definition and Concept, Student Diversity and Inclusion, Teaching Strategies, Student Support Systems

Key points:

1. Definition and Concept:

- **Student Diversity:** The presence of differences in students, such as cultural, racial, ethnic, linguistic, socioeconomic, and abilities.
- **Inclusion:** Creating an environment where all students, regardless of their differences, feel valued, respected, and have equal opportunities to succeed.

2. Types of Student Diversity:

- **Cultural Diversity:** Different cultural backgrounds, traditions, and languages.
- **Racial and Ethnic Diversity:** Students from various racial and ethnic groups.
- **Socioeconomic Diversity:** Students from different economic backgrounds.
- **Disability and Learning Differences:** Including students with physical or mental disabilities or those with learning differences.

3. Importance of Student Diversity and Inclusion:

- Encourages empathy, tolerance, and understanding among students.
- Prepares students for a globalized world by fostering awareness of diverse perspectives.
- Promotes equity and equal access to educational opportunities.

4. Challenges in Achieving Inclusion:

- **Unconscious Bias:** Implicit stereotypes or attitudes that affect teaching and student interaction.
- **Limited Resources:** Lack of training, funding, or support for implementing inclusive practices.
- **Cultural Barriers:** Misunderstanding of students' cultural backgrounds.
- **Social Exclusion:** Marginalization of certain groups of students due to discrimination or lack of support.

5. Benefits of Student Diversity and Inclusion:

- **Academic Improvement:** Diverse perspectives improve critical thinking and problem-solving skills.
- **Social Skills Development:** Promotes respect, collaboration, and teamwork.
- **Long-Term Impact:** Prepares students to thrive in a multicultural, global society.

6. Inclusive Teaching Strategies:

- **Differentiated Instruction:** Tailoring teaching methods to meet diverse student needs.
- **Collaborative Learning:** Group work that fosters inclusion and mutual respect.
- **Culturally Responsive Teaching:** Adapting lessons to reflect diverse cultural perspectives.

7. Role of Teachers and Educators:

- Foster an inclusive classroom culture by respecting and celebrating differences.
- Continuously educate themselves on diversity and inclusion issues.
- Actively involve students from diverse backgrounds in the classroom.

8. Student Support Systems:

- **Counselling Services:** Offering guidance and mental health support to diverse students.
- **Peer Mentoring:** Encouraging students to support and learn from each other.
- **Inclusive Clubs and Extracurricular Activities:** Creating spaces where all students feel they belong.

9. Case Studies and Successful Examples:

- Examples from schools or educational institutions that have successfully implemented diversity and inclusion initiatives, such as multicultural events, inclusive curriculum, or peer support programs.

10. Future Directions and Recommendations:

- **Policy Implementation:** Schools should implement policies that ensure diversity and inclusion at all levels.
- **Teacher Training:** Continuous professional development in inclusive teaching practices.
- **Community Engagement:** Involving families and communities in diversity and inclusion efforts.

Resource Person Details

Name of the resource person: Prof R.K. Mahto

Designation: Professor (Department of Education)

Name of Institution: Assam University, Silchar

Name of the Topic: Inclusive Education

Sub Topic: Benefits of Inclusive Education, Barriers to Inclusive Education, Role of Stakeholders

Key points:

1. Introduction

- Definition of inclusive education: Inclusive education integrates all learners, regardless of ability, background, or challenges, into the same learning environment.
- Importance of equity and accessibility in education.

2. Benefits of Inclusive Education

- Academic and social development for students with and without disabilities.
- Promotes diversity, empathy, and mutual respect in classrooms.
- Encourages lifelong learning and societal inclusion.

3. Barriers to Inclusive Education

There are many types of barriers to Inclusive Education, such as

- **Institutional barriers:** Lack of resources, infrastructure, and funding.
- **Systemic barriers:** Rigid curricula, Inequitable policies and bureaucratic inefficiencies.
- **Social barriers:** Stigma, discrimination, and lack of awareness.
- **Infrastructural barriers:** Inaccessible infrastructure, limited resources and high pupil-to-teacher ratios (PTR).
- **Teacher challenges:** Needs to be more training or large class sizes.
- **Cultural & Linguistic barriers:** Language of instruction, lack of multilingual resources, cultural insensitivity.
- **Financial Constraints.**

4. Key Teaching Strategies: Lecture-based Instruction, Active Learning, Inquiry-based Learning, Flipped Classroom, Project-based Learning, Cooperative Learning, ICT Mediated Learning and **Assistive Technology:** Using text-to-speech software, hearing aids, or tactile learning aids.

6. Shift in Perceptions

- **Global Initiatives:** Un Convention on the Rights of Persons with Disabilities (CRDP), Salamanca Statement, Sustainable Development Goals (SDGs).
- **Indian Initiatives:** Sarva Shiksha Abhiyan(SSA), The Right to Education (RTE) Act. 2009, National Education Policy (NEP) 2020.

7. Role of Stakeholders

- **Government:** Policy-making, funding, and monitoring inclusive programs.
- **Schools and Institutions:** Providing training, and resources, and ensuring accessible infrastructure.
- **Teachers:** Creating a welcoming and accommodating classroom environment.

No. of Participants joined at the beginning of the Session: 49

No. of Participants joined at the end of the Session: 56

Rapporteur name: Himangshu Nath

Designation: PhD Scholar

Institutions: ICFAI University Tripura

Resource Person Details

Name of the Resource Person : Dr. Akhilesh Kumar

Designation: MMTTC Director

Name of the institution: Tezpur University

Name of Topic: Research and Development

Sub Topic: Research and importance of Research

- Focus on Research in NEP 2020.
- Problem with Indian Higher Education System (NEP 2020, S 9.2, PG – 33)
- Primary activities of the NRF.
- Philosophical aspects of Research, Research problems and Research Design.
- Academic Integrity and Forms of Academic misconduct
- Origin of word plagiarism

Key points:

- Discussed briefly about the importance of Research and the types of Research.
- Discussed about the NEP 2020 and the policy's vision and the key changes that has been introduced to the current system.
- Major problems faced by higher education system.
- Discussed about the philosophical aspects of Research, broadly described Research Design.
- Discussed about academic misconduct and plagiarism.
- Demonstrated a Research Paper from The LANCET, titled as "Chloroquine or hydroxychloroquine and its role in covid 19 and why it is hazardous."

No. of Participants in the beginning: 59

No. of Participants in the end: 56

List of the participants: 106

Rapporteur name: Debarpita Naha

Designation: Research Scholar

Institution: The ICFAI University Tripura, FLA

Resource Person Details

Name of the Resource Person: Prof. (Dr) A. Ranganath

Designation: Registrar

Name of the institution: The ICFAI University Tripura

Name of Topic: Higher Education and Society

Sub Topic:

- Institution of Marriages
- Income
- Autobiography of two eminent people: Visvesvaraya, M and Kurien, Verghese.
- Higher Education in India
- Financial Gain and Tax Revenue
- Improved Health Outcomes
- Social Support Networks
- Key Changes to the current system

Key points:

- Discussed about life expectancy and fertility rate.
- Discussed about the autobiographies of two eminent people: Visvesvaraya, M and Kurien Verghese .
- Elaborated about HEI.
- Elaborately described about financial gains and tax revenue.
- Educational Policy in Independent India
- 21st Century Requirements
- Question answer session.

No. of Participants in the beginning: 60

No. of Participants in the end: 38

List of the participants: 106

Rapporteur name: Debarpita Naha

Designation: Research Scholar

Institution: The ICFAI University Tripura, FLA

Valedictory Programme

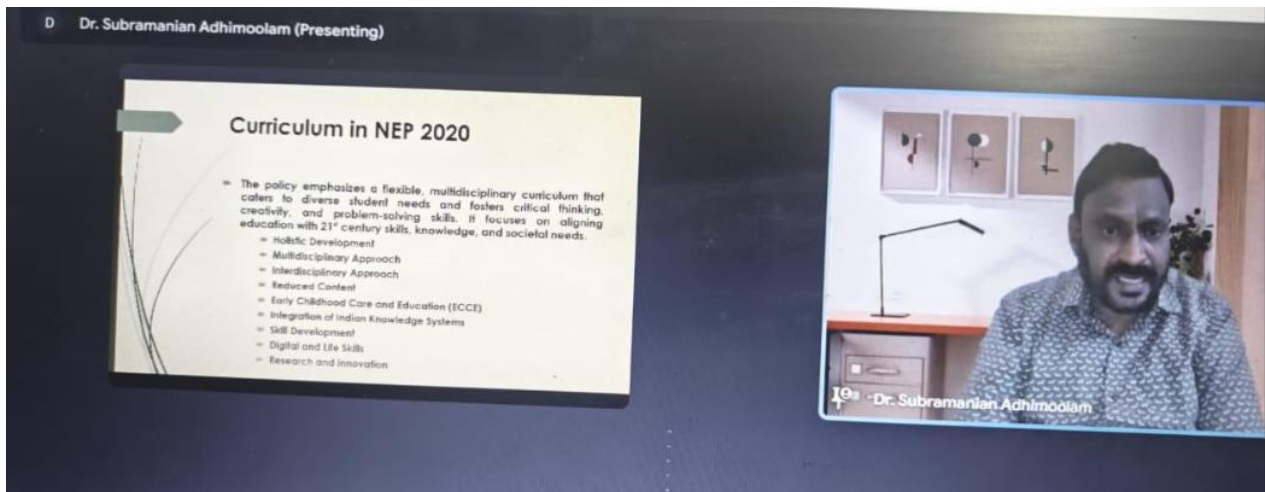
Date: 18.12.24

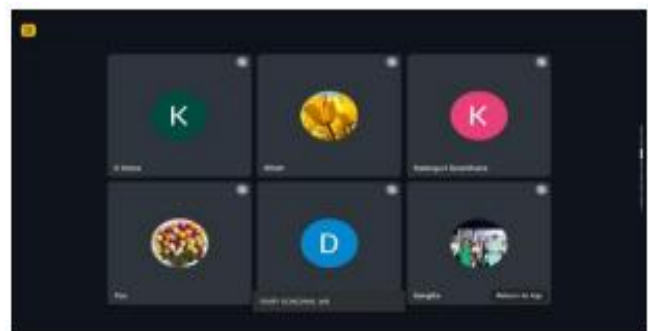
5:30 PM to 6:00 PM

The valedictory programme commenced with the presentation of the programme report by Prof. Ajay Kumar Singh, Deputy Director of UGC-MMTTC, Assam University Silchar. This was followed by a speech from Dr. A. Ranganath, Registrar of The ICFAI University, Tripura. The valedictory address was delivered by Prof. R. Balakrishnan, Director of MMTTC, Assam University, Silchar.

Finally, Dr. Dilip Nath, Course Coordinator, expressed his gratitude and delivered the vote of thanks to everyone, bringing the programme to a close.

Glimpse of the Programme





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