



REPORT ON TRAINING OF MASTER TRAINERS

19 - 21 July 2022

**Kurukshetra University,
Kurukshetra, Haryana**

**Northern Regional Centre
(Punjab, Haryana, Himachal Pradesh,
Delhi & Chandigarh)**

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BACKGROUND

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to Ministry of Human Resource Development (MHRD) about “Fostering Social Responsibility and Community Engagement of Higher Education Institutions (HEIs)” in India contain several important elements for the new policy ⁽¹⁾. The National Education Policy (NEP) announced by the Government of India in 2020 has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the new policy, as exemplified through the below lines:

“The purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (pg. 5).”

Unnat Bharat Abhiyaan (UBA) 2.0 was launched by the MHRD, UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of reforming the curriculum at the level of UG and PG to instil the concept of Rural Community Engagement and Social Responsibility. The purpose is to ensure that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university.

The latest guideline by UGC provides the National Curricular Framework and Guidelines for “Fostering Social Responsibility and Community Engagement” of HEIs in India. It has been developed by the Expert Group through a series of consultations over this period. It has been revised to include key recommendations of NEP 2020. The experiences of the Covid-19 pandemic and responses by students, faculty, and staff of HEIs during the same have been incorporated in this revision. The NEP 2020 endorses the in UGC framework that “local knowledge and wisdom of our rural and tribal communities must be valued” in undertaking

1 https://www.ugc.ac.in/pdfnews/1906947_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf

research. Local community can be involved in partnership with students and researchers to find innovative local solutions and adaptation of appropriate technology to the challenges faced by them. The students as primary stakeholders in higher education must have many opportunities for participation in community service projects, like UGC's recent guidelines on community-based internship and field-based courses.

As per the guidelines issued by University Grants Commission (vide letter of the Secretary UGC to all Vice- Chancellors dated December 23, 2021), a first batch of 30- 40 Master Trainers (MT's) will be trained in Community Based Participatory Research (CBPR) methodology. It was proposed that each batch of selected MT's would undergo residential training at Regional Centres before they start teaching this course, led by a team of UGC appointed experts in Community-based Participatory Research. The objective for training the MT's is threefold: (a) to understand the framework of UGC/UBA course "Fostering Social Responsibility & Community Engagement"; (b) understand the Principles & Methodology of CBPR underlying field- based Learning; (c) to strengthen competencies in use of various methods of CBPR through field practice.

Given the situation of Covid-19 pandemic in the country, the first two modules – Understanding Community University Engagement and Understanding Principles and Methodology of CBPR, was held online on January 27 and February 15, 2022, respectively. However, several aspects of learning CBPR methodology entails competencies and skills which are best learnt in face-to-face practice in the field itself. In lieu of this, a 3 day face-to-face residential training programme is going to be held in all the 7 Regional Centres. So far, six trainings were conducted –

- Western Regional Centre at Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Maharashtra from 20th April to 22nd April 2022
- Southern Regional Centre at Gandhigram Rural Institute (Deemed to be University), Dindigul, Tamil Nadu from 27th April to 29th April 2022
- Eastern Regional Centre at Central University of Odisha, Koraput, Odisha from 7th June to 9th June 2022
- Central Regional Centre at National Law University, Bhopal, Madhya Pradesh from 16th June to 18th June 2022
- Northern Regional Centre at Dayalbagh Educational Institute, Agra, Uttar Pradesh from 15th July to 17th July 2022

This report will be documenting the sixth training programme that was held from 19th July to 21st July 2022, in the Northern Region at the Kurukshetra University, Kurukshetra (KUK), Haryana.

MASTER TRAINERS' TRAINING PROGRAMME (3-Day Training Workshop)

A three-day workshop was held in the Kurukshetra University, Kurukshetra, Haryana to train the Master Trainers' in the CBPR methodology. The training was held from 19th July – 21st July 2022 where 27 MTs' from across 3 states and 2 union territories of Northern India – Punjab, Haryana, Himachal Pradesh, Delhi & Chandigarh had participated. Dr Rajesh Tandon (UNESCO Chair on Community-Based Research and Social Responsibility in Higher Education & Founder-President, PRIA, New Delhi) and Dr Anshuman Karol were the co-facilitators for the training programme. During the course of the training, they trained the MTs' in various CBPR methodology both in theory and practice – through field visits.

DAY 1

SESSION 1: INAUGURAL SESSION

The session was moderated by Dr Neeraj Batish (Assistant Professor, Dept. of Law, KUK), and he invited Dr. (Mrs.) Manjula Chaudhary (Dean, Academic Affairs, KUK) to deliver the welcome address. In her address, Dr. Chaudhary first welcomed the Chief Guest of the inaugural session – Prof. V. K. Vijay, (IIT-Delhi & National Coordinator-UBA), Prof. Som Nath Sachdeva (Hon'ble Vice Chancellor, KUK), Dr. Rajesh Tandon (member of the UGC Expert Group) and then all the various dignitaries and participants who had joined the inaugural session virtually. Afterwards, Dr. Sunil Kumar (Regional Coordinator, UBA, KUK) presented the schedule of the 3-day training program and encouraged the make good use of it.



Dr. Batish then invited the Chief Guest, Prof. V K Vijay to address the gathering. In his address, he emphasised that as long as we don't connect with the knowledge on the ground, we can't make any developments or advancements in our country. It is important for students and teachers from universities of the country to connect with grassroots communities in order to gain a better understanding of the lived realities. He said, "Since our country has the most youth, we need to ensure that they are equipped with necessary skills to make their lives easier and enable them to serve our society and country well." The younger generation should know the importance of community engagement and social responsibility, and this is rationale behind UGC's mandated 2-credit course as recommended made by the UGC Subject Expert Group. This creates an opportunity for the students in identifying challenges and then developing appropriate solutions for the growth of rural villages and its people.

In his address, Dr. Rajesh Tandon highlighted that much of the world's knowledge isn't found in universities, libraries, or research. Rather, it comes from everyday lived realities of people, which they have accumulated over the years. "Humanity does not deserve to be destroyed by the pride of our academic knowledge", he said. Unless the new technology incorporates local experience-based knowledge, ongoing challenges related with issues, like climate change, may not be adequately addressed. Therefore, interaction and engagement with the community must be an ongoing process. He concluded that higher education institutions may lose their recognition and its significance over time if they do not build a mutually respectable relationship with the communities.

During his presidential address, Prof. Som Nath Sachdeva stated that, "the agricultural sector provides a living to a large number of people, but their income is very low which causes a disconnect between urban development and rural development." Even though the country has been known as the youngest in the world and its youth has achieved heights in many fields, rural unemployment is still a problem. "In the following years after their studies, most young people look for government jobs; youths should be equipped with skills that enable them to think about themselves as job providers rather than job seekers", he said. Encouraging the UGC and UBA for introducing the two-credit course on community-based participatory research for the students,



Prof. Sachdeva said, "It is the need of the hour to link academic curriculum and practically evaluate the daily challenges that community face." In conclusion, he expressed the hope that these CBPR methods would regularly assist the MTs in carrying out field-based community engagement with students across the country in

order to establish meaningful connections with the community.

The session ended with a vote of thanks delivered by Prof. Vanita Dhingra (Professor, Dept. of Social Work, KUK).

SESSION 2: INTRODUCTORY SESSION WITH MASTER TRAINERS'

The session began with a round of introductions of the MTs but before that the MTs were asked to write their names on their participant ID without any prefixes. This session was an opportunity for MTs to introduce themselves, their educational discipline and explain why they registered for the training. MTs came from diverse disciplines such as Economics and Finance, Nursing, Fashion Designing, Cosmetology, Music, Forensic Science among others.



SESSION 3: UNDERSTANDING THE PRINCIPLES OF CBPR & UGC'S TWO-CREDIT COURSE CONTENT & STRUCTURE

Following the introductions of the MTs, Dr. Tandon emphasised on the basic principles of the participatory research. Students should be respectful of and appreciate community-based experiential knowledge. To achieve this, we must understand the economic and lived realities of the people living in communities. In this context, he briefly touched upon the concept of Community University Engagement (CUE) and its basic principles as described in the National Curriculum Framework & Guidelines issued by UGC:

- **Mutual learning and respect** are the key elements of community engagement. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences.
- Involvement with the community should be **university and discipline-wide**, not only just for a few social science disciplines.
- As part of their assessments, **students should earn credits for participating.**
- Teachers, researchers, and administrators in HEIs should be evaluated for their involvement and contributions to community engagement. **Credit should also be given to teachers for their engagement activities.**

- HEIs should **establish organic and long-term ties with their local institutions**. Local governments, district administrations, entrepreneurs, businesses, and local non-profit organizations fall into this category.

In addition to elaborating on the principles, he explained the proposed structure of the 2- credit course. The 2-credit course has two parts:

- 1) One credit for online learning through Massive Open Online Course (MOOC).
- 2) One credit for field-based learning.

Suggested Course Design:

- Unit One: Understanding Local Realities.
- Unit Two: Understanding Local Institutions.
- Unit Three & Four: Practical understanding of a selected issue through a small group field project (3-4 students each).
- Unit Five: Teams of students present their findings to that community, institution or agency and have a discussion with them.

Once the master trainers complete their training from this programme, they have two roles -

- Teach the course to their own students.
- Co-train other teachers from different disciplines on how to teach the course to their students.

SESSION 4: UNDERSTANDING LOCAL REALITIES

Learning CBPR Methods – Transect Walk and Social Mapping

Dr. Tandon introduced two familiarising methods of CBPR, i.e., transect walk and social mapping. Transect walk is used to acquire a first-hand understanding of the local reality of the community. The purpose of the transect walk is to develop a clear understanding of the informal settlements by identifying its location, geographical spread, housing, livelihood, composition, water bodies and availability of services. The information collected during the walk would be used to draw a map based on which further discussions will be held amongst the participants.

Click [here](#) for the short video clip of the master trainers doing transect walk.

Briefing before Transect Walk:

- Drop official designations – avoid calling sir/ma'am
- Introduce yourself – who, what and why; also ask for their introductions
- Have a comfortable conversation – be mindful of your body language
- Learn from them, not teach them
- Avoid using your mobile phones
- Adjust in the functioning of the community; don't try to disturb it
- Avoid making any conversations on political or religious matters

Afterwards, social mapping was discussed, which is a method for combining geographic maps with social elements such as houses, shops, water taps, fields, visible buildings, roads and so forth.

Briefing before Social Mapping:

- Conversation should be facilitated by 1-2 persons; others must listen and note
- Make use of all your senses
- Generate conversations with them – not amongst yourselves
- Ask open-ended questions – do not interrupt or influence them

SESSION 5: FIRST FIELD VISIT

Five groups of MTs were formed with a good balance of men and women in each group. MTs were asked to observe and develop an understanding of the community without any prejudices and presumptions. Each group was given a particular location in a near-by village, and they spent almost 1-1.5 hours walking around and collecting information from the villagers. MTs were asked to share their findings the following day during the debriefing session.





DAY 2

SESSION 1: PRESENTATIONS AND DEBRIEFING OF FIRST FIELD VISIT

On the second day, the MTs, in their respective groups, presented their reflections and observations from the first field trip. The groups were given sometime to discuss amongst themselves and then present their findings about community's structural and socio-economic conditions in 7 to 8 minutes.



Principles derived from debriefing session:

- Observe and listen patiently – do not ask many questions.
- Don't make any haste assumptions.
- Make them comfortable – develop a great rapport and give them time to answer your questions.
- Don't teach them – learn from them.
- Discussion should always be conversational – never interrupt others.
- Respect them and their knowledge

SESSION 2: UNDERSTANDING LOCAL INSTITUTIONS

During the group presentations, MTs had mentioned a list of every institution they had seen during the Transect walk in the village. Dr. Tandon explained that the purpose of the second field visit is to understand and focus on the following points during their second field visit:

- What is the purpose of the institutions?
- What is the structure of the institutions?
- What are the activities that are carried out in the institutions?
- What all challenges do they face?
- From where do they get the resources and who are the main beneficiaries?

The institutions for the second field visit in the village were –

- Panchayat & Self-help groups
 - Anganwadis
 - Primary Health Centre
 - Primary School
 - Banks/Cooperative Society
- } Mirzapur Village

SESSION 3: SECOND FIELD VISIT

In the 2nd field visit, the MTs spent around 1.5 – 2 hours in the village, in their respective groups, during which they visited various institutions and interacted with the stakeholders associated with it.



SESSION 4: PRESENTATIONS AND DEBRIEFING OF SECOND FIELD VISIT

After the field visit to the local institutions, MTs were given 45 minutes to discuss amongst themselves and collate information for the above-mentioned questions. They presented their findings using creative methods such as role plays, music, theatre etc instead of using an article or a PowerPoint presentation. Each group was then given 8 minutes to present their findings focused on two questions:

- What is working properly in those institutions?
- What can be improved?

Principles derived from the debriefing:

- It is important that presentations are informative, engaging, and relatable to others
- Presentations should have a link with the findings and the study – focus on the aim of your visit
- Negative aspects and positive aspects of your findings should be highlighted in the presentations
- Encourage conversations between stakeholders and students – asking questions can improve understanding of the community

As part of the two-credit course program, teachers are required to facilitate similar discussions with the students and encourage them to share their findings.

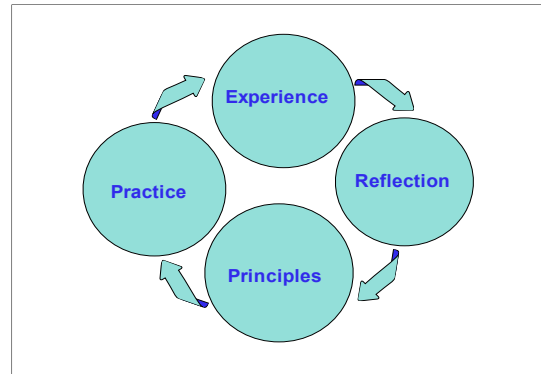


DAY 3

SESSION 1: EXPERIENTIAL LEARNING

In this session, the MTs were again asked to reflect individually on their field trips and to note down what they have learned about the process of community engagement. Dr. Tandon stressed that each and every field experience should be critically reflected on, otherwise the visit will be nothing more than tourism and no learning will happen. We must reflect individually and then with the group as a way of shared learning. These *reflections* produce *principles*

– in everyday life these are our do's and don'ts. Once we get the principles, we use those principle in our *practice*. Reflections help us refine our principles. Experiential learning is a fundamental principle of CBPR.



SESSION 2: LEARNING CBPR METHODS: VENN DIAGRAM

Dr. Tandon facilitated this session where he demonstrated one of the frequently used methods to understand the functioning, effectiveness, and accessibility of local institutions – the Venn Diagram/Chapati Diagram. In this method, each group was asked to note down institutions in circular charts (of different sizes) based on their importance to the village community. The biggest circle signifies the most important institutions while the smallest signifies the least important. Each group (with common consensus) then placed the circles on the floor keeping the accessibility in mind. In addition to the sizes indicating importance, the placement of the circles signified accessibility - both physically and socially. After viewing other groups' flow charts, the MTs were asked to reflect on why they believe a particular institution is or is not accessible or effective.

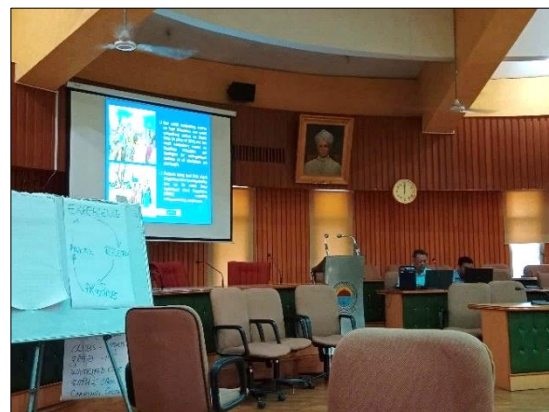


Students must be encouraged to do a similar exercise with the different members of the community. While this exercise can be done with the users/ beneficiaries of the services, it can also be done separately with the service providers. The data collected through this process reflects the experiences of the community vis-à-vis the institutions and its services. This knowledge may lead to appropriate action that maybe needed to address the concerns that may arise out of the discussion. This exercise must be used as an entry point to get to know the community and not derive conclusive evidence.



SESSION 3: PRESENTATION BY DR. S NATARAJAN ABOUT COMMUNITY ENGAGEMENT INTITATIVE AND APPROACHES

A brief presentation by Dr. S Natarajan, Vice Chancellor of The Gandhigram Rural Institute, Dindigul, Tamil Nadu, highlighted the importance of community development for holistic national development and Gandhigram's long history of engaging with the community. In addition, he explained various innovative approaches to community engagement that Gandhigram Institute uses as part of its experiential learning program.



SESSION 4: RECOMMENDATIONS ON ASSESSMENT AND NEXT STEPS

MTs were asked to provide input and recommendations on the assessment's aspects of the two-credit course during this session. They were also informed of the current proposal of the weightage corresponding to three elements:

| | |
|-------------------------------|-----|
| Individual Participation | 40% |
| Group Report | 40% |
| Presentation to the Community | 20% |

Suggestions for assessment:

- Students need to maintain a field diary containing photos and video clips from the field.
- Students should be evaluated objectively – based on their field diary and other resources which can be verified
- Students' reports can be submitted in document form as well as audio-visual form, narrative report etc.
- Maximum weightage should be given to the field visit
- Examination-based assessment may defeat the purpose of community engagement

SESSION 5: VALEDICTORY SESSION

The session was moderated by Dr. Vikram S Kharb (Asst. Professor, Dept. of English, KUK) and invited Dr. (Mrs.) Manjula Chaudhary (Dean, Academic Affairs, KUK) to formally welcome all the dignitaries and the participants. He then invited Dr. Sunil Kumar (Regional Coordinator, UBA, KUK) who presented a detailed report of the 3-day workshop. This was followed by a round of feedback/reflections from three participants. Dr. Surjeet Kumar (Asst. Professor, Dept. of Hotel Management & Tourism, KUK) said that as a new and different experience, it was rewarding to engage the community and experience experiential learning. Dr. Inderjeet Kaur (Asst. Professor, Dept. of Biotechnology, Lyallpur Khalsa College, Jalandhar) said that having the field visits intertwined with the sessions was the best part of the workshop. Dr. Anupama Mahajan (Professor, Dept. of Commerce, Bharati College, University of Delhi) said that as a result of the workshop she has gained new experiences and new ways to integrate theory with practical engagement with the community.



Dr. Tandon in his remarks applauded the faculty of Kurukshetra University, specially the coordinators and local resource persons, for planning and beautifully executing the workshop. It was a small workshop with only 27 participants, but enthusiasm and commitment amongst them was evident and this will further motivate more MTs to be trained in CBPR.

After this, the Chief Guest of the session, Prof.B.K. Kuthiala (Hon'ble Chairman, HEC, Haryana) said that teachers command the maximum respect of the society and only teachers have the highest ability and discretion to upgrade our rural society and our nation.

Prof. Som Nath Sachdeva (Hon'ble Vice Chancellor, KUK), in his address, thanked and applauded the participants for their efforts during the three days of the training during which they learned innovative methods for engaging with the community and finding local solutions. Adding to Prof. Kuthiala's words, he said that as teachers we need to realise our own capabilities and work towards the welfare of our nation.

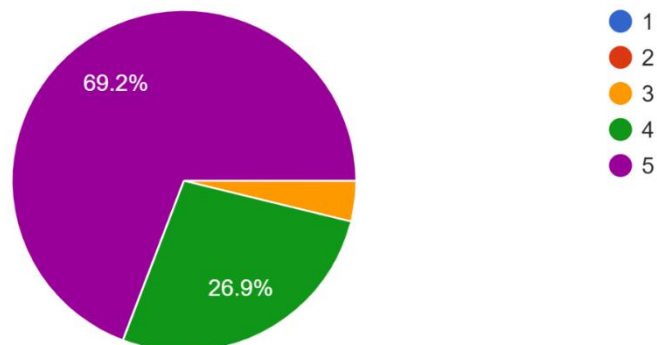
After this, all the MTs were felicitated with certificates. The program ended with a vote of thanks by Dr. Vanita Dhingra (Professor, Dept. of Social Work, KUK) and then the National Anthem was sung.

REVIEW FORM DATA

On day 3, before the valedictory session a feedback form was circulated amongst the MTs for their feedback and comments. Below are the highlights from the review form –

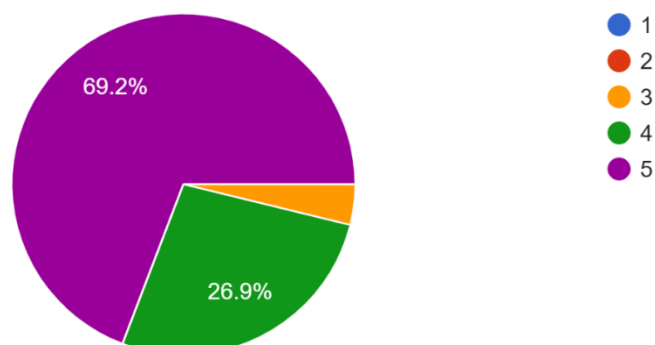
1. To what extent did the workshop achieve the learning objectives?

26 responses



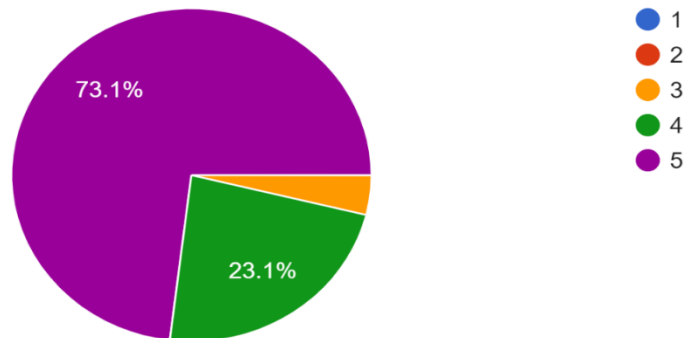
2. To what extent were you able to learn about the use of CBPR methodology?

26 responses



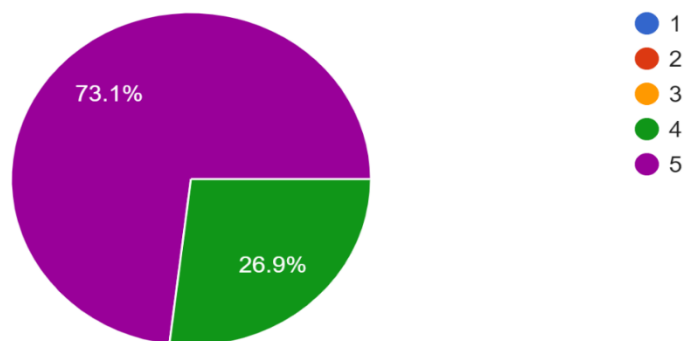
3. How confident you feel in teaching the 2 credit course in your institution?

26 responses



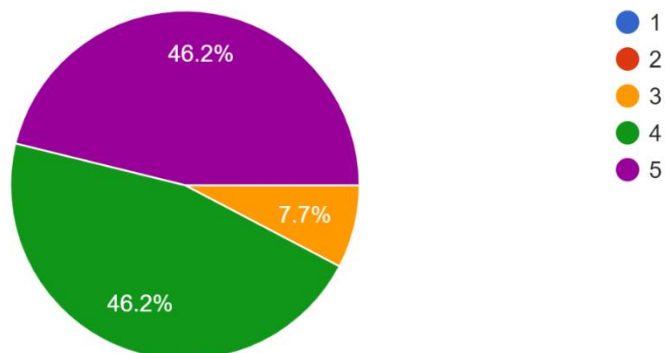
4. How effective was the field-based learning design used in this workshop?

26 responses

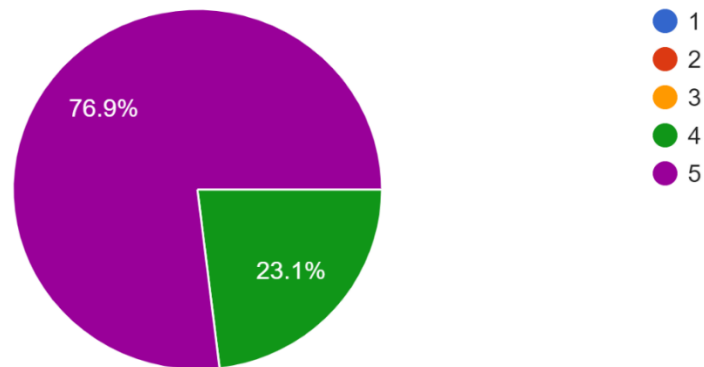


5. How appropriate were the logistical arrangements for such a workshop?

26 responses



6. Did you find the learning environment of the workshop productive for learning?



7. Feedback related to the Resource Person

- Excellent and mastery over the training and commendable energy. Great use of experiential learning.
- Frame the assessment process clear and kindly recognise those who will do outstanding work in this new field.
- Resource persons were very knowledgeable and experienced – hoping that resource persons will be there to help us.
- The resource person was very humble, focused on participatory based learning- teaching the methodology and process – no gap between the trainee and trainer. Friendly but high potential with effective and positive intent of training the trainer.
- The key resource person - Dr Tandon, conducted this program with competence, empathy and passion. His conversational tone and insightful deliberations with appropriate examples made the achievement of learning outcomes easily.

8. Your suggestions for improving the workshop.

- The training should be for 4-5 days for better engagement with the community.
- More training sessions should be conducted after and during the coming semester to address the challenges faced in the current training.
- At least one month's advance notice, flexibility in giving TA and local conveyance like considering car travel and AC chair car for trains.
- It is recommended to avoid some loopholes, such as delays in formalities. Time management needs to be better especially during the inauguration.
- Few more online sessions on theoretical and practical experience sharing.

9. Any additional comments/ suggestions:

- It was indeed a good time, but it would be better to visit remote locations rather than semi urban village. Field visits should be for longer duration for effective engagement with the community.

- Days spent for traveling to the training venue should be included in workshop period i.e., treat them as ON DUTY time.

List of UGC Subject Expert Group Members

1. Dr. Rajesh Tandon, Member, UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education, Founder- President, PRIA, New Delhi
2. Prof. S. Natarajan, Former Vice Chancellor, Gandhigram Rural Institute, Dindigul

Local resource Persons

- Dr. Vanita Dhingra, Professor, Dept. of Social Work, KUK
- Dr. Anshuman Karol, Lead – Local Governance, PRIA

For Preparation of Report

- Ms. Linu Rachel Chacko, Officer – Knowledge Management & Visibility, PRIA

TRAINING DESIGN

Day 1: Tuesday, 19th July 2022

| <u>Time</u> | <u>Activity</u> |
|------------------|--|
| 10:30 – 11:30 am | Inaugural session |
| 11:30 – 11:45 am | Tea break |
| 11:45 – 12:30 pm | Introduction of Participants |
| 12:30 – 1:30 pm | Backdrop of Community Engagement |
| 1:30 – 2:30 pm | Lunch |
| 2:30 – 3:30 pm | The Field visit approach and methodology |
| 3:30 - 4:00 pm | Tea break |
| 4:00 - 6:00 pm | Field visit to nearby village |

Day 2: Wednesday, 20th July 2022

| <u>Time</u> | <u>Activity</u> |
|------------------|--|
| 9:30 – 11:00 am | Debriefing of field visit and presentation by the MT |
| 11:00 – 11:15 am | Tea break |
| 11:15 - 1:45 pm | Field/Institutional Visit |
| 1:45 – 2:30 pm | Lunch break |
| 2:30 – 4:30 pm | Debriefing of Institutional visit |
| 4:30 – 5:00 pm | Tea break |
| 5:00 – 6:00 pm | Sightseeing |

Day 3: Thursday, 21st July 2022

| <u>Time</u> | <u>Activity</u> |
|------------------|---|
| 9:00 – 10:00 am | Experiential learning |
| 10:00 – 11:00 am | Demonstration of Additional methods of CBPR |
| 11:00 – 11:15 am | Tea break |
| 11:15 - 12:00 pm | Presentation by Dr. S Natarajan |

| | |
|-----------------|--|
| 12:00 – 1:00 pm | Approach and process to Students' Assessment |
| 1:00 – 2:00pm | Lunch Break |
| 2:00 – 3:00 pm | Tour – Dharohar Museum |
| 3:00 – 4:00 pm | Valedictory function |

LIST OF PARTICIPANTS

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