



सत्यमेव जयते
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UGC
University Grants Commission



उन्नत भारत अभियान
UNNAT BHARAT ABHIYAN

Report On

Training of Master Trainers

on

Community Based Participatory Research (CBPR)

at



North Eastern Regional Centre
Tezpur University
Assam

26th - 28th July 2022

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Background

Institutions of higher learning are often expected to play a leadership role in society. Whether through their innovative research work or by expanding the parameters of social responsibility on a local level, educational institutions are responsible for the societies to develop in terms of their social, economic, and environmental conditions. The contributions of higher learning institutions are also regarded as a key component in achieving a sustainable future. Additionally, putting what is learned into practice and producing a practical application of academic knowledge can also develop a distinctive offering for any higher education institution. Therefore, higher education institutions can and should continue the long-standing tradition of attempting to contribute toward socially beneficial goals through positive social actions.

Launched in 2014, Unnat Bharat Abhiyan (UBA) is a flagship program of the Ministry of Education.

- It intends to engage the faculty and students of higher education institutions (HEIs) in identifying development issues in rural areas and finding sustainable solutions for the same. Participating Institutions were invited to be a part of UBA under UBA 1.0. The idea behind UBA is to use the knowledge institutions to improve rural development processes and collectively contribute to the construction of an inclusive India.

The upgraded and currently ongoing version of UBA is UBA 2.0 which was launched in 2018 and focused on the implementation of the idea.

- It intends to connect higher education institutions (HEIs) with a group of at least five villages so that these institutions can use their knowledge base to assist in the social and economic advancement of these rural communities.

The objectives of UBA 2.0 clearly outline the role of HEIs in supporting rural development. One of the essential prerequisites for HEIs to fulfill this purpose is introducing dynamic curricular reforms, which facilitate the connection between classroom theory and field practice.

In regard to these objectives, the University Grant Commission (UGC) has recently approved a National Curricular Framework and Guidelines for “Fostering Social Responsibility & Community Engagement Course” in Higher Institutions in India developed by a Subject Expert Group (SEG) appointed by the UBA for providing operational expertise in view of the National Education Policy 2020 (NEP 2020).

- The goal is to incorporate community engagement and social responsibility into the academic curriculum of the universities starting from UG to PG level so that the advancement of the communities surrounding the institution is ensured.

The Indian Institute of Technology Delhi (IIT, Delhi) has been designated as the National Coordinating Institute (NCI) for the UBA scheme. Further, Regional Coordinating Institutes

(RCIs) are appointed for facilitating, guiding, and monitoring the UBA networks in their respective regions. The RCI will manage and motivate all the Participating Institutions (PIs) in their regions to perform UBA activities in their clusters. They will be responsible for grooming the other PIs and conducting Orientation Workshops and Capacity Building training for their PIs. The PI is the one who interacts with the villagers and works on the field. They are expected to do field studies, co-operate with the authorities and study the implementation of the Government schemes, and facilitate their better implementation so that they meet their development objectives at best. Tezpur University is one of the 750 participating higher education institutes across the country, selected through a challenge mode, to contribute to the economic and social betterment of rural areas.

An initial batch of 30 to 40 Master Trainers (MTs), who are interested faculty members from HEIs, will receive training in the Community Based Participatory Research (CBPR) technique in accordance with the guidelines and criteria of the UGC before they begin to teach this course. It was suggested that each batch of the chosen MTs would complete residential training at Regional Centres under the supervision of a group of UGC-appointed specialists in community-based participatory research. Seven Regional Centres were constituted throughout India for this purpose – Tezpur University being one among them. These regional centers will recruit master trainers, organize batches of trainers for training in CBPR, and train and support them through periodically updated locally relevant learning materials.

To serve this end, the UGC as part of the Government of India's 75-week long campaign of Azadi ka Amrit Mahotsav, launched the Training of Master's Trainers program in Community-based Participatory Research under Unnat Bharat Abhiyan 2.0. Tezpur University is serving as the Regional Centre for the North-Eastern Region which covers higher education institutions of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, and Tripura.

With the country being severely affected by the COVID-19 pandemic, the first two modules of the training session were held online on January 27 and February 15, 2022. However, understanding CBPR techniques involves a number of skills that are best acquired by hands-on experience in the field. Therefore, a three-day in-person training event was also set to be carried out for the Master Trainers in each of the seven regional centers across the country.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day UGC-sponsored program on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam. Thirty-six teaching and research professionals from various colleges and universities in the region participated in the program. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram, and Tripura. One of the seven regional centers across India, Tezpur University conducted the Programme as a host of the North-Eastern Zone.

Objective:

The objective of the program was

- To introduce academicians and research professionals to Community Based Participatory Research and to train them to understand the processes and challenges in development and community-based communication.
- Subsequently, the Master Trainers will convey the acquired knowledge and expertise to the students according to the UGC-proposed two-credit course on community engagement for UG and PG students to be introduced in accordance with the goals of the National Education Policy 2020.

Day 1

26th July 2022

Serial No.	Timing	Session Detail	Resource Person
1	10.00AM-11.00 AM	Inaugural Session	Prof . Joya Chakraborty(Coordinator)
2	11.15 AM-12.15PM	Technical Session 1	Dr. Rajesh Tandon
3	12.30 AM- 1.30 PM	Technical Session 2	Dr. Rajesh Tandon
4	2.30 PM- 3.30 PM	Technical Session 3	Mr. Pradyut Bhattacharjee
5	3.30 PM- 5.30 PM	Field Visit	Participants divided in 6 groups

The Inaugural Session:

The inaugural session of the program which took place in blended (online and offline) mode on 26th July, at the Screening Hall, Department of Mass Communication and Journalism, Tezpur University, was attended by Prof. Subramaniam Natarajan, Former Vice- Chancellor GRI- DU and Member, Subject Expert Group of UGC (SEG-UGC), Prof. Dhruba Kumar Bhattacharya, Pro Vice-Chancellor, TU, Prof. Joya Chakraborty, HoD, Deptt of MCJ, TU along with the resource persons Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee. Dr. Diksha Rajput, Deputy

Secretary, UGC, Prof. K. K. Agarwal, Dr. Ujjvala Chakaradeo, and Dr. Kamal Bijlani joined the session via online mode. Thirty-six participants from different colleges and universities across Northeast India also joined the program.

In her welcome address, Prof. Joya Chakraborty, Chief Coordinator, North East Regional Centre (CBPR) and Head, Department of Mass Communication and Journalism, Tezpur University, welcomed the resource persons and dignitaries and the participants and extended her gratitude to the UGC for choosing Tezpur University as the center for the program. She also spoke on the idea of connecting a participatory framework within research and how the teachers can be a catalyst in the process.

In the keynote address, Prof. Subramaniam Natarajan, Former Vice-Chancellor, The Gandhigram Rural Institute-Deemed to be University (GRI-DU) and Member, UGC-SEG, presented the idea behind the program and also related it to the execution of the program focusing on the importance of community engagement through the ideas of Mahatma Gandhi and A.P.J. Abdul Kalam and Sarvepalli Radhakrishnan.

- He remarked that “India lives in villages and the nation can develop only when the villages will develop”.
- He also focused on the role of institutional social responsibility and the Ministry of Education and UGC’s role in developing a curriculum and framework for participatory research education which can promote experiential learning on community engagement for development.
- He emphasized two major areas of intervention for rural development – Human Development such as education, health, etc, and Sustainable Economic Development which includes the management of water and natural resources along with the village development action plan.

Dr. Rajesh Tandon, Founder-President, Society for Participatory Research in Asia (PRIA), New Delhi, and Member, UGC Subject Expert Group (UGC-SEG) shared some perspectives on the New Education Policy (NEP) 2020 of India and Community Based Participatory Research (CPBR) and its role and contribution to the society. He thanked the volunteers who came forward to join as master trainers as pioneers of the North-Eastern region of India in this initiative of UGC.

- He focused on the role of social engagement and responsibility of higher education institutions and the multiplicity of methodologies for the acquisition of knowledge.
- He Said- “Knowledge also resides outside academia. They may not be used to publish books but put into practice”.

The inaugural address was delivered by Prof. Dhruba Kumar Bhattacharyya, Pro Vice-Chancellor, Tezpur University wherein he spoke about the importance of community engagement and how participatory research can help contribute to social change.

- He highlighted the importance of developing a dialogue with the communities for sustenance. “The practitioners, professionals, and all other beneficiaries must work together to achieve this goal”, he said, stressing the collective role of the researchers, academic community, and the communities.
- He also focused on the multidisciplinary nature of knowledge and the role of a bottom-up approach starting from the smallest unit of a community and the integration of modern scientific technology which can help blend theoretical research with practice in the field and also how the new experiences and knowledge gained can further help in the development of science and all the disciplines alike.

Addressing the participants, Prof. K. K. Agarwal, Chairman, National Board of Accreditation and UGC Subject Expert Group (UGC-SEG) focused on the Unnati Bharat Abhiyan’s vision and agenda of transformational change in rural development and the importance of NEP 2020 in promoting interdisciplinary knowledge to produce global citizens.

- He referred to the teachers as one of the most important pillars of education and thereby also highlighted the role of the master trainers who will play a key role in multiplying the humble beginnings of the workshop. “A course like this can only be successful if one is committed and believes in it”, he added highlighting the intangible aspects and requirements to make the program successful.

Dr. Ujjvala Chakaradeo, Vice-Chancellor, Shreemati Nathibai Damodar Thackersey Women's University, Mumbai, and Member of the UGC Subject Expert Group (UGC-SEG) focused on the attributes of the program that can transform the personality and role of the teacher in imparting knowledge. “Small attempts can bring about a huge difference in society and education is one strong tool to achieve such social change”, she said, highlighting the role and importance of the program.

Picture 1: (Left to Right) Mr. Pradyut Bhattacharjee, Prof. Debendra Chandra Baruah, Dr. Rajesh Tandon, Prof. Subramaniam Natarajan, Prof. Joya Chakraborty, and Professor Dhruva Kumar Bhattacharyya



Dr. Kamal Bijlani, Director, E-learning Research Lab, Amrita Vishwavidyapetham, and Member, UGC-SEG, shared their initiatives of Live-in-Labs and highlighted the importance of Compassion Driven Research in Community Engagement and its impact and shared how the students actually go to the rural communities and understand their issues and create and develop projects that benefit the community and promote a human-centered approach and sustainable development.

Dr. Anjuman Borah, Member, Coordinating Team, Tezpur University, and Assistant Professor, Department of Mass Communication and Journalism, Tezpur University, extended the vote of thanks and appreciated the dynamism of the leadership of the program and everyone involved in making the inaugural session of the program a success.



Picture 2: (Left to Right) Prof. Subramaniam Natarajan, Dr. Rajesh Tandon, Professor Dhruba Kumar Bhattacharyya, Prof. Joya Chakraborty, Mr. Pradyut Bhattacharjee

After the successful inauguration of the program, the resource persons - Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee took over the learning sessions of the program which included introductory sessions with the participants, learning sessions on community engagement, and sharing of the understandings of the principles of CBPR and UGC's two credit course.

Day 1: Technical Session

Session	Session Details	Resource Person	Venue
Technical session 1	Introductory session	Dr. Rajesh Tandon	TLC centre, Tezpur University
Technical Session 2	Understanding CBPR	Dr. Rajesh Tandon	TLC centre, Tezpur University
Technical Session 3	Understanding the local reality through Transect walk and social mapping	Mr. Pradyut Bhattacharjee	TLC centre, Tezpur University
Field Visit 1	36 Participants Divided into 6 Groups (Six Each)	Group 1,2&3 - Harigoun, Group 4&5- Jharoni Group 6- Napaam	Napaam, Harigoaun, Jharoni

Technical Session I: Introductory Session with Master Trainers and Mapping their Experience on CBPR

During the introduction session, the Master Trainers were asked to present their current understanding of the concepts of participatory research and community engagement as well as their expectations from their workshop. Some related to Unnat Bharat Abhiyan's objectives and goals as one of the most crucial measures for promoting community development, while others valued the idea of participatory development and hoped to learn more from the sessions.

A few trainers also discussed their experiences of serving on the UBA implementation committees in their respective institutions and how they adopted villages to aid in the socio-economic development of those communities. The trainers from the school of engineering and sciences too related to the humanitarian cause and bottom-up developmental agenda of the program.



Picture 3: Introduction sessions by Dr. Tandon and Mr. Bhattacharjyee

Session II: Understanding the Principles of CBPR and UGC’s Two-Credit Course Content & Structure

After introducing everyone and discussing the MTs' experiences with CBPR, Dr. Tandon emphasized the fundamentals of participatory research. He elaborated on the basic principles as described in the National Curriculum Framework & Guidelines issued by UGC.

The following key principles shall guide community engagement of HEIs:

1. Mutual learning and respect should flourish because knowledge resides in everyday life and experiences. It is important to express and respect the shared and mutually agreed interests and concerns of poor populations in rural and peri-urban areas as well as that of the HEIs.
2. Community engagement shouldn't be restricted to a small number of social science fields. It ought to be used in all academic departments and faculties at HEIs.
3. Students should receive credit for taking part in research projects, community service activities, and classroom learning.

4. Teachers, researchers, and administrators in HEIs should be evaluated for their contributions to community engagement in teaching and research as part of their performance evaluations.

5. HEIs should establish natural and lasting connections with the nearby institutions like village organizations, Panchayat, etc., in order to maintain ongoing community engagement programs.

He elaborated on the concepts and described the suggested format for the two-credit course. The 2-credit course consists of two sections:

- One credit for online learning through Massive Open Online Course (MOOC);
- 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.

Students might access the course materials which are to be available online to further their understanding of Participatory Research. The schemes and plans of the State government in operation and other locally pertinent knowledge and contextually significant resources should be added to this material. All students, regardless of their discipline of study, must take the course. The material will be taught over the course of six weeks and be divided into five courses or modules. The students are therefore required to spend at least 3 hours per week on the online platform and 3 hours practically in the field, under the supervision of their teachers. As a result, educators from all fields of study must become MTs. As MTs, the teachers have two duties: one is to teach this course to a group of students in their respective institutions, and the other is to co-train future cohorts of identified teachers to teach the course to students.

Session III: Understanding Local Realities through CBPR methods of Transect Walk and Social Mapping

The session included understanding local realities by learning CBPR methods of Transect Walk and Social Mapping. Mr. Pradyut Bhattacharjee delivered a session to the participants on theoretical know-how and also shared some ethical concerns related to the methods and conduct of fieldwork. A methodical journey across a community or project area with the help of the local population to investigate the various resources and conditions of the local people and area by observing, inquiring, listening, examining, and making notes and maps, transect walk can serve as a valuable resource for mapping the area especially when it is done by the locals along with the participants.

On the other hand, social mapping is a visual means of displaying an area's social structure, groups, and organizations, as well as the relative locations of households and the distribution of population.

- It focuses on the social infrastructure that is available, such as roads, drainage systems, schools, drinking water facilities, etc., as well as where and how people live.
- Local residents create social maps that are not scaled and show what they perceive to be relevant and significant to them. Through social stratification, demography, settlement patterns, social infrastructure, etc., this strategy provides an accurate picture of the social reality that the residents experience.
- Additionally, specific concerns like the privacy and confidentiality of the subjects and the erasure of distinctions between researchers and those being studied, community rights, inter-communal conflicts, and democratic engagement including cultural sensitivity were covered.

Session IV: First Field Visit

To supplement the theoretical learning with a practical understanding of the field, the participants undertook field visits to the neighboring villages of Tezpur University, namely - Harigaon, Jharoni, and Napaam. The 36 participants were divided into six groups each with six participants who were accompanied by local guides. Due to the larger area stretched within 7kms and 3kms, the villages of Harigaon and Jharoni were divided into three and two parts respectively, whereas the assigned walk of village Napaam measured only 1km. The different groups then spent 2 to 3 hours in the identified villages conducting transect walks, taking notes, and followed by social mapping.



Picture 4: A few still photographs from the field visits by the groups

DAY 2-

27th July 2022

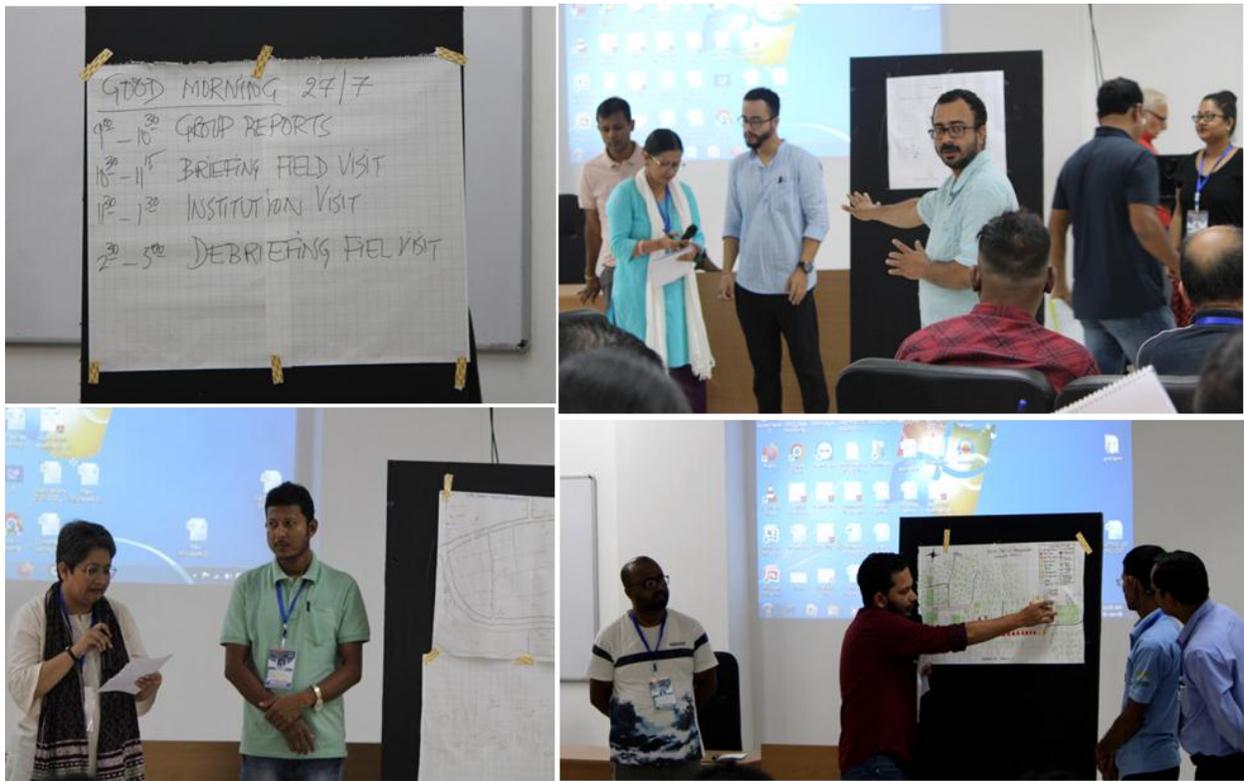
Serial No.	Time Duration	Session Details	Resource Person	Venue
1	9.00AM-10.00AM	Group Reports & Debriefing session	Mr. Pradyut Bhattacharjee	TLC, TU Centre
2	10.00AM-11.00 AM	Understanding the Local Institution	Dr. Rajesh Tandon	TLC, TU Centre
3	11.00AM- 1.00 PM	Field Visit	Group 1 Group 2 Group 3 Group 4 Group 5 Group 6	1.AWC Jharoni 2.Lower Primary School, Jharoni 3.Village Harigoun 4.PHC 5.Panchayat Jharoni 6.PHC, Napaam
4	2.00 PM- 3.00 PM	Debriefing Field Visit	Dr. Rajesh Tandon & Mr. Pradyut Bhattacharjee	TLC, TU centre

Technical Session 1

Debrief of first field visit:

As follow-ups of the last field visits, debriefing sessions were conducted the next day wherein the participants presented their important learning and the tasks assigned to them by the resource persons.

The important observations recorded and presented by the participants included many aspects such as that religion, social groups, connectivity, education, drinking water and sanitation, policy support, social evils, the status of women and girl child, livelihood, agriculture, cropping patterns, marriage, festivals, and many other intangible aspects relating to the development prospects and challenges of the villages they visited.



Picture 5: Debriefing and Report Presentations of first field visit

Session I: Understanding Local Institutions

The sessions on the second day focused on the role, structure, organization, and importance of local institutions in villages and the concept of Institutional Mapping and its relevance. A briefing on the various types of institutions in villages which included village communities, development institutions, statutory institutions, and the likes was given to the participants by the resource persons Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee.

The resource persons asked the MTs to first make a list of every institution they saw during the Transect Walk in their respective villages so that everyone could better understand how to learn about local institutions. Understanding opportunities and challenges to recognizing and facilitating change are greatly aided by institutional mapping.

- Dr. Tandon focused on the significance and relevance of institutional mapping and visual representation.
- With the aid of this tool, major institutions (both formal and informal), people (both inside and outside of a community), and their connections to and significance to various social groupings may be identified and shown visually.
- It also helps in comprehending how various community members view institutions both inside and outside of the community.

Dr. Tandon also listed a few institutions in the villages for the participants to carry out the second field visit which included Gaon panchayat, Local NGO, Lower Primary School, Public Health Centre, Anganwadi Centre, Accredited Social Health Activist (ASHA) workers, etc.



Picture 6: Understanding Local Institutions

Session II: Second Field Visit

It was followed by the second-day field visits where the participants practically carried out institutional mapping on their own behalf and led a focus group discussion among the functionaries and the end users of the institutions with the objective of documenting the functions, activities, and resources and the challenges faced by the organizations. Special focus was also given to the schedule of time as the MTs had to speak with both service providers and customers and bring the maximum information possible to the table without compromising on ethics. Similar to the first visit, the MTs were divided into 6 groups of 6 each for the second visit.



Picture 7: A few still photographs from the second day field visit to different institutions in the villages.

Session III: Institutional Mapping

The exercise of visiting the village institutions led to the understanding and discovery of many social gaps in terms of the development of the villages. It was followed by a small enactment of role plays in the activity session where the MTs acted and played out the roles of both the service providers and beneficiaries they had just visited. It helped the participants relate themselves to the real-world scenarios and develop skills for real-world situations like negotiation, debate, teamwork, cooperation, and persuasion. It also provided them the opportunity to shed some light on their critical observation of the people, the institution, and the village. For instance, if a group visited a school, the participants then presented the role play by themselves posing as parents, teachers, kids, and members of the school administration. Another group re-created how the

ASHA workers meet people and they carry out their duties, etc. It was also followed by a presentation of their findings.

Session IV: Debriefing of Second Field Visit and Presentations

In the debriefing session of the second field visit, all the groups shared the findings of their institutional visit with regard to the organizational structure, objectives of the institutions, functions they perform, activities carried out, resources, and challenges of the institutions. The presentations included both the input of the service providers and also the end users or beneficiaries of the institution. They also offered some suggestions on how to make it better.

After that, the discussions on sharing the findings and the feedback shared by the resource persons highlighted the importance of appropriate tools and research methods for community and participatory research.

- Dr. Rajesh Tandon advocated for mixed methods and visual and inclusive methodology for fostering a sensitive and responsible approach among the participants.

Mr. Pradyut Bhattacharjee highlighted the importance of seasonality mapping and tracing of the timeline of developments and the relevance of action-oriented methods.



Picture 8: Participants enacting a role play and presenting about the institutions

Day 3

28th July, 2022

Serial No.	Time Duration	Session Detail	Resource Person	Venue
1.	9.00AM-11.00 PM	Debriefing session	Dr. Rajesh Tandon and Dr. Pradyut Bhattacharjee	TLC, TU Centre
2.	11.00 AM- 12.00 PM	Technical Session 1- Experiential Learning	Dr. Rajesh Tandon and Dr. Pradyut Bhattacharjee	TLC, TU Centre
3.	12.00 PM-1.00 PM	Technical session 2- Learning CBPR Method – Venn Diagram/Chapati Diagram	Dr. Rajesh Tandon	TLC, TU Centre
4.	2.00 PM-3.00 PM	Technical session 3- Recommendation & Experience sharing	Dr. Rajesh Tandon and Dr. Pradyut Bhattacharjee	TLC, TU Centre
5.	3.00 PM- 4.00 PM	Valedictory Session	Prof. Joya Chakraborty (Coordinator)	TLC, TU Centre

Session I: Debriefing of Field Visit 1 and 2

In an important learning and knowledge-sharing exercise, the MTs shared their experiences of the field visits in regard to standards of ethics and specifically shed light on certain do's and don'ts. They identified - listening and paying attention to what the local people say, engaging them in conversations, making them feel comfortable, respecting and relating their needs, and observation – as some of the positive steps one can take while engaging with communities. They also identified a few don'ts which include – no photos without permission, non-judgmental and discriminatory attitude, etc.

Experiences and Do's and Don'ts shared by Participants:-

Serial No.	Do's	Don'ts
1	Listen carefully to locals	No Photo Without Permission
2	Pay attention and observe more	No pre-judgements
3	Talk to the beneficiary by engaging and comforting them	No criticism of local lifestyle
4	Show interest in their problems/issues	Do not Patronize them
5	Explore and relate issues	Do not indulge in argument or fight
6	Respect their realities	Do not disturb or argue while they share their issues

Session II: Experiential Learning

In the technical session the resource persons, Dr. Rajesh Tandon and Pradyut Bhattacharjee focused on the methods, principles, and participatory pedagogy of community-based research and communication. They also delivered a session on Experiential Learning. Dr. Tandon discussed experiential learning as it relates to community engagement. He emphasized that an 'experience' and 'reflection' on that event serve as the important foundation for experiential learning. As a means of shared learning, we must first reflect individually and then with the group. These reflections result in 'principles', which serve as our dos and don'ts in daily life. In our 'practice', we apply those principles. The process of learning through doing is known as experiential learning. Students are better able to relate concepts and information taught in the classroom to actual circumstances when they are involved in practical activities and personal reflection. Experiential Learning is a cornerstone of CBPR.



Picture 9: A few glimpses of the sessions conducted in Day 3

Session III: Learning CBPR Method – Venn Diagram/Chapati Diagram

During this interactive session, the participants understood the relative social relationship with the help of the usage of methods like –the Venn diagram and Chapati Diagram. All the participants enthusiastically contributed their part in the activity to understand the complexities of the social relationship between the community and the institutions like Panchayat, Health centers, Anganwadi centers, and others.

Session IV: Recommendations on Assessment and Next Steps

It was followed by a few recommendations on their assessments and the next steps to be followed in community engagement. An important understanding of the ethics and a list of do's and don'ts were also shared by the participants from their collective experiences of the field visits. In addition to these, a question and answer round took place wherein the participants put forward their doubts and the resource persons addressed their queries followed by an experience-sharing session.

Valedictory Session

Prof. Vinod Kumar Jain, Vice-Chancellor, Tezpur University attended the valedictory session of the program on 28th July along with the resource persons, Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee and Prof. Joya Chakraborty, Chief Coordinator, North East Regional Centre (CBPR) and Head, Department of Mass Communication and Journalism, Tezpur University.

Prof. Joya Chakraborty shared her experiences of hosting the event and interacting with the participants for three days giving a glimpse of all the activities and sessions that were completed throughout the program. She also highlighted the need and importance of extending the program in Northeast India because of the cultural and social diversity of the region and along with it also the importance of networking and communication with other institutions for facilitating a process of co-learning and building a repository of unique knowledge which can be beneficial for posterity.

Prof. Rajesh Tandon shared his experiences of the session and also thanked the department and the university for their warmth and flexibility and appreciated the young scholars' enthusiasm and interest in the subject matter and also their critical thinking abilities.

Mr. Pradyut Bhattacharjee focused on the practical applicability of the knowledge gained throughout the sessions. "Knowledge has a purpose and only when it is applied the purpose is fulfilled", he said stressing the future relevance of the program and the role of the participants in disseminating the knowledge further.

Prof. Vinod Kumar Jain in his concluding remarks appreciated the Department of Mass Communication and Journalism for the success and smooth conduct of the program. He also shared a brief note on the importance of community engagement and how it supports policy decision-making at the higher level. He also focused on the collective role of diverse communities and the role of higher institutions in contributing multi-disciplinary knowledge for building a prosperous society.

Representing the participants, Prof. Lalnilawma from Mizoram, Mr. Iarissa Anette R Dorphang from Meghalaya, Dr. M Damodar Singh from Manipur, Bharat Sarkar from Tripura, and Dr. BuliGogoi shared their feedback and experiences of the program. Later, the certificates of successful completion of the program were handed out to the participants.



Picture 10: A few photos of the valedictory session

Resource Persons

1. Dr. Rajesh Tandon, Founder- President, PRIA, New Delhi
 UNESCO Chair on CBR-SR in HE
 Member, Subject Expert Group
2. Mr Pradyut Bhattacharjee
 Co-Founder and Former Executive Director, SeSTA

Technical Sessions

Day 1:

Time	Activity
11 am- 1:30 pm	Session I: Introductory Session with Master Trainers and Mapping their Experience on CBPR Session II: Understanding the Principles of CBPR and UGC's Two-Credit Course Content & Structure
1:30pm-2:30pm Lunch Break	
2:30 pm- 3:30 pm	Session III: Understanding Local Realities <ul style="list-style-type: none"> • Learning CBPR Method- Transect Walk • Learning CBPR Method- Social Mapping
3:30 pm- 4 pm Tea Break	
4 pm – 6:30 pm	Session IV: First Field Visit

Day 2:

9 am- 10 am	Debrief of first Field-Visit
10 am- 11 am	Session I: Understanding Local Institutions
11 am- 11:30 am Tea Break	
11:30 am- 1:30 pm	Session II: Second Field Visit Session III: Institutional Mapping and Presentations
2 pm- 3 pm Lunch Break	
3 pm- 5 pm	Session IV: Debrief of Second Field Visit + Presentations

Day 3:

9 am- 10:30 am	Session I: Debriefing the Field Visits 1 & 2 Session II: Experiential learning
10:30 am- 11 am Tea Break	

11 am to 1:30 pm	Session III: Learning CBPR Method- Venn Diagram/Chapati Diagram
1:30 pm- 2:30 pm Lunch Break	
2:30 pm- 5 pm	Session IV: Recommendations on Assessment and Next Steps Session V: Valedictory Session

List of Participants

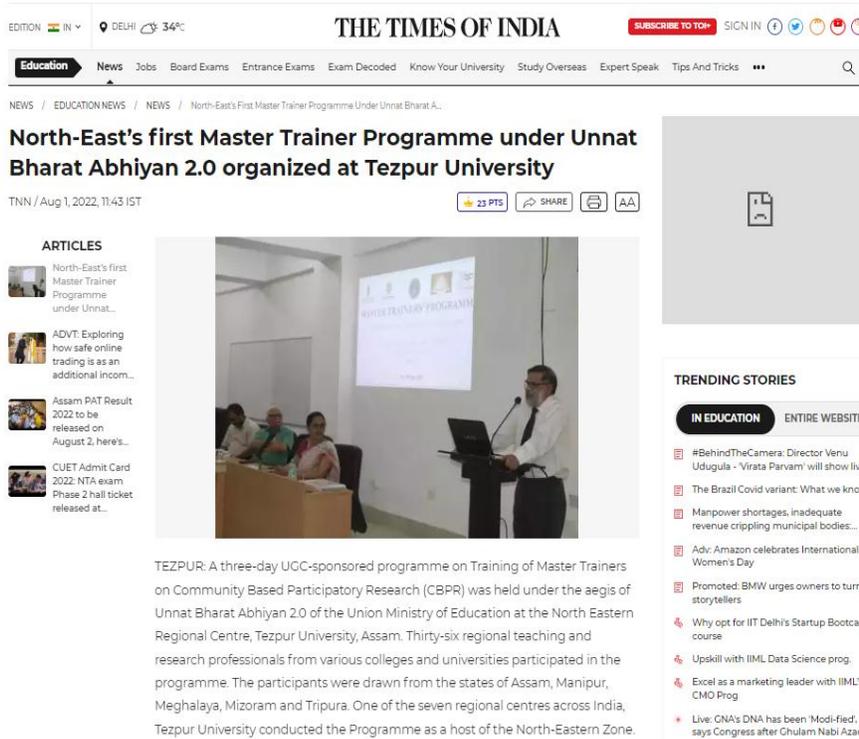
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36	Dr. Ananya Bonjyotsna	Tezpur University, Assam	Electronics and Com	9706750332	

Media Coverage

Times of India: <https://timesofindia.indiatimes.com/home/education/news/north-east-s-first-master-trainer-programme-under-unnat-bharat-abhiyan-2-0-organized-at-tezpur-university/articleshow/93266734.cms>



The screenshot shows the Times of India website with the article "North-East's first Master Trainer Programme under Unnat Bharat Abhiyan 2.0 organized at Tezpur University". The article text describes a three-day UGC-sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) held at the North Eastern Regional Centre, Tezpur University, Assam. It mentions that thirty-six regional teaching and research professionals participated, drawn from Assam, Manipur, Meghalaya, Mizoram, and Tripura. The programme was conducted as a host of the North-Eastern Zone.

NeNow: <https://nenow.in/north-east-news/assam/assam-northeast-master-trainer-programme-uba-2-0-tezpur-university.html>



The screenshot shows the NeNow website with the article "Assam: Northeast's first master trainer programme under UBA 2.0 held at Tezpur University". The article includes a large group photograph of participants and organizers at the event. The caption below the photo reads: "TEZPUR: A three-day UGC sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam."

Sentinel: <https://www.sentinelassam.com/north-east-india-news/assam-news/northeast-s-first-master-trainer-programme-organized-at-tezpur-university-605151>

ফাইল ২৪ আগ ২০২২

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Northeast's first master trainer programme organized at Tezpur University

A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held



By : Sentinel Digital Desk | 31 July 2022 10:34 AM

OUR CORRESPONDENT

TEZPUR: A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University. 35 teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, **Tezpur University** conducted the programme as a host of the North-Eastern Zone. The objective of the



दिल्ली-एनटीआर भारत रानन छडीरामद PHOTO STORIES निम्न मनोरंजन वीडियो खेल धर्म-अप्यास विज्ञान CG-DPR EPAPER अ्यापार चर हटके

असम

असम: तेजपुर विश्वविद्यालय में आयोजित यूबीए 2.0 के तहत पूर्वोत्तर का पहला मास्टर ट्रेनर कार्यक्रम

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Nidhi Singh 30 July 2022 6:48 PM

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NE

तेजपुर: केंद्रीय शिक्षा मंत्रालय के उन्नत भारत अभियान 2.0 के तत्वावधान में उत्तर पूर्वी क्षेत्रीय केंद्र, तेजपुर विश्वविद्यालय, असम में समुदाय आधारित भागीदारी अनुसंधान (सीबीपीआर) पर मास्टर प्रशिक्षकों के प्रशिक्षण पर यूजीसी प्रायोजित तीन दिवसीय कार्यक्रम आयोजित किया गया।
कार्यक्रम में क्षेत्र के विभिन्न कॉलेजों और विश्वविद्यालयों के छात्रों शिक्षण और अनुसंधान पेशेवरों ने भाग लिया। प्रतिभागियों को असम, मणिपुर, मेघालय, मिजोरम और त्रिपुरा राज्यों से लिया गया था।

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Education

North-East's first Master Trainer Programme under Unnat Bharat Abhiyan 2.0 organized at Tezpur University

By NE India Broadcast
© Jul 30, 2022 Tezpur University



A three-day UGC sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam. Thirty-six teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the Programme as a host of the North-



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উন্নত ভাৰত অভিযান ২.০-ৰ অধীনত তেজপুৰ বিশ্ববিদ্যালয়ত অনুষ্ঠিত উত্তৰ-পূৰ্বাঞ্চলৰ প্ৰথম মাষ্টাৰ ট্ৰেইনাৰ প্ৰশিক্ষণ কাৰ্যসূচী

প্ৰশিক্ষণ কাৰ্যসূচীটোত উত্তৰ-পূৰ্বাঞ্চলৰ বিভিন্ন মহাবিদ্যালয় তথা বিশ্ববিদ্যালয়ৰ ৩৬ জন অধ্যাপক আৰু গৱেষকে অংশগ্ৰহণ কৰে। অংশগ্ৰহণকাৰীসকলে অসম, মণিপুৰ, মেঘালয়, মিজোৰাম আৰু ত্ৰিপুৰা ৰাজ্যৰ পৰা অংশগ্ৰহণ কৰিছিল। সমগ্ৰ ভাৰতবৰ্ষৰ সাতটা আঞ্চলিক কেন্দ্ৰৰ ভিতৰত এটা তেজপুৰ বিশ্ববিদ্যালয়ে উত্তৰ-পূৰ্ব মণ্ডলৰ আয়োজক হিচাপে এই কাৰ্যসূচী পৰিচালনা কৰিছিল।

NEWS 18 অসম

প্ৰশিক্ষণ কাৰ্যসূচীটোত উত্তৰ-পূৰ্বাঞ্চলৰ বিভিন্ন মহাবিদ্যালয় তথা বিশ্ববিদ্যালয়ৰ ৩৬ জন অধ্যাপক আৰু গৱেষকে অংশগ্ৰহণ কৰে। অংশগ্ৰহণকাৰীসকলে অসম, মণিপুৰ, মেঘালয়, মিজোৰাম আৰু ত্ৰিপুৰা ৰাজ্যৰ পৰা অংশগ্ৰহণ কৰিছিল।

কেন্দ্ৰীয় শিক্ষা মন্ত্ৰালয়ৰ উন্নত ভাৰত অভিযান ২.০-ৰ অধীনত তথা বিশ্ববিদ্যালয় অনুদান আয়োগৰ পৃষ্ঠপোষকতাত সম্প্ৰদায় আধাৰিত অংশগ্ৰহণমূলক গৱেষণা (Community Based Participatory Research) ৰ মাষ্টাৰ ট্ৰেইনাৰ প্ৰশিক্ষণ যোৱা ২৬ জুলাইৰ পৰা ২৮ জুলাইলৈ তিনিদিনীয়া কাৰ্যসূচীৰে উত্তৰ-পূৰ্বাঞ্চলৰ আঞ্চলিক কেন্দ্ৰ, তেজপুৰ বিশ্ববিদ্যালয়ত অনুষ্ঠিত হয়। প্ৰশিক্ষণ কাৰ্যসূচীটোত উত্তৰ-পূৰ্বাঞ্চলৰ বিভিন্ন মহাবিদ্যালয় তথা বিশ্ববিদ্যালয়ৰ ৩৬ জন অধ্যাপক আৰু গৱেষকে অংশগ্ৰহণ কৰে। অংশগ্ৰহণকাৰীসকলে অসম, মণিপুৰ, মেঘালয়, মিজোৰাম আৰু ত্ৰিপুৰা ৰাজ্যৰ পৰা অংশগ্ৰহণ কৰিছিল। সমগ্ৰ ভাৰতবৰ্ষৰ সাতটা আঞ্চলিক কেন্দ্ৰৰ ভিতৰত এটা তেজপুৰ বিশ্ববিদ্যালয়ে উত্তৰ-পূৰ্ব মণ্ডলৰ প্ৰথম মাষ্টাৰ ট্ৰেইনাৰ প্ৰশিক্ষণ কাৰ্যসূচী পৰিচালনা কৰিছিল।

NEWS 18 অসম

গণেশ চতুৰ্থীত এনেদৰে ঘৰতে সজাওক পুজা হওক

NEWS 18 অসম

ভাগ্যৰাম গণেশে কি ফল ভাল পায় ? কি কি ফল আপোনাৰ বাবে সৰ্বশুভ

শাহুমাৰ সৈতে ভাল সম্পর্ক বজাই ৰখাটো অসম্ভৱ নহয়, মাত্ৰ

Northeast's first master trainer programme organized

OUR CORRESPONDENT

TEZPUR, July 30: A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University. 36 teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizo-

ram and Tripura. One of the seven regional centres across India, Tezpur University conducted the programme as a host of the North-Eastern Zone. The objective of the programme was to introduce academicians and research professionals to Community Based Participatory Research and to train them to understand the processes and challenges in development and community-based communication. The master trainers will subsequently convey the acquired knowledge and expertise to the students according to the UGC-proposed two credit course on community engagement for UG

and PG students to be introduced in accordance with the goals of the National Education Policy 2020. During this programme, the master trainers visited the nearby villages of the university, namely, Harigaon, Jharoni and Napaam, for hands on training on community based participatory communication and research. Dr. Rajesh Tandon, Founder-President, Society for Participatory Research in Asia (PRIA) and Pradyut Bhattacharjee, Co-Founder and Former Executive Director, Seven Sisters Development Assistance (SeSTA) graced the programme as resource persons.

Review meet on various

Bili Mahatox celebrated

The Sentinel, July 31, 2022

NORTH-EAST'S FIRST MASTER TRAINER PROGRAMME UNDER UNNAT BHARAT ABHIYAN 2.0 ORGANIZED AT TEZPUR UNIVERSITY

A three-day UGC sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam. Thirty-six teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the Programme as a host of the North-Eastern Zone. Prof. Vinod Kumar Jain, Vice-Chancellor, Tezpur University attended the valedictory session of the programme on 28th July. In his brief note, he shared on the importance of community engagement and how it supports policy decision making at the higher level.



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Master trainer programme held at TU

CORRESPONDENT

TEZPUR, July 31: A three-day UGC-sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education, at the North Eastern Regional Centre, Tezpur University (TU), recently.

Thirty-six teaching and research professionals from various colleges and universities of the region participated in the programme. The participants hailed from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura.

One of the seven regional centres across India, Tezpur University conducted the pro-

gramme as a host of the NE zone.

The objective of the programme was to introduce academicians and research professionals to community-based participatory research and to train them to understand the processes and challenges. The master trainers will subsequently convey the acquired knowledge and expertise to the students in accordance with the goals of the National Education Policy 2020.

During this programme, the master trainers visited the nearby villages of the university, namely, Harigaon, Jharoni and Napaam, for hands-on training on community-based participatory communication and research.

Dr Rajesh Tandon, founder-

president, Society for Participatory Research in Asia (PRIA) and Pradyut Bhattacharjee, co-founder and former Executive Director, Seven Sisters Development Assistance (SeSTA), graced the programme as resource persons.

The inaugural session of the programme, which took place on July 26, was attended by Prof Subramaniam Natarajan, former VC GRI-DU and member, Subject Expert Group of UGC; Prof Dhruba Kr Bhattacharya, Pro VC, Tezpur University; and Prof Joya Chakroborty, chief coordinator, North East Regional Centre (CBPR) and HoD Mass Communication and Journalism, TU.

Dr Diksha Rajput, Deputy Secretary, UGC; Prof KK

Agarwal, Chairman, National Board of Accreditation and UGC-SEG; Dr Ujjvala Chakaradeo, VC, Shreemati Nathibai Damodar Thackersey Women's University, Mumbai, and member of UGC-SEG; and Dr Kamal Bijlani, Director, E-learning Research Lab, Amrita Vishwavidyapetham, and member of UGC-SEG, joined the session via the online mode.

In his inaugural address, Prof Dhruba Kumar Bhattacharya, Pro VC, TU, spoke about the importance of community engagement and how participatory research can help contribute towards social change. Prof Subramaniam Natarajan, former VC, Gandhigram Rural Institute - Deemed to be University and member, UGC-SEG, in

his keynote address presented the idea behind the programme and explained the Education Ministry and the UGC's role in developing a curriculum framework for participatory research education.

Prof Vinod Kumar Jain, VC, TU, attended the valedictory session on July 28. In his brief note, he spoke about the importance of community engagement and how it supports policy decision-making at the higher level.

Prof Joya Chakroborty, in her concluding remarks, shared her experiences of hosting the event and also highlighted the importance of holding the programme in the Northeast because of the cultural and social diversity of the region.

The Assam Tribune, Aug 1, 2022

THE HILLS TIMES

NE's first master trainer programme under Unnat Bharat Abhiyan 2.0 organised at TU

The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura

HT Correspondent

TEZPUR, July 30: A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University. Thirty-six teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the programme as a host of the North-Eastern Zone.

The objective of the programme was to introduce academicians and research professionals to Community Based Participatory Research and to train them to understand the processes and challenges in development and community-based communication. The master trainers will subsequently convey the acquired knowledge and



expertise to the students according to the UGC-proposed two credit courses on community engagement for UG and PG students to be introduced in accordance with the goals of the National Education Policy 2020. During this programme, the master trainers visited the nearby villages of the university, namely, Harigaon, Jharoni and Napaam, for hands on training on community based participatory communication and research.

Dr Rajesh Tandon, founder-president, Society for Participatory Research in Asia (PRIA) and Pradyut Bhattacharjee, co-founder and former executive director, Seven Sisters Development Assistance (SeSTA) graced the program as resource persons.

Dr. Diksha Rajput, deputy secretary, UGC, Prof. K. K. Agarwal, chairman, National Board of Accreditation and UGC-SEG, Dr. Ujjvala Chakaradeo, vice-chancellor, Shreemati Nathibai Damodar Thackersey Women's University, Mumbai and member UGC-SEG, Dr. Kamal Bijlani, director, E-learning Research Lab, Amrita Vishwavidyapetham and member, UGC-SEG, joined the session via the online mode.

In his inaugural address Prof. Dhruba Kumar Bhattacharyya, pro vice-chancellor, Tezpur University spoke about the importance of community engagement and how participatory research can help contribute towards social change. Prof. Subramaniam Natarajan, former vice-chancellor, The Gandhigram Rural Institute - Deemed to be University (GRI-DU) and member, UGC-SEG, in his keynote address presented the idea behind the programme and also related it to the execution of the programme focusing on the role of institutional social responsibility and the Ministry of Education and UGC's role in developing a curriculum framework for participatory research education which can promote experiential learning on community engagement for development.

Prof. Vinod Kumar Jain, vice-chancellor, Tezpur University attended the valedictory session of the programme and in his brief note, he shared on the importance of community engagement and how it supports policy decision making at the higher level. He also focused on the collective role of diverse communities and the role of higher institutions in contributing multi-disciplinary knowledge for building a prosperous society.

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