Report on

Effective Online Teaching, Assessment & Communication Skills Capacity Building Program(Batch 3)

May 18-22, 2021

Organized by

Bhartiya Skill Development University (BSDU), Jaipur

In collaboration with

Commonwealth Educational Media Centre for Asia, New Delhi (CEMCA)

Final Report on Five Day of the Capacity Building Program (Effective Online Teaching, Assessment & Communication Skills) **Organized by: Bhartiya Skill Development University (BSDU) Jaipur** **Supported by: Commonwealth Education Media Centre for Asia (CEMCA)**		
Date and Timing	**Topics**	**Master Trainers**
Day-1 (18/05/2021) 02:00 pm- 5:00 pm	• 7 Cs of Effective Communication • Communication pattern (Lecturer Vs. Facilitator) • Time Management in Class-Focus, Organize, Plan and Execute	**Mr. Purandar SenGupta**
Day-2 (19/05/2021) 02:00 pm- 5:00 pm	• Brief of Google Classroom and its tools: Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, Google meet etc. • Creating Google Form- multiple-choice quizzes or short-answer quizzes. • Using google classroom for grading and assessment.	**Mr. Rajeev Srivastava**
Day-3 (20/05/2021) 02:00 pm- 5:00 pm	• Planning Online Learning & Creating Digital Mindset. • Online Learning & the Learner. • Skills & Prerequisites for Effectiveness. • Online Communication Techniques. • Learning Management Tools & Tools for e- Learning. • Participant Activities.	**Mr. Satish Dev kumar**
Day-4 (21/05/2021) 02:00 pm- 5:00 pm	• Designing & Executing Online Examination – Monitoring Progress. • Modes of Delivery & Assessment. • Team Presentation & Role Plays for Participants (Practical Insights) • Issues & Challenges in Online Learning (Experience Sharing) • Participant Activities & Case Studies.	**Mr. Purandar SenGupta**
Day-5 (22/05/2021) 02:00 pm- 5:00 pm	• Online Curriculum Development – Perspectives & Principles. • Teaching Design – Guide to Online Curriculum & Pedagogy. • Student Motivation & Engagement in Online Teaching – Learning • Online Assessment & Evaluation Techniques • Blended Learning – The Future Ahead	**Mr. Satish Dev kumar**

Master Trainers:

1. Mr.Purandar Sengupta (Certified Master Trainer by NIESBUD, Govt. of INDIA)
2. Mr. Rajeev Kumar Srivastava (Corporate Trainer, Certified by Google)
3. Mr. Satish dev kumar (Certified Master Trainer, NSDC)

Acknowledgement:

Profound thanks & gratitude are being conveyed to the following dignitaries for their priceless support in planning and executing the program with seamless precision:

1. Prof. Achintya Choudhury - President, BSDU Jaipur
2. Prof. Madhu Parhar, Director, CEMCA
3. Mr. Saurabh Mishra – Program Officer (Skills) – CEMCA

Introduction

The entire world is going through a highly intense situational crisis. Amidst the virulent pandemic, the policy makers & administrators are making planned and sustained effort to prevent assemblage of people in a physical setting for preventing COVID 19 infestations. Under such circumstantial adversity, it is an impossible task to organize offline/field training, because the assemblage of people in a physical setting is being considered as highly vulnerable proposition.

In such a critical situation, the Educational Institutions are being circumstantially compelled to engineer a paradigm shift in the mode of delivering the educational inputs. Maximum emphasis is being placed upon E-learning. There is a colossal demand for E-Learning in the present scenario. It is being predicted by the Subject Matter Experts (SME) that with the passage of time, E-Learning will be deemed as the most preferred mode for delivering educational inputs.

In such a scenario, it can be tenably inferred that the Capacity Building program on "Online Teaching, Assessment & Communication Skills" is driven by logical rationale and situational relevance. The program is expected to satisfy the need of a vast number of individuals in the education sector.
It can be assumed that this Capacity Building Program on "Online Teaching, Assessment & Communication Skills" is going to generate prodigious number of E-Learning Experts, who will in turn carry out their valued mission of edifying, enlightening and empowering innumerable students in the online platform.

Aim

The aim of this online capacity building program is to provide a solid platform to its participants to develop and harness their remote teaching skills. With sparse physical classroom engagements, many institutions have migrated to the online mode. In these circumstances the need for training and quick adaptation of such pedagogical methods is critical. The online CBP on "Effective online teaching, assessment, and communication skills" is an attempt to help fellow academicians to gather the requisite skills to be able to plan, design, and deliver and assess their courses effectively online.

Objectives

Participants would be able to:

- Demonstrate awareness about technical platform Google Classroom, meet, zoom etc.
- Performing online group activities and engaging online classes effectively.
- Effectively design online curriculum and assessment tool.

Participants

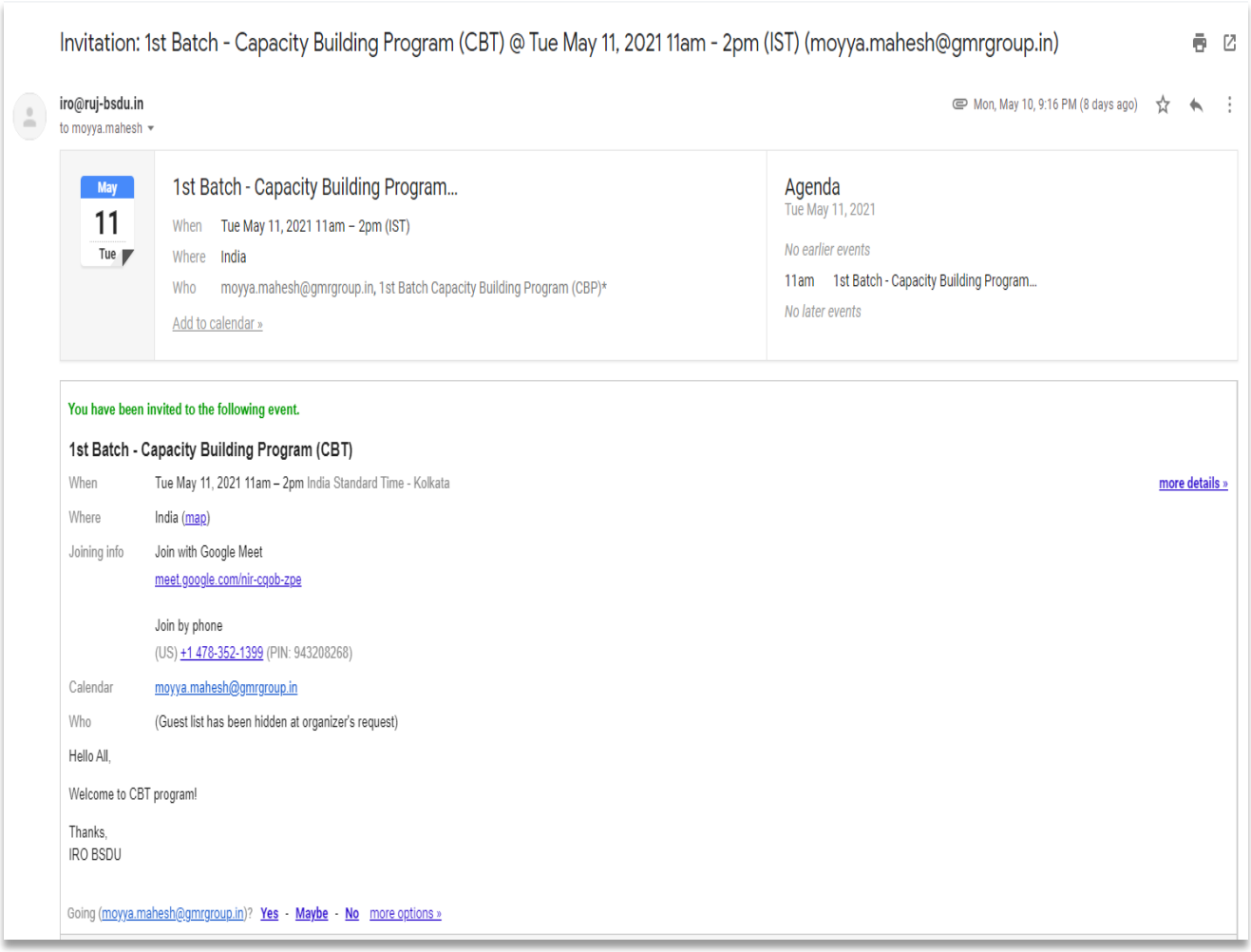
Thirty-Five participants have registered for batch 3 of 5-days Capacity Building Program. These trainees are faculties in various institutions: Engineering, Pharmacy, Management, Degree, Diploma, ITI, Skill centers. These participants have been selected through the registration process and those who have produced the Cognitive Resonance was identified between the Trainees and the Facilitator. The list of participants is placed in Appendix1.

Dates: The workshop was for five days – 18th, 19th, 20th, 21st, and 22nd May 2021from 02:00PM to 5:00PM (IST)

Venue: The workshop was conducted online through the virtual platforms Google Meet and Zoom.

Methodology

The capacity building workshop was conducted online through Google Meet and Zoom platform. Google Classroom platform was used to enroll participants in course and for sharing the learning materials and conducting online quizzes. Google Forms was used for registration and conducting assessment.



Invitation: 1st Batch - Capacity Building Program (CBT) @ Tue May 11, 2021 11am - 2pm (IST) (moyya.mahesh@gmrgroup.in)

iro@ruj-bsdu.in
to moyya.mahesh

Mon, May 10, 9:16 PM (8 days ago)

May 11 Tue

1st Batch - Capacity Building Program...

When Tue May 11, 2021 11am – 2pm (IST)
Where India
Who moyya.mahesh@gmrgroup.in, 1st Batch Capacity Building Program (CBP)*

Add to calendar »

Agenda
Tue May 11, 2021

No earlier events
11am 1st Batch - Capacity Building Program...
No later events

You have been invited to the following event.

1st Batch - Capacity Building Program (CBT)

When Tue May 11, 2021 11am – 2pm India Standard Time - Kolkata
more details »
Where India (map)
Joining info Join with Google Meet
meet.google.com/nir-cqob-zpe

Join by phone
(US) +1 478-352-1399 (PIN: 943208268)
Calendar moyya.mahesh@gmrgroup.in
Who (Guest list has been hidden at organizer's request)

Hello All,

Welcome to CBT program!

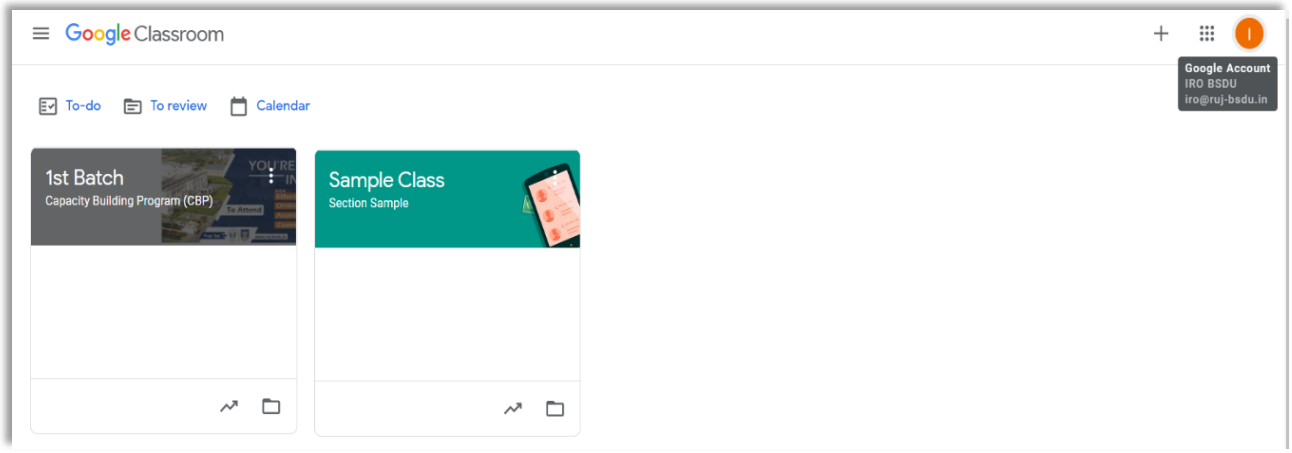
Thanks,
IRO BSDU

Going (moyya.mahesh@gmrgroup.in)? Yes - Maybe - No more options »

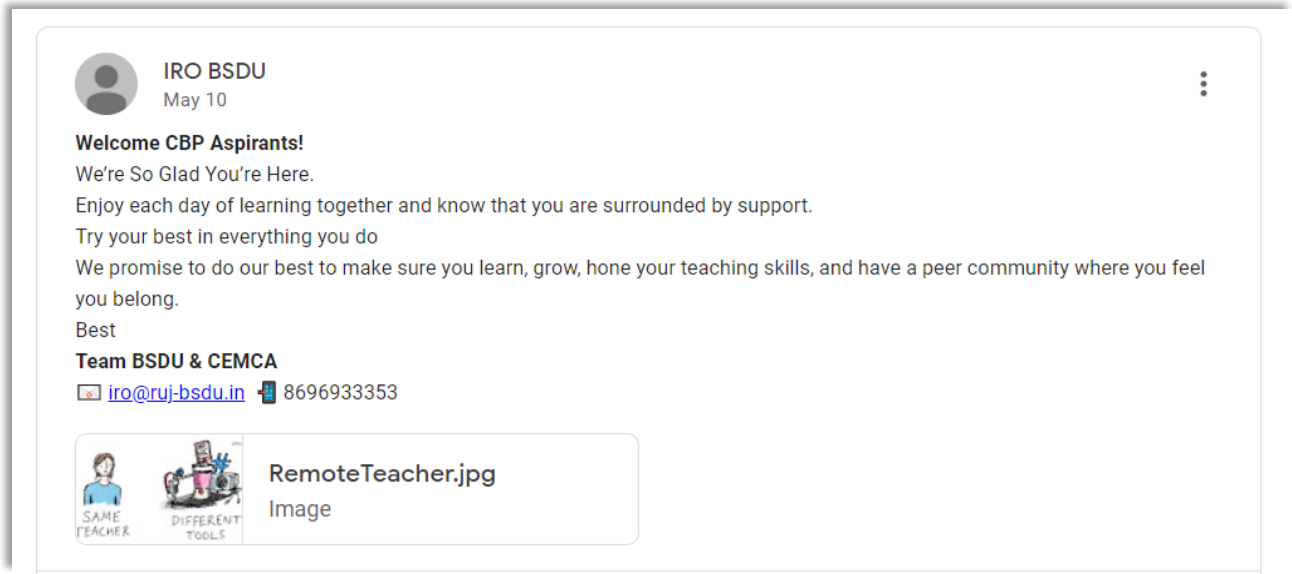
Google Meet Meeting link sent to the participants and expert

BSDU Google Classroom

As part of the online workshop, organizers provided access to the Google Classroom platform for providing hand-on experience, guidelines, online quizzes, mini-assignments, and practice exercises. Organizers created a class in the Google Classroom called *1st Batch* and all the participants were enrolled into this course for accessing learning materials and conducting quizzes.



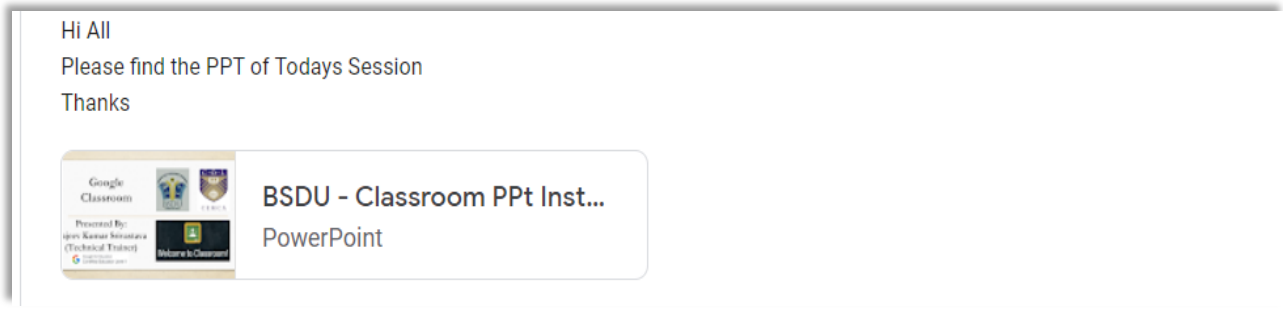
BSDU Google Classroom dashboard



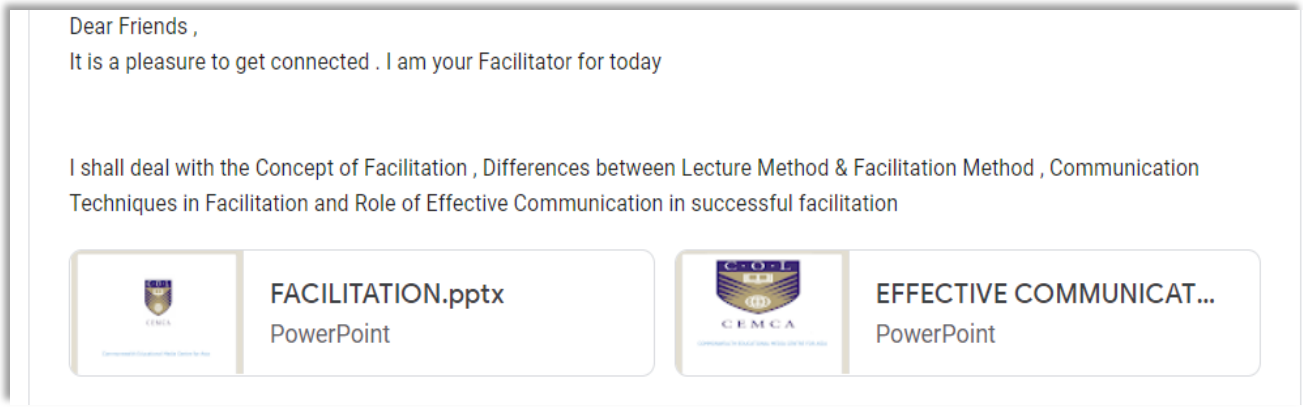
Welcome Note in the Class

Training Materials for the workshop

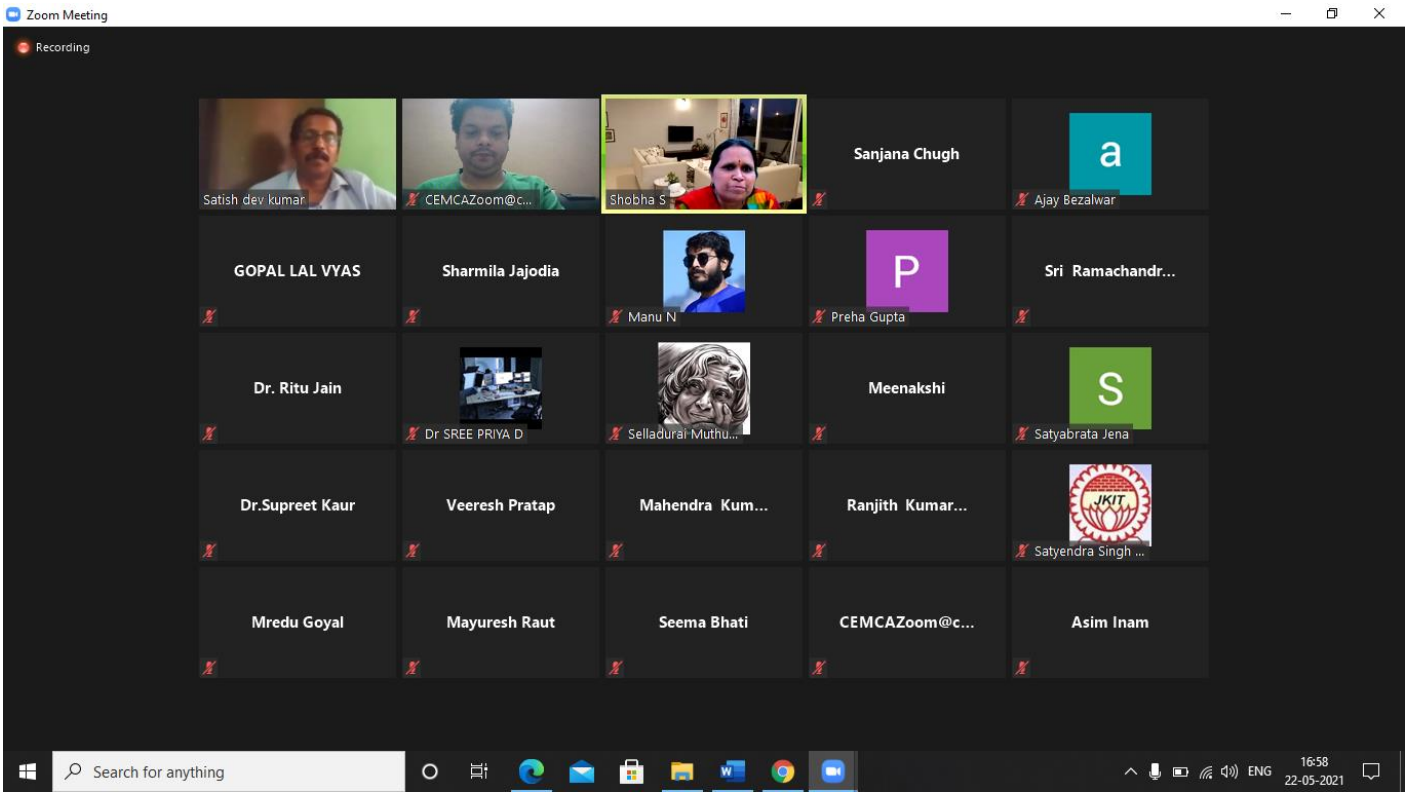
Learning materials were uploaded to the Google Class prior to the workshop. These included a User guide which provides an overview of Google Classroom platform and how to use Google Class.



Google Classroom guidelines uploaded to the Google Class platform



Material uploaded to the Google Class platform



Day 1 –: May 18th, 2021 EFFECTIVE COMMUNICATION, FACILITATION & TIME MANAGEMENT

The entire world is going through a highly intense situational crisis. Amidst the virulent Pandemic, the policy makers & administrators are making planned and sustained effort to prevent assemblage of people in a physical setting for preventing COVID 19 infestations. Under such circumstantial adversity, it is an impossible task to organize offline/field training, because the assemblage of people in a physical setting is being considered as highly vulnerable proposition.

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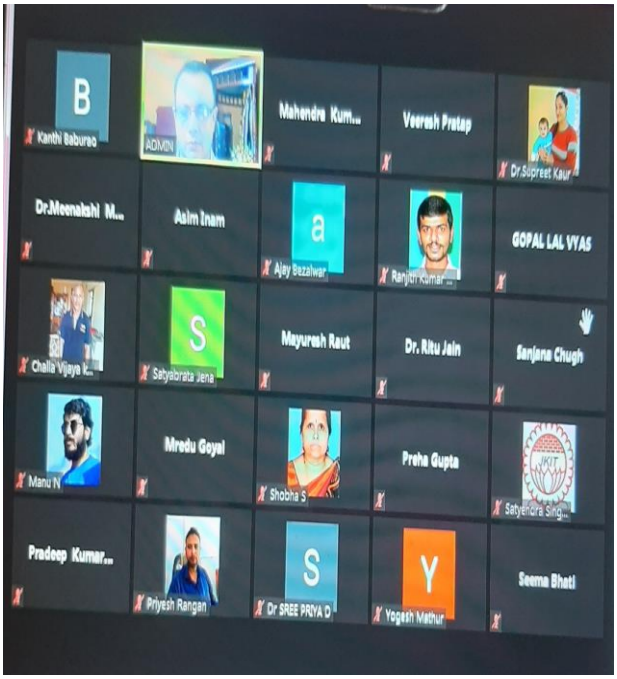
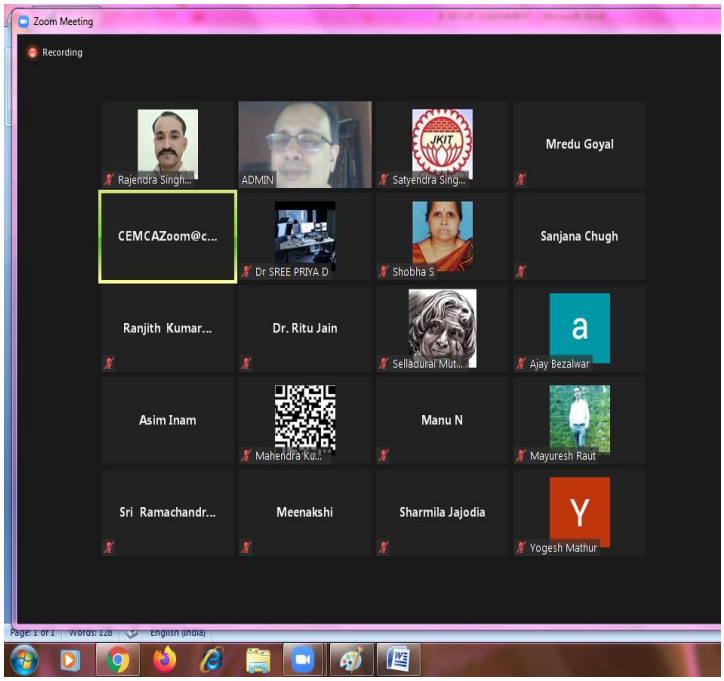




Training Objectives

- To make the participants acquainted with the concept of Facilitation Methodology
- To make the participants conversant with the judicious application of Facilitation Methodology in Online Platform
- To make the participants apprised with the Communicative Interventions in Facilitation
- To enlighten the participants regarding the differentiating factors that distinguishes Facilitation Methodology from conventional Lecture Method

- To make the participants apprised with the parameters of effective communication that can ensure success in Online Facilitation
- To facilitate the participants in making perfect utilization of time during online facilitation.

Facilitation Techniques Deployed (Methodology):

- Introspection
- Participatory discussion
- PPT slide presentation
- Brainstorming
- Thematic expatiation & value addition
- Story telling
- Case analysis
- Participatory Evaluation of the different Interventions that are deployed in Facilitation.

Topics covered:

- Concept of Facilitation
- Distinguishing features that differentiate Facilitation Methodology from conventional Lecture Method
- Communicative Interventions deployed in Facilitation
- Parameters of Effective Communication
- Communication Barrier
- Time Management in Online-Facilitation

Proceedings of The Training Session:

The Facilitator - Mr. Purandar Sengupta, encouraged the trainees to introduce themselves with special emphasis upon their existing psychosocial competencies.

He motivated the candidates to execute deep introspection and identify their latent competencies. The candidates got motivated and continued their inward journey towards the deepest part of their cognitive and emotive domain. Eventually the candidates enumerated their identified psychosocial competencies. The Facilitator indicated how the psychosocial competencies of each participant can be of immense importance in the social matrix. .

After the completion of this exercise, Mr. Purandar Sengupta encouraged the trainees to share their basic concepts on Facilitation. Many participants expressed their concepts regarding Facilitation. The Facilitator established linkage among the different concepts of the different trainees and established a common understanding regarding Facilitation.

Then the Facilitator presented the differences between Lecture method and the Facilitation method. He clarified that Facilitation is the appropriate methodology for dealing with experienced adult learners. The trainees endorsed the view of the Facilitator and ratified that Facilitation is the most effective methodology, that can foster “Experiential Learning”, “Catharsis of internal Resource” , “Collaborative Learning” etc. in a team of adult learners , in an E-LEARNING PROGRAM. The Facilitator also clarified how Facilitation is linked to the Principles of ANDARAGOGY (Adult Learning) as formulated by Dr. Malcolm Knowles.

Thereafter the Facilitator presented a Slide-Show accompanied with eloquent clarification of the different Communicative Interventions in Facilitation. Emphasis was placed upon Communicative interventions that will prove to be result-oriented, in Online Training.

The Facilitator had a detailed discussion with trainees regarding each of the Communicative Interventions with special emphasis upon their impact upon the students of E-Learning:

- Motivation & Engagement
- Story Telling
- Probing
- Para-phrasing
- Active Listening
- Appreciative Inquiry
- ORID MODEL of Conversation

It is relevant to mention that after clarifying each intervention, the Facilitator consciously and intentionally encouraged the trainees to evaluate the effectiveness of the different Interventions that were clarified by him. This was an attempt on part of the Facilitator to ensure Learner-Driven approach in the classroom.

Thereafter, the Facilitator –Mr. Purandar Sengupta clarified the IMPACT of effective communication on successful Facilitation in the E-Learning Platform. He explained the parameters of Effective Communication, as specified by CUTLIP & CENTER. The participants were encouraged to vent out their valued opinion regarding each of the parameters of Effective Communication.

The Facilitator also delineated the different barriers in a Communication Process. He placed emphasis upon the following:

- Psychological Barrier
- Perceptual Barrier/Inhibitions
- Language Barrier
- Demographic & Geographic Bias.

The Facilitator had an intensive discussion with the trainees regarding the effective strategies for overcoming the aforementioned barriers in Communication Process.

Reflection of the Participants:

The Facilitator Mr. Purandar Sengupta adopted a strategy to ensure the PARTICIPATORY APPROACH in the training program. After presenting information on every significant Intervention, he requested the participants to contemplate on the specific Intervention, evaluate its effectiveness and enumerate the significance of the Intervention in the present scenario.

By dint of this approach, deeper contemplation and greater reflection of the participants were elicited in the session. It not only ensured LEARNER-ENGAGEMENT but also ensured LEARNER –EMPOWERMENT.

Case Discussion:

A Case was presented in the class for analysis and evaluation of ORID MODEL OF CONVERSATION. The Case encapsulates the activity of a Trainer who is applying ORID MODEL OF CONVERSATION to evaluate the effectiveness of the Training Program instead of using the conventional Evaluation Models like KIRKPATRICK's 4 Level Evaluation , Logical

Framework Analysis , CIPP Model of Evaluation , CIRO Model of evaluation etc .

It is relevant to mention, that before presenting this CASE STUDY, the Facilitator Sri Purandar Sengupta explained the entire ORID MODEL with clarification of the different stages of this model .

He clearly explained the features of the following stages of ORID MODEL

- Objective stage
- Reflective stage
- Interpretive stage
- Decisional stage

After detailed clarification, the CASE was presented to the Participants. The Participants were asked to probe into the CASE and find out why the TRAINER in the specific CASE is using OROD MODEL for evaluating the effectiveness of the training instead of the conventional Evaluation Models.

After contemplation on the CASE, the Participants reflected their views and opinions regarding the beneficial features of ORID Model that make it different from the other models of Evaluation.

It is relevant to mention that, Dr. MANU VIJAYNARAYAN ---an Academician stated that the REFLECTIVE STAGE OF ORID MODEL which aims at capturing and evaluating the emotive experiences of the learners, is the instrumental factor that builds up the uniqueness of ORID MODEL

Dr. Mahendra Kumar, a Senior Academician added value to the Case-Discussion. He opined that purpose of learning is not only acquisition of learning inputs and registering the acquired inputs in the long term memory. Rather the purpose should be to achieve the capacity of analyzing and interpreting the learnt inputs. In this connection he stated that the INTERPRETIVE STAGE OF ORID MODEL can be an instrumental tool in evaluating the analytical and interpretive competency of the students.

Assignment:

The Facilitator Sri Purandar Sengupta gave two alternative assignments to the participants.

The Participants were requested to perceive themselves as Facilitators. Then they were asked by Sri Purandar Sengupta to frame a motivational story that would in turn enhance the Achievement Motivation of their students and instill fortitude & confidence within those students.

Mr. Purandar Sengupta stipulated the fundamental thematic components that are to be inducted in the Motivational Stories. These thematic components are enumerated below;-

- A Central Character /Protagonist
- Challenging situations that are being encountered by the central character
- Aspiration of the protagonist to achieve success
- A Mentor /Facilitator makes an entry in the life of the protagonist
- The Mentor/Facilitator administers psychological interventions for enhancing the Achieve Motivation of the protagonist
- Goal determination by the Protagonist based on his aspiration as well as on the findings of situation analysis.
- Motivation driven journey towards the pre- determined Goal
- Overcoming the circumstantial obstacles/situational impediments under the guidance of the Mentor/Facilitator

- Achievement of the desired goal.

The assignments have been uploaded in the Google Classroom, and the Facilitator has done qualitative evaluation of the assignments. The Evaluation sheet is attached herewith.

Learning Output & Outcome:

OUTPUT	• Participants have achieved conceptual clarity on the valued attributes of Facilitation Methodology. • Participants have understood the points of demarcation between conventional lecture method and Facilitation methodology. • Participants have achieved expertise on the Interventions that can be used for Online Facilitation
EXPECTED OUTCOME	• It is expected that in near future the Participants will emerge as Effective Facilitators in E-Learning • It is expected that the participants will be capable enough to administer the valued interventions in Online Facilitation • It is expected that the participants will adhere to the parameters of Effective Communication, while executing Online Facilitation.

Evaluation:

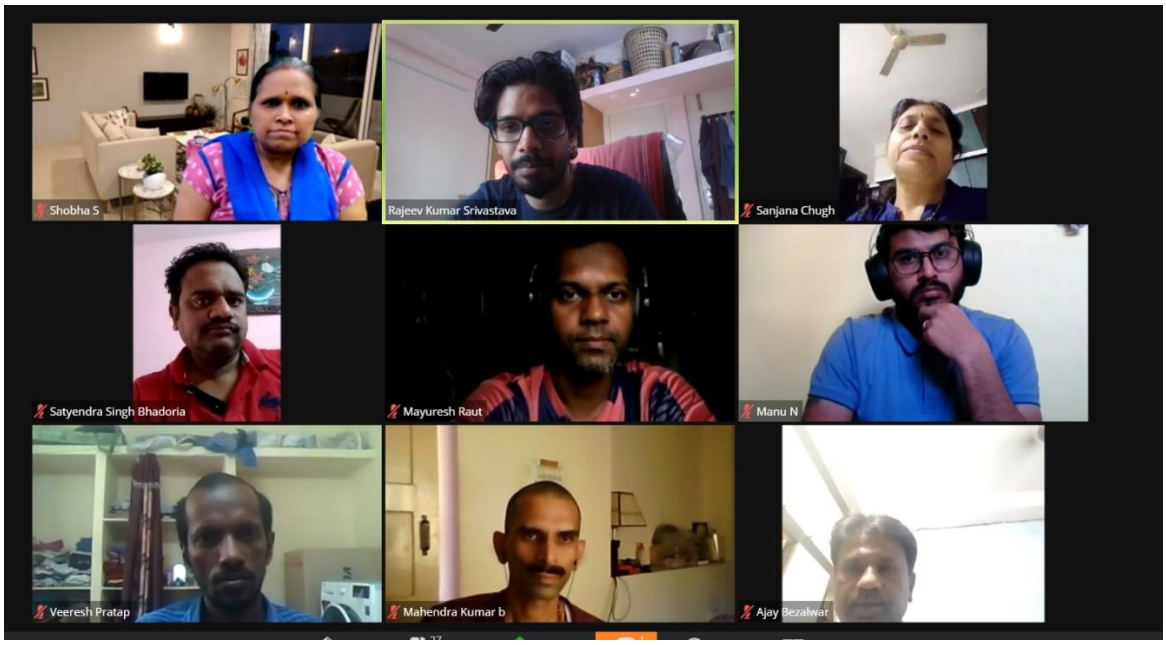
REACTION EVALUATION	The Facilitator has taken into consideration the factors like spontaneity, promptness, readiness to answer a question, motivation to ensure participation in a thematic discussion, vocal enthusiasm etc.
LEARNING EVALUATION	The Facilitator has taken into consideration the factors like ability to comprehend the essence of a theme, retention and recall of technical concepts , ability to elucidate a topic to others , ability to expatiate a concept , adding value to a training process etc .

Day 2: May 19th, 2021 Hand on and understanding of Google Classroom and Apps

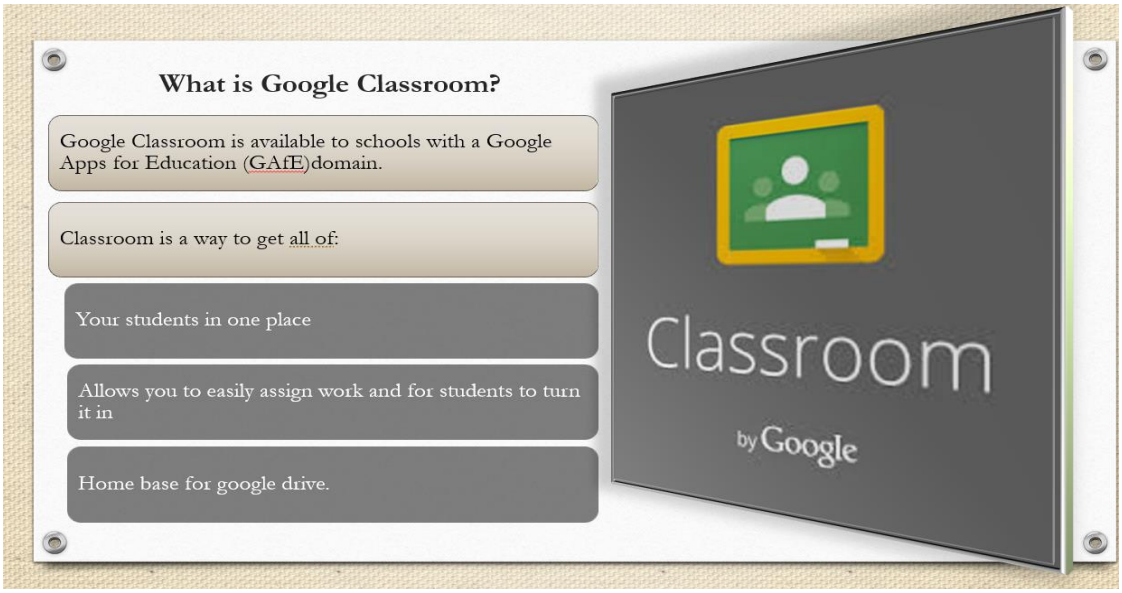
Introduction:

The thrust of the discussion was on "Google Classroom" and "Apps available under GAfE domain". A PPT presentation on the topic was shown, and the participants actively deliberated on the various issues pertaining to the topic. Some questions were asked to gauge the knowledge and understanding of the participants on the related topics, and to test their ability to apply these topics in their professional context.

Activity was given, to prepare and make Class, add Co-Teacher, Add Students, prepare quiz using Google Forms, Prepare Assignment in Classroom, Check the Grades, Schedule Test, etc.., followed by Question & Answers.



Participants during the session of the second day of the workshop



Mr. Rajeev explaining about the Google Classroom

Training Objectives:

- Facilitate and refresh participants knowledge about Google Classroom.
- Highlight the importance of Google Classroom along with Google apps available under GAFE domain.
- Provide guidelines and Hands on to the participants with scenarios and cases about implementing them to enhance interpersonal skills and improve the quality of teaching peerlessly.

Facilitation Technique used (Methodology):

- Besides lectures delivered, based on Power Point Presentations, the trainer used Question and Answers, Case studies, discussions with practical.

Topics/ Modules Covered:

Topic 1	Google Classroom – Definitions, Features and Benefits
Topic 2	Create or Join Class, Add Co-Teacher and students to that class
Topic 3	Time Management, Group Assignment Presentations.
Topic 4	Create Announcements and Assignments for Students.
Topic 5	Effective Presentation Skills.
Topic 6	Usage of Apps like Drive, Docs, Sheets, Slides, Forms, Sites, etc.

Q & A Covered during the session along with Practical:

1. How to use virtual classroom effectively?
2. How we can restrict due date for any assignments?
3. How we can create announcement and assignments?
4. How we can Add Co-teachers and students into the classroom created?
5. How rubrics can be created and uses?
6. How to create Google site and make use of this site for Static material or notes?
7. What are all features available with Google Classroom and how to make use of them to save our time?
8. How digitally we can perform almost all activities like physical classroom with some limitations and assumptions?

Proceedings of Training Session:

- The thrust of the discussion was on “Google Classroom” and “Apps available under GAFE domain”. A PPT presentation on the topic was shown, and the participants actively deliberated on the various issues pertaining to the topic.

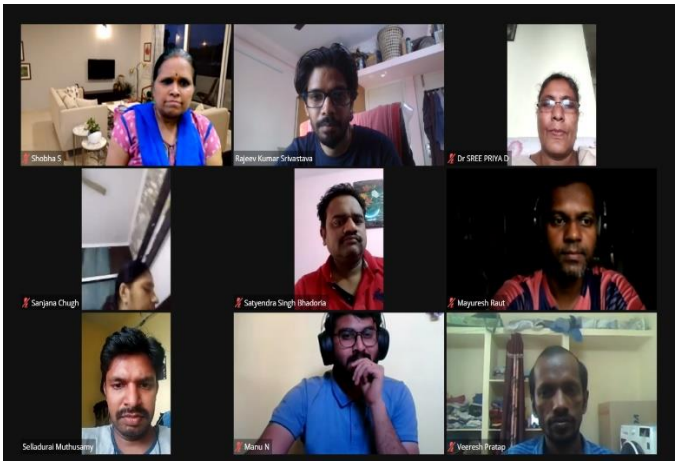
- Some questions were asked to gauge the knowledge and understanding of the participants on the related topics, and also to test their ability to apply these topics in their professional context. Activity was given, to prepare and make Class, add Co-Teacher, Add Students, prepare quiz using Google Forms, Prepare Assignment in Classroom, Check the Grades, Schedule Test etc followed by Question &Answers

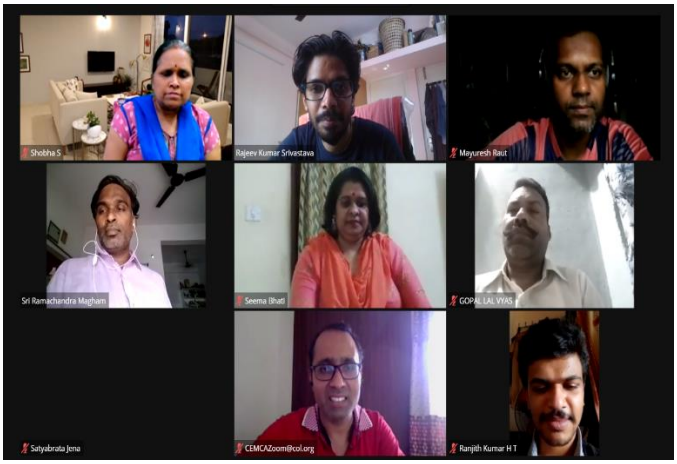
Mr. Rajeev explaining about the Features for Google Classroom

Learning Outcomes:

A system of proper training imparts vital skills needed to keep the participants engaged, motivated, productive, and more committed to their Organization. Through the one-day Capacity Building Program (Google Classroom) it is expected that the participants are more equipped with the latest skills of the Google Classroom and Basic apps available under GAFE (Google Apps for Education) domain and emerge as more effective Online Teaching in their Colleges/Institute/Organization.

They are expected to recognize their strengths better and utilize them in overcoming their weaknesses. The Principals, Administrators and Faculty Members are also more confident about themselves in the context of Google Classroom functionality, Time Management, Stress Management, Usage of Apps like Drive, Docs, Sheets, Slides, Forms, Sites, etc.





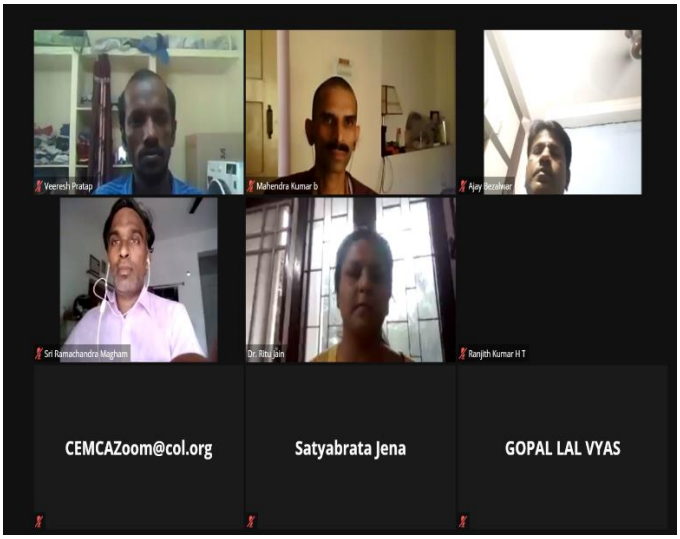
Assignment:

The Participants were requested to create a google site as practice with below conditions:

- Homepage - Information about Google Classroom.
- Separate pages linked for Drive, Sheets, Docs, Slides, and Forms along with 3-4 paragraph about this (total 5 pages, Search from Google for meaningful paragraph)
- Contact us page – Containing Your name, address, email Id, Contact number and a form for contact us (Name, email, contact number, Reason for contact)

Evaluation:

Participants were evaluated based on their interactions and the level of involvement shown during the sessions. Besides the trainer evaluated the participants based on Assignment and one to one interaction to assess their success in enhancement of their skills and capacity building



Day 3 – May 20th, 2021 Enhancing Motivation and Engagement in Virtual Classroom, Teaching Design, and Pedagogy. Activities and Practical Exercises

Introduction:

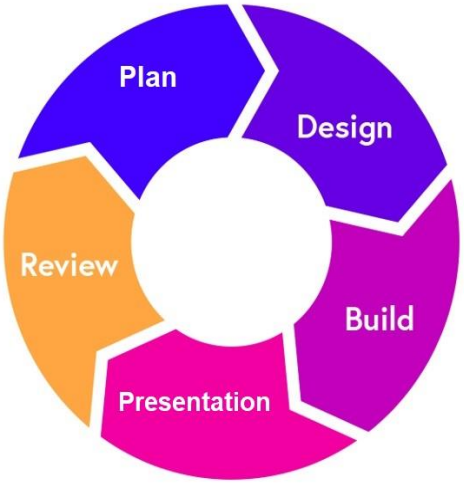
"The universe is expanding at the speed of light, and Global civilization seems to be hurtling forward to keep up". Internet has changed our world—and most of us with it. Almost everything we do is different now. We don't shop like we used to. We don't dine like we used to. We don't work like we used to, or communicate like we used to. The digital revolution is dramatically changing the way we learn too.

To be successful in this present century, in which knowledge is generated at an ever-- increasing pace, requires that learning is an on--going process of skill development and knowledge creation. "Online Skill learning programs are a reflection of this new world. They offer education without borders". Online learning presents opportunities conducive to the lifestyles of increasing numbers of non-- traditional learners by providing flexibility of study at a time, place and pace convenient to the individual student. Moreover, "in a society where people are changing jobs and careers more frequently, while simultaneously raising families, online learning is emerging as an essential and sensible alternative"

Day's Focus:

i) Planning Online Learning & Creating Digital Mindset.
ii) Online Learning & the Learner.
iii) Skills & Prerequisites for Effectiveness.
iv) Online Communication Techniques.
v) Learning Management Tools & Tools for e- Learning.
vi) Participant Activities

Planning Online Learning & Creating Digital Mindset



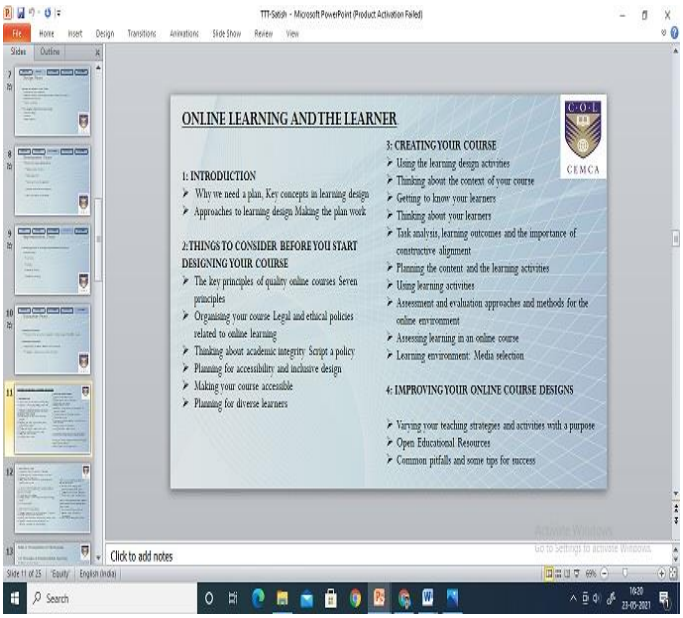
Besides lectures delivered, based on Power Point Presentations, the trainer used Question and Answers, Case studies, discussions, Group Assignments. The multitude of training methodologies was utilized in order to ensure that the participants not only learned all the concepts, but also get the opportunity to practice what they learned.

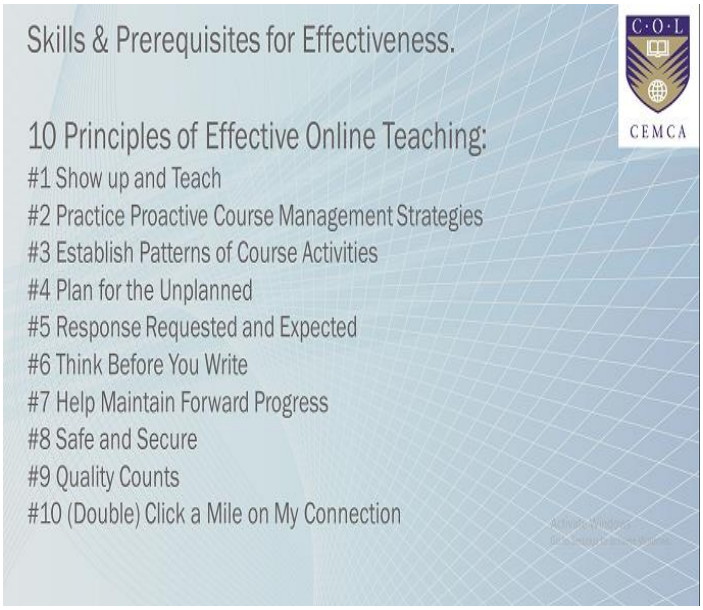
Topics of Discussion

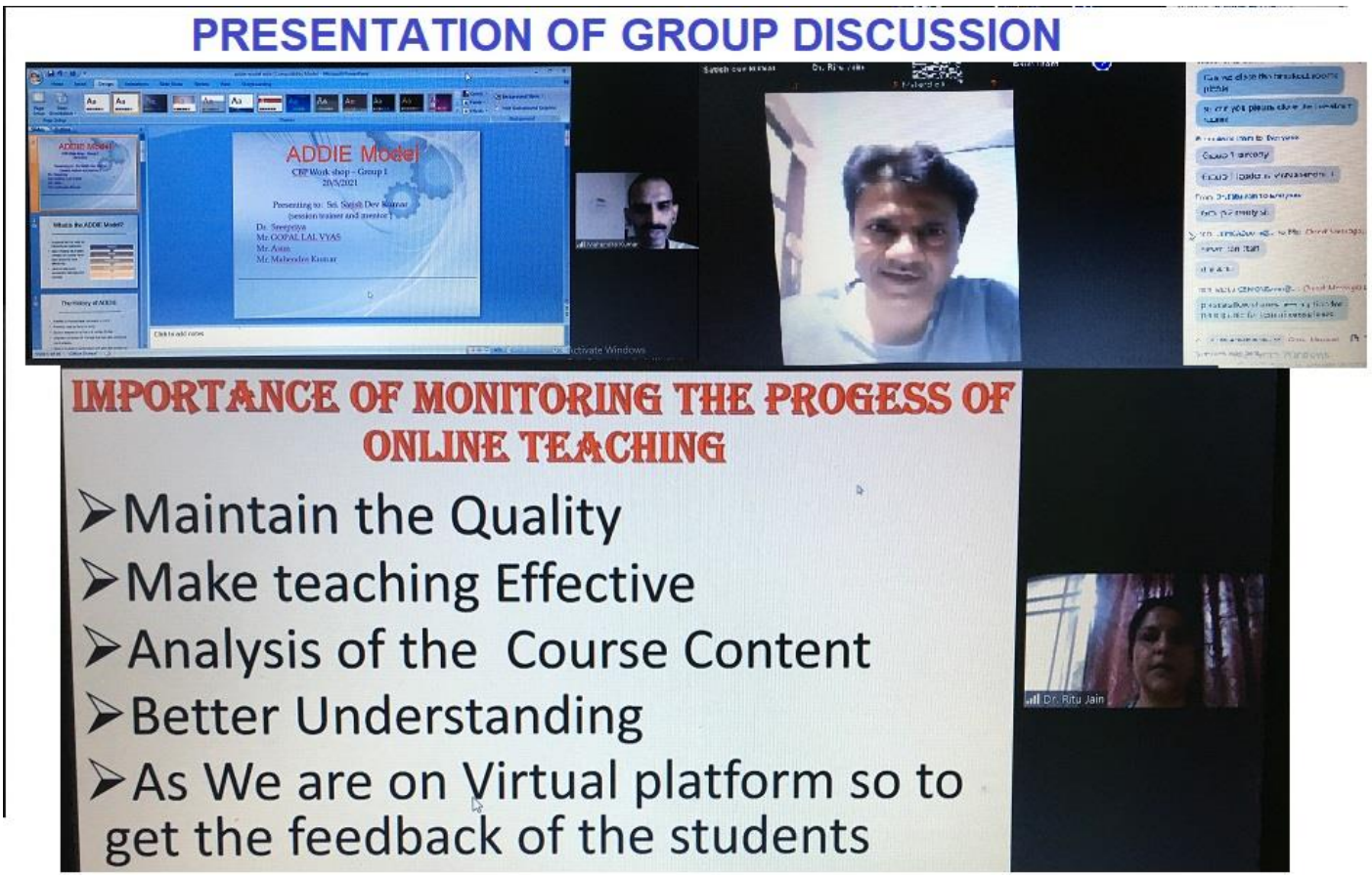
1. Why do we need online education; The advantages and disadvantages
2. Explain Addie model Process , using a real life Example (Any Subject Matter)
3. Explain in details the challenges for moving into Online Education
4. Discuss of the importance of Activities for an online Training.

Mr. Satish dev kumar started the session with a brief interaction with the individual participants by taking their inputs on the Topics.

The session began with PPT Slides on Planning Online Learning, creating a Digital Mind Set and how Online teaching and learning differs from the traditional Offline mode. The participants were given detailed explanation on the Topics, this was followed by a Group discussion with Each group giving their learning review on the days Topics







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Learning Output & Outcome:

OUTPUT	• Participants have achieved conceptual clarity on the valued attributes of Methodology. Planning Online Learning & Creating Digital Mindset. • Participants have understood the points of importance of Online Learning and Learner • Participants have achieved expertise on the Online Communication Techniques
EXPECTED OUTCOME	• It is expected that in near future the Participants will use the E Learning tools Effectively in their Facilitations • It is expected that the participants will be capable use their E Learning Skills • It is expected that the participants will adhere to the parameters of Effective E Learning.

GROUPS	ASSIGNMENTS
GROUP 1	ASSIGNMENT on Steps for Planning in an online Learning
GROUP 2	Discuss on the different steps of Addie Model
GROUP 3	Evaluating the needs to be considered while creating a online learning content
GROUP 4	Discuss the 10 Principles of Effective Training Model
GROUP 5	Evaluate the online Communication Techniques
GROUP 6	Explain by examples on the various Tools for e-learning.

Learning Output & Outcome:

OUTPUT	• Participants have understood the steps for Planning for an online learning. • Participants have logically construed the Addie Model process. • Participants have got a detailed idea of the principles of Effective Training
EXPECTED OUTCOME	• The participants will be using the Planning in their training programmes • It is expected that the participants will be capable of using the Addie model for their training content development • It is expected that the participants will be able to put to use the various tools of e-learning

Evaluation:

REACTION EVALUATION	The Facilitator has taken into consideration the factors like spontaneity, promptness, readiness to answer a question, motivation to ensure participation in a thematic discussion, vocal enthusiasm etc.
LEARNING EVALUATION	The Facilitator has taken into consideration the factors like ability to comprehend the essence of a theme, retention and recall of technical concepts, ability to elucidate a topic to others, adding value to a training process etc.

Day 4 – May 21st, 2021 TRAINING NEED ANALYSIS, CURRICULUM DESIGN, INSTRUCTION DELIVERY & EVALUATION

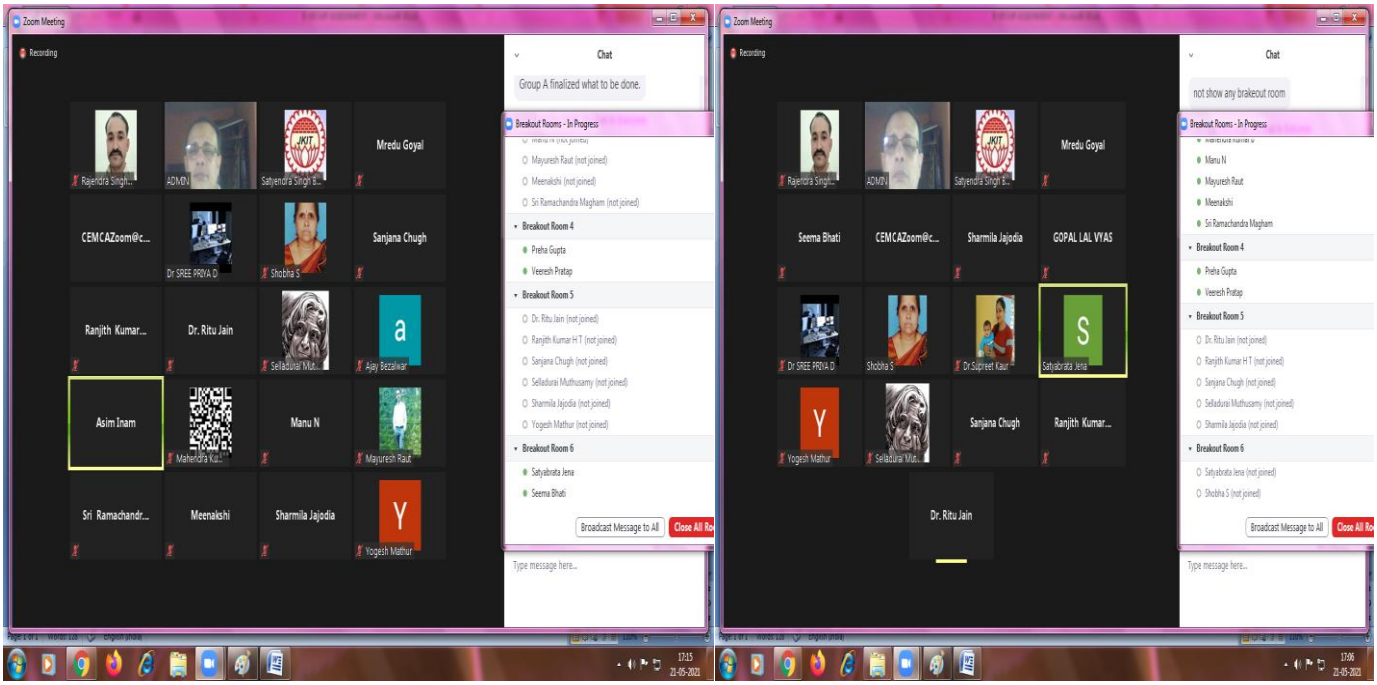
Introduction:

The entire global arena is overshadowed by an intensive situational crisis. Amidst the virulent Pandemic, the policy makers & administrators are making planned and sustained effort to prevent assemblage of people in a physical setting for preventing COVID 19 infestations. Under such circumstantial adversity, it is an impossible task to organize offline/field training, because the assemblage of people in a physical setting is being considered as highly vulnerable proposition.

In such a critical situation, the Educational Institutions are being circumstantially compelled to engineer a paradigm shift in the mode of delivering the educational inputs. Maximum emphasis is being placed upon E-learning. There is a colossal demand for E-Learning in the present scenario. It is being predicted by the Subject Matter Experts (SME) that with the passage of time, E-Learning will be deemed as the most preferred mode for delivering educational inputs.

In such a scenario, it can be tenably inferred that the Capacity Building program on "Online Teaching, Assessment & Communication Skills" is driven by logical rationale and situational relevance. The program is expected to satisfy the need of a vast number of individuals in the education sector.

It can be assumed that this Capacity Building Program on "Online Teaching, Assessment & Communication Skills" is going to generate prodigious number of E-Learning Experts, who will in turn carry out their valued mission of edifying, enlightening and empowering innumerable students in the online platform. This will intensify the Social Impact of our program



Training Objectives

- To make the participants conversant with specific models of Facilitation & Instruction Delivery, those are conducive to the students of E-Learning.
- To make the participants enlightened with the logical rationale of Training Need Analysis
- To make the participants enriched with and tools and methods of identifying training-need and pinpointing the TERMINAL LEARNING OBJECTIVE(TLO)
- To elucidate the principles and practices relevant to Curriculum Design and determination of Training-Methods that are relevant to E-Learning
- To make the participants apprised with the models of Evaluation that can appraise the effectiveness of E-learning.
- To guide the participants practically , so that they can design content , determine instructional sequence for E-Learning
- To provide practical guidance to the participants so that they can conduct evaluation of learning programs and write evaluation reports reflecting the findings of evaluation.

Facilitation Techniques Deployed (Methodology):

- Participatory discussion
- PPT slide presentation
- Brainstorming
- Case Discussion
- Role Play
- Problem Solving

Topics Covered:

- Models of Instruction Delivery & Facilitation that are relevant in E-learning platform
- Relevance of BENJAMIN BLOOM's Taxonomy in identifying the cognitive gap and determining Terminal Learning Objectives (TLO)
- Styles of Experiential Learning (based on the model of PETER HONEY AND ALAN MUMFORD)
- Determining training methods according to learning style of participants
- Content Sequencing (based on Elaboration model of CHARLES REIGELUTH)
- SWELLER's Model of reducing Cognitive Load (Method of splitting a complex content into significant number of logically sequenced simple components)
- Models of evaluating learning outcome (KIRKPATRICK's Model , CIPP MODEL , LOGICAL FRAMEWORK ANALYSIS)

Proceedings of The Training Session:

The Facilitator - Mr. Purandar Sengupta, extended warm welcome to the participants. He reflected his acknowledgement & appreciation pertaining to the motivational stories framed by the participants in the first day of this Capacity Building Program viz. on 18th May 2021

Then the Facilitator made a conscious effort to facilitate the participants in recalling the previous learning inputs that were delivered on 18th May 2021.

He encouraged the participants to reflect the essence of Facilitation Methodology that was clarified in the previous class. The Participants highlighted the salient features of Facilitation and the different interventions deployed in Facilitation Methodology. The Facilitator appreciated the participants for their capability of enunciating the learnt inputs.

To integrate the previous learning experience of the participants with the present situation, the Facilitator presented the DISCOVERY LEARNING MODEL by JEROME BRUNER. It is an Inquiry Based Learning Model which aims at facilitating the learners to discover their existing strength and contemplate on previous experiences of achievement for ensuring problem solving and generating innovation in the present situation or in future.

The participants earnestly appreciated the model and inferred that the essence of facilitation is getting reflected by the DISCOVERY LEARNING MODEL of JEROME BRUNER.

After that, the Facilitator introduced the topic of sequencing the instructional pattern based on Robert Gagne's Model. He presented GAGNES's nine steps of delivering instructions in a sequential pattern. The participants commented that this model has got deep significance in facilitating the learners to register inputs in their cognitive domain, recall the inputs at any point of time and transfer the learning inputs to others. The Facilitator appreciated the participants for perceiving the beneficial aspects of ROBERT GAGNE's Nine Steps of Instruction Delivery.

After that the Facilitator explained the significance of the ARCS MODEL of JOHN KELLER in motivating and engaging the learners. The participants ratified the importance of this model to enhance the span of attention in an E-learning program.

The Facilitator requested Dr. Ritu Jain, a proactive participant, to deliver a short presentation on the beneficial aspects of the various models of Facilitation & Instruction. She was prompt enough to deliver her succinct presentation with seamless eloquence

Then the Facilitator informed the participants that the learning journey is moving forward from Facilitation to Evaluation of learning outcome. Subsequently he clarified the three illustrious models of evaluation which are enumerated below;-

- Logical Framework Analysis (LFA)
- CIPP MODEL by Stufflebeam
- KIRKPATRICK's 4 Level Evaluation Model

After clarification of the three aforementioned models of evaluation, the Facilitator encouraged the participants to join in an open discussion regarding the effectiveness of these models in appraising the beneficial outcome of an E-Learning Program. The participants ventilated their analytical viewpoints regarding the effectiveness of the three different models of evaluation

After that the Facilitator announced a recess for 15 minutes.

After the recess, the Facilitator justified the logical rationale of identifying the need of the potential trainees. In this context he explained the conceptual aspect of Benjamin Bloom's Taxonomy. He explained how the proper application of this taxonomy along with cognitive appraisal tools, can reveal the cognitive gaps prevailing among the common people. In this connection he also clarified the concept of Terminal Learning Objective (TLO). The Facilitator enabled the learners to understand the correlation between the TLOs of a potential trainee and the cognitive gap of the trainee in Bloom's Taxonomy.

Then the Facilitator explained the different Learning Styles of different people on the basis of the Experiential Learning Model of David Kolb and the Honey-Mumford Model of Experiential Learning.

Bridging the subtle interface between Need Analysis & Design, the Facilitator immediately highlighted the practice of determining different training methods that matches with the different learning styles of the learners.

After that the Facilitator adopted a strategy to ensure deeper participation of the trainees. He presented the quintessential aspects of Elaboration Theory of CHARLES REIGELUTH. After a pause he explained the concept Cognitive Load Reduction Model as framed by JOHN SWELLER. Then the Facilitator asked the participants to correlate between the two models and to state their significance in Content Designing. The participants logically inferred that both the models converge at the point of reducing load upon the students.

The participants appreciated the concept breaking down a complex problem into simpler items and presentation of the items in the logical sequence of simple to complex forms. They opined that this practice can reduce the Cognitive Load of the students and help the students to register the learnt inputs into their long term memory.

Reflection of the Participants:

The Facilitator Mr. Purandar Sengupta adopted a strategy to ensure the PARTICIPATORY APPROACH in the training program. After presenting information on every significant model of content-design and content–delivery he requested the participants to contemplate on the explained topics and evaluate its effectiveness in the present scenario.

By dint of this approach, deeper contemplation and greater reflections of the participants were elicited in the session. It not only ensured LEARNER-ENGAGEMENT but also ensured LEARNER –EMPOWERMENT.

Role Play:

The Facilitator orchestrated a Role play in this session. He asked Dr. Ritu Jain to play the role of a Facilitator and to facilitate the other participants to achieve conceptual depth on ROBERT GAGNE's NINE STEPS OF INSTRUCTION

Accordingly Dr. Ritu Jain adopted the role of a Facilitator. She asked Mr. Ajay , Mr. Asim , Mr. Gopal , Mr. Veeresh , Dr.Manu , Dr. Sreepriya and some other participants to contemplate and clarify each of nine steps of GAGNEY's MODEL of Instruction Delivery.

All the selected participants expressed their views on practical implementation and the significance of each of the nine steps Dr. Ritu Jain interacted like a Facilitator with all the participants selected by her.

Thus in the Role Play , Dr. Ritu Jain wonderfully enacted the role of a facilitator and achieved success in eliciting highly contemplative views from the participants selected by her.

The entire Role Play fostered Experiential Learning. The participants incurred valued experiences and learnt from the incurred experiences

Assignment:

The trainees were segregated into 6 Break Rooms.

For each of the six sub-groups operating in one six break –rooms, the Facilitator designed a challenging Assignment that demands critical thinking as well as creative thinking. .

Apart from that, the Facilitator provided a reference material /case to each of the groups , that will enable the group members to complete the Assignments with acuity and precision.

GROUPS	ASSIGNMENTS
GROUP A	ASSIGNMENT on INSTRUCTIONAL SEQUENCING based on GAGNE' nine steps of instruction delivery
GROUP B	Identifying TLOs of a student whose status in Bloom's Taxonomy has been determined Designing a training program for the student based on the identified TLOs
GROUP C	Evaluating an E Learning Program based on the parameters of Logical Framework Analysis
GROUP D	Evaluating a training project on the basis of the components of KIRKPATRICK's EVALUATION MODEL
GROUP E	How to motivate and engage the students of an Online Program , based on the ARCS Model
GROUP F	To match the training methods with each of the four learning styles of the trainees.

Learning Output & Outcome:

OUTPUT	• Participants have achieved conceptual clarity on the valued models of Facilitation & Instruction Delivery. • Participants have logically construed the theoretical tenets and the practical significance of Evaluation Models • Participants have got enlightened regarding principles and practice of Training Need Analysis& Designing need based Learning Interventions
EXPECTED OUTCOME	• It is expected that in near future the Participants will emerge as efficient Designers & Facilitators in E-Learning • It is expected that the participants will be capable enough to administer the valued interventions in Online Facilitation • It is expected that the participants will be able to evaluate the

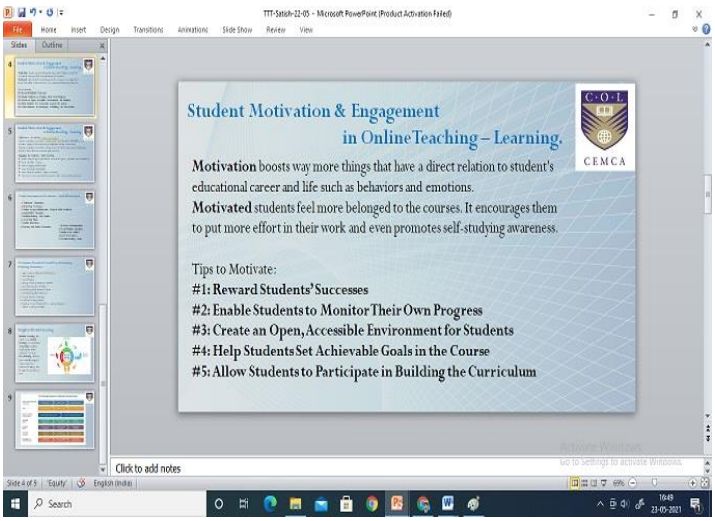
	Outcome and Impact of the E-Learning programs

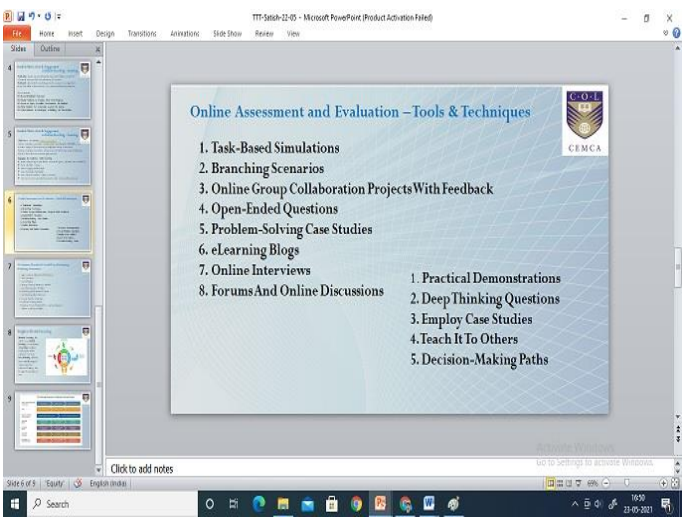
Day 5 – May 22nd, 2021: Online Assessment and Evaluation-Tools and Techniques, Blended Learning, Case Studies and Presentations

Introduction:

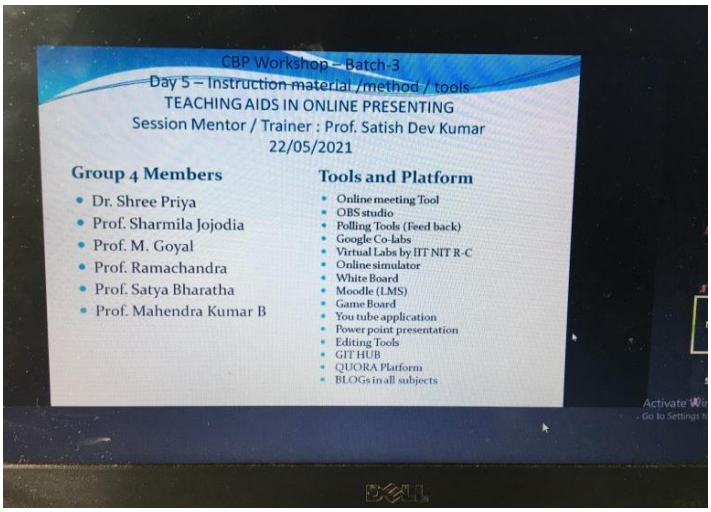
The session started with a recap of previous session, topics for the day were Guide to Online Curriculam & Pedagogy, Motivation and Engagement of the online Learners, Tools & Techniques for Assessment & Evaluation. A small video of Blended Learning was shown and was used as a case study for discussion. The participants were divided in groups and showed great enthusiasm and zeal in presenting the views of their group discussion. This was followed by interactions and discussions on the prevailing practices of E Learning, and the partcipants also gave their feedbacks of Programme. To end the progamme the participants were addressed by Dr. Rajdeep Deb and Mr. Saurabh Mishra. On the mission they have taken and also informed about the new courses that they are going start on Blockchain. Dr. Rajdeep proposed the Vote of Thanks and concluded the session.

- Teaching Design – Guide to Online Curriculum & Pedagogy.
- Student Motivation & Engagement in Online Teaching – Learning.
- Online Assessment and Evaluation – Tools & Techniques
- Insight to Blended Learning
- Case Studies & Group Discussions.



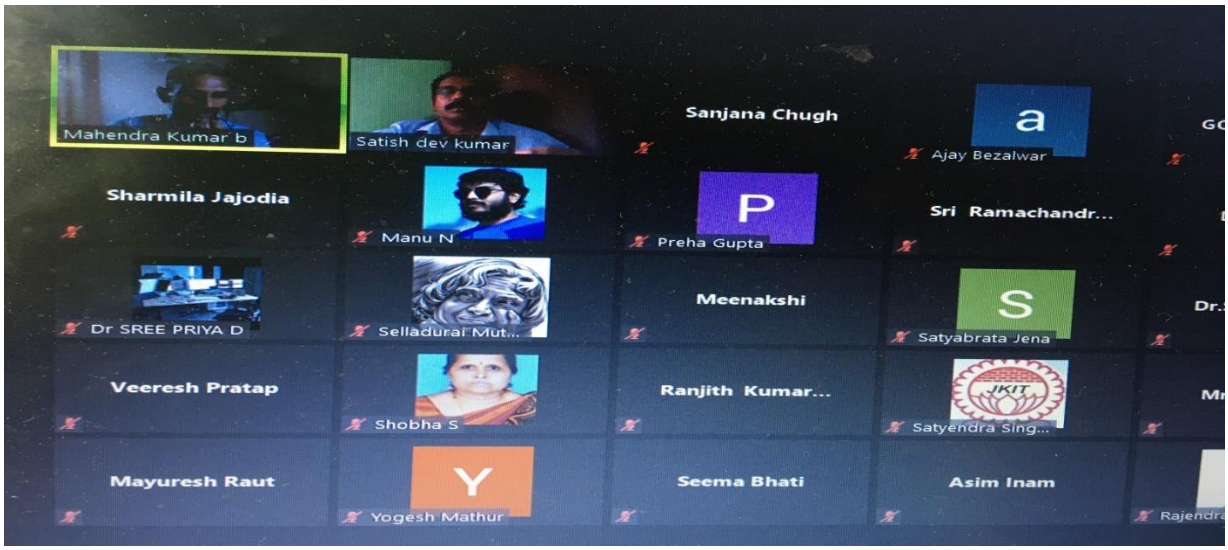


Participant's presenting after Breakout rooms activity



Participants were evaluated based on their interactions and the level of involvement shown during the sessions. Besides the trainer evaluated the participants based on Group Assignments and one to one interactions to assess their success in enhancement of their skills and capacity building.

Group members made a presentation on the following topics and their performance were assessed based on content, communication and presentation skills.



Learning Output & Outcome:

OUTPUT	• Participants have achieved conceptual clarity on the Course design & Curriculum development Models. • Participants have understood the points of Pedagogy with related to FTF scenario and w.e.t online platform. • Participants have achieved expertise on the Motivation and

	engagement of partcipants in an Online Training
EXPECTED OUTCOME	• It is expected that in near future the Participants will be Effectively involve themselves in course design and curriculum preparation in E-Learning • It is expected that the participants will be capable enough to administer pedagogy formulas w.r.t Online Training • It is expected that the participants will adhere to the parameters of Online Assessments and Effective evaluation.

Assignments: 22:05:2021

Group 1. Identify any 5 Principles of Effective Online Teaching – Explain the same
Group 2. What is constructive Teaching Explain with Examples
Group 3. What is Course management System – Explain on the importance
Group 4. Identify Teaching platforms for Differently Abled People- Describe as per the Disabilities

Individual Assignment:

1. What is Blended Learning, Identify the various Tools, Platforms, Languages, Technology that are used in the same.
2. Why do we need online education; Write down the advantages and disadvantages
3. Explain Addie model Process , using a real life Example (Any Subject Matter)
4. Explain in details the challenges for moving into Online Education
5. Discuss of the importance of Activities for an online Training.

Evaluation:

REACTION EVALUATION	The Facilitator has taken into consideration the factors like spontaneity, promptness, readiness to answer a question, motivation to ensure participation in a thematic discussion, vocal enthusiasm etc.
LEARNING EVALUATION	The Facilitator has taken into consideration the factors like ability to comprehend the essence of a theme, retention and recall of technical concepts, ability to elucidate a topic to others, adding value to a training process etc. Critical Appraisal of the assignments was also a part of the Learning Evaluation

List of Participants and their Performance Summary

(A+: EXCELLENT; **A: V**ERY GOOD; **B+:** GOOD; **B-**: INSIGNIFICANT)

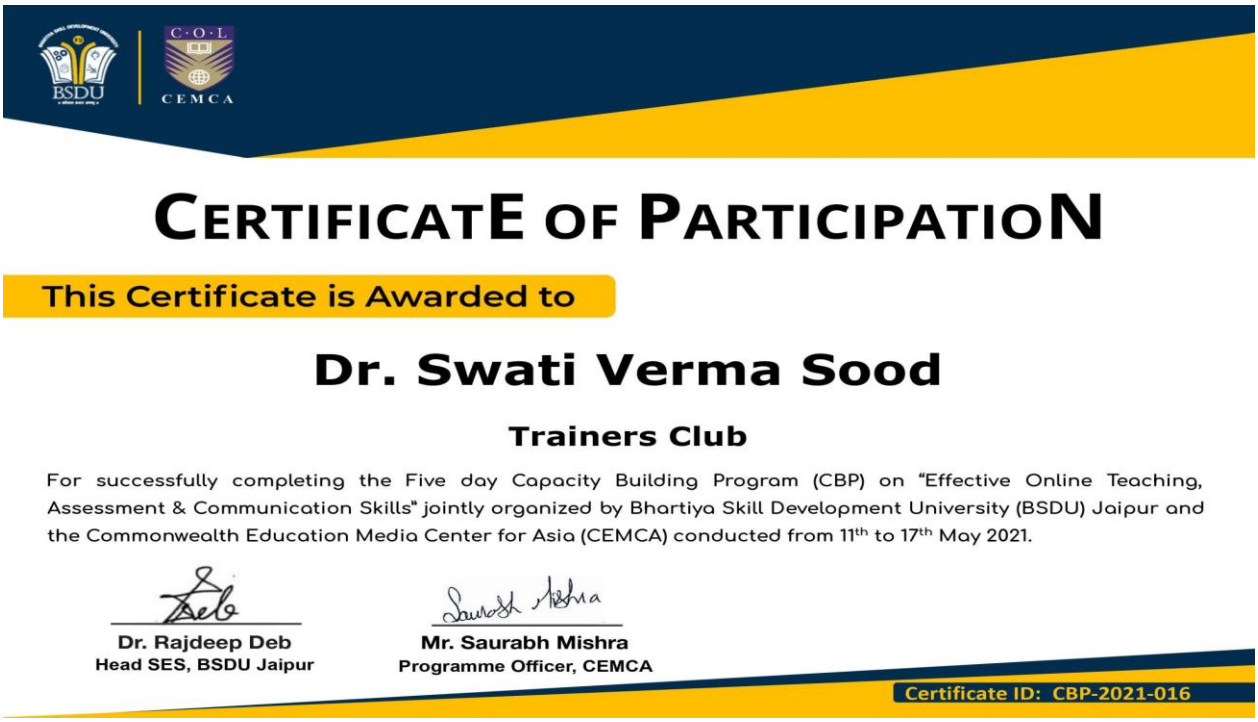
SL NO	PARTICIPANTS	NAME OF FACULTY		
		Mr. Purandar	**Mr. Rajeev**	**Mr. Satish dev**
1	Ajay Bezalwar	**A**	**A**	**A**
2	Asim	**A**	**A**	**A**
3	Sreepriya	**B+**	**A**	**A**
4	Baburao Kathi	**B**	**B**	**B**
5	Dhivya Paniswamy	**B**	**B**	**B+**
6	Frotan Gamerz	**B**	**B**	**B**
7	Kirti Lalwani	**B**	**B**	**A**
8	Gopal Lal Vyas	**A**	**A**	**A**
9	Mahendra Kumar	**A+**	**A**	**A+**
10	Meenakshi Manavanian	**A**	**A**	**A**
11	Mayuresh Rout	**B**	**B**	**B**
12	Magham Ramchandra	**A**	**A**	**A**
13	Manu Vijaynarayan	**A+**	**A**	**A**
14	Nikita Singh	**A**	**A**	**A**
15	Mredu Goyel	**B+**	**A**	**B**
16	Pratap Veeresh	**A+**	**A**	**A**
17	Priyesh Rangan	**B+**	**A**	**B**
18	Preha Kansal	**A**	**A**	**A**
19	Suprret Kaur	**B+**	**B**	**A**
20	Sanjana Chugh	**B+**	**A**	**B**
21	Ritu Jain	**A+**	**A+**	**A+**
22	R.P Patel	**B**	**B**	**B**
23	Rajendra Sigh Chauhan	**B+**	**B**	**B**
24	Ranjith Kumar	**A**	**A**	**A**
25	Selladurai Muthuswami	**A**	**A**	**B**
26	Satayabrata Jena	**A**	**A**	**A**
27	Seema Bhati	**A**	**A**	**A**
28	Sat Bhad	**A**	**A**	**A**
29	Sharmila Jajodia	**A**	**A**	**A**
30	Santosh C	**B**	**B**	**B**
31	Shobha Raghavendra	**A**	**A**	**A**
32	Wasim Akram	**B**	**B**	**B**
33	Yogesh Mathur	**B+**	**B**	**B+**
34	Vijaya Kumar	**B**	**B**	**B**
35	Shumam Dariya	**B**	**B**	**B**

Based on Class Participation, Assignment, Presentation and Activities conducted in the Break Out Room. The following is the summary of their overall performance.

Note: The other participants did not actively engage in the Class room assessments as well did not participate in the other modes of evaluation and assessment.

** participants who attended minimum days of training program and submitted all assignments and actively participated during the sessions been awarded "**course completion certificate**".

Sample Certificate



CERTIFICATE OF PARTICIPATION

This Certificate is Awarded to

Dr. Swati Verma Sood

Trainers Club

For successfully completing the Five day Capacity Building Program (CBP) on "Effective Online Teaching, Assessment & Communication Skills" jointly organized by Bhartiya Skill Development University (BSDU) Jaipur and the Commonwealth Education Media Center for Asia (CEMCA) conducted from 11th to 17th May 2021.

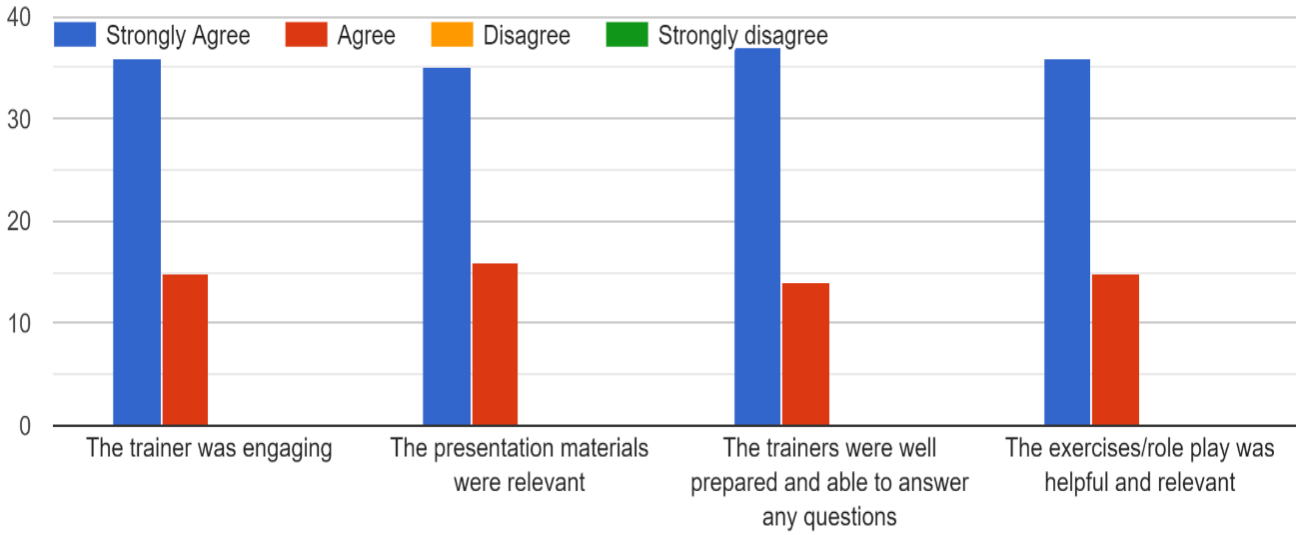
Dr. Rajdeep Deb
Head SES, BSDU Jaipur

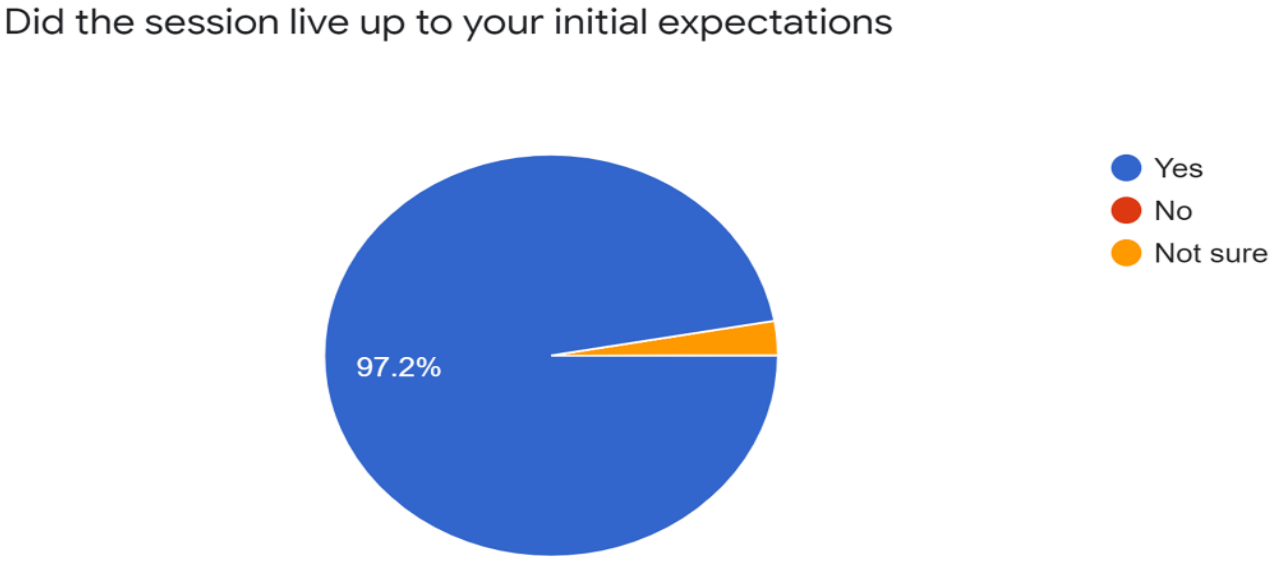
Mr. Saurabh Mishra
Programme Officer, CEMCA

Certificate ID: CBP-2021-016

The participants expressed their satisfaction with the overall conduct of the Five Day Faculty Development Program. They stated that they found the content useful and also could relate to the topics discussed and examples cited in the context of their professional experience in their colleges. Most of them were highly impressed with the content and the delivery part of the entire 5 day program. Some of them greatly liked the group assignments and presentations as they became more confident of their skills and abilities. Some of them were first timers for the online program, they too felt the confidence in speaking out in an online platform, with all new people from different locations. The participants insisted in conducting more such programs for their personal development as online Teachers/ Facilitators etc.,

Not much
A little
Good
Very good
Excellent
20
10
0
How effective was the program in achieving the learning objectives?
Was the content of the session was organized and easy to follow


40
30
20
10
0
Strongly Agree
Agree
Disagree
Strongly disagree
The trainer was engaging
The presentation materials were relevant
The trainers were well prepared and able to answer any questions
The exercises/role play was helpful and relevant


Did the session live up to your initial expectations
97.2%
Yes
No
Not sure

News Clips of the CBP

पांच दिवसीय कैपेसिटी बिल्डिंग प्रोग्राम का बी.एस.डी.यू व सेमका संस्था द्वारा आयोजन

हमारा समाचार

निमेडा। जयपुर स्थित भारतीय स्किल डेवलपमेंट यूनिवर्सिटी व कॉमनवेल्थ एजुकेशन मीडिया सेंटर फॉर एशिया सेमका के संयुक्त तत्वाधान में भारतवर्ष के शिक्षा के क्षेत्र में सरकारी व प्राइवेट संस्थाओं में कार्यरत टीचर्स, प्रोफेसर्स व फैकल्टी मेंबर्स को ऑनलाइन टीचिंग व असेसमेंट के आधुनिक टूल्स से अवगत कराने वह कम्युनिकेशन स्किल में निरंतर सुधार करने हेतु पांच दिवसीय कैपेसिटी बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। कार्यक्रम में मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गोयल ने कार्यक्रम की रूपरेखा की जानकारी दी।समारोह के मुख्य अतिथि बी एस डी यू के प्रेसिडेंट डॉक्टर अचिंत्य चौधरी ने समाज में शिक्षकों की भूमिका को अग्रणीय बताते हुए सभी का उत्साहवर्धन किया।वही समारोह की अति विशिष्ट अतिथि सेमका संस्थान नई दिल्ली की निर्देशिका प्रोफेसर मधु प्रहार ने शिक्षा के बदलते हुए परिदृश्य में ऑनलाइन टीचिंग की महत्ता पर प्रकाश डाला।उद्घाटन समारोह के मुख्य वक्ता यूनिवर्सिटी आफ मैरीलैंड की प्रोफेसर डॉ विना कुमार ने सभी दर्शकों को शिक्षण क्षेत्र में सहायक आधुनिक तकनीक से सभी को रूबरू कराते हुए अपना संबोधन दिया।अंत में बी एस डी यू के ट्रेनिंग एंड प्लेसमेंट ऑफिसर डॉ शेखर कपूर ने सभी का धन्यवाद अर्पण किया।

पांच दिवसीय कैपेसिटी बिल्डिंग प्रोग्राम का बी.एस.डी.यू व सेमका संस्था द्वारा वेबीनार का आयोजन

मरूधर बुलेटिन/निमेडा। जयपुर स्थित भारतीय स्किल डेवलपमेंट यूनिवर्सिटी व कॉमनवेल्थ एजुकेशन मीडिया सेंटर फॉर एशिया सेमका के संयुक्त तत्वाधान में भारतवर्ष के शिक्षा के क्षेत्र में सरकारी व प्राइवेट संस्थाओं में कार्यरत टीचर्स, प्रोफेसर्स व फैकल्टी मेंबर्स को ऑनलाइन टीचिंग व असेसमेंट के आधुनिक टूल्स से अवगत कराने वह कम्युनिकेशन स्किल में निरंतर सुधार करने हेतु पांच दिवसीय कैपेसिटी बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। कार्यक्रम में मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गोयल ने कार्यक्रम की रूपरेखा की जानकारी दी।समारोह के मुख्य अतिथि बी एस डी यू के प्रेसिडेंट डॉक्टर अचिंत्य चौधरी ने समाज में शिक्षकों की भूमिका को अग्रणीय बताते हुए सभी का उत्साहवर्धन किया।वही समारोह की अति विशिष्ट अतिथि सेमका संस्थान नई दिल्ली की निर्देशिका प्रोफेसर मधु प्रहार ने शिक्षा के बदलते हुए परिदृश्य में ऑनलाइन टीचिंग की महत्ता पर प्रकाश डाला।उद्घाटन समारोह के मुख्य वक्ता यूनिवर्सिटी आफ मैरीलैंड की प्रोफेसर डॉ विना कुमार ने सभी दर्शकों को शिक्षण क्षेत्र में सहायक आधुनिक तकनीक से सभी को रूबरू कराते हुए अपना संबोधन दिया।

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हमारा समाचार

जयपुर (कमल देगड़ा)। जयपुर स्थित भारतीय स्किल डेवलपमेंट यूनिवर्सिटी (बीएसडीयू) व कॉमनवेल्थ एजुकेशन मीडिया सेंटर फॉर एशिया (सेमका) के संयुक्त तत्वाधान में भारतवर्ष के शिक्षा के क्षेत्र में सरकारी व प्राइवेट संस्थाओं में कार्यरत टीचर्स, प्रोफेसर्स व सभी फैकल्टी-मेंबर्स को ऑनलाइन टीचिंग व असेसमेंट के आधुनिक टूल्स से अवगत कराने व कम्युनिकेशन स्किल्स में निरंतर सुधार करने हेतु पाँच दिवसीय कैपेसिटी-बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। कार्यक्रम की शुरुआत 10 जनवरी को उद्घाटन समारोह के रूप में हुई थी, जिसमें मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गोयल ने कार्यक्रम की रूपरेखा की जानकारी दी। समारोह के मुख्य अतिथि बीएसडीयू के प्रेजिडेंट डॉ अचिन्त्य चौधरी ने समाज में शिक्षकों की भूमिका को अग्रणीय बताते हुए सभी का उत्साहवर्धन किया, वहीं समारोह की अतिविशिष्ट अतिथी सेमका संस्था, नई दिल्ली की निर्देशिका प्रोफेसर मधु पराहर ने शिक्षा के बदलते हुए परिदृश्य व ऑनलाइन टीचिंग की महत्ता पर प्रकाश डाला। उद्घाटन समारोह की मुख्य वक्ता यूनिवर्सिटी ऑफ मैरीलैंड की प्रोफेसर डॉ वीना कुमार ने सभी दर्शकों को शिक्षण क्षेत्र में सहायक आधुनिक तकनीक से सभी को रूबरू कराते हुए अपना सम्बोधन दिया। अंत में बीएसडीयू के ट्रेनिंग एंड प्लेसमेंट ऑफिसर डॉ शेखर कपूर ने सभी का धन्यवाद अर्पण किया। कैपेसिटी बिल्डिंग प्रोग्राम में अनेक मास्टर ट्रेनर्स का सहयोग मिला जिन्होंने अपने ज्ञान से सभी प्रतिभागियों को लाभान्वित किया। प्रो. पुरंदर सेनगुप्ता ने सम्बोधन की कला व टाइम मैनेजमेंट पर प्रकाश डालते हुए सभी टीचर्स में कॉन्फिडेंस का संचार किया, वहीं प्रो. राजीव कु. श्रीवास्तव ने सभी को गूगल क्लासरूम, गूगल मीट जैसे आधुनिक टीचिंग टूल्स से परिचित करवाया। डॉ शिवाजी बैनर्जी ने सभी टीचर्स को ऑनलाइन पाठ्यक्रम बनाने व उसका उचित प्रकार से मूल्यांकन करने की बात कहते हुए अपने सेशंस में विद्यार्थियों को ऑनलाइन पढ़ाई में दिलचस्पी लाने के टिप्स भी दिए। पाँच दिवसीय इस कैपेसिटी बिल्डिंग प्रोग्राम का सफलतापूर्वक आयोजन डॉ राजदीप देव, प्रो. सौरभ मिश्रा व डॉ शेखर कपूर के सम्मलित प्रयासों द्वारा संभव हुआ। सोमवार 17 मई को इस प्रोग्राम का समापन होगा कार्यक्रम में चांसलर अचिंत्य चौधरी, प्रोफेसर मधु प्रहार व यूनिवर्सिटी के रजिस्ट्रार डॉ सुशीला तिवारी सभी लोगों को सर्टिफिकेट प्रदान करेंगी । आगले दो-तीन महीने तक इसी प्रकार कैपेसिटी बिल्डिंग प्रोग्राम के आयोजन होते रहेंगे।

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जयपुर। स्थित भारतीय स्किल डेवलपमेंट यूनिवर्सिटी (बीएसडीयू) व कॉमनवेल्थ एजुकेशन मीडिया सेंटर फॉर एशिया (सेमका) के संयुक्त तत्वाधान में भारतवर्ष के शिक्षा के क्षेत्र में सरकारी व प्राइवेट संस्थाओं में कार्यरत टीचर्स, प्रोफेसर्स व सभी फैकल्टी-मेंबर्स को ऑनलाइन टीचिंग व असेसमेंट के आधुनिक टूल्स से अवगत कराने व कम्युनिकेशन स्किल्स में निरंतर सुधार करने हेतु पाँच दिवसीय कैपेसिटी-बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। कार्यक्रम की शुरुआत 10 जनवरी को उद्घाटन समारोह के रूप में हुई थी, जिसमें मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गोयल ने कार्यक्रम की रूपरेखा की जानकारी दी। समारोह के मुख्य अतिथि बीएसडीयू के प्रेजिडेंट डॉ अचिन्त्य चौधरी ने समाज में शिक्षकों की भूमिका को अग्रणीय बताते हुए सभी का उत्साहवर्धन किया, वहीं समारोह की अतिविशिष्ट अतिथी सेमका संस्था, नई दिल्ली की निर्देशिका प्रोफेसर मधु पराहर ने शिक्षा के बदलते हुए परिदृश्य व ऑनलाइन टीचिंग की महत्ता पर प्रकाश डाला। उद्घाटन समारोह की मुख्य वक्ता यूनिवर्सिटी ऑफ मैरीलैंड की प्रोफेसर डॉवीना कुमार ने सभी दर्शकों को शिक्षण क्षेत्र में सहायक आधुनिक तकनीक से सभी को रूबरू कराते हुए अपना सम्बोधन दिया। अंत में बीएसडीयू के ट्रेनिंग एंड प्लेसमेंट ऑफिसर डॉ शेखर कपूर ने सभी का धन्यवाद अर्पण किया।कैपेसिटी बिल्डिंग प्रोग्राम में अनेक मास्टर ट्रेनर्स का सहयोग मिला जिन्होंने अपने ज्ञान से सभी प्रतिभागियों को लाभान्वित किया।

प्रो. पुरंदर सेनगुप्ता ने सम्बोधन की कला व टाइम मैनेजमेंट पर प्रकाश डालते हुए सभी टीचर्स में कॉन्फिडेंस का संचार किया, वहीं प्रो. राजीव कु. श्रीवास्तव ने सभी को गूगल क्लासरूम, गूगल मीट जैसे आधुनिक टीचिंग टूल्स से परिचित करवाया। डॉ शिवाजी बैनर्जी ने सभी टीचर्स को ऑनलाइन पाठ्यक्रम बनाने व उसका उचित प्रकार से मूल्यांकन करने की बात कहते हुए अपने सेशंस में विद्यार्थियों को ऑनलाइन पढ़ाई में दिलचस्पी लाने के टिप्स भी दिए। पाँच दिवसीय इस कैपेसिटी बिल्डिंग प्रोग्राम का सफलतापूर्वक आयोजन डॉ राजदीप देव, प्रो. सौरभ मिश्रा व डॉ शेखर कपूर के सम्मलित प्रयासों द्वारा संभव हुआ।सोमवार 17 मई को इस प्रोग्राम का समापन होगा कार्यक्रम में चांसलर अचिंत्य चौधरी, प्रोफेसर मधु प्रहार व यूनिवर्सिटी के रजिस्ट्रार डॉ सुशीला तिवारी सभी लोगों को सर्टिफिकेट प्रदान करेंगी । आगले दो-तीन महीने तक इसी प्रकार कैपेसिटी बिल्डिंग प्रोग्राम के आयोजन होते रहेंगे