



**BHARTIYA SKILL  
DEVELOPMENT UNIVERSITY**



Report on

## **Effective Online Teaching, Assessment & Communication Skills Capacity Building Program**

**(Batch 4) May 24-28, 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)

<b>Date and Timing</b>	<b>Topics</b>	<b>Master Trainers</b>
Day-1 (24/05/2021) 9:30 am- 12:30 pm	<ul style="list-style-type: none"> <li>● Planning Online Learning &amp; Creating Digital Mindset.</li> <li>● Online Learning &amp; the Learner.</li> <li>● Skills &amp; Prerequisites for Effectiveness.</li> <li>● Online Communication Techniques.</li> <li>● Learning Management Tools &amp; Tools for e- Learning.</li> <li>● Participant Activities.</li> </ul>	<b>Dr. Shivaji Banerjee</b>
Day-2 (25/05/2021) 9:30 am- 12:30 pm	<ul style="list-style-type: none"> <li>● Online Curriculum Development – Perspectives &amp; Principles.</li> <li>● Teaching Design – Guide to Online Curriculum &amp; Pedagogy.</li> <li>● Student Motivation &amp; Engagement in Online Teaching – Learning.</li> <li>● Issues &amp; Challenges in Online Learning (Experience Sharing).</li> <li>● Participant Activities &amp; Case Studies.</li> </ul>	<b>Dr. Shivaji Banerjee</b>
Day-3 (26/05/2021) 9:30 am- 12:30 pm	<ul style="list-style-type: none"> <li>● 7 Cs of Effective Communication</li> <li>● Communication pattern (Lecturer Vs. Facilitator)</li> <li>● Time Management in Class-Focus, Organize, Plan and Execute</li> </ul>	<b>Mr. Purandar Sen Gupta</b>
Day-4 (27/05/2021) 9:30 am- 12:30 pm	<ul style="list-style-type: none"> <li>● Brief of Google Classroom and its tools: Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, Google meet etc.</li> <li>● Creating Google Form- multiple-choice quizzes or short-answer quizzes.</li> <li>● Using google classroom for grading and assessment.</li> </ul>	<b>Mr. Rajeev Kumar Srivastava</b>
Day-5 (28/05/2021) 9:30 am- 12:30 pm	<ul style="list-style-type: none"> <li>● Online Assessment &amp; Evaluation Techniques</li> <li>● Designing &amp; Executing Online Examination – Monitoring Progress.</li> <li>● Modes of Delivery &amp; Assessment.</li> <li>● Team Presentation &amp; Role Plays for Participants (Practical Insights).</li> <li>● Blended Learning – The Future Ahead</li> </ul>	<b>Dr. Shivaji Banerjee</b>

**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. Prof (Dr.) Shivaji Banerjee (HOD & Prof St Xaviers' College, Kolkata)

**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

Forty-Six(46) participants have registered for batch 4 of 5-days Capacity Building Program. 36 attended the 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 Appendix 1.

**Dates:** The workshop was for five days – 24<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup>, 27<sup>th</sup>, and 28<sup>th</sup> May 2021 from 09:30AM to 12:30PM (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.

You have been invited to the following event.

**4th Batch - Capacity Building Program (CBT)**

When Tue May 24, 2021 09:30am – 12:30pm India Standard Time - Kolkata [more details »](#)

Where India ([map](#))

Joining info Join with Google Meet  
[meet.google.com/nir-cqob-zpe](https://meet.google.com/nir-cqob-zpe)

Join by phone  
 (US) [+1 478-352-1399](tel:+14783521399) (PIN: 943208268)

Calendar [hariprasad8712@gmail.com](mailto:hariprasad8712@gmail.com)

Who (Guest list has been hidden at organizer's request)

Hello All,

Welcome to CBT program!

Thanks,  
 IRO BSDU

Going ([hariprasad8712@gmail.com](mailto:hariprasad8712@gmail.com))? [Yes](#) - [Maybe](#) - [No](#) [more options »](#)

---

Invitation from [Google Calendar](#)

You are receiving this email at the account [hariprasad8712@gmail.com](mailto:hariprasad8712@gmail.com) because you are subscribed for invitations on calendar [hariprasad8712@gmail.com](mailto:hariprasad8712@gmail.com).

To stop receiving these emails, please log in to <https://calendar.google.com/calendar/> and change your notification settings for this calendar.

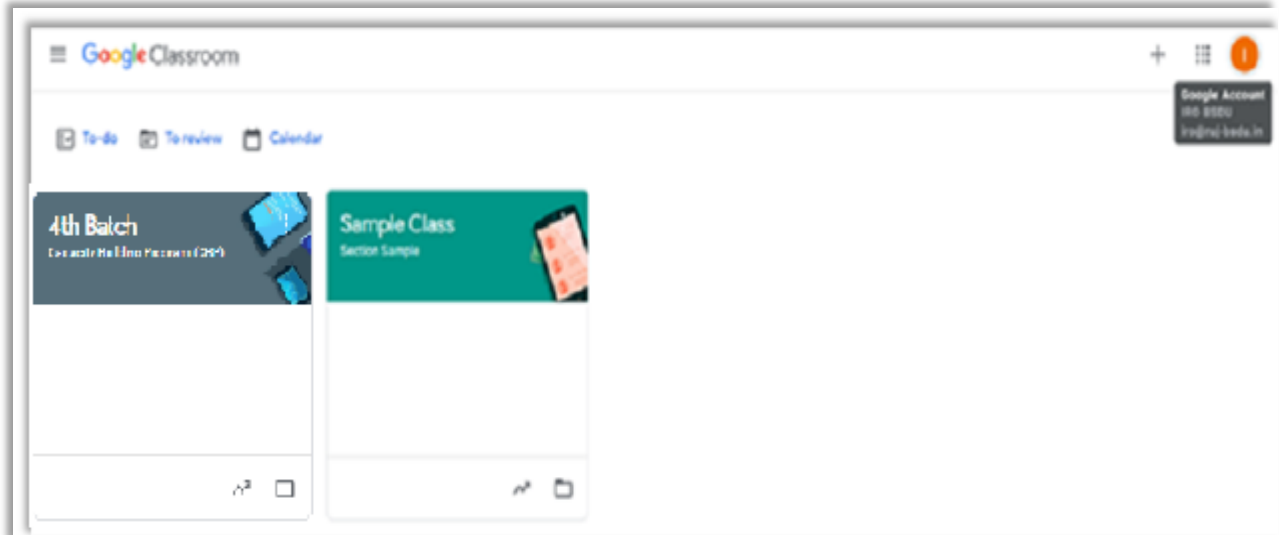
Forwarding this invitation could allow any recipient to send a response to the organizer and be added to the guest list, or invite others regardless of their own invitation status, or to modify your RSVP. [Learn More](#).

*Google Meet Meeting link sent to the participants and expert*

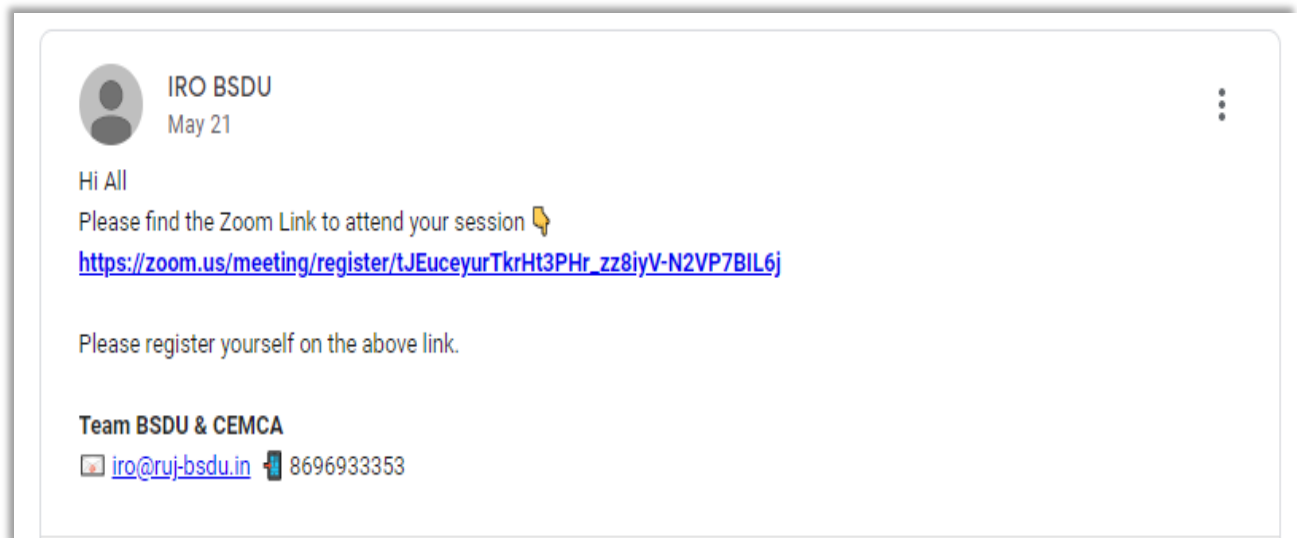
## BSDU Google Classroom

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 named *4<sup>th</sup> 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 for joining zoom meeting

## 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.

Hi All  
Please find the PPT of Today's Session  
Thanks



BSDU - Classroom PPT Inst...  
PowerPoint

*Google Classroom guidelines uploaded to the Google Class platform*

Dear Friends,  
It is a pleasure to get connected. I am your Facilitator for today

I shall deal with the Concept of Facilitation, Differences between Lecture Method & Facilitation Method, Communication Techniques in Facilitation and Role of Effective Communication in successful facilitation

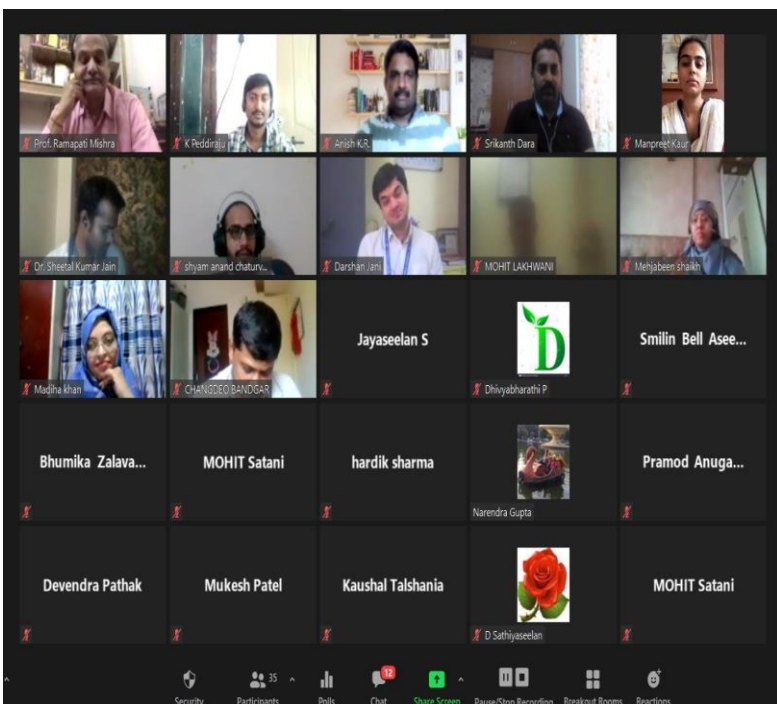


FACILITATION.pptx  
PowerPoint



EFFECTIVE COMMUNICAT...  
PowerPoint

*Material uploaded to the Google Class platform*



*Group Photo (Batch 4) Valedictory Function 28<sup>th</sup> May 2021*

## Day 1 – PLANNING ONLINE LEARNING & CREATING DIGITAL MINDSET: May 24<sup>th</sup> 2021

Dr. Shivaji Banerjee, PhD initiated the proceeding of the session with a brief interaction with the individual participants by mentioning the names, disciplines and the institutions they represent. 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 asked to share their experiences and insights on the topics discussed.

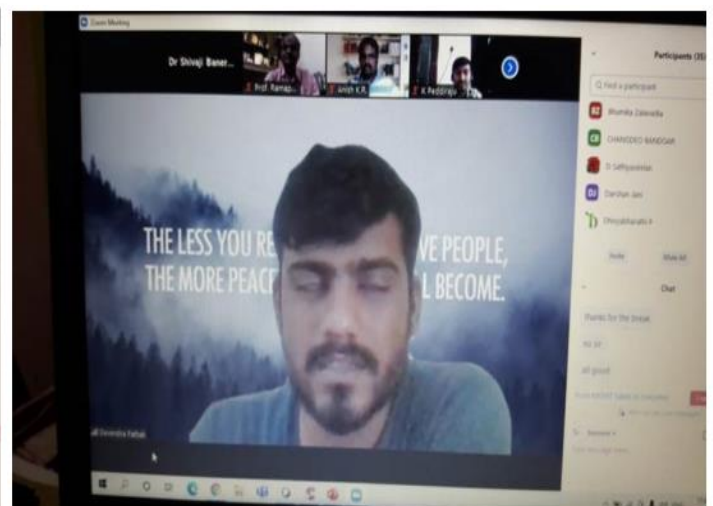
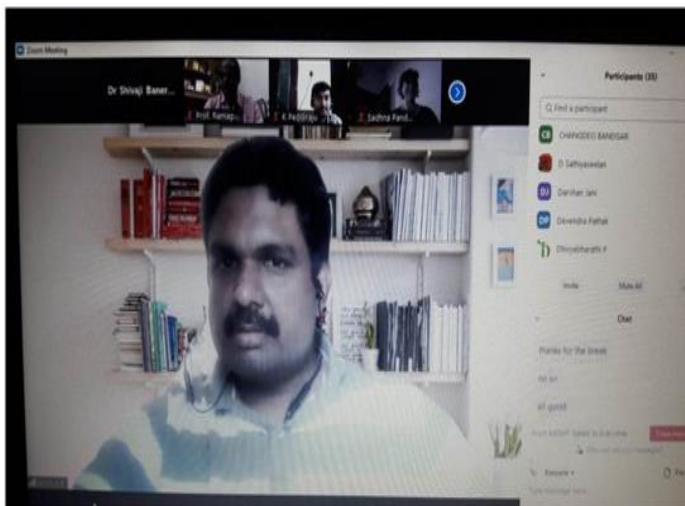


### Training Objectives

- i) To provide broad overview of the modus operandi of Online teaching – tools and techniques, teaching design and curriculum planning.
- ii) To enhance communication skill of participants/faculties to improve communication skills in virtual class rooms.
- iii) To familiarize participants with the latest tools of assessment and evaluation of candidates in an Online set up.
- iv) To foster knowledge of participants on other relevant and diverse issues of the virtual class rooms such as student's engagement, motivation, participation, privacy issues etc.

### Facilitation Techniques Deployed (Methodology):

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.



## Case Study (Robinhood):

### Case Objective:

To apply management principles and approaches in the context of the said organization.

### Activity Description:

The case study was read out to the participants and important issues pertaining to the organization was identified related to leadership styles.

### Sequential Steps:

Group discussion was conducted on Best Practices in the Online Class Room, and the discourses were related to Management Principles, practices, leadership styles that can be adopted in an organizational scenario. Other techniques used to stimulate discussions included:

- I) Story Telling.
- II) Probing
- III) Appreciative enquiry

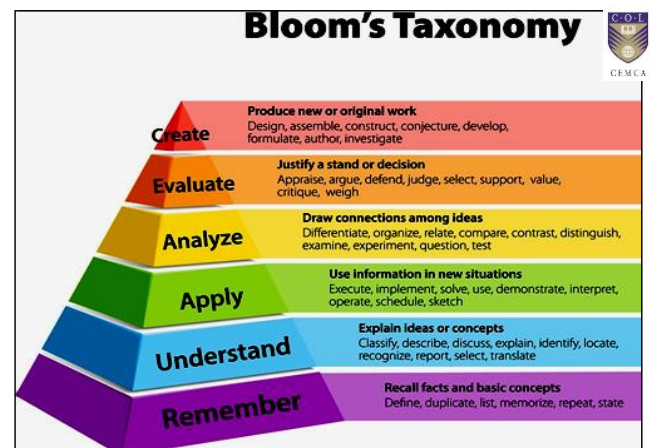
## Outcomes:

The participants related the above case to management principles identified and was able to understand the skills and strategies needed for effectiveness. Story Telling.

## Day 2 – ONLINE CURRICULUM DEVELOPMENT: May 25<sup>th</sup> 2021

The PPT Presentation was focused on Student Participation, Engagement and Motivation in the Virtual Class Room. Participants were asked to narrate their experiences and the trainer also highlighted of some of the key issues that are of paramount importance in this context. Questions were asked to gauge the knowledge and understanding of the participants to apply these concepts in the context of their Online Teaching. Participants were asked to get out into the Break Out Rooms assigned to them and make presentations, and engage in discussions based on following topics:

- Role of a Teacher in MOOC's
- Students Stress in Online Environment.
- Future of Research in an Online World.





### **Case Study (MOOC's):**

#### Case Objective:

The purpose of the case discussion was to comprehend the role of a teacher in the context of Massive Open Online Courses.

#### Activity Description:

The participants were read out materials related to adoption and formulation of online courses on topics related to their field of expertise.

#### Sequential Steps:

- I) The participants were divided into six groups comprising of five members each.
- II) They brainstormed on the possible online courses that can be offered on specific disciplines in an Online mode.
- III) A Power Point Presentation of ten minutes was made by each group where they discussed on the possibilities of offering the same and the issues that may crop up in conforming to UGC guidelines and approval of SWAYAM.

### **Outcomes:**

- Academic integrity matters related to plagiarism.
- Ways of handling noisy and disruptive students.
- Roles of e- facilitator in framing instructional design, framing curriculum, formative & summative assignments.

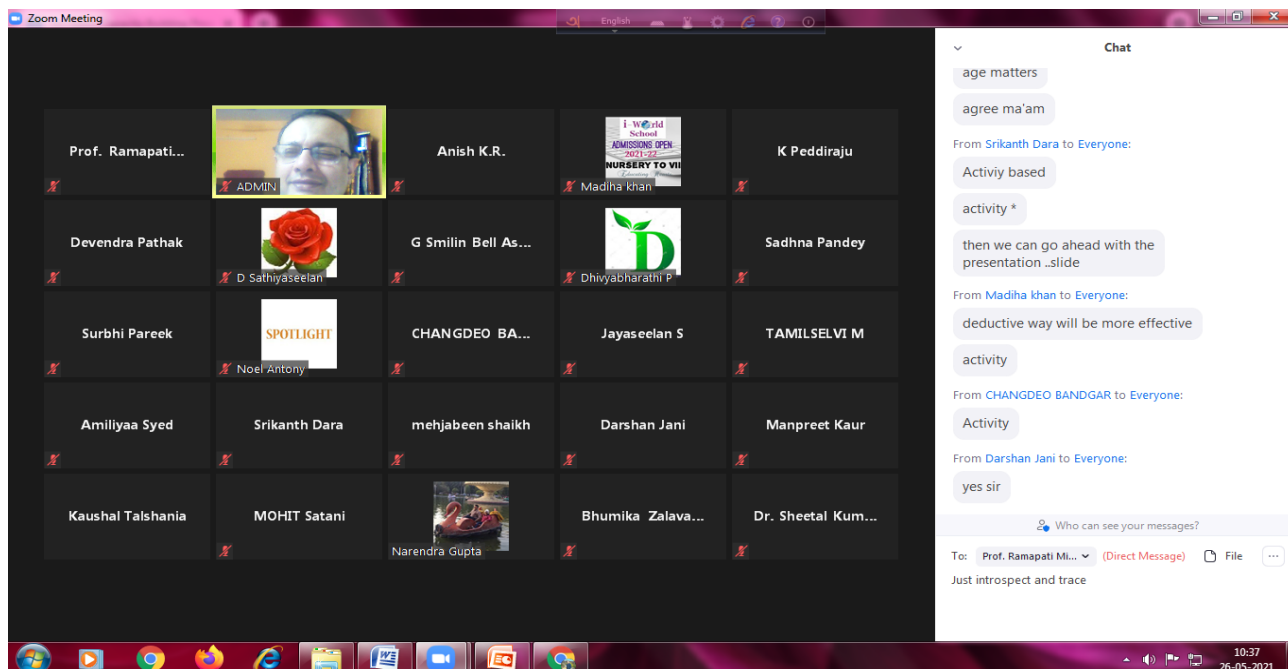
## **Day 3 - EFFECTIVE COMMUNICATION, FACILITATION & TIME MANAGEMENT: May 26<sup>th</sup> 2021**

The entire world is getting devastated by a pernicious crisis. Amidst the deleterious and virulent Pandemic, the policy makers, opinion builders & administrators are executing meticulous and sustained effort to prevent assemblage of people in a physical frame for preventing the probability of 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 deemed as a highly vulnerable proposition.

Amidst such a situational crisis, the Educational Institutions throughout the global arena 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. E learning has become a unanimously selected vehicle for transferring the learning inputs. 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 gradual passage of time, E-Learning will be considered as the most convenient mode for delivering educational inputs and most effective pattern of acquiring learning inputs.

In such a scenario, we can draw a plausible inference, 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 innumerable learners in the education sector.

It can be assumed that this Capacity Building Program on “Online Teaching, Assessment & Communication Skills” is going to facilitate the emergence of a vast pool of E-Learning Experts, who will in turn carry out the seamless mission of edifying, enlightening and empowering innumerable students in the online platform. This will in turn significantly contribute towards the intensification of the Social Impact of our program.



## Training Objectives

- To make the participants enlightened with the Principles of ANDRAGOGY (Adult Learning)
- To make the participants conversant with the concept of Facilitation Methodology
- To make the participants apprised with the judicious application of Facilitation Methodology in Online Platform
- To make the participants illumined with the Strategic 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 techniques of Instructional Sequencing for retention, recall and application of learnt inputs.
- To facilitate the participants in getting equipped with the Inquiry Based Teaching Style for discovering the hidden potential of the learners.
- To make the participants apprised regarding the parameters of Effective Communication
- To make the candidates equipped with the strategies of overcoming the barriers of communication
- To facilitate the participants in making perfect utilization of time during online facilitation.

## Facilitation Techniques Deployed (Methodology):

- Introspection
- Participatory discussion
- PPT slide presentation
- Brainstorming

- Story Writing
- 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
- Strategic Interventions deployed in Facilitation
- Instructional Sequencing based on the Model of Nine Step Instruction framed by Robert Gagne
- Inquiry based Teaching & Developmental Model based on Discovery Learning Model by Jerome Bruner.
- ARCS MODEL of Motivating and Engaging the learners
- Parameters of Effective Communication
- Communication Barrier
- Time Management in Online-Facilitation

### **Proceedings of The Training Session:**

Throughout the session Mr. Purandar Sengupta executed Process-Facilitation with the intent of eliciting candid response of the trainees and facilitating them to unleash their hidden potential.

He created a learning platform where all the participants can learn from each other and the Facilitator can get illumined by multifarious inputs. Thus, the Facilitator fostered Collaborative Learning in the Session.

Moreover, he facilitated the participants to incur Situational Experience and retrieve learning inputs from the gained experience. Thus, he fostered Experiential Learning in the Session.

Mr. Purandar Sengupta administered a learner driven icebreaker. He asked the participants to introspect and trace out their hidden psychosocial competencies. The participants gleefully got engaged with this activity. They continued their seamless inward journey without any disruption. They could identify their core psychosocial competence. They revealed that it is was a great opportunity for them to interact with self and diagnose the intrinsic resources that can be elicited for greater achievement.

Mr. Purandar Sengupta asked the participants to share their valued opinion on Facilitation. The participants ventilated their concepts on Facilitation. All the participants were appreciated by the Facilitator for their effort. Then the Facilitator entwined the different concepts and ensured conceptual integration. Finally, he correlated the integrated concepts with the salient features of Facilitation.

In this context Mr. Purandar Sengupta clarified the Principles of ANDRAGOGY and linked the relevance of Facilitation Methodology with the principles of ANDRAGOGY.

Thereafter Mr. Purandar Sengupta presented a detailed clarification of the different interventions of Facilitation some of which are enumerated below:

- Motivation
- Active Listening
- Probing
- Paraphrasing
- Story Weaving & Story Telling
- Appreciative Inquiry
- ORID MODEL of Conversation

After presenting each intervention the Facilitator asked the Participants to evaluate each intervention of Facilitation. The participants took great interest in appraising the effectiveness of the interventions, from multifarious perspectives. Participatory Evaluation emerged as a great tool of learning.

Thereafter Mr. Purandar Sengupta clarified the Instructional Sequencing Model of Robert Gagne and facilitated the participants to understand the effect of this model upon retention, recall and transfer of learning inputs.

After that the Facilitator explained the Discovery Learning model of Jerome Bruner. He placed emphasis upon the Inquiry based Teaching Model and solicited the views of the participants regarding the effectiveness of this model. The Participants highly rated the Discovery Learning Model and stated that this methodology can be of immense significance. Some of them added that if this model is applied judiciously then it is possible to unleash the hidden potential of the learners and revive their past experiences. Eventually it will be possible to integrate their strength and experience for enhancing their competence in analyzing problems and solving problems.

Then the Facilitator narrated the importance of the different parameters of effective communication and linked the role of each parameter for ensuring the success of Facilitation.

After that the Facilitator explained the different stages of the ARCS Model of John Keller and its significance in motivating, engaging and satisfying the students in a Training-Session. The Facilitator encouraged the participants to reflect on the significance on each stage of the ARCS MODEL

Finally, the Facilitator gave examples of the different barriers of Communication. There was a short discussion regarding the strategies of overcoming the barriers of communication.

The entire session was marked by spontaneity driven dialogue between the Facilitators and Learners. The process not only ensured learner-engagement. By encouraging the participants in evaluating the learning content, the Facilitator ensured Learner Empowerment in the training process.

There was a seamless chain of Intervention, Effect and Reflection in the entire session which led to cognitive resonance and cognitive integration among the Facilitator and the Learners. Apart from ensuring the cognitive resonance and cognitive integration, the Intervention –Effect-Reflection Chain also played an instrumental role in establishing and reinforcing the emotive solidarity between the Facilitator and the Learners.

The description of the INTERVENTION –EFFECT-REFLECTION chain is attached as Annexure

## Reflection of The Participants:

Within a short time, the participants could overcome their initial introversion and they continued to interact with the Facilitator with candor and transparency.

The Facilitator –Sri Purandar Sengupta made an earnest effort on a sustained basis to ensure the following human-process driven activities:

- He tried to elicit the pent-up resource and potential of the Participants
- He made a sustained effort to ensure seamless with the Participants through relevant dialogues
- He continually encouraged the Participants to ventilate their valued opinion on every topic /thematic component.
- He inspired the Participants to appraise the effectiveness of the Learning Content presented to them.
- He encouraged the Participants to build up strategies for qualitative enhancement of Online Facilitation

Thus, he developed a platform of SPONTANEOUS PARTICIPATION & CONTEMPLATIVE REFLECTION where the participants reflected their contemplative views and opinions relevant to the topic of learning. The Facilitator was successful to create an aura of geniality and transparency in the Session.

## Case discussion:

The Facilitator presented a CASE where during the session, a trainer is encouraging a participant to enunciate his experiences incurred in the training process. But due to anxiety, stress and emotional upheavals the candidate is not being able to narrate. At this crucial juncture the Facilitator continues gentle PROBING and supportive PARAPHRASING to restore confidence within the participant. Eventually he could narrate his views and experiences without any disruption.

After presenting the CASE, the Facilitator encouraged the participants to reflect their analytical views on the importance of PROBING & PARAPHRASING. There was an open discussion on the CASE. The following participants could draw valued inference regarding the significance of PROBING & PARAPHRASING.

NAME	REFLECTION
Srikanth	PROBING plays an important role in eliciting deeper response from the trainees. It encourages the development of a Participatory and Reflective Culture in the Training Session.
Prof. Jayseelan	PROBING can facilitate the students to come out with insightful innovative ideas. It breaks the barrier of resistance.
Prof. Ramapati Mishra	PARAPHRASING can instill confidence within the learners and encourage them to be more eloquent and articulate
Mahida Khan	Both Probing & Paraphrasing can build up conducive relationship between the Facilitator & Learners.
Surbhi Pareek	Emotional Probing can gradually facilitate the learners to share their emotions with the Facilitator. It can have a gentle impact upon the emotive domain of the participants.

Sadhana Pandey	PROBING & PARAPHRASING restores self-confidence and reinforces self-esteem within the participants.
Noel	These Interventions can strengthen the participants and build up their focus and keep them engaged in the training session.
Anish	PROBING & PRARAPHRASING have great degree of positive impact upon the learners and can create a comfortable aura for them
Amiliya	She opined that in her occupational life of an Educator, she deploys both Probing & Paraphrasing for making her students more contemplative and reflective.

### Assignment:

The Facilitator Sri Purandar Sengupta requested the Participants to frame a Success Story with the central theme of Achievement Motivation.

The Participants were requested to perceive themselves as Facilitators. Then they were asked by Sri Purandar Sengupta to frame a Success Story with the central theme of Achievement Motivation

### Expected Outcome of the Assignment:

Mr. Purandar Sengupta clearly explained the participants regarding the expected outcome of the Success Story. He specified that the Success Story should be effective enough in enhancing the Achievement Motivation of their students, to instill fortitude & confidence within those students, to foster their analytical acumen to analyze problems, and to intensify their creative insight for solving problems.

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.

### Learning Output & Outcome:

ACHIEVED OUTPUT	<ul style="list-style-type: none"> <li>• Participants have achieved conceptual clarity on the valued attributes of Facilitation Methodology.</li> <li>• Participants have understood the points of</li> </ul>
-----------------	---

	<p>demarcation between conventional lecture method and Facilitation methodology.</p> <ul style="list-style-type: none"> <li>• Participants have achieved expertise on the Interventions that can be used for Online Facilitation</li> <li>• Participants have got acquainted with Instructional Sequencing</li> <li>• The Participants have achieved conceptual clarity regarding the Inquiry Based Teaching Model</li> <li>• The Participants have got sensitized regarding the Parameters of Effective Communication</li> </ul>
EXPECTED OUTCOME	<ul style="list-style-type: none"> <li>• It is expected that in near future the Participants will emerge as Effective Facilitators in E-Learning</li> <li>• It is expected that the participants will be capable enough to administer the valued interventions in Online Facilitation</li> <li>• It is expected that the participants will follow Instructional Sequencing and facilitate their students to retain, recall and transfer learning inputs</li> <li>• It is expected that the participants will be able to apply the Inquiry based Teaching Model for crystallizing the creative acumen and analytical intelligence of their students</li> <li>• It is expected that the participants will adhere to the parameters of Effective Communication, while executing Online Facilitation.</li> </ul>

### 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	<p>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 .</p> <p>The quality of task assigned to them , is also a qualitative indicator of the Learning Evaluation .</p>

## ANNEXURE

### INTERVENTION-----EFFECT ----- REFLECTION CHAIN

FACILITATOR'S INTERVENTION	COGNITIVE EFFECT	REFLECTION FROM THE PARTICIPANTS
Introspection Exercise	The participants continued to delve within themselves and were successful in identifying their pent up psychosocial resource	The participants opined that this activity was very encouraging for them to critically analyze their hidden self. They also stated that that they always interact with others, but never interact with self. This exercise gave them the opportunity to interact with their pent up self.
Clarification on Facilitation & Principles of Adult Learning (ANDRAGOGY)	The participants could understand the intricacies of Facilitation Methodology and its deep correlation with ANDRAGOGY	The participants opined that Facilitation Methodology is appropriate for the Adults. They reflected ardently to endorse the fact that Facilitation can foster collaborative Learning among the group of the learners They also ratified the fact that Facilitation enables the learners to perceive their hidden resource and unleash their pent up potential
Explaining the role of a Facilitator as Motivational Force	The participants could decipher the significance of Motivation in Facilitation	The participants reflected vehemently to establish Motivation as an essential component of Facilitation
Explaining the role of Facilitator as Active Listener	The participants could comprehend the significance of Active Listening in Facilitation.	The participants reflected to endorse the fact that if the Facilitator actively listens the narration of the participants, and makes appreciative comments then the morale of the learners gets enhanced
Explanation of PROBING as a technique of Facilitation	The participants could logically interpret the significance of PROBING in Facilitation.	The participants reflected with great spontaneity and ratified the fact that gentle PROBING can enhance the confidence of the learners and facilitates them to share their views , opinions and experiences with greater degree of eloquence
Explanation of PARAPHRASING as a significant technique Facilitation	The participants could comprehend the salient features of PARAPHRASING and its impact upon the learners in a training session	The participants opined that PARAPHRASING is an instrumental tool that can boost up the morale of the participants and establish conducive relationship between the Facilitator & Learners
Explanation of STORY TELLING as an integral tool of Facilitation	The Participants could construe the value of STORY TELLING in upgrading the psychosocial competence of the learners	The Participants reflected to endorse the significance of STORY TELLING in enhancing Achievement Motivation , in crystallizing a Result Focused Approach , in fostering creativity , in reinforcing analytical acumen and in building up strategies for solving problems



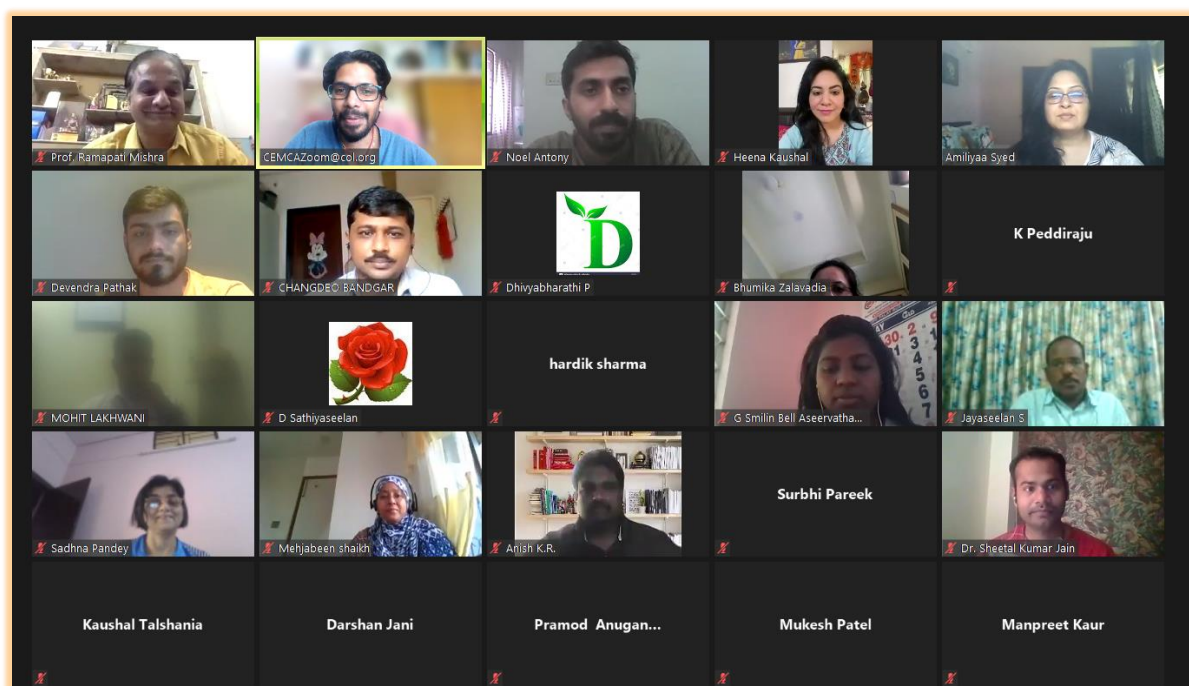
## Day 4 – Hand on and understanding of Google Classroom and Apps

Day 4: 27 May 2021

Time	Activity	Session Details
09:30AM– 09:40AM(IST)	Opening session	Recapitulation of overview of Google Classroom
09:40AM - 10:35AM(IST)	History, benefits, and features of Google Classroom	Significant PPT presentation and explanation
10:35AM – 11:30AM(IST)	Create or Join Class, Add Co-Teacher and students to that class, create Announcements and Assignments for Students.	Participants learn how to perform experiments through Google classroom and parallely did the hands on for this
11:30AM – 12:00PM(IST)	Usage of Apps like Drive, Docs, Sheets, Slides, Forms, Sites, etc.	
12:00PM – 12:25PM (IST)	Q&A Session	Queries and observations shared
12:25PM – 12:30PM(IST)	Closing 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 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, 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.

## 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*

## 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?

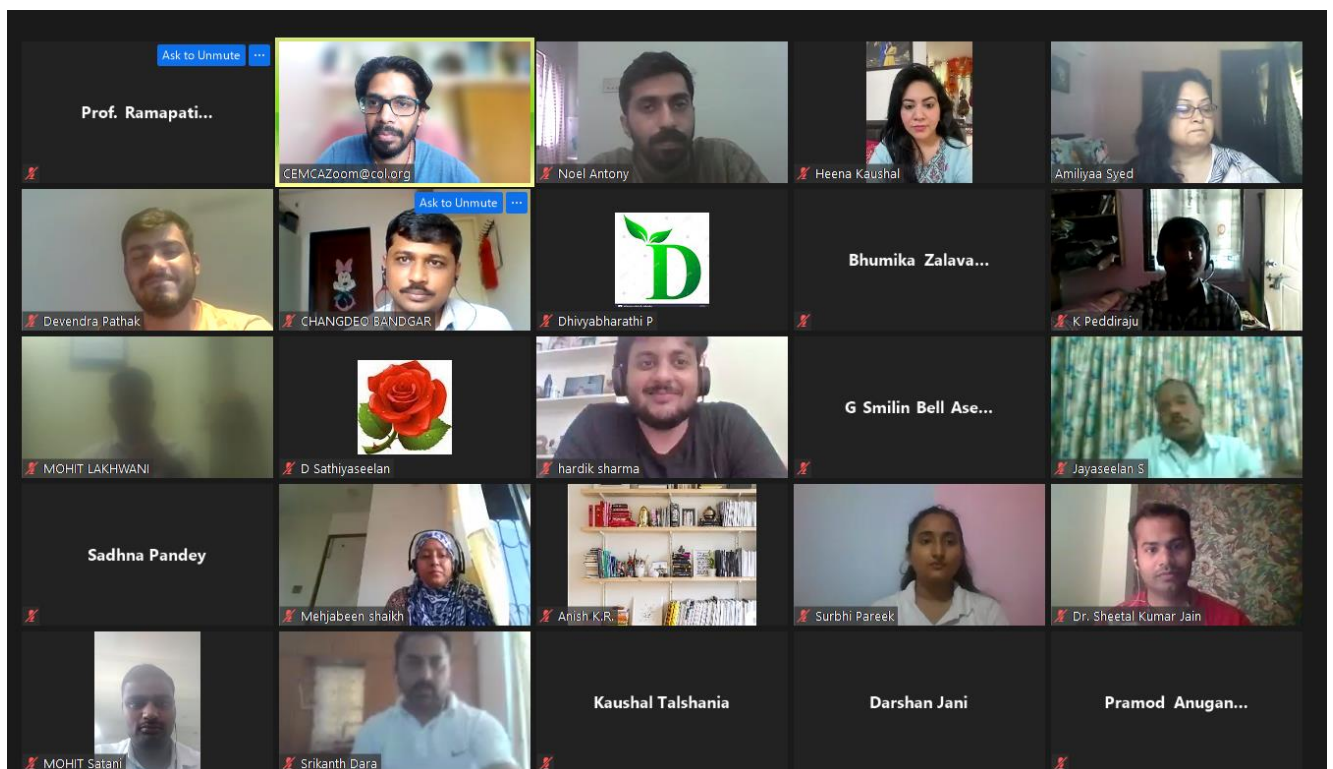
## Learning Outcomes:

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.

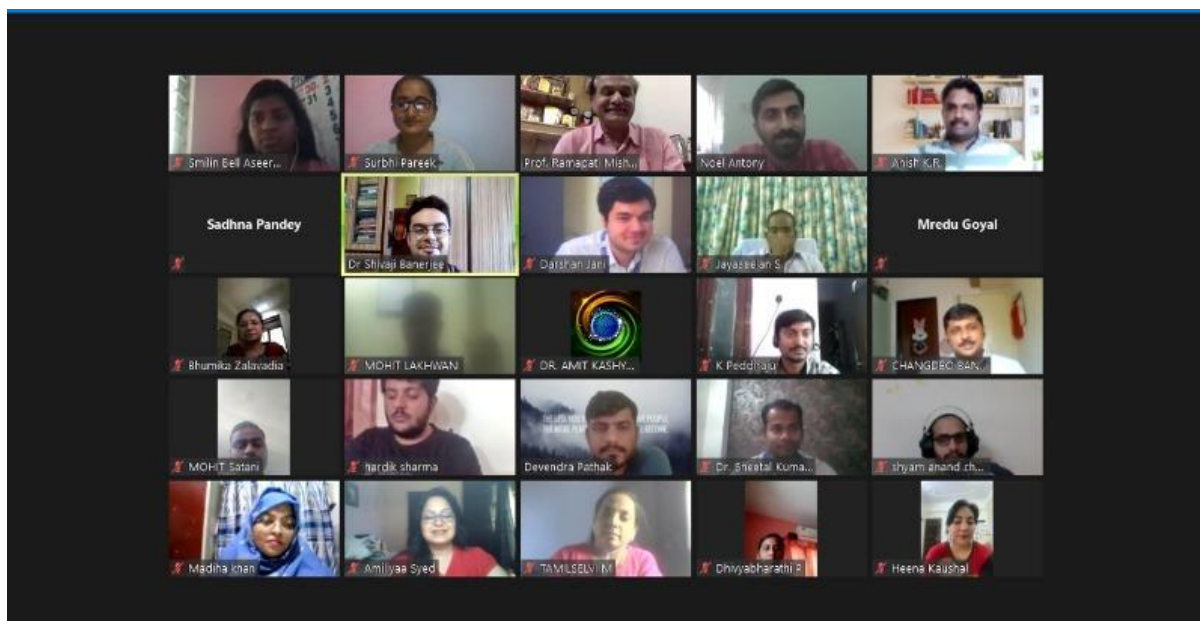
## Evaluation:

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 5 - Online Assessment & Evaluation Techniques: May 28th 2021

The topic of discussion was centered around “Online Assessment and Evaluation Techniques”. This was followed by interactions and discussions on the prevailing practices on the same in various institutions and the guidelines of regulatory bodies such as UGC and AICTE on the same topic. Participants were asked to join Break Out Rooms for discussions of the topics “Managing Students Distractions”. The session ended with the summary of the key issues addressed in the CBP over the last five days. A feedback of the participants were taken at the end followed by a formal vote of thanks by Dr. Rajdeep Deb and Mr. Saurabh Mishra.



### Case Study & Assignment – Online Assessment & Evaluation:

#### Case Objective:

The main purpose is to explore the possibilities of introducing some novelty in Online Assessment and Evaluation techniques in the context of Online Teaching & Learning.

#### Activity Description:

Participants were informed in advance about the preparation they need to have in order to share the Assessment and Evaluation techniques that are practiced in their own Institutions. They were also asked to offer valuable suggestions based on the content Feedback they received from the students and the Institutions in the previous semester.

#### Sequential Steps:

- I) Innovative practice of Online Assessment and Evaluation Techniques were discussed in the Break out rooms.
- II) Best practices using modern methods such as quiz, open book exam and videos were also identified and discussed.



**ANNEXURE 1****Participants Performance Summary**

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

**List of Participants and their Performance Summary**

(A+: EXCELLENT; A: VERY GOOD; B+: GOOD; B-: INSIGNIFICANT)

SL NO	PARTICIPANTS	NAME OF FACULTY		
		Dr. Shivaji	Mr. Purandar	Mr. Rajeev
1	Surabhi Pareek	A+	X	A+
2	Heena Kaushal	A	X	A+
3	Sadhna Pandey	A+	X	X
4	Darshan Jani	A	A	A+
5	Amiliyaa Syed	B+	A	X
6	MOHIT Satani	A	X	X
7	Bhumika Zalavadia	B+	A	A+
8	Smilin Bell Aseervatham G	A+	A	X
9	Srikanth Dara(KOMMU SRIKANTH)	A	A+	A+
10	Anish K.R.	A+	A+	A+
11	Pramod Anugandula	X	X	X
12	Mukesh Patel	A	X	A
13	Devendra Pathak	B+	A+	X
14	Kaushal Talshania	X	X	A+
15	MOHIT LAKHWANI	A	A	X
16	CHANGDEO BANDGAR	A+	A	X
17	shyam anand chaturvedi	B+	A	X
18	Noel Antony	A+	A+	X
19	Surbhi Pareek	A+	A	A+
20	D Sathiyaseelan	A	A	X

21	Manpreet Kaur	<b>B+</b>	<b>A</b>	<b>A+</b>
22	Ramapati Mishra	<b>A+</b>	<b>A</b>	X
23	Madiha khan	<b>A</b>	<b>A+</b>	X
24	Narendra Gupta	X	X	<b>A</b>
25	Dhivya Bharathi P	<b>A</b>	<b>A</b>	<b>A+</b>
26	Jayaseelan S	<b>A</b>	<b>A</b>	<b>A+</b>
27	Mehjabeen shaikh	<b>A+</b>	X	X
28	HARDIK SHARMA	X	X	X
29	TAMILSEVI M	<b>A+</b>	<b>A</b>	<b>A+</b>
30	Peddi Raju K	X	X	<b>A+</b>
31	DR.AMITA RAJ Gargey	X	X	X
32	DR. AMIT KASHYAP	<b>A+</b>	<b>B+</b>	X
33	Rameshwar Prasad khati Khati	X	X	X
34	Sadhna Pandey	<b>A+</b>	<b>A</b>	X
35	Florence Joseph	X	<b>B+</b>	X
36	Dr Reddy	<b>A</b>	X	X

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.

\*\* 28 participants who attended minimum 4 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 11<sup>th</sup> to 17<sup>th</sup> May 2021.

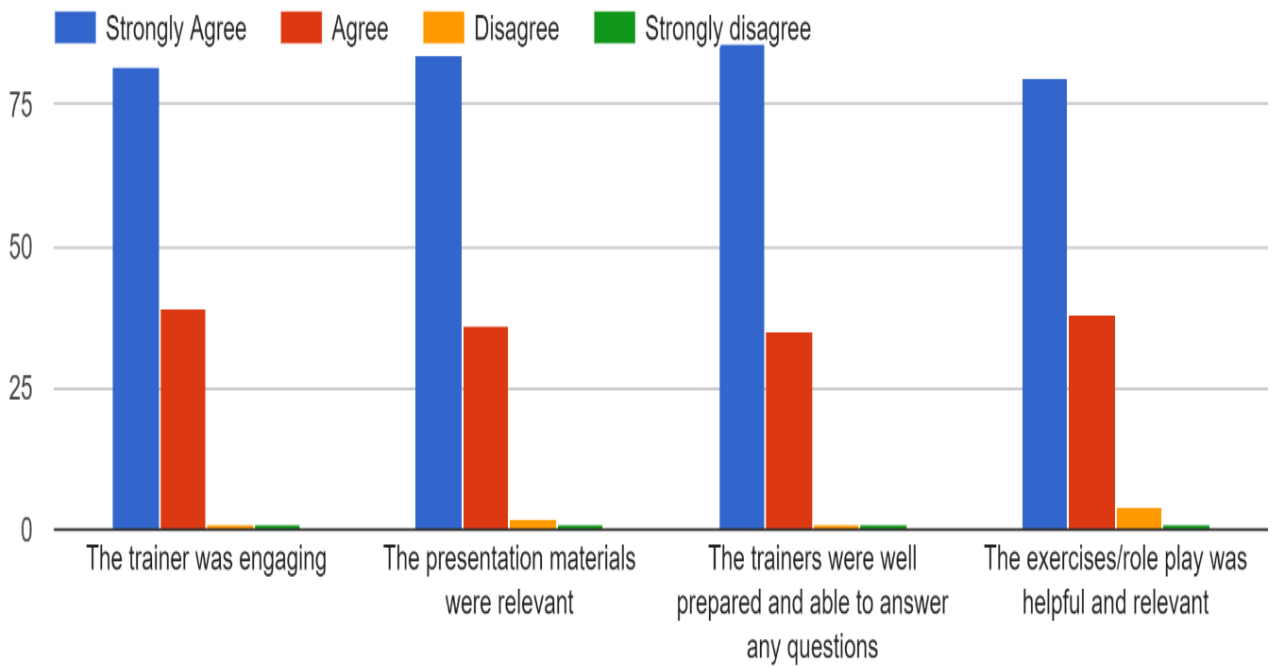
**Dr. Rajdeep Deb**  
Head SES, BSDU Jaipur

**Mr. Saurabh Mishra**  
Programme Officer, CEMCA

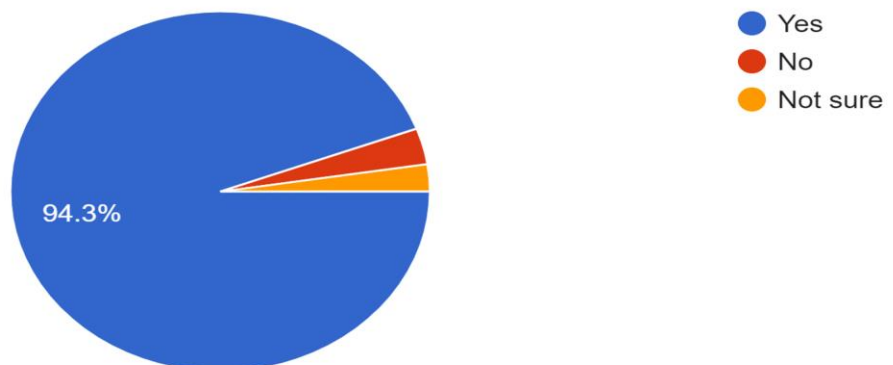
Certificate ID: CBP-2021-016



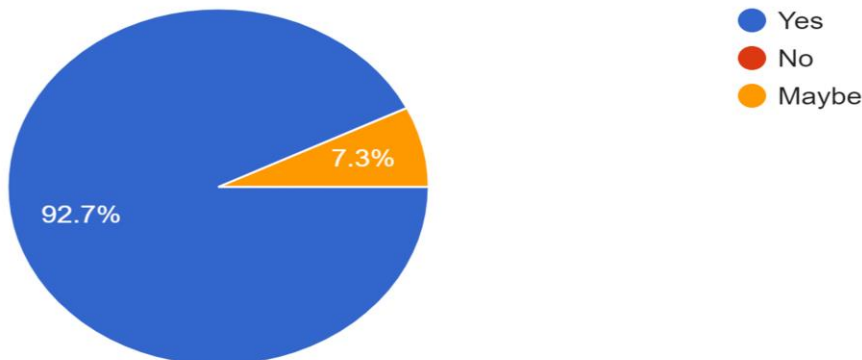
The participants expressed their satisfaction with the overall conduct of the Five Day Faculty Development Program. They stated that they found the content useful and also could relate to the topics discussed and examples cited in the context of their professional experience in their colleges. Some of them greatly liked the group assignments and presentations as they became more confident of their skills and abilities. The participants proposed Offline face to face sessions in future to enhance their participation and engagement during the training once the pandemic gets over. Experience was shared by the Trainers and Participants on dealing with quiet, noisy, lazy, inactive and disruptive students in the Online Classrooms.



Did the session live up to your initial expectations



Would you recommend this Capacity Building Program to your colleagues?



## News Clips of the CBP

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



#### हमारा समाचार

**निमेटा।** जयपुर स्थित भारतीय स्कूल डेवलपमेंट यूनिवर्सिटी व कॉमनवेलथ 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 टूल से अवगत कराने हेतु पांच दिवसीय कैपेसिटी बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। कार्यक्रम में मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गौयल 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/निमेटा।** जयपुर स्थित भारतीय स्कूल डेवलपमेंट यूनिवर्सिटी व कॉमनवेलथ 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 टूल से अवगत कराने हेतु पांच दिवसीय कैपेसिटी बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। कार्यक्रम में मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गौयल 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।

#### बी.एस. डी. यू व सेमका संस्था द्वारा कैपेसिटी-बिल्डिंग प्रोग्राम का आयोजन

**जयपुर।** विश्व भारतीय स्कूल डेवलपमेंट यूनिवर्सिटी (बीएसडीयू) व कॉमनवेलथ 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 टूल से अवगत कराने हेतु पांच दिवसीय कैपेसिटी बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। 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

#### बी.एस. डी. यू व सेमका संस्था द्वारा कैपेसिटी-बिल्डिंग प्रोग्राम का आयोजन

**जयपुर।** विश्व भारतीय स्कूल डेवलपमेंट यूनिवर्सिटी (बीएसडीयू) व कॉमनवेलथ 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 टूल से अवगत कराने हेतु पांच दिवसीय कैपेसिटी बिल्डिंग का ऑनलाइन प्रोग्राम आयोजित किया गया। 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