



**BHARTIYA SKILL  
DEVELOPMENT UNIVERSITY**



Report on

**Effective Online Teaching, Assessment &  
Communication Skills Capacity Building Program  
(Batch 5) May 24-28, 2021**

Organized by

**Bhartiya Skill Development University (BSDU), Jaipur**

In collaboration with

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

<b>Final Report on Five Day of the Capacity Building Program</b> <b>(Effective Online Teaching, Assessment &amp; Communication Skills)</b> <b>Organized by: Bhartiya Skill Development University (BSDU) Jaipur</b> <b>Supported by: Commonwealth Education Media Centre for Asia (CEMCA)</b>		
<b>Date and Timing</b>	<b>Topics</b>	<b>Master Trainers</b>
Day-1 (24/05/2021) 02:00 pm- 5:00 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>Mr. Purandar SenGupta</b>
Day-2 (25/05/2021) 02:00 pm- 5:00 pm	<ul style="list-style-type: none"> <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>• Issues &amp; Challenges in Online Learning (Experience Sharing)</li> <li>• Participant Activities &amp; Case Studies.</li> </ul>	<b>Mr. Purandar SenGupta</b>
Day-3 (26/05/2021) 02:00 pm- 5:00 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 Srivastava</b>
Day-4 (27/05/2021) 02:00 pm- 5:00 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. Satish Dev kumar</b>
Day-5 (28/05/2021) 02:00 pm- 5:00 pm	<ul style="list-style-type: none"> <li>• Assignments on Learnt Topics In 7 Breakrooms</li> <li>• Case discussion on “satisfying the students in online platform”</li> <li>• Role play on achieving digital mindset</li> <li>• Presentation on” planning online learning”</li> <li>• Summative discussion</li> </ul>	<b>Mr. Purandar SenGupta</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. 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

In Batch 5, Forty Three (43) participants have registered and attended this 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 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 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.

You have been invited to the following event.

**5th Batch - Capacity Building Program (CBT)**

When Mon May 24, 2021 2pm – 5pm 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 [geldamrp@gmail.com](mailto:geldamrp@gmail.com)

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

Hello All,

Welcome to CBT program!

Thanks,  
IRO BSDU

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

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Invitation from [Google Calendar](#)

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

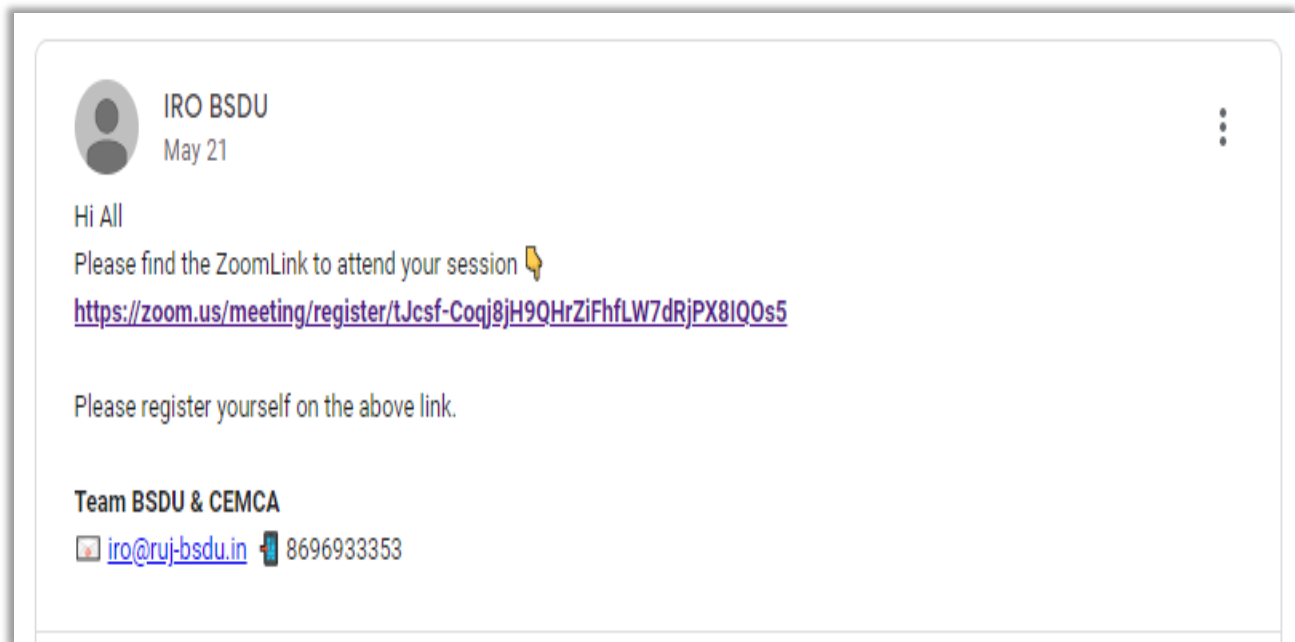
***Google Meet Meeting link sent to the participants and expert***

## 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 called 5<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*



## 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.

Hi All  
Please find the PPT of Todays 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

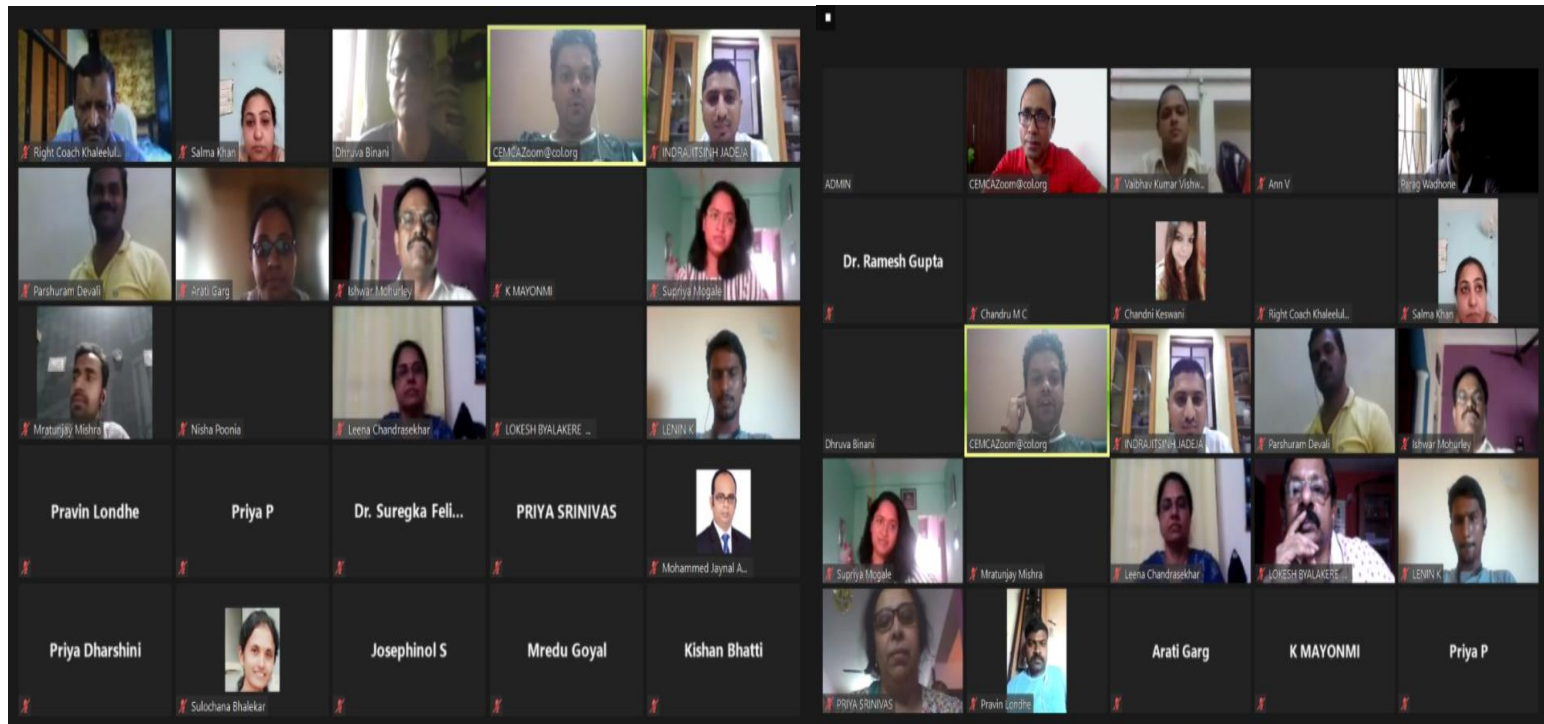


FACILITATION.pptx  
PowerPoint



EFFECTIVE COMMUNICAT...  
PowerPoint

*Material uploaded to the Google Class platform*



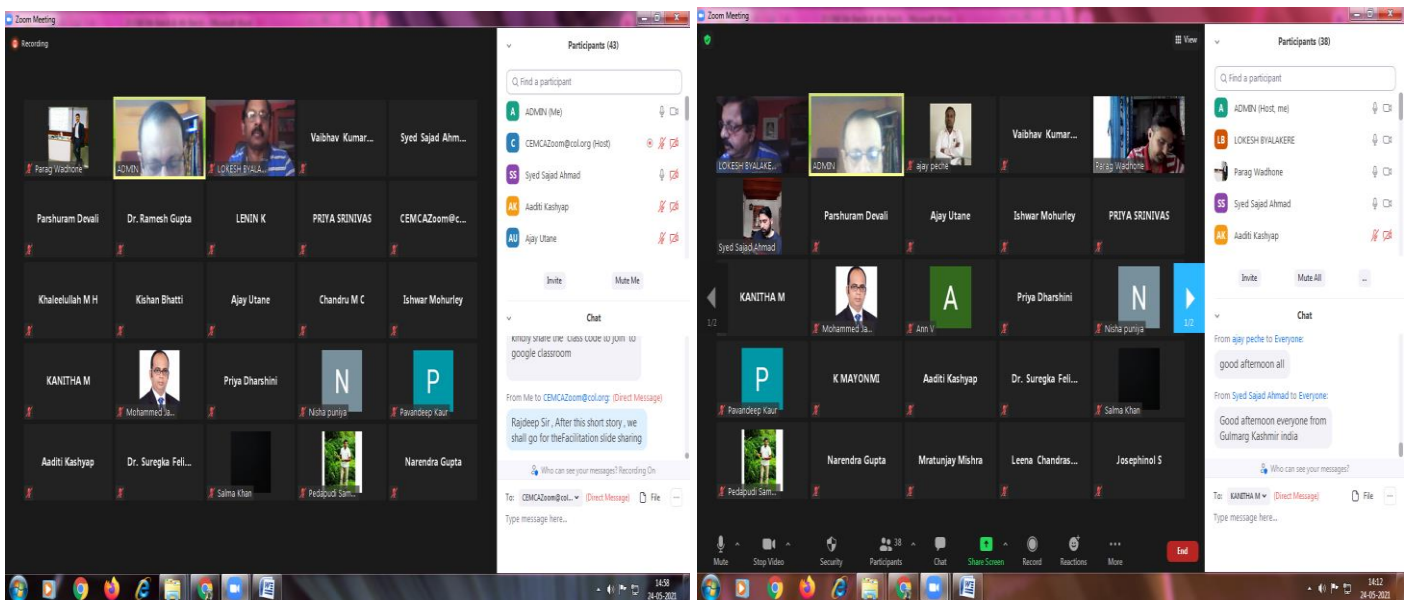
## Day 1 –: May 24<sup>th</sup>, 2021 EFFECTIVE PEDAGOGY, MOTIVATING & ENGAGING LEARNERS

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 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 conversant with the strategic model of enhancing motivation and confidence of the Learners

### **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
- 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

### **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 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

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:

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 fostered LEARNER-ENGAGEMENT but also ensured LEARNER –EMPOWERMENT.

### Case Study:

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 were encouraged to reflect their views and opinions regarding the beneficial features of ORID Model that make it different from the other models of Evaluation.

The participants analyzed the ORID MODEL and reflected from various perspectives. The Facilitator appreciated the participants for their analytical flair.

The most relevant and analytical views are enumerated below:

NAMES OF THE PARTICIPANTS	OPINION VENTILATED
LOKESH B.S	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 analysing 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.
CHANDRU M.C	He opined 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. RAMESH GUPTA	<p>He affirmed that apart from being a tool of Participatory Evaluation, ORID MODEL may also be deemed as a method of Participatory Planning</p> <p>He placed emphasis upon the Decisional Stage of ORID MODEL, where the Facilitator asks gentle questions regarding the future goal of the learners and motivates them to achieve the goal.</p> <p>Dr. Ramesh also stated that the Facilitator makes a conscious effort to integrate the past achievements of the learners with their present strength, so that with greater competency they can chart out their path for future</p> <p>As a consequence, with greater confidence and fortitude they can handle critical situations and overcome situational obstacles to achieve the goal.</p> <p>Thus, it is evident that the Facilitator encourages the participants to develop concrete future plans in the Decisional Stage of ORID MODEL</p>

### **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.

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:

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 demarcation between conventional lecture method and Facilitation methodology.</li> <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> </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> </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	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. Critical Appraisal of the assignments was also a part of the Learning Evaluation

ANNEXURE  
INTERVENTION-----EFFECT ----- REFLECTION CHAIN

<b>Facilitator's intervention</b>	<b>Cognitive effect</b>	<b>Reflection from the participants</b>
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	The participants opined that PARAPHRASING is an instrumental tool that can boost up the morale of the



	impact upon the learners in a training session	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

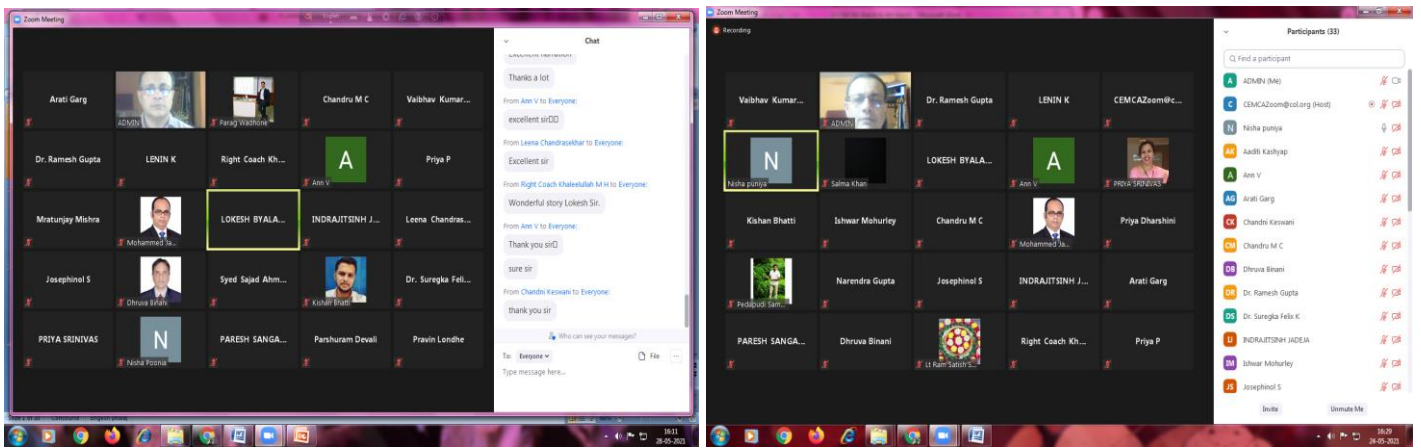
## Day 2 –: May 25<sup>th</sup>, 2021 CURRICULUM DESIGN, EVALUATION & ASSESSMENT

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 enlightened with the logical rationale of Training Need Analysis
- To make the participants sensitized with the different levels of Cognitive Domain
- 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& tools of Assessment that can appraise the effectiveness of E-learning.
- To guide the participants practically, so that they can design content, determine the sequence of content structuring for E-Learning
- To apprise the participants regarding the different types of contents those are conducive to 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
- Problem Solving

## Topics covered:

- Principles of Adult Learning (ANDRAGOGY)
- 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 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.

RECESS was announced for fifteen minutes.

After the recess, 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

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.

## 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 fostered LEARNER-ENGAGEMENT but also ensured LEARNER –EMPOWERMENT.

## Case Study:

The Facilitator Sri Purandar Sengupta presented a CASE to the participants.

The CASE reveals the following:

A Training Designer has designed and developed a Learning Material for students. The Learning Material encapsulates the structured curriculum, theoretical study material, theoretical exercises and theory-based assignments.

The learners in the program reflect significant heterogeneity in their socio-cultural background. Moreover their learning styles are diversified.

Theoretical Exercises are not conducive to all the Learning Styles. There are many students in the class who intends to execute set of structured activities, incur concrete experiences while executing the activities and acquire learning inputs from the incurred experiences. They learn by doing and experiencing.

These candidates are highly dissatisfied with the theoretical learning material and theoretical exercises. They are losing interest day by day.

The Facilitator narrated the entire CASE vividly and asked the participants to share their valued opinion regarding this problematic issue. The Facilitator encouraged the participants to develop strategies that will trigger composure within the students and motivate them to continue with their studies.

Different responses were ventilated by the participants. Some of the responses with strategic flair are enumerated below:

The most relevant and analytical views are enumerated below:

NAMES OF THE PARTICIPANTS	OPINION VENTILATED
Chandni Keswani	To develop new learning material with practical case studies and practical assignments
Lenin	To motivate the candidates and ensure their retention in the program <ul style="list-style-type: none"> <li>highlight the outcome of the Learning program, like prestigious certification from a globally reputed Certifying Body</li> <li>Placement tie-ups with some eminent Corporate Bodies</li> </ul>
Parag	To strengthen the theoretical acumen of the dissatisfied candidates, so that they can acquire the capability to decipher

	the theoretical learning material, and complete the theoretical assignments
Khaleelullah	Keeping in mind the heterogeneity of the students, the designers should develop blended learning material with both theoretical exercises as well practical exercises.

### Assignment:

All the participants are educators & trainers by profession. Keeping this in mind, the Facilitator-- Mr. Purandar Sengupta designed an appropriate Assignment for the participants which are relevant to their professional life

The Facilitator asked the participants to design a Case Study on Social Development or Social Entrepreneurial Initiative that can exert profound socio-economic impact in the suburban and rural society.

The Facilitator proposed to frame the Case Study in the following format:

1.	Socioeconomic Problems in a rural community
2.	Objectives of a Social Development Project /Social Entrepreneurial Initiative
3.	Correlation between the problems in the rural community and the objectives of the Social Development project/Social Entrepreneurial Initiative
4.	How the Social Interventions can solve the problems in the rural community?
5.	Delineate the Result Chain viz. the Output, Outcome and Impact of the Social Development Project /Social Entrepreneurial Initiative

The Facilitator clarified the participants by telling them that if they showcase such Case Studies on Social Development /Social Entrepreneurial Initiative before their students, then the humanistic values will get crystallized in the mind of the young students who are being deemed as the future architects of the nation.

### Learning Output & Outcome:

ACHIEVED OUTPUT	<ul style="list-style-type: none"> <li>• Participants have achieved conceptual clarity on Bloom's Taxonomy and the different levels of cognitive domain</li> <li>• Participants have got enlightened regarding the different LEARNING STYLES</li> <li>• Participants have achieved conceptual clarity on the valued models of Content Design.</li> <li>• Participants have logically construed the theoretical tenets and the practical significance of Evaluation Models</li> <li>• Participants have got enlightened regarding the ASSESSMENT Tools</li> <li>• Participants have got apprised regarding the different types of Learning Content</li> <li>• Participants have got apprised regarding the various Training Methods</li> </ul>
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EXPECTED OUTCOME	<ul style="list-style-type: none"> <li>• It is expected that the Participants will be able to identify the cognitive status of their students in Bloom’s Taxonomy</li> <li>• It is expected that the Participants will be able to identify the Learning Style of their students</li> <li>• It is expected that the participants will be able to design learning content based on the TLO</li> <li>• It is expected that the participants will be able to design training activities that will match with the learning styles of their students</li> <li>• It is expected that the participants will be able to evaluate the Output Outcome and Impact of the E-Learning programs</li> </ul>
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### 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. Critical Appraisal of the assignments was also a part of the Learning Evaluation

## Day 3: May 26<sup>th</sup>, 2021 Hand on and understanding of Google Classroom and Apps

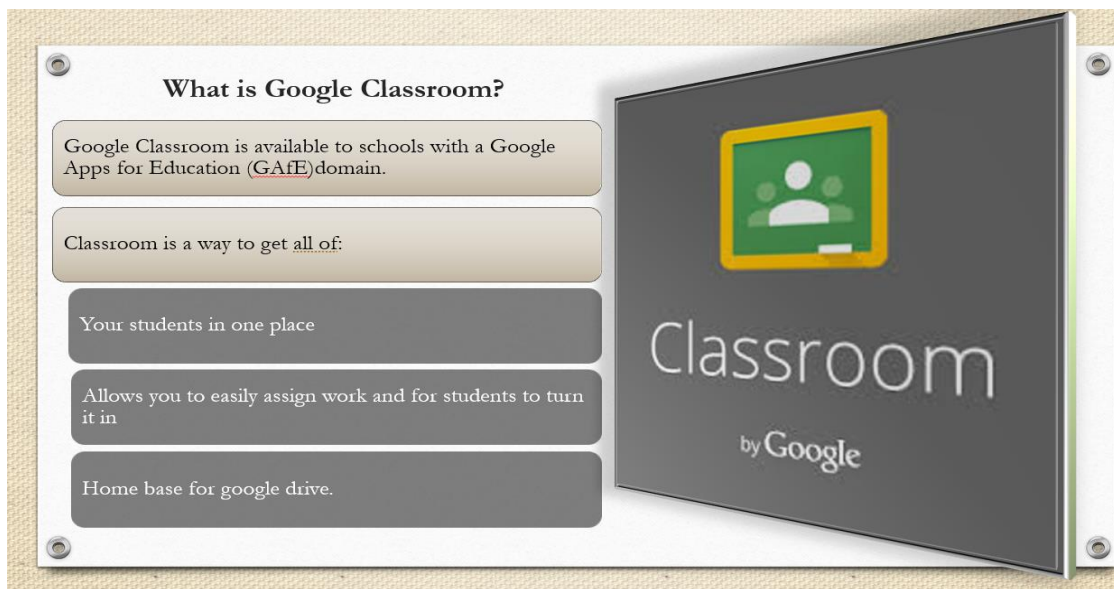
### Introduction:

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, group 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



Helps teachers create and collect assignments paperlessly.



Includes time-saving features (i.e. make a copy of a Google Document for each student).



Creates Drive folders for each assignment & student



Students can keep track of what's due on the Assignments page and begin working with just a click.



Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and marks from within Classroom.

*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.





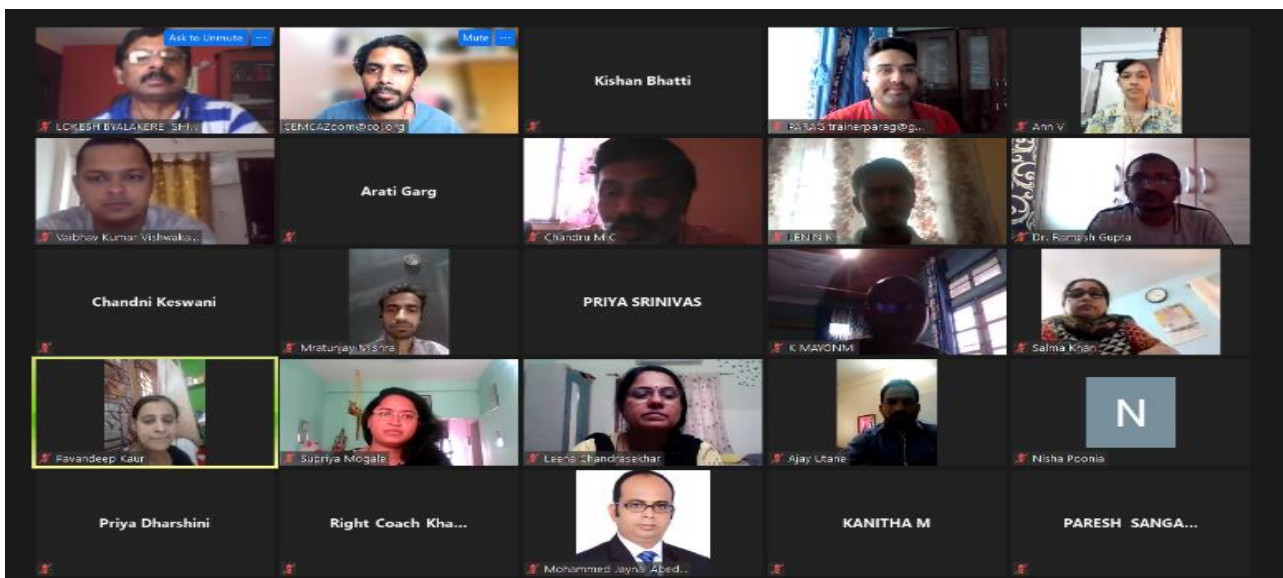
## Assignment:

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.

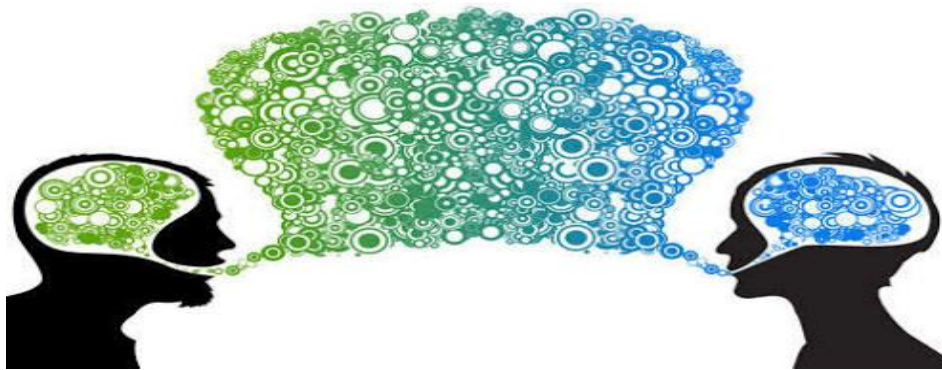




## Day 4 – May 27<sup>th</sup>, 2021 EFFECTIVE COMMUNICATION, LEARNING FACILITATION & TIME MANAGEMENT

It is focused 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/participants in the online platform.

### Effective Communication:



Communication becomes effective when the receiver understands the meaning of the message as the sender intends. All communication attempts may not be effective. Certain barriers and problems may cause communication failure. When information is received timely, exact meaning of the message is understood and proper feedback is given, communication becomes effective. Consequently, to make an effective communication, the following qualities of communication are needed:

1. Timely receiving.
2. Understanding exact meaning of the message.
3. Proper feedback is given by the receiver to the sender.

R.W. Griffin mentioned about Effective Communication, "Effective communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended."

#### How Communication is made effective?

Communication becomes effective when the receiver understands the meaning of the message as the sender intends. To make communication effective, the following rules should be involved:

1. **Specific Purpose:** The sender must be clear about the specific purpose that he wants to communicate to the receiver.
2. **Study the Listener:** The sender must study the interest and attitude of the receiver to make communication effective more.
3. **Organization of Idea or Thought:** The communicator must make up a plan about how he is going to communicate. He must organize his thoughts and ideas in advance.
4. **Proper Transmission of Message:** The message must be transmitted in such a way that it is

accepted by the listener or reader with interest.

5. **Personal Touch:** The personal element is the keynote of communication. Sender's sincerity & sympathy influence the listener a lot.

6. **Mutual Understanding:** A mutual understanding should be established between the sender and receiver of the message.

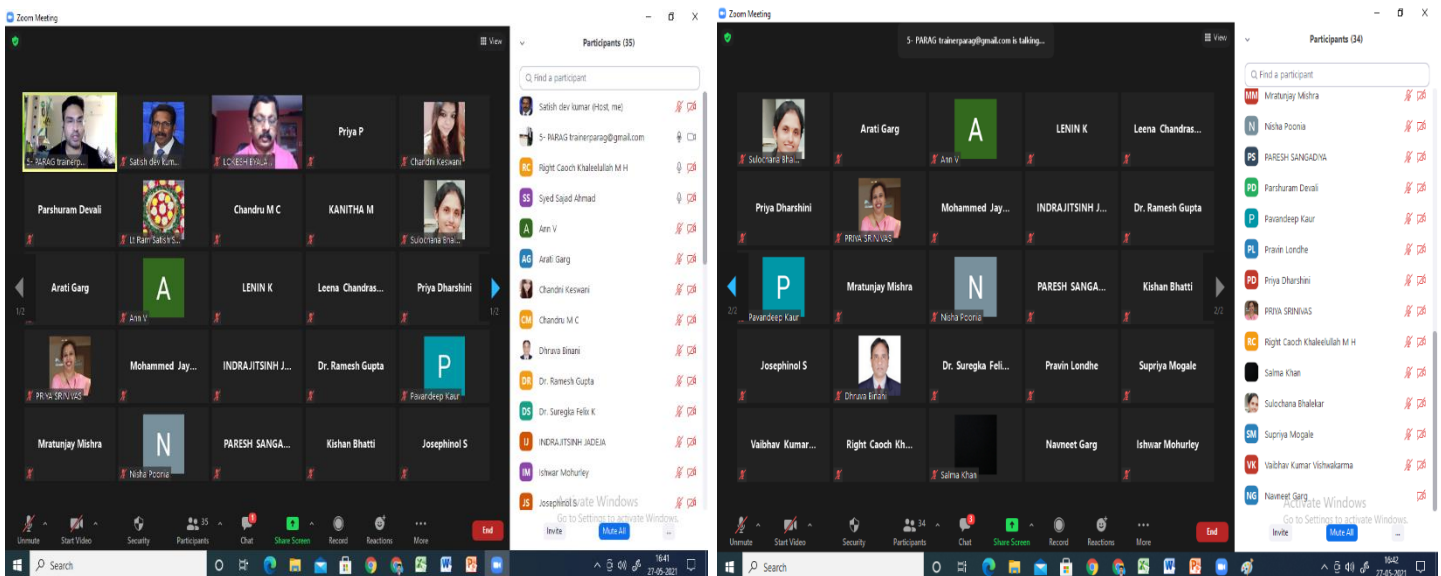
7. **Awareness of the Need for Effective Communication:** The sender and receiver of communication must be aware to make communication meaningful.

8. **Provision for Feedback:** When message is sent to the receiver, there must be a feedback to the sender. Two-way communication creates the best possible feedback.

9. **Selection of a Good Channel:** The sender of message must select an effective and formal channel to communicate with the receiver.

10. **Active Listening:** This provides proper feedback to the sender to complete the communication process.

At last, we can say, when communication will be made according to above discussed points, communication will be effective more.



## Training Objectives:

- To make the participants acquainted with the concept of E Learning Methodology
- To allow the participants to get conversant with the application of Facilitation Methodology in Online Platform
- To help the participants get appraised with the Communicative Interventions in Facilitation
- To ensure that the participants are enlightened with the factors that distinguishes Facilitation Methodology from conventional Lecture Method
- To ensure that the participants are well versed with the parameters of effective communication and that they can use the same in their respective endeavors
- To facilitate the participants in making perfect utilization of time during online facilitation.

## Facilitation Techniques Deployed (Methodology):

- Concept of Communication

- Principles of Communication
- Keys of Effective Communication
- Distinguishing features that differentiate Facilitation Methodology from conventional Lecture Method
- Communication Barrier
- Time Management in Online-Facilitation
- Advantages and Disadvantages of Time Management in an online platform

### **Topics Covered:**

- Concept of Communication
- Principles of Communication
- Keys of Effective Communication
- Distinguishing features that differentiate Facilitation Methodology from conventional Lecture Method
- Communication Barrier
- Time Management in Online-Facilitation
- Advantages and Disadvantages of Time Management in an online platform

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

The session started with ice-breaking along with the participants introducing themselves and a breakthrough of the introspection of the group - Mr. Satish dev kumar M, encouraged the trainees to introduce themselves with special emphasis upon their existing psychosocial competencies.

The candidates got motivated and continued their inward journey towards the deepest part of their cognitive and emotive domain. The Facilitator indicated how the psychosocial competencies of each participant can be of immense importance in the social matrix.

The facilitator introduced the 7 C and 4 S concepts of communication, and elaborated the discussion. He clarified that E Learning Facilitation is the appropriate methodology for dealing with learners with or without experience. 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” in an E-LEARNING PROGRAM. The Facilitator also clarified how Facilitation is linked to the Principles of Effective communications.

Thereafter the Facilitator used the slide-Show and live examples to clarify the different Communicative Interventions in Facilitation. Emphasis was placed upon Communicative interventions that will prove to be result-oriented, in Online Training.

It is relevant to mention that after clarifying the questions of the participants, the Facilitator encouraged the trainees to evaluate the effectiveness of the different Interventions that were clarified by him. So that the Learner – Driven approach in the Session was maintained.

Thereafter, the Facilitator –Mr. Satish dev kumar explained the IMPACT of effective communication on successful Facilitation in the E-Learning Platform. He explained the principles of Effective Communication, as specified by R. W Griffin, The participants were encouraged to share their valued opinion regarding each of the principles of Effective

Communication.

The Facilitator then created a group discussion on the different hurdles for the effective communication in an online Learning. The Participants were also asked to present their views in the session. The following points were emphasized after the presentation of each team:

- Psychological Hurdles
- Perceptual Hurdles/Inhibitions
- Language Hurdles
- Time Zone Constraints
- Demographic & Geographic Bias.

The Facilitator allowed the participants to have a healthy interaction and explained the clarifications that arose during this discussion of the hurdles in effective Communication Process.

### Reflection of the Participants:

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

This collaborative approach ensured that there was great exchange of knowledge among the participants, there were highly motivated to carry on learning and adapt the same in their own Teaching session. Thus, it was ensured that that the Learner empowerment was consciously addressed.

### Assignment:

The participants were given two separate assignments for Effective communication and Time Management by the facilitator Mr. Satish dev kumar

The Participants were requested to put in their views and ideas while addressing the assignment.

Mr. Satish dev kumar also shared them study materials for further reference

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	<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 demarcation between conventional lecture method and Facilitation methodology.</li> <li>• Participants have achieved expertise on the topics that can be used for Online Facilitation</li> </ul>
EXPECTED	<ul style="list-style-type: none"> <li>• It is assumed that in near future the Participants will emerge as Effective Facilitators in E-Learning</li> <li>• It is assumed that the participants will be capable enough to put</li> </ul>

OUTCOME	<p>in their efforts to the training for their Online Facilitation</p> <ul style="list-style-type: none"> <li>• It is expected that the participants will adhere to the principles of Effective Communication, while executing Online Facilitation.</li> </ul>
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### 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 5 – May 28<sup>th</sup>, 2021 PLANNING ONLINE LEARNING, DIGITAL MINDSET, STUDENT SATISFACTION & CHALLENGING ISSUES

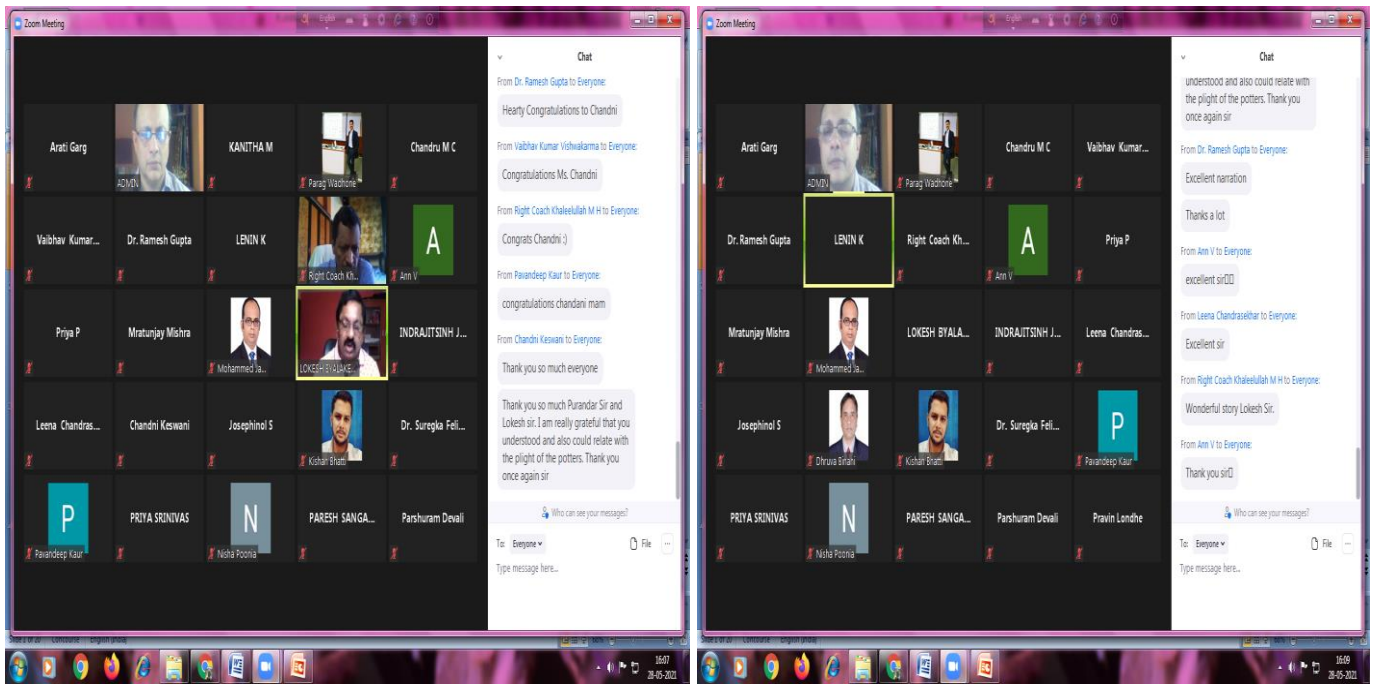
The entire global arena is overshadowed by an intensive situational crisis. Amidst the virulent Pandemic, the policy makers & administrators are making planned and sustained effort to prevent assemblage of people in a physical setting for preventing COVID 19 infestations. Under such circumstantial adversity, 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 the subtleties and intricacies of Planning & Organizing Online Learning
- To make the participants conversant with the challenging issues in E-Learning and the necessary strategies to overcome the challenges.
- To enlighten the participants regarding the strategic inputs for ensuring student satisfaction
- To facilitate the participants in developing Digital Mindset
- To encourage the participants in ventilating their learnt inputs through the execution of Analytical Exercises
- To facilitate the participants in carrying out a holistic evaluation and draw their valued inference regarding the significance of the Capacity Building Program on “ Online Teaching , Assessment & Communication Skills”

## Facilitation Techniques Deployed (Methodology):

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

## Topics Covered:

- Justification of E-Learning Program
- Parameters for ensuring success in an E-Learning Program.
- Objective based Planning
- Process Planning
- Resource Planning
- Strategic Planning (with Case Study)

- Multiple levels of Coordination while planning an E-learning Program
- Challenging issues and Precautionary steps
- Strategic Inputs for ensuring student Satisfaction
- Transformation Process leading to the crystallization of Digital Mindset

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

The Facilitator Mr. Purandar Sengupta had a discussion with the participants and asked them whether they want to go for **INDUCTIVE LEARNING APPROACH** or **DEDUCTIVE LEARNING APPROACH** in the last day of the highly cherished Capacity Building program. Majority of the participants emanated their preference towards Inductive Learning approach. It was unanimously decided that the Session shall commence with Inductive Learning Approach.

Accordingly the Facilitator divided the participants into 7 Break Rooms and each group was assigned with one Analytical Exercise. The facilitator encouraged the participants to have in-depth discussion with the other members of the group, comprehend the assignment jointly, execute **PARTICIPATORY PLANNING** in the group and to solve the problems in the Assignment .

The participants completed the assignments within the allotted time-frame of 30 minutes (thirty minutes) . The Facilitator appreciated their integrated effort and achievement motivation. The Facilitator also appreciated the creative acumen& analytical flair of the participants

After the seamless completion of the assignments, the participants were encouraged to dish out their views, narrate their opinion and portray their experiences of collaborative learning during the joint discussion and collective execution of assigned tasks in the **BREAK ROOM**. The participants vehemently endorsed the experience of harmonious team-work and Collaborative Learning Approach.

The Facilitator also asked certain analytical questions to the trainees for ensuring deeper contemplative reflection from them.

After a conclusive discussion about the diversified assignments, the Facilitator drove the agenda into a different topic. He presented a **CASE**, where a Facilitator is ensuring satisfaction of the trainees by Role Plays and some other special forms of theatrical representation of thematic components of the curriculum.

After presenting the **CASE**, the Facilitator asked the participants to share their innovative strategic inputs for ensuring the satisfaction of the students in Online Learning. The participants manifested different ideas of curricula design, instruction delivery models and challenging Assignments that can satisfy the trainees to the deepest extent.

### **Detailed discussion is there in the CASE STUDY Section.**

After that the Facilitator designed and orchestrated a Role play on Crystallization of Digital Mindset. He invited Professor ANN.V and Professor Ramesh Gupta to perform as the Role Players.

Professor ANN played the role of an educator who is not being able to cope up with the

intricacies of E-Learning. Professor (Dr) Ramesh played the role of another Educator who has developed expertise in conducting online sessions. The theme of the Role play covered how Professor (Dr). Ramesh motivated Professor ANN to learn the intricate aspects of E-Learning, and eventually guided her to emerge as an efficient Educator of E-Learning Programs with a composed digital mindset.

The Role Players and the other participants sincerely appreciated the Role play. It was inferred by the participants that Role play is a major catalyst in facilitating thematic elucidation and seamless acquisition of learning inputs.

After the completion of the Role Play, the Facilitator delivered a slide presentation on the Planning components that need to be addressed before floating an Online Learning Program. He placed emphasis upon the following topics:

- Justification of E-Learning
- Parameters for achieving success in E-Learning
- Objective Planning
- Process planning
- Resource planning
- Strategic Planning & Collaboration with other Institutions for greater mileage and deeper impact
- Training Designer --- the invisible fulcrum of an E-learning Program.
- Multilevel Coordination to be orchestrated by the Training Designer, before floating an E-Learning program.
- Protocols and challenges

During the slide presentation, the Facilitator narrated a concrete example of strategic collaboration between All India Management Association (AIMA) & NOCN, England.

Finally the Facilitator encouraged the participants to make a holistic evaluation of the different learning inputs shared by him. The Participants were proactive enough to make comments on some of the instrumental inputs shared by the Facilitator.

The Facilitator offered thanks to the participants for their spontaneous and proactive participation.

The valedictory message was delivered initially by Mr. SAURABH MISHRA –a Senior Functionary of CEMCA and finally by DR. RAJDEEP DEB, a senior functionary of BSDU. The eloquence of the speakers was deeply appreciated by the participants.

### **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.

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.

### Case Study:

The Facilitator presented a CASE, where an Online Educator is ensuring satisfaction of the trainees by engaging the participants in Role Plays and some other special forms of theatrical activities that are vividly reflecting the essence of the thematic components of the curriculum.

After presenting the CASE, the Facilitator asked the participants to share their innovative strategic inputs for ensuring the satisfaction of the students in Online Learning. The participants manifested different ideas of curricula design, instruction delivery models and challenging Assignments that can satisfy the trainees to the deepest extent.

Professor Chandru opined that Inquiry based Teaching Method can be of instrumental importance in triggering the creativity and expanding the imaginative capacity of the students. It also builds up intuitive power within students. Thus the Inquiry based Teaching Model can be a tool for ensuring deep engagement, unplumbed amusement and immense satisfaction for the learners.

Professor ANN V opined that ROLE PLAYs can trigger vibrancy among the participants and can also largely contribute towards conceptual elucidation and retention of learning inputs.

Professor Ramesh Gupta stated that vibrant learning content with mnemonics colored pictures, visual illustrations, and relevant case studies can be instrumental in drawing attention of the students and reinforcing concentration meaningfully.

Finally Mr. Lokesh B.S delivered an eloquent message and suggested that satisfaction of the students can also be ensured by giving meaningful assignments to the students. He opined that if the students are encouraged to design online extension education programs for farmers, fishermen and other toiling class of the rural populace, then it will eventually lead towards a valued outcome. The students will get engaged into impactful initiatives and their satisfaction will get ensured very easily.

### Assignment:

The trainees were segregated into 7 Break Rooms.

For each of the 7 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 apply Inquiry based Teaching Method for discovering hidden talent of a student
GROUP G	To match the learning styles with training activities.

### Learning Output & Outcome:

OUTPUT	<ul style="list-style-type: none"> <li>Participants have achieved conceptual clarity on the various components of Planning and Organizing an E-Learning program</li> <li>The participants have got sensitized with the challenges in E-Learning</li> <li>Participants have perceived the role of Motivation and Guidance in developing a digital mindset with unflappable composure, analytical flair and panoramic imaginative expansion.</li> <li>Participants have got enlightened regarding the valued and strategic inputs for ensuring satisfaction of the students</li> </ul>
EXPECTED OUTCOME	<ul style="list-style-type: none"> <li>It is expected that in near future the Participants will emerge as efficient Planners and Organizers for floating E-Learning Programs</li> <li>It is expected that the participants will be capable enough to leverage significant number of target audience for the E-Learning Programs designed and floated by them.</li> <li>It is expected that the participants will be able to satisfy the students of their E-Learning programs by insightful content and engaging Instruction methodology.</li> <li>It is expected that the participants will be able to surmount formidable challenges and circumvent fierce competitions while running their E-Learning Programs</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	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: VERY GOOD; B+: GOOD; B-: INSIGNIFICANT)

SL NO	PARTICIPANTS	NAME OF FACULTY		
		Mr. Purandar	Mr. Rajeev	Mr. Satish dev
1	Pravin Dhoke	B+	X	A
2	K Mayonmi	B+	A	A
3	Pravin Londhe	A	B+	B
4	Parshuram Devali	A	A+	B-
5	Chandni Keswani	A+	A+	A
6	Parag Wadhone	A+	B+	B
7	Dr. Ramesh Gupta	A+	A+	A+
8	Lokesh Yalakere Shivanna	A+	A	A
9	Kanitha M	A	X	B
10	Lt Ram Satish Satish	A	X	B
11	Mohammed Jaynal Abedin	B+	B+	B+
12	Ann V	A+	A	A
13	Priya Dharshini	A	A	A
14	Nisha puniya	B	B+	B+
15	Dr. Suregka Felix K	B	A+	A+
16	Pavandeep Kaur	B	B+	B+
17	Ajay peche	B	B+	B+
18	Aaditi Kashyap	B	X	X
19	Salma Khan	A	B+	B+
20	Pedapudi Samba Sivarao	X	X	B
21	Narendra Gupta	X	X	B
22	Vaibhav Kumar Vishwakarma	A+	A+	B
23	Josephinol S	B	X	B
24	PRIYA SRINIVAS	A	A	B
25	Priya P	A	B+	A
26	Mratunjay Mishra	A+	A+	A
27	Syed Sajad Ahmad	A+	X	B+
28	Ishwar Mohurley	A+	B	A+
29	Leena Chandrasekhar	A	A+	A+
30	Indrajitsinh Jadeja	A	A+	A+
31	Lenin K	A+	A	A
32	Fireflies.ai Notetaker	X	X	X
33	Supriya Mogale	A	A	A
34	Arati Garg	A	A+	A+
35	Ajay Utane	B+	X	X
36	Paresh Sangadiya	B+	X	X
37	Kishan Bhatti	B+	X	B
38	Sulochana Bhalekar	A	A	A

39	Khaleelullah M H	A+	A+	A
40	Chandru M C	A+	B+	A+
41	Satish dev kumar	X	X	A+
42	Dhruva Binani	A+	A+	A+
43	Trupti Tated	X	X	A

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.

\*\* 39 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 11<sup>th</sup> to 17<sup>th</sup> May 2021.



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

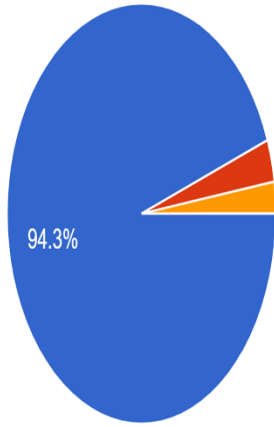


**Mr. Saurabh Mishra**  
Programme Officer, CEMCA

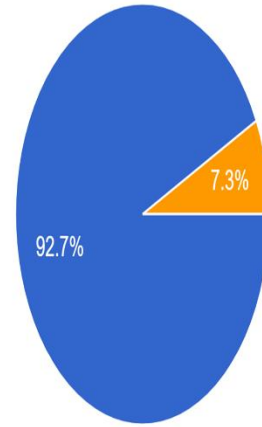
Certificate ID: CBP-2021-016



Did the session live up to your initial expectations



Would you recommend this Capacity Building Program to your colleagues?



- Yes
- No
- Maybe

**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 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 टूल्स से अवगत कराने वह कम्प्युनिकेशन 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 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 टूल्स से अवगत कराने वह कम्प्युनिकेशन 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।

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

**जयपुर (कमल शेरगा)।** जयपुर स्थित 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 टूल्स से अवगत कराने हेतु पांच 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 प्रेसिडेंट डॉ अचिंत्य चौधरी ने समाज में शिक्षकों की भूमिका को अग्रणीय बताते हुए सभी का उत्साहवर्धन किया, वहीं समारोह की अतिथि सेमका संस्था नई दिल्ली की निर्देशिका प्रोफेसर मधु प्रहार 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 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।** मंच संचालिका असिस्टेंट प्रोफेसर डॉ मृदु गोयल ने कार्यक्रम की रूपरेखा की जानकारी दी। समारोह के मुख्य अतिथि बीएसडीयू के प्रेसिडेंट डॉ अचिंत्य चौधरी ने समाज में शिक्षकों की भूमिका को अग्रणीय बताते हुए सभी का उत्साहवर्धन किया, वहीं समारोह की अतिथि सेमका संस्था नई दिल्ली की निर्देशिका प्रोफेसर मधु प्रहार 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 विना कुमार ने सभी दर्शकों को शिक्षण क्षेत्र में सहायक आधुनिक तकनीक से सभी को रूबरू कराते हुए अपना

संबोधन दिया। अंत में बीएसडीयू के ट्रेनिंग एंड प्लेसमेंट ऑफिसर डॉ शेखर कपूर ने सभी का धन्यवाद अर्पण किया।