Consultant Report

Commonwealth Educational Media Centre for Asia (CEMCA)

in collaboration with

Netaji Subhas Open University, Kolkata (NSOU)

Implementation of Blended Learning in Higher Education Institutions in West Bengal (Enhancing Capacity of Higher Education Teachers)

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Date: December 17-19, 2021

Venue: NSOU Regional Centre, Durgapur

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Education is the foundation of a prosperous society and the core of humanity. The truth is that education is much more than just learning to read and write. The need for education has been adequately recognized in today's world. While pre-digital education was adequate, the sudden explosion of technology has impacted the education sector, increasing demand for digital-period-specific education. Students and educational institutions were forced to use e-learning, virtual classrooms, and online repositories. The pandemic has accelerated the use of information technology in education. This crisis paved the way for the adoption of digital methods in education. Blended learning combines offline and online education to allow students to interact with the instructor, study material, and other students. This interpretation of digital learning is promising in the long run and will become the new normal. Blended learning combines the best of traditional and digital learning. Aside from overall discipline, online learning allows students to customize their education.

Among the *benefits of blended learning* are:

○ Blended learning allows students to access information or guidance online at any time, while classroom learning helps to improve student-teacher relationships.
○ Blended learning allows both students and teachers to learn at their own pace and schedule.
○ Extracurricular and other hands-on activities help students develop their social-persona, and online learning provides access to a wider range of content and information.
○ Students can easily communicate assignments, announcements, test results, and other information with their teachers using blended learning.
○ Education becomes more affordable and accessible to all.
○ Blended learning allows students to experiment with technology and learn using tools such as PowerPoint, virtual classrooms, and video lectures.
○ Blended learning enhances education and information retention while increasing teaching efficiency and productivity.

Majority Indians prefer a mix of online and in-person training, and 81 percent of Indians believe students can benefit from blended learning by combining in-person and online classes. Furthermore, 88 percent of learners globally say online learning will be permanently integrated into primary, secondary and higher education. 87 percent of Indian students expect online learning in the future. Thus, blended learning will be the new normal for educators.

TITLE OF THE WORKSHOP

ENHANCING CAPACITY OF HIGHER EDUCATION TEACHERS

TARGET GROUP

Higher Education Teachers associated with NETAJI SUBHAS OPEN UNIVERSITY (NSOU)

PROGRAM DURATION

December 17, 2021 - December 19, 2021

PROGRAM OBJECTIVES

○ To make the Higher Education Teachers sensitized with the different result-oriented models of Blended Learning
○ To make the Higher Education Teachers acquainted with the different ICT Tools that are instrumental for supporting various cognitive functions like divergent thinking, conceptual elucidation, critical thinking, problem-solving etc.
○ To make the Higher Education Teachers apprised with the different learning theories and instructional models that are highly relevant in Adult Education
○ To make the Higher Education Teachers apprised with the participatory and inductive training methods
○ To make the Higher Education Teachers familiar with diversified Cognitive-Behavioral Interventions those are very much supportive to Adult Learning.

MODE OF LEARNING

BLENDED LEARNING (comprising Asynchronous Learning and three days of Synchronous Learning)

TOPICS COVERED

○ Models of Blended Learning
○ Practical ICT Tools that are instrumental for fostering cognitive competencies
○ Learning Theories & Instructional Models
→ Andragogy by Malcolm Knowles
→ Facilitative Learning Model by Carl Rogers
→ Collaborative Learning Model by May & Doob
→ Problem Based Learning Model Howard Burrows
→ Discovery Learning Model by Jerome Bruner
→ Robert Gagne's Nine Instructions
→ ARCS Model by John Keller
→ Experiential Learning Model by David Kolb
→ Cognitive Taxonomy by Benjamin Bloom
→ Diversified Learning Styles by Honey and Mumford
→ Elaboration Theory by Charles Reigeluth
→ Cognitive Load by John Sweller
→ Success Approximation Model by Michael Allen
→ Component Display Theory of David Merill

○ Participatory & Inductive Training Methods
- → Role Play (Scripted Role Play & Situation Driven Role Enactment)
- → Case Study & Success Story
- → Situation Analysis, Planning & Problem Solving
- → Learning Games
- → Structured Simulation
- → Brainstorming

○ Cognitive Behavioral Interventions
- → Mind Mapping
- → Design Thinking
- → Positive Reinforcement
- → Behavioral Modeling
- → Motivational Story Framing
- → Probing & Probing induced Metacognition

METHODOLOGY

○ Lecture
○ PPT Slide Presentation
○ Situation Driven Role Enactment
○ Situational Analysis, Planning & Problem Solving
○ Story Framing & Story Sharing
○ Focused Discussion
○ Probing & Brainstorming

Implementation of Blended Learning in Higher Education Institutions in West Bengal (Enhancing Capacity of Higher Education Teachers)

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The first day of the program commenced with the opening ceremony, followed by sessions, focusing on the relevance of using "edu-tainment" as an approach to andragogical learning paradigms, as well as resource mapping by the participants.

INAUGURAL CEREMONY

The inauguration ceremony was held on December 17, 2021. The inaugural address was delivered by Dr. Anirban Ghosh, Director, Centre for Internal Quality Assurance (CIQA) at Netaji Subhas Open University. He oriented and sensitized the participants regarding the purpose of the workshop and its expected outcomes. He acknowledged

the valued contribution of CEMCA in planning and organizing the workshop. The inaugural address was delivered by Prof. (Dr.) Anupam Basu, Director, National Institute of Technology Durgapur, graced the ceremony as the Chief Guest. In his Keynote speech, Prof. (Dr.) Anupam Basu emphasized the heterogeneity in the Learning Style and Cognitive Level of the students and advised the Higher Education Teachers to consider the heterogeneity while interacting with the students. He also highlighted the adverse impact of COGNITIVE LOAD on the students and deliberated upon the strategies to dilute the cognitive load. In the inaugural ceremony, the other eminent speakers were Shri (CA) Kishore Sengupta, Registrar, NSOU, Shri Prosenjit Bhattacharya, Deputy Director, NSOU Regional Centre-Durgapur, Dr. Ritu Mathur (Mitra), and Dr. Papiya Upadhyay, distinguished faculty members of NSOU. Their speeches were marked by eloquence, rationality, and cogency.

ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

The preliminary session commenced with Dr. Shaunak Roy orienting the participants about the relevance of blended learning in the present-day and future context. He explained how blended learning meets the needs of all learners by combining in-person and online learning.

Engaging, stimulating, and motivating students helps teachers be more effective and make more progress with students. He further explicated how blended learning allows students of all abilities to progress at their own pace, while struggling students can get help when they get stuck. Because blended learning is scalable, instruction remains effective throughout, preparing all students for success as they develop 21st century skills. He also focused on the changing needs of distance education in the contemporary setting. Participants responded by agreeing how open and distance modes of education had a massive responsibility of disseminating knowledge to the masses, but it needed more technological infusion.

In this context, Dr. Roy elaborated upon the concept and relevance of 'edu-tainment' in the distance education mode. The attention span of students is dwindling due to the abundance of content available today. Effective communication in such a short time is difficult for educators. This is where 'edu-tainment' comes in, where students learn while playing/gaming, and knowledge is transformed into skill-based learning. Edutainment is a new term for educational and entertaining media. Game-based learning is the best involvement for students who need exciting experiences to learn. Game-based learning has replaced lectures and written assignments as an essential part of modern education. Such learning imparted by 'edu-tainment' tools helps students develop skills for future jobs.

Dr. Shaunak Roy went on to explain the concept of edu-tainment, using a hypothetical example of a couple, Tania and Shamim. The goal was to explain the concept and constituents of interpersonal behaviour. He carefully elaborated on the difference between an educational content delivery with and without the presence of 'edu-tainment.' Participants were intrigued and further comprehended the relevance of edu-tainment as a valued implement in blended learning.

ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

First Segment

Shri Purandar Sengupta initiated his activity by explaining ANDRAGOGY viz. the Science of Adult Learning as formulated by Dr. Malcolm Knowles. He clarified the four principles of ANDRAGOGY with special emphasis upon the participatory learning and problem-oriented approach. He portrayed the quintessential part of the theory stating that the success of adult learning depends on learners' participation and problem-solving methodology.

Then Shri Purandar Sengupta explained FACILITATION elaborately highlighting its subtleties and intricacies. He designated FACILITATION as an effective medium which enables the learners to analyze and interpret the learning inputs. While explaining the mechanism of FACILITATION he drew the reference of the Facilitative Learning Theory by Carl Rogers and placed emphasis upon trust and empathy driven relationship between Teacher and student. He also established the relationship of FACILITATION with Collaborative Learning, Problem based Learning, Discovery Learning & Experiential Learning.

Second Segment

After that Shri Purandar Sengupta established the connection between facilitation and motivation. He opined that a Facilitator should have the capacity of triggering Achievement–Motivation within the learners. He highlighted the role of Motivational Success Stories in motivating the learners.

Thereafter Shri Purandar Sengupta divided the participants into five groups. He encouraged each group to frame Motivational Success Stories relevant to education sector. The timeframe allotted for developing the Motivational Success Story was twenty minutes. He encouraged the members of every team to have group-discussion and intensive planning while framing the motivational success stories. Each of the groups framed Motivational Success Story within the allotted time. Thereafter, Shri Purandar Sengupta asked each group to narrate their composed Success Story. The other four groups were asked to listen the narration of the members of the first group and to identify the Critical Success Factors embedded in the Success Story. In this way each Motivational Success Story framed by each group was analyzed by other four groups with the intent of identifying the Critical Success Factors in each story.

The second day focused primarily on the application and use of various ICT tools, such as Padlet for Mind-Mapping, Google Forms for Virtual Escape Rooms for Gamification of the classroom. The session also focused on the theoretical appreciation of the context of technological integration, using an inductive learning approach.

ACTIVITIES ORCHESTRATED BY DR. SHAUNAK ROY

First Segment

The subsequent part of the session involved the hands-on demonstration of "Padlet," a popular mind-mapping tool that can be used in the online learning system. Interestingly, Padlet is a


great tool for class updates. Using it in the classroom allows professors to keep track of current and upcoming class assignments. One can also create and place greeting cards for classmates and the teaching faculty. One can also write new words daily on its wall to learn new vocabulary. In fact, the ICT tool would not only keep students updated, but also improve their academic performance.

Participants were asked to map their motivational stories that they had developed in the

preceding session into the Padlet, which was demonstrated live before the participants. The participants made short presentations on their stories entered on the Padlet, before breaking for lunch.

Second Segment

The second session started uniquely with an enactment by a participant, who pretended to be gagged as if he was captured by the mafia. Dr. Roy explained the rationale behind the act to the other curious on looking participants coming in from lunch. The purpose was to use a gamification approach as a potential ICT tool in blended learning. The game involved using Google Forms to create a
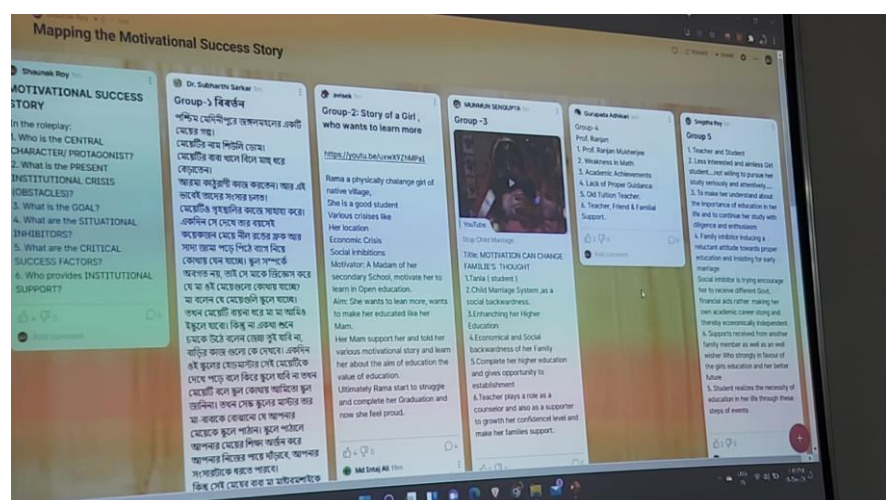
digital escape room. The demo game was administered to the participants, who were asked to complete the designed game to escape from the mafia and share a unique game-completion code with Dr. Roy. Two participants were able to successfully complete the game and emerge victorious. The session moved on to a hands-on demonstration of using Google Forms and its subtle nuances to create a virtual escape room.

As an inductive approach was used to explain the various ICT tools, the last leg of Day 2 involved Dr. Shaunak Roy finally introducing the participants to the relevance of ICT tools. He explained the Gen Z and Gen Alpha generations who would be the recipients of the blended learning approach in the future. He further explained the logical shift from Pedagogy to Andragogy to Heutagogy, carefully delineating the various differences entailed.

The session ended with a detailed elaboration of the Technology Integration Matrix (TIM), a valuable tool used to understand the levels of introducing technology tools in the teaching-learning process, especially in the blended mode. Use of technology to enhance learning is described and targeted using the Technology Integration Matrix (TIM). A meaningful learning environment is active, collaborative, constructive, authentic, and goal-directed. Entry, adoption, adaptation, infusion, and transformation are associated with these traits.

ACTIVITIES ORCHESTRATED BY SHRI PURANDAR SENGUPTA

First Segment

Shri Purandar Sengupta explained the importance of Situational Analysis & Planning as an instrumental tool for fostering and enhancing the cognitive competency of the students.

Then he presented five situations portraying Teacher-Student Interaction, where there is an embedded problematic issue. The participants were divided into five groups. Then the members of each group were asked to solve the problems of all the five situations, through group discussion and collective effort. The Participants were encouraged to solve the problems within a time frame of forty minutes.

After that the members of each group, contemplated on the situations, analyzed the situational dynamics and collectively generated the planned solutions to the five Situational Problems.

Second Segment

After the completion of the exercise on Situational Analysis and Planning, Shri Purandar Sengupta explained the significance of Situation Driven Role Enactment. He enumerated the differences between Scripted Role Play and Situation Driven Role Enactment.

Then he invited two to four members from each of the five groups, one by one. He presented a specific Problematic Classroom Situation to the members of the First Group. Then he asked the members of the First Group to enact the problematic situation as well as the rapidly generated solution to the specified problematic classroom situation. This Exercise was administered for the members of each of the five groups. After the completion of these spontaneity driven Role Plays, all the members admitted that this Exercise has triggered their Critical Thinking as well Creative Thinking extensively while planning for the solution and enactment of the solution within a very short time frame. The Participants appreciated the situational relevance of this exercise in their occupational life.

Third Segment

In the last part of the third day, Shri Purandar Sengupta explained the following interventions specifying their logical rationale as well as their beneficial features:

○ Positive Reinforcement
○ Behavioral Modeling
○ Probing & Paraphrasing

The participants unanimously endorsed the significance of the aforementioned interventions in motivating the students, building up their emotional intelligence, reinforcing their confidence and unleashing their latent potential.

PROCEEDINGS OF THE PROGRAM (THIRD DAY): DECEMBER 19, 2021 (SUNDAY)

Shri Purandar Sengupta took the initiative of explaining the subtleties and intricacies of the following learning theories and instructional models:

○ *Bloom's Taxonomy*
○ *Learning styles by Honey & Mumford*
○ *Robert Gagne's nine Steps of Instructions*
○ *Discovery Learning by Jerome Bruner*

After theoretical clarification, he encouraged the participants of each of the five groups to have a discussion among the group members regarding the significance of each theory and to express the collective view of each group.

Each group nominated a spokesperson who conveyed the view of the entire group regarding the significance of each of the learning theories.

After listening the view from each group, Shri Purandar Sengupta initiated gentle probing and encouraged the members of each group to trace out the cognitive rationale that has led them

to construct their views on the significance of the learning theories. The group members started to share their rationale behind their views on the significance of learning theories.

Thus, through intensive Probing Shri Purandar Sengupta tried to induce Metacognition among the participants of the five groups. The participants appreciated this exercise of analysis of learning theories from the practical point of view. They opined that sustained contemplation and Metacognition can foster the habit of Self Evaluation among the learners.

After the completion of this interesting Cognitive-Exercise, the participants were inspired to ventilate their feedback regarding the activities of the entire workshop. The reflections from the participants were taken into consideration.

This was the last activity of the workshop. After the reflection from the participants, the workshop was ended formally. The two Facilitators conveyed their thanks and gratitude to the participants for their spontaneity driven active participation throughout the Workshop.

REFLECTIONS FROM THE PARTICIPANTS

SL. NO.	NAME OF PARTICIPANT	REFLECTION(S)	FACILITATORS' RESPONSE
1	DR. SNIGDHA ROY	▪ She opined that Collaborative learning facilitates the learning process and generates satisfactory outcome. ▪ Apart from that Collaborative Learning dilutes demographic discrimination, decimates subjective bias and fosters holistic inclusion.	The Facilitators endorsed the opinion of DR. SNIGDHA ROY and appreciated her social sensitivity.
2	DR. INTIAZ ALI	▪ He affirmed that Role-Plays can be designated as an excellent training method which facilitates the learners to achieve conceptual clarity	▪ The facilitators praised and endorsed the viewpoint of Dr. Intiaz Ali. ▪ The Facilitators remarked that Situation Driven Role

		on different topics. ▪ He opined that Role Plays pave the path towards collaboration among the different Role Players who are enacting the role of different characters in a Role Play.	Enactment is a methodology that fosters both collaboration as well as Creative Thinking among the Learners.
3	DR. SUBHARTHI SARKAR	He opined that Mind Mapping Exercise through the ICT tool - PADLET can foster deep level of divergent as well as convergent thinking among the students. It has the potential to enhance insightfulness and imaginative power of the students.	▪ The Facilitators endorsed the view of Dr. Subharthi Sarkar. ▪ They stated that Mind Mapping is instrumental in intensifying many cognitive competencies and facilitates the students to emerge as Effective Thinker.
4	DR. KIRAT GANGULY	He opined that both Learning Materials as well as the Pedagogical Instruction should be tailored keeping in mind the heterogeneous learning style of the students and the differences in the level of their Cognitive Competencies	▪ The Facilitators highly appreciated the opinion of Dr. Kirat Ganguly. ▪ They remarked that the Higher Education Teachers should adopt Resilient Instructional Strategy to accommodate with diversified Learning Styles and Cognitive diversities.
5	DR. GURUPADA ADHIKARY	Through a Case he suggested that if a student is exposed to problems, and asked to get them solved collectively with the support of his peers, then the problem-solving capacity of the student will get enhanced to a great extent.	▪ The Facilitators fervently appreciated the concept of Dr. Gurupada Adhikary. ▪ They opined that his concept is firmly linked with Collaborative Learning Model and Problem Based Learning Model.
6	DR. PRABAL KUMAR SINHA	He opined that Interactive Teaching is an instrumental tool for engaging the learners and building up their confidence.	▪ The Facilitators praised Dr. Prabal Kumar Sinha. ▪ They stated that the suggestion of Dr. Prabal Kumar Sinha is well linked with the Facilitation based Learning, which aims at eliciting the response from the students and appreciating them for their effort to respond. ▪ This mechanism gradually

			facilitates the learners to unleash their hidden potential.
7	ARPITA MUKHERJEE	She asked how the students can develop the habit of evaluating their own activities in a focused, structured and sustained pattern	▪ The Facilitators opined that the students should be encouraged to check the thought process behind every action taken by them. ▪ Subsequently they will be inspired to find out the cognitive rationale behind their thought that has induced action ▪ Finally, they should be trained to contemplate on their Cognitive Rationale, analyse it and evaluate its effectiveness. ▪ In this way the students should learn to check the thought behind action as well as the cognitive rationale/causative thought behind every thought in a chain-wise manner. ▪ Gradually they will start to practice Metacognition and emerge as a Logical Thinkers. ▪ As Logical Thinkers the students will always check whether their activities are driven by logical rationale or not.
8	ABDUL HANNAN KHAN	He asked how can a teacher contribute towards deeper understanding of learning inputs among the inattentive and unmindful students	▪ The Facilitators opined that there are multiple ways for facilitating the students to achieve greater degree of comprehension. ▪ Application of cognitive games can enhance the span of attention. Greater attention-span will gradually make the learners more focused and structured in the process of learning.

			▪ Motivational Success Stories can reinforce Achievement Motivation within the students and encourage them to learn mindfully. ▪ Clear understanding of the professional outcome of a subject in the practical field, can motivate a student to learn with result-oriented approach. ▪ Appreciation of students' success at every phase of learning can serve as a REINFORCING STIMULUS and enhance the motivation of the learners. ▪ If a student understands that continual learning effort can improve academic performance and improved academic performance can lead to successful professional outcome then the learners will get mindfully engaged in the learning process. ▪ Integration of the past knowledge with the new learning inputs can build up an effective association of thought and develop deep understanding ▪ It is possible to have in-depth learning by application of learnt inputs in practical activities and gaining concrete experiential learning outcome. ▪ Application of learnt inputs for solving relevant practical problems can foster conceptual clarity ▪ Learning in a logically sequential pattern from the simplest component and gradually to the most

			complex component, may lead to a successful learning outcome.
9	BEAUTY SARKAR	She asked about the strategies that a teacher should apply for facilitating the students in retention and recall of Learnt Inputs.	▪ The Facilitators opined that if the students are encouraged to teach others or demonstrate their learnt inputs to others then maximum retention of learnt inputs will take place. ▪ The Facilitators suggested and recommended Peer-to-Peer learning Program in the classroom or online session, where every student will get opportunity to teach other students ▪ The Facilitators also suggested for Social Extension Programs, where the students will be able to transfer their learning inputs for empowering the underprivileged populace of the social framework.
10	SHRI PUSHPAL MUKHERJEE	He asked about the strategies to be adopted for motivating the Learners in the asynchronous sessions of a Blended Learning Program, where there is no direct contact with the Educator.	▪ The Facilitators remarked that during the period of Asynchronous Learning, there are multifarious provisions of interacting with the Educators for clarifying doubts and achieving conceptual clarity. ▪ Moreover, in Blended Learning the Learning Materials are of immense importance. During the period of asynchronous earning, the students learn mainly through the well-organized instructional materials. ▪ The Facilitators remarked that the instructional Material should be composed in such a way so that it can facilitate the

			learner in the following ways during asynchronous learning" ▪ Motivating the students towards a desirable outcome ▪ Engaging the students in imaginative /insightful activities, through which they can unleash their creative potential ▪ Encouraging the learners to solve problems through Analytical activities ▪ Involving the learners in critical evaluative activities that will induce Introspection, Reflection and Metacognition within them and turn them into Logical Thinkers
11	SHRI RABINDRANATH KUNDU	He asked how "edu-tainment" can be implemented in the context of a distance learning platform.	▪ The facilitators observed that "edu-tainment" is an approach to the teaching-learning process, and not a means in itself. ▪ The facilitators noted that the same concept can be explained using edu-tainment as a unique approach. ▪ The example of "Tania and Shamim" was used to explain the divergent approach of "edu-tainment" in action.
12	SHRI S.K. MOINUL HOQUE	He asked how pedagogical issues can be resolved in colleges where students are extremely irregular in classes	▪ The facilitators remarked that the solution to such a pertinent problem lay in the implementation of a blended learning module, where the courses may be recorded for students to access at a later date. ▪ As different students turn up on different dates, syllabus completion becomes a major hurdle, as the same topic needs to

SL. NO.			be repeated multiple times for different groups. Hence, a recorded session, with assignments can be made accessible to students so as to ensure greater participation among the students.
13	GOUR CH. GHOSH	He asked about the effectiveness of conducting Escape Rooms in the classroom.	▪ The facilitators commented that Virtual Escape Rooms are a very effective way to garner the attention of the students, through gamifying the classroom. ▪ The facilitators used a live example of an "Escape from the Mafia" game to elaborate on the effectiveness further.
14	ANIRBAN GHOSH	He inquired about the type of ICT tools that can be used to stimulate discussions pertaining to a concept.	▪ The facilitators explained the application of a mind map, and further distinguished it from a concept map. ▪ The facilitators used a live example of an institution intending to organize a football game and reviewed the various logistical requirements entailed.
15	MUNMUN SENGUPTA	She asked about how the Technology Integration Matrix (2016) can be explained practically.	▪ The facilitators furnished a handout on the Technology Integration Matrix (2016) and explained how the technology can be integrated at various levels in the classroom from Entry level to Adoption to Adaptation.

RESULT CHAIN ON TOPICS LEARNT BY THE HIGHER EDUCATION TEACHERS

SL. NO.	TOPICS	OUTPUT	OUTCOME
1	FACILITATION	▪ The Higher Education Teachers have got sensitized regarding the	▪ It is expected that the Higher Education Teachers will be able to conduct

		beneficial aspects of Facilitation. ■ They have got exposed to the subtleties and intricacies of Facilitation through the practical demonstration given by the two Facilitators, Shri Purandar Sengupta and Dr. Shaunak Roy.	Facilitation while interacting with their students. ■ It is expected that the Higher Education Teachers will be able to motivate engage, enlighten and empower their students through the art of Facilitation
2	MOTIVATIONAL SUCCESS STORY	■ The Higher Education Teachers have got apprised regarding the valued intent as well as the generalized content-framework of the Motivational Success stories. ■ The Higher Education Teachers have incurred the practical experience of writing Motivational Success Stories within specified time.	■ It is expected that the Higher Education Teachers will be able to frame and narrate the Motivational Success Stories with the intent of fostering and reinforcing Achievement Motivation within their students ■ It is expected that the Higher Education Teachers will be able to facilitate their students in diagnosing and interpreting the Critical Success Factors of the Motivational Success Stories
3	POSITIVE REINFORCEMENT	The Higher Education Teachers have learnt the skill of administering REINFORCING STIMULUS (in the form of appreciation & acknowledgement) through practical demonstration by the Facilitators	■ It is expected that the Higher Education Teachers will be able to administer REINFORCING STIMULUS for motivating their students to enhance the frequency of desired behaviour ■ It is expected that the Higher Education teachers will be able to administer REINFORCING STIMULUS for motivating their students to manifest desired behaviour with seamless sustainability.
4	MIND MAPPING	■ The Higher Educational Teachers have achieved conceptual clarity regarding the logical rationale of executing the highly insightful cognitive-intervention called **Mind-Mapping**.	■ It is expected that the Higher Education Teachers will be able to facilitate their students in perceiving the logical rationale of Mind Mapping as a tool for enhancing Cognitive Competency.

		▪ The Higher Education Teachers have achieved the practical skill of configuring Mind Map through the ICT tool- PADLET.	▪ It is expected that the Higher Education teachers will be able to facilitate their students in developing Mind Maps and to emerge as Insightful Thinkers.
5	SITUATIONAL ANALYSIS & PLANNING	▪ The Higher Education Teachers have comprehended the logical rationale of **Situation Analysis & Planning** ▪ The Higher Education Teachers have achieved the practical skill of executing **Situational Analysis & Planning**	▪ It is expected that the Higher Education Teachers will be able to foster the cognitive competencies of Critical Thinking & Problem Solving within their students, by repeated application of **Situational Analysis & Planning Exercise**
6	SITUATION DRIVEN ROLE ENACTMENT	▪ The Higher Education Teachers have comprehended the logical rationale of **Situation Driven Role Enactment** ▪ The Higher Education Teachers have achieved the practical skill of enacting roles based on the demand of the given situations	It is expected that the Higher Education teachers will foster the cognitive competencies of Creative Thinking, Decision Making and Problem Solving among their students by the judicious application of **Situation Driven Role Enactment.**
7	COLLABORATIVE LEARNING	▪ The Higher Education Teachers have got sensitized regarding the logical rationale and characteristic features of Collaborative Learning Model. ▪ The Higher Education Teachers have incurred the experience of Collaborative Learning through the continual Facilitation Process conducted by the two Facilitators, Shri Purandar Sengupta & Dr. Shaunak Roy.	It is expected that the Higher Education Teachers will be able to orchestrate Collaborative Learning among their students and facilitate them in the following activities: → *Focused Group Discussion* → *Integration of Cognitive Inputs* → *Collaborative Goal-setting* → *Cooperative Action Planning* → *Functional Distribution* → *Functional Synchronization* ▪ Collective Implementation & Evaluation of Learning Projects
8	PROBLEM-BASED LEARNING	▪ The Higher Education Teachers have understood the rationale of Problem	▪ It is expected that the Higher Education Teachers will be able to conduct the

		Based Learning Model as well as its beneficial attributes ■ The Higher Education Teachers have incurred the experience of Problem Based Learning through the continual Facilitation Process conducted by the two Facilitators	Problem Based & Solution Oriented Facilitation with the following objectives: ○ *Facilitating the students in analyzing and interpreting Problems* ○ *Facilitating the students in Identification of the causative factors of the problems* ○ *Facilitating the students to generate effective strategies for solving the problems*
9	DISCOVERY LEARNING	The Higher Education Teachers have learnt the art of conducting Inquiry Based Teaching Method with the intent of discovering the hidden potential of the learners.	■ It is expected that the Higher Education teachers will be able to conduct Inquiry Based teaching and facilitate their students in the following ways: ○ *To facilitate the students in introspecting and identifying their hidden resource* ○ *To facilitate the students in unleashing their latent creative potential* ○ *To facilitate the students in manifesting their pent-up analytical acumen.*
10	PROBING & PROBING-INDUCED METACOGNITION	■ The Higher Education Teachers have incurred the practical exposure of PROBING, through the vivid demonstration delivered by the two Facilitators ■ The Higher Education Teachers have learnt the process of inducing Metacognition and eventually executing the task of self-evaluation.	■ It is expected that the Higher Education Teachers will be able to execute PROBING with the intent of eliciting the hidden resource of their students. ■ It is expected that the Higher Education Teachers will be able to foster the capability of Reflection and Metacognition among the students, transforming them into logical thinkers.
11	EDU-TAINMENT	■ The Higher Education Teachers have comprehended the concept of edu-tainment and its application in the form of	■ It is expected that the Higher Education Teachers shall be able to attract and retain the attention of the learners by engaging their

		explanation of various concepts. ▪ The Higher Education Teachers have fathomed the example of "Edu-tainment in Action" demonstrated by the two facilitators.	emotions through vividly colored animations used to explain concepts. ▪ It is expected that the Higher Education Teachers shall be able to appreciate the habits of mind (study, analysis, reflection, contemplation, and deliberation) that are associated with logic, which shall be reinforced with the efficacious use of the edu-tainment approach.
12	PADLET	▪ The Higher Education Teachers have comprehended the concept of Padlet as well as its installation and usage patterns. ▪ The Higher Education Teachers have had a hands-on approach to Padlet as a tool to explain relevant concepts and their associated sub-concepts.	▪ It is expected that the Higher Education Teachers shall be able to look for new and different ways of answering questions and solving problems. ▪ It is expected that the Higher Education Teachers shall be able to communicate their opinions and beliefs with confidence in a variety of ways, and encourage students to contribute to decision-making within the class and group.
13	VIRTUAL ESCAPE ROOM USING GOOGLE FORMS	▪ The Higher Education Teachers have had a real-time understanding of developing a Virtual Escape Room using Google Forms. ▪ The Higher Education Teachers have understood the process of creating a Virtual Escape Room using Google Forms from scratch.	▪ It is expected that the Higher Education Teachers shall be able to help students develop group problem-solving and listening skills and also build better communication skills for remote collaborations using a Virtual Escape Room. ▪ It is expected that the Higher Education Teachers shall be able to bring renewed interest among students when using Virtual Escape Rooms in the classroom.
14	TECHNOLOGY INTEGRATION	The Higher Education Teachers have comprehended the	▪ It is expected that the Higher Education Teachers

	MATRIX	concept of the Technology Integration Matrix (2016) in determining the stages in technology integration when dealing with online and blended classrooms.	have understood the framework for describing and targeting the use of technology to enhance learning. ▪ It is expected that the Higher Education Teachers shall enjoy the following benefits from the TIM: ○ *Setting a clear vision for effective teaching with technology.* ○ *Giving teachers and administrators a common language for setting goals.* ○ *Helping target professional development resources effectively.*
15	PEDAGOGY, ANDRAGOGY & HEUTAGOGY	▪ The Higher Education Teachers have comprehended the concept of **PEDAGOGY** ▪ The Higher Education Teachers have comprehended the concept of **ANDRAGOGY** ▪ The Higher Education Teachers have comprehended the concept of **HEUTAGOGY**	▪ It is expected that the Higher Education Teachers shall be able to successfully make the transition from pedagogy to an emphasis on providing a learner-centered environment that supports students in defining their own learning path ▪ It is expected that the Higher Education Teachers shall be able to blend andragogy and heutagogy by equipping students with skills that will help them transition into the workforce.

CLOSING CEREMONY

The closing ceremony was graced by Prof. (Dr.) Anirban Ghosh, Director, Centre for Internal Quality Assurance (CIQA) at Netaji Subhas Open University. He aptly summed up the key takeaways from the three-day workshop and opened up the forum to the participants for a brief feedback session. The facilitators were asked to share their views and opinions about the workshop. The closing ceremony concluded with the distribution of certificates to the active participants.

CONCLUSIVE OBSERVATIONS

The enthusiastic participation from the participants were testimony to the overall learning effectiveness. One of the participants noted how he, along with his peers, were waiting for the

next working day, so that they could implement Padlet in the online mode, to stimulate discussions. The participants also expressed their interest in conducting a Forum Theatre in their institutions to better fathom and appreciate the true significance of deep-seated problems and issues in the context of higher education.

Implementation of Blended Learning in Higher Education Institutions in West Bengal (Enhancing Capacity of Higher Education Teachers)

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Implementation of Blended Learning in Higher Education Institutions in West Bengal
(Enhancing Capacity of Higher Education Teachers)

Organized by
Commonwealth Educational Media Centre for Asia (CEMCA)
in collaboration with
Netaji Subhas Open University, Kolkata
Date: 17-19 December 2021
Venue: NSOU Regional Centre Durgapur.

Objectives:

- To improve the knowledge and skills of teachers/academics in higher education to develop and offer Online/Blended Course.
- To enable the staff/faculty members to the process of planning, designing, developing and delivering online courses.
- To adopt appropriate ICT tools and learning platforms as an adjunct to face-to-face teaching and to teach in a full online or distance learning context.
- To find out the prospects and challenges of providing online/blended learning in the context of Higher Education Institutions in West Bengal.

Methodology:

The workshop will be conducted in face-to-face within the mandate of COVID 19 Protocol. The trainers will follow the following activities during the training:

- Focused Group Discussion
- Role Play
- Story Telling
- Creative & Analytical Exercises
- Problem Solving Games
- Introspection
- Probing & eliciting pent up potential
- Fish Bowl Exercise
- Six Thinking Hats

Learning Inputs:

ICT Tools & Software	Effective Learning Models	Cognitive-Behavioural Interventions
PADLET	Successive Approximation	Design Thinking

➢ POPPLET ➢ FREE MIND ➢ KIALO EDU ➢ MENTIMETER ➢ QUIZZIZ ➢ BOOK CREATOR ➢ VIRTUAL ESCAPE - ROOM	Model • Individualized Instruction Model • Problem Based Learning Model • Discovery Learning Model • Action Learning Model • Collaborative Learning Model • Learning Retention Model • Component Display Model • Elaboration Model • Cognitive Load Reduction • Bloom's Taxonomy & TLO • Generative Learning Model • Backward Design Model	♣ Mind Mapping ♣ Affinity Diagram ♣ Venn Diagram ♣ Outcome Mapping ♣ Force Field analysis ♣ Identification of Critical Success Factors in Success Story ♣ Case Analysis & Problem Solving ♣ Logical Sequencing ♣ Logical Framework Analysis

Programme Schedule

DAY 1 (17.12.2021)

Time	Activities/Sessions
9.30AM–10.00AM	**Registration**
10.00AM–11.00AM	**Inaugural Ceremony**
11.00AM–11.15AM	Tea Break
11.15AM–12.15PM	**Session 1:** Ice-breakers and Orientation to "Edu-tainment" as a Pedagogical Tool in Blended Learning
12.15PM–1.30PM	**Session 2:** Effective Learning Models in Higher Education
1.30PM–2.00PM	Lunch
2.00PM–3.30PM	**Session 3:** Introduction to ICT Tools & its Relevance in Higher Education
3.30PM–3.45PM	Tea Break
3.45PM–5.00PM	**Session 4:** Activity and Hands-on Sessions

DAY 2 (18.12.2021)

Time	Activities/Sessions
10.00AM–11.30AM	**Session 5:** Cognitive Behavioural Interventions & its Applications in Higher Education
11.30AM–11.45AM	Tea Break

11.45AM–1.30PM	**Session 6:** Use of ICT Tools for creating mind-maps; creating quizzes; gamifying the classroom
1.30PM–2.00PM	Lunch
2.00PM–3.30PM	**Session 7:** Activity Sessions
3.30PM–3.45PM	Tea Break
3.45PM–5.00PM	**Session 8:** Activity Sessions (Continued); Administering Presentation Topic for Discussion on Final Day (to be prepared by different participant groups)

DAY 3 (19.12.2021)

Time	Activities/Sessions
10.00AM–11.30AM	**Session 9:** Group Presentations
11.30AM–1.00PM	**Session 10:** Discussion on Program Output, Q&As & Wrapping Up
1.00PM–1.30PM	**Closing Ceremony**

Resource Persons:
Mr. Purandar Sengupta
Dr. Shaunak Roy

Durgapur RC

REGISTRATION FORM

Three-Day Workshop on Enhancing Capacity of Higher Education Teachers 17th-19th December 2021, Venue: Durgapur Regional Centre, NSOU

Sl No.	Name of the Faculty	Designation	Name of the College/University	Subject/Specialization	Contact No.	Whats App No.	e-mail ID	Sig (17.12.2021)	Sig (18.12.2021)	Sig (19.12.2021)
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