Comprehensive Report

Implementation of Blended Learning in Higher Education Institutions in West Bengal

(Enhancing Capacity of Higher Education Teachers)

Commonwealth Educational Media Centre for Asia (CEMCA)

in collaboration with

Netaji Subhas Open University, Kolkata (NSOU)

Date: April 8 – 10, 2022

Venue: NSOU Regional Centre, Jalpaiguri

Report prepared by: Shri Purandar Sengupta *[Master Trainer & Facilitator]*

Dr. Shaunak Roy *[Asst. Professor, St. Xavier's College (Autonomous), Kolkata]*

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INTRODUCTORY REFLECTIONS

Over the course of many centuries, education was conducted in physical locations such as colleges, universities, and schools. Some colleges and universities have been teaching exclusively online for the past several months, since the inception of the lockdown. Neither of these scenarios describes the future, but interestingly, both shall be a part of it.

Student feedback indicates that students prefer a blend of classroom and online teaching methods known as blended learning, or alternatively, "hybrid learning," above either one of the previous options. The question remains, can educational institutions keep up with the fast-changing educational landscape.

Modern-day educational trends largely revolve around the buzzwords "blended learning" and "social media." It's the ultimate goal that drives nearly every other trend. For some time now, we have been living in a digital environment. Digital adoption accelerated to an almost dizzying pace when the pandemic hit, driving this tendency into overdrive. Almost overnight, the techniques of practically every college and institution were transformed. For the first time in many decades, educational institutions were compelled to diverge from their regular practices. Nonetheless, colleges and universities seized the opportunity to use multiple platforms, apps, and channels to their advantage as soon as they were disrupted. Resultantly, a wide variety of video conferencing platforms have become household names. More than ever, tools like Blackboard are critical in the classroom. Toward the end of 2021, everything began to return to normal. Increasingly, students were allowed to return to the classes. There has been a growing interest among educators and students alike in developing hybrid systems that would combine the greatest features of online and face-to-face training. Blended learning has become second nature to educators because of the convenience and adaptability it offers. As a result, they have more access to the Internet's richness of information. It is now easier than ever for educators to create interesting courses that allow students to connect with museum and library collections. When it comes to teaching, it is understandable that educators want to keep their choices open for the future.

To make the most of these new possibilities, forward-thinking institutions will experiment with different teaching methods until they find one that works best for them. New technology necessitates a large investment (in more ways than one). If an approach does work, no school or university wants to lose time or damage its reputation. Blended learning, for example, has been proven to be effective, so it is not just a matter of throwing resources at the problem. Innovators who bring technology into the classroom and meet the challenges of blended learning front on will be rewarded. When it comes to prioritizing the IT department of a university or college, now would be the perfect time to get started. In the coming years, IT personnel will be needed for more than just mending broken projectors. Because ICT is a crucial support for classroom teachers, it should be considered as an opportunity to test new teaching methods as soon as they emerge. Indeed, a new approach is required. Think of educational ecosystems, not individual apps or platforms, as the best way for educators to think about their work. Blended learning relies on this.

Resultantly, students are used to seeing traditional curricula supplemented with audiovisual content from YouTube, Khan Academy, and other online sources. Students who are shy or introverted may find virtual channels to be a welcome break from the social stresses of schooling, allowing them to express themselves more confidently. Students, like instructors, hope to maintain these advantages in the future. In order to meet the needs of both students and teachers, blended learning systems are ideal.

TITLE OF THE WORKSHOP

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

TARGET GROUP

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

PROGRAM DURATION

Three Days viz. April 8, April 9 & April 10, 2022

PROGRAM OBJECTIVES

○ *To make the Higher Education Teachers cognizant with the utilitarian features of different outcome-focused models of Blended Learning*
○ *To make the Higher Education Teachers apprised with relevant ICT Tools that can be applied by them for inducing collaborative learning, for enriching the cognitive acumen of the students and for facilitating the learners in deciphering complex thematic components*
○ *To make the Higher Education Teachers equipped with the techniques of applying effective digital tools that can be supportive to interactive teaching -learning method.*
○ *To make the Higher Education Teachers enlightened with the globally reputed learning theories and instructional models that are highly conducive in teaching the adult learners.*
○ *To enable the Higher Education Teachers in achieving conceptual clarity and operational dexterity regarding the concept and process of Facilitation*
○ *To make the Higher Education Teachers enlightened with the participatory and inductive learning methods that are covered by Facilitation*
○ *To make the Higher Education Teachers abreast with diversified strategic interventions that are applied while facilitating the adult-learners*
○ *To facilitate the Higher education teachers in understanding, applying and analyzing the multi-faceted role of Facilitation in Competency Development*

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*

○ Participatory & Inductive Methods deployed in Facilitation
    → *Scripted Role Play*
    → *Situation Driven Role Enactment*
    → *Situation Analysis, Planning & Problem Solving*
    → *Learning Games*
    → *Case Analysis & Logical Deduction*
    → *Brainstorming*

○ Strategic Interventions that are deployed in Facilitation
    → *Mind Mapping*
    → *Design Thinking*
    → *Appreciative Inquiry*
    → *Positive Reinforcement*
    → *Behavioral Modeling*
    → *Scaffolding*
    → *Motivational Story Framing*
    → *Probing & Probing induced Metacognition*
    → *Paraphrasing*
    → *Parenthesis*

METHODOLOGY

○ Lecture
○ PPT Slide Presentation
○ Situation Driven Role Enactment
○ Situational Analysis, Planning & Problem Solving
○ Focused Discussion
○ Creative & Analytical Exercises
○ Probing & Brainstorming
○ Quality Circles
○ Participatory Planning

○ Human Process Laboratory (Miniature Version)
○ Design Thinking
○ *Cognitive Apprenticeship**

*Special Remarks: If we execute a comparative analysis between the methodology adopted in the previous workshop held at Salt Lake Campus of NSOU and the methodology adopted in the present workshop that has been organized at the Jalpaiguri Regional Center of NSOU, then it will clearly evident that in the present workshop held at Jalpaiguri Campus of NSOU, we have added one new methodology viz. **COGNITIVE APPRENTICESHIP.**

PROGRAM PROCEEDINGS [DAY 1]: APRIL 8, 2022 (FRIDAY)

The first day of the program commenced with the opening ceremony, followed by the technical sessions, focusing on the transformations triggered by the onset of blended and online learning, followed by a hands-on demonstration of using ICT tools for efficacious engagement mapping in the blended and online context, as well as a live application of the human process laboratory with the participants.

INAUGURAL CEREMONY

The opening ceremony of the workshop (on April 8, 2022) was graced by **Dr. Anirban Ghosh**, Director of Centre for Internal Quality Assurance (CIQA) at Netaji Subhas Open University, **Dr. Papiya Upadhyay,** distinguished faculty member of NSOU and **Dr. Santanu Dam**, Deputy Director, NSOU Regional Centre-Jalpaiguri.

Professor (Dr.) Anirban Ghosh portrayed the outcome-oriented collaborative projects that were conducted in collaboration with CEMCA. He conveyed thanks and gratitude to CEMCA for the significant support extended towards NSOU. Dr. Santanu Dam illustrated the various activities of Jalpaiguri Regional Center of NSOU, with eloquence. The vote of thanks was delivered by Professor (Dr.) Papiya Upadhyay, faculty member at NSOU, Kolkata.

ACTIVITIES ORCHESTRATED BY MR. PURANDAR SENGUPTA

Activity 1

The Facilitator Mr. Purandar Sengupta initiated the program by highlighting the principles of Andragogy and the role of Facilitation in adult learning. He illustrated the conceptual aspects of Participatory Learning & Inductive learning Methods and explained how these methods are implemented through Facilitation Process. After that he enabled the participants to understand the mechanism of Facilitation and its role in fostering Inquiry-Based Learning Participatory Learning, Discovery Learning, Experiential Learning, Collaborative Learning and Joyful Learning

After that he tried to integrate the theory and practice of Facilitation by orchestrating a miniature version of **HUMAN PROCESS LABORATORY.** He divided the participants into six groups.

He asked the members of each group to interact with each other frankly ensuring candor and transparency. He encouraged the members of each group to establish conducive relationship with each other and to elicit the psychosocial competencies of each other. He explained the mechanism of **APPRECIATIVE INQUIRY** and asked the group-members to apply this if any member is ignorant of his/her own competency.

Jalpaiguri, West Bengal, India
GMWW+H47, Patkata Colony, Jalpaiguri, West Bengal
735102, India
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The members of each group became very much enthused and started to interact with each other with the intent of identifying the core competency of each other

Eventually the members of each group through open interaction and Appreciative Inquiry identified the core competency of each member of the group.

The participants opined that this methodology is very much important for orchestrating collaborative learning and mapping the core competencies of the peer-learners

Activity 2

The Facilitator Mr. Purandar Sengupta explained the mechanism and the beneficial outcome of **Design Thinking and "Situation Analysis & Task Planning"**

Then Mr. Purandar Sengupta engineered the intervention of **"Situational Analysis & Task Planning"** by leveraging active participation of the Higher Education Teachers.

He designed certain critically challenging situations relevant to the educational affairs. Then he encouraged each the group of participants to analyze the situations, identify the problems embedded in the situation, and initiate **Design Thinking Process** for solving the problems embedded within the critical situations.

The Higher Education Teachers solved the problems through participatory planning and administering collective formulated strategies.

After the completion of this strategic intervention, the participants opined that **"Situation Analysis & Task Planning"** plays an instrumental role in fostering Participatory Learning, Collaborative Learning and Experiential Learning.

They also appreciated Design Thinking as a learner centric strategic methodology aiming at fostering empathy for the students and solving the problems of the students.

## ACTIVITIES CONDUCTED BY DR. SHAUNAK ROY

The post-lunch session witnessed a detailed discussion on **convergent and divergent thinking**. Participants agreed that problem-solving skills are vital in overcoming challenges and choosing the best course of action. The relevance of divergent thinking and how it can help solve problems was deliberated upon. In this context, the idea of mind mapping was introduced and how it might help them think differently.

There are two methods to approach a problem: convergent and divergent. Intuitive thinking is linear and binary. **Convergent thinking** is critical thinking to choose the best response among several choices. **Divergent thinking** means thinking outside the box. Divergent and convergent thinking help

solve several problems. Further, the participants agreed that when using convergent thinking, one should strive for a solution that is clear and succinct in order to be successful. Divergent thinking is the polar opposite of convergent thinking, and it necessitates more creative problem solving. This idea served as the foundation for the development of mind-mapping and concept mapping techniques in the context of blended learning. Mind mapping is a strong approach for problem solving that is utilized all around the world, and the participants agreed that the vast majority of them have used it in some capacity, whether consciously or subconsciously. The term "brainstorming" or "spider diagram" has been used by many people in institutions of learning and work settings to arrange their thoughts in preparation for a presentation, to write an essay or report, to set up meetings, or to prepare for a crucial exam.

Participants were questioned about the many considerations they would make before acquiring a smartphone, and their responses were recorded. The participants conveyed a variety of replies, including "Battery," "Brand Name," and "Availability," among other pertinent factors and characteristics. Respondents' responses were entered into a whiteboard, where the mind-map was developed by the facilitator alongside their responses. It was then explained to the participants how the activity demonstrated the convergence of both convergent and divergent thinking.

After the spider-diagram was illustrated on the whiteboard, the application of the same was demonstrated using a hands-on approach. The ICT Tool, "**Padlet**" was used to explain the applications of a mind-map. The various types of templates, such as timeline, maps etc. was discussed
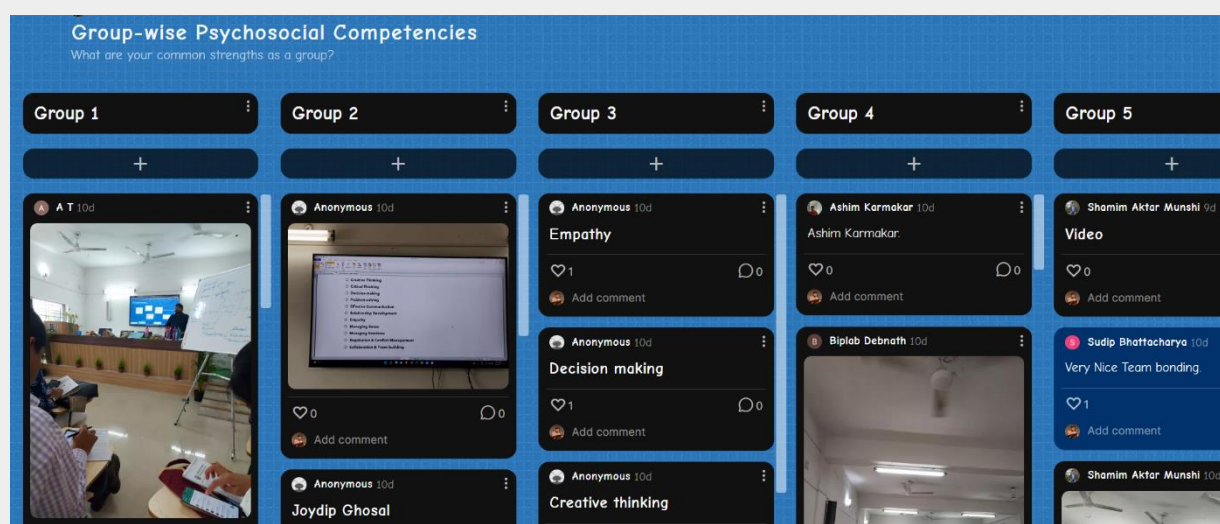
preliminarily. The participants were assisted in their installation and learning of the app on their respective devices. The session concluded with a real-time mapping of the key insights obtained from the human process laboratory activity conducted by Shri Purandar Sengupta, in the first session. The activity and the applications of the ICT tool was immensely appreciated by several participants.

PROGRAM PROCEEDINGS [DAY 2]: APRIL 9, 2022 (SATURDAY)

The second day of the program entailed a deeper focus on the core nuances of blended learning and its various models, along with the differences between blended and online learning. The second phase of the session focused on various role play activities, followed by the demonstration of various facilitation tools.

ACTIVITIES CONDUCTED BY DR. SHAUNAK ROY

The first session on the second day commenced with a preliminary discussion of the concept of blended learning, and its relevance in the present-day context. Teachers and students both benefit from the increased freedom and variety that comes with a hybrid approach to education.

The facilitator commenced the deliberations with a preliminary insight about the new amendments and incorporations in the NEP 2020, the new proposals by the UGC and how the future is moving towards **heutagogy**, from a pedagogical paradigm.

The basics of pedagogy, andragogy and heutagogy was explicated, followed by how **cyberogogy** and **peerogogy** are evolving as the new learning mechanisms.

Participants were asked to deliberate on the redefined role of the "teacher" in the blended learning context, it was agreed that in the online and blended learning context, educators need to move from being a "sage on the stage" to being a "guide by the side." Further, the principles of andragogy were explained to ensure that the specific context of blended learning can be detailed.

ACTIVITY	F2F APPROACH	BLENDED APPROACH
Group-focus when working on projects	*Students work together in a classroom on a project*	*Learners utilize task managers and messengers to plan and control their work. Collaboration and feedback are done using file-sharing platforms (e.g., Google Docs)*
Learners converse in pairs or small groups	*Students are divided into groups and discuss a topic*	*Beyond classroom conversations, students use online text and voice chat platforms (e.g., WhatsApp)*
Assessment Criteria	*Students produce essays and take exams.*	*Learners complete online quizzes and tests, submit digital things, and participate in peer reviews*

The participants also helped clarify the difference between blended learning, blended mode and blended courses. The various degrees of blending were explicated hence, that helped distinguish between face-to-face courses, online courses and flipped blended courses. The participants raised several questions pertaining to the forms of blending applicable in the implementation of a blended learning program.

The subsequent phase of the discussion focused on the various forms of blending, such as A-la-Carte, Enriched Virtual Model, Flipped Model, Rotational Models, Flex Model, to name a few. The demonstration of the models was done using both a presentation as well as a chalk-and-talk process, using the whiteboard.

 Some of the models and approaches covered were:

→ **Face-to-Face Driver Model –** It is most similar to classroom training. Participants were updated that not everyone in the class will take further online training, as it is designed to help those who are struggling or want to go above and beyond.

→ **Online Driver Model –** This paradigm is the reverse of traditional classroom learning, relying

solely on digital delivery. It blends synchronous (live webinars, peer-to-peer training) and asynchronous (online courses) (self-paced study of e-courses). One of the participants agreed that face-to-face meetings are not necessary with the online driver model, but they can be arranged.

→ **Rotation Model –** This model divides a group of students into smaller groups that complete several activities sequentially. There are online and offline activities. This helps learners with varying learning styles to benefit from the programme.

→ **Flipped Model –** The concept was explained using a singular phrase "online learning, offline application." A flipped classroom reverses lectures and homework assignments. Learners prepare for class by reading new information at home, and class time is spent actively applying new skills. When participants were asked, they noted that the blending can be done through discussions, case studies, or projects. The instructor should help the students by answering questions and helping them apply course principles.

→ **Flex Model –** Learning is more flexible with the Flex model. Students or employees can switch activities as needed. Upon asking, the participants were clarified that online and off-line activities are permitted herein, as instructors are always on-site to teach and assist students.

The participants further reflected upon the versatile tools of blended learning, and clarified the application of several tools in terms of its application. The financial and technological aspects were also clarified in the course of the discussion. Participants agreed that blended learning programs would indeed be effective in several contexts, given that more students would be looking forward to higher education in the future.

ACTIVITIES ORCHESTRATED BY MR. PURANDAR SENGUPTA

Activity 1

Mr. Purandar Sengupta explained the mechanism and beneficial outcome of Situation Driven Role Enactment. Then he randomly selected some participants and encouraged them to design and implement "Situation Driven Role Enactment". Accordingly, the participants carried out collaborative discussion among them and designed the theme of a Situation Driven Role Enactment. The Facilitator – Mr. Purandar Sengupta appreciated the collaborative creation of the selected participants and tried to build up their morale.

After that the Facilitator divided the participants into two groups. He asked one group to enact the roles of the characters in the theme. Then he asked another group to observe the enactment of the selected Role Players as spectators.

The Role Players started enacting and demonstrating a theme on "Violation of Human Rights" related to the discipline of Political Science. Two Role Players acted as agents of exploitation and another Role player functioned as a helpless vulnerable populace. Initially the spectators observed the role enactment silently. When the exploitation in the role play reached at the optimum level then the passive spectators got transformed into active Role -Players and enacted their respective roles strategically to protect the vulnerable role player from exploitation.

After the completion of the Situation Driven Role Enactment, the participants opined that this learning intervention is instrument for promoting various psychosocial competencies among the Role Players like Creative Thinking, Critical Thinking, Decision Making, Problem Solving etc.

Activity 2

The Facilitator, Mr. Purandar Sengupta demonstrated the following techniques of Facilitation in collaboration with some of the participants:

- Paraphrasing
- Parenthesis
- Analog, Metaphor & Personification
- Probing induced Metacognitive Competency Development
- Inquiry Based Facilitation

Then the Facilitator asked those participants with whom he collaborated to demonstrate the aforementioned techniques of Facilitation, under his active guidance /scaffolding.

Details of Demonstration are enumerated in the DEMONSTRATION Section.

Activity 3

Finally, Mr. Purandar Sengupta engineered the intervention of Cognitive Apprenticeship through Role Play

He invited Professor Arnab Dutta, Prof. Biplab Debnath, Prof. Mahua Mukherjee and Prof. Shamim as the Role Players.

Role Specification:

Prof Arnab Dutta – Senior Teacher
Prof. Biplab Debnath – Junior/ Novice Teacher
Prof. Shamim Aktar – Student
Prof. Mahua Mukherjee – Student

Detailed description of the Intervention is enumerated below:

○ **MODELING (Phase 1):** First of all, Prof. Arnab Dutta demonstrated the technique of Positive Reinforcement, by providing reinforcing stimulus to the two students for every desired performance delivered by them

○ **COACHING (Phase 2):** Prof. Arnab Dutta inspired Prof. Biplab Debnath to replicate his technique and provide reinforcing stimuli to the two students. After the completion of performance of Prof. Biplab Debnath, Prof. Arnab Dutta detected the performance gaps, and pointed out the areas of improvement for Prof. Biplab Debnath

○ **SCAFFOLDING (Phase 3):** Prof. Arnab Dutta provided active handholding support and continual guidance to Prof. Biplab Debnath for administering Positive Reinforcement to the two students

○ **ARTICULATION (Phase 4):** Mr. Purandar Sengupta encouraged Prof. Biplab Debnath to narrate his experience regarding the strategy and process of administering Positive Reinforcement

○ **REFLECTION (Phase 5):** Mr. Purandar Sengupta encouraged Pro. Biplab Debnath to compare his performance with that of the expert Prof. Arnab Dutta and to identify the areas of performance gap between his performance and the standardized performance of the expert viz. Prof. Arnab Dutta

○ **EXPLORATION (Phase 6):** Mr. Purandar Sengupta inspired Prof. Biplab Debnath to explore new strategies for improving his performance.

PROGRAM PROCEEDINGS [DAY 3]: APRIL 10, 2022 (SUNDAY)

The final day of the workshop witnessed a participative reflection through role plays and group discussions on the importance of facilitation tools and design thinking. The final segment comprised of a group activity, wherein participants were segregated into different groups, and were required to develop a blended learning course module collectively. The program concluded with the valedictory and certificate distribution.

ACTIVITIES ORCHESTRATED BY MR. PURANDAR SENGUPTA

The Facilitator Mr. Purandar Sengupta divided the participants into five groups. He encouraged the members of each group to utilize their creative potential and design an innovative method for facilitating the adult learners.

He asked one person in each group to play the role of a Proposer and float the innovative idea pertaining to an exclusive participatory method for facilitation. Subsequently the other members of each group were asked to add value to the innovative method of Facilitation that has been designed and proposed by the Proposer of that group. The group members of each and every group got engaged in collaborative effort and through participatory planning they designed effective participatory methods for facilitation.

The five uncommon Participatory Methods developed by the members of the four groups are enumerated vividly in the "REFLECTION" section.

ACTIVITIES CONDUCTED BY DR. SHAUNAK ROY

The pre-closing session witnessed a group activity that required the participants to create a course. Participants were segregated into different groups based on the commonality of the subject domains to which they belonged, such as Languages, comprising Bengali, Hindi, English etc., Education, Life Sciences, to name a few. The participants were required to develop a two-week course that they would teach in the blended mode, based on a template that was pre-shared with them. The course would comprise a blend of synchronous and asynchronous modes, wherein content would be developed and shared with the target students accordingly.

The group activity witnessed immense enthusiasm, as the course was developed and submitted with the facilitators.

VALEDICTORY SESSION

The closing and valedictory ceremony of the workshop (on April 10, 2022) was graced by Dr. Anirban Ghosh, Director of Centre for Internal Quality Assurance (CIQA) at Netaji Subhas Open University, Dr. Papiya Upadhyay, distinguished faculty member of NSOU and Dr. Santanu Dam, Deputy Director, NSOU Regional Centre-Jalpaiguri, along with the facilitators.

The valedictory session witnessed the distribution of certificates to the various registered participants.

DEMONSTRATIONS

THEME OF THE DEMONSTRATIVE ROLE PLAYS	ROLE PLAYERS	ROLE SPECIFICATION	
Paraphrasing	Prof. Shamim Aktar & Prof. Ramananda Kapasi	Prof. Shamim Aktar played the role of teacher	Prof. Ramananda Kapasi played the role of student
Parenthesis	Prof. Anupam & Prof. Manojit Garai	Prof. Anupam played the role of the teacher	Prof. Manojit Garai played the role of the student
Analogy, Metaphor & Personification	Prof. Biplab Debnath & Prof. Pratap	Prof. Biplab Debnath played the role of the teacher	Prof. Pratap played the role of the student
Probing induced Metacognitive competency	Prof. Arnab Dutta & Prof. Sourav Bandopadhyay	Prof. Arnab Dutta played the role of the teacher	Prof. Sourav Bandopadhyay played the role of the student
Inquiry Based Facilitation	Prof. Arnab Dutta & Prof. Tuhin Maity	Prof. Arnab Dutta played the role of the teacher	Prof. Tuhin played the role of the student

CREATIVE REFLECTIONS ON TEACHING METHODS (THROUGH GROUP-BASED COLLABORATION)

GROUPS	SPOKESPERSON (Nominated by the group members)	EXCLUSIVE PARTICIPATORY METHOD
GROUP A	Prof. Arnab Dutta	✧ He suggested that learning process can be more interesting if the learners are initially guided to implement a concept practically viz. exposed to practical application of a topic and then gradually, they are made sensitized regarding the theoretical principles of a topic ✧ He opined that practical application at the initial stage through high level of Scaffolding by the Teacher, can generate greater degree of experiential learning and deeper retention of learning inputs as compared to theoretical lecture at the initial stage.
GROUP B	Prof. Sourav Bandopadhyay	✧ He affirmed that a learner should be encouraged to discover and narrate the outcome of a learning topic through analytical effort. ✧ This will create psychological engagement with the learning topic.
GROUP C	Prof. Ramananda Kapasi	✧ He stated that learners can be presented with a blurred and ambiguous picture portraying the activities of diversified individuals. ✧ Then the learner will have to identify the specifications of each activity that is being performed by each of the

		different individuals and establish the relation among the diversified activities.
		✧ According to Prof. Ramananda Kapasi, this activity will enhance the critical thinking capacity of the learners and ensure their cognitive enrichment.
GROUP D	Prof. Biplab Debnath	✧ He opined that the students should be exposed to fables and folk-stories. ✧ The glimpses of harmony, solidarity, social integration and collaborative effort portrayed in these literary gems can facilitate the learners to construe the essence of collaboration ✧ After realizing the value of collaboration, the learners can be encouraged to adopt Collaborative Learning Model. ✧ He logically inferred that before inducting Collaborative Learning, the students should realize the value of Collaboration and Integration of Diversities
GROUP E	Prof. Bhajan	✧ According to him, every theoretical concept or paradigm should be accompanied with practical examples and tangible outcome-oriented applications. ✧ Integration of abstract theory and tangible practice, coupling of known factors with novel concepts can lead to greater comprehension and deeper retention.

RESULT CHAIN

INTERVENTIONS	OUTPUT	EXPECTED OUTCOME
Situation Driven Role Enactment	The participants have comprehended the rationale, mechanism and the beneficial outcome of "Situation Driven Role Enactment"	It is expected that the participants will be able to administer 'Situation Driven Role Enactment" involving their students as Role Players. It is expected that the Participants will be able to administer "Situation Driven Role Enactment" for fostering Collaborative Learning, Experiential Learning & Problem Based Learning for their students
Situation Analysis & Task Planning	The participants have achieved conceptual clarity regarding the valued objective as well as the process of conducting "Situation Analysis & Task Planning"	It is expected that the participants will enable their learners to enhance their cognitive competencies by orchestrating the intervention "Situational Analysis & Task Planning"
Appreciative Inquiry	The participants have comprehended Appreciative Inquiry as a strategic intervention for eliciting the competency of the learners and making the learners apprised	It is expected that the participants will administer Appreciative Inquiry as a strategic tool for making their students sensitized regarding their own and intrinsic competency, and building up their self-confidence.

	regarding its strength focused approach	
Probing Induced Metacognition	The participants have realized the value of Probing in enhancing and intensifying the metacognitive competence of the learners	It is expected that the participants will administer "Probing-induced Metacognition" for identifying the thought that is influencing the crystallization of another though
Design Thinking	The participants have understood the value of Design Thinking as a strategic methodology and its role in solving complex problems with unique ideas	It is expected that the participants will empathize deeply with the problems of their students and generate need-based prototypes of user-friendly strategic solutions with which their students can accommodate appropriately.
Inquiry Based Facilitation	The participants have deciphered the rationale mechanism and outcome of Inquiry Based Facilitation.	It is expected that the participants will be able to administer Inquiry Based Facilitation with the valued intent of enhancing the creative potential and analytical acumen of their students.
Positive Reinforcement	The Participants have realized the value of Positive Reinforcement in crystallizing Achievement Motivation and Result Focused Approach.	It is expected that the participants will be able to administer reinforcing stimulus for enhancing the frequency of the desired behavior/performance of their students.
Scaffolding	The participants have comprehended the beneficial role of Scaffolding in facilitating the students to achieve the pre-determined goals in gradual pattern. The participants have understood that Scaffolding builds up confidence and competence within the learners.	It is expected that the participants will be able to provide active handholding support to the new learners for achieving the complex and challenging learning-tasks
Padlet	The participants have appreciated the practical significance and application using an ICT tool such as Padlet for stimulating class discussions in the blended context, with a sizeable number of distant learners.	It is expected that the participants shall be able to use Padlet for creating mind-maps, along with using it for teaching versatile geographical issues using the live maps feature of Padlet.

CONCLUSIVE REMARKS

The overall programme was highly praised, and participants enthusiastically participated, attesting to the overall success of the learning process. Participants expressed appreciation for the numerous information and communication technology (ICT) tools addressed during the event. Participants also indicated interest in conducting a facilitation training programme and a design thinking workshop at their individual institutions to better understand and appreciate deep-seated difficulties and issues in higher education.

ANNEXURE-I: PROGRAM SCHEDULE

Implementation of Blended Learning in Higher Education Institutions in West Bengal

(Face-to-Face, Online and Blended Learning for Higher Education Teachers in West Bengal)

Date: 08-10 April 2022
Venue: NSOU Regional Centre Jalpaiguri

Workshop
Programme Schedule
DAY 1 (08.04.2022)

Time	Event
10.00 AM – 11.00 AM	**Registration**
11.00 AM – 11.30 AM	**Inaugural Ceremony**
11.30 AM – 12.15 AM	**Session 1:** Ice-breaking Session
12.15 PM – 1.30 PM	**Session 2:** Recap of previous learning on Blended Learning and Developing a Blended Learning Program (using ICT Tools)
1.30 PM – 2.00 PM	**Lunch**
2.00 PM – 3.00 PM	**Session 3:** Recapitulation of previous learning on Facilitation Tools and Techniques
3.00 PM – 5.00 PM	**Session 4:** Documenting the Value Proposition of each Intervention by the participants

DAY 2 (09.04.2022)

Time	Event
10.00 AM – 11.45 AM	**Session 5:** Recapitulation of the diversified Learning Styles and Cognitive Levels of the different students
11.45 AM – 12.00 PM	**Session 6:** Documentation of the Value Proposition of different learning models by the participants
12.00 PM – 1.30 AM	**Session 7:** Scope for Value Addition while implementing the Learning Models

1.30 PM – 2.00 PM	Lunch
2.00 PM – 3.30 PM	**Session 7:** Recap of ICT Tools & Introducing ICT Tools in the Blended Learning Context
3.45 PM – 5.00 PM	**Session 8:** Hands-on Activity of using Canva for creating infographics and presentations for Blended Learning

DAY 3 (10.04.2022)

Time	Event
10.00 AM – 1.30 PM	**Session 9:** Participatory Planning and Course Design
1.00 PM – 1.30 PM	Lunch
2.00 PM – 5.00 PM	**Session 10: Development and Delivery of MOOCs**

Facilitators:

Mr. Purandar Sengupta
Dr. Shaunak Roy
Prof. Anirban Ghosh

ANNEXURE-II: LIST OF PARTICIPANTS

Sl. No.	Name of the Faculty	Designation	University/ College	Subject / Specialization	WhatsApp No.	E-mail ID
1	Anisha Tamang	Assistant professor	Nakshal Bari College	Education	9641044101	asittamang84@gmail.com
2	Arnab kumar Dutta	Assistant professor	Raiganj B.Ed College	Geography	9775560498	rik.dutta8@gmail.com
3	Ashif Ahamed	Assistant Professor	NSOU	Zoology	9647433902	ashifahamed.sosci@wbnsou.ac.in
4	Ashim Karmakar	SACT-2	Dewanhat Mahavidyalaya	Sanskrit	9641582199	jmdashim@gmail.com
5	Bhajan Basak	Assistant professor	AC College	Political science	9474146781	bhajanacjal@gmail.com
6	Chaitali Dubey	SACT	AC College	History	8759630272	chaitalidubey123@gmail.com
7	Dinesh Sharma	Assistant professor	Siliguri College	POEM	9832397866	slg.dineshsharma@gmail.com
8	Dr. Jaydip Ghosal	Assistant professor	Siliguri College	Bengali	9434933152	jaydip@siliguricollege.in
9	Hedayetulla Miah	Assistant Professor	Tufanganj Mahavidyalaya	Sanskrit	8250689396	miahhedayet@gmail.com
10	Joydeb Maji	Assistant professor	Siliguri College	Botany	8927895849	Joydeb@siliguricollege.in
11	Malay Kanti Das	SACT	AC College	History	9547656748	malaymkd@gmail.com
12	Moumita Tewari	SACT	AC College	Physiology	9046579507	moumita.tweari1991@gmail.com
13	Nabanita Bhowal	Assistant professor	Siliguri College	Philosophy	8927012274	nabanita.sdutta@gmail.com
14	Mahuya Mukherjee	SACT	Nakshal Bari College	History	9679904760	mahuyanc2019@gmail.com
15	Nayan Kumar Basak	SACT	Ananda Ch. College,	Physiology	7602860289	basak.nayan@gmail.com
16	Neladri Sekhar Mondal	Assistant Professor	Netaji Subhas Open University	Environment Science (ENVS)	8900596304	niladrism.sosci@wbnsou.ac.in
17	Partha Protim Bhadra	SACT	Ananda Ch. College,	History	8637343023	protimbhadra@gmail.com
18	Pitas Das	Assistant Professor	Dewanhat Mahavidyalaya	Sanskrit	7001538139	pitasdas5@gmail.com
19	Pratap Roy	SACT	Sitalkuchi College	Sanskrit	9635818608	pratapmtb100@gmail.com
20	Puja Nandi	SACT	Ananda Ch. College,	Sociology	7866834860	poonandi94@gmail.com

21	Ramananda Kapsia	SACT-2	Maynaguri College	Environmental Studies	8942897581	ramanandakapsia@gmail.com
22	Ratan Mohanta	SACT	Maynaguri College	History	9749302182	ratanmut@rediffmail.com
23	Samiran Mondal	SACT	Ananda Ch. College,	Physiology	7687046042	samiran.jpg@gmail.com
24	Sanaj Kumar Das	SACT	Ananda Ch. College,	Physiology	8509998001	skdjal102@gmail.com
25	Shamim Aktar Munshi	Librarian	AC College	Library and information science	8439378914	munshisahamim14@gmail.com
26	Smt.Moumita Mandal	Assistant professor	Siliguri College	Bengali	9475817848	mmoumita984@gmail.com
27	Sourav Bandopadhyaya	SACT	Rayganj B.ED College	Education	8389849983	Sourav birohi@gmail.com
28	Sudip Bhattacharya	Assistant professor	Maynaguri College	History	8918576261	sudip311098@gmail.com
29	Sujoy Kumar Sen	Assistant professor	Siliguri College	Botany	7001408638	sujoysen18@gmail.com
30	Tshering Doma	Assistant professor	Nakshal Bari College	Sociology	9832284380	tsheringdoma@gmail.com
31	Uttam Sarkar	SACT	AC College	Bengali	8250383337	uttam.sarkar7@gmail.com
32	Biplab Debnath	Asst.Prof	Sitalkuchi College	English	9064613712	Biplabnct14@gmail.com
33	Monojit Garai	Asst. Prof	NSOU	Social work	7908020526	Monojit.garai@gmail.com
34	Anupam Roy	Asst. Prof.	NSOU	Sociology	9697437009	Anupaam.nbu@gmail.com
35	Tuhin Maity	Asst. Prof	Raigunj B.ED	History	9681546528	Tuhinmaityy777@gmail.com
36	Krishna Mohan Bhowmik	SACT-1	Kalipada Ghosh Tarai Mahavidyalaya	Bengali	9593931564	Kmb.cob2013@gmail.com
37	Papiya Upadhyay	Asst. Prof	NSOU	Education	9830602232	papiyaupadhyay19@gmail.com