



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

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CHAPTER I

INTRODUCTION

In the present educational scenario, Blended -Learning is gaining momentum day by day in a meteoric pace.

In the literature “**Blended Mode of Teaching and Learning: Concept Note**” published by University Grants Commission (UGC), Ministry of Education, Government of India, several advantages of Blended Learning have been categorically stipulated.

In the aforementioned literature published by UGC, it has been clearly mentioned that:

- **Opportunity for collaboration at a distance:** Individual students work together virtually in an intellectual endeavour as a learning practice.
- **Increased flexibility:** Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement. (Any speed, any mode, any language)
- **Increased interaction:** BL offers a platform to facilitate greater interactivity between students, as well as between students and teachers.
- **Enhanced learning:** Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.
- **Learning to be virtual citizens:** Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies.
- **Reliable & Repeatable:** Blended Learning provides making learning resources and experiences repeatable, reliable and reproducible.

The literature has vividly portrayed the significantly beneficial features of Blended Learning in the following way:

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

The role of teachers in the changed scenario is also incurring gradual transformation. It has been clearly mentioned in the aforesaid literature, published by UGC, that “**Blended Learning shifts the teacher’s role from knowledge provider to coach and mentor**”

In this change-driven context, **Commonwealth Educational Media Centre for Asia (CEMCA)** and **Netaji Subhas Open University (NSOU)** took the rationally justified decision of implementing an integrated Project encompassing four workshops on “Enhancing Capacity of Higher Education Teachers “with the valued intent of enhancing the capacity of the Higher Education Teachers of West Bengal, in the arena of Blended learning

The conceptual framework of the program with Objectives and Curriculum was designed by **Prof. (Dr.) Manas Ranjan Panigrahi** – Senior Program Officer (Higher Education), in tune with National

Education Policy adopted by Government of India. The curriculum grossly covered operational management of Digital Tools and Facilitation & Coaching Competencies for encouraging Participatory and Inductive Learning.

Master Trainer & Facilitator – Mr. Purandar Sengupta was selected for imparting training on **Facilitation Process** encompassing Participatory Learning Methods, Instructional Models and Psychosocial Interventions that are relevant for Competency Development of the Learners. Prof. (Dr) Shaunak Roy, a Higher Education Teacher in Marketing was selected for imparting training on Blended Learning Models & Operational aspects of instrumental Digital Tools

On **9th November 2021**, at 4 p.m., there was a comprehensive online meeting in the Zoom platform involving all the active stakeholders of the Project including representatives of CEMCA and representatives of NSOU, as illustrated in the following tabular illustration.

REPRESENTATIVES OF CEMCA	REPRESENTATIVES OF NSOU
<i>Prof. (Dr.) Manas Ranjan Panigrahi</i>	<i>Prof. (Dr.) Anirban Ghosh</i>
<i>Prof. (Dr.) Shaunak Roy</i>	<i>Prof. (Dr.) Ritu Mitra Mathur</i>
<i>Mr. Purandar Sengupta</i>	<i>Prof. (Dr.) Papiya Upadhyay</i>

The active stakeholders had a detailed discussion regarding the objective, curriculum, methodology and outcome of the Workshop. Moreover, there was a critical decision regarding the intricacies of the operational aspects of the Project. The point of view of every representative in the meeting, was taken into serious consideration. Within a couple of days, after the completion of the meeting, the objective, curriculum and methodology of the program was finalized. The Concept Framework, designed and developed by Prof. (Dr.) Manas Ranjan Panigrahi encompassed the following objectives, curriculum and methodology of the workshops in the project.

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 analysing the multi-faceted role of Facilitation in Competency Development

CURRICULUM PLANNED FOR THE LEARNING PROGRAM

ICT TOOLS & SOFTWARES	EFFECTIVE LEARNING MODELS	COGNITIVE-BEHAVIOURAL INTERVENTIONS
○ Padlet	○ Successive Approximation Model	○ Design Thinking
○ Popplet	○ Individualized Instruction Model	○ Mind Mapping
○ Free Mind	○ Problem Based Learning Model	○ Affinity Diagram
○ Kialo Edu	○ Discovery Learning Model	○ Venn Diagram
○ Mentimeter	○ Action Learning Model	○ Outcome Mapping
○ Quizziz	○ Collaborative Learning Model	○ Force Field analysis
○ Book Creator	○ Learning Retention Model	○ Identification of Critical Success Factors in Success Story
○ Virtual Escape Room	○ Component Display Model	○ Case Analysis & Problem Solving
	○ Elaboration Model	○ Logical Sequencing
	○ Cognitive Load Reduction	○ Logical Framework Analysis
	○ Bloom's Taxonomy & TLO	
	○ Generative Learning Model	
	○ Backward Design Model	

METHODOLOGY

While planning for the methodology of the workshops, it was decided that participatory learning methods should be administered in the workshops for achieving the following objectives:

- Fostering Dialogue and ensuring two-way communication between the Facilitator & Learners
- Ensuring spontaneous and proactive participation of the learners in the learning -process
- Inducing collaboration among the learners for achieving common learning goals
- Facilitating the learners in unleashing their latent potential
- Facilitating the learners to elicit learning inputs from the concrete experiences incurred during learning experience
- Triggering joy and delight among the learners

Accordingly thrust was placed upon the participatory and inductive methods like Learning Games, Situation Driven Role Enactment, Situation Analysis & Problem Solving, Creative & Analytical Exercises, Probing, Brainstorming etc. It was also decided that methodology should be resilient and learner-centric. During the Workshops, there should be provisions for value-addition, alteration, modification or combination of the learning methods based on the identified needs and the problems of the learners.

CONCLUSION

The pre-project planning was characterized by the following features

- Democratic Planning
- Stakeholder Centric Planning
- Resilient & Eclectic Planning
- Planning with Participatory Approach
- Planning with Outcome-Oriented Approach

CHAPTER 2

Participatory & Inductive Learning Methods applied in the Five Workshops

The present chapter illustrates the different participatory & inductive learning methods that were applied in the five workshops. In this context it deserves mention that the application of methods was based on the composition of the target-audience in the workshop and the demand of the learners (viz. Higher Education Teachers)

As for example in the Workshop at Salt Lake, Head-Quarter and Jalpaiguri Regional Centre, the participants (viz. Higher Education Teachers) were more interested to know about the different types of participatory teaching-learning methods so that they can apply such methods in their workplace. As a consequence, more methods were applied in these two workshops based on the demand of the participants (viz. Higher Education Teachers)

A comprehensive illustration of the different Participatory Learning Methods that were administered in the different workshops, is there in the next page.

In addition to that another illustration has been presented to explain the functional significance of each of the Participatory Learning Methods in eliciting the competencies of the learners and improving their performance. It is pertinent to mention that all of these methods were implemented through the Facilitation Process.

The following tabular illustration portrays the different methods that were applied in each of the five workshops:

Tabular Illustration of Participatory Learning Methods in each of the Five Workshops

DURGAPUR	JALPAIGURI (ONLINE)	KALYANI	SALT LAKE	JALPAIGURI (F2F)
<i>Slide Presentation</i>	<i>Demonstration/ Modelling</i>	<i>Lecture & Slide Presentation</i>	<i>Lecture & Slide Presentation</i>	<i>Lecture & Slide Presentation</i>
<i>Situation Driven Role Enactment</i>	<i>Situation Driven Role Enactment</i>	<i>Situation Driven Role Enactment</i>	<i>Situation Driven Role Enactment</i>	<i>Situation Driven Role Enactment</i>
<i>Situational Analysis, Planning & Problem Solving</i>	<i>Situational Analysis, Planning & Problem Solving</i>	<i>Situational Analysis, Planning & Problem Solving</i>	<i>Situation Analysis, Planning & Problem Solving</i>	<i>Situation Analysis, Planning & Problem Solving</i>
<i>Story Framing & Story Sharing</i>	<i>Digital Games on Problem Solving</i>	<i>Story Framing & Story Sharing</i>	<i>Story Framing & Story Sharing</i>	<i>Digital Games on Problem Solving</i>
<i>Focused Group Discussion</i>	<i>Focused Group Discussion</i>	<i>Focused Group Discussion</i>	<i>Focused Group Discussion</i>	<i>Focused Group Discussion</i>
<i>Probing</i>	<i>Probing</i>	<i>Probing</i>	<i>Probing</i>	<i>Probing</i>
<i>Brainstorming</i>	<i>Brainstorming</i>	<i>Creative & Analytical Exercises</i>	<i>Digital Games on Problem Solving</i>	<i>Creative & Analytical Exercises</i>
			<i>Quality Circles</i>	<i>Quality Circles</i>
			<i>Participatory Planning</i>	<i>Participatory Planning</i>
			<i>Fish Bowl Exercise</i>	<i>Fish Bowl Exercise</i>
			<i>Human Process Laboratory (Miniature Version)</i>	<i>Human Process Laboratory (Miniature Version)</i>
			<i>Design Thinking</i>	<i>Design Thinking</i>
				<i>Cognitive Apprenticeship</i>

SIGNIFICANCE OF PARTICIPATORY LEARNING METHODS USED

An earnest effort is being made to illustrate the functional significance of the different Participatory Learning Methods that have been applied in the different workshops.

Name of the Method	Role in eliciting Competency	Role in promoting Performance
1. Situation Driven Role Enactment	The method has unleashed cognitive competencies (like Critical Thinking, Creative Thinking, Decision Making and Problem Solving) within the participants	This method has facilitated the participants in: <ul style="list-style-type: none"> ○ Analysing different situations ○ Identifying the problems embedded in the situational matrix ○ Designing strategic interventions for problem alleviation ○ Enactment of supportive Roles, engineering interventions and alleviating the problems
2. Situation Analysis, Planning & Problem Solving	This method has been instrumental in enhancing the critical thinking and problem-solving competencies of the participants	This method has facilitated the participants in: <ul style="list-style-type: none"> ○ Analysing different situations ○ Identifying the problems embedded in the situational matrix ○ Designing strategic interventions for problem alleviation
3. Story Writing	This method has played a significant role in triggering creative potential, and imaginative power of the participants	<ul style="list-style-type: none"> ○ The participants have skilfully crafted success stories ○ The participants have successfully inducted motivational component within the success stories. <p>The participants have been instrumental in incorporating the Critical Success Factors in the Stories, that have led the Central Character to success.</p>
4. Problem solving through Digital Games	This method has triggered the competency of Problem Solving	<ul style="list-style-type: none"> ○ The participants have comprehended the problems embedded in the digital game designed by Prof. (Dr.) Shaunak Roy ○ The participants have generated the appropriate strategies for solving the problem ○ The participants have implemented the selected strategies for solving the problem.
5. Focused Group Discussion	<p>This method has been instrumental in eliciting the following competencies from the participants:</p> <ul style="list-style-type: none"> ○ <i>Effective Communication</i> ○ <i>Interpersonal Relationship Development</i> ○ <i>Empathy</i> 	<ul style="list-style-type: none"> ○ The participants in a group have expressed their views on a selected topic ○ The participants have actively listened to the views of other participants ○ The participants have successfully integrated their concepts and views ○ The participants have maintained the culture of democracy
6. Probing	This method has played an instrumental role in eliciting the	<ul style="list-style-type: none"> ○ The participants have achieved success in framing penetrating/ incisive Questions

	<p>following competencies from the participants:</p> <ul style="list-style-type: none"> ○ <i>Critical thinking</i> ○ <i>Effective Communication</i> ○ <i>Empathy</i> ○ <i>Managing Stress</i> ○ <i>Managing Emotion</i> 	<ul style="list-style-type: none"> ○ The participants have successfully floated probing questions to other participants ○ The participants have probed each other in friendly and supportive context ○ During probing, the participants were empathetic towards each other and they have successfully managed the stress and emotion of others ○ Probing has enhanced Metacognitive Competency of the participants
7. Creative & Analytical Exercises	<p>This method has elicited the following cognitive competencies from the participants:</p> <ul style="list-style-type: none"> ○ <i>Creative Thinking</i> ○ <i>Critical Thinking</i> ○ <i>Problem solving</i> 	<ul style="list-style-type: none"> ○ The participants have successfully comprehended the creative and analytical problems like Mind Mapping, Venn Diagram, affinity diagram etc. ○ The participants have applied their cognitive competencies to execute the Creative & Analytical Exercises with seamless precision
8. Quality Circle	<p>This method has played an instrumental role in eliciting the following competencies:</p> <ul style="list-style-type: none"> ○ <i>Effective Communication</i> ○ <i>Interpersonal Relationship Development</i> ○ <i>Empathy</i> ○ <i>Critical thinking</i> ○ <i>Decision making</i> 	<ul style="list-style-type: none"> ○ The participants in every group were successful in building up conducive relationship among them ○ The participants maintained two-way communication among them based on candour and transparency ○ In each group the participants generated creative ideas spontaneously ○ The participants evaluated all the creative ideas generated by others ○ Most valued and effective ideas were selected by the group-members ○ The essences of the selected ideas were combined and an integrated paradigm got established for each group.
9. Fish Bowl Exercise	<p>The method is instrumental in eliciting the following competencies from the participants:</p> <ul style="list-style-type: none"> ○ <i>Critical Thinking</i> ○ <i>Reflective Observation</i> 	<ul style="list-style-type: none"> ○ The participants in the performing groups could carry out planning driven activities ○ The non-performing participants critically observed the planned activities of performing groups ○ The non-performing participants successfully evaluated the planned activities of the performing groups
10. Participatory Planning	<p>This method has been instrumental in eliciting the following competencies; -</p> <ul style="list-style-type: none"> ○ <i>Effective Communication</i> ○ <i>Interpersonal Relationship Development</i> ○ <i>Empathy</i> ○ <i>Critical thinking</i> ○ <i>Decision Making</i> ○ <i>Problem Solving</i> 	<ul style="list-style-type: none"> ○ In a group, the participants could carry out candid communication among them ○ The participants in a group could identify the problem that they will have to address and alleviate ○ The participants were successful in carrying out participatory planning involving every member of the group. ○ The participants in the group could frame a result-oriented strategic action plans, by dint of seamless interaction and collaborative effort ○ The participants jointly took a smart decision of selecting the best of the

		<p>different Strategic Action Plans, from the perspective of effectiveness</p> <ul style="list-style-type: none"> ○ The participants have successfully crafted Course Materials on Blended Learning
11. Design thinking	<p>This method had elicited the following competencies from the participants; -</p> <ul style="list-style-type: none"> ○ <i>Empathy</i> ○ <i>Creative Thinking</i> ○ <i>Critical Thinking</i> ○ <i>Problem Solving</i> 	<p>The participants were capable of solving complex social problems by applying the principles of Design Thinking</p>
12. Human Process Laboratory	<p>This method was outstanding in eliciting the following competencies:</p> <ul style="list-style-type: none"> ○ <i>Effective Communication</i> ○ <i>Empathy</i> ○ <i>Interpersonal Relationship development</i> 	<ul style="list-style-type: none"> ○ The participants of different groups achieved success in carrying out frank, candid and transparent communication among them ○ The participants achieved success in eliciting the competencies of others. through Appreciative Inquiry
13. Cognitive Apprenticeship	<p>This method has played significant role in eliciting the following competencies:</p> <ul style="list-style-type: none"> ○ <i>Critical Thinking</i> ○ <i>Creative Thinking</i> ○ <i>Problem solving</i> ○ <i>Effective Communication</i> 	<p>The participants achieved success in replicating the demonstrations presented by the Facilitator – Mr. Purandar Sengupta</p>
14. Brainstorming	<p>This method has played significant role in eliciting the following competencies:</p> <ul style="list-style-type: none"> ○ <i>Critical Thinking</i> ○ <i>Creative Thinking</i> ○ <i>Problem solving</i> ○ <i>Decision Making</i> 	<p>The participants have achieved success in rapid reflection, idea-generation, pragmatic decision-making and agility driven problem-solving.</p>

CONCLUSION

All the participatory Learning methods applied in the different workshops were instrumental in:

- *Fostering Dialogue and ensuring two-way communication between the Facilitator & Learners*
- *Ensuring spontaneous and proactive participation of the learners in the learning -process*
- *Inducing collaboration among the learners for achieving common learning goals*
- *Facilitating the learners in unleashing their latent potential*
- *Facilitating the learners to elicit learning inputs from the concrete experiences incurred during learning experience*
- *Triggering joy and delight among the learners*

CHAPTER 3

Interventions

Four “Face to Face” F2F Workshops were organized for enhancing the capacity of the Higher Education Teachers at different locations viz. Durgapur Regional Center, Jalpaiguri Regional Center, Kalyani Regional Center and Salt Lake Head-Quarter of Netaji Subhash Open University. One online workshop was conducted for the Higher Education Teachers of the different colleges in the districts of North Bengal. The workshop was coordinated by Jalpaiguri Resource Center. The detailed description of the five Workshops is enumerated below:

FIRST WORKSHOP (Face-to-Face)	
Date	17 th December to 19 th December ,2021
Venue	DURGAPUR REGIONAL CENTER OF NSOU
Number of Participants	51
Number of Male Participants	41
Number of Female Participants	10

Detailed Description (DURGAPUR RC WORKSHOP)

A result-oriented Workshop on “Online Learning & Blended Learning” was organized by COMMONWEALTH EDUCATIONAL MEDIA CENTER FOR ASIA (CEMCA) and NETAJI SUBHAS OPEN UNIVERSITY (NSOU) from 17th December to 19th December 2021, at the Durgapur Regional Campus of Netaji Subhas Open University. The workshop aimed to enhance the teaching competencies of the higher education teachers of NSOU in the realm of Online Learning and Blended Learning. The organizers have made a concerted effort to empower the Higher Education Teachers for better engaging, enlightening, and empowering their students in the online platform and the Blended Learning paradigm. The workshop was conceptualized and planned by DR. MANAS RANJAN PANIGRAHI, Senior Program Officer of CEMCA (Higher Education). As an illustrious Educationist with panoramic experience, he shaped the workshop’s content and methodology with a result-centric approach. The workshop was conducted by Dr. Shaunak Roy, Assistant Professor of Management at St. Xavier’s College (Autonomous), Kolkata, and Mr. Purandar Sengupta, a senior Master Trainer & Instructional Designer.

Inaugural Ceremony

The inauguration ceremony was held on 17th December 2021. The inaugural address was delivered by Dr. Anirban Ghosh, 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 Keynote Speech 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.

Proceedings of the First Day (December 17, 2021)

Prof. Shaunak Roy commenced the session with a discussion on the present-day situation in terms of the impact of Covid-19 on the higher education situation in India. The discussion was followed by a deliberation on the concept of “edu-tainment” and its effectiveness in the blended learning and distance learning paradigm. The versatile aspects of the Technology Integration Matrix was also covered, wherein the extent to which technology can be blended in higher education was discussed.

Shri Purandar Sengupta sensitized the students regarding the intricacies of Facilitation — an effective medium of education. Through role-plays, he explained how Facilitation could foster Collaborative Learning, Discovery Learning, Problem-based Learning, and Experiential Learning.

Proceedings of the Second Day (December 18, 2021)

Prof. Shaunak Roy initiated a discussion on creating maps through various cases and examples, and subsequently explaining the same using a conventional mind map. The difference between mind maps and concept maps was further explicated. An ICT tool, Padlet, was demonstrated in detail to the participants that helps in the creation of mind maps.

In the second-half, Shri Purandar Sengupta illumined the participants regarding the significance of Motivational Success Story and discussed about the instrumental components of Motivational Success Stories. Subsequently he encouraged the members of each group to frame Motivational success stories and narrate the stories before the members of other groups. This exercise played an instrumental role in eliciting the creative potential of the participants.

Proceedings of the Third Day (December 19, 2021)

On the last day of the program viz. 19th December 2021, Shri Purandar Sengupta administered multifarious Role Plays to explain the different Psychosocial Interventions related to the Facilitation Process. Then he explained the different Adult Learning Models that are highly conducive to online and blended learning. Subsequently, he initiated a participatory discussion and encouraged the students to divulge their practical strategies for applying the different Learning Models while teaching in their institutions.

Valedictory Session

The program concluded with vehement appreciation and compliments from the participants. They acknowledged that the workshop was designed and conducted with immense pragmatism and outcome-orientation. Following the Valedictory Ceremony, each participant was endowed with a valued participation certificate issued by CEMCA and NSOU.

SECOND WORKSHOP (Virtual)

Date	7 th January to 9 th January, 2022
Venue	ONLINE
Number of Participants	45
Number of Male Participants	36
Number of Female Participants	9

Detailed Description (JALPAIGURI RC VIRTUAL WORKSHOP)

A Workshop on “Enhancing Capacity of Higher Education Teachers” was conducted jointly by COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA) and NETAJI SUBHASH OPEN UNIVERSITY (NSOU) of WEST BENGAL.

The Workshop was of three days duration. It was conducted from 7th January to 9th January 2022 through online mode.

Inaugural Ceremony

The Workshop was inaugurated on 7th January 2021. In the inaugural ceremony, the welcome address was delivered by Prof. (DR.) ANIRBAN GHOSH, Project Director & Director CIQA of Netaji Subhash Open University. He explained the rationale of the Workshop and acknowledged the support from CEMCA in organizing the workshop. He also highlighted the different significant outcome-oriented projects that were meticulously implemented by NSOU, with the support of CEMCA.

Prof. (Dr) Subha Sankar Sarkar – the Vice Chancellor of NSOU, was the Chief-Guest of the Ceremony. He highlighted the contribution of NSOU in the arena of Higher Education of West Bengal. He also placed emphasis upon the importance of the blended approach in the Higher Education sector. The Registrar of NSOU – CA Kishor Sengupta narrated the institutional growth of NSOU in the last two and half decades.

The keynote speaker of the ceremony was Prof. (DR.) MANAS RANJAN PANIGRAHI –the Senior Program Officer (Higher Education) of CEMCA.

He eloquently portrayed the gradual transformation that is taking place in the higher education sector of the country. He vividly illustrated how Blended Learning Approach is gaining momentum and accommodating with the complex changes in the socio-economic scenario of the country. He drew the reference of the National Educational Policy of India in this regard for establishing contextual relevance.

Analyzing the future trend of higher education in the country, DR. MANAS RANJAN PANIGRAHI prudently opined that in the changing scenario the Higher Education Teachers should play the role of supportive Facilitators for fostering the psychosocial competencies of the learners and enabling the development of a STUDENT-CENTRIC LEARNING ECOSYSTEM.

The inaugural ceremony closed with the Vote of Thanks by Sri. Santanu Dam, Dy Director, Jalpaiguri RC, NSOU.

Proceedings of the First Day (January 7, 2022)

The facilitators initiated the workshop with the activity **Micro-Lab** (which is a miniature version of the **Human Process Laboratory** Method, created by Kurt Lewin). This activity crystallized conducive relationship among the learners, established transparency among them and facilitated them to identify the psychosocial competencies of each other. The activity continued up to lunch.

In the post Lunch Session, Prof. (Dr.) Shaunak Roy explained the relevance of edu-tainment in the backdrop of the Covid-19 situation. He further explicated the various concepts from pedagogy to andragogy to heutagogy.

After that Mr. Purandar Sengupta explained the quintessential features of the cognitive exercise—**Mind Mapping** created by Tony Buzan. He explained how MIND MAPPING can foster divergent thinking as well as convergent thinking pattern.

Eventually, Prof. (Dr.) Shaunak Roy deliberated upon the relevance of concept maps and mind-maps, and used a hands-on approach to explain how mind maps can be created using FreeMind and more pertinently, Padlet.

Proceedings in the Second Day (January 8, 2022)

Mr. Purandar Sengupta highlighted the effective role of Facilitation in higher education. He stated that the diversified psychosocial interventions related to Facilitation can be of instrumental importance in both synchronous and asynchronous phase of Blended Learning. He explained many Psychosocial Interventions through practical demonstrations. After that he presented a CASE revealing an aggregation of various participatory and inductive learning methodologies. He encouraged the learners to analyze the CASE and explain the rationale of each methodology. Eventually, Mr. Purandar Sengupta explained how the principal methodology depicted in the CASE is related to “**COMMUNITY OF ENQUIRY**” MODEL

(Prof) Dr. Shaunak Roy, continued from the previous day, with the use of mind-maps, as a practice exercise, followed by a detailed demonstration of using Google Forms to create a gamified classroom situation, viz. Virtual Escape Rooms. The game was administered to the participants, and subsequently, the process of creating the game was explained.

Proceedings in the Third Day (January 9, 2022)

Mr. Purandar Sengupta explained two effective interventions of Facilitation viz. SITUATIONAL PLANNING & SITUATION DRIVEN ROLE ENACTMENT.

Then he orchestrated a SITUATION DRIVEN ROLE ENACTMENT with Prof. Swati Banerjee and Prof. Sataraua Sarkar.

After that Mr. Purandar Sengupta and Prof. Swati Banerjee demonstrated **APPRECIATIVE INQUIRY** MODEL for clarifying the essence of the model to the other learners.

Finally, Prof Dr. Shaunak Roy demonstrated the use of quizzes using Quizizz, wherein he administered a live quiz with the participants. The winners were acknowledged as a part of the activity, and the process of creating the game was demonstrated to the participants.

Valedictory Session

The valedictory message was delivered by **Prof. ANIRBAN GHOSH**. He extended his gratitude to the Facilitators and the Higher Education Teachers who participated in the Workshop.

THIRD WORKSHOP (Face-to-Face)

Date	25 th , 26 th and 28 th February, 2022
Venue	KALYANI REGIONAL CENTER OF NSOU
Number of Participants	54
Number of Male Participants	37
Number of Female Participants	17

Detailed Description (KALYANI RC WORKSHOP)

An inclusive Workshop, of three days duration, on “Enhancing the Capacity of Higher Education Teachers” was organized jointly by Netaji Subhash Open University (NSOU) and Commonwealth Educational Media Center for Asia (CEMCA) on 25th February, 26th February and 28th February. The workshop was conducted in the Kalyani Regional Center of Netaji Subhash Open University situated at the district Nadia of West Bengal. The College/ University teachers from Nadia, 24 Parganas (N), Murshidabad were invited to attend the workshop. Altogether 53 Higher Education Teachers attended the Workshop, out of which there were thirty-nine male teachers and fourteen female teachers. Mr. Purandar Sengupta – (Senior Master Trainer and Empaneled Mentor in two Ministries of Government of India) and Prof (Dr.) Shaunak Roy (Assistant Professor, St. Xavier’s College, Kolkata) were the Facilitators of this Workshop.

Inaugural Ceremony

The inaugural program was organized on 25th February, 2022. The Welcome Address was delivered by Dr. Premananda Jana, Director, Kalyani RC, NSOU. He conveyed thanks and regards to the participants, guests and the academicians of NSOU who assembled in the -Workshop. Thereafter, he articulately portrayed the academic activities carried out by NSOU at the Kalyani Regional Centre. The keynote speech was delivered by Project Director-Professor Anirban Ghosh, Director, Centre for Internal Quality Assurance, NSOU. He placed emphasis upon the ICT based Outreach Initiatives of the University, that are driven by the valued intent of reaching to the students in the remote rural areas and turning them enlightened with the glow of education. He illustrated the academic and developmental projects that were implemented in collaboration with CEMCA, adhering to an outcome-oriented approach. Dr. Atindranath Dey - the Director, School of Education, NSOU-highlighted the importance of the Workshop in view of NEP 2020. He reiterated that inclusive learning, self-learning on a lifelong basis and technology -enabled learning are the instrumental catalytic factors that can enhance the momentum of Sustainable Development in the country. The formal Vote of Thanks was delivered by Dr. Ritu Mathur Mitra, Associate Professor & Head, Dept. of History, NSOU and Project Coordinator.

Proceedings of the First Day (February 25, 2022)

Dr. Shaunak Roy initiated the proceedings with a discussion on the relevance of online and blended learning, and how “edu-tainment” can help make lectures and content more engaging and fun for students who are remotely situated. The various dynamics of andragogy and heutagogy were also discussed in the pre-lunch session.

In the second half of the day, Mr. Purandar Sengupta specified the rationale and beneficial features of Facilitation – an art for engaging, enlightening and empowering the students. Thereafter he explained the significance of Motivational Cases & Success Stories in crystallizing Achievement Motivation and building up result-focused approach among the learners. After that the participants were divided into six groups and the members of each group were inspired to frame Motivational Success Stories in a collaborative pattern.

Proceedings of the Second Day (February 26, 2022)

The session started with the vivid presentation of the motivational success stories by the participants of each group. Then, Mr. Purandar Sengupta initiated an open discussion and enthused the members of all the groups to analyze each of the six stories and identify the unique Critical Success Factors embedded in each success- story. After that Mr. Purandar Sengupta explained the concept of Mind Mapping as a tool of Facilitation fostering **Cognitive Enrichment**.

Dr. Shaunak Roy further took an example to deliberate on the relevance of mind map in explaining the overall outline of a course or subject. He further explained the same using digital tools such as Popplet, Prezi and Padlet. The most effective tool considered was Padlet, which was explained in details, using a hands-on approach, with the participants.

Proceedings of the Third Day (February 28, 2022)

The session commenced with Prof. (Dr.) Shaunak Roy initiating a brief discussion on the use and process of a gamified classroom. An escape room was developed using Google Forms, which was distributed to the participants on the previous day. After that, Mr. Purandar Sengupta conducted an interactive discussion with the Higher education teachers regarding the role of psychosocial competencies in improving performance of human beings. Eventually he explained the role of a Facilitator in enabling the learners to introspect, identify and unleash their pent-up psychosocial competencies. Then Mr. Purandar Sengupta collaborated with some of the proactive learners (who emanated their spontaneity throughout the workshop) and demonstrated various tools and interventions of Facilitation like Design thinking, Appreciative Inquiry, Probing, Paraphrasing, Parenthesis, Positive Reinforcement and Behavioral modelling.

Valedictory Session

In the Valedictory Session, **Dr. Lailack Biswas** and **Dr. Binayak Chanda** extended their heartfelt appreciation to the Facilitators for their participatory approach as well as their effort in inducing Collaborative Learning. They also acclaimed the learning-inputs that were delivered by the Facilitators during the workshop. On behalf of all the participants **Dr. Goutam Mallick** conveyed thanks to NSOU & CEMCA for organizing the valued workshop. Certificates were distributed to the participants. The vote of thanks was delivered by **Dr. Ritu Mathur Mitra**, Associate Professor & Head, Dept. of History, NSOU and Project Coordinator.

FOURTH WORKSHOP (Face-to-Face)

Date	25 th March to 27 th March, 2022
Venue	SALT LAKE HEAD QUARTER OF NSOU
Number of Participants	80
Number of Male Participants	55
Number of Female Participants	25

Detailed Description (SALT LAKE WORKSHOP)

An integrated workshop on “Enhancing the Capacity of Higher Education Teachers” was conducted by Commonwealth Educational Media Center for Asia (CEMCA) and Netaji Subhash Open University (NSOU). The workshop was of three days duration from 25th March to 27th March. It was organized at the head -quarter NSOU in Salt Lake, Kolkata, West Bengal. Around 72 Higher Education Teachers from various colleges of West Bengal joined the Workshop.

Inaugural Ceremony

The program was inaugurated on 25th March 2022. The welcome address was delivered by Professor (Dr.) Anirban Ghosh, Project director and the Director of Center of Internal Quality Assurance. He extended heartiest welcome to the participants for ensuring their presence in the workshop. He explained the logical rationale of the workshop and portrayed the philosophy of NSOU in reaching out to the unreached populace of the society by judicious application of different mechanisms. He conveyed thanks and gratitude to CEMCA for the continual support extended towards the different educational projects of NSOU.

The Presidential Address was delivered by Hon’ble Prof. Dr. Subha Sankar Sarkar, the Vice Chancellor of NSOU. Through his eloquent speech he portrayed the vision of NSOU. He placed emphasis upon inclusive education covering people from every stratum of the society. He attached importance to the principles and practice of Lifelong Learning, highlighting its beneficial significance. He also illustrated the cause -effect relationship between Education and Sustainable Development, referring to the Sustainable development Goals charted out by UNDP.

The vote of thanks was delivered by Prof (Dr.) Ritu Mathur Mitra, Head of the Department of History and Project Associate.

Proceedings of the First Day (March 25, 2022)

In the first day, the facilitator Mr. Purandar Sengupta engaged the target audience with different psychosocial interventions like **Human Process driven Interaction, Appreciative Inquiry, Fish Bowl Exercise and Quality Circle**. Through these interventions he tried to foster Collaborative Learning, Inquiry based Learning, Problem -Based Learning and Experiential Learning among the proactive learners.

Proceedings of the Second Day (March 26, 2022)

On the first half second day, Prof. (Dr.) Shaunak Roy explained using a hands-on approach, the rudiments of a mind-map and elaborated on its relevance in blended learning. He further explained the relevance of ICT tools such as Prezi, MS PowerPoint and FreeMind, which can all be used to create mind maps in different capacities. A hands-on approach was used to explain the idea of mind-mapping using Padlet.

On the second half of the second day, Sri Purandar Sengupta portrayed the beneficial significance of Motivational Case & Success Story. Eventually he facilitated the Higher Education Teachers to frame Motivational stories which can trigger enthusiasm among their learners.

Proceedings of the Third Day (March 27, 2022)

On the third day, Mr. Purandar Sengupta followed the principles of Scaffolding and facilitated the Higher Education Teachers to demonstrate different techniques of facilitation, which are enumerated below:

- Inquiry based Learning
- Probing & Probing induced Metacognition
- Positive Reinforcement & Behavioural Modelling
- Appreciative inquiry
- Paraphrasing

Thereafter the Higher Education Teachers were encouraged to design courses on their relevant subjects through participatory planning with other experts in the same field.

Valedictory Session

In the valedictory ceremony, **Prof. Dr. Kajal Dey, Director School of Science, NSOU**, appreciated the tools and techniques of Facilitation that have been deployed in the Workshop. The Vote of thanks was delivered by Dr. Papiya Upadhyay, Project Associate & Assistant Professor of NSOU, School of Education.

FIFTH WORKSHOP (Face-to-Face)

Date	8 th April to 10 th April ,2022
Venue	JALPAIGURI REGIONAL CENTER OF NSOU
Number of Participants	37
Number of Male Participants	29
Number of Female Participants	8

Detailed Description (JALPAIGURI RC WORKSHOP)

A result-driven evaluative 3-day workshop on “F2F, Online and Blended Learning for HE Teachers in West Bengal” was organized by Commonwealth Educational Media Center for Asia, (CEMCA) and Netaji Subhas Open University (NSOU) from April 8-10, 2022, at the Jalpaiguri Regional Campus of Netaji Subhas Open University. The aim of the workshop was to reassess, and concurrently enhance the teaching competencies of the higher education teachers of NSOU in the realm of Online Learning and Blended Learning. The organizers have made a deliberate effort to equip the Higher Education Teachers with the tools and resources they need to effectively engage, educate, and empower their students on the online platform as well as in the Blended Learning environment.

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 **Shri Santanu Dam**, Deputy Director, NSOU Regional Centre-Jalpaiguri.

Proceedings of the First Day (April 8, 2022)

Mr. Purandar Sengupta 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.

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

After the completion of Human Process Laboratory, 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 analyse 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.

In the second half of the day Prof. Dr. Shaunak Roy, used a simple example of planning a mobile purchase using a mind-map on the white board. The concept of mind-mapping was explained hence, along with its relevance. Finally, an ICT tool, Padlet, was used to explain the previous example of mobile purchase.

Proceedings of the Second Day (April 9, 2022)

In the first half, Prof. (Dr.) Shaunak Roy explained the concept of blended learning, and elaborated on the different types of blended and online learning. He further explained the significance of heutagogy, cybergogy and peergogy in the context of blended learning. He also elaborated on the process of creating a blended learning program.

In the second half of the day, Mr. Purandar Sengupta explained the mechanism and beneficial outcome of the intervention **“Situation Driven Role Enactment”**.

Then he randomly selected some participants and encouraged them to design and implement **“Situation Driven Role Enactment”**.

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.

Then Mr. Purandar Sengupta, encouraged the Higher Education teachers to demonstrate various Psychosocial Interventions pertaining to facilitation.

Proceedings of the Third Day (April 10, 2022)

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.

Thereafter the two facilitators jointly encouraged the Higher Education Teachers to design courses on their relevant subjects through participatory planning with other experts in the same field.

Valedictory Session

The workshop concluded with a vote of thanks and valedictory session. The closing ceremony 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 **Shri Santanu Dam**, Deputy Director, NSOU Regional Centre-Jalpaiguri.

The Workshop was jointly facilitated by **Shri Purandar Sengupta**, senior Master Trainer & Instructional Designer as well as **Dr. Shaunak Roy**, Assistant Professor of Management at St. Xavier's College (Autonomous), Kolkata.

CHAPTER 4
Outcomes Mapped during the
Workshop

OUTCOMES MAPPED DURING WORKSHOP

(Ascertained by contemplative reflections and impeccable demonstration of various methods and interventions of Facilitation)

During the implementation of the workshops, many of the Higher Education teacher comprehended the logical rationale as well the operational mechanism of the tools and techniques of Facilitation.

It is pertinent to mention that after the listening the dialogue-driven clarifications and observing the vibrant demonstrations executed by the Facilitators, many Higher Education Teachers have ventilated reflective views on the mechanism and outcome of Participatory Learning Methods. Many of the higher Education Teachers have demonstrated the tools and techniques of Participatory Facilitation Process through Role Play, with seamless precision.

The contemplative reflections ventilated by the Higher Education Teachers and impeccable demonstrations of facilitation techniques by the Higher Education Teachers may be deemed as the **OUTCOME** of the different interventions engineered by the Facilitators of CEMCA.

We are portraying the rational, unbiased, significant and relevant reflections of the Higher Education Teachers in the different workshops organized by CEMCA & NSOU.

A. REFLECTIONS OF HIGHER EDUCATION TEACHERS AT DURGAPUR WORKSHOP

SL. NO.	PARTICIPANT NAME	REFLECTION(S)
1	DR. SNIGDHA ROY	<ul style="list-style-type: none">○ 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.
2	DR. INTIAZ ALI	<ul style="list-style-type: none">○ He affirmed that Role-Plays can be designated as an excellent training method which facilitates the learners to achieve conceptual clarity 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.
3	DR. SUBHARTHI SARKAR	<ul style="list-style-type: none">○ 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.
4	DR. KIRAT GANGULY	<ul style="list-style-type: none">○ 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
5	DR. GURUPADA ADHIKARY	<ul style="list-style-type: none">○ 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.

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| 6 | DR. PRABAL
KUMAR SINHA | <ul style="list-style-type: none"> ○ He opined that Interactive Teaching is an instrumental tool for engaging the learners and building up their confidence. |
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B. REFLECTIONS OF HIGHER EDUCATION TEACHERS AT ONLINE WORKSHOP FOR HIGHER EDUCATION TEACHERS OF NORTH BENGAL

SL. NO.	PARTICIPANT NAME	REFLECTION(S)
1	PROF. ARNAB DUTTA	<ul style="list-style-type: none"> ○ He opined that “Positive Reinforcement” is an instrumental tool for motivating the students and ensuring the sustainability of desired behaviour. ○ He also added that the nature of reinforcing stimulus should vary from student to student, depending upon their internal motivational dynamics. ○ For example, the reinforcing stimulus to be administered for a person with Achievement Motivation will vary from the reinforcing stimulus that will be needed for a person with Affiliation Motivation
2	PROF. SWATI BANERJEE	<ul style="list-style-type: none"> ○ She opined that with the passage of time a teacher should gradually emerge as a Mentor. As a Mentor a teacher should infuse confidence within every student by drawing his/her attention to his/her internal competencies. ○ She added that in her class there are many students who are ignorant of their own merit and considers them to be inferior to others. They suffer from Inferiority complex and gradually lose their faith upon themselves. ○ In this regard she acclaimed Appreciative Inquiry as a highly effective tool for identifying the pent-up competencies of the students and making them aware of their latent competencies
3	PROF. RAMANANDA KAPASIA	<ul style="list-style-type: none"> ○ He opined that if the students are encouraged to create something based upon their learnt inputs, then their imagination, insightfulness and intuitive power will get enhanced. ○ He introduced himself as a Higher Education Teacher in Environmental Science. He opined that he encourages his students continually to build up different innovative models for generating awareness among common people regarding various eco-friendly initiatives.
4	PROF. PINAK SHANKAR BHATTACHARYA	<ul style="list-style-type: none"> ○ He opined that PADLET is a very instrumental tool for student engagement. ○ He affirmed that PADLET can also be deployed for fostering task-based collaboration among the students ○ He appreciated MIND MAPPING as tool for encouraging the students in deep contemplation and in-depth item analysis.
5	PROF. DAYITA GOSWAMI	<ul style="list-style-type: none"> ○ She appreciated the Design Thinking Methodology as a student friendly empathetic mechanism ○ She opined that it is not only a diagnostic tool for identifying the problems of the students. Rather it’s a comprehensive mechanism for generating customized solutions to identified problems. ○ She also appreciated the re-engineering concept of Design Thinking and stated that it is focused to the comprehensive solution of a problem with greater precision.
6	PROF. BIPLAB DEBNATH	<ul style="list-style-type: none"> ○ He opined that MNEMONICS can play instrumental role in facilitating the students to comprehend and retain learning inputs. ○ It is the technique of integrating new learning inputs with previous experience through visual and auditory cues.

		<ul style="list-style-type: none"> ○ He opined that by his first-hand research he tries to get acquainted with the existing knowledge and practical experience of the students. ○ Then while teaching a new topic he tries to integrate a new concept with a concept that is already prevailing in the knowledge domain of the students. ○ He also opined that he administers Parenthesis and Paraphrasing for facilitating the students in comprehending and retaining complex learning inputs.
7.	PROF. MINARTI DEBNATH	<ul style="list-style-type: none"> ○ She introduced herself as a higher education teacher of Bengali Literature. ○ She opined that whenever it becomes necessary for the students to analyse a character in any of the literary forms, she inspires the students to enact that character through Role Play and manifest the salient attributes of that character. ○ This methodology facilitates her learners to comprehend and analyse the subtleties and intricacies of the characters with which they are dealing with. ○ She also added that Role Play contributes significantly to understand situational contexts that are shaping up the behavioural pattern of the different characters that are getting enacted by the students ○ She opined that she applies metaphors like similes and personifications, in a strategic way so that the students can decipher the qualitative attributes of an unknown object by correlating its similarity with a known object.
8	PROF. UTPAL RAKSHIT	<ul style="list-style-type: none"> ○ He opined that before teaching a new topic in the classroom, he furnishes the study material of that new topic to the students and encourages them to study it at their own preferred style ○ After the students achieves a basic understanding of the new topic, he starts to teach it in the classroom, so that the students can integrate their learnt inputs with the new inputs. ○ He also inspires the students to express their own views pertaining to the new topic and add value to it.

C. REFLECTIONS OF HIGHER EDUCATION TEACHERS AT KALYANI WORKSHOP

SL. NO.	PARTICIPANT NAME	REFLECTIONS(S)
1	DR. LAILACK BISWAS	<ul style="list-style-type: none"> ○ He placed emphasis upon the concept of “Defamiliarization of Methodology”. ○ He opined that if the learners are exposed to the same teaching methodology with which they are already familiar then there will be lack of interest among the learners. ○ On the contrary if the learners are exposed to diversified alternative methodologies with which they are not familiar, then the innovative methodologies will play an instrumental role in attracting and reinforcing the attention of the learners
2	MR. AVIK ROY	<ul style="list-style-type: none"> ○ He opined that instead of considering the teachers as Content Experts, they should be transformed into Psychosocial Mentors. ○ Hence apart from subject knowledge they should be trained in various psychological and social disciplines so that they can interpret the psychosocial problems of the students
3	MR. GAUTAM MALLICK	<ul style="list-style-type: none"> ○ He opined that apart from educating the students, the academic institutions should also play a proactive role in edifying and empowering the local communities.

		<ul style="list-style-type: none"> ○ He narrated some magnificent extension methodologies that are being implemented in various parts of the world for empowering the rural people with knowledge and skill. ○ He also opined that Extension Methods should be designed with meticulousness so that they can be sensitive to the local culture and values.
4.	MR. MANOJ MISHRA	<ul style="list-style-type: none"> ○ He opined that a facilitator should be an expert in “Diversity & Inclusion”. ○ He should be able to ensure inclusion of all the learners in a common, collaborative learning platform despite the demographic heterogeneity among the learners in a group.
5	DR. BINAYAK CHANDA	<ul style="list-style-type: none"> ○ He opined that every teacher should be trained in cognitive social and emotional competencies, so that they can play an instrumental role in transferring these competencies among the learners
6	MS. SOMA RAY	<ul style="list-style-type: none"> ○ She stated that situational adversities often inhibit the underprivileged learners in manifesting their intrinsic talent. As a result, it has been witnessed that in many cases intrinsic talent remains suppressed within the underprivileged learners ○ Thereafter she acknowledged Appreciative Inquiry as an extremely effective method for unleashing the pent-up competencies of the underprivileged learners.
7	MS. SWAPNA ROY	<ul style="list-style-type: none"> ○ She opined that Metaphors, Analogy, Simile and Personification may be deemed as the tools for conceptual elucidation
8	MS. SRABANTI CHOUDHURY	<ul style="list-style-type: none"> ○ She narrated her experience in conducting ethnographic research in the rural areas. ○ She opined that for generating solution to the multifarious problems of the underprivileged rural people, it is essential to be empathetic to the vulnerable rural people who are suffering from multifarious socio-economic problems.
9	MR. PARIMAL SARKAR	<ul style="list-style-type: none"> ○ He opined that Scaffolding is one of the most instrumental components in Facilitation. ○ He stated that apart from the seamless acquisition of knowledge and skill, Scaffolding establishes emotional rapport between the novice learners and the expert Educators.
10	MR. SAMSUL HAQUE	<ul style="list-style-type: none"> ○ He stated that Collaborative Learning is an instrumental mechanism of enlightening the learners. ○ Apart from the exchange of curriculum -based theoretical concepts and value-added innovative inputs, this model fosters Socialization and creates a pathway for exchange of tacit knowledge

D. REFLECTIONS OF HIGHER EDUCATION TEACHERS AT SALT LAKE WORKSHOP

SL. NO.	PARTICIPANT NAME	REFLECTIONS(S)
1	PROF. PRABIR DEY	<ul style="list-style-type: none"> ○ He affirmed that considering the huge rural populace of the country, the Corporate-Organizations are placing emphasis upon Rural Marketing. It is becoming their agenda to convert the rural people into customers of the branded FMCG products. Hence, they are strategically leveraging CSR funds for Livelihood Generation Program of the rural people and enhancing their purchasing power.

		<ul style="list-style-type: none"> ○ In this situation, the students of Management discipline should be assigned with projects on Rural Development. Through Project Based Learning the students of Management discipline will get acquainted with the subtleties and intricacies of rural economy especially the Micro-Entrepreneurial Ecosystem in the rural areas. ○ Eventually the students of Management Discipline will be competent enough to develop strategies for strengthening rural economy, enhancing the purchasing power of the rural populace and turning them into customers of the branded products of corporate organizations.
2	PROF. DEBJANI PATHAK	<ul style="list-style-type: none"> ○ She opined that with the passage of time, the Higher Education Teachers will have to emerge as Learning-Facilitators and Psychological Mentors. ○ As Facilitators, the Higher Education Teachers will have to ensure psychological engagement of the students with the learning process and empower them to adopt result-oriented learning strategies
3	MS. SHATARUPA BURMAN	<ul style="list-style-type: none"> ○ According to her opinion, Collaborative Learning should be fostered and advocated in the arena of higher education. Different models of collaborative learning should be designed and implemented for promoting social interaction, inducing peer to peer learning, integration of concepts, permeation of knowledge etc. ○ She drew the reference of the theory of Social Constructivism by Lev Vygotsky and highlighted this theory as the foundation of all collaborative learning models.
4.	PROF. SUBHADEEP MUKHERJEE	<ul style="list-style-type: none"> ○ Design thinking is an effective methodology for empathizing with the problems of the learners, ensuring deeper understanding of the problems and generation of effective strategies for alleviating the problems.
5	PROF. ALAMGIR BADSHA	He stated that Paraphrasing is a highly effective tool for instilling confidence of the learners and establishing a psychic intimacy/ camaraderie with them.
6	PROF. MOSHARAF MONDAL	<ul style="list-style-type: none"> ○ He stated that the nine steps of instructions by Robert Gagne is perfectly sequenced and structured. However innovative strategies should be inducted at every step for enlightening as well as entertaining the students. ○ He opined that learning methodology should generate entertainment and foster joyful learning for each and every student.
7	PROF. KEYA CHAKRABORTY	She stated that Role Play method is extremely useful for demonstration of psychological issues. She also opined that when a student enacts a role then his psychic structure gets entwined with the psychic structure of the role that is being enacted by the learners.
8	MR. SANTANU PATRA	<ul style="list-style-type: none"> ○ He took the initiative of explaining the subtle nuances of the “Community of Inquiry” (COI) model developed by Garrison, Anderson & Archer ○ He inferred that that this model is an amalgamation of Collaborative Learning and Inquiry based Learning Model
9	PROF. ASHOK ATTA	<ul style="list-style-type: none"> ○ He affirmed that while explaining a complex theme, a teacher should give many practical examples which are having conceptual relevance and situational relevance with the main theme ○ Greater number of examples will enhance the retention of the theme in the cognitive domain of the learners.
10	PROF. (DR.) KAJAL DEY (DIRECTOR SCHOOL OF SCIENCE OF NSOU)	<ul style="list-style-type: none"> ○ She opined that the Higher Education Teachers should perform like Facilitators and should get connected with the thought process and emotional dynamics of the learners. ○ This will enable the teachers to build up a collaborative learning paradigm characterized by the active engagement of the students with the learning process.

11	PROF. BISHWAJOY SINHA	<ul style="list-style-type: none"> ○ According to him, the students should be exposed to highly relevant situational problems and eventually they should be encouraged to alleviate the intensity of the micro-level situational problems. ○ This strategy will enhance the competency of socialization and make the students empathetic towards the problem-stricken populace of the society.
12	PROF. RIYA CHAKRABORTY	<ul style="list-style-type: none"> ○ She affirmed that Appreciative Inquiry may be deemed as instrumental tool for facilitating the learners in identifying their core competence. ○ She also remarked that Appreciative Inquiry can induce self-analysis and promote metacognitive competency within the learners
13	PROF. RAKESH MANNA	<ul style="list-style-type: none"> ○ He stated that right from the point of onset of the learning process, a learner should be made aware of the tangible beneficial outcome of the learning program. Otherwise, the learners will get demotivated ○ He affirmed that the learners should be facilitated to perceive that their meticulous effort will lead to improvement of performance and improved performance will pave the path towards beneficial outcome. ○ According to him if the learners are facilitated to comprehend the aforementioned result-chain, then they will get motivated to make sincere effort in the learning process for enhancing their performance and eventually to reap beneficial outcome

E. CREATIVE REFLECTIONS OF HIGHER EDUCATION TEACHERS ON TEACHING METHODS

(Through Group-based Collaboration) in the Jalpaiguri Workshop

GROUP	SPOKESPERSON (Nominated by group members)	EXCLUSIVE PARTICIPATORY METHOD
GROUP A	PROF. ARNAB DUTTA	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ He opined that the students should be exposed to fables and folk-stories.

	<ul style="list-style-type: none"> ○ 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 BASAK	<ul style="list-style-type: none"> ○ 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

DEMONSTRATIONS EXECUTED BY THE HIGHER EDUCATION TEACHERS IN THE KALYANI WORKSHOP

Demonstration I

TOPIC: DESIGN THINKING

PERFORMERS: SRABANTI CHOWDHURI, SWAPNA ROY

The Performers narrated that they have executed ethnographic research in remote rural areas with the intent of identifying the problems of the extremely underprivileged rural women. They are assuming that basic education and vocational training to the extremely underprivileged rural women can pave their path towards Self-Employment & Livelihood Generation

The Facilitator -Mr. Purandar Sengupta asked them to apply the principles of Design Thinking for solving complex problems pertaining to Women entrepreneurship development project in the rural scenario

Accordingly, the two participants collaborated and prepared blue-print of action plan based on the principles of Design Thinking. A brief profile of the solution generated by them based on Design Thinking Framework is enumerated below:

PHASES OF DESIGN THINKING	ACTIVITIES IN THE PROJECT
EMPATHY	○ They opined that the Community Development Workers will have to be empathetic with the underprivileged rural women and deeply perceive the diversified socioeconomic problems that are being encountered by them in their daily life
PROBLEM DEFINITION	○ They have specified and defined the “lack of education & skill” as the primary/fundamental problem that is fostering the gradual emergence of other problems
IDEATION	○ They stated that they should try to generate as many ideas as possible, randomly regarding the solution of the fundamental problem
PROTOTYPE	○ To design a comprehensive Capacity-Building Package covering the basic educational inputs, entrepreneurial educational inputs and skill-based inputs.
TESTING	○ To check whether the rural women can understand and implement the different inputs that are embedded within the Capacity Building Package

RE-ENGINEERING	<ul style="list-style-type: none"> ○ If any of the rural women fail to decipher any of inputs within the Capacity Building Package, then she will be encouraged ○ to specify the exact area of difficulty /ambiguity ○ Accordingly, some changes need to be administered in the relevant section of the Capacity Building Package, so that it becomes simpler and eventually the rural women can decipher it with greater ease and comfort.
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Demonstration 2

TOPIC: APPRECIATIVE INQUIRY
PERFORMERS: DR. BINAYAK CHANDA, MR. SAMIR MANDAL

Dr. Binayak Chanda played the role of a Mentor

Mr. Samir Mandal played the role of a gentleman who is not aware of his latent resource/competency which is pent up within him.

Dr. Binayak administered Appreciative Inquiry to discover the hidden resource of Mr. Samir Mandal

He encouraged Mr. Samir Mandal to specify some of his past achievements which fetched him appreciation from the community and enhanced his popularity to a great extent.

Mr. Samir Mandal specified some of the Social Welfare Programs which were organized by him for supporting the underprivileged rural people.

Then DR. Binayak encouraged Mr. Samir Mandal to portray the process of conceptualizing, organizing and implementing the Social Welfare Programs.

According Dr. Binayak critically appraised the entire process of conceptualization & implementation. Subsequently he specified the requisite competencies that are essential for planning and implementing the Social Welfare Schemes.

Thus, Dr. Binayak logically established that aforementioned competency have been applied by Mr. Samir Mandal to implement the Social Welfare Schemes.

Finally, Dr. Binayak apprised Mr. Samir Mandal regarding his competencies about which he was totally ignorant earlier.

Demonstration 3

TOPIC: INQUIRY-BASED FACILITATION & PROBING-INDUCED METACOGNITION
PERFORMERS: DR. LAILACK BISWAS, Ms. SUCHISHMITA SARKAR

Dr. Lailack Biswas played the role of a senior Educator and Ms Suchishmita Sarkar played the role of a student in English Literature.

Dr. Lailack Biswas encouraged Ms. Suchishmita Sarkar to analyse the character of Macbeth and narrate the characteristic features of Macbeth.

Accordingly, Ms. Suchishmita Sarkar expressed her view on certain significant features of the character of Macbeth.

Then, Dr. Lailack Biswas asked Ms. Suchishmita Sarkar to specify the rationale which has led her to draw her inference about the character of Macbeth

Accordingly, Ms. Suchishmita Sarkar expressed her logical inputs that have guided her to frame the characteristic features of Macbeth.

Once again, Dr. Lailack Biswas asked Ms. Suchishmita Sarkar to explain the reasons for drawing her logical inference.

In this way, the process continued. By applying cognitive probing, Dr. Lailack Biswas made an earnest effort to capture the chain of thoughts in the cognitive domain of Ms. Suchishmita Sarkar. He logically explained how one thought is influencing the formation of another thought

He also logically established that Inquiry Based Facilitation fosters Metacognitive competency within the learners.

Demonstration 4

POSITIVE REINFORCEMENT & BEHAVIOURAL MODELLING

PERFORMERS: MR. PARIMAL SARKAR, MR. CHINMAY GHOSH, MR. SANTU BISWAS, MR. SUBHANKAR MADHU

- *Mr. Parimal Sarkar played the role of a Facilitator.*
- *Mr. Chinmay Ghosh played the role of a proactive and diligent student.*
- *Mr. Subhankar Madhu and Mr. Santu Biswas played the role of shy introvert students.*

PROCESS I

Mr. Parimal Sarkar floated a question in the class. Mr. Chinmay Ghosh gave a logic driven answer. Immediately Mr. Parimal Sarkar appreciated Mr. Chinmay Ghosh for his sincere effort.

Mr Parimal Sarkar floated a more challenging question in the class. Once again Mr. Chinmay Ghosh ventilated a correct answer. Mr. Parimal Sarkar vehemently appreciated Mr. Chinmay Ghosh and offered him an E-Book as a mark of recognition for his appreciable performance.

This time Mr. Parimal Sarkar floated an extremely critical question with a complex problem in the class. Once again Mr. Chinmay Ghosh made a meticulous effort and solved major portion of the problem. Mr. Parimal Sarkar got satisfied and made Mr. Chinmay Ghosh the group leader in an Educational Project.

Thus Mr. Parimal Sarkar logically established that if reinforcing stimuli (viz. appreciation /acknowledgement/award) get administered for every desired behaviour of a learner, then the frequency of desired behaviour gets enhanced to a great extent.

PROCESS II

Mr. Santu and Mr. Subhankar Madhu are introvert shy students. They observed that the manifested initiative and proactive behaviour of Mr. Chinmay Ghosh led to successful outcome (viz. he got appreciated and awarded by the Facilitator)

Now, Mr. Santu and Mr. Subhankar Madhu got motivated to achieve the same success (viz. the success achieved by Mr. Chinmay Ghosh). As a consequence, they started modelling the outcome-linked behaviour of Mr. Chinmay Ghosh. To be precise they started to respond to the questions of Mr. Parimal Ghosh with greater spontaneity, articulacy and insightfulness.

In this way, Mr. Parimal Sarkar and his team mates vividly portrayed Behavioural Modelling which is an instrumental component of the Social Learning Theory of Albert Bandura.

Demonstration 5

TOPIC: SCAFFOLDING**PERFORMERS: MR. PARIMAL SARKAR, MR. RAJEEV SARKAR & MS. SOMA RAY**

Mr. Parimal Sarkar played the role of a Senior Mentoring Expert and the other performer Mr. Rajeev Sarkar played the role of a novice learner in the field of Psychosocial Mentoring. Ms. Soma Roy played the role of a student with emotive distress and fragile confidence

At first Mr. Parimal Sarkar demonstrated the skill of Emotive Probing and Mental Conditioning by interacting strategically with Ms Soma Roy. He asked Mr. Rajeev Sarkar to follow his demonstration keenly.

Then he asked Mr. Rajeev Sarkar to demonstrate Emotive Probing & Mental Conditioning independently by interacting with Ms. Soma Ray.

When it was observed Rajeev Sarkar was not being able to replicate the process properly without an expert's support, Mr. Parimal Sarkar intervened once again.

This time he asked Mr. Rajeev Sarkar to execute Emotive Probing & Mental Conditioning under his supervision and guidance. Accordingly, whenever there was any deviation in the performance of Mr. Rajeev Sarkar, Mr. Parimal Sarkar provided handholding support to Mr. Rajeev Sarkar and facilitated him to perform in a better way.

Thus Mr. Parimal Sarkar established the fact a novice learner can perform in a much better way under the active support and practical guidance of an expert (viz. Scaffolding,) as compared to his independent performance without the support of an expert.

Thus Mr. Parimal Sarkar and his team -members logically validated the importance of Scaffolding while dealing with a new learner.

DEMONSTRATIONS EXECUTED BY THE HIGHER EDUCATION TEACHERS IN THE SALT LAKE WORKSHOP

Demonstration 1

TOPIC: SCAFFOLDING & POSITIVE REINFORCEMENT**PERFORMERS: PROF. DEBJANI PATHAK AND PROF. SUBHADEEP MUKHERJEE**

Prof. Debjani Pathak and Prof. Subhadeep Mukherjee collectively illustrated Scaffolding and Positive Reinforcement.

Prof. Debjani Pathak played the role of a senior Educator and Prof. Subhadeep Mukherjee played the role of a novice student.

With the intent of incorporating a new skill into the novice student, the Educator at first demonstrated the skill properly. Then she asked the student to carry out the skill under her active guidance. Whenever the novice student viz. Prof. Subhadeep Mukherjee performed well, the Educator viz. Prof. Debjani Pathak provided him Reinforcing Stimulus (in the form of Appreciation and Award).

As a consequence of Scaffolding & Positive Reinforcement it was found that the frequency of desired performance by the novice student is getting enhanced.

Demonstration 2

TOPIC: APPRECIATIVE INQUIRY**PERFORMERS: PROF. SHATARUPA BURMAN & PROF. MOSHARAF MONDAL**

Shatarupa Burman played the role of an Educator and Mosharaf Mondal played the role of a student. Mosharaf is ignorant of his competencies. Shatarupa encouraged Mosharaf to highlight some his previous performances in the social or occupational matrix for which he got appreciated by others.

Mosharaf specified that he organized a Community Based Livelihood Development Program for underprivileged rural women of the community. Eventually Shatarupa Burman analysed his performance and specified that psychosocial competencies like Decision Making, Effective Communication, Interpersonal Relationship Development and Empathy are very much prevalent within Mosharaf.

Demonstration 3

TOPIC: PROBING INDUCED METACOGNITION

PERFORMERS: PROF. SHATARUPA BURMAN & PROF. MOSHARAF MONDAL

Shatarupa Burman played the role of an Educator and Mosharaf Mondal played the role of a student

As an Educator Shatarupa Burman encouraged her student Mosharaf to express a view on economic development in a certain specific geographical location. Mosharaf expressed his view. Shatarupa Burman asked Mosharaf to identify the cognitive rationale that has shaped his view. In this way she continually probed and encouraged Mosharaf to trace out the cognitive rationale behind every thought and tried to promote the METACOGNITIVE COMPETENCY of Mosharaf.

Demonstration 4

TOPIC: PARAPHRASING

PERFORMERS: MR. SANTANU PATRA AND MR. SUBRATA NASKAR

Mr. Santanu Patra and Mr. Subrata Naskar demonstrated Paraphrasing.

Roles enacted:

- Santanu Patra – Teacher
- Subrata Naskar- Student

As a teacher Mr. Santanu Patra asked the student Mr. Subrata Naskar to express his view. After Subrata narrated his view, Santanu repeated the same view but with different words and technical jargons in a more organized way.

This instilled confidence within Subrata because Santanu is repeating and ratifying Subrata's concept in his own diction.

DEMONSTRATIONS EXECUTED BY THE HIGHER EDUCATION TEACHERS IN THE JALPAIGURI WORKSHOP

Demonstration 1

TOPIC: COGNITIVE APPRENTICESHIP

PERFORMERS: PROF. ARNAB DUTTA, PROF. BIPLAB DEBNATH, PROF. SHAMIM AKTAR & PROF. MAHUA MUKHERJEE

Role Players:

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

The 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):** The Facilitator Mr. Purandar Sengupta encouraged Prof. Biplab Debnath to narrate his experience regarding the strategy and process of administering Positive Reinforcement
- **REFLECTION (PHASE 5):** The facilitator 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):** The Facilitator Mr. Purandar Sengupta inspired Prof. Biplab Debnath to explore new strategies for improving his performance.

Other 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 Roy & 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

Designing BL Course (Content) Design developed by the Participants using Given Template

Through Participatory Planning the participants from the same subject designed a course with two modules and of two-week duration. The participants were put into different groups based on similar subject areas, such as Languages, which included Bengali, Hindi, English, etc., Education, Life Sciences, Physical Sciences, etc. The participants used a template that had already been given to them to come up with a two-week course that they would teach in the blended mode (Table-5). The course was a mix of synchronous and asynchronous events, and content was made and shared with the learners in the right way. The course design templates that the participants came up with have been broken down by subject. The people who took part in the Workshop at NSOU HQs made a total of 8 courses, and the people who took part in the Workshop at Jalpaiguri RC, NSOU made a total of 5 courses, for a total of 13 courses on different topics.

COURSE DESIGN TEMPLATE WITH BLENDED LEARNING APPROACH

Instructions:					
<input type="radio"/> Participants are required to develop a two-week online course (based on the subject they teach), following the given template.					
<input type="radio"/> The template provided below is only for reference purposes.					
TITLE OF THE COURSE					
<i>Please include the title of the course you shall be teaching here.</i>					
DURATION/ TIMEFRAME OF THE COURSE					
<i>Two Weeks (Mandatory)</i>					
COURSE CONTENT / TOPICS TO BE COVERED					
<i>Please include the topics/ modules you shall be covering in the two weeks in this segment.</i>					
DURATION OF THE PERIOD FOR ASYNCHRONOUS LEARNING¹					
<i>Out of the 2 weeks of the proposed course, what would be the duration of the course you shall be covering for asynchronous learning?</i>			<i>Out of the 2 weeks of the proposed course, what would be the duration of the course you shall be covering for synchronous learning?</i>		
DESCRIPTION OF ASYNCHRONOUS LEARNING (INPUTS & ACTIVITIES)					
Text Based inputs		Video Based Inputs (with YouTube link)		Interactive Activities	
<i>Please specify which topics (and its contents) you shall be facilitating through text-based inputs.</i>		<i>Please specify which topics (and its contents) you shall be facilitating through video-based inputs. You are required to create a short YouTube video, that explains any content that is to be covered by you. After the video is taken, you can share the link of the video in this segment. Please ensure that you specify the Course Name, Module Name and Specific Topic you have included in the video.</i>		Interactive Activities with the Mentors	Interactive Activities with Peers
				<i>Please specify which interactive activities you intend to conduct through WhatsApp, Padlet and/ or other digital tools.</i>	<i>Please specify which interactive activities you intend to conduct through WhatsApp, Padlet and/ or other digital tools.</i>
DESCRIPTION OF SYNCHRONOUS LEARNING (INPUTS & ACTIVITIES)					
Facilitation		Problem Solving		Interim Assessment	
Topics	Process of Facilitation	Topics	Process of Analysis and Solution	Topics	Method

Which topics shall be covered synchronously?	How would the topics be facilitated?	Specify the topics here.	How would you analyse the problems raised and offer solutions?	Specify the topics here.	How would you assess the students?
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MODE OF FINAL ASSESSMENT

Please specify the mode of final assessment you would use for the final assessment, viz. Diagnostic, Formative, Interim, and Summative Assessment.

¹Synchronous classes run in real time, with students and instructors attending together from different locations.

²Asynchronous classes run on a more relaxed schedule, with students accessing class materials during different hours and from different locations.

CHAPTER 5
Outcomes Ascertained at the
Workplace

OUTCOMES ASCERTAINED AT THE WORKPLACE

(Indicated by Judicious Application of Tools & Techniques of Facilitation at the Workplace)

This chapter vividly portrays the achievement of the Higher Education Teachers, (who were facilitated by the Facilitators of CEMCA) in applying Facilitation tools & techniques in their workplace with the valued intent of fostering Participatory Learning, Inductive Learning, Collaborative Learning, Experiential Learning and Reflective Learning among their students. It is pertinent to mention that the achievement of the Higher Education Teachers in applying the tools & techniques of Facilitation at their workplace, justifies the outcome of CEMCA's initiative in enhancing the capacity of the Higher Education Teachers. The facilitators of CEMCA have made earnest effort to conduct open-ended interview through telecommunication, with many of the Higher Education Teachers who were facilitated by them in any one of the five workshops. Many of them have not received the call. In case of many Higher Education Teachers, connection was not established due to technical hiccups. Few of them were reluctant to respond. Many of them have ventilated their candid response. The Interview was conducted to elicit information regarding the tools and techniques of facilitation that are being judiciously deployed by the Higher Education Teachers in their workplace for enlightening, engaging and empowering their students. After screening and final selection on the basis of quality, we are presenting the detailed findings regarding the Facilitation techniques applied by 50 (fifty) Higher Education Teachers in their colleges for triggering motivation, engagement, enlightenment and entertainment within the mind-frame of their students.

The following table indicates the name of the Fifty (50) Higher Education Teachers participating in the different workshops conducted by CEMCA & NSOU, who are implementing the facilitation techniques in their workplace.

Shortlisted Participants for Evaluation of Outcomes from the Five Workshops

Durgapur (F2F)	North Bengal (Virtual)	Kalyani (F2F)	Salt Lake (F2F)	Jalpaiguri (F2F)
<i>Snigdha Roy</i>	<i>Lovely Mondal</i>	<i>Parimal Sarkar</i>	<i>Debjani Pathak</i>	<i>Arnab Kumar Dutta</i>
<i>Arpita Mukherjee</i>	<i>Dayita Goswami</i>	<i>Binayak Chanda</i>	<i>Sudhakar Dasgupta</i>	<i>Anisha Tamang</i>
<i>Kirat Ganguly</i>	<i>Minati Debnath</i>	<i>Dipali Kundu</i>	<i>Keya Chakraborty</i>	<i>Tuhin Maity</i>
<i>Md. Intaj Ali</i>	<i>Utpal Rakshit</i>	<i>Arpita Mukherjee</i>	<i>Riya Chakraborty</i>	<i>Sourav Banerjee</i>
<i>Gurupada Adhikari</i>		<i>Srabanti Chaudhuri</i>	<i>Subhodeep Mukherjee</i>	<i>Ramananda Kapasi</i>
<i>Sudarshan Roy</i>		<i>Arun Kumar Pal</i>	<i>Ashok Atta</i>	<i>Tshering Domo</i>
<i>Sk. Moinul Haque</i>		<i>Sohini Ghosh</i>	<i>Kushal De</i>	<i>Biplab Debnath</i>
<i>Puja Patra</i>		<i>Santu Biswas</i>	<i>Biswatosh Ghosh</i>	<i>Anupam Ray</i>
		<i>Subhankar Madhu</i>	<i>Mosharaf Hossain Mondal</i>	<i>Puja Nandi</i>
		<i>Chinmoy Ghosh</i>	<i>Sk. Alamgir Badsha</i>	<i>Shamim Aktar Munshi</i>
		<i>Swapna Ray</i>	<i>Rakesh Manna</i>	<i>Bhajan Basak</i>
		<i>Sumit Ghosh</i>	<i>Pintu Sarkar</i>	
		<i>Subrata Ghosh</i>	<i>Priyanka Dutta</i>	
		<i>Manoj Sharma</i>		

A detailed description of the Facilitation tools & techniques that are applied by each of the Fifty Higher Education Teachers as selected by the facilitators.

1	NAME	PROF. ARNAB KUMAR DUTTA
Facilitation Tools & Techniques applied in Workplace	DESIGNATION	<i>Assistant Professor in Geography, Raiganj B.Ed. College</i>
		<p>He affirmed that he is providing comprehensive handholding support to his students of B. Ed, during implementation of newly learnt skill through the Cognitive Apprenticeship Model.</p> <p>In this context it deserves mention that in the workshop held at Jalpaiguri from 8th April to 9th April, he demonstrated Cognitive Apprenticeship Model and rendered step by support to another participant Prof. Biplab Debnath, through a comprehensive Role Play.</p> <p>Prof. Arnab Dutta affirmed that he is using Cognitive Apprenticeship Model for the B. Ed students during the critical task of implementing Inquiry Based Teaching</p> <p>He specified that after providing a basic outline of <i>Inquiry based Teaching</i> to his students, he is taking the following steps in a sequential manner</p> <ul style="list-style-type: none"> • At first, he is demonstrating the mechanism of Inquiry based Teaching to enhance the conceptual clarity of his students • In the second step, he is encouraging the students to replicate his demonstration. He is evaluating the demonstrations and giving Constructive Feedback • In the third step, he is executing Scaffolding and providing active handholding support to the learners, so that they can execute the demonstration of Inquiry Based Teaching with moderate precision • In the fourth step he is encouraging the B. Ed students to narrate their experience of demonstration under his handholding support. • In the fifth step, he is encouraging the B. Ed students to execute a comparative analysis between their demonstrations and the demonstration by the expert viz. Prof. Arnab Dutta • Finally, Prof. Arnab Dutta is inspiring his students to explore new strategies through which Inquiry Based Teaching can be executed with greater precision, acuity and effectiveness.

2	NAME	PROF. ANISHA TAMANG
Facilitation Tools & Techniques applied in Workplace	DESIGNATION	<i>Assistant Professor in Education, Naxalbari College</i>
		<p>She affirmed that after the completion of the workshop held at Jalpaiguri, from 8th to 10th April, she is contemplating deeply on Design Thinking Methodology and its instrumental role in solving complex problem.</p> <p>She has already explained the principles of Design Thinking to her students. Thereafter, she has given an assignment to her students on “Identification of the problem. of School Children and solving their problem. through Design Thinking Methodology.” She stated that her students are visiting various local schools in the Naxalbari area, for identifying the problem. of the school students through deep empathy towards them. She is very optimistic that her students will be able to develop Design Thinking driven Models for alleviating the rational-emotive problem. of the school children.</p>

	She has affirmed that after the completion of the project she will tell us how her students have developed practically applicable models/paradigm of solving the problem. of the school children
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3	NAME	PROF. TSHERING DOMO
	DESIGNATION	<i>Assistant Professor in Sociology, Naxalbari College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she is deploying the technique “Situation Driven Role Enactment” for explaining the topic “Presentation of Self – Erving Goffman’s Dramaturgical Model.”</p> <p>She further explained that according to this model of Erving Goffman, the world is a stage and the human beings in the social matrix are enacting different roles in different situations for dealing with the demands and challenges of situation and fructifying different purposes of life.</p> <p>She has opined that through “Situation Driven Role Enactment” technique she is enhancing the span of attention of her students, engaging them actively and facilitating them to incur experiential learning on the theoretical tenets of Erving Goffman’s Dramaturgical Model.</p>

4	NAME	PROF. BHAJAN BASAK
	DESIGNATION	<i>Assistant Professor in Political Science, Ananda Chandra College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He opined that Human Rights is one of the topics in Political Science, which he teaches to his students.</p> <p>He is deploying Situation Driven Role Enactment as an effective medium to demonstrate and elucidate his students regarding the violation of human rights in the practical situations and the strategies of preventing violation for enshrining Human Rights</p> <p>He opined that the subject is highly relevant in the present situational context.</p>

5	NAME	PROF. TUHIN MAITY
	DESIGNATION	<i>Assistant Professor in History, Raigang B. Ed College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is administering the technique of Cognitive Probing for enhancing the Metacognitive Competency of the B. Ed Students.</p> <p>He clarified his process in the following way; -</p> <ul style="list-style-type: none"> ○ He is encouraging his student to express their unbiased view regarding a specific educational methodology. ○ Accordingly, the student is narrating his view as solicited by Tuhin Maity ○ Then Prof. Tuhin Maity is encouraging the student to reflect and identify the cognitive rationale that is shaping his view. ○ Thus, the student is being able to identify the causative thought that is shaping the view manifested by him.

	Prof. Tuhin Maity affirmed that by strategic deployment of Cognitive Probing he is inducing reflective learning among the students and fostering the development of their Metacognitive Competency
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6	NAME	PROF. SOURAV BANERJEE
	DESIGNATION	<i>SACT in Education, Raiganj, B. Ed College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is orchestrating Positive Reinforcement and Behavioural Modelling in a synchronized pattern.</p> <ul style="list-style-type: none"> ○ He is providing positive reinforcing stimuli in the form of appreciation to a student for evincing a desirable performance. ○ The positive reinforcing stimuli are enhancing the morale of the learners and stimulating him to repeat the desired performance for which he got appreciated or executing even better performance than the previous one ○ The successful performer is getting different types of positive reinforcing stimuli from Prof. Sourav Banerjee for every successful performance, and consequently the frequency of his successful performance is getting enhanced. ○ At this stage, Prof. Sourav Banerjee is motivating the other students by showcasing the outcome-oriented performance of the successful student who is receiving positive reinforcing stimuli continually ○ The other students are observing the outcome-oriented performance of the successful student (who is receiving positive reinforcing stimuli) and initiating Behavioural Modelling ○ By Behavioural Modelling the other students are also replicating the outcome-oriented behaviour of the successful students and they are also getting positive reinforcing stimuli from Prof. Sourav Banerjee ○ Eventually the other students are also repeating outcome-oriented performance, receiving positive reinforcing stimuli from Prof. Sourav Banerjee and gradually proceeding towards success

7	NAME	PROF. ANUPAM ROY
	DESIGNATION	<i>Assistant Professor in Sociology, NSOU</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he has divided his students into two groups namely Experimental Group & Control Group. For the students of both the groups he delineated and explained the Result Chain of</p> <p>Competency → Performance → Achievement</p> <p>Competency leads to Appreciable Performance and Appreciable Performance leads to achievement Then For the students of the Experimental Group, he administered the intervention Appreciative Inquiry. He did not administer Appreciative Inquiry for the students of the Control Group.</p> <p>Prof. Anupam Roy floated motivational probing-questions for the students of the Experimental Group with the intent of eliciting their response about</p>

<p>Facilitation Tools & Techniques applied in Workplace (Continued)</p>	<p>some of their past performances which led them towards achievement and made it possible for them to earn appreciation from others.</p> <p>As an effect of the motivational-probing conducted by Prof. Anupam Roy, the students of the Experimental Group dished out information about their achievements in the recent past.</p> <p>When the students of the Experimental Group highlighted their past achievements, Prof. Anupam Roy analysed the achievement-oriented performances and traced out the causative Competency Factors that were responsible for their appreciable performance leading towards achievement</p> <p>Finally, Anupam Roy motivated the students of the Experimental Group to deploy their identified competencies judiciously in every challenging situation, for ensuring result-oriented performance and achieving successful outcome.</p> <p>In the Control Group, no such interventions were engineered for competency identification and deployment of the identified competencies.</p> <p>After one week Prof. Anupam Roy presented a problematic assignment to the members of both Experimental Group and Control Group.</p> <p>When the results of the students of Experimental Group were compared with the results of the students of Control Group, it was found that the students of Experimental Group have achieved better results than the students of Control Group.</p> <p>Prof. Anupam Roy logically inferred that identification of pent-up Competency Factors and motivation for judicious deployment of the identified Competency Factors are the two major factors embedded in the intervention Appreciative Inquiry that are instrumental in enhancing the performance of the students and facilitating the students to achieve appreciable result.</p>
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8	NAME	PROF. PUJA NANDI
	DESIGNATION	<i>SACT in Sociology, Ananda Chandra College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she is orchestrating different kinds of Role-Plays for demonstrating and elucidating the sociological problem. of both urban society and rural society. She is ensuring relevance between theme of Role Plays and the topics in the curriculum.</p> <p>She further stated that during Role Plays, the Role Players (viz. students who are enacting the roles of the different characters in the theme of the Role Play) are learning from the Concrete Experience incurred through active role enactment.</p> <p>On the other hand, the students who are observing the Role Play are learning from Reflective Observation & Critical Analysis of the proceedings of the Role play</p> <p>She opined that Role Play is an effective instrument for engaging and motivating the learners.</p>

9	NAME	PROF. RAMANANDA KAPASIA
	DESIGNATION	<i>SACT 2 in Environmental Science, Maynaguri College</i>

Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is continually interacting with the learners and motivating them to participate in every phase of the learning process. Thus, he is fostering Participatory Learning Action</p> <p>He has also stated that he is making all possible efforts to instil confidence, trigger motivation and foster positivity among the students by appreciating them even for minute success and facilitating them to envision panoramic outcome in their life. Thus, he is combining two interventions viz. Positive Reinforcement and Visioning.</p>
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10	NAME	PROF. BIPLAB DEBNATH
	DESIGNATION	<i>Assistant Professor in English, Sitalkuchi College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that while explaining a theoretical concept he is giving multiple and multifarious practical examples from different contextual frameworks.</p> <p>However, the essence of all the examples is directly linked to the theoretical concept.</p> <ul style="list-style-type: none"> ○ According to Prof. Biplab Debnath, the students are achieving conceptual clarity on the theoretical concept from the large number of practical examples from various relevant social contexts ○ Prof. Biplab Debnath stated that the students are also being able to establish correlation between theory and practice <p>This teaching model, practiced by Prof. Biplab Debnath has similarity with the principle of Cognitive Flexibility Model (framed by Spiro, Feltovitch and Coulson).</p> <p>The model has been discussed in the Workshop held from 8th April to 10th April at the Jalpaiguri Regional Centre of NSOU.</p>

11	NAME	PROF. SHAMIM AKHTAR MUNSHI
	DESIGNATION	<i>Asst Professor, Library & Information Science, Ananda Chandra College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is dividing the students into small groups and presenting complex problems to each of the groups.</p> <p>He is encouraging the members of each group to solve the complex problems assigned to them, by integrating the creative potential of all of them.</p> <p>Thus, he is facilitating his students by a combination of Collaborative Learning Model & Problem Based Learning Model</p> <p>According Prof. Shamim, the combined approach is being instrumental for fostering collaboration among the learners and enhancing the creative potential of the learners in solving problem.</p>

12	NAME	DR PARIMAL SARKAR
	DESIGNATION	<i>Assistant Professor in Education, NSOU</i>

<p>Facilitation Tools & Techniques applied in Workplace</p>	<p>He stated that he has taken the initiative of creating conducive learning ambience by the following strategies; -</p> <ul style="list-style-type: none"> ○ Strategy of fostering cultural intelligence among the students so that they can function with ease and comfort within a matrix of cultural heterogeneity ○ Strategy of reinforcing empathetic sensitivity within the students so that each and every student can be empathetic towards the problems. of the other learners ○ Strategy of fostering emotional solidarity among the students so that there exists seamless sustainability of mutual trust and reciprocity among the learners ○ Strategy of intensifying value -integration among the students so that they can interact with each other on the platform of scruples, ethics and humanistic integrity. <p>Dr. Parimal Sarkar logically inferred that Cultural Intelligence, Empathetic Sensitivity, Emotional Solidarity and Value Integration are the four pillars of Conducive Learning Ambience and Collaborating Learning</p>
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13	NAME	DR BINAYAK CHANDA
	DESIGNATION	<i>Asst Professor, Education, Govt. General Degree College, Muragachha</i>
<p>Facilitation Tools & Techniques applied in Workplace</p>		<p>He opined that it is essential for every student to have a clear understanding regarding their latent competencies.</p> <p>Hence, he is administering Appreciative Inquiry with the following objectives:</p> <ul style="list-style-type: none"> ○ To facilitate the students in identifying their own competencies that are pent-up within their cognitive and affective domain ○ To facilitate the learners in determining achievable learning goals that can be achieved through judicious utilization of the identified competencies ○ To facilitate the learners in designing strategic plan of competency deployment for achieving the learning goals ○ To facilitate the learners in judicious deployment of competencies for achieving the pre-determined learning goals. <p>He affirmed that Appreciative Inquiry is not only a tool for identification of competencies. By dint of Appreciative Inquiry, it is possible to ensure competency-based goal-determination and steer a student gradually towards the pre-determined goal.</p> <p>Dr Binayak Chanda affirmed that he is also implementing Strategic Scaffolding for facilitating the novice learners in implementing newly learnt skills</p> <p>He stated that he is not executing Scaffolding only through structured instructions. Rather, during Scaffolding, he is facilitating the learners in strategic pattern. He is facilitating the new learners in the following way; -</p> <ul style="list-style-type: none"> ○ Facilitating the new learners to understand the specifications of the learning goal and logical rationale behind goal determination ○ Facilitating the students in determining the time frame within which goal need to be achieved. ○ Facilitating the new learners in enumerating the tasks that should be performed to achieve the learning goal ○ Facilitating the learners in determining the convenient process of implementing every pre-determined requisite task

	<ul style="list-style-type: none"> ○ Facilitating the students in implementing the tasks through the strategically charted convenient process ○ Facilitating the students to prevent process-deviation through continual monitoring of the process and setting control-points <p>Finally, Dr Binayak Chanda stated that Strategic Scaffolding can play instrumental role in enhancing the probability of success in case of the new learners.</p>
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14	NAME	DR. ARPITA MUKHERJEE
	DESIGNATION	<i>SACT I in Botany, Dum Dum Motijheel College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that learning should not be a structured monotonous process. There should be various exclusive features in the learning process for triggering delightful experience within the students. As an advocate of Joyful Learning, she is adopting various facilitation strategies for engaging and entertaining the students of Botany. Some of these are enumerated below:</p> <ul style="list-style-type: none"> ○ Visual illustration of complex themes ○ Practical Demonstration through tangible three dimensional models ○ Comparative Analysis of objects through Venn Diagram ○ Affinity Diagram Configuration: Identifying points of similarity among multiple items and clubbing the similar items in specific categories

15	NAME	DR SRABANTI CHAUDHURY
	DESIGNATION	<i>Assistant Professor in Sociology NSOU</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that while teaching the methodology of Ethnographic Research, she is drawing the reference of the principles of Design Thinking with special emphasis on Empathy.</p> <p>She stated that the problem. of underprivileged rural community can be identified and perceived accurately, if the Researcher is empathetic towards the problem. of the underprivileged rural people. Through empathetic interaction and closed observation, a Researcher can identify and define the problem of the poverty-stricken rural people.</p> <p>She also stated Design Thinking is an instrumental and utilitarian strategy for alleviating complex social problem.</p> <p>Hence, she is facilitating her students in crafting assignments on solving social-problem. and framing solution -oriented developmental projects based on principles and process of Design Thinking.</p>

16	NAME	PROF. SANTU BISWAS
	DESIGNATION	<i>SACT, AC in Education, Dwijendralal College Krishnanagar</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He opined that he is deploying Scaffolding and Positive Reinforcement while guiding his students in Educational Counselling.</p> <p>He stated that that he is providing active handholding support/Scaffolding to the new learners in conducting Educational Counselling.</p>

	<p>Whenever his students are performing with precision, Prof. Santu Biswas is providing positive reinforcing stimuli for motivating the students in enhancing the frequency of effective performance.</p> <p>When the students are not being able to perform effectively, Prof. Santu Biswas is analysing the performance gap and tracing out the causative factors fuelling performance gap</p> <p>Eventually he is sensitizing the students regarding the disruptive factors triggering performance deviation, through Constructive Feedback.</p>
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17	NAME	PROF. SUBHANKAR MADHU
	DESIGNATION	<i>Assistant Professor in Education, University of Burdwan</i>
	Facilitation Tools & Techniques applied in Workplace	He stated that he has deployed Mind Mapping technique through the digital tool Padlet for fostering divergent thinking within his students

18	NAME	PROF. CHINMAY GHOSH
	DESIGNATION	<i>Asst. Professor in Education, Govt. General Degree College, Narayangarh</i>
	Facilitation Tools & Techniques applied in Workplace	He stated that he is facilitating his students in comprehending and applying the teaching methods through Role Plays .
		<p>Situation Driven Role Enactment</p> <p>He is creating problematic situations, depicting various types of cognitive and affective problem. Of some artificially crafted characters (viz. school students & college students).</p> <p>Subsequently he is encouraging his real students in the class to solve the problems of the artificially crafted characters (viz. school students & college students) by deploying the technique "Situation Driven Role Enactment"</p>

19	NAME	DR. SOHINI GHOSH
	DESIGNATION	<i>Assistant Professor in Education, Polba Mahavidyalay</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She opined that she is facilitating her students in executing projects on "problem-solving of the Children & Adolescent learners" through the following interventions:</p> <ul style="list-style-type: none"> ○ Design Thinking ○ Scaffolding ○ Situation Analysis & Task Planning

20	NAME	PROF. ARUN KUMAR PAL
	DESIGNATION	<i>SACT in Bengali Lit. & Folk Lore in Shaheed Nurul Islam Mahavidyalay</i>
	Facilitation Tools & Techniques	<p>He stated that he is conducting Inquiry Based Facilitation while teaching drama</p> <ul style="list-style-type: none"> ○ He at first encourages the students to read the subtleties and intricacies of a drama meticulously

applied in Workplace	<ul style="list-style-type: none"> ○ Then he inspires the students to analyse the different characters in the drama and enumerate the psychological features of these characters ○ After that he asks the students to present the logical rationale on the basis of which they have enumerated the salient psychological features of the different characters in the drama ○ Eventually he analyses the logical rationale presented by all the students. ○ Finally, he logically facilitates the students to identify comprehend, reflect and analyse the pros and cons of the logical rationale presented by them ○ Thus, Prof. Arun Kumar Pal is intensifying the Metacognitive competency of his students and fostering reflective learning within the students
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21	NAME	PROF. (DR) DIPALI KUNDU
	DESIGNATION	<i>Associate Professor in Geography, NSOU</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She opined that while facilitating her students she is making a conscious effort to prevent Cognitive load or dilute Cognitive Load</p> <p>She is not presenting a large volume of learning/informative inputs to the students at a time. Rather she is presenting moderate volume of learning inputs and asking the learners to execute two activities which are enumerated below:</p> <ul style="list-style-type: none"> ○ She is asking her students to narrate what they have comprehended ○ She is asking a randomly selected student to transfer learning inputs to another student by teaching <p>Thus, she is following the principles of Edgar Dale's Model of Retention of Learning inputs.</p> <p>These two activities play instrumental role in ensuring deeper retention of the learning inputs in the long-term memory of the students</p>

22	NAME	PROF. DEBJANI PATHAK
	DESIGNATION	<i>Assistant Professor in Education, Solapur Mahavidyalaya</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she is implementing a bunch of facilitation techniques for motivating, engaging and empowering her students.</p> <p>She is motivating and empowering her students through the following techniques:</p> <ul style="list-style-type: none"> ○ Success Story: She is motivating her students by narrating Success Stories in which the Central Character has demographic similarities with her students. She induces her students to replicate the outcome-oriented behaviour of the Central Character through Behavioural Modelling ○ Positive Reinforcement: For every success-oriented performance of her students, she is providing positive reinforcing stimuli and thus enhancing the frequency of success-oriented performance. Through positive reinforcement she is motivating her students towards success and inspires them to deliver success-oriented performance continually ○ Expectancy & Instrumentality Model: <ul style="list-style-type: none"> → She is facilitating her students to understand that sustained effort leads to better performance. → Subsequently she is facilitating her students to believe that high level of performance paves the path towards beneficial outcome

	<p>Thus, she is motivating her students to make sustained and diligent effort for enhancing performance level continually and to outperform previous performances continually for achieving beneficial outcome</p> <ul style="list-style-type: none"> ○ ARCS MODEL: She is building up motivation and confidence within the students by implementing the principles of ARCS Model. <ul style="list-style-type: none"> → She is enhancing the attention span of the learners through highly engaging learning activities → She is facilitating the students to construe/comprehend the relevance of the learning inputs with the existing practical situation → She is building up confidence within the students through Strength focused interventions like Appreciative Inquiry, Positive Reinforcement, Paraphrasing, Peer to Peer Appreciation etc → She is satisfying the students by facilitating them to alleviate problems in their assignments., to elucidate and comprehend complex concepts, and to apply complex concepts into practice.
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23	NAME	PROF. SUVANKAR DASGUPTA
	DESIGNATION	<i>SACT in Sociology, Sonarpur Mahavidyalay</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is using Role Play as a participatory learning method to facilitate the students in understanding the technique of Eliciting Response by Probing as a component of Participatory Social Research.</p> <p>He affirmed that he is dividing his students into two groups. Students of one group are enacting the role of Researchers and the students of another group are enacting the role of underprivileged Villagers.</p> <p>Then the students enacting the role of Researchers are getting trained in the art of Probing by Prof. Subhankar Dasgupta.</p> <p>Accordingly, they are floating probing questions for the students enacting the role of the Villagers and trying to elicit their genuine responses regarding their problems.</p> <p>Prof. Suvankar Dasgupta inferred that Role Play is an extremely instrumental methodology for demonstrating and elucidating complex themes. According to him Role Play is also an effective method for engaging the students and enhancing their span of attention.</p>

24	NAME	PROF. SUBHADEEP MUKHOPADHYAY
	DESIGNATION	<i>Assistant Professor in Sanskrit, Sadhan Chandra Mahavidyalay</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is inducing Collaborative Learning among his students.</p> <ul style="list-style-type: none"> ○ He is dividing his students into many small groups. ○ He is assigning various kinds of descriptive, creative and analytical tasks to each group and encouraging the members of each group to complete the tasks collectively through collaborative effort

	<p>He affirmed that he is also deploying Role Play while teaching the dramas, with the intent of triggering vibrancy within the students and making the students more mindful.</p> <p>He is facilitating the students to have a concrete experience regarding the activities of the characters in the Dramas, that are being enacted by them during Role Play.</p>
	<p>He is facilitating his students by the tool Dialogue Framing.</p> <p>Prof. Subhadeep Mukherjee is presenting the theme of a story to his students, outlining the role of different characters in the story.</p> <p>Subsequently, he is encouraging the students in framing dialogue between the different characters and converting the story into a drama</p> <p>According to Prof. Subhadeep Mukherjee, this facilitation tool plays an instrumental tool in enhancing the creative potential of the students</p>

25	NAME	PROF. (DR.) SK. ALAMGIR BADSHA
	DESIGNATION	<i>Assistant Professor in Geography, Tarakeshwar Degree College</i>
While Facilitation Tools & Techniques applied in Workplace		<p>He opined that he is enhancing the Achievement Motivation of his students by composing and narrating Motivational Success Stories, in each of which the Protagonist has similarity with the students from demographic perspective</p> <p>According Prof. Sk. Alamgir Badsha, he has framed the Success Stories based on sociocultural and academic contexts which are very much relevant to the sociocultural and academic context in the life of his students</p> <p>He stated that the students are getting motivated by the success of the Central Character and in course of time they will spontaneously replicate the success-oriented behaviour of the Central Character</p>
		<p>While clarifying complex topics on Geography, he is administering the technique Parenthesis. After presenting the main learning content, he is providing additional/supplementary informative inputs for explaining the main learning content in a more elaborate way</p>
		<p>Prof. (Dr)Sk. Alamgir Badsha is also administering the technique Paraphrasing for instilling confidence within his students.</p> <p>He is encouraging his students to express their views on subject related topics. When his students are narrating and expressing their views, Prof. (Dr)Sk. Alamgir Badsha is playing the role of an active listener</p> <p>After the students complete their narration, Prof. (Dr)Sk. Alamgir Badsha narrates the essence of the views of the students but in more sophisticated language and bridging the information gaps.</p> <p>Thus, he is facilitating the students to understand their deviations and shortcomings.</p> <p>He is also triggering confidence within the students by endorsing and narrating their view.</p>

26	NAME	PROF. MOSHARAF HOSSAIN MONDAL
	<p>DESIGNATION</p> <p>Facilitation Tools & Techniques applied in Workplace</p>	<p><i>Asst. Professor in Geography, Siksha Bikash Seba Foundation, B.Ed. College</i></p> <p>He stated that he is administering the Fish Bowl Exercise for enhancing the analytical and metacognitive competency of his students</p> <p>He is dividing the students into various small groups.</p> <p>Then he is asking the members each group to nominate a single person who will be blindfolded at first and then he will have to build up a tower with wooden blocks, using his wrong-hand.</p> <p>The other members in the group are allowed to provide advice to the blindfolded member while constructing the tower with his wrong hand.</p> <p>Each group will have to take a target regarding the height of the tower determined by the number of wooden blocks arranged vertically</p> <p>When one group is engaged in Tower-Building Exercise, the other groups are asked to analyse and evaluate the strategies and activities of the performing group.</p> <p>In this way every group was encouraged to build up a tower. After each group completes the tower building activity,</p> <p>Prof. Mosharaf Hossain Mondal, at first asks the members of the performing group to reflect on their process of tower-building, evaluate the strategies adopted by them & appraise the activities executed by them.</p> <p>After that Prof. Mosharaf Hossain Mondal encourages the other groups to analyse and evaluate the strategies and activities of the Performing Group.</p> <p>In this way the performance of each group got analysed and evaluated by the other groups.</p> <p>Prof. Mosharaf Hossain Mondal opined that when the members of a group are reflecting on their own performance, then Metacognitive Competency is getting crystallized within them</p> <p>When the members of one group are analysing and evaluating the performance of the members of other groups, then Critical-Thinking Ability (covering both analytical and evaluative competencies) is getting reinforced within the group members who were engaged in analysis and evaluation.</p>

27	NAME	DR. RIYA CHAKRABORTY
	<p>DESIGNATION</p> <p>Facilitation Tools & Techniques applied in Workplace</p>	<p><i>Assistant Professor in Bengali, South Calcutta Girls College</i></p> <p>She stated that she is carrying out Inquiry Based Facilitation and making conscious effort to elicit the existing knowledge, creative potential and analytical competency from her students.</p> <p>She affirmed that during Inquiry Based Facilitation, she floats diversified queries to her students that generate different multifarious outcome</p> <ul style="list-style-type: none"> ○ Her queries pertaining to character-analysis and thematic analysis are building up analytical competency of her students ○ Her queries pertaining to conceptual expansion, thematic value-addition or imaginative creation, are enhancing the creative potential of the students

28	NAME	DR. KEYA CHAKRABORTY
	DESIGNATION	<i>SACT I in Bengali, Dr B.R Ambedkar Satobarshiki Mahavidyalay</i>
	Facilitation Tools & Techniques applied in Workplace	She stated that she is inducing Collaborative Learning Program among her students.
		She has created many study groups encompassing her students.
		She gives creative and analytical assignments to each of the study groups and encourages the members of the study groups to complete the assignments through collaborative effort and participatory planning.
		She is also encouraging the members of the study group to acquire and comprehend learning inputs from the series of her valued lectures uploaded in her personal channel in YOUTUBE

29	NAME	PROF. KUSHAL DEY
	DESIGNATION	<i>Assistant Professor in Commerce, Dhruva Chand Halder College</i>
	Facilitation Tools & Techniques applied in Workplace	He stated that he is facilitating his students through Situation Analysis and Task Planning .
		He is designing critical situations and inducing a student as one of the characters in that artificial Situational Framework.
		Then he encourages the student to analyse the situational matrix, identify the situational problems and design strategic interventions for alleviating the problems embedded in the situation.
		Prof. Kushal Dey opined that through the intervention “ Situation Analysis & Task Planning ”, he is building up strategic acumen and analytical potency among the learners.

30	NAME	PROF. BISHWATOSH GHOSH
	DESIGNATION	<i>Assistant Professor in Zoology, Bidhannagar College</i>
	Facilitation Tools & Techniques applied in Workplace	He stated that many of his students are not competent enough to execute dissection of animal specimens.
		He is executing Scaffolding by extending meticulous guidance and active handholding support to these students throughout the process of dissection from onset till completion.
		To enhance the retention of learnt inputs in the long-term memory domain, Prof. Bishwatosh Ghosh is encouraging his students to teach other students .
		He is following the principle of Edgar Dale’s Model of retention of learning inputs
		His initiative is instrumental in enhancing the retention level of the students. The learnt inputs are not creating Cognitive Load. Rather learnt inputs are getting embedded in the domain of long-term memory.

31	NAME	PROF. ASHOK KUMAR ATTA
	DESIGNATION	<i>SAT in Commerce, Bagnan College</i>
	Facilitation Tools & Techniques applied in Workplace	He stated that he is implementing an Integrated Methodology which encompasses various tools and techniques of facilitation.
		He divides the students in the classroom into many small groups, and in each group, there is a Coordinator who monitors the activities of the group.
		He affirmed that instead of mitigating the critical problems of Accountancy, he bestows the responsibility of problem alleviation upon the members of each group. Then the group members are encouraged by Prof. Ashok Kumar Atta, to solve the problems through collaborative effort and collective intelligence
		Thus Prof. Ashok Atta integrates Collaborative -Learning Paradigm with Problem Based Learning Paradigm

32	NAME	DR RAKESH MANNA
	DESIGNATION	<i>Scholar and Assistant Teacher in Education, University of Kalyani</i>
	Facilitation Tools & Techniques applied in Workplace	He has given written affirmation regarding the fact that he is facilitating the students through Story Telling .
		According to him, apart from triggering motivation within the students, his Stories are playing instrumental role in inducting humanistic values and scruples within them.
		His Stories are also building up empathy, crystallizing emotional intelligence and enhancing cultural resilience within his students.

33	NAME	MS. LOVELY MANDAL
	DESIGNATION	<i>Asst. Teacher, English Language, Khanna High School for Girls, Kolkata</i>
	Facilitation Tools & Techniques applied in Workplace	She has given written affirmation regarding the fact that she is administering Positive Reinforcement for motivating the students.
		She is administering Positive Reinforcement for leveraging and intensifying outcome-oriented performance within the students.

34	NAME	DR. KIRAT KR. GANGULY
	DESIGNATION	<i>Assistant Professor in Microbiology, M.M.M College</i>
	Facilitation Tools & Techniques applied in Workplace	He stated that he is designing complex project-based assignments and asking his students to get the critical assignments completed within specific time span through collaborative effort. He is encouraging the students to generate exclusivity in the projects instead of replicating the mundane
		After the completion of the tasks, Professor Kirat Ganguly is asking his students to narrate the entire collaboration process specifying how integration of efforts of students has been instrumental in the following areas: <ul style="list-style-type: none"> ○ Exchange of cognitive inputs ○ generation of conceptual exclusivity /innovation

	<ul style="list-style-type: none"> ○ alleviation of conceptual & operational complexities that are structurally embedded in the assigned projects <p>Thus, it is distinctly evident that Prof. (Dr) Kirat Ganguly is facilitating his students through the following learning paradigm:</p> <ul style="list-style-type: none"> ○ Collaborative Learning ○ Problem Based Learning ○ Project Based Learning ○ Discovery Learning
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35	NAME	DR. SNIGDHA RAY
	DESIGNATION	<i>Assistant Professor in Chemistry, B.B College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she is using the Mind Mapping technique to facilitate her students in analyzing complex topics</p> <p>She is also deploying Venn Diagram and Affinity Diagram for facilitating her students to trace out the items and having conceptual, structural or functional similarity and clubbing the similar items into specific categories.</p> <p>Thus, each category encompasses similar components. Thus, it is distinctly evident that Prof. (Dr.) Snigdha Roy is fostering both divergent thinking and convergent thinking within her students.</p>

36	NAME	DR GURUPADA ADHIKARY
	DESIGNATION	<i>Assistant Professor in Bengali MMM College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that while teaching dramas and stories where there are many characters, he is facilitating his students through Role Play.</p> <p>According to him, there are many beneficial features of r facilitating through Role Play. Some of his views are enumerated below; -</p> <ul style="list-style-type: none"> ○ Role Plays can demonstrate the complex thematic inputs ○ Role Plays can elucidate conceptual complexities ○ Role Plays facilitate the students in comprehending and analysing various ambiguous topics in the learning content.

37	NAME	SK. MOINUL HAQUE
	DESIGNATION	<i>Assistant Professor in Bengali, Sonamukhi College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He has given written affirmation regarding his preference for Blended Learning.</p> <p>He is continually sensitizing his students regarding the beneficial features of Blended Learning especially the Asynchronous Part of Blended Learning, where the students are engaged in self -learning at their residence.</p> <p>He verbally opined that a teacher should play the role of a Facilitator and Performance Coach for motivating, engaging and empowering the students and crystallizing result -focused/outcome-oriented attitude within them.</p>

38	NAME	PROF. ARPITA MUKHERJEE
	DESIGNATION	<i>Assistant Professor in Education, Mankar Institute of Education & Research</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she is facilitating the B. Ed students in her institution through the following interventions:</p> <ul style="list-style-type: none"> ○ Demonstration: She is demonstrating a method of teaching drama in English Literature ○ Behavioural Modelling: She is inspiring the B.Ed. Students to observe her demonstration mindfully and to replicate it through Behavioural Modelling ○ Identification of Performance Gap: She is critically observing the demonstration of the B.Ed. students and identifying performance gaps or areas of improvement ○ Scaffolding: She is providing active handholding support to her students throughout the demonstration executed by them and guiding them to replenish the performance gaps

39	NAME	PROF. SUDARSHAN RAY
	DESIGNATION	<i>Assistant Professor in Commerce, NSOU</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that while teaching a topic of Management Studies like Leadership, initially he is not focusing upon theoretical explanation of Leadership</p> <p>Rather he is presenting certain Cases of Strategic Planning and Goal Achievement, where conceptual as well as operational aspects of leadership and the different styles of leadership are portrayed in a subtle way.</p> <p>He encourages his students to read the Cases meticulously.</p> <p>Finally, he asks his students to form groups and collectively narrate the role of Leadership in Goal- Achievement and the impact of different leadership styles in the organizational and social matrix.</p> <p>Thus, it is distinctly evident that Prof. Sudarshan Roy is fostering Participatory Learning Action, Collaborative Learning and Inductive Learning</p>

40	NAME	PROF. DR MD. INITIAZ ALI
	DESIGNATION	<i>Assistant Professor in English NSOU</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He is an ardent advocate of innovative teaching-learning process. He stated that he is facilitating his students of English literature and fostering Collaborative Learning, Problem Based Learning, Inquiry Based learning & Reflective Learning.</p> <p>He has delineated the learning process in the following way:</p> <ul style="list-style-type: none"> ○ First Step: He is encouraging the students to form small study groups ○ Second Step: He is giving an outline of the topic that is to be learnt in an extremely lucid way and crystallizing the interest of the students towards the topic ○ Third Step: He is furnishing the study material of the topic to his students and asking them to go through it ○ Fourth Step: He is designing assignments for each study-group. Every assignment covers the following components; -

	<ul style="list-style-type: none"> → Creative Tasks → Analytical Tasks → Problem Solving Tasks <ul style="list-style-type: none"> ○ Fifth Step: He is encouraging the students to complete the assignments collectively within a specified time frame ○ Sixth Step: After receiving the completed assignment from each study group, he is encouraging the members each study group to reflect collectively on their executed task and specify the logical rationale influencing the content of their assignment as well as the process of execution ○ Seventh Step: Prof. (Dr.) Md. Initiaz Ali and students of each study group executed participatory evaluation of the assignments and traced out the “Areas of Improvement” ○ Eighth Step: Finally, Prof. (Dr.) Md. Initiaz Ali and students of each study group are jointly framing Strategic Action Plans for replenishing qualitative -gaps in the assignments and adding value to the assignments <p>From the learning process delineated by Prof. (Dr.) Md. Initiaz Ali, it is distinctly evident that he is making conscious effort for enhancing the Metacognitive Competency, Evaluative Competency & Strategic Competency of the students</p>
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41	NAME	PROF. SWAPNA ROY
	DESIGNATION	<i>SACT in English Amdanga, Jugal Kishore, Mahavidyalay</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she has adopted the Design Thinking methodology to solve the problems of her students</p> <p>With deep empathetic concern for her students, she is trying to identify and define the multifarious problems of her students</p> <p>Once the problem is defined with all its intricacies and subtleties; she is generating exclusive ideas for solving each of the identified problems.</p> <p>She is building up prototypes of the ideas that are selected on the basis of effectiveness and viability. Prototypes are in the form of Curriculum Centric Instructional Models or Cognitive -Behavioural Interventions, or Tools for enhancing Emotional Resilience</p> <p>She is administering each of the prototypes for detecting whether the students are comfortable with it or not. She is also eliciting feedback from the students regarding her designed prototypes.</p> <p>Finally, she is engineering modifications in her designed prototypes based on the feedback of her students, to make these prototypes of educational and psychosocial interventions, more student-friendly and customized.</p>

42	NAME	PROF. DAYITA GOSWAMI
	DESIGNATION	<i>Assistant Professor in Education, Rajgang College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that many of her students are not being able to comprehend and remember the intricacies of different theories in Educational Psychology.</p> <p>Hence for explaining a theoretical concept, she is providing multiple examples from different contextual frameworks.</p> <p>Although the examples are from different contextual frameworks, the quintessence of each of the examples are closely integrated with the central theoretical concept which she is trying to clarify. Her approach is similar to the principles of Cognitive Flexibility Model framed by Spiro, Feltovitch and Coulson. We had a discussion with her regarding Cognitive Flexibility Model in the online workshop.</p>

43	NAME	Prof. Sumit Ghosh
	DESIGNATION	<i>Assistant Professor, S.R Fatehpuria College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is making earnest effort to orchestrate Collaborative Learning.</p> <p>He is providing critical assignments to different groups of students and encouraging them to complete the assignments collectively by dint of collaborative effort.</p> <p>He is trying his best to integrate the cognitive competencies of his students, so that each student can avail beneficial outcome by leveraging the diversified cognitive support from the other students</p>

44	NAME	PROF. SUBRATA GHOSH
	DESIGNATION	<i>Associate Professor, Durgapur Government College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that he is splitting the Learning content into smaller portions and sharing the smaller units among the students to prevent the emergence of COGNITIVE LOAD upon the students.</p> <p>It deserves mention that if COGNITIVE LOAD gets imposed upon the students, then the newly acquired learning inputs get removed away from the working memory without getting embedded in long term memory</p> <p>Thus Prof. Subrata Ghosh is diluting cognitive pressure upon the students by providing them with many learning materials with smaller volume, rather than a robust monolithic learning material of huge volume.</p>

45	NAME	PROF. PUJA PATRA
	DESIGNATION	<i>Guest Lecturer in Desapran College of Teachers Education</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She stated that she is deploying Role Play as an effective Learning Method for demonstrating and clarifying some Facilitation techniques which are enumerated below:</p> <ul style="list-style-type: none"> ○ Positive Reinforcement ○ Probing

46	NAME	PROF. MANOJ SHARMA
	DESIGNATION	<i>Barasat Government College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He opined that he is trying to build up cultural resilience within his students so that they can accommodate with a milieu marked by cultural heterogeneity.</p> <p>He is building up Empathy within the students through different Stories and Cases, so that the students can replicate the behaviour of the culturally-sensitive protagonist and be empathetic towards the problems of people with diversified demographic and geographic features</p> <p>If every student becomes empathetic and sensitive to other students of diversified cultural background, then collaborative learning takes place with greater precision and finesse.</p>

47	NAME	PROF. MINATI DEBNATH
	DESIGNATION	<i>Assistant Professor in Bengali, Netaji Subhash Mahavidyalay</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She opined that it is very much necessary to identify the core competency of every student. Hence, she is using the technique to discover the remarkable and appreciable performances of the students in recent past.</p> <p>Eventually she is critically analysing the performance of her students and identifying the causative competencies that have made it possible for them to deliver such praiseworthy performance.</p>
	Facilitation Tools & Techniques applied in Workplace (Continued)	<p>She affirmed that while teaching drama, she is orchestrating Role Play with her students for vibrant presentation and conceptual elucidation of thematic complexities</p> <p>She also opined that by organizing Role Play with her students she is inducing Collaborative Learning, Participatory Learning and Experiential Learning within the students – both the role-players and the observers.</p>

48	NAME	PROF. UTPAL RAKSHIT
	DESIGNATION	<i>Assistant Professor in English, Shamuktala Sidhu Kanho College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He stated that while teaching drama, he is placing emphasis on Inquiry Based Facilitation.</p> <p>He floats queries on the following topics; -</p> <ul style="list-style-type: none"> ○ Psychological features of different characters in the dramas ○ Significance of the activities of the different characters ○ Relationship dynamics among the different characters ○ Causes of Conflicts portrayed in the dramas ○ Cause and effect of Situational complexities ○ Strategic factors deployed by the Protagonist or other characters for alleviating situational complexities ○ Treason & Treachery highlighted in the dramas ○ Characteristic features of the treacherous characters

	<p>After floating these questions, he encourages his students to generate appropriate and relevant responses</p> <p>After listening and analyzing the views of the students, he asks his students to illustrate the specific logical rationale that has guided them to frame each of their responses</p> <p>In this way, Prof. Utpal Rakshit continues Cognitive Probing and makes concerted effort to foster the Metacognitive Competency of the students.</p>
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49	NAME	PROF. PINTU SARKAR
	DESIGNATION	<i>Associate Professor in Commerce, Shibpur Dinabandhu Institution</i>
	Facilitation Tools & Techniques applied in Workplace	<p>He affirmed that while teaching Management-Studies, he is deploying Role Play for facilitating his students to comprehend the essence of the following topics of Human Resource Management; -</p> <ul style="list-style-type: none"> ○ Role Negotiation ○ Conflict Management ○ Motivational Techniques ○ Transactional Analysis
		<p>He is also following Problem Based Learning Model.</p> <p>As for example:</p> <ul style="list-style-type: none"> ○ He is specifying the needs and problems of a community of people. Subsequently he is inspiring his students to apply Design Thinking and develop a new product which satisfies the needs and alleviates the problem of the specified target audience ○ He is specifying a product which has many competitors in the market. He encouraged his students to add some innovative inputs in the product for enhancing its value-proposition and keep it much ahead of competition. Eventually he inspired his students to design a Marketing Campaign for that product and make its value-propositions conspicuous and popular in the market.

50	NAME	PROF. PRIYANKA DUTTA
	DESIGNATION	<i>Assistant Professor in Education, Bidhannagar College</i>
	Facilitation Tools & Techniques applied in Workplace	<p>She opined that she is using Role play for elucidating the following theories in Educational Psychology</p> <ul style="list-style-type: none"> ○ Erickson's theory on 8 stages of psychosocial development ○ Social Constructivism theory by Lev Vygotsky ○ Social Learning theory by Albert Bandura. <p>She stated that she is placing emphasis on the 5th stage and 6th stage of development because the psychosocial developmental features in these two stages are more relevant in the life of a college student.</p>

CHAPTER 6
Analysis of Participants' Feedback

ANALYSIS OF PARTICIPANTS' FEEDBACK

All the questionnaires used for eliciting feedback from the participants have been constructed by the Project Team of NSOU. The questionnaire for gauging the effectiveness of the lessons learnt was constructed by Prof. (Dr) Papiya Upadhyay--- Project Coordinator of the Project Team of NSOU. The questionnaires were comprehensible and instrumental in eliciting response from the participants

After the completion of each workshop, a standardized Google form questionnaire was distributed among the participants with the intent of eliciting their genuine and unbiased response . There were three distinct sections in the questionnaire, viz. personal information, workshop evaluation criteria, and programme outcome. 84 percent of the participants were proactive enough to submit the online survey. On the basis of the responses ventilated by the participants the following logical interpretations have been deduced.

A. Feedback on the Workshops

HOW EFFECTIVE WAS THE PROGRAM IN ACHIEVING THE LEARNING OBJECTIVES?

Like every other programme, the present project had predetermined learning objectives, which were outlined in the first chapter. Approximately 79 percent of participants have revealed that the learning objectives were met with distinction, whereas 19 percent of the participants ventilated that the workshops were meticulously designed with the valued intent of fructifying the learning objectives (Figure 1).

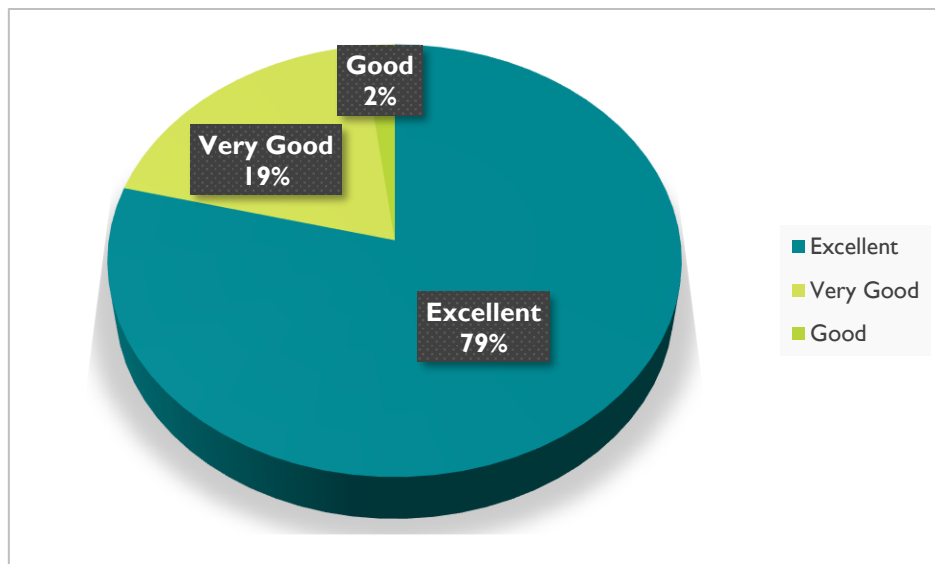


FIGURE 1: HOW EFFECTIVE WAS THE PROGRAM IN ACHIEVING THE LEARNING OBJECTIVES
[SOURCE: NSOU CONSOLIDATED REPORT]

FEEDBACK ON THE DIFFERENT PARAMETERS/ AREAS

A workshop will be effective and outcome-oriented, if its components/parameters are determined with a strategic orientation for achieving the predetermined goals. The responses ventilated from the participants on the diversified parameters conspicuously reflect that majority of the participants agreed that the workshops were interesting, relevant, and beneficial in the context of the existing educational scenario, where maximum importance is being attached to Blended Learning. In addition, the learning materials supplied throughout the event were instrumental and contextually relevant. Live demonstrations of the facilitation techniques made the workshops vibrant. Through group exercises, the participants evinced multifarious activities based on their occupational experiences. Moreover, they concluded that the trainers were really courteous and competent. The participants affirmed that highly effective and user-friendly ICT tools were demonstrated in the workshop (Figure 2).

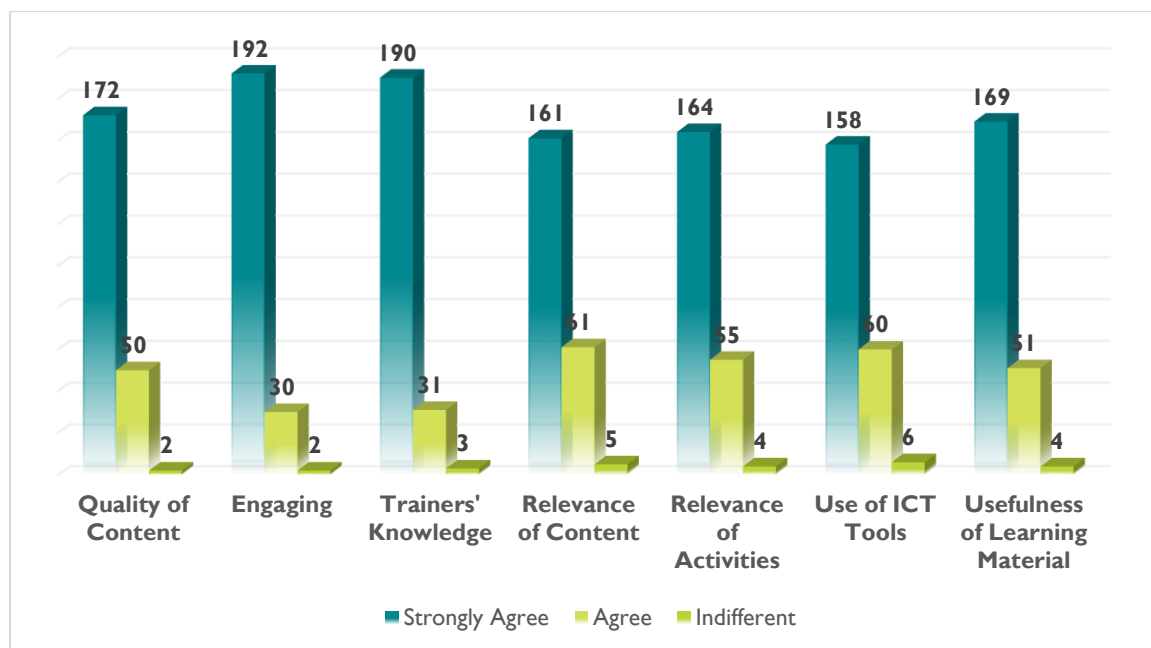


FIGURE 2: FEEDBACK ON THE DIFFERENT PARAMETERS/ AREAS
[SOURCE: NSOU CONSOLIDATED REPORT]

B. Feedback on Program Outcomes

For evaluating the outcome of the programme, the following four criteria were determined and provided to the participants: Excellent (E), Very Good (VG), Good (G), Average (A), and Poor (P). The parameters for evaluation were

- Knowledge on Blended Learning
- Knowledge on Pedagogy, Andragogy, and Heutagogy
- Knowledge of ICT Tools
- Knowledge on Learning Interventions

The Google form was designed to execute a comparative analysis of the participants' knowledge before and after the workshop to determine if they have acquired valued inputs in the aforementioned categories. From the responses ventilated by the participants it is distinctly discernible that the knowledge of the participants in the four aforementioned parameters have got enhanced considerably.

KNOWLEDGE ON BLENDED LEARNING

After the event, the percentage of participants with average/bad knowledge of blended learning decreased from 32% (average, poor) to virtually zero (Figure 3). (0.44 percent). After the training, it was clear that the majority of attendees can now comprehend the rationale and mechanism of blended learning (Figure 3).



FIGURE 3: KNOWLEDGE ON BLENDED LEARNING
[SOURCE: NSOU CONSOLIDATED REPORT]

KNOWLEDGE ON PEDAGOGY, ANDRAGOGY & HEUTAGOGY

As capacity building in the domain of teaching methodologies/ pedagogies, etc., the project was implemented to include Higher Education teachers working at various HEIs throughout the state of West Bengal. Figure 4 demonstrates a significant enhancement in the cognitive level of teacher-participants, particularly in terms of andragogy, heutagogy, etc. Now that the teachers are well-versed in these terms and endowed with conceptual clarity regarding their rationale, mechanism & beneficial outcome. Now they can apply them with greater precision in their professional lives.



FIGURE 4: KNOWLEDGE ON PEDAGOGY, ANDRAGOGY & HEUTAGOGY
[SOURCE: NSOU CONSOLIDATED REPORT]

KNOWLEDGE ON ICT TOOLS

Due to the introduction of Information and Communication Technology (ICT), the learning style and mentality of 21st-century students have become apparent. Now, students are taking advantage of the benefits of flexible learning, which include learning anytime, anywhere, as well as course selection flexibility. Without knowledge of ICT tools, teachers may not be able to reach their pupils with their own academic content, both on and off campus. The use of ICT tools for synchronous and asynchronous modes of instruction was made clear to teachers during the workshop, as depicted in Figure 5. It is obvious that there has been a substantial increase in the number of participants (from 33 percent to 90 percent) who have acquired ICT tool expertise. With other ICT Tools, PADLET was demonstrated in detail, including how to use it and its efficacy, and hands-on training was provided. Considering both figures 3 and 5, it can be concluded that teachers are now better familiar with the ICT tools they can employ for effective implementation in a blended learning environment.

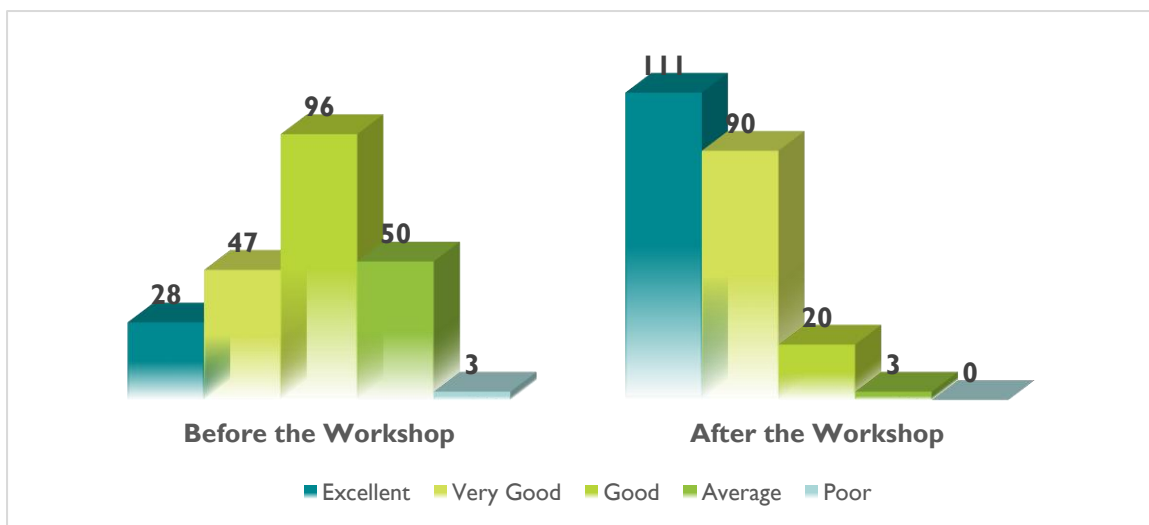


FIGURE 5: KNOWLEDGE ON ICT TOOLS
[SOURCE: NSOU CONSOLIDATED REPORT]

KNOWLEDGE ON LEARNING INTERVENTIONS

One of the Important parameters of the study was the competency of engaging and empowering participants through a variety of Facilitation Techniques and demonstrating how different teaching approaches can be adopted by teachers in diverse settings and local contexts. The collaborative group activities was the driving force that fueled the project's success. In each workshop, participants were encouraged to reflect their unbiased views/opinions on a specific topic/situation, etc. via their group leader. These were founded on a collaborative methodology. Storytelling was another crucial element in retaining the interest of workshop attendees. Figure 6 demonstrates that following the workshop, 91 percent of participants believed that learning interventions have a beneficial impact on engaging and retaining students' attention during the teaching-learning process. Joyful learning, collaborative learning, participatory learning, and group activities are additional success criteria behind blended learning, which can be realized through the prudent use of existing ICT resources, as well as Facilitation & Coaching Techniques.



FIGURE 6: KNOWLEDGE ON LEARNING INTERVENTIONS
[SOURCE: NSOU CONSOLIDATED REPORT]

LIKELIHOOD OF RECOMMENDATION TO COLLEAGUES

On the basis of the received feedback, it can be logically deduced that the teachers who participated in the project have significantly increased their knowledge base. As a result of the project, we anticipate that they will, on the one hand, disseminate this knowledge among their colleagues at work, and, on the other hand, implement various educational theories and instructional models (pedagogy/ andragogy/ heutagogy) in blended mode to impart their knowledge to their students using contemporary ICT tools. At the conclusion of the survey, participants were asked if they would suggest this capacity building programme to their colleagues. The response was amazing, and all participants praised this collaborative effort by NSOU and CEMCA to improve the post-pandemic teaching and learning environment (Figure 7).

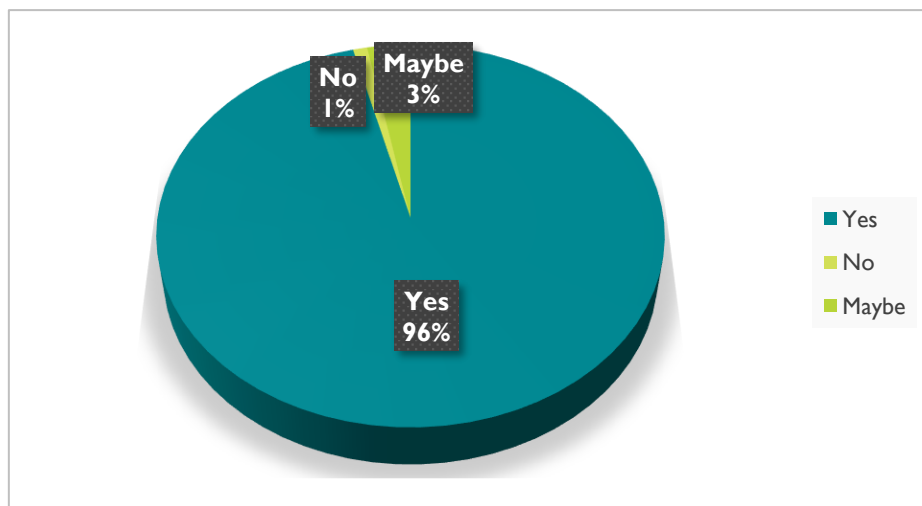


FIGURE 7: LIKELIHOOD OF RECOMMENDATION TO COLLEAGUES
[SOURCE: NSOU CONSOLIDATED REPORT]

EFFECTIVENESS OF THE LESSONS LEARNT

A sample of 62 higher education instructors (out of 267) who participated in the workshops were questioned 20 days following the conclusion of the last workshop to determine the level of the competence and abilities acquired during the workshop and their application in real-world settings. The purpose of this time lapse was to evaluate the participants' ability to retain the information they gained. By means of a questionnaire, the participants' evaluations on the lessons learned during the seminars were gathered. The responses to ten closed-ended statements and two open-ended questions on the Google form are grouped as representative of the respondents' attitudes and behaviour to date.

The 10 closed-ended statements were as follows:

- (i). In blended learning implementation, technology is directly linked to learning objectives (Agreed: 94 percent)
- (ii). Using technology and a variety of instructional methods constitutes a blended learning environment (Agreed: 98 percent)
- (iii). Blended learning does not permit the use of technology for multiple classroom opportunities at the same time (Disagreed: 58 percent)
- (iv). When technology is randomly implemented, there is typically no assessment plan to demonstrate student growth and learning (Agreed: 55 percent)
- (v). In a blended context, it is not possible to personalize lessons for each student, or at least to differentiate among student groups (Agreed: 44 percent)
- (vi). It has been determined that blended learning is the instructional practice of combining technology and traditional learning (Agreed: 81 percent)
- (vii). The mapping of psychosocial competencies among students in a classroom is straightforward (Agreed: 82 percent)
- (viii). Flipping the classroom is a monumental undertaking (Disagreed: 37 percent)
- (ix). The acquired technical skills and intervention strategies assisted in the creation of BL courses and documents for the students (Agreed: 95 percent)
- (x). Role-plays facilitate the implementation of Appreciative Inquiry, Scaffolding, Positive Reinforcement, and Behavioural Modelling (Agreed: 94 percent)

Figure 8 depicts the analysis of their responses:

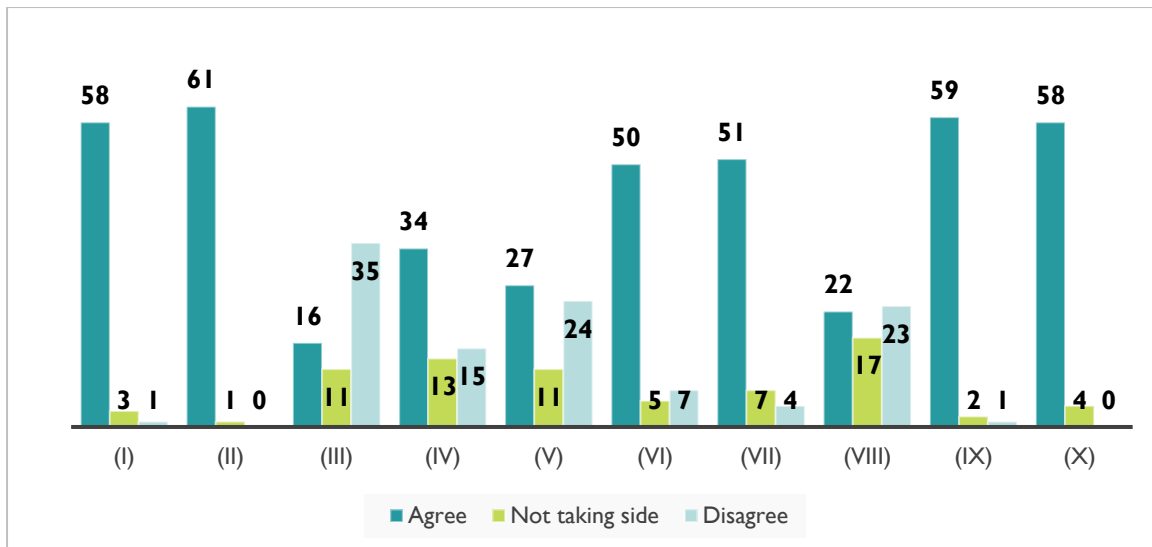


FIGURE 8: EFFECTIVENESS OF LESSONS LEARNT
[SOURCE: NSOU CONSOLIDATED REPORT]

The responses on a whole established that the three-day workshops provided effective inputs on Blended Learning prerequisites and equipped participants significantly with the competencies for engineering strategic interventions and for judicious deployment of facilitation tools in the matrix of Blended Learning. In context-specific learning situations, the conducive platform of Blended Learning also enabled the development of an open-minded and positive attitude towards a harmonious combination of online and offline components. To accommodate with the diverse learner population at the higher education level, the blend must be orchestrated with quality parameters and with greater resilience to achieve the dynamic educational goals of a society that is always evolving.

In respect of the two open-ended questions, the following common interpretations have been received from respondents that speaks for itself.

OPEN-ENDED QUESTIONS	RESPONSES BY THE PARTICIPANTS
<p>How do you strive for consistency between online and face-to-face communications and with your course documents? (Express your views within 100 words)</p>	<p>Consistency is followed in the following manner:</p> <ul style="list-style-type: none"> ○ Keeping interaction with the students daily about their class in students' WA group and giving them reminders either with texts or audio. ○ Asking to prepare oral presentations or giving them assignments and mentioning the format of the same in a well-defined manner. ○ By posting study materials either in ppts or PDFs in English as well as Bengali to make it easy and more appropriate for them to study and understand. ○ Last 10 minutes of the class are kept for conversation with students both in online and offline mode to help them shed their inhibitions and provide scope to speak up about themselves or about class/syllabus-oriented issues. <p>Content analysis is needed to decide on which content to be covered through online and which through face to face. Specially where collaboration or hands on activities are needed face to face is essential. But in only theoretical discussion online can be adopted.</p> <ul style="list-style-type: none"> ○ Effectively communicating with students ○ Error prevention

How do you strive for consistency between online and face-to-face communications and with your course documents? (Express your views within 100 words)
[Continued]

- Proper Engagement with the student
- Provide clear instructions to the students.

A blue print of how to make a bridge between online and face to face communication. Then make a minute-to-minute plan of each sub unit and analyze which type of communication will be best suited for development of specific concept. For face-to-face communication inquiry- based learning, mind mapping techniques and collaborative learning. In online communication engagement with the help of virtual reality-based learning and also a discussion forum is encouraged. With the help of social media, online homework could be given; classwork online, by taking online test specially the short questions type through google form, quizzes etc.

Online studies and face to face communication should always go hand-in-hand for a perfect experience of blended learning. The classroom learning can be enhanced using computer-based presentations and animations, which aids in the understanding of intricate biological processes. Also, examinations and evaluations can be carried out using the computation tools which will be both interactive and interesting for the students.

The classroom should be equipped with technical gadgets to communicate with the students easily and the students also should be sound in their technical knowledge do that they can easily access the facility. Combination of face to face in-person classroom activities with online activities purposefully, meaningfully and appropriately only based on the need of the context by maximizing the benefits and minimizing the disadvantages of each facilitation mode.

Blended learning is the only way to overcome the problem related to two extreme poles of a sphere. Not only that, but also it is a great opportunity to the modern facilitators for playing their roles in the context of new arena of educational thought process. Only BL has the advantages of synchronous as well as asynchronous mode of curriculum transactions. Through this way a facilitator can easily cope up with online and F2F communication as a leading teaching-learning opportunity.

Reflective pedagogy is implemented with facilitation tools

- Asynchronous Learning vs Synchronous Learning One of the most significant differences between face-to-face learning and online learning is that face-to-face learning is synchronous, or done at the same time. All instructors and students/classmates are present in face- to-face learning. With online learning, however, that is not necessary. Online instruction can be either synchronous or asynchronous.
- Delivering Knowledge vs Facilitating Learning In face-to-face classes, instructors are usually just delivering knowledge, and then assessing the understanding of that knowledge at a later date. This is compared to online learning, where instructors are seen more as facilitators of learning — helping their students understand the material through provided online materials.
- Teacher vs Child-Led Advancement While both online and face-to-face learning can have components of both student-led and teacher-led curriculum, online study lends itself better to student-led advancement and learning. In online study, students can decide for themselves what they want to dig deeper on, and spend more time learning.
- Discipline and Self- Motivation Some may say that it is harder to succeed in online education, and that is because you must be highly self-motivated and disciplined. In online learning, no one is keeping you on track — you must be your own motivator, time keeper, and disciplinarian.
- Measuring Performance In both face-to-face and online learning, instructors must have a way to measure performance. This is typically done by way of submitting assignments, administering tests, exams and quizzes, and creating points for participation. Participation and class 'attendance' is harder to measure in an online learning environment.

**How do you strive for consistency between online and face-to-face communications and with your course documents? (Express your views within 100 words)
[Continued]**

Introducing flipped method: sending self-made EDUCATIONAL video, then taking the offline classes, sending study materials from various books and sources through Google classroom and WhatsApp group, also, taking evening classes for working students through Google meet.

We can progress our consistency through a clear objectivity of outcome of course and keep in touch with the learners with the various lucrative interesting teaching learning facilitative tools and interventions strategies.

There are a variety of ways to enhance consistency in online courses and programs including using templates (e.g., syllabus, course shell), using course development standards or guidelines, creating course policies such as standardized response or feedback times, or offering training to faculty teaching online.

BL is quite developed and advanced technique in educational field. 'I would like to be facilitator rather traditional teacher. So, I will guide my students at the class room & also advise them through the online platform for the sake of their academic benefits.in my view simultaneously, we should guide our students through the class room study & students friendly online process. For example, during offline class we can do board work but through the online mode we can go for the presentation (ppt, screen sharing etc.) for the better understanding of our students'.

A monitored distribution of time, planning and execution can enhance better learning and teaching environment. thus, one can strive for a modelled pattern of consistency between online and face to face. Giving the pdf of the standard books. Providing different links of you tube on the specific topic in the WhatsApp group. By doing classes through Google meet as well as in offline mode. Providing practical in face-to-face communication as well as in you tube where that topic has been discussed. With knowledge and facilitation skill learnt, presenting documents with offline and online mode both at the same time.

Enlist the difficulties you faced during creating a blended learning environment. (Express within five points)

- Availability of proper infrastructure for all the students.
- Not always possible to assess the outputs from students attending classes online
- Sometimes different online platforms become difficult to use due to the subscription charges.
- Students may mostly prefer online mode as they can join from the comfort of their homes. But this hampers the strengthening the practical skills.

Time management with the course content and selecting between the two modes for delivering the particular topic to the maximum student. Lack & Application of ITeS & limited knowledge of modern updated software.

- Mode of Communication or interaction
- Delivery of e content
- Background and Diversity of learners
- Objective and outcomes of the course
- Technical knowledge of how to blend the course content.

Working with a large group of students in blended learning method has its challenges.

- Both students and the facilitators need to have access to the same tools which might not be possible in many situations.
- Lack of network Inefficiency
- Lack of adaptiveness
- No human contact
- Lack of interest
- A new idea has implementational limitations.

**Enlist the difficulties you faced during creating a blended learning environment. (Express within five points)
[Continued]**

Difficulties faced:

- Students feel lethargic and show disinterest in studies or classes due to sudden flipping of learning.
- Students were unaware of blended learning and the situations did not permit them to cope with the digital mode.
- Consistent low attendance of a few students delayed in completing the required syllabus because previous lectures needed to be repeated more than a couple of times.
- Joyful learning was indeed a herculean task due to the deficit in digital devices on their part.
- Need more improvement technical gadgets.
- Students should be oriented properly regarding this blended mode of study
- Subject wise orientation programme should be conducted.
- Technology issues
- Maintaining students' progress
- Students' participation
- Digital gap
- Inadequate training
- Students' concentration
- Insufficient technical skills of both students' and Teachers'
- Infrastructural obstacles
- For large no of students, it will be difficult to maintain or map psycho-social competency
- Students acceptance of new method replacing traditional method.
- Application of Technology, Skill and knowledge, infrastructure, available internet, time duration.
- Students' attention being distracted by circumstances and other factors from home
- Technology is Expensive. Many traditional classrooms have only one computer present for student and teacher use.
- Technology Issues.
- Adapting Content for Blended Learning
- Decreased Motivation
- Weakened Relationships
- Communication, poor network, smart phone availability, electricity, casual approach of students.

From the above responses, the overall views/ opinions that elicit the difficulties faced in implementing BL echoes:

- Device availability/ Infrastructure/ Physical facilities
- Time management
- Technical skills on the part of teachers and learners
- Knowledge of BL on the part of learners
- Frequent orientation on BL is necessary to equip the stakeholders
- Cost effectiveness
- Network issues
- Positive mind-set needs to be nurtured more
- Resistance to change/adaptation
- Knowledge of updated software and its use

CHAPTER 7

Suggestive Inputs by the Facilitators

The effort and contributory performance of all the active stakeholders got integrated and the combined Driving-Force was instrumental in shepherding the project towards paramount success.

However, the Resource Person & Process Facilitator have developed a suggestive framework. They believe that if certain suggestive inputs are taken into consideration and implemented in due course, then in future the program would be more effective and outcome oriented.

SUGGESTIVE INPUTS

SUGGESTIONS BY MR. PURANDAR SENGUPTA

Enhancement of Time Frame	<ul style="list-style-type: none"> ○ The scheduled time frame for Synchronous Learning is inadequate for demonstration of the different tools and techniques of Facilitation and for Scaffolding the participants in implementing the tools and techniques for Facilitation in a step-by-step manner. ○ Hence arrangement of Refresher Training Program, after an interval of three months, would be effective for both developmental purpose as well as for the purpose of Outcome mapping
Diversification of Learning activities in the phase of Asynchronous Learning	<ul style="list-style-type: none"> ○ Although the organizers have shared the learning materials in the form of document to the participants through WhatsApp, many the Higher Education Teachers have not gone through them. ○ Many of them have revealed the aforementioned fact in the unstructured interview conducted at the post-training phase ○ Hence along with the documented learning materials, if various learning games, auditory instructional messages, audio-visual learning inputs are shared during the Asynchronous Phase of Learning then the participants may get more motivated and engaged in the learning process
Inclusion of the models of Instructional Design in the Curriculum	<ul style="list-style-type: none"> ○ The Higher Education Teachers should have the capability of designing and developing engaging learning materials that are easier for their students to comprehend, retain, and apply in practical situations ○ Hence the higher Education teachers should be made conversant with effective Models of Instructional Design that can be applied by them with the valued- intent of facilitating their students in understanding, retaining, and applying the learnt inputs

SUGGESTIONS BY DR. SHAUNAK ROY

Hands-on Demonstration of ICT Tools	<ul style="list-style-type: none"> ○ A hands-on phase may be introduced in the workshop that exclusively deals with the demonstration of several ICT tools such as Padlet, Mentimeter, Quizizz etc. ○ Participants would be better able to fathom the practicalities associated with using the ICT tools effectively in their course design and delivery
Greater Focus on Creating Blended	<ul style="list-style-type: none"> ○ An exclusive day (at least 3 sessions) should be dedicated towards the understanding, conceptualization and implementation of a blended learning program.

Learning Course Design	<ul style="list-style-type: none"> ○ It would encompass several financial, technological, academic etc. considerations, which would better enable participants to fathom the development of a blended learning program.
Inclusion of Evaluative Component	<ul style="list-style-type: none"> ○ The penultimate session should be dedicated towards a summative assessment of the participants, wherein the topics probed and deliberated upon during the workshop shall be tested, following which grades can be ascribed within the certificates provided to them. ○ The gradation and evaluative component shall enhance the value and status of the program significantly.

ACKNOWLEDGEMENTS

The entire project was executed with seamless coordination among all the active stakeholders involved in the Project.

Mutual understanding, conceptual solidarity, operational synchronization and reciprocity among the active stakeholders of the project, may be deemed as the instrumental factors for ensuring the remarkable success of the project.

Let us enumerate the role and contribution of the active stakeholders in the project.

ACTIVE STAKEHOLDERS & FUNCTIONAL CONTRIBUTION		
NAME	FUNCTIONAL ROLE	CONTRIBUTION TOWARDS THE PROJECT
<i>Prof. (Dr.) Manas Ranjan Panigrahi</i> , CEMCA	Project Planner, Designer & Advisor	<ul style="list-style-type: none"> ○ Conceptualized, planned, designed and developed the framework of the entire project ○ Provided valued advisory inputs towards project implementation.
<i>Prof. (Dr) Anirban Ghosh</i> , NSOU	Project Director	<ul style="list-style-type: none"> ○ Comprehensive and integrated Project Management with special emphasis upon Organizing, Delegating, Directing & Controlling the different activities of the project
<i>Prof. (Dr.) Ritu Mathur Mitra</i> , NSOU	Project Coordinator	<ul style="list-style-type: none"> ○ Coordination among the different disciplines of the project
<i>Prof. (Dr.) Papiya Upadhyay</i> , NSOU	Project Coordinator	<ul style="list-style-type: none"> ○ Coordination among the different disciplines of the project ○ Documentation & Report Development
<i>Mr. Purandar Sengupta</i> , CEMCA NOMINATED MASTER TRAINER & FACILITATOR	Master Trainer & Facilitator/ Process Expert	<ul style="list-style-type: none"> ○ Made earnest effort in explaining the Psychosocial Interventions, Participatory Learning Methods, and Learning Models relevant to Facilitation ○ Made effort in Competency Development & Interpersonal Relationship Development
<i>Prof. (Dr.) Shaunak Roy</i> , CEMCA NOMINATED RESOURCE PERSON	Resource Person/ Content Specialist	<ul style="list-style-type: none"> ○ Delivered outstanding performance in explaining the models of blended learning & the functional manoeuvre of the different digital tools



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