



“Implementation of Blended Learning (BL) in Education Institutions including HEIs in West Bengal”

Organized by

Netaji Subhas Open University (NSOU)

In collaboration with

Commonwealth Educational Media Centre for Asia (CEMCA)

REPORT OF THE 2nd WORKSHOP

The inaugural session of the 3-day workshop (23-25 May 2024) under the NSOU-CEMCA collaborative initiative (the 2nd workshop in the three-workshop series of the ensuing project) was held at the Jalpaiguri Regional Centre of the Netaji Subhas Open University on 23/05/2024. The ceremony was graced by the Deputy Director, NSOU RC, Mr. Santanu Dam, Prof. Anirban Ghosh, Project Director, Dr. Papiya Upadhyay, Project Coordinator, Facilitators of the workshop-Mr. Purandar Sengupta & Mr. Santanu Patra and 51 learned participants. The session was initiated with an enticing welcome address by Mr. Dam followed by a conspectus on the project and an overview of the 3-day workshop by the Project Director. Prof. Ghosh mentioned that this workshop aims to create action oriented, courageous, and competent educational leaders and facilitators who will be provided with the right tools, knowledge, skills, motivation, and competence to confidently lead improvements and development of their educational institution in line with the Sustainable Development Goals resonating with the tenets of NEP 2020. Professor Ghosh appraised the house that under the present NSOU-CEMCA collaborative project (3rd phase), approximately 150 HE Teachers are expected to be brought under the BL project across the state of West Bengal. In the 1st two phases, about 360+ HE teachers took the training who are successfully implementing the BL approach in their teaching at their respective work place. He conveyed his sincere thanks to Professor B. Shadrach, Director, CEMCA for their whole hearted support to organize the capacity building programme with an objective to improve the teaching-learning environment in the state with the help of technology. Dr Ghosh expressed his gratitude to Professor. I. Lahiri, Vice-Chancellor, NSOU for his continuous encouragement and support for taking such collaborative initiatives.

Dr. Upadhyay delineated the workshop agenda with clear objectives and expected outcomes. She resonated that this initiative twiningly could, for example, be a pilot activity regarding

the use of blended strategies/ICT as a tool in pedagogical development or formulation of a policy/practice in education and capacity building/orientation of the existing capacity of the academia pool. Mr. Debraj Sarkar, System Analyst, Jalpaiguri RC, NSOU proposed the vote of thanks to conclude the inaugural session. The entire session was deftly moderated by Mr. Soumitra Sengupta, Superintendent, Jalpaiguri RC, NSOU. The technical sessions immediately followed as per schedule after the closing of the inaugural string.

Baseline Survey Report

Baseline Survey Link: <https://forms.gle/DcjtPek5sFzdGeg79>

The baseline survey was conducted among the registered participants who submitted the Google forms online for participating in the 3-day workshop scheduled to be held on 23rd – 25th May 2024 at Jalpaiguri RC of the university. Based on the registration form WA group was credited for the exclusive purpose of the workshop. This particular survey was also conducted through the WA group through which we received responses from 58 participants (from 13th May 2024 to 17th May 2024). The purpose of the survey was an attempt to obtain the level of knowledge and understanding of the participants on various aspects of blended learning/technology-enabled learning.

The feedback received through the baseline survey helps us design the session plan and training module to make the workshop more effective, engaging, fruitful, and at the same time outcome-based.

EXTRACTED DATA OF THE BASELINE SURVEY

SECTION I: Personal details

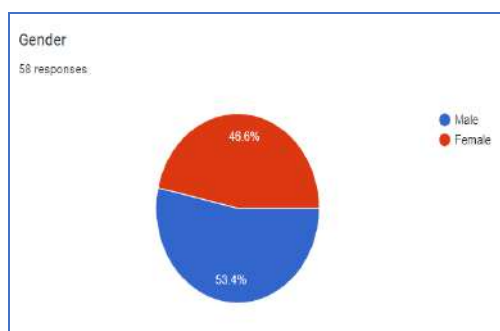


Figure 1: Gender-wise distribution

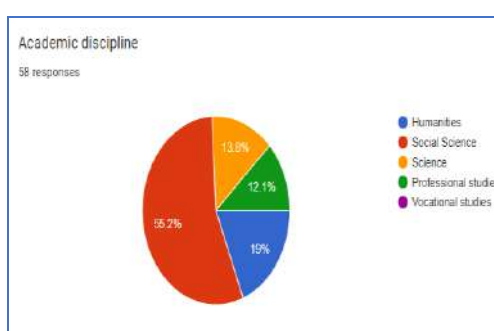


Figure 2: Discipline-wise distribution

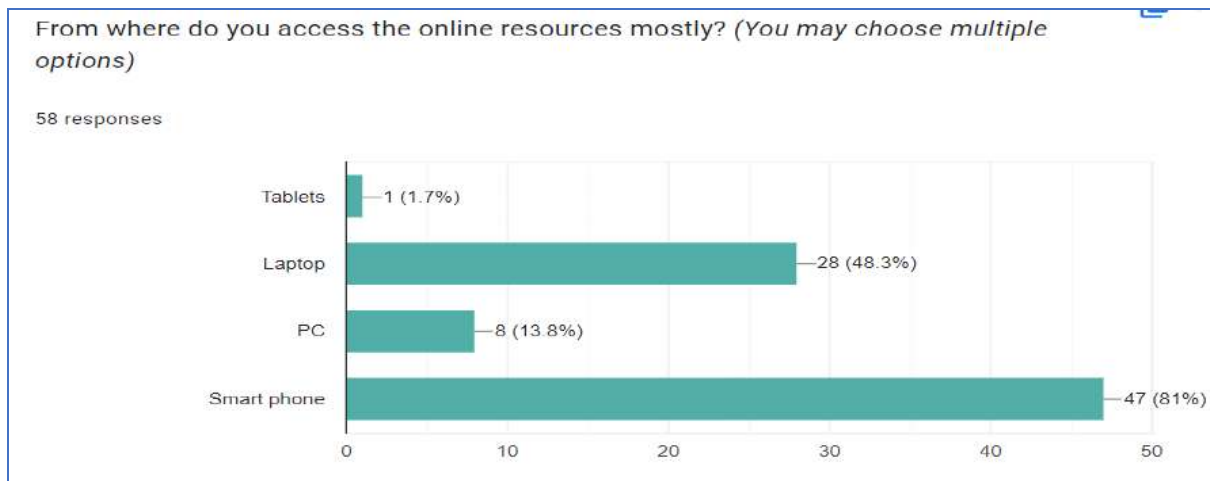


Figure 3: Devices used by the respondents to access the online resources

SECTION II: Knowledge of Blended Learning

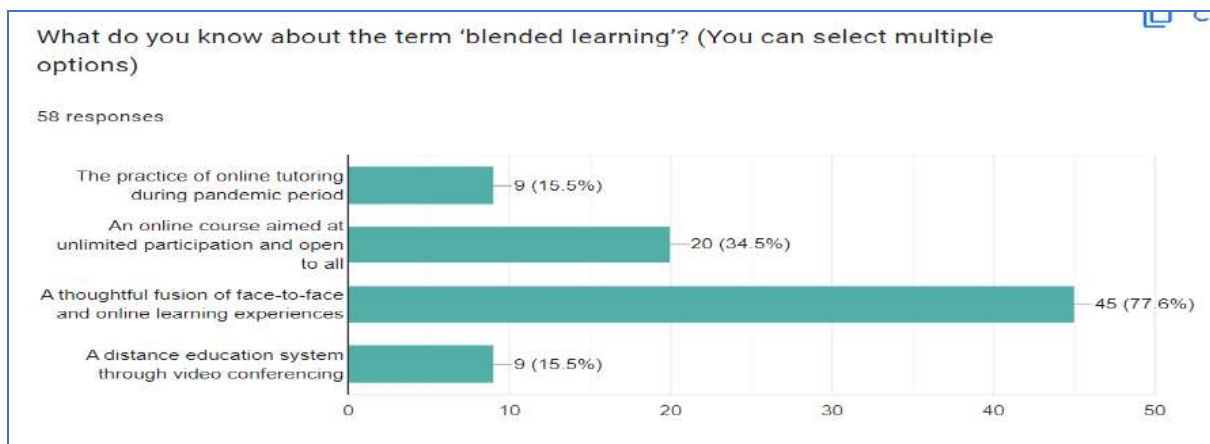


Figure 4: Responses on the concept of blended learning (Right Answer: C)

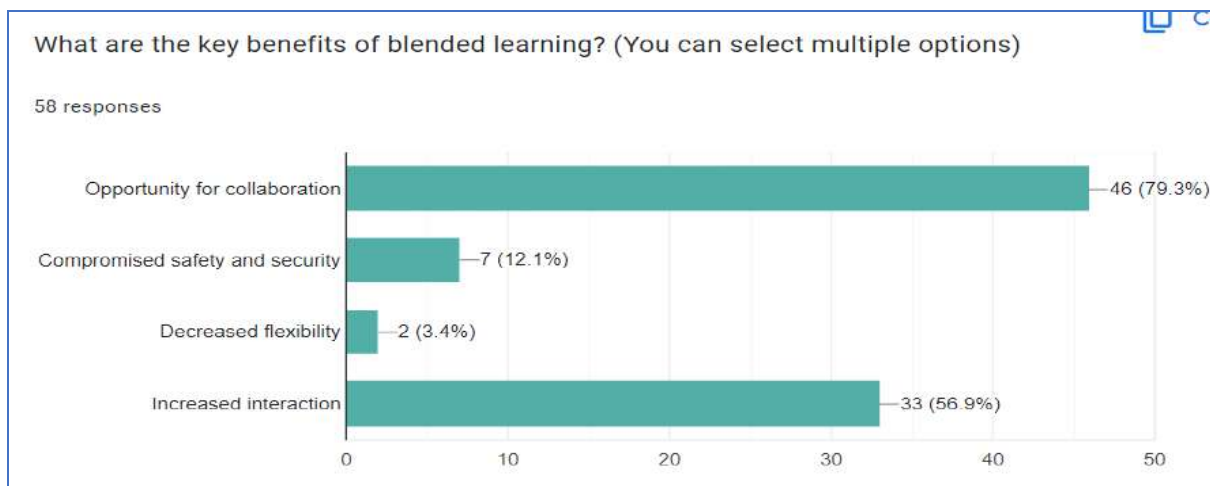


Figure 5: Responses on the benefits of blended learning (Right Answer: A & D)

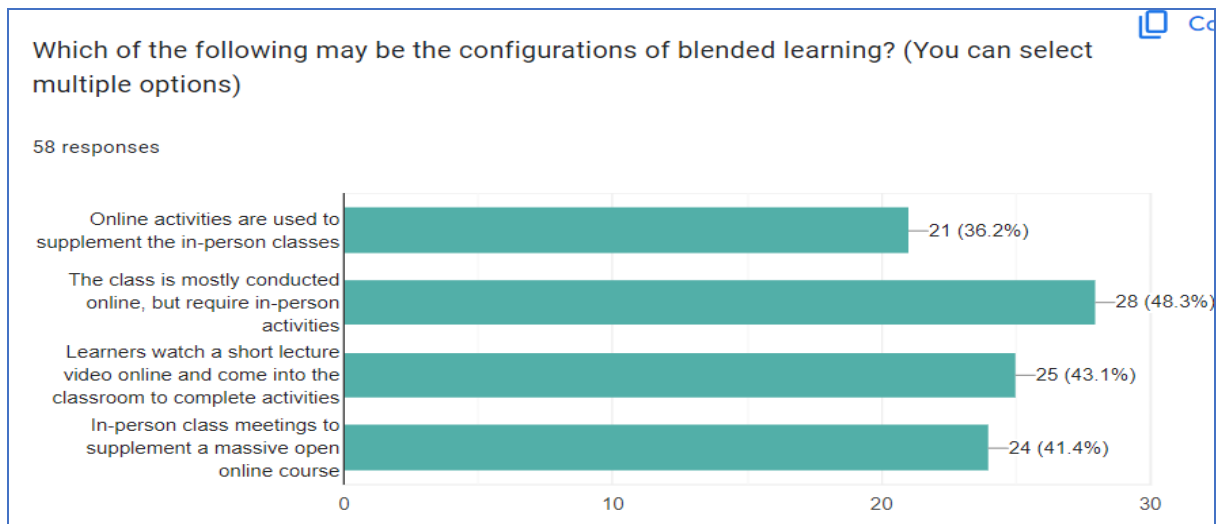


Figure 6: Responses on the models of blended learning (Right Answer: A, B, C & D)

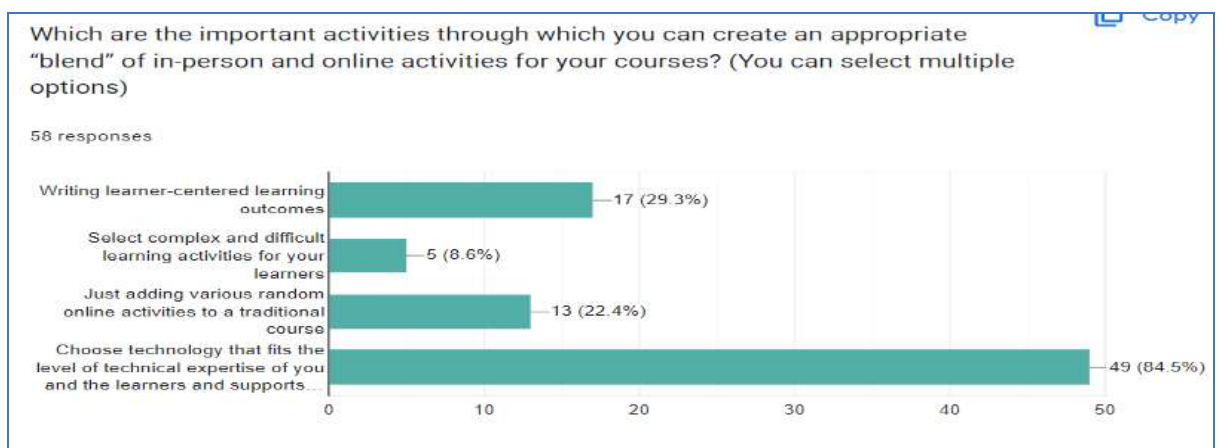


Figure 7: Responses on the activities of blended learning (Right Answer: A & D)

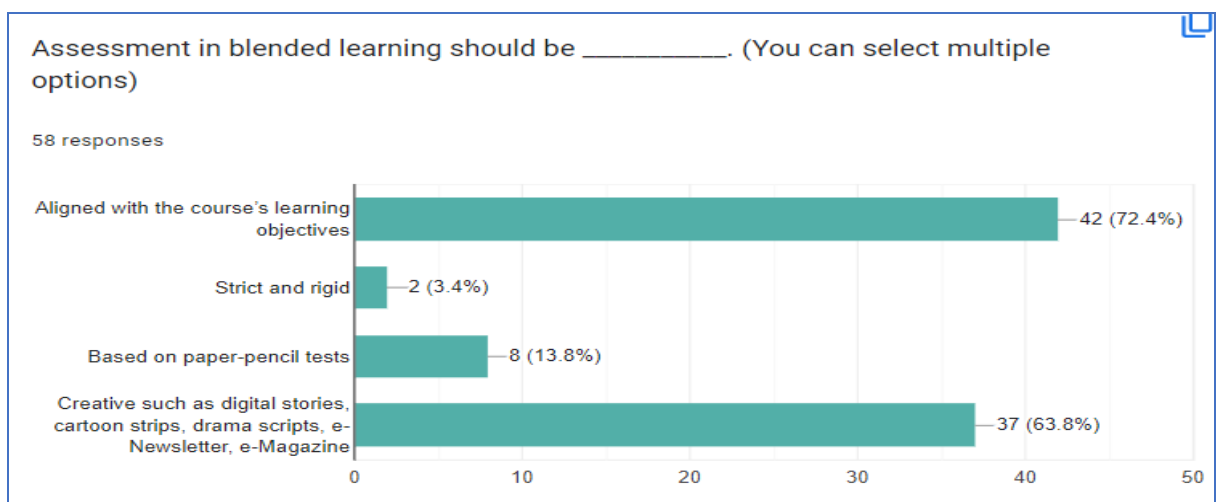


Figure 8: Responses on the assessment in blended learning (Right Answer: A & D)

In the knowledge on blended learning section, the respondents were asked to respond to five questions designed based on five dimensions, i.e., the concept of blended learning, benefits of

blended learning, models of blended learning, activities of blended learning, and assessment in blended learning. The respondents were free to choose multiple options as their response(s) according to their understanding. It has been observed that more than half of the respondents had sufficient knowledge about blended learning. From the perspectives of the blended learning model, and activities the respondents scored less comparatively than the other three dimensions. The gaps in knowledge on blended learning have been identified, and the designers of the training module addressed and prioritized those areas during the design of the module.

SECTION III: Skills in Blended Learning

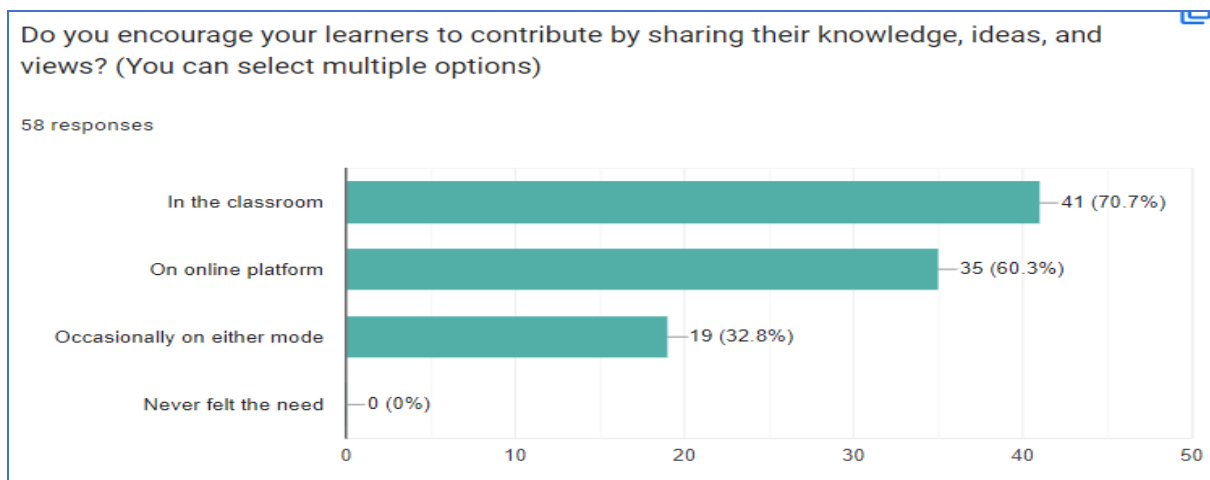


Figure 9: Responses on facilitation of open communication

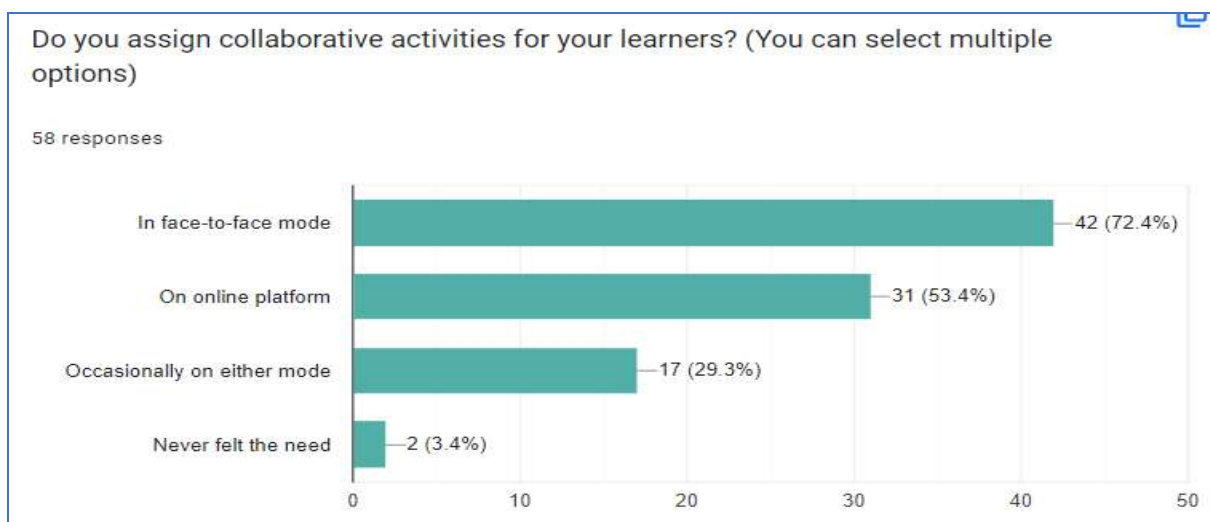


Figure 10: Responses on collaborative activities

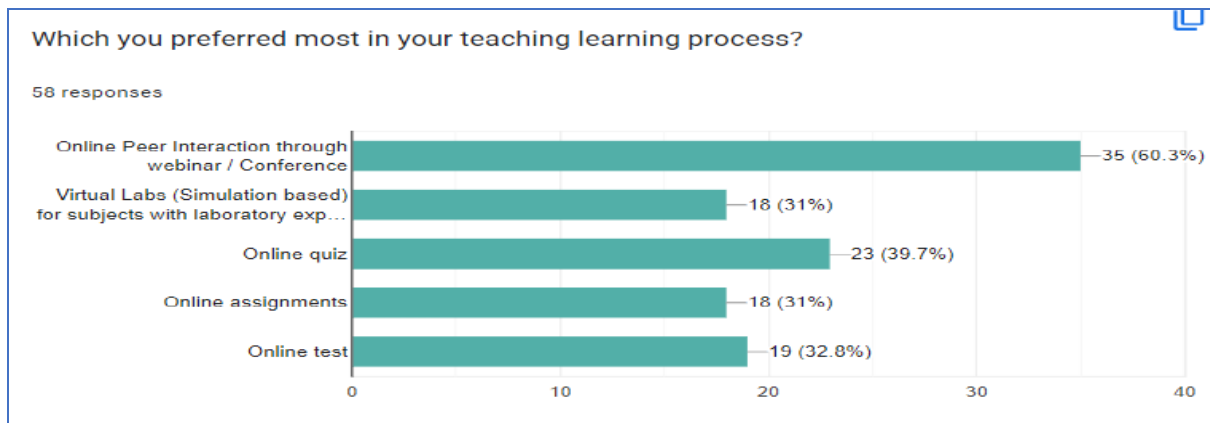


Figure 11: Responses on online activities

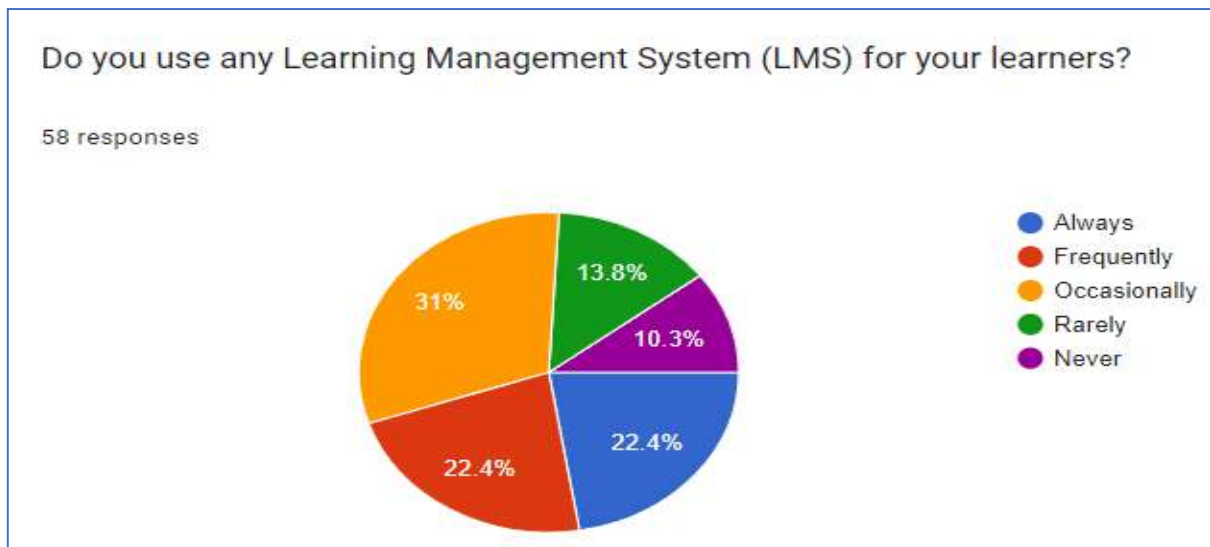


Figure 12: Responses on Learning Management System (LMS) uses

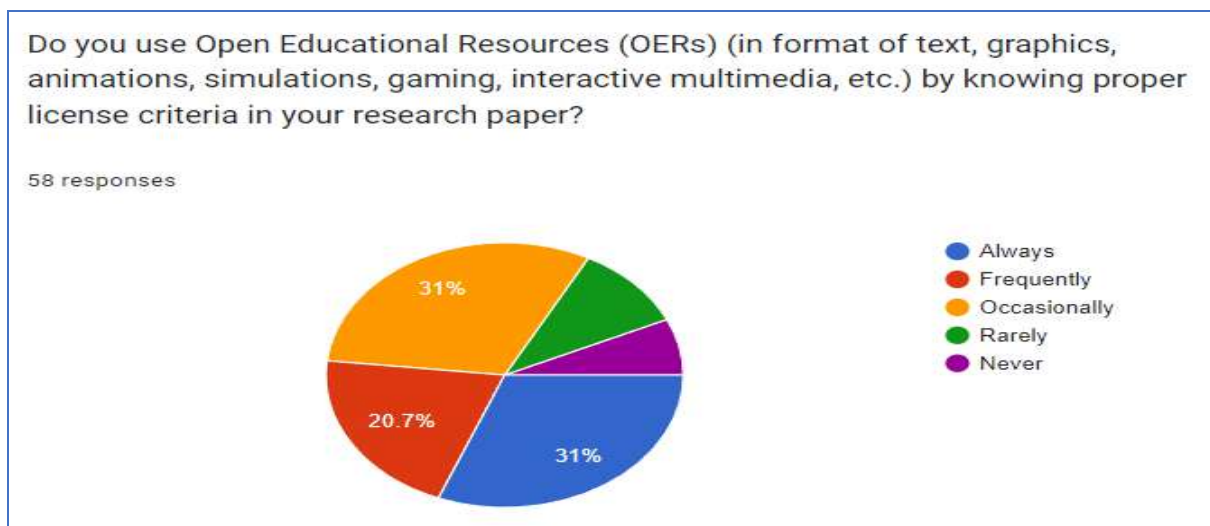


Figure 13: Responses on Open Educational Resources (OERs) uses

In the skills section, the survey has focused on the practices of blended learning in their teaching-learning-assessment processes. The sections were designed based on five

dimensions: facilitation of open communication, collaboration, online activities, Learning Management System (LMS) uses, and Open Educational Resources (OER) uses. It has been observed that the respondents were practicing open communication and collaboration strategies in face-to-face mode rather than online mode. Most of the respondents preferred online peer interaction through webinars or web-conferences in their teaching and learning processes over other tools. One-fourth of the respondents always used LMS and OER by knowing the proper license criteria. During the design of the training module, the identified gaps and challenges were addressed.

SECTION IV: Attitude towards Blended Learning

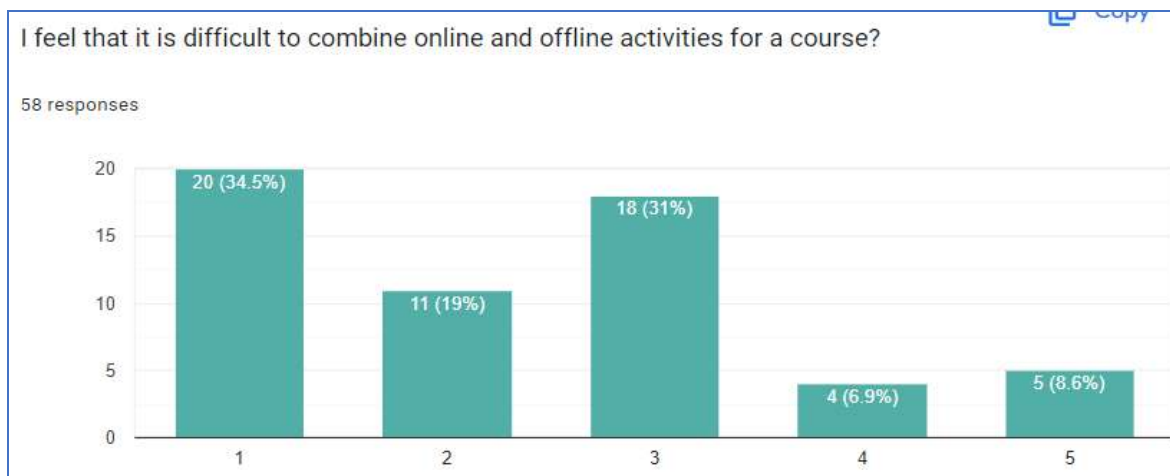


Figure 14: Attitude of the respondents towards the blending of online and offline components

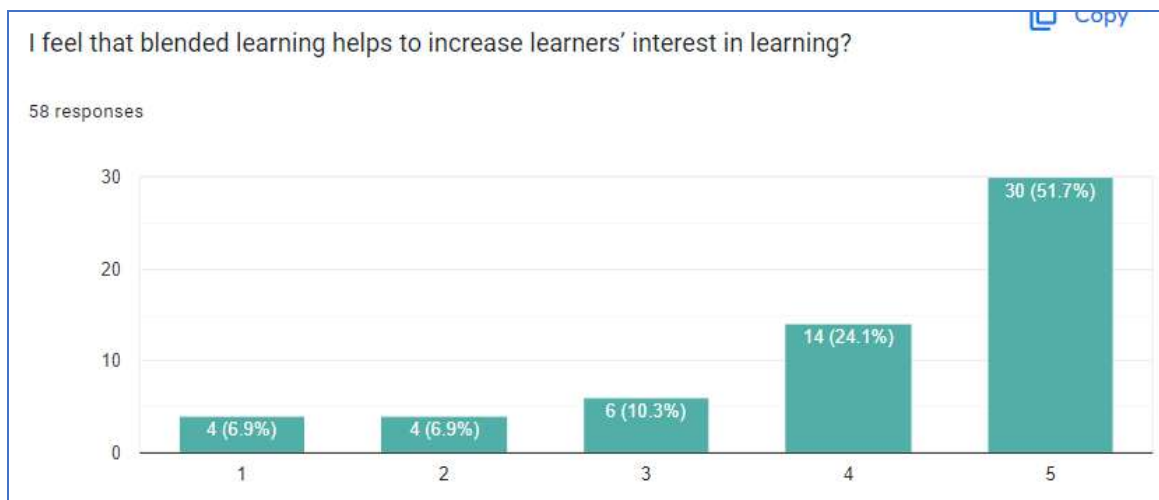


Figure 15: Attitude of the respondents towards learners' interest

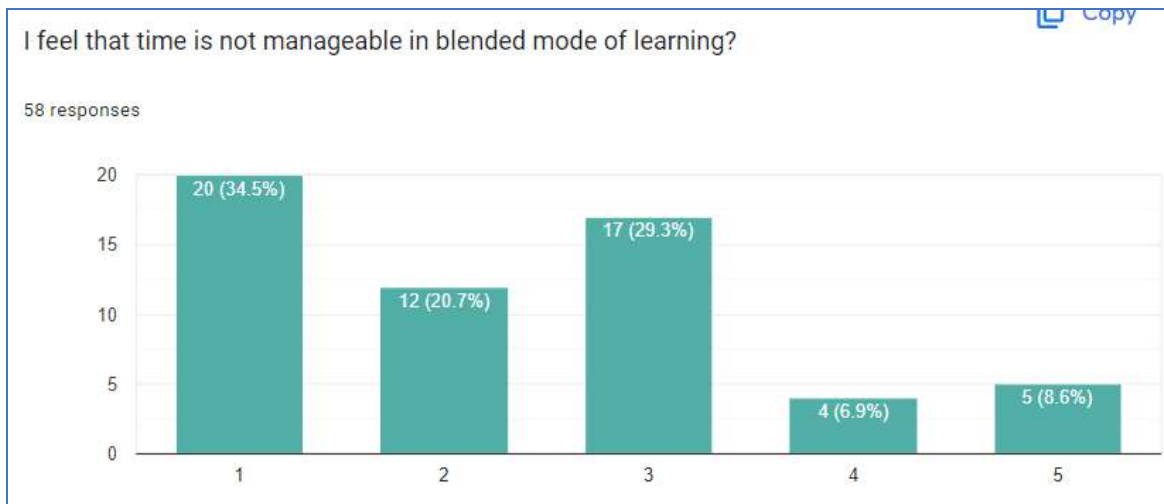


Figure 16: Attitude of the respondents towards manageability



Figure 17: Attitude of the respondents towards technology

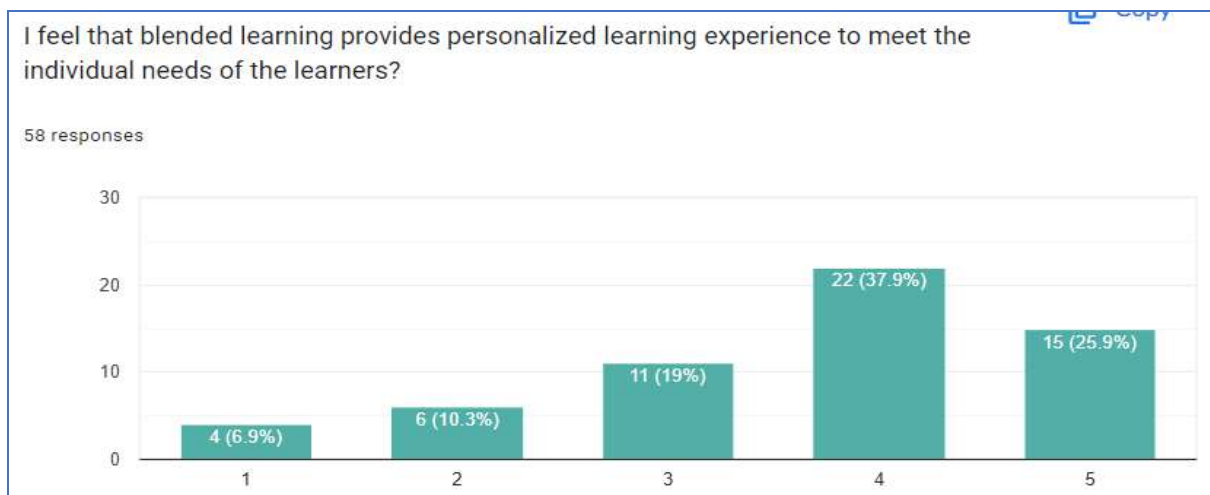


Figure 18: Attitude of the respondents towards personalization

The attitude section of the baseline survey was designed based on five dimensions, i.e., the blending of online and offline components, learners' interest, manageability, technology, and personalization. It has been observed that the respondents had a positive attitude towards blended learning. These findings indicated that the teachers accepted blended learning positively and that there was a gap in appropriate knowledge and skills to implement blended learning. That is why the designers of the blended learning module focused on enhancing knowledge and skills in blended learning practices to build capacity and professional development.

Additional comments:

The general comments provided by the respondents are summarized below:

- Blended learning is good but technological upgradation is required.
- In the present-day situation this mode plays an important role in the education system.
- In an inclusive classroom, Blended Learning enhances the teaching-learning process. An inclusive classroom must be a learner-centric classroom.
- According to me there is not much advantage of online classes or exams, if there is such a situation then it is necessary but otherwise I am not in favour of online studies.
- Blended learning is very effective
- Blended Learning can be a convenient mode, only when the learners understand the need for restricted and controlled use of technology.
- If we use BL it will be very helpful for students it supports self-directed education and engaging interaction, and it is also cost-efficient, etc.
- Through Offline classes, teachers and students can communicate with each other face-to-face. It is the best way of learning. Online classes cannot give good communication and relations between the teacher and student and a good environment of learning.
- New technology or techniques should always be accepted for the overall benefit.
- Every course should be blended mode so that the students from any segment can learn and acquire knowledge.
- Blended mode of learning can increase the possibility of worldwide collaboration
- It is a great opportunity to learn and for teaching.
- Blended learning combines face-to-face and online activities in a seamless and complementary flow of learning.
- Blended learning is the future of the learning process.
- Blended mode is required these days to fulfil the course objectives to their optimum level. The need is to upgrade the capability of teachers technically. In this sense, this course will increase their understanding of the blended mode and help them utilize its potential.
- Blended learning is very effective for the learners.

- The method of teaching is more important both online and offline. Student-teacher intersection is very important in teaching. Teaching should be very attractive.
- Blended learning is a combination of different types of learning, through which the teacher makes the learning process more interesting in online and offline ways. Which is highly interactive for the students. It helps students to higher retention, collaborative learning, great experience, and much more.
- Blended learning is very much required in the teaching-learning process to enhance the outcome of learners.
- A blended learning system is a very good approach to the upgradation of the Education system. In the future, students should learn in blended learning. Every teacher must be aware of this system of learning, if we are not aware of that then students cannot take advantage of it. But every modernization has some disadvantages also, so it's our responsibility to properly manage the system.
- Blended learning is a flexible and personalized learning experience.
- It is suitable to reach a large number of learners by providing learning inputs online and offline
- It makes programs more resilient and competitive on national and international stages.
- Blended learning has immense potential to improve educational standards if used properly.
- Infrastructure is required for blended learning.
- It helps to access course materials and participate in learning activities... One should build on the other and work together
- In some cases lack of basic technical knowledge can raise a quick issue and due to inadequate resources or connectivity learners may face seamless concern.
- It is very useful in universities like CBPBU which are situated in a distance.
- Quality is a never-ending journey...
- Blended Mode is essential in the teaching-learning process. It helps the teacher to teach the lesson to his students.
- Due to the presence of ample distraction in online mode, it is very hard for someone to concentrate while learning online.
- I want to learn different methods of proper blended learning.
- I feel online and offline both are important
- Blended learning cannot be a substitute for traditional learning methods especially in rural India where most of the learners are 1st generation. Besides blended learning method is unable to provide proper guidance to the lab-oriented & practical base subjects.

Taking into account the responses of the baseline survey, the workshop agenda and methodology to facilitate the sessions were determined, delineated and finalised.

Methodology:

-  Deliberations through presentation of ideas, concepts

- ✚ Group activity with discussion
- ✚ Brainstorming and Self-Assessment
- ✚ Participatory, Observation & Reflection
- ✚ Participatory Analysis
- ✚ Design Thinking & other exercises on Creativity
- ✚ Cognitive Re-engineering
- ✚ Guided practice
- ✚ Hands-on activities
- ✚ Feedback and analysis

Workshop Objectives:

Upon successful participation in the workshop, faculty members and academics are expected to be able to:

- ✚ Recognizing blended learning approach (Genesis, Skills & Competence)
- ✚ Exploring OER & Creative Commons Licenses for teaching learning and professional development
- ✚ Up-skilling through hands-on techniques on interactive, collaborative and co-creative learning
- ✚ Designing blended learning course module and assessment rubric
- ✚ Orientation in templates of SWAYAM MOOC and development of modules
- ✚ Introducing Generative Artificial Intelligence (GenAI)

Facilitators of the workshop:



Dr. Papiya Upadhyay
 Professor Anirban Ghosh
 Mr. Santanu Patra
 Mr. Purandar Sengupta

SESSION WISE DESCRIPTION OF ACTIVITIES

Activities of the First Day

First Session of the 1st day: This session was conducted by Prof. (Dr.) Anirban Ghosh and Dr. Papiya Upadhyay, The Facilitators adopted a participatory -approach and elicited the expectations of the participants from the Workshop, through Inquiry Based Facilitation .

Through the activity of Micro-Lab, each participant of each functional-group, got conversant with the identity of the other members of the group. The Participants exchanged their views with each other regarding the principal theme of the workshop and expressed their collective views and opinions regarding the essence of Blended Learning

Activities	Achieved Output	Expected Outcome
<ul style="list-style-type: none">  Inquiry Based Facilitation  Micro-Lab 	<p>The Higher Education Teachers expressed their views and opinions regarding the essence of Blended Learning</p> <p>The Higher Education Teachers got the opportunity of discussing with the other members of the group</p>	<p>It is expected that the Higher Education Teachers will be able to foster collaborative spirit within their learners and make them sensitized with Group Dynamics, Collaborative Team-Work and Collaborative Learning among the members of the group.</p>

Second Session of the 1st Day: - This session was conducted by the Facilitator -Mr. Santanu Patra. He played an instrumental role in clarifying the importance Digital tools in the teaching-learning process.

Thereafter, he demonstrated the functional aspects of two digital tools viz, Padlet and Mentimeter

His vivid demonstration made it possible for the Higher Education Teachers to comprehend the operational intricacies and the functional significance of the two digital tools that were deftly demonstrated by the Facilitator Mr. Santanu Patra.

Activities	Achieved Output	Expected Outcome
Orientation, elucidation and demonstration of the two digital tools Padlet and Mentimeter.	The Higher Education Teachers achieved conceptual clarity regarding the operational maneuver and functional utility of the two digital tools	It is expected that the Higher Education Teachers will deploy the two digital tools viz. Padlet and Mentimeter with precision and finesse for their learners and facilitate them to comprehend the utility of the two digital tools

Third Session of the First Day

In this session, the Facilitator ---Mr. Santanu Patra demonstrated two other digital tools viz, Google Forms and quizzex.

The process of demonstration was coupled with elucidation of the functional features of the digital tools. The conceptual ambiguities of some of the Higher Education Teachers was adeptly addressed by Mr. Santanu Patra. He clarified the queries of the Higher Education Teachers and enabled them to achieve conceptual clarity regarding the functional complexities.

Activities	Achieved Output	Expected Outcome
Clarification and demonstration of the two digital tools viz. Google Forms and quizzes.	The Higher Education Teachers comprehended the operational procedure of the two digital tools and perceived the beneficial outcome of the digital tools	It is expected that the Higher Education Teachers will administer the two digital tools viz. Google Forms and quizzes with effectiveness and facilitate their learners in comprehending and applying these digital tools

Fourth Session of the First Day: This session was characterized by the vivid reflection of optimum participatory approach. In this session, Mr. Santanu Patra encouraged the learners to implement certain relevant activities through the proper utilization of the digital tools. Their practical activity was completed under the guided instruction and active support rendered by Mr. Santanu Patra.

This activity facilitated the Higher Education Teachers to establish integration between theory and practice.

The unflagging endeavor of Mr. Santanu Patra, throughout the first day, triggered experiential learning within the cognitive frame of the Higher Education Teachers. Co-Facilitation for all the sessions of the Day-I was extended by Dr. Papiya Upadhyay & Prof. Anirban Ghosh.

Reflective Observation	The Higher Education Teachers observed the demonstration of the digital tools and reflected deeply on the functional intricacies of the digital tools
Abstract Conceptualization	The Higher Education Teachers developed an abstract concept regarding the functional maneuver of the digital tools
Active Experimentation	The Higher Education Teachers practically executed the Digital Tools on experimental basis
Concrete Experience	The Higher Education Teachers incurred concrete experience regarding the functional deployment of the digital tools

Activities of the Second Day

First Session of the Second Day

In this session, the learning process for the Higher Education Teachers and Educators, was facilitated by Dr. Papiya Upadhyay. She was duly supported by Mr. Purandar Sengupta, Master Trainer and Facilitator

Initially, Dr. Papiya Upadhyay conducted Inquiry Based Facilitation and enabled the Higher Education Teachers and Educators to unleash their ideas and opinion regarding Blended Learning.

Eventually, Dr. Papiya Upadhyay carried out Paraphrasing and facilitated the Higher Education Teachers in the process of crystallizing concrete concept regarding Blended Learning

After that, Dr. Papiya Upadhyay divided the participants viz. Higher Education Teachers into five groups based on their area of academic specialization. Each group was furnished with a planning tool called “Situation Analysis Framework” (SAF). Eventually, the Higher Education Teachers of each of the five groups were encouraged to design a Subject Based Blended Learning Program with expected Output and Outcome

Activity	Output	Outcome
Administering Situation Analysis Framework (SAF)	The Participants acquired the skill of planning subject-based Blended Learning program with definite Result Chain	It is expected that the Participants will be capable of utilizing SAF as both planning tool and evaluation tool , before and after the completion of Blended learning program

Second Session of the Second Day

In this session, Dr. Papiya Upadhyay delivered a detailed presentation on Blended Learning. She enumerated the different models of Blended Learning with the functional significance of each model. She also explained a theory **Community of Inquiry** (by Garrison, Anderson and Archer) which is highly relevant to the principles of Blended learning

Activity	Output	Outcome
Presentation of Theoretical and Practical Inputs on Blended learning	The participants have construed the theory -practice integration relevant to Blended Learning	The participants are expected to organize diversified Blended learning programs with practical feasibility and theoretical base

Third Session of the Second Day

In this session, Dr. Papiya Upadhyay encouraged the Higher Education Teachers to complete an Exercise on Cognitive Development of learners with cognitive heterogeneity

The Higher Education Teachers and Educators were at first encouraged to identify the Terminal Learning Objective (TLO) of each category of learners. Then the Higher Education Teachers were motivated to develop various interventions that are to be administered in the Asynchronous and Synchronous learning periods of Blended Learning, with the valued intent of upgrading the cognitive proficiency of the learners to the immediate higher level of Cognitive Taxonomy .

Activity	Output	Outcome
Administering Cognitive Development Exercise	The Participants selected various strategic tools that should be administered in the Asynchronous and Synchronous phases of Blended Learning, for enhancing the cognitive proficiency of the learners	It is expected that the participants will be capable of applying outcome-oriented strategic tools in the Asynchronous and Synchronous phases of Blended Learning, for enhancing the cognitive proficiency of the learners

Fourth Session of the Second Day

In the last session of the second day, Dr. Papiya Upadhyay, Mr. Purandar Sengupta and Prof. (Dr.) Anirban Ghosh facilitated the Higher Education Teachers of each group to design a subject specific Blended Learning Program based on an integrated and cohesive template created by Commonwealth of Learning (COL).

The Higher Education Teachers and Educators completed the task under the guided instruction and handholding support of the Facilitators

Activity	Output	Outcome
Administering Blended Learning Template of COL	The Participants achieved the competency of designing subject specific Blended learning program based on the template of COL	It is expected that in future the participant s will be able to ensure seamless practical implementation of subject - specific Blended learning Programs , adhering to the standard of COL

All the sessions of the Day-II were co-facilitated by Prof. Ghosh & Mr. Sengupta.

SESSIONS OF THE THIRD DAY

First Session of the Third Day

Prof (Dr.) Anirban Ghosh was instrumental in explaining the concept and benefits of Open Education Resources. He correlated the utility of Open Educational Resources with the burgeoning growth of self-paced learning and open education. He demonstrated the process of searching the need based OER through advanced google search. He also showcased some of the Open Education Resources which are very much beneficial for the Higher Education Teachers

Prof. (Dr.) Anirban Ghosh explained the various licenses of Creative Commons with utmost meticulousness. He conspicuously clarified the characteristic features of each category of CC license by dint of his deep profundity in the subject.

Activity	Output	Outcome
Presentation and elucidation of OER and different licenses of Creative Commons	The participants achieved conceptual clarity of OER and CC Licenses	It is expected that in future the [participants will play leading role in developing institutional OER and protect the learning materials of OER with different kinds of CC Licenses at the discretion of Institutional Authority

Second Session of the Third day

In the second session, Prof. Anirban Ghosh explained the rules and regulations of the Massive open Online Courses in different Educational Portals. He specified the prestigious SWAYAM Portal and stipulated the terms and conditions that should be followed for uploading E-learning Courses in the SWAYAM Portal.

He also highlighted the cutting-edge Instructional Design strategies that will attract the attention of the learners and sustain the interest of the Learners in the Self-paced E-Learning programs.

Activity	Output	Outcome
Explanation of the instructional strategies of creating MOOCS	The participants got enriched with the relevant knowledge regarding the effective Instructional strategies for making the E-Learning courses more engaging	It is expected that the participants will deploy effective Instructional strategies for making the E-Learning courses more engaging
Explanation of the terms and conditions uploading E-Learning courses in illustrious educational portals of Government of India	The participants got empowered with the information regarding the terms and conditions of uploading E Learning Courses in the Governmental Educational Portals	IT is expected that the participants will be able to upload E Learning Courses in the Governmental Educational Portals ensuring absolute adherence to the specific terms and conditions of the authorities of the portals

Third Session of the Third day

A Video on the essence and practice of BL in T-L ecosystem was displayed so that the Higher Education Teachers and Educators can correlate their acquired knowledge in the Workshop with the content of the Video. After observing the Video with deep reflection, the educators and academics were encouraged to highlight the relevance of the Video Content, from the various perspectives of Blended learning as discussed in the workshop. This activity led to integration of existing knowledge with new knowledge conveyed through different tools of communication. This initiative was instrumental in reducing the Cognitive Load of the Learners.

In this context, it deserves mention that John Sweller, the creator of Cognitive load Reduction Theory has opined that stimuli conveyed through different medium of communication can get registered in the Cognition easily and do not create Cognitive load.

Activity	Output	Outcome
Showcasing video film on relevant topics	Cognitive Load did not emerge within the participants	It is expected that the participants will be able to convey educational inputs through multi-media approach for diluting the cognitive load within their learners

The sessions of the day-III were orchestrated and co-facilitated by Prof. Ghosh and Dr. Upadhyay.

Closing Session

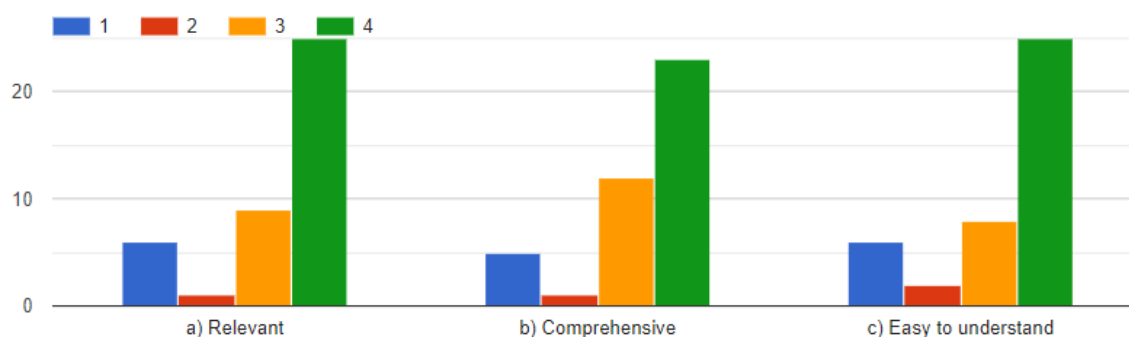
In the closing session, the reflections from the participants were captured and certificates were distributed to the Higher Education Teachers and educators for their active participation in the workshop. The following activities in the closing session were witnessed:

- ✚ Workshop feedback from the participants through Google-Forms
- ✚ Sharing of experiences through oral presentation by some of the participants
- ✚ Summary of the 3-day workshop by the Project Director
- ✚ Concluding remarks by the Dy. Director, Jalpaiguri RC, NSOU
- ✚ Closing Song by one of the participants
- ✚ Vote of thanks by the Superintendent, Jalpaiguri RC, NSOU
- ✚ Group Photograph

Feedback assessment: The detailed feedback analyses are summarized and underscored below:

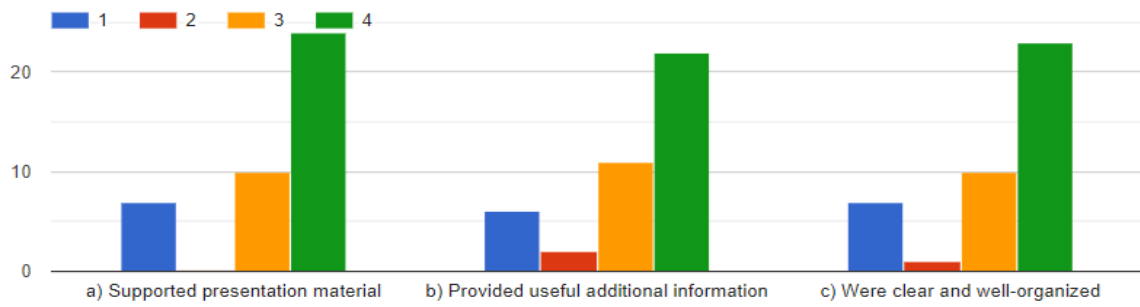
1. The workshop content was:

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2. Workshop Training Module:

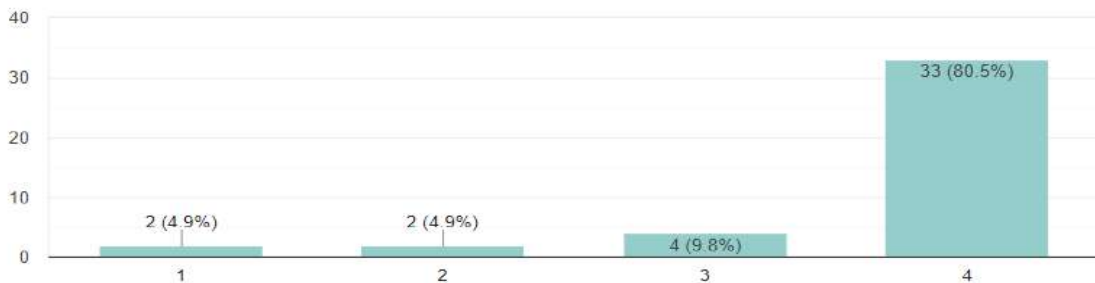
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4. The activities were useful learning experiences:

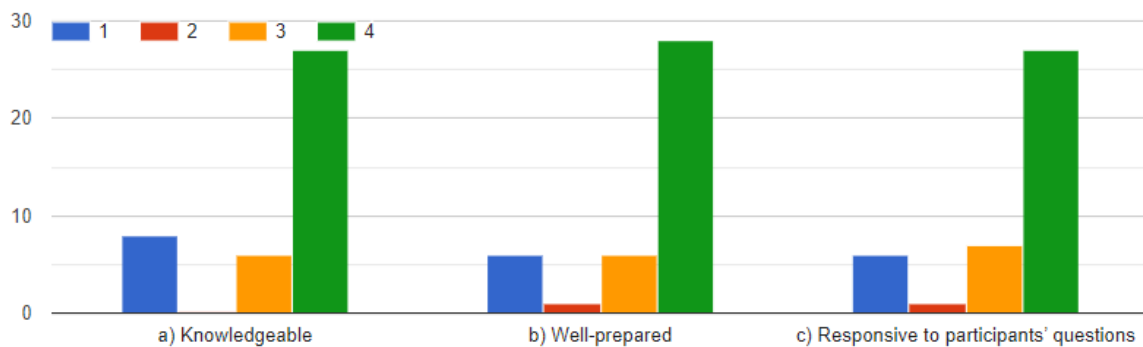
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41 responses



5. The facilitators were:

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6. What did you like best about this workshop?

- Interactive sessions
- Various online apps
- Practical part
- Helpful for cop up in the present scenario of the teaching-learning process

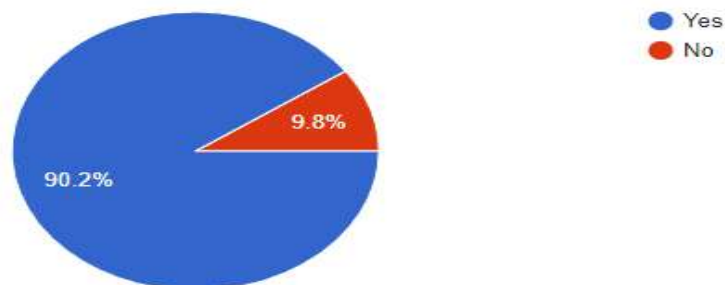
- Activities and lectures
- We know so many techniques for blended learning to help our students...it's very informative and effective
- Nice Blending of Hands-on and theory lecture
- Very good blending of hands-on and online materials
- I came to know a lot of things about Learning and management. Moreover, the entire program was enjoyable.
- Well informative
- Hands-on session
- Padlet and Mentimeter
- Interactive and engaging
- The cordial and humble relationship between the organizer and participants has inspired me a lot.
- Presentation, content
- Engagement of the participants, Hands-on activities, and Very informative lectures by all the speakers.
- Open discussion forum
- Generic understanding of OER & CC Licenses (Presentation & Deliberation)
Understanding MOOCs, Hands-on activities: Basic ICT tools.
- MOOC
- This workshop has been very helpful in providing me with self-interventions for my wandering mind as well as helping me be more in control and also all lecture sessions are very well.
- All were good. The management and the facilitator were very much appreciated.
- Total arrangement of the workshop.
- Way of presentation.
- To engage participants, provide various activities throughout the workshop session.
- ICT knowledge build-up
- Asynchronous mode
- I am updating myself through this
- MOOC
- Enjoy a lot of informative
- Presentation of facilitators

7. What did you like least about this workshop?

- Everything was good
- Timing was a little short in my opinion
- Needs more time to discuss more details on the topic
- There is NOTHING that I like the least
- Subject orientation, i.e. if any particular subject like microbiology or history is addressed, it will be better.
- Limitation of resources (internet connectivity, ICT tools) for blended education
- Limited days of workshop
- Less engaging activities
- The screen is small and difficult to see clearly.
- Lack of punctuality by the participants
- Hands-on activities: Basic ICT tools & Techniques in the teaching-learning-assessment process
- The TV screen is small and difficult to see clearly.

8. Would you recommend this workshop to someone else?

41 responses



Why/why not:

- Effective
- I enjoyed this workshop. The sessions were interactive. I learned a lot.
- Excellent workshop
- This workshop is relevant and technically sound for the facilitators who are engaged in the teaching profession.
- It is full of knowledge about blended mode

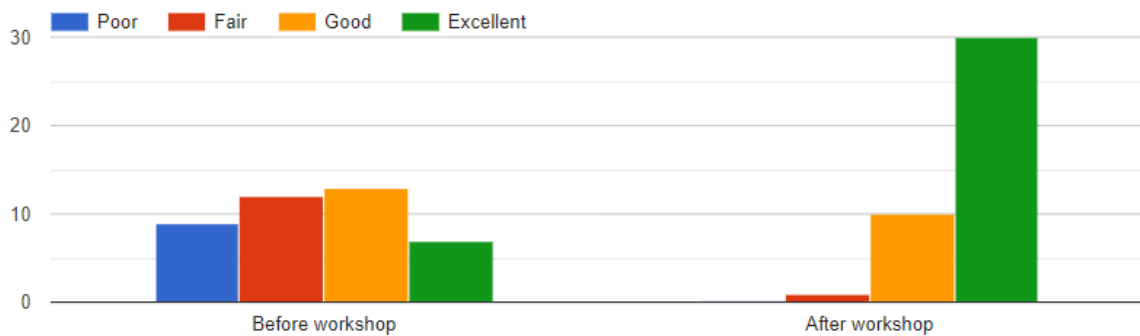
- I would like to recommend this workshop to my colleagues.
- It's very helpful and informative
- It was a very good learning experience and I must spread the information
- It's a great experience to acquire knowledge on the blended learning paradigm.
- Because this workshop most knowledgeable
- I shall recommend to others because they should get the same experience that I have achieved.
- Increase his or her ability.
- Help participants to apply blended education
- Very informative and ICT tools applications
- Informative learning
- Because the workshop was very relevant, productive, and action-oriented.
- Helpful, knowledgeable
- Increase knowledge of blended learning
- It's relevant
- Why because Blended Learning is the need of the hour. As a teacher educator and a lifelong learner, we should promote blended learning to make teaching-learning more student-centric.
- Best platform for knowledge gain and hands-on experience
- Because this workshop was very useful for our classroom management and classroom situation.
- It was a wonderful experience with this workshop. We come to know a lot about blended learning. A lot of tools have been shared. a thorough understanding of the MOOC, OER, online e-content design, LMS online policy, etc. has been delivered and course materials are provided. I would recommend this workshop to others.
- Very knowledgeable
- Increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.
- The workshop was not only for blended learning but it was an example of how to teach students to make them more interested in their lesson.
- Workshop provides a vast way of knowledge and their application
- I will recommend it to another person.

- The workshop is very helpful for refreshing our knowledge about blended teaching and learning.
- It's very interesting
- Because of post-pandemic significance
- This type of workshop helps us to make new ideas, give us updated information, etc.
- Because of the knowledge provided
- Knowledgeable
- All the materials and the presentation are excellent.

Comparative assessment and outcome:

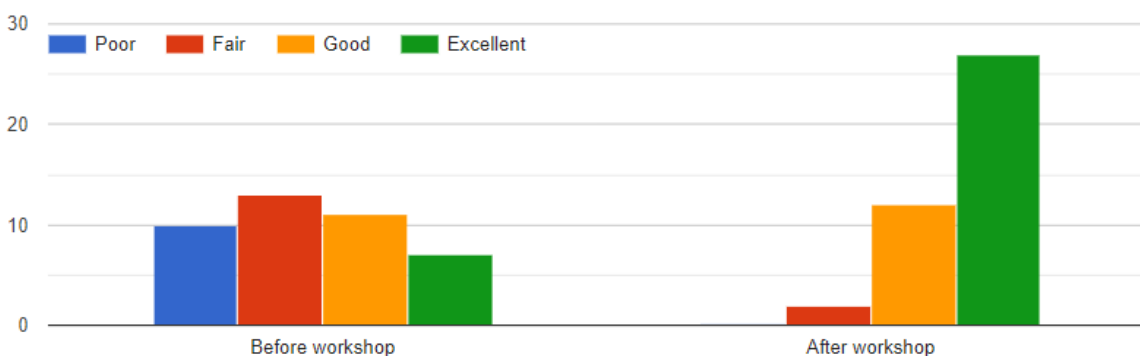
9. Recognizing blended learning approach (Genesis, Skills & Competence):

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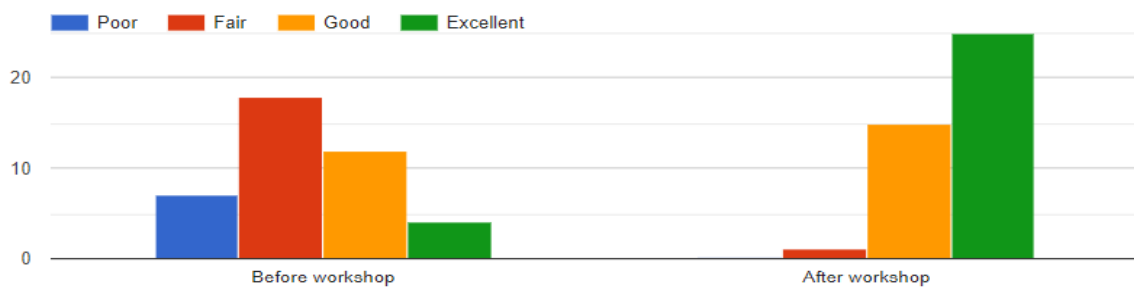
10. Exploring OER & Creative Commons Licenses for teaching learning and professional development:

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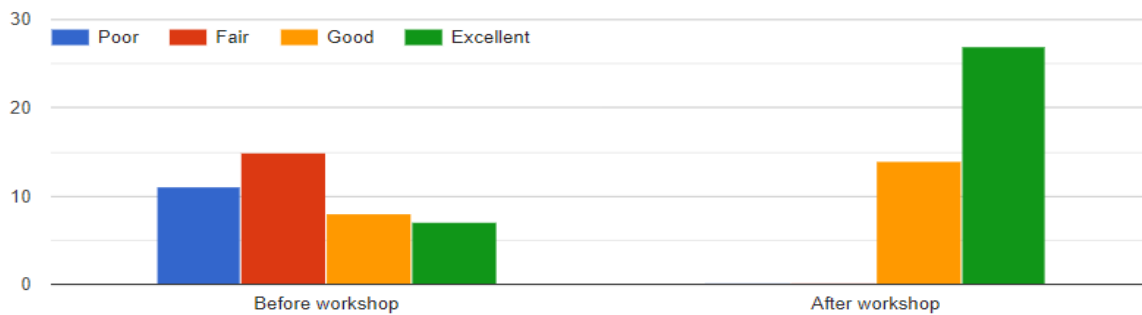
11. Up-skilling through hands-on techniques on interactive, collaborative and co-creative learning:

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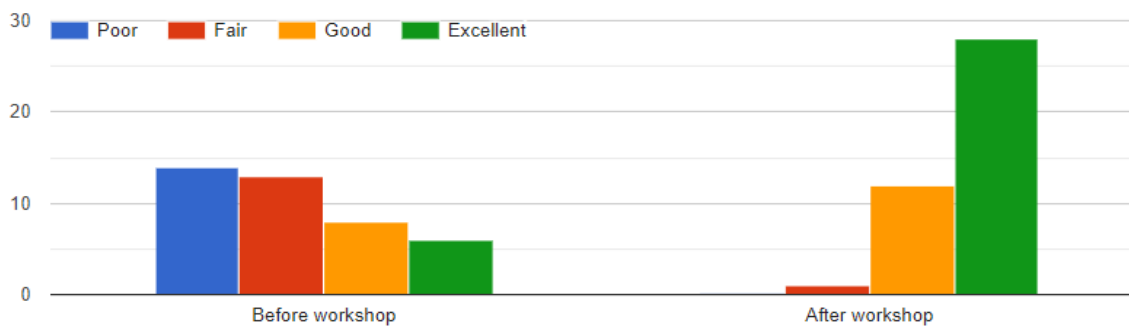
12. Designing blended learning course module and assessment rubric:

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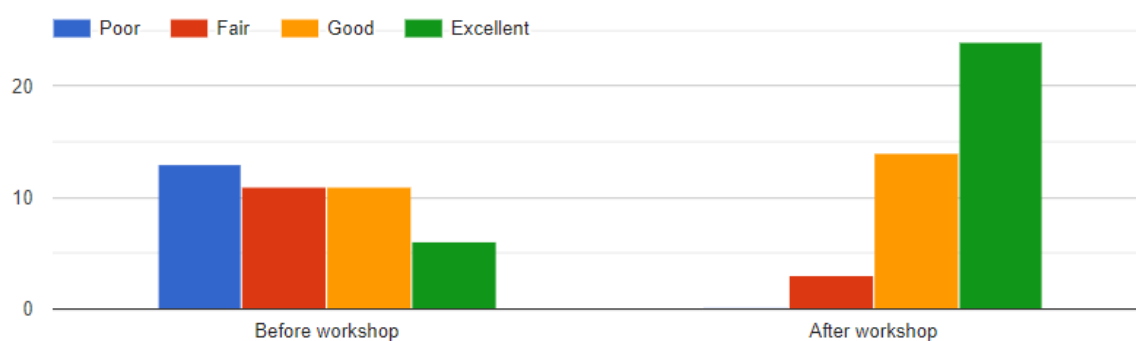


13. Orientation in templates of SWAYAM MOOC and development of modules:

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14. Introducing Generative Artificial Intelligence (AI):



15. What further training or support would you need to be prepared for the implementation of Blended Learning in educational institutions?

- Technological support is needed.
- Organised workshop
- Full hands-on training
- I want to need more and more of this type of workshop
- Need a proper environment to apply BL in educational institutions and also need workshops like this for enhancing knowledge regarding this.
- Upcoming inventions in Blended process
- we need more hands-on training like this workshop and proper support resources.
- To successfully implement blended learning, an institution is necessary to continuously enhance teachers, students, and management staff's capabilities with information technology
- More time, Good connectivity, FDPs on the topic
- Good network connectivity, more time, FDPs on Blended learning
- I wish to join this kind of course/hands-on training related to Blended Learning in the future
- Infrastructure and technical support
- Hands-on training
- More ICT tools may be introduced for the implementation of blended learning.
- More use of mentimeter and padlet
- Training to the Heads of the Institutions is much more important. They must be given special training for the implementation of blended learning.

- New procedure in blended mode.
- Hands-on training on some more tools
- How can use the different technologies in blended learning?
- I think this workshop is good enough to get to know about the requirements and what blended learning is all about.
- More workshops like this, but on the practical aspect of blended learning, much more hands-on activities needed
- Factors to consider when designing an effective blended learning program: Clear learning objectives. The right blended learning model. Flexible, mobile access to learning. Microlearning by design. The power of video-based learning. ... Relevant and personalized content. Evaluation of blended learning.
- I will always use ICT in my classroom teaching and blended teaching. E-content, Padlet, Quizzes, OER, and MOOCs are very useful for enhancing my teaching profession.
- Develop clear learning objectives, Create the right blended learning model, and Flexible mobile access to learning Microlearning by designing the power of video-based learning relevant and personalized content. Evaluation of blended learning.
- It needs some infrastructure like a projector, and internet connectivity to the classroom.
- Comprehensive training on the use of digital tools
- I support blended learning because of its post-pandemic significance and also support it as an ideal course for the present generation of science and technology.
- Provide any idea about the special education filed
- I need to be Technologically trained
- Yes it is very useful to learn in the future because we are presenting our content attractive and interesting with blended learning like a slide show, padlet, video, ppt, YouTube. We demonstrated our students by making topic-related assignments & micro-teaching & peer tutoring, group discussions, collaborative teaching, brainstorming, etc. We used class time jambord padlet, quizzes,mentimeter. Exam time we use quizzes, etc.
- More and more training to keep the learners and teachers engaged in the learning process.
- Need more training

Participants List:

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Programme Schedule:

PROGRAMME SCHEDULE DAY 1 (23/05/2024, Thursday)

Time	Activities/Sessions	
9.30AM–10.00AM	Registration	
10.00AM–10:55 AM: Inaugural Session		Speakers
10.00 AM	Welcome address	Shri Santanu Dam Regional Director, Jalpaiguri RC
10.05 AM	Special Address	Mr. Subhas Ghosh, WBCS District Land Revenue Officer, Jalpaiguri
10.15 AM	About the Project	Professor Anirban Ghosh, Project Director
10.25 AM	About the Workshop Agenda	Dr. Papiya Upadhyay, Project Coordinator
Self-Assessment		
Time	Sessional Activities	Sessional strategies & Speakers
10.40 AM	Session 1: Ice-breaking session: Expectations from the workshop; Getting to know each other	Prof. Anirban Ghosh Dr. Papiya Upadhyay
11.50 AM	Session 2 & 3: Hands-on activities: Basic ICT tools & Techniques in teaching-learning-assessment process	Mr. Santanu Patra (Technical training)
Self-Assessment		
1.30 PM–2.00 PM	Lunch	Sessional strategies
2.00 PM	Session 4: Hands-on exercises	Mr. Santanu Patra (Technical training)
4.00 PM	Session 5: Reflection with a tool (Integration of ideas conceived)	Prof. Anirban Ghosh Dr. Papiya Upadhyay
Points to Ponder		

5.00 PM	Day Closes with Tea
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DAY 2 (24/05/2024, Friday)

Time	Sessional Activities	Sessional strategies
10.30 AM– 10.45 AM	Reconciliation & summary of Day-1 with Tea	Participants & Facilitators
10.50 AM	Session 6: Generic understanding of Blended Learning (BL); Blended Learning Designs, Skills & Competencies, CoI	Dr. Papiya Upadhyay (Deliberation) Mr. Purandar Sengupta (Facilitation)
12.05 PM	Session 7: Blended Learning Ideas emanating from Institutional to Individual Level; (Tricks & Traits).	Dr. Papiya Upadhyay Mr. Purandar Sengupta Prof. Anirban Ghosh (Joint Facilitation)
Sticky Notes		
1.30 PM	Lunch	
2.00 PM	Session 8: Presentation by Participants/Group	Mr. Purandar Sengupta Dr. Papiya Upadhyay (Joint Facilitation)
3.15 PM	Session 9: Development of a BL course design with a template	Prof. Anirban Ghosh Dr. Papiya Upadhyay Mr. Purandar Sengupta (Joint Facilitation)
4.45 PM	Day closes with Tea	

DAY 3 (25/05/2024, Saturday)

Time	Sessional Activities	Sessional strategies
10.30 AM– 10.45 AM	Reconciliation & summary of Day-2 with Tea	Participants & Facilitators
10.50 AM	Session 10: Generic understanding of OER & CC Licenses	Prof. Anirban Ghosh (Presentation & Deliberation)
12.05 PM	Session 11: Understanding MOOCs Session 12: Introducing the concept of AI in Education	Dr. Papiya Upadhyay (Presentation) Prof. Anirban Ghosh (Facilitation)
Sticky notes		
1.30 PM	Lunch	Sessional strategies
2.00 PM	Session 13: Reconciliation through a Video	Project Team
3.40PM	Wrapping up, Feedback & Valediction Vote of Thanks	

Report Prepared by—
The Project Team

SOME GLIMPSES

