

International Conference on Blended Learning Ecosystem for Higher Education in Agriculture

10 – 12 October 2022

Venue

National Agricultural Science Complex (NASC),
New Delhi, India



 <https://icble2022.krishimegh.in/>

Indian Council of Agricultural Research, New Delhi, India

Context and Rationale



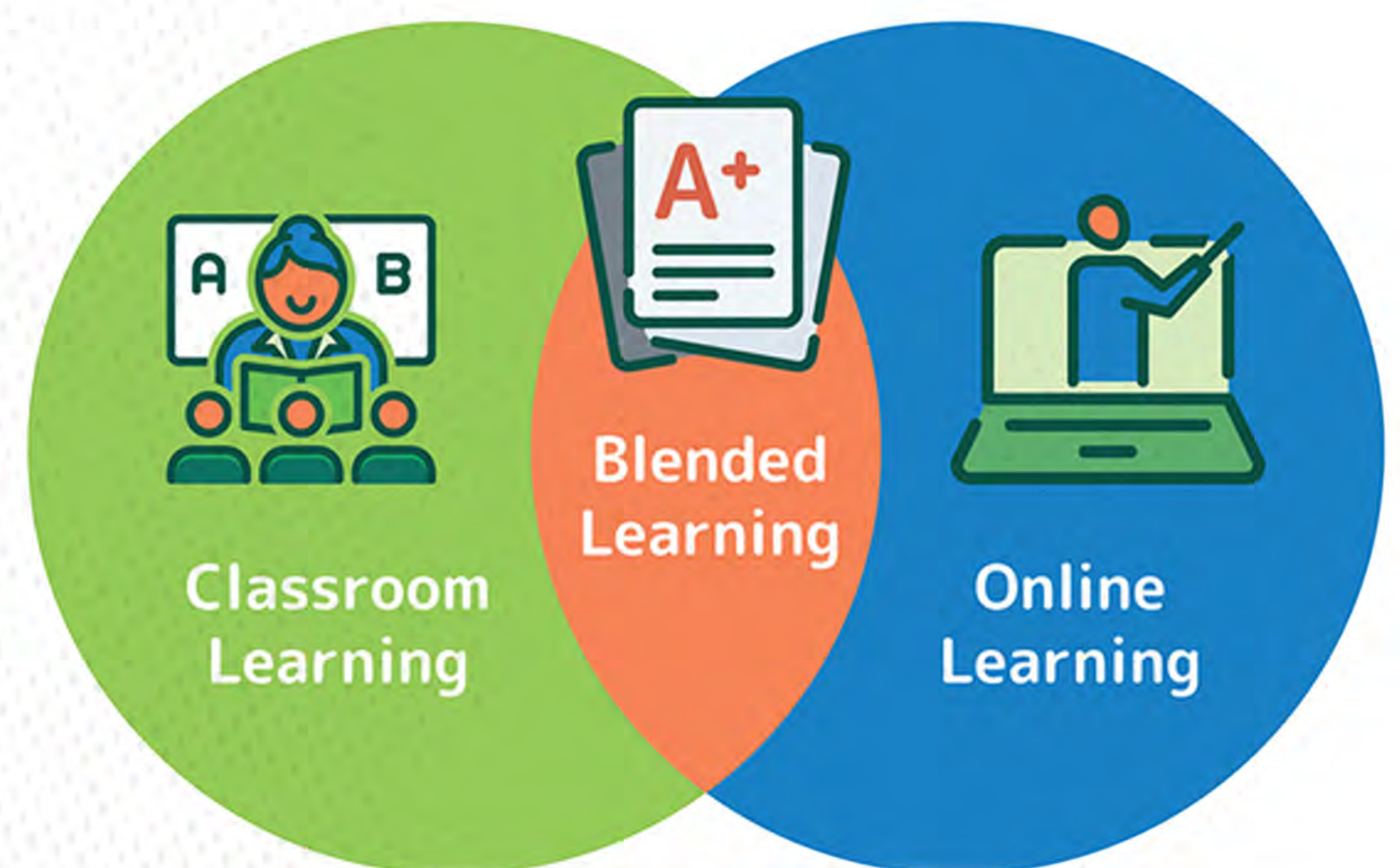
Agriculture is one of the mainstays of the Indian economy due to its significant role in livelihood, employment, and national food security. To realize India's aspirations of becoming a 5 trillion-dollar economy by 2025, there is an utmost need for a digital agricultural higher education system in India to evolve in sync with the fast-changing international scenario.



The past decade has witnessed multiple global disturbances including Covid-19 pandemic, which have thrown new challenges in ensuring the continuity of education in basic and higher education institutions across the world. This has motivated higher agricultural education institutions to adopt newer methods more easily for teaching & learning and leverage the power of digital technologies for better quality delivery of education.

In the post pandemic world, the education sector has undergone massive transformation with digital tools and technologies becoming the mainstay of new educational ecosystems. Educationists across the world have been exploring alternative modes of quality education blended with traditional and in-person modes of education. Digital transformation is altering how we learn, distributing it across space and time. **“Blended Learning”** is once such approach that allows the teacher and students to rethink and transform teaching – learning experience. Blended learning integrates computer-assisted online activities with traditional face-to-face teaching (chalk-and-talk).

Blended learning



To ensure transformation of education system with resilient and sustainable operations, use of digital tools and technologies by higher education institutions is must. It includes immersive technology and innovative new media tools, development of state-of-the-art blended learning platform for holistic management of higher education, development of open-standard technologies, making educational resources available to teachers and students. These are in alignment with the recommendations of UNESCO's International Commission on Futures of Education authored report "Education in a post-COVID world: Nine ideas for public action". Aforementioned are some of the interventions recommended for developing **“Blended Learning Ecosystem”**.

Fortunately, the technologies available today can be innovatively applied to achieve much needed cyber-physical integration in education systems. In this context, ***International Conference on Blended Learning Ecosystems for Higher Education in Agriculture is conceived.***

Scope and Significance

The conference has been envisaged as a multi-partner global event to facilitate knowledge sharing, collaboration, and partnerships for the development of state-of-the-art blended learning ecosystem for higher agricultural education. **The learnings from this conference would enable ICAR to develop a strategy for accelerating the implementation and adaption of blended learning ecosystem.** The conference is being hosted jointly by ICAR and the World Bank under NAHEP and is organized by ICAR - Indian Agricultural Statistics Research Institute, New Delhi during 10-12 October 2022.

ICAR has undertaken a recent initiative to develop and deploy a **Blended Learning Platform** envisioned as a **“Next – Generation Learning Management System”** allowing all stakeholders in Agricultural higher education to engage in effective teaching, learning and monitoring. The platform would be designed to bring to life the larger vision of **“strengthening the digital backbone of agricultural higher education institutes”**, to enable evolved, scalable and sustainable learning.

About Blended Learning

The use of blended learning is expanding globally and is evident in professional development training and general classroom offerings for a number of educational programs across disciplines in global communities. The blended learning has been expanding globally.

What is Blended Learning ?

Blended learning is a combination of offline (face-to-face, traditional learning) and online learning in a way that the one compliments the other. This style of learning provides a way for faculty to engage students through visuals and online interaction. This approach ensures that the learner is engaged and driving his or her individual learning experience.

Why Blended Learning ?

Enabling effective self-paced learning through flipped classroom model

Introduces learners to the personalized learning experience with customized learning paths to improve their academic outcomes

Facilitates sustainable rotational model – learners and instructors can transition smoothly between self-paced learning and face-to-face classroom environment

Increases access of learners and instructors to a wide repository of e-learning content that is robust, relevant, and continually updated in alignment with global trends

Objectives



Themes and Sub Themes

The conference would be organized under few thematic areas for the core purpose of identifying best strategies in blended teaching-learning.

1 Strategies for Blended Teaching-Learning	<ul style="list-style-type: none">• Blended learning for higher education in post pandemic era in context of National Education Policy (NEP) 2020• Designing effective assessments for online learning environments• Professional development and support for online faculty: challenges and opportunities• The role of emerging technologies in creating immersive learning experiences
2 Technologies for Blended Learning	<ul style="list-style-type: none">• Integrating technology and education: to diversify online learning and teaching• Technology considerations to build for platforms at scale and manage different user needs• Free open-source tools and technologies to be leveraged• Learning analytics: tools and possibilities• Developing, designing and implementing extended reality within learning environments: reflection and ethical considerations for implementation• Game based approach for teaching to ignite student interest and drive outcomes in a collaborative environment
3 Sustainability in the Blended Learning Ecosystem	<ul style="list-style-type: none">• Developing sustainable teaching and learning environments• Faculty and instructional designers: learning about successful collaborations from other professions• Creating an effective e-Learning culture: The pedagogical variations for online learning and teaching• Addressing security and privacy issues and concerns about the use of digital platforms for students• Systems thinking in a marketplace design• Role of hybrid learning environments in peer-to-peer learning
4 Building Stakeholder Capacities to Navigate in a Blended Teaching-Learning Ecosystem	<ul style="list-style-type: none">• Building optimal capacities for implementing blended learning in college campuses• Networked and self-directed approaches to professional development in online teaching and design• Easy e-content development tools and methods for higher education faculties• Leading change for effective faculty development program
5 Contemporary Curriculum for Agricultural Education	<ul style="list-style-type: none">• Curriculum and pedagogical changes for successful adoption• Faculty preferences while creating courses for the online environment• Designing effective courses online: effective pedagogy for online courses for college faculty

Conference Components



**Participation in the event is by invitation only*

Know our Institutions and Projects



ICAR

(<https://icar.org.in/>)

Indian Council of Agricultural Research is an autonomous organization established in 1929 under Department of Agricultural Research and Education (DARE), Ministry of Agriculture and Farmers Welfare, Government of India. The council is the apex body for coordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country.



ICAR – IASRI

(<https://iasri.icar.gov.in/>)

Indian Agricultural Statistics Research Institute (IASRI) is a premier institute of ICAR established in 1930 to undertake research, teaching and training in the fields of agricultural statistical sciences, computer application and bioinformatics.

NAHEP

(<https://nahep.icar.gov.in/>) **NAHEP**

National Agricultural Higher Education Project (NAHEP) is a project undertaken by ICAR with the assistance of World bank to strengthen the National Agricultural Education System in the country.

RAES

Resilient Agricultural Education System (RAES) is a development initiative under NAHEP undertaken to strengthen the Digital Infrastructure of Agricultural Universities, enhance the quality of Digital Content in the field of Agriculture and facilitate Digital Capacity Building to address the digital divide among stakeholders. Digital Resources and Information Sharing for Hybrid Technology Aided Interactions (DRISHTI) is the blended learning platform envisioned to be operationalized under RAES

Core Organizing Committee

Patron

Dr. Himanshu Pathak

Secretary (DARE)
& Director General (ICAR)

Chair

Dr. R.C. Agrawal

Deputy Director General
(Agricultural Education), ICAR
& National Director, NAHEP

Co-Chair

Dr. Rajender Parsad

Director, ICAR - IASRI

Organizing Secretaries

Dr. Anuradha Agrawal

National Coordinator
(CAAST and Component 2), NAHEP

Dr. Sudeep

Head, Division of Computer Applications, ICAR – IASRI
& PI (Component 2), NAHEP

Co-Organizing Secretaries

Dr. Alka Arora

Professor (CA) & Co-PI Component 2, NAHEP

Dr. Anshu Bharadwaj

Pr. Scientist & Co-PI Component 2, NAHEP

For further details contact organising secretaries: ✉ Email: icble2022@icar.gov.in