

Distance Education Initiatives in District Primary Education Programme (DPEP) INDIA

**Distance Education Programme
District Primary Education Programme (DEP-DPEP)**

NIEPA DC



D12214



**IGNOU - NCERT Collaborative project
(Sponsored by Ministry of HRD, Govt.of India)**

**Distance Education Initiatives
in DPEP**

India

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Better learning will not come from finding better ways for the teacher to instruct but from giving the learner better opportunities to construct.

(Papert, 1991)

FOREWORD

We are a developing nation with a strong and determined will to work for liberating our people from the problems and sufferings that they encounter due to inappropriate awareness, by disseminating knowledge and basic education with equitable access. We are confident that education alone can enable us to liberate our people from economically deficient to affluent society. It is in this background that we have been making some major efforts to expand education to make it accessible to all.

But providing education to such a large population of our country needs new strategies and action plans with innovations and imaginative interventions. We also understand that it is desirable for us to make special efforts with greater focus on providing effective and quality oriented education to teachers who play a central role in imparting education. It is further realized that this has to be a life long effort to refresh, recharge and upgrade our teachers with new capacities, capabilities, motivation and enthusiasm. An important and essential dimension of the massive Task of Training the in-service teachers is to provide the training without displacing them from their places of work as a life long learning or L² component. It is in this background that the Open and Distance Learning system, which has been so well developed and promoted by the Indira Gandhi National Open University (IGNOU), emerges to be the main mode of training at such a large scale covering widely spread learning centers. Thus the Ministry of Human Resource Development (MHRD), Government of India identified Indira Gandhi National Open University (IGNOU) and National Council of Educational Research & Training (NCERT) to jointly handle teachers training programmes through distance mode under the District Primary Education Programme (DPEP) in 18 states of the country. Thus under IGNOU-NCERT collaboration in-service training programmes for primary school teachers and teacher educators through distance mode, as an effective supplement to interactive face to face component, were introduced. This national report : *Distance Education Initiatives in District Primary Education Programme : India* is the manifestation of these pioneering distance learning initiatives and interventions for the training of primary school teachers and functionaries. The report covers major activities in this direction carried out under the programme during a span of six years between 1997 and 2003. The report bears a testimony to some pioneering, significant and innovative initiatives used for training which included inter alia organization of countrywide interactive teleconferencing sessions from IGNOU's satellite uplink facility.

I congratulate Prof. S. C. Garg, Pro-Vice Chancellor, IGNOU, Prof. S.V.S. Chaudhary, Project Director and members of his team for bringing out this report for wider use at the national and international levels. We would like to highlight the key role played by the MHRD in approving and sponsoring this programme. We would also like to record effective financial and other support extended by International Development Association (IDA). Our feelings of appreciation are also due to the concerned officials of the NCERT, State Project Directors and other staff working under DPEP for the valued cooperation extended by them. With the experience gained under the project, I am confident that IGNOU will be able to make even more effective contribution for the success of Sarva Shiksha Abhiyan (SSA) under DEP-SSA Project.



Dated: June 30, 2003
IGNOU, New Delhi

Prof. H P Dikshit
Vice-Chancellor, IGNOU
Chairman, DEP-DPEP

PREFACE

The decade (1991-2000) witnessed many significant developments in the field of distance education all over the world. Advances in information and communication technology increased the reach and efficiency of open learning system. Contemporary distance education technologies in India include teleconferencing, innovative self-learning modules, greater reliance on practicum especially hands-on-experience, tutorials, radio broadcast and interactive phone-in, academic as well as personal counseling. Greater use of broadcast and cassette technologies has made it possible for distance learners/trainers to upgrade their knowledge and competencies without leaving their world of work. Today many developed and developing countries are using distance learning inputs for teacher education at various levels with considerable consistency and cost-effectiveness without any compromise on quality.

Providing in-service teacher education through the distance mode, as a strong supplement to face-to-face component, was deliberated upon in the second Ministerial Conference held in September, 1995 in Indonesia. Serious concern for quality, access and the needs of large number of primary school teachers were expressed in this conference. The quality improvement of primary school education in India continued as priority agenda for both the central as well as state governments.

As an effort in this direction, the Indira Gandhi National Open University in collaboration with the National Council of Educational Research and Training, worked out a detailed project proposal for providing distance education inputs for improving the quality of primary school education in the country. These national organisations launched distance education programme (DEP) as a project under District Primary Education Programme (DPEP) in April, 1997. The project was financed by MHRD through international funding from the International Development Association. There were 18 DPEP states viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttaranchal, Uttar Pradesh, and West Bengal. The Distance Education Programme (DEP) had been extended to all these states in relation to the DPEP project.

The DEP was in operation in DPEP states between April, 1997 and June, 2003. The distance education component in the project was perceived as support to the on-going efforts for training teachers and other personnel in primary

education sector. Hence the project had a focus on review of the on-going training programmes and training plan in each state and identification of the types of distance education materials and inputs which could strengthen and enrich the on-going efforts towards evolving an integrated, effective and sustainable training programme.

Distance learning activities carried out in these 18 DPEP states were documented and published separately. At the same time, it was realized that a national report based on DEP-DPEP activities should also be documented and published to provide a composite picture of distance education intervention for national and international forum.

The report is based upon the documents prepared by the nodal office of DEP-DPEP which were presented in the meetings of Programme Implementation Committee and Advisory Committee of DEP-DPEP. The subject matter has been further enriched from the national/international level seminars and thematic workshops organized by the nodal office. Introductory portion of each chapter has been prefaced with some theoretical frame relevant to the specific chapter. The distance learning activities in the state were organized under the overall guidance, direction and control of the state project directors, assisted by the distance education coordinators/in-charge officials - distance education who were assigned exclusive responsibility of planning, organizing, supervising and documenting these distance learning activities. At the national level, the project director was providing guidance and direction duly assisted by senior programme officers, programme officers, junior programme officers, consultants and secretarial staff. At the ministry level, the Bureau of DPEP, provided necessary guidelines and direction. Joint supervision missions supervised the DL activities along with DPEP activities serving as external monitoring agency to the project.

The project invariably aimed at capacity building both of the individuals and institutions. The involvement of the personnel of DIETs, BRCs, CRCs and primary school teachers was encouraging and source of strength for achieving the desired objectives of DEP-DPEP.

During the six years of its operation, the project provided a significant contribution in strengthening the on-going teacher education programmes at the primary level as well strengthening ICT use.

I express my gratitude to the Bureau of DPEP, MHRD, in sponsoring this project and Vice-Chancellors, IGNOU who provided all advisory and logistical

support for its successful implementation. My thanks are due to Prof. S.C. Garg, Pro-Vice Chancellor, IGNOU who has provided necessary administrative and academic guidance for smooth conduct of the Programme. I am also thankful to the authorities and faculty members of the NCERT, who have been kind enough to cooperate in this endeavour. My thanks are also due to the state project directors and distance education coordinators who at the state level conducted the distance education programmes at different levels down to the districts, blocks and clusters.

My predecessors, Prof. M. N. Deshmukh and Prof. Mohd. Miyan took great pains in conceptualizing and carrying forward distance learning activities with systematic planning and implementation. My hearty congratulations and thanks to them. Senior programme officers, programme officers, junior programme officers, other supporting staff of DEP office deserve due appreciation for their devoted work spirit.

I express my great appreciation to Prof. V. P. Garg, Consultant, who helped me in the conceptualization and drafting the final version of this report. I am also very grateful to Prof. V. K. Sabharwal, who not only obliged for editing the draft but also provided constructive suggestions for its improvement. I wish to put on record the administrative support provided by Sh. Chandra Ballabh, Administrative-cum-Finance officer.

I hope that the report will be useful to all those who are involved in improving the quality of primary education in the country. The rich experience gained in this project will help in implementing open and distance learning activities to achieve the objectives of Sarva Shiksha Abhiyan (Education for All).



Dated: June 16, 2003
New Delhi

S.V.S. Chaudhary
Project Director

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ABBREVIATIONS

AC	:	Advisory Committee
AIE	:	Alternative and Innovative Education
AIR	:	All India Radio
ANSSIRD	:	Abdul Nazir Sab State Institute of Rural Development
APSWAN	:	Andhra Pradesh Statewide Area Network
AS	:	Alternative Schools
ATR	:	Action Taken Report
AV	:	Audio visual
AWP&B	:	Annual Work Plan and Budget
BEP	:	Bihar Education Project
BLRC	:	Block Level Resource Centres
BLRG	:	Block Level Resource Group
BRC	:	Block Resource Centre
BRCC	:	Block Resource Centre Coordinator
BRG	:	Block Resource Group
BTI	:	Basic Training Institute
CATV	:	Cable TV
CIET	:	Central Institute of Educational Technology
CLRC	:	Cluster Level Resource Coordinator
CRC	:	Cluster Resource Centre
CRCC	:	Cluster Resource Centre Coordinator
CRCF	:	Cluster Resource Center Facilitator
CTE	:	College of Teacher Education
DEC	:	Distance Education Coordinator
DECU-ISRO	:	Development and Educational Communication Unit - Indian Space Research Organisation
DEP	:	Distance Education Programme
DFID	:	Department for International Development
DIET	:	District Institute of Education and Training
DL	:	Distance Learning
DPE	:	Diploma in Primary Education
DPEP	:	District Primary Education Programme
DPO	:	District Project Office
DRC	:	District Rehabilitation Centre
DRS	:	Direct Reception Sets
DRU	:	District Resource Unit

DSERT	:	Directorate of State Educational Research and Training
EAS	:	Employment Assurance Scheme
EC	:	European Commission
ECCE	:	Early Childhood Care and Education
ECE	:	Early Childhood Education
Ed.CIL	:	Educational Consultants of India Limited
EE	:	Elementary Education
EFA	:	Education for All
EGS	:	Education Guarantee Scheme
EMIS	:	Educational Management Information System
EMPC	:	Electronic Media Production Centre
EMRC	:	Educational Media Research Centre
ET&T	:	Electronic Trade and Technology Development Corporation Limited
EVS	:	Environmental Studies
FGD	:	Focused Group Discussion
FM	:	Frequency Modulation
FTIO	:	Film and Television Institute of Orissa
GCM	:	Greatest Common Multiple
GE	:	Gender Education
GER	:	Gross Enrolment Ratio
GIET	:	Gujarat Institute of Educational Technology
GoI	:	Government of India
HPSPP	:	Haryana Prathmik Shiksha Pariyojana Parishad
IAD	:	Internet Access Device
IASE	:	Institute of Advanced Study in Education
ICDS	:	Integrated Child Development Scheme
ICT	:	Information and Communication Technology
IDA	:	International Development Association
IDRM	:	In-depth Review Mission
IED	:	Integrated Education for Disabled
IEDC	:	Integrated Education for Disabled Children
IGNOU	:	Indira Gandhi National Open University
ISM	:	Internal Supervision Mission
ISRO	:	Indian Space Research Organization
JGSY	:	Jawahar Gram Samridhi Yojana
JRM	:	Joint Review Mission
JRY	:	Jawahar Rozgar Yojana

JS	:	Joint Secretary
JSM	:	Joint Supervision Mission
KRPs	:	Key Resource Persons
LCM	:	Least Common Multiple
LNBC	:	Low Noise Block Converter
LJP	:	Lok Jumbish Project
MBPJ	:	Muniya Beti Padhati Jaye
MEO	:	Mandal Educational Officer
MGT	:	Multi Grade Teaching
MHRD	:	Ministry of Human Resource Development
MIS	:	Management Information System
MLL	:	Minimum Levels of Learning
MoU	:	Memorandum of Understanding
MPEGS	:	Mahatma Phule Education Guarantee Scheme
MRP	:	Mandal Resource Person
MS	:	Mahila Samakhya
MTA	:	Mother Teacher Association
NCERT	:	National Council of Educational Research and Training
NCTE	:	National Council for Teacher Education
NDC	:	National Development Council
NFE	:	Non-Formal Education
NFHS	:	National Family Health Survey
NGO	:	Non-Governmental Organisation
NID	:	National Institute of Design
NIEPA	:	National Institute of Educational Planning and Administration
NLM	:	National Literacy Mission
NOS/NIOS	:	National Open School / National Institute of Open Schooling
NPE	:	National Policy on Education
NPNSPE	:	National Programme of Nutritional Support to Primary Education
OB	:	Operation Blackboard
OHP	:	Over Head Projector
PIC	:	Programme Implementation Committee
PIG	:	Programme Implementation Group
PMIS	:	Project Management Information System
POA	:	Programme of Action

PRI	:	Panchayati Raj Institution
PTA	:	Parent Teacher Association
PVC	:	Pro-Vice Chancellor
RCCPs	:	Radio-Cum-Cassette Players
RESECO	:	Remote Sensing & Communication Centre
RP	:	Resource Persons
SC	:	Scheduled Caste
SCERT	:	State Council of Educational Research and Training
SDMC	:	School Development and Monitoring Committee
SIE	:	State Institute of Education
SIEMAT	:	State Institute of Educational Management and Training
SIET	:	State Institute of Educational Technology
SK	:	Shiksha Karmi
SKP	:	Shiksha Karmi Project
SLM/SIM	:	Self-Learning Material / Self-Instructional Material
SoE - IGNOU	:	School of Education - IGNOU
SOPT	:	Special Orientation Programme for Primary Teachers
SPD	:	State Project Director
SPO	:	State Project Office
SRC	:	State Resource Centre
SSA	:	Sarva Shiksha Abhiyan
ST	:	Scheduled Tribe
TLE	:	Teaching Learning Equipment
TLM	:	Teaching-Learning Material
TRACT	:	Transportable Remote Area Communication Terminal
TT	:	Teacher Training
UCs	:	Utilization Certificates
UEE	:	Universalisation of Elementary Education
UNICEF	:	United Nations International Childrens Emergency Fund
UPE	:	Universalization of Primary Education
UT	:	Union Territory
VC - IGNOU	:	Vice-Chancellor, IGNOU
VEC	:	Village Education Committee
VRC	:	Vocational Rehabilitation Centre
ZSS	:	Zilla Saksharata Samiti

CHAPTER I: INTRODUCTION

1.0 Education in India: A Backdrop

India is a vast country extending over an area of 32,87,263 sq. km. from the *snow-covered* Himalayan heights in the north to the *sun-battered* plains and *tropical rain* forests of the south and from the *misty mountains* of Arunachal to the *marshy Rann of Kutch* in the West. As on March 1, 2001, India's population was 1,027 millions (531.3 millions males and 495.7 millions females). As the second largest populous country, India is to home about 17 percent of world's population accommodating in an area of just 2.4 percent of the world's total area. As against 2,820 languages in the entire world, as many as 325 languages are used in India alone [Selected Educational Statistics: MHRD, 2002].

For the purpose of governance, India is divided into twenty-eight states and seven Union Territories. The States and the Centre function under a federal relationship.

Education is in the concurrent list though major responsibility for school education lies with the state governments. Under the concurrent list, the central government is expected to have a meaningful partnership for educational development in the country. In some of the states, local-self government bodies, namely, Panchayati Raj Institutions (PRIs) in rural areas and municipalities in urban areas, have also been associated with school education in order to make the system more decentralised and responsive to local requirements and also to facilitate community participation and ownership. Economic, educational and social development in the country has been basically realised through planning. The Planning Commission has the mandate to develop five-year plans. India has completed five decades of planned development and the country started implementing the tenth Five-Year Plan in 2002-2003 which will be completed in 2006-2007. Under the planning process, efforts are made both by the centre and the state governments to raise resources and share responsibilities for realising physical targets set forth under its five-year plan. The National Development Council (NDC) imparts a national character to the entire process of planning.

1.1 Universalisation of Elementary Education: A National Agenda

During the post-independence period, there has been considerable expansion in educational facilities and enrolment at the elementary stage as revealed by successive surveys of educational facilities (so far six surveys have been carried

out), Consequently, literacy rate has improved in every decade. Table-1 depicts the decadal rise in literacy rates and the expanding system of primary education. This is also reflected in Figures 1.0 and 2.0.

Table 1: Literacy Rate and Number of Primary Schools (1951 - 2001)

Year	Literacy rate %			Number of schools	
	Persons	Males	Females	Lower primary	Upper primary
1951	18.33	27.16	8.86	215036	14576
1961	28.31	40.40	15.34	351530	55915
1971	34.45	45.95	21.97	417473	93665
1981	43.56	56.37	29.75	503763	122377
1991	52.21	64.13	39.29	566744	155926
2001	65.38	75.85	54.16	638738*	206269*

Note : Literacy rates of 1951, 1961 and 1971 relate to population aged five years and above. The rates for the years 1981, 1991 and 2001 relate to the population aged seven years and above.

* As on 30th September, 2000 (provisional).

Source : (i) Education for All (India), MHRD and NIEPA Publication, April, 2000, Table - 1.1, p. 5
(ii) Selected Educational Statistics : 2000-2001, MHRD, Government of India, New Delhi, 2002, Table 2 (p. 9) and Table 19 (p. 102).

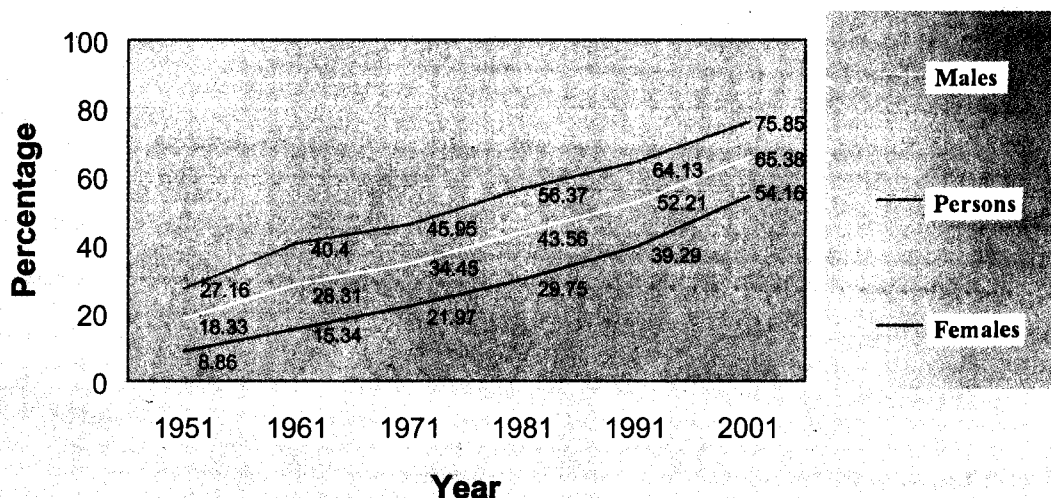


Figure 1.0: Literacy Rate (1951-2001) India

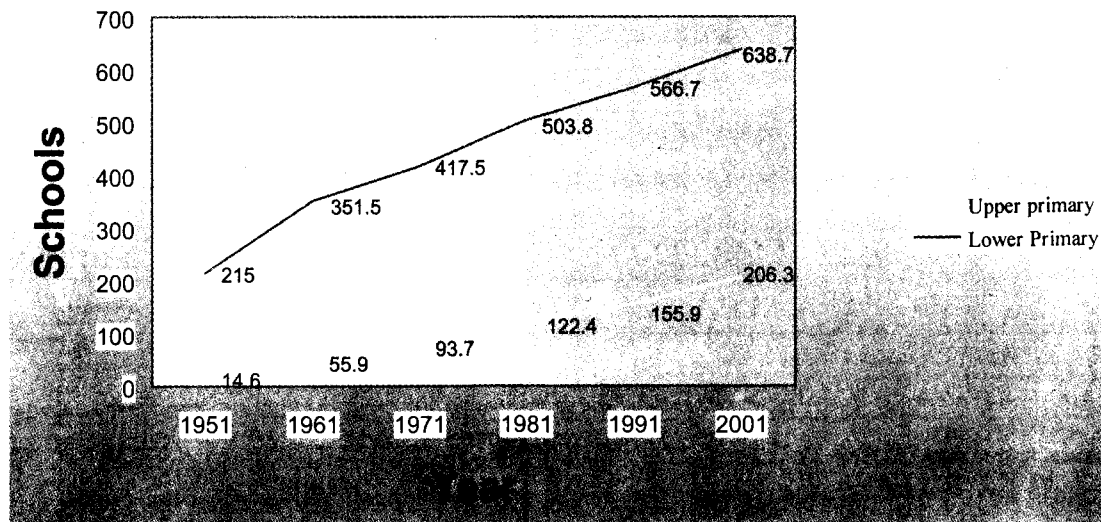


Figure 2.0: Number of Primary and Upper Primary Schools (1951-2001) India (In Thousands)

Note: Figures rounded to the nearest unit

Source: Based on table no. 1

1.2 The EFA Declaration

The world conference on *Education for All* [EFA] held in March 5-9, 1990 in Jomtien, (Thailand), adopted a Declaration calling upon all member states and international agencies to take effective steps for achieving EFA by the year 2000. This resolution sought to meet the basic learning needs of all children, youth and adults. These needs were further specified as consisting of (a) essential learning tools such as literacy, oral expression, numeracy and problem solving, and (b) the basic learning content such as knowledge, skills, values and attitudes.

For fulfillment of these learning needs, the Declaration of EFA took a broadened vision of basic education as consisting of formal schooling, non-formal education programmes as well as open learning systems which together attempt to provide basic education to all children as well as adults. India was a signatory to the Jomtien Declaration. During the nineties, efforts were made to formulate a new approach and policy (revised National Policy of Education, 1992). New strategies and schemes have been developed in terms of improved

quality of school provision; focus on learning outcomes, teacher capacity building, community participation in education, evolving effective and efficient management structures in education. A significant change in the perspective towards basic education (classes I - VIII), has been made through legislative measures. The Supreme Court of India has recognised education as a fundamental right flowing from the right to life and liberty. The Constitution (86th Amendment) Act 2002 was enacted by the Parliament to provide free and compulsory education to all children in the age group of 6 - 14 years.

1.2.1 Partnership of Government of India with State Governments

The Government of India, in partnership with the state governments, has made a number of attempts to meet the challenge of providing elementary education to all children in pursuance of the directive under Article 45 of the constitution, which has been reiterated in the National Policy of Education (1986), revised in 1992. The data in Census 2001 revealed that the literacy rate had increased and the gender gap was narrowed. The nineties witnessed a dramatic increase in public demand for elementary education and the central and the state governments responded well by undertaking many bold programmes, chief among these are the National Literacy Mission (NLM), Mahila Samakhya (MS), Operation Blackboard (OB), District Primary Education Programme (DPEP), non-formal education (NFE), Shiksha Karmi Project (SKP), Lok Jumbish Project (LJP), National Programme of Nutritional Support to Primary Education (popularly known as Mid-day Meal Scheme).

1.3 District Primary Education Programme (DPEP)

District primary education programme in India is in line with the earlier pilot schemes on improving the quality of basic education (classes I-VIII) in the state of Andhra Pradesh (Andhra Pradesh Education Project), Bihar (Bihar Education Project) and Uttar Pradesh (Uttar Pradesh Basic Education Project) which indicated that the focus on operationalising the strategy for achieving universalisation of elementary education (basic education) is to be met through district-specific planning and disaggregated target setting.

The DPEP is a centrally-sponsored scheme and is implemented in a mission mode through a registered, state level autonomous society. The need for a society was mooted in the experiences gained from the Bihar Education Project and the Uttar Pradesh Basic Education Project. It was also felt that existing administrative structures had shown an inadequacy to implement specific time-bound educational programmes. Furthermore, a society provides an appropriate forum to foster a meaningful partnership between the Government machinery, voluntary agencies, teachers unions, and parent/guardian groups

who can help in implementing and guiding the programme. It also helps to forge linkages between the National Resource Institutions like NIEPA, and NCERT thereby ensuring professional rigour and inputs into the programme. Incidentally, management through a state level society for Bihar Education Project and UP Basic Education Project was cleared through the Cabinet approval.

The DPEP programme is structured in such a manner that it provides additional inputs over and above the provisions made by the state governments for elementary education. The programme plugs in the existing gaps in the development of primary education and seeks to revitalise the existing system. DPEP is contextual and has a marked gender focus. The components of programme include construction of classrooms and new schools, opening of Non-formal/Alternative Schooling Centres, appointment of new teachers, setting up of Block Resource Centres and Cluster Resource Centres, teacher training, development of teaching learning material, research based interventions, special interventions for education of girls, SC/ST, etc. The components of integrated education to children with disability and a distance education component for improving teacher training have also been incorporated in the programme.

1.3.1 Funding

DPEP is an externally aided project. Eighty-five percent of the project cost is met by the Government of India and the remaining 15 percent is shared by the State Government. The Government of India share is resourced through external assistance. At present external assistance of about Rs.69380 millions, comprising Rs.51370 millions as credit from IDA (World Bank) and Rs.18010 millions as grant from European Commission (EC), Department for International Development (DFID) of UK, UNICEF and Government of Netherlands has been tied up for the DPEP. Under the IDA credit, 211 districts of 16 States namely, Andhra Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttaranchal are covered under the programme. Grant from the European Commission (EC) amounting to Rs.6230 millions is available for 17 districts of Madhya Pradesh and 9 districts of Chhattisgarh. Netherlands has provided a grant of Rs.2150 millions for DPEP in 8 districts of Gujarat. Another 3 districts in Gujarat are funded under the State Sector. Grant amounting to Rs.9270 millions has been tied up with Department for International Development (DFID), UK, for 5 districts of Andhra Pradesh, 10 districts of West Bengal and 8 districts of Orissa. UNICEF has provided a grant of Rs.360 millions as a co-financing arrangement alongwith IDA credit for DPEP in Bihar and Jharkhand [MHRD: Annual Report 2002-2003, p. 61].

1.3.2 Coverage

The programme which was initially launched in 1994 in seven states has now been extended to cover 18 states, viz., Andhra Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Gujarat, Orissa, West Bengal, Uttar Pradesh, Uttaranchal, and Rajasthan.

1.3.3 Holistic Base of DPEP

The District Primary Education Programme (DPEP) takes a holistic view of primary education development and seeks to operationalise the strategy of Universalisation of Primary Education (UPE) through district-specific planning with emphasis on decentralized management, participatory processes, strong supervision and monitoring, empowerment and capacity building at all levels. Pedagogical horizons are strengthened through distance learning. Social disparities in education are being narrowed down by providing physical access to girl child, tribals, scheduled castes, physically challenged persons, and minorities.

1.3.4 DPEP Objectives

DPEP aims at achieving the following objectives:

- to provide all children with access to primary education either in the formal system or through the non-formal system (NFE/Alternative Schooling);
- to reduce differences in enrolment, drop out rates and learning achievement among gender and social groups to less than 5 percent;
- to reduce overall primary drop out rates (classes I-V) for all students to less than 10 percent;
- to raise average achievement levels by at least 25 percent over measured base line levels and ensure achievements of basic literacy and numeracy competency and a minimum of 40 percent achievement levels in other competencies by all primary school children.

1.3.5 Progress Under DPEP

The progress under DPEP recorded so far could be mentioned as under:

- opening of new schools numbered 0.160 million of which 0.084 million were alternative schools (AS).
 - creations of additional schooling facilities.
 - 45,900 new school buildings.

- 46,800 additional classrooms.
- 15,302 resource centers.
- 46,500 toilets.
- 16,700 drinking water facilities
- appointment of para-teachers/Shiksha Karmi 0.177 million. [MHRD: Annual Report: 2002-2003. p. 62].

1.4 Education Guarantee Scheme and Alternative and Innovative Education

It is well known that formal system of education in India does not cover a large number of children due to various socio-economic constraints. To provide access to such out-of-school i.e. unenrolled children (migrating children, street and slum children, girls, SC/ST children), non-formal education centres have been established across the country. The scheme of Non-Formal Education was introduced in 1979-80 and it focused on children of the age group 6-14, who have remained out of the formal school system. The systematic evaluation of the scheme of NFE has been done by Parliamentary Standing Committees, one on Human Resource Development, and the second on the Problems of Drop-outs and the third by the Planning Commission. The earlier non-formal education scheme has been restructured based upon the findings of these evaluation studies and re-named as Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE). The scheme was made operational all over India with effect from 1 April, 2001.

"EGS and AIE envisages flexible strategies including schools in unserved habitations, seasonal hostels or condensed courses for migrating children, bridge courses, residential camps, drop-in centers for street and slum children, remedial coaching for children enrolled in formal schools and short duration summer camps." (MHRD : Annual Report : 2001-2002)

The revised scheme, applicable throughout the country, will be more flexible and operationally more pro-active and would support the following broad strategies:

- setting up of schools in school-less habitations (EGS)
- interventions for mainstreaming of 'out of school' children viz. through bridge courses, back to school camps, etc.
- strategies for very specific, difficult groups of children who cannot be mainstreamed.

The revised scheme would be a part of overall programme for Universalisation of Elementary Education under *Sarva Shiksha Abhiyan*. The scheme will be implemented and monitored by state level societies set up/identified by State/

UT governments which shall have powers to appraise and approve proposals under state and voluntary sectors. The ratio of expenditure borne by the Centre and the States would be 75:25 respectively. The voluntary agencies would, however, be eligible for 100 percent assistance (within the overall cost ceilings). EGS and AIE, being part of SSA, have no separate budget provision but expenditure on the scheme is incurred from the overall budget provision of SSA.

The Ministry of Human Resource Development has sanctioned EGS/AIE in various states as reflected in Table 2:

Table 2: Number of EGS/AIE Centres sanctioned During 2001-2002

Sl.No.	State/UT	No. of centres
1.	Andhra Pradesh	11011
2.	Jammu and Kashmir	2510
3.	Karnataka	1552
4.	Madhya Pradesh	20378
5.	Maharashtra	3480
6.	Orissa	9673
7.	Punjab	10586
8.	Uttar Pradesh	2179
9.	Uttaranchal	708
10.	Rajasthan	15307

Source : MHRD : Annual Report 2002-2003, p. 58

1.5 Operation Blackboard

The scheme of Operation Blackboard (OB) was launched in 1987-88 with the aim of improving physical infrastructure as well as providing more teachers in primary schools. There are three main components of Operation Blackboard scheme:

- provision of at least two classrooms in each primary school with facilities of separate toilets for boys and girls;
- provision of an additional teacher to single - teacher primary schools; and

- provision of essential teaching learning equipment (TLE); including furniture for teachers.

During the Eighth Five - Year Plan, the scheme was revised in 1993-94. It was upscaled to provide a third classroom and a third teacher to primary schools where enrolment was in excess of 100 students. It was also extended to cover upper primary schools. The scheme is being implemented through the state governments, with 100 percent assistance from the centre towards salary of additional teachers and provision of teaching learning equipment.

Construction of school building has been brought under the programmes of rural employment like Jawahar Rozgar Yojana (JRY) and Employment Assurance Scheme (EAS). The JRY has been restructured by the Ministry of Rural Development by renaming it as Jawahar Gram Samridhi Yojana (JGSY). Under the revised guidelines effective from the April 1, 1999 for construction of school building under the OB scheme, central assistance is available on 75 : 25 basis between the centre and the states.

1.5.1 Progress of On-Going Operation Blackboard

Under OB, 0.185 million additional classrooms have been constructed in primary schools since its inception. About 0.149 million posts of additional teachers for single teacher primary schools have been sanctioned. In addition, 0.083 million posts of third teacher in primary schools when enrolment exceeds 100 and 0.077 million posts of additional teachers for upper primary schools have been sanctioned [*MHRD: Annual Report 2002-2003, p. 87*]. A provision of 0.523 million teaching learning equipment (TLE) to primary schools and 0.138 million upper primary schools has also been made.

1.6 Creation of Para-Teachers Cadre

In order to meet the shortage of primary school teachers on one hand and constraints of financial resources on the other, state governments have created a cadre of para-teachers. These para-teachers have been deployed in project schools (EGS, AS, etc.) and sometimes even in primary schools. The DPEP states employed about 0.177 million para teachers. This number is quite large and in view of their low academic qualification and poor or no training, these teachers require upgradation through in-service training.

1.7 Teacher Education

A centrally sponsored scheme of *Restructuring and Reorganization of Teacher Education* was initiated by the Government of India in 1987. The major

objectives of this scheme is to create viable institutional infrastructure, academic and technical resource base for orientation, training, and continuous up-gradation of knowledge, competence and pedagogical skills of school teachers in the country.

The scheme envisages:

- setting up of District Institutes of Education and Training (DIETs) in each district to provide academic and resource support to elementary education teachers, non-formal and adult education instructors;
- establishment of Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) to organise pre-service and in-service training for secondary school teachers and to provide extension and resource support services to secondary schools.
- IASEs are expected to conduct in-service training programmes for elementary and secondary stage teacher educators and principals of secondary schools, engage in advanced level of fundamental and applied research, especially of interdisciplinary nature and provide academic guidance to DIETs and support services to CTEs; and
- strengthening of SCERTs.

A total of 492 DIETs, 86 CTEs and 38 IASEs have been sanctioned so far under the scheme. Out of these, 17 DIETs and one IASE were sanctioned during the year 2001-02 (*MHRD: Annual Report 2002-03, p. 65*)

1.8 Diploma in Primary Education (IGNOU)

Diploma in Primary Education (DPE) is a collaborative programme of School of Education, IGNOU and NCERT, New Delhi and it seeks to enhance professional competencies of in-service teachers at the primary / elementary level. The programme consisting of 64 credits has a modular approach with 40 percent practical component. IGNOU follows the credit system for its programme each credit is of 30 hours of study comprising all learning activities. The programme comprises three modules:

Module-I	Certificate in Primary Teaching (CPT)	16 credits
Module-II	Certificate in Primary Curriculum and Instruction (CPC)	18 credits
Module-III	Diploma in Primary Education (DPE)	30 credits

This programme is on offer in North-Eastern states including Sikkim.

Programme Objectives

The following four broad objectives of the programme have been envisaged:

- to develop knowledge and understanding of the primary school curriculum.
- to develop skills in transacting the prescribed curriculum effectively.
- to acquaint the participants with factors affecting child development, individual differences in the classroom, learning and motivation process.
- to appreciate the role of teacher in the socio-cultural and political context of the country in general and in the primary education system in particular.

In specific terms, the programme is based on and serves the following five aspects of the teaching-learning process:

- the knowledge base (school curriculum)
- the process of child development
- strategies and skills to transact the curriculum
- awareness of the socio-cultural context in which the teacher functions, and
- sense of commitment among teachers towards educating children.

The target group for the programme is the untrained or under-trained teachers currently teaching at primary/elementary level schools of the North-Eastern states and Sikkim. However, any one desirous of enrolling oneself in this programme should fulfill the eligibility criteria prescribed for the admission. The eligibility criteria for this course is:

Untrained or under-trained regular teachers having passed matric/HSC/+2 standard in the new pattern of education or above and teaching at the primary and elementary level (standard I to VIII) in recognized schools. The teachers should have minimum two years teaching experience at the time of seeking admission.

The programme has been approved by the National Council for Teacher Education (NCTE).

The course can be completed in a minimum duration of two years which is extendable at the most to six years.

The programme is conducted through the following instructional components:

- (i) print material,
- (ii) counselling sessions,
- (iii) audio and visual material aids,
- (iv) conduct of practicals,
- (v) teleconferencing,
- (vi) handbooks,
- (vii) evaluation.

Letter grade system (A, B, C, D and E) is followed for grading continuous and term-end examination components.

1.9 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) aims at improving efficiency of the delivery system for quality basic education (upto classes VIII) and bridging social, regional, and gender gaps with the active participation of the community in the management of schools. The Scheme of Sarva Shiksha Abhiyan (SSA) has evolved from the recommendations of the State Education Ministers' Conference held in October 1998, to pursue universal elementary education in a mission mode. The Scheme of the SSA was approved by the Cabinet in its meeting held on November 16, 2000.

Thrust areas of SSA are as under:

- institutional reforms
- sustainable financing
- community ownership
- institutional capacity building
- improving mainstream educational administration
- community-based monitoring with full transparency
- habitation as a unit of planning
- accountability to community
- priority to education of girls
- focus on special groups
- innovative approach to educational practices based on local specific learning environment.
- strengthening both pre-service and in-service training programmes meant for elementary school teachers and other functionaries connected with elementary education sector and literacy.
- trust on quality through improving the curriculum, child- centred activities and effective teaching-learning strategies.
- facilitating decentralized planning and implementation in the management of delivery system.

1.9.1 Objectives of Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan serves the following broad goals:

- all children in school, Education Guarantee Centre, Alternate School, Back-to-School camp or bridge course by 2003.
- all children in the 6-14 age group complete five years of primary schooling by 2007.

- all children in the 6-14 age group complete eight years of elementary schooling by 2010.
- focus on elementary education of satisfactory quality with emphasis on education for life.
- bridging of all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- universal retention by 2010.

1.9.2 Focus on Girls Under SSA

The following features of SSA are meant to promote the education of the girl child in a focused manner:

- free textbooks for all girls
- innovative component of Rs. 5.0 million per district and Rs. 1.5 million per project
- provision of toilets, especially for girls
- setting up of VECs and mother-teacher associations (MTAs)

1.9.3 Scope of SSA

The SSA will subsume all existing programmes geared to attainment of Universal Elementary Education except Mahila Samkhya and Mid-day Meal Scheme within its overall framework with district as a unit of programme implementation. Externally assisted programmes would continue to be implemented separately under the overall SSA framework till the project period comes to close. Each district will prepare a perspective plan and an annual plan (AP). The perspective plan will be a plan for universalisation within the time frame of Sarva Shiksha Abhiyan. It will be based on the existing position with regard to attendance, retention, drop out and learning achievement. A well thought out clear plan for improving access, increasing retention and ensuring achievement will be part of the perspective plan. On the other hand, the annual plans have to be based on a broad indication of resource availability to a district in a particular year.

While the objective of perspective plan is to assess and plan for the unfinished UEE agenda in a particular district, the annual plan is an exercise in prioritisation [*MHRD: SSA, Framework for Implementation*].

The Sarva Shiksha Abhiyan is a massive mission-mode campaign which covers the entire country and seeks to address the needs of 192 million children in 1.1 million habitations. Nearly 0.85 million existing primary and upper-primary schools and 33 million existing teachers would be covered under the Abhiyan (Source: MHRD, Annual Report, 2002-2003, p. 56)

1.10 Rationale for Training Using Distance Learning Inputs and Materials

The decade (1991-2000) witnessed many significant developments in the field of distance education in India. Advances in information, communication, technologies (ICTs), and satellite communication increased the reach of open learning system and the use of the distance mode in education and training. Contemporary distance education technologies in India include teleconferencing, innovative self-learning modules, greater reliance on practicum especially hands-on experience, tutorials, phone-in facility and academic as well as personal counseling. TV broadcast and greater use of audio-video cassettes have made it possible for distance education learners to upgrade their knowledge and competencies without leaving their world of work. Educational programmes leading to professional qualifications which were until recently available through the face-to-face (F2F) mode only have been launched on mass scale (something impossible in the F2F mode) under the distance open learning system. IGNOU, in response to developments all over the world, has played a leading role in this revolution. Today more than 40 developing countries are using distance learning inputs for teacher education at various levels with considerable consistency and cost- effectiveness without any compromise on quality.

Providing in-service teacher programme through distance mode as a strong supplement to interactive face-to-face component was deliberated upon in the second ministerial conference held in September, 1995 in Indonesia. Concern for quality and access and the need to address the needs of a large number primary school teachers were the main issues in this conference. In India, there are 14 percent untrained teachers at the lower primary school level and another 13 percent at the upper primary school level. Besides, under the EGS and ALE scheme, 0.177 million para teachers have been employed in the DPEP states by the State Governments. The academic and professional qualifications are considerably lower than those required for regular appointment. However, with a view to upgrade their qualifications, it has been accepted in principle that the distance mode be used as one of the strategies for teachers training and other personnel involved in the primary school system under Phase-II of the DPEP. It was decided that the training through the distance mode would cater to the districts under DPEP Phase-I and DPEP Phase-II and later on under DPEP Phase-III.

1.11 Launching of DEP Under IGNOU in Collaboration with NCERT

The Indira Gandhi National Open University makes use of self-instructional

print materials, audio and video programmes, theory-based and activity - oriented assignments, tutorials and academic counseling, contact sessions and internship, radio and TV broadcast and teleconferencing for its professional programmes. Such a multi channel approach to instructional organization can be easily adopted for the training of primary school teachers and other functionaries working in this sector.

In the 18 DPEP states, IGNOU through the implementation of its Distance Education Programme has endeavored to address these concerns through the process of capacity building among teachers and other functionaries in the primary education sector.

1.11.1 Memorandum of Understanding (MoU) for the DEP by IGNOU

The considered view of the experts was that distance education inputs and materials will facilitate the training of teachers and other personnel in primary education sector and IGNOU and NCERT through their collaboration, experience and expertise could provide a befitting response to this challenge. It was accordingly decided that IGNOU would be the leading agency for the implementation of the project. Accordingly, a project proposal was developed and submitted by School of Education, Indira Gandhi National Open University to the Ministry of Human Resource Development, Government of India, for training of primary education personnels through distance mode. The project was proposed by IGNOU as a leading agency in collaboration with NCERT under DEP-DPEP-II during April, 1996.

The project proposal was accepted and distance education programme was made a national component under DPEP programme as part of Development Credit Agreement dated July 15, 1996 between India and International Development Association (IDA) for the second District Primary Education Programme (DPEP-II).

Later on a Memorandum of Understanding (MoU) was made on the 11th November, 1996 between the Department of Education, Ministry of Human Resource Development and Indira Gandhi National Open University which focused on the need for development of the capacity in distance education at the national, state, district and sub-district levels to support on-going in-service teacher education and other training activities, by preparing training scripts and producing distance education materials as well as disseminating distance education materials which has been recognized under the District Primary Education Programme.

The Project has been financed by MHRD through a loan from the International Development Association (World Bank) towards the cost of Second District

Primary Education Programme. DEP-DPEP-IGNOU has carried out the task in accordance with the terms and conditions set out in this MoU and in accordance with the project proposals contained in the document submitted by it to the MHRD.

1.11.2 Project Goal and Objectives

The distance education component in the project is perceived as support to the ongoing efforts for training teachers and other personnel in primary education sector. Hence the project had focus on review of the ongoing training programmes and training plan in each state and identification of the types of distance education materials inputs which could strengthen and enrich the ongoing efforts towards evolving an integrated, effective and sustainable training programme.

1.11.3 Goal

DEP broadly aimed at strengthening the ongoing training programmes of primary education personnel by using distance learning inputs and materials. This was to help evolve a sustainable system of in-service training linked to improving effectiveness of the teaching-learning process in primary schools.

1.11.4 Objectives

DEP was geared to the attainment of the following objectives:

- to provide technical support in designing, developing, producing and delivering distance learning (DL) inputs and materials for training the primary education personnel;
- to build capacity among institutions and people at national, state, district and sub-district levels in designing, developing and producing and delivering DL inputs and materials;
- to assist in reducing transmission loss by suitable DL interventions, thereby increasing consistency and quality of training efforts;
- to develop materials and organize training inputs for selected district level personnel;
- to assist in augmenting the existing EMIS to incorporate data base related to training; and
- to develop a mechanism to assess trainee performance for providing credits leading to certification.

1.11.5 Identified Areas of DEP Inputs in DPEP

The following were the identified areas of DEP inputs in DPEP:

i) **Development of Teaching-Learning Materials (TLM)**

The mainly comprised of the following:

(a) print materials

- self-instructional materials (SIMs) in subject related areas
- SIMs in DPEP intervention in contextual areas.
- material for teleconferencing (reading material, clippings, charts, graphics, captions, etc.).

(b) audio materials - cassettes and CDs (duplication, adoption, production).

These were of the following types:

- content related
- learning experience related
- video clips on various settings of DPEP activities
- video recording of teleconferencing programmes

ii) **Community Mobilization/Campaign**

These inputs involved duplication, adoption and production of materials for task specific purposes, like gender sensitization, IED, etc.

iii) **Capacity Building (training inputs).** These inputs concerned

- resource persons for developing SIMs
- audio i.e. script writers
- video i.e. script writers
- resource persons for organizing training programmes
- conduct of research, and
- trainers' training programme in relevant areas

iv) **Strengthening of Institutions:** For strengthening institutions, the following equipments and other materials were provided

- print materials
- audio materials
- video materials
- Direct reception sets (DRS)
- Internet access devices (IAD), and
- Internet facility through TV with audio CD and Video CD player

v) **Organising Teleconferencing:** Teleconferencing sessions were primarily organized for

- training of facilitators, and panelists; and
- training for promoting interactivity

- vi) **Radio Programmes:** Inputs related to radio programmes were chiefly concerned with
- training for script writers
 - production of programmes in collaboration with All India Radio
 - monitoring and evaluation of radio programmes.
- vii) **Establishing Database:** These inputs were concerned with development and maintenance of database on
- teachers' profile
 - nature and type of training received
 - record and updates of DL materials, etc.
- viii) **Development of State DPEP Web Site:** State DPEP website was developed for every DPEP State with a view to
- facilitate access to information
 - provide interactive learning opportunities to teachers and other functionaries working in the primary education sector.
- ix) **DEP as Nodal Agency for Interstate Information Exchange:**
The main purpose of inputs related to Interstate Information Exchange was to facilitate exchange of information on distance learning activities in the primary education sector. Attainment of this objective was promoted through
- workshops/meetings
 - training of state functionaries
 - faculty visits to state offices

1.11.6 Nature and Delivery of Distance Learning Inputs and Materials

In view of the greater reach of DEP, as many as five nodal points viz. home, school, CRC, BRC and DIET were utilized for delivery of DL materials and inputs. Table 3 depicts these nodal points, the DL material and inputs and the infrastructure expected/utilized for delivery of these materials and inputs.

1.11.7 Outcomes

DEP was instrumental in generating various types of outcomes. These included different types of training materials, expertise, instructional strengthening, instructional linkages, and database on teachers' profile, training received and DL materials.

Table 3: Nature and Delivery of Distance Learning Inputs and Materials

Nodal Point	Inputs/Materials	Infrastructure Expected / Utilised
Home	Self-learning material (SLM), newsletter/periodicals, radio programmes	Radio
School	Teaching-learning activities	Normal facilities available in the schools
CRC	Audio programmes, reading materials, discussion on SLM, feedback on activities, group discussion	Audio cassette player, library of selected reading materials, audio cassettes, resource persons
BRC	Group activities, group discussion, video programmes, additional reading materials	Seminar facility VCR & TV OHP, library facilities, resource persons
DIET	Group activities, group discussion on video programmes, teleconferencing	Seminar facility VCR & TV OHP, Dish antenna, resource persons/facilitators

Note: The group activities and discussion sessions are seen as part of the ongoing training programmes.

1.11.8 Coverage of DPEP States

At present, DPEP Project is in progress in 18 states. The names of the states are:

Andhra Pradesh	Haryana
Assam	Himachal Pradesh
Bihar	Jharkhand
Chhattisgarh	Karnataka
Gujarat	Kerala
Madhya Pradesh	Tamil Nadu
Maharashtra	Uttaranchal
Orissa	Uttar Pradesh
Rajasthan	West Bengal

The DEP was extended in these states in relation to the DPEP Project which was covered under stages.

1.11.9 Organisation and Management of DEP Project

The organization and management of DEP Project was structured through three national level committees/group.

- The first committee was **Advisory Committee** which provided necessary directions to the project. This committee was chaired by the Vice Chancellor, IGNOU.
- **National Expert Group** was a sub-group of the Advisory Committee. The responsibility of this Group was to provide expert advise and support to DEP.
- **Programme Implementation Committee** was headed by the Project Director as its Chairperson. It gave decisions on the functioning of the Project, regular monitoring of its activities and identification of task groups which might be constituted for the implementation of the Project during its period.

The composition and constitution of Advisory and Programme Implementation Committees is given in Table 4. The list of members of Advisory Committee is given in Annexure-3.

For day-to-day administration and control of finances, a full time Project Director was also appointed.

A subgroup of the Advisory Committee acted as a National Expert Group and it provided necessary expert support for the conduct of the project.

The Programme Implementation Committee (PIC) was responsible for day-to-day implementation of the project. It was chaired by the Project Director. The PIC used to meet as often as required and it provided necessary support and directions for project implementation.

The DEP had a dedicated project team at the national level which was supported by project staff in the states. The project team worked under a Project Director.

A Junior Programme Officer worked as the State DEP Coordinator in each state and was attached to the State Project Office (SPO). Besides, short-term consultants and other staff was also inducted as and when needed by the states.

1.11.10 State Level Organisation

At the state level, the Project was advised and guided by a State Resource Group. However, for administrative and financial control, the State Project Director of

Table 4: Composition of National Level Committees of DEP

Committee	Constitution	Frequency of Meeting	Responsibilities
Advisory Committee	<ul style="list-style-type: none"> - Vice-Chancellor Chairperson - Director, NCERT Vice-Chairperson - One PVC, IGNOU - Joint Director, CIET - Joint Secretary (DPEP), MHRD - DPEP Bureau: one Representative - Director, SOE, IGNOU - Head, Deptt. of Teacher Education and Extension, NCERT - Director, EMPC, IGNOU - 3 Directors of State DPEP or their nominees - Director, NIEPA or his/her nominee - Chairperson, NIOS or his/her nominee - Experts of Distance Education, Primary Education (4) - Project Director-Convener 	At least once in six months	<p>Provide necessary broad directions to the project</p> <p>Facilitate networking among institutions</p> <p>Monitoring of DEP</p>
National Expert Group (Sub-group of Advisory Committee)	<ul style="list-style-type: none"> - To be constituted by the AC 	As per requirement	Provide expert advice and support to DEP
Programme Implementation Committee	<ul style="list-style-type: none"> - Project Director: Chairperson - 3 members i.e. from IGNOU - 3 members from NCERT - DPEP Bureau: a representative - Senior DEP staff 	As often as required	<p>Decisions on the functioning of the project</p> <p>Carry out regular monitoring and identification of task groups</p>

DPEP piloted the programme. There is a separate DPEP Project Office located in the capital of each DPEP state. On behalf of DEP-DPEP-IGNOU, Distance Education Coordinators (DECs) were appointed on full time basis. DECs were responsible for planning and organising DPEP activities in the state. The activities/interventions of DPEP were planned by the DECs in liaison with the faculty of DEP-DPEP-IGNOU and state-DPEP Project. Organisational structure of DEP and the Project team has been shown in Figure 3.0.

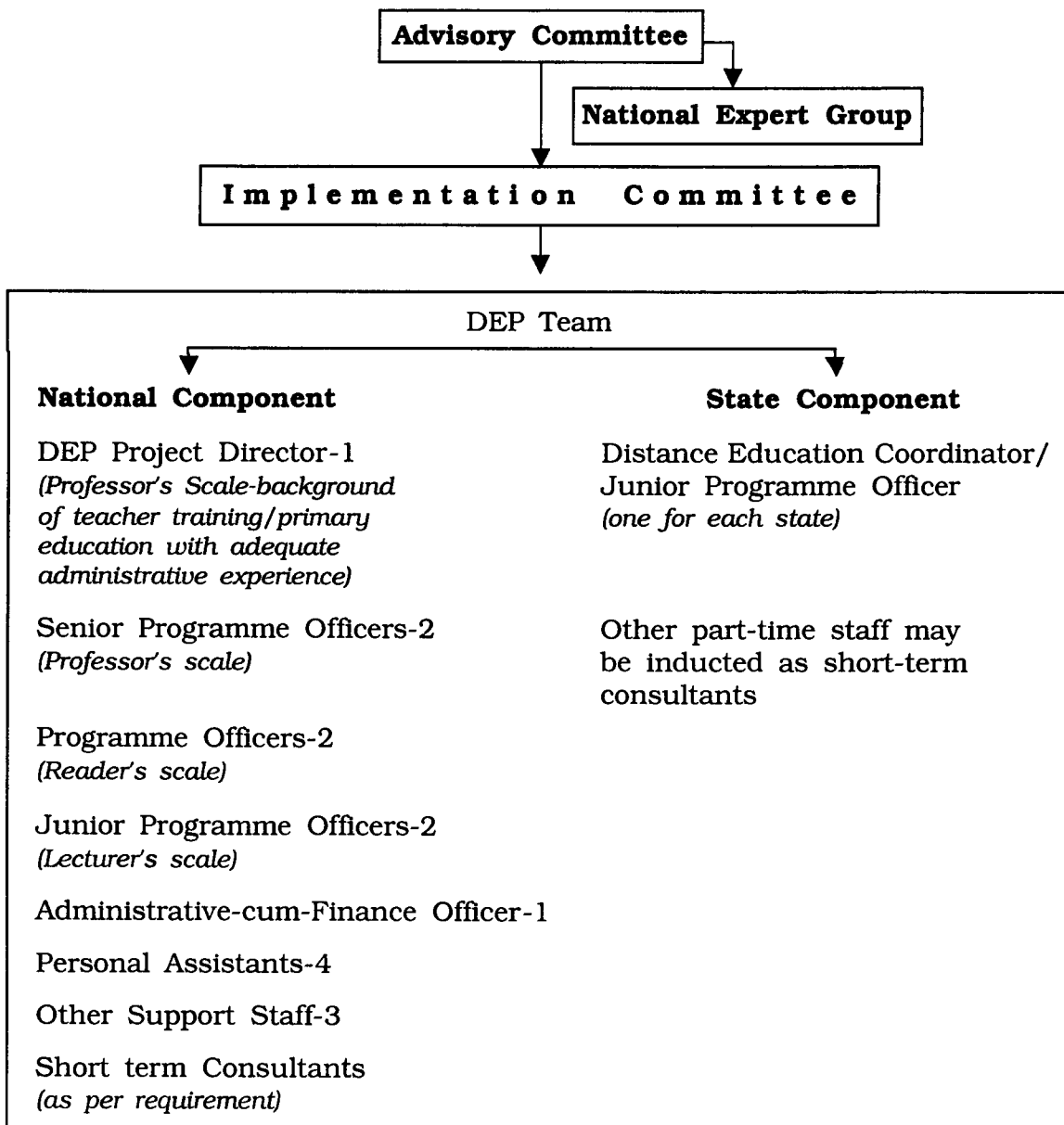


Figure 3.0: Organisational Structure and Project Team

1.11.11 Annual Work Plan and Budget (AWP&B)

DEP-DPEP adopted a holistic convergent approach and for this purpose a framework of activities over a time perspective was adopted to achieve the desired goals of UEE. District elementary education plans served as the core element of the project in order to achieve the desired goals. The perspective plan of a district is segregated into Annual Work Plan and Budget (AWP&B) with a proposed list of activities with budgetary support to implement the AWP&B. District Institutes of Education and Training (DIETs) at the district level were the real hub of activities.

The States prepared AWP&B each year based on the assessment of training needs of functionaries. The activities related to AWP&B for DEP under State component / National component are listed as under:

Statement of AWP&B related Activities for DEP

Sl.No.	Particulars of Activities
1.	National Meetings/Workshops a. Meetings <ul style="list-style-type: none">● Programme Advisory Committee● National Expert Group● Programme Implementation Committee● DECs Meetings b. Workshops <ul style="list-style-type: none">● National Workshop.● Workshops for preparation of states' AWP&B for DEP.
2.	Capacity building and the development of DL materials and multi-media packages. (a) Workshop on preparation of content briefs for DL materials (b) Training and development workshop for <ul style="list-style-type: none">● audio script writers● video script writers● SIM writers (c) Workshop for finalisation of <ul style="list-style-type: none">● audio production scripts● video production scripts● SIM
3.	Organization of new media <ul style="list-style-type: none">● teleconferencing
4.	Radio broadcast

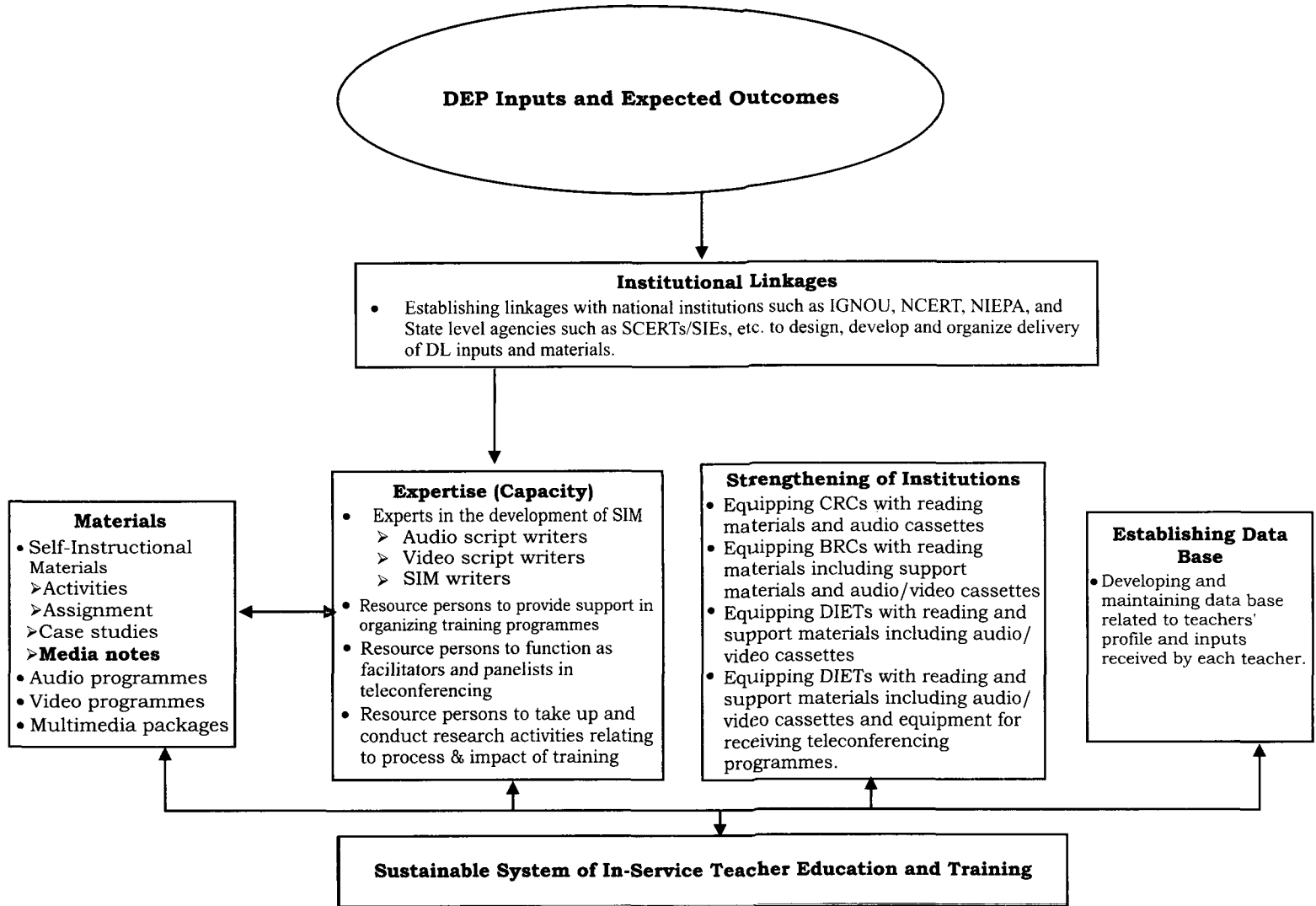


Figure 5.0

**Table 5: Performance Indicators (National)
July 1997 - June 2003**

Sl. No.	At National level	No. of activities/ events
1.	The Advisory Committee Meetings	10
2.	The National Expert Group Meetings	06
3.	The Programme Implementation Group Meetings	10
4.	National Workshop for Professional Development	01
5.	National Level Meetings / Workshops	09
6.	International Level Meetings	02
7.	National Support (DEP Hqrs) to State Initiated Programmes Internet Access Device (IAD) for use in Education and Training of Primary Education Personnel	40 (Nos)
8.	Procurement of Direct Reception Sets for Teleconferencing	190
9.	Development of Website of DEP	Yes
10.	Participation in National and International Seminars	09
11.	Experience sharing Workshop/Exhibition	Radio Broadcast-one

with training teachers were also included. These were:

- Resource persons/master trainers
- CRCs/BRCs coordinators
- DIET faculty, etc.
- Supervisory staff

The groups such as VEC/NFE functionaries and others were also given training. Their activities were incorporated while planning the AWP&B for distance education. It may be noted, however, that two major activities were designed in distance education:

- capacity building among the state personnel in development, production and delivery of DL materials, and

Table 6: Performance Indicators (States)
July 1997 - June 2003

Sl. No.	At State level	No. of activities/ events/outcomes	Beneficiaries from target groups
1.	State planning workshops	18 (Nos)	—
2.	Capacity building (preparatory workshops)	11 (Nos)	314
3.	Drafts of SIMs developed	266	517
4.	Drafts of SIMs edited and finalized	205	264
5.	Drafts developed for audio script writing	351	548
6.	Audio scripts edited	160	215
7.	Draft scripts of video developed	164	301
8.	Video scripts edited	93	112
9.	Orientation/training programmes in use of video programmes	In 7 states	535
10.	Training programmes in the use of tele-conferencing mode	In 16 states	900
11.	Production of SIMs for different target groups (no. of modules) on telematerial	137 modules	—
12.	Distribution of copies of SIMs to different target groups for teleconferences	In 16 states	0.159 million copies
13.	Teleconferencing	112	0.1 million app.
14.	Workshops for selecting video programmes	258 films previewed and 120 selected	—
15.	Website in states	Kerala	—
16.	Training workshops through internet/computer	6	72

17.	Radio broadcast	Andhra Pradesh Class III & Class IV	2.95 million Children
		Primary Teachers	0.15 million Teachers of 77,769 schools
		Himachal Pradesh Primary Teachers	All the Primary Teachers
		Karnataka Classes III to V	5 million Children and Primary Teachers
		Maharashtra Classes I to IV	10.947 millions Children 0.275 million Teachers 60,000 schools

- development of DL materials and packages on
 - a) contextual and pedagogical issues for teacher educators and teachers
 - b) content upgradation for teachers
 - c) contextual issues for other personnel

Delivery modes has been through:

- print (SLM, posters, charts, brochure, etc)
- audio (cassettes/CDs, radio broadcast and interactive radio)
- video (cassettes/CDs, broadcast and interactive TV)
- teleconferencing

Packages as support materials related to gender sensitization, community mobilization, Alternative Schooling, ECCE and IED as per the state requirement were also developed and programmes were organized through teleconferencing mode.

The capacity building activities are inter-related whereas development and production of DL materials were not linked to capacity building.

The distance education mode as an important input in in-service education of teachers and other personnel in the area of primary education has been

catalytic in proactive partnership between nodal agency i.e. DEP-DPEP, IGNOU and the DPEP states in the implementation of the programme through:

- strengthening of physical infrastructure viz. installing DR systems, IAD system, creating websites;
- identification of DL activities through preparatory workshops;
- capacity building workshops in the development of distance learning materials (print and non-print)
- orientation of master trainers in organization of teleconferencing viz., DR systems, system training and trouble shooting
- teleconferencing programmes (national level as well as state-sponsored programmes) in both contextual and curricular areas.

By this process primary teachers, CRC's, BRC Coordinators and faculty of DIETs have had the benefits through one way video and two way audio system. More clarity as well as sensitization about the contextual issues viz. gender bias in education, education of the physically challenged, other marginalized groups viz. SC/ST/OBC minority was brought in. By organizing teleconferencing programmes for VEC members, the role perception of these members in school related problems got articulated and indirectly it has raised demand for primary education leading better response for higher enrolment of children of age group 6-11, improvement in retention rate, and pedagogical interventions by developing SIMs, audio/video programmes on hard spots in curricular areas viz. Mathematics, languages and EVS. In-service training was organized for action research; case studies, newsletter. It not only motivated the primary school teachers for building their self-confidence in handling these subjects but at the same time developed professional competency amongst them. Development, production of audio programmes (broadcast and non-broadcast) supplemented the pedagogical process of handling SIMs. Radio broadcast in Andhra Pradesh, Karnataka, Himachal Pradesh has been found quite encouraging.

Impact/feedback studies on different distance modes tried under DEP speak about the strengths and sustainability. A brief description of these studies are dealt in chapter IX. Documentation done on these studies provide enough evidence that these initiatives could further be strengthened and replicated under SSA. Of course, there is always scope of improvement while trying these different modes in other states. DEP in its run for six years (April, 1997 to June, 2003) has brought additional benefits viz.; (1) development of different types of training materials (2) development of expertise at the lower rung (3) building capacity of the institutions - DIETs, BRCs, CRCs (4) institutional linkage (5) training data base.

Quantification of these consolidated gains are already reflected in table 5 and 6. It has also addressed to the training needs of the target groups viz: primary school teachers, BRC and CRC coordinators, faculty of DIETs, VEC members, District Project Office personnel, NFE/ECCE/personnel. In nutshell, it could be stated that DEP has evolved a sustainable system of in-service training linked to improving effectiveness of the teaching learning process (face to face) by reinforcing by additional pedagogical and interactive inputs at the primary school level.



Meeting of 10th Advisory Committee of DEP-DPEP, IGNOU Campus, New Delhi

CHAPTER II: NATIONAL LEVEL PROGRAMMES

2.0 Launch of the Distance Education Programme (DEP)

The approval to the Distance Education Programme (DEP) was accorded by the International Development Association (IDA) on May 9, 1996. Although approved by IDA, the DEP activities were triggered off only after the formal Memorandum of Understanding (MoU) was signed between IGNOU and Department of Education, MHRD on the 11th November, 1996. The Project Director of the Distance Education Programme assumed office on the 16th January, 1997. A full-fledged office was set up by March, 1997. The process for recruitment of other academic and administrative staff was completed by April, 1997. The recruitment of Distance Education Coordinators (DECs) in the DPEP states followed. The functional role of the DECs was to establish liaison between the DEP Hqs. and the State Project Office and to organize DEP activities in the state.

The first orientation programme for the Distance Education Coordinators was organized in December, 1998. Six DECs from the States of Assam, West Bengal, Tamil Nadu, Gujarat, Haryana and Uttar Pradesh attended the programme.

2.1 Preparatory Activities During 1996-97

During 1996-97, the first year of the DEP, efforts were made to introduce the DEP project in all the DPEP states through:

- Formal correspondence with SPDs and SCERTs
- Teleconferencing
- Face-to-face interaction with SPDs
- National technical workshops, and
- State planning meetings

A brochure, *Distance Education Programme (DEP-DPEP)*, highlighting goals, objectives and other salient features of the project was prepared and circulated.

As a part of implementation process, an orientation programme was organized for the State DPEP personnel and others such as SCERT faculty who were associated with the DPEP. The first teleconferencing was organized on February 20, 1997 in order to make the DPEP personnel aware of the goals, objectives, inputs, methodology, etc. of DEP vis-à-vis DPEP and to get feedback of the participants on various aspects of DEP. 133 participants comprising State

DPEP personnel (SPD, Training Officer, District Coordinators, Consultants and Faculty Members of SCERT) from 11 DPEP States participated in this teleconferencing programme. Presentations were made by the faculty of IGNOU, NCERT and officials of MHRD and the Chairman, NOS (renamed later on as National Institute of Open Schooling). At the end of the teleconferencing, expectations of all states from DEP were crystallised. As a result of this, about 24 activities and issues on which the states required the DEP interventions were identified. The use of this mode generated comprehensive interaction among the state participants and experts. A presentation about the project objectives and activities was made in a meeting held on the March 3, 1997, in which representatives from all the DPEP states participated. In this meeting, the Annual Work Plans of different DPEP states were also presented and discussed.

2.1.1 Activities During 1996-97

This year witnessed full-scale launch of activities under DEP chief among these are listed below:

- submission of project proposal to MHRD
- setting up of the Advisory Committee and its meetings
- finalisation and signing of MoU between IGNOU and MHRD
- introduction of DEP to states and orientation of State-DPEP personnel on DEP
- recruitment of Project Director and other core staff
- setting up of the Implementation Committee and organised its meetings
- setting up of the National Expert Group and organised its meetings
- development of State Annual Work Plan
- development of Annual Work Plan (1997-98) for DEP-DPEP
- state level planning workshop on DL inputs

2.2 Chronological Sequence of the Activities (1996-97)

The chronological sequence of the activities carried out during 1996-97 is given in Table 7.

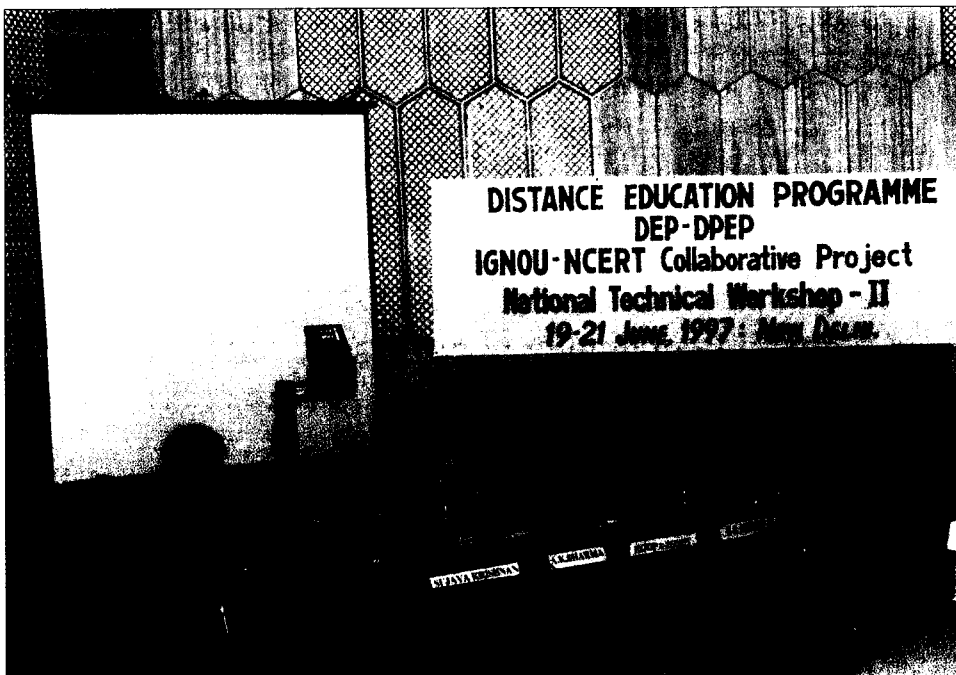
2.3 National Level Technical Workshops

Consequent upon the conduct of teleconference programme, two technical workshops were proposed after two or three meetings of the National Expert Group and the Implementation Committee. During these meetings, comprehensive guidelines were developed for organizing the two technical workshops scheduled to be held at Mumbai and New Delhi respectively.

Table 7: Sequence of the Activities (1996-97) of DEP

Sl. No.	Activities	Date of completion
1.	Project Approval by IDA	09.05.96
2.	1st Meeting of the Advisory Committee	23.05.96
3.	Preparation of Draft MoU	05.08.96
4.	Identification of Co-ordinators from NCERT and IGNOU	13.08.96
5.	Meeting of the National Expert Group of the Project	22.10.96
6.	Reporting to the Planning Board & BOM of IGNOU	08.11.96
7.	Signing of MoU	11.11.96
8.	Appointment of Project Director	16.01.97
9.	National Expert Group Meeting (first meeting)	08.02.97
10.	2nd Meeting of the Advisory Committee	12.02.97
11.	Teleconference programme to introduce DEP to States	20.02.97
12.	Meeting with SPDs	03.03.97
13.	Preparation and finalisation of AWP&B of DEP for 1997-98	15.03.97
14.	Compilation of the recruitment process for core project staff	20.03.97
15.	Appointment of core project staff	31.03.97
16.	Establishment of Project Office	31.03.97

Representatives from the states of Andhra Pradesh, Karnataka, Tamil Nadu, Kerala, Gujarat, Maharashtra and Madhya Pradesh were invited to the first technical workshop which was organized at Indira Gandhi Institute of Development Research, Goregaon, Mumbai from 29 April - 2 May 1997. The objectives of this workshop was to identify the training areas and prepare



detailed state and district plans for providing DEP interventions. The following objectives were set for the first technical workshop:

- to provide an opportunity for interaction and mutual sharing of experiences to DPEP functionaries regarding training and material development in different States,
- to consider the status of training programmes for various target groups in different states;
- to identify appropriate DE inputs for each State for various programmes;
- to develop and finalise state and district plans for implementation of DEP;
- to prepare a detailed calendar of activities to be taken up during 1997-98; and
- to prepare a list of state/district agencies and personnel for involvement in various DEP activities.

The states were also invited to make a presentation of their ongoing activities by highlighting the following three aspects:

- i) the problem areas
- ii) the specific needs, and
- iii) the status of training and material production activity

As a sequel to this workshop, another technical workshop was organized at New Delhi from June 19-21, 1997 for State DPEP functionaries, and SCERT/

DIET/SIET faculty. The objectives of this workshop were the same as those of the first workshop.

2.4 State Planning Workshops

State planning workshops were also organized in the DPEP states with a view to conceptualise and operationalise the DEP interventions with the ongoing activities. The state planning workshops had the following objectives:

- to draft a comprehensive five-year strategy plan of DEP, keeping in view the State DPEP Action Plan;
- to formulate a detailed schedule of activities to be taken up in various states under DEP;
- to finalise methods and procedures with respect to each of the activities identified;
- to create a core group for technical support.

2.4.1 Strategies Adopted

The planning workshops were scheduled for two days in each state. The participants were a heterogeneous group of experts comprising of DPEP and media personnel, pedagogy experts, DIET/SCERT faculty members, and personnel from other state educational institutions. These workshops provided each state with an opportunity to look into the specific needs of their districts and to take decisions and appropriately plan DEP activities for the state as well as its districts. The workshop served two purposes viz.

- identification of training needs with respect to DEP interventions; and
- decentralized planning and formulation of action plans.

These state planning workshops led to the formulation of:

- comprehensive draft Five-Year Perspective Plans;
- state and district action plans detailing activities, methods and procedures and identification of required DL inputs; and
- preparation of a comprehensive list of organizations and experts available within the state for involvement in DEP activities.

2.5 National/International Workshops/Meetings

DEP-DPEP, IGNOU organized national/international workshops and meetings on some significant themes and issues related to DEP interventions:

2.5.1 National Workshop on Professional Development of Primary Education Personnel through Distance Education

A three-day national workshop on *Professional Development of Primary Education Personnel through Distance Education* was organized from March, 22-24, 1999 at New Delhi. The objectives of the workshop were to:

- discuss the potentiality and possibilities of using distance education methodologies for teacher training in general and meeting professional needs of teachers and other personnel at primary level, in particular;
- discuss and develop clear understanding of various components of Distance Education Programme for the purpose of meeting professional needs of primary education personnel;
- share experiences related to on-going teacher training programmes at the primary level in general and in the context of the DPEP in particular;
- share experiences using distance education mode in the training of primary education personnel; and
- evolve various alternative training strategies and inputs to be used through distance education mode for professional development of teachers and other personnel at primary level.

105 experts in the area of primary education, distance education, and teacher education from Indira Gandhi National Open University (IGNOU), National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), National Institute of Open Schooling (NIOS), state Project directors and training coordinators of DPEP states, faculty members from State Councils of Educational Research and Training (SCERTs), State Institutes of Educational Technology (SIETs) and District Institutes of Education and Training (DIETs) in DPEP states and representatives of DPEP Bureau, Government of India attended the workshop. The workshop resulted in

- identification of areas of teacher transactional skills that could be developed through the distance mode.
- identification of alternative training strategies for meeting professional needs through the distance mode.
- development of suitable evaluation and monitoring mechanisms in the context of distance education.

DEP organized a two-day discussion-cum-demonstration meeting for teacher training coordinators and distance education coordinators, one at Bangalore and another at New Delhi, during 2001 for developing an understanding of the potential and use of internet access device (IAD) for enhancing effective interaction and communication among teachers and teacher educators of

different DPEP districts and states. Initiative was taken under DEP to distribute IAD sets to a few selected DIETs of the DPEP states viz. Andhra Pradesh, Haryana, Karnataka, Kerala, Maharashtra, and Tamil Nadu. DEP organised training workshops on the effective use of IAD for DIET faculty of these states.

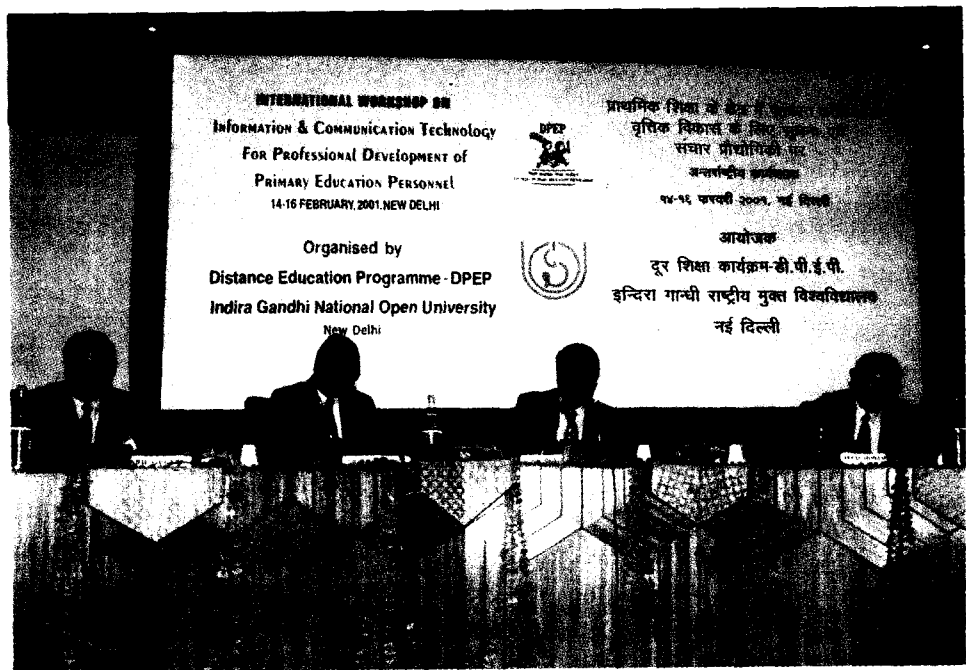
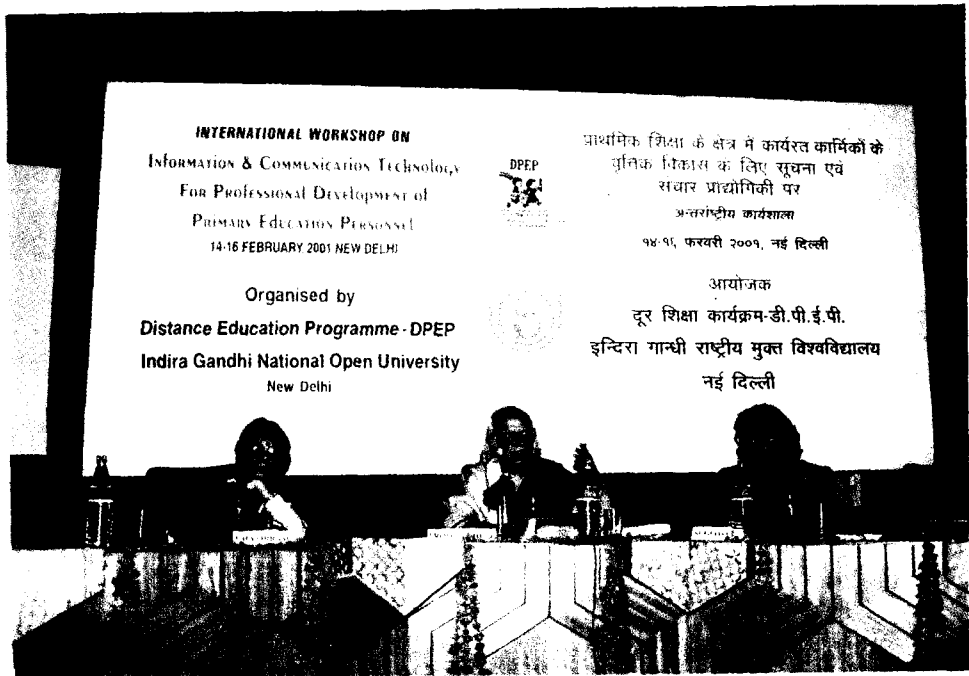
2.6 International Workshop on Professional Development of Primary Education Personnel

A three-day international workshop was organized during February 14-16, 2001 at New Delhi on Information and Communication Technologies (ICTs) for professional development of primary education personnel. The main objective of this workshop was to share the knowledge and experience of experts with participants through a series of presentations, discussions and group activities on the various critical components of information and communication technology. The workshop also focused on evolving a strategy for using ICTs for professional development of primary education personnel. 180 experts in the area of distance education/teacher education and field functionaries of DPEP states including 11 international experts from the field of technology, media and education from countries such as Canada, the USA, South Africa, Bangladesh, Sri Lanka, Nepal, Mauritius and Thailand participated in the workshop. In all, 62 papers were presented in three parallel workshops comprising nine sessions. The papers were later on published (Information and Communication Technologies for Professional Development of Primary Education Personnel: DEP-DPEP, IGNOU: New Delhi,). Contents of the papers were subdivided into the following sub-themes:

- case studies on technology-based professional training.
- training inputs for professional development.
- collaborative learning initiatives.
- research on technology for professional development.

The following were the major recommendations of the workshop:

- need assessment of the stakeholders be done prior to planning any multimedia packages;
- to effect synergic match between technology and pedagogy with sufficient sensitivity to cultural specificity, adequate safeguards should be provided to ensure preservation and promotion of living traditions in the context of globalisation;
- involvement of stakeholders, particularly the primary school teachers, be ensured while preparing any material or training package with the help of experts from technology, media, and concerned subject areas;
- development of material on the components related to e-literacy be ensured for personnel engaged in primary education sector;



- preparation of model multi-media training packages as exemplary material at the national level be ensured for subsequent adoption by the participating states;
- the national component needs to evolve a model for using community resources;
- action be initiated for establishment of national web-based resource centre and multi-channel forum in India for training primary education personnel;
- small research projects on use of media and technology available in India be undertaken;
- Gyan Darshan be used extensively for telecast of regional programmes in the context of training/education personnel. An integrated media education programme titled Gyan Bharati be established for supporting distance and open education programmes, particularly for training primary teachers, in India; and
- institutionalisation of Distance Education Programme (DEP) for meeting the sustainable needs of in-service training of primary education personnel for achieving goals of UEE. Action be initiated by the DEP to implement the recommendations of the International Workshop.

2.7 National Level Meetings to Discuss Various Research Issues and Development of Distance Education Model

A series of national level meetings were organized during 1998-2002 for discussing research issues and developing a distance education model. Chief among these were the following:

- A one-day meeting with experts from distance education, media and educational technology and teacher education was held in December, 1998 at DEP premises to discuss various research issues related to teleconferencing. In all 13 participants attended the meeting and 20 research issues were identified.
- A one-day national level meeting was held in the month of April, 1999 to finalise the inputs for a teleconferencing programme on 'Action Research' for DIET faculty of Southern states.
- A one-day meeting of the experts in primary education, educational research and distance education was organized in March, 2000 at DEP premises to identify research issues in primary education.
- A meeting was held with European Commission Team in December, 2001 at DEP premises to discuss various Distance Education Activities undertaken in different DPEP states.
- A demonstration session on E-learning was arranged by SGI-INDIA, Gurgaon in July, 2001 at New Delhi for the benefit of the DEP faculty.
- A one-day meeting was organized in August, 2001 at DEP-DPEP premises,

New Delhi between the officials of the Government of Uttaranchal and the DEP faculty to discuss about the nature of DEP interventions needed in the state.

- A series of meetings were also held from time to time at DEP-DPEP, New Delhi with authorities from ISRO and EMPC to discuss various aspects of DRS and conduct of teleconference.
- Orientation/training programmes were organized at various venue during 2002 for DIET faculty and state project officials in the use of Internet Access Device (Magnet) in the states of Karnataka, Tamil Nadu, Haryana, Andhra Pradesh, Kerala and Maharashtra.
- A preliminary discussion meeting was held at DEP-DPEP Premises, New Delhi on how to organise *Experience sharing seminars on Radio broadcast for primary education personnel*.
- A one-day workshop was organized during 2002 at DEP-DPEP Premises, New Delhi *Distance Education Intervetnions in SSA*. Officials of eight DPEP states participated in this workshop.

2.8 Orientation Programme for Distance Education Coordinators (DECs)

A three-day orientation programme (induction training) for the distance education coordinators (DECs) was organized at the DEP-DPEP, New Delhi during December, 1998. The main objectives of the programme were to:

- help the distance education coordinators (DECs) to understand the DEP project and their role in relation to the DL activities in the states;
- assist in liaison activities among DIETs, BRCs, CRCs and other primary educational functionaries in the states;
- provide technical know-how in the development of DL materials;
- help the DECs to understand the importance of coordination between DEP and the State Project Office;
- orient the DECs on matters of administration and accounts; and
- help DECs understand their role in development and dissemination of DL activities.

Distance Education Coordinators from the states of Assam, Gujarat, Haryana, Uttar Pradesh, Tamil Nadu, and West Bengal participated in the orientation programme.

- A three-day interactive orientation workshop was organized at DEP-DPEP, New Delhi during September, 1999 for distance education coordinators (DECs) and teacher training in-charges/coordinators. The major focus of this orientation programme was to develop state-wise action plans for

integration of various distance learning materials with the on-going training programmes of DPEP. Distance education coordinators from 11 states and training in-charges/coordinators from 14 DPEP states and distance education in-charges of two states attended the programme.

- A two-day orientation programme was organized during October, 2000 at DEP-DPEP, New Delhi for the distance education coordinators. The major focus of the orientation programme was on briefing the DEC's about the 12th JRM visit. Distance education coordinators from 11 DPEP states and distance education in-charges of two states attended the programme.

2.9 International Conference on Story Telling in the Digital Age

The DEP-DPEP, as part of its support to capacity building activities in DPEP States, conducted state-specific training Programmes through distance mode. Apart from these regular activities, DEP also organised workshops/conferences for the DPEP functionaries in relevant areas at different times. DEP-DPEP initiated and organized a training workshop on New Media and Education in collaboration with National Institute of Design (NID), Ahmedabad. The workshop was held during August 5-10, 2002 at NID campus wherein 18 participants from 8 DPEP States participated in the training workshop on new media animation design.

Another workshop organized in collaboration with NID focused on the theme of *Story Telling as a Teaching Tool*. The workshop was titled *Sutra* (the thread link) and was held during December 22-23, 2002 at NID, Ahmedabad. The workshop had participants from India and abroad.

The general purpose of this workshop was to generate awareness among participants about story telling as a grass root mode of communication, and the role it plays in evolution, preservation, and transmission of culture. Further, the New Media, which has emerged as the new face of communication and education, also received vital support from such traditional forms of *Edutainment*. The objectives of this workshop were to:

- explore the interactivity inherent in traditional modes of narrative discourse;
- find out ways and means through which the traditional art of story telling could be channeled functionally through new media; and
- provide a forum through which practioners from the fields of literature, theatre, cinema, television, education etc. could interact with each other on the possible use of story-telling as a discourse mode.

2.10 National Workshop on Early Childhood Care and Education (ECCE)

Early Childhood Care and Education (ECCE) is now universally accepted as a crucial input for better overall development of the child. ECCE facilities have been expanded in both government and voluntary sectors. ECCE training is recurrently provided to ICDS and ECCE workers at the national, state and district levels. In order to reduce the transmission loss which is inherent in cascade approach based training, distance education provides valuable reinforcement to ensure that quintessential elements of content and quality are retained over longer periods of time. DEP-DPEP because of its mandate provided training in ECCE through distance mode.

A two-day national workshop was organised by DEP-DPEP during December, 1999 to design a video package for training on ECCE. The purpose was to prepare a video package that would provide visual presentation of abstract and theoretical concepts of ECCE, which in a face-to-face training situation often leads to verbalism and consequently further abstraction.

The objectives of the national workshop were to:

- identify taxonomic areas of ECCE that warrant visual supplementation;
- undertake preparation academic content brief for identified areas; and
- prepare draft scripts on the basis of the content briefs, to be finalised at a later stage.

At the outset the areas planned were in two categories; advocacy and core training areas. Three areas were tentatively identified and briefs were prepared as basic written hand-outs and provided to the participants. The areas identified initially were:

- understanding the primary child
- language and cognitive development
- socio-emotional development

However, consequent brainstorming sessions and focused group discussions yielded five areas on which content briefs were prepared. These were (i) know the pre-primary Child; (ii) physical and motor development; (iii) language development; (iv) cognitive development; and (v) socio-emotional development.

On the basis of these content briefs, four draft scripts were also prepared containing a story line and treatment aspects. These were used for further elaboration and finalisation into full-length production scripts.

2.11 National Level Teleconferencing on Sarva Shiksha Abhiyan (SSA)

At the instance of MHRD, DEP organized a national level teleconferencing session on SSA at EMPC, IGNOU on April 3, 2003. The focus of the teleconferencing session was on:

- sharing of experiences of different states relating to planning, implementation and monitoring of Sarva Shiksha Abhiyan;
- analysis of the scenario in respective states with respect to UEE and needs for Sarva Shiksha Abhiyan;
- taking stock of the progress made so far under SSA across the country in general and the DPEP states in particular.
- developing the road map for UEE in the coming years of the Tenth Five-Year plan period.
- highlighting the problems being faced in the states during implementation of SSA; and
- suggesting remedial measures to improve the progress of SSA and attainment of its goals.

The team of panelists comprised (i) Secretary, Joint Secretaries (EE) Department of Elementary Education and Literacy, Ministry of Human Resource Development (MHRD); (ii) Vice Chancellor, IGNOU as Chairman (DEP-DPEP) and Pro-Vice Chancellor, IGNOU. The Project Director and the Programme Coordinator, DEP anchored the programme. His Excellency, the Hon'ble Governor, Rajasthan was the guest of honour, who delivered a key note address wherein he underlined the need of achieving the goal of SSA by 2010. State Education Secretaries, Mission Directors, State Project Directors, District Project Coordinators, Directors/Principals of SCERTs/SIEs/SIERTs, Chairman SSA Committee and Principals of DIETs interacted with the panelists. While discussing the major thrust areas of SSA with the panelists, officials of the participating DPEP states presented the progress overview reports on SSA in their respective states and also raised some issues related to the SSA programme. During the teleconference, the panelists responded to many inquiries received through phone and fax. The teleconference was a great success and it was felt that such teleconferences should be organized frequently so that states and the Centre could work out strategic plans and sort out issues related to SSA.

2.12 National Seminar on Radio as A Tool of Learning: A Case for Sarva Shiksha Abhiyan (SSA)

Distance Education Programme (DEP) used multimedia applications for distance learning interventions in DPEP districts in all DPEP states. Of these

13 states used radio programme as part of the multimedia package under DEP. The audio programmes and radio broadcast through All India Radio, Local Area Networks and FM Channels were well received and appreciated by the DPEP states. Cost-effectiveness of the medium and its easy access and flexibility led to an informed debate on large scale use of the audio medium. The launch of Sarva Shiksha Abhiyan, provided an opportune moment for a National Seminar to deliberate on and discuss various issues in regard to the use of the audio medium. States such as Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Uttar Pradesh had already started the use of radio broadcast. But they used different approaches and many models. This made the proposed seminar all the more relevant. The two-day seminar was organized at India International Centre, New Delhi on May 27-28, 2003 by DEP-DPEP. The objectives of the seminar were as under:

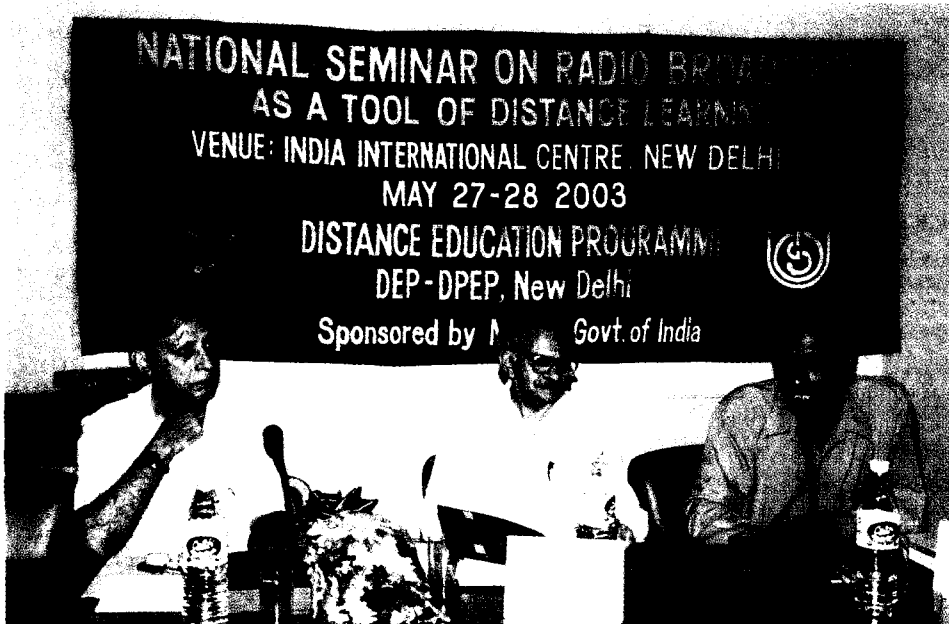
- sharing of experiences related to designing and utilizing radio broadcast in various DPEP states.
- exploring the possibilities of using radio broadcast as a means of distance learning under SSA; and
- discussion on different models on use of educational radio.

During this seminar, rich experiences based on various radio projects launched under Distance Education Programme in different states were shared with the experts. The experts were from the world of media, All India Radio, education, pedagogy. As many as 36 experts participated in the seminar.

The deliberations during this Seminar provided very useful guidelines for effective utilization of radio (live and broadcast) as a medium for learning at the primary level. Some of the major recommendations made during the seminar were as under:

- feedback/impact studies in identified areas be undertaken
- evaluation of individual lesson broadcast be carried out
- intrinsic analysis of development needs of children to be taken into consideration
- replication of good practices in another states be attempted
- important considerations in script writing and programme delivery like, dialectic variation, accent and technological distortion be attended to
- children be encouraged listen to the programmes and this should be monitored
- community ownership and participation in radio broadcast be encouraged
- need assessment to be carried out before launching the programme
- frequency of phone-in and interactive broadcast be increased

- negative approach by practitioners in adopting and implementing the programmes be replaced with proactive in approach
- acceptability as well as respectability of the programme be enhanced
- incentives and certification be used to increase motivation and enhance programme effectiveness
- physical, social and psychological aspects of children be kept in mind
- multimedia approach eg. audio + print materials, and teleconferencing for orientation and training be adopted
- capacity building of anchor persons for phone-in and interactive radio broadcast be undertaken
- separate training programmes for script writers and producers of audio/ radio programmes be organised
- provision of infrastructure, radio and RCCPs in schools be ensured
- pre-testing for programme production be observed
- focus on developing skills of listening and speaking through radio be maintained
- competency and commitment from the involved functionaries be insisted upon
- institutional collaboration - NCERT, CIET, NIOS, IGNOU, etc. be attempted
- involvement of good NGOs in the programme delivery be ensured to strengthen its quality
- planning and execution of the programme in a mission mode be carried out.



2.13 Abstracts of the Seminar Papers

Abstracts of 15 papers which were either presented or circulated in this seminar under different sessions, are given here.

Paper I

Title of the Paper : Welcome to the Radio Project, Andhra Pradesh

Author : Ms. Poonam Mala Kondaih, IAS SPD, Andhra Pradesh

Presenter : *Shri. D. Seshagiri Rao, ASPD, Andhra Pradesh*

This was the pilot project, for classes III and IV. Target groups for this programme were students and teachers. Different topics such as Telugu, Language, Mathematics and Environmental studies were identified for class III. Total 77 interesting lessons were prepared for the programme. Additionally, phone-in programme had been broadcast. A feedback analysis revealed that about 42,000 letters received.

Paper II

Title of the Paper : Ankur - A Step Towards Learning through Radio Interaction

Presenter : *Ms. Neelam Sharma, DEC, Himachal Pradesh*

Ankur as name suggests itself is meant for the blossoming of bud into flower, similarly the programme intended to take care of all aspects related to the growth of the child. First broadcast of the programme was made on June 16, 2002 from Shimla. This was a pilot based live phone-in radio programme to provide academic and other essential support to the target group and to help them managing difficulties which created hindrances in proper learning of children. This programme was mainly targeted for teachers, parents, children's belonging to age group between 6 - 14 years. Emphasis was laid on dealing those issues which emerged out during the development of daily learning skills of child. These issues were categorised into three categories - academic issues, behavioral issues, health issues. This combination of issues varied from basic concept formation, among children to shape their personality through value inculcation. This programme received overwhelming responses in some of its aired episodes. Feedback analysis from these phone calls showed that the Audio Programme was highly beneficial. Dr. Davinder Mahindru, Programme Executive, AIR, Shimla also sent his paper on same theme *Hello Ankur*. He mentioned about one more radio programme *Gyankalash*. This was a capacity building radio programme for primary school teachers in five phases. The programme aimed at on-the-job training, orientation without withdrawing teachers from the school. The broadcast lessons were informative, relevant and

joyful. These lessons increased the attendance of students in the schools. It brought qualitative improvement in schools. Gyankalash motivated the teachers to adopt innovative strategies for pedagogy. Feedback of this radio programme showed that community was benefited from this programme.

Paper III

Title of the Paper : Radio Broadcast As a Tool of Distance Learning Experiences from *Gyan Vani*

Presenter : *Dr. O.P. Dewal, Dy. Director, EMPC, IGNOU, New Delhi*

Main Theme of the Paper

Dr. O.P. Dewal highlighted on changing environment of classroom with the effective use of technology. He gave some examples of the Radio Programmes which were quite popular among the students and teachers. Some of the programmes were the National Talks Back Experiment (1991), Project Classroom (1993), Gyan Darshan, Gyan Vani, Interactive Radio Counseling.

From the feedback of these programmes the following points emerged :

- problems were faced in receiving Gyan Darshan cable channel
- operators were reported to be found less favourable
- signals of the programme could be received clearly with in the radius of 50 km. only.

Paper IV

Title of the Paper : Methodology of Radio Broadcast Keli - Kali

Presenter : *Shri Satish Parvatikar, AIR Hospet, Karnataka*

Main Theme of the Paper

This paper was about the methodology of Keli-Kali (listen and learn) radio programme. The Programme, in Kannad Language, was started in Karnataka 2000 - 2001. Different formats for Radio lessons had been used i.e. story telling, fiction, songs, play, talk, discussions, interviews direct reports etc. About 60 lessons were broadcast for class III from All India Radio, Gulbarga and Raichur stations. Later on, III and IV standard were also included. It was also started in Urdu medium for III standard. About 1 lakh letters received as a feedback.

Paper - V

Title : Effective Radio Broadcast: A Challenge to Quality Education in SSA
Presenter : *Dr. Sujata Pattanaik, DEC, Orissa*

Main Theme of the Paper

Main theme of the paper was to improve the quality of education at Primary level for the students, teachers, parents, VEC members, BRC coordinators. Different formats were used in this programme i.e. talk, illustrations, question answer, dialogue, interviews quiz, story telling and poetry recitation, panel discussion programme etc.

DEC (Orissa) discussed major areas for the enrichment of the programme. These were community mobilization, planning for SSA, effective management of school, activity based pedagogy, tribal education, education for SC/ST girls and evaluation in primary education. Following programmes were conducted on the above area : Panel discussion programme, Phone-in programme, radio bridge programme, radio Programme in tribal dialect (Kondh, Soure and Desia) etc.

These programmes were conducted in tribal dialects to create awareness and to achieve the objectives of DPEP-SSA.

Impact studies showed that the participants had gained knowledge regarding Universalization of elementary education, and about other issues. They demanded more broadcasts of such programme. Maximum benefit was received by tribal people in remote areas.

Paper - VI

Title of the paper : Effective Use of Radio Broadcast in School level : Experiences of NCERT
Presenter : *Dr. A. P. Behra (CIET - NCERT)*

Main Theme of the Paper

Universalization of Elementary Education (UEE) has been a major concern for the Government of India and various programmes have been carried out to achieve this goal : NCERT is giving academic and technical support for improvement in education at state and central level. NCERT has developed more than 2000 educational programmes on curricular and co-curricular areas. For effective utilization of these audio programmes, a number of

collaborative ventures have been initiated and successfully executed by NCERT in broadcast mode. Some of these projects are:

Radio Pilot Project (1979-83), Project - *Khilta Phool*, CHEER Project (1992-1995), MoU with AIR (1995-2001), Audio Conferencing in Training of Teachers at Primary Stage - A Pilot Study, feeding of Gyan Vani slots.

Paper - VII

Title of the Paper : Radio Broadcast as a Tool of Distance Learning: A Case for Sarva Shiksha Abhiyan

Presenter : *Mrs. P. Vedavati, Station Director All India Radio, Vijayawada, Andhra Pradesh*

Main Theme of the Paper

Mrs. P. Vedavati mentioned that the Department of High School Education sponsored few programmes for three months e.g., Bahiyan Mitya, Chilaka Palukulu, Vidya Tarangalu (2002), These radio programmes were broadcast daily from 8 P.M. to 8.30 P.M. for the 30 minutes duration. Main aim of these programmes were to improve the quality of education. Feedback analysis showed that these lessons were by the students of class X, the school dropouts, residential bridge course students, parents and by senior citizens.

AIR (Vijayawada) suggested to add issues of (i) improvement of vocational skills and (ii) identification of the industrial for making these programmes sustainable in the Indian scenario.

Subject covered in this radio programme were Telugu language, Environmental Studies and Mathematics for class third and fourth. Different formats were used in these programmes. i.e. songs, family dialogues, dramatic incidents, travel, and folk stories etc. Summary of lesson revised through question - answer techniques.

Paper - VIII

Title of the Paper : Radio Project : An Innovative Activity - 2002-2003 DEP-DPEP Maharashtra

Presenter : *Shri Suhas Surdeshmukh, I/C Media and Documentation DPEP, Maharashtra*

Main Theme of the Paper

In Maharashtra DEP activities were initiated in all 16 DPEP districts to provide

training in the development of audio and video scripts. Keeping this in view, DEP-DPEP Maharashtra initiated radio broadcast project for primary school teachers and students on 20th and 26th July, 2002. Outcomes of these Programmes were : (i) Primary teachers and district personnel were trained (ii) Teachers prepared TLM and SLM on Mathematics.

Lots of reactions were received after every broadcast at State Project Office. Some teachers appreciated the way of presentation and practical approach towards the Mathematics, use of story telling method for difficult subjects etc. According to the suggestions from teachers reactions were incorporated in the scripts and after every broadcast the assignment was announced (e.g. Unit fraction). The State has decided to sustain this radio project under SSA in all districts of Maharashtra.

Paper - IX

Title : Radio Broadcast as a Tool of Distance Learning

Presenter : *Ms. Madhubala Jayachandran, DEC, DEP-DPEP, Kerala*

Main Theme of the Paper

These Audio programmes concentrated mainly on the improvement of classroom interaction and activity oriented child centered joyful learning process.

These programmes were for students of IV standard, teachers, teachers training institutes etc. Format were used in these programmes i.e. Documentary, Drama, Docu-Drama, Fantasy Interview etc. DEC Kerala prepared total seventeen programmes for presentation these were recorded in four volume namely - Shravya Silpam in Volume I-II. Topics were feedback from DIET, BRC trainers showed that the audio programme were highly beneficial in the teaching learning process and also for creating awareness among teachers parents and in community. These were duplicated and distributed to all DIET's, BRC's and CRC's.

Paper - X

Title of the Paper : Management and Organisation of Keli-Kali : Educational Radio Broadcast

Presenter : *Mustaq Ahmed Patel, DEC, Karnataka*

Main Theme of the Paper

Keli-kali was, content based programme, developed to supplement teaching

learning process in primary schools. Difficult content areas were identified and converted into radio scripts with the help of teachers, scriptwriters and content and media experts. This programme was broadcast, during school working hours.

The target group of this programme were students and teachers. This programme aimed at to enrich children of primary classes with respect to hard spots in the areas of language, mathematics, environmental sciences so as to improve the academic performance of the children and to provide information in other non-cognitive areas such as attitude formation, motivation to learn, civic duties, health and physical education, examination/evaluation etc. At the level of teachers this programme provided support to teachers to bring out qualitative improvement in primary education, inculcating skills of new methods of teaching using TLM, songs, games etc.

Documentation, impact study, feedback sessions were held by the state for ensuring proper implementation.

Paper - XI

Title of the Paper : Methodology of Radio Broadcast Lessons with special reference to Andhra Pradesh

Presenter : *Sh. Mahadev Reddy K. (DEC, Andhra Pradesh)*

Main Theme of the Paper

Mr. Mahadev Reddy started with the utility of the radio programmes in modern time. On the pilot basis 93 radio lessons broadcast from 18th march 2002 to 28th Feb 2003 under the title Vindamm Nerchu Kundam (Lets listen and learn) through AIR Vizag. These programmes were broadcast in IV phases. Pre and post-broadcast activities were conducted for the success of the programme. A phone in programme on March 3, 2003 was also organised. Its result was amazing. During forty minutes programmes, 39 phone calls were received. feedback analysis showed that 42,000 letters were received as a feedback.

Paper - XII

Title of the Paper : Training and Development through Gyankalash : Distance Education Strategy for SSA

Presenter : *Dr. N.K. Gupta, Programme Officer, DEP-DPEP, New Delhi*

DPEP Himachal Pradesh successfully launched a capacity building radio programme for primary school teachers in five phases over a period of nearly two years. The aim of the programme was to train the teachers on-the job

without withdrawing teacher from the schools. The themes covered during these programmes were integrated teacher training, school readiness, teaching of EVS, teaching of Hindi language, teaching new text book - class - I. A feedback survey was carried out to study the impact of Gyankalash on listeners and for this questionnaires were sent to teachers who had been listening to the programme. The teachers reported that the programme served as a catalyst and inspired them to use innovative techniques in their classroom transaction. The attendance in schools also improved and helped not only in containing dropouts but also in qualitative improvement of the school process.

Paper - XIII

Title : Selection of Content for Educational Audio Programmes - Some Fundamental Issues

Presenter : *Dr. Kiron Bansal, Sr. Lecturer, EMPC - IGNOU, New Delhi*

Main Theme of the Paper

Radio plays an important role in distance education. IGNOU uses a variety of audio technologies to reach out to the distant learners some of these are audio cassettes, broadcasting, interactive radio counseling and Gyan Vani network. Audio programmes help to reach and wider audience. Content is at the heart of these audio programmes i.e. what is said, 'How' the message is said is also equally important but the message focus the essence of communication activity. Various issues related to content of audio programmes are very important. The following points should be kept in mind : (i) Selection of topic, (ii) accuracy of content, (iii) updated content, (iv) specific content, (v) appropriate content load, (vi) logical sequence of content, (vii) content free from bias, (viii) selection of resource person, (ix) selection of presenter, (x) language, approach, (xi) technical quality.

Paper - XIV

Title of the Paper : Radio Broadcast : Modes and Interactive Models

Presenter : *Shri H. Faruqui, Sr. Producer, EMPC - IGNOU, New Delhi*

Main Theme of the Paper

In this paper Shri H. Faruqui explained various modes and models of radio as a medium of instruction. He emphasised on the importance of radio. He told that radio played wider role in education because it was comparatively cheaper and easily accessible even to economically weaker sections of the population. It covered the wider audience, enabled the listeners to listen to

the programs wherever they wanted to. Radio motivated to learn faster, promoted thinking and imagination. Therefore, it was widely used for imparting education at primary level. The selection of *Radio Broadcast* depended on the requirements of listeners and their socio-cultural habits. Some important modes of radio broadcast were: Community Radio, Campus Radio, Web Radio and Radio Vision. Different models could be used for Interactive Radio Programs. These models could be Chat shows, Live phone-in programs, Feedback programs, Radio pager, Career counseling-coaching, Quiz programs, Interactive radio counseling, Telephone voice mail.

Paper - XV

Title of the Paper : Chhattisgarh Radio Lessons Seminar

Author : Shri M. Sudish, DEC, DPEP, Chhattisgarh.

Main Theme of the Paper

Keeping in view the great importance of radio in distance learning, DPEP Chhattisgarh selected topics with great care for the use of students as well as teachers. Teachers also used to send the subject areas in which they required radio lessons. Different formats of the programme delivery like - interview, questioning, drama, role-play, discussion, riddles, quiz and musical drama were used. Some of the topics aired were based on different competitive exams as per the demand from the listeners.

Programme entitled *Shakshik Samvad* was aired on 15th August 1998. In this programme, every week, special guests were invited to have a talk on specific areas in education e.g., *Seekhna-Sikhana Package*, system of monitoring, evaluation, research related issues, various songs, solutions of the teachers problems etc. One of the important and popular aspect of this programme was the facility of phone-in-programme.

Another programme entitled IPTT-ITV, was introduced with the help of UNESCO under DEP.

These types of radio programmes were very useful in Chhattisgarh especially in remote and difficult terrain where routine monitoring was not possible.

CHAPTER III: CAPACITY BUILDING AMONG DPEP STATES

3.0 Introduction

Capacity building of institutions and people at state, district and sub-districts levels in terms of designing, developing, producing and delivering distance learning (DL) inputs and materials had been one of the major activities of distance education project in order to sustain the system of in-service education of primary teachers. For this purpose, a well-documented manual titled *Capacity Building in Development of Distance Learning Materials and Multi-media Packages: Guidelines* was prepared by the Project Office for providing detailed guidelines to all concerned. The process of development of DL inputs and materials was split into the following eight stages:

- need analysis
- training inputs
- themes and contents briefs; trained script writers
- draft scripts
- production of materials
- master copies of DL materials
- duplication of DL materials
- utilization of DL materials

The guidelines also explained the procedure for organizing the workshops/ meetings in detail as well norms for conducting DE in-service education programmes. The process of development of distance learning materials was a structured process, which could be easily understood through Figure 6.0 which was based on the Input → Processes → Output model:

3.1 Evolving Action Plan for Capacity Building

Based upon the inputs generated through national planning meetings, and workshops in DPEP states, a detailed action plan for capacity building under different distance mode was evolved under DEP. Among the various activities proposed by different States in their action plans, the following two figured prominently in most State Plans:

- content upgradation, treatment of pedagogical issues, awareness creation through DL materials and packages; and
- capacity building of state personnel working at various levels in terms of development, production, and delivery of DL materials.

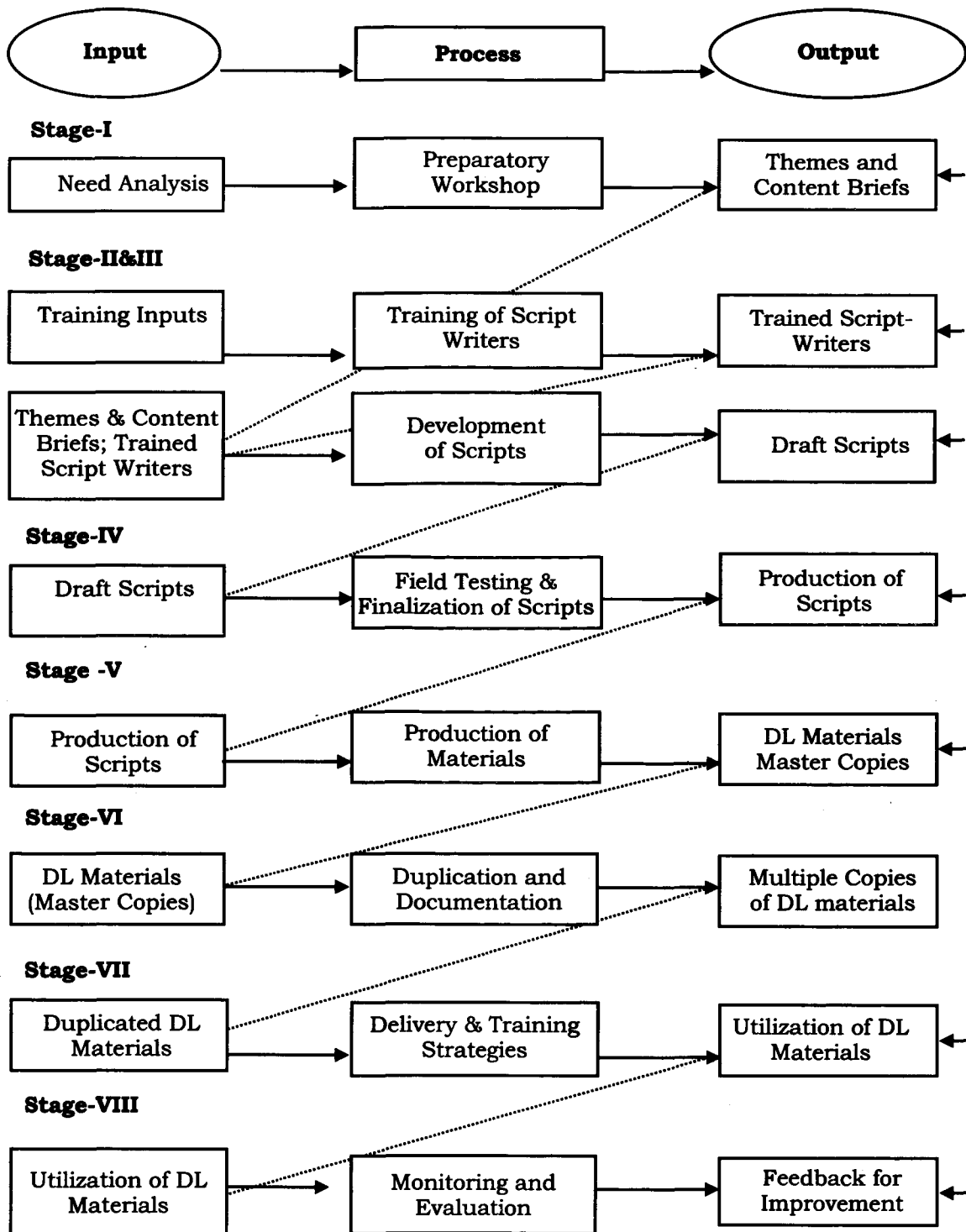


Figure 6.0: Process of Development of DL Material and Inputs

The DL materials proposed to be developed for use in training Primary teachers were based on the use of three media viz. print (e.g. SIM, posters, charts, brochures etc.) audio and video. These materials were developed in two forms depending upon the theme and requirement of the state viz.

- stand-alone, and
- multi-media

In case of multimedia materials, special arrangements were made to provide training to master trainers to make them proficient in effective use of the packages.

The details of the various capacity building activities undertaken were as follows:

3.2 Preparatory Workshops for the Development of DL Materials

The objectives of these preparatory workshops were as under:

- to analyse the training curriculum to identify specific themes and corresponding media;
- to develop content briefs on the selected themes for the production of audio, video and SIM leading to multi-media packages;
- to design the structure and modalities of developing multi-media packages;
- to identify prospective scriptwriters.

Details of the preparatory workshops held in 11 DPEP States are given in Table 8:

Table 8: Details of Preparatory Workshops

State	No. of participants	Total no. of draft content briefs developed
Andhra Pradesh	30	38
Assam	34	26
Bihar	34	30
Gujarat	21	39
Himachal Pradesh	21	24
Madhya Pradesh	32	29
Maharashtra	31	26
Orissa	28	46
Tamil Nadu	30	40
Uttar Pradesh	20	16
West Bengal	33	36
Total	314	350

In all, 314 participants attended and 350 content briefs were developed on Mathematics, EVS, languages and other general topics for development of distance learning (DL) materials through these workshops. Content briefs related to various themes identified as hard spots were developed. Areas of intervention had already been identified in State Action Plans. These interventions also dealt with themes and hardspots for content upgradation through DL materials (e.g. in Languages, Maths & EVS) and pedagogical issues like preparation of school readiness package, teacher motivation, multi-grade teaching, activity-based teaching, education of children with special needs, issues in primary education, school management, knowing the child and teaching - learning process.

3.3 Target Group

The target group for these workshops comprised of primary school teachers, teacher educators, and experts in distance education and experts in content areas and contextual areas.

3.4 Training and Development Workshop for Self-Instructional Materials

Following the preparatory workshops for development of content briefs, training was provided in a five-day workshop on *development of self-instructional materials*. During the programme, the major inputs were concerned with the following areas:

- SIM, and their importance
- different formats for SIM and their relative effectiveness
- stages in the development of SIMs
- field testing of SIMs

3.4.1 Workshop on Editing of Self-Instructional Materials

After providing training to participants and developing drafts for self-instructional materials by them the drafts were later on edited and finalized through an editing workshop as a follow-up. After SIMs had been edited, these were field-tested in some states before printing. The field-tests were carried out in Tamil Nadu and Kerala. Further, in order to develop the capacity at district level, Training-cum-Development Workshops on SIMs were organized at the district level in some states.

Two workshops were organized for developing guidelines for preparation of Teaching Learning Materials on different units of Language (Hindi and English), Mathematics and EVS for classes III, IV and V during Feb/March 2002 in the

state of Haryana. These materials were later on tried out and used as base materials for providing training to all teachers through teleconferencing.

3.5 Training-cum-Development Workshop for Audio Script Writing

Keeping in view the state requirements and the content briefs developed for audio during the preparatory workshops, draft audio scripts were developed in the training-cum-development workshops organized in different states. The major objectives of this Training-cum-Development Workshop were to train the participants in the development of audio scripts and to base them specifically on the content briefs already developed. As a follow-up, the States too organized Editing Workshops on audio scripts.

Himachal Pradesh started a radio programme, *Gyan Kalash*, during 2000-2001. The broadcast continued upto Sept, 2001. In Oct. 2001, a workshop was organised to plan additional programmes for use later on under *Gyan Kalash*. Details of this programme have been described in chapter V. Workshops were organised in Rajasthan for (a) development of educational songs and poems, (b) training in development and production of audio programmes and (c) identifying areas in EVS curriculum for training of teachers. Educational songs and poems developed in these workshops were later on produced in print and titled *Sursangam*. Development of an audio programme on *Sursangam* was also developed.

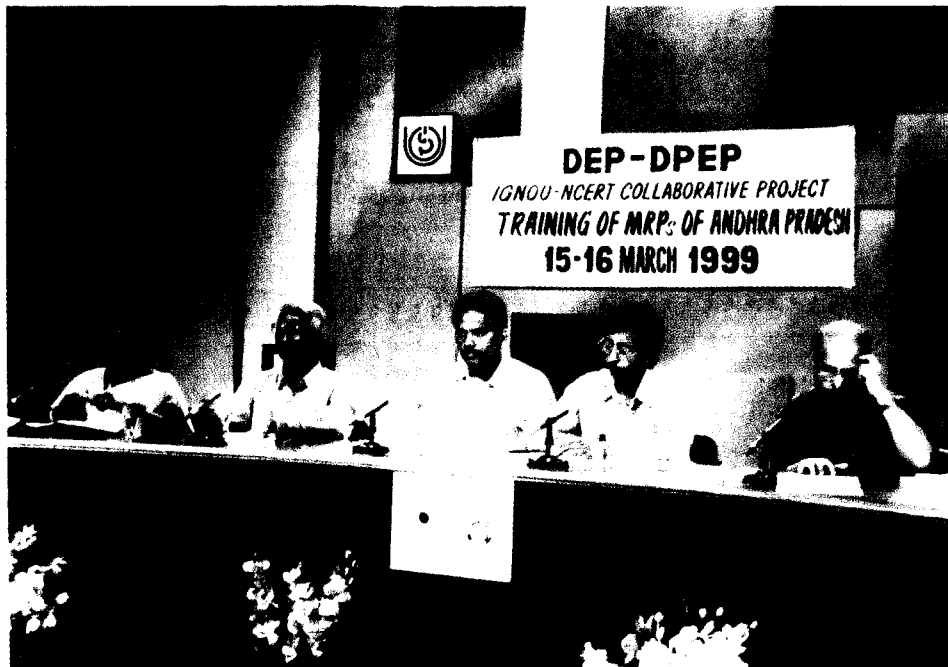
3.6 Training-cum-Development Workshop for Video Script Writing

A training-cum-development workshop for video script writing was organized on the pattern of the workshop for audio-script writing. The major objectives of this training-cum-development workshop were to train the participants in development of video scripts and to develop scripts based on the content briefs. The following major inputs were transacted during this workshop:

- video as a medium and its importance
- different formats for video and their relative effectiveness
- stages in the development of video scripts
- field testing of draft video scripts.

After the development of video script, workshop on editing of video scripts was organized.

It was necessary for capacity building of the state personnel that they be given



Training through teleconferencing : DPEP, Andhra Pradesh

training in effective use of video programmes. Accordingly, training sessions in this regard were organized for Block Level Resource Persons and District Level Resource Persons on use of the video programmes in training institutions.

3.7 Capacity Building Training in Teleconferencing

Teleconferencing is a very important mode of distance learning because it covers a larger audience by using 2-way audio and 1-way video. Capacity building of state personnel for teleconferencing was organized from time to time by DEP-DPEP in collaboration with DECU-ISRO (Ahmedabad) to train functionaries in the art of teleconferencing. Capacity building training sessions in this regard were organized for 15 DPEP states. The faculty of DIETs, and State Project Offices were trained to act as facilitators, anchor persons and resource persons plan and execute step by step the entire process of teleconferencing. Hands-on experience was provided to them for gaining confidence in organizing teleconferencing independently. After receiving initial training from expert resource persons, the state resource group on teleconferencing in turn trained facilitators and anchor persons at the state level. As a result of these training sessions, the states were able to utilize the service of the trained facilitators for tele-conferencing through its DRS network supplied by DEP Office. This resulted in additional training programmes on teleconferencing for different target groups.

As capacity building exercise, *State Resource Group for Teleconferencing* was developed in states by providing training to several senior SPOs, and faculty members of SCERTs, SIEMATs, and/or SIETs, and DIETs in the *Oganisation and conduct of Teleconferencing*. These training programmes were organized by DEP-DPEP in collaboration with DECU-ISRO (Ahmedabad) during 2002 in three spells.

3.8 Familiarization with Internet Access Device

Two workshops, one at Bangalore and another at Delhi, were conducted in August 2001 to familiarize the state personnel with the use of internet access device (IAD). The Project Director was of the view that if IAD was made available some of the states in a limited measure it would popularize its use at district and block level. The Programme Implementation Group approved the proposal. The two workshops on the use of IAD were a consequence of this approval.

3.9 Some General Measures for Capacity Building

- as far as possible, all stages of this activity were to be completed within 4-6 months for which a calendar of outcomes of activities was prepared

- documentation of each one of the stages was undertaken either in the form of print or video.
- all areas and target groups were covered and provided training and/or orientation as far as possible. For example, the main target group consisted of teachers who required DL materials for
 - content upgradation in content areas;
 - informed treatment of pedagogical issues; and
 - taking care of contextual issues, etc.

The other target group was of VEC members, BRC and CRC co-ordinators and block level resource persons, DIET faculty etc;

- looking at the viability and cost effectiveness of various activities, it was decided that atleast 25-30 units of SIM, 20-25 audio programmes, 10-15 video programmes should be the outcome of this whole activity. Further, the services of the persons who were trained in the development of DL materials were to be used by the State DPEP in similar activities later on;
- atleast 25% of the DL materials produced were to be in the form of multi-media packages;
- the states were to be responsible for providing training to the trainers in the use of DL materials with the help of master trainers trained for this purpose;
- wherever possible, preference was to be given to faculty members of SIETs, SCERTs and DIETs to take active part in the process of development of DL materials; and
- the DPEP States were to undertake development DL materials in other areas which were not covered under DEP activities.

3.10 Production and Distribution of DL Materials

Besides orientation/training and development of DL materials (e.g. SIMs, audio scripts, video scripts and teleconferencing), the materials developed during these training programmes and workshops for different media were edited and finalized for production. Printed copies of these material were distributed to the primary school teachers and other personnel in the DPEP districts. These were distributed in the form of SIM packages, audio packages, and video packages. Besides, some additional distance learning materials relevant as DEP inputs and interventions were also distributed.

3.11 Documentation

Even through a variety of DL material were developed through well-planned sets of activities under DEP-DPEP to support and enrich in-service education/

training of teachers, the following two modalities were used with a view to meeting the immediate requirements of the state:

- selection of video films produced by various agencies at the National and State levels; and
- documentation of case studies and success stories for boosting motivation, generating awareness and wider dissemination.

For selection of suitable video films and documentation of case studies and success stories, workshops were organized at the DEP Office in collaboration with other national and state agencies such as CIET which is wing of NCERT and State Institutes of Educational Technology (SIETs) in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh. After identification of appropriate video programmes through these workshops, multiple prints of identified video programmes were produced by these national / state agencies and distributed among DIETs, DPOs, and BRCs as support materials to the on-going teacher training programmes. Similarly, through workshop mode video films among those available at the DPEP Office which were relevant to DPEP Teacher Training Programmes especially in the areas of Language/ Maths/EVS/other contextual issues were also identified. A total of 40 video programmes developed and produced by Electronic Media Production Centre (EMPC) of IGNOU, Central Institute of Educational Technology (CIET) of NCERT, and marketing agencies such as Electronics Trade and Technology Development Corporation Limited (ET&T) were previewed at the workshop. Out of these 16 were selected for duplication and distribution to the DPEP states.

3.11.1 State-initiated Video Programmes

Similarly, video films based on activities already undertaken in the States of Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh were previewed and some of these were selected by teacher educators, teachers and training coordinators through workshop mode of the 120 video programmes developed by different states, only 16 were shortlisted, duplicated and distributed to BRCs, DIETs and SPO in Gujarat. Similarly, in Orissa, 125 copies of 8 SIET programmes were duplicated and distributed to DIETs, BRCs and SPO. Such programmes were also undertaken in the States of Bihar, Maharashtra, Uttar Pradesh. Feedback was obtained from teachers of Uttar Pradesh (on sample basis) on the selected video programmes of SIET, Allahabad regarding their relevance and usefulness. Feedback was also obtained from the BRC, CRC, and DIET personnel in Gurjarat on selected programmes of GIET, Ahmedabad. Karnataka also organized video documentation on development of teaching learning materials for teacher training through workshop mode. The process of development of teacher-learning materials in

the areas of Mathematics, Language and Environmental Studies was video documented so that video cassettes alongwith their print briefs could be used by resource Persons at the block level to provide training to the teachers in the development of teaching learning materials.

3.11.2 Documentation of Good Practices

Efforts were made by DEP for video documentation of good practices so that these could be shared possibly as innovative inputs with the DPEP states. Innovative practices documented by DEP have been dealt within Chapter VIII.

3.12 Teleconferencing (Providing Infrastructure)

Physical facilities were provided to the DPEP state which received Direct Receiving Sets (DRS) for making teleconferencing programmes successful. Details of these are given in Table 9. 190 DRSs were either installed or upgraded by DEP-DPEP-IGNOU in the DPEP states.

3.13 Capacity Building in the Development of DL Materials

In view of the nature of capacity building and the number of persons for whom capacity building programmes were launched, many training workshops were organized by DEP-DPEP. These related to development of self-instructional materials, audio and video materials. Materials developed under these workshops were later on field-tested (in case of SIMs), edited, printed and distributed to different clientele groups. The areas on which materials were developed were content-cum-methodology (Maths, EVS and Languages), contextual issues (Gender, MGT, IED, etc.). Besides, materials were also developed for training of VECs, parents, teacher educators and supervisors. In addition 112 teleconferencing both in contextual as well as in curricular areas were organized in 16 DPEP states where subject experts, pedagogists, media persons, educational administrators and planners participated both at the teaching end (studio) and at the learning end. This spoke about the positive intervention of distance education programme for 18 states which participated under DEP-DPEP, IGNOU.

Table 9: DRS Installed/Upgraded by DEP-DPEP

Sl. No.	States	No. of analog DRS	No. of digital DRS	No. of DRS upgraded to digital	Total no. of DRS installed
1.	Andhra Pradesh	22	--	22+6* = 28	22
2.	Assam	10	--	--	10
3.	Bihar	--	08	--	08
4.	Chhatisgarh	--	06	--	06
5.	Haryana	08	--	--	08
6.	Himachal Pradesh	05	--	05	05
7.	Jharkhand	--	10	--	10
8.	Karnataka	12	--	12	12
9.	Kerala	06	--	06	06
10.	Maharashtra	--	10	--	10
11.	Orissa	09	08	09	17
12.	Rajasthan	--	18	--	18
13.	Tamil Nadu	08	--	08	08
14.	Uttaranchal	--	05	--	05
15.	Uttar Pradesh	17+1**	27	--	45
	Total	98	92	68	190

*6 DRSs installed by SPO, Hyderabad were upgraded.

NB : 8 DRS of Uttar Pradesh are proposed to be upgraded by DEP.

** 1 DRS was installed at SIEMAT, Allahabad.

CHAPTER IV: SELF INSTRUCTIONAL MATERIAL (SIM)

4.0 Introduction

Self-instructional material (SIM) as exclusive study material or as part of multimedia package, is the dominant input in a distance learning system. SIM has to carry out all the functions of an effective teacher such as welcoming the learners, introducing the topic, guiding, motivating, explaining, discussing, asking questions, assessing learners' progress, provide appropriate remedial measures and assistance. Being self - explanatory, SIM is the most convenient input to work with. But at the same time, development of SIM is a challenging task. SIM is quite different from a textbook. The specific differences between the textbook and SIM are shown below:

Textbook	SIM
● Assumes interest	● Arouses interest
● No indication of required study time	● Gives estimates of required study time
● Designed for a wide market	● Designed for a particular audience
● Rarely states objectives	● Always states objectives
● Structured for specialists	● Structured according to needs and characteristics learner
● Little or no self-assessment	● Major emphasis on self-assessment
● Seldom anticipates difficulties	● Alert to potential difficulties
● Occasionally offers summaries	● Always offers summaries
● Views of readers rarely sought	● Views/evaluation of learners always sought
● Does not provide advice on study skills	● Provides advice on study skills
● Can be read passively	● Requires active response
● Aims at scholarly presentation	● Aims at easy comprehension

4.1 Salient Features of SIMs

In regular courses, the students interact with the teacher in face-to-face situation and use reading materials like books and journals. These materials are common for all and are not prepared keeping in mind a specific target group of learners. On the other hand, SIMs are prepared specifically for a target group of learners depending upon their needs. The materials include all

classroom functions of a teacher such as dissemination of content, motivation, guidance, explanation, questions, self-progress, feedback, to name a few. The main features of SIM are as follows :

- **Self-explanatory:** The materials are explained with the help of examples, cases and illustrations, so that the learner can understand content without much external support.
- **Self-contained:** The materials are self-sufficient to facilitate full comprehension of the subject matter. However, at times learners are advised to read additional reference materials to enrich their understanding.
- **Self-directed:** The materials help learners use their personal style of learning. They are given necessary guidance, hints, suggestions, and are facilitated through access devices (e.g. how to get into the material, what to study, how to study) at each stage of learning.
- **Self-motivating:** The materials are designed in such a way that they arouse curiosity, keep learners' motivation high, give interesting examples and provide feedback at every stage of learning.
- **Self-evaluating:** The materials comprise in-text questions, tests, activities, unit-end questions, etc. which help learners conduct self-tests of their understanding and progress.

4.2 SIM in Training Model

In distance education, the print remains the prime medium which is complemented, supplemented and integrated with other media such as audio, video, counselling, teleconferencing, internet etc. The learner receives all these training materials in a package form. Figure 7.0 presents a schematic diagram of various media normally used in training models.

4.3 SIM Development Process

It is necessary to maintain and upgrade the quality of SIMs keeping in view of the changing needs of society and learners. This calls for designing, developing and updating course material from time to time.

The strength of SIMs comes from the rigorous process of planning, preparing, writing, rewriting and revising them so that they are able play their expected role i.e. to teach well whatever they are designed to teach. The entire process of developing SIM may be categorized into three broad phases viz. planning, preparing, and revision.

- i) **Planning:** Planning begins with analysis of the syllabus with reference to entry level behaviors of the target group of learners. It involves:

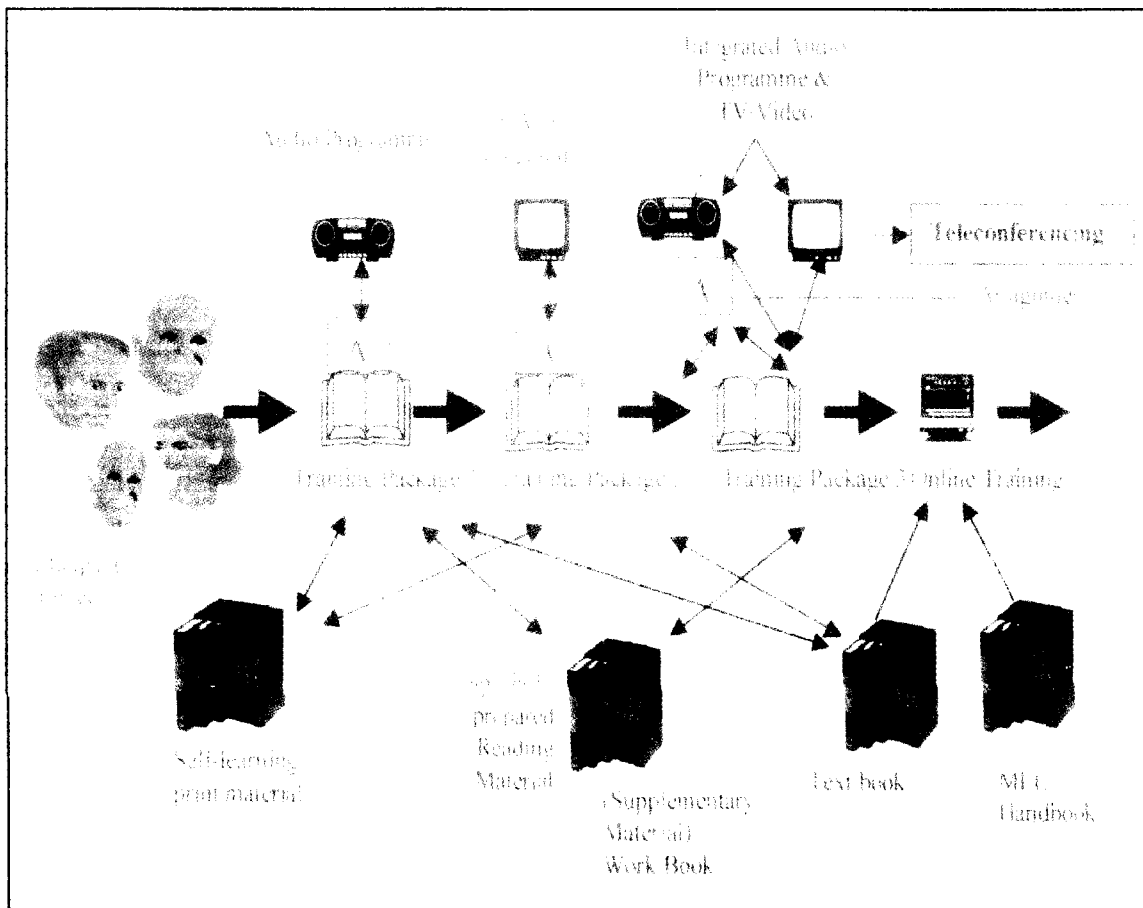


Figure 7.0: SIMs in Training Model

Source: Pradhan (2001)

- description of the target group (in terms of their academic qualifications, experience, age rank etc.);
- programme / course specifications (e.g. SIMs, assignments, audio-visual materials etc.);
- design of the programme / course (e.g. format, structure, approximate pages, approximate learner engagement time, listening and watching audio-visual programmes).

ii) **Preparing:** Preparing involves the following tasks:

- designing the course / lessons / units
- specification of objectives
- development of test items including in-text questions
- development of draft lessons / units

iii) **Revision:** Revision involves writing and rewriting materials unless they become completely self-instructional in the real sense. The revision task takes place on the following occasions :

- specification of support services (tutorial services, projects, assignments)
- developmental testing (trying out revised SIM on samples of comparable learner population)
- editing (in terms of language, content and self-learning format)

This outline description of the process of developing SIMs reveals that it is indeed a tedious and time-consuming process.

4.4 Learning through SIMs

Briefly stated learning takes place when there is an increase in ones capabilities to do something which one could not do before. Certain principles of learning which have profound relevance to SIMs are active responding, reinforcement, immediate feedback, gradual and successive progression, and empirical validation to achieve the desired behaviours.

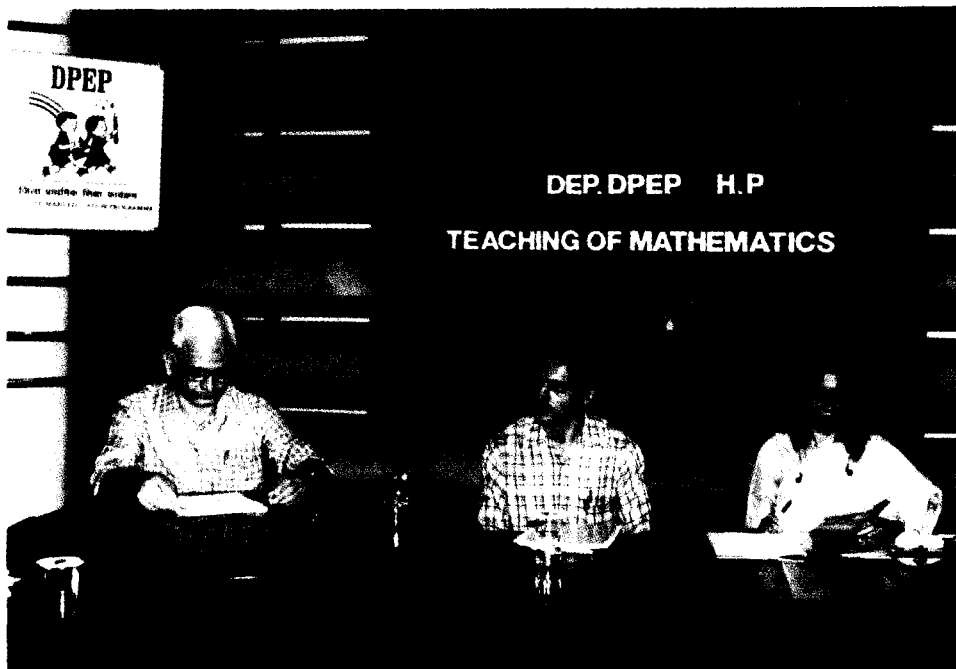
A learner, whether an adult or a child, can learn only if he / she actively responds in learning situations. In SIM, a limited amount of learning material is presented at a time to comprehend. After comprehending the material, the learner responds to questions (that assesses comprehension, application and problem solving) based on the material that has been presented. The principle of reinforcement is used as a control process for the acquisition of responses. In SIMs, the reinforcement following a response is generally the confirmation of the right answer. The learning material presented at each step is designed in such a manner that the learner, more often than not, gives the correct response. According to the principle of gradual and successive progression, the initial steps are designed to evoke and reinforce responses that have the slightest approximation to the terminal behaviours. In subsequent steps, small changes which help the learner progress in the direction of the terminal behaviour are reinforced. These SIM take the learner through graded steps, working from lower to higher levels of complexity.

4.5 SIMs Developed under DEP-DPEP

At the beginning, workshops ranging from 3-5 days on training and development of SIMs were held in each state for training state personnel in acquiring necessary skills for SIMs development followed by the exercise of developing SIMs. Table 10 gives an overview of these workshops conducted in DEP-DPEP states for development of SIMs.

Table 10: Training and Development Workshops for SIMs

State	No. of participants	Draft SIMs developed	Areas / themes
Andhra Pradesh	26	19	Subject areas and Pedagogy
Assam	31	11	Subject areas and Pedagogy (Multigrade, activity based teaching Awareness package for education personnel) and IED
Bihar	57	17	Multigrade Teaching, Language, Maths, EVS, Teaching & Evaluation of non-cognitive areas in Multigrade Teaching
Gujarat	23	06	Pedagogic and contextual issues (Activity-based teaching-learning, Classroom management; Role of teacher in community mobilization).
Haryana	25	15	Subject areas & Pedagogy
Himachal Pradesh	35	17	Language, Maths, & EVS
Jharkhand	38	10	IED on various disabilities
Kerala	25	08	—
Maharashtra	36	08	Mathematics
Madhya Pradesh	37	58	Hindi, Mathematics, EVS, English & Instructional Methodology
Orissa	51	32	Language, Maths, & EVS
Tamil Nadu	46	35	Language, Maths, & EVS
Uttar Pradesh	28	11	Pedagogical & Contextual issues (Vision of an ideal school; Child Psychology; The learning process; Communication; School resources and their use, Use of TLM, Continuous and comprehensive evaluation)
Uttaranchal	25	08	Teaching aids
West Bengal	34	11	Pedagogical issues in scholastic as well non-scholastic areas
Total	517	266	



Workshop on activity based Teaching and Learning in curricular areas

517 primary school teachers and education personnel were oriented in developing SIMs and 266 draft SIMs were developed in these workshops. The materials developed in these workshops cover curriculum areas, pedagogical and contextual issues.

The functionaries from Chhattisgarh were trained on SIMs while the state was a part of Madhya Pradesh. During 2002, a State Resource Group meeting was held in Chhattisgarh in which certain areas on need-based teacher education for developing self-instructional modules viz. action research, gender issues, IED etc. were identified for the development of SIM.

SIMs were also developed in some other areas. In Assam, a workshop was organised during 31st October - 2nd November 2000 for developing SIMs on integrated education for disabled. Tamil Nadu conducted a workshop for developing CRC Self-Instructional Manual. This manual has been translated into English. Tamil Nadu also developed SIM modules in Maths and English for the instructors of Alternate Schooling. Training-cum-development workshops were conducted at district level to develop capacity of district level education personnel in Madhya Pradesh and Tamil Nadu. The SIMs developed for use by children of class V in Kerala are included in the website launched by Kerala (www.keralaprimarieducation.org).

Karnataka

- A booklet on action research (about 30 pages) was prepared. This material was xeroxed and circulated among participants i.e. teachers across DPEP districts in Karnataka during teleconferencing.
- Material on IED (about 25 pages) was prepared for the benefits of CRCs, BRPs & IED trained teachers.
- Material on multigrade teaching (about 26 pages) was prepared for the benefit of CRPs, BRPs, BRCCs & teachers.
- Two separate handbooks for broadcast of Keli-Kali for standard III and IV were developed.
- Handbook on Keli-Kali interactive programme 2002-03 was prepared for the entire state.
- A SIM was prepared for parents of children with special needs.

Rajasthan

Sursangam workshop was organized in September, 2001 for development and collection of songs and poems on educational themes to be printed in the form of a book. Forty-one subject specialists from the field of literature belonging to different institutions and projects participated. Poems and themes were composed on the themes of Prayer, Patriotism, National Integration and

Sovereignty, Equality of All, Girl Child Education and Women Empowerment, Gender Sensitization, Education and Culture and Alleviating Superstitions and other Orthodox Practices in society.

It was followed by editors workshop in December 2001. It was decided to publish two books namely *Chahak* for school children and *Madhyam* for teachers from the material received through the workshop.

4.6 Editing and Finalisation Workshops on SIMs under DEP-DPEP

The draft SIMs prepared in workshops were finalized through editing and finalisation review workshops. The activities in this regard included editing of content, format and language of draft, inserting suitable illustrations, graphics etc as needed in the prepared material. These workshops also built capacity of the state personnel in concerned areas so that production and use of such materials could be sustained in the coming years. Table 11 gives an overview of the workshops organised for editing and finalisation of SIMs in the DPEP states.

Field-testing of SIMs was carried out in some states before printing. Himachal Pradesh conducted three workshops for finalizing draft SIMs. All SIMs thus finalized were reviewed before printing.

4.7 Print Material Developed (Teleconference/Reading Material)

Table 12 gives state-wise details of the print material developed in DPEP states. The print materials include reading materials for teleconferencing, brochures, newsletters, folders and leaflets.

4.8 Issues/Areas in SIMs and General Print Material

Most of the print materials were developed in regional languages. Karnataka is the only state which developed its teachers' training package in English. West Bengal translated its teachers' training module in Hindi, Urdu and Nepali. DEP brochure was translated in Hindi language in Haryana and Rajasthan. Gujarat translated the DEP brochure in Gujarati.

- **Content**

Teachers' training modules prepared by Andhra Pradesh (12) and Assam (11-Abhigyan) focus on content upgradation and pedagogical issues. Himachal Pradesh (Sambridhi), Madhya Pradesh, Maharashtra and Orissa

Table 11: Workshops for Editing and Finalisation of Draft SIMs

State	N	Drafts edited and finalised
Andhra Pradesh	26	12
Assam	15	11
Bihar	18	05
Gujarat	10	06
Haryana	15	15
Himachal Pradesh	08	17
Jharkhand	09	01
Kerala	08	08
Maharashtra	27	08
Madhya Pradesh	25	58
Orissa	25	Three volumes of Ekalavya in Maths, EVS and Language
Tamil Nadu	30	35
Uttar Pradesh	07	07
Uttaranchal	21	10
West Bengal	20	09
Total	264	205

N = No. of Participants

Table 12: Details of Print Materials Produced in DEP - DPEP States

State	Form	Details of material produced (area/title/subject)	Language
Andhra Pradesh	Teleconference material	Natural Learning Quality Education IED	Telugu Telugu Telugu
	Newsletter	Telugu	Telugu
Bihar	Newsletter	Pahel	Hindi
Chhattisgarh	Guidelines	Facilitators and panelists - Teleconference	English
Gujarat	Awareness material	IED IED	Gujarati English
	Users' Manual	Eight audio and video programmes	Gujarati
	Teleconference material	Action Research Teaching English at class V	Gujarati English
	Brochure	DEP	Gujrati
	Newsletter	Prathmic Shiksha Sarwani	Gujrati
Haryana	Folder Brochure	<i>Ma Beti Mela</i> Gender sensitization and increasing enrolment and retention in primary schools DEP	Hindi Hindi Hindi
	Reading Material	Nai Pehal (For VECs)	Hindi
	Teleconference material	New Textbooks Girls' Education IED	Hindi Hindi Hindi
Himachal Pradesh	Teleconference material	Hard spots in Mathematics MTA and gender sensitization Continuous and comprehensive evaluation	Hindi Hindi Hindi

		Action research Need of integration of children in normal classes	Hindi Hindi
Maharashtra	Guidelines	Use of Video CASP -Plan	Marathi
	Teleconference material	Self-learning	Marathi
Madhya Pradesh	Tele-material	Guruji's training through Teleconference	Hindi
Orissa	Reading material	Short stories for primary teachers	Oriya
	Teleconference material	Material on 16 themes developed for teleconferences	Oriya
	Guidelines	Use of Video CASP-Plan	Oriya
Rajasthan	Reading	Chahak - poems on educational themes for children; Madhyam - poems on educational themes for teachers	Hindi Hindi
	Brochure	Promoting good personal sanitation and hygiene practices DEP	Hindi Hindi
	Teleconference material	Shiksha Apke Dwar (May 2002) Udgam-hard spots in mathematics for class IV.	Hindi Hindi
Uttar Pradesh	Newsletter	Shikshak Preshak	Hindi
West Bengal	Leaflet	Early Childhood Care and Education (Awareness)	Bengali
	Reading material	Roles and functions of CLRC CLRC based noon- afternoon workshops	Bengali Bengali
	Newsletter	Yogasutra	Bengali



Workshop on Training-cum-Development of Self-Instructional Material DPEP,
Uttaranchal, Dehradun

(Ekalavya) focused mainly on content upgradation - Language, EVS and Maths in their teachers' training modules. Uttar Pradesh focused on Pedagogy, Science and EVS with special attention to Mathematics (5 modules-SOPAN). Tamil Nadu too emphasized Mathematics teaching and developed modules in mathematics for regular teachers as well as for Alternate School (AS) instructors.

- **Support Material**

West Bengal developed integrated workbook and Teachers' Handbook for class IV, and Activity book and Teachers Handbook for class II along with support material for audio programme.

- **Telematerial**

Reading material was also developed to support teleconferences. The produced material focused on various aspects such as capacity building of BRCCs, CRCCs, facilitators for teleconferences, classroom management, community mobilization, IED, Action research and content issues. Two modules were prepared on activities in primary science in Andhra Pradesh for use of primary teachers for classes III to V.

- **IED**

West Bengal prepared 5 modules on home care and support to integrated and non-integrated children. The topics covered were toilet training, personal hygiene, clothing, eating habits, home, school and play environment. Gujarat developed modules on IED in regional language as well as English. Orissa developed telematerial for creating awareness for parents of disabled (visual & hearing impaired) children.

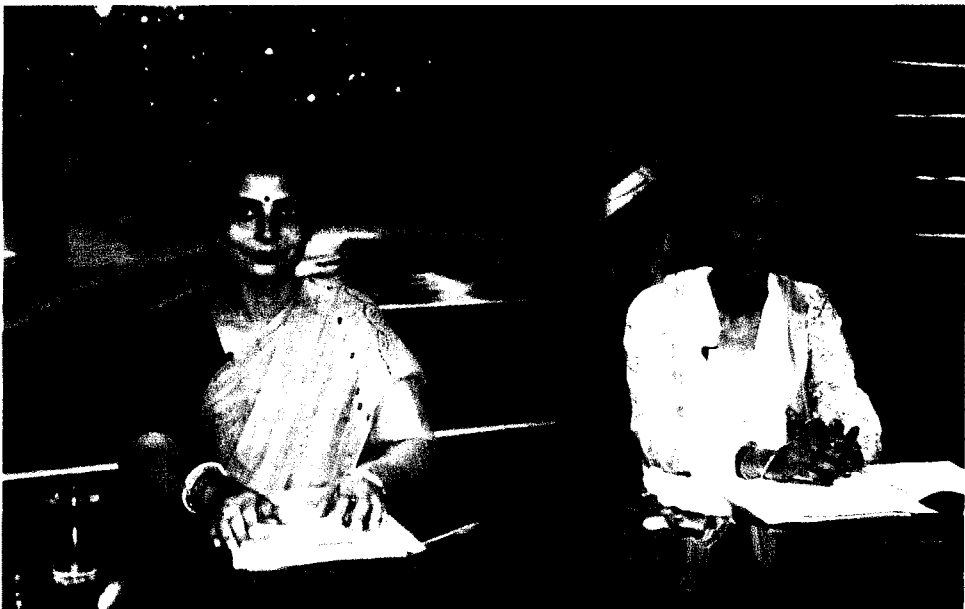
A three-day workshop was held at Guwahati, Assam to develop illustrative print materials on IED in May, 2003. Print materials such as posters, bookmark and brochure on different fields of IED, were developed in the workshop.

- **Multi-Grade Teaching**

Five modules on multigrade teaching were developed by Bihar. Assam too developed a module on it.

- **Girls Education**

Haryana focused on developing community awareness and also developed



Teleconferencing session on Action Research for DEP/DPEP, Haryana

material on gender sensitization. Folders on gender sensitization and for organizing *Maa Beti Mela* support material for gender sensitization were developed in Himachal Pradesh and Haryana.

- **Non-Scholastic Areas**

West Bengal developed material on developing creativity, aesthetic sense and physical education.

- **Action Research**

Karnataka and Haryana concentrated on developing capacity for Action Research. Andhra Pradesh, Tamil Nadu, Kerala, Karnataka, Gujarat and Maharashtra developed telematerial on it.

- **Education Guarantee Scheme [EGS]**

In Madhya Pradesh DEP activities were undertaken mostly for educating EGS Gurujis. Orissa also developed telematerial for instructors in EGS.

- **Alternate Schooling**

Assam considers Alternate Schooling as an important aspect for educating its children and developed material on it. Tamil Nadu developed SIM modules in Maths and English for the instructors of Alternative Schooling. Maharashtra developed Telematerial on it.

- **Newsletter**

Some of the DPEP states published newsletters and distributed them to their field functionaries. The newsletter *Shikshak Prekshak* was published by Uttar Pradesh, *Yogsutra* by West Bengal, *Pahel* by Bihar, *Prathamik Shiksha Sarwani* by Gujarat and *Velugu* by Andhra Pradesh. DEP also published a newsletter titled DEP News in which the activities undertaken by DEP were described comprehensively.

- **Posters**

Workshops were organized in May, 2002 in Gujarat for developing posters in six districts in four spells and 74 posters were developed in various areas such as girls education, importance of education, integrated education for the disabled, enrolment drive, community participation in education, distance education, alternative schooling and learning Mathematics. The State Project Office through a committee selected eight

posters on different themes for production and distribution at district and sub-district levels. The DEP undertook the task of printing of these posters and providing these to the state for distribution up to the cluster level. About 14,500 copies were distributed in the state at district and sub-district level.

- **Brochure**

Brochure and Schedule of Keli-kali (Radio Programme), giving information about duration, class board, brief overview of the programme and instructions to the teachers was prepared by State Project Office (SPO) of Karnataka.

A four-day Brochure Development Workshop on Promoting Good Personal Hygiene and Sanitation Practices was held in October 2002 at Durgapura, Jaipur, Rajasthan State. A total of 8 participants attended the workshop including one artist. On the basis of focal points, the basic theme of brochure was further developed by participants.

4.9 Dissemination of SIMs and Print Materials

Final materials prepared / selected by the participants and experts were assigned to selected printers for printing. The details of duplication and dissemination of print material are given in Table 13.

A SIM developed in English on action research was translated in Tamil. One module of SIM developed in Uttar Pradesh. '*Shikshakodaya*' was distributed to 3,300 teachers of Bhilwara district of Rajasthan. In addition, a folder on *Ma Beti Mela* was printed and distributed among blocks and clusters in Haryana. SPO, Maharashtra distributed the materials on multigrade teaching, and handbooks on Language, Maths and NFE were distributed in Maharashtra. Posters mainly on contextual issues were selected for production and distributed at district and sub-district levels in Gujarat.

Gujarat trained coordinators of BRCs, CRCs and teachers of three DEP districts in the use of SIMs during April, 2001. The IED material printed in Gujarati and English was also distributed among the same group in 2001. Table 14 provides details of SIMs and reading materials distributed during the teleconferencing programmes.

- The modules on action research were produced in six states viz. Andhra Pradesh, Karnataka, Kerala, Himachal Pradesh, Tamil Nadu and Gujarat.
- Maharashtra and Himachal produced telematerial for Mathematics.

Table 13: Production and Dissemination of Print Material

State	Target group	No. of modules produced	Copies distributed
Andhra Pradesh	Teachers, MRPs & DRGs	12 (SIM)	1000
Assam	Teachers, CRCCs & BRCCs	11 (Abhigyan - SIM)	2000
Gujarat	Teachers, Teachers CRCs & BRCs	6 (SIM) Posters	6,800 14500
Himachal Pradesh	Teachers, CRCCs & BRCCs	15 (Samvridhi - SIM)	7800
Kerala	BRCCs	07 (SIM)	1000
Maharashtra	Teachers	08 (SIM)	10,000
Madhya Pradesh	EGS Gurujis	13	8000
Orissa	Teachers, CRCCs BRCCs & DIETs Primary Teachers	32 (SIM) Ekalvya (3 vols.)	5,000 25,000 (Each set)
Rajasthan	Teachers	1 Shikshakodaya of U.P.	3,3000
Tamil Nadu	Teachers	10 (SIM)	1,000
Uttar Pradesh	Teachers	07 (Shikshakodaya - SIM) 5 (Maths - SIM)	5,000 4,500
West Bengal	Teachers	11 (Parl Parai Anande SIM)	15,000

Table 14: Details of SIMs / Reading Materials Distributed During the Teleconferencing Programmes

State	Target group	Area / Topic	No. of copies
Andhra Pradesh	MRPs	General	650
	MRPs & DIET Staff	Teaching EVS-II	2000
	MRPs & DIET Staff	Activites in Primary Science	5000
Andhra Pradesh /Tamil Nadu/ Kerala/ Karnataka	DIET Faculty and Teachers	Action Research	1400
Assam	AS instructors and Supervisors	Alternative Schooling	800
Chhattisgarh	Cluster Academic Coordinators	Teaching English to classes I & II	1000
Gujarat	Teachers, DIET Staff, BRCs, CRCs	Action Research	1500
	Teachers, BRCs, CRCs	Teaching English to Class V	2000
Haryana	Teachers/Teacher Educators	On New Textbooks	750
	Teachers/Teacher Educators/BRCs	Gender issues	900
	VEC Members	Roles & Functions of VECs	350
	Teachers, DIET Faculty	Action Research	1000
	Teachers of Class I	Teaching in English	20,000
	Teachers, BRCs / CRCs, and Parents	On IED	700

Himachal Pradesh	Teachers	Maths	400
	MTA Members,	MTA, Gender sensitization	522
	Teachers, DIET	Continuous & Comprehensive Evaluation	500+
	Faculty	IED, Action Research	500+
Kerala	Panchayati Raj Members, Parents	Issues in Primary Education	1400
Madhya Pradesh	Teachers	Gurujis	27,000
Maharashtra	Teachers	Self-Learning	1500
	Teachers & Teacher Educators	Language Education	4000
	Teachers, Cluster Heads	Alternative Schooling	2500
	Teachers, Cluster Heads	Action Research	4000
	Teachers, Cluster Heads	Teaching of Maths	10,000
Orissa	CRCC Members	Academic support	500
	VECs, NGO, BRCCs & Parents	EGS & AIE	2000
	VECs	Role of VECs	2000
Rajasthan	VECs, Teachers, BRCCs, CRCCs	Shiksha Aapke Dwar and Teaching Mathematics	6000
Tamil Nadu	VEC Members	Community Mobilisation	1000
	Teachers and Parents	On IED	1000
	Teachers	Teaching of Tamil	2000
Uttaranchal	Facilitators and Panelists	Quality Improvement and School Grading	250

- Gujarat held three workshops on effective use of SIMs and audio cassette manual for about 108 functionaries.
- Self-instructional materials on quality education and IED in Andhra-Pradesh, and teaching of English in Gujarat were developed for teleconferencing programmes.
- In Uttar Pradesh, telematerial on *Community and Education* in Hindi was developed and disseminated to the participants of learning centers.

4.10 Conclusion

Workshops ranging from 3-5 days on training and development of SIMs were held for capacity building. These helped acquiring necessary skills for SIMs development followed by exercise of editing the drafted scripts. Major themes of training were related to curricular areas viz. Language, Mathematics and EVS. Some workshops were organized for pedagogical issues i.e. activity based teaching-learning, multigrade teaching, integrated education for the disabled, use of teaching-learning materials, continuous comprehensive evaluation etc. The other type of print material developed under SIM was telematerial, brochure, posters and newsletter. The print material so developed was produced and disseminated on a wider scale.

CHAPTER V: AUDIO AND RADIO PROGRAMMES

A: Audio Programmes

5.0 Background

After SIMs, the use of audio medium (both the cassette and the broadcast modes) in education has been very popular particularly in a large country like India. This medium has inherent advantages; it meets the challenge of time in terms of its cost-effectiveness, shortage of skilled human power, geographical reach, flexibility in its use at home both by the teacher, students and other functionaries engaged in the education sector. Radio had been used for instructional purposes since its beginning in the early 1920's [Malakar: 2001].

5.1 Characteristics of Radio/Audio

Let us discuss in brief the theoretical frame of the audio medium (both the cassette and broadcast modes), which could benefit our readers.

Radio/audio medium is different from face-to-face teaching in the classroom or any other form of interpersonnel communication. There is much interaction as well as feedback in face-to-face teaching or other form of interpersonal communication. Interaction is manifested through face-to-face teaching or through facial expressions, gestures and body language if there is no much interaction. The speaker or the teacher gets feedback after teaching a topic by asking questions. He/she can modify or explain again in different ways, cite different examples etc. In radio/audio medium, this is not possible.

Radio/audio medium is a mass medium. It can reach out to many, thousands even lacs of people of different age group in different locations and who may have different educational and economic status.

5.2 Audio Cassette

An audio cassette can be played or stopped by the listener according to his/her requirement. The user can record it and re-play specific portion (s) for clarification. Even if audio cassettes are made available in a particular place (library, community center, classroom, etc.), these can be heard again and again.

5.3 Script Writing for Radio/Audio Medium

All audio programmes need a basic script. Some formats (e.g. story, lecture, play, etc.) need a complete script before actual recording. Among the factors that need to be taken into consideration for audio script writing, the major are as under:

- technical nature
- time bound
- different from print
- can't re-read/tune back
- hook-create suspense
- reinforce-repeat
- avoid information overload
- conclude-summarize

Technical Nature

In the studio, one has to speak into microphone which can't interact and thus naturally lead to a continuous flow of communication. Therefore a script is required to serve as a guide. Moreover, every programme has a specific i.e. fixed duration; therefore the entire content should be covered within the fixed time. The best way to adjust to the time frame is by scripting the programme.

Time Bound

The attention span of children demands that programme should not be longer than 10-15 minutes. Therefore, one should not write very long scripts. These become boring, monotonous and tend to lose listener's attention.

Different from Print

In view of the transitory nature of radio (it can't be stopped or referred back during the broadcast), a different approach need to be followed.

A radio script must avoid dates, statistics and references like today, yesterday and tomorrow because this would appear odd if radio broadcast is repeated. Further, tongue twisters, complicated words and long sentences should be avoided. Similarly the words like *following* and *above mentioned* should be avoided in a radio programme.

Radio Programme cannot be Tuned Back

The reader of a book can select paragraphs that he may like to re-visit; he can re-read a passage if he hasn't understood it well. However, this is not

possible in the case of a radio broadcast. Therefore it is important that all the points should be dealt with clarity and in an easy language in the radio script.

Begin the Programme with a Hook

The radio programme should open with a catchy song, drama, music or with any interesting sound effect(s) so as to hold the listener's attention. However, the *hook* should be relevant and shouldn't sound out of context. In addition, educational radio programme should repeat and reinforce the content or message, avoid information overload and conclude with recapitulation of teaching points and also inform about the next programme in the series in an interesting manner.

Radio programmes can be in the music format or the prose format. The DEP-DPEP radio programmes were largely in prose format and talk, question-answer, interview, discussion, phone-in-programme and activity-based interaction, sub-formats were used in most programmes.

5.4 Training-cum-Development Workshops for Audio Script Writing

The resource persons involved in developing and producing both audio cassettes and radio programmes under DEP-DPEP had sufficient expertise, and knowledge about both the contextual issues and curricular areas. These resource persons included teachers, script writers and programme producers who knew the basic aspects of audio script writing. The process of development and production of audio scripts passed through various stages viz.:

- identification of areas requiring audio support
- deciding target group for whom audio support was required
- identification of resource person
- capacity building workshop for training and development of audio-scripts
- recording [both for audio cassettes and radio broadcast
- publication of audio-script as support material
- broadcasting
- feedback and
- analysis of feedback

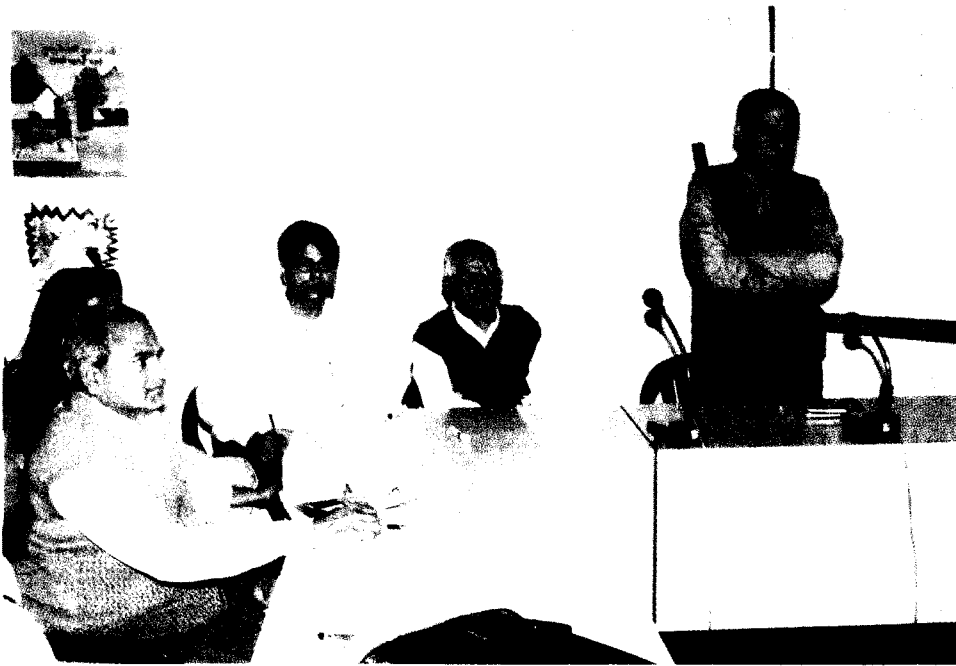
As part of capacity building, draft audio scripts were developed in the training-cum-development workshops organised in different states under DEP. The major objective of these training-cum-development workshops was to orient the participants to the development of audio scripts and to develop audio scripts



Hon'ble minister for education, Govt. of Jharkhand, Sh. Chandramohan Prasad, State Project Director, Mrs. Smita Chugh, Director AIR Ranchi, Sh. B.K. Shukla, Distance Education In-Charge, Sh. B. Pandey and Jr. Programme Officer, Sh. Diwakar during inaugural session.



State Project Director, Mrs. Smita Chugh, Project Director, DEP-DPEP-IGNOU, Prof. SVS Chaudhary, interacting with participants.



Prof. SVS Chaudhary, Project Director, DEP-DPEP, New Delhi, addressing to the participants in workshop. Prof. S.P. Banyal, Dr. Kiran Bansal, Sh. Diwakar and Sh. Munish Chandra Mishra are also present in the workshop.



A participant presenting an audio script developed in the workshop.

based on content briefs. The details of such workshops organised in different states have been provided in Table 15.

It may be seen from Table 15 that in 14 DPEP states, 351 draft audio scripts were developed through workshop mode where 548 participants provided inputs. As already stated in Chapter III, distance learning activities in DEP were designed with a distinct purpose viz. (a) to provide opportunity to primary school teachers as well as functionaries of BRC's and CRC's (b) to motivate them to undertake activity-based classroom transaction. This could enable them to make teaching-learning process joyful and proactive for children. Drafting the required DL materials was obviously meant to serve the school objective so that in future these teachers became competent for drafting such exemplar material at their level and classroom use. Most of the audio scripts developed by the participants were based on hard spots in Mathematics,

Table 15: Workshops on Development of Audio Scripts

State	No. of participants	Draft audio scripts developed
Andhra Pradesh	32	22
Assam	35	16
Chhattisgarh	34	32
Gujarat	52	25
Himachal Pradesh	32	06
Jharkhand	14	14
Karnataka	98	77
Kerala	14	14
Madhya Pradesh	63	57
Maharashtra	27	18
Orissa	62	28
Tamil Nadu	35	22
Uttaranchal	18	15
West Bengal	32	05
TOTAL	548	351

Language and Environmental Studies which are basic curricular areas for primary school learners from standards I-V. In some states, English has been introduced as a second language from the I standard. Therefore teaching of content areas of English as a second language was considered a problem area both for teachers as well as pupils, for in-service training programmes. Script-writing for audio (both for audio-cassettes as well as radio broadcast) requires different types of formatting. Training for using such formats in different curricular areas requires considerable expertise. Hence resource persons drawn from media, pedagogists, subject experts, producers were involved in these workshops. Drafting of audio scripts was based upon theories of learning. For example in language, topics covered included: techniques of teaching poetry, functional grammar, story-telling for developing interest in language learning skills (listening, speaking, reading, writing skills). Similarly in Mathematics audio - scripts were developed for hard spots in mathematical concepts e.g. carry over, place value, fraction, decimal etc.

Some of the topics covered in other areas include: activity based teaching, teaching aids, multigrade teaching, awareness about special children, child-centred education (joyful learning), communal harmony, girls education with respect to teacher-parent relationship; women's involvement in education, role and function of village education committee (VEC), community mobilization and alternative/EGS schemes. These scripts concerned contextual issues which are an integral component of DEP. Participants were trained to develop content briefs and write audio scripts later on. These audio scripts were developed in regional languages keeping in view the requirements of the concerned states. But in some cases e.g. teaching of English language as well as contextual issues, draft scripts were developed in English.

5.5 Editing of Audio Scripts

The draft audio scripts developed during the training-cum-development workshops were later on scrutinized, edited and finalised through an editing workshop. In all, 160 audio scripts were edited and finalised while 215 experts and participants provided necessary guidance and inputs. The details of the editing workshops held in different states are presented in Table 16.

5.6 Duplication and Dissemination of Audio Programmes and Audio Packages

After finalization of audio scripts, the next task was to produce audio-version of the audio-scripts and duplicate these for dissemination among a larger audience i.e. the large number of functionaries who were to participate in training programmes. The duplicated version of audio scripts was distributed

Table 16: Editing Workshops for Draft Audio Scripts

State	No. of participants	No. of scripts finalised
Andhra Pradesh	22	20
Assam	35	15
Chhattisgarh	20	32
Gujarat	15	7
Himachal Pradesh	16	06
Madhya Pradesh	34	45
Orissa	28	24
Tamil Nadu	18	6
West Bengal	27	05
TOTAL	215	160

to BRCs and CRCs. Guidelines for use of these audio scripts in the form of user's manual were also prepared and distributed.

This process of production and duplication of audio version was used in two ways: (a) for training through audio-cassettes as in the case of Haryana (*Prerna geet, Hanste gaate, Tarang* etc.); and (b) for radio broadcast as in case of Andhra Pradesh, Himachal Pradesh, Karnataka, Maharashtra and Orissa. In all 317 audio programmes were produced in different states for radio broadcast; of these 208 audio programmes were used in Karnataka, 91 in Andhra Pradesh and 18 in Maharashtra. It is worth noting that the radio broadcast were in content areas of Mathematics, EVS and language.

In Bihar 270 audio-lessons of 15 minutes duration have been produced. Audio cassettes on *Muniya Beti Padhati Jaye* (MBPJ) campaign were developed and disseminated in all Bihar Education Project (BEP).

In Kerala, a committee was constituted with seven members for processing and evaluating for the production and duplication of audio programmes. These audio programmes were concentrated on the improvement of classroom interaction and activity oriented, child centered, joyful teaching-learning. Eight audio programmes were produced by SIET which aimed at creating awareness among the parents and the general public about the various aspects of district primary education programme (DPEP) Kerala.

DEP-DPEP, Orissa organized a three-day capacity building-cum-training workshop on development of audio script writing in January, 2003 at Bhubaneswar with the following objectives:

- to build participants' capacity for writing radio scripts;
- to enable participants to develop draft radio scripts; and
- to lay a foundation in DPEP so that classroom instruction based on radio broadcasts could be started.

Expert resource persons interacted with the participants on theoretical aspects which had direct relevance to radio script writing. These aspects were as under:

- radio as an instructional medium (the inter-linkage between media, communication and instruction, the audio communication process).
- the basics of radio script writing.
- the script writing process - some reflections.
- making radio programme interesting and effective - the script dimension.
- radio script format.

After interactive presentations on the above aspects, the participants were asked to develop content briefs in their areas of interest in primary school subject areas or the contextual issues of DPEP such as community mobilization/participation, gender, alternate schooling etc. using the pre-decided format. By the end of the workshop, thirteen radio scripts were developed by the participants. In a follow up workshop in February, 2003 thirteen scripts with English translation of Oriya titles were reviewed, revised and finalized in a two-day workshop. The titles of these thirteen scripts were:

- | | |
|-------------------------------------|------------------|
| ● Name of thirty districts | Class III |
| ● Flies, the cause of disease | Class IV |
| ● Effects of air pollution | Class V |
| ● Use of leaves in getting vitamins | Class IV & V |
| ● Discipline in society | Class V |
| ● If trees live, we live | Class III |
| ● Post office | Class III |
| ● Importance of zero in learning | Primary Teachers |
| ● Leaves, the tree's kitchen | Class III |
| ● As much light, as much dark | Class IV |
| ● Eat by knowing, know by eating | Class III |
| ● Traveling in train | Class IV |
| ● Know accounts by learning Maths | Class III |

The state is in the process of broadcasting another 13 programmes in collaboration with DEP.

In Rajasthan, a one-day workshop on audio script writing was organized on December 19, 2000 at Durgapura, Jaipur. The participants included CRCF, SMC member, teachers, DIET Lecturer and training incharge from different DPEP districts. The main objective of the workshop was to generate awareness about the distance mode with respect to audio and its vital role in the field of education.

In Uttar Pradesh, a script validation workshop was organized at the State Project Office, DPEP Uttar Pradesh, Lucknow, for final validation of the six draft scripts produced during the planning workshop. The six scripts were: *Paryavaran Adhyayan*, *Sahayak Shikshan Samagri*, *Shunya (Zero)*, *VEC Training*, *Kahan Kho Gaya Bachpan* and *Lekhan Purva Ki Gatividhiyan*. During the workshop, the scripts were examined from the point of view of the content load, the format, treatment aspects, pedagogical inputs, gender perspective and visual enrichment. Audio jingles on universalisation of primary education (six audio-scripts) were also developed.

B: Radio Broadcast

5.7 Background

DEP-DPEP was aimed at providing technical support to DPEP States to enable them to use technology for improving the quality of primary education. DEP-DPEP promoted radio programmes in different states. During the project, Andhra Pradesh, Himachal Pradesh, Karnataka, Maharashtra were the lead states under radio broadcast. Other states viz;. Assam, Jharkhand, Kerala, Orissa and Uttar Pradesh also used it on a moderate scale. Some states used radio broadcast mainly for curricular areas related to primary school curricula viz;. Language, Mathematics, and Environmental Studies (Parts I and II) and others for contextual issues. A brief description of the radio programmes used by these states follows.

5.8 Andhra Pradesh: Vindam Nerchukundam (Listen and Learn)

With the active support of DEP, DPEP, Andhra Pradesh started planning for radio broadcast in December, 2001. After preliminary discussions, an audio script writing workshop was organized and twelve scripts were developed in Telugu, Maths and Environmental Science for children and teachers of class III. These scripts were edited and finalized for production. AIR, Visakhapatnam produced the scripts and 12 episodes were broadcast from March to April 2002 on pilot basis.

One-day orientation/training was organized for the mandal educational officers (MEOs), mandal resource persons (MRPs) and teachers on radio programme in March, 2002. A handbook was printed and distributed to all the teachers of the four districts on *radio project and the broadcast schedule*. Evaluation forms were distributed to teachers to elicit feedback on radio broadcasts. Analysis of feedback on the radio lessons was carried out in March/April 2002 and review was conducted with the mandal education officers (MEOs) on the impact of radio lessons by additional programme coordinators in the four districts during April, 2002.

During 2002-03, radio broadcast was extended to teachers and children of class IV. Two audio script writing workshops were held in May and June 2002 and 93 programmes in Telugu, Maths and Environmental Science for classes III and IV were developed and produced. The programmes were broadcast by AIR, Visakhapatnam in July, 2002; AIR, Vijayawada in November, 2002 and AIR, Hyderabad and Cuddapah in January, 2003 covering all the 23 districts of the state. The radio project benefited 77,769 primary and upper primary schools and 2.95 millions children of classes III and IV and 0.15 million teachers. Besides, interactive radio counselling was also organized during March 2003 through phone-in-programme from AIR, Vijayawada.

During 2003-04, radio broadcast was extended to teachers and children of class V. Two audio script writing workshops were held in April and May/June, 2003 and scripts were developed in Telugu, Maths and Environmental Science. During this academic year radio broadcast was extended to English language also for classes III to V. The broadcast schedules were prepared and distributed to all primary teachers in the state.

5.9 Assam

Radio programmes made it convenient to reach target groups located at different places at the same time. Moreover, it was intended to reach out to the non-DPEP functionaries e.g. teachers, educational counselors, administrative officers, NGOs, community members and other resource groups. It was decided that if innovations in different areas could be recognized and accepted by society then the question of their sustainability would not arise. Therefore efforts were made to mainstream innovative ideas and practices in the non-DPEP districts as well. Keeping in view the various advantages of radio broadcast, in this field, DPEP, Assam initially purchased five slots each of fifteen-minute duration. The basic strategy used for radio programmes in Assam is shown in Figure 8.0.

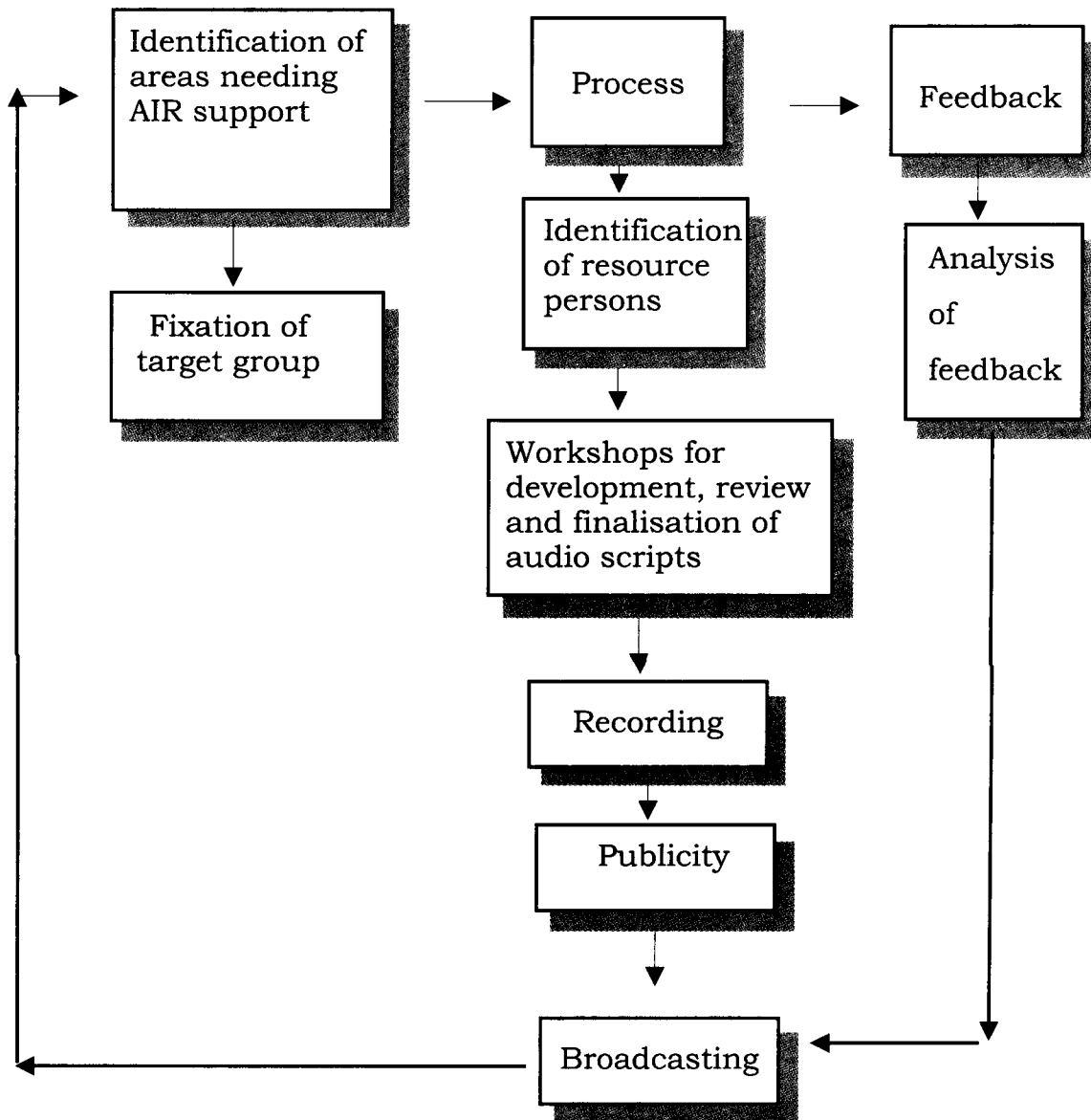


Figure 8.0: Basic Strategy for the Radio Programme

Source: Bora; 2001.

The first series of radio programmes was based on different components, as under DPEP, Assam.

Schedule

Date	Component / Area
24-06-2000	Samal Sambhar (TT)
01-07-2000	Multi Grade Teaching (TT)
08-07-2000	Community Participation
15-07-2000	Early Childhood Care / Gender Education
22-07-2000	Alternative Schooling
29-07-2000	Early Childhood Care / Gender Education (Re-broadcast)

It is pertinent to note that the AIR, Guwahati invited the SPD, DPEP, Assam to deliver a talk on *DPEP in Assam* which was broadcast June 25, 2000.

The second series of radio broadcast was aired in June, July and September 2000. Station Director AIR, Guwahati was generous in providing a regular educational slot to accommodate 13 DPEP programmes free of cost. The titles for the first 5 programmes each of 15-minute duration given in Table 17.

Table 17: Programme Schedule

Sl. No.	Title	Duration
1.	Prathamik Starat Chatra-Chatrik Shynkhar Dharana Konekoi Deba?	15 mins
2.	Prathamik Starat Chatra-Chatrik Joyg-Biyogar Dharana Kenekoi Deba?	15 mins
3.	Prathamik Starat Chatra-Chatrik Puran-Haranar Dharana Kenekoi Deba?	15 mins
4.	Prathamik Starat Chatra-Chatrik Neots Kenekoi Sikaba?	15 mins
5.	Prathamik Starat Chatra-Chatrik Bhagnangsar Dharana Kenekoi Deba?	15 mins

DPEP, Assam purchased another 5 slots of 15-minute duration each for broadcasting the third series of DPEP radio programme. Details of the third series programme are given in Table 18:

Education oriented radio programmes were broadcast on every Sunday at 7:30 a.m.

Table 18: Details of the 3rd Series DPEP Radio Programmes

Sl. No.	Area	Mode	Duration	Objectives
1.	Role of school library in L.P. School	Discussion	15 mins	<ol style="list-style-type: none"> 1. To develop awareness amongst the teacher, students and community about school library. 2. To help proper utilization of library books in school curriculum.
2.	Role of VEC in the development of school	Discussion	15 mins	<ol style="list-style-type: none"> 1. To acquaint the listeners with the, meaningful and important role of VEC. 2. To share the experiences of some successful VECs.
3.	Role and responsibilities of a BRCC	Discussion	15 mins	<ol style="list-style-type: none"> 1. To help the listeners realize the significance of the BRCC. 2. To help the listeners know about their role as planner, designer, coordinator, supervisor, facilitator and trainer. 3. To acquaint listeners with the activities of some successful BRCC.
4.	Need of a convergent approach to attain DPEP's goal	Discussion	15 mins	<ol style="list-style-type: none"> 1. To develop understanding of convergent approach of various schemes for achieving universalisation of primary education which are being handled by different departments/agencies.
5.	Sustainability	Discussion	15 mins	<ol style="list-style-type: none"> 1. To help the listeners foresee the sustenance of an intervention. 2. To help the listeners identify different sustainable interventions and efforts needed for sustenance.

5.10 Himachal Pradesh: *Gyankalash*

Gyankalash was a radio based capacity building training programme for in-service primary teachers. The prime objective of this programme was to provide opportunities to teachers of distant and inaccessible areas of four DPEP districts (Kullu, Sirmour, Chamba & Lahaul-Spiti) for providing access to knowledge and quality training at their work place. Keeping in view the prevailing MGT situation in primary schools and typical geographical conditions of Himachal Pradesh, the programme aimed to provide academic support to the teachers without effecting daily classroom transactions in primary schools. The programme completed 120 episodes so far in five phases. Initially the programme was broadcast on Thursdays and Saturdays in every week between 7.05 P.M. to 7.20 P.M. and first programme was aired on October 5, 2000. Some of the episodes were repeated at the request of primary teachers. Themes of various episodes broadcast under Gyankalash are as following:

Phase	Theme
I	Integrated Teacher Training
II	School Readiness
III	Teaching of EVS
IV	Teaching of Hindi
V	Teaching New Textbook : Class I

Methodology

Initially, Gyankalash was envisaged as a capacity building programme, and it was planned to organise it on voluntary basis as an experiment. The planning meetings were organised between the AIR officials, and DPEP officials. It was decided to launch the programme after proper publicity. Volunteers from all the four DPEP districts of Himachal Pradesh were invited. Principals of DIETs and District officials were informed through mail. Prospective trainees were made aware of the programme through publicity from AIR Shimla, and advertisements in local dailies and regional newspapers. Individual prospective trainees were contacted through coordinators of cluster resource centres and resource faculty. A team was constituted for enlisting and registering voluntary teachers. The number of teachers involved in different phases of the work differed for different phases. Nearly 1500 teachers volunteered to work in the first phase. Later on, the listeners included teachers, parents, community members, ICDS workers and members of village-based institutions. The number of registered listeners shot up to 7500 in the third and fourth phase. During the Vth phase, the entire teaching community joined the programme.



**Gyankalash
Radio Programme:
audio recording in process**



Programme schedule for one month was chalked out and circulated well in advance through district network functionaries. The mode of transfer of information was:

State Project Office → District Project Office → DIET → Block Resource Centres → Cluster Resource Centres → Individuals.

In phases II - IV, the programme schedule was published in the local dailies as well.

The programme was recorded in AIR studio and was broadcast according to scheduled day, date and time. At the end of the programme, one question was put to the listeners which they had to answer to State Project Office through mail. Selected responses with the names of the respondents were aired in one episode which was solely devoted to the purpose. These selected respondents were given certificate of participation and those who gave the most impressive responses were also given prizes. Scripts for radio programmes were developed with the help of field functionaries through workshop mode. These were edited and finalised with the help of experts. The programmes were designed with a minimum of software, and human and material resources. Internal DPEP resources were used as far as possible for development of scripts and even for participant characters during recordings.

Target Group

The programme was initially broadcast on experimental basis for primary school teachers. However, it was later on extended to teacher educators, parents, community members, coordinators of block resource centres and cluster resource centres and even the pupils. It was learnt later on that ICDS workers, women development incharges, village level institutions had also benefited from the programme. The programme which initially began with 1500 teachers increased later on to 7500 and then covered the entire teaching community not only in DPEP districts but non- DPEP districts as well.

Broadcast Coverage

Gyankalash was broadcast from AIR Shimla which covered of 21,600 sq. km. for a population of 2 millions. FM stations at Hamirpur and Dharamshala also aired it as part of their schedule. Thus almost all the primary schools located in this geographical area had the opportunity to listen to and benefit from these programmes. The access of the programmes was ensured to the most difficult hilly terrains of Himachal Pradesh.

Development of Scripts

During the first phase, scripts of *Gyankalash* were based on integrated teachers' training module. The teachers' training module was developed as a result of strenuous efforts of teacher educators, experts from the university, SCERT, DIETs and primary school teachers. A seven-day workshop was organised during this phase to develop scripts for *Gyankalash*. Pedagogic inputs, issues relating to women empowerment and education of the girl child, gender sensitivity, mainstreaming of physically challenged children, as well as multi level and multigrade teaching were the themes covered in the workshop. The issues relating to the role, need, concerns and participation of community, also figured as a part of script development process. Concepts of teaching - learning and evaluation, teacher effectiveness etc. were also taken up in these scripts. The areas covered in first phase of *Gyankalash* can be summarised as follows:

Pedagogical Inputs	:	20 episodes
Gender Sensitization	:	2 episodes
Integrated Education of Disabled Children	:	2 episodes
Multigrade Teaching	:	2 episodes
Total		26 episodes

In the first phase, the content was generated individually by the resource person. However, during the subsequent phases of *Gyankalash*, collective and participative approach was followed for developing scripts. During the second phase titled *School Readiness*, it was felt that scripts could be developed by involving teachers working in primary schools. Therefore, two workshops were organized in the months of January and February 2001 for producing twelve scripts. Thirty participants undertook this challenging task. These scripts were edited and finalized by state DEC in consultation with the state pedagogy unit.

The third phase of *Gyankalash* was devoted to teaching of *EVS* to primary classes. Before developing scripts for this phase, practising teachers identified difficult spots in *EVS*. Apart from the teachers who found them difficult to teach, students of Classes III, IV and V found also them difficult to understand. Forty teachers were oriented to the process of script development in two workshops spread over May and June 2001. Content enrichment was also emphasized during these workshops. As a result of these inputs, twelve scripts were developed and edited later on.

The fourth phase of *Gyankalash* also followed the collective approach to developing scripts. Twenty-five persons from DIET faculty, practising teachers and personnels from SCERT developed another eleven scripts through two workshops organized in August and October, 2001.

The next phase of *Gyankalash* involved a massive exercise. The script writers had to project the training programme in the right perspective. They had to reflect the philosophy and objectives of the new textbook for Class-I. The teachers who had taken part in textbook writing for Class-I alongwith the teachers who were regular listeners of the earlier phases of *Gyankalash* and who had the potential to write audio scripts were identified. This group was assigned the responsibility of writing scripts for the fifth phase of *Gyankalash*. Since the duration of the programme in terms of days and timings had increased, the resource persons and content experts provided necessary inputs to the participants in a series of four state level workshops. These were organised during February and April, 2002. As a result of these inputs the participants developed twenty-one scripts. After deciding the objectives and content outline in each workshop, the participants tried to develop the whole script. Each script was later re-edited for its content, language and format by the experts. Insertion of songs in the scripts in view of the rural context of the programmes was also made at this stage.

Radio Formats Used in Gyankalash

A variety of radio formats were used in *Gyankalash* to make it interactive, attractive, sustainable and to relieve monotony for the audience. These formats were used in various combinations during the broadcasts. These varied from spoken word formats comprising of talk, interview, discussion, quiz programme to poetry recitation, drama and docu-drama. Dialogue, transactional and live phone-in were also used. The mixed format was largely used in the last phase. Each day's programme concluded with clear focus on classroom situations. Teachers were encouraged to decide about ways and means according to their local needs and situations without diluting the original objectives and themes of the lessons.

Production and Broadcast

The scripts were designed in interactive form and presented in an interesting way. The language used was simple and informal and the pace of presentation was neither too fast nor slow. Attempts were made to draw the attention of listeners to the focal points of the scripts by recapitulating content from time to time and also at the end of each episode. Production of the programmes was undertaken by All India Radio, Shimla. The producer tried to capture audience's attention by providing attractive and effective sound effects in the beginning and at the end of the programme compatible with the subject matter and the local environment.

From the third phase of *Gyankalash* onwards, teachers and children from primary classes around Shimla were involved in the production of the

programme to provide real classroom ambience to the programmes. Scripts prepared by resource persons were handed over to them one week in advance for production. Final recording of the programme was undertaken by AIR with professional artists. Recording of the various episodes was completed on each Monday prior to broadcast. In the third phase, ten teachers and forty children, and in the fourth phase, nine teachers alongwith 36 children took part in the production of a total of 34 programmes. Similarly, 20 teachers and 80 children participated in twenty episodes of the fifth phase. Teachers and children who had the potential of dialogue delivery in good acceptable voice, were identified through these programmes and their services were utilized in later episodes. Themes of radio broadcast for various target audience under Gyankalash are listed in Table 19.

Table 19: Themes of Radio Broadcast

Themes of the programmes for teachers	Issues discussed
Radio programme for teacher educators	<ul style="list-style-type: none"> ● Addition ● Addition continued ● Subtraction ● Multiplication ● Division
Themes of the programmes for students	Issues discussed
Radio programme on joyful education	<ul style="list-style-type: none"> ● Songs and story
Four radio programmes for students	<ul style="list-style-type: none"> ● Songs and story

- The meetings of the teachers were held at all clusters (4860) for radio broadcasts.
- Workshops and meetings of script writers were organized to develop and finalise the scripts for the radio programmes.
- Audio cassettes of 5 broadcast songs were duplicated and sent to all districts of the state for organization of Bal Anand Melava.
- Faculty members of DIETs were directed to visit the clusters and schools and guide the teachers about the broadcast programme.

5.11 Himachal Pradesh: *Hello Ankur*

Hello Ankur as name suggests itself is meant for the blossoming of bud into flower, similarly the programme intended to take care of all aspects related to the growth of the child.

Hello Ankur was initially a pilot live phone-in programme. Its target groups

were teachers, parents and students of age 6-14. These target groups were provided information on different issues like academic, behavioural and health. This combination of issues helps in personality development of students by meaningful participation of target group in and outside the institution.

Initially, the programme was broadcast for half an hour on alternate Sunday from 11.00 AM to 11.30 AM. But with the passage of time episodes of programme, interaction among radio experts and audience became interesting and lively. Consequently, the duration of the programme was increased to forty-five minutes. To further enhance the coverage and to improve quality of audibility to its listeners especially residing in some of the interior parts of the State, DPEP availed the broadcast facilities of Dharamsala and Hamirpur stations also. In view of the popularity of the programme, DPEP commenced its broadcast on every Sunday for half an hour. Due publicity of the programme was made through daily local newspapers and all the three stations of All India Radio viz. Shimla, Hamirpur and Dharamsala.

Highlights of the feedback study of *Hello Ankur* are given in chapter - IX entitled *Feedback and Impact Studies*.

5.12 Jharkhand: Nava Vihan

DEP-DPEP, Jharkhand started radio programmes on contextual issues titled *Nava Vihan* in December 2002. *Nava Vihan* radio programme from Akash Vani, Ranchi was broadcast each Sunday in the evening from 6.00 pm to 6.30 pm. This programme was being broadcast in collaboration with Jharkhand Education Project, Ranchi. This broadcast was meant for the rural village folk. The programme aimed at:

- sensitization of the village people about the maintenance and upkeep of the village primary school;
- to generate awareness about the importance of primary education;
- to sensitize village education committee about its responsibility towards cleanliness, maintenance, improvement of environment of the primary school through more plantation and gardening;
- to help in enrolment drive particularly of the marginalized families and girl-child; and
- to help the teachers to create joyful learning in the school.

This programme was broadcast through dramatization with repartee. *Indru*, *Bansi*, *Laxmi* and *Deepa* were main characters which provided strong messages about importance of primary education and to achieve the above listed objectives. This programme was broadcast in five continuous series. The programme helped in community mobilization and its participation and use of community resources. This was evident from 250 letters received from different districts of the state

in Jharkhand. These letters were also received from the adjoining state of Chhattisgarh, West Bengal and Bihar. This programme was broadcast in Nagpuri dialect. It was obvious that the broadcasts got a spontaneous popularity. In the fifth series, Education Minister, Government of Jharkhand also participated through phone-in programme. The participants raised queries and got responses for the future strategies and action plan which would be carried out in the radio broadcast programme of Jharkhand state.

5.13 Karnataka: *Keli-Kali* (Listen and Learn)

A radio project *Keli-Kali* was initiated and implemented in educationally backward districts of Gulbarga and Raichur in Karnataka. The project included 12 blocks of neighbouring districts for the benefit of teachers and students of class III of session 2000-2001. The major objectives of *Keli-Kali* radio project were:

- to develop interactive radio lessons suitable for children of rural schools;
- to provide enrichment material to children of class III to improve their academic performance in Kannada, Mathematics and Environmental Studies;
- to provide information to educate children in non-cognitive areas, such as attitude formation, motivation to learn, effective study habits/skills, etc.
- to provide support to teachers for bringing about qualitative improvement in primary education; and
- to motivate teachers to acquire knowledge about new methods and develop necessary skills of teaching using a variety of instructional material, songs, games and riddles.

Coverage

The programme was broadcast simultaneously from Gulbarga (AM station), and Raichur (FM station), having reach of radius 220 kms and 80 km respectively. All schools (nearly 4000) under 15 blocks of the two districts were covered. Students in schools located in 12 blocks of nearby districts of Koppal, Bagalkot, Bellary, Bidar and Bijapur also had the opportunity to listen to these programmes. In all, about 0.25 million children and 5000 teachers of 27 blocks could listen to the radio programmes. For smooth implementation of this project, a series of activities as listed in Table 20 were planned and organised.

Content Coverage

The main focus in terms of programme content was on the concepts/issues covered in various lessons on Kannada, Environmental Studies and Mathematics in textbooks prescribed for class III. Since the broadcast began in November 2000, care was taken to develop programmes only on those lessons which were to be covered during November 2000 - March 2001 in schools. Each broadcast was of 30 minutes; of these 20 minutes were earmarked for covering the main

Table 20: List of Activities and Outcomes: Radio Programmes

List of Activities	Outcomes	List of Activities	Outcomes
Core Group Meeting	Finalisation of the programme	Training of Master Trainers	Orientation of field functionaries
Capacity Building and Development of Scripts Workshop-1	5 scripts	Capacity Building and Development of Scripts Workshop-3	28 scripts
Capacity Building and Development of Scripts - Workshop-2	25 scripts	Printing of Programme Scheme	Printed in required number
Core Group Meeting with District/Block Officials	Preparation of action plan by district and block officials	Distribution of Programme and Broadcast Schedule	Awareness about programme and broadcast schedule
Technical Committee and Core Group Meeting	Finalisation of the programme schedule and editing of scripts	Core Group Meeting	Overview of the programme and its functions
Technical Committee Meeting	Editing of scripts	Radio Conference	Procuring feedback from stakeholders

content, and the rest of the time was spent on supplementing the concepts/content covered in the lesson and providing guidance to teachers. Twenty lessons were broadcast on each subject area during these five months.

Development of Software

Three workshops of 5-day duration each were organized to develop audio scripts for radio broadcast. These workshops were attended by school teachers, content experts, scriptwriters and audio programme producers. Audio scripts were developed after identifying the concepts in a given lesson followed by writing of objectives, developing content outline and discussion on the desirability of covering these concept through the audio medium. Discussion was held among participants at each stage in the development of audio scripts. Script was developed by the teachers with contribution from content experts and professional scriptwriters. The selection of plot, identification of roles and insertion of songs and riddles in the script was done keeping in view the local rural context. Each script was later checked for suitability and relevance of

its content, language and format by a core committee. The finalized scripts were then handed over to the All India Radio.

Production and Broadcast

Production of radio programmes was taken up by the All India Radio of Gulbarga and Raichur with the involvement of professional artists, teachers and children. About 40 episodes were produced by the AIR, Gulbarga and another 20 by AIR, Raichur. The recorded tapes were then exchanged between the stations for broadcasting simultaneously from 12.30 p.m to 1.30 p.m. At the end of each day's broadcast, announcement about the next day's topic was made alongwith briefing about the preparation to be made by teachers. Later episodes featured the recorded reactions of children and teachers during the visits of production team to schools. Some of the episodes were recorded outdoor to provide authentic real/natural effects to the programme. The scheduled plan for broadcast was carried out as shown in Figure 9.0.

LEVELS	PERSONNEL	FUNCTIONS
I State	Core Group Officials of DEP-DPEP State DPEP Dist. DPEP AIR and Educational Experts	Core Groups Technical Expert Committee for Planning & Impmentation
II Districts (2)	Dy. Project Coordinators Asst. Project Coordinators	Training of BRCs/ BEOs
III Blocks (27)	Block Resource Coordinators and Education Officers	Training of Cluster Coordinators
IV Clusters (150)	Cluster Coordinators	Training of Head Teachers and Teachers
V Schools (5000) Teachers	Head Teachers and Students of Class III	Briefing of Students

Figure 9.0: Scheduled Plan for Broadcast of Keli-Kali Programme

Preparation of Support Materials

To facilitate smooth implementation of *Keli-Kali* programme, a brochure containing information about various issues relating to the programme was prepared alongwith teachers' notes containing information about date and title of the lesson, objectives of the lessons, content coverage, and pre- and post-broadcast activities to be carried out by the teachers in the classroom.

5.14 Kerala

Copies of various audio cassettes prepared by DEP were handed over to AIR for broadcast. A talk on *Distance Education in Kerala* by the DEC-Kerala was broadcast by AIR on September 3, 2002 at 09:16 p.m. This talk summarized the activities conducted by the DEP-DPEP, Kerala.

5.15 Maharashtra

Planning for radio broadcast in DPEP, Maharashtra started in June 2002 with DEP's support. After finishing preliminary discussions, audio scripts were developed, edited and finalized for production. AIR, Mumbai produced the scripts and broadcast started from July 22, 2002. A total of 18 episodes were broadcast during the year 2002-2003 for the benefit of children and teachers of classes I-IV. 10.949 million children and 0.275 million teachers of classes I-IV of 60,000 schools of 35 districts have the access to the radio broadcast. Each programme was of 30 minutes duration and the programmes were broadcast on every third Saturday and every fourth Friday of the month for teachers and children respectively. From AIR, Mumbai phone-in-programme was broadcast on March 28, 2003.

5.16 Orissa

In Orissa, sixteen radio programmes were broadcast on contextual issues from May, 2002 to October, 2002. These programmes were discussion based and accompanied by phone-in-programme.

These programmes were based on the following themes:

- evaluation in primary education (discussion)
- activity-based teaching and learning (discussion)
- role of education committees in school management (discussion)
- educational management & community participation (phone-in)
- Sarva Siksha Abhiyan - a new concept (discussion)
- community participation in SSA (discussion)

- planning for qualitative improvement in primary education in SSA (discussion)
- education of SC, ST and girls in SSA (discussion)
- what and why of SSA (phone-in)
- Gramin Bharat Mein Saksharata (Talk by State Project Director)
- tribal education in DPEP in Orissa (discussion)
- education of tribal children under DPEP (discussion)
- interrelationship of education with tribal culture and heritage (discussion in Soura dialect)
- role of teachers in teaching tribal language (discussion in Soura dialect)
- EGS and AIE in Sarva Shiksha Abhiyan (discussion in Kandha dialect)
- EGS and AIE in Sarva Shiksha Abhiyan (discussion in Soura dialect)

5.17 Uttar Pradesh

The SPO and DEP decided to utilize the air time provided by AIR, Lucknow as well as 13 other AIR stations in Uttar Pradesh. An orientation workshop on *audio/radio medium* was organised at SIET, Lucknow to orient teachers, teacher educators and SRG on audio formats. Some audio jingles on DPEP issues were produced in this workshop. The capacity building aspect was taken care of through two time slots provided by AIR, Lucknow on primary education and these were used for radio talks/discussions on DEP issues.

In the first phase, the existing slots in AIR for primary education, i.e. on Mondays and the 1st and 3rd Saturdays were taken up. In phase II i.e. after October, two slots were provided exclusively to DPEP between 2:45 p.m. to 3.00 p.m. on Saturdays and Sundays.

It was felt that the topics for the radio broadcast project would emerge from the phase-III training package entitled *Sadhan* and the focus of audio programmes would be on transactional modalities of the new text-books introduced by DPEP. The topics identified were:

- new textbooks: (a) language (b) social studies
- integrated education for the disabled (IED)
- time management
- gender issues
- evaluation processes
- pedagogical issues: sensitization of teachers on behaviour vis-à-vis children
- teacher relationship with the community
- child psychology
- story telling (with expression in a drama format) of 36 stories from the language textbooks (classes - I to V)

- audio story bank for children for supplementary use in language classes
- audio programmes for broadcast on important dates (i.e. Nehru Jayanti, Gandhi Jayanti, Independence Day, etc.)

Radio Programmes

Radio programmes, held from 1998-2003 in the State are given below:

1999-2000

- ensured transmission of audio jingles from 14 radio stations.
- workshop about the use of radio in teacher training programme.

2000-2001

- finalization of 50 topics for AIR broadcast.
- preparation of audio jingles.
- ensure transmission of audio spots from 14 radio stations.
- orientation of audio scriptwriter. Preparation of draft, for audio scripts to support Phase III.

Educational Broadcast

An educational broadcast for students was started from May 22, 2000. This programme was broadcast on every Monday, Wednesday and Friday from 12:10 to 12:30 P.M. This broadcast included miscellaneous subjects as collection of postal stamps, great story writer- Munshi Premchand, good habits, get up early in the morning, first aid programmes etc. Additionally children were informed about how to make greeting cards, how to make dolls and more knowledge about indoor games. Participation of the students was also considered in various programmes. This programme was broadcast till June 30, 2000.

5.18 Conclusion

The success of radio programme depends on its institutionalisation which means it should be broadcast regularly. The feedback received on radio programmes in states of Andhra Pradesh, Himachal Pradesh, Karnataka, provides a strong evidence that it indeed worked as a very positive intervention particularly in instruction curricular areas of Mathematics, Language and Environmental Studies. It is hoped that the process of institutionalisation of radio programmes will be strengthened further in other states as well.

CHAPTER VI: VIDEO PROGRAMMES

6.0 Introduction

The visual medium is tested, tried and familiar medium for educational purposes. It may be relatively costlier than print and audio; however, it scores over both of them in certain teaching learning situations. Video programmes are relatively more interesting and can make learning easier and more personalized, through presenting live talks and glimpses of authentic reality in the classroom. Besides video programmes are very useful for demonstrating processes or physical skills. Through video programmes a good teacher can reach a large number of students who may be located at different places.

Nowadays a variety of visual media devices e.g. video cassettes, video-disc television, computer etc. have become a part of multi media educational package. Video programmes in education provide information in structured form as a blend of images (still/movement), sound and content where content takes the center stage.

The visual medium is mostly used in combination with other media; hence it is desirable for teachers to know how to use these it in combination with other media to take maximum advantage of their potential.

Another important application of the visual media is in video documentation. The documented programmes enable viewers to understand situations in their own context and can encourage them to understand their peculiar situation(s) and search for solutions, thereby supporting them to think more constructively.

6.1 Video Forms

Video programmes generally reach the target group in four forms:

- i) **Television Programmes:** Television is a mass medium; it reaches simultaneously a large audience residing in different places including those which are difficult to reach. It broadens their horizon and diminishes distance. However, it provides largely a one-way communication and is therefore non-interactive. It is difficult to integrate it with other media and television programmes are rigid in terms of time and space as their viewing time is fixed and pre-determined.
- ii) **Video Cassettes:** Video cassettes can be used more effectively in education and training on account of their availability and use according to ones

need and their easy integration with other media. Students can control their pace of learning; they can re-wind, re-observe and re-use the cassettes as and when needed. In addition they are also place and time independent.

- iii) **Cable TV (CATV):** *Cable TV can carry a variety of data and interactive services. This system has not been exploited much for educational purpose in developing countries* (Chaudhary and Khan, 1997).
- iv) **Video CD:** Video CDs are increasingly becoming popular with those who have access to computer. Video discs provide unmatched possibilities for simulation of reality within a controlled instructional setting. A video disc has the following characteristics:
 - automatic framestop;
 - frame number;
 - adjustable forward and reverse timings;
 - still frame; and
 - interaction.

6.2 Training and Development Workshops on Video Programmes

The big challenge faced by any educator is of producing high quality programmes to sustain the learners' interest. Designing and developing such programmes is essential but far from easy. Therefore, capacity building in the production of video programmes was a major objective of DEP-DPEP. A series of training-cum-development workshop were organized by DEP-DPEP.

The specific objectives of these workshops were to:

- study media and their importance in detail;
- train participants in the process of developing video scripts;
- review and develop draft scripts based on content briefs; and
- field test draft video scripts

The experiences gained in these workshops helped the writers to think in terms of subtleties of visual and audio media and made them aware of the intricacies of effective teaching. The activities included in these workshops focused on providing guidance on how to develop educational video scripts. The strategies adopted in these workshops included demonstration of video cassettes, lectures on theoretical framework of writing scripts, discussion relating to the scripts, engaging and maintaining viewer interest and critical assessment of the video programme. Participants undertook script writing after visual thinking sequence. The training-cum-development workshops for video script writing were conducted in ten DPEP states as shown in Table 21.

Table 21: Training and Development Workshops for Video Scripts

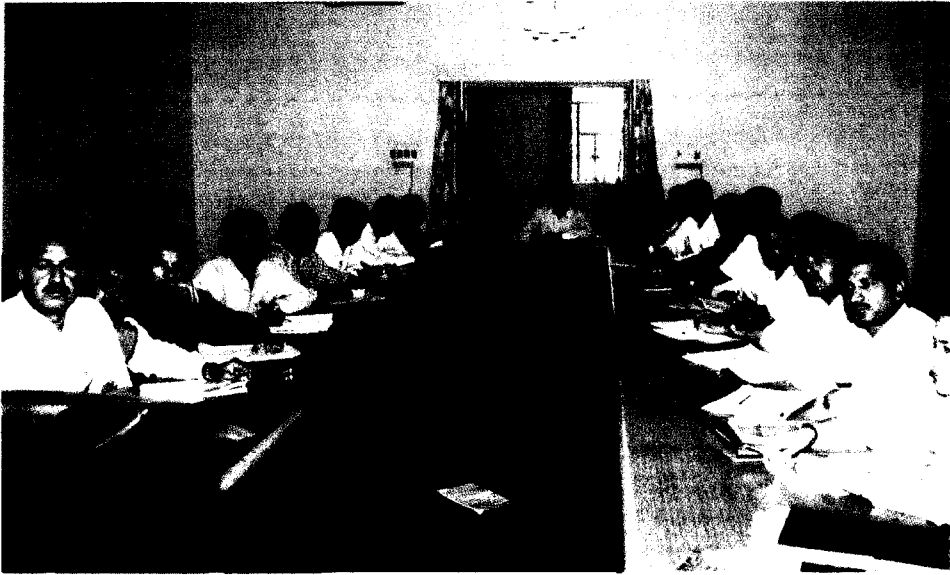
State	N	Draft scripts	Areas / Themes
Andhra Pradesh	24	22	Pedagogical Issues
Assam	28	06	Science, EVS, Language, Maths, General (Integrated approach to teaching)
Bihar	29	19	Mathematics, Psycho, Pedagogy, School Readiness programme
Gujarat	18	09	Three video programmes on Science, Mathematics and English, Issues related to Gender, IED, Alternative Schooling
Himachal Pradesh	44	24	Contextual Issues, Maths, Action Research
Maharashtra	26	10	Contextual Issues
Orissa	23	16	Maths, EVS, Language, Teaching Practice
Rajasthan	57	13	EVS, Maths, Languages
Tamil Nadu	35	28	English, Tamil, Maths, EVS and Contextual Issues
Uttaranchal	17	17	Science, EVS, Language
Total	301	164	

N = No. of participants

In all, nearly 301 personnel were trained and 164 video scripts were developed. The number of scripts developed in Tamil Nadu (28) was the highest followed by Himachal Pradesh (24) and Andhra Pradesh (22). Assam developed six scripts.

6.3 Editing and Finalization of Video Scripts

After organizing training-cum-development workshops for video script writing, review workshops were conducted for editing and finalizing them. The final



Workshop on video script writing: participants in presentation session
DEP-DPEP, Rajasthan



Workshop on video script writing: participants seeing a video preview
DEP-DPEP, Rajasthan

version of video scripts was used for the production of video films which were used in the training programmes. Table 22 depicts the details of workshops for editing and finalisation of video scripts in DPEP states.

Table 22: Workshops for Editing and Finalisation of Video Scripts

State	N	Scripts edited (nos.)	Areas / Themes
Andhra Pradesh	13	21	Pedagogical Issues
Assam	15	05	Science, EVS, Language, Maths, General (Integrated approach to teaching)
Bihar	12	19	Mathematics, Psycho, Pedagogy, School Readiness programme
Himachal Pradesh	13	12	Contextual, Maths
Maharashtra	20	10	Multigrade teaching Bal Anand Melawa
Rajasthan	24	13	Maths, Language, EVS and Contextual Issues
Tamil Nadu	15	13	English, Tamil, Maths, EVS and Contextual Issues

N = No. of Participants

One hundred and twelve participants from seven states gained the experience of editing and finalizing video scripts. In all 93 scripts were edited and finalized.

6.4 Training on Use of Video Programmes

Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Rajasthan conducted training programmes on the use of video programmes in teacher training. The number of personnel trained was highest for Gujarat (265) followed by Orissa (120), Rajasthan (40), Bihar (34), Maharashtra (27), and Andhra Pradesh (12); in all about 500 education personnel were trained on the use of video programmes.

6.5 Orientation of Field Functionaries

DEP organized a series of workshops in the DPEP districts to orient the field functionaries such as: DRG members, block/mandal level resource persons, BRC/CRC coordinators and DIET faculty on the role of DEP and the potentiality of distance education in training of primary educational personnel.

6.6 Selection and Duplication of Available Video Programmes

The task of developing required pedagogical understandings and skills among teachers for organizing teaching-learning processes through various modes of training is indeed an enormous one, more so in view of their large number and the variety of their training needs.

DEP aimed at strengthening the on-going training programme by using distance learning inputs and materials through an integration of multimedia components. This involved identification, selection and production of available material along with developing skills for preparing the needed material. This exercise was carried out for video programme as well because video is an important component of a multimedia package.

DEP organized workshops at national and states levels (a) to identify necessary video inputs, (b) to prepare a list of content covered in the available films, (c) to identify situations / contexts in which the programmes could be used; and (d) to develop user guide covering objectives, content briefs and pre-and post-viewing activities. It was felt that video programmes could cater for the felt need for media support to on-going teacher training activities in the DPEP states.

6.7 Video Programmes Pre-viewed / Duplicated at National level

In a workshop at DEP-DPEP, the faculty of DEP previewed forty educational video programmes in January, 1998. These video programmes were developed and produced by Electronic Media Production Centre of IGNOU, CIET of NCERT, and market agency such as Electronics Trade and Technology Development Corporation Ltd (ET&T). Out of these, sixteen programmes were selected for distribution among DPEP states for their immediate use in on-going teacher training programmes. DEP procured 1050 sets (each set consisting of six cassettes). These programmes were distributed in the states of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan and Uttar Pradesh along with a user manual (see Table 23).

Table 23: Video Programmes Selected for Duplication and Distribution at National Level

Prog. no.	Title	Contents
1 to 4	Teaching mathematics through activities	<ul style="list-style-type: none"> ● Methodology of teaching mathematics ● Teaching learning materials ● Activities in mathematics
5	Dishayen	<ul style="list-style-type: none"> ● Awareness about children with disabilities ● Integrating disabled children in general school
6 to 9	Mathematics	<ul style="list-style-type: none"> ● Fundamental operations - addition, subtraction, multiplication, division
10	Equivalent fractions	<ul style="list-style-type: none"> ● Use of concrete objects for fractions ● Basic concept of fraction ● Comparison of fractions ● Equivalent fractions ● Methodology of introducing children to number operations
11	Nature walk	<ul style="list-style-type: none"> ● Effective use of locally available materials ● Organizing and utilizing <i>Nature Walk</i> for EVS ● Children's participation - group activities ● Multiple modes of communication ● Using reference material, books, etc.
12	Music, rhythm and movement	<ul style="list-style-type: none"> ● Art education ● Child centered activities ● Children's participation in group activities ● Teacher's role in using community resources
13	Creative and aesthetic development	<ul style="list-style-type: none"> ● Children's active participation in activities ● Effective use of various locally available materials ● Ways in which classroom can be made attractive ● Teacher behavior, attitude towards children ● Role of teachers in activity-based classroom teaching
14	Kishan and the magic chariot	<ul style="list-style-type: none"> ● Attitudes of teachers ● Understanding children ● Creativity in children
15	Looking at learning - part -1	<ul style="list-style-type: none"> ● Multi-grade and multi-level teaching ● Activity based teaching ● Organizing and implementing activity (project work) ● Integrating different subjects (EVS, language, and maths) ● Effective participation of children
16	Khel khel mein vigyan (states of matter)	<ul style="list-style-type: none"> ● Explanation and materials for differentiating states of matter and their properties

Note: Of these 16 video programmes 11 were produced by CIET, NCERT and 5 programmes marketed by ET&T.

Two video programmes on teachers training in motivational areas were produced by the Bihar Education Project (BEP); their master tapes were duplicated by DEP-DPEP and disseminated up to the BRC level. These were utilized as supplementary video material for modules I and II of *Ujala*, a teacher training package.

A series of video training packages on early childhood education (ECE) was also planned. Four draft scripts for it were developed and edited in a workshop organized at DEP-DPEP office at New Delhi.

6.8 Selection of Video Films Produced by State Agencies

Video films produced by the SIETs and other agencies in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh were previewed in workshops organized from time to time. Teacher educators, teachers and training coordinators participated in these workshops to select relevant programmes according to the needs of their DPEP states. The details of programmes previewed and selected are given in Table 24.

Besides, Bihar selected two BEP programmes. These were duplicated (2701 copies) at Delhi and sent to the state for distribution among district and block functionaries. Chhattisgarh identified 2 video cassettes for transformation into CDs. However, the work could not be taken up due to technical problem related to copyright. In Gujarat, 16 programmes were duplicated and distributed to BRCs, DIETs and SPO initially. Nine programmes developed by GIET, Ahemdabad were also duplicated and distributed. Maharashtra developed guidelines for the use of the video programmes for its functionaries. Initially,

Table 24: Previewed and Selected Video Programmes by State Agencies

State	Films (no.) previewed	Prog. (no.) selected
Andhra Pradesh	36	18
Bihar	35	15
Chhattisgarh	10*	2*
Gujarat	50	28
Maharashtra	35	18
Orissa	32	17
Uttar Pradesh	70	24

* Cassettes

five CASP-PLAN programmes (100 copies) were duplicated and distributed to BRCs, DIETs etc. along with the guidelines. Later on ten programmes developed by SIET, Pune were duplicated and distributed. Orissa too developed a manual for use of these video programmes by its teachers. Eight SIET programmes were selected; 125 copies of these programmes were duplicated and distributed to DIETs, BRCs and SPOs, along with the manual. Seven programme of SIET, Lucknow were also duplicated and distributed to BRCs in Uttar Pradesh. DEP provided the video cassette of the teleconferencing held on October 22, 2002 to State Project Office, Jharkhand on role and responsibility of VEC. Action was initiated for duplication of selected video programmes in the remaining DPEP states. Video programmes developed by other institutions and selected by DEP-DPEP were duplicated for distribution to field functionaries. Details of these video programmes are given in Table 25.

Table 25: Video Programmes Selected from Other Institutions

CIET and RGF (ET&T)	Subjects/ Pedagogy	14 Programmes*	Hindi
Bihar BEP	General/ Pedagogy	1. Akanksha 2. Dishantar	Hindi Hindi
Gujarat GIET, Ahmedabad	Pedagogy/ General/ Subject	1. Sankar yatra 2. Bulletin Board 3. Let us Improve Our Handwriting 4. Creating Aids with Bulbs and Tube lights 5. Child Centered Learning 6. Let Us Think 7. Learning of Gaffidas 8. Skills of a Scare Crow 9. Let Us Be Creative 10. Area: Puppet show 11. Mass: Puppet Show 12. Distance: Puppet Show 13. Volume: Puppet Show 14. Fraction 15. Coin in the Market 16. Horse Tanga Gadi 17. Gram Dakshina Multi-Ambala 18. MLL Project Workshop 19. MLL in School	Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati Gujarati

	Maths and Science	<ol style="list-style-type: none"> 1. Column Graph 2. Digestive System 3. Magnifying Lens 4. Pollution 5. Balanced Diet and Health 6. Circle 7. Triangle and Its Components 8. Light Parts I and II 9. Magic of Air 	<p>Gujarati</p> <p>Gujarati</p> <p>Gujarati</p> <p>Gujarati</p> <p>Gujarati</p> <p>Gujarati</p> <p>Gujarati</p> <p>Gujarati</p>
Maharashtra CASP-PLAN	Pedagogy/ General	<ol style="list-style-type: none"> 1. Dramatization/Role Play 2. Teaching Techniques for Small Groups 3. Learning Sources 4. School Climate 5. Lesson Plan 	<p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p>
Maharashtra SIET, Pune (10 Programmes)	Content/ Pedagogy/ General	<ol style="list-style-type: none"> 1. Radha You Must listen 2. Talent Search 3. VEC's Management 4. Majha Gaon, Majha Desh 5. Joyful Learning 6. Scientific View 7. Tara's Song 8. Gender Equality 9. Education of Slow Learners 10. Punctuality 	<p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p> <p>Marathi</p>
Orissa SIET	<p>Maths</p> <p>EVS</p> <p>Language/ Genaral Language</p>	<ol style="list-style-type: none"> 1. Hisabi Harai Nana 2. Gapare geetare Ganita Patha 3. Suna Neigala Damara Kau 1. Ajanka Vigyan Padjha Part-IV 2. Ajanka Vigyan Padha Part-V 1. Mo Katha 1 Jagruti 2. Samudra Atithi 	<p>Oriya</p> <p>Oriya</p> <p>Oriya</p> <p>Oriya</p> <p>Oriya</p> <p>Oriya</p> <p>Oriya</p> <p>Oriya</p>

6.9 State Initiated Video Programmes - An Overview

DPEP states have also initiated programmes of development for video media as part of capacity building at the state level. A brief description of state-initiated video programmes is given here.

6.9.1 Andhra Pradesh

Andhra Pradesh developed a video package on teleconferencing. The state DEP was actively involved in developing video scripts for the programmes and training resource persons for live telecast on MANA-TV. Andhra Pradesh utilized cable network for training 1300 teachers on using Operation Blackboard kits in Karimnagar Urban Area in August, 2000. Other activities of Andhra Pradesh DEP included procurement of video programmes from SIET, CIET, BBC-IV, Australia and the USA and dubbing these programmes according to the needs of the state. By using the Andhra Pradesh State Area Network (APSWAN), an attempt was made to train/orient the MRPs, DIET faculty and DPOs on the topics: Fractions and Integrated Education of Disabled (IED) through two-way video interactions at each district headquarter on March, 14-15, 2001.

6.9.2 Assam

Three video programmes on resource material and one on Alternative Schooling were produced in the state of Assam; these were used in teleconferencing programmes.

Five video programmes were duplicated in Assamese to be used during training programmes in BRCs, DIETs and DPOs and they were distributed. Besides, two video programmes were produced in the context of multigrade teaching and preparation of low-cost, near zero-cost teaching-learning materials for the state of Assam. These programmes essentially focused on the documentation of good practices in the DPEP districts of the state. These video programmes were duplicated and distributed among the field functionaries. Scripts were finalized for the video documentation of good practices on community mobilization.

6.9.3 Bihar

In Bihar, out of the 19 draft video scripts developed, five video programmes were produced by SIET, Patna. Documentation of four video programmes one each on i) civil works, ii) alternative school systems, iii) village education committees: constitution and functions, and iv) teacher training and innovative

teaching practices was also completed under DEP-DPEP in Bihar. The state documented innovative teaching practices in *The School for Creative Learning*.

6.9.4 Chhattisgarh

Chhattisgarh had identified 10 video programmes for teacher training in the state. DEP was requested to produce CDs for these for duplication and distribution to their field functionaries which was done.

6.9.5 Gujarat

In February 2002, Gujarat produced video programmes on: Science and Maths for class V titled i) *changes around us*, ii) *magic of sun*, iii) *highest common multiple*. Gender and IED video programmes on classroom transaction and tribal video programmes - *Training of Balmitra*, and *Community Mobilization* were also produced under DEP-DPEP.

Video documentation of the training workshop for pre-primary and primary education personnel on developing educational material for school readiness and activity-based teaching was also carried out in Gujarat.

6.9.6 Haryana

In Haryana model lessons delivered during Master Training under Tarang II A and II B were video taped. The topics covered were: *Ghazab ki baat*, *Dibbi khel*, *Bazaar mein bail*, *Baste ke rasta*, *Meethe - meethe gulgul* and *Baazre ke khet*. Sixty copies of the cassettes of the on-going trainers for Tarang-II were duplicated and distributed to all the BRCs of seven DPEP districts. Two cassettes were distributed to SCERT and one cassette for DEP office, New Delhi.

In addition, non-print material (video) was developed by the state on the areas of on-going teacher training, gender sensitization and promotion of girl education, case studies on girls education, gender sensitization, data collection, role and functions of VEC members and their contribution towards the improvement of primary education, development of TLM, action research and teaching of English to class-I.

Two video cassettes for teaching of English (Listening and Speaking-Parts I and II) were produced and used in the teleconferencing programme organized in Haryana for teaching of English. Besides, video programmes /clippings on girls education, VECs, etc., were also produced and used in teleconferencing programmes organized for Haryana.

6.9.7 Himachal Pradesh

Himachal Pradesh in collaboration with DEP-DPEP, Delhi. Video graphage for four video scripts, एक पाठशाला ऐसी भी, देवदार की छांव में, प्रगति के पथ पर और पुस्तकें अनमोल खजानाए were completed. These would be used by state functionaries.

6.9.8 Karnataka

Two video films were developed by DSERT to depict roles and functions of SDMCs; these were on i) constitution of SDMC ii) community towards school (samudaya data shale). Besides, video cassettes regarding IED (Add India, Bangalore) were edited and portions of these used in teleconference with parents. Keli-Kali radio programme was also video documented by DSERT. Video documentation of *Multi-grade Teaching* being practiced in Mysore district of Karnataka was also carried out. These video cassettes were used in teachers training programmes in about 85 schools of H.D. Kote of Mysore district.

6.9.9 Kerala

A visioning workshop was conducted in Kerala for developing video programmes in December 2001. The state prepared two video cassettes *Kinginikkottam* and classroom practices which were distributed to all training centers and schools. Seven video cassettes of teleconferences were prepared and edited for telecast. Five video clippings on theoretical basis of primary curriculum and language approach were produced and used in the teleconferencing programmes. In January 2002 Kerala developed their own website www.Keralaprimaryeducation.org. The video programmes developed/selected and produced could also be utilized for this website. Video documentation of classroom practices on joyful learning was taken up by DPEP in February, 2003.

6.9.10 Madhya Pradesh

A series of video programmes (13) in the areas of Mathematics, EVS, and language was recorded at the EMPC, IGNOU for training the EGS Gurujis of Madhya Pradesh. These video programmes were edited in January, 2002. Twelve subject experts provided content inputs. This video programme was titled *Shikshak Sathi* and it was used in teacher training programmes for EVS, Maths and language teachers. In the year 2002, in collaboration with EMPC, IGNOU a documentary video film on *Headstart* was developed. The film highlighted the efforts of DPEP in bringing quality education through the use of computers.

6.9.11 Maharashtra

Maharashtra undertook production of video programmes on multigrade teaching and Bal Anand Mela under the DEP-DPEP project. Ten video programmes developed by SIET, Maharashtra were duplicated in April, 2001 and distributed to DIETs and BRCs in the state in July, 2001.

6.9.12 Orissa

Orissa developed five video programmes on community mobilization, gender sensitization, teacher empowerment, activity-based teaching, which were used in teleconferences. In addition to these, eight video clippings were produced and used in teleconferencing programmes.

6.9.13 Tamil Nadu

Eight video programmes on mathematics and one on teaching of Tamil were developed in the training-cum-development workshop for video script writing in Tamil Nadu. These were used in teleconferencing programme organized for primary school teachers of Tamil Nadu in April, 1999. These programmes were edited and the proceedings of teleconference were duplicated and distributed to all DIETs, BRCs and CRCs. Innovative teaching practices in schools of Tiruvannamalai district were identified and these were video documented on cassettes. Besides, video cassettes were prepared on head teachers contribution in school development through community mobilization, the contribution of village level committee members in school development and success of Alternative School system in some villages of Pudukkottai and Ramanathapuram districts of Tamil Nadu.

6.9.14 Uttar Pradesh

Six video programmes on content and contextual issues were produced in Uttar Pradesh. Video documentation of 3 programmes, one on *Koshish* and two on *Activity Based Teaching* was also done in Uttar Pradesh. Video coverage of the *Sandila Project* on quality development in classroom processes was undertaken in the state and its video coverage (*Vikalp*) was used in teacher training. A video script on VECs training was also developed. A video coverage of the head teacher training field testing was done with the help of SIET with a view to improve and finalise the training manual *Sankalp*.

6.9.15 West Bengal

West Bengal produced a video film for teacher training *Paschim Bangal Prathmic*

Natun Uddyog module-III. A video documentation of the events of community mobilisation and awareness programme through folkform was also carried out in the state of West Bengal.

A two-day workshop was organized on 12 and 17 August 1999 for development of programme briefs to produce a video programme on Pocket Board, this video film was basically an audio-visual training module for primary school teachers who, by watching the cassette, were able to prepare themselves the pocket board with accessories and also learnt the techniques and methods of teaching through this pro-active, cost-effective and demonstrative as well as participatory form of TLM. The script and its film was in Bengali, and its duration was 25 minutes. Suggested format of the programme was U-Matic Hi-band.

DEP-DPEP documented video scripts in the area of community mobilization, folk campaigns with special focus on the education of the girl child, disabled children etc.

Nineteen video programmes (pedagogy-7, mathematics-6, contextual-4, EVS-I, language-1) were also developed in the state. Titles of these video programmes are as under:

- Sanskar
- Bulletin board
- Let us improve our handwriting
- Creating aids with bulbs and tubelights
- Child-centered learning
- Let us think
- Learning of gaffidas
- Skills of a scare crows
- Let us be creative
- *Area*: puppet-show
- *Mass*: puppet-show
- *Distnace*: puppet-show
- *Volume*: puppet-show
- Fraction
- Coin in the market
- Horse tonga gadhi
- Gram dakshina multi-ambale
- MLL project workshop
- MLL in school

6.10 Conclusion

Under the DEP-DPEP project, most primary education functionaries in the DPEP states acquired considerable basic skills in utilizing audio-video material in their teachers training programme. Audio-video material developed and made available to the states were based on various important issues. Video documentation of training programmes and good practices could be helpful in increasing awareness and widening the horizons of educational personnel. Some DPEP states took initiatives in using cable TV for their training programmes (e.g. Andhra Pradesh) and setting up their own website (e.g. Kerala). To sum up these developments indicated building up of facilitative environment for utilization of technology in its diverse form in the service of education, especially primary education. This could be viewed as a very positive intervention under DEP-DPEP project.

CHAPTER VII: TELECONFERENCING

7.0 Introduction

Teleconferencing is a powerful mode and on the basis of the experience under the DEP-DPEP project, one would recommend that it be continued as it covers a much larger client group and reduces the time loss of transaction, which is generally inevitable in face-to-face training programmes (cascade effect). Teleconferencing mode provides full scope for utilizing the state of art ICT in an interactive mode. It can be supplemented by direct interaction by fax, STD/ISD facilities. In teleconferencing, one can respond to questions received through E-mail from different centres of communication which may be useful for discussion later on.

With the expansion of satellite communication and expansion of television DEP preferred the use of one-way video from a central source to the learners with two-way audio at the learner's end because of its interactivity and large access. Though the teleconferencing mode has been tried out in India for more than two decades, its popularity has been phenomenal in the context of distance education. Its easy affordability during the last decade has made it preferred mode in distance education. Some of the DPEP states have harnessed this medium to a considerable extent, while other DPEP states are keen to use it as their chief medium for their DPEP activities.

7.1 Teleconferencing as a leading Technology

A distinct trend has emerged during the last six years which reveals that teleconferencing may not only supplement self-instructional material and the face-to-face mode but also gradually replace them. Teleconferencing is bound to see large use in a variety of training situations across the board. The gradual emergence of India as a technological powerhouse with the worlds' second largest pool of skilled professionals is bound to push the use of teleconferencing in new situations. States like Andhra Pradesh, Karnataka and Delhi have already opted for e-governance. Other states may soon follow suit. The chief advantages of teleconferencing can be listed as follows:

- it is a fast communication medium through which the expertise of the faculty or the specialists in the field can be made available to a very large group of learners;
- it does not involve any loss of knowledge during transmission;
- it is a powerful interactive medium through which a large number of

learners can be addressed/trained and their queries answered and problems be solved even when they are located at several places;

- it is more cost-effective when used for large number of learners;
- it has more lasting impact on learners;
- it can be used with all types of technology for greater benefit of learners since it provides multiple channels of learning.
- it not only widens geographic coverage but also establishes appropriate and meaningful supportive relationships built-up through DRSs (Direct Reception Sets)
- it promotes exchange of views, sharing of experiences and ideas among distant people;
- through teleconferencing, lessons, panel discussions, conduct of demonstrations etc. can be beamed from a central station (studio) and received at various learning centers from where they can if necessary get their doubts clarified through phone/fax or e-mail; and
- it promotes active learning.

7.2 Mode of Training in Teleconferencing Programmes Used in DEP Project

DEP-DPEP used the following mode of training in teleconferencing programmes:

- face to face training - learning end.
- development of training material in SIMs (tele-material learning end).
- self study of tele-material - learning end.
- listing of difficulties/queries - learning end.
- group interaction - learning end.
- presentations/demonstrations by experts/panelists (live/recorded).
- questioning from learners through telephone/fax - learning end.
- responding to learners' questions - teaching end.
- sharing of experiences - teaching end/learning end.
- summing up - teaching end/learning end.
- participants' feedback and reactions - learning end.
- consolidation of reports - learning end.
- learners' research and lessons for future - teaching end.

7.3 Procedure of Organising Teleconferencing Activities Under DEP

Besides the organizational part, teleconferencing involves three major elements of system configuration which need interlinkages. They are the learning centers at one end, linked to the teaching end in the studio, via the space link i.e. the space craft.

7.3.1 Learning Ends

The learning ends where the participants sit should have downlinking facilities in the form of DRS. In teleconferencing there are usually many learning ends in different locations within a state or country, each with a DRS installed for receiving the signals. All the learning ends should be connected to download same frequency if they are to be used for same teleconferencing. They should have enough space to accommodate the participants comfortably, TV sets, telephone and fax facilities within the rooms or within easy reach. A standby source of power e.g. a generator set should also be available at both ends. In case the number of participants is more than one room/hall could also be used with the same DRS. These learning ends should have the facility of face-to-face training and also for group work, discussion, interaction etc. (e.g. blackboard, chalk, OHP and other infrastructure etc.) with all equipment in the same room(s) where participants are seated.

7.3.2 Space Link

At present ISRO provides the facility of space link on a particular frequency (as per need and facility) in India. The space segment used by DEP-DPEP was through artificial satellite INSAT-3B via an extended C-Band transponder for the transmission of audio-visual signals received on that frequency from the studio used for teleconferencing. The uplink was through digital mode.

7.3.3 Teaching End

The teaching end where the panelists sit or the resource faculty is available is normally studio with an uplink transportable remote area communication terminal (TRACT) in its vicinity. The teaching end should have facilities of multi-media, transmission, recording, displaying and even for a classroom with learners, if needed. It usually has the facility of face-to-face interaction, AV aids, dias for panelists and other seating arrangements along with uplinking facility of ISRO at the same frequency as at the receiving end. It normally has telephone lines and fax facility which can easily be passed on to and used by panelists whenever required without wasting time. The panelists can consequently respond to queries/questions, make presentations, show recorded materials (audio as well as video) and use all kinds of technology. EMPC - IGNOU, New Delhi is equipped with all these facilities and a large number of DEP - teleconferences have been organized there. In addition to EMPC-IGNOU, teleconferences have also been organized at RESECO, Gandhinagar, Gujarat; ISRO, Ahmedabad, Gujarat; ANSSIRD, Mysore, Karnataka; and FTIO, Cuttack, Orissa.



Teleconferencing for Uttar Pradesh: Sessions from Teaching End at IGNOU, New Delhi

7.3.4 Pre-Teleconferencing Activities

Depending on the needs of the clientele and the state project office, administration, teachers, teacher educators etc. the theme / issue were identified for teleconferencing. Reading material was developed for each theme for the target group and provided at the learning centre in advance so that it could be given to and used all by participants. If video clippings were available these were shared with all learners at the learning end during teleconferencing.

7.3.5 Checking the System

In order to ensure smooth reception of signals at the learning end, all the receiving centres were informed of the programme to be aired by other organizations on the same frequency as was communicated by ISRO (TDCC) schedule, so that by viewing them the organizers at learning end could check the signals and their DRS. This ensured that the systems were retuned if necessary before the start of teleconferencing session. The maintenance agency was informed of the locations if necessary in case a system was not functioning properly so that it could be made functional. Each state was allotted a specific frequency for communication purpose by ISRO, Ahmedabad.

7.3.6 Ensuring Facilities

With a view to ensure smooth teleconference sessions, the slot was to be booked with ISRO on frequency desired by DEP-DPEP and at the teaching end i.e. studio. All infrastructure facilities were ensured at the teaching end according to the need of the panelists, while at the receiving end all need-based facilities like proper and adequate seating arrangement, TV sets, blackboard, fax, STD, generator etc were provided. Besides, observers and facilitators were positioned at the learning end and resource faculty, panelists and the programme coordinator at the teaching end. All these facilities were ensured by DEP-DPEP, New Delhi before the start of teleconferencing sessions.

7.3.7 Training of the Facilitators, Observers and Panelists

For ensuring desired impact of teleconferencing, it was considered necessary to brief all facilitators, observers and panelists about technical aspects of teleconferencing, its objectives, the clientele, the theme, etc. so that there was a perfect co-ordination among different agencies. Facilitators and observers were also briefed about proper tuning of the system, difficulties faced in the previous teleconferencing sessions and the possible hurdles. A list of the persons attending DEP-DPEP teleconference-based training was prepared

wherein and the names of facilitators and their latest contact numbers at teleconference teaching/learning ends were given.

7.3.8 Preparation of the Programme Schedules

Preparation of programme schedules was one of the most significant parts of teleconferencing because these had to be prepared well in advance and sent to various agencies viz, the studio, the learning centers, the tract systems (ISRO) and the local earth stations and the panelists. These schedules had implications for all concerned and were to be adhered to by all agencies. Keeping in view the objectives of teleconferencing, its clientele, time available, resources and requirements, programme schedules were prepared by DEP-DPEP, New Delhi in consultation with State Project Directors.

7.3.9 Development of Information System

A set of proformae was also prepared in advance and sent to the learning centers to collect information about the participants for building up participant profiles, for recording daily feedback (through feedback proforma) and formal feedback (through questionnaire) etc.

7.4 Teleconferencing Programme : Themes and Issues

Under the DEP project teleconferencing programmes were organised on different themes/concerned issues which might be classified into four broad categories:

- building awareness,
- contextual issues,
- curriculum areas and
- state-specific needs.

7.4.1 Building Awareness Under DEP

Some programmes for building awareness under DEP were as under:

- key issues in DEP-DPEP (UEE).
- alternative schooling systems and education guarantee schemes.
- planning related to teachers training programme.
- school development.
- monitoring and supervision.
- parent education.
- training of VEC's.
- academic support to CRCs.

- norms related issues of DEP.
- learning at the primary stage.
- strengthening of BRCs.
- roles and responsibilities of village education committees, mother teachers associations (MTAs), parents teachers associations (PTAs).
- village civil works committee.
- monitoring of information system.
- Sarva Shiksha Abhiyan.
- conducting the children census.
- formation of school development and monitoring committee.
- community mobilisation.

7.4.2 Contextual Issues

Programmes based on contextual issues are listed below:

- training on alternative schooling or education guarantee scheme in DPEP states
- multigrade teaching
- tribal education
- integrated education for the disabled
- role and functions of VECs, PTAs and MTAs
- gender issues
- orientation of resource centre coordinators on their role and functions in DPEP
- continuous comprehensive evaluation
- action research
- quality issues and strategies in primary school education
- radio project
- orientation of state functionaries to Sarva Shiksha Abhiyan and strengthening of institutional framework (SCERTs/SIEs, DIETs, BRCs, CRCs)
- civil works in DPEP
- management information system (MIS) for effective planning, progress and monitoring of DPEP
- universalisation of elementary education
- community mobilization
- literacy campaign

7.4.3 Curriculum Areas

Programmes related to curriculum issues are listed below:

- teacher training about environmental science at the primary stage.
- activity-based teaching of sciences.

- basic concepts in mathematics at the primary stage.
- teacher training programme for languages.
- teacher training programme for english at primary stage.
- radio project.
- multi-level activities.
- learning theories.
- new pedagogy.
- new language project.
- uses of flash cards for teaching english at primary stage.
- development of TLM (Teaching Learning Material).
- teaching science: processes.
- science curriculum (Two year D.Ed. Programme).
- pedagogical improvement in the classroom.
- project work.
- developing writing skills.
- thematic integration of subjects.
- teaching mathematics (Place Value, Zero, Units, Measurements and Percentage).

7.4.4 Need-based State-specific programmes

Need-based State-specific programmes were only two viz.

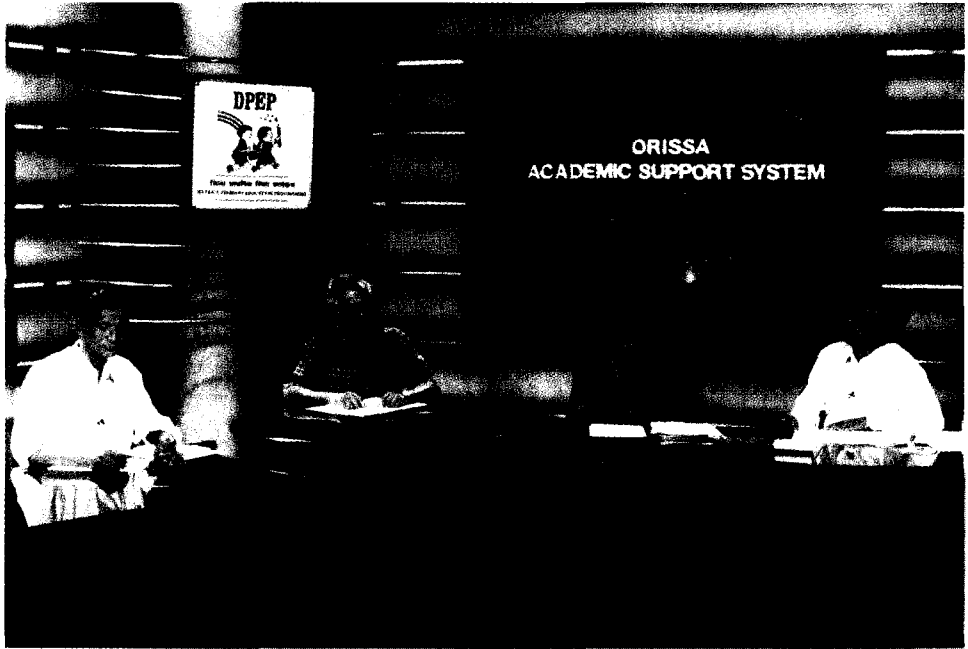
- Chinnara Angla.
- Kela-Kali.

7.5 Teleconferencing Profile Under DEP

Annexure 1 gives a broad teleconferencing profile indicating title of the programmes, dates, issues covered, target group(s), material inputs, number of centres covered and number of participants who interacted during teleconferencing events.

7.6 Some Observations on Teleconferencing Programmes Organised by DEP as well as State - Initiated Teleconferences

The above themes were discussed in details with the target groups so that the functionaries at the lower rungs of administration (DIETs, BRCs, and CRCs) could understand the basic issues, strategies, schemes and action plans devised for achieving the goal of DPEP. It was observed through on-site visits, fax and telephone messages that the use of interactive mode (at the teaching and the learning ends) helped appreciate the nature and seriousness of field



Training through teleconferencing DEP-DPEP, Orissa



Attentive Participants taking notes during the Teleconferencing Session
DEP-DPEP, Orissa



Listening to the Answers to Queries raised in the talk-back Interactive Session
DEP-DPEP, Orissa

- problems. senior officers at MHRD and DEP, and state project directors could address these field problems and work out strategies to develop local-specific plans of action.

District level Annual Work Plans and Budget (AWP&B) were included in training programmes and orientation of primary school teachers and other functionaries as a result of the feedback received.

7.6.1 Contextual Issues

The hard spots in Mathematics, languages particularly English (which was introduced from class I in some states), Environmental Studies for lower primary stage were addressed. SIMs and tele-material were prepared by the concerned DPEP state with the help of primary school teachers. Their printed copies were distributed among the participants before the commencement of teleconferencing.

7.6.2 Impact/Feedback Studies

Impact/feedback studies on teleconferencing was another academic activity which was carried out as an integrated/composite component of teleconferencing programme. A set of well-designed tools were developed, and responses obtained from the target group were analysed. Detailed treatment of the feedback analysis and impact studies has been given in chapter IX.

7.6.3 Scale of Teleconferencing

It was for the first time that a systematic attempt was made for using teleconferencing as a major part of multi-media package for training of primary school teachers, and head teachers under the DEP-DPEP project. As seen in Annexure-1, teleconferencing programme was organised quite frequently in some states. In other states, it was used on a moderate scale, while in Bihar and West Bengal the programme could not be launched. In the newly created states like Chhattisgarh, Jharkhand and Uttaranchal, teleconferencing programmes were organised only once or twice due to their inadequate organisational set-up. Nevertheless, these states benefited from the use of this mode of training from their neighbouring larger states viz. Madhya Pradesh and Uttar Pradesh respectively.

7.6.4 National Level Teleconferencing Programme

Two teleconferencing programmes were also organised at the national level by DEP, New Delhi. A brief description of these teleconference programmes follows:



Training on English Teaching through Teleconferencing, DEP-DPEP, Chhattisgarh



A Demonstration Class on English Teaching (Inside Studio View)
IGNOU, New Delhi

i) **Interaction with DPEP Personnel Regarding Distance Education Programme**

The main objective of this teleconferencing programme (organised in February, 1997) was to orient the State Project Directors, SCERT personnel and DIET faculty to the Distance Education Programme. With the inception of DEP in 1997-98, activities in distance learning were taken up as reflected in the State Action Plans and Annual Work Plans and Budget. Expected outcomes from DEP were also highlighted during this teleconference.

ii) **Planning, Implementation and monitoring of National Programme of Sarva Shiksha Abhiyan (SSA)**

Another teleconferencing programme at the national level was organized in April, 2003 which aimed at planning, implementation and monitoring of national programme of Sarva Shiksha Abhiyan (SSA). This programme was addressed to the senior officers of all the 18 DPEP state governments which were to switch over from DPEP to SSA.

7.7 Conclusion

Teleconferencing was used under DEP-DPEP on a large scale. In all 112 teleconferences were organized part of which were state-sponsored. This mode provided full scope for utilizing the state of art ICT in an interactive mode. These teleconferences were further supplemented by direct interaction by fax, STD/ISD facilities. Questions and queries received were well responded by the panelists. In facilitating teleconferencing programmes DEP provided necessary DRSSs for downlinking facilities. In all 190 DRSSs were installed/upgraded so that this mode could be effectively used. DEP used one way video and two-way audio-system for these teleconferences. ISRO provided the slot on frequency desired by DEP-DPEP at the teaching end i.e. studio. At the receiving end (learning end) all need-based facilities like proper and adequate seating arrangement, TV sets, blackboard, fax, STD, generator etc. were provided. DEP-DPEP provided necessary training to the facilitators, observers and panelists before organizing teleconferencing so that telecast could be organised smoothly. In addition, telematerial related to the theme of teleconferencing was prepared and circulated in advance to facilitate close interaction of the panelists with the target group. So far contents or themes and issues were concerned, DEP confined its programmes related to four broad areas viz. building awareness, contextual issues, curriculum areas and state-specific needs. Some teleconferencing programmes were organized at the national level. Others related to state-specific. National level programmes addressed the issues which

required orientation about the strategies of DEP-DPEP to achieve universalisation of primary education and appraisal of Sarva Shiksha Abhiyan, etc. Teleconferencing programmes were supplemented by impact/feedback studies which were carried out as an integrated/composite component of teleconferencing programme. A set of well-designed tools were developed and responses obtained from the target group were analysed. Detailed treatment of the feedback analysis and impact studies on teleconferencing has been given in chapter IX of this document. It may be noted that this mode in some states was on a larger scale whereas in other states, it was used on a moderate scale. In states like Bihar, West Bengal, the programme could not be conducted. In the newly created states like Chhattisgarh, Jharkhand and Uttaranchal, teleconferencing programmes were organized only once or twice due to their inadequate organizational set up.

CHAPTER VIII: INNOVATIVE AND GOOD PRACTICES

8.0 Background

The National Advisory Committee, MHRD (1993) headed by Prof. Yash Pal reported a flaw in our system of education and stated *a lot is taught but little is learnt or understood*. The Committee also observed that both the teachers and the learners have to be involved in the teaching - learning process and they should experience a sense of joy in learning. The committee pointed out that the methods of teaching used by a majority of the teachers were devoid of any type of challenges for the learners. The learning process involved transmission of information rather than experimentation or observation in classrooms. The Committee emphasized that the primary stage was a formative one and whatever a child learnt at this stage lasted longer, therefore, joyful learning should be encouraged during these years. Moreover, the classroom processes especially at the primary school level must involve creative, imaginative and pleasant activities which could be demonstrated by the teacher in a more interesting and encouraging manner.

8.1 Recommendations of the National Advisory Committee

The recommendations of the National Advisory Committee (1993) relevant to the primary education could briefly be stated as under:

- *mother-tongue alone should be the medium of instruction at the primary stage.*
- *group activities and group achievements must be encouraged and rewarded to give a boost to cooperative learning in schools instead of competitions.*
- *the process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks.*
- *schools are to be encouraged to innovate in all aspects of curriculum, including choice of textbooks and other materials.*
- *involvement of voluntary organizations for development of curriculum, textbooks and teacher training.*
- *in the primary classes, children should not be given any homework save for extension of exploration in the home environment.*
- *to reduce the existing norm for teacher-pupil ratio (i.e. 1:40) to 1:30 at least in the primary classes, as a basis for future educational planning.*
- *greater use of the electronic media be made for the creation of a child-centred social ethos in the country.*
- *the organization of in-service education programmes and other activities*

aimed at professional growth of teachers be systematically designed and conducted imaginatively.

- *mathematics curriculum for primary classes in all parts of the country be reviewed.*
- *adequate representation to children's life experiences, imaginary stories and poems and stories reflecting the lives of ordinary people in different parts of the country be made in future textbooks.*
- *science syllabi and textbooks in the primary classes should provide greater room and necessity for experimentation than they do at present.*

Keeping in view the concerns of content enrichment and joyful learning, the DPEP states developed self-instructional materials, audio, video and teleconferencing programmes with special focus on local specific requirements. As a matter of policy, all the states formulated their own action plans in order to realize the nation's commitment to achieve Education for All in the country. A brief description of the innovative and good practices under different modes of distance education in various states follows:

8.2 Abhivyakti (Print Material)

Because of its features, the print medium still enjoyed greater use and was preferred to all other instructional media. One could appreciate this preference for the print medium when one kept in mind the requirements of our teachers, children, BRCs and nyaya panchayat resource centres (NPRCs). The ready availability of necessary resources to make full use of electronic media seemed to be a distance possibility for our teachers and community even today. Print media could therefore play a vital role in involving teachers, community, BRCs, NPRCs and DIETs for achieving universal elementary education. DPEP, Uttar Pradesh developed a booklet titled *Abhivyakti* for the primary education personnel and other functionaries with a view to enable them to bring out Newsletter for information and education purpose.

It was very important to assess the needs of a particular area while planning for publishing a newsletter. *Abhivyakti* described the proper methodology to make newspaper effective and gave a new meaning to communicate with teachers, children and community in the most creative and popular way.

8.3 Radio-Broadcast and Phone-in Programme

An audio-visual method when used in classroom teaching was found to be more effective compared to the traditional chalk-and-talk method. Some states used radio-broadcast and phone-in programme as a potential medium to reach the targeted group. This has been dealt in details in chapter V and later on

in chapter IX. In some states, radio-broadcast and use of phone-in-programme could be treated as innovative and good practice because the programme was sustained on a regular basis for a longer period. Andhra Pradesh, Himachal Pradesh, Karnataka and Maharashtra became prominent since the benefits of this programme reached to a larger segment of primary teachers and students in these states.

8.4 Use of Low-Cost No-Cost Teaching - Learning Materials in Primary Education

Some video programmes were prepared by DPEP, Assam on low-cost - no-cost teaching learning materials. Stipulated time duration of these programmes was from one minute to five minutes. These video programmes focused on the following areas.

- A. **Concept of Low Cost:** In low cost-no cost teaching learning materials, textually and conceptually related materials in the form of teaching aids, were made up of easily available things in the environment like tree leaves, bamboo sticks, stones, sand, paper or household waste material involving no cost or very little cost.
- B. **Importance of Low Cost:** No Cost Teaching Learning Materials at Primary Levels: In most classrooms, teachers were having a tendency to cover the prescribed courses through teaching and setting exercises. Research however, revealed that for concept formation and effective teaching particularly of students of primary level, use of teaching - learning materials was very essential. At primary level, students learnt concepts for their sustainable use. The use of low cost-zero-cost material brought about a change for the better in the learning process at the primary stage and improved it.
- C. **Relationship Between Activity Based Teaching and the Low Cost - No Cost Teaching Learning Materials:** Teachers and students played supplementary and complementary role in the teaching-learning process. In low cost - no cost teaching learning materials, there was a total involvement in gaining practical orientation, and both the teachers and the students used these materials equally well and without any difficulty.
- D. **Use of Teaching Learning Material in Facilitating Learning at the Primary Level:** Use of a variety of teaching learning material was important for improving the quality of teaching. This was particularly true of students at primary level. Use of these proper concept formation by learners and ensured a functional foundation for their future growth.

E. **Role of Such Materials in Effective Management of Classrooms at Primary Levels:** These materials could play an important role in effective management of primary stage classrooms because:

- usually teaching-learning materials were not readily available in each classroom,
- number of students might vary or available in adequate quantity and the size of classrooms, seating arrangement, especially in classrooms with partition might create peculiar problems that interfere with classroom instructional processes and activities.

Therefore the use of low cost - no cost teaching learning materials could help engage and retain learners' attention in instructional process and activities; it would promote learning and improve its quality.

F. **Role of Low Cost - No Cost Teaching Learning Materials in Concept Formation at the Primary Level and in generating New Knowledge:** Through the use of low cost-no cost teaching learning materials, not only the students of the primary level attained clarity in their concept formation, but they were also prepared to be responsible, self - confident, active learners and initiators.

G. **Materials used by Teachers in Classroom:** The teachers would show some good low cost -no cost teaching learning materials that were prepared from readily available raw materials. While making these teaching-learning materials, the teacher also gave necessary tips and explained their advantages to students.

H. **Teacher's Grant:** How the teachers used the grant of Rs.500/- under the DPEP set up? The basic motto of the grant given to the teachers was that they would use it effectively for the preparation of low cost-no cost teaching learning materials. In Dhubri district, apart from the usual teaching learning-materials made of paper for simple demonstration, a good variety of materials was produced in the name of Ketketi. These were local devices and quite useful for teaching EVS and language. For teaching EVS, the teachers developed a map that matched questions with answers in an interesting manner. Use of hand-made calculator for solving problems in mathematics was another good example from Darrang district.

I. **Demonstration of Prepared Materials in Classrooms:** Low cost-no cost materials prepared by teachers were demonstrated in classroom situations and these were further improved on the basis of feedback received from teachers as well as students.

8.5 Teaching Practice in Monograde and Multigrade Situations

As a distance education initiative, DEP was in the process of video documentation of classroom performance of outstanding teachers in primary schools in monograde and multigrade situations. A workshop on development of video scripts for this purpose was held by DPEP, Orissa at Bhubaneswar. By the end of the workshop 8-video scripts were developed on the following topics:

- 1) Activity-based multigrade teaching
Class-III — Science
Class-IV — Mathematics
Class-V — EVS, Social Science
- 2) Activity-based teaching: Class-IV - Mathematics
- 3) Activity-based teaching: Class-IV - Language (Oriya)
- 4) Activity-based teaching: Class-I - Language (Oriya)
- 5) Activity-based teaching: Class-III - Science
- 6) Activity-based teaching: Class-III - Social Science
- 7) Activity-based teaching: Class-I - Language, Mathematics and EVS (integrated)
- 8) Activity-based teaching: Class-III - Mathematics

Based on these scripts, video recordings would be made of classroom performance of outstanding teachers. These recording would be shown to other teachers later on.

8.6 Success Story on IED, Gender and Playway Methods

DPEP Gujarat prepared video documentation of the success story of Natubhai Patel, a visually handicapped teacher. Natubhai, despite his disability achieved success and won the award of the best teacher in the state. The film depicted how he progressed in his life. The video documentation was being used in Gujarat to create awareness about IED among teachers. The programme was shown to BRC, CRC members and school teachers.

A similar video programme was prepared in Gujarat on gender education in which a girl named Sonal with the help of her mother and teacher was able to pursue higher education. This programme was used for creating awareness about educating the girl child. Video programmes on playway teaching by teachers on various hard spots in English, Mathematics and Science had also been produced. Such programmes created awareness among parents and teachers and were effective in motivating teachers to develop competencies and teaching skills in them.

8.7 Use of Local Cable Network for Teacher Training

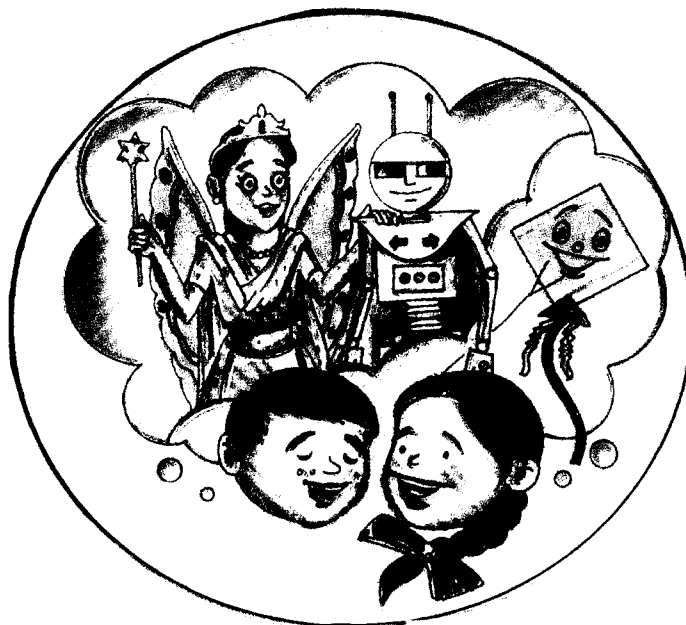
A survey of primary teachers was conducted in and around Karimnagar town in Karimnagar district of Andhra Pradesh. The addresses of the teachers were collected and activity sheets were sent to teachers on 5-day training on operation blackboard (OB) kits and their use particularly on Mathematics and Science kits. The programme was organized from August 13-19, 2000 and through this programme 1300 teachers were trained on using OB kits. The training was provided through the local cable network in Karimnagar. Feedback was collected from teachers who were trained and 1126 teachers responded to and filled their responses in feedback form. The training was provided in the following areas: use of mini tool kits, teaching-learning mathematical concepts through dominoes, cubical rods, teaching through abacus and cubes, understanding the process of utilization of napier and cuisenaire strips and the concept of fractional disc.

The process of using the local cable network for teacher training was found to be cost-effective and useful for teachers who could avail themselves of this training at their homes at leisure.

8.8 Vikalp

A video document *Vikalp* was developed in Uttar Pradesh. It aimed at improving knowledge, ability and learning of primary school learners. This programme was launched as part of a pedagogical experiment to improve learning levels of children in mathematics and language. A survey was conducted to collect the data and subsequently an action plan was prepared to meet the requirements. *Vikalp* dealt with the following important issues:

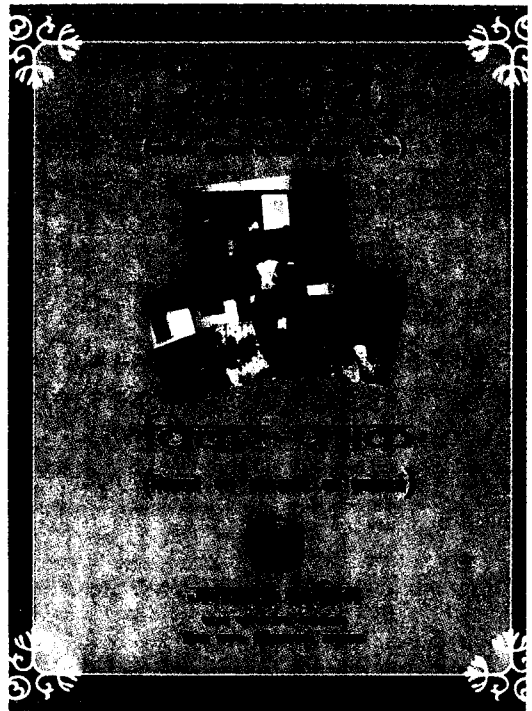
- rationalization of teacher-pupil ratio (posting of additional teachers wherever needed).
- multi level teaching and ability grouping
- supplementary reading materials for Language and Mathematics which were titled Apni Bhasha, Bhasha Kiran, Parakh to supplement the routine learning.
- teaching learning material comprising slates coated with teflon, flash cards, number cards, pocketboard, picture cards and language cards were distributed to all children.
- as part of school library, newspaper, books and technical guidelines for their use were provided.
- the headmaster's room was developed as a resource room. Reading materials were stored there and were used by teachers and students.



Children and Story Telling



Role-play during the workshop, DEP-DPEP, Uttar Pradesh



Development of Self-instructional materials, DEP-DPEP, Uttar Pradesh

8.9 Sabal

Sabal was a teacher-training package in video form developed in Uttar Pradesh. Master trainers used this package while providing training to primary school teachers. Both effective as well as less effective or ineffective, teaching practices were documented in the film. Less effective and ineffective teaching practices were highlighted through a commentary and teachers were advised to use effective teaching practices in their classrooms and to avoid less effective and ineffective teaching practices.

8.10 Story Telling Workshop

A three-day workshop was organized at Lucknow in order to revive the age-old story telling technique that captured children's attention for enhancing their learning in a natural way. The purpose was to evolve a contemporary understanding regarding the use of this mode as a support to teaching-learning in classroom situations. The workshop also aimed at promoting pedagogical understanding of stories and their use.

It was observed that selection of good stories and development of supplementary readers including audio cassettes could be the main tools to make story telling technique a success. Guidelines were prepared on the art of story telling and how to use stories to maximize classroom learning. The workshop highlighted the effects of telling a story in order to develop children's interests and imagination. Besides, the focus was on addressing some critical points and taking necessary precautions with regard to selection of stories, their narration and highlighting their inferences.

It was planned to involve the community in story-telling sessions to ensure due space for communicating community heritage to children and its importance in improving the quality of their education.

8.11 Interactive Website

In Kerala an interactive website was launched in January, 2002 and it was one of the major achievements of DEP-DPEP, Kerala. It received an overwhelming response from parents, teachers, local body members, etc. This website was launched in order to highlight developments in primary education and made these accessible to one and all. The site could be accessed through www.keralaprimarieducation.org The site is available both in Malayalam as well as in English versions.

The objectives of the website were to:

- keep the primary teachers abreast with novel themes and ideas that promoted the inborn abilities of students of primary levels and to teach them through methodology which interested them and promoted their learning;
- find solutions to the problems faced by primary teacher when they adopted and used new activity-based teaching methods;
- share and benefit from thoughts and experiences of other primary education personnel;
- enable the people of the state to understand and assimilate research and experiments conducted in primary education all over the world;
- view, appreciate and use visuals relevant to primary education;
- work hand in hand with people who worked in this field the world over and contributed to the betterment of primary education; and
- develop in-depth understanding of the various projects undertaken by DPEP in the state.

Main features of the website were the following:

- curriculum database - syllabus, textbooks, educational programmes etc. prescribed in Kerala were available on the website;
- bulletin board - ideas, opinions and thoughts of experts were displayed along with their experiences, findings and suggestions;
- connecting to and asking the expert the doubts and queries of parents, students and teachers which could be answered by the experts;
- calendar which provided event information about all events organized by the SCERT, the DIETs, the BRCs etc;
- collaborative projects which encouraged and facilitated primary education personnel to take up joint ventures and projects with other primary education experts all over the world;
- online courses - courses and instruction were offered which helped the teachers and students improve their knowledge and skills and provided them with new ideas in the field of primary education;
- registration - registration for the interactive website was free for all who were associated with primary education;
- search - the search engine enabled users to identify and obtained information stored in the database of the website;
- related links - these links facilitated access to other websites related to primary education and helped teachers communicate with them; and
- who could benefit from the website? - Teachers, students, educational experts, parents and educational administrators.

This website could be fruitfully used as a tool for disseminating and sharing information and classroom practices for professional development of primary education personnel. Regular management, utilization, upgradation and updating of the website was pursued by the DEP. Optimum utilization of this interactive website could be ensured by incorporating various modules in the site. The website was user-friendly and had all the features that characterised a very useful and easily accessible educational information portal. The site had all the resources which could take Kerala to new frontiers of e-learning and information technology on primary education.

8.12 Conclusion

Distance Education Programme had provided a forum to the primary school teachers to go beyond the traditional classroom environment. This programme aimed at strengthening all on-going training programmes for teachers and other personnel in the primary education sector. It had enhanced knowledge, skills and competencies of primary school teachers; and thereby broadened their horizon of learning. Various modes of distance learning like SIMs, audio, video and teleconferencing had been used for teacher training, training on hard spots in different curricular subjects, creating awareness among educational administrators; and awareness and involvement of parents and the community. Most of these good practices could be used/ followed in a sustained manner in ensuing the success of Sarva Shiksha Abhiyan (SSA), and these could lead to significant changes in the learning environment of primary school children and children who lived particularly in the far-flung areas.

CHAPTER IX: FEEDBACK AND IMPACT STUDIES

9.0 Background

DEP-DPEP encouraged feedback and impact studies of distance learning activities carried out both at the national and the state levels in different distance modes (SIMs, audio, video, teleconferencing, etc.). Some of the states carried out the feedback studies immediately after a particular DL activity was completed with a view to bring about further improvement. These studies have strengthened the distance education programme in all the DPEP states. Some of these studies were conducted independently as special projects e.g. in Haryana on teleconferencing, in Himachal Pradesh on radio programme *Gyankalash* and *Hello Ankur*, in Andhra Pradesh on a radio project *Vindam Nerchukundam*, in Karnataka, on the radio broadcast *Keli-Kali*, in Orissa on self-instructional module on Mathematics. Other feedback studies specifically related to teleconferencing were conducted as part of in-built system while organising such events so that further improvements could be made in the use of those delivery media. This chapter, presents in brief some of the highlights of the feedback and impact studies of distance education activities in DPEP states.

9.1 SIMs

Different states conducted impact studies on the use of SIMs through feedback analysis. A brief description of these studies are as follows:

9.1.1 SIM - Abhigyan (Assam)

Impact of the SIMs titled *Abhigyan* developed in Assam was also studied. The feedback highlighted their usefulness because they had shown a new direction to teachers and acquainted them with different ways of using them in their classroom. This positive feedback was received from about fifty teachers and CRCCs in Bongaigaon district. The changes and modifications suggested by teachers who had provided the feedback were incorporated in *Abhigyan* with the help of experts.

9.1.2 SIM (Gujarat)

In Gujarat, feedback studies on multimedia packages and SIMs were carried out in four phases.

- phase I study was undertaken before printing and production and

suggestions based on feedback were incorporated in multimedia packages and SIMs;

- phase II feedback study was carried out during the training of master trainers at the district level, where they were apprised of the evaluation criteria for SIMs and audio cassettes. Later the feedback received from master trainers was obtained on a five-point scale and SIMs were analyzed from an academic point of view and in terms of structural aspects;
- phase III feedback study was carried out after training of teachers. The teachers analyzed the SIMs and reported that they were useful. The pre and post activities for hearing audio programmes were appreciated by them; and
- phase IV feedback study was undertaken to ascertain if there was any improvement in the classroom environment as a result of these devices. The teachers reported that these activities increased the interest of students and it made teaching-learning of difficult topics easier for teachers as well as students.

9.1.3 SIM - Samvridhi (Himachal Pradesh)

In Himachal Pradesh, various strategies were used to obtain feedback on different distance learning materials. SIMs were invariably introduced through an interactive session with the participants. Feedback proforma filled in by the participants were analyzed. Feedback on Samvridhi indicated that the presentation of content in it was interesting, the subject matter was easy to comprehend, it interested teachers at every step and the content areas covered were very relevant to the teaching-learning process. Content alongwith examples and activities were helpful in helping teachers understand various concepts. Activities suggested in Samvridhi were easily replicable in classrooms. Self-assessment exercises were helpful in keeping track of students' progress and reinforcing it. Above all, Samvridhi was found to give a sense of achievement to all learners.

9.1.4 SIM - URAVU (Kerala)

In Kerala, feedback studies on self-learning material *Uravu* helped in supporting and strengthening the training programmes for primary school teachers. *Uravu* helped create awareness among parents. A follow-up study was also conducted by DEP-DPEP Kerala and there were overwhelming demand that the material developed i.e. *Uravu* should be distributed among all teachers across the state. The teachers felt that an orientation programme on how to use *Uravu* effectively would be very useful.

9.1.5 SIM - Assessment of Content Needs of Primary School Teachers of Orissa

In Orissa, a study was undertaken on self-instructional material entitled *Assessment of Content Needs of Primary School Teachers of Orissa* by DEP-DPEP in collaboration with SIEMAT and Orissa Primary Education Programme Authority, Bhubaneswar. The objective of this study was to identify the competencies of language, mathematics and environmental studies included in the primary school curriculum of Orissa in which the working teachers need-assessment was to be identified.

The identification of hard-spots was carried out in two ways: (i) through group discussion, and (ii) through diagnostic tests. A four-day workshop from May 20, 1998 to May 23, 1998 was organized where twenty participants drawn from DIETs, SCERT, CTEs and IASEs, six primary school teachers, director and programme co-ordinator, DEP-DPEP, participated. The participants were divided into three groups one each of the three subject areas viz. Language, Mathematics and EVS. After focused group discussion, three diagnostic tests were developed for diagnosing the difficult areas.

Diagnostic Test of Language: It contained 90 items spread over 8 competency areas viz. listening, speaking, reading, writing, comprehension of idea, functional grammar, self-learning and vocabulary control. In each competency the probable difficult sub-competencies were identified. There were 15 sub-competencies covered under these competency areas.

Diagnostic Test of Mathematics: The test contained 90 multiple choice items spread over 13 areas of place value, subtraction, multiplication, division, L.C.M. and G.C.F, fractions, decimals, percentage, measurement of length, mass, capacity and time and geometrical concepts. The total number of sub-competencies were 30 under the above stated thirteen competencies.

Diagnostic Test of EVS: There were 97 items spread over nine competency areas in multiple-choice format. The nine areas were social and natural environment, self-governance, man and his environment, man's past and present, socio-economic situations and problems, preservation of good health, living and non-living, sources of energy and phenomenon in the earth and sky.

Sample: These tests were administered on primary school teachers of Bolangir, Baragarh, Dhenkanal, Gajapati, Keonjhar and Sambalpur.

Analysis of Data

The scores obtained on the three diagnostic tests were analysed to identify the

specific areas of competencies where the teachers needed academic support for strengthening. The scores were subjected to two types of analysis. First the means and standard deviations of the scores on each test i.e. on language, mathematics and EVS were calculated district wise on each competency area with the objective of studying extent of attainment of teachers districtwise and possible interdistrict variations in the attainment of competencies so as to propose local specific variations while preparing supplementary remedial materials. Second, a frequency study was made to ascertain the levels of acquisition of competencies by teachers in these six districts. The frequency and proportion (percentage) of teachers attaining a particular stage in the broadly divided four levels were calculated. The broad four levels of attainment were:

- those securing below 30 percent of total marks;
- those securing 30 percent and above but below 50 percent of total marks;
- those securing 50 percent and above but below 80 percent of total marks; and
- the last level marks is the mastery level of attainment.

Major Findings

Language

- on the total test very few (ranging from 1.96 percent to 8.16 percent) teachers demonstrated of attaining mastery level; most of them seemed to be within 50 to 80 percent level.
- so far as attaining level of mastery was concerned the areas like vocabulary, comprehension and reading presented quite poor picture where maximum of 30 to 35 percent of teachers and minimum of 1.96 percent seemed to have attained mastery.
- in all area maximum number of teachers clustered in the third level of achievement i.e. within 50 to 80 percent level.

Mathematics

- in the overall performance and performance in particular competency, largest clustering of teachers occurred in the 30 to 50 percent level as observed in other subject areas.
- so far as attaining mastery level was concerned, the weakest performance was seen in the area of decimals in all the districts and in all the sub-competencies.
- the performance on the total test reflected poor attainment of mastery levels in all the districts.

- the performances in the areas of subtraction, measurement of length, capacity in geometrical concepts (measurement of angles using protractor) seemed to fall between the lowest level (i.e. below 30 percent of total marks) and the third level (i.e. between 50-80 percent).

Environmental Studies (EVS)

- extremely weak performances were observed directly in two areas i.e. preservation of good health and sources of energy.
- in overall performance also as well as most of the competencies, the teachers of Bolangir district recorded lowest mean scores among the districts. Coming to the levels of attainment in the EVS competencies it could be seen that negligible proportion of the total sampled teachers exhibited attainment of mastery on the total test.
- in the areas of preservation of good health and sources of energy, the proportion of teachers attaining mastery level was nearly non-existent.
- in the areas of man and his environment and man's past and present, the picture of proficient teachers was quite dismal.
- as in language and mathematics, large proportion of teachers performed in the middle levels of attainment.

General observations

- from the above analyses it was evident that the outcomes of the focused group discussions and the findings of the diagnosis testing were in agreement with other research that in almost all identified areas of competencies in the three subjects, most of the teachers were below the expected levels of mastery although extreme poor performance was also less.
- secondly, interdistrict variations in the attainment of competencies were quite small in number and intensity. This suggested an uncomfortable yet possibly a truth that the teachers adopted a standard approach of teaching and learning devoid of the local contextuality, cultural and linguistic variations. Such an approach which was akin to a uniform curriculum and text-books, was against the natural learning of a young learner.
- again, while the teachers were found lacking in competency, it was natural to question their ability to produce masters in their students.

Suggestions

Some of the important suggestions were as under:

- teachers had to be provided scope for their content knowledge upgradation on a recurrent basis besides strengthening their pedagogic skills.

- since, the time available for formal and exclusive training programme was quite limited, a two-pronged attack could be made to remove their deficiencies:
 - content upgradation could be inbuilt in the pedagogic strengthening programmes.
 - distance modes of instruction like providing print materials or audio-video support could be adopted on a wide scale.
 - the educational radio and TV programmes might be augmented and strengthened affecting for providing regular support to teachers.
 - cluster centers needed to be activated to develop their own programmes to cater to their local need using local specific materials and language.

9.1.6 A Study on Effectiveness of SIM in Mathematics for Primary School Teachers in Orissa

Based on a need assessment survey, a SIM in Mathematics for primary school teachers was developed in Orissa. The SIM was designed to help broaden the knowledge base of the primary school teachers and help them solve their difficulties in the hard spot areas. After the SIMs were used by the primary school teachers, a study was undertaken by DPEP, Orissa to ascertain the usage and benefits of the SIM to the primary school teachers in DPEP districts.

The study was conducted with the objective of understanding the views of the target group on the quality of SIM; its usefulness in content classification and content transaction; and its use in their professional development. The study also obtained the suggestions of the target groups for improvement in training through SIMs. This impact study was carried out in three districts of Orissa i.e. Dhenkanal, Sambalpur and Keonjhar. The data were collected from the primary school teachers through an achievement test in Mathematics and an opinionaire on SIM. An interview schedule was also administered on a small sample of teachers in each district.

The major findings of the study were as follows:

- language and content presentation of SIM in Mathematics were appreciated by primary school teachers;
- examples used in the SIM were self-explanatory but certain areas such as decimals and fractions needed further elaboration;
- the SIM helped teachers upgrade their content knowledge in various areas of Mathematics. Teachers got academic support through the SIM; and
- teachers gained maximum advantage through SIM in transacting the content to children.

Some important suggestions made by the teachers were as follows:

- SIM needed - redrafting in view of the new text book;
- teachers' suggestions were to be incorporated in the SIM; and
- more elaborative discussions should be made on the competency areas where the teacher performance was not at the maximum level i.e. decimal, division and geometrical concepts.

9.2 Radio Programmes

9.2.1 Andhra Pradesh Radio Project *Vindam Nerchukundam*

Feedback received on 93 radio lessons under *Vindam Nerchukundam* Project (2000-2003), indicated that these radio lessons were appreciated by school children, teachers, mandal resource persons (MRPs), mandal educational officers (MEOs), parents and school committee members. The feedback was obtained through programme response sheets filled in by the subject teachers and headmasters. The responses were also received in the form of letters from members of the target groups which were about 25,600. It was reported that:

(i) the 93 lessons could sustain the interest of children; (ii) the lessons were very informative; (iii) the lessons were interesting because of songs, narrations and dialogues incorporated in them; (iv) the pre- and post- activities of the lessons were activity-oriented; and (v) these were requests for broadcast of lessons like Hyderabad, leap year, weeks and months, The Krishna river, road safety measures, etc.

The teachers as a target group reported that:

(i) radio lessons were informative and supplemented classroom teaching; (ii) the pre- and post-broadcast activities of lessons were very useful for both the teacher and the taught; (iii) radio sets were even borrowed by some from neighbours/ local community to listen to the programme; (iv) the attendance of teachers improved by 15 percent - 20 percent as the radio lessons were very enjoyable; (v) as soon as the students heard the signature tune *Parugu Parugu* (Run, Run and Run), all of them used to sit quietly all round the radio set.

9.2.2 Feedback on Use of Operation Blackboard (OB) Kits: (Andhra Pradesh)

The district programme officer, Karimnagar town, conducted a five-day orientation for primary teachers from August 19-24, 2000 on optimal use of OB kits in Andhra Pradesh through cable network. A feedback study was conducted in which 1126 participants out of 1300 responded.

The feedback from the participants indicated that the programme was well received through cable network. The participants also suggested that the project briefs should be provided before transmission; activities should be based on classroom environment and children should be involved in doing them; the core points should be repeated after completion of the activity; a link must be developed between the subject experts and the teachers to enable the latter to clarify their doubts. Rewards might be offered to create interest in watching the programme. Transmission timings should be fixed and transmission should be repeated the next day. Activities should be transmitted through demonstrations.

9.2.3 Himachal Pradesh Radio Project *Gyankalash*

Himachal Pradesh took various capacity building initiatives under its distance education component; it also launched *Gyankalash* a radio programme. The programmes under *Gyankalash* a feedback study were broadcast in five phases spread over nearly two years (Oct. 5, 2000 to July 11, 2002).

- **Objectives:** The objectives of the feedback study on *Gyankalash* were:
 - to find out the extent of awareness of the programme among primary school teachers;
 - to study the extent of programme utilisation (i.e. listening) by the target audience;
 - to study the use of *Gyankalash* in classroom teaching;
 - to study the audience views about the *Gyankalash*;
 - to study the overall impact of *Gyankalash* on the audience and classroom practices;
 - to analyse suitability language, content and context of *Gyankalash* programmes; and
 - to suggest ways and means to improve effectiveness of *Gyankalash*.
- **Sample selection:** Purposive sampling technique was used to draw a sample of primary school teachers from the DPEP districts of Himachal Pradesh. Four districts viz. Sirmour, Kullu, Chamba and Lahaul-Spiti were divided into 271 clusters. These clusters had nearly 2944 primary schools with 7419 teachers. The study was undertaken by mailing questionnaires to 1000 teachers who were registered with DPEP under *Gyankalash*. Out of 1000 only 442 teachers responded by mailing/returning filled in questionnaires to their respective clusters and blocks. The sample was nearly 6 percent of the total teacher population in the DPEP districts. The sample represented all clusters of their four DPEP districts and their teachers.

- **Tools of enquiry:** A questionnaire-cum-opinionnaire was developed for this study with the help of experts to collect necessary data. The tool was pre-tested on 20 teachers and modified further based on the observation during pre-testing. The opinionnaire contained questions related to awareness of *Gyankalash* programme, opinion about the utility of programme and suggestions for improvement of the programme.
- **Major findings:** The study provided strong evidence that the radio broadcast was indeed a positive intervention. Major findings of the study were as under:
 - *Gyankalash* was a popular programme not only among the DPEP primary school teachers but also among the teachers of non-DPEP districts as reflected through their letters and responses;
 - the teachers had benefited from *Gyankalash* academically as revealed through informal feedback, formal responses and the questions posed by them;
 - some primary teachers felt that these programmes acted as catalyst and provided inspiration as they motivated them to use innovative techniques in their classroom transactions.
 - creativity in term of self written poems, activities, innovative teaching games was observed among the teachers as an impact of *Gyankalash* episodes.
 - *Gyankalash* was perceived to be based on an innovative orientation-cum-training strategy which helped in community sensitization on educational issues.
 - poems, songs along with music were well appreciated by the teachers. These were found to be stimulating and meaningful.
 - teachers demanded an increase in the duration and frequency of *Gyankalash* episodes. They further desired that it should be made a regular feature/activity of their schools.
 - *Gyankalash* helped the teachers use teaching learning materials and deliver their lessons in an easy and interesting manner.
 - *School readiness* was adjudged to be the best part of *Gyankalash* because of its delivery mechanism. Presentation style and quiz as used in *Gyankalash* were also appreciated because they motivated the children.

The teachers suggested the following changes in the programme:

- the frequency of broadcast should be increased;
- the programme duration should be increased;
- audio/video record players should be provided to each school;
- the audio players/radio sets should be maintained properly;

- the programme should be repeated in the evening hours; and
- there should be greater clarity in the presentation of some lessons.

9.2.4 Himachal Pradesh Radio Project *Hello Ankur*

Detail of the *Hello Ankur* is mentioned in Chapter - V entitled *Audio and Radio Programmes*. Brief highlights of the feedback study of this Radio Programme are given here:

Objectives

The objectives of the study were to assess:

- the general listening habits of the people with regard to frequency, timings, choice of stations.
- awareness about *Hello Ankur*, its benefits and utilization of the information thereof.
- the opinion of the listeners on the timings, duration, frequency and qualitative aspect of the programme.
- listeners' comments and suggestions on the programme.

Sample Design and Methodology

The sample composed of 300 radio households from identified urban centers from three towns viz. Shimla, Hamirpur and Kangra and 700 households from villages of 17 identified community development blocks of three districts viz. Chamba, Sirmour and Kullu for detailed interview. From each selected radio household, a respondent aged 6 years and above was interviewed through a pre-designed interview questionnaire. From each urban center/village, the sample radio households were selected randomly by the research team. Male and female respondents were selected for interview in such a manner that their students or children belonged to the category of target group. Similarly efforts were made to select the respondents from each age group, educational standards and occupational categories in equal proportion. As far as possible representation was given to different socio-economic groups in the sample. The Audience Research Team of AIR, Shimla supervised the entire operation and cross-checking was also resorted to. After collection of data, interview schedules were scrutinized for discrepancies/inconsistencies and finally data was tabulated manually by the Audience Research staff.

Major Findings

Major findings of the *Hello Ankur* Programme were as under:

Awareness of the Programme

- out of the total respondents interviewed, 66.2% were not aware of the programme and 14.5% were not listening to radio at all. The awareness was found to be higher among urbanites (23.3%) as compared to ruralites (17.6%).

Frequency of Listening to *Hello Ankur* Programme

- overall listening of the programme came to 15.5%. In urban areas listening was 19.7% whereas in rural areas it worked out to 13.7%.
- the occupation-wise analysis showed that the listening percentage was higher among others i.e. retired persons (28.6%), followed by professional (23.3%), cultivators (21.3%), unskilled workers (20.0%), service (17.1%), business (16.3%), students (13.8%), housewives (12.4%) and skilled workers (9.1%).

Reasons for not Listening to the Programme

- the maximum number of respondents reported the reason for not listening to the programme - lack of time (3.2%). Among other reasons recorded - time of broadcast not convenient (0.3%), lack of interest (0.1%) and others (0.2%).

Satisfaction with the Present Broadcast Timings, Duration and Frequency

- analysis of the data revealed that 15.0% of the respondents were satisfied with the present broadcast timings, followed by 13.8% frequency and 12.7% duration. A few respondents who were not satisfied with the present broadcast timings suggested that the programme should be broadcast in the evening 06.00-08.00 PM. Some of the respondents suggested to increase frequency of the programme from once a week to at least twice a week. The listener-respondents also desired to increase the duration of the programme from the present 30 minutes to 45 minutes.

Impact on the Target Group after Listening to the Programme

- in the combined category, education (5.9%) recorded the highest change, followed by others (release of tension) 3.3%, behavioural change (3.2%) and improvement in health (3.1%).
- the impact on education was higher in urban (7.3%) as compared to rural (5.3%). Behavioural change was recorded higher in urban (4.0%) in sharp

comparison to rural (2.9%). Improvement in health was found in urban area (3.7%) as against rural area (2.9%). Other changes (release of tension etc.) was also recorded higher in urban area (4.7%) in sharp contrast to rural area (2.7%).

Phone Calls made to the Programme

- only a few respondents succeeded in making phone calls to the programme. Such successful respondents were found 0.4%. 15.1% respondents could not get their telephone calls materialized in order to establish contact with the programme.

Opinion about the Quality of the Programme

- regarding the overall quality in the combined sample, 6.1% of the respondents rated the programme as very good, 9.1% as good and 0.3% as satisfactory. None of the respondents reported the overall quality as unsatisfactory.
- as regards the style of presentation of the programme, 8.8% of the respondents found the presentation as good, 6.4% as very good and 0.2% as satisfactory. The style of presentation was found unsatisfactory by 0.1% of the respondents.
- the selection of information for the programme was found to be good (9.0%), followed by very good (6.2%) and satisfactory (0.3%). None of the respondents found the selection of information as unsatisfactory. Similar trend was observed in area-wise break-up.

Suggestions

Some of the important suggestions were as under:

- the listeners who were unaware with this programme had suggested wide publicity on the part of DPEP through press, electronic media etc. A few respondents hailing from rural areas had suggested introduction of a melodious song tune before commencement and after the end of the programme.
- phone-in programme *Hello Ankur* had witnessed a change by way of talk-oriented programme *Ankur*. This was not liked by a majority of the existing listeners of the programme. They suggested re-introduction of phone-in programme.
- the listener-respondents suggested that the talk should be attended to by male voice as well as female voice and a few questions on the topic should

be put to the resource person. The duration of talk should be limited to 10-15 minutes.

- the most important section of the target group i.e. the children age group of 6 to 14 have desired to introduce *quiz* in this programme.
- a large number of listeners remained deprived of the opportunity to interact with the resource person due to time paucity. They suggested that letters received from them should also be answered through this programme.
- a few listeners suggested introduction of news bulletin of 2-3 minutes duration pertaining to children only.

9.2.5 Karnataka Radio Project *Keli-Kali*

Keli-Kali was broadcast by AIR, Gulbarga and Raichur, in Karnataka. The goal of *Keli-Kali* was to add variety in normal classroom teaching, to create interest among learners and to motivate students of class III for more and better learning. The subjects covered under *Keli-Kali* included Mathematics, Environmental Science and Kannada. The *Keli-Kali* episodes were broadcast from 1230 hours to 1300 hours. on Mondays, Tuesdays and Fridays. A feedback study was conducted to assess the impact of *Keli-Kali* on students, teachers and schools as a whole.

Objectives: The objectives of the feedback study on *Keli-Kali* were to:

- examine the effectiveness of *Keli-Kali* programme in relation to improvement in attendance, achievement, and motivation of learners, and to improve their study habits;
 - to study the effectiveness of *Keli-Kali* in terms of teacher involvement, appropriate follow-up and management in classroom, and improvement in learning climate of classroom and school;
 - to study *Keli-Kali* in relation to clarity of its reception, physical infrastructure used, setting and organization and coordination;
 - to study the induction processes presented in *Keli-Kali* in relation to training of BRCs/CRCs personnel and teachers, and preparation of schedule and teachers' guidelines, and their distribution among the users; and
 - to review critically the process of programme development with respect to scriptwriting, production, and broadcast.
- **Sample:** A sample of 436 students and 158 teachers drawn from 51 schools, constituted the study sample. Out of these 51 schools, 29 schools

of Gulbarga and 8 schools of Raichur were reported to use radio programmes of Keli-Kali regularly, whereas 5 schools of Gulbarga and 9 of Raichur did not avail the facility of Keli-Kali. The study sample included all class III children.

Development of instruments and their description: Instruments developed for conducting this study is given in table 26.

Major findings: The major findings of the study were as follows:

- students of schools listening to Keli-Kali programmes performed significantly better in almost all the three subjects (Kannada, Mathematics and Environmental Studies) in comparison to students of schools that could not use Keli-Kali programme;
- Keli-Kali programme motivated students to do better in academic activities, inculcating desirable study habits and developing better listening skills;

Table 26: Instruments for the Study

Sl. No.	Instruments	Target group	Purpose
1.	Achievement tests in Kannada, Mathematics and environment studies	Students of class III	To assess improvement in achievement after listening to Keli-Kali programme
2.	School information blanc	Head teachers/teachers	To ensure required facilities for Keli-Kali programme
3.	Reaction scale	Teachers	To find reaction towards Keli-Kali Programme
4.	Focused group discussion questionnaire	Teachers	To facilitate discussion regarding Keli-Kali programme
5.	Letters from listeners	Students, teachers, and parents	Feedback from listeners
6.	Feedback questionnaire	Block and cluster coordinators	Monitoring, feedback from supervisory staff

- the programme brought about improvement in students' attendance;
- students actively participated in Keli-Kali programme by responding through writing letters to All India Radio;
- teachers took active part in *Keli-Kali* programme by making necessary physical and academic arrangements for ensuring effective listening by students.
- teachers felt that they had benefited from the programme as it had enriched their knowledge of content and had also helped them in using new techniques of teaching;
- teachers reported that the training provided to them was useful and satisfactory and they had developed necessary competencies for conducting all the activities relating to *Keli-Kali* programme;
- the majority of teachers had started maintaining diary and conducting pre, during and post-broadcast activities;
- the majority of schools had started conducting classroom teaching based on the programme; and
- the teachers reported that in *Keli-Kali* programme, the language used was easily understood by the students, the programme content was relevant, and well organised, the songs were stimulating and reinforced the learning of content.

9.3 Teleconferencing

Teleconferencing programmes were organized in various DPEP states in order to support distance education initiatives/interventions. Feedback/impact studies were conducted in order to assess the effectiveness of teleconference programmes. A brief description of these studies follows:

9.3.1 Feedback from DPEP, Chhattisgarh

In Chhattisgarh, the participants appeared very enthusiastic during the interactive session. The feedback received from cluster academic coordinators (CACs) indicated that teleconferencing mode of training had made a positive impact in all participants. The participants expressed their satisfaction with the expert advice on solving problems related to teaching of English at primary levels. They also reported their satisfaction on receiving spontaneous responses to their queries and the help received in making activity based lessons and organizing co-operative learning in the classroom. They were satisfied with the knowledge and skills they had learnt about in coordinating and monitoring the teachers in their clusters. They however suggested that more audio-visuals should be used during teleconferences and teacher guide should be available as a self-learning material for supplementing their knowledge and skills. The participants also reported that there was a need to sensitize the DEOs and

the BEOs about their active involvement, cooperation and coordination in these programmes.

9.3.2 Feedback from DPEP, Gujarat

Feedback studies on teleconferences in Gujarat with video demonstrations/clips were conducted by DPEP, Gujarat. Feedback was elicited through a questionnaire, and also through oral question-answer sessions during teleconferencing programmes. Analysis of feedback data indicated that

- all participants in teleconferencing sessions were very motivated and they were more involved in learning through teleconferencing sessions and they could learn from various programme activities more effectively; and
- the majority of participant respondents expressed the view that more teleconferencing sessions should be organized on contextual issues.

9.3.3 Study by DPEP, Haryana

DEP-DPEP Haryana, organized a series of teleconferencing programmes during the operation of the project and also collected feedback on these programmes through a study with the following objectives:

- to evaluate the impact of teleconferencing in terms of making teachers aware of new techniques in the teaching learning process;
- to examine the role of panelists and facilitators;
- to evaluate clarity of reception and the quality of tele-materials used in teleconferencing programmes;
- to examine the suitability of time provided for discussion and question-answer sessions;
- to assess the impact of teleconferencing on solving classroom problems and achievement of children; and
- to suggest measures to make these programme more effective in future.

Sample: The study was conducted during September - October, 2002. Out of seven DPEP districts namely Sirsa, Hissar, Jind, Kaithal, Mahendergarh, Bhiwani and Gurgaon, Mahendergarh district was selected for the study. The teachers, head teachers, and CRC's who had attended the teleconferencing programmes were population for the study. Out of nine educational blocks in Mahendergarh, four blocks were selected randomly. In all 179 teachers, 62 head teachers and 12 CRCs were selected from a large number of schools, BRCs and CRCs.

Tools: Three interview schedules for different target groups viz. teachers, head teachers/CRCs and facilitators were developed. The teacher interview schedule

for teachers contained thirty items, for Head teachers/CRCs thirty-three items, and for facilitators thirty-one items.

Data collection: Field investigators collected primary data from four blocks of Mahendergarh district from 103 schools. The secondary data were collected from State Project Office HPSPP, Chandigarh.

Tele-material: Before organizing the teleconferencing programme, experts were invited to develop a module for the training programme. The following materials were developed for training the primary education personnel through teleconferencing programmes in Haryana:

- **Shikshak Sandarshika:** This module was prepared as support material for *Hanste Gate*, *Antarang* and for providing orientation to integrated education and alternative schooling. In this module difficulties faced by teachers in teaching books (*Hanste Gate* and *Antrang*) to classes I and II were discussed by these experts who were involved in the development of these books. This module also dealt with issues related to alternate schooling.
- **Mujhe Padana Hai:** This module was prepared to promote gender sensitization campaign and to provide orientation about the gender issues viz; status of girls education, gender issues in the textbooks, *Maa-Beti Mela*, the role of media and mother teacher association (MTA) for removing gender bias, increasing enrolment and retention of girl children in schools.
- **Nai Pahal:** This module was prepared in order to explain pedagogical concepts, the development of teaching learning material, promote interaction with VEC members and strengthening of VECs. This module also discussed about *Humjoli* the new textbook for class III, development of TLM, the role and functions of VEC in improvement of primary education, and the structure of VECs in Haryana.
- **Chetna:** This module was prepared for improving educational practices and action research. This module discussed issues related to action research and its characteristics, steps involved in action research, report writing; it cited examples of action research and provided list of action research studies conducted in Haryana.
- **Teaching-Learning of English:** This module was prepared for training on teaching and learning of English. It contained issues such as motivation of primary teachers for understanding the importance of teaching of English at primary level, child-centred and activity-based methods of teaching, development of listening and speaking skills in children through activities.

- **Prayaas:** This module was prepared to orient teachers/parents and community to integrated education for the disabled. This module dealt with issues such as concept of disability; types, causes and prevention of disability, integrated education; role of teachers, parents, and community and specific teaching methods for children with various types of disability.
- **Amne-Samne:** This was a booklet based on questions-answers prepared for interaction with teachers and master trainers of Haryana through teleconferencing on ongoing teachers training programmes. This programme was based on *Tarang-4* in which new pedagogy, instructional techniques and teaching of English were discussed. The questions asked in this programme were answered and later on printed in *Amne-Samne* for the use of primary teachers as a reference material.

Amne-samne was provided to participants during teleconference held on the concerned topics/issues. Questions based on the contents of these modules were used in the tools developed for this feedback study.

Major elements of the feedback study

Major elements of teleconferencing in this feedback study related to the following aspects of the programmes:

- clarity of reception;
- adequacy of demonstrations/examples used in the programmes;
- presentation by experts;
- discussions by experts;
- panelists' expertise and efficiency;
- usefulness of interaction/question - answer sessions;
- participants' activities during interactive sessions;
- relevance of questions/clarifications asked;
- relevance of panelists' answers;
- usefulness and success of technology used i.e. TV and telephone in the programmes; and
- effectiveness of teleconferencing in terms of its expected impact on the achievement of children.

Major Findings of the Study

- **Clarity of reception:** In the teleconferencing mode one-way video and two-way audio interaction was used in all programmes. About 60 percent participants opined that the quality of audio visuals was good.
- **Appropriateness of demonstrations/examples used:** About 50 percent of the participants were of the view that the number of demonstrations or

examples used in the programmes was adequate. The rest of the teachers suggested that more examples should be included in the programme.

- **Experts' presentation:** About 50 percent participants were of the opinion that duration of discussion was sufficient while 46 percent participants felt that the time for discussion was inadequate; the rest could not provide a clear cut response. 73 percent participants were of the view that the selection of experts was good and they discussed the concepts very effectively.
- **Quality of discussions:** 71 percent participants felt that experts were well prepared and the quality of discussions was by and large good and quite acceptable.
- **Quality of answers/responses:** The participants were divided on this issue. Almost 52 percent participants disagreed that their problems were solved whereas 48 percent were of the view that the problems were successfully solved by the panelists.
- **Usefulness of question - answer sessions:** 50 percent facilitators and 58 percent CRCs expressed the view that the question/answer sessions were useful for all participants.
- **Quality of participation:** 56 percent participants were of the view that all the participants were not active during the question/answer sessions.
- **Relevance of the questions:** 68 percent participants felt that most of the questions raised by the participants were not related to the subject whereas 32 percent were of the view that the questions were relevant. 45 percent facilitators agreed that most of the questions raised did not relate to the subject. It was suggested the facilitators should coordinate the participants properly so that they put relevant questions which were related to the subject.
- **Expertise of panelists:** 60 percent of the participants agreed that answers given by the panelists were satisfactory and the panelists had the necessary expertise.
- **Usefulness of participation:** 60 percent participants were of the view that participation in the programme was useful because it provided an opportunity to learn and interact with experts and subject specialists.
- **Usefulness of TV and telephone:** In relation to the use of technology on TV and telephone, 52 percent participants were of the view that this technology remained by and large unsuccessful while 48 percent held the view that this technology proved to be quite successful.
- **Effect of teleconferencing on students' achievement:** So far as the effect of teleconferencing on the achievement of school children was concerned, 48 percent participants were of the view that this programme was useful and it improved the achievement level of children whereas 52 percent felt that there was hardly any appreciable effect of these programmes on learners' achievement.

- **Effect on learning through teleconferencing than traditional method:** 38.1 percent participants responded that they agreed with this statement that they had learnt more through teleconferencing than traditional methods. But at the same time 57.14 percent agreed with this statement that teleconferencing might be used in other training programmes.

Suggestions

The following suggestions were made by the participant to teleconferencing more effective:

- the programme should be at least of 2-day duration.
- quality of audio-video should be proper.
- a room should have only 15-20 participants.
- modules should be supplied at least 2-3 days before the start of teleconferencing.
- TV and phone-in programme should function properly throughout the programme.
- panelists should be subject experts.
- teleconferencing programme should be organized 3-4 times in a year.
- every participant should get an opportunity to ask questions.
- it should be ensured that the questions asked by the participants were related to the subject presented and being discussed.
- if answers to all the questions were not provided in the on-AIR programme, these should be provided to all participants after the programme in print.
- more expert panelists should be involved in question-answer sessions.
- facilitators should be the resource persons for the topic being discussed.
- contents of tele-materials should be relevant and of good quality.
- teleconferencing should be followed by face-to-face training programmes.
- schedule of teleconferencing sessions should be from 9 am to 3 pm.

9.3.4 Feedback from DPEP, Himachal Pradesh

A feedback study on teleconferencing was conducted by DPEP, Himachal Pradesh. The feedback from participants indicated that teleconferences were an effective means of imparting knowledge, acquainting participants with new teaching strategies and for sharing views. Participation in teleconferencing programmes in Himachal Pradesh made participants from various districts covered and with various educational practices and their potential and viability could be used effectively in their districts.

9.3.5 Feedback from DPEP, Jharkhand

Feedback was obtained on the first teleconferencing programme held in Jharkhand. It was reported in the feedback that the sessions were interactive

and the panelists responded to almost all the queries. The participants felt that this programme had enabled the panelists to reach out to a large number of people spread over different parts of the state, although some centres in the state could not receive the programme due to technical snags. The participants felt that through this programme they had experienced a new mode of imparting training. They proposed that similar programmes should be organised in future also.

9.3.6 Feedback from DPEP, Kerala

The impact study on distance education activities in the state of Kerala was undertaken by Kerala Project Office. The study covered all the six DPEP - districts viz. Thiruvananthapuram, Idukki, Palakkad, Malappuram, Wayanad, Kasargode, in the state.

Sample of the impact study consisted of 24 officials of six Districts/BRC Personnel, 30 faculty members of 6 selected DIETs, 96 trainers from 18 Block Resource Centres, 300 teachers from selected 60 schools and 60 PTA members. The major findings of the impact study on distance education activities were as given below:

- the direct reception system (DRS) installed in some District Offices and BRCs were in working condition but this system was not being put to continuous use;
- the first teleconferencing programme conducted for the DIETs faculty of on action research was not as beneficial as expected because of poor quality of the receiving system of IGNOU regional centre at Calicut (There were no receiving centres at DIETs at that time).
- teleconferences conducted for parental awareness about new pedagogical concepts and role of parents in the new scenario were well appreciated by the parents who attended the programme. But the tight programme schedule didn't provide enough opportunity to parents to share their experiences with and get their doubts clarified by the experts.
- teleconference conducted for local body members created a positive attitude in them towards DPEP. The performance of panelists was appreciated by them. But there existed a complaint that all local body members could not participate in the programme since there was no follow up programmes
- teleconferencing conducted for parents (parents of disabled children) was not very effective in clearing doubts and developing better insight about IED interventions. The programme didn't provide adequate opportunity to parents to voice their doubts/apprehensions to medical experts. This created substantial dissatisfaction among parents.

- teleconferencing conducted on theoretical base of primary school communication was beneficial to BRC trainers for providing on-site support to teachers. But the duration of the programme was quite short and it did not provide much scope for clearing their doubts and sharing of experiences.
- teleconferencing was to be accommodated along with the face to face training. Then only it was beneficial for the personnel capacity development and social development of an individual. There was enough chance for communication in face to face training than teleconferencing.

9.3.7 Feedback from DPEP, Maharashtra

A series of teleconferences on pedagogy and other issues were held in Maharashtra. The broad objective of these teleconferences was to impart training in teaching-learning methods to the field functionaries. A feedback study was conducted on one teleconference each on self-learning (participants 534); teaching of language (participants 569); and teaching of mathematics (participants 1803).

The objectives of the feedback study were to examine the opinions of participants about the acceptability of teleconferences as a training mode for training teachers and other field functionaries and to make recommendations for changes or improvements, if need be, in future teleconferences.

Main Findings

An overwhelming majority of participants (90%) expressed the view that the teleconference was an effective mode of training. The acceptability of presentations through teleconferences increased as the series of teleconferences progressed. A large number of participants felt that examples, demonstrations and teaching-aids used during the presentations should be increased. Some of the participants for the teaching of language revealed that the audio quality during the presentation was not good as some centers had problems in receiving the signal. Similarly, due to a technical fault during the teleconference on teaching of mathematics, the participants from Ashti Center could not receive any signal and hence they could not participate in the teleconference on all the three days of the conference. Barring a few all the receiving centres, had received the programme held. The programme of facilitators was found to be satisfactory among all the programmes.

Recommendations

The following recommendations were made in the study:

- an adequate number of demonstrations, examples and teaching aids, video clips of classroom situations and computer aided situations should be part of the presentations.
- the quality of sound and the transmission need to be improved.
- the time allotted to read support material and for discussion by the panelists was inadequate; at least one hour may be given for reading the support material and for in-text activities. The afternoon session should be devoted to question-answers only. This will enable participants to do justice to the support material and discussion by the panelists. Alternately, the support material should be distributed well in advance i.e. at least the start of a week before the teleconference.
- a carefully designed feedback proforma should be included in the support material for future training programmes through teleconference.
- actual impact of teleconferences on its target beneficiaries i.e. district and block level resource persons, cluster coordinators and teachers should be investigated through classroom observations and interviews.

9.3.8 Feedback from DPEP, Orissa

In Orissa an evaluation study on teleconferencing programme on universalization of primary education in the context of girls' education was taken up with a view to assess the strengths and weaknesses of teleconference programmes to provide academic inputs through distance mode. Feedback received indicated that participants gained maximum knowledge about the special strategies to be adopted for tribal areas in the context of girl child education, problems of girl child, formation of MTA and various issues of primary education concerning girl child through teleconferencing programme. Participants expressed their satisfaction about the language used in the teleconferences and expertise of the panelists as revealed through their lectures and interventions. They were also satisfied with the presentations by the anchor person(s).

9.3.9 Feedback from DPEP, Uttar Pradesh

In Uttar Pradesh, feedback/proformae were used to collect participants' reactions to the programme on *Qualitative and Quantitative Enhancement of School Education through Community Participation* to study the impact of teleconferencing. Analysis of these proformae indicated that the participants took an active interest in the activities and were enthusiastic about various aspects of schooling. They were also satisfied with the presentations and responses to their questions. However, they felt that more time should be given to the question-answer sessions. They reported that many queries went unattended because of lack of time and a few reported lack of individual attention. They hoped that such teleconferences would be held in future also

so that this provided a forum to teachers to share their experiences with fellow teachers and others.

9.3.10 Feedback Study by DPEP, Tamil Nadu

A feedback study was conducted on teleconferencing programmes organized in the state by DPEP, Tamil Nadu to assess the effectiveness of the programmes. The study was conducted by involving a different agency, viz. Taleem Research Foundation, Ahmedabad.

Objectives

The objectives of the study were:

- to collect feedback on the quality of teleconferencing and teaching inputs provided to the participants;
- to analyse reactions of the participants on the organization of teleconferencing;
- to study the perception of participants on the two-way audio and one-way video communication technology used in training programmes;
- to study awareness among the participants on the cost of training;
- to analyse the effectiveness of teleconferencing in updating participants' knowledge; and
- to study the quality of transmission from the teaching end.

Methodology

The study followed an in-depth and qualitative approach. The study was carried out on primary school teachers who had received training through teleconferencing programmes organized in Tamil Nadu during April 25-30, 1999.

Research Techniques

In the Tamil Nadu feedback study two qualitative research techniques were used for the collection of data viz. (a) focus group discussion, and (b) participant observation

Based on experiences gained in teleconferencing, twelve indicators were identified and incorporated in focus group discussion (FGD); these were as follows:

- | | |
|--|--|
| i) Pre-conferencing arrangements (preparation) | vii) Timing of the training |
| ii) Infrastructure facilities | viii) Coverage of beneficiaries i.e. the primary school teachers |
| iii) Teleconferencing experience | ix) Quality of interaction |
| iv) Mediation | x) Quality of output |
| v) Quality of inputs | xi) Perceived benefit |
| vi) Quality of resource persons | xii) Problems encountered |

Findings

The major findings of the study were as under:

Pre-Conferencing Arrangements (Preparation)

As far as the preparation was concerned, the participants were not well prepared for the training through teleconferencing. The basic reason for this was that the training manual was not provided to participants on time or it was provided just before the programme started or on the day of the training, consequently, the participants were not briefed properly.

Infrastructure Facilities

Teleconferencing required sophisticated infrastructure and related facilities. Hence, adequate attention was given to ensure effectiveness of teleconferencing in terms of the infrastructure facilities provided. The participants, in general, expressed their satisfaction about the facilities provided e.g. TV, telephone, standby arrangement in case of power failure and the quality of telecast. However, they expressed the need of fax machines (where not provided) as some questions could have been asked in writing rather than through telephone calls.

Teleconferencing Experience

In each FGD, the participants expressed their satisfaction about the new method(s) of training and were satisfied about their experience. They revealed that their level of confidence had improved because of the interaction with the experts. Teleconferencing was treated as an engaging method that generated a number of questions, which were mostly absent in conventional training. They, however, felt that questions were not satisfactorily responded to by some experts. The participants appreciated the programme and they felt that they had learnt about multidimensional questioning skills through various questions from the participants at different centres. There were some common reactions expressed by all participants which are listed below:

- while experts were responding to questions, other calls were being received simultaneously. These distracted the participants and adversely affected their concentration.
- during the question-answer sessions the attention of all participants at the centre was deflected from the programme as they focused their attention on the person who was raising the question.
- all the centres did not get the opportunity to put questions to the experts. They proposed that every center should be allotted specific time for asking questions.

Quality of Inputs

The participants at Chennai with more than 10 years of teaching experience expressed the view that the manual provided for the teleconferencing training was of better quality than the one provided for conventional training. However, the participants at T. Kallupati centre mentioned that the quality of tele-lectures could have been improved.

Feedback on Resource Persons

Feedback on Resource Persons revealed that most of the participants were satisfied with the way of experts explained things. The participants however felt that the panelists should have held up the activity in progress i.e. discussion, presentation, or demonstration while questions were being asked by participants. They suggested that the resource persons should have first completed one question before moving over to the next. A few participants pointed out the mistakes made by the experts during teaching/explaining.

Time Favoured

The participants suggested that programmes should not be conducted in April as they are busy with examinations related work and evaluation of answer scripts during this time.

Coverage

The participants were of the view that the teleconference method was helpful in covering many more participants in comparison with conventional training; and training should not be provided just to the selected few, but to all teachers.

Quality of Interaction

The participants felt that the time allotted for interaction with the experts was

inadequate, because the panelists could not respond all questions. The audio quality during interaction varied, as the voice of the panelists was louder than that of the person putting questions to the panelists over telephone.

Quality of Output

At Chennai, the group with more than ten years experience found the picture quality to be poor. At T. Kallupatti, participants mentioned that audio was clear while video was not upto the mark.

Cost

The participants mentioned that the teleconferencing method was a costly affair as compared to the conventional method. The dish antenna, phone calls, food and other arrangements would make the programme much more expensive.

Perceived Benefits

Almost all the participants expressed the view that teleconferencing method was more beneficial than other methods as there was spontaneity in asking questions. They felt that doubts could be settled through direct interaction with experts and additional information could also be obtained from experts through teleconferencing. However, if the answers given by the experts were not convincing, setting further questioning or clarification was not possible.

Suggestions

Certain suggestions were also made by the participants which are briefly described below:

- the majority of the participants wanted that such training should be conducted for other subjects also;
- the training centres should be located at a central place in each district;
- if the questions were flashed on the screen instead of or in addition to their audio presentation it would benefit all participants;
- a recording of the whole teleconferencing exercise should be made and a copy of it should be made available to every centre as it would be helpful in future training programmes;
- coverage in terms of topics, target groups etc. should be increased;
- if a book containing all the programmes is published, it would be of great value to the teachers; and
- participants expressed the view that more time should be allotted for discussions by the experts than for tele-lectures.

9.4 Feedback on Video Programmes

In Gujarat, a feedback of video programme on *Sonal Nu Shamnu* was obtained during the SRG-DEP meeting held on May 1, 2002. It was felt that the inherent message had been effectively communicated since mobilization for enrolment and education of the girl child was undertaken in right spirit. Video programmes on tribal education and body parts in English and success story of Nathubhai Patel were shown to BRC, CRC and teachers, and it was found that these programmes had great influence on them as these could be used for good practices in schools. Video programmes used in different teleconferences also motivated the participants for better learning.

In a composite feedback study in Kerala on distance learning, it was found that video programmes in connection with Kinginikkootam (pedagogical innovative activities) primary school teachers were motivated. But all primary teachers were not able to see the programme and no follow up activities took place.

9.5 Conclusion

DEP-DPEP encouraged feedback and impact studies of distance education learning activities carried out both at the national and the state levels in different distance modes. Some of the feedback studies were conducted independently as special projects e.g. in Haryana on teleconferencing, in Himachal Pradesh on radio programme *Gyan Kalash* and *Hello Ankur* in Andhra Pradesh on a radio project, *Vindam Nerchukundam* in Karnataka on the radio-broadcast *Keli-Kali*, in Orissa on *Mathematics*; Other feedback studies specially related to teleconferencing were conducted as part of in-built system while organizing such events. The findings of these studies showed to indicate that distance learning modes had reinforced and supplemented in-service teacher training programmes. Further, hard spots in curricular areas viz. in mathematics, environmental studies and language teaching led to better teaching-learning process in class-room. Similarly, teleconferencing programmes in contextual issues brought further clarity in understanding the underlying thrust of a particular theme in question. Feedback related to organization of teleconferencing provided opportunity to improve the telecast both at the teaching-end (studio) and at the learning-end. In teleconferencing some suggestions have been made for better receptivity, use of video clips, adequate number of demonstrations, providing project briefs before transmission.

CHAPTER X: MONITORING OF DISTANCE EDUCATION PROGRAMME

10.0 Introduction

Monitoring is one of the essential components of any project for its effective implementation. Regular monitoring of a programme provides continuous prompt feedback. Monitoring tasks need to be planned on the basis of the following considerations:

- whether activities and programmes are being implemented in a planned manner;
- whether activities and programmes are being conducted within stipulated time-management and financial parameters;
- whether logistics are attuned to programme requirements;
- whether personnel/faculty responsible for implementing the activities and programmes can respond to the nitty-gritty of the process of implementation with efficiency;
- whether corrective measures have been taken so as to avoid any lapses or pitfalls;
- whether a feedback mechanism has been put in place and is being regulated; and
- whether the activity/programme is geared to fulfilling the stated programme objectives.

Obviously, DEP had from the very inception of the project provided a monitoring mechanism so that it could be implemented in a well-organised manner and it could achieve the specific objective(s) of each particular activity or programme and thereby the overall stipulated objectives of the project. The monitoring mechanism devised for DEP had the following components which came up because of the observations, deliberations or initiatives made by them:

- Advisory Committee;
- Programme Implementation Committee;
- National Experts Group;
- Distance Education Coordinators' Business-cum-Orientation Meetings;
- State Resource Groups;
- Visits of State In-charges to states;
- Monthly Reports on Activity Implementation/Planning;
- Review Missions;
- State Project Offices; and
- Data Base and Documentation.

A brief description of all the above monitoring components is as follows:

10.1 Meetings of Advisory Committee (AC)

When the DEP project was in the process of implementation, an Advisory Committee was constituted. The composition of this Committee is given in chapter I under table 4.

Responsibility of this Committee was to provide necessary broad directions for the project. It was stipulated that at least this Committee would meet once in a year. The meeting of this Advisory Committee had taken place ten times from the inception of the project till its termination in June 2003. This Committee being the apex advisory body to this project directed the project according to the tasks assigned to it. Minutes of the Advisory Committees were prepared and circulated to the members. Preparing the agenda for any meeting of the Advisory Committee, invariably included action taken report(s) (ATRs) on the minutes of the previous meeting which were meant for perusal of its members. This ensured implementation of all decisions and their monitoring. The Advisory Committee was reconstituted in March, 2001. During the operation of the DEP project, it had initiated a number of measures for monitoring various activities and processes under the project.

10.2 Meetings of Programme Implementation Committee (PIC)

Programme Implementation Committee played the role of an executive. The composition of Programme Implementation Group is given in chapter I under Table 4.

PIC had the following responsibilities:

- decisions on day-to-day functioning of the project
- regular monitoring
- identification of various task groups

The meetings of the Programme Implementation Group were organized to discuss various issues pertaining to the implementation of DPEP activities. In all ten meetings of the PIG had been held of between Sept., 1997 and June, 2003.

10.3 Meetings of National Experts Group (NEG)

The National Experts Group was a sub-group of the Advisory Committee. It consisted of 5 or 6 experts from media, educational technology, education etc.

The role of National Experts Group was to provide expert advice and technical support to DEP according to the stipulations under MoU. The meetings of the NEG took place during the initial stage of the project. Six meetings of national experts group were held.

10.4 Meetings of State Resource Groups (SRGs)

For smooth conduct of the DPEP Project at the state level, State Resource Groups were constituted in DPEP States. The functional responsibility of State Resource Groups to provide technical and academic support to the project and guide the State Project Office in the implementation of the DEP Programme. DEP headquarters had been interacting with the State Resource Groups for planning distance education activities from time to time and getting a feed back on implementation of DEP activities in the concerned states. The State Resource Group was composed of subject experts in curricular areas of primary education viz. language, mathematics, EVS and contextual areas like gender issues, integrated education of the disabled, community mobilization, management, alternative schooling etc.

10.5 Meetings of Distance Education Coordinators (DECs)

DECs were appointed in all DPEP states to carry out activities and programmes for the Distance Education component. They were placed in the State Project Director's Office of DPEP and they carried out distance education programmes under the supervision of State Project Director. At the state level, DECs functioned as regular faculty for the programme. They had liaison between the state and the DEP headquarters and provided feedback on regular basis through submission of monitoring reports related to the activities and programmes according to the Annual Work Plan and Budget (AWP&B). DEP had been organizing orientation programmes and business meetings for the DECs from time to time.

A brief description of the objectives and activities of these orientation programmes and business meetings for DECs was as follows:

- to help the DECs understand the project and their role in relation to the DL activities in the states;
- to assist in ensuring liaison among the DIETs, BRCs, CRCs and other primary education functionaries;
- to provide technical know-how for the development of DL materials;
- to help the DECs to understand the importance of coordination between DEP and the State Project Office;

- to orient the DEC's on matters of administration and accounts;
- to help them understand their role in development and dissemination of DL activities;
- to consolidate of the DL activities in the states;
- to ensure documentation of DL activities and good practices;
- to take care of organization of impact/research studies; and
- to ensure settlement of financial and administrative matters.

Orientation programmes (i.e. induction training) for Distance Education Coordinators and Teacher Training Coordinators of DPEP states were organised in December, 1998; September, 1999, October, 2000 and in December, 2002. At the time of finalization of the National Report, the distance education coordinators (DECs) were in position in ten states viz. Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Orissa, Rajasthan and Uttar Pradesh.

10.6 Visits of State In-charges to States

State In-charges were appointed at the DEP headquarters and they were responsible for implementing national level DEP activities in different modes of distance education and in collaboration with the State Project Office. During the implementation of the project, these officers were responsible for constant monitoring of the project. They provided technical guidance and ensured logistic arrangements for national/state level DL activities and release of funds to the State for DEP activities. This was a regular feature of their job profile and necessary interventions were initiated at the behest of these State Project In-charges. Throughout the DEP project, they had been the key resource persons for conducting DL activities like capacity building; development of print material and use of electronic media (audio/video/teleconferencing etc.). Regular meetings of these officers were held at the DEP headquarters with the Project Director and they were responsible for preparation of reports for each DPEP state for the Advisory Committee, and the Programme Implementation Group. This activity provided a dependable mechanism for regular monitoring of the DEP.

10.7 Monthly Progress Reports

Monthly Progress Reports were received from the distance education coordinators on a prescribed proforma (Annexure 2) and these returns ensured monthly monitoring of the project. The monthly progress reports were quite detailed and structured as these were based on various criteria/parameters.

10.8 Joint Review Missions (JRMs)

Supervision Strategies

Supervision in DPEP played a significant role because it was meant to fulfill the following objectives:

- i) monitoring the progress of the programme; and
- ii) assessing and fulfilling needs that arose as the programme progressed.

DPEP provided for regular supervision missions to assess progress towards objectives of DPEP's and also progress in identified thematic areas.

Initially supervision missions used to visit the states quarterly. Two of the quarterly missions were joint supervision missions while the remaining two missions were called internal supervision missions. The internal supervision missions were conducted by the Government of India. The Joint Supervision Missions, later on renamed as Joint Review Mission, since the 8th Mission, consisted of the nominees of funding agencies and the Government of India. Seventeen JRMs had been mounted till the termination of this project. Some of the JRM's performed the functions of an in-dpth review mission (IDRM). The 6th JSM and the 10th JRM were such missions for Phase I and II districts respectively. The system of biannual Joint Review Missions continues but it was decided in 1997 that ISMs would not be organized every half-yearly here after. Now ISMs are launched by the Bureau as targeted missions for specific purposes as and when required.

10.9 State's Role

In addition to the JRMs and the ISMs, the states and the Bureau of the DPEP, MHRD had their own mechanisms for supervising the programme. These included monthly review meetings, special state missions to districts, visits by the state project office functionaries to the districts, the EMIS and the PMIS reports etc.

10.10 DEP-JRM's

Distance Education Programme (DEP) was started in 1997. It took nearly one year to establish DEP as the major national component of DPEP. Distance Education Programme evolved as a sustainable system of in-service education geared to improving the effectiveness of the teaching-learning process in primary schools. Joint Review Missions, and Supervision Missions monitored DEP activities as mentioned in the Annual Works Plan and Budget (AWP&B).

DEP office used to submit a *Progress Overview* whenever these JRM's and Supervision Missions were mounted. Besides this, external members of the JRM's also used to visit the DEP office and interact with the DEP faculty for on-the-spot review.

Progress Overview contained full details of activities carried out both at the national and state level. It provided information and analysis of the current status of procurement of DRSs, material development, planning meetings, national workshops and meetings, documentation of activities and DL materials, status of capacity building, participation of the DEP faculty in seminars and training programmes and activities initiated at the state level. Progress Overview Report (Part-I) of JRM's would devote one full chapter on DEP activities with a view to reflect the progress of DL activities under DEP.

In each JRM, the Progress Overview Report (Part-I) would present the activities undertaken after last Joint Review Mission and identify the progress of activities in bold print. The 17th Joint Review Mission (April - May, 2003), documented the Progress Overview of DEP activities as proposed in the AWP&B for 2002-2003. The reporting of activities was classified in two categories. The first one related to the activities initiated at the national level and the second one dealt with state -initiated activities carried out with the technical support of core faculty of DEP.

10.11 Data Base and Documentation

Another mechanism of monitoring pertained to developing a database on and documentation of DL activities in DEP-DPEP, HQs, New Delhi as well as in the State Project Office of the DPEP. It might be stated that DEP activities were initiated and carried out either at the national level or at the state level and these were documented and disseminated among the DPEP states. Some of the important national/international conferences, workshops, and seminars were documented and their proceedings published for wider dissemination by the DEP as a routine activity under this component.

10.12 Conclusion

From the very inception of the project DEP had provided monitoring mechanism so that it could be implemented in a well-organized manner. The monitoring mechanism had components as described in the preceding paras. The above monitoring mechanism provided programme direction related to plan, design, develop, and organize distance learning activities in the DPE states as well as policy formulation in conduct of the DEP. Majority of the national and international level programmes were initiated at the instance of

Advisory Committee, Programme Implementation Committee and National Expert Group which was sub-group of the Advisory Committee.

State-initiated distance education programmes were based upon the state Annual Work Plan and Budget (AWP&B) formulated each year which originated from the deliberations of the state planning workshops. Distance education coordinators served as liason officers on behalf of the DEP-DPEP, (nodal office of the project). In some states where state resource groups were constituted, these SRGs guided and directed the state-need-based activities. Visits by state-in-charges at DEP, were responsible for implementing national level DEP activities in different modes of distance education and in collaboration with the state project office. During the implementation of the project, these officers were responsible for constant monitoring of the project. A proforma was devised by DEP for monthly returns. These monthly progress reports were quite detailed one as these were based on various criteria/parameters. State project office at its level was made responsible to monitor the DL activities. Joint Review Missions (JRMs), the states and the Bureau of DPEP, MHRD, had their own mechanisms for supervising the programme. DEP office submitted to JRMs the regular *Progress Overview* of DL activities carried out both at the national and state level. The progress overview report (part I) of JRMs would devote one full chapter to DL activities with a view to reflect the progress overview under DEP-DPEP, IGNOU.

CHAPTER XI: SUMMARY

11.0 Universalisation of Elementary Education: A National Agenda

During the post-independence period in India, there has been considerable expansion in educational facilities and enrollment at the elementary stage (Classes I-VIII). There has been three fold increase in lower primary schools and fourteen fold increase in upper primary schools between 1951 and 2001. Similarly, literacy rate increased from 18.33 percent in 1951 to 65.38 percent in 2001).

The universalisation of elementary education has been a national agenda. The country has responded to the call of "Education for All" (EFA)- resolution of the world conference held in March, 1990 in Jomtien (Thailand). India was signatory to the Jomtien declaration. The declaration of EFA took a broadened vision of basic education as consisting of formal schooling, non-formal education programmes as well as open learning systems which together attempted to provide basic education to all children as well as adults. The children of age up to 14 years were to receive compulsory, free universal primary education under the article 45 of the Indian constitution (1950) enshrined in the chapter of the Directive Principles of State Policy. But this goal of universal primary education has been elusive so far. The Supreme Court of India has recognized education as a fundamental right flowing from the right to life and liberty. The constitution (86th Amendment) Act 2002 has been enacted by the Parliament to provide free and compulsory education to all children in the age group of 6-14 years.

11.1 Partnership of Government of India with State Governments

The government of India, in partnership with the state governments, made a number of attempts to meet the challenge of promoting elementary education to all children in pursuance of the directive under Article 45 of the constitution; which was reiterated in the National Policy of Education (1986), revised in 1992. The nineties witnessed a dramatic increase in public demand for elementary education. The central and the state governments responded well by undertaking many bold programmes to meet the national challenge of UEE. Many central sponsored schemes were launched after NPE, 1986. The chief among these are the National Literacy Mission (NLM); Mahila Samakhya (MS); Operation Black Board (OB); District Primary Education Programme (DPEP), Non-formal Education (NFE); Shiksha Karmi Project (SKP); Lok Jumbish

Project (LJP); National Programme of Nutritional support to Primary Education (Popularly known as Mid-day-Meal Scheme).

11.2 District Primary Education Programme (DPEP)

District Primary Education Programme in India was launched in 1994 in line with the earlier pilot schemes viz. Andhra Pradesh Education Project; Bihar Education Project; U.P. Basic Education Project which indicated that the focus of operationalising the strategy for achieving universalisation of elementary education was to be met through district specific planning and disaggregated target setting. The DPEP is a centrally sponsored scheme and funded as externally aided project from IDA (soft loan); DFID (grant); EC (grant); Unicef (grant); and Netherlands (grant). It is in operation in 18 states on district specific allocated funding. Eighty five percent of the project is met by the Government of India and the remaining 15 percent shared by the state government. The Government of India share is resourced through external assistance.

11.3 Rationale for Training using Distance Learning Inputs and Materials

The decade (1991-2000) witnessed many a significant development in the field of distance education in India. Advances in information, communication technologies (ICTs), and satellite communication increased the reach of open learning system and the use of distance mode in education. Contemporary distance education technologies in India include teleconferencing, innovative self-learning modules, greater reliance on practicum especially hands on-experience, tutorials, phone-in-facility and academic as well as personal counseling. TV broadcast and greater use of audio-video cassettes have made it possible for distance education learners to upgrade their knowledge and competencies without leaving their world of work.

11.4 Launching of DEP under IGNOU in collaboration with NCERT

The Indira Gandhi National Open University (IGNOU) makes use of self-instructional print materials, audio-video programmes, theory based and activity-oriented assignments, tutorials and academic counseling, contact sessions and internship; radio and TV broadcast and teleconferencing for its professional programmes. Such a multiple channel approach to instructional organization can be easily adopted for the training of primary school teachers and other functionaries working in this sector. In DEP 18 states: Andhra

Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttaranchal, Uttar Pradesh and West Bengal, IGNOU through the implementation of its Distance Education Programme (DEP) has endeavored to address these concerns through the process of capacity building among teachers and other functionaries in the primary education sector. The project of DEP was proposed by IGNOU as a leading agency in collaboration with NCERT under DEP-DPEP II during 1996 and thus approved by MHRD through a loan from the International Development Association (World Bank) towards the cost of Second District Primary Education Programme. DEP-DPEP, IGNOU has carried out the task in accordance with the project proposal contained in the document submitted by it to MHRD.

11.5 Objectives of DEP

DEP was geared to the attainment of following objectives:

- to provide technical support in designing, developing, producing and delivering distance learning (DL) inputs and materials for training the primary education personnel;
- to build capacity among institutions and people at national, state, district and sub-district levels in designing, developing and producing and delivering DL inputs and materials;
- to assist in reducing transmission loss by suitable DL interventions, thereby increasing consistency and quality of training efforts;
- to develop materials and organize training inputs for selected district level personnel;
- to assist in augmenting the existing EMIS to incorporate data base related to training.
- to develop a mechanism to assess trainee performance for providing credits leading to certification.

11.6 Annual Work Plan and Budget (AWP&B)

District Annual Work Plan and Budget (AWP&B) served as the Core element of the project in order to achieve the desired goals. The perspective plan of a district is segregated into Annual Work Plan and Budget with a proposed list of activities with budgetary support to implement the AWP&B. These AWP&B originated from the well planned and deliberated meetings under expert guidance. District Institutes of Education and Training (DIETs) at the District Level were the real hub of activities.

AWP&B were prepared by the states each year based on the need-assessment

of training programmes meant for different levels of functionaries. For this purpose State Planning Workshops were also organized in the states.

11.7 Gains Achieved so far by DEP

One hundred and ninety DRSs for teleconferencing were installed in these states in addition to 40 internet access devices (IADs) for use in education and training of primary education personnel. One hundred twelve teleconferencing programmes were conducted during the project period i.e. between July, 1997 and June, 2003.

DL activities led to capacity building for providing technical support in designing, developing, producing and delivering DL inputs and materials for training the primary education personnel at the grass root levels as well as capacity building among institutions and people at national, state, and district levels by organizing orientation cum training workshop; national and international seminars.

11.8 National Level Programmes

At the initial stage, DEP organized two national level technical workshops at Bombay and Delhi respectively in order to identify the training areas and prepared detailed state and district plans for providing DEP interventions. The deliberations of these two workshops led to the preparation of guidelines which helped in directing DL activities in the states.

11.9 National/International Workshops/Meetings

During its operation, DEP organized the following national/international level workshops or meeting:

- (i) *A three-day national workshop on Professional Development of Primary Education Personnel through Distance Education during March, 1999.*

The workshop resulted in

- identification of areas of teacher transactional skills that could be developed through distance mode.
- identification of alternative training strategies for meeting professional needs through distance mode
- development of suitable evaluation and monitoring mechanisms in the context of distance education.

(ii) International Workshop on Professional Development of Primary Education Personnel.

A three-day international workshop was organized during February, 2001. at New Delhi on Information and Communication Technologies (ICTs) for professional development of primary education personnel. In all 62 technical papers were presented which later on divided into four sub-themes.

- (i) Case Studies on Technology based Professional Training.
- (ii) Training inputs for Professional Development.
- (iii) Collaborative Learning Initiatives.
- (iv) Researches on Technology for Professional Development

A few major recommendations originated from the deliberations which synthesized the core issues in pedagogical approaches for teacher training programmes with their integration with technology. The workshop recommended preparations of multi-media training packages as exemplary material at the national level for subsequent adoption by the participating states.

(iii) National Level Meetings to discuss Various Research Issues and Development of Distance education Model

A series of national level meetings were organized during 1998-2002 for highlighting research issues and for developing a distance education model.

(iv) International conference on Story Telling in the Digital Age

DEP-DPEP organized a training workshop on New Media and Education in collaboration with National Institute of Design (NID), Ahmedabad. Eight DPEP states participated and received training in new media animation design.

(v) Story Telling As a Teaching Tool

Another workshop organized in collaboration with NID, Ahmedabad focused again on the theme of *Story Telling as a Teaching Tool*. The workshop was titled Sutra (the Thread Link). The workshop had participants from India and abroad.

(vi) National Workshop on Early Childhood Care and Education (ECCE)

A two-day National Workshop was organized during December, 1999 to design a video package that would provide visual presentation of abstract and theoretical concepts of ECCE which in face-to-face training situation often leads to verbalism and consequently further abstraction.

(vii) National Level Teleconferencing on Sarva Shiksha Abhiyan (SSA)

At the instance of MHRD, DEP organized a national level teleconferencing session on Sarva Shiksha Abhiyan (SSA) at EMPC, IGNOU on April, 3, 2003. The focus of the teleconferencing session was on:

- sharing of experiences of different states relating to planning, implementation and monitoring of Sarva Shiksha Abhiyan;
- analysis of the scenario in respective states with respect to UEE and needs for Sarva Shiksha Abhiyan;
- taking stock of the progress made so far under SSA across the country in general and the DPEP states in particular.
- developing the road map for UEE in the coming years of the Tenth Five-Year plan period.
- highlighting the problems being faced in the states during implementation of SSA; and
- suggesting remedial measures to improve the progress of SSA and attainment of its goals.

The team of panelists comprised of senior officials of the MHRD and Vice-chancellor, IGNOU in the capacity of chairman DEP-DPEP, Pro-vice-chancellor, IGNOU and the Project Director, DEP. At the learning end senior officers of the State Education Departments and Mission Directors participated. His Excellency, the Hon'ble Governor, Rajasthan was the guest of honour and delivered a keynote address wherein he underlined the need of achieving the goal of SSA by 2010.

(viii) National Seminar on Radio as Tool of Learning: A case for Sarva Shiksha Abhiyan (SSA)

The two-day seminar was organized at India International Centre, New Delhi on May 27-28, 2003 by DEP-DPEP. During this seminar, rich experiences based on various radio projects launched under Distance Education Programme in different states were shared with the experts. The experts were from the world of media, All India Radio, education and pedagogy. As many as 36 experts participated in the seminar. Fifteen papers were presented/circulated in this seminar. The deliberations during this seminar provided very useful guidelines for effective utilization of radio (live and broadcast) as a medium for learning at the primary level.

11.10 Capacity Building Among States

Capacity building of institutions and people at State, District and Sub-districts

levels in terms of designing, developing, producing and delivering distance learning (DL) inputs and materials had been one of the major activities of Distance Education Project in order to sustain the system of in-service education of primary teachers. For this purpose, a well-documented manual titled *Capacity Building in Development of Distance Learning Materials and Multi-media Packages: Guidelines* was prepared by the Project Office for providing detailed guidelines to all concerned.

The guidelines also explained the procedure for organizing the workshops/ meetings in detail as well norms for conducting DE in-service education programmes.

11.11 Workshops for the Development and Distribution of DL materials

Content briefs were developed on Mathematics, EVS, Languages and other general topics for development of DL materials through workshops. Content briefs related to various themes identified as hard spots were developed. Areas of intervention had already been identified in State Action Plans. These interventions also dealt with themes and hard spots for content upgradation through DL materials (e.g. in languages, Maths & EVS) and pedagogical issues like preparation of school readiness package, teacher motivation, multi-grade teaching, activity-based teaching, education of children with special needs, issues in primary education, school management, knowing the child and teaching - learning process.

After providing training to participants and developing drafts for self-instructional materials by them the drafts were later on edited and finalized through an editing workshop as a follow-up. After SIMs had been edited, these were field-tested in some states before printing. Further, in order to develop the capacity at district level, training-cum-development workshops on SIMs were organized at the district level in some States. Through training-cum-development workshops, 266 drafts were developed and out of which 205 were finalized and edited. Most of the print materials were developed in regional languages, Karnataka was the only state which developed its teachers training package in English. West Bengal translated its teachers training module in Hindi, Urdu and Nepali. Around 0.159 million print materials and SIMs were produced and disseminated for wider use for training purpose. Similarly 0.1 million telematerial and SIMs were distributed for teleconferencing.

11.12 Training-cum-Development Workshop for Audio Script Writing

Keeping in view the state requirements and the content briefs developed for audio during the preparatory workshops, draft audio scripts were developed in the training-cum-development workshops organized in different states. The major objectives of these training-cum-development workshops were to train the participants in the development of audio scripts and to base them specifically on the content briefs already developed. As a follow-up, the states too organized editing workshops on audio scripts. In all, 351 audio scripts were developed and out of which 160 were edited and finalized.

This process of production and duplication of audio version was used in two ways: (a) for training through audio-cassettes as in the case of Haryana (Perna geet, Hanste gaate, Tarang etc.); and (b) for radio broadcast as in case of Himachal Pradesh, Maharashtra, Karnataka, Andhra Pradesh, and Orissa. In all 317 audio programmes were produced in different states for radio broadcast; of these 208 audio programmes were used in Karnataka, 91 in Andhra Pradesh and 18 in Maharashtra. It is worth noting that the radio broadcast were in content areas of Mathematics, EVS and language.

11.13 Radio Broadcast and Phone-in Programme

DEP-DPEP promoted radio programmes in different states during the project period. Andhra Pradesh, Himachal Pradesh, Karnataka, Maharashtra were the lead states under radio broadcast and phone-in-programme. Other states viz, Assam, Kerala, Orissa and Uttar Pradesh also used it on moderate scale. Some states used radio broadcast mainly for curricular areas related to primary school curricular viz language, Mathematics and Environmental Studies (Part I and II) and other for contextual issues. Andhra Pradesh named these radio broadcasts as *Vindam Nerchukundam* (Listen and Learn); Himachal Pradesh *Gyankalash*, and *Hello Ankur*, Jharkhand *Nava Vihan* and Karnataka *Keli-Kali* (Listen and Learn). All these states prepared audio scripts and produced these for radio broadcast. A large number of teachers and children have got the benefits of these educational radio broadcast.

A national workshop of the use of radio medium was organized by DEP-DPEP. The participants from these states presented their papers in this workshop and interacted and shared their experiences with other media experts drawn from Indira Gandhi National Open University, National Council of Educational Research and Training and All India Radio. A number of recommendations have originated from this national seminar.

11.14 Video Programmes

Video programmes generally reach the target group in four forms i.e. (i) television programmes; (ii) video cassettes; (iii) cable TV (CATV); and (iv) video CD. DEP-DPEP organized workshops at national and states levels (a) to identify necessary video inputs; (b) to prepare a list of content covered in the available films; (c) to identify situations/contexts in which the programmes could be used; and (d) to develop user guide covering objectives, content briefs and pre and post-viewing activities.

Training-cum-development workshop for video scripts writing were organized on the pattern of the workshops for audio scripts writing. The major objectives of this training-cum-development workshop were to train the participants in development of video scripts and to develop scripts based on the content briefs.

After the development of video scripts, workshops on editing of video scripts were organized. In all 164 video-scripts were developed, out of which 93 video-scripts were edited for production.

11.14.1 Training on use of Video Programmes

States of Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Rajasthan conducted training programmes on the use of video programmes in teacher training. In all, about 500 education personnel were trained on the use of video programmes.

11.14.2 Selection and Duplication of Available Video Films

DEP faculty previewed forty educational video films. Out of these, sixteen programmes were selected for distribution among DPEP states for their immediate use in ongoing teacher training programmes. DEP procured 1050 sets (each set consisting of six cassettes) of these programmes and distributed these in the states of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan and Uttar Pradesh along with a user manual. In addition, some video programmes produced by state agencies in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh, were previewed in workshops organized from time to time. Teacher educators, teachers and training coordinators participated in these workshops to select relevant programmes according to the needs of their DPEP states. These selected video programmes (video films, video cassettes) were duplicated and distributed to the target groups.

DEP also initiated action with state support for providing video programmes

through video documentation for sharing of experiences on innovative experiments and good practices.

11.15 Capacity Building Training in Teleconferencing

Teleconferencing is a very important mode of distance learning because it covers a larger audience by using 2-way audio and 1-way video. Capacity building of state personnel for teleconferencing was organized from time to time by DEP-DPEP in collaboration with DECU-ISRO (Ahmedabad) to train functionaries in the art of teleconferencing. Capacity building training sessions in this regard were organized for DPEP states. The faculty of DIETs, and state project offices were trained to act as facilitators, anchor persons and resource persons plan and execute step by step the entire process of teleconferencing. Hands-on experience was provided to them for gaining confidence in organizing teleconferencing independently.

As capacity building exercise, State Resource Group for Teleconferencing was developed in states by providing training to several senior SPOs, and faculty members of SCERTs, SIEMATs, and/or SIETs, and DIETs in the organisation and conduct of teleconferencing. Two workshops, one at Bangalore and another at Delhi, were conducted in August 2001 to familiarize the state personnel with the use of internet access device (IAD).

Themes of teleconferencing programmes were mainly in four broad areas i.e. building awareness; contextual issues; curriculum areas; and state-specific. Majority of contextual issues covered under teleconferencing related to (i) integrated education for the disabled; (ii) education of the girl child; (iii) action research; (iv) roles of DIETs, BRCs, CRCs, and VEC in facilitating training programmes for various target groups; (v) roles of parents in helping the child in academic activities of the scheme; (vi) micro planning; (vii) tribal education; (viii) community mobilization; (ix) universalization of elementary education; and (x) alternative schooling.

In curricular areas programmes related to curriculum issues were: (i) activity-based teaching for sciences; (ii) basic concepts in mathematics at the primary stage; (iii) teacher training programmes for languages; (iv) radio project; (v) development and use of teaching learning materials; (vi) project work; (vii) developing writing skills; and (viii) pedagogical improvement in the classroom.

Some of the teleconferencing programmes were organized by the nodal agency i.e. DEP-DPEP, IGNOU and whereas others were organized by the state project office. In all 112 teleconferences were organized under the project. Some states like Gujarat, Harayana, Karnataka, Orissa organized these teleconferences on

large scale, whereas others on moderate scale. States of Bihar and West Bengal could not conduct any teleconference.

11.16 Innovative and Good Practices

DEP, provided a forum to the primary school teachers to go beyond the traditional classroom environment. Some innovative and good practices in different modes of distance education were documented. In all, eleven such innovative and good practices were identified which could further strengthen in quality improvement in primary education. These practices related to (i) print material; (ii) radio broadcast and phone-in-programme; (iii) use of low cost-no-cost teaching-learning materials; (iv) teaching practice in monograde and multigrade situations; (v) success story on IED, gender and play way methods; (vi) use of local cable network for teacher training; (vii) Vikalp (alternative approach in teaching-learning process); (viii) Sabal (teacher training package); (ix) story telling; and (x) creating interactive website.

11.17 Feedback and Impact Studies

DEP-DPEP encouraged feedback and impact studies of distance education learning activities. These were carried out both at the national and the state levels in different modes. Some of the feedback studies were conducted independently as special projects, whereas others were designed as in-built component. On SIM, Assam, Gujarat, Himachal Pradesh, Kerala, and Orissa; on radio broadcast, Andhra Pradesh and Karnataka; on teleconferencing Gujarat, Haryana, Kerala, Maharashtra, Orissa, Tamil Nadu and Uttar Pradesh undertook these feedback/impact studies. On video programmes, Gujarat and Kerala obtained feedback.

11.18 Monitoring of Distance Education Programme

DEP had from the very inception of the project provided a monitoring mechanism so that it could be implemented in a well-organised manner. The monitoring mechanism consisted of programmes approval through standing committees of DEP viz: Advisory Committee; Programme Implementation Committee; National Experts Group at the national level and State Resource Groups at the state level. These Committees and groups also were apprised with the programme implementation and action taken reports as and when meetings of these bodies took place.

Programme officers at the DEP Hqs and distance education coordinators, at the State Project Offices, were regular officers who were made responsible to

carry out DL activities as per Annual Work Plan and Budget of each DPEP states. Project Director at the nodal office, State Project Directors in each DPEP state, were responsible for overall guidance, direction and control of the project. Monthly progress reports based on devised proforma, were also used for progress-watch. Externally DEP was supervised and monitored through Joint Review Missions consisted of representatives of Government of India and donor agencies in addition to Bureau of the DPEP, Ministry of Human Resource Development, Government of India.

Details of Teleconferencing Programmes Organised by DEP in Various States

ANDHRA PRADESH

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Interaction with MRPs about issues concerning Teachers Training	15-16 March, 1999	<ul style="list-style-type: none"> ● Innate Abilities and Natural Learning Experiences ● School Committee & Vidya Volunteers ● Multigrade teaching and activities ● Role of MRPs with respect to Teacher Centres/ Utilization of funds & organization of teacher training. 	Mandal Resource Persons	<ul style="list-style-type: none"> ● Module (Print) covering brief write up on each of the issues. 	17	650
2.	Universalisation of Elementary Education (UEE)	September 8, 2000	<ul style="list-style-type: none"> ● Alternative School ● Community Mobilizations ● Management Information System ● School Monitoring ● Role of DIET and MEOs 	Dy. Inspectors of Schools, Mandal Education Officers, and DIET Faculty	<ul style="list-style-type: none"> ● Video Clippings & Charts 	23	920

Sl. No.	Title of the programme	Dates	Issues covered
3.	Training on teaching Mathematics and discussion on Integrated Education of the Disabled (IED)	14-15 March, 2001	<ul style="list-style-type: none">● Fractions & Decimals● Integrated Education of the Disabled
4.	Interaction with D.Ed. students and DIET Faculty on D.Ed. curriculum	30-31 May, 2001	<ul style="list-style-type: none">● Theory papers, and practical work● Communication● Teaching practice for students (I & II yr).
5.	Training on Teaching Environmental Studies - II	12-13 Sept., 2001	<ul style="list-style-type: none">● Processing, and Characterization● Need & importance of Science● EVS at primary level● Process skills● Principles of Learning● Creating Interest in Science● Evaluation

Target group(s)	Material inputs	Number of centres covered	Number of participants
Mandal Resource Persons, Faculty of District Institute, of Education & Training	<ul style="list-style-type: none"> ● Two Modules (Print) write up on each of the Faculty 	23	980
Students of Diploma in Education District Institutes of Education & Training	<ul style="list-style-type: none"> ● D.Ed. Curriculum 	23	Day I 2600 Day II 4800
Mandal Resource Persons, Faculty of District Institutes of Education & Training	<ul style="list-style-type: none"> ● 7 Modules (Print) (one on each of the issues) ● 8 worksheets 	25	5250

Sl. No.	Title of the programme	Dates	Issues covered
6.	Training of Mandal/District Resource Persons and Teacher Trainers in conducting Science Activities at Primary Level	19-21 Dec., 2001	<ul style="list-style-type: none">● Process Skills● Activities (Experiments) in teaching units on Air, Water, Universe & Clothes based on Class III, IV & V Science lessons

Target group(s)	Material inputs	Number of centres covered	Number of participants
Mandal Resource Persons, District Resource Persons, Teacher Educators of Diploma in Education, Faculty of DIETs	<ul style="list-style-type: none"> ● 7 Modules (Print) containing the procedure of conducting about 90 experiments ● Video film on "Science is doing". 	23	4485

ASSAM

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Discussion/ Training on Persons Materials and its use	20-21 Dec., 1999	<ul style="list-style-type: none"> ● Basic Principles of designing Resource Materials. ● Learning inputs in Resource Materials. ● Learning strategies through Resource materials. ● Organization of activities in relation to lesson plan. Multigrade situation vis-à-vis Resource materials, TLM & Learning Corner Issues & problems in Resource materials. 	Cluster/ Block Resource Centre Coordinators, District Resource Group, Faculty of District Institutes of Education & Training and State Council of Education Research & Training	<ul style="list-style-type: none"> ● Module (Print) containing brief write-ups on all the issues ● 3 Video Programmes 	10	461

Sl. No.	Title of the programme	Dates	Issues covered
2.	Training on Alternative Schooling and Multi-Grade Teaching	4-5 Sept., 2000	<ul style="list-style-type: none">● Day-1: Alternatives: Concept, pedagogical issues, Student evaluation, monitoring & supervision● Day-2: Multi-grade Teaching: Scenario, Essay Lesson Planning, Teaching Learning Materials, Community participation Evaluation, Workbook.

Target group(s)	Material inputs	Number of centres covered	Number of participants
<p>Day-1: Block/ Cluster Resource Centre Coordinat- ors.</p> <p>Day-2: Block/ Cluster Resource Centres Coordinat- ors & Teachers of Multi- grade schools</p>	<ul style="list-style-type: none"> ● Modules (Print) containing write-ups on Alternative Schooling & MGT ● Video (one film) each on Alternative Schooling and MGT 	10	853

CHHATTISGARH

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Orientation & Training of Cluster Academic Coordinators (CACs) in English Teaching for Class-I & II through Teleconferencing	4-6 Sept., 2002	<ul style="list-style-type: none"> ● Role of CACs in English Teaching; ● Presentation of ten demonstration lessons; ● Common mistakes in spoken English; ● Evaluation Techniques in English. 	Cluster Academic Coordinators	<ul style="list-style-type: none"> ● Handbook for Teachers in English Teaching ● Teaching aids ● Computer graphics ● Audio cassettes 	9 centres	500 (approx.)

GUJARAT

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Use of TLM**	February 16, 1999	● Use of TLM	BRC/CRC Coordinators, DIET Faculty (About 450 including non-DPEP districts)	N.A	N.A	1000
2.	Alternative Schooling Systems**	May 13, 1999	● Concepts and Practices	AS Supervisors, BRC/CRC Members, DIET Lectures	N.A	N.A	1150
3.	Role and Responsibilities of VEC, MTA and PTA members under DPEP**	June 11, 1999	● Role and Responsibilities of VEC, MTA and PTA members under DPEP	BRCs, CRCs, DEOs, VEC, MTAs, PTAs and DIET Lectures	N.A	N.A	1150
4.	Village Civil Works Committee**	July 9, 1999	● Civil works related issues	VCWC Members, BRCs/CRCs	N.A	N.A	1150
5.	Tribal Education**	August 20, 1999	● Issues and strategies of Tribal Education	BRCs/CRCs, Teachers	N.A	N.A	1150

Sl. No.	Title of the programme	Dates	Issues covered
6.	School Health and Sanitation**	August 25, 1999	● Issues and strategies of school, Health, Sanitation
7.	DISE Report**	September 24, 1999	● Report on DISE's working
8.	Preparation and Use of TLM in Classroom Teaching**	October 6, 1999	● Use of TLM
9.	Village Civil Works and Alternative Schooling**	November 19, 1999	● Civil works ● Alternative Schooling
10.	Use of Flash Cards in English for Std. V**	December 10, 1999	● Use of flash cards in English as Teaching Aid
11.	Action Research**	January 5, 2000	● Action Research
12.	Teaching English at Class I & II**	25-26 Sept. 2001	● Approach and methods ● Hard spots

Target group(s)	Material inputs	Number of centres covered	Number of participants
BRCs, CRCs, VECs, MTAs, PTAs	N.A	N.A	1000
Head Teachers, Teachers, BRCs & CRCs	N.A	N.A	1150
Teachers	N.A	N.A	1150
Civil Engineers, Teachers, BRCs & CRCs	N.A	N.A	1150
BRCs/ CRCs	N.A	N.A	1150
Teachers, DIET Lectures, BRCs CRCs	N.A	N.A	1150
Primary School Teachers	N.A	N.A	

Sl. No.	Title of the programme	Dates	Issues covered
13.	Teaching of English to Class V	27-28 Sept., 2001	<ul style="list-style-type: none"> ● Listening, speaking, reading & writing skills ● Pronunciation ● Place of Grammar ● Activities for developing language skills ● Evaluation
14.	Integrated Education for Disabled**	Jan. 16, 2002	● IED
15.	Role of BRCs, CRCs in use of TLM Use of School grant Video programme users' guide : Effective use of video	7 September, 2002	<ul style="list-style-type: none"> ● Role of BRCs ● Use of TLM
16.	Integrated Education for the Disabled	September 8, 2002	● IED

Target group(s)	Material inputs	Number of centres covered	Number of participants
Primary School teachers BRCs/CRCs	<ul style="list-style-type: none"> ● Two Modules (Print) each of ● 8 to 10 pages One video clipping 	49	4835
Primary School Teachers and Supervisors	N.A	N.A	4835
Coordinators of BRCs & CRCs	N.A	N.A	1000
BRCs and CRCs	N.A	N.A	N.A

Sl. No.	Title of the programme	Dates	Issues covered
17.	Role C's in form in VEC, MTA,	September 9, 2002	● Role of Coordinators, VEC, MTA
18.	Use of Teachers grant, Discussion on the tour diary of BRCs	September 30, 2002	● Norms
19.	Teaching of English grammar	October 30, 2002	● Content areas of grammar (Hard spots)

Target group(s)	Material inputs	Number of centres covered	Number of participants
BRCs and CRCs	N.A	N.A	1600
BRC's	N.A	N.A	1500
BRCs, CRCs, DIET lecturers, Local teachers and OICs	N.A	N.A	1750

HARYANA

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Action Research Competency-based Teacher Education**	May 5, 1999	<ul style="list-style-type: none"> ● Concept and practical aspect of Action Research 	Teachers (More than 500 including non-DPEP districts)	N.A	N.A	N.A
2.	Demystifying issues relating to the textbooks and sharing of field experience of using textbooks	28-29 June, 1999	<ul style="list-style-type: none"> ● Basic issues relating to the preparation of textbook "Hanste Gaate" and "Antrang", and Teacher's handbook ● Problems relating to teaching of textbooks in classes I & II ● Sharing of experiences related to the above 	<ul style="list-style-type: none"> ● Teachers ● BRCs/ CRCs ● DIET Faculty 	<ul style="list-style-type: none"> ● 15 Modules (Print) of 2 to 3 pages ● One video film 	7	900

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
3.	Interaction with Alternative School Functionaries on implementation and expansion of Alternative Schooling Programme	June 30, 1999	<ul style="list-style-type: none"> ● Role and Responsibility in the context of DPEP ● Alternative schooling programmes and related issues ● Sharing of experience related to the implementation of AS programme 	<ul style="list-style-type: none"> ● Alternative School Instructors & Supervisors ● Block & Cluster Coordinators 	<ul style="list-style-type: none"> ● 10 Modules (Print) each of 2 to 3 pages ● Charts & Graphics 	7	250
4.	Interaction with field functionaries on demystifying Gender Sensitisation campaign and gender issues	Sept. 27-28, 1999	<ul style="list-style-type: none"> ● Status of Girls Education, problems, issues ● Experiences relating to Enrolment, Retention, Achievement of girls ● Sharing of experience related to the above 	<ul style="list-style-type: none"> Teachers BRCs/ CRCs Anganwadi workers Parents 	<ul style="list-style-type: none"> ● 25 Modules (Print) of 3 to 4 pages each ● One video film ● Activity sheets 	7	350

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
5.	Interaction with field functionaries on conceptual changes in pedagogy and development of Teaching Learning Materials	Jan. 29, 2000	<ul style="list-style-type: none"> ● New pedagogical concepts ● Field experience on the use of new textbooks ● Discussion on text book 'Humjoli' ● Development of TL materials 	<ul style="list-style-type: none"> ● Teachers ● BRCs/ CRCs ● DIET Faculty 	<ul style="list-style-type: none"> ● Module (Print) ● Video film 	7	600
6.	Interaction with field functionaries on strengthening of Village Education Committees	June 30, 2000	<ul style="list-style-type: none"> ● What & Why of VEC ● Roles & functions in primary education ● Field experience of VEC members in improving primary education 	<ul style="list-style-type: none"> ● Village Education Committee Members ● BRCs/ CRCs ● Parents 	<ul style="list-style-type: none"> ● Module (Print) ● Two Video films 	7	600
7.	Training of Teachers & Teacher Educators about Educational Practices and Action Research	3-4 August, 2000	<ul style="list-style-type: none"> ● Action Research: Introduction ● Meaning & Scope ● Steps ● Tools & Techniques ● Illustrations ● Report Writing ● Problems & Issues ● Action Research in Haryana 	<ul style="list-style-type: none"> ● Teachers ● BRCs/ CRCs ● DIET Faculty 	<ul style="list-style-type: none"> ● 10 Modules ● 2 Video Films 	7	700

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
8.	Facilitators' Training in teaching English at Primary Level	18-19 Sept., 2000	<ul style="list-style-type: none"> ● Teachers Training ● 5-years' English Syllabi ● Teacher Training (English) Schedule ● Preparation of activities for enhancing listening & speaking skills ● Role in organizing teacher training through teleconferencing 	<ul style="list-style-type: none"> ● Teacher Educators ● Secondary School Teachers of English 	<ul style="list-style-type: none"> ● 3 Modules (Print) covering different aspects of teacher training for teaching English ● Two Video Films ● Charts 	7	210
9.	Training of Teachers in Teaching English at Primary Level	30 Sept., 13,20,21 & 30 Oct., 30 Nov. & 4 Dec., 2000	<ul style="list-style-type: none"> ● Teaching English to class I ● Preparing activities for inculcating listening & speaking & using these in classroom ● Creating conducive environment for learning English ● Evaluation strategies 	<ul style="list-style-type: none"> ● Teachers ● BRCs 	<ul style="list-style-type: none"> ● 3 Modules (Print) each of 8 pages ● 2 Video Films ● Graphics 	21	About 1200 per programme Total 8400

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
10.	Interaction with field functionaries on Integrated Education of Disabled Children	18-19 Dec., 2000	<ul style="list-style-type: none"> ● IED Concepts, Scheme & Status ● Issues relating to the orthopedically handicapped ● Learning Disabled ● Mentally Retarded ● Hearing Impaired ● Integrating children with disabilities ● Teaching Strategies 	<ul style="list-style-type: none"> ● Teachers ● Parents ● BRCs/ CRCs 	<ul style="list-style-type: none"> ● 12 Modules (Print) each of 5 pages ● 2 Video clippings ● Charts/ photographs ● Equipment 	7	700
11.	Interaction with Teacher Trainers on issues related to face-to-face Teacher Training Programme	5 & 21 June & 9 July, 2001	<ul style="list-style-type: none"> ● Inputs & strategies in 7-day face-to-face teacher training programme ● Problems faced by trainers with respect to academics & administration in organizing face-to-face teacher training programme ● Issues relating to new pedagogy, learning strategies, evaluation techniques in teaching of English. 	<ul style="list-style-type: none"> ● Teachers Trainers ● BRCs/ CRCs ● DIET Faculty ● Teachers 	<ul style="list-style-type: none"> ● Brief outline on each issue ● Training modules ● Activity sheets 	7	700

HIMACHAL PRADESH

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Orientation of Cluster Resource Centre Coordinators on their Roles & Functions in DPEP	16-17 Feb., 2000	<ul style="list-style-type: none"> ● DPEP goals & objectives ● Monitoring & supervision for delivering goals ● Academic support to teachers ● Pedagogical improvement in classroom ● Community mobilization ● Special focused groups ● Organising training programme ● Evaluation & Action Research 	<ul style="list-style-type: none"> ● DPEP District officials ● BRCs/ CRCs ● DIET Faculty 	<ul style="list-style-type: none"> ● Print materials containing brief write-ups on each issue ● Charts 	3	219

Sl. No.	Title of the programme	Dates	Issues covered
2.	Training of Teachers in Teaching Mathematics	17-19 Oct., 2000	<ul style="list-style-type: none">● Creating conducive environment for learning of Maths● Concept of place value & reading numbers● Four fundamentals of mathematics● Concept of Zero● Concept of units of measurement (Units of length, mass & volume)● Concepts of percentage & calculating percentage from different types of numbers and vice versa

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Teachers ● BRCs/ CRCs ● DIET & DPEP Faculty 	<ul style="list-style-type: none"> ● 6 Modules (Print) covering different topics ● Charts 	5	522

Sl. No.	Title of the programme	Dates	Issues covered
3.	Role of MTA & Gender Sensitization	8-9 Aug., 2002	<ul style="list-style-type: none">● Role of MTA● Issues on Gender Sensitization
4.	Continuous Comprehensive Evaluation and Action Research	28-29 Oct., 2002	<ul style="list-style-type: none">● Continuous and Comprehensive Evaluation and Action Research

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● MTA members ● Teachers ● Teacher Educators ● Women Development In-charges (DPEP) 	<ul style="list-style-type: none"> ● Developed tele-material on the role of MTA and Gender Sensitization 	4 (due to technical fault, only 4 centres) were covered	350
<ul style="list-style-type: none"> ● Teachers ● Teacher Educators (DIET/ SCERT/ DPO/ SPO staff) 	<ul style="list-style-type: none"> ● Developed Tele-Material on CCE & Action Research 	5 + 5	800

JHARKHAND

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Interaction with VEC members	22 Oct., 2002	<ul style="list-style-type: none"> ● Concept and need of VECs ● Working culture of VECs ● Role & Responsibility of VECs ● Sharing of experiences by representatives of VEC 	VECs Members and Teachers	Nil	5 centres	150
2.	Role of Village Education Committee in Management of School Activities	20 June, 2003	<ul style="list-style-type: none"> ● Concept and need of VECs ● Working culture of VECs ● Role & Responsibility of VECs ● Sharing of experiences by representatives of VECs 	VECs members, CRCCs, Priamry School Teachers and EGS teachers	N.A	10	200

KARNATAKA

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Interaction with Teachers on re-examination of problems and issues concerning Primary Education	2-4 August, 1999	The programme revolved around the specially developed films on Enrolment, Access & Learning. <ul style="list-style-type: none"> ● Whose school is it anyway? ● Play and Learn ● Syllabus ● Joy of Learning ● Sha, Sha, Sha is correct ● Add, Subtract ● Banni Naavu Kattona 	<ul style="list-style-type: none"> ● Teachers ● BRCs 	<ul style="list-style-type: none"> ● Brief write-up on each of the issues ● 9 video films ● Activity sheets 	12	600
2.	Interaction with field functionaries on Chinnara Angala Programme	30 April, 2001	—	<ul style="list-style-type: none"> ● Cluster-level Resource Persons ● Cluster Coordinators 	<ul style="list-style-type: none"> ● Guidelines (Print) for organizing Chinnara Angala Programme 	N.A	800

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
3.	Interaction with field functionaries on Chinnara Angala	6 July, 2001	<ul style="list-style-type: none"> ● Chinnara Angala (main-streaming of children of special groups) programmes ● Concept, need, present status, activities & evaluation ● Academic inputs ● School towards community ● Students' progress reports ● Sharing of experience 	<ul style="list-style-type: none"> ● Teachers ● Teacher Educators ● BRCs/CRCs ● District officials 	<ul style="list-style-type: none"> ● Guidelines for organizing Chinnara Angala Programme ● 2 Video clippings 	24	1200
4.	Interaction with field functionaries on School Development & Monitoring Committee	7 July, 2001	<ul style="list-style-type: none"> ● School Development & Monitoring Committee ● Background ● Formation ● Powers & Districts ● Guidelines for Action Plan ● Preparation of Action Plan 	<ul style="list-style-type: none"> ● Teacher Educators ● BRCs ● District officials 	<ul style="list-style-type: none"> ● Brief write up on each of the issues ● Two video films ● Charts 	24	1200
5.	Radio Project	25 Aug. 2001	N.A	BRCs, CRCCs	N.A	N.A	N.A

Sl. No.	Title of the programme	Dates	Issues covered
6.	Interaction with field functionaries on children census, Chinnara Angala and School Development & Monitoring Committee	24-25 Jan., 2002	<ul style="list-style-type: none">● Census - importance, observations, coverage & preparatory activities● Introduction & discussion on different formats● Consolidation of data● Teachers training Schedule● Chinnara Angala - Introduction & experience of 2001 & planning for 2002● SDMC: Importance, objectives, formation, duties

Target group(s)	Material inputs	Number of centres covered	Number of participants
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<ul style="list-style-type: none"> ● BRCs ● DIET Faculty ● District officials 	<ul style="list-style-type: none"> ● Print materials - containing brief write-up on each of the issues ● Different schedules & formats ● 4 Video films 	25	1500
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Sl. No.	Title of the programme	Dates	Issues covered
7.	Interaction with field functionaries about implementation of Chinnara Angala Programme	12 April, 2002	<ul style="list-style-type: none"> ● Objectives and scope of Chinnara Angala ● Implementation strategies ● Preparation of Action Plan for implementation in 2002
8.	Interaction with Educational Functionaries regarding issues relating to Elementary Education	5-6 June, 2002	<ul style="list-style-type: none"> ◆ Review of progress in implementation of various schemes like; <ul style="list-style-type: none"> ● Classroom construction ● Enrolment drive ● Progress card ● EMIS ● SDMCs in schools ● Redeployment of excess teachers

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● DDPIs/ Dy. P.G. ● DIET faculty and officials of District Welfare Deptt., Women & Child, Backward & minority cells ● BRCs, ● CRCs ● Teachers 	<ul style="list-style-type: none"> ● Write-up on Chinnara Angala scheme ● Films 	32	1800
<ul style="list-style-type: none"> ● DDPIs/ Dy. PCs ● DIET faculty ● BRCs/ BRPs/ CRCs 	<ul style="list-style-type: none"> ● Outline listing out progress with respect to implementation of various schemes ● Film 	28 centres	1200

Sl. No.	Title of the programme	Dates	Issues covered
9.	Interaction with Educational Functionaries regarding issues relating to Elementary Education	11-12 June, 2002	<ul style="list-style-type: none"> ✦ Review of progress in implementation of various schemes like; <ul style="list-style-type: none"> ● Classroom construction ● Enrolment drive ● Progress cards ● EMIS ● SDMCs in schools ● Redeployment of excess teachers
10.	Interaction with Educational Functionaries regarding issues relating to Elementary Education	13-14 June, 2002	<ul style="list-style-type: none"> ✦ Review of progress in implementation of various schemes like; <ul style="list-style-type: none"> ● Classroom construction ● Enrolment drive ● Progress cards ● EMIS ● SDMCs in schools ● Redeployment of excess teachers

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● BRPs, ● BRCs, ● BEOs, ● CRCs 	<ul style="list-style-type: none"> ● Outline listing out progress with respect to implementation of various schemes ● Films 	28 centres	1900
<ul style="list-style-type: none"> ● BRPs ● BRCs ● BEOs ● CRCs 	<ul style="list-style-type: none"> ● Outline listing out progress with respect to implementation of various schemes ● Films 	28 centres	1800

Sl. No.	Title of the programme	Dates	Issues covered
11.	Interaction with field functionaries on Action Research	15 July, 2002	<ul style="list-style-type: none"> ● Action Research: concept, scope, steps ● Identification of topics ● Formulation of Action Hypothesis ● Tools and Techniques ● Data collection and interpretation ● Report writing
12.	Training of field functionaries in the area of Inclusive Education	17 July, 2002	<ul style="list-style-type: none"> ● Concept of Inclusive Education ● Identification of students with disability ● Activities under Inclusive Education ● Role of Resource Persons and Teachers ● Various Govt. Schemes

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Teachers ● BRCs/ CRCs 	<ul style="list-style-type: none"> ● 6 modules 	11	500
<ul style="list-style-type: none"> ● BRCs ● CRCs ● Teachers 	<ul style="list-style-type: none"> ● 10 modules ● Films to support presentation 	11	500

Sl. No.	Title of the programme	Dates	Issues covered
13.	Training of Field Functionaries in Multi-grade Teaching (MGT)	18 July, 2002	<ul style="list-style-type: none">● Concept of MGT & MLT● TLMS in the content of MGT● Teaching in the content of MGT● Classroom management
14.	Interaction with Field Functionaries about "Keli-Kali" Radio Project	19 July, 2002 (1 batch)	<ul style="list-style-type: none">● Introduction to Keli-Kali● Broadcast time table● Discussion on Teachers' handbook● Use of guidelines for conducting pre-, during-, and post-broadcast activities● Organising Teacher Training: Why, Where, When, and How.

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● BRCs ● CRCs ● Teachers 	<ul style="list-style-type: none"> ● 6 modules ● Films to support presentation 	11	500
<ul style="list-style-type: none"> ● BRCs ● BRPs ● CRCs ● DIET faculty 	<ul style="list-style-type: none"> ● Teachers' handbook ● Broadcast time table ● Teacher Training time table 	32	1800

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
15.	Interaction with Field Functionaries about "Keli-Kali" Radio Project	20 July, 2002 (2 batch)	<ul style="list-style-type: none"> ● Introduction to Keli-Kali ● Broadcast time-table ● Discussion on Teachers' handbook ● Use of guidelines for conducting pre, during, and post broadcast activities ● Organising Teacher Training Why, Where, When, and How. 	<ul style="list-style-type: none"> ● BRCs ● BRPs ● CRCs ● DIET faculty 	<ul style="list-style-type: none"> ● Teachers' handbook ● Broadcast time-table ● Teacher Training time table 	32	1800
16.	Seventh All India School Suvey	30-31 Dec., 2002	School survey	<ul style="list-style-type: none"> ● Field Functionaries ● District Resource Persons 	<ul style="list-style-type: none"> ● N.A 	26	1300
17.	District RPs regarding Urdu Keli-Kali	1 January, 2002	Urdu Keli-Kali	<ul style="list-style-type: none"> ● District Resource Persons 	<ul style="list-style-type: none"> ● Module & Graphics 	27	810

KERALA

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Reorientation of Block Resource Persons about Teacher Training	14-15 Dec., 1999	<ul style="list-style-type: none"> ● Multi-level facilities ● Thematic Integration of subjects ● Developing writing skills ● Teaching Mathematics ● Project work 	<ul style="list-style-type: none"> ● Block Resource Persons ● DIET Faculty 	<ul style="list-style-type: none"> ● 7 Modules (Print) covering different issues each of 12-15 pages ● Video clippings 	6	251
2.	Interaction with field functionaries on role of members of local body in improving quality of Primary Education	11 Dec., 2000	<ul style="list-style-type: none"> ● Awareness about DPDP objectives, activities ● Role of parents & members of local bodies ● Sharing experience relating to school improvement programmes undertaken by members of local bodies 	<ul style="list-style-type: none"> ● Members of Local body ● DPEP personnel 	<ul style="list-style-type: none"> ● Print materials ● Video clippings 	33	1270
3.	Discussion with parents about issues relating to Primary Education	12 Dec., 2000	<ul style="list-style-type: none"> ● DPEP objectives & activities ● Classroom activities ● How parents can help their children 	<ul style="list-style-type: none"> ● Parents ● DPEP officials 	<ul style="list-style-type: none"> ● 9 Modules- specially developed for parents 	33	1506

Sl. No.	Title of the programme	Dates	Issues covered
4.	Discussion with parents of disabled children	13 Dec., 2000	<ul style="list-style-type: none"> ● Meaning of IED ● What is Visually Handicapped ways of helping such children ● What is Hearing Impaired ways of helping such children ● Role of parents & teachers and community
5.	Discussion with Teacher Educators on theoretical basis of Primary Education	26 April, 2001	<ul style="list-style-type: none"> ● Theoretical basis of primary curriculum (Learning theories) ● New Language Approach ● New Pedagogy ● Issues to be highlighted by teachers trainers during teacher training

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Parents of disabled children i) Visually handicapped (VH) ii) Hearing impaired (HI) ● Teachers handling Hearing Impaired (HI) & Visually Handicapped (VH) children 	<ul style="list-style-type: none"> ● Two Modules (Print) for parents/ teachers ● Two video films 	33	Morning Sessions 1450 After Sessions 1243
<ul style="list-style-type: none"> ● Teachers Trainers ● DIET Faculty 	<ul style="list-style-type: none"> ● Modules (Print) containing detailed write-up on two issues ● 2 Video Clippings ● Charts/ Graphics 	25	1584

MADHYA PRADESH

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Mathematics Language EVS**	24-25 January, 2000	● Hard Spots in Mathematics, Language & EVS	EGS Gurujis (About 7000)	● Subject content and pedagogical aspects	38 DIETs	4500 Teachers
2.	English Teaching**	14 Nov., 2000	● English Teaching	Primary Teachers	● Relevant content inputs	648 JSKs	1400 Teachers

MAHARASHTRA

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Interaction with field functionaries on Self Learning at Primary Level	15-17 March, 2001*	<ul style="list-style-type: none"> ● Self learning: Concepts & importance ● Educational objectives & self-learning experiences ● Role of self-learning in classroom transaction ● Characteristics of self -learning ● Preparation of districts plans for organizing activities 	<ul style="list-style-type: none"> ● Teachers ● BRC Subject experts ● Teacher Educators ● Cluster Coordinators ● DIET Faculty 	<ul style="list-style-type: none"> ● 5 Modules (Print) each of about 10 pages ● Charts ● Graphics 	10	1008

Sl. No.	Title of the programme	Dates	Issues covered
2.	Interaction with field functionaries on Vastishala and Mahatma Phule Education Guarantee Scheme	14 Sept., 2001	<ul style="list-style-type: none">● Background of Vastishala/ MPEGS● Nature & scope of both the schemes● Common factors & differences between both the schemes● Implementation of the schemes, problems and solutions● Pre-service training of instructors● Daily routine and activities● Visits to & monitoring of the schemes● Available materials & reference books for the schemes● Evaluation of the schemes

Target group(s)	Material inputs	Number of centres covered	Number of participants
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<ul style="list-style-type: none"> ● Teachers ● Instructors ● Cluster heads ● VEC Members ● Sarpanchs 	<ul style="list-style-type: none"> ● 2 Modules (Print) 	9	650
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Sl. No.	Title of the programme	Dates	Issues covered
3.	Interaction with field functionaries on Language Education at Primary Level	29-31 Oct., 1-3 Nov., 2001	<ul style="list-style-type: none"> ● Process & sources of language learning ● Role of teacher ● Listening & conversation ● Development of reading skills ● Development of writing skills ● Functional grammar ● Vocabulary, etc.
4.	Interaction with field functionaries on Sarvashiksha Abhiyan & strengthening of Block Resource Centres	28-29 Dec., 2001	<ul style="list-style-type: none"> ● Aims & Objectives of SSA ● Activities under SSA ● Developing habitation plan ● Discussion on habitation plan (from habitation to district) ● Concept, Importance and Role of BRC ● Work completed so far ● Environment study, etc.

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Teachers ● BRC ● Subject Experts ● Head Teachers ● Teachers from In-Service training centers ● Cluster Coordinators ● D.Ed. students etc. 	<ul style="list-style-type: none"> ● 7 Modules (Print) ● Charts & Graphics ● Models 	11	1057
<ul style="list-style-type: none"> ● Primary Teachers ● BRC ● Subject Experts ● Head Teachers ● Cluster Coordinators ● Extension Officers ● Block Education Officers ● VEC Members ● District/Block Mahila Sanchalikas 	<ul style="list-style-type: none"> ● Charts & Graphics 	11	718

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
5.	Action Research	4 & 6 July, 2002	<ul style="list-style-type: none"> ● Background ● Concept and need of Action Research ● Selection and finalisation of topics ● Organization of Action Research ● Reporting Writing ● Implementation of Action Research ● Available Schemes for Action Research 	<ul style="list-style-type: none"> ● Cluster Heads ● Subject experts ● Primary Teachers ● Others 	<ul style="list-style-type: none"> ● Printed seven modules ● Charts ● Graphics ● Models 	10	661
6.	Teaching of Mathematics	4 and 6 Sept., 2002	<ul style="list-style-type: none"> ● Number concept ● Addition and Subtraction ● Multiplication and Division ● Fraction ● Measurement ● Geometry 	<ul style="list-style-type: none"> ● DIET faculty ● Subject experts ● Cluster heads ● Primary teachers 	<ul style="list-style-type: none"> ● Printed modules (6) ● Charts ● Graphics ● Models 	38	1850

ORISSA

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Activity Based Teaching Learning Process	14-15 January, 2000	<ul style="list-style-type: none"> ● Activity based curriculum 	BRCs and DIET Faculty	N.A	N.A	360
2.	Discussion on Curriculum and Textbooks	22 Jan., 2000	<ul style="list-style-type: none"> ● Learning at primary level ● Curriculum for primary classes ● Present textbooks, activity-based textbooks ● Interesting textbook for primary level 	<ul style="list-style-type: none"> ● Teachers ● Parents ● Coordinators 	<ul style="list-style-type: none"> ● Video clipping ● Charts 	10	690
3.	Academic Support to the CRCC	31 October-1 November, 2000	<ul style="list-style-type: none"> ● Role and functioning of BRCCs, CRCCs, DIET Faculty 	<ul style="list-style-type: none"> ● CRCC Members, ● BRCCs, SIs of Schools 	N.A	N.A	399
4.	On New Textbooks	22 January, 2001	<ul style="list-style-type: none"> ● New textbooks ● Activity based teaching 	<ul style="list-style-type: none"> ● Primary School Teachers, ● Parents, ● NGOs 	N.A	N.A	692

Sl. No.	Title of the programme	Dates	Issues covered
5.	Interaction with field functionaries on Effective planning & implementation of different programmes in DPEP**	5-6 Feb., 2001	<ul style="list-style-type: none">● Effective planning and its implementation● School practice and planning process● Quality issues● Community participation & owning schools
6.	Discussion on Tribal Education**	21-22 March, 2001	<ul style="list-style-type: none">● Tribal Education● Need & importance● Problems & issues● Quality improvement & achievement● Importance of mother tongue● Community strength & awareness● Community resources● DPEP intervention

Target group(s)	Material inputs	Number of centres covered	Number of participants
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<ul style="list-style-type: none"> ● District School Inspectors ● BRCs ● Faculty of DIETs 	<ul style="list-style-type: none"> ● Print materials and charts 	8	395 on 5th 321 on 6th Feb.
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<ul style="list-style-type: none"> ● Tribal Coordinators ● Gender Coordinators ● SIs of Schools ● BRCs ● Welfare teachers ● Parents ● DIET's Faculty 	<ul style="list-style-type: none"> ● Print materials ● Video clippings ● Charts & photographs 	14	587
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Sl. No.	Title of the programme	Dates	Issues covered
7.	Discussion on Alternative Schooling**	27 April, 2001	<ul style="list-style-type: none"> ● Alternative Schooling Centre ● Management of Alternative Schooling ● Educational system of AS Centres ● Different strategies of Alternative Schooling
8.	Dissemination of findings of mid-term assessment**	28 April, 2001	<ul style="list-style-type: none"> ● Conceptual framework ● Midterm assessment vs. Baseline assessment survey ● Factors affecting achievement
9.	Discussion on integration of disabled children**	28-29 May, 2001	<ul style="list-style-type: none"> ● Disability & disabled children ● Planning for IED ● IED - Problems & issues ● Role of family

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Facilitation teachers ● District Inspectors of Schools ● BRCs/ CRCs ● DIET Faculty 	<ul style="list-style-type: none"> ● Print materials ● Charts/ Photograph 	8	350
<ul style="list-style-type: none"> ● Teachers ● School Inspectors ● District Inspectors ● DIET Faculty 	<ul style="list-style-type: none"> ● Survey books ● Charts 	8	337
<ul style="list-style-type: none"> ● IED Coordinators ● Gender Coordinators ● BRCs/ CRCs 	<ul style="list-style-type: none"> ● Print materials ● Video clippings 	8	412

Sl. No.	Title of the programme	Dates	Issues covered
10.	Strategies for Girls' Education**	19-20 June, 2001	<ul style="list-style-type: none">● Need & importance of girls' education● Obstacles in girls education● Gender disparity● Girls education in tribal pockets● DPEP's role in girls education● Strategies for girls education in the context of UEE
11.	Educational Guarantee Scheme & Alternative Innovative Education (EGS & AIE)**	28-30 June & 2 July, 2001	<ul style="list-style-type: none">● Status of EGS & AIE in Orissa● Management of EGS & AIE

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Gender Coordinators ● MTAs ● PTAs ● Teachers ● CRCCs, BRCCs ● Tribal Coordinators 	<ul style="list-style-type: none"> ● Specific print materials ● Charts, pictures, tables, & graphs 	16	729
<ul style="list-style-type: none"> ● Govt. Officers ● VECs ● NGOs ● Parents ● BRCCs, CRCs, ● Sis, ● DWOs, ● AWNs, ● CDPOs, ● Collectors 	<ul style="list-style-type: none"> ● Print materials ● Graphs, charts 	16	3750

Sl. No.	Title of the programme	Dates	Issues covered
12.	Educational Guarantee Scheme & Alternative Innovative Education (EGS & AIE)	30-31 July & 1 Aug., 2001	<ul style="list-style-type: none"> ● Status of EGS & AIE in Orissa ● Management of EGS & AIE ● Educational Planning for "Arno School" ● AIE & Role of NGO
13.	MIS for effective planning, progress and monitoring of DPEP**	28-29 Aug., 2001	<ul style="list-style-type: none"> ● Role and function of MIS ● DISE - Planning & Monitoring ● Anusandhan, COHORT in MIS ● Geographical Information System and its use ● Educational Management Information System ● Project Management Information System

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Govt. Officers ● VECs ● NGOs ● Parents ● BRCCs, CRCs, ● SIs, ● DWOs, ● AWNs, ● CDPOs, ● Collectors 	<ul style="list-style-type: none"> ● Print materials ● Charts, Photographs, Video Clips, Posters 	14	961
<ul style="list-style-type: none"> ● Teachers ● Facilitators ● SIs, DIs ● BRCCs, CRCCs ● DIET Faculty 	<ul style="list-style-type: none"> ● Print Materials (Modules) ● Charts, Tables, Laptop computers 	8	548

Sl. No.	Title of the programme	Dates	Issues covered
14.	NINAD-VI for Community Participation**	10 September, 2001	<ul style="list-style-type: none"> ● Community participation in primary education ● NINAD II: Objectives & Functions ● NINAD II: Organizational structure ● Working strategies
15.	District Information System for Education (DISE) in DPEP	15 October, 2001	<ul style="list-style-type: none"> ● Revision of DISE data ● Formats for data collection ● Village Information Schedule
16.	Interaction with Field functionaries on Education Guarantee Scheme & Alternative and Innovative Education	18-20 October, 2001	<ul style="list-style-type: none"> ● Education Guarantee Scheme & Alternative & Innovative Education in Orissa ● Management of EGS & AIE ● Educational Planning for "AMO School" ● Different strategies in AIE

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Sarpanches, NGO ● Parents ● VECs, BDOs, CDPOs, DWOs, AWWs ● Facilitators SIs, DIs 	<ul style="list-style-type: none"> ● Print Materials ● Charts, Photographs, Posters 	16	870
<ul style="list-style-type: none"> ● DIS/SIS ● BRCs/ CRCs ● Headmasters of Schools 	<ul style="list-style-type: none"> ● Print Module containing different formats and tables ● Charts & Maps 	16	543
<ul style="list-style-type: none"> ● CDPOS ● PDDRAs ● AWWs ● DWOs ● VECs ● Sarpanches ● SIs & DIs 	<ul style="list-style-type: none"> ● Brief write up on each of the issues ● Charts, photographs 	8	1058

Sl. No.	Title of the programme	Dates	Issues covered
17.	Role & Responsibilities of Village Education Committee members**	16-29 November, 2001	<ul style="list-style-type: none"> ● Functions of VEC ● Formation of VEC
18.	District level planning for the year 2002-03	8 April, 2002	<ul style="list-style-type: none"> ● Planning and monitoring issues
19.	Village Education committee in effective school management	18-20. and 23-25 April, 2002	<ul style="list-style-type: none"> ● Community ownership ● Effective School Management
20.	SSA in Orissa	18 September, 2002	<ul style="list-style-type: none"> ● Concept, objectives, implementation of SSA
21.	Universalisation of Elementary Education**	25 April, 2003	<ul style="list-style-type: none"> ● UEE, DPEP and SSA

Target group(s)	Material inputs	Number of centres covered	Number of participants
VECs, NGOs, SIs, DIs, BRCCs, CRCCs	N.A	N.A	6572
BRCCs, CRCCs, DIs, SIs, DIET Faculty	N.A	N.A	400
VEC Members, Presidents, SIs, DIs, AWWs oriented	N.A	N.A	1760
DWOs, AWWs, SIs, DIs, Lady Surpanchs	N.A	N.A	1115
BRCCs, CRCCs and Primary school teachers	N.A	N.A	N.A

RAJASTHAN

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Shiksha Aapke Dwar and Class-IV Mathematics	6 February, 2003 7 February, 2003	<ul style="list-style-type: none"> ● Shiksha Aapke Dwar : Problems and Strategies ● Identified hard spots in Mathematics 	VEC Members, BRC, CRC Coordinators, Primary School Teachers	<ul style="list-style-type: none"> ● Print Material ● Print Material, AV aids 	18	9000
2.	Action Research	18 June, 2003	<ul style="list-style-type: none"> ● Concepts and Practices (Action Research) 	Teachers, BRCCs, CRCCs and DIET faculty	<ul style="list-style-type: none"> ● Print Material on Action Research ● Power Point Slides on different aspects of Action Research ● Previous Beta Cam. on Action Research 	18	3000

TAMIL NADU

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Training of teachers in teaching Mathematics	25-30 April, 1999	<ul style="list-style-type: none"> ● Concept, teaching strategies, development and use of teaching-learning materials with respect to place value, Addition, Subtraction, Multiplication, Division and Fraction 	<ul style="list-style-type: none"> ● Primary School teachers 	<ul style="list-style-type: none"> ● 10 Modules (Print) each of about 9 pages ● Activity sheets ● Achievement test ● 7 Video Films 	23	1150
2.	Community Mobilisation	15-17 Sept., 1999	<ul style="list-style-type: none"> ● DPEP Achievement ● Micro Planning ● VLC Roles & Responsibilities ● Community & School Development ● Sharing Experiences 	<ul style="list-style-type: none"> ● Teachers ● VEC Members 	<ul style="list-style-type: none"> ● 10 Modules (Print) ● 6 Video Clippings ● Charts, Photographs 	7	350 teachers 210 VLC Members

Sl. No.	Title of the programme	Dates	Issues covered
3.	Integration of hearing Impaired children	29 Feb. - 1 March, 2001	<ul style="list-style-type: none">● Meaning of hearing impaired● Levels of hearing impairment● Causes, identification of HI children● Problems likely to be faced by HI children● Role of parents & teachers● Meaning of hearing impaired● Causes● Role of parents● Sharing of experience
4.	Teaching Tamil at the Primary Level	6-10 November, 2000	<ul style="list-style-type: none">● Listening● Speaking● Reading● Writing● Teaching Poetry● Grammar (4 areas)

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● Teachers ● Parents 	<ul style="list-style-type: none"> ● 5 Modules (Print) each of 8 to 10 pages ● Check-list ● 6 Video films 	7	500 teachers 210 parents
<ul style="list-style-type: none"> ● Primary School Teachers ● BRC Resource Persons 	<ul style="list-style-type: none"> ● 10 Modules (Print) covering different topics each of 8 to 10 pages ● 5 Video films ● Charts/ Graphics ● Achievement tests 	22	2200 teachers

Sl. No.	Title of the programme	Dates	Issues covered
5.	Cluster Resource Centres Manual	18-20 September, 2001	<ul style="list-style-type: none">● Teacher Empowerment● Planning● Management● Data Collection● Professional Development● Extension● Research● Coordination & Evaluation

Target group(s)	Material inputs	Number of centres covered	Number of participants
● CRCs	<ul style="list-style-type: none">● 13 Modules (Print) 8 to each 10 pages● 6 Video clippings● Charts, Graphics● Photographs	7	700

UTTARANCHAL

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Quality improvement and School grading	10 June, 2003	<ul style="list-style-type: none">● Different indicators of quality improvement● Concept and process grading	DIET Faculty, BRCCs, NPRCs and Primary school teachers	<ul style="list-style-type: none">● Print Material	4	120

UTTAR PRADESH

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Discussion with Teacher Educators & Teachers on Activity based Teaching & TLM Grants	1 Sept., 2000	<ul style="list-style-type: none"> ● Activity based teaching ● Teaching-Learning material grant 	<ul style="list-style-type: none"> ● Teacher Educators ● Teachers 	<ul style="list-style-type: none"> ● Brief outline on each of the issues 	N.A	N.A
2.	Quantitative and Qualitative Expansion of School Education through Community participation	1 Nov., 2000	<ul style="list-style-type: none"> ● How to encourage participation ● Difficulties faced by community members ● Adopting/owning schools by the community 	<ul style="list-style-type: none"> ● Teachers ● Village Pradhans ● VEC members ● BSAs ● DIET Principals ● ABSAs ● SPO staff 	<ul style="list-style-type: none"> ● Community and Education-Tele. Material 	36	1200 approx.
3.	School Chalo Abhiyan	22 July, 2002	<ul style="list-style-type: none"> ● To increase the enrolment of children of 6-14 years age group ● To create public awareness 	<ul style="list-style-type: none"> ● VEC 	N.A	N.A	N.A

Sl. No.	Title of the programme	Dates	Issues covered
4.	Literacy Initiatives on the eve of International Literacy Day	7 September, 2002	N.A
5.	Qualitative and Quantitative Enhancement of School Education through Community Participation	1 November, 2002	● Role of VEC and community members in quality improvement at 'Elementary Stage'

Target group(s)	Material inputs	Number of centres covered	Number of participants
<ul style="list-style-type: none"> ● DIET Faculty ● Teachers ● Community members 	N.A	N.A	N.A
<ul style="list-style-type: none"> ● VEC members, Gram Pradhans, MTAs PTAs officials of the District (BSAs; ABSA's), District Coordinators, Heads of Primary Schools 	<ul style="list-style-type: none"> ● Reading and video materials 	36	1700

SOUTHERN STATES

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Training of Elementary Teachers Educators on "Action Research"	24-26 May, 1999	<ul style="list-style-type: none"> ● Action Research Concept Scope & Steps ● Problem Selection & Analysis ● Formulation of Research questions & Action Hypotheses ● Tools and techniques ● A.R. proposal ● Data collection, analysis and interpretation ● Report writing 	Elementary Teacher Educators (DIET faculty) of Southern States	<ul style="list-style-type: none"> ● 8 modules ● 4 video film clippings 	32	1000

NATIONAL LEVEL

Sl. No.	Title of the programme	Dates	Issues covered	Target group(s)	Material inputs	Number of centres covered	Number of participants
1.	Interaction with DPEP personnel regarding Distance Education Programme	26 Feb., 1997	<ul style="list-style-type: none"> ● DEP in relation to: <ul style="list-style-type: none"> ◆ Goal and Objectives ◆ Activities ◆ Expected outcomes ◆ State Action Plans for DEP ◆ Preparation of Action Plans for DEP, 1997-98 	<ul style="list-style-type: none"> ● State Project Directors ● SCERT personnel ● DIET faculty 	<ul style="list-style-type: none"> ● Guidelines 	11 (one per state)	133
2.	National Level Teleconferencing on SSA	3 April, 2003	<ul style="list-style-type: none"> ● Planning, implementation & monitoring of SSA 	<ul style="list-style-type: none"> ● Senior Officers of the State Government 	<ul style="list-style-type: none"> ● A small write up on SSA 	18	500 (approx.)

* For the first time, the DEP planned and successfully executed two-way audio and two-way video between Mumbai and Gandhinagar on 15 March, 2001.

** DEP - DPEP : IGNOU provided technical and other support in organizing teleconferencing in these states but the programmes were initiated by the states.

N.A : Not available

DEP-DPEP
K-3, Green Park Main
New Delhi - 110 016.

Format for Monthly Report

State: Month: Year:
 Name of the DEC:

1. Activities initiated by DEP-DPEP

Programme organized as per the AWP&B of DEP/State DPEP*

Sl.No.	Name of the Activity	Dates	Venue	No. of Participants	Outcome
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- i)
- ii)

*Use separate sheet if the space is not sufficient

2. Activities initiated for Production, Duplication and Distribution of DL Materials

- i) Print
- ii) Audio
- iii) Video

3. Activities undertaken other than DEP-DPEP

S.No.	Name of the Activity	Dates	Venue	Outcome	Role of DEC
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- i)
- ii)

4. Participation in any other programmes

5. Details of Field Visits (if any)

6. Report Writing (if any)

7. Documentation (if any)

8. Any other relevant information

Signature
Date:

(Note: The filled in proforma is to be sent to the Project Director, DEP-DPEP, K-3, Green Park Main, New Delhi - 110 016 by the 7th of the following month positively. Fax: 011-6524776)

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(As on June 30, 2003)**

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14. Prof. R.N. Mehrotra -do-
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Rajasthan Council of Primary Education,
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New Delhi - 110068
20. Prof. S.V.S. Chaudhary : **Convenor**
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New Delhi - 110016

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