

APEID
Asia & Pacific Programme of Educational Innovation for Development

**National Development Group (NDG) for
Educational Innovations : India**

**REGIONAL SEMINAR (EASTERN REGION) ON EDUCATIONAL
INNOVATIONS FOR DEVELOPMENT**

DPI OFFICE Guwahati

22-25 March, 1988

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FINAL REPORT

**N. D. G. Secretariat
International Relations Unit
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016**

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FOREWORD:

The Government of India has set up the National Development Group (NDG) for Educational Innovations in the context of APEID (Asia and the Pacific Programme of Educational Innovations for Development). Among other things, the NDG provides a forum for educational innovators in different development sectors to meet and exchange innovative ideas and experiences.

Some time back the NDG planned to organise inter-sectoral regional and national seminars on educational innovations for development. The main objective of planning these seminars was to bring awareness among educational innovators in different development sectors about the innovative work being conducted in these sectors. Two regional Seminars, one for the southern region and the other for the northern region, were organised during the year 1985. A national Seminar was organised during the year 1986. The Seminar for the western region was organised in 1987. The last Seminar in this series for the eastern region was organised at DPI Office Guwahati from 22 to 25 March, 1988. In this Seminar, educational innovators from different development sectors like general education, adult education, technical education, agricultural education, health and family welfare education and rural development were invited from the States in the eastern region. Besides this, the national and regional level Associated Centres of APEID in India were also requested to depute participants in this Seminar. The delebration of this Seminar and the Papers presented in the Seminar are included in this report. We feel that the readers will find the report informative and useful.

I am grateful to Dr.D.P.Barooah, Vice Chancellor Guwahati University, Guwahati, who inaugurated the Seminar and gave the participants the benefit of his ideas and suggestions for promotion on educational innovations. My special thanks to Dr.S.Bharali, Director of Public Instruction, Assam (Honorary Director of the Seminar) and his staff for hosting the inter-sectoral seminar on educational innovations in his Office and making it successful. Credit goes to Dr. M.M.Pandey, Incharge, Field Adviser (NCERT)

Assam for his active association in the Seminar, particularly for making necessary arrangements for the Seminar.

I wish to acknowledge with gratitude contributions made by Prof. S.R.Rohidekar, Mrs. T. Baruah, Dr.R.C.Das, Dr.KS.Chacko (Resource Persons), Prof. N.K.Jangira, Prof. J.S.Grewal, Dr.S.P.Sharma, Dr. D.H. Nath (Chairpersons of different sessions and participants of the Seminar.

Special indebtedness is expressed for Shri Rajeshwar Das, Additional Secretary, Labour, Education and Employment, Government of Assam for delivering the valedictory address in the concluding session of the Seminar. Prof. R.M.Kalra and Shri J.D. Sharma, International Relations Unit, NCERT deserve appreciation for making advance planning, organisation of the Seminar and taking necessary steps for finalising the report of the Seminar. Credit also goes to the Ministerial staff of the International Relations Unit NCERT particularly to Shri Krishan Kumar, Shri Y.K.Oberoi, Miss Rajni Devi and Shri Sunil Kumar for providing assistance for the Seminar work.

(P.L. MALHOTRA)
DIRECTOR, NCERT
Member Secretary NDG

10 June 1983.

PART • I
PROCEEDINGS

Regional Seminar (Eastern Region) on
Educational Innovations for Development

INTRODUCTION

The National Development Group (NDG) for Educational Innovations organised the Regional Seminar on Educational Innovations in the premises of the Directorate of Public Instruction, Government of Assam, Guwahati from 22 to 25 March 1988. This completes the cycle of four regional and one national inter-sectoral seminars on Educational Innovations for Development in the Plan of Action of the NDG.

Participants :

The following institutions/Organisations deputed participants for the Eastern Region Seminar:

1. National Institute of Health and Family Welfare, New Delhi.
2. National Council of Educational Research and Training, New Delhi.
3. Directorate of Adult Education, Ministry of Human Resource Development, New Delhi.
4. Technical Teacher's Training Institute, Chandigarh.
5. Bihar State Resource Centre for Adult Education, Patna.

6. State Council for Educational Research and Training, Assam, Guwahati.
7. Regional Office of the Central Board of Secondary Education, Guwahati.
8. Directorate of Health Services, Assam, Guwahati.
9. Regional College of Education, Bhopal.
10. Regional College of Education, Bhubaneswar.
11. Directorate of Public Instruction, Assam, Guwahati.
12. Directorate of Adult Education, Assam, Guwahati.
13. Guwahati Medical College, Guwahati, Assam.
14. Directorate of Health Services, Assam, Guwahati.
15. Directorate of Higher Education, Assam, Guwahati.
16. Directorate of Technical Education, Assam, Guwahati.
17. Sanskrit College, Guwahati, Assam.
18. Sanskrit Board, Assam, Guwahati.
19. Directorate of Census, Assam, Guwahati.

A list of participants is given in

Annexure -

22.3.1988 - Inaugural Session

The Seminar was inaugurated by Dr. D.P. Barooah, Vice-Chancellor, Guwahati University. Earlier, Dr. S. Bharali, Director of Public Instruction, Assam welcomed the Chief Guest, the participants, and the special invitees. Prof. R.M. Kalra, Head, International Relations Unit, NCERT gave background information about the NDG, its programmes and activities and the present seminar. He hoped that the Govt. of Assam would take steps to form a State Development Group (SDG) for Educational Innovations and will offer some potential institutions/organisations for association with APEID (Asia and the Pacific Programme of Educational Innovation for Development of UNESCO). Thus, the state would be officially represented on the NDG.

While delivering the inaugural address, Dr. D.P. Barooah cited examples of certain prestigious innovative programmes of India like launching of IRS satellite, advances in nuclear power for peaceful purposes. By the year 1990, India would hopefully start producing super Computers. These, however, cannot replace human brain which is at the root of such innovations. Dr. Barooah emphasised that advances in knowledge in various fields have made it imperative

that more and more institutions of Distance Learning should be opened for meeting demands of time. Referring to the programme of 'Education for All', Dr. Barooah emphasized that in our zeal for quantitative expansion of education, we should not forget the qualitative improvement and cost effectiveness aspects. In our endeavour for national development and achieving the goal of socialism, the need for conducting joint innovative projects as a collaborative venture of different development sectors cannot be over emphasized.

Dr. M.M. Pandey, Field Adviser (NCERT) Assam proposed a vote of thanks.

2. Discussion on Papers

22.3.1988

Session II

Chairperson : Dr. R.M. Kalra

Dr. R. M. Kalra invited Professor S.R. Ronidekar (Resource Person) to discuss with the participants the concept of inter-sectoral linkages in educational innovations in the context of national development.

While sharing his views with the participants, Prof. S.R. Ronidekar felt that formation of a new

Ministry of Human Resource Development is a clear cut indication that the Government is now increasingly realizing that for practical and operational purposes the scope of education has to be enlarged. The time is now ripe to take concrete steps for inter-sectoral cooperation in educational endeavours. Quoting from the ideas of Vivekanandathat "Education is a man making process" and of Mahatma Gandhi 'drawing out the best out of man' and 'a silent social revolution,' Prof. Achidekar emphasized that presently the main focus of education should be the National development. In this context, he referred to the work Plan of APED (UNESCO) for its Fourth Programming Cycle (1987-1991), which inter alia gives due emphasises on development of suitable support services and development of personnel for the success of major programmes like 'Universalization of Elementary Education', 'Eradication of Illiteracy' and 'Education for All'. In these ventures, the need for inter-sectoral cooperation in educational endeavours is imperative. Certain common demoninators for educational innovations are :

- i) An innovation should be a new, novel or deviant practice, that is different from traditional ones.

- ii) An innovation should be goal oriented. The change should not be just for the sake of change.
- iii) An innovation should be integrally linked with the goal of national development.
- iv) In order to accept the worthwhilness of an innovation for national development, it may be seen that the innovation has adequate potential for diffusion on a wider scale through adoption or adaptation.

The presentation of Prof. Rohidekar was followed by a lively discussion on the concept of 'educational innovations for development'. There was a consensus that since the word 'deviant' that has been used in elaborating the concept of 'educational innovation', is somewhat negative in its essence, its use may be avoided in the operational definition of the concept of 'educational innovation for development'. Prof. N.K. Jangira inter alia suggested that the operational definition of educational innovation may also include the aspects of 'problem solving' and 'input-processing - product'. Dr. S.P. Sharma felt that we may suitably incorporate the words 'rapid change' in the definition of educational innovations. Dr. K.S. Chacko suggested that an innovation should be for betterment. Prof. D.H. Nath felt that when our focus is on 'human resources development', naturally we should plan our innovative programmes and activities in such a manner that we begin to see the 'man in totality'.

The Resource Person, Prof. Rohidekar, agreed with the view that the word 'deviant' may be deleted from the operational definition of 'educational innovation for development'. As regards 'problem solving' through innovations, it was felt that while we may do innovations with a focus on national development, in certain cases there may not be any problem before us that needs solution.

The seminar was of the view that various features listed by the NDG in its operational definition of educational innovations may at the best be called certain basis features, but we should refrain ourselves to define 'educational innovation for development' in concrete terms.

22.3.1968

Session III

Chairperson: Dr. S. Bharali

Paper: Education for Women and Girls.

Presented by: Dr. S.P. Sharma, Assistant Director,
Directorate of Adult Education, MHRD,
New Delhi - 110011.

Dr. S.P. Sharma briefly traced the history of adult education in India and highlighted the reports

of several Committees in this regard. The National Adult Education Programme (NAEP) came into operation in the year 1978 and after that different varieties of materials have been developed. Out of 110 million illiterates in the age group of 15-35 in India nearly 62% are females. The National Policy on Education (1986) and the National Literacy Mission lay special emphasis on women's education inter-alia in the context of family planning and promotion of welfare of the children.

Under the UNICEF assisted project on "Education for Women and Girls", non-based predominantly visual innovative materials, relating to mother and child health care have been developed in order to give support to the on-going adult education programmes. During phases I of the project, nine kits were prepared on topics like post natal care and infant feedings; safe drinking water; diarrhoea; smoke less chulha; goitre; care of eyes; immunisation. During phase II, 20 kits on topics like Infant mortality causes and cure and prevention; status of women; dental care; home sanitation and personal hygiene; anaemia and women health have been developed. A manual has also been developed which illustrates the use of kits. The kits include posters, charts, flip cards,

finger puppets, slides, film reels. etc.

Replying to a query about inter sectoral cooperation in adult education programmes, Dr. S.P. Sharma, agreed that certain development sectors could work in close collaboration for success of the programmes. The programmes for adult education workers, health guides and anangwadi workers etc., could be planned and implemented with mutual cooperation and coordination in order to have optimum results. Prof. D.A. Nath suggested that the materials developed by the Department of Adult Education may be shared with the health department and viceversa. The Chair-person suggested that we should avoid duplication in production of materials under the adult education programmes and non-formal education programmes.

Paper: Radio - Vision Programme on
'Mother and Child Care.'

Presented by: Dr. B.K. Sinha, Director,
DEEPAYAN (Bihar State
Resource Centre for Adult
Education, Patna.

Dr. B.K. Sinha discussed the highlights of the radio-vision programme which is a combination of radio broadcasting and visual support material.

The main objectives of the radio-vision programme was to provide support to the Integrated Rural Development Scheme. The radio vision series would help the Anganwadi Sevikas and the Instructors of the Adult Education programme in getting the message of Child and Mother Care to the women of the community.

The programme which has been developed after studying the needs and problems of the community is put on air with appropriate visuals before the listeners. The programme has been found very useful and effective. The programme is recast in the light of its evaluation.

It was suggested by the participants that programme evaluation should be done on the spot. If the results are encouraging than suitable action should be taken for wider diffusion of the programme. While appreciating the importance of the programme, Prof. N.K. Jangira suggested that evaluation design should have been systematically prepared by the Project Team. The evaluation may be done by some external agencies. Prof. S.R. Kohidekar suggested that the Radio Vision materials may be prepared for different language groups. Prof. N.K. Jangira suggested that the radio vision material may be put in audio cassetts so that the Resource Centres can use it as per needs.

Prof. D.H. Nath suggested that instead of small booklets, Tape Slides can be used in training programmes.

In response of a query, Dr. B.K. Sinha informed the participants that cooperation of various sectors was sought in preparation of this programme. Prof. S.R. Achidekar suggested that if a message relates to health education, the author of the programme should preferably from the health department. Dr. Raj Kumar suggested that case studies may be conducted under this programme. For example, it may be seen whether the messages on immunization services are actually accepted by the target groups in practice.

Paper : Special Programme of Adult Education for the Sauriya, Pahariyas.

Presented by : Ms. Jyotsna Roy, Deputy Director, DEEPAYATAN, State Resource Centre for Adult Education Bihar, Patna.

Ms. Jyotsna Roy, while discussing outlines of the project, stated that literacy among the Sauriya Pahariya Trib of Rajmahal hills is negligible. They are prone to various diseases like typhoid, leprosy and other skin diseases. There is an absolute dearth of safe drinking water in their habitations. This tribe is not able to afford adequate and balanced diet. The mortality of women during child birth is very high. They are living in primitive stage.

In order to provide an awakening towards better life to the Sauriya Phariyas, a special programme of adult education was developed. Under this project the concept of "Instructor couples" is being practised. They live in the cultural set up of this tribe. These instructors are trained in various aspects as per requirements of the area. As a result of efforts of these instructors, it has been observed that there is now appreciable awakening in this tribe.

A question was raised as to why the programme is titled as comprehensive programme. Ms. Jyotsna Roy informed that the programme covers major aspects of adult education like nutrition, health and hygiene, and literacy. It was suggested that if life activities form the basis of this programme, it could have been termed as life centred approach to adult education.

Keeping in view the fact that simply 3 A's in the situation of Sauriya Phariyas do not have much relevance, the participants appreciated the functional literacy approach under the project.

23.3.1988

Chairperson: Prof. N.K. Jangira.

Session I

Projects : (i) Project Integrated Education
for the Disabled Children (PIED)
(ii) Development of Teaching Aid
Kit for Visually Impaired
Children at Primary Level.

Presented by : Dr. N.K. Jangira, Professor,
Department of Teacher Education
and Special Education, NCERT,
New Delhi - 110016.

The project integrated education for the disabled children envisages to develop innovative approaches to design context specific models of educational provision for disabled children. Among other things, PIED is expected to increase enrolment retention and achievement of disabled children in general schools through improved educational facilities by way of curriculum adjustment and adaptation of instructional materials and methods to their needs. The NCERT, in collaboration with SCERTs and IED Cells will carry out initially the PIED in 6 selected blocks representing developed and under-developed areas (both urban and rural) with compact and scattered population. This publication is a quarterly journal and a set of

seven video programmes have already been prepared as input for implementation of PIED. These materials can be used as support materials for orientation of teachers for identifying the children with disabilities, knowing their educational needs as well as for clarifying certain basic concepts. The existing infrastructure as well as the facilities provided under the centrally sponsored scheme for integrated education for the disabled children will be utilised for implementing the project.

In the endeavour for adjustment of curriculum to the needs of the disabled children, a teaching kit has been prepared which may be used by the teachers to teach Environmental Studies (Social Studies) to visually impaired children in an integrated setting. The kit inter alia contains some wooden models and a series of embossed maps.

While appreciating the PIED, the participants made certain observations and raised certain queries. A question was raised whether all disabled children can be integrated/adjusted in the general schools. Mr. N.K. Jangira informed that some disabled children, like orthopaedic handicapped, can be integrated in general schools. However, some children, particularly those with sensory handicap, need curriculum adjustment with adaptation of instructional materials and methods.

As regards the cases of mentally retarded children, Prof. Jangira informed that educable and border line cases are already enrolled in schools. What is needed is to prevent their drop-out through meeting their special needs.

As regards other children, it is felt that since provision of special schools in such cases would take a long time, an alternative solution could be to open special classes in general schools. They can be easily integrated in activities related to non academic areas like music, art, games etc.

To an observation that disabled children need sympathetic treatment, Prof. Jangira felt that instead of sympathy, empathy will do. In IED programmes, disabled children are not treated as isolated individuals. Despite their disability, certain disabled children have many attributes. They should be encouraged to share them with their peers so that other children appreciate their contribution and abilities.

Replying to a question about instances of leaving the general school by disabled as a result of mischievous behaviour of peers, Prof. Jangira informed that the IED programme has a provision for socialization input involving both disabled and non-disabled

children. However, in certain cases intervention became necessary. The teacher can use his counselling skills as he uses with any other deviant behaviour in children.

Paper : Internship in Research Methodology through Field Experiences.

Presented by : Dr. J. S. Grewal, Professor,
Regional College of Education,
Bhopal.

Dr. J. S. Grewal presented the field experiences of M.Ed. students gathered under the project undertaken in two tribal districts of Madhya Pradesh (Chhindwara and Betul). Realising the felt-need of providing field experiences, the M.Ed students^{were} ^{by} ~~deputed~~ Regional College of Education, Bhopal to attend a three-day conference with the teachers of the tribal schools where they were exposed to the problem of education of tribals. This was followed by a one-week data collection programme under guidance of the faculty of the RCE, Bhopal. The data were collected in Tania Block of Chhindwara district during 1986-87 and the Bhainshedi Block of Betul District in 1987-88. The participants went to the interior places and interacted with the teachers and the community members

through observations and other tools. The data collected were analysed and reports were prepared. The project is proposed to be continued for the next two to three years.

During the course of discussion on the paper, Dr. Grewal clarified that the project was undertaken in the tribal districts where less attention was paid to the development of education. The ICDS project is in operation in these tribal blocks. As regards the language proficiency of tribal children, although some preliminary studies indicated adequate achievement of the tribal children, it was felt that further studies on a wider sample will be needed.

It was noticed that wherever mothers supervised or helped their children in their home studies, their achievement improved. Dr. Grewal informed that separate textbooks in tribal dialects were used only at the primary stage on experimental basis in a project of the Tribal Welfare Department.

With regard to an observation as to how the environmental knowledge of the participants was studied, Dr. Grewal clarified that some commonly used environmental concepts like 'conservation', 'bio-sphere', 'interdependence' were selected and a multiple-choice test was constructed by the

investigator. Another observation was with regard to short duration of the field studies. It was suggested that the students needing further time for data collection and observation could stay in the field for some more time. Dr. Grewal further pointed out that these programmes may be conducted at Taluka or even at village level to enable the investigator to get first hand experience of the educational styles of the tribal schools.

23.3.1988

Chairperson : Dr. S.P. Sharma

Session III

Paper : In the Quest of quality in Education.

Presented by : Dr. S.P. Anand, Reader in Education, Regional College of Education, Bhubaneswar.

The project highlights the absence of some selection procedure for admission to B. Ed. courses in the Teachers' Training Colleges. A close scrutiny is essential to select a quality prospective teachers for having a quality output from the process of education.

The project has developed a Likert type Mental Health Scale and a scale to test the teachers' attitude towards children. It has been suggested that while taking care of academic qualifications, we should also attend to the personality aspect of B.E. trainees. It has been suggested that mental health scale and attitude scale for children should also be used for selection of quality prospective teachers.

During discussion on the paper, it was inter alia suggested that in their professional training, the pupil teachers should be oriented to maintain their mental health.

23.3.1988 (Afternoon)

Study Visit

On 23rd March, 1988 the participants of the Seminar went for a study visit in Guwahati and nearby places. A cultural evening was organised at Basic Training College (BTC) Mirza. A community singing programme under the scheme of national integration camps of the NCEAT was organised in the honour of the participants. The participants interacted with a group of 21 Teacher Trainees from North Eastern States that were taking part in the camp. The

Objectives of the scheme 'Community Singing' as a national movement' are as under:

1. Inculcate among our children a sense of patriotism and pride in our country and its glorious heritage.
2. Develop in them respect and love for all the language and cultures which form an integral part of the Indian ethos.
3. Strengthen the spirit of national integration through singing together is part of the school programme.
4. Enable them to appreciate the essential characteristics of our culture which is 'Unity in Diversity'.
5. Develop in them such qualities of character as friendship, unity, patriotism, faith, devotion and reverence.
6. Provide them an opportunity for artistic self-expression and aesthetic enjoyment.

One of the important ways of bringing out national integration is to unify hearts of our young children in all parts of the country through community singing.

Impelled by the role that community singing can play in the change of hearts of our children living in different parts of the country, our late Prime Minister, Mrs. Indira Gandhi, initiated the scheme of community singing and the Union Ministry of Education with her support launched it as a national movement in 1982.

The teachers attending the national integration camp are inter alia given tape recorders and recorded cassettes containing 18 community songs in 15 different Indian languages. The cassettes are used by the teachers for teaching the songs to the school children. The children sing these songs in different Indian languages in their schools as part of their curricular programme. They imbibe within them the spirit of unity and love. The trained teachers are expected to teach songs not only to the children of their schools but also to the children of other schools in their neighbourhood. Each teacher is expected to prepare atleast 1000 students to sing all the 18 songs in unison.

The participants were overwhelmed by the patriotic inspiring community songs sung in Hindi, Bengali, Gujarati, Punjabi, Asamese and Kannada from the same group of trainees. The participants appreciated this novel innovative idea of far reaching utility in achieving national integration. Prof. J. S. Grewal (RCE, Bhopal), and Shri J. D. Sharma (I.R. Unit, NCERT) highlighted in brief the programme and activities under the NDS. They particularly emphasised about inter-sectoral cooperation in

educational endeavours. Shri J.D. Sharma thanked the Principal BIC Mirza, organisers of the programme and the participants attending the community singing national integration camp.

24.3.1988

Chairperson : Dr. D.H. Nath

Session I

Paper : Implementation of Vocationalization of Education Programme.

Presented by : Dr. K.S. Chacko, Regional Officer, Central Board of Secondary Education, Guwahati.

Dr. K.S. Chacko appraised of the participants certain strategies adopted by the Central Board of Secondary Education for development of curricula, syllabi and instructional materials in some vocational courses under the scheme of vocationalization of secondary education. Some criteria or considerations for introduction of vocational courses were as follows:

- (i) The need based vocational courses should be introduced.
- (ii) The students taking vocational courses should have avenues for vertical mobility.
- (iii) Adequate infrastructure like Laboratory and library facilities should be provided.

- (iv) The curricula, syllabi and instructional material for vocational courses should be developed in consultation with experts in concerned vocational fields.

Keeping in view the above, vocational courses in Banking, Insurance, Hotel Management, Computers, Fisheries, Ophthalmic Technology, Beautician and Health Culture etc., were introduced as per needs and situational contexts. For example, Inland Fisheries and Marine Fisheries Courses were introduced in some schools in Andaman and Nicobar Islands.

Answering to a query, Dr. Chacko informed the participants that vocational courses have not been introduced in the Kendriya Vidyalayas because of transfer of parents of students. The overall enrolment position in vocational courses is not encouraging so far.

As regards a query about avenues for job placement of students in Banking courses, Dr. Chacko informed that such students get preference in service in those banks that are not nationalised. Even in the nationalized banks such students are favoured for adhoc appointments in leave vacancies etc.

Prof. J. S. Grewal informed the participants that on demand from the Government of Maharashtra, the Regional College of Education, Bhopal has introduced the teachers training for vocational courses in commerce. This is a one year B.Ed. Course and 3 months paid apprenticeship.

There is a viewpoint that some vocational courses are not seen with due prestige because of non availability of provision of higher level courses in the concerned vocations at the university level. In this connection, Dr. Chacko informed that some Universities have started certain vocational courses. A suggestion was given that vocational courses should be planned as per requirement of the Man power in the concerned vocations.

Paper : Information - Education - Communication
Training Plan.

Presented by : Dr. Raj Kumar, National Institute
of Health and Family Welfare,
New Delhi.

The project aims at improving programme planning, implementation and monitoring with particular thrust on efficient resource management in the context of reduction of fertility and mortality rates. In order to operationalize the project, a system of training

and visits (T and V system) has been prepared which aims at utilization of the services of the existing staff. A significant aspect of the project is that the training is need based and local context specific. The experience to be gained through this project in Lucknow District of U.P., is proposed to be utilised for further refining strategies at wider diffusion stage.

The project experience revealed that even if provisions for health facilities are there, generally the people are not using these facilities. For example, despite the availability of water pumps, people are not generally using them. They generally use pond water which is dirty. As such, water borne diseases are prevalent in such areas. In order to educate people, certain techniques, like flash cards, which contain different messages, and folk media are used.

Several questions with regard to non availability of this project in states like Assam were raised. Dr. Raj Kumar informed that from the health and the population education view-point, Assam was not

a problem State and, as such, the project was not undertaken in this state. Certain other questions raised by the participants related to inter-sectoral cooperation (e.g., with education), involvement of tribal teachers in the project, and evaluation of effectiveness of the project in terms of reduction in fertility and morality. Dr. Raj Kumar informed that since this is a developmental and service project,, its results are not expected to be assessed by formal evaluation techniques as such. The monitoring of this project is done by the State and the Central agencies concerned with health education. A suggestion was given to name cigarettes as 'Cancer Sticks' in order to make the people aware about the hazards of smoking.

Paper : Management Training Modules Health Personnel.

Presented by : Dr. D.H. Nath, National Institute of Health and Family Welfare, New Delhi.

In the context of the goal of 'Health for all by 2000 AD', the need for imparting managerial training to health personnel cannot be over emphasized. The NIHFV undertook this project in collaboration with Indian Institution of Management, Ahmedabad and

Bangalore, and Gandhigram Institute of Rural Health and Family Welfare Trust Gandhigram.

There is an in-built linkage in the modules prepared for different categories of health workers. The project is being implemented in phases which include identification of management training needs, preparation of management modules for different categories of health personnel, finalization of the modules on the basis of try-out, and sensitization of trainers and users in the use of modules. Sufficient scope has been kept for flexibility and adoptability. The assessment of training needs was done by utilising various approaches like job analysis, interview with personnel, participant observation and workshop of the personnel, to validate the assessed needs from other approaches.

It was pointed out by Dr. Nath that during sensitization programme of the trainers holistic approach is followed. Under this, an over view of the training programme and modules is first presented to the participants and the details of a theme/topic are covered afterwards. In the modules which are produced in a certain sequence, namely, introduction, learning objectives, duration, content, teaching

methods and notes for the trainers are discussed. The standard format of a module facilitates the work of trainer. Dr. Nath informed the participants that the training of personnel is conducted in group situation where the number of participants is nearly 25. The thrust in the training is developmental and evaluation aspect with regard to the terminal outcome is not emphasised.

24.3.1988

Chairperson: Prof. S.R. Rohidekar

Session II

Paper : Computer Assisted Instruction (CAI)

Presented by : Shri Sanjeev Kumar, Technical Teacher's Training Institute, Chandigarh.

Shri Sanjeev Kumar apprised the participants with the role of the computers in teaching learning process. The various styles prevalent in computer assisted instruction were also discussed. The following packages, developed at TTTI, Chandigarh, came for the discussion.

1. Fertile Core transformer.
2. Motion of Charged particle.

3. Refrigeration Cycle.
4. Question Bank.

These packages are being distributed in polytechnics for wider diffusion.

Answering to a query about computers, Sh. Sanjeev Kumar explained the configuration of computer, its working and the need for computer language for preparing the CAI package.

A sample computer based question Bank package has been developed by the TTTI Chandigarh.

Sh. Sanjeev Kumar informed the participants about mechanism for storing questions in the computer, how the Question can be retrieved from computer and how questions are selected randomly by computer as per needs. The computer can be used for preparing quite a large number of copies of a question paper. The speed of getting copies of the Question paper depends upon the speed of the printer.

The Chairperson informed the participant about the development of CAI package in a school in Karnataka by the Science Teachers. He shared his experience of usefulness of computer for diagnostic and remedial measures in the teaching learning process.

Projects : (1) Institutional Network Scheme
(2) Community Polytechnic Scheme

Presented by : M. Amin Ahmad, Joint Director
of Technical Education, Assam,
Guwahati.

The above mentioned Government of India, Ministry of Human Resource Development sponsored schemes have been implemented in (i) the Assam Engineering College (AEC),, Guwahati, and (ii) Now jay Polytechnic.

In the Institutional network scheme, the IIT Kharagpur actively collaborated with the Assam Engineering College for preparation of an action plan for modernization of the college. Some modern equipments were also procured for the college.

The basic objective of Community Polytechnic Scheme is the transfer of technology to the rural people. An inter-sectoral Advisory Body suggests the projects to be undertaken by the Polytechnic.

Shri Amin Ahmad informed about bureaucratic delays in getting clearance/sanction from the Government in implementation of the scheme. Some participants gave certain suggestions in this regard based on experience in their own states.

25.3.1988

Chairperson: Prof. J.S. Grewal.

Session I

A brief discussion on the concept of inter-sectoral cooperation in educational innovations was made on the opening day of the Seminar. However as per daily programme of the Seminar, Prof. J.S. Grewal invited Prof. S.R. Rihilekar to elaborate the thinking with regard to inter-sectoral cooperation in educational innovations within the overall roles and functions of the NDG.

Prof. S.R. Rihilekar stated that a number of educational innovations, specially those related to national development, have compelled the initiators to seek assistance of experts from other sectors. This need is growing day by day and can no longer be ignored. He cited certain examples in which we see seeds of intersectoral cooperation sprouting naturally in educational innovations. It is more pronounced in developmental activities. This phenomenon is quite often incidental, but if it pre-planned and scientifically carried out, it will lead to great economy and efficiency in achieving the goals of national development.

Prof. S.R. Abhilekar felt that strategies for inter-sectoral cooperation need to be integrally related firstly to the objectives of intersectoral cooperation for the purpose in view. The two major objectives of educational innovations are: (i) economy and efficiency in solving and identifying problems and (ii) creativity geared to developmental goals.

A sector may achieve these objectives independently or through inter-sectoral cooperation or collaboration. However, it has been realised that in achieving some goals of development, inter-sectoral cooperation is more economical and more effective. The task, however, is not easy. Such a cooperation has to be based on mutual respect and understanding, patience and determination in tackling problems that may crop up, and an underlying spirit of commitment and dedication to the cause of national development.

Inter-sectoral cooperation falls into various patterns depending upon the nature of the issue involved, expertise required, and scope of work. Based on the nodal point and nature of linkages some major patterns can be thought of. Pattern: Single Nodal Pattern. In this pattern, general education for example, becomes a nodal sector and certain other sectors like

Horticulture, village handicrafts, banking and industry become cooperative sectors playing their roles on demand as and when required.

Pattern 2 : Joint Nodal Pattern.

Banking and industry, for example, may conceive of an educational innovation in developing a better expertise in their personnel management and workers welfare. In this endeavour, they may seek expert assistance from certain other sectors, like marketing and business sectors, for some aspects and expertise from general education in the training aspect.

Pattern 3 : Integrated Nodal Pattern.

A voluntary organisation may plan a project under IRDI and various sectors like education, agriculture, health, handicrafts, horticulture and animal husbandary may cooperate.

Pattern 4 : Adhoc Link Pattern:

A governmental, semi-governmental or any voluntary organisation may set up a study team for

specific purposes and their linkages with other organisations may ^{be} made on an ad hoc basis.

Pattern 5 : Macro Level Networking Pattern.

that
Realising the fact/learning - learning or paid work centred approach may produce better results, the need for inter-sectoral cooperation, not casually, but deliberately planned systems analysis way is necessary. Under this pattern, a national level central inter-sectoral committee supported by similar state-level inter-sectoral committees and, perhaps, augmented by voluntary organisations inter-sectorally may become necessary ingredients.

Prof. S.R. Rohilkar felt that well planned innovations under the above mentioned patterns may give us worthwhile innovative models that may be diffused on a wider scale through a network of change agents. Ultimately the innovation may be institutionalised. Prof. Rohilkar discussed certain stages and strategies for diffusion and institutionalization of inter-sectoral educational innovations for national development. It begins with identification of catchment area and a survey of the felt needs of the area. The next step is to examine resources (human, material and

financial) available as also an examination of the structures and functions of the sectors which need to be involved in dissemination. The concerned sectors may prepare a design for diffusion which may be considered and refined in meetings. The responsibilities for implementation may be fixed. A Steering Committee may do the job. In implementation of diffusion programme, action by all functionaries may be taken in coordinated fashion. The monitoring and evaluation may be done by individuals from different sectors as per plan already agreed. The steering committee may get feed-back data and prepare the Report.

Prof. S.R. Kohilkar suggested that a network of institutions and organizations at national and state level may be formed for conducting joint innovative projects and/or giving support in such ventures. The NDG may take initiative for formulation of such a network. It was also pointed out that the NDG was formulating and finalizing a Scheme of financial assistance for Inter-sectoral innovative educational projects.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17, B.S. Arora Road, New Delhi-110016
DOC No. D-11416
Date.....28/9/82

After discussion on the idea of inter-sectoral cooperation and coordination in educational endeavours, the participants took keen interest in discussing the innovative programmes and projects of the SCERT Assam. The following priority areas were inter alia suggested for concentration of efforts.

- (i) Universalization of elementary education.
- (ii) Eradication of illiteracy.
- (iii) Continuing education.
- (iv) JPN
- (v) Education for Value based life.
- (vi) Development of alternative models of education.
- (vii) Science and Technology education.

Prof. S.R. Rohilkar suggested that JPN activities with some component of 'learn while you learn' could be potential means for checking drop-outs. The Departments of Rural Industries and Handicrafts, Banks etc., could extend valuable help in such ventures.

Dr. D.N. Nath said that poor health of children is one of the significant causes of drop-out from the schools. It has been observed that in areas covered under I CDS, the incidence of drop-out is less because the scheme inter alia gives stress on health measures and improving the economic conditions of the population.

Prof. J.S. Grewal suggested a systematic way for conducting innovative projects.

Shri J.D. Sharma informed the participants about the suggestion of the Government of India to the State Governments for establishment of State Development Groups (SDGs) for Educational Innovations as counterpart organizations of the National Development Group (NDG) for Educational Innovations. Realizing the need for inter-sectoral cooperation in educational ventures the need for establishing an inter-sectoral body like SDG in each State/UT cannot be over-emphasized.

The Seminar suggested that the NDG should document educational innovations being conducted in different development sectors and disseminate information on significant innovations through various modes like Newsletter, Inventories.

3. Valedictory Session:

25.3.1988

Dr. M.M. Pandey, Field Adviser (NCERT) Assam welcomed the Chief Guest Shri Rajeshwar Das, Additional Secretary, Labour, Education and Employment, Government of Assam.

Prof. J.S. Grewal presented a resume of the proceedings of the Seminar. He informed that 12 papers on innovations in different development sectors were presented in the Seminar. The participants got good opportunity of discussing the innovative projects and programmes of different sectors.

Dr. S.P. Sharma read the recommendations of the seminar which emerged out of the discussions during the seminar.

Shri Amin Ahmad, Joint Director (Technical Education), Assam emphasised that the State Government should establish early the State Development Groups (SDGs) for Educational Innovations so that an effective network of institutions/organisations in the country is available for inter-sectoral cooperation in educational endeavours. He suggested that the NDG staff attending the present Seminar may discuss the matter with the Officers of the Assam State Education Department in order to expedite formation of an SDG in the

State (Later on Shri J.D. Sharma from the NDG, NCERT discussed the matter with the Additional Secretary, Education and the DPI, Assam. They assured to look into the matter early).

Prof. D.M. Nath said that in order to achieve the goal of "Health for All by 2000 AD", inter-sectoral cooperation of some development sectors would be of immense help.

Some delegates appreciated the efforts being made by the NDG Secretariat for providing a forum of educational innovators to meet and exchange innovative ideas and experiences and dissemination of information on educational innovations through the NDG Newsletter "Educational Innovation".

Dr. S. Bharali, DPI Assam felt that although our country had achieved a lot in various field, yet we need concerted efforts for solving the problems of poverty and illiteracy.

While delivering the valedictory address, Shri Rajeshwar Doss, Additional Secretary, Labour, Education and Employment, Government of Assam, in the first instance gave a brief scenario of the state of education in Assam. He cited certain achievements as well as drawbacks in the education

system of Assam. He emphasized that the problems of education should be studied thoroughly and well thought plans should be drawn to overcome them. An effective monitoring and supervision system should be evolved and implemented with active cooperation of personnel at different levels. Shri Rajeshwara Das was of the view that the SCERT may be made autonomous so that its working could become more effective. He, however, cautioned that while preparing plans for improvement of education we should be more realistic rather than idealistic. Among other things, Shri Das felt that the SCERT should give more emphasis on training of teachers.

Shri J.D. Sharma presented highlights of the significant programmes and activities of the NDG Secretariat NCERT. The NDG Newsletter "Educational Innovation" is of its own kind that provides precise information on significant educational innovations in different development sectors. The inter-sectoral seminars organised by the NDG provide a forum for the educational innovator working in different development sectors to meet and exchange innovative ideas and experiences. The NDG is taking steps to pursue the States to establish the SDGs so that an effective network of institutions/organisation for

promotion and coordination of educational innovation is available. A scheme to financial assistance for inter-sectoral innovative projects is also being finalised.

In the end Shri J.D. Sharma thanked the Chief guest, participants and their institutions, Special invitees, chairpersons of various sessions, organisers of the seminars, the host institution under the leadership of Dr. S. Bharali, and all others who contributed for the success of the seminar.

4. RECOMMENDATIONS

The Regional Seminar (East-ern Region) on Educational Innovations for Development held at DPII office, Guwahati (ASSAM) made the following recommendations on the basis of deliberations in the seminar :

1. Since the importance of inter-sectoral cooperation and coordination in educational endeavours is being intensively felt, it would be in the fitness of things, if NDG may convene an All India Conference for discussing certain vital matters like formation of State Development Groups (SDGs) for Educational Innovations and evolving models of Inter-sectoral Cooperation.
2. The Government of India may form a National body having wider scope of activities for cooperative educational ventures amongst sectors like Education, Health, Agriculture, Industries, Information and Broadcasting, Cooperative Sector, Social Welfare, Rural Development, on the lines of inter-sectoral body for Higher Education level envisaged in the National Policy on Education (1986).
3. The States may take initiative for organising Inter-Sectoral Seminars on Educational Innovations and conducting joint innovative Inter-Sectoral Projects for evolving viable models of inter-sectoral cooperation.
4. Need is being felt to establish State Development Group (SDG) for Educational Innovation in the States of the eastern region inter alia for coordinating their activities with NDG. The next step may be an effective coordination with Regional Development Groups for Educational Innovations.

5. Each SDG may publish a Newsletter, at least annually, in which among other things, precise information on significant educational innovations is suitably highlighted.
6. Documentation of Innovations at various levels may be made, published and disseminated with Central storage in the NDG.
7. In the pilot projects undertaken by the various agencies, inter-sectoral elements may specifically highlight the following :
 - special relevance and utility of the project.
 - Levels at which the project is being implemented, including the various sections and sub-sections.
 - Aspects that are being covered by the project for inter-sectoral coverage of various educational and development stages along with the objectives envisaged for each constituent sections.
 - Extent to which inter-sectoral linkage has been achieved, various constraints faced and measures taken to overcome them.
8. The Seminar noted with astonishment that sometimes inter-sectoral and intra-sectoral projects are going on in a particular area (State, District, Taluka or Block) but there is little coordination which is not only necessary for sharing of experiences but also for forming common relevant Strategies for implementing the Project, pooling of the common techno-pedagogical resources and economizing the expenditure.

The Seminar noted that a lot of material is being prepared on health, environment and nutritional problems of women, girls and children by various agencies on the same topics including more or less the same or similar contents. It is desirable that coordinated

efforts may be made to avoid duplication and to produce quality material through collaborative efforts.

10. N.D.G. may compile and publish an Inventory of the Institutions or organizations in various educational development sectors functioning in the States and keep them on its mailing list.
11. N.D.G. may hold quarterly meetings of SDGs and Associated Centres of APEID and concerned Ministries.
12. N.D.G. may constitute an experts Advisory group to provide technical assistance to SDGs as and when required.

PART . II
ANNEXURES

Annexure I

National Development Group
for Educational Innovations:
India.

Background Paper
for
Regional Seminar (Eastern Region) on
Educational Innovations for Development

22-25 March 1988

DPI Office Guwahati

R.M. Kalra

J. D. Sharma

NDG Secretariat
International Relations Unit
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016.

Regional Seminar (Eastern Region) on
Educational Innovations for Development

(22-25 March, 1988)

Background Paper:

NDG:

The Govt. of India has set-up a National Development Group (NDG) for Educational Innovations in the context of UNESCO's programme APEID (Asia and the Pacific Programme of Educational Innovation for Development). 24 countries of Asia and the Pacific are participating in APEID. Each member country has offered some apex institutions/organisations for association with APEID.

In India, 17 institutions/organisations in different development sectors (general education, non-formal education, adult education, technical education, health and family welfare education, agricultural education, and rural development) have been recognised by UNESCO as Associated Centres of APEID.

One of the functions of the NDG is to identify and stimulate innovative process in the country. Besides dissemination of information on educational innovations, currently the NDG is giving emphasis on promotion of inter-sectoral cooperation in educational innovations.

NEWSLETTER :

The NDG Secretariat (located in the International Relations Unit, NCERT, New Delhi) has started publishing a Newsletter titled 'Educational Innovation'. Two issues of Newsletter are published in each year. The Newsletter endeavours to fill in gap that exists in dissemination of information on significant educational innovations that have adequate diffusion potential. The Newsletter is mailed to institutions/organisations in different development sectors in India. Besides these, it is mailed to all the APEID countries.

SEMINARS ON EDUCATIONAL INNOVATIONS :

A significant activity undertaken by the NDG relates to the organisation of inter-sectoral seminars on educational innovations for development. These seminars provide a forum for educational innovat**ors**

in different development sectors to meet and exchange innovative ideas and experiences. The following seminars have already been conducted by the NDG.

- i) Regional Seminar (Southern Region) on Educational Innovations for Development held at the Regional College of Education, Mysore, from 25 to 28 February, 1985.
- ii) Regional Seminar (Northern Region) on Educational Innovations for Development held at the Technical Teachers' Training Institute, Chandigarh from 17 to 20 December, 1985.
- iii) National Seminar on Educational Innovations for Development held at Regional College of Education, Bhopal from 1 to 5 July, 1986.
- iv) Regional Seminar (Western Region) on Educational Innovations for Development held at SIERT Rajasthan, Udaipur from 17 to 20 November, 1987.

The Regional Seminar (Eastern Region) on Educational Innovations for Development is being organised at the DPI Office Guwahati (Assam) from 22 to 25 March 1988. The Associated Centres of APEID and certain other apex state level institutions have been requested to depute participants to this seminar. Each participant will present a paper on some significant educational innovations on which he has worked.

A significant feature of these seminars is that the participants get good opportunity to know and discuss about certain innovative programmes and activities that are being conducted in different sectors. The highlights of the Seminar on Educational innovations are reported in the NDG Newsletter

"Educational Innovations". The Newsletter inter alia disseminates information on significant educational innovations of Associated Centres of PEID in India and other institutions/organisations in different development sectors. The efforts of the NDG Secretariat for inter-sectoral Seminars on educational innovations and dissemination of information on educational innovations through the medium of NDG Newsletter have been appreciated widely.

SDGs :

In order to create a networking arrangement and infrastructure for giving proper shape to the idea of inter-sectoral cooperation in educational innovations for development, the NDG has suggested that in each State/Union Territory, a State Development Group (SDG) for Educational Innovations may be set up. The Govt. of India, Ministry of Human Resource Development has addressed letters to all the States and Union Territories advising them to set up SDGs. It has been suggested that each SDG may include some apex institutions/organisations from different development sectors. Some States/Union Territories have already set up SDGs. The NDG and the MHRD are making

correspondence with other States in the context of setting up of SDGs. It is hoped that once the SDGs are set up in all the States and Union Territories, some effective and viable networking arrangements will be available for stimulation and dissemination of inter-sectoral educational innovations.

CONCEPT OF EDUCATIONAL INNOVATIONS FOR DEVELOPMENT

In the context of its programmes and activities, the NDG is trying to evolve a working definition related to the concept of educational innovations for development. As a result of discussions in certain seminars/workshops organised by the NDG, the following points on the concept of educational innovations have emerged.

EDUCATIONAL INNOVATION : refers to a concept, a process (such as a method or an approach), a product like objects or material) or a programme/project. However, educational innovations can be characterised by certain intrinsic and extrinsic features, some of which are more essential than others.

ESSENTIAL FEATURES } Educational innovations should be new or novel or deviant from the existing ones and oriented towards the values of the society.

There should be a deliberate planned change for specific goal relevant to the needs of the community and related to national development. Innovations should be cost effective and time effective, communicable to and implementable in other parallel situations. Replicability with or without adaptation should be a criterion for innovativeness.

DESIKABLE
FEATUKES

⊆ Educational innovations may be diversified (in approaches, formats and practices), creative, scientific in their development (following sequential stages of testing), renewable from time to time based on appropriate feedback and the context for adoption or adaptation. They may be productive in terms of augmenting available resources.

INTR-SECTORAL COOPERATION :

Each development sector envisages short term and long term plans for achieving certain targets. Besides the Education sector which endeavours for education for people right from childhood to adult stage, some other development sectors like Health, Agriculture, Rural Development, and Information and Broadcasting also take steps for education of people in different aspects. These development sectors have evolved their own strategies and plans of action for educating the people. Although there are ample

opportunities of inter-sectoral cooperation in educational ventures of various development sectors, yet they are not making concerted efforts in achieving the goals or targets. For example the Education sector as well as the Health sector are engaged in conveying messages related to Health, Nutrition and environmental sanitation through various modes. If these sectors work in close collaboration, then perhaps it would be easy for the nation to achieve the target of 'Health For All by 2000'.

The National policy on Education (NPE) 1986 has realised the importance of inter-sectoral cooperation and suggested collaboration of various sectors in certain educational ventures like Early Childhood and Education, Vocationalisation of Education, Science Education, Technical and Management Education, and Higher Education. **For example, the NPE 1986 envisages full integration of childcare and pre-primary education both as a feeder and strengthening factor for primary education and for Human Resource Development in general. The programmes and activities in early childhood care and education (ECE) are proposed to be integrated with ICDS (Integrated Child Development Services) (NPE para 5.1 to 5.4). As regards Science education,

the curricular activities are proposed to be designed in such a manner so as to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. (NPE Para 8.19). Similarly in order to boost the programme of vocationalisation of education, vocational courses based on agriculture, marketing, social services etc., are to be developed. (NPE Para 5.18). Keeping in view the integrated nature of the task, the NPE suggests that the Ministry of Human Resource Development should coordinate the balanced development of engineering, vocational and management education as well as education of technicians and craftsman. (NPE Para 6.17).

The National Development Group (NDG) for Educational Innovations has already initiated certain steps for promotion of inter-sectoral educational innovations. The constitution of the NDG itself reveals that it is a kind of inter-sectoral body or mechanism in which different development sectors like education, health, agriculture, rural development are represented. Some programmes and activities of the NDG mentioned earlier indicate that this national level

body is taking steps to give boost to the idea of inter-sectoral cooperation and coordination in the field of educational innovations for development. The inter-sectoral forum provided by the NDG has created more awareness for mutual cooperation. The Educational innovators working in different development sectors are now more informed about innovative programmes and activities of each others' sectors. This awareness has resulted in a demand for evolving some institutionalised mechanism for planning and conducting inter-sectoral educational innovations. It is being increasingly felt that once the SDGs are set up in all the States and Union Territories, a potential networking arrangement for inter-sectoral cooperation in the programmes and activities related to educational innovations will be available in the country. Side by side, the NDG is taking steps for identifying certain priority areas for conducting inter-sectoral innovations. Efforts are also being made to make provisions for giving financial assistance for conducting inter-sectoral projects. At present the financial assistance is generally available on sectoral basis only.

The planning and implementation of inter-sectoral projects need well formulated plans and strategies. The following steps are envisaged for developing/implementing a plan for joint innovative inter-sectoral projects in education.

- 1 Identification of some significant priority areas for conducting inter-sectoral educational innovations.
- 2 Development of model designs of some joint innovative inter-sectoral projects.
- 3 Preparation of model guidelines in respect of the following:
 - (i) Development of overall plan and programme for conducting inter-sectoral innovative projects in education.
 - (ii) Development of materials and methods.
 - (iii) Try-out of materials and methods.
 - (iv) Training of personnel.
 - (v) Monitoring and supervision of the projects.
 - (vi) Plan for wider diffusion of successful innovations.
- 4 Identification of institutions/organisations that may be encouraged to undertake and conduct joint innovative inter-sectoral projects with or without financial assistance from the NDG.
- 5 Development of joint innovative inter-sectoral projects by the identified key institutions/organisations. For each project, implementation strategies and plan for wider diffusion may be worked out in advance.

6. Making provision of financial assistance and other physical facilities for conducting the projects.
7. Formation of inter-sectoral projects teams. The project Coordinating Department will seek cooperation from concerned Departments in different development sectors for conducting the project.
8. Development of materials and methods.
9. Training of personnel working on the projects.
10. Try-out of materials and methods developed under the project.
11. Monitoring, supervision and coordination of activities.
12. Analysis and consolidation of feedback data and preparation of Report of each project.
13. Analysis of the results and experiences gained through simultaneous implementation of some projects in each project area.
14. Study and consideration of results and experiences gained after implementation of some inter-sectoral project in some selected project areas.
15. Submission of Project Reports and recommendations to the SDG (or State Government) and the NDG for further consideration and taking suitable follow up action.

Each development sector has its own vertical channel of command for its functionaries at various levels. However, there is no horizontal channel of command for the functionaries working in different development sectors. For example, if we take a village

as a unit of operation we see that the functionaries of different development sectors stationed in the village receive commands from their own ministries or departments. In order to give proper shape to the idea of inter-sectoral cooperation, it is desirable that some horizontal channel of command may also be created so that the functionaries of different development sectors may sit together from time to time and extend mutual cooperation in doing certain programmes and activities of common interest. This will facilitate pooling of resources at the disposal of functionaries of various development sectors for undertaking certain programmes and activities of common interest and organise them jointly from time to time to achieve the targets or goals economically and effectively. For example in the context of achieving the goal of 'Health for All by 2000'. It is desirable that the functionaries of Education Department, Health Department, and Social Welfare Department may pool together some of their resources and services and work in mutual cooperation from time to time, particularly at the operational level. Such cooperative venture would be possible if the concerned Ministries/Departments formulate plans of action for mutual cooperation and give necessary

orders to their functionaries at different levels for working closely with personnel of other sectors.

It is proposed that in the Eastern Region Seminar, besides exchange of ideas and information on educational innovations in different sectors, we may inter-alia discuss some strategies for inter-sectoral cooperation in educational innovations for development. Besides this, we may identify certain priority areas for undertaking inter-sectoral innovative projects.

The present seminar may also like to give certain recommendations that may be profitable for giving further momentum to the work of the NDG, particularly for promotion of inter-sectoral innovations.

ANNEXURE II

Papers presented - Index

<u>Sr.No.</u>	<u>Title</u>	<u>Presented by</u>
1.	Education for Women and Girls	Dr. S.P. Sharma
2.	Radio-Vision Programme on 'Mother & Child Care'	Dr. B.K. Sinha
3.	Special programme of Adult Education for the Sauriya Pahariyas	Ms. Jyotsna Roy
4.	Project of Integrated Education for the Disabled (PIED)	Dr. N.K. Jangira
5.	Development of Teaching Aids Kit for visually impaired children at primary level	Dr. N.K. Jangira
6.	Internship in Research Methodology through Field Experiences	Dr. J.S. Grewal
7.	In the Quest of Quality in Education.	Dr. S.P. Anand
8.	Implementation of Vocationalization Programme	Dr. K.S. Chacko
9.	Information-Education-Communication Training Plan.	Dr. Raj Kumar
10.	Management Training Modules for Health Personnel	Dr. D.H. Nath

11. Computer Aided
Instruction : Sh. Sanjeev Kumar
- a) Refrigeration Cycle
 - b) Motion of Charged particle
 - c) Ferrite core transformer
 - d) Question Banking
12. a) Institutional
Network Scheme : Mr. A. Ahamed
- b) Community Polytechnic
scheme.

Paper No 1 :

1. Institution/Organisation:

Directorate of Adult Education,
Ministry of Human Resource Development,
New Delhi - 110011.

2. Title :

Education for Women and Girls.

3. Collaborating Agency :

- 1) UNICEF, New Delhi (Finance)
- 2) SRCs and Voluntary Organization.

4. Sponsoring Agency :

Ministry of Human Resource Development,
Govt. of India, New Delhi.

5. Duration of the Project :

Date of Commencement : April 1981

Date of completion : Phase I 1981-84
Phase II 1984-89.

6. Description of the Project :

6.1 Background and Objectives of the Project.

Out of the total 110 million illiterates in the age group 15-35 in India, nearly 62% are females. The National Policy on Education (1986) and the National Literacy Mission (one of the five technological missions in India) lay special emphasis on women's education, which is considered crucial for the improvement of

their status, their participation in development programmes and for furtherance of efforts for family planning and promotion of welfare of the children. Therefore, the need was felt to prepare need-based predominantly visual innovative material, relating to mother and child health care to support the on-going programme of adult education. Concomitantly, it was also felt that care should be taken of the children who accompany with the women to the Adult Education Centres.

Main Objectives:

- 1) To prepare predominantly visual material on mother and child health care.
- 2) To provide, on experimental basis, the child play material to the women adult education centres.
- 3) To strengthen the capacity of State Resource Centres and State Departments of Adult Education to produce literacy material.
- 4) To integrate Adult Education with other programmes such as DMICRA etc.

- 5) Periodical and final evaluation of the project.

6.3 Relationship of the Project with National Priorities:

- 1) Minimum Need-based programme of the Govt. of India.
- 2) Employment of women - the goal set by National Policy on Education 1986.
- 3) Education of special groups (Women) as envisaged in National Literacy Mission.
- 4) Bringing improvement in the quality of women education.

6.3 Implementation Strategies:

- 1) Identification of health problems of women, girls and the children.
- 2) Identification of agencies like State Resource Centres (SRCs) and voluntary organisations, that have the capacity to produce innovative material in various regional languages.

- 3) Orientation of the identified agencies for preparation of the material.
- 4) Identification of experts, script-writers, reviewers, photographers, artists, etc., who may assist in preparation of the materials.
- 5) Provision of finance to the agencies.
- 6) Pre-testing the material in women Adult Education Centres.
- 7) Review of the material by the experts for finalisation and publication.

6.4 Problems faced and solved :

- 1) Since material is predominantly visual, the problem of identification of exact depiction was faced and solved.
- 2) Localised health problems of women of the families were identified and specific material was prepared.

6.5 Outcome of the Project :

- 1) Nine kits of material under phase-I were prepared on topics : Post-natal care and infant feeding, Notions

about malnutrition, safe drinking water, Diarrohea, Smokeless Chulha and village toilet, Goitre, Care of the eyes, Pre-natal care, Immunisation.

2. 20 kits of material under phase-II were prepared on topics: Infant mortality - causes, cure and prevention Home/Kitchen hygiene, Breast feeding and supplementary feeding, Prepost natal care, Nutrition of child and pregnant/ lactating mothers, Prevention and causes of Scabbies, Status of women, Dental care, Home sanitation and personal hygiene, Immunisation, Responsible parent hood Causes and prevention of home accidents, lactating childhood disabilities, Anaemia and women health, Monitoring the growth of the child, Nutritional problems of women of child-bearing age, Postnatal care, prevention and causes of tetanus at birth, Spacing the birth of the children, Upper-respiratory diseases of the children.

- 3) Strengthening the SRGs and SDAEs with A.V. material and Silk Screen equipments.
- 4) Strengthening the SPCs, and SDAEs (Hindi Speaking Areas) with child Survival and development of A.V. Material.
- 5) Provision of child play material to 332 Women, Adult Education Centres and its impact study.

6.6 Limitations:

Specifically designed to cater to the health needs of women and girls and nutritional problems of the children.

6.7 Follow-up Action for wider Diffusion :

The material prepared under this project is being published in a phased manner and distributed to SDAEs, Voluntary organisations and other agencies for distribution to WAECs.

6.8 Significant Publications :

- 1) A set of basis literacy material especially designed for women titled "Khilti Kaliyan".
- 2) Kits of material in various languages

on :

- i) Post-natal care and infant feedings;
- ii) Diarrhoea;
- iii) Smokeless chulha and village toilet;
- iv) Prepost natal care;
- v) Anaemia and women health;
- vi) Spacing the Birth of the children;
- vii) Save your child from home accidents (under publication).

Besides these, eleven video tapes based on the chapters of the basic learning material "Khilti Kaliyan" have been prepared.

7. Contact Person :

Shri Anil K. Sinha, Director,
Directorate of Adult Education, Ministry of
Human Resource Development, Government of India,
10, Jammagar House,
New Delhi - 110011.

Paper No. 2 :

1. Organisation:

DEBAYATAN - Bihar State Resource
Centre for Adult Education, Patna.

2. Project:

Radio-Vision Programme on 'Mother
& Child Care'

Approach:

Radio can be used as very effective form of mass communication, for persuading, informing, instructing, and even providing opportunities for dialogue. A radio listener can participate as a learner in the process of communication.

It is true that radio can not provide the visual information by means of the medium itself but it is entirely possible to prepare materials with drawings, illustrations and photographs and other graphic representations to facilitate and to enhance learning experience.

The combination of radio broadcasting and visual support materials is known as Radio - Vision.

Introduction :

UNICEF, Bihar initiated a Programme for weekly broadcast of messages on 'Mother & Child Care' from Patna and Ranchi Radio Stations.

The main objective of the Radio Vision programme was to provide support to the Integrated Child Development Scheme.

The Radio Vision series would help the Anganwadi Sevikas and the Instructors of the Adult Education Programme in getting the messages of Child and Mother care to the women of the community who attended either of the two centres.

The Radio Vision series was addressed to the mothers and women whose children attended the Anganwadi centres.

All the centres were provided with a transistor set by UNICEF, Bihar.

The state Resource Centre (SRC) for Adult Education was involved at all the stages of the Radio Vision Programme.

Preparation:

1. Audience profiles of the selected community blocks were prepared to assess the information

needs, health beliefs practices etc. The comprehensive information contained in the profile formed the base of the identification of messages.

2. A Workshop consisting of the following categories of persons was organized to identify and prioritise the messages :

- (i) Radio Programme Producers.
- (ii) Anganwadi Mukhya Sevikas.
- (iii) Anganwadi Sevikas.
- (iv) Child Development Project Officer.
- (v) Adult Education Functionaries.
- (vi) Personnel from the Bihar State Resource Centre For Adult Education, UNICEF, Bihar, Directorate of Social Welfare, Bihar.
- (vii) Block level medical practitioners.

Stages in the Workshop :

(1) An open session was conducted to discuss the various dimensions of the Programme; the audience profile, the communication needs of the participants group, linguistic diversities;

(2) Pre-recorded audio-cassettes on 'Mother & Child Care' were played before the participants for their reaction and feedback;

(3) Groups were formed to visit various villages. Each Group carried with it pre-recorded cassettes and evaluation-sheets in order to assess the reactions, perceptions and comprehension of the messages by the village audience. While the groups were being formed, it was ensured that each group had functionaries from the ICDS programmes, the health services the SRC and from All India Radio.

(4) The Groups returned, amended the messages, the content, the presentation on the basis of the feedback.

(5) The modified audiocassette was again played before the prospective audience.

(6) In the process, the communication needs of the audience were also assessed, particularly, the various areas of Mother & Child Care in which the audience would be interested.

(7) Compilation of all the messages, beliefs, local practices and remedial measure was done. This also consisted of interviews with the local medical practitioners of various categories.

(8) The messages were prioritized and sequenced, according to the occurrences in the context of health care needs of the mother and child (-9 months to +6 years).

Post-Workshop Activities :

The Bihar State Resource Centre for Adult Education prepared a guide book for the facilitators. It consisted of a programme schedule, instructions on how to conduct the Radio Vision Programme when it would be broadcast, also, handling the messages, initiating discussion, organizing the group for discussion, sending feedback and presenting the visual material while the audio programme was on, on one 'radio-set'.

The S.R.C. for Adult Education also prepared support visual materials like posters, flip books, booklets on various messages covered under the Radio Vision Programme. These support materials were used to supplement the broadcast on various aspects of 'Mother & Child Care' to facilitate the understanding the learning processes and group-discussions taking place after the radio programme got over.

Monitoring & Evaluation :

The SRC for Adult Education also prepared an evaluation-sheet on an 'inland' format which were filled in by the facilitator and some participants and sent to the Radio Station. The Evaluation-Sheet

consisted of two parts :

(i) A general reaction of the programme --
The content, the comprehension and the presentation
etc.

(ii) Blank place for the questions which
the facilitator/participant wanted to ask. They were
addressed to the subject specialist. These queries
were later answered by the expert in subsequent programme
Broadcast.

This evaluation-sheet also facilitated the
programmes to be recast for 'the repeat' on the Radio
Stations. All the messages were repeated from the
different Radio Stations.

The Repeat Programme had many advantages, it
could overcome many shortcomings of the initial broadcast,
particularly in the following areas :-

- the information load;
- the linguistic load;
- the format of the presentation.

Some observations :

- * The acceptability of the programme was
high.

- * The 'visual support' provided to the audio programme enhanced the acceptability of the whole programme.
- * The 'Visual support' also helped generate and sustain group discussion. This helped the participants grasp the message and retain it.
- * The monitoring and evaluation system worked well to improve the programme.
- * The question-answer session on the radio was appreciated; the participants liked to listen to their questions being answered.
- * The messages presented in the form of stories, plays were liked most, the interview and discussion format the least.

Contact Person :

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Patna - 800001.

Paper No. 3:

1. Institution:

DEEPAYATAN Bihar State Resource
Centre for Adult Education,
Patna.

2. Project:

Special Programme of Adult Education
for the Sauriyas.

Introduction :

the primitive tribes who had hardly got out of the hunting and food gathering stage a measure of originality was sought to be imparted by treating each as a separate group for more imaginative need based and flexible handling."¹

"Adult Education both for men and women to awaken their awareness to the need for economic development has to be paid serious attention as well".²

The Sauriya Pahariya, a primitive tribe inhabits the hills and forests in the Rajmahal hill range. The Directorate of Adult Education, Bihar and 'DEEPAYATAN' the State Resource Centre for Adult Education, Bihar - have worked out a special

programme in Adult and Non-formal Education for this particular tribe. The clientele of the Adult Education Programme is between the age of 15 - 35 years and that of the Non-formal Education 6-14 years. This Programme is being implemented in four block of the Sahibganj district of the Santhal Pargana Commissionary.

I. The Sauriya Pahariya Tribe :

The dark, short statured and curly haired Sauriya Pahariya tribed build their house on the hill - tops or on the hill slopes. Their villages have varying number of houses.

(On Page 75)

1. Report of the working group on Development of Scheduled Tribes during Seventh Five Year Plan - Ministry of Home Affairs/ Government of India, New Delhi, 1984, pp. 9.
2. Op cit. pp. 93.

The life of the Sauriya is inextricably linked with his environment. The forests have various useful fruit - bearing trees viz., Saal, Mahua, Koram, Simli, Bair, Jamun, Mango etc. In the bygone days the forests had tigers but now these magnificent beasts are rare. However, bears porcupines, hares, wild fowls, wild goats and leopards are found occasionally. The availability of these things in their vicinity has led the Sauriya Pahariyas to depend upon forest products, hunting, shifting cultivation, wine making, livestock rearing for their livelihood. Occasionally, labour for wages is also undertaken now.

The timber, fire - wood, fruits, edible leaves and roots of the forests are sold in the village market. They prepare Mahua wine for cash income. Mahua is obtained from the forests or bought from the market. Their regular customers are the santhals, Banias and the other Hindu castes.

Their cultivation is mostly shifting known as 'Kuruwa'. The forest in the area to be cultivated is cut down and the timber sold in the market. The leaves and the branches are burnt down and the ashes scattered in the field. One field is cultivated for two to three years as the field loses its fertility. Then it is left fallow for four to six years. Maize, millets, bean, rahar and sutri are grown.

The Sauriya Pahariyas generally do not migrate to find work. Notwithstanding their dislike to move from their village, they nowadays are working in the nearby stone quarries breaking rocks and stones.

Literacy among the Sauriya Pahariyas is negligible. This has resulted in their exploitation by the traders, moneylenders and also Government officials. They are often short changed in the market place.

The Sauriyas are in the habit of taking loans from moneylenders on births, marriages, illnesses, deaths and other such occasions on very high rates of interests.

There has been a lack of traditional crafts, skills and trades which could have been upgraded and provided the Sauriya people with economic benefits.

Malnutrition is the scourge of these people, it has afflicted people of all ages. The mortality rate is high and the average is between 40-45 years. Some diseases like typhoid, leprosy and other skin diseases, goitre, diarrhoea, malaria are endemic to this area. There is an absolute dearth of safe drinking water. There is a lack of food, lack of adequate and balanced diet and the lack of cleanliness in habits and surroundings. Mortality of women during child birth is high, and so is death rate of infants.

The grip of beliefs and superstitions is very strong of these tribals. They attribute every happening to the spirits or the gods. The misfortunes are the doings of the spirits.

The irony of the lives of the Sauriya Pahariyas is that they would not make any conscious effort to get out of this present predicament. They are still living in the primitive stages of existence. Modern and planned development has reached no where near them.

II. Special Programmes for the Sauriya Pahariyas :

There have been many special programmes for the Sauriya Pahariyas at the Governmental and Non-governmental levels. It has been observed that most of the people involved in these programmes have been people from outside the area. Many of the Government functionaries have never been able to reach the Sauriya Pahariya habitations in the intractable areas. Hence, the total lack of any development.

This fact has been made the basis of structuring the adult non-formal programme for the Sauriya Pahariyas in which the people themselves have been given the responsibility of development.

In 1985, after a detailed survey, four blocks, Buri, Barhait, Taljhari and Pathna were chosen. 22 villages, with 25-30 households, in these blocks were identified. There were no provisions of formal education in the proximity of these villages.

22 couples were identified to run 22 centres in these villages. The minimum educational qualifications for these instructors -- males and females -- was fixed at high school. The availability of people, especially women, fulfilling this criteria fell short; so, instructors with lesser qualifications were selected.

The couple were responsible for the running of the centre. Residential facilities were provided to the instructor couples at the centres. A small hut was built for them. The land for the huts was provided by the community in most cases. Each two-roomed hut was to have a small kitchen - garden around it. This would provide the green vegetables, some fruits for the consumption of the instructor couples as well as serve as a model for the entire village. The instructors were to run the non-formal education centres for the men, women and children.

Each instructor was given a honorarium of Rs.250/ per month. Thus, an instructor couple received Rs.500/- per month. Each couple had an account in the bank which they operated jointly. Initially, each instructor couple was given two kits to keep in the huts, ready at hand. One kit had things which are used daily in a household -- a pair of scissors, needle and thread, measuring tape etc. In the second kit, some medicines were provided which could be used in giving immediate relief and to administer first aid.

The hope was that each centre would function as a multipurpose centre. It would be a place to meet, a place for sharing, a place for learning, a place for social and cultural celebrations and a platform which could be used by people for other developmental departments to meet and teach the people and to seek their participation.

Total participation of the sauriya pahariyas was the aim of this programme. The education visualized would be Comprehensive.

"Comprehensive Education implies a total, or integrated education which is organic and integral to the society and involves the community. To elaborate such an education would be organic in as much as

each part of society would be taken up so that awareness may result from multiple points. The emphasis would be on the critical consciousness ; the distinction between 'nature' and 'culture' and self realization aiming at self -reliance the impact of each effort would be beyond its apparent value. This Education will have a group setting".

III. TRAINING :

a. The basis of the first training of the Instructor couples was the environment, the geographical location and the socio-economic conditions of the Sauriya Pahariya tribe. The attempt was to make the people understand their situation and their environment. The questions were why ?

- * where ? How?
- * why is their present situation as it is?
- * How are the internal and external factors responsible for the present situation?
- * How can they change and improve their lot?
- * Where are the resources for bringing about such a change?

A Constructive Participatory Method was used in the training of these grass-roots level functionaries. The entire training programme was residential and the attempt by the trainers was to facilitate the sharing of experiences.

C. Content of the Training:

The following subjects formed the content of the training ----

1. Saving the Sauriya Tribe.
2. Healthy living in the villages.
3. To know about the preventions of various illnesses and to avail of and use the herbs found in the hills and forests.
4. Importance of the Adult Education Programme and to motivate them to avail of the benefits accruing from it.
5. Safeguarding the beliefs and practices which are beneficial and useful and the eradication of superstition.
6. To prepare the people and environment for the special programme, arrangements in the centre, teaching and learning methods, and information on non-formal education.

7. Meeting with functionaries of development departments, co-ordination with them and bringing the programmes and the benefits within the reach of the villagers.
8. Seeking ways to change and improve the economic conditions and to save themselves from the exploitation by moneylenders, intermediaries and traders.

The problem of health has been acute in this tribe which, in the last decade, registered a negative growth rate. Hence the entry point even in the training programme was health. The whole endeavour of the training in the beginning was to convince and assure the Instructor couples that the Sauriya Pahariyas could also live a healthy life, their tribe can be saved and their longevity would definitely increase.

For practical knowledge and to see for themselves the functioning of a hospital, the trainees were taken to visit the hospital. The women instructors were given information on the care, afflictions and diet of pregnant women. Care of

infants and young children was also discussed. The male instructors were given an exposure on the prevention, detection, care and cure of malaria, tuberculosis, leprosy and other diseases. First aid for burns, cuts, bruises, fractures etc., was also demonstrated and the instructors were allowed "hands-on-experience".

Some more practical training was imparted in the training viz., identification and use of herbs, making mats and cots, stitching and embroidery were some activities undertaken at the centre. Arrangements were made to provide a small library and books in simple language. Thus, the trainees could see and familiarise themselves with the written words, the books etc.

Several committees were formed for the day to day working of the training programmes. The instructors were all assigned duties. This was an exercise in organising decision - making. Prabhat pheris, exercises and cultural programmes in the morning were organised to increase the motivation of the trainees.

Each action of the trainers, the interaction between the trainers and each exercise or duty was supposed to be a learning experience for the trainees, the instructor couples.

d. Evaluation of the First Training :

The first day of the training was devoted to knowing each other. Initially, there was a marked hesitancy in the trainees to open up and talk. They seemed a little scared and a little lost. The whole exercise was new and beyond their comprehension. Language was the greatest barrier.

However, the method of training which was mostly discussions and sharing gradually helped them to unwind and speak. In the beginning, a number of the trainees moved about in small groups but before long they all formed a big group, which was coming to know each other, which was feeling each other.

During the training some trainers came, lectured and departed. The trainees could not ask questions, clarify points or know more since they would just not speak. Encouraging and coaxing, finally the trainers triumphed. The trainees looked up, their heads were held high. However, for any perceptible change to come in the women trainees, it took a longer time.

This training provided an opportunity to the trainers to recognize the potential of the individual trainees. It was also a learning experience for the trainers when they were faced with a challenging task of working with a distinct cultural group.

On the concluding day of the training, it was felt that the objectives of the training had been 'somewhat' achieved.

IV. ACTIVITIES AT THE SURIYA PARIARIYA CENTRE :

1. Contacting and meeting the village people for deciding on a convenient time for conducting 3 separate sessions; for women, for men and for children. These sessions would have literacy and other developmental activities, as the talking points and activity focus.
2. To bring the village people together at night to discuss the problems facing the villagers and to find solutions to those problems.

3. The instructor - couples meet the men and women separately at their homes and at work.
4. To collect information from the village level workers, health workers, Pahariya Welfare Supervisor and to disseminate it among the learners and other village people.
5. Active participation in the social and cultural happenings of the village.
6. To have a special activity at the centre every month, so that the specific problems faced in agriculture, health or any other area in that month could be discussed and solutions found.
7. To discuss and emphasise on the necessity of keeping the source of water clean and to keep drinking water safe.
8. To organize play activities and games for children.
9. To discuss the ways of cooking green vegetables, to keep cooked food safely, to handle food hygienically, especially at the time of distribution, to discuss ways of increasing the income of the family.

10. The Instructor couple are expected to present a model to the rest of the village in healthy, hygienic living.

V. THE ADMINISTRATIVE SET-UP :

The Directorate of Adult and Non-formal Education is shouldering the financial responsibilities.

The yearly financial allocation for this Programme is sent to the Project Officer of Borio so that he can disburse the honorarium of the instructor couples in time and meet the other expenditures.

However, the State Resource Centre (S.R.C.) is implementing and providing the technical and academic support to the Programme. The State Resource Centre has conducted the training of the Instructor couples, the Project Officer and the District Adult Education Officers and has mobilized the support and participation of the functionaries of the other development departments.

The S.R.C. has maintained constant contact with the Instructors and the Project Officers giving them guidance and receiving feedback. It has also helped in regular monitoring of the Programme and evaluations after which corrections are made or new inputs added.

VI. AN INSIDE EVALUATION OF THE PROGRAMME :

An evaluation was done by the S.R.C. on the basis of constant and continuous contact, observations, discussions with the instructor couples, interviews with the community and the learners. The salient points of the evaluation are as follows:

1. Gradually, the community has come to accept the programme. Initially, there was a noticeable indifference in the people towards the programme. Now, the hut of the Instructor Couple has become a meeting and 'talking' place. It has been assimilated into the folds of the village.
2. The acceptance of the programme and the activities, by the village people has been gradual.
3. It was difficult getting people to attend the centres, in the beginning. Now, people gravitate to the centre without much effort. The effort of the Instructors in getting information from the various departments and then sharing it with the villagers.

- has helped in the process considerably.
4. The Instructor Couples have motivated the parents of the children of school-going age to send them to the residential schools.
 5. The Instructors and the learners have an increased ability to identify their problems, to discuss, analyse and understand their problems.
 6. The 'Gram Sabha' has been established in some villages. The Gram Sabha has a 'fund' in which the villagers save and collect some money. The total fund is Rs. ten thousand. The village people have to provide 20% of the total amount and the Government provides the rest 80%. This Fund is utilized by the people when they need it at a vary minimal rate of interest.
 7. The Instructor Couples have established a meaningful relationship with the functionaries of other development departments. Some functionaries have started visiting the Adult Education Centres on the hills.

8. Since the gains of literacy are not so obvious, success in making the adult learners, literate has been very low. The incidence of success in making children literate has been higher.
9. The villagers now pay more attention to personal cleanliness and hygiene and in matters relating to food habits.
10. There is an urge to establish their identity, through finding out about their heroes and the martyrs.
11. The various sources for improving and increasing their income have been identified. Women especially are enthusiastic about it.
12. Now, they have accepted outsiders, such as project staff of DEEPAYATAN, and open up to them. They inform them of the activities at the centres and of the Instructors. Initially, they were reticent at any emotional display but now they sing, laugh and cry with some outsiders.

VII. SOME ASPECTS FOR CONSIDERATION :

1. The huts situated on the hills have a short life since the strong winds are constantly shaking the huts. These need repairs from time to time.
2. The two kits which had been provided to the Instructor couples earlier have to be replenished from time to time.
3. The feed-back has brought to notice the desire to engage in activities which would help in earning an income. Keeping this in view, it has been felt that the Instructor couples should be first trained in some activity and be involved in production work. The centre could be developed into a training and production centre.
4. Some of the occupations and production activities in which the learners showed interest were : making plates from leaves, rope making, cattle rearing, poultry, piggery and goatery.

5. The Instructors should be given 'refresher courses' in first-aid and prevention and treatment of everyday not - so - serious illnesses.
6. The Instructors should be helped to prepare a planned budget in order to spend their money wisely.
7. There was a general demand for a 'two-in-one' Transistor - set. This would facilitate their understanding of the contact language and Hindi. Provisions for Pre-recorded cassettes have to be made.
8. During this evaluation, a few of the instructors were found suitable for special trainings. They could be recommended for training in the TRYSEM Programme or any other Programme.
9. The following areas need to be emphasized and reinforced in future trainings :
 - a. Organizational skills.
 - b. Contact making.
 - c. Gram Sabha/Fund.

- d. Developmental activities/
programmes.
- e. Poultry, dairy cattle rearing,
piggery etc.
- f. Vegetable gardening.
- g. Agriculture.
- h. Together information from the
local market about the consumption
and marketability of locally
available goods.
- i. To have complete and proper
information regarding local
agencies which make available loans
to people.
- j. To train the Instructor Couple in
the right use of the medical kit.

VIII. RECOMMENDATIONS OF A SPECIAL MEETING
CALLED BY THE S.R.C. TO REVIEW THE PROGRAMME :

In April 1987, a meeting of the Block Development Officers of Bori, Barhait, Pathna, Taljhari Blocks was called at Barhait. The prominent members of the Panchayat (local body), functionaries involved in development programmes, representatives of voluntary agencies working in the area, the Instructor

couples, functionaries of the Adult Education Programme and officials from the S.R.C. were all present. They reviewed the programme and its activities. Some points were clarified which helped to plug the loopholes in the programme and prepare a future course of action :

1. The income generating and developmental aspects have to be strengthened along with literacy. Keeping the availability of resources available, new programmes could be started on a scale which could feed the local market -- making ropes, bamboo baskets etc.

(A close look at the economic activities of the area brings to light the fact that the people do not have the sustaining ability, economically, hence they sell off the fruits and forest produce almost immediately. If they have facilities for surviving they could wait for the fruits or other forest produce to mature and, in turn, fetch a good price. While the wait for the proper time to pluck and gather forest

produce is one, one could engage in the trades they are trained in and tide over the period.

Due to the lack of programmes and activities which would be gainful to the Sauriya Pahariyas economically, they are felling and selling trees which will definitely have an adverse effect on their total situation and environment.)

2. Emphasis was laid to set up Committees at the village level. The Committee would comprise of the Pramukh, Pradhans and different functionaries of the village level. It was decided that the quarterly meeting should be presided over and conducted by the Block Development Officer and it was expected that he help the people by bringing to them the different developmental activities.
3. The Gram Sabha/Fund were discussed in detail and the efforts of the Instructors were highly appreciated and commended.

4. After appraising the impact of the Programme, it was recommended that the number of Centres be doubled to 44. These centres should be set up in villages which have 30-40 families, and as far as possible the Instructor Couples be Sauriya Pahariya tribals. The required educational qualification could be relaxed.
5. Presently, the link between the Instructors and the Project Officers is missing. Considering the geographical spread of the centres, it was recommended that every 10 centres should have one Supervisor/prerak. The instructors, who are working in the Programme already, should be given a preference in selection.
6. This Programme needs to have a Project Officer exclusively for it. If the Project Officers and Supervisors do not know the language of the Sauriya Pahariyas i.e., Malto, they should learn it at the earliest.

Evaluation :

The evaluation process was built into the program so that the objective of the program was always in focus. The people were involved in all the evaluations. The evaluations have been done at different levels.

Since the population in the area is illiterate, the method of evaluation was discussions in groups and with individual participants and non-participants of the community.

An evaluation was conducted by the team from the SRC. The team visited most of the 22 centres. After a meeting with the community the team fanned out into the village and got a feedback from the people regarding the programmes. Later the Functionaries at the block level and prominent members of the community were called for a meeting in which the programme as a whole was evaluated and recommendations were made.

Now, it has been felt that a thorough evaluation of the programme is necessary.

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Paper No. 4 :

1. Institution/Organisation :

Department of Teacher Education,
Special Education & Extension Services,
NCERT, New Delhi - 110016.

2. Title :

Project of Integrated Education for the
Disabled (PIED).

3. Collaborating agency.

4. Date of Commencement :

June, 1987.

5. Date of Completion:

1990.

6. Description of the Project :

6.1 Background and objectives of the Project.

The Government of India launched a centrally sponsored scheme of Integrated Education for the Disabled Children (IEDC) in 1974, under the erstwhile Department of Social Welfare. The scheme was transferred to Department of Education

in 1982. About 17 states and union territories have started implementing the scheme. The scheme was evaluated in two states and one union territory, and it was found that the progress of the scheme was not upto the expectations because of its implementation mainly in secondary schools, the linear approach of resource teacher modality and lack of trained man power, non-availability of the learning materials suited to special education needs. The scheme needs strengthening. The project Integrated Education for the Disabled (PIED) has been designed to strengthen the implementation of this scheme within the framework and goals of National Policy on Education, 1986. The project is directed towards developing innovative approaches to design context specific modalities of educational provision for disabled children. The PIED is expected to achieve the following objectives :

- i) To increase enrolment of disabled children in general school so that they can be educated with other children.
- ii) To improve retention of disabled children in general schools through improved educational facilities by way of curriculum adjustment and adaptation of instructional methods and materials to their needs.
- iii) To improve achievement of Disabled Children (i) and (ii)
- iv) To develop context specific delivery modalities to achieve the objectives (i), (ii) and (iii) above.

6.2 Relationship of the project with national priorities :

The National Policy of Education 1986 and Programme of Action 'resolves to integrate the physical and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.'

6.3 Implementation Strategies (Tools & Techniques):

The composite area approach has been envisaged for planning educational services for the disabled in common with others. Integrated services

within the general school system is the core of compositeness. The approach is comprehensive of the services for early identification, assessment, pre-school preparation and range of special education services utilising different modalities of delivery. The project will be carried out initially in 6 selected blocks representing developed and under-developed areas as well as with urban population and rural areas with compact and scattered population. The NCERT, State Councils for Educational Research and Training (SCERTs) and IED Cells will be responsible for execution, monitoring and evaluation of the project. The existing infrastructure as well as the facilities provided under the Centrally Sponsored Scheme for Integrated Education for the Disabled Children will be utilised for implementing the project.

6.4 Problems faced and solved :

None so far.

6.5 Outcomes of the project :

The expected outcomes of the project are :

- Increased enrolment and retention of disabled children in general schools;
- Availability of learning material for children in different areas of disabilities to these schools;
- Availability of guidelines to general teachers for adjustment of instructional material and methods to meet the educational needs of disabled children in general classroom;
- Availability of support services to general teachers to meet the educational needs of disabled children in general classrooms;
- Enhanced competencies of general teachers to meet the educational needs of disabled children in general classroom;
- Availability of education at sub-district levels, having competency in planning and management of IED;
- Availability of instructional materials for training teachers to teach disabled children in general classrooms;
- Development of context specific modalities of implementation, monitoring and evaluation of IED programmes.

6.6 Limitations :

The project will be carried in six selected blocks initially.

6.7 Follow up Action for wider diffusion :

Publication and dissemination of all the Literature and Learning material prepared during the project. Publication of all materials under the project as well as project report and dissemination to concerned agencies project itself. Preparation of man-power of implementing the scheme.

6.8 Significant publications, if any, related to the project :

Since 1987, nine major publications, one quarterly and a set of seven video programmes have been prepared as inputs for the implimentation of PIED. Most of these materials can be used as support materials for teacher orientation for identifying the children with disabilities, identifying their educational needs as well as for clarifying certain basic concept of IED.

Video programmes can also be used as advocacy materials. The list is as under :

Print Materials

1. Jangira, N.K; Mukhopadhy S. - Planning and Management of IED Programme. A Handbook for Education Officers, 1987.
2. Project Integrated Education for the Disabled. A Document, 1987.
3. Sharma, P.L., and Jangira, N.K. - Source Book, Training Teachers of Hearing Impaired, 1987.
4. Mukhopadhy, S., and Jangira N.K. - Source Book, Training Teachers of Visually Impaired, 1987.
5. Verma, J., Mani MNG, Jangira N.K. - Creative Arts Activities for the Disabled (Mimeographed), 1987.
6. Integrated Education for the Disabled - Information Guide for Key Persons in Integrated Education for the Disabled (In press).
7. Jangira, N.K., Mukhopadhy, S., and Ahuja, A. - Training Manual for Identification of Children with Special Need, (Mimeographed), NCERT, 1987.

8. Identification of Disabilities in School going Children - Checklist and Guidelines, NCERT, 1987.
9. Identification of Disabilities in and out-of-School Children, Guidelines, NCERT, 1987.

Video Films

Seven programmes have been prepared by CIEI, NCERT under the series titled 'Dishayen'.

Dishayen I

A video film of 25 minutes duration on the concept and practice of IED.

Alol Path Per

A video film of 25 minutes duration on integrated education of the visually impaired.

Kahte Sunate Swar

A video film of 22 minutes duration on integrated education of hearing impaired.

Khel Khel

Two video programmes of 45 minutes on integration of hearing impaired through educational games.

Manovikas ki Aor

A video programme of 22 minutes on integrated education of children with low intellectual functioning.

Ek Din

A 20 minutes programme on the participation of disabled children in out-of-school educational activities (Museum of Nature (History)).

7. Contact Persons

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DISEES, NCERT, NEW DELHI - 110016.

Paper No 5.

1. Institution/Organisation:

Department of Teacher Education,
Special Education and Extension Services,
NCERT, New Delhi - 110016.

2. Title :

Development of Teaching Aids Kit for
visually impaired children at Primary level.

3. Collaborating agency, if any.

4. Date of Commencement :

April, 1986

5. Date of Completion :

March, 1988.

6. Description of the Project/Programme :

6.1 Background and objectives of the Project :

The management of Integrated Education
required a number of adjustments in terms
of curriculum, presentation of material,
teaching methodology evaluation etc.

In case of visually impaired children NCERT is currently engaged in a major project on the adjustment of curriculum to the needs of disabled children. This teaching aid kit is an outcome of deliberations in the area of adjustment of curriculum to the needs of visually impaired children. The main object of this kit is to facilitate the regular teachers and resource teachers to teach environmental studies (Social Studies) to visually impaired children in an integrated setting. This kit can also be used with normal children as well as children with other disabilities who can also benefit from multisensory approach.

6.2 Relationship of the Project with national priorities:

To facilitate implementation of the scheme of Integrated Education for the disabled and also for better service delivery to disabled children.

6.3 Implementation Strategies (Tools & Techniques) :

A series of workshops were conducted involving teachers, teacher educators and specialists in the field of education of the visually handicapped. The syllabus at primary level for social studies was analysed in terms of instructional objectives, learning experiences and adaptations required for visually impaired children. This innovation has already been reported last year. Kit was planned based on this analysis.

6.4 Outcomes of the Project :

Prototype teaching aid kit has been prepared. This kit contains a number of teaching aids. These as well as two dimensional aids can be classified into three dimensional aids. For example a number of wooden models have been provided which can facilitate a number of basic concepts at primary level. A series of embossed maps have been provided for teaching geography. A number of aids

have also been provided for teaching tactical discrimination and general concepts. It is also proposed to have audio cassettes for giving verbal discrimination as well as auditory cues for some of the specific situations which can not be experienced by the child directly.

6.5 Follow up action for wider diffusion.

Dissemination of kit alongwith hand-book for teachers.

6.6 Significant publications if any, related to the project.

- i) Guidelines and Exemplars of adjustment of curriculum and
- ii) instructions for using the kit.

7. Contact persons :

1. Dr. (Mrs.) S. Mukhopadhyay, Lecturer, DTESEES, NCERT, New Delhi.
2. Dr. N.K. Jangira, Professor (Special Education) DTESEES, NCERT, New Delhi.

Paper No. 6.

1. Institution/Organisation:
Regional College of Education (NCERT),
Bhopal - 462013.
2. Title :
Internship in Research Methodology
Through Field Experiences.
3. Collaborative agency, if any:
Madhya Pradesh State Department of
Education/Tribal Welfare Department.
4. Sponsoring agency :
Regional College of Education,
(NCERT), Bhopal - 462013.
5. Duration of the project/Programme:
 - 5.1 Date of commencement : July 1987.
 - 5.2 Date of completion :
It is on-going project undertaken by
this college and is likely to continue
for 3 years more.

6. Description of the Project/programme :

6.1 Background and Objective of the project :

The teachers at all levels are expected to innovate and improvise. For this they need to be trained by the teacher educators who have themselves acquired such abilities/skills in their training. The NCTE Curriculum Framework (1978) stressed the 'need to develop a task-oriented M.Ed. programme which will provide scope for practical work in education'. Similarly, the National Commission on Teachers I (NCTE) 1983-85) pointed out that 'a great deal of dead wood in educational courses needs to be cut down saving time for the acquisition of practical skills'. The NPE-1986 has suggested 'overhauling of teacher education programmes ... which would help motivate and inspire teachers on constructive and creative lines.' These suggestions underlie the importance of practical field work in teacher education curriculum both at graduate and post-graduate levels.

The NCTE, in the structure of the post-graduate studies in education, suggested a weightage of 20% to pedagogical theory; 60% to theoretical courses; and 20% to research courses. Under research courses, the M. Ed. students write dissertations, conduct psychology practicals and complete sessional work. It is noticed that research at this level is often conducted in old classical style and has several shortcomings. First, the topics of research chosen for a class of students are neither theme-based nor problem-oriented; secondly, the methods employed are indirect (questionnaires, opinionnaires, information blanks etc.) and as such do not provide opportunity for field work; and thirdly, there is no much scope for innovation/improvisation on the part of young researchers.

In order to overcome these problems and introduce dynamic approach to teacher education, the R.C.E., Bhopal decided to involve the M. Ed. students of 1987, 1988

batches in the SC/ST project of the college so that all the students could select theme-based problems and confine their researchers to schools, teachers, children and parents in scheduled tribe areas along with the urban areas they normally study. In 1987, six students and in 1988, ten students were deputed for field studies and so far fourteen students have completed their dissertations having bearing on tribal education.

6.2 Relationship of the Project with National Priorities :

The NPE-1986 has underlined certain priorities in the field of primary and secondary education. The teacher education programmes have to be made relevant to the changing demands of school curriculum. We have to train personnel of the DIETs and staff of secondary colleges of education who may work in priority areas like SC/ST education.

6.3 Implementation Strategies (Tools and Techniques):

In 1987 and 1988 academic sessions the students enrolled at the RCE, Bhopal for their Master Degree in Education were attached with the SC/ST project of the college. These students selected their research problems relating to tribal education and were deputed to attend 10-days camps in the tribal areas of Madhya Pradesh ^{which} is divided into four tribal zones -- Central, Eastern, Western and South ~~ms.~~. The college selected the southern zone, comprising the districts of Chhindwara and Betul, for the SC/ST project where M.Ed. students were sent for camps with a view to providing them internship in research methodology. Before the trainees started collecting their data they attended 3 days orientation programmes along with the tribal school teachers, headmasters and other functionaries. Prior to that, they also discussed their problems, developed tools and research designs for their studies, depending upon the nature of

their problems. Two faculty members, with sufficient specialisations, stayed with the trainees to guide and supervise their work at the camps for 5 days at a time in rotation. In 1987, Tamia Block of Chhindwara District was chosen for the study whereas in 1988 Bhainsdehi Block of Betul District was the area of research studies and field experiences. The students worked on several topics with special reference to tribal education. Titles of their studies are given below :

- 1) Environmental knowledge, awareness and attitude of tribal children.
- 2) Personality traits of tribal and non-tribal children.
- 3) A follow-up study of the National Scheme of Inservice Training for School Teachers of Bhainsdehi Block in Betul District.
- 4) English writing proficiency of the tribal and non-tribal students.
- 5) A comparative study of tribal and non-tribal childrens' concepts of 'How people Get Babies'.

- 6) Coordination of 2-dimensional and 3-dimensional perspective in tribal and non-tribal children of grades I-V.
- 7) Cognitive preferences and creativity of tribal and non-tribal students.
- 8) Academic self-concept of tribal and non-tribal students.
- 9) Science interests and aptitudes of tribal and non-tribal students.
- 10) Tribal child's conception of spatial representation.
- 11) Linguistic structures of tribal and non-tribal students in Hindi.

Besides this, the trainees were taken out for field trips where they interacted with students, staff and parents. They also studied the environment, physical facilities in schools and had interactions with developmental agencies. On the basis of these trips, they found that -

- (i) most of the parents had little understanding of the 'purpose of education'.

- (ii) Parents could not distinguish between academic and vocational courses at +2 stage.
- (iii) Cramming rather than understanding is encouraged by the teachers.
- (iv) Some children go to schools simply because they get mid-day meals.
- (v) It was observed that in respect of language proficiency, tribal children learnt better as compared to the non-tribal children.
- (vi) Educational level of mothers and home study play significant role in the education of tribal children.

6.4 Problems Faced :

- (i) The teachers/Principals who come to participate in the conference/seminar with students did not bring data about their schools. This type of data can provide basis for discussion and report material for research studies.

- (ii) One programme was conducted at district level which did not provide the needed experience to the students. Programmes held at block/tehsil/village level may prove more useful.

6.5 Outcomes of the Project :

- (i) Experience of field could be made available to the students.
- (ii) Research data on tribal populations could be made available.
- (iii) Better interactions with teachers serving in remote areas.
- (iv) Techniques and problems of research could be better understood.
- (v) More areas of research identified with field experience.
- (vi) It provided unique opportunity of inter-disciplinary approach to research, that is, methods used in anthropological studies.

6.6 Limitation :

- (i) Paucity of time.
- (ii) Remote areas could not be reached.
- (iii) With better planning, teachers of primary and secondary levels could be reached.

6.7 Follow Up Action :

Follow up studies of students and teachers will be conducted in 1988 when the third cycle of the programme is undertaken.

6.8 Significant Publications for Wiler Diffusion :

- (i) Reports of SC/ST project highlighting this area of work.
- (ii) Reports of M. Ed. dissertations are available in the College/Bhopal University library.

7. Contact Person :

Dr. J. S. Grewal,
Professor and Head,
Department of Education,
Regional College of Education,
Bhopal - 462013.

Paper No. 7

1. Institution/Organisation :
Regional College of Education,
Bhubaneswar.
2. Title:
In the Quest of Quality in Education.
3. Sponsoring agency :
4. Date of commencement :
April, 1983.
5. Date of completion :
November, 1985.
6. Description of the Project/Programme :
 - 6.1 Background and objectives of the Project :
Quality of Education is interalia determined by the quality of its teachers. In the Teachers Training Colleges, this aspect is not being duly taken care of. No serious attempt, barring a few exceptions, has been made to select quality prospective

teachers for admission to teachers-training programme (B.Ed.). The objective of this project has been to highlight this lacuna and propose a scheme of selection procedure which should ensure that quality personnel are admitted for B. Ed. Course.

6.2 Relationship of the Project with national priorities:

The project envisages to bring an improvement in the quality of teacher education programme in the country.

6.3 Implementation strategies (Tools and Techniques):

(i) RCE Mental Health Scale :

It is a likert type five-point - 6 dimensional scale. The six dimensions are : Self-concept, concept of life, concept of self-amongst others, concept of others, adjustment and concept of self-achievement. It has 20+ 40 - statements.

(ii) Teachers Attitude Towards Culture Scales : _____

This is also likert type scale.

It takes into account the attitude of prospective teachers towards the children as a whole. The scale has 45 (15 positive and 30 negative) statements.

The quality of prospective teachers may be tested upon their mental health and attitude towards children. This is to ensure the recruitment? B. Ed. students taking into account their required personality in the teaching profession.

It is suggested that in the selection procedure for admission to B. Ed. course, the above mentioned two standardised tools may be used.

6.4 Outcomes of the Project:

A Scheme of selection procedure for admission to B. Ed. course.

6.5 Limitations :

It has been specifically designed for B. Ed. Colleges.

6.6 Significant publications, if any, related to the project :

RCE Mental Health Scale has been

accepted for publication in the Indian
Educational Review.

7. Contact Person :

Dr. S.P. Anand,
Reader in Education,
Regional College of Education,
Bhubaneswar.

Paper No. 8.

1. Institution/Organisation :
Central Board of Secondary Education,
17/B, Indraprastha Estate, New Delhi-110002.
2. Title :
Implementation of Vocationalization
Programme.
3. Collaborating Agency, if any.
Concerned Industry/Trade and Commerce.
4. Sponsoring Agency :
CBSE.
5. Duration of the Project/Programme :
It is on-going Project of the CBSE
and is likely to continue.
6. Description of the Project :
In pursuance of the New Policy on Education,
the CBSE made vigorous efforts for making the
Vocationalisation of Education successful.
But the difficulties were many. The important
difficulties identified are as under :
(1) Unpopular and unacceptable courses.
(2) White-collar preference by students,
teachers, and parents.

- (3) Deficient curriculum.
- (4) Untrained teachers/shortage of qualified teachers.
- (5) Lack of job opportunity for pass-outs.
- (6) Shortage of suitable Instructional materials.
- (7) Equalness of the Certificate.
- (8) Degree preference by the Employers and Parents.
- (9) Absence of employers' participatory responsibility in the Course.
- (10) Under-equipped workshop/Laboratories.

Steps Taken to Solve the Problems :

The following steps were taken to remove the bottle-necks in the smooth introduction of the courses :-

- (1) A job analyses was done to find out appropriate courses which are preferred by parents, students and employers. Some of the courses which we have identified as popular courses are Insurance, Banking, Hotel Management, Nursery Teachers' Training, Electronics etc.
- (2) In the preparation of curriculum, expertise from the relevant Industries/Commerce/Trade was maximum utilised.

- Suitable curriculum was developed after identifying specific job requirements*
- (4) Along with the Curriculum instructional material and learning material was also prepared. As far as Insurance was concerned, a Textbook was developed with the help of Insurance Industry. Vouchers, proforma, bills etc., which are in common use were adopted to make the same more relevant.
 - (5) In the selection of Schools also, certain points were taken care of. Proximity to the Industries, availability of space, availability of finance, availability of professional expertise, etc., were taken as guiding points.
 - (6) Students were also selected on the basis of Aptitude Test, rather than recruiting large numbers. Guidelines for selection of students were finalised first and the Principals were requested to follow the guidelines strictly.
 - (7) The Principals were also requested to make instructional preparations for the implementation of courses viz., Equipping the Workshops/ Public Laboratories, Preparing teachers, preparing libraries and also preparing the agencies for starting the course effectively.
 - (8) Orientation Programmes for the Principals were held at Chandigarh, Bokaro, Delhi and Madras and in Arunachal Pradesh for chalking out effective implementation strategy.
 - (9) Arrangements for vertical mobility of the students and apprenticeship facilities were discussed and finalised so that none of the students may face dead-end. In this way, full-fledged institutional planning was done before starting the course.

Courses in Working :

While the courses were in progress in different schools, constant monitoring and evaluation was done to solve the problems appropriately. The Chairman of the CBSE also visited several schools to study the difficulties, apart from other officials. Visits by representatives of the Industries/ Commerce and Trade were also arranged.

Achievements :

In spite of all the constraints, the number of schools increased from 10 to 73 and the number of students increased from 70 to 2,000. Arrangements for Apprenticeship for 300 persons were made, but the applicants were only 200. The rest were either self-employed, employed or went for higher studies.

For the first time, Polytechnics admitted Vocational students to the second year of Diploma Courses.

Problems Faced :

Procedural delay, lack of co-ordination between different Departments, acute unemployment, strict employment and recruitment rules, rigid admission rules etc., are some of the bottlenecks which we faced in the implementation of the programme.

Limitations :

Shortage of funds, expertize and learning materials. Follow up action is being taken by the CBSE.

7. Contact Persons:

1. Dr. H.S. Singha, Chairman,
Central Board of Secondary
Education,
17/B, Indraprastha Estate,
New Delhi - 2.
2. Dr. K.S. Chacko, Regional Officer,
Central Board of Secondary Education,
Regional Office, R.G. Baruah Road,
Bye Lane No. 1,
Guwahati - 781 003.

(The opinions expressed in the above Project are of Dr. K.S. Chacko and may not necessarily be the official opinion of the CBSE.)

Paper No. 9 .

1. Institution/Organisation :

National Institute of Health and
Family Welfare, New Mehrauli Road,
Munirka, New Delhi - 110067.

2. Title :

Information-Education-Communication
Training Plan.

3. Collaborating agency, if any :

- 1) Ministry of Health & Family Welfare,
Government of India.
- 2) Centre for Community Medicine,
All India Institute of Medical Sciences.
New Delhi.
- 3) Central Health Education Bureau,
New Delhi.
- 4) Family Planning Training & Research
Centre, Bombay.

4. Sponsoring agency :

USAID through Government of India.

5. Duration of the Project/Programme :

- | | | |
|-----|------------------------|------|
| 5.1 | Date of commencement : | 1987 |
| 5.2 | Date of completion : | 1990 |

6. Description of the Project/Programme :

6.1 Background and objectives of the Project :

The main objective of health and family welfare programmes in India is to reduction in fertility and mortality rates. There are continuous attempts to improve infrastructure facilities in terms of manpower and material. The present proposal aims at improving programme planning, implementation and monitoring with particular thrust on efficient resource management.

Some of the objectives of the project from educational innovation point of view are :

- i) **Involvement** of community through Identification of link persons from amongst them.
- ii) Development & use of locally relevant educational/training material for health workers and the link persons.
- iii) Use of folk channels of communication in giving health messages like dance, drama, songs, play, magic show, puppets etc.
- (iv) Regular training and retraining of the link persons (fortnightly interval) and the health workers (monthly interval)

6.2 Relationship of the project with national priorities :

The efficient resources and manpower utilisation is vital towards delivery of primary health care and achievement of 'health for all by 2000 AD.' Community participation is yet another essential requisite to achievement of this goal. The present project is aimed at incorporating these in the available infrastructure network.

6.3 Implementation strategies : (Tools and Techniques):

To operationalise the project, a system of training & visit (T & V system), as in agricultural sector, has been prepared. This consists of initial and regular training at all levels, more specifically the Primary health centre, sub centre and the village. The strategy aims at utilisation of the existing staff without any addition. NIHFV is implementing the project in U.P., one of the four identified states, which is

having maximum health & population problems. Health and Family Welfare Training Centre, Lucknow provides support in form of development of material and training of the trainers/supervisors; the District Health Organisation undertakes the continuous regular training of the health staff and village level link persons. While the training at the supervisory level includes both management and technical aspects, the workers and link persons for development of skills of the technical aspects. The contents of the training at all levels is need-based and locally applicable; the needs of the community being assessed by the health workers. The link persons serve as windows to such assessment of the needs. Based upon the identified needs, the relevant material and communication methodology is chosen. The concept of supervision has been remodelled into that of supportive father than being inspectorial.

The entire exercise is directed towards increase in demand for health services from the community.

Presently the project is being implemented in Lucknow district. The experiences gained under the project will help in further refining of the strategy while extending it to the other districts later.

6.4 Problems faced and solve :

The project is in its early implementation period with usual problems.

6.5 Outcome of the Project :

It is expected that a lot of demand for health services will be generated through the IEC activities. This will ultimately result into improvement of the various indicators of health & family welfare in the project districts.

6.6 Limitations :

Mobility of the workers is a limitation. Although attempts have been made to improve it through issue of loans for vehicles, natural barriers like poor roads, rainy season etc., come in the way.

6.7 Follow up action for wider diffusion :

After gaining experience in one district initially, the scheme will be extended to other two districts later and subsequently to 12 districts within three years' period.

7. Contact Persons :

1. Prof. J.P. Gupta
Director,
National Institute of
Health & Family Welfare,
New Delhi - 110067.
2. Mrs. Rami Chhabra
Adviser (Medic),
Ministry of Health and
Family Welfare,
Government of India.

Paper No. 10 :

1. Institution/Organisation :

National Institute of Health &
Family Welfare, New Delhi-110067.

2. Title :

Management Training Modules for
Health Personnel

3. Collaborators :

1. Indian Institute of Management,
Ahmedabad.
2. Indian Institute of Management,
Bangalore.
3. Gandhigram Institute of Rural
Health and Family Welfare Trust,
Gandhigram,

4. Sponsoring Agency :

N.I.H.F.W. and W.H.O. under MPN 002.

5. Duration of the Project :

5.1 Date of Commencement : April 1980

5.2 Date of Completion : April 1988

6. Description of the Project :

6.1 Background and objectives of the Project :

The quality of health care services

largely depends upon the effectiveness of its management. Management implies the purposeful and efficient use of resources health industry, being a labour intensive industry, deploys a large manpower to man and deliver the services. The quality of manpower depends upon the skills it possesses.

The importance of managerial training to health personnel at all levels becomes more significant in achieving the goals of 'Health for All (HFA)' by the year 2000 A.D.". The Director General of W.H.O. stated in 1977, "Without wishing to be provocative, I must draw your attention to the catastrophic lack of properly trained health care managers at all decision making and operational levels. If you do not quickly embark upon inter-country and country programme in this area, HFA/2000 will fall on the deaf ears of traditional medical bureaucrats."

The organisation and development of a national health care system requires varying degree of managerial and technical

skills which should be blended in a proportion that would enable the most efficient and effective use of human resource as well as material.

Further it would be recognised that all health personnel, even those at the grassroots level, require a certain degree of managerial skills in order to ensure the delivery of comprehensive and effective primary health care services.

Realising the need and its urgency, N.I.H.F.W. undertook this collaborative project with the approval of Ministry of Health & Family Welfare, Government of India to develop management training modules for strengthening the delivery of P.H. Care in the country.

The project at its inception recognised that management training could bear any fruit if it was provided not only to health personnel upto the primary H.C. level but also to the district and state levels. Therefore, it was considered a package of training modules which could cover right from the grassroots level to

the top level. It was done with a particular aim so that there is an in-built linkage in the modules prepared for each category and the hierarchy of knowledge and skills appropriate to the levels could be maintained so that package of modules prepared retain the organic unity of service delivery system for primary health care. The overall objective of these modules is to improve managerial skills and thereby strengthen the delivery of Primary health care in India.

Implementation Strategy :

The project has been first of its kind and has been worked out in following phases.

Phase I : Identification of management training needs. The approaches were :

- (i) Job analysis to determine management component.
- (ii) Interview with personnel to determine managerial problems faced by them.
- (iii) Participatory observation of health personnel to validate the data obtained through job analyses and interviews.

- (iv) Workshops for health personnel at all levels to sort out problems that may be systematic and that may be amenable to training and to determine the relevance of the skills and knowledge to be imported at a particular level within the context of health care organisation.

Phase II : Preparation of Management modules for :

- (a) Health Guides
- (b) Trained Dais
- (c) Health Worker (M&F)
- (d) Health Assitt. (M&F)
- (e) Health/Medical Officer P.H.C.
- (f) District level Health Officers.

The format of modules consists of :

- (1) Introduction
- (2) Learning objectives.
- (3) Duration.
- (4) Content
- (5) Teaching Methods
- (6) Teaching aids
- (7) Hand outs/Exercises/Cases/Text.
- (8) Notes for the Trainers.

Phase III : Training-out the modules.

After preparing the draft modules, the collaborators held joint meetings and workshops to review each draft module. During review stage, even users of the module and beneficiaries were also involved to give suggestions about the language, comprehensibility and its relevance for them.

When the modules were finalised for a category, the module for each category was tried out twice with the group for which it was meant. The pre-tests were conducted in different part of the country so as to make them as comprehensive as possible and to cater to the needs of the country as a whole. During pre-testing, the module writers were present and had opportunity to discuss the suggested modification and test the feasibility and relevance of the exercises, and cases and the adequacy, appropriateness and comprehensibility of the text material. At this stage, even consultants in the area were also involved.

Phase IV :

Finalizations of the modules with necessary modifications for printing.

Phase V :

Sensitization of the trainers/users in use of modules.

Phase VI : Printing and Distribution.

The above modules attempt to integrate class-room teaching and on the

job/field experiences and provide for systematic training. It offers a self-contained package of materials for carrying out management training in situations where reference material and resources are not available.

2. They offer flexibility to trainer and learner both to use in combination or independently depending upon training needs, scheduling requirements and other constraints.

3. They are adaptable to facilitate change according to locate specific requirements.

6.2 Relationship of the Project with national Priorities :

To provide managerial competence to health care personnel to implement P.H. care effectively as to achieve the goal of Health for All by 2000 A.D.

6.3 Problems faced :

There has been some delay due to unavoidable reasons as to get the collaborators together and shifting the schedule.

6.4 Outcome of the Project :

A set of modules for Managerial Training to Health Personnel.

6.5 Limitations :

The data relates to the period which trainers need to update from time to time.

6.6 Follow up action for diffusion :

The modules are being sent to all P.H.C. in the country and even to certain underdeveloped nations on demand. The modules have been sent to various regions of W.H.O.

6.7 Significant Publications :

6.7 Significant Publications :

-Case studies on Management of P.H. Care.

-Identification of Training Needs in Health Management.

7. Contact Person :

Director,
National Institute of H & F. Welfare,
Near Munirka DDA Flats,
New Delhi - 110067.

Paper No. 11 :

1. Institution/Organisation :

Technical Teacher's Training
Institute, Sector - 26,
Chandigarh.

2. Titles :

Learning through Computer.

- a) Refrigeration Cycle
- b) Motion of charged particle
- c) Ferrite core transformer
- d) Question Banking.

3. Collaborating agency :

4. Sponsoring agency :

5. Duration of the Project/Programme :

Six to eight months each.

(Developed in the year 1987-88).

6. Description of the Project :

6.1 Background and Objectives of the Project :

The above mentioned packages are

serve as aids for learning through computer. The objectives of each

package are as follows :

a) Refrigeration Cycle :

- i) Basic principle of Refrigeration.
- ii) Sub-system of refrigeration.
- iii) Different complaint condition, their causes & remedial measures.

b) Motion of a charged Particle:

- i) Motion of charged particle in electric field.
- ii) Motion of charged particle in Magnetic field.
- iii) Motion of charged particle in crossed field.
- iv) Simulation of Mass spectrograph.

c) Ferrite Core transformer :

- i) Sample Design of Ferrite Core Transformer.
- ii) Design of Ferrite Core Transformer for high frequencies.

d) Question Banking :

- i) Storing Questions in a Question Bank.
- ii) Editing Question of a Question Bank.
- iii) Setting the Question Paper from the Question Bank.

6.5 Outcome of the Project :

CAI (Computer Assisted Instruction) packages on each of above mentioned topics have been developed.

6.6 Limitation :

The package works on IBM PC Computer having at least 640 KB memory under DOS 3.1 or its later version.

6.7 Follow up action for wider diffusion :

The package is to be supplied to QIC's and associated polytechnics chosen by the TTTI, Chandigarh for dissemination of information in the Polytechnics.

6.8 Significant Publication, if any, related to the project :

The essential documentation related to the aspects of scope, significance of the package and how it runs on the machine is underway.

7. Contact Person :

Prof. & HHead,
Department of Computer Service
Technical Teachers' Training Institute,
Sector, 26, Chandigarh - 160026.

Paper No. 12 :

1. Institution/ Organisation :
Directorate of Technical Education,
Assam, Guwahati - 19.
2. Title :
 - a) Institutional Network scheme
 - b) Community polytechnic scheme.
3. Collaborating Agency :
 - a) Assam Engineering College,
Guwahati.
 - b) Nowjoy Polytechnic
4. Sponsoring Agency :
Ministry of Human Resource
Development, Government of India.
5. Duration of the Project :
From 1987-88 and onwards.
6. Description of the Project :
 - a) An Institutional network scheme has been taken up, between the Assam Engineering College, Guwahati and the I.I.T., Kharagpur with the idea of improving and modernising the laboratories of

Mechanical Engineering Department of AEC

In the process, a few faculty members from the IIT came to the AEC. After discussion with the AEC faculty, they prepared a detail action plan for the proposed modernisation. A few faculty members also visited IIT, Kharagpur to have an idea of their Laboratory establishment and its working. Accordingly a few modern equipments were procured and installed at AEC.

This is only an humble beginning.

b) A schme of community Polytechnic has been instituted at Nowjoy Polytechnic with the basic objective of transfer of Technology to the rural people ^{for} or ~~that~~ matter service to the rural community through the community polytechnic.

An Advisory Community has been constituted with personnel from related agencies to advise the polytechnic regarding the projects to be taken up by the polytechnic for service to the rural people. As a first step a survey is conducted as is still continuous in respect of two.

tribal villages, which are proposed to be taken up for the scheme.

7. Problems :

- a) As the idea of Institutional Network Scheme is very new to this area , it took quite a long time to get clearance/ sanction from the State Government. This delay has actually worked negatively in the implementation of the scheme.
- b) The posts required for the community Polytechnic project were created quite late and posting also took long time thereby causing delay in actual implementation of the scheme. The polytechnic is not autonomous, the delay at various stages is expected.

8. Future expectation :

- a) The Institutional Network Scheme is proposed to be taken up vigorously in both the govt. colleges toward improvement and modernisation of laboratories.

- b) Through the community polytechnic scheme manpower development from within the village for taking up activities towards improvement of the village people, are proposed to be taken up.

To cite an example, the National programme of improved chulhas is proposed to be taken up vigorously through the community polytechnic scheme (which is in the negligible state in the North East Region), is proposed to be taken up vigorously through community Polytechnic Scheme.

It is proposed to associate a number of State agencies in the area that are committed with rural development activities.

9. Strategies :

The schemes are to be implemented by the existing staff and other faculties of Institution, except a limited number of new posts for the community polytechnic.

10. Contact Person :

M. A. Ahmed, Joint Director of Technical Education, Assam, Guwahati.

Annexure III

National Development Group for
Educational Innovations : India

Regional Seminar (Eastern Region) on Education
Innovations for Development.

Venue

Dates :

DPI Office, Guwahati

20 to 25 March, 1988

Daily Programme

22.3.1988

9.30 - 11.15 : Registration of participants

11.30 - 12.00 : Inaugural session

Chief Guest : Dr. D.P. Barooah
Vice-Chancellor
Guwahati University.

About NDG : Dr. R.M. Kalra
Head, International
Relations Unit, NCERT..

Session I

12.00 - 13.00 : Background information about the
Seminar, Inter-sectoral linkages.

Chairperson : Dr. R.M. Kalra
Rapporteur : Shri J.D. Sharma,
IR Unit, NCERT.

Session II

14 - 15 - 17.00 : Presentation of Education Innovations
in Adult Education and Non-Formal
Education.

Chairperson : Dr. S. Bharali,
DPI Assam

Rapporteur : Dr. S.P. Anand,
Regional College of
Education, Bhubaneswar.

23.3.1988

Session I

8.30 - 10.00 : Presentation of Educational
Innovation in General Education :

Chairperson : Prof. N.K. Jangira,
NCERT.

Rapporteur : Prof. R.M. Kalra and
Shri J.D. Sharma

Session II

10.30 - 12.30 : Presentation of Educational
Innovations in General Education.

Chairperson : Prof. S.R. Rohidekar
(Rtd.) Jt. DPI,
Karnataka).

Rapporteur : Shri J.D. Sharma

Session III

14.00 - 16.00 : Presentation of Educational
Innovations in Health Education.

Chairperson : Prof. D.H. Nath
(NIHFW, New Delhi)

Rapporteur : Prof. Raj Kumar
(NIHFW).

17.00 - 22.00 : National Integration (Community
Singing) Camp, BTC Mirza (Assam)

24.3.1988

Session I

10.00 - 13.00 : Presentation of Educational
Innovations in :
 Technical Education
 Rural Development

Chairperson : Mohd. Amin Ahmed
 Jt. Director, Technical
 Education, Assam).

Rapporteur : Dr. K.S. Chacko
 Regional Director,
 CBSE, Guwahati.

14.00 - 19.00 : Educational Study Visit.

25.3.1988

Session I

10.00 - 13.00 : General Discussion on :

(1) Inter Sectoral Cooperation in
 Educational Innovations for
 Development.

(2) Recommendations of the Seminar.

(3) Chairperson : Prof. J.S. Grewal

 Rapporteur : Shri J.D. Sharma, NCERI.

Session II

14.00 - 16.00 : Valedictory Session ,

Annexure IV

NATIONAL DEVELOPMENT GROUP
FOR
EDUCATIONAL INNOVATIONS : INDIA

Regional Seminar (Eastern Region) on
Educational Innovations for Development

Venue : DPI Office, Conference Hall
Kahilipara, Guwahati (Assam)

Dates : 22 - 25 March, 1988.

List of Participants

Hon. Director

Dr. S. Bharali
Director of Public Instruction, Assam
Guwahati - 781019

Convenors

1. Dr. R.M. Kalra
Prof. & Head
International Relations Unit, & NDG Secretariat,
National Council of Educational Research & Training,
Sri Aurobindo Marg,
New Delhi - 110016.
2. Shri J.D. Sharma
Research Associate
International Relations Unit, & NDG Secretariat,
National Council of Educational Research & Training,
Sri Aurobindo Marg,
New Delhi - 110016.

Organiser at Assam :

Dr. M.M. Pandey
Incharge Field Adviser (NCERT), Assam,
Zoo Narengi Road, Guwahati-781021.

Chief Guests/Special Invitees :

1. Dr. D.P. Barooah
Vice-Chancellor
Guwahati University, Jalukbari,
Guwahati- 781014 (Assam)
2. Shri Rajeshwar Das,
Additional Secretary,
Labour, Education and Employment,
Government of Assam, Guwahati.

Resource Persons :

1. Prof. S.R. Rohidekar
Retd. Joint Director of Public Instruction,
Karnataka,
275/9, 52nd Cross, IV Block, Rajaji Nagar,
Bangalore - 560010.
2. Dr. R.C. Das
Director, State Council of Educational
Research and Training, Government of Assam,
Guwahati - 781007.
3. Mrs. T. Baruah
Joint Director of Higher Education,
Govt. of Assam, Kahilipara,
Guwahati - 781019.
4. Dr. K.S. Chacko
Regional Officer, CBSE,
Guwahati - 781024 (Assam).

Participants :

1. Dr. D.H. Nath
Associate Professor,
National Institute of Health and Family
Welfare,
New Delhi - 110067.
2. Dr. Raj Kumar
Assistant Professor
National Institute of Health and
Family Welfare,
New Delhi - 110067.

3. Dr. J.S. Grewal
Professor & Head
Department of Education
Regional College of Education
Bhopal - 462013 (Madhya Pradesh).
4. Dr. N.K. Jangira
Professor (Special Education)
National Council of Educational
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New Delhi - 110016.
5. Dr. S.P. Anand
Reader
Regional College of Education
Bhubaneswar - 751007 (Orissa)
6. Shri Sanjeev Kumar
Junior System Programmer
Department of Computer Science
Technical Teachers Training Institute,
Sector - 26,
Chandigarh - 160026
7. Dr. Binod K. Sinha
Director
State Resource Centre for Adult Education,
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Patna - 800016 (Bihar)
8. Ms. Jyotsna Roy
Deputy Director (Special Cell)
State Resource Centre for Adult Education,
Buddha Colony,
Patna - 800016 (Bihar)
9. Dr. S.P. Sharma
Assistant Director
Directorate of Adult Education
Ministry of Human Resource Development ~~Hinarnities~~,
10, Jam Nagar House
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10. Shri Mohd. Amin Ahmed
Joint Director
Technical Education (ASSAM)
Guwahati - 781019 (Assam).

11. Shri Narendra Chandra Bhattacharyya,
Deputy Director of Higher Education, Assam,
Kahilipara, Guwahati - 781019.
12. Shri J.C. Bhuyan
Deputy Director, Census (Assam)
Ulubari, Guwahati - 781007.
13. Dr. Narendra Nath Sarma
Deputy Director for Sanskrit Education
and Secretary,
Sanskrit Board, Assam
Guwahati - 781019.
14. Shri Madhab Ch. Das
Inspector of Colleges,
Higher Education, Assam
Guwahati
15. Shri Satyajyoti Bhattacharyya
Reader, State Council of Educational
Research and Training, Assam
Ulubari, Guwahati-781007.
16. Dr. S.K. Choudhury
Reader
State Council of Educational
Research and Training, Assam
Ulubari, Guwahati-781007.
17. Ms. Nilima Chaliha
Reader
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Ulubari, Guwahati-781007.
18. Shri Benudhar Das
Reader
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19. Mrs. Macuata Cohain
Research Officer, & R.C. Under Adult Education
Government of Assam Sanskrit College
Guwahati - 781014 (Assam).

20. Mrs. Utpala Saikia
Research Officer & R.C. Under Adult Education
Guwahati - 781006 (Assam).
21. Dr. Umesh Ch. Sarma
Assistant Professor of Social and Preventive
Medicine, Guwahati Medical College,
Guwahati - 781032.
22. Shri R.N. Dev Sarma
Assistant Director of Health Service
(H.E.B.), Assam
Guwahati - 781006.
23. Mrs. Upala Baruah
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Ulubari, Guwahati - 781007.
24. Ms. Bhaba Kanta Das
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25. Shri K. Bhattacharya
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26. Shri Jageswar Borah
Research Officer,
Directorate of Higher Education, Assam
Kahilipara, Guwahati - 781019.
27. Shri Pankaj Das
Assistant Director
Higher Education
Directorate of Higher Education, Assam
Kahilipara, Guwahati - 781019.
28. Shri Khanin Kr. Das
Guwahati Doordarshan Kendra (Assam)
Panbazar, Guwahati - 781001.
29. Shri Pratap Sama, All India Radio,
Guwahati - 781003. (Assam).
30. Assistant Programme Coordinator (NDG Secretariat)
Shri Krishan Kumar. A.P.C. NDG Secretariat.

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