

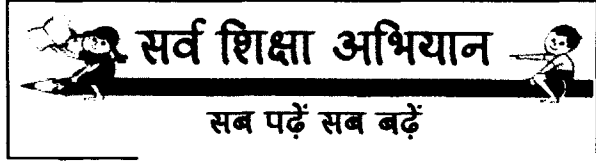


ANNUAL REPORT 2008-09



Distance Education Programme - Sarva Shiksha Abhiyan
(DEP-SSA)

(An IGNOU-MHRD Govt. of India Project)
IGNOU Maidan Garhi, New Delhi-110069



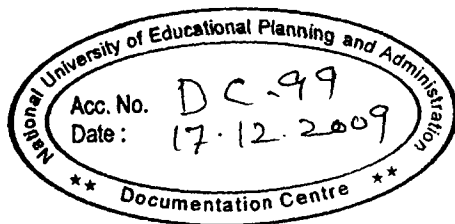
Annual Report 2008-09

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Maidan Garhi, New Delhi - 110 068**



PREFACE

Learning outcome is an important indicator of teaching-learning process and quality education at all level. Government of India and various state governments are working on the proposition of learning enhancement programmes through SSA. These include: i) need based in-service training of teachers; ii) use of electronic media for improving teaching competencies of teacher and learning competencies of children; and iii) strengthening school laboratories and libraries etc. Effective implementation of educational technology could cater to the needs of teachers at various levels and can help in capacity building of various stakeholders (teachers, master trainers, teacher educators, resource persons, etc.). The Distance Education Programme (DEP) is a national component, created by the MHRD, Govt. of India and operates in collaboration with the IGNOU, primarily mandated to achieve some of these objectives as enshrined under SSA. The activities undertaken by DEP-SSA are mostly targeted to empower teachers and other personnel by building their capacity to participate in curriculum-related activities with focus on interactive learning.

The activities primarily undertaken by the DEP-SSA for the year 2008-09 were on building capacity of teachers and other personnel to support the learning enhancement programmes in the states. Hence, the main focus was to evolve a sustainable training system for elementary school teachers through distance mode by using distance learning inputs such as - developing high quality training materials (Print, Audio-Video, Multi-media packages), providing workplace-based training inputs without dislocating the functionaries from their workplace. The activities undertaken by DEP-SSA mostly targeted to empower teachers for their effective participation in curriculum-related activities with focus on classroom processes and design such inputs to develop their human potentialities and creating a road map for achieving the broad SSA goals. A large number of activities of various types have also been conducted during 2008-09, both at the national and at the state levels, to help the states to achieve the objectives of DEP-SSA. The present report gives a detailed account on the activities undertaken during the year under review i.e. 2008-09.

I take this opportunity to express my thankfulness and gratitude to Prof. V.N. Rajasekharan Pillai, Vice Chancellor, IGNOU & Chairman, Advisory Committee, DEP-SSA for his constant support, encouragement and able guidance throughout the year to carry out project activities for accomplishment of its goals and objectives.

I also take this opportunity to express my gratitude to Mrs. Anshu Vaish, Secretary, Deptt. of School Education & Literacy, MHRD, Govt. of India for supporting the DEP-SSA and facilitating to organize its activities for achieving its objectives.


I am also equally thankful to Mrs. Anita Kaul, Joint Secretary, Mrs. Neelam S. Rao, Director and Mrs. Sarita Mittal, Director, Deptt. of School Education & Literacy, MHRD, Govt. of India, for their constant support and guidance to organize various activities of DEP-SSA as planned for the year 2008-09. I also express my thankfulness to all the State

Project Directors and Distance Education Coordinators in the States for their contribution towards effective implementation of distance education activities.

My special appreciation goes to colleagues in the Project, Ms. Jai Chandiram, Media Advisor, Sh. Deepak Issrani, AFO and the faculty members such as- Dr. Manoj Kumar Dash, Dr. Hema Pant, Dr. Pradeep Kumar, Dr. Sarat Kumar Rout and Dr. Nisha Singh for their constant involvement in the project activities and preparation of this report.

Finally, I express my appreciation to all the support staff working in this project, without whose support the activities of the project for the year could not have been accomplished.

New Delhi
Date: 31st Aug. 2009



(Sitansu S. Jena)
Project Director

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ABBREVIATIONS

AC	Advisory Committee
AIE	Alternative and Innovative Education
AIR	All India Radio
AS	Alternative Schools
AWP& B	Annual Work Plan and Budget
BRAOU	Bhim Rao Ambedkar Open University
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CD	Compact Disk
CDIT	Centre for Development of Imaging Technology
CEMCA	Commonwealth Educational Media Centre for Asia
CIE	Central Institute of Education, University of Delhi
CIET	Central Institute of Educational Technology
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CTE	College of Teacher Education
CWSN	Children With Special Needs
DE	Distance Education
DEP	Distance Education Programme
DEC	Distance Education Coordinator
DEC	Distance Education Council
DECU	Directorate of Educational Communication Unit, ISRO, Ahmedabad
D.Ed.	Diploma in Education
DERT	Directorate of Educational Research and Training
DIET	District Institute of Education and Training
DL	Distance Learning
DLM	Distance Learning Material
DPI	Directorate of Public Instruction
DPO	District Project Office

DRG	District Resource Group
DRS	Direct Reception System/Set
DSCERT	Directorate of State Council of Educational Research and Training
DTH	Director-to-Home
DTTE	Department of Teacher Education & Extension
DVD	Digital Versatile Disk
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
Ed.CIL	Educational Consultants India Limited
EduSat	Educational Satellite
EE & L	Elementary Education and Literacy
EGS	Education Guarantee Scheme
ELTI	English Language Teaching Institute
EMPC	Electronic Media Production Centre
GOI	Government of India
IASE	Institute of Advanced Studies in Education
ICDS	Integrated Child Development Scheme
ICT	Information and Communication Technology
IED	Integrated Education for the Disabled
IGNOU	Indira Gandhi National Open University
IMM	Interactive Multimedia
ISRO	Indian Space Research Organization
IT	Information Technology
IUC	Inter-University Consortium
KGBV	Kasturba Gandhi Balika Vidyalaya
MANA	Mana TV
MHRD	Ministry of Human Resource Development
MMP	Multimedia Package
MSCERT	Maharashtra State Council of Educational Research and Training
MTA	Mother Teacher Association
NCERT	National Council of Educational Research and Training

NCTE	National Council for Teacher Education
NGO	Non-Government Organization
NPEGEL	National Programme for Education of Girls at Elementary Level
ODL	Open Distance Learning
OPEPA	Orissa Primary Education Programme Authority
PIC	Programme Implementation Committee
PTA	Parent Teacher Association
PTTI	Primary Teacher Training Institute
PVC	Pro-Vice Chancellor
RCPE	Rajasthan Council for Primary Education
RIE	Regional Institute of Education
RGPEEE	Rajiv Gandhi Project for EduSat-supported Elementary Education
RPs	Resource Persons
SAPNET	Society for Andhra Pradesh Network
SCERT	State Council of Educational Research and Training
SE & L	School Education and Literacy
SIE	State Institute of Education
SIET	State Institute of Educational Technology
SIEMAT	State Institute of Educational Management and Training
SIS	State Implementation Society
SLM	Self Learning Material
SPD	State Project Director
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
SRG	State Resource Group, DEP-SSA
STRIDE	Staff Training and Research Institute for Distance Education
TLM	Teaching Learning Material
UEE	Universalization of Elementary Education
UNICEF	United Nations International Children's Education Fund
VCD	Video Compact Disk
VEC	Village Education Committee

CHAPTER 1

DEP-SSA- AN OVERVIEW

1.0 BACKGROUND

Global commitment to Universalization of Elementary Education (UEE) has reflected through various national and international forums which spreaded not only basic education but also reduced inequality and human sufferings. In this regards, the World Conference on Education For All (EFA), March 05-09, 1990 held in Jomtien (Thailand) played a catalytic role. Further, the World Education Forum, April 26-28, 2000; Dakar (Senegal); Rome Declaration on Harmonization (2003), Paris Declaration on Aid Effectiveness, 2005; Accra Declaration on Agenda for Action, 2008 and recently L' Aquila G-8 Declaration (10 July 2009) has reiterated and reaffirmed the right of education for all by 2015. L' Aquila Declaration stated that "investing education and skill development is crucial for sustainable recovery from the current economic crisis and for long term development". In 2002, the Supreme Court of India has also recognized education as fundamental right in order to protect the right to life and liberty. All the above mentioned initiatives stressed on elementary education and broadened the scope of the Open Distance Learning (ODL) system, particularly in capacity building of teachers.

India, one of the signatories of Jometian Conference initiated the Distance Education Programme (DEP) for training of teacher and other functionaries under the District Primary Education Programme (DPEP) in 18 DPEP states during 1997-2003. The training mode of elementary school teachers has noticed a paradigm shift using multimedia training package - self learning materials, audio programmes (broadcast and non-broadcast), radio phone-in programmes, video programmes, video conferencing, teleconferencing and computer aided learning. Recently, the initiatives of 'on-line training' through web portal is another addition to ODL mode. It was realized that the gains of DEP-DPEP should be consolidated and strengthened in other states as well. As a result, Distance Education Programme-Sarva Shisha Abhiyan (DEP-SSA) was created as a major national component of Sarva Shiksha Abhiyan for distance learning on 1st July,

2003. The programme is sponsored by the MHRD, Government of India and IGNOU, a leading institution for ODL system, has been entrusted with the responsibility of implementing it in all the states and Union Territories in the country.

The DEP-SSA is functioning in all the states/UTs from Classes I to VII/VIII, however, there is also initiative which has started to extend further from elementary to secondary level (VIII to X). As a national component, it is contributing significantly to the attainment of SSA goals and effectively functioning in the states to meet the herculean task of utilizing the local functionaries such as master trainers, coordinators of Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs), faculty of DIETs and SCERTs. The main focus of DEP-SSA is 'strengthening training of elementary school teachers through distance mode, producing quality training materials (print, audio-video, multimedia and teleconferencing), providing workplace-based training without dislocating the functionaries and facilitating states/UTs in content generation for utilization of ICTs for ensuring quality in elementary education. Hence through distance mode we are 'reaching the unreached' large section of target group.

Since inception, DEP-DPEP/ DEP-SSA has played key role in capacity building and developing training materials for training of in-service teachers both trained and a large number of untrained teachers, newly recruited teachers, serving teachers and para-teachers, etc. Millions of students, teachers, teacher educators and other functionaries have benefited from its various development, extension, training and capacity building inputs.

1.1 OBJECTIVES

DEP-SSA has the following major objectives:

- To build capacity of institutions and personnel at national, state, district and sub-district levels.
- To provide technical and financial support in designing, developing and delivering distance learning materials, audio/video programmes for training elementary school teachers and other functionaries.

- To strengthen institutions by creating infrastructural facilities like Direct Reception Set (DRS), Satellite Interactive Terminals (down link facilities) at the SPOs, SCERTs, SIEMATs, SIEs and DIETs in states/UTs.
- To orient teachers and teacher educators in EDUSAT and development of software.
- To provide technical and financial support in developing bridge courses for out-of-school children.
- To monitor SSA activities and their implementation through teleconferencing.

1.2 MANAGEMENT STRUCTURES

The activities assigned to DEP-SSA are designed, planned, managed and implemented effectively systematically at the national and state levels.

1.2.1 National Level

For smooth implementation of DEP-SSA in all the states and Union Territories of the country, necessary management structures have been created both at the national and state Level. At the national level, an **Advisory Committee (AC)** under the chairmanship of Vice-Chancellor, IGNOU provides leadership, technical and administrative support and advice for planning and executing a variety of distance education programmes and activities. The Project Director, DEP-SSA is the Convenor of the Advisory Committee. The AC generally meets once a year (now twice) and the outcomes of all the committees under the DEP-SSA are put up before it for consideration and approval. The composition of the Advisory Committee is given in **Annexure I**.

Programme Implementation Committee (PIC) is an apex level committee to oversee the implementation of various activities as proposed in its Annual Work Plan and Budget (AWP&B). The committee critically examines all proposals and suggests various measures to ensure quality in development of training/learning materials and their use by the teachers. The committee is chaired by the Project Director, DEP-SSA. The committee comprises experts from different fields of education and state Project Directors (SPDs), NGOs and faculty of DEP-SSA. The composition of the Programme Implementation Committee (PIC) is given in **Annexure II**.

The DEP-SSA, **National Project Team** comprising project director, faculty and administrative staff implements national level activities and directs and oversees implementation of the programmes in the states and UTs. All the 28 states and 7 Union Territories are divided into five zones and one Programme Officer looks after each zone. The concerned Programme Officer monitors the planning, designing, development and implementation of the activities, and provides academic/financial support and assesses the impact through research and feedback studies in his/her zone. The sanctioned strength of the national team is given in **Annexure III**.

1.2.2 State/UTs Level

At the state/UTs level there is a **State Project Office (SPO)** exclusively for implementing the activities of SSA. The SPO is headed by the State Project Director (SPD), SSA, who is assisted by a team of experts and other functionaries. One of the Distance Education Coordinators (DECs) works as a link between the National Project Team and the State Project Office. The state implementation society appoints the DEC, a person from education or an allied discipline with experience in imparting education to elementary stage teachers through distance mode and to develop distance training/learning material is usually preferred to be the DEC. The DECs mainly perform the following responsibilities such as:

- maintaining liaison between DEP-SSA, IGNOU at the centre and State Project Office, SCERT, DIETs as well as the District Project Offices in the state;
- organizing and conduct Distance Education (DE) activities in consultation with the SCERT and state faculty in-charge of DEP-SSA at the centre;
- preparing the Annual Work Plan and Budget (AWP&B) for DEP activities in consultation with SSA officials and state faculty in-charge of DEP-SSA;
- monitoring the distance education activities in the state;
- involving the teacher training coordinator and other officials at SCERT/SPO in planning and executing various DE activities;
- visiting districts, BRCs and CRCs and collaborate with various agencies involved in the conduct of DE activities, whenever required;

- communicating a monthly report of activities accomplished during the preceding month and activities planned/scheduled for the current month to DEP-SSA, New Delhi in the prescribed proforma by the 10th of each month;
- attending meetings and training programmes organized by DEP-SSA, and other bodies when invited;
- send information, abstracts, reports or write-ups to the DEP-SSA as and when required;
- proposing need-based DE activities and take prior approval of DEP-SSA for conducting some of the activities;
- documentation of open distance learning/training activities undertaken in the state; and
- conducting research activities mainly related to DE activities.

A **State Resource Group (SRG)** for DEP provides academic support in the formulation of proposals. The SRG for distance education is a sub-group of state, SRG on quality comprising of persons from SPOs, SCERTs, DIETs, Akashvani/Doordarshan, teacher education departments of universities, and enlightened members of the community. It plays a vital role in identifying learning/training needs of the state and monitoring the progress of implementation of distance learning/training. The SRG helps the State Project Office (SPO) and DEP-SSA in planning DE activities. The roles and responsibilities of the SRG are as follows:

- To identify the needs of the state for improving the quality of elementary education.
- To identify priority areas for distance education inputs/interventions under SSA.
- To provide technical inputs in the development of Annual Work Plan and Budget (AWP&B) for distance education.
- To review the progress of distance education activities.
- To ensure sustainability of distance education programme in the state.
- To provide support to DEC in conducting DE activities.

1.3 MAJOR TASKS

For realization of its objectives, the DEP-SSA undertakes the following major tasks/activities:

- Recurrent in-service training of teachers through distance learning inputs and materials (including print, audio, video and teleconferencing).
- Capacity building of the personnel responsible for planning and organization of various distance learning activities e.g. the faculty of SPOs, SCERTs, SIEs, DIETs, BRCs and CRCs in areas like designing and development of distance learning/training materials in the form of print and audio-video components, script writing, production of audio-video programmes, planning and organization of teleconferencing, maintenance of equipment, and conduct of feedback and impact studies.
- Developing scripts and producing audio-video programmes for use by children, parents, teachers and community members.
- Organizing capacity building workshops for development of awareness/advocacy materials on various aspects of SSA through print, audio, video and teleconferencing.
- Enabling the MHRD to monitor the implementation of SSA through the teleconferencing network developed by DEP.
- Organizing national level meetings, seminars, and workshops for providing a platform to teachers, teacher educators, and other functionaries associated with universalisation of elementary education for wider dissemination of information, sharing of experiences, review of progress and performance and for eliciting feedback.
- Carrying out feedback and impact studies and utilizing their findings for improving the quality of various interventions under SSA.
- Generating appropriate software and multimedia packages of elementary education for students, teachers and teacher educators.

1.4 SATELLITE-SUPPORTED NETWORKS

The infrastructure created by the SSA in the states at the district and sub-district levels is being utilized by DEP to develop distance learning materials and train SSA functionaries. However, for the states which do not have necessary teleconference facilities, DEP, under special provision approved by the MHRD, has developed a network of Direct Reception System (DRS) all over the country for these tasks.

In order to optimally utilize teleconferencing as a means of professional development of SSA functionaries and institutional capacity building, 297 DRSs have been installed at DIETs, SCERTs and SPOs. Additional downlink facilities at another 38 locations have also been provided. Infrastructure has been created for the maintenance and retuning of DRSs from Training and Development Communication Channel (TDCC) to the Gyan Darshan channel in the states which do not have uplink facility, particularly the North Indian states such as Bihar, Haryana, Himachal Pradesh, Rajasthan, Uttar Pradesh, Uttaranchal, etc.

1.5 NEW INITIATIVES

During the year 2008-09, some new interventions were planned and executed. These include:

1.5.1 Addressing Quality Issues (Teaching of Mathematics and Science at Upper Primary Level and English at Primary Level)

Quality issue of elementary education has been given the prime concern under SSA, during 2008-09. The quality issue includes availability of adequate number of teachers in school and continuous their on-site training with appropriate facilities like teaching learning material etc. Keeping these in consideration, DEP-SSA provides regular intervention through ODL mode in capacity building of teachers and other functionaries under SSA. During 2008-09, DEP-SSA planned for content development task on hard spots in Mathematic and Science at upper primary level and English at primary level. This initiative has been planned with multi-channel delivery approach to include both

print and non-print material, hence, initially it started with print module in the form of SLM on above mentioned three subjects which is at final stage. As per planning, the process of audio and video material production has also been started. These multi-media modules will cater to the needs of large number of teachers who are facing problems during classroom transaction in difficult areas of content.

1.5.2 Action Research – A Resource Book for Elementary School Teachers

DEP-SSA designed, developed and disseminated a document on Action Research to help elementary school teachers understand the meaning and need of action research along with its methodology so that its use in formal and distance/open learning modes can be made meaningful and effective. It is hoped that document will reinforce the professional development of teachers, teacher educators and other SSA functionaries and motivate them to improve the quality of elementary education through planning action researches.

1.5.3 Communication Skills in English for Elementary Teachers of Kerala

On request of SSA, Kerala, the DEP-SSA IGNOU has designed and developed a teacher education – Self-Learning Module (SLM) on Communication Skills in English for elementary teachers. DEP-SSA also trained 180 master trainers in six phases of 10-day each, using face-to-face mode. It is hoped that this initiative will help teachers and teacher educators in building their capacity on communication skills in English for their effective transaction of English language at elementary level. The intervention has also been highly appreciated and several states are planning to initiate the same with DEP-SSA support.



During 1st workshop Participants, Resource Persons & Project Director, DEP-SSA

1.5.4 Development of e-Learning Portal for Elementary Teacher Education

A pilot initiative has been initiated by DEP-SSA for capacity building of teachers and teacher educators for enhancing quality on education at upper primary level on teaching of Science and Mathematics and teaching of English at primary Level in a virtual training initiative. As has been presently observed, most of the State Project Offices (SPOs), SCERTs and DIETs are technologically well equipped to support SSA. Under the Computer Assisted Learning (CAL) initiatives of SSA, many of the upper primary schools are also provided computer facilities. In most of the districts in the country, the internet facilities have gone up to Panchayat level. Many of the NGOs in the rural areas have also been connected to the network. All these institutions are to be brought in the network to support the proposed virtual training initiative to start with on a pilot basis. The objectives of this activity are:

1. To identify the training needs of the teachers at upper primary level and teacher educators on difficult concepts in teaching of Mathematics and Science through virtual initiatives.
2. To identify the training needs of the teachers at primary level and teacher educators on difficult concepts in teaching of English through virtual mode.
3. To transform existing training modules and develop need based new modules on teaching of Mathematics, Science and English on e-learning mode.

A meeting was organized to develop e-learning portal for providing on-site support to SSA functionaries working at different level for improving their professional competencies on October 21, 2008 at IGNOU, New Delhi. Comprehensive discussion was made to develop strategies to initiate the development of e-learning portal with the help of DEP-SSA website and e-Gyankosh of IGNOU. The DEP-SSA has documented the available materials (both print and non-print) developed till date to be uploaded on the e-learning portal through e-Gyankosh of IGNOU.

1.5.5 Research Project for SSA, West Bengal

A research study on '*Transition Pattern of Children from Upper Primary Level to Secondary Level in the state of West Bengal*' has initiated during 2008-09 after the proposal received from SSA, W.B.

The basic objective of this study is to develop an effective child-tracking system through which drop-out, retention, survival and completion rates could be analyzed. It is believed that retention rate of children at various level gives a fairly good amount of information about retaining capacity of education system. Broadly, we need to focus on the aspects like: i) survival rate of children; ii) retention rate; iii) grade-to-grade transition rate (promotion, repetition and drop-out rate); iv) average population, repetition and drop out rate; v) control drop out and survival rate and indicators of internal efficiency of education system; and vi) transition from primary to upper primary and upper primary to secondary level of education.

Rationale

Many studies have already been conducted on transition rate of children from primary to upper primary level, which clearly reflect the growth of primary education system and status of upper primary level of education in our country. To realize the ground status of education at secondary level and provide quality based education to children in the 21st century, It is therefore, in this regard the State Project Office West Bengal, Paschim Bengal Sarva Shiksha Abhiyan mission have taken a step to conduct a study on transition pattern of children from upper primary to secondary level of education. It will not only reflect the quality of education provided to children at upper primary Level, but also clearly pointed out the necessary measures to be undertaken at various level to provide quality education at secondary level. At the same time, it will pave a path at the policy planning level with regard to devising suitable strategies for the universalization of secondary education.

The findings of the study will provide the clear background of the quality of elementary education in the state of West Bengal, pertaining to quality of teaching – learning process and quality of school effectiveness programme. It will also reflect the cause and effect

relationship pertaining to low rate of retention and variation in transition rate of children with regards to location.

Objectives

- To study the transition rate of children from primary to upper primary level and from upper primary level to secondary level.
- To study the transition pattern of children from primary to upper primary level and from upper primary level to secondary level with regard to gender, location and caste.
- To develop strategic interventions for improving the transition pattern of children from primary to upper primary level and from upper primary level to secondary level and improving quality of education at elementary level.

Methodology of the Study

A) Research Questions:-

- Does the improvement of education at upper primary level satisfactory over a period of five years?
- Is there any difference between the transition rates of children from primary to upper primary and from upper primary to secondary level?
- Is there difference in the rate of transition of children from upper primary level to secondary level with respect to location, gender and caste?

B) Research Design and Procedure:-

Descriptive survey research method will be adopted in the present study to collect relevant information. The population of the study constitutes all children enrolled in the school at elementary level of the state of West Bengal. Out of that a sample of the study constitute 10 Blocks from each district of West Bengal (20 Districts x 10 Blocks = 200 Blocks). From each Block, 2 schools will be selected as sample schools (200 Blocks x 2 Schools = 400 schools), out of two schools one school from rural area and one from urban area will be selected. Various tools and techniques will be employed like random sampling technique, statistical technique, focus group discussion. Till now, a questionnaire has been developed and data collection is in process from teachers working in the sample school with the support of SSA, West Bengal.

1.6 SUMMING UP

During the year 2008-09, the DEP-SSA team at IGNOU, New Delhi continued its role of organizing national level meetings and providing support to states/UTs in planning, implementing, coordinating and monitoring distance education activities under SSA. DEP-SSA is striving to utilize different modes of DE activities in providing quality education of in-service teachers across the country.

CHAPTER 2

PLANNING AND MONITORING OF DEP ACTIVITIES

2.0 INTRODUCTION

Success of any intervention depends on innovation and effective management which includes quality planning, proper operationalisation, systematic execution and periodical review/monitoring. SSA as a national programme also needs quality planning and effective monitoring to achieve the target. The implementation of the distance education activities under SSA is coordinated, directed and monitored by the DEP-SSA, located at the Indira Gandhi National Open University (IGNOU), New Delhi. In the context of DEP-SSA, a rigorous system of planning is already in place, both at the national and state levels.

Under the guidance of the Advisory Committee (AC), the apex body, DEP-SSA functions at national level to provide distance education input. The Programme Implementation Committee (PIC) is responsible for planning and monitoring task for proper implementation of the programme within the parameters set by the Advisory Committee. The meetings of Distance Education Coordinators (DECs) provide a platform to all the states and union territories to jointly review the progress and share their experiences with each other. At the state level, a State Resource Group (SRG) identifies the needs of the state, guides DECs and monitors & reviews the implementation process. During 2008-09, the planning and monitoring activities organized at the national as well as state/UTs level, the details are given below:

2.1 MEETING OF ADVISORY COMMITTEE (AC)

The Advisory Committee being an apex body at the national level to advise, plan and oversee the implementation of programme, is represented by the chiefs of NCERT, NUEPA, NIOS, Joint Director CIET (NCERT), JS (SSA), MHRD; PVC (IGNOU), Director of SOE (IGNOU), DTEE (NCERT), Head of EMPC (IGNOU), Director/Dy. Secretary SSA Bureau MHRD, Six State Project Directors of SSA; three/four Experts of

Distance Education/Elementary Education and National Project Team, DEP-SSA, IGNOU. The fourth meeting of the Advisory Committee was held on December 8, 2008 in Block 8, IGNOU under the Chairmanship of Hon'ble Prof. V.N. Rajasekharan Pillai, Vice-Chancellor, IGNOU. Dr. S.S. Jena, Project Director and Convenor, Advisory Committee, DEP-SSA presented the agenda items. Ten members and four nominees attended the meeting. The list of participants is given in **Annexure IV**.



Hon'ble V-C chairing the Advisory Committee Meeting

The Advisory Committee reviewed the progress of DEP-SSA from October 2007 to November 2008. The members appreciated the efforts made by DEP-SSA at the national level. The following observations and suggestions were made by the members during the meeting.

- Organization of Advisory Committee meeting at least bi-annually (twice in a year) for constant monitoring of project activities.
- DEP-SSA should come out with comprehensive academic programmes for training of untrained and under qualified elementary teachers, in specific reference to North-East with the infrastructural support of IGNOU.
- Due academic weightage should also be given to the training inputs which have already been completed by the teachers as a part of their in-service programme.
- Revision of the course material of DPE offered by IGNOU which was developed more than 10 years back. DEP-SSA should explore the possibility to revising the material of DPE.
- Documentation and dissemination of innovative activities and best practices which are available in the country in a focused manner.
- Development of a comprehensive updated catalogue on training materials developed during DEP-DPEP/DEP-SSA period at national and state level.

- DEP-SSA should launch need-based structured programmes for in-service elementary teachers and teacher-educators working at different levels under SSA for improving quality in school.
- DEP-SSA should develop a preparatory course on early child care education of three-month duration for the Anganwadi workers working at village level.
- Use of Gyan Vani radio stations for the training of teachers in Science and Mathematics using strategies as envisaged through constructivist pedagogy.
- Development of e-learning portal on teacher education at elementary level to provide on-sight support to the teachers in the schools.

2.2 MEETINGS OF PROGRAMME IMPLEMENTATION COMMITTEE (PIC)

The Programme Implementation Committee (PIC) oversees the implementation of programme as envisaged in the Annual Work Plan and Budget (AWP&B) both at the national and state levels. During the financial year 2008-09, the PIC met twice and the details are as follows:

2.2.1 The Ninth Meeting of Programme Implementation Committee

The ninth meeting of PIC (first meeting for the financial year 2008-09) was held on September 22, 2008 at DEP-SSA, Block 07, IGNOU. The meeting was chaired by Prof. S.S. Jena, Project Director, DEP-SSA. The PIC reviewed the progress of DEP-SSA for the period of March to August 2008 and examined the activities, which were in the pipeline or proposed for the remaining period of October 2008 to March 2009. The



PIC Members reviewing the progress of DEP-SSA

additional activities undertaken by DEP-SSA including i) development of audio-visual interactive multimedia CDs in English subject for standards I to IV for Goa; ii) development of training module in IED and Girls Education and imparting in-service training to elementary teachers of

West Bengal; iii) development of a module on communication skills in English for Kerala teachers and training of master trainers using blended approach, were also discussed in detail. Eleven members participated in the meeting. The list of participants is given in **Annexure V (a)**.

The main recommendations of the meeting are:

- Effective use of technology for strengthening on-going activities.
- Innovative strategies planning to evaluate performance of teachers and teacher educators.
- Development of training module on Mathematics and Science at upper primary level and English at primary level.
- Documentation of available training materials
- Documentation of good practices.
- Development of e-learning portal.
- Use of Gyan Vani radio stations for capacity building of teachers and teacher-educators.
- Curriculum revision for DPE of IGNOU.

2.2.2 The Tenth Meeting of Programme Implementation Committee

The tenth meeting of PIC was organized on March 26, 2009 at Block 7, IGNOU, New Delhi. The meeting was chaired by Dr. S.S. Jena, Project Director, DEP-SSA. The committee reviewed the progress of DEP-SSA for the period from September 2008 to March 2009 and expressed its satisfaction on the activities completed by DEP-SSA and new initiatives taken during the said period. 14 members/special invitees participated in the meeting. The list of participants is given in **Annexure V (b)**.

The PIC also viewed the progress of additional activities undertaken during the period under report which included:

- Workshops on communication skills in English for resource persons (master trainers) of Kerala.

- Workshop on development of managerial and leadership skills for the leaders of recognized teachers organizations of Kerala.
- Orientation of master trainers on inclusive education and girls' education for the state of West Bengal.
- Translation of modules on inclusive education and girls education from English to Bengali for West Bengal
- Research on transition pattern of children from upper primary level to secondary level.
- The main recommendations of the meeting are : i) dissemination of learning packages developed by DEP-SSA through website; ii) integration of activities of DEP-SSA with the state plan on quality issues; and iii) approval of AWP&B2009-10 for presenting before PAB 2009-10.

2.3 MEETINGS OF DISTANCE EDUCATION COORDINATORS (DECs)

The Distance Education Coordinators (DECs) are the key persons for implementing Open Distance Learning/Training activities in their respective states/UTs. They are the link between the DEP-SSA headquarter and the State Project Offices for planning and implementing of Open and Distance Learning(ODL) activities in their respective states/UTs. However, only a few states have appointed regular DECs. The Govt. of India vide its letter No. 16-11/08-EE-17 dot. Sept. 05, 2008 had communicated all states i) to designate a Programme Officer (PO) in-charge of quality in respect of teacher training/pedagogy at the SPO of SSA to look after the distance education activities; ii) formation of a sub-group of the state SRG on quality to provide, linkages with the overall state SRG plan & design for quality improvement. Some states have assigned additional charge of implementation of DEP to an official and the State Project Office. Usually, the DECs/DECs in-charge meeting organized bi-annually, to provide DECs/DEC in-charge a forum for jointly reviewing the progress of implementation of learning/training activities and sharing their experiences with each other but this 10th PIC meeting has decided to organize this meeting quarterly (four times in one financial year) for better coordination and execution of distance education input. DECs in-charge meetings orient DECs towards emerging issues during the training of teachers and other SSA functionaries,

reviewing progress of planning, implementation of need based distance education activities in the states and production of suitable DE learning materials.

2.3.1 First Meeting of Distance Education Coordinators

The first meeting of Distance Education Coordinators (DECs) for the year 2008-09 was organized during July 23-24, 2008 at Block 7, IGNOU, New Delhi under the Chairmanship of Prof. M.L. Koul, Project Director, DEP-SSA. Nineteen DECs/DE in-charge from various states and faculty of DEP-SSA, IGNOU participated in the meeting. The list of participants is given in **Annexure VI (a)**. The major issues deliberated in the meeting as follows:

- Review of development and implementation of DE activities of the states.
- Discussion and interaction on teaching of Science and Mathematics modules and role of DE interventions.
- Designing and development of distance educational interventions for improving teaching of Science and Mathematics at upper primary level through effective use of ODL pedagogy.
- Review of the status of training of teachers through distance mode.

All the DECs presented the activities undertaken in their respective states. Dr. M.K. Dash, Programme Officer, DEP-SSA made presentations on development of teacher training modules on teaching of Science and teaching of Mathematics at upper primary level. The DECs shared their problems pertaining to implementation of distance education programme in their states. The major recommendations made by the group included:



First DECs Meeting at Delhi

- DEP-SSA should extend all support related to developing strategies of teacher training package and its implementation for improving quality of in-service teacher training and level of learning of children.
- Need based training to trainers, master trainers and resource persons should be provided for improving teaching competencies in Science and Mathematics at upper primary level.
- DEP-SSA should provide support in conducting research (impact/feedback studies) in various aspects of DEP and other SSA related areas in scholastic as well as co-scholastic aspects.
- DEC meetings may be organized at different places and supplemented by need based field visit to various places where the interventions of the DE is being effectively implemented.

2.3.2 Second Meeting of Distance Education Coordinators (DECs)



Project Director addressing DECs In-charge

The second meeting of DECs during the year 2008-09 was organized under the Chairmanship of Dr. S.S. Jena, Project Director, DEP-SSA during December 12-13, 2008 at Institute of Corporate Management and Rural Development (ICMARD), Kolkata (West Bengal). The main aim was to review the development and implementation of DE

activities in the states and orienting DECs to emerging issues in teacher training. The DECs made presentations on the activities undertaken in their respective states. The meeting was attended by twenty three DECs/ DE-incharges and faculty of DEP-SSA, IGNOU. The list of participants is given in **Annexure VI (b)**.

The following important aspects highlighted for the planning of DE activities for the coming financial year:-

- Documentation of good/innovative practices.
- Reflecting constructivist approach in various T/L materials, particularly teaching of Science and Mathematics at upper primary level and English at primary level.

- Integrating DE with all other components was the main point of discussion.
- Developing e-learning portal for the wider benefit of large target group.
- Use of radio stations for transmission of programmes on Science, Mathematics and English.



Discussion during DEC's Meeting

State Project Director, West Bengal Sh. P.K. Mishra also participated in the discussion on implementation of various aspects of distance education programme in West Bengal.

The major issues highlighted in the meeting have been presented below:

- Distance education activities of the state were reviewed.
- Discussion and interaction was made on various aspects of the in-service training of teachers and development of teachers training modules on Science, Mathematics at upper primary level and English at primary level.
- Technological support in capacity building activities for teachers and teacher educators was explored.
- Documentation of best practices available in the states/UTs were resolved for supporting quality issues at upper primary level.
- Need based activities were planned and discussed for each state from the point of view of AWP&B of 2009-10.

2.4 PLANNING MEETINGS AT STATE LEVEL

Pursuing decentralized approach to planning and implementation of distance education activities/programmes, the DEP-SSA has a provision to constitute a State Resource Group (SRG) under the chairmanship of State Project Director, SSA. The SRG comprising experienced educationists, media-experts, professionals, teacher educators, content experts, teachers and representatives of AIR/Doordarshan, NGOs etc. identifies needs and helps and guides the DEC in preparing proposals for DE activities in the state.

It also ensures sustainability of DE programmes in the state and provides support to state SSA implementation society in conducting DL/T activities, monitoring as well as assessing the state needs, and prioritizing the activities on yearly basis and formulating the guidelines for effective implementation of DEP-SSA in the state. The planning and review process undertaken in different states during 2008-09 is briefly presented below:

2.4.1 Andhra Pradesh:

SRG meeting held on November 17, 2008 at SPO Andhra Pradesh. The SRG members from DIETs, SCERT, SPO, Doordarshan, Mana TV and DEP-SSA attended the meeting under the Chairmanship of the SPD. A detailed review of activities of DE component was made in the meeting. The activities proposed during the current financial year are- i) capacity building on development of audio/video scripts; ii) development of training kit on mathematics to be used by teachers; iii) video documentation of best practices; and iv) undertaking impact studies on DE activities in the state.

2.4.2 Himachal Pradesh

SRG meeting held on October 25, 2008 under the Chairmanship of State Project Director at Conference Room, State Project Office, Himachal Pradesh. There were 26 participants in the meeting who discussed various aspects on planning of distance education activities for training of teachers and other functionaries. Major discussions of the SRG have been presented as follows:

1. Education of children who are not covered by formal education system to achieve universal enrolment and retention. To implement courses developed by National Institute of Open Schooling (NIOS) in the state for out of school children. Proper assessment of these children not only in terms of number but also in terms of their socio-economic status, parentage, name, address and reason of dropout.
2. Development of quality supplementary materials like audio, video, multimedia CDs, print materials, etc. for facilitating their education with the support of DEP-SSA.
3. Orientation of teachers to check the drop-out at least from teaching-learning perspective.

4. Vocational courses for out of school children such as carpentry, food processing, pottery, shoe making, plumber, etc.

2.4.3 Punjab

A meeting was held on January 07, 2009 under the Chairmanship of Director General School Education cum State Project Director, SPO, Punjab. There were 11 SRG members in the meeting and the following activities are planned for implementation with the support of DEP-SSA.

1. Effective radio broadcast programmes through AIR, Chandigarh.
2. Training of teachers, master trainers and other functionaries by using the SLM on Action Research developed by DEP-SSA.
3. Translation of training SLM on Inclusive Education and Girls Education from English to Punjabi which were developed by DEP-SSA, IGNOU and providing training teacher educators and master trainers in collaboration with DEP-SSA.
4. SSA-Punjab, in collaboration with DEP-SSA will translate two SIM i.e. Science, Mathematics from English to Punjabi, and procure one SIM in English which have been developed by DEP-SSA. Subsequently, training/orientation will be organized for master trainers of the state in different phases for content up gradation of school teachers in Mathematics, Science at elementary level and English at primary level.

2.4.4 Uttrakhand

SRG meeting held on November 10, 2008 at State Project Office, Uttrakhand. 15 members attended the meeting. The recommendations made by the group were:

1. State should initiate identification of hard spots for the development of SLMs with the support of DEP-SSA.
2. Identify appropriate audio-video content for design and development of programmes to provide additional support to teachers.

3. Teacher training modules should comprise contents which can stimulate for commitment and sustain motivation to work among teachers.
4. Multimedia learning material should be provided to teachers and children.
5. Refresher courses should also be organized for Shiksha Mitras/Shiksha Bandhus/Acharyas.
6. Use of AIR and DD was suggested for educational programmes.

2.4.5 West Bengal

SRG meeting was held on August 13, 2008 at state Project Office, Kolkatta, West Bengal. 19 SRG members attended the meeting and following recommendations were made by the group:-

1. To provide a sample copy of the interactive multimedia CD of each class that was developed for the state of Goa.
2. To prepare 60 master trainers (three from each district for training/orientation in Integrated Education for the Disabled (IED) and girls education during second/third week of September, 2009.
3. To extend cooperation in undertaking a research study entitled "Transition of Students at Upper Primary and Secondary Level".
4. To provide the list of audio-video materials developed under DEP-SSA for wider dissemination.
5. To provide the list of centers where down linking facilities of IGNOU are available and are in a functional condition. So that training can be provided to all functionaries working at different places.

2.4.6 Orissa

The meeting of State Resource Group (SRG) was held on September 12, 2008 under the Chairmanship of Shri Jagat Mohan Sardar, Additional Director (Planning) at State Project Office, Bhubaneshwar. 19 SRG members attended the meeting and following action plans were proposed by the group:-

- 1 Learning Enhancement Programme (LEP) in Science and Mathematics on few topics at elementary level shall be taken up.
- 2 Development of Interactive Multimedia Training Package (IMTP).
- 3 Radio talks on AIR/teleconference programme.
- 4 Documentation of traditional games.
- 5 Documentation of traditional stories.
- 6 Film on MLE school.

2.4.7 Kerala

The meeting of State Resource Group was held on 23rd March 2009 under the Chairmanship of Prof. B. Vijayakumar, State Project Director at Govt. Guest House, Thycaud, (Trivanandrum). There were 18 SRG members who attended the meeting and following action plan was accepted by the group. The SRG also deputed to each task for further monitoring and review meeting by different sub-groups from State Project Office and members of SRG. The following points were discussed in the meeting:-

1. To conduct training programme for 200 Hindi teachers at IGNOU.
2. To conduct training on 'Communicative Skills in English' in Kannur districts.
3. To document the study of 'Little Scientist' 100/100 at Palakkad district.
4. The committee has been entrusted with the training of DE and to conduct impact study of trained teachers and to develop the schedule and methodology.

2.4.8 Planning Meeting for using Gyan Vani FM Radio in U.P

A planning meeting for providing training and orientations to teachers, teacher educators and other SSA functionaries in the areas of Science, Mathematics and English at elementary level on a pilot basis. Hence, the meeting was organized at Conference Room, State Project Office, Lucknow, U.P. on October 23, 2008 through Gyan Vani radio stations of IGNOU. This was focused to cover the areas of Sciences, Mathematic and English at elementary level. The broad objectives of the planning meeting as following-

1. To use Gyan Vani FM radio stations of IGNOU for professional development of teachers and other functionaries in the state of UP and MP.
2. To provide academic input to teachers and other functionaries in the areas of Science, Mathematics and English.
3. To study the perception of teachers and other functionaries on the use and effectiveness of radio broadcasting through Gyan Vani stations.
4. To study the effectiveness of radio broadcasting on training and orientation of teachers.

2.5 PLANNING AT A GLANCE

The DEP-SSA has a well build management structure for planning and implementation of DE activities and periodical review of progress involving a large number of prominent persons in the field of education.

Table-1 provides a glimpse of the magnitude of the planning exercise undertaken at the national and state level.

Table 1: Planning Meetings for DEP at National/State Level

S.No.	Theme of Meeting	Date	Venue	No. of Participants
National Level				
1	Fourth Meeting of Advisory Committee (AC) of DEP-SSA	08.12.2008	Board Room, IGNOU, New Delhi	14
2	Ninth Meeting of Programme Implementation Committee (PIC) of DEP-SSA	22.09.2008	Conference Room, DEP-SSA, IGNOU, New Delhi	11
3	Tenth Meeting of Programme Implementation Committee (PIC) of DEP-SSA	26.03.2009	Conference Room, IGNOU, New Delhi	14
4	First Meeting of State Level Distance Education Coordinators (DECs)	July 23-24, 2008	Conference Room, IGNOU, New Delhi	21

5	Second Meeting of State Level Distance Education Coordinators (DECs)	December 12-13, 2008	ICMARD, Kolkatta West Bengal	23
State Level				
6	Meeting of State Resource Group of Andhra Pradesh	17.11.2008	SPO Hyderabad	17
7	Meeting of State Resource Group of Himachal Pradesh	17.01.2009	SPO Shimla	26
8	Meeting of State Resource Group of Punjab	07.01.2009	SPO Punjab, Chandigarh	11
9	Meeting of State Resource Group of Utrakhand	10.11.2008	SPO Dehradun	21
10	Meeting of State Resource Group of West Bengal	13.08.2008	SPO Kolkata	19
11	Meeting of State Resource Group of Orissa	12.09.2008	OPEPA Bhubaneshwar	13
12	Meeting of State Resource Group of Kerala	23.03.2009	SPO, Kerala	19
13	Planning Meeting on Use of Gyan Vani Radio Stations for Professional Development of Teachers and Other Personnel	23.10.2008	SPO Lucknow	6

CHAPTER 3

CAPACITY BUILDING OF SSA FUNCTIONARIES

3.0 INTRODUCTION

Capacity building is the most critical component of any development programme or project to accomplish the objectives. It is a continuous process which enables new skills, abilities, resources and the changing needs under Sarva Shiksha Abhiyan. DEP-SSA is an attempt towards the capacity building of teachers and SSA functionaries through distance mode. DEP-SSA primarily aims at promoting professional development of teachers and capacity building as well as professional development of faculty of DIETs and SCERTs. Besides, it seeks to support capacity building of coordinators of BRCs, CRCs and members of VECs. In order to realize this objective of promoting professional development and capacity building of teachers, teacher educators and other SSA functionaries. In this way, it provides continuous capacity building with fluidity, flexibility and functionality to the large pool of teachers/ teacher educators. During 2008-09, DEP-SSA organized several national seminars, training/orientation programmes, workshops etc. as following:-

3.1 CAPACITY BUILDING WORKSHOP ON WRITING THE SIM ON MATHEMATICS, SCIENCE AND ENGLISH

Self Instructional Material (SIM) is one important component of ODL system. Unlike the text book, Self Instructional Material (SIM) is simple in terms of content structure, expression and language which makes learner easy to understand without any help of teacher. Under SSA, capacity building of teachers with the help of SIM has been initiated by DEP-SSA, during 2008-09, on three subjects- Mathematics & Science at upper primary level and English at primary level. Initially, this task started with subject specific three workshops organized with unit writers of each subjects. During the first round workshops, all unit writers of three subjects have given orientation about the concepts of SIM and its method of expression. After the unit writing task by the subject experts, again this exercise has been looked into during workshops of editing and finalization of SIM on Mathematics, Science and English. Therefore, capacity building

task of Self Instructional Material (SIM) on Mathematics & Science at upper primary level and English at primary level has been organized in six different workshops in three subjects. This exercise has been completed along with 'identification of difficult areas' and 'editing of content' workshops. The details about the workshops are (given in table) as following:-

S. No.	Workshop	First Phase	Second Phase
1.	Mathematic	June 23-24, 2008	December 22-26, 2008
2.	Science	June 26-27, 2008	January 13-17, 2009
3.	English	July 01-02, 2008	January 27-31, 2009

3.2 NATIONAL SEMINARS

The national seminar provides a strong base to the researcher at state level. The teacher educators and SSA functionaries at state level get a chance to share their researches and thoughts at national level and interact with the experts of national repute. Such activities enhance their confidence and encourage them for better planning and use of research for the benefit of elementary education as a whole. In order to provide a platform to empower teacher educators of DIETs and other institutions and concerned educationists so that their experimentation and learning could be documented and disseminated, DEP-SSA organized three national level seminars during 2008-09 on the following themes :

1. Innovations in teaching of Mathematics at upper primary level.
2. Importance of English as second language at primary level.
3. Technology-mediated learning for professional development of personnel at elementary education level.

3.2.1 National Seminar on Innovations in Teaching of Mathematics at Upper Primary Level

The activities undertaken by DEP-SSA are mostly targeted to empower teachers for their effective participation in curriculum-related activities with focus on classroom processes



PVC Prof. P. Sinclair inaugurating National Seminar at Chennai

and design such inputs to develop their human potentialities. Teaching of Mathematics has occupied a significant position in every walk of life. Understanding basic concepts in Mathematics is the real need at the school level. Teachers are expected to design,

develop and organize creative and innovative activities for improving mathematical skills of children. Developing individualized instruction (remedial teaching) for better understanding of children is challenging task on the part of teachers.

Considering the necessity to improve professional competencies of teachers at upper primary level in teaching Mathematics and improving learning achievement of children in Mathematics, DEP-SSA IGNOU has organized a national seminar on '*Innovations in Teaching of Mathematics at Upper Primary Level*' with the following objectives :

- To identify issues confronted by teachers while teaching Mathematics at upper primary level.
- To explore innovative methods/strategies for making teaching of Mathematics interesting at upper primary level.
- To share and discuss innovative practices of teaching Mathematics at upper primary level.



Innovative T-L Methods in Mathematics

- To design and develop a model curriculum for in-service teacher-training package to make the teaching of Mathematics effective at upper primary level.

Sub-themes

Issues in learning Mathematics at Upper Primary Level : Problems in teaching Mathematics, difficulties faced by teachers in teaching Mathematics, Learning difficulties of children, attitude of teachers towards teaching of Mathematics, professional competencies of teachers, improving overall classroom process for making teaching and learning of Mathematics interesting.

Instructional Strategies of Teaching Mathematics: Implication of curriculum on Mathematics at upper primary level, unit planning, lesson planning, micro teaching, innovative strategies of classroom teaching and evaluation strategies.

Innovative Practices on Teaching Mathematics at Upper Primary Level: Modalities of teaching numerations and fundamental operations, arithmetic skills, computational skills, performance of children in developing reasoning ability, critical thinking and understanding.



No Cost/Low Cost Mathematics Kits

Instructional Planning and Remedial Teaching: Competency based evaluation, diagnostic strategies, child-centered approaches, design and development of

assignments for various categories of learners, development of alternative strategies, experimentation and remediation.

Screening of Papers

DEP-SSA received 47 papers on the specified themes for presentation at national seminar. A screening committee assessed the papers for their content, presentation, language and relevance and selected 35 papers for presentation. However, only 29 papers were presented in the seminar. Most of the papers were research based in the field of Mathematics teaching for elementary level.



No Cost/Low Cost Mathematics Kits

The national seminar on "Innovations in Teaching of Mathematics at Upper Primary Level" was organized during November 27-29, 2008 at Chennai, Tamil Nadu. The seminar was inaugurated by Prof. Parvin Sinclair PVC, IGNOU, New Delhi, She appreciated the efforts of DEP-SSA for organizing the seminar on a very relevant theme. Prof. Sinclair further stressed the role of teacher in order to improve the teaching of Mathematics at elementary level. She also indicated the problems faced by teachers, teacher educators and difficulties in teaching-learning process. Further, she suggested that there is need to improve the situation by making the subject interesting and motivating for the learner. In this process, there is also a need of integration of mathematics with things around the child, focus on language aspect of mathematics which is essential for articulating one's thought, whether teacher or learner.

The three day seminar had three plenary sessions besides inaugural and valedictory sessions. All the sessions were chaired by experts from the field of mathematics teaching.

3.2.2 National Seminar on Importance of English as Second Language at Primary Level

Language is neither static nor homogenous. Language is dynamic and changing and variation and diversity is its very essence. All languages show variation along different dimensions. English is a second language in India, nurtured in a different socio-cultural environment and having different functions and roles. This has led to Indianisation of English. The language environment of learners needs to be enriched by developing into community learning centers as advocated in the National Curriculum Framework-2005 (NCF-2005). Approaches and methods of teaching language needs to be exclusive but may be mutually supportive within a broad cognitive philosophy. Higher order skills can be developed once fundamental competencies are ensured. Proficiency and professional awareness are to be promoted in that direction. Developing understanding on basic concepts in English is challenging for all teachers at school level. It is, therefore, believed that teachers working at school level require developing their own understanding and competencies on the fundamental aspects of language skills in general and English in

particular. English as a second language is essential on the part of teachers working at primary level to improve their professional competencies in teaching English.

Teacher education institutions are expected to meet the growing demand in developing such competencies in teachers and a sense of appreciation towards teaching English. Development of appropriate teaching-learning strategies in the context of English teaching is one of the important areas for improving professional competencies of teachers.

Considering the necessity to improve professional competencies of teachers at primary level in teaching of English, and improving learning achievement of children, DEP-SSA IGNOU organized the national seminar with following objectives:

- To identify difficulties faced by teachers while teaching English at school level in general and at primary level in particular.
- To explore innovative practices and class room transactional strategies of making teaching of English effective and learning of English interesting at primary level.
- To share and discuss the strategies of enhancing English language skills at primary level and get an insight into the ways in which English has gained importance at school level in India.
- To motivate the field level functionaries and empower them in the contexts in which English is used for capacity building of teachers.
- To design and develop a curriculum framework for in-service teacher-training package to help the teachers attain competent in teaching of English at primary level.

Sub-themes

Issues in learning English at Primary Level: Problems in teaching English, difficulties faced by teachers in teaching English, learning difficulties of children, attitude of teachers towards teaching of English as second language, professional competencies of teachers, improving overall classroom process for making teaching and learning of English interesting.

Instructional Strategies of Teaching English: Implication of curriculum of English at primary level, unit planning, lesson planning, micro teaching, innovative strategies used in classrooms.

Innovative Practices of Teaching English at Primary Level: Modalities of teaching English, principles of teaching English, skills needed for effective English teaching , and performance of children in developing, reading, writing, listening and speaking skills.

Instructional Planning and Remedial Teaching: Competency based evaluation, diagnostic strategies, child centered approaches, design and development of assignments for various categories of learners, development of alternative strategies, experimentation and remediation, evaluation an enable factor for learning and benchmarks for language proficiency.

Teacher preparation and quality of Teaching: Basic proficiency in English teaching, skills of teaching English appropriate to their situation and levels, preparation of materials for training and orientation.

Screening of papers

The DEP-SSA received a large number of papers mostly from SSA functionaries for presentation in the seminar. The papers were evaluated by the DEP-SSA faculty and it was decided to invite all the contributors for presentation their papers in the seminar. There were seven technical sessions in which 35 papers have been presented on the basis of the empirical studies of different states.

The national seminar on importance of English as second language at primary level was organized during January 19-21, 2009 at Conference Hall, Board of Secondary Education, Bhopal, Madhya Pradesh. The seminar was inaugurated by Sh. Manoj Jhalani, Commissioner, RSK, Bhopal, Madhya Pradesh in the presence of Dr. S.S. Jena, Project Director, DEP-SSA, he explained the basic objective of the National seminar and highlighted the present significance of English language for teacher training programme at elementary Level.

3.2.3 National Seminar on Technology-mediated learning for Professional Development of Personnel at Elementary Education Level

The main focus of DEP-SSA is to evolve a sustainable training system for elementary school teachers through distance mode by using distance learning inputs, such as -



Seminar on Technology-mediated Teaching Learning

developing high quality training materials (print, audio-video, multi-media packages), providing workplace-based training inputs without dislocating the functionaries from their workplace and facilitating states/UTs in content generation for utilization of ICTs for ensuring quality in elementary education.

Keeping in view the advancement of technology, it intends to further strengthen and consolidate its capacity building activities for enhancing quality education at elementary level by effective use of available Information and Communication Technology (ICT) for professional development of teachers and SSA functionaries, specifically in the difficult context in a diversified country like India. The above said seminar aimed at sharing the experiences of states and UTs on the available best practices on teacher preparedness and develop future action plan to address quality issues at elementary level with specific reference to development of professional competencies of teachers and other personnel using appropriate technologies.

Objectives:

1. To discuss and identify areas of professional competencies in the context of capacity building of teachers and other personnel associated at the elementary level.
2. To share best practices on technology supported professional programmes for capacity building of personnel at elementary level.
3. To deliberate on the issues and concern related to using appropriate technology for capacity building of teachers and other personnel at elementary level.

4. To develop context specific sustainable training strategies for capacity building of elementary teachers and other personnel in SSA for their continuous professional development.

Sub-themes

1. **Training Inputs for Professional Development:** Defining boundaries of teacher education as profession; professionalism in teacher education; teacher



Former and Present Project Director of DEP-SSA, and PVC, IGNOU in Seminar

preparedness for achieving Millennium Development Goals (MDGs); role of distance education for professional development; teacher development programmes under SSA; preparing teachers for new technology-mediated learning;

professional development for monitoring the classroom practices in SSA.

2. **Appropriate Technology for Professional Development:** Learning technologies-print & non-print form; appropriate use of broadcasting and recorded media; use of technology

for delivery of instruction for professional development; capacity building in difficult context using appropriate technology; use of low cost (low tech) technology for professional development of SSA functionaries; using radio, TV, satellite, mobile learning, etc.;



Participants at National Seminar

community radio for professional development; Open Educational Resource(s) (OER)- the need for continuous professional development; e-learning: the issues and possibilities.

3. **ICT for Marginalized and Disadvantaged Groups:** Understanding potential barrier for training of disadvantaged and marginalized groups; designing focused

training package for professional development of personnel in difficult context; use of appropriate ICT for training of marginalized and disadvantaged groups; innovations under SSA for professional development of marginalized and disadvantaged groups; issues on collaborations.

4. **Researches on Technology for Professional Development:** Perspectives for professional development; curricular issues on skill development; decentralized planning for professional development; selection and using media for professional development; issue related to integration of research and professional development; participatory approach on research for professional development; research on system management for professional development; systemic evaluation of training design.

Screening of papers:

DEP-SSA received 89 papers mostly from teachers, teacher educators, ODL functionaries and 10 representatives from the State Project Office of SSA of different parts of the country i.e. West Bengal, Gujarat, Goa, Puducherry, Chattisgarh, Jharkhand, Chandigarh, Sikkim, Punjab and Maharashtra. After screening the papers 49 papers were selected by an Academic Committee for presentation, however, only 36 papers were presented from 17 different states and UTs.

On 13th March, the seminar was inaugurated by Prof. Parvin Sinclair, PVC, IGNOU who delivered the Presidential address. Ms. Sarita Mittal, Director, Elementary Education and Literacy, MHRD, Govt. of India, was the guest of honour. Dr. S.S. Jena, Project Director, highlighted the relevance and need for technology mediation for training and capacity building of elementary education functionaries, in his initial remarks. During the course of three-day seminar, five plenary and four parallel sessions were organized. The enriching inputs were provided by Prof. Srivatsan, PVC, IGNOU, Prof. M.N. Deshmukh, Secretary I-consent, Pune; Prof. Md. Miyan, Director, C-DOL, JMI, New Delhi; Prof. SVS Choudhary, Vice-Chairman, NCTE, Prof. P.R. Ramanujam, Director, STRIDE, IGNOU, Dr. R. Sridhar, Director, CEMCA, New Delhi. The keynote speakers deliberated on the potential of ICT and ODL as an important tool to achieve the target of UEE by

DEP-SSA. The experts also highlighted challenges that technological advancement poses to educationists, IT experts and all stakeholders for effective implementation.

Outcome

The issues and challenges which emerged during the course of deliberations are as follows: i) creating a sustainable training system for empowerment of functionaries at the elementary education level; ii) integration of technology for effective management of the classroom learning environment; iii) use of appropriate technology and its diffusion so as to reach the end users and bridge the digital divide; iv) use of ICT for mainstreaming the marginalized and disadvantaged learners. Also recommendations came through discussions were as follows i) development of multimedia portal for continuous professional development of target group (online publishing, online discussion forum, etc.; ii) use of formative research and action research for improvement of training inputs; iii) mobile learning technology for teacher training (pre service and in service); iv) tapping technologies like, radio (phone in programs), web based training, e-mentoring, Computer Assisted Learning (CAL), and blended learning approaches for empowerment of elementary level functionaries.

3.3 CAPACITY BUILDING WORKSHOPS AT STATE LEVEL

3.3.1 Orientation of Master Trainers for State of West Bengal on Inclusive Education

The DEP-SSA organized a two-days orientation workshop during September 23-24, 2008 at DIET, Gandhigram, West Bengal to sensitize the functionaries on the modules for its effective implementation. 60 participants from 17 different districts participated in the two days programme. The nature of the participants includes IED coordinators and teachers working at elementary level. The objective of the programme was to develop the confidence of participants and help them in modification of classroom transaction for improving learning of children (differently abled) at elementary level. The training module earlier developed was taken as a reference material for the two-day orientation programme and this has been carried out with the help of the resource persons Dr. Tapas Kumar Nayak, SCERT, Orissa and Dr. M.K. Dash, DEP-SSA. Pretest and Posttest were

also conducted to evaluate the effectiveness of this programme, followed by a feedback study as well. The training was followed by group discussion, presentation and interaction.

3.3.2 Orientation of Master Trainers for the State of West Bengal on Girls Education

The DEP-SSA organized a two days orientation workshop during September 25-26, 2008 at DIET, Gandhigram, West Bengal for Gender coordinators and teachers working at elementary level. The objective of the programme was to develop the competency of participants and help them in modification of curriculum and co-curricular (scholastic and co-scholastic approach) transaction for improving learning of girls children at



English Communication Skill Workshop at Delhi

elementary level to reduce gender disparity. The training module was taken as reference material for the two days orientation programme. Pre-test and post-test field experiment was conducted to evaluate the effectiveness of this programme, followed by a feedback study as well. Fifty four gender co-ordinators and teachers, three to four from each district were provided training by Dr. Anita Nuna, NCERT, Delhi and Dr. M.K. Dash, DEP-SSA on how to implement the module for facilitating the education of girls under SSA. The training was followed by group discussion, presentation and interaction.

3.3.3 Communication Skills in English for Primary Teachers in Kerala

SSA Kerala has intended to give basic orientation to its elementary teachers on raising their proficiency in English in collaboration with DEP-SSA, IGNOU. A module has been developed which focuses not only such skills required for listening, reading and writing English, but also emphasizes on the skills as required for correct pronunciations, articulation and understanding using both print and non-print media. A module was developed by DEP-SSA reviewed at SPOs, Kerala during September 19-20, 2008. It has been thought appropriate to a use blended approach of both distance and face-to-face

mode, to empower these teachers for enhancing their proficiency in English. Approximately, 25 teachers and resource persons participated in the pilot review meeting. The specific objectives of this module are:

1. To built the capacity of teachers on communication skills in English for their effective transaction of English language at elementary level.
2. To focus on enhancing the specific proficiencies related to pronunciations, understanding and articulation in English language.
3. To develop appreciation on English as second language among the teachers.
4. To facilitate teachers in organizing classroom activities related to language learning in general and English as particular.



English Communication Skill Workshop at Bhubaneswar

An orientation workshop for resource persons (master trainers) on **Communication Skills** in English was organized during September 30 to October 01, 2008 at Convention Centre, IGNOU, New Delhi. Approximately 25 resource persons from Delhi, Andhra Pradesh, Orissa

and Karnataka, two representatives from SSA, Kerala and DEP-SSA faculty participated in the workshop. The DEP-SSA trained about 180 master trainers/teacher educators in six batches of 30 participants each. Each programme was of 10-days duration using face-to-face mode. Eminent resource persons deliberated in the programmes on different aspects of communication skills in English. The dates and venues of the six orientation workshops on communication skills in English for master trainers of Kerala were as follows :-

<i>Phase</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
I	October 16-25, 2008	Convention Centre IGNOU, New Delhi	30
II	November 03-12, 2008	Convention Centre IGNOU, New Delhi	30
III	November 18-27, 2008	AIR&D, Bhubaneswar Orissa	30

IV	December 01-10, 2008	OUCIP, Hyderabad	30
V	January 05-14, 2009	RIE, Bangalore	30
VI	February 09-18, 2009	Convention Centre IGNOU, New Delhi	30

Outcome

The workshop has given basic orientation to elementary teachers on raising their proficiency in English through 6 workshops. In this regard, a module has been also



English Communication Skill Workshop – VIth Batch

developed which focuses not only such skills required for listening, reading and writing English, but also emphasizes on the skills as required for correct pronunciations, articulation and understanding using both print and non-print media. Each workshop was of 10-days duration using activity based and

face-to-face mode. Eminent resource persons deliberated in the programmes on different aspects of communication skills in English.

3.3.4 Development of Management and Leadership Skills for the Leaders of Recognized Teachers' Organizations of Kerala

A two day workshop was organized during March 5th & 6th, 2009 on 'development of management and leadership skills' at the State Project Office of SSA-Shimla, Himachal Pradesh. This was one of the state initiated activities of SSA Kerala in which 35 participants mainly from leaders of recognized teachers' organizations of Kerala participated.

Objectives of the Workshop: The following issues were discussed during the workshop:

- Role of school leaders in the emerging context.
- Professional values, ethics and social accountability of teachers' organizations.

- Roles of teachers' organizations in formulating policies for school governance.
- Teachers' organization as pressure groups and leadership styles.
- Planning and management of teaching learning resources.
- Teacher development for consistent performance.

Outcome

At the end of the workshop, a few important indicators emerged, focusing on changing profile of a teacher, from a classroom teacher to a facilitator; role of a teacher and teacher organization in the context of changing value systems in society.

a. Teacher's role redefined as a leader.

b. Management systems in schools to become participatory, involving the teacher at every level in the decision making process.

c. Social accountability of teachers' organizations and their role as pressure groups (particularly in the context of Kerala) for a sustainable educational system.



Workshop at Shimla-Leaders of Teacher's Organization of Kerala

3.4 CAPACITY BUILDING AT A GLANCE

In view of the nature of professional development and capacity building of faculty/persons and institutions related to Sarva Shiksha Abhiyan, several seminars and training/orientation workshops were organized by DEP-SSA at national as well as state level. The following table presents a glimpse of the activities organized for capacity building and professional development of the concerned functionaries.

Table 2: Capacity Building at National and state Level

S. No.	Programme/Activity	Date	Venue	No. of Participants
1	National Seminar on Innovations in Teaching of Mathematics at Upper Primary Level	Nov 27-29, 2008	Chennai, Tamil Nadu	40
2	National Seminar on Importance of English as Second Language at Primary Level.	Jan. 19-21, 2009	Conference Hall, BSE, Bhopal, M.P.	45
3	National Seminar on Technology-mediated Learning for Professional Development of Personnel at Elementary Education Level.	March 13-15, 2009	Convention Centre, IGNOU, Delhi	50
4	Orientation Programme on Integrated Education of Disabled (IED)	September 23-24, 2008	DPO, Jalpaiguri West Bengal	54
5	Orientation Programme on Integrated Education of Girls Education	September 25-26, 2008	DPO, Jalpaiguri West Bengal	54
6	Orientation Programme for Effective Implementation of Distance Education Activities.	October 30, 2007	OPEPA, Bhubaneswar	30
7	6-Batch of Workshops Communication Skills in English for Primary Teachers in Kerala.	16-25 Oct 2008 03-12 Nov 2008 18-27 Nov 2008 01-10 Dec 2008 05-14 Jan 2009 09-18 Feb 2009	IGNOU, New Delhi IGNOU, New Delhi Bhubaneswar, Orissa Hyderabad, AP Bangalore, Karnataka IGNOU, New Delhi	30 (each batch)
8	Development of Management and Leadership Skills for the Leaders of Recognized Teachers' Organizations of Kerala	5-6 March 2009	SPO-SSA, Shimla, (HP)	35

CHAPTER 4

LEARNING/TRAINING MATERIALS: PRINT MODE

4.0 INTRODUCTION

In distance education, print mode is the most important means to transact uniform teaching-learning process to a large size of learners, besides non-print material. This material is often called as Self Learning Material (SLM) or Self Instructional Material (SIM). The SIM in print form is always in such a style which enables the learner to grasp the content without much external support. It has to carry out all the functions of an effective teacher such as welcoming the learners, introducing the topic, guiding, motivating, explaining, discussing, asking questions, assessing learners progress, provide appropriate remedial measures and assistance. Utilization of print mode in capacity building of various SSA functionaries involved in its implementation is not only helpful in addressing the needs of a large number of individuals but also provides uniformity in transactional inputs and reduces transactional loss as generally experienced in the face-to-face cascade model of training. Under SSA training programme, print material is value addition and time saving approach for short term training for in-service teacher.

DEP-SSA has produced both- national level print material as well as the state specific contextual print material. During 2008-09, the following print material has been developed and published several other documents like- seminars reports, research/case studies, feedback/impact studies, resource book etc for the larger benefit of SSA functionaries and stakeholders.

4.1 DEVELOPMENT OF LEARNING/TRAINING PRINT MATERIAL AT NATIONAL LEVEL

At national level, the development of need based SIM in print form is a long drawn process as it involves conduction of many activities spread over several phases. During 2008-09, the activities/programmes undertaken by DEP-SSA at headquarters for development, publication and dissemination of a variety of print material follow.

4.1.1 Development of Teacher Training Module on Teaching of English at Primary Level

In this era of globalization, the significance of English language is considered to be the most commonly used mode of communication in the country. Therefore, it is essential to improve the professional competencies of teachers pertaining to teaching of English at elementary level. This will in turn provide a strong foundation among children to meet the growing demand in future concerning skills of English language. Hence it is felt that there should be a programme on teaching of English which would reflect the relevance of teaching and learning English at early school level.

Objectives:

1. To improve teaching skills of teacher in English at primary level in the area of speaking, listening, reading and writing.
2. To help the teacher to improve their English pronunciation skill.
3. To reinforce the interpersonal communication ability of teachers and children at primary level.



English unit writers during workshop

In module development process, a national level workshop was organized during June 23-24, 2008 at IGNOU, New Delhi. Participants of this workshop are subject experts working at various SCERTs and DIETs. The objective was to identify difficult areas pertaining to teaching of English at primary level. During the two days programme, the state level resource persons identified eight different areas for developing training modules:-

Block-I

Unit 1	:	Oral Skills
Unit 2	:	Vocabulary Building
Unit 3	:	Language Use
Unit 4	:	Functional Grammar

Block-II

Unit 5	:	Reading Skills
Unit 6	:	Language through Telling Stories
Unit 7	:	Writing Skills
Unit 8	:	English Language and Sound

Each unit was assigned to a writer for development of the print materials. The materials received was reviewed and improved with constructivist approach in a workshop during December 22-26, 2008 at DEP-SSA, IGNOU. The material is in the process of editing by the subject expert.

4.1.2 Development of Teacher Training Module on Teaching of Science at Upper Primary Level

The knowledge of Science in everyday life is gaining momentum while the teaching-learning process is not up to the mark at elementary level. At this stage, basic understanding can be built only through improving the professional efficiency of Science teachers at elementary level through enhancing the learning achievement. In order to strengthen basic concepts of Science module, task has been initiated as development of in-service teacher training package which includes self-instructional print and non-print material. In this process a national level workshop was organized during June 26-27, 2008 at IGNOU, New Delhi. Participants of this workshop are subject experts working at various SCERTs and DIETs.



Science Unit Writers during Workshop

Objectives:

- To improve teaching skills of teachers pertaining to teaching of science at elementary level.
- To help the teachers to present and demonstrate scientific concepts, facts etc. effectively in classroom at elementary level.
- To improve professional competencies of teachers in developing interest and curiosity of children at elementary level in general and upper primary level in particular.
- To develop a package consists of print materials, audio-visual materials, and interactive multimedia package to improve teaching competencies of teachers at elementary level.

The basic thrust was to identify the difficult areas pertaining to teaching of Science at upper primary level. At the end of the two days workshop, following areas were identified within four broad themes on which training modules are being developed.

Block I. Scientific Concepts

Unit 1: Acid, Base and Salts, Metals & Non- Metals

Unit 2 : Heat and Temperature, Nature of Light and its

Interaction with Matter

Unit 3 : Plants and Animal Cell, Photosynthesis, Health Hazards.

Unit 4 : Acid rain, Green House Effect, Ozone Layer Depletion, Global

Warming, Natural Calamities

Block II. Scientific Principles

Unit 1: Chemical Reactions, Crystallization, Neutralization, Solubility,

Properties of Gases

Unit 2: Formation of Images through Reflection and Refraction of Light,

Laws of Motion

Unit 3: Blood Circulation, Modified Stem, Leaf & Root, Osmosis

Unit 4: Bio-degradation and Rain Water Harvesting

Block III. Skill of Performing Experiments

Unit 1 : Separation of Substances, Experiments Involving Acids, Bases and Salts, Preparation of Gases, Physical & Chemical Properties of Metals & Non Metal

Unit 2 : Transfer of Heat in Solids and Fluids, Electric Behaviour of Metals

Unit 3 : Use of Microscope, Respiration, Food Adulteration and Transpiration

Unit 4 : Purification of Water, Compost Pits, Artificial Green House, Model of Rain Water Harvesting

Block IV. Science Corner

Unit 1 : Experimental Cards, Reference Books and Magazines, Common Reagents and Materials

Unit 2: Apparatus, Equipments, Science Kits and First Aid Box

Unit3: Real Specimens, Artificial Stethoscopes Collections and Preservations

Unit 4: Posters, Charts, Models, Album and Projects

The draft units have been reviewed and improved with new teaching-learning strategies through a workshop during January 13 -17, 2009 at DEP-SSA, IGNOU.

4.1.3 Development of Teacher Training Module on Teaching of Mathematics at Upper Primary Level

Various studies have revealed that the performance level of Mathematics at elementary level is very low whereas the subject is an essential one at all the classes in the school. Keeping the significance of the subject, it is essential to improve the professional competencies of teachers pertaining to teaching of Mathematics at



Mathematics unit writers during workshop

elementary level. Therefore, Mathematics module task covering different hard spots at upper primary level has been initiated. This teacher training package is designed and development for in-service teacher/teacher educators, which includes self-instructional print and non-print material. In this process, a national level workshop was organized during July 01-02, 2008 at IGNOU, New Delhi. Participants of this workshop were subject experts working at various SCERTs and DIETs. The experts identified following themes to build the capacity of teachers using distance learning materials.

Objectives:

- To improve teaching skills of teachers pertaining to teaching of Mathematics at elementary level.
- To help the teachers to present and demonstrate mathematical concepts, facts etc. effectively in class room at elementary level.
- To improve professional competencies of teachers in developing interest and curiosity of children at elementary level in general and upper primary level in particular towards teaching and learning of Mathematics.
- To develop a package consists of print materials, audio-visual materials, and interactive multimedia package to improve teaching competencies of teachers at elementary level.

The details structure about the mathematics print module consists of four blocks and further divided into fourteen units as following:-

Block I. Number System

Unit 1: Introduction and Classifications of Number

Unit 2: Number Line and Operations on Number

Unit 3: Data and its Graphical Representations

Block II. Mathematics in Daily Life

Unit 1: Percentage, Profit & Loss

Unit 2: Simple & Compound Interest

Unit 3: Ratio and Proportion

Unit 4: Time and Distance

Block III. Introduction to Algebra

Unit 1: Algebraic Expressions and Operations

Unit 2: Factorizations

Unit 3: Algebraic Equations

Block IV. Geometrical Shapes and Figures

Unit 1: Introduction to Geometrical Figures

Unit 2: Construction of Geometrical Figures

Unit 3: Mensurations

Unit 4: Symmetry

The units were assigned to the writers for development of the draft content. The draft units have been reviewed and finalized in a workshop during January 27-31, 2009 at DEP-SSA, IGNOU, New Delhi.

4.1.4 Catalogue of DEP-SSA Publications

The self-learning material in print form is one of the most significant modes of delivery in any distance education programme. In distance learning situation, the interaction between distant teacher and distance learner is through the print material developed in self-learning mode, i.e. in a style which enables the learner to grasp the content without any external support. DEP-SSA primarily aims at promoting professional development of teachers and capacity building of the faculty of DIETs and SCERTs, coordinators of BRCs, CRCs and members of VECs. Consequently, self-learning materials developed under DEP-SSA caters to the needs of such diverse target groups, dealing with a variety of curricular themes and contextual issues and also engaging the attention of each target beneficiary. In addition to curricular and contextual print material, DEP-SSA published several reports of its national seminars with papers presented and other activities and documentation of its activities such as annual reports meant for reference for the SSA functionaries.

The present document is a reference material on DEP-DPEP/DEP-SSA publications at national as well as state level available in DEP-SSA resource centre. It provides information about title, type of document, its theme, objectives, language, state if state-specific, year of publication and a brief abstract of content and implications, about each publication.

4.1.5 Action Research (A Document) 2008, DEP-SSA, Delhi (English)

This is a resource book for teachers and teacher educators at elementary level. The broad objectives of this resource book are as follows:-

- To orient teachers to different types of researches, research methods and action research.
- To explore various steps in conducting action research and case studies.
- To equip teachers with capacity to conduct action research on various scholastic and co-scholastic aspects.

Action research is a process to find solutions to the problems of immediate and local nature. Systematic approach to action research may be an important tool in the hands of teachers and teacher educators for improving the quality of teaching-learning process and developing innovative practices for improving school effectiveness programme. It is in this context, the DEP-SSA developed the present document to build the capacity of elementary school teachers to understand their environment, analyze the situation, identify and solve problems for improving their own context.

The document consists of six units in self-learning mode: 1) Research, meaning, types and methods, 2) Introduction to action research, 3) Case studies in school environment, 4) Action research methodology, 5) Implications of action research and 6) Preparation of research proposal for action research.

Action research being diagnostic and remedial may empower teachers, teacher educators and other SSA functionaries to identify and overcome many problems in the areas like access, enrolment, retention and learning for excellence. The document may reinforce their professional development and motivate them to improve the quality of education at

the elementary level through planning action researches. During the year under report the draft units were revised by the unit writers as per the suggestions of the experts. The document was finally edited by Prof. Lokesh Kaul, Professor Emeritus, Himachal Pradesh University, Shimla. Copies of the documents have been printed and disseminated to all the SPOs and SCERTs for further dissemination and utilization.

4.1.6 DEP-SSA Annual Report (2007-08)

The annual report of DEP-SSA is documentation of distance education activities carried out at national or state Level with the technical and financial support from DEP-SSA, an IGNOU-MHRD collaborative project. The document consists of an overview of DEP-SSA, its objectives, management structure, major task and new initiatives, planning and monitoring meetings organized at national as well as state level; capacity building of SSA functionaries, including organization of national seminars, workshops, etc.; development, duplication and dissemination of print material at national and state level; distance learning/training electronic mode activities – audio, video, teleconferences etc. and feedback and impact studies carried out by DEP-SSA during the year under report, with summary tables under each heading. The annexures include constitution of different planning/monitoring committees of DEP-SSA (Advisory Committee, Programme Implementation Committee and State Resource Group; List of members participated in AC, PIC and DEC meetings and audited receipt and payment accounts for the financial year).

The document as source material is useful to State Project Offices and administrators, planners and policy makers concerned for quality through SSA at national and state level for information, monitoring and getting feedback for further improvement on DE activities carried out through DEP-SSA. This is supportive to SSA functionaries, planners and policy makers at national level.

4.2 DEVELOPMENT OF LEARNING/TRAINING PRINT MATERIALS AT STATE LEVEL

As the distance learning materials ought to be curricular, contextual and locale specific to meet the needs of a particular region or category, these are developed at the district or state level through state SSA funds. Some state-specific programmes/activities of print material development, supported technically or financially by DEP-SSA, IGNOU are as follows:

4.2.1 Development of Training Module on Communication Skills in English

DEP-SSA in consultation of SSA, Kerala organized a meeting of experts on June 17, 2008 at DEP-SSA, IGNOU to develop a module on communicative English and finalize the chapterization of training module, for orientation of English teachers of Kerala. During meeting, a road map has been developed for the organization of training on communicative English. Units/Contents were finalized and unit writers were identified and assigned responsibility. A draft module consisting eight units (chapters) on different aspects of communicative English was finally developed and edited. These units were reviewed in a two day review workshop held on September 19-20, 2008 at SSA Kerala, Trivandrum. The modifications suggested by the resource persons and teachers were carried out.

The specific objectives of this module are:

- To build the capacity of teachers on communication skills in English for their effective transaction of English language at elementary level.
- To focus on enhancing the specific proficiencies related to pronunciations, understanding and articulation in English language.
- To develop appreciation on English as second language among the teachers.
- To facilitate teachers in organizing classroom activities related to language learning in general and English as particular.

The units of the module include:

Unit I	:	Greetings and Introduction
Unit II	:	Using Language at School
Unit III	:	Using English at School
Unit IV	:	Asking Questions
Unit V	:	Describing Each Other
Unit VI	:	Narration
Unit VII	:	Use of Media in Communication
Unit VIII	:	Presentation Skills

4.2.2 Translation of Module on Inclusive Education from English to Bengali for SSA, West Bengal

During 2007-08, DEP-SSA has developed in-service teacher training print module on inclusive education in English for SSA, West Bengal. Further, as per their demand, the translation task of this module from English to Bengali has been initiated and presently in the process of editing.

4.2.3 Translation of Module on Girls Education from English to Bengali for SSA, West Bengal

During 2007-08, DEP-SSA has also developed in-service teacher training print module on girls' education in English for SSA, West Bengal. On request of SSA West Bengal, the translation work of the teacher training print module of 'Girls Education' has also initiated from English to Bengali during 2008-09.

4.2.4 Translation of Module on Training through Puppetry titled *Bibhava* from Oriya to English.

Orissa Primary Education Programme Authority (OPEPA) in collaboration with DEP-SSA developed a teacher training manual on puppetry for facilitating teaching-learning process at school level. The basic objective of this manual is to help teachers in design and development of different types of puppetry in one hand and promote teaching-learning process at lower-primary level through effective use of puppetry in classroom

transaction. Hence, this is one of the important documents developed for teaching-learning process under SSA Orissa. Keeping in view the importance of this document as per the National Curriculum Framework-2005 (NCERT), DEP-SSA, IGNOU translated the same 'Training Manual' from Oriya to English for wider dissemination across the country. Though, the material is contextualized in the light of the state of Orissa. Functionaries working in the field of elementary education in the state, under SSA can get an idea towards designing & development of similar type of document for improving learning of children at pre-primary level.

4.3 PUBLICATION AND DISSEMINATION OF PRINT MATERIAL

The materials developed in capacity building, seminars, workshops etc. were further edited and finalized by experts for printing. The final materials were printed for wider circulation to SPOs/SCERTs for their information, utilization and further distribution. The target groups of these documents include teachers, teacher educators, other SSA functionaries and all those concerned with quality of elementary education. The publications developed, brought out or disseminated at national or state level (given in Table-3).

4.3.1 Competency Based Teaching Learning – A Quality Initiative

The book is an outcome of national seminar organized in 2008. The thrust of this book is to identify and discuss the initiatives taken to ensure quality of teaching and learning through innovative strategies to meet children needs in classroom situation, quality parameters of teacher training and explore the alternative methods of making teaching and learning effective at elementary stage.

The document consists of 20 research papers received from different parts of the country on the topic and presented in the three day national seminar on '**Competency Based Teaching Learning : A Quality Initiative under SSA**'. These papers were selected for presentation in view of their relevance; academic merit and innovativeness. The major themes of the seminar included – initiatives for competency based teaching and learning;

action research and quality education; curriculum transaction and ICT and achievement of children at elementary stage.

The document will reinforce the teachers, teacher educators and other SSA functionaries for their professional development and to take up more studies in this area for making desired modifications and evolving innovative, time and cost effective activity based teaching and learning in elementary education, to build competencies among children to achieve quality education. Copies were printed and disseminated to all SPOs and SCERTs for further dissemination and consultation.

4.3.2 Information and Communication Technology (ICT) and Quality of Teacher Education, 2008

This is also an outcome of national seminar report on Quality Teacher Education and Information Communication Technology (ICT). The document delineates strategy to meet the needs of content generation for classroom situation through ICT for effective utilization of EDUSAT at elementary stage.

It consists of 16 papers presented in the national seminar on '**Information and Communication Technology (ICT) and Quality of Teacher Education under SSA**', organized in Pune during June 20-22, 2007. The themes of papers presented included: ICT enabled elementary education; challenges of quality content generation; teacher education programme and ICT; EDUSAT and elementary education.

The document will reinforce the professional development of teachers, teacher educators and other SSA functionaries and motivate them to make good use of ICT in the classroom and outside, to improve the quality of elementary education. Copies were printed and disseminated to all SPOs and SCERTs for further distribution.

4.3.3 Distance Education Programme: A Quality Initiative under SSA, DEP-SSA, Delhi 2009 (English)

The objective of this book is to promote implementation of Open and Distance Learning (ODL) strategies for addressing quality issues and create a forum of educational experts related to the field of elementary education.

The book comprises various research studies, case studies, empirical studies and impact studies which reflect real experiences of field level functionaries. The detailed themes are, professional development through distance mode, the changing trend of enrolment and retention through quality classroom transaction with the help of distance learning training material, role towards community mobilization, participation and inclusive education (reach in the unreached). The core concern of this document is effectiveness of distance education programme in improving overall quality of elementary education in general and professional up-gradation of teachers in particular.

4.3.4 Bhumika-A Handbook on Roles and Responsibilities of Headmasters/Head Teachers under SSA

To improve the quality of elementary education, SSA Rajya Mission, Arunachal Pradesh planned and developed 'Bhumika' to orient the headmasters/head teachers about the Sarva Shiksha Abhiyan, its various schemes and their roles and responsibilities to achieve the goal of SSA.

The handbook provides information about Sarva Shiksha Abhiyan, its various components, quality issues of elementary education and monitoring and programme implementation in SSA as related to headmasters/ head teachers. It also briefly describes various schemes launched under SSA, such as KGBV, NPEGEL, MDM and EGS & AIE. As the document is meant for headmasters/head teachers, it acquaints them about the qualities, traits and skills, a successful headmaster should possess under SSA. The document mainly meant to orient the headmasters/head teachers about their various roles and responsibilities under SSA for planning, organization and administration, supervision, teaching and community mobilization in school activities.

The handbook will guide headmasters/head teachers in successfully managing the schools and other activities to achieve the goals of SSA. All other SSA functionaries may also be benefited by understanding the various components and schemes of SSA. DEP-SSA, IGNOU, New Delhi provided continuous academic guidance and support in the development and publication of the document. During the year under report, 3500 copies were printed and disseminated in Arunachal Pradesh.

4.3.5 “Lalna” (Resource Book on functioning of KGBV Scheme)

This resource book in Bengali is focused to promotion of girl’s education in educationally backward blocks of Tripura through KGBV established under SSA. The document describes benefits, other aspects of implementation and act as guide to all SSA functionaries as well as all those interested in education of girls belonging to disadvantaged groups of society. It is also useful to all those individuals, departments and organizations, which are involved in or associated with the scheme of KGBV. 4000 copies of the document were printed and supplied to the state of Tripura for further distribution and utilization.

It is a guiding book on the functioning of Kasturba Gandhi Balika Vidyalayas established under SSA for promotion of education of girls belonging to disadvantaged groups of society. It contains following eight units in self-learning mode discussing –

- Outline, objectives, structure and status of KGBV scheme in Tripura.
- Different agencies involved in its implementation.
- Strategies to be adopted for its implementation from the central level to village level and then to the school level.
- Role and responsibilities of people and implementing organizations.
- Facilities to be enjoyed by the girls who will be brought under the scheme.
- Monitoring aspects of the implementation of the scheme.

Table 3: Documents Developed / Printed/ Disseminated During 2008-09

S. No.	Title	No. of Copies
1	Action Research : A Resource Document for Elementary School Teachers	1000
2	Bhumika : A Handbook on Roles and Responsibilities of Head Masters/Head Teachers under SSA	3500
3	Competency Based Teaching Learning –A Quality Initiative under SSA	7500
4	Information, Communication Technology and Quality of Teacher Education	8000
5	Annual Report 2007-08	200
6	Lalna	4000
7	Communication Skills in English (For Kerela)	Under Process
8	Self-Learning Material on Science for Upper Primary Level	Under Process
9	Self-Learning Material on English for Primary Level	Under Process
10	Self-Learning Material on Mathematics for Upper Primary Level	Under Process

4.4 AN OVERVIEW

Several workshops were organized at national as well as state level for designing, developing or editing of distance education print material. Many documents were developed and disseminated to state offices in previous year and some are also under print. The efforts in development and finalization of distance learning materials have been summarized in Table 4.

Table 4 : Workshops for Development of Teaching/Learning Materials– Print Mode

S. No.	Programme/ Activity	Dates	Venue	No. of Participants
1	Expert committee meeting for development of module on Communication Skills in English	June 17 2008	DEP-SSA, IGNOU, New Delhi	15
2	Expert committee meeting for teaching of English teachers training print module at primary level	June 23-24, 2008	IGNOU, New Delhi	13
3	Workshop for review and improvement in print module with constructive approach – ‘Teachers Training Module Teaching of English’ at primary level	December 22-26, 2008	DEP-SSA, IGNOU, New Delhi	17
4	Expert committee meeting for ‘Teaching of Science’ for teachers training print module at upper primary level	June 26-27, 2008	IGNOU, New Delhi	13
5	Workshop for review and improvement of print module with constructive approach – ‘Teachers Training Module Teaching of Science’ at upper primary level	January 13-17, 2009	DEP-SSA, IGNOU, New Delhi	12
6	Expert committee meeting for the ‘Teaching of Mathematics’ teachers training print module at upper primary level	July 1-2, 2008	IGNOU, New Delhi	14
7	Workshop for review and improvement in print module with constructive approach- ‘Teachers Training Module Teaching of Science’ at upper primary level	January 27-31, 2009	DEP-SSA, IGNOU, New Delhi	14

CHAPTER 5

DISTANCE LEARNING/TRAINING ACTIVITIES – ELECTRONIC MODE

5.0 INTRODUCTION

In this age of technological revolution, electronic mode has tremendous scope to bridge the distance between teacher and learner and provides an effective means of communication under ODL system. The system is based on a variety of modes such as print material, audio cassettes, radio broadcast, DVD, CD telecast, teleconferences, on-line display of content and communication etc. Each mode has certain strengths as well as limitations. In India, DL material in print format is extensively used in distance education programmes because it is the most economical and convenient medium. However, it lacks the advantage of voice, visuals and verbal communication. Therefore, to make the delivery of open and distance learning interactive, interesting and meaningful, it is imperative to supplement print material with distance education material in audio/video formats. The inherent advantages of audio-video media lie in the fact that it meets the challenge of time in terms of its cost-effectiveness, fulfils the shortage of skilled human power, provides wider geographical reach to remotest areas of the country, has no transactional loss and delivers uniform message to all beneficiaries.

As a nodal agency of distance education under SSA, DEP-SSA continuously using electronic mode with latest technology for large number of teachers, teacher-educators and other functionaries. During 2008-09, the following audio, video programmes and other activities were organized under SSA.

5.1 AUDIO PROGRAMMES

The use of audio medium (both cassettes/CDs and the broadcast modes) in education has been very popular in large country like India. This medium meets the challenge of time in terms of its cost-effectiveness, shortage of skilled human power, geographical reach,

flexibility in its use at home both by the teachers, students and other functionaries. Several states are utilizing audio modes to achieve the SSA goals. DEP-SSA has also supported the state efforts by duplicating the audio cassettes/CDs for wider use.

5.1.1 Professional Development of Teachers and other personnel in Mathematics, Science and English teaching through Gyan Vani Radio Stations of IGNOU

Radio is one of the oldest communication technologies all over the country, which reaches largest target group. Radio is being used for improving competencies of teacher through training and orientation. As majority of our teachers at elementary level working in rural and remote areas, radio programmes are considered to be a very vital book for providing academic support to teachers and helps in solving their problems from time to time.

The DEP-SSA has planned activities to build capacity of teachers and teacher educators with the goal to provide on-sight support using Gyan Vani FM Radio stations in the states of M.P and U.P for providing training and orientation to teachers/trainers/master trainers in the area of Science and Mathematics at elementary level and English at primary level on a pilot basis during the current financial year.

The prime objectives of this pilot project are:

1. To use the Gyan Vani radio stations of IGNOU for professional development of teachers and other personnel in the state of Madhya Pradesh and Uttar Pradesh on pilot basis.
2. To provide input to teachers, trainers and master trainers in the area of Science, Mathematics and English.
3. To study the perception of teachers and other functionaries on the use and effectiveness of radio broadcasting through Gyan Vani stations.
4. To study the effectiveness of radio broadcasting on training and orientation of teachers.

A planning meeting was organized on October 23, 2008 at SPO, Uttar Pradesh to design and develop strategies to use Gyan Vani FM stations of IGNOU for professional

development of teachers and other functionaries in the state of U.P. Experts from FM Radio stations, IGNOU regional centers, SSA Uttar Pradesh attended the planning meeting and develop the strategy plan for implementation of this activity. The meeting with SPO, Madhya Pradesh could not be organized due to the assembly election in the state.

The visual mode for educational purposes is a familiar, tried and tested medium. Video programmes may be relatively costlier than print and audio, but are more interesting and can make learning easier and personalized through presenting live talks and authentic glimpses of reality in the classroom. Through video programmes a good teacher can reach a larger number of learners who may be located at different places. Video programmes in education provide information in structured form as a blend of images (still/movement), sound and content where content takes the centre stage. Video cassettes and video CDs are becoming increasingly popular on account of their availability and use according to one's need and their easy integration with other media. Learner can control their pace of learning, re-wind, re-observe and re-use the cassettes as and when needed. During 2008-09, DEP-SSA has undertaken following activities to make meaningful use of technological gadgets for qualitative improvement of elementary education.

5.2 VIDEO PROGRAMMES

The visual mode for educational purposes is a familiar, tried and tested medium. Video programmes may be relatively costlier than print and audio, but are more interesting and can make learning easier and personalized through presenting live talks and authentic glimpses of reality in the classroom. Through video programmes a good teacher can reach a larger number of learners who may be located at different places. Video programmes in education provide information in structured form as a blend of images (still/movement), sound and content where content takes the centre stage. Video cassettes and video CDs/ DVDs are becoming increasingly popular on account of their availability and use according to one's need and their easy integration with other media. Learner can control their pace of learning, re-wind, re-observe and re-use the cassettes as

and when needed. During 2008-09, DEP-SSA has undertaken following activities to make meaningful use of technological gadgets for qualitative improvement of elementary education.

5.2.1 Development of Interactive Multimedia CD on English Text Book at Primary Level for Goa

At the request of State Project Office, Goa, DEP-SSA has initiated the task for designing and development of multimedia CDs on English textbooks for standards I to IV during 2007-08. Earlier, the multimedia CDs developed for classes I and II on English curriculum were presented before the English teachers and SSA functionaries of Goa. Various suggestions received were carried out. Accordingly, the multimedia CDs for classes III and IV were developed and finalized during 2008-09. In this process, a technical committee meeting held on May 29, 2008 comprising seven experts of the field who examined CDs for classes III and IV in the light of suggestions received from SSA Goa. Thereafter, some corrections have been suggested and submitted to the government of Goa for its implementation.

5.2.2 Video Documentation of Best Practices Activity Based Learning (ABL) and Activity Learning Method (ALM) of Tamil Nadu

DEP-SSA has planned for national level video documentation of best practices



Activity Based Learning in Practice at Primary Schools

concerning the activity based learning at elementary level. The objective of the documentation is to demonstrate how best practices are designed for constructive learning and enabling the children to learn independently at their own pace through structured activities. This initiative has been started by a planning meeting with seven experts held on December 19, 2008 at DEP-SSA, Delhi. Experts have suggested initially for two such documentations i.e. ABL and ALM at primary and upper primary level respectively in Tamil Nadu.

These two activities demonstrate learning approach in Language, Mathematics and EVS using variety of materials and evaluation built in the process. Attempt has been made to show the comprehensive strategy of the implementation of ABL activity. During 2008-09, the documentation process has initiated with Activity Based Learning (ABL) of Tamil Nadu, a meeting was organized at SPO, Tamil Nadu on February 04, 2009 to plan the process, thereafter, a three days field visit was also carried out for developing outline for the documentation.

5.2.3 Audio & Video Materials Produced out of the Workshops on Communication Skills in English

DEP-SSA organized workshops for 180 master trainers/teacher educators from Kerala on communication skills in English in six phases. As training package, both print and non-print documents have been developed. In which audio video programmes produced out of the workshops under the broad theme- communication skills in English. During 2008-09, two audio and one video programmes edited and two more video programmes are in process. The details are given below:-

S. No.	Audio	Video
1	Listening & Speaking Skills	Story Telling
2	Pronunciation Skills	Appreciating Poetry (under process)
3	-	Listening Skills (under process)

5.2.4 Preview of Audio-Video Material

A three-day audio/video preview workshop was organized at DEP-SSA, IGNOU during



Preview of A/V programmes of DEP-SSA

September 10-12, 2008. The objective of the workshop was to identify the relevant content based (Science, Mathematics and English) audio/video programmes for in-service teacher training programme, which were already developed by DEP under DPEP/SSA. There

were thirteen teacher educators and teachers from elementary level participated and viewed the audio/video programmes.

On the basis of recommendations of the experts, need based programmes were identified and are in the process of duplication for wider dissemination to different states in accordance to their need. Suggestions from experts were also well-taken to improve the existing audio/video programmes on the basis of clarity of audio and visual part.

5.3 NATIONAL TELECONFERENCES

Teleconferencing is a powerful and effective mode of distance education. It covers a much larger client group and reduces the time loss of transaction. It is more cost



effective when used for larger number of learners.

Teleconferencing provides live interaction, wide access and coverage and a human face to the otherwise isolated distant learner. It is an effective media for interaction and monitoring at a distance. The

National teleconferences are organized for building awareness, contextual issues, curriculum areas, regular monitoring of programme implementation and obtaining feedback for future planning. During the year DEP-SSA organized 14 national teleconferences, nine on behalf of MHRD and five for its own issues.

The following teleconferences were organized for review and monitoring of various activities under SSA by the MHRD, SE&L in coordination with DEP-SSA, IGNOU during 2008 –09.

5.3.1 MHRD Teleconferences

S. No.	Theme	Resource persons at the teaching-end
1.	<p>Strengthening Early Reading & Mathematics Related Interventions under SSA (Oct. 15, 2008)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • Tele-discussion on salient features of early reading development programme of NCERT under SSA including material of early reading kit. • Tele-discussion on salient features of early Mathematics programme under SSA including materials of early mathematic kit. • Collection of feedback/ suggestion from the SSA functionaries. 	<p>Ms Vrinda Sarup, MHRD Prof. Krishna Kumar, NCERT Prof. Manjula Mathur, NCERT Dr. S. S. Jena, DEP-SSA Dr. Lata Pandey, NCERT Dr. T. P Sharma, NCERT Ms Suzane Andrade, Ed.CIL Sh. O. P Nautiyal, Ed.CIL Ms Preeti Talwar, NCERT Sh. B. Pattanayak, , Ed.CIL Dr. M.K. Das, DEP-SSA</p>
2.	<p>Interventions of Out-of-School Children and Education of SC, ST and Minorities. (Nov. 07, 2008)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • Review of progress under the interventions of AIE and EGS centers all over the country. • Discuss and interact with state level functionaries on various issues pertaining to improving the status of AIE and EGS centers in general and improving enrolment and retention of SC, ST and other disadvantaged children in particular. • Sharing innovative experiences with state level functionaries for effective implementation of programmes for facilitating education of girls. • Monitoring the progress and discuss on issues pertaining to EGS and AIE centers particularly in North-Eastern states. 	<p>Prof. K.R. Srivathsan, PVC, IGNOU Dr. S. S. Jena, DEP-SSA Ms Papari Barua, Ed.CIL Sh. Sushil Kumar, MHRD Sh. Adil Rasheed, Ed.CIL Ms. Kalpana Bhardwaj, Ed.CIL</p>

3.	<p>Quality Monitoring Tools : Issues and Concerns (Nov. 21, 2008)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • To discuss various dimensions of quality issues related to education of children at elementary level. • To discuss the issues related to quality monitoring framework. • To collect feedback from field level functionaries pertaining to implication of quality monitoring format in improving their professional competencies. 	<p>Prof. K. K. Vashishth, NCERT Prof. Inder Kr. Bansal, NCERT Prof. Manju Jain, NCERT Dr. Shyni Duggal, NCERT Ms Sarita Mittal, MHRD Dr. S. S. Jena, DEP-SSA Dr. M.K. Dash, DEP-SSA</p>
4.	<p>Financial Management under SSA (Dec. 03, 2008)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • To orient the SSA functionaries with different aspects of financial management system. • To take stock of the progress made so far. • To ensure whether correct procedures of accounting, reporting have been followed or not. • To solve any problems or difficulties faced by accountants and finance staff. 	<p>Sh. Birkheram, Ed.CIL Sh. N. P. Chauhan, Ed.CIL Sh. Ved Prakash, Ed.CIL Sh. S. R. Dogra, MHRD Ms. Amita Singla, Ed.CIL Sh. K. Gopalan, Ed.CIL Dr. S. S. Jena, DEP-SSA</p>
5.	<p>Comprehensive Quality Planning under SSA (Dec. 16, 2008)</p> <p>Objectives:-</p> <ul style="list-style-type: none"> • To discuss an overview and parameters of comprehensive quality planning under SSA. • To share a suggestive framework for developing a comprehensive quality plan. • To share SSA, Tamil Nadu approach to comprehensive quality plan development. • To share major findings of Chandigarh workshop (National Resource Group) meeting. 	<p>Ms Sarita Mittal, MHRD Dr. S. S. Jena, DEP-SSA Sh. S. Kannapan, JD, SPD, Tamilnadu Ms Suzane Andrade, Ed.CIL Sh. B. Pattanayak, Ed.CIL Sh. O. P Nautiyal,, Ed.CIL</p>

6.	<p>Quality Monitoring Issues under SSA (Jan. 02, 2009)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • To discuss the recent developments related to quality and monitoring tools and the framework for comprehensive quality planning under SSA. • To discuss the salient features of source book on Learning Assessment and Systemic Quality Index (SQI). • To discuss progress of quality related parameters and performance indicators under ADEPTS. 	<p>Prof. Sandhya Paranjee, NCERT Prof. K. K. Vashishth, NCERT Ms Sarita Mittal, MHRD Dr. S. S. Jena, DEP-SSA Sh. B. Pattanayak, Ed.CIL Sh. R. N. Sahoo, Ed.CIL Sh. O. P Nautiyal, Ed.CIL</p>
7.	<p>Review of Girls Education and Community Mobilization (Jan. 23, 2009)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • The initiatives of MHRD towards girls education has been discussed like NPEGEL, KGBV. • The problems of girl's child, female teachers and other issues have also been deliberated. • The intervention for 2009-10 on girl's education and community mobilization has been discussed. 	<p>Ms Sarita Mittal, MHRD Dr. S. S. Jena, DEP-SSA Sh. J. P. Mohanty, Ed.CIL Ms. Kiran Dogra, Ed.CIL Sh. B. Pattanayak, , Ed.CIL Dr. M.K. Das, DEP-SSA</p>
8.	<p>Review of Inclusive Education under SSA (Jan. 30, 2009)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • Description about inclusive interventions under SSA like CWSN through EGS/ AIE/ HBE. • Understanding visually impairment – their functioning, problems and sensitization. • Teaching children with mental retardation. Teaching children with hearing impairment. • Barrier-free environment. 	<p>Ms Sarita Mittal, MHRD Dr. S. S. Jena, DEP-SSA Dr. A. Chadha, Ed.CIL Dr. S. K. Prasad, IGNOU Dr. (Mrs.) Swati Sanyal, Blind Relief Association Dr. Usha Grover, NIVH Dr. M.K. Das, DEP-SSA</p>

9.	<p>Effective Strategies for Quality Improvement in Mathematics Teaching at Upper Primary Level (Feb. 04, 2009)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • Status of Mathematics performance at national level and the scope of improvement. • Approaches of Mathematics teaching – conventional and constructive. • Mathematics kit – various tools, its utility and understanding of mathematical concept. • Experiences from Rajiv Vidya Mission, SSA – Andhra Pradesh. 	<p>Prof. Hukum Singh, NCERT Sh. B. Pattanayak, TSG Sh. P. Ramesh, SSA, AP Dr. Venkat Reddy, SSA, AP</p>
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5.3.2 DEP-SSA Teleconferences

DEP-SSA independently organized the following national teleconferences for the capacity building of functionaries associated with education of children at elementary level.

S.No.	Theme and Objective	Resource Persons at the Teaching-End
1	<p>Teaching of Science at Upper Primary Level (July 18, 2008)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • Science in school curriculum (at upper primary level). • Approaches and methods of teaching Science at upper primary level. • Design and development of effective instructional strategies in teaching Science. • Evaluation of learner's progress in Science at upper primary level. 	<p>Prof. Yashwant Singh Sokhi, IGNOU Prof. Sunita Malhotra, IGNOU Dr. M.K. Das, DEP-SSA</p>

2	<p>Teaching of Mathematics at Upper Primary Level (Aug.22, 2009)</p> <p>Objectives :-</p> <ul style="list-style-type: none"> • Mathematics in school curriculum (at upper primary level) • Approaches and methods of teaching Mathematics at upper primary level. • Design and development of effective instructional strategies in teaching Mathematics. • Evaluation of learner's progress in Mathematics at upper primary level. 	<p>Prof. Pravin Sinclare, PVC, IGNOU</p> <p>Dr. H.K. Dewan, VBS</p> <p>Dr. S. S. Jena, DEP-SSA</p> <p>Ms Awantika Dam, DU</p> <p>Dr. M.K. Das, DEP-SSA</p>
3	<p>Learning through Constructivist Pedagogy at Upper Primary Level (Feb.18, 2009)</p> <p>Objective:-</p> <ul style="list-style-type: none"> • Introduction to constructivism • NCF, 2005 and Indian classroom at elementary level. • Role of teachers in constructivist classroom • Learning assessment in constructivist pedagogy. • Teacher preparation for transacting curriculum using constructivist pedagogy. 	<p>Prof. Yash Pal, Former Chairman, UGC</p> <p>Prof. R.K. Agnihotri, DU</p> <p>Prof. Mohd. Miyan, JMI</p> <p>Prof. Bharti Baveja, DU</p> <p>Dr. R. C. Shekhar, GBS</p> <p>Dr. S. S. Jena, DEP-SSA</p> <p>Dr. Harjeet Bhatia, JMI</p> <p>Sh. B. Pattanayak, TSG</p> <p>Dr. M.K. Das, DEP-SSA</p>
4	<p>Feedback for Training on Teaching of Science and Mathematics at Upper Primary Level and English at Primary Level. (March 03, 2009)</p> <p>Objectives:-</p> <ul style="list-style-type: none"> • Quality issues on content development for teacher training programme. • Quality aspects related to Mathematics and science at upper primary level as well as the initiative of DEP-SSA deliberated. • Teaching of English at primary level with hard spots also discussed. 	<p>Prof. Hukum Singh, NCERT</p> <p>Prof. Manju Jain, NCERT</p> <p>Dr. S. S. Jena, DEP-SSA</p> <p>Dr. A. L Khanna,</p> <p>Dr. B. Mohanty, DIET, Darya Ganj, Delhi</p> <p>Prof. J.P. Mittal, DEP-SSA</p> <p>Dr. M.K. Das, DEP-SSA</p> <p>Dr. Pradeep Kr, DEP-SSA</p> <p>Dr. Hema Pant, DEP-SSA</p>

5	Annual Work Plan and Budget(AWP&B) under Distance Education Unit (March 06, 2009) Objectives :- <ul style="list-style-type: none"> • Planning of distance education intervention for training of teachers and other functionaries under SSA • Sharing of the planning of DEP-SSA 2009-10 AWP&B and discussion with states. • The intervention and planning of state shared and suggestions exchanged at both end. 	Dr. S. S. Jena, DEP-SSA Ms. Jai Chandiram, DEP-SSA Dr. M. K. Dash, DEP-SSA Dr. Pradeep Kr, DEP-SSA
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About 20-30 SSA functionaries/ teachers and teacher educators from each state attended the teleconferencing sessions. The experts from the respective fields gave them expert support.

5.4 SUMMING UP

During the year 2008-09, DEP-SSA focused on greater use of electronic mode of distance education. Some audio, video programmes were produced, duplicated, evaluated and disseminated and teleconference programmes were organized for the capacity building of SSA functionaries. The activities related to electronic media are summarized in Table-5.

Table 5: Audio, Video and Teleconferencing Programmes

S.No.	Programme/Activity	Date	Venue	No. of RPs
1	Planning meeting of Gyan Vani Radio Programme in U.P and M.P	October 23, 2008	state Project Office, Uttar Pradesh	12
2	Technical Committee Meeting for Multimedia CD in English for Goa	May 29, 2008	DEP-SSA, IGNOU, New Delhi	07
3	Preview of Audio/Video Programme	September 10-12, 2008	DEP-SSA, IGNOU, New Delhi	13
4	Teleconferencing- Mathematics at Upper Primary Level	October 15, 2008	EMPC, IGNOU, New Delhi	11

5	Teleconferencing- Out of school children, SCs, STs and Minorities	November 17, 2008	EMPC, IGNOU, New Delhi	06
6	Teleconference- Quality Monitorign Tools : Issues and Concerns	November 21, 2008	EMPC, IGNOU, New Delhi	07
7	Teleconference- Financial Management under SSA	December 3, 2008	EMPC, IGNOU, New Delhi	07
8	Teleconference- Comprehensive Quality Planning under SSA	December 16, 2008	EMPC, IGNOU, New Delhi	06
9	Teleconference- Quality Monitoring Issues under SSA	January 2, 2009	EMPC, IGNOU, New Delhi	07
10	Teleconference- Review of Girls Education and Community Mobilisation	January 23, 2009	EMPC, IGNOU, New Delhi	06
11	Teleconference- Review of Inclusive Education under SSA	January 30, 2009	EMPC, IGNOU, New Delhi	07
12	Teleconference- Effective Strategies for Quality Improvement in Mathematics Teaching at Upper Primary Level	February 4, 2009	EMPC, IGNOU, New Delhi	04
13	Teleconference- Teaching of Science at Upper Primary Level	July 18, 2008	EMPC, IGNOU, New Delhi	03
14	Teleconference- Teaching of Mathematics at Upper Primary Level	August 22, 2008	EMPC, IGNOU, New Delhi	05
15	Teleconference- Learning through Constructive Pedagogy at Upper Primary Level.	February 18, 2009	EMPC, IGNOU, New Delhi	09
16	Teleconference- Feedback for Training of Science and Mathematics at Upper Primary Level and English at Primary Level	March 03, 2009	EMPC, IGNOU, New Delhi	09
17	Teleconference- Annual Work Plan and Budget (AWP&B) Under Distance Education.	March 06, 2009	EMPC, IGNOU, New Delhi	04

CHAPTER 6 STATE INITIATED ACTIVITIES

6.0 INTRODUCTION

DEP-SSA primarily aims at utilizing distance education mode for building and refining professional competencies and skills of teachers, teacher educators and other educational personnel. Under SSA, it also reaches out to school children, parents and members of VECs, PTAs and MTAs to achieve the target. In order to realize this aim, a variety of activities have been initiated by the states through Open and Distance Learning (ODL) mode. For instance, capacity building workshops, development of teaching/learning material in print, development of audio and video programmes and organization of teleconferences etc. were designed and implemented during 2008-09. The details about different activities undertaken by the states/ UTs are mentioned below.

6.1 ANDHRA PRADESH

Andhra Pradesh SSA organized 13 workshops for different components of distance education activities such as teleconferencing, radio programme, script writing and editing task of audio programme, script writing and editing work of video programme, best classroom practice etc. As a result of these workshops, the following programmes have been developed:

A. Audio and Video Programmes

- Eight hours of audio programmes (children songs, poems, and national songs) were recorded for replication of CDs; 12 audio Jing and word spots were broadcast through AIR on Badi Bata from June 10 to July 10, 2008; 30 audio programme on teacher enrichment and children (Jan-Feb'2009)
- Documentation on “*Vindam Nerchukundam*” audio programme (June' 2008); Inclusive Education (July' 2008); 40 days action plan video programme on Telugu & Mathematics (Jan'2009); planning procedure (Dec'2008); video film on planning

.procedure in the month of Dec'2008; video films on 40 days action plan. i.e., Telugu & Mathematics teaching in the month of Feb'2009.

B. Broadcast of Audio Programmes through AIR and Radio Lessons through Gyan Vani Station

- Radio programmes namely. “Vindam – Nerchukundam” for primary schools are being broadcast through AIR.
- As per the syllabus, annual schedules are prepared and communicated.
- The broadcast timing of radio lessons is 06.30 p.m to 7.00 p.m from Monday to Saturday through “Gyan Lahari”.

C. Interactive Radio Message

- Organised interactive radio message on Teacher Training Programmes for teachers with Hon'ble Minister for SSA, teacher MLCs, subject experts from 02.06.2008 to 10.06.2008 (Total phone calls received were 98).
- Organised two interactive radio messages on Teacher Training Programmes on 09.06.2008 to 10.06.2008 (Total phone calls received were 36).
- Organised radio message on “GrandlayaVarostavalu” for teachers, community and children on 14.08.2008 at 11.15 a.m to 12.00 noon (Total phone calls receive were 20).
- Organised radio message on DISE on 08 Oct, 2008.
- Organised interactive radio message on Children Festival on 14.11.2008 at 11.15 a.m to 12.00 noon (Total phone calls received were 19).
- Organised interactive radio message on planning on 14.11.2008 at 11.15 a.m to 12.00 noon (Total phone calls received were 18).
- Organised interactive radio message on School Complex for Headmaster/Headmistress on 28.12.2008 at 11.15 a.m to 12.00 noon (Total phone calls received were 18).

D. Teleconferences and Video Conferences

- Teleconferencing programme on Summer Schools on 25.04.2008, Children Festival and School Complex for HMs and MEOs; NPEGEL Planning to POs, MEOs and R.Ps on 27.12.08; Subject Forum of Science and Mathematics on STEP and MAAP on January 22 & 23 2009; District Monitoring Members and S.C.R.Ps on 40 days action plan and monitoring on 31.01.2009; Hindi Forums Members and Hindi Teachers on 09.02.2009; Urdu Medium Teachers on 40 days action plan in the month of Feb 2009.
- Orientation programme for Urdu teacher training; Asstt. Secretaries, MRPs and MEOs on school readiness on 27.06.2008; baseline test and “Grandhalaya Varastovalu” for high school H.Ms on 21-22 July 2008, Best classroom practice for Urdu teacher on 22.08.2008 and 23.08.2008, DISE for H.Ms / M.E.Os/ S.O/ A.P.Os on 22.09.2008, MLE text books for eight tribal districts to on M.E.Os and teachers.
- Video conferences are being organised frequently to review the progress of different activities taken up under SSA with districts officials, principals, lecturers and DIET faculty, Project Officers of SSA and Spectral Officers.
- 300 audio programmes and 20 video programmes disseminated through website. The above programmes are also available on *Sarva Shiksha Abhiyan* web-site.

6.2 ASSAM

A. Radio Reach Out Programme- *Sanjog*

Launched from 27th November 2007 to reach out to the out-of-school children. Children have already enrolled in AIE centers. Radio sets were installed at all SSK, HTR, RBC centers and KGBV. Two days weekly regular radio programme were broadcast on different themes. Direct resource support to the field workers (Shiksha Karmis & District Quality Managers) was provided. Assamese, Bengali & Bodo medium programme were broadcast through AIR Guwahati, Dibrugarh, Silchar & Kokrajhar respectively.

B. Learning/Training Materials: Print Mode

During 2008-09, print documents have been developed such as *Karja Patra* (work book) from Class I to V on different subject, handbook on Life Skills, Quarterly Newsletter, modification and printing of Prayash for CWSN, printing of leaflets on CWSN, Community Mobilization, etc. Some other resources procured like reading materials in local languages, bridge materials. Apart from these, some model evaluation tools and children's diary have also been developed.

C. Teleconference:

Participated in various teleconference programmes organized by MHRD, Ed.CIL, NCERT, IGNOU, etc. on different pedagogical and contextual issues at elementary level.

D. Distance Learning/Training Activities: Other Technological Support

Use of information technology is one of the most important mode of distance learning process. The state has developed and implemented On-line Employee Information System (OEIS), installation of K-yan in 100 upper primary schools including 15 KGBVs as well as installed DRS (EDUSAT) at SMO, strengthening of CAL programme, commissioning of 575 new Smart Schools for computer aided learning, computerized accounting system, web portal, replication of e-learning materials.

E. Untrained Teachers:

To overcome the problems of mass untrained teachers, distance education program i.e. Certificate in Primary Education (CPE) programme of IGNOU has been continuing since 2003. During 2008-09, out of 4350 untrained teachers, 3424 have been registered for CPE training in different learning centers of IGNOU. Besides, the above mentioned training institutes, some learning centers have also been established at the BRCs level.

Apart from this, a foundation programme namely Special Education in Distance Education (SEDE) has been launched by Bhoj Open University (BOU), Madhya Pradesh. This is a three months programme for formal school teacher and IED volunteers which is being conducted in three phases- February-April, June- August, October-December. This

programme is operational under SSA budget. So far, 345 trainees were trained under AWP&B 2008-09.

6.3 BIHAR

Training of untrained teachers through Diploma in Primary Education (DPE) programme:

- 32690 and 47594 teachers in July 2007 and July 2008 have been enrolled respectively, under (DPE) programme, Indira Gandhi National Open University (New Delhi).
- Teachers/teacher educators and other SSA functionaries participated in tele-conferencing programme organized by DEP-SSA, IGNOU, New Delhi.

6.4 CHHATTISGARH

Activities under Distance Education:

- Interactive Radio Instructions: English is fun level I-122 lessons, English is fun level II-86 lessons and Jhil Mil Hindi IRI - 86 lessons.
- GTL Multimedia Programmes: Three CDs i.e. i) ecosystem; ii) animal discovery; iii) diseases. All these three CDs are supplied to all the computer aided schools across the state.
- Digital Library: Digital library content provided to SSA and installed at all BRCs and DPOs for their use.
- Mathematics and Science Multimedia Kits: It is planned to take up multimedia kit program in two or three blocks in a particular district as a pilot program. Related to this, a need assessment workshop was organized at SPO and the workshop was attended by Mathematics and Science teachers and subject experts.
- Evaluation of IRI Programmes: An impact study has been conducted on IRI programs in the state particularly on Jhil Mil and English is fun level-II.
- Evaluation of GTL Programmes: Evaluation of GTL program has been undertaken in the state and the final report will be brought out shortly.

- Teacher Training on IRI: Through teacher training on all the IRI lessons has been conducted in the state covering all the primary school teachers across the state.
- GTL Teacher Training: A four days master trainers training on GTL has been conducted in the state by covering 200 teachers, master trainers across the state.
- Need Assessment Workshop on Multimedia Kits for Upper Primary Schools: A two days workshop on need assessment of Mathematics and Science workshop and training needs was organized at Chowki BRC Rajnadaon and Abhanpur BRC.
- English Multimedia Kit: English multimedia kits from RIE and EDC, Bangalore have been supplied to 60 schools in Chhatisgarh and also a three days teachers training on multimedia kit was arranged at Abhanpur and Kurud BRCs.
- Training of district resource persons on how to make power point presentations & use them in training & classrooms.
- 21st century skill training of teachers from schools with computer with INTEL support.
- A long-term detailed field-based study on the impact of computers in classroom with Azim Premji Foundation support.
- Training of Cluster Academic Coordinators through EDUSAT on life skills.
- Training of resource persons through EDUSAT on multi-grade/multi-level training.
- Participation in various national level seminars organized by DEP-SSA, IGNOU.
- Training of untrained teachers through distance mode by registering them in Diploma in Primary Education (DPE) programme of IGNOU.
- Phone-in-counselling of teachers through Gyan Vani.
- Developed self-learning modules with the support of DEP-SSA, IGNOU for training of teachers.
- School calendar developed, printed and distributed to every school in the state.

6.5 DELHI

- Development of teaching material, YUVA slip
- Developed study material for students of classes 6th, 7th and 8th like- Caltoonz multimedia programme

6.6 GOA

Development of Interactive Multimedia CD (IMM-CDs): Multimedia CDs designed and developed on English textbooks for standards I to IV by the DEP-SSA. The multimedia CDs developed for classes I and II on English curriculum were presented before the English teachers and SSA functionaries of Goa. Various suggestions received were carried out. The multimedia CDs for classes III and IV were developed and finalized and submitted to Government of Goa for its implementation.

6.7 GUJARAT

A. Documentation

- Documentation for 8th & 9th Joint Review Mission (JRM) on SSA in June & December, 2008 respectively.
- Progress report for GCEE executive committee's 32nd and 33rd meetings.
- Reports of state government through Department of Education, viz. for Hon'ble Chief Minister, Hon'ble Finance Minister, Hon'ble Education Minister, Hon'ble Governor, etc.
- English & Hindi versions of annual report & audited accounts for 2007-08.

B. Television & Radio Programmes

The following programmes were telecast from Doordarshan Kendra, Ahmedabad:

- As a part of celebrations of EFA week in April 2008, campaigns were organized on Akashwani Kendra, Ahmedabad, and Doordarshan Kendra, Ahmedabad for state-wide coverage. The radio and T.V spots of 30-second duration, produced by AIR and ISRO, respectively, were used for the campaign which covered issues of universal enrolment and retention of the children in schools.
- During the enrolment drive 2008, a total of eight TV spots of 30 seconds were telecast on prime time in June, 2008 from Doordarshan Kendra, Ahmedabad.
- During the enrolment drive 2008, radio spots of 30 seconds were broadcast state wise on prime time in June & July, 2008 from Vividh Bharati, Akashwani and also from Radio Mirchi.

- A radio talk on SSA mission was broadcast from Akashwani, Ahmedabad on the celebration of Late Shri Maulana Azad's birth anniversary as National Education Day on 11th November, 2008.
- A TV interview of SPD (Ms. Meena Bhatt) on addressing gender concerns under SSA was telecast in October, 2008.
- A 30-minute documentary film on Alternative Schooling Center at Aliabet.

C. Teleconferences

SSA Mission has been using the studio facility at BISAG, Gandhinagar, for organizing two-way-audio-one way video teleconferences across the state for capacity building of BRC & CRC Coordinators and teachers through its network of 469 extended C Band DRS sets and 4871 Ku Band DRS sets.

During 2008-09, state level teleconferences were organized on the following themes:

1. Effective Implementation of Advancement of Educational Performance through Teachers Support (ADEPTS).
2. Implementation of Computer Aided Learning
3. Inclusive Education under SSA Mission
4. SSA Convergence with NGOs
5. ADEPTS Phase II

6.8 KERALA

Development of Teacher Training Module on Communication Skills in English:

A module has been developed which focuses not only on skills required for listening, reading and writing English, but also emphasizes on the skills as required for correct pronunciations, articulation and understanding by using both print and non-print media. As per the request made by SSA, Kerala, a SLM module was developed by DEP-SSA, IGNOU which reviewed at SPOs, Kerala during September 19-20, 2008. It has been appropriately decided to use a blended approach of both distance and face-to-face mode to empower these teachers for enhancing their proficiency in English.

The specific objectives of this module are:

1. To build the capacity of teachers on communication skills in English for their effective transaction of English language at elementary level.
2. To focus on enhancing the specific proficiencies related to pronunciation, understanding and articulation in English language.
3. To develop appreciation of English as a second language among the teachers.
4. To facilitate teachers in organizing classroom activities related to language learning in general and English in particular.

Organization of Six Orientation Workshops on Communication Skills in English for Teacher Educators/Master Trainers

Six orientation workshops for teacher educators/master trainers on communication skills in English were organized from September 2008 to February 2009. With the support of DEP-SSA, IGNOU, New Delhi trained about 180 teacher educators/master trainers in six batches of 30 participants each. Each of the programme was of 10-days duration using face-to-face mode. Eminent resource persons deliberated in the programmes on different aspects of communication skills in English. Six orientation workshop organized at IGNOU Delhi (three), AIR& D, Bhubaneswar (one), OUCIP, Hyderabad (one), RIE, Bangalore (one) for 180 Master Trainers of Kerala during 2008-2009.

Two Day Workshop on Management and Leadership Skills for the Leaders of Recognized Teachers' Organizations of Kerala

A two day workshop was organized during March 5th & 6th, 2009 at the State Project Office of SSA-Shimla, Himachal Pradesh to deliberate on the above topics. The following issues were discussed during the workshop:

- Role of school leaders in the emerging social context.
- Professional values, ethics and social accountability of teachers' organizations.
- Roles of teachers' organizations in formulating policies for school governance.
- Teachers' organization as pressure groups and leadership styles.
- Planning and management of teaching learning resources.

- Teacher development for consistent performance.

6.9 MADHYA PRADESH

Distance education methodology has been an important intervention employed under SSA for instruction, training, monitoring and dissemination of useful information to its clientele group in Madhya Pradesh. At its most basic level, any learning situation in which teacher(s) and student(s) are separated by physical distance, and where communication technology is used to bridge the instructional gap which forms the basis of distance education.

- **National and State Level Teleconferencing Programmes**

The Rajya Shiksha Kendra, Bhopal, actively participated in all the national level teleconferencing programmes organized by DEP-SSA, IGNOU. and attended by the teacher, teacher educators and Rajya Shiksha Kendra officers at the learning end. Madhya Pradesh has a large network of DRS systems installed all over the state. One-way video and two-way audio teleconferencing programmes on various interventions of SSA were organised on need based basis.

- **Use of EDUSAT**

The Rajya Shiksha Kendra has an EDUSAT network consisting of a teaching end in RSK and learning ends at CTEs/IASEs/DIETs and BRCs. In all 64 institutions have been covered under the network. Using the network the following types of programmes were conducted:

- **Virtual Real (VR) Classes for students of Teacher Education Institutes (B.Ed & M.Ed.)**

The RSK organized a series of VR classes for M.Ed. and B.Ed. students. The teacher education faculty of CTEs/IASEs was trained in “Effective Studio Presentation Techniques” in RSK. After the training a need-based detailed time-table was chalked-out. The following subject areas were covered in the VR classes: i) use of educational technology in teaching and learning; ii) writing research proposals; iii) sampling and

tools in educational research; iv) collection and analysis of data; v) writing research reports on Piaget and Jerome S. Bruner's dynamics of personality; vii) education of children with special needs; viii) adjustment and mental health; ix) on Chi-square; x) use of statistics in data analysis; xii) 3Ms - mean, median, mode; xiii) creativity in children; xiv) methods of teaching Geography; xv) methods of teaching Hindi; xvi) methods of teaching Science and xvii) philosophical bases of education.

EDUSAT for Monitoring and Training

The EDUSAT facility was used effectively for monitoring of SSA activities and for the training of teachers. More than 60 video conferencing programmes were organized through EDUSAT facility during the year 2008-09.

• Replication of Educational CD ROMs and Conversion of Video Cassettes into CDs

A On the request of RSK, the DEP-SSA, IGNOU sent 380 copies of CD-ROMs developed by RSK in collaboration with IGNOU. The following CDs titles were received:

- *Vikalp Se Vigyan part -I*
- *Vikalp Se Vigyan Part -II*

These CDs are being used for student's enrichment as well as for the training of teacher educators/master trainers and teachers in preparation of low cost teaching aids out of locally available waste materials.

B A large number of video programmes were developed during DEP-DPEP project. As per discussions of the SRG meeting held in 2007, it was decided that these programmes which are in beta format (Due to non-availability of VCRs and outdated VHS technology) can be converted into digital mode to. The list of titles of the programmes has already been sent to EMPC, IGNOU for this purpose and conversion is awaited.

• Development of Educational Video Films

The RSK in collaboration with RCVF Noronha Academy of Administration, Bhopal developed two video films on the teaching of Mathematics. The titles are:

- *Ganit Kaise Padhye* (Fractions) – Part (I)
- *Ganit Kaise Padhye* (Area and verification of identity) – Part (II)

These films are being used during the training of teachers.

- **Audio Recordings**

In technical and financial collaboration with IGNOU and CIET - New Delhi, audio recording of poems of Hindi and Urdu for classes I and II were made. In all 14 poems, each of Hindi and Urdu have been recorded. The recorded audio cassettes and CDs have been duplicated by IGNOU. The audio recording of poems for classes III to V shall be undertaken soon.

- **Development of SLM in Science, Mathematics and English & Distribution of print material developed by IGNOU**

A Three academic faculty members from RSK were selected for developing self-instructional print modules in Science, Mathematics and English module development at the National level. The faculty members contributed the following titles for IGNOU's SLM modules.

Mathematics	:	Statistics
Science	:	Solid Waste Management Vermiform Composting Rain Water Harvesting
English	:	Sounds in English Writing Skills

The material has already been submitted to IGNOU.

B The RSK distributed the IGNOU developed following print material to the entire district and block level functionaries and various sections working in RSK.

- **Enrolment of EE Teachers in DE programmes of IGNOU**

The Rajya Shiksha Kendra has signed an MoU with IGNOU for enrolling teachers in various courses conducted by IGNOU. Courses are B.Ed., Diploma in Primary Education (DPE), Certificate in the Teaching of Primary Mathematics (CTPM), Certificate in the Teaching of English (CTE), Certificate in Environment Studies

(CES, Certificate Programme in Functional English (CFE), Certificate in Operational Research and Statistical Techniques (CROST)

- **Use of Gyan Vani:**

The ISK has been using the facility of “Gyan Vani” for the broadcast of our audio programmes for students and teachers.

6.10 MAHARASHTRA

- Training in four subjects- AWP&B formulation, Girl’s Education, Civil Works and CWSN in December 2008- January 2009 at YCMOU Centre, Pune.
- Two workshops for development of magazine during August 2008- November 2008 from SCERT, Pune.
- Printing of Magazine is in Progress.
- Experiment book in Science for Class V to VII has been developed in the workshop held at Homi Bhabha Science Centre, Mumbai (under print).
- Organization of teleconferences on AWP&B 2009, Girl’s Education, Science and Mathematics for Upper Primary Level, teaching end- EMPC, IGNOU, New Delhi, learning end- all districts and IGNOU regional center, Pune

6.11 MANIPUR

- Training of 542 untrained teachers has been undertaken under Certificate in Primary Education (CPE) programme, IGNOU, New Delhi.
- Development and distribution of SLM to the state, district and block level SSA functionaries in the following contextual areas: i) school effectiveness for quality elementary education; ii) innovative monitoring strategies for quality elementary education; iii) competency based teaching learning and information & communication technology & quality of teacher education.

6.12 MIZORAM

- Training of untrained teachers under Certificate in Primary Education (CPE) programme, IGNOU, New Delhi. 262 teachers, 397 teachers, 96 teachers and 451 teachers have been enrolled in this programme during 2005-06, 2006-07, 2007-08 and 2008-09 sessions respectively.

6.13 NAGALAND

- 300 copies of DVD documentation were developed on CWSN under the theme "*Talent is never disabled – Give your child an opportunity to perform*" and distributed to district and EBRC personnels.
- CWSN survey format were translated into 17 tribal dialects for intensive survey work.
- Success story of capacity building and community mobilization on communitisation of elementary education during 2008-09 was developed.
- Handbook on communitisation of elementary education were translated into 17 tribal dialects for VEC members.
- 130 matriculate teachers have undergone CPE program of IGNOU, New Delhi, 41 teachers have undergone foundation course training on CWSN from Bhoj University, Madhya Pradesh.

6.14 ORISSA

- SRG meeting on distance education took place in September, 2008.
- Revision of SLM "PARAKHA" for students and teachers on experiments in Science from class –II to VII have been completed in May, 2008. Printing work is in process.
- Revision of SLM "EKALAVYA" for teachers based on the hard spots of basic school subjects have been completed in December, 2008.

- Bibhav – a puppetry for teaching in classroom has been distributed to all the districts. A guideline has been issued to all the DPCs for implementation of this booklet.
- Organisation of teleconferencing programmes on Inclusive Education (18th April, 2008), School Mapping (16th May, 2008), DISE and CTS (17th October, 2008), Closure of School Account, Submission of UC in respect of Civil Work (25th July, 2008) and ADEPTS (11th November, 2008) was done.

6.15 PUNJAB

- Orientation programme for school teachers on “Implementation of Annual Work Plan for 2008-09” was carried out in the beginning of the session. The State Project Officers provided all the guidelines for implementation of SSA work plan through the network of EDUSAT in distance mode.
- Capacity building programme for block and district resource persons was carried out for 7 days through EDUSAT. The faculty of NCERT and State Project Officers of Himachal Pradesh joined the SPO, Punjab in providing all the guidelines to the resource persons in order to prepare them for efficient and effective work pattern in the field.
- Distance Training Programme (DTP) was carried out for the district MIS coordinators as well as the school teachers on “Data Capture Formats and the DISE”, so that authentic and reliable data base could be prepared for elementary education.
- A system of distance coaching for the students of senior secondary classes has been started through EDUSAT in order to facilitate these young children for the competitive examination like AIEEE and PMET.
- A Distance Training Programme (DTP) for Teacher Trainers viz. faculty members of DIETs and GISTCs was carried out in distance learning mode. It was done prior to the initiation of the teacher training programme for 2008-09.

- Special lectures were arranged through EDUSAT on the vital issues like “Role of Educational Administrators” and “School Management”.
- Sensitization programmes on “Gender Equality”, “Sex Ratio” and “Female Feticide” have also been carried out in distance mode.
- Training of civil work coordinators on “Techniques of Construction Works”, IED coordinators & IERTs on “Inclusive Education to Disabled Children”, EGS and AIE coordinators on “Coverage of out of school children” and gender coordinators on “Implementation of Girl Education Plan, SC plan, NPEGEL and KGBP” were also carried out in distance mode through EDUSAT.
- Action plan for community mobilization and training to the VEDC was disseminated through EDUSAT.
- Series of programmes were carried out on the “Monitoring of Quality of School Education”.
- An innovative programme on distance education was carried out in the name of “Radio Class Programme” through which school students and teachers were enlightened on a varied range of subjects through radio broadcasts.
- Officers of State as well as District Project Offices, have participated in many teleconferences organized by MHRD from time to time.

6.16 SIKKIM

- During 2008-09, training of untrained teachers under B.Ed programme and Certificate in Primary Education (CPE) programme of IGNOU, New Delhi, 581 and 1589 teachers have been enrolled respectively. During 2005-06 session, 262 teachers, 2006-07 397 teachers, 2007-08 96 teachers and 2008-09, 451 teachers have been enrolled for this programme.

6.17 TAMIL NADU

- In-charge of EDUSAT on system tuning and troubleshooting on SIT system at district level was provided.
- Training of 412 new BRTEs during April 2008.
- A 3-day video conferencing programme on 'Trainer Competency Development' in which around 600 BRTEs and 300 DIET lecturers were trained. This programme has been conducted in RIE, Mysore and DTERT, Chennai.
- DEP-SSA also coordinated the training on project based learning to DIET lecturers through EDUSAT by Intel and DTERT. The state has also supported in organizing DEP-SSA national seminar on 'Innovations in Teaching of Mathematics at Upper Primary Level' at Chennai as well as documentation of ABL programme.

6.18 UTTAR PRADESH

The interventions under DEP-SSA focus on building capacity of teachers and other personnel who are associated with improving quality of school education up to elementary level using distance learning inputs following distance education activities carried out during the year 2008-09, under DEP-SSA, Uttar Pradesh.

Gyan Vani FM Channel Programme

State Project Office UP Education for All Project Board Vidya Bhawan, Nishatganj, Lucknow has organized a planning workshop for training of teachers and other personnel through Radio – Gyan Vani FM Channel of IGNOU on 23.10.2008 at S.P.O. Lucknow, to draw an action plan for capacity building of teachers and teacher educators in the area of teaching Mathematics, Science and English at elementary level.

Participation in Teleconferencing Programme

District level trainers, master trainers, resource persons and DIET principals from Hardoi, Unnao, Sitapur & Lucknow, Raibarielly, Gonda & Barabank participated in the national

teleconferences programme on 'Teaching of Science, Mathematics at Upper Primary Level & English at Primary Level' held on 3rd March 2009.

RGPEEE (Rajeev Gandhi EDUSAT Supported Elementary Education) Programme

A pilot project has been launched in 65 schools of two BRCs of Sonbhadra district regarding tele lessons on 'Interactive Learning on Science, Mathematics in Upper Primary Level & English at Primary Level' under RGPEEE. State Project Office U.P, SSA Lucknow organized two day workshop on Rajeev Gandhi EDUSAT supported multimedia presentation & script writing workshop on 21-22 March, 2009 at NEDA Lucknow. About 25 participants from SCERT, SIE, SISE, SIET, DIETs & practicing teachers participated in this workshop.

Participation in National Teleconferencing Programme : .

National teleconferencing programme on 'Science Teaching at Upper Primary Level' was organized by DEP-SSA, IGNOU, New Delhi on 18th July 2008. The objective of this programme was to orient innovation in Science teaching methodology and assessment of achievement level. State level participants from SCERT, SIE, SIET, DIETs and resource persons participated in the national teleconferencing programme.

6.19 UTTRAKHAND

- State Resource Group (SRG) meeting was held for promotion of distance mode of training in the state. Representative from Aakashvani, Doordarshan, Regional Centre and DEP-SSA, IGNOU participated in the meeting.
- SSA intervention and major activities for quality improvement – A dialogue broadcast through Aakashvani, Nazimabad.
- Introduction of Gyan Darshan at block Level. Provision of Direct to Home Service (DTH) in every block office (BRC).
- Development of educational material through distance mode i.e. multimedia CD and audio CD provided to CALP schools under CAL programme.

- Development of educational and activity based CD with the help of Azim Premji Foundation.
- Active participation in teleconferencing conducted by DEP-SSA, IGNOU, New Delhi.

6.20 WEST BENGAL

Dissemination of Developed Materials:

- The developed booklets, posters and FLIP books of all the four activities have been given to IGNOU in the form of CDs.
- The developed booklet and a poster for gender related issues have been distributed to all the districts for printing and dissemination at the grass root level.

Training Module:

With the support of DEP-SSA, IGNOU, PBSSM developed an in-service teachers' training module entitled 'In-service Teacher Education on Inclusive Education' and 'In-service Teacher Education on Girls' Education'

- Translation of these modules into Bengali is under process with the help of DEP-SSA, IGNOU.
- Now these two modules will be incorporated in our 20 days in-service teachers' training programme at elementary level for 2009-10.

Training:

- In collaboration with DEP-SSA, IGNOU, an orientation programme on IED and Gender Issues for DRPs of Jalpaiguri & Coochbehar districts has been completed during 2007-08.
- A four days orientation programme on Inclusive Education and Gender Issues (two days each) has been organized at DIET Hooghly from 23rd to 26th September 2008.
- Orientation of 54 DRPs from 18 districts has been completed. Oriented to each area for the effective use these module during in-service teachers training programme in 2008-09.

Research Study:

A study on transitions patterns of children from upper primary to secondary level is going on in collaboration with DEP-SSA, IGNOU by using distance mode. A proforma for the collection of data on transition patterns was developed and supplied from DEP-SSA, IGNOU to all the districts of West Bengal.

Teleconference:

Distance education mode through teleconference is being effectively utilized for each intervention under SSA.

6.21 SUMMING UP

During 2008-09, 19 states/UTs imparted various activities under Open and Distance Mode for training of teachers and other functionaries under SSA. Activities were diverse in nature such as development of print and non-print material, capacity building through workshops and orientation programme, using radio and teleconference programmes and other input. All above mentioned activities are the information provided by the states/UTs themselves. Regions vary in their existing basic infrastructure, both physical and human, to carry out the activities of distance education. Overall, the distance mode activities have increased manifold with the support of DEP-SSA.

ANNEXURE I

Constitution of Advisory Committee (AC)

1	Vice-Chancellor, IGNOU	Chairperson
2	Vice-Chancellor, NUEPA or Nominee	Member
3	Director, NCERT or Nominee	Member
4	JS, SSA, MHRD	Member
5	Chairperson, NIOS or Nominee	Member
6	Joint Director, CIET	Member
7	PVC, IGNOU	Member
8	Director, School of Education, IGNOU	Member
9	Head, Department of Teacher Education and Extension, NCERT	Member
10	Director, EMPC, IGNOU	Member
11	SSA Bureau Representative	Member
12	4 state Project Directors of SSA or their nominees	Member
13	Experts of Distance Education/Elementary Education (3 to 4)	Member
14	Project Director, DEP-SSA	Convener

Constitution of Programme Implementation Committee (PIC)

1	Project Director, DEP-SSA	Chairperson
2	Director, E . E & L, MHRD, GOI or Nominee	Member
3	SPD (SSA), Karnataka	Member
4	SPD (SSA), Himachal Pradesh	Member
5	SPD (SSA), Mizoram	Member
6	Head, Deptt. of Teacher Education and Extension, NCERT, New Delhi	Member
7	Joint Director, CIET, NCERT, New Delhi	Member
8	Director, GCERT, Gujarat	Member
9	Director (Academic), NIOS, New Delhi	Member
10	Director, School of Education, IGNOU, New Delhi	Member
11	Director, MV Foundation, Andhra Pradesh	Member
12	Joint Director (Production), EMPC, IGNOU, New Delhi	Member
13	A Representative of School of Education, IGNOU	Member
14	Programme Officers, DEP-SSA, IGNOU, New Delhi	Member
15	Administrative-cum-Finance Officer	Convener

ANNEXURE III

Project Staff at DEP-SSA, IGNOU

1	Project Director, DEP-SSA	1
2	Programme Officers	5
3	Administrative-cum-Finance Officer	1
4	Senior Personal Secretary	1
5	Computer Programmer	1
6	Personal Secretary	3
7	Accountant	1
8	Project Assistants	2
9	Group D Staff	3
10	Stenographer/Computer Operator	Need Based
11	Senior Consultant/Consultant	Need Based

**List of Members who attended Advisory Committee Meeting
held on December 8, 2008**

1.	Prof. V.N. Rajasekharan Pillai,	Chairman
2.	Prof. K.R. Srivathsan	Member
3.	Ms. Sarita Mittal, MHRD	Member
4.	Prof. K. Doraswami	Member
5.	Prof. Vasudha Kamat	Member
6.	Prof. B.A. Vivek Rai	Member
7.	Prof. Mohd. Miyan	Member
8.	Prof. R. Govinda	Member
9.	Shri V.K. Arora	Member
10.	Shri R.S. Julaniya	Nominee
11.	Dr. Manjula Mathur	Nominee
12.	Prof. Sandhya Paranjpe	Nominee
13.	Shri M.S. Patil	Nominee
14.	Dr. S.S. Jena	Convenor

ANNEXURE V (a)

List of Members who attended 9th Programme Implementation Committee (PIC) Meeting held on September 22, 2008

1.	Dr. S.S. Jena, Project Director	Chairperson
2.	Sh. R.S. Julaniya, Commissioner, RSK, Mission Director, M.P.	Member
3.	Sh. Rajesh Bhushan, SPD, BEP Bihar	Member
4.	Dr. B. Vijayakumar, SPD, SSA Kerala	Member
5.	Prof. K.R. Chandrasekharan, Director (Acad.) NIOS	Member
6.	Prof. M.L. Koul, Director, SOE, IGNOU	Member
7.	Sh. Binay Pattnayak, Sr. Consultant, EDCIL (Representing MHRD, Govt. of India)	Member
8.	Prof. Vibha Joshi, Professor, SOE, IGNOU	Member
9.	Dr. M.K. Dash, Programme Officer, DEP-SSA	Member
10.	Prof. J.P. Mittal, Consultant, DEP-SSA	Spl. Invitee
11.	Sh. Deepak Kapoor, PS, DEP-SSA	Spl. Invitee

**List of Members who attended 10th Programme Implementation Committee (PIC)
Meeting held on March 26, 2009**

1.	Dr. S.S. Jena, Project Director	Chairperson
2.	Mrs. Sarita Mittal, Director, SE&L, MHRD	Member
3.	Prof. K.K. Vashishtha, Head, DEE, NCERT	Member
4.	Prof. M.L. Koul, Director, SOE, IGNOU	Member
5.	Prof. N. K. Dash, , SOE, IGNOU	Member
6.	Dr. M.C. Nair, Director, CEE, IGNOU	Member
7.	Dr. I. S. Suri, Delhi SCERT Representative	Member
8.	Dr. M.K. Dash, Programme Officer, DEP-SSA	Member
9.	Dr. Hema Pant, Programme Officer, DEP-SSA	Member
10.	Dr. Nisha Singh, Programme Officer, DEP-SSA	Member
11.	Dr. Sarat Kumar Rout, Programme Officer, DEP-SSA	Member
12.	Dr. Pradeep Kumar, Programme Officer, DEP-SSA	Member
13.	Prof. J.P. Mittal, Consultant, DEP-SSA	Spl. Invitee
14.	Ms. Jai Chandiram, Media Advisor, DEP-SSA	Spl. Invitee

ANNEXURE VI (a)

List of Participants in DEC Meeting – I held on July 23-24, 2008

- 1 Prof. M.L. Koul, Project Director, DEP-SSA, IGNOU
- 2 Shri R.K. Mahto, DEC SSA Mission Itanagar, Arunachal Pradesh
- 3 B. S. Negi, Expert Pedagogy SSA Uttarakand
- 4 Shri Hemant Shukla, DEC I/c SSA Mission, Gandhi Nagar, Gujarat
- 5 Shri V. Expedith, Consultant, DEC In-charge SSA Tamilnadu
- 6 Shri Satpal Sharma, ASPD, Chandigarh
- 7 Shri Imkongwabang, DEC I/c SSA-Nagaland
- 8 Shri Prakash Deo, DEC I/c.SSA-Madhya Pradesh
- 9 Shri Surjit Singh, state Coordinator, SSA Jammu and Kashmir
- 10 Ms. P. M. Muthu Lakshmi, Teacher Educator, SSA Pudducherry
- 11 Ms. Shally Thoma, Teacher Educator SSA Pudducherry
- 12 Ms. Mary W. Hyaral, Pedagogy Coordinator SSA Meghalaya
- 13 Ms. Mousumi Mukherjee, DEC I/c SSA-West Bengal
- 14 Shri Sarad G. Pandit, DEC I/c MPSP, Maharashtra
- 15 Shri Z. Miller, DEC I/c SSA Mizoram
- 16 Shri S. Murthy, DEC I/c SSA Karnataka
- 17 Shri O. P. Bhatia, DEC I/c SSA-Haryana
- 18 Shri Rajnish Kumar Sharma, DEC I/c SSA-Punjab
- 19 Shri Baikunth Pandey, state Pedagogy Coordinator SSA-Jharkhand
- 20 Dr. M.K. Dash, Programme Officer, DEP-SSA, IGNOU
- 21 Prof. J.P. Mittal, Senior Consultant, DEP-SSA, IGNOU

List of Participants in DEC Meeting-II held on December 12-13, 2008

1. Dr. S.S. Jena, Project Director, DEP-SSA, IGNOU, New Delhi
2. Shri P.K. Mishra, SPD, PBSSM, West Bengal
3. Dr. M.K. Dash, Programme Officer, DEP-SSA, IGNOU, New Delhi
4. Dr. S.N. Salam, Dy. SPD, PBSSM, West Bengal
5. Ms. Mousumi Mukherjee, DEC in-charge, PBSSM, West Bengal
6. Mr. Z. Miller, DEC In-charge, SSA Mizoram
7. Mr. Sumi Borthakur, DEC In-charge-cum-Pedagogy Coordinator, SSA Assam
8. Mr. Prakash Deo, DEC In-charge & ICT Coordinator, SSA M.P.
9. Mr. B.D. Singh, APC, SSA, Chhattisgarh
10. Mr. Rajnish Kumar Sharma, DEC In-charge, SSA Punjab, Chandigarh
11. Mr. P. Mohan Kumar, DEC In-charge, SSA Kerala
12. Mr. V. Epedith, DEC In-charge, SSA, Tamil Nadu
13. Mr. R. M. Panda, (D.D)Pedagogy, OPEPA, Bhubaneshwar, Orissa
14. Mr. Chandra Shekhar, Jr. Programme Officer, SSA Karanataka
15. Dr. Pravin Kuamr Jha, DEC In-charge, SSA Jharkhand
16. Mr. Chanchal Singh, DEC In-charge SSA Chandigarh
17. Mr. Satirtha Mohanty, Spl. Monitoring Cell, PBSSM, West Bengal
18. Ms. Anirudha Sarkar, Prog. Coordinator, Pedagogy, PBSSM, WB
19. Mr. G. P. Gupta, Sr. Training Coordinator/(D.D.) SSA Rajasthan
20. Mr. Saibal Ranjan Majumdar, PBSSM West Bengal,
21. Mr. Gobindo Duta, PBSSM, West Bengal
22. Mr. Goutam De, PBSSM, West Bengal
23. Mr. S Battacharya, C.F.SPO, PBSSM, West Bengal

ANNEXURE VII

Audit Annual Accounts for the Financial Year 2008-09

RECEIPTS & PAYMENT ACCOUNTS FOR THE YEAR 2008-09

1. REVENUE

RECEIPTS	(Figures in Rupees)
I Opening Balance	
Cash at Bank	
Punjab National Bank, IGNOU, Maidan Garhi	4403234
II Grants & Other Receipts	
1 Grants from Govt. of India, Ministry of HRD	9757000
2 Interest on Bank Deposits	205528
Total Revenue Receipts	14365762

RECEIPTS & PAYMENT ACCOUNTS FOR THE YEAR 2008-09

PAYMENTS		(Figures in Rupees)	
I	Expenditure on Programmes		
1	National Level Meeting	455201	
2	SRG meeting	82042	
3	Committed Expenditure		
(i)	Printing of SLM - Including Duplication	1354105	
(ii)	Duplication of Audio Programme	187240	
(iii)	Duplication of Video Programme	265493	
4	Capacity Building Activities		
(i)	Activities for improving quality of Science & Mathematics at upper Primary level	619381	
(ii)	Activities for improving quality of Science & English at upper Primary level	276250	
5	Teleconferencing - National Level	504554	
6	National level seminars	835009	
7	Impect/Feed back and Case Studies	2178	
8	Prinitng & publication of DEP-SSA reports & documents	61287	
9	State visits	16146	4658886
II	Pay & Allowances		
1	Salary for the Project Officers	2017769	
a)	Medical Reimbursement	7292	
b)	Reimbursement L.T.C.	11695	
c)	Reimbursement of Telephone	24076	
d)	Reimbursement of Conveyance Charges	99627	
e)	Newspapers Reimbursement	544	
f)	Encashment of Earned Leaves	45114	226117

2	Salary for the Support Staff	1537802	
	a) Leave Salary Contribution	42656	
	b) Pension Contribution	16136	
	c) Bonus	20599	
	d) Medical Reimbursement	118797	
	e) Reimbursement of Conveyance Charges	29554	1765544
		<hr/>	
III	Consultancy		
1	Consultancy - National Level	16000	
2	Consultancy - State Level	16000	32000
		<hr/>	
IV	Office maintenance & Operational Cost		
1	Telephone	10678	
2	Entertainment Expenses	660	
3	Hiring of Taxies/Vehicle	12762	
4	Audit Fees	23146	
5	Other Contingencies	48266	95512
		<hr/>	
	Total Revenue Expenditure		8758059
			<hr/>

RECEIPTS & PAYMENT ACCOUNTS FOR THE YEAR 2008-09

PAYMENTS

(Figures in Rupees)

Computer Hardwar

1490

Total Capital Expenditure

1490



RECEIPTS & PAYMENT ACCOUNTS FOR THE YEAR 2008-09

1. DEBIT, DEPOSITS ETC.

RECEIPTS	(Figures in Rupees)	
I Recoveries		
1 Income Tax from Contractor	78269	
2 Income Tax	218727	
3 General Provident Fund (GPF)	111660	
4 Group Insurance Scheme	2220	
5 Thrift Credit Society	34903	
6 L.I.C.	1939	
7 Staff Welfare Fund	660	
8 House Building Advance	24850	
9 Motor Vehicle Advance	10850	484078
II Advances adjusted during the year		3151820
III Advances received from various states		2077500
	Total Debt, Deposits Etc.	5229320
	Total Revenue Receipts	14365762
	Grand Total	19595082



RECEIPTS & PAYMENT ACCOUNTS FOR THE YEAR 2008-09

2. DEBIT, DEPOSITS ETC.

PAYMENTS		(Figures in Rupees)	
I	Remittance		
1	Income Tax from Contractor	78269	
2	Income Tax	218727	
3	General Provident Fund (GPF)	111660	
4	Group Insurance Scheme	2220	
5	Thrift Credit Society	34903	
6	L.I.C.	1939	
7	Staff Welfare Fund	660	
8	House Building Advance	24850	
9	Motor Vehicle Advance	10850	484078
II	Advances paid during the year		3830068
III	Advances adjusted for various States during the year		2834589
III	Closing Balance - Cash at Bank		
	Punjab National Bank, Maidan Garhi, New Delhi		4157466
	Total Debt, Deposits Etc.	10822123	
	Total Revenue Expenditure	8758059	
	Total Capital Expenditure	14900	
	Grand Total	19595082	

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR 2008-09

EXPENDITURE

(Figures in Rupees)

2007-08		2008-09
4623139	Expenditure on Programmes	4658886
2646536	Pay & Allowances	3971661
96050	Consultancy	32000
250682	Office maintenance & Operational Cost	95512
250450	Expenditure on Sidhi Project	0
2663887	Excess of Income over Expenditure transferred to Statement of Assets & Liabilities Accounts	1189569
10530744	Grand Total	9947628



INCOME & EXPENDITURE ACCOUNT FOR THE YEAR 2008-09

INCOME

(Figures in Rupees)

2007-08		2008-09
	Grants & Other Receipts	
10353000	Grants received from GOI, Ministry of HRD	9757000
179769	Interest on Bank Deposits	205528
	Miscellaneous Receipts	
	Less :	
-2025	Value of Capital Items	-14900
	Excess of Expenditure over Income transferred to Statement of Assets & Liabilities Accounts	
10531744	Grand Total	9947628

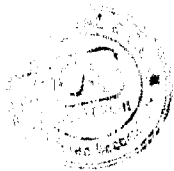
DEP-SSA (IGNOU)

New Delhi

Schedule - I

Advance Received from States as on 31.03.2009

States Project Offices	Advance Received from States			Total	Advance adjustment upto 31.03.2009			Balance as on 31.03.2009
	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09	
Arunachal Pradesh	-	8,545		8,545	-	4,836		3,709
Goa	-	1,600,000		1,600,000	-	540,584	999,333	60,083
Uttaranchal	200,000			200,000	171,435	-		28,565
West Bengal	-	80,000	30,000	110,000	-	67,252	20,150	22,598
Kerala			2,047,500	2,047,500			1,815,106	232,394
Total	200,000	1,688,545	2,077,500	3,966,045	171,435	612,672	2,834,589	347,349



Outstanding Advance as on 31.03.2009 including Sidhi Project

States Project Offices	2004-05	2005-06	2006-07	2007-08	2008-09	Total Advance	2004-05	2005-06	2006-07	2007-08	2008-09	Balance as on 31.03.2009
Andhra Pradesh					181,845	181,845					181,845	-
Haryana		37,000				37,000		15,000			20,703	1,297
Himachal Pradesh					173,000	173,000						173,000
Madhya Pradesh					220,000	220,000						220,000
Orissa	519,500	327,122		29,000		875,622	146,816	699,808			11,377	17,623
Tamil Nadu					578,128	578,128					257,800	320,328
Tripura	538,000	281,629				819,629	254,093	316,181	4,564			244,791
West Bengal					138,000	138,000					138,000	-
SCERT UP		140,000				140,000		138,472				1,528
RC IGNOU Bhubneshwar					160,470	160,470					160,470	-
RIESI, Bangalore					140,000	140,000					140,000	-
Sidhi Project		5,897,711	300,000			6,197,711		5,482,711	686,000			29,000
Total	1,057,500	6,683,462	300,000	29,000	1,991,443	9,661,405	400,909	6,652,170	690,564	-	910,198	1,007,567
Advance to Staff for Activities	-	70,000	1,519,755	1,453,686	2,238,625	5,282,066			1,670,143	1,464,812	2,241,625	5,486
Total	1,057,500	6,753,462	1,819,755	1,482,686	3,820,068	14,943,471	400,909	6,652,170	2,260,707	1,464,812	3,151,820	1,013,053



STATEMENT OF ASSETS & LIABILITIES AS ON 31-03-2009
LIABILITIES

(Figures in Rupees)

<u>2007-08</u>		<u>2008-09</u>
	Capitalised Fund	
21401443	Opening Balance	21401443
	ADD :	
	Transferred from Income & Expenditure A/c (Assets acquired during the Year)	14900
		21416343
	Advances From the States	
1104438	Advances (As per Schedule-1)	347349
6000	Security Deposits	6000
	Unspent Grants Account	
3627601	Opening Balance	3627601
	ADD :	
	Excess of Income over Expenditure transferred to Statement of Assets & Liabilities Accounts	1189569
		4817170
<u>26139482</u>		<u>26586862</u>



STATEMENT OF ASSETS & LIABILITIES AS ON 31-03-2009

ASSETS

		(Figures in Rupees)	
2007-08		2008-09	
1165833	Computer Hardware	1165833	
	Add:		
	Addition during the Year	14900	1180733
59900	Computer Software		59900
1127620	Equipment		1127620
1061128	Furniture		1061128
32080	Video, Audio, Betacam etc.		32080
17954882	D.R. System (Dish Antenna)		17954882
	Advances and Deposits		
334805	Advances (As per Schedule-2)		1013053
	Closing Balance		
	Cash at Bank		
4403234	Punjab National Bank, Maidan Garhi, New Delhi		4157466
26139482	Grand Total		26586862

Jitender Singh
(Jitender Singh)
(Accounts-in-charge)

Deepak Issrani
(Deepak Issrani)
Admin-Cum-Finance officer

Dr. S.S. Jena
(Dr. S.S. Jena)
Project Director

For A.L. Sehgal & Co.
Chartered Accountants

Vishal Sehgal
(CA Vishal Sehgal)
Partner



Place : New Delhi

Date :

UTILISATION CERTIFICATE FOR THE FINANCIAL YEAR 2008-09

Name of the Institution : DEP-SSA (IGNOU)

S No	Sanction Letter No and Date	Amount (Rs.)	
		DEP-SSA	TOTAL
1	F. No. 13-2/2008-EE-17 Dated 16.06.2008	67,57,000.00	67,57,000.00
2	F. No. 13-2/2008-EE-17 Dated 16.02.2009	30,00,000.00	30,00,000.00
TOTAL		97,57,000.00	97,57,000.00

1. Certified that out of Rs. 1,53,85,000.00 (Rupees One Crore Fifty three lakhs eighty five thousand only) of grant-in-aid sanctioned during the year 2008-09 in favour of DEP-SSA vide Ministry of Human Resource Development, Department of Elementary Education and Literacy Letter Nos as mentioned above releasing of Rs. 97,57,000.00 (Rs. Ninety Seven lakhs fifty seven thousand only) and Rs. 20,55,28.00 (Rupees Two Lakhs Five Thousand Five Hundred twenty eight Only) on account of interest earned during the year 2008-09 and Rs. 36,27,601.00 (Rs. Thirty Six Lakhs Twenty Seven Thousand Six Hundred One Only) on account of unspent balance of the previous year and a sum of Rs. 8,77,295.90 (Rupees Eighty Seven lakhs seventy two thousand nine hundred fifty nine only) has been utilized for the purpose for which it was sanctioned that the balance of Rs. 48,17,170.00.00 (Rupees Forty Eight lakhs Seventeen Thousand One Hundred Seventy only) remaining unutilized at the end of the year will be adjusted towards the grants-in-aid payable during the next year 2009-10.
2. Certified that I have satisfied myself that the conditions on which the grant-in-aid was sanctioned have been fully fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned

Kind of checks exercised.

- 1) Audited Statement of Accounts (copy enclosed)
- 2) Utilization Certificate


 (S.S. Jena)
 Project Director

AUDITORS CERTIFICATE

We have verified the above statement with the books and records produced before us for our verification and found the same has been drawn in accordance therewith

A.L. Sehgal & Co.
Chartered Accountants


 (CA Vishal Sehgal)
 Partner

Place : New Delhi
 Dated : 29 JUL 2009

AUDIT CERTIFICATE

The Expenditure Statement / Financial Statement relating to the Project DEP-SSA for the year 2008-2009 attached hereto have been audited in accordance with the regulations and standards of audit of the Institute of Chartered Accountants of India and accordingly included such tests of accounting records, internal checks and controls and other auditing procedures necessary to confirm.

- a) That the resources are used for the purpose of the Project.
- b) That the expenditure statement / financial statements are correct.

During the course of audit statement of expenditure related to above and the connected documents were examined and they can be relied upon to support reimbursement under the aforesaid agreement on the basis of information and explanation that have been obtained as required and according to the best of our information as a result of the test audit, it is certified that the expenditure statement / financial statement read with the Audit observations and Utilization Certificate attached hereto represents a true and fair view of the implementation and operations of the Project for the year 2008-2009.

Place: New Delhi

For A. L. Sehgal & Co.,
Chartered Accountants.

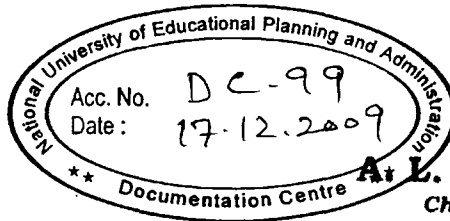
Dated:

29 JUL 2009

(Vishal Sehgal)
Partner



1102 PRAKASH DEEP, 7 TOLSTOY MARG, NEW DELHI - 110001
OFF.: 23313739, 23312621 RES.: 26846024, 26914318 E-mail: vishal_sehgal@vsnl.net



A. L. Sehgal & Co.
Chartered Accountants

AUDIT OBSERVATION

I. ADVANCE RECEIVED FROM STATES

UTTRANCHAL

The advance received for Rs. 2,00,000/- in the year 2006-07. The amount adjusted till date for Rs. 1,71,435/- that too in the year 2006-07 itself. No further adjustment or refund has been made till date.

II. OUTSTANDING ADVANCE TO STATES

The outstanding advance to Tripura of Rs. 2,44,791/- has nowhere been adjusted from financial year 2006-07 till date. The utilization certificate has been received regarding fully utilization of advance but no vouchers have been received for the same.

The outstanding amount to Sidhi Project of Rs. 29,000/- has not been explained and an amount of RS. 17,623/- standing as a debit balance, has not been explained.

TDS

No TDS has been deducted on the amounts credited and paid to Safexpress Pvt. Ltd. aggregating Rs. 1,59,619/- .

ACCOUNTING SYSTEM

As per the manual prescribed for DEP-SSA, mercantile system should be followed but accounts are maintained on cash basis.

BANK RECONCILIATION

The following three cheques being stale in nature have not yet been adjusted:

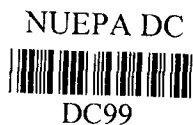
<u>Sl. No.</u>	<u>Party Name</u>	<u>Cheque No.</u>	<u>Date</u>	<u>Amount (in Rs.)</u>
1.	Thrift and Credit Society	202861	27.04.2007	1,316.00
2.	IGNOU -GIS	615319	30.08.2007	60.00
3.	Chief Minister Relief Fund, Bihar	878276	23.09.2008	5,137.00

Despite of our several instructions the Bank charges amounting to Rs. 9,983.00/- debited by bank have not been entered in the books of accounts of DEP-SSA. Rs. 180/- as Bank charges pertain to current financial year 2008-2009, therefore the current year Income & Expenditure is overstated by Rs. 180/- .

(Detail as per Bank Reconciliation Statement)

Place: New Delhi

Dated: 29-07-2007



For A. L. Sehgal & Co.,
Chartered Accountants,

(Vishal Sehgal)
Partner



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