UNIT 4 TRAINING OF TRAINERS’ WORKSHOP IN DISTANCE EDUCATION

Introduction
The Staff Training and Research Institute of Distance Education (STRIDE) has been conducting training programmes for the teachers and staff of the Indira Gandhi National Open University (IGNOU) and other State Open Universities (SOUs) and Distance Education Institutes (DEIs) in India since its establishment. The focus of these training interventions are in the functional areas of course design and development, self-learning material development, learner support, audio-video production, multimedia, e-learning, quality, research and other such areas. The focus is on development of job specific knowledge and skill development, and STRIDE has so far been successful in its mandate. However, there is a tremendous growth of distance education in the recent past, and therefore, training needs have also increased manifold. In view of this, there was a felt need to conduct Train the Trainers (TOT) programme on Distance Education. It may also be noted that the exiting training programmes may also require quality improvements in terms of building trainer competencies.

In the past, TOT had received some support. The first ever such initiative was “National Workshop on the Development of Training Packages in Distance Education” held from 9-19 January 1989 with the support of the UNESCO Regional Office for Education, Bangkok. Subsequent to this, an institutional TOT programme on distance education was conducted by Prof. B.N. Koul and Ms. Janet Jenkins at IGNOU from January 23-February 15, 1989, in which 11 teachers from different Schools of IGNOU and the erstwhile Division of Distance Education participated. After this, a workshop on Management of Training in Distance Education was conducted at STRIDE in 1997 for the senior faculty and Directors of DEIs. No TOT programmes have been conducted since 1997, and the present workshop from 9-13 February 2010 was organized to revisit the training strategies for different target groups such as Academic Counsellors, Course Writers, Study Centre functionaries, internal faculty, and new students for orienting them to the distance education system.

Objectives
The broad objectives of the workshop were to develop skills amongst the participants to conduct training programmes in distance education. At the end of the workshop, the participants were expected to be able to:

- identify and list the training needs of different categories of personnel in distance education;
- evaluate the existing training programmes and strategies;
- develop training design (objectives, content, strategies) for different target groups;
- plan and conduct training sessions; and
- organize training programmes effectively.
Participants in the Workshop
Participants in the training programmes were drawn from Schools of Studies, Regional Services, and STRIDE. The list of participants are given in Appendix-A. The participants were divided into five groups to work during the workshop:

- Group-1: Academic Counsellors’ Training
- Group-2: Course Writers Training
- Group-3: Internal faculty Training
- Group-4: Training of Study Centre Functionaries
- Group-5: Induction Training of Students

Training Methods
The workshop design was prepared in consultation with one of the Resource Person, and we use the same for the five days with small changes as required. The detailed Workshop design is given in Appendix-A. The training programme used mostly interactive presentation-cum-discussion methods of delivery supported by group work and participant presentations. We also used video recording and playback to review trainer skills.

Course Contents
The STRIDE Handbook 15: Staff Training and Development in Open Distance Education was used as the major resource base for the training programme. However, as part of the training, the participants were provided with a set of Training Handbooks prepared by STRIDE to help them go through these and develop their domain knowledge on different areas of distance education.

Proceedings of the Workshop
Day 1: Tuesday, the 9th February 2010
Session 1-1: Prof. P.R. Ramanujam, Director, STRIDE welcomed the participants and the Pro Vice Chancellor to the inaugural session of the workshop. He talked about the importance of capacity building of trainers, and highlighted the TOT workshop held in 1989 to emphasize that three participants (Prof. Sinclair, Prof. Ramanujam and Prof. Murugan) of that workshop being present in the inaugural session. Prof. Parvin Sinclair, Pro Vice Chancellor, IGNOU inaugurated the workshop by sharing her experience of being trained as trainers and how it is important to also serve as a trainer after that. She expected that the teachers and academics of the University after having received training on training in distance education should be utilized. Dr. Mishra gave brief about the workshop objectives, methodology to be followed, and expected outcomes. He thanked the Vice Chancellor and the senior officials of the University to have provided the required support to organize the workshop. Participants from the Regional Services, who showed special interest in this workshop could attend the same due to the support received from the Dr. Masood Pervez, he added.

Session 1-2: After the inaugural session, the participants introduced themselves through an ice-breaking exercise of paired interaction and introducing each other to the plenary. They were divided into five groups, and the expected outcomes and various tasks to be performed by the groups were highlighted. The five group members are as follows:
• Group-1: Academic Counsellors’ Training
  Dr. T.R. Srinivasan, RSD
  Dr. B.Sukumar, Trivandram
  Dr. Ranjan Kumar, Dehradun
  Dr. Jaideep Sharma, SOSS
  Dr. Biplab Jamatia, SOHS
  Prof. Basanti Pradhan, STRIDE (Mentor)

• Group-2: Course Writers Training
  Dr. Lalita S. Kumar, SOS
  Dr. Rekha Sharma Sen, SOCE
  Sh. Akshay Kumar, SOCIS
  Dr. Kiron Bansal, SOJNMS
  Prof. Madhu Parhar, STRIDE (Mentor)

• Group-3: Internal faculty Training
  Dr. Sutapa Bose, SOE
  Dr. Vandana Singh, SOE
  Dr. Neeti Agrawal, SOMS
  Mr. Tata Ramakrishna, STRIDE Dr. Satya Sundar Sethy, STRIDE
  Prof. C.R.K. Murthy, STRIDE (Mentor)

• Group-4: Training of Study Centre Functionaries
  Dr. S. Raja Rao, Raghunathganj
  Dr. P. Sivaswaroop, Nagpur
  Dr. B.M. Agrawal, Bhopal
  Dr. V.P. Rupam, Delhi 1
  Dr. R. Satyanarayana, STRIDE (Mentor)

• Group 5: Induction Training of Students
  Dr. S.K. Tripathy, Bhubaneswar
  Dr. S. Ganesan. Rajkot
  Dr. S. Kishore, Chennai
  Dr. Jagdish Sharma, SOTST
  Dr. Rose Nembiakkim, STRIDE
  Prof. Prabir Kr. Biswas, STRIDE (Mentor)

Session 1-3: In this session Prof. Ramanujam discussed the developments in the field of Open and Distance Learning. He emphasized the need for professional approach and standards, and to treat distance education as a discipline. He gave the overview of the developments of distance education as a discipline, and how the ten courses that are part of the MA in Distance Education were created at IGNOU. He also emphasized the need for training interventions, as the basic pre-requisite to have quality in the ODL system.

Session 1-4: In the post lunch session, Prof. K. Murugan, an eminent expert and trainer in the field of distance education, presented the basic concepts of training, and the techniques and tools for training needs analysis.

Session 1-5: Participants worked in groups to discuss about training needs of the stakeholders for whom the group intends to develop training design.
Day 2: Wednesday, the 10th February 2010

Session 2-1: Group members presented the findings of the group work done on the day 1 to highlight the process that they think appropriate to follow to identify training needs, and based on their experience and discussion, what are the training needs of the specific target groups.

Session 2-2: Prof. K. Murugan in this session highlighted the importance of having a training programme document and a training design based on the findings of training needs. He emphasized that while the training programme document is like that of a concept note that forms the basis of moving ahead with training, and also the same is used for decision-making and marketing of the programme, the training design is the blueprint on which the training programme is actually conducted. Thus, the latter should have the methods and media to be used, and the strategies the trainers are expected to follow to achieve the session objectives, that need to be identified a priori.

Session 2-3 & 2-4: Participants worked in their respective groups to develop a training programme document, and a training design. The training programme document include the rationale/background of the training, objectives of the training, specific target group, duration, possible methodologies, resource persons, venue of the workshop, logistic arrangements, etc. The training design would specify the session-wise planning of the workshop in detail, with session objectives, topics to be covered, strategies, methods and media, etc.

Day 3: Thursday, the 11th February 2010

Session 3-1: Group members presented their work on training programme document and training designs to the plenary, and participants interacted in depth to refine and polish the work done in the groups.

Session 3-2: The session on training techniques and skills was handled by Dr. Sanjaya Mishra, Workshop Coordinator. Realizing that training skills cannot be presented through a lecture, he presented the session to demonstrate what good and bad presenters do though a simulated presentation on “Principles of Training”. Using this session as the backbone, Dr. Mishra demonstrated the skills of a trainer, used negative trainer skills, and at the end of the session asked the participants to identify the wrong traits presented. Interestingly, participants only identified positive traits, and could not identify the negative traits that were dramatized. Majority of the participants said that the presentation was so interactive and engaging that they could not focus on the negative traits!

Session 3-3 & 3-4: Participants were given free time to prepare presentation for one session out of the training design they prepared in their group. Also, they were asked to also complete the training designs, as many were incomplete at the time of presentation. The time given was utilized by the participants to prepare their presentations in PowerPoint. Though flip charts, and other forms of presentation materials were available most of the participants only used PowerPoint.

Day 4: Friday, the 12th February 2010

Session 4-1: The full day was utilized for sharpening of the presentation skills of the participants as trainers. We used the services of the Electronic Media Production Centre (EMPC) to record individual presentations by the
participants for about 7 minutes each. The Workshop Coordinator signaled the participants at 5 minutes and the Video recording was cut at about 7 minutes. Thus, all the participants presented their presentation before the lunch and then the presentations were reviewed through playback in the post lunch session. Participants were briefed to identify on the areas that they would like their peer participant to improve. Each presenter was also given opportunity to reflect on what they did on the basis of the feedback received, without trying to defend their stand. Most of the participants believed the exercise was quite fruitful, as many form the Regional Centre do not get such an opportunity, and they believed that this reduced their fear for facing the camera. Overall, watching oneself as a trainer gave the participants the opportunity to re-think about themselves, and enabled them to understand their weaknesses.

Day 5: Saturday, the 13th February 2010

Session 5-1: This session was devoted to issues related to management of training programmes and evaluation of training. While training as a process of continuous improvement in the organization life cycle was emphasized, the session identified the important issues to be managed from setting-up the venue to identification of resource persons and preparation of training materials. It also discussed about issues related to logistics, accommodation, travel, food and refreshments. From the evaluation perspective, training evaluation should be looked from the Kirkpatrick’s 4-levels of evaluation ranging from reaction to results level.

Session 5-2: Participants were requested to develop training evaluation design and tools for the programme design they worked with. They developed different tools for the reaction and learning levels of evaluation.

Session 5-3: Participants presented the evaluation design and the tools they developed for evaluating the outcomes of the workshop they designed.

Session 5-4: Prof. P.R. Ramanujam, Director, STRIDE welcomed the participants, and told about effective use of resources available at IGNOU. He expressed happiness about the level of participation in the workshop and thanked all the participants for their enthusiasm to take training to the next level at the Regional Centre. Dr. Sanjaya Mishra presented a brief report of the workshop. Though a workshop evaluation form was circulated earlier, many participants expressed their opinion about their experience in the workshop in this last session. Some of the opinions expressed are as follows:

- The workshop gave a sense of belonging and labels to what we have been doing in the University
- Learning is an unending process that covers caring and sharing. This workshop is demonstration of that
- It’s a good opportunity for self-reflection
- Regional Centre academics get too few such opportunity
- The involvement level of the participant was very high
- The experience gained will be useful in conducting workshops at the Regional Centre level
- The workshop was stressful, as time available was less
- Duration of the workshop may be increased, as the expectations were high
Interaction between the teachers at Schools and Academic at Regional Centre proved useful

There should be a mechanism to continue linkages between the participants

Dr. Mishra proposed a vote of thanks at the end. He expressed his deep sense of gratitude to Prof. V.N.R. Pillai, Vice Chancellor, IGNOU for kindly approving this workshop. Acknowledgements were expressed also for the following:

- Prof. Parvin Sinclair for her presence in the inaugural session and interaction with the participants to encourage them.
- Prof. P.R. Ramanujam for providing the much needed administrative support as Director of STRIDE.
- Prof. K. Murugan, Director, Student Support of Tamil Nadu Open University for his support at Resource Person.
- Senior faculty members of STRIDE for their role as mentors and kind support to the participants.
- Director, EMPC and the Camera Crew led by Manoj Bhatnagar for recording and providing the playback facility on 12th February 2010.
- Director, RSD and Director of respective Schools of Studies for their support to STRIDE.
- All the administrative staff of STRIDE who worked in the background to make this workshop a success.

Evaluation of the Workshop

A workshop evaluation form was distributed to the participants. Only 22 participants returned the filled-in questionnaire. Also some responses were incomplete. Presented below the findings of the evaluation:

- What is your overall reaction to this workshop?
  Excellent = 5 Very Good = 16 Satisfactory = 1
- Do you feel the workshop met your expectations?
  Yes = 19 No = 2
- How do you rate the workshop duration?
  Just right = 7 Too short = 2 Too large = 2
- Will you recommend this kind of workshop to others interested in the theme? Yes=21 No=1
- To what extent you think the workshop was helpful in developing the following competencies? (please tick)

<table>
<thead>
<tr>
<th>Competency</th>
<th>To a large extent</th>
<th>Some what</th>
<th>Poor</th>
<th>Not at all</th>
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</thead>
<tbody>
<tr>
<td>i. Identify and list the training needs of different categories of personnel in distance education</td>
<td>14</td>
<td>8</td>
<td>–</td>
<td>–</td>
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<tr>
<td>ii. Evaluate the existing training programmes and strategies</td>
<td>11</td>
<td>10</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Competency</td>
<td>To a large extent</td>
<td>Some what</td>
<td>Poor</td>
<td>Not at all</td>
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<tr>
<td>iii. Develop training design (objectives, content, strategies) for different target sessions</td>
<td>17</td>
<td>5</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>iv. Plan and conduct training sessions</td>
<td>18</td>
<td>4</td>
<td>–</td>
<td>–</td>
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<tr>
<td>v. Organize training programmes effectively</td>
<td>13</td>
<td>9</td>
<td>–</td>
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</tbody>
</table>

- **What did you like best about the workshop?**
  Group Work (4), Selection of participants (2), Involvement of the participants (2), Interaction with the participants (2), Conduct of the Workshop with sensitivity (2), Workshop design (2), Individual presentation, Freedom of speech

- **What did you like least about this workshop?**
  Sitting arrangements (5), Resistance to discuss problem of the system, refreshments

- **How well the workshop content logically sequenced?**
  Very well = 9 Well sequenced = 13

- **How valuable is the workshop content to the task on hand?**
  Very valuable = 18 Some value= 4

- **What more content/ topic(s) could have been included in this workshop?**
  Training of evaluators, more skills training, ICT skills, Follow-up to be done, Skills of a trainer.

- **Which session(s) can be safely dropped from this workshop without loss of utility/ effectiveness?**
  Sessions on theoretical background, Preview session to be short, Introductory time may be reduced.

- **How do you rate the balance of theoretical and practical materials in the workshop?**
  Too theoretical = 2 Too practical = 1 Good balance = 17

- **Effectiveness of the trainers as a whole:**

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<thead>
<tr>
<th></th>
<th>Very effective</th>
<th>Effective</th>
<th>Somewhat effective</th>
<th>Not effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Knowledge of subject</td>
<td>8</td>
<td>11</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>ii. Organization and presentation</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>-</td>
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<tr>
<td>iii. Style and delivery</td>
<td>6</td>
<td>13</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>iv. Responsive to participants</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>-</td>
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<tr>
<td>v. Creating appropriate learning climate</td>
<td>9</td>
<td>9</td>
<td>2</td>
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</tbody>
</table>

- **What do you think about the number of trainers involved in this workshop?**
  Just right = 13 Too few = 8
Staff Development Experiences

- Identify three sessions (in order of priority) that you liked most.
  Training Design (10), Training Evaluation (9), Video Recording for Individual presentation (9), Training Skills (8), Training Needs Analysis (4)

- How do you rate the balance of lecture, group work and individual exercises?
  Too much lecture = 1 Too much discussion = 2 Too many exercises = 1
  Good balance = 17

- Did you have enough skill practice time?
  Yes = 13 No = 3

- Do you think the training materials received during the workshop sufficient?
  Yes = 20 No = 1

- How do you rate the organizational arrangements of the workshop?
  Excellent = 8 Very good = 11 Satisfactory = 2

- How do you rate your personal involvement in the workshop?
  Excellent = 8 Very good = 10 Satisfactory = 2

- Do you think, the group you worked with had a cooperative learning approach?
  Yes = 21

- Would you like to make use of the outputs of this workshop?
  Yes = 21

- Your general comments/ suggestions:
  “The workshop was conducted very well and organized with persons drawn from field, i.e. RSD, Schools and STRIDE giving a real experience of most of the situations”
  “Hope to be involved in future training”
  “Very good opportunity to learn from each other”
  “Academics of RSD do get few occasions to stay in touch with training activities, and this gave them an opportunity”
  “ Training Needs Assessment in the W/S was done on the basis of experience, but it would be better to do actual need assessment”
  “ Space for group was insufficient”
  “Workshop duration each day be from 11-4”

Post Workshop Reflections by Participants

I have been reflecting upon the experiences of the TOT workshop but could not make one/two pages out of it. I would only like to say that I had some theoretical idea about seamless integration of ICT, constructivism and social constructivism, I had read that collaborative learning can bridge Vygyotsky’s zone of proximal development. I had also read that teacher should facilitate and scaffold and manage the learning scenario. I had some idea about the studio model, but no clarity as I had never experienced it. This workshop provided an opportunity to experience these concepts.

— Sutapa Bose, SOE
It was an unparalleled opportunity to work in a group (nearly coherent), combination of HQ and RC teachers. It facilitated to exchange the views and experiences and resulted in a applaud-able documents.

— P. Siva Swaroop, RC, Nagpur

As part of the group working on the ‘Course Writers Training’, the experience overall was good. Though the content coverage was not very new or different from what we have been doing all over the years, yet the training design in terms of presentation was definitely different with a lot of interactivity and practical work.

Two issues which need attention are: how to sensitise the renowned writers towards more receptiveness for such trainings? Do the in-house faculty have enough attitude towards a training design of this kind? The latter is also important as not all faculty are appreciative of such efforts.

— Lalita S. Kumar, SOS

First of all thanks a lot for the opportunity given to me to attend TOT Workshop and providing me an opportunity to learn new things. It was a real learning experience for me. The workshop was organised well and with rigid and flexible working schedule with lot of scope for interaction, discussion, agreement and disagreement on certain issues within the group and with other members of the workshop. The Workshop has given us an opportunity to cooperatively work with others, respect others and learn from others as an individual and as a group. I thoroughly enjoyed my participation in the Workshop.

— S. Raja Rao, RC, Raghunathganj

The responses of the participants show that the workshop met its objectives to a large extent and can be considered a success. The results of the groups work and the training designs are presented in the Appendix-C.

Training of Trainers Workshop on Distance Education (9-13 February 2010)
Training Design

<table>
<thead>
<tr>
<th>Session No.</th>
<th>Duration</th>
<th>Contents</th>
<th>Strategies/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 10:30-11:00</td>
<td>30 min</td>
<td>Inauguration</td>
<td>Setting the stage (e.g., Contextualization: The need for the Workshop of this dimension and the setting the intended outcome).</td>
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<td>Teak Break</td>
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<tr>
<td>1-2 11:30-12:00</td>
<td>30 min</td>
<td>Ice-breaking session through introduction of precipitants in pair. Formation of Groups: Course Writers, Academic Counselors, Study Centre staff, New faculty at IGNOU, and Induction to student.</td>
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<tr>
<td>1-3 12:00-13:15</td>
<td>75 min</td>
<td>Developments in Distance Education Facilitator: Prof. P.R. Ramainujam</td>
<td>Introductory lecture: Slide presentation; Discussion in plenary</td>
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<td>Session No.</td>
<td>Duration</td>
<td>Contents</td>
<td>Strategies/Methods</td>
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<tr>
<td><strong>Lunch Break</strong></td>
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<tr>
<td>1-4</td>
<td>75 min</td>
<td>Training Needs Analysis Facilitator: Prof. K. Murugan</td>
<td>Slide presentation: Discussion in Plenary</td>
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<td>14:00-15:15</td>
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<td><strong>Tea Break</strong></td>
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<tr>
<td>1-5</td>
<td>120 min</td>
<td>Identifying Training Needs Facilitators: Prof. K. Murugan, STRIDE Mentors</td>
<td>Group Work to identify the training needs of Course Writers, Academic Counsellors, Study Centre Staff, New faculty at IGNOU, and Induction to students.</td>
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<td>15:30-17:30</td>
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<td><strong>Day 2</strong></td>
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<tr>
<td>2-1</td>
<td>60 min</td>
<td>Group Presentation Facilitators: Prof. K. Murugan, STRIDE Mentors, and Participants</td>
<td>Presentation of group reports to plenary for peer comments</td>
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<td>10:00-11:00</td>
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<td><strong>Tea Break</strong></td>
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<tr>
<td>2-2</td>
<td>90 min</td>
<td>Developing training Design and Programme Facilitator: Prof. K. Murugan</td>
<td>Lecture presentation; Discussion in plenary</td>
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<tr>
<td>11.30-13.00</td>
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<td><strong>Lunch Break</strong></td>
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<tr>
<td>2-3</td>
<td>90 min</td>
<td>Developing the programme Document (rationale, objectives, target group, training content, logistics) Facilitators: Prof. K. Murugan, STRIDE Mentors</td>
<td>Group work to develop a training proposal/document for training of Course Writers, Academic Counsellors, Study Centre staff, New faculty at IGNOU, and Induction to students.</td>
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<td>14.00-15.30</td>
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<td><strong>Tea Break</strong></td>
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<td>2-4</td>
<td>105 min</td>
<td>Developing training design (Identifying media and methods) Facilitators: Prof. K. Murugan, STRIDE Mentors</td>
<td>Group work to develop a detailed training design for training of course writers, academic counselors, study centre staff, new faculty at IGNOU and induction to students.</td>
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<td>15.45-17.30</td>
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<td><strong>Day 3</strong></td>
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<tr>
<td>3-1</td>
<td>60 min</td>
<td>Presentation of training designs and programme documents Facilitators: Prof. K. Murugan, STRIDE Mentors, and Participants</td>
<td>Presentation by groups for peer comments</td>
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<td>10.00-11.00</td>
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<td><strong>Tea Break</strong></td>
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<tr>
<td>3-2</td>
<td>60 min</td>
<td>Training Techniques and Skills Facilitator: Dr. Sanjaya Mishra</td>
<td>Lecture-cum-Demonstration; Discussion in plenary</td>
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<td>11.15-12.15</td>
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</table>
Session No. | Duration | Contents | Strategies/Methods
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3-3  
12.15-13.15 | 60 min | Developing Training Materials  
Facilitators: STRIDE Mentors | Individual and group work to develop appropriate content for one session of the training programme of the group. The group would decide and develop/identify the training resources

Lunch Break

3-4  
14.15-17.15 | 180 | Developing individual presentations | Individual work to prepare presentations for the next day

Day 4

4-1  
10.00-17.30 | All day | Individual presentation and feedback  
Facilitators: STRIDE Mentors | Individual presentation for 10 minutes each; this will be captured in video, and shall be played back to review trainer skills and areas of improvements

Day 5

5-1  
10.00-11.30 | 90 min | Training Management and Evaluation  
Facilitators: Prof. V. Venkaiah | Lecture presentation; Discussion in plenary

Tea Break

5-2  
11.45-13.15 | 90 min | Developing Evaluation Instruments  
Facilitators: Prof. V. Venkaiah, STRIDE Mentors | Group work to develop evaluation instruments at reaction and learning level for Course Writers, Academic Counsellors, Study centre staff, New faculty at IGNOU, and induction to students

Lunch Break

5-3  
14.15-15.45 | 90 min | Developing Evaluation Instruments  
Facilitators: Prof. V. Venkaiah, STRIDE Mentors, and Participants | Group presentation and peer feedback

5-4  
16.00-17.00 | De-briefing/Valedictory | Plenary session to conclude the workshop evaluation

Group-I: Academic Counsellors’ Training

Members of the Group:
Dr. T.R. Srinivasan, RSD
Dr. B.Sukumar, Trivandram
Dr. Ranjan Kumar, Dehradun
Dr. Jaideep Sharma, SOSS
Dr. Biplab Jamatia, SOHS
Prof. Basanti Pradhan, STRIDE (Mentor)
Introduction
ODL is an important component of educational system. The Faculty reaches the learner through the course material. Academic counselor is a link and facilitator between the learner and the faculty. “Secondary exposure” to the contents is expected to be provided by the counselors during counselling, primary being intended through the SLMs. They are also expected to add on to the SLMs. Further, they are attuned to the f2f mode of teaching and learning that is different from the ODL system. Therefore, the need of a training programme for academic counselors.

Objectives
• After attending the programme, the counselors will be able to:
• Discuss the need for and importance of ODL system
• Appreciate the instructional system design in ODL
• Identify and list out the job and tasks to be performed by the academic counselors;
• Understand the competencies expected of the academic counselors;
• Find out gaps between expected competencies and their own competencies;
• Work towards minimizing the gaps between the expected competencies and their own competencies.
• Review their competence in regard to the contents in the context of the given SLMs

Target Groups
Academic counselors including teachers and practitioners staff from the field/ industry/market

Knowledge, Skill and Attitude Requirement of Academic Counsellors

Knowledge of:
• Contents
• Learner profile
• Other references
• Teaching techniques
• Media and ICT
• Other counsellors

Skills
• Communication
• Using appropriate teaching skills
• Effectively use ICT and media
• Group working skills ( with other counsellors)
• Interpersonal skills
• Inculcate learning, interpreting, comprehending, paraphrasing skills
• Inculcate referencing skills
• Inculcate ethical use of information skills
• Inculcate group working skills
Attitudes

- Honesty
- Sincerity
- Empathy towards learners
- Patience
- To work in group
- Sensitiveness of the learners need
- Sense of ownership/belongingness toward the learners
- Inculcate honesty, sincerity, commitment, motivation in learners

Course Outline

- Apprising the counselors about the ODL, its need and importance
  - Counselling –
    - What it is?
    - How is it different from lecturing (constraints of duration, nature of exposure and teaching learning methods),
    - Identifying and scheduling of learning-teaching activities,
    - Exploitation/supplementation of the primary exposure through SLMs,
    - Integrating media in counselling
    - Provision for group activities,
    - Providing opportunities for peer group interaction,
    - Content related tutoring,
    - Support for projects and exams
    - Review and consolidation of session wise learning activities to develop a source material for subsequent sessions
  - Assignment/Project-
    - Support for writing assignments/projects
    - Idea of the ideal response for the given question
    - Studying the learner response and identifying the points of teacher intervention
    - Formulating clearly and presenting legibly the teacher intervention
    - Assessing the performance and offering overall appropriate comments
    - Justifying the award and offering suggestions for improvement
    - Giving a relative standing of the learner performance

Venue: Regional Centre/ Study Centre

Duration: Two days at a stretch provided every year with appropriate modification in focus of contents

Logistics: Classroom, Writing/ Display material/equipments, ICT infrastructure, Finance- T.A/ D.A to resource persons and participants
**Resource persons:** Trainers including academics from IGNOU and other ODL institutes and subject experts

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content Outlines</th>
<th>Strategies/Methods</th>
<th>Duration</th>
<th>No of session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the need for and importance of ODL system</td>
<td>Concept of ODL and the role and Place of the academic counselors in the system, Difference between Conventional system and ODL, Organizational structure of IGNOU/other ODL systems</td>
<td>Slide presentation, lecture cum discussion</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
<tr>
<td>Appreciate the instructional system design in ODL</td>
<td>Need for SLM, importance of course structure, unit design, credit system, integration of audio video components</td>
<td>Slide presentation, lecture cum discussion</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
<tr>
<td>Identify and list out the job and tasks to be performed by the academic counselors;</td>
<td>Role and responsibilities of academic counselors, e.g. counseling, assignments, optimizing the teacher learner proximity, optimizing the learner proximity, optimizing the teacher proximity</td>
<td>Case studies, Ask the participants to prepare job profiles and tasks</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
<tr>
<td>Identify the competencies expected of the academic counselors.</td>
<td>Job worksheet and task worksheet course wise and session wise, use of appropriate teaching methods, ICT and media (making ppt slides, using e-mail, etc.), assessment of learner behaviour</td>
<td>Case studies, brain storming, practical, group work</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
<tr>
<td>Find out gaps between expected and their competencies</td>
<td>Competencies identification</td>
<td>Individual work (comparing their own competence with the expected competence)</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
<tr>
<td>Work towards minimizing the gaps between the expected competencies and their competencies</td>
<td>Acquiring expected competencies</td>
<td>Group activity</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
<tr>
<td>Review their subject competence in regard to the contents in the given SLMs</td>
<td>Content refresher</td>
<td>Lectures, presentations, discussion</td>
<td>90 minutes (45 + 45)</td>
<td>1</td>
</tr>
</tbody>
</table>
Training Evaluation: A pre-test post test strategy may be adopted to evaluate the outcomes of the training programme. The assessment may use a short questionnaire, such as the following:

1) Please check whether you have come across the following abbreviations. Please expand those with which you are familiar:
   - ODL :
   - DE :
   - PSC :
   - SC :
   - RC :
   - PIC :
   - AC :
   - IAR :
   - SLM :
   - SAQ :
   - TEE :

2) Which of the following statements are correcting the context of Distance Education? (State ‘T’ for True and ‘F’ for False)
   - Distance Education is nothing but Correspondence Education
   - Teaching is called Academic counseling in Distance Education
   - A ‘course’ in IGNOU is the same as a ‘paper’ in the conventional system of higher education
   - Learning in Distance Education is relatively more centred around study material than in the conventional system
   - There is no provision for any teacher learner interaction in Distance Education.

3) You have chosen to be an Academic Counsellor of IGNOU. Which of the following statement, you think, are true? (State ‘T’ for True and ‘F’ for False)
   - Academic Counselling is extended form of teaching
   - Academic Counselling is to replace learning through material
   - An Academic Counsellor may help in building a rapport between distance teaching institution and the distance learners
   - Academic Counselling is a full time employment.
   - Academic Counsellors simply have to respond to the questions raised by the learners

4) Evaluation of assignment responses received from learners need the following to be done by Academic Counsellors? (State ‘T’ for True and ‘F’ for False)
   - Grading and/or marking
   - Giving individualized the feedback to learners on their performance
   - A comment on overall performance of the learners
   - Errors in assignment need to be condemned in strong words.
5) Please write your expectations from this training Programme

...................................................................................................................................
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...................................................................................................................................

Thanks for your cooperation.

Group-2: Course Writers Training

Members of the Group:
Dr. Lalita S. Kumar, SOS
Dr. Rekha Sharma Sen, SOCE
Sh. Akshay Kumar, SOCIS
Dr. Kiron Bansal, SOJNMS
Prof. Madhu Parhar, STRIDE (Mentor)

<table>
<thead>
<tr>
<th>Inaugural Session</th>
<th>Welcome address, opening remarks, orientation design &amp; objectives, vote of thanks</th>
<th>Objectives</th>
<th>Training method</th>
</tr>
</thead>
</table>
| 10.30-11.00 a.m.  | Welcome address, opening remarks, orientation design & objectives, vote of thanks | • Describe the features of ODL
• Differentiate between ODL and other forms of education
• Identify characteristics of adult learners | Structured presentation followed by interaction |

| Session I | Concept of Open & Distance Learning | • Describe the features of ODL
• Differentiate between ODL and other forms of education
• Identify characteristics of adult learners | Structured presentation followed by interaction |

| Session II | Concept Design: programme & courses media selection & integration | • Identify the process of programme design & development
• State the programme & course objectives
• List various media components for ODL
• Identify and select appropriate media | Structured presentation followed by interaction visit to the EMPC audio and video presentation |

| 1.30–2.30 p.m. | Lunch | • State characteristics of SLMs
• Make a concept map of the unit
• Identify potential ways/areas where you can be inclusive in terms of gender, disability and environment
• Decide upon the self assessment activities in the unit
• Identify art work and graphics |

| Session III | SLM Design & development concept mapping writing skills for inclusive, constructivist and contextual, learner centric text visualization of art work & graphics self assessment and assessment strategies formative evaluation copyright issues | • Differentiate between different types of learning materials | Review of various types of SLMs from |

| 2.30-3.30 p.m. | SLM Design & development concept mapping writing skills for inclusive, constructivist and contextual, learner centric text visualization of art work & graphics self assessment and assessment strategies formative evaluation copyright issues | • Differentiate between different types of learning materials | Review of various types of SLMs from |

| 3.30–3.45 p.m. | Tea Break | • State characteristics of SLMs
• Make a concept map of the unit
• Identify potential ways/areas where you can be inclusive in terms of gender, disability and environment
• Decide upon the self assessment activities in the unit
• Identify art work and graphics |

| Session IV | Features and models of structured learning materials | • Differentiate between different types of learning materials | Review of various types of SLMs from |

| 3.45-5.30 p.m. | Features and models of structured learning materials | • Differentiate between different types of learning materials | Review of various types of SLMs from |
Dear sir,

We thank you for participating in the workshop. Please take some time out to fill in this feedback form.

How was your overall experience of attending this orientation programme?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Do you think orientation programmes are needed for Course Writers? Why?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

### Feedback from Course Writers

#### Day 2

| Session V | 10.00-11.30 a.m. | Developing unit structure & media components-1 | • List the features of three models of SLMs
• Identify the appropriate model | the learner's perspective-in group by writers writing a piece of text |
|-----------|-----------------|-----------------------------------------------|--------------------------------------------------|
| Session VI | 11.45 a.m.-1.30 p.m. | Developing unit structure & media components-2 | • Develop the concept map
• Writing learning objectives
• Identify the sections and subsections
• Development of text items
• Identify media components | Group work |

<table>
<thead>
<tr>
<th>Session VII</th>
<th>2.30-3.45 p.m.</th>
<th>Finalization of the unit structures</th>
<th>Presentations by course writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session VIII</td>
<td>4.00-5.00 p.m.</td>
<td>Finalization of the unit structures</td>
<td>Presentations by course writers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valedictory session</th>
<th>5.00-5.30 p.m.</th>
<th>Feedback vote of thanks</th>
<th>Questionnaire</th>
</tr>
</thead>
</table>
Please tick the appropriate response:

<table>
<thead>
<tr>
<th>Competency</th>
<th>To a large extent</th>
<th>To some extent</th>
<th>Poor</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How clear are you about the differences between ODL and conventional teaching?</td>
<td></td>
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<tr>
<td>2. Did you think that the workshop helped you to identify differences between ODL and conventional teaching?</td>
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<tr>
<td>3. Where you able to identify requirements for writing for distance learners?</td>
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<tr>
<td>4. Were the programme/course objectives clear to you after the session?</td>
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<tr>
<td>5. Where you able to identify the media which can be integrated in course development?</td>
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<tr>
<td>6. Can you list the characteristics of self learning materials?</td>
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<tr>
<td>7. Where you able to identify which model of SLM you will use for writing your unit?</td>
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<tr>
<td>8. Can you make a concept map of the unit?</td>
<td></td>
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<td></td>
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<tr>
<td>9. Can you identify potential area where you can be inclusive in term of gender, disability and environment?</td>
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<tr>
<td>10. Can you decide upon the self assessment activities in the unit?</td>
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</tbody>
</table>

Performance Feedback – as individual or group

On Session III and IV: Identifying Features of Three models of SLM

You are given print outs of three styles of writing. You are expected to:

- List the features (positive and negative) of each piece of writing.
- Categorize them as per the model discussed by the speaker
- Identify which model of writing you would like to use for their unit.

Performance Feedback – as individual or group (On Day 2)

- Please develop a concept map for your unit, indicating the broad contents of the unit.
- Please state the objectives of the Unit.
- Develop one Self Check Exercise as a sample for a section in the unit

Group-3: Internal faculty Training

Members of the Group:

- Dr. Sutapa Bose, SOE
- Dr. Vandana Singh, SOE
- Dr. Neeti Agrawal, SOMS
- Mr. Tata Ramakrishna, STRIDE Dr. Satya Sundar Sethy, STRIDE
- Prof. C.R.K. Murytah, STRIDE (Mentor)
Introduction

ODL has emerged as a new field of study. It has its unique requirements that can be addressed by manpower equipped with thorough understanding of the various aspects comprising it. Often those recruited into the systems offering education through the distance mode lack the proficiency necessary for delivering education. Therefore, the onus lies on the organization recruiting faculty, to ensure that they gain the necessary competencies. Hence, an intensive training programme is essential for inducting the fresh recruits into the major processes related to the effective delivery of education. ODL has undergone phenomenal evolution to reach the fifth generation of distance education. Therefore, in the perspective of the unique needs of ODL and in the context of the needs of the 21st century learners, an innovative training programme has been designed for the fresh faculty recruited in IGNOU.

Objectives

The main objective of the training programme is to acquaint the newly joined faculty about ODL in general and IGNOU systems in particular. At the end of the training programme the trainees are expected to:

- explicate the interrelation between various Divisions and Schools of IGNOU;
- expound the process of programme design and development.
- explain the various instructional systems at IGNOU.
- describe the various delivery mechanisms.
- elucidate the process of assessment and evaluation.
- figure out the various other activities to be performed by the faculty such as, maintenance, revision etc.
- identify the major challenges and develop the techniques to overcome them in IGNOU’s context

Target Group(s):

This training programme is specifically designed for the faculties who have joined the system recently. The faculty group has been drawn from the various Schools of Studies/Divisions/Centres/RCs.

Training Methods:

Multiple training methods:

- Lectures (Interactive)
- Demonstrations
- Brain storming
- Field visits (To various divisions, RC, PSC,SC)
- Role play
- Group work followed by presentation

Course Outline:

- Awareness about ODL and IGNOU
- Programme design and development
Staff Development Experiences

- Instructional components
- Delivery mechanisms
- Student assessment
- Other Tasks (maintenance, revision etc.)

Venue & Duration
Venue: Ignou Headquarters
Duration: Five Days

Logistics:
Training room, LCD projector, Computers, white board, marker pens, flip charts, tripod stand, necessary furniture, stationary for resource persons & participants, training kit, lunch, tea etc.

Resource Persons:
- Trainers who attended TOT workshops
- Faculty of STRIDE
- Experts identified from various Schools of studies, Divisions, RCs, SOUs

Training Design: Induction Programme for Newly Joined Faculty at Ignou

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Resource person(s)</th>
<th>Objectives</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Day 1
1000-1030    | Registration                     |                         | To register the participants                                              | Distribution of training kits                   |
<p>| 1030-1100     | Inaugural session                |                         | Briefing about the programme                                               | Lectures                                       |
| 1100-1130     | Tea Break                        |                         | Stimulant                                                                  |                                                 |
| 1130-1300     | ODL: Genesis; National &amp; international perspectives STRIDE Faculty | To develop an understanding about the evolution of ODL | Presentation and discussion |
| 1300-1400     | Lunch Break                      |                         | Energy booster                                                             |                                                 |
| 1400-1445     | IGNOU Structures &amp; processes     | TOT participants        | To develop awareness about different divisions and their functioning.     | Interactive presentation &amp; panel discussions    |
| 1445-1545     | Operational dimensions           | Experts from various divisions | Providing first hand experience about the operations of various support systems. | Field visit to MPDD, RSD, SRD, SED               |
| 1545-1600     | Tea Break                        |                         |                                                                           |                                                 |
| 1600-1730     | Operational dimensions           | Experts from various divisions | Providing first hand experience about the operations of EMPC               | Lecture cum demonstration. Field visit to EMPC, Preparation &amp; presentation of experiences |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Resource Person(s)</th>
<th>Objectives</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Teaching &amp; learning at IGNOU: An overview</td>
<td>STRIDE Faculty</td>
<td>To explain the various processes of teaching learning in IGNOU</td>
<td>Interactive lecture presentation by group member</td>
</tr>
<tr>
<td>1130-1145</td>
<td><strong>Tea Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1315</td>
<td>Role of SLMs in the instructional package; its design and development (credit system)</td>
<td>STRIDE Faculty</td>
<td>• To discuss the role of SLM as instructional package</td>
<td>Interactive presentation cum demonstration; individual work &amp; presentation, peer review</td>
</tr>
<tr>
<td>1315-1415</td>
<td><strong>Lunch Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1545</td>
<td>Media in ODL</td>
<td>Media experts</td>
<td>To develop awareness about various media used in ODL</td>
<td>Interactive presentation cum demonstration; audio &amp; video;</td>
</tr>
<tr>
<td>1545-1600</td>
<td><strong>Tea Break</strong></td>
<td></td>
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</tr>
<tr>
<td>1600-1730</td>
<td>Changing role of a teacher in ODL (Counselling, Tutoring, Assessing, Evaluating)</td>
<td>STRIDE Faculty</td>
<td>To explain the various roles and responsibilities of distance teachers</td>
<td>Interactive presentation</td>
</tr>
<tr>
<td>Day 3</td>
<td>Student assessment &amp; Evaluation at IGNOU (Tutor Comments on Assignment-Responses)</td>
<td>STRIDE Faculty and experts from SED</td>
<td>To describe the process of student assessment and evaluation</td>
<td>Interactive presentation practical work assessing assignment</td>
</tr>
<tr>
<td>1130-1145</td>
<td><strong>Tea Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1315</td>
<td>Student support systems and services</td>
<td>Experts from various divisions</td>
<td>To explain various support systems and services at IGNOU</td>
<td>Presentation and field visits to RC, SC and TLC</td>
</tr>
<tr>
<td>1315-1415</td>
<td><strong>Lunch Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1415-1730</td>
<td>Student support systems and services</td>
<td>Experts from various divisions</td>
<td></td>
<td>Presentation and field visits to RC, SC and TLC</td>
</tr>
<tr>
<td>Day 4</td>
<td>IGNOU: the present and future challenges</td>
<td>Experts</td>
<td>To discuss different opportunities and gaps in distance education</td>
<td>Presentation</td>
</tr>
<tr>
<td>1130-1145</td>
<td><strong>Tea Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1315</td>
<td>Opportunities for students with special needs at IGNOU</td>
<td>Faculty STRIDE &amp; NCDS</td>
<td>To analyze issues related to SWSN in distance education</td>
<td>Lecture cum demonstration; Group activities</td>
</tr>
<tr>
<td>Session</td>
<td>Content</td>
<td>Resource Person(s)</td>
<td>Objectives</td>
<td>Strategies</td>
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<tr>
<td>1315-1415</td>
<td>Lunch Break</td>
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<tr>
<td>1415-1530</td>
<td>IGNOU Overseas</td>
<td>ID, Director</td>
<td>To develop an understanding about IGNOU as global university</td>
<td>Interactive discussion</td>
</tr>
<tr>
<td>1530-1545</td>
<td>Tea Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1545-1700</td>
<td>Online/E-Learning in ODL</td>
<td>E-gyankosh, Co-ordinator</td>
<td>To develop awareness about the e-resources available</td>
<td>Lecture cum demonstration</td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td><strong>1000-1130</strong> Role of DEC for system development</td>
<td>DEC, Director</td>
<td>To sensitize about the importance of DEC in ODL</td>
<td>INTERACTIVE Lecture cum presentation</td>
</tr>
<tr>
<td><strong>1130-1145</strong></td>
<td><strong>Tea Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1145-1315</td>
<td>Counselling and tutoring in ODL: IGNOU Scenario</td>
<td>TOT trainers</td>
<td>To discuss the need and process of counselling in DE</td>
<td>Interactive lecture cum presentation</td>
</tr>
<tr>
<td>1315-1415</td>
<td>Lunch Break</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1415-1500</td>
<td>Review and feedback</td>
<td></td>
<td>To obtain feedback about the programme</td>
<td>Oral and written feedback</td>
</tr>
<tr>
<td>1500-1600</td>
<td>Valedictory session</td>
<td></td>
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</tr>
</tbody>
</table>

**Training Evaluation**

Kindly complete the questionnaire and return it as a feedback for this induction programme.

1) Your general reaction to this induction programme? Excellent/Very good/Good/Satisfactory/Not satisfactory

.................................................................................................................................
.................................................................................................................................
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2) Do you feel that the workshop objectives have been fulfilled? Yes / No/Partly. In case your response is No/Partly, give reasons:

.................................................................................................................................
.................................................................................................................................
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3) Do you think the workshop duration was appropriate? Yes / No
   In case your response is No, give reasons:
       ......................................................................................................................
       ......................................................................................................................
       ......................................................................................................................
       ......................................................................................................................
       ......................................................................................................................

4) Please mark the extent to which you think the induction programme was successful in developing an understanding in the following areas:

<table>
<thead>
<tr>
<th>SN.</th>
<th>Areas</th>
<th>To a great extent</th>
<th>Some what</th>
<th>Poor</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>About ODL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>About IGNOU &amp; its functioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teaching &amp; learning at IGNOU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Development of SLMs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Media in ODL</td>
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<tr>
<td>6.</td>
<td>Various roles and responsibilities of distance teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Process of student assessment and evaluation</td>
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<td>8.</td>
<td>Support systems and services at IGNOU</td>
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<td>9.</td>
<td>Issues related to SWSN in distance education</td>
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<td>10.</td>
<td>About the e-resources available</td>
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</tbody>
</table>

5) Whether the sessions were organized properly? Yes / No/ Partly

6) In how many sessions do you feel that the resource persons were not effective?___

7) Identify the five most effective and ineffective sessions

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Effective sessions</th>
<th>Ineffective sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
8) Your opinion about the balance of theory and practical components in the induction programme. High/Medium/Low

9) Did you have enough time and resources to practice the skills? Yes / No/Partly. In case your response is No/Partly, give reasons:

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10) Your opinion about the overall organization of the programme. High/Medium/Low

11) Suggest topic(s) that you feel should have been included in the programme.

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12) Do you think the outcome of this programme would be helpful in your day to day functioning? Yes / No/Partly

In case your response is No/Partly, give reasons:

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13) Comments/Suggestions

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Thank you for your cooperation!

Group-4: Training of Study Centre Functionaries

Members of the Group
- Dr. S. Raja Rao, Raghunathganj
- Dr. P. Sivaswaroop, Nagpur
- Dr. B.M. Agrawal, Bhopal
- Dr. V.P. Rupam, Delhi 1
- Dr. R. Satyanarayana, STRIDE (Mentor)

Title
Training Module for Academic Staff of Learner Support Centres
**Introduction/Rationale**

Learner Support Centres (LSCs) play a crucial role in the overall ODL/OU scheme. It is at the LSCs that the programme delivery and learner support strategies are implemented. They act as the interface between the institution and its learners. The learner receives all the academic and logistic support at the LSCs. It is through the LSCs that the ODL institution is able to reach out to the disadvantaged population, a mandate given to IGNOU.

By implication, the success of a distance learner depends to a great extent on the quality of services offered by the LSC. It is in this context that training of the functionaries of LSCs assumes importance. The need for training of LSC staff gains further importance from the fact that they are part-time functionaries, having their primary allegiance with another organization.

Gamut of open and distance education is gamut of its learner support system. The learners in the ODL system are the real stakeholders. In the competitive market era what one produces is not always important but how they deliver for their stakeholders is important. It is the context, purpose and quality of all service organizations.

**Objectives**

The objectives of the module are to:

- acquaint the functionaries with the broad principles of ODL;
- help the functionaries recognize the unique character of distance learners vis-à-vis learners of conventional institutions;
- acquaint the functionaries with the organizational structure of IGNOU;
- help the functionaries understand the importance of academic counseling and formative evaluation in the ODL framework;
- help the functionaries understand the multimedia approach to teaching and learning;
- acquaint the functionaries with the operation of various multimedia gadgets; and
- describe the procedures related to administrative and financial aspects of LSCs.

**Target Group**

The target group for this Module is Coordinators, Programme Incharges, Assistant Coordinators and Assistant Programme Incharges, Part-time faculty (B.Ed) of LSCs.

**Training Method**

Training is proposed to be imparted in face-to-face mode, supported by LCD Projector, TV, VCD Player, different formats and registers, evaluated assignments etc.
Course Outline

- ODL – how it is situated within the overall framework of higher education; need for ODL, its socio-academic relevance in the India context.
- Characteristics of ODL – flexibility, cost-effectiveness, learner-centeredness etc.
- Characteristics of distance learner
- Organizational structure of IGNOU with brief details of the roles of different Units.
- Academic counselling vs. classroom teaching; need for academic counseling in ODL, attributes of/ expectations from an academic counsellor, strategies for organizing academic counseling; integrating multimedia into the process, learning skills
- Evaluation in IGNOU; Formative Evaluation as a teaching tool; Tutor comments – global and marginal; importance of tutor comments, different types of marginal tutor comments; Turn-around time.
- Familiarization with various multimedia equipments – Audio CD players, VCD Players, Teleconference equipment, EduSat, Computer and Internet (Awareness level)
- Administrative set-up of LSC, appointment and renewal of staff,
- Identification and appointment of academic counselors
- Maintaining record of academic counseling sessions
- Assignment Handling
- Maintenance of assignment award list and its transmission to RC
- Returning evaluated assignments to learners
- Maintenance of finance related records – cash book, ledgers, stock registers, cheque issue registers, stamp account register, library accession register etc.
- Preparation of Recoupment bills.

Venue & Duration

Flexible/Need-based. It could be RC or LSC, depending on number of participants. Duration – One day. Reason: Difficult for the participants to spare two days because of their responsibilities in the parent organization.

Logistics

If organized at RC, accommodation, transport arrangements need to be made in advance.

Resource persons

Generally, the Staff (RD/DD/ARD + AR/SO) of RC. However, an outside expert, depending on suitability/availability may be invited.
# Training Design

## Day 1

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Time</th>
<th>Topic/area</th>
<th>Session objective</th>
<th>Content</th>
<th>Method and media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9.30-10.00</td>
<td>Inaugural/Welcome</td>
<td>Worming up</td>
<td>Why, what and how of ODL</td>
<td>Presentation by resources person using LCD projector/computer/V CDs Presentation: 45 min Interaction:15 min</td>
</tr>
<tr>
<td></td>
<td>10.00-11.00</td>
<td>Distance Education</td>
<td>To acquaint the functionaries with the broad principles of ODL</td>
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<tr>
<td></td>
<td>11.00-11.15</td>
<td>Tea break</td>
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<tr>
<td>2.</td>
<td>11.15-12.00</td>
<td>Distance Education</td>
<td>To acquaint the functionaries with IGNOU</td>
<td>IGNOU and its structure</td>
<td>Presentation by Resources Person using LCD Projector/computer/V CDs Presentation: 30 min Interaction:15 min</td>
</tr>
<tr>
<td></td>
<td>Admin. activities</td>
<td></td>
<td>To describe the procedures related to administrative aspects of LSC functioning</td>
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<tr>
<td>3.</td>
<td>12.00-01.00</td>
<td>Administrative activities</td>
<td>1. Identification, appointment and renewal of PT Staff, Counsellors, Stock Library, Timings, Confidential material, Induction Meeting, Counselling and Student Support</td>
<td>Mandatory records to be maintained, financial discipline to be followed, the delegation of powers, monthly statements, recoupment of bills, sale proceeds</td>
<td>Presentation by Resources Person using LCD Projector/computer/V CDs Presentation: 40 min Interaction: 20 min</td>
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<td></td>
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<td>2. Stock Library, Timings, Confidential material, Induction Meeting, Counselling and Student Support</td>
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<td>3. Stock Library, Timings, Confidential material, Induction Meeting, Counselling and Student Support</td>
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<td></td>
<td>1.00-2.00</td>
<td>Lunch</td>
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<td>4.</td>
<td>2.00-3.00</td>
<td>Administrative activities</td>
<td>Activity</td>
<td>Sample stock register, induction meeting schedule, counselling schedule, etc</td>
<td>Activity</td>
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<td>5.</td>
<td>3.00-3.45</td>
<td>Financial</td>
<td>To describe the procedures related to financial aspects of LSCs</td>
<td>Mandatory records to be maintained, financial discipline to be followed, the delegation of powers, monthly statements, recoupment of bills, sale proceeds</td>
<td>Presentation by Resources Person using LCD Projector/computer/V CDs Presentation: 30 min Interaction: 15 min</td>
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<tr>
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<td>Method and media</td>
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<td>3.45–4.00</td>
<td>Tea Break</td>
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<td>6.</td>
<td>4.00-5.00</td>
<td>Activity based on finance</td>
<td>Activity</td>
<td>Model records to be shown and sample records to be prepared.</td>
<td>Activity</td>
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<td>Day 2</td>
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<tr>
<td>1.</td>
<td>10.00-11.00</td>
<td>Academic counseling</td>
<td>To help the functionaries understand the importance of academic counseling</td>
<td>Difference between lecture and counseling, video on model counseling</td>
<td>Presentation by Resources Person using LCD Projector/ computer/V CDs Presentation: 45 min Interaction: 15 min</td>
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<tr>
<td></td>
<td>11.00–11.15</td>
<td>Tea Break</td>
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<tr>
<td>2.</td>
<td>11.15-12.00</td>
<td>Multi media</td>
<td>To help the functionaries understand the importance of multi media approach to teaching and learning</td>
<td>To explain the role of multi media, Gyan Darshan, Gyan vani and Edusat, with demonstration and their operation</td>
<td>Presentation by RP using LCD Projector, Audio/ Video equipment, Teleconference and edusat equipment. Presentation &amp; demonstration: 45 min Role play</td>
</tr>
<tr>
<td>3.</td>
<td>12.00-1.00</td>
<td>Evaluation</td>
<td>To help the functionaries understand the concept of evaluation in IGNOU</td>
<td>1. To explain the assignment &amp; term end exam evaluation. 2. Role of assignment as a teaching tool and the tutor comments. 3. Timely evaluation and award lists and their Data Entry package.</td>
<td>Presentation by RP using LCD Projector, Audio/ Video equipment, sample assignment, exam form, award list copy &amp; global comments sheet data entry package. Evaluation of sample assignment response by participants response by participants Presentation &amp; demonstration: 60 min Role play</td>
</tr>
<tr>
<td>4.</td>
<td>2.00-2.30</td>
<td>Computer Literacy</td>
<td>MS_WORD, EXCEL</td>
<td>Basic of computer, MS-Word and Excel</td>
<td>Presentation: 30 min</td>
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</tbody>
</table>
Training Evaluation

Evaluation is not always a welcome exercise, especially when it comes to elderly/senior Academics who work as Coordinators/Asst. Coordinators at LSCs. They do not like to be evaluated/judged. At the same time, evaluation is necessary to understand whether the training has been purposeful.

In order to carry out the evaluation of the training programme in such a situation, it is proposed to make the evaluation process invisible and ‘fuse’ it into the programme itself. The participants would be largely evaluated on the basis of the activities (prescribed for different sessions) performed by them.

**Level of Evaluation:** It is proposed to carry out the evaluation at Reaction, Learning and Performance level.

**Reaction level** – to evaluate the management aspect of the training aspect.
- Tool: Questionnaire.

**Learning level** – to evaluate the level of transfer of ASK.

**Tools**
- Observation during the programme (ASK)
- Questionnaire to judge their perception of ODL after the training programme (KA)

**Performance level** – to assess the level of application of ASK gained through training

**Tool**
- Monitoring of the reporting, counselling and evaluation done by the participant’s LSC.

Constraint – Quality of academic counselling and evaluation at LSC depends largely on the Academic Counsellors. Their training needs need to be addressed separately. Hence evaluation at performance level will have limited validity. Nevertheless, this needs to retained in the evaluation scheme.

**Result level** – The training programme is expected to bring about qualitative improvement in the learner support services (counselling, evaluation, administration etc.). Hence it is difficult to quantify the result in monitory terms.
Group 5: Induction Training of Students

Members of the Group

- Dr. S.K. Tripathy, Bhubaneswar
- Dr. S. Ganesan, Rajkot
- Dr. S. Kishore, Chennai
- Dr. Jagdish Sharma, SOTST
- Dr. Rose Nembiakkim, STRIDE
- Prof. Prabir Kr. Biswas, STRIDE (Mentor)

Rationale

Induction meeting is very crucial for the distance learners as most of them are, for the first time experiencing a different education system i.e. distance education system. It is largely seen that the learners in any distance education system are from varied backgrounds and form a heterogeneous group. They are new to the Open University system and, as such, they have many expectations from the system. Since, the OU system is itself a departure from the conventional system of study it requires to brief the New Learner about the system. The Open University system, keeping in view the characteristics of the learner have envisaged and given an emphasis on independent self learning to be supported by a variety of Learner Support Services.

However, the learners are not aware of the procedures, rules and regulations and challenges of the Open University system where prominence is given to greater participation of the learner. To help the learners develop an understanding of the Teaching-Learning process of Distance Education, Induction of learners acquires a pertinent place in the Institutional Role.

Objectives

The main objectives of the Induction programme are to:
- acquaint the learners with the concept of ODL and Instructional system;
- acquaint the learner with the IGNOU structure and functions with special reference to IGNOU regional centre Bhubaneswar and study centre BJB College, Bhubaneswar;
- build self-confidence amongst the learners by providing all necessary information and guidance about learning materials, support services, exam and evaluation and so on; and
- explain the roles and responsibilities of the learners to study effectively in the ODL system.

Target Group

This Induction programme is meant for the newly admitted learners in the distance education system.

Induction Methods

- Lecture Presentation (Power Point Presentation)
- Interaction
- Group Discussion
Resources
• IGNOU Profile
• Programme Guide (s)
• Related video programmes prepared by IGNOU
• Handouts/brochures/leaflets etc…… prepared by Regional Centre

Content Outline
• Open and Distance Learning: Concept and Philosophy
• Open University: Status
• Structure of IGNOU
• Support Services
• Counselling and Assignments
• Evaluation and Term-End Examination
• Roles and responsibilities of the learner
• Programme and Course Details

Venue: Study Centre/ Programme Study Centre

Duration: One day; Time: 10:00 – 5:00

Logistics:
• The following logistics will be made available for the induction programme:
• Press release of the induction programme
• Route map to the induction venue
• Banners/ stage decoration
• Collating the induction materials
• Arranging for the LCD projector, Computer etc.
• TA/DA/local conveyance for resource persons
• Tea and Snacks for the learners

Resource Persons:
• Regional Director/ Assistant Regional Director, Bhubaneswar
• Coordinator/Principal Study Centre
• Senior academic counselor/faculty from various disciplines

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<thead>
<tr>
<th>Ses. No.</th>
<th>Duration</th>
<th>Objectives</th>
<th>Topics</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1       | 30 min   | • Welcoming the learners as member of IGNOU Learning community  
          • Acquaint them with the objectives of the induction programme | • Welcome address  
          • Objectives of the induction  
          • Inaugural address  
          • Vote of thanks | • Lecture by regional director/ Asst Regional Director  
          • Speech by local dignitary  
          • Vote of thanks by coordinator | • Information brochure about IGNOU |
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<thead>
<tr>
<th>Ses No.</th>
<th>Duration</th>
<th>Objectives</th>
<th>Topics</th>
<th>Strategies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| II     | 45 min   | • Define ODL  
• Differentiate between the conventional education system and ODL system of education  
• Describe the instructional system in IGNOU | • Concept of ODL  
• Difference between F2F and Open University  
• IGNOU’s instructional practice | • Lecture presentation  
• Interaction | • Handouts  
• Presentation related hardware and software |
| III    | 45 min   | • Describe the organizational structure of IGNOU  
• Explain the functions of important divisions  
• Explain the functions of the Regional Centre and Study Centre | • Organizational structure of IGNOU  
• Functions of major divisions  
• Functions of RC/SC | • Lecture presentation  
• Video on IGNOU  
• Interaction | • IGNOU profile  
• Handouts  
• Video  
• Presentation related hardware and software |
| IV     | 60 min   | • Discuss the various kinds of support available at IGNOU  
• Describe the nature & importance of counseling and how to utilize the facility  
• Explain the study skills and time management skills  
• Discuss ways to tackle the assignments and term-end examination | • Learner support  
• Counseling  
• Assignment  
• Study skills time management  
• Learners’ role and responsibilities | • Lecture presentation  
• Interaction  
• Website of IGNOU and RC | • Handouts  
• Presentation related  
• Hardware and software |
| V      | 90 min   | • Highlight the programme and course structure  
• Explain the features of SLM  
• Describe the credits system and its importance | • Programme structure an courses  
• Self-learning material and their characteristics  
• Credit value of the courses & programme | • Lecture presentation  
• Interaction | • Programme handbook  
• Counseling schedule  
• Assignment questions |
| VI     | 75 min   | • Discuss the types of support in the specific courses  
• Note the assignments due dates and how to take these  
• Understand about practical/ projects, if any  
• Understand the process of evaluation & TEE | • Media support  
• Assignments  
• Library  
• Projects  
• Practical  
• Exams grading and marking | • Lecture presentation by discipline teacher  
• Interaction  
• Sum up | • IGNOU study materials  
• Program me guide  
• Audio and video programmes |
Training Evaluation

Pre-test post-test approach of training evaluation may be done. The Pre-test questionnaire be handed over to the learners at the time of registration and collected from them. The post-test may be done either through the questionnaire or oral quiz.

Pre-Test Questionnaire

1) Name three media used in Distance Education.
2) Name three Open Universities in India.
3) Where is the IGNOU Headquarters situated?
4) State True or False
   i) Self-learning Material is for self-learning (True/False)
   ii) You will get guidance from your academic counselor at your study centre (True/False)
   iii) IGNOU has Walk-in admission system (True/False)
5) How many Times IGNOU conducts exams in a year (once/twice/thrice)
6) IGNOU has on-demand exam (yes/no)
7) IGNOU does not conduct any practical classes (True/False)

Post-Test Questions

1) Name 3-media used in IGNOU
2) Mention three purposes for which you should visit your study centre.
3) If you do not receive your study material, whom should you contact?
4) When will you submit your exam form for June Term End exam?
5) Tick the correct item
   • Counseling will be organized at IGNOU HQ/RC/SC
   • You should not start reading your study material, unless your academic counselor advise you to study (True/False)
   • You should not attempt Self-Assessment Questions (Yes/No)
   • To receive information about the assignment grades, you should approach (VC/RC/SC)
   • You can interact with your programme coordinator / Subject expert at live Tele-conferencing session (True/False)
   • Assignment Response should not be copied from study material as it is (True/False)
   • You should develop time management & self-learning skill in Distance education to become successful distance learner (Yes/No)
   • IGNOU provides facility for re-evaluation / improvement of exam score (Yes/No)
   • You can appear for exam from any where in the country (True/False)
   • IGNOU learner should follow the instructions given in Programme Guide, Prospectus, and other handouts sent by the University (Yes/No)
6) Opinion about the Induction programme:

- I feel the organization of Induction programme is (Excellent/very good/good/poor/very poor)
- The duration of the Induction programme is (highly sufficient/sufficient/undecided/some what sufficient/not sufficient)
- The performance of Resource Persons are (Excellent/Very Good/Good/Satisfactory/not-satisfactory)
- The contents covered in the Induction programme are (Highly relevant/relevant/undecided/some what relevant/not relevant)
- The presentation formats used in Induction programme (Excellent/very good/good/poor/very poor)
- The sessions are (highly interesting/interesting/undecided/not interesting/not interesting)
- The methods/strategies used for Induction meeting are (highly effective/effective/undecided/some what effective/not effective)
- I feel that the Induction programme should include topics like:
- Your general observations (suggestions for improvement):

Report prepared by

Workshop Coordinator: Dr. Sanjaya Mishra, Associate Professor in Distance Education, Staff Training and Research Institute of Distance Education, IGNOU