

Annual Project Report 2018-19

KKHSOU-CEMCA Project

on

***“Designing ICT-based Intervention Programmes for School Teachers:
An Initiative by KKHSOU for Quality School Education”***

Submitted by:

By

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KKHSOU-CEMCA PROJECT

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1.0 Introduction

The KKHSOU-CEMCA collaborative project entitled- “Designing ICT-based Intervention Programmes for School Teachers: An Initiative by KKHSOU for Quality School Education” has been undergoing since June, 2018. The following activities have been done during the scheduled time frame of 2018-19 as per the project plan scheduled.

1.1 Activity No. 01:- Conducted Baseline Survey

The study on “*Need Assessment of Quality School Education through ICT-based Intervention Programmes in Assam*” was carried out by the Department of Teacher Education, Krishna Kanta Handiqui State Open University, Assam, as a part of the project in collaboration with *CEMCA, New Delhi*. It was felt by the research team that there were certain crucial areas of school education where appropriate intervention in the form of teacher-training would lead to quality improvement of overall educational scenario in the state. This baseline study started with the identification of those areas which have scope for improvement. After an extensive study of literature and field survey in six (6) districts of Assam, namely- Kamrup, Tinsukia, Dibrugarh, Lakhimpur, Nalbari and Barpeta carried out by the research team, the areas have been identified as—early childhood education, guidance and counselling, educational administration and leadership, application of ICT in school education and inclusive education. These five areas were found to be worthy of undertaking a study and making timely appropriate intervention to realize the goal of quality school education.

The baseline survey was successfully conducted and the objectives of the study were achieved. Studies were carried out in the specific areas to identify the requirements for quality improvement of school education. The summary of the study is presented as follows—

(i) Early Childhood Education

The vulnerability of the early childhood stage itself is the best reason for taking utmost care of early childhood education. The children at this stage require a particular kind of environment for their holistic development. The richer the experience of the child, the richer becomes the dividend. The Anganwadi Worker is the person at the ground level who need to ensure all these.

Form the data, it may be concluded that though the importance of early childhood education has not been much realized by the Anganwadi Workers, they seem to be aware of the importance of training required for working in this field efficiently. It is found that they seek a long-term and comprehensive training programme.

The challenges faced by the AWWs in their professional development include heavy workload, lack of substitute staff for the training period, non-availability of long-term training programmes and lack of time due to family responsibilities. Though most of the workers are acquainted with the use of smart phones, they rarely use it for teaching-learning purpose. They believe they will be able to perform better than what they are doing now if they are provided better training opportunities without leaving the centre for training, more financial aid for the centre, more help from local people, better infrastructure and teaching learning materials and better financial benefits.

The Anganwadi workers have to engage in different tasks apart from teaching and taking care of the children. Discussing the problems of the children with their parents is one of the major tasks they undertake along with developing TLM using low/no-cost materials, sharing problems with other AWWs and discussing problems of the centre with local people. Collaborating with other centres for solving problems and trying innovative methods of teaching are practiced relatively less.

Regarding training content of the AWWs, it is found that teaching methods, nutritional aspects and developing teaching-learning materials have been mostly represented in the training. However, there is a lot of scope for training in methods of evaluation, report preparation, maintenance of infrastructure of the centre and management.

Therefore, it is extremely important that they are trained to take up all these responsibilities. While the teachers of private pre-schools receive regular training from their agency, the training

of govt. pre-school teachers requires attention. A major lesson learnt from the ‘known practices’ is that a one-shot training is not expected to lead to much gain in terms of systemic reform. (Kaul, Chaudhary, Sharma, 2015). The Job Training course and the Refresher Training course provided to the AWWs are very organized and systematic. However, these training can be made more comprehensive and with lasting impact on the AWWs with more comprehensive capacity-building programmes. Therefore, a long-term and comprehensive training for the Anganwadi Workers has been acutely felt, identified and realized in this study.

There are total 28 AWTCs in Assam. They organize approximately 3-5 job training courses and 5-6 refresher training courses annually. Each job training session accommodates 35 trainees and each refresher training accommodates 40 trainees per batch. In an average, 2940 AWWs are provided job training per year and 5600 trainees are provided refresher training per year. It is difficult to accommodate a large number of trainees at the same time. Looking at the huge number of AWWs, it is explicit that open and distance learning system is a viable alternative to conventional training mode with the advantage of covering a large number of trainees at the same time.

Apart from the job training and refresher training, an ECCE training has been started in the year 2017. This training is provided by the Department of Social Welfare through the 52 State Level Master Trainers who train the CDPOs and Supervisors. They, then, provide training to the AWWs. The ECCE training involves specific components on ECCE only. It accommodates 40 AWWs per batch. This training is conducted phase-wise in three phases with an interval of 6 months—1st phase (6 days), 2nd phase (3 days) and 3rd phase (3 days). Since the implementation of the ECCE training has just started, it has not been taken into account for data collection.

(ii) Guidance and Counselling

Guidance and counselling service is an important aspect of school system. But, the data regarding guidance and counselling in schools in Assam reveals that the situation is not very favourable and requires immediate attention. Guidance and counselling programme is rarely organized in schools. It is found that the students share their educational and vocational problems more with the teachers and personal problems with friends but they seek expert advice for all their problems. Guidance and counselling may have serious impact on the students’ lives. Therefore, it is very important to make trained counsellors available to the students. There is a need to orient and give necessary suggestions and advice to the students about various educational and vocational

opportunities available for them in a comprehensible way. Various ways of providing occupational information are not made available to them.

Collection of data about the students is an inevitable part of guidance and counselling. This area also requires focus. Except some medical check-ups, very little is done to understand the status of the students. In almost all the schools, no separate place is assigned for guidance and counselling. It was suggested that provision should be there in the schools for a trained counsellor, separate class hour in class routine, organization of educational, motivational, occupational talks on a regular basis, etc.

The draft NEP 2016 of MHRD, GOI has stated under the policy of School Education that “... professional counsellors will be engaged in schools to overcome this limitation (students facing dilemma in making right academic choices) and also identify children with special learning needs, assist slow learners and underachievers, help in right choice of courses including vocational skill-based programs, guide secondary and higher secondary students about relevant employment opportunities.” Under the policy of Protection of Rights of Children & Adolescent Education the draft policy also states that the schools will engage trained counsellors to confidentially advise parents and teachers on adolescence problems faced by growing boys and girls. In regard to implementation of these policy initiatives and considering the problem in immediately recruiting counsellor in each school, a practical solution/step would be to train a section of existing teachers in schools (at least one from each school) in counselling skills.

The draft of the Samagra Shiksha Abhiyan—An Integrated scheme for School Education (2018) has also focused this area by indicating it to be desirable to have teachers who are qualified in guidance and counselling services. It also points out that the existing teachers should be trained for the purpose.

(iii) Educational Administration and Leadership

Analysis of the data regarding the leadership and administration ability of principals/head-teachers, it can be said that there is a huge scope for training the principals/head-teachers of the schools of Assam in educational administration and leadership as well as their professional development as a whole. The barriers for their professional development seems to be lack of pre-requisites, expenses, heavy work schedule, lack of and non-accessibility relevant professional development programmes and lack of incentives for participating in training programmes.

In a school, the principal/head-teacher plays a major role in budgetary, academic, disciplinary, admission related decisions along with maintaining teachers' attendance. Most of their time is spent on administrative and leadership tasks. Collaborating with teachers for solving classroom problems and with principals from other schools are carried out sometimes along with providing parents/guardians with information on school and student performance and checking for mistakes and errors in school administrative procedures and reports are done sometimes. However, responsibilities like taking actions to ensure that the teachers take responsibility for improving their teaching skills and to ensure that teachers feel responsible for students' learning outcomes are mostly overlooked. The decision-making process is largely upon the principals/head-teachers while active participation by the parents and guardians in the same is an area to work out. There is also a scope for working for developing a collaborative school culture, developing a common belief about schooling, co-operation and open discussion among the staff.

The effectiveness of a principal/head-teacher depends on a number of factors. The most disturbing factors came out to be lack of support from parents/guardians. However, their effectiveness is also affected by teachers' absence, lack of opportunities and support for professional development, inadequate school budget and resources, lack of shared leadership with other staff members and heavy responsibilities. There is also a great scope for improvement in the area of formal appraisal of teachers' work. Some problems of students like cheating and intimidation or verbal abuse among students, late arrival at school and absenteeism are handled by the principal/head-teacher very frequently. In the same way, absenteeism of teachers and discrimination in various forms are problems in regard to teachers.

All in all, around half of the principals/head-teachers are satisfied with their job but most of them are willing to have opportunities for better performance.

(iv) Application of ICT in School Education

From the findings of the study, it can be concluded that there is an urgent need of training the school teachers of Assam on "ICT in School Education" to keep pace with the latest developments taking place in the school education scenario of the entire country. However, it is not feasible for the schools to frequently depute their teachers to undergo such training programmes in conventional face-to-face mode. Under such situation, the most viable alternative would be to opt for the ODL cum on-line mode for training the in-service teachers without impeding their regular duties at school.

Concerning inclusive education, it may be said that teachers are in between of believing or not believing in inclusive education. Though most of the teachers are in favour of education for the children with special needs, they are doubtful about their inclusion in the mainstream and about the implementation of inclusive education. The doubt may be largely accounted due to lack of resources, belief that children with special needs are a disturbance in normal classroom, requires greater inputs and is expensive and time demanding. Almost all the teachers have the belief that if inclusive education is to be successfully implemented, special training is required for them to acquire the important skill for it. There is a tendency to accept inclusive education as an important and necessary system in the present education system but with adequate orientation, training and support.

(v) Inclusive Education

An orientation programme on Inclusive Education for teachers is essential at present time to build capacity and comprehensive knowledge among the teachers towards inclusive issues. This will help to create an appropriate environment in schools for facilitating and supporting the learning of all children in inclusive ambience.

It may be concluded that the training in all the five areas are mostly short-term. All the target groups are willing for professional development through relevant, comprehensive and relatively long-term training. However, in all cases, apprehensions were found regarding their huge responsibilities and lack of substitute staff for the training period. Therefore, the blended mode of training is the most suitable and viable option for professional development of teachers without hampering their regular duties.

1.2 Activity No. 02:- A three-day workshop on “Development of E-content and Facilitation for Online Learning through Moodle LMS including mobile app”

The Department of Teacher Education, KKHSOU organized a three-day workshop in collaboration with CEMCA, New Delhi on “Development of E-content and Facilitation for Online Learning through Moodle LMS including mobile app” from 26 to 28 October 2018. The main purpose of the workshop was to train the Mentors for the three-year project on “Designing ICT-based Intervention Programmes for School Teachers: An Initiative by KKHSOU for Quality School Education”.

The Department has to develop e-contents and deliver them through a LMS. The workshop was organized for the mentors to train them for developing E-content and facilitating online learning through Moodle LMS. The subject-experts for different courses were invited to attend the workshop. There were in total twenty-one (21) participants in the workshop.

The workshop started with a welcome speech by Dr. Pranab Saikia, the Director of the project. He briefed the gathering on the objectives of the workshop and welcomed the dignitaries, resource persons and the participants. He also gave a brief presentation of the project. The Registrar of KKHSOU, Dr. Arupjyoti Choudhury, inaugurated the workshop with an inaugural speech. The Vice-Chancellor (i/c), Prof. N. N. Sarma, the Controller of Examination, Prof. Bhabaranjan Sarma, the Dean (Study Centre), Dr. Dibyajyoti Mahanta and the Dean (Academic) i/c, Prof. Umesh Deka were also present in the inaugural session along with two invited resource persons, namely, Dr. Manas Ranjan Panigrahi, Programme Officer, Education, CEMCA, New Delhi and Mr. Ashutosh Taunk, Manager, Digital Learning Initiatives, Ahmedabad University.

The three-day workshop was divided into various sessions, which deals different topics and software for development of e-content. The Resource Person took care of the respective session. It was a complete hands on workshop where participants from selected institutions and relevant subject expertise were trained through activity based orientation of e-content development.

| Sl. No. | Session | Resource Person |
|----------------|--|----------------------------|
| 1. | Usage of ICT in Education | Dr. Manas Ranjan Panigrahi |
| 2. | User Accounts & Allotment | Mr. Ashutosh Taunk |
| 3. | Usage of Moodle LMS | Mr. Ashutosh Taunk |
| 4. | Show KKHSOU LMS Structure | Mr. Ashutosh Taunk |
| 5. | Course Life Cycle Configuration & Settings | Mr. Ashutosh Taunk |

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|-----|--|----------------------------|
| 6. | Preparation for Uploads & Conversions | Mr. Ashutosh Taunk |
| 7. | Adding Resources & Uploads | Mr. Ashutosh Taunk |
| 8. | Adding Assignment & Discussion Activity | Mr. Ashutosh Taunk |
| 9. | Adding & Preparing for Quiz, Access & Review | Mr. Ashutosh Taunk |
| 10. | Gradebook & Badges | Mr. Ashutosh Taunk |
| 11. | OER Usage and Creation | Dr. Manas Ranjan Panigrahi |
| 12. | BYC Both Resource & Activity | Mr. Ashutosh Taunk |
| 13. | Feedback & Communication | Mr. Ashutosh Taunk |
| 14. | Designing a Course | Mr. Ashutosh Taunk |
| 15. | Best Practices - Do's & Don't's | Mr. Ashutosh Taunk |

Day 1 (October 26, 2018)

The inauguration was succeeded by the first session conducted by Dr. Panigrahi on the usage of ICT in Education. He described the basics of MOOCs. He emphasized that no one is a teacher but one can be a facilitator of learning for another. He urged for using social media for teaching-learning process. He mentioned that it is important to frame the time duration of the course, duration of audio and video contents, hours of instruction for the mentors, etc. He also recommended the participants to enroll themselves in the Life Skill MOOCs to have an idea about the modalities of an online course. In the following sessions, Mr. Ashutosh Taunk explained the usage of Moodle LMS. He then demonstrated the KKHSOU LMS structure and its various components. He made the user accounts of the LMS of KKHSOU available to the participants. He assigned a group activity to the participants in which they have to prepare a course with all the components of the LMS like texts, tutorial video, quizzes, reference links, discussion questions, etc.

Day 2 (October 27, 2018)

The second day started with a recap of the previous day. It was an active day for the participants as they were engaged by Mr. Ashutosh Taunk in hands-on practice of uploading the contents of courses in the LMS of KKHSOU, adding resources, assignments, discussion activities, quizzes, etc. The components of grading system like stars, grades, badges, etc. for the learners were also

discussed. Dr. Manas Ranjan Panigrahi took a session on OER creation and usage. He focused on 5R (Reuse, Remix, Redistribute, Revise and Retain) in the area of OER. He indicated the use of JORUM, Xpert, Connecting Repositories, FreeFullPDF and Directory of OER, etc. for the use of OER. He also mentioned about the OER Common as a platform for publishing our own materials and said that creating and sharing knowledge is our responsibility. He urged the participants to use platforms like epathsala, nroer, OER Repository of Bangladesh Open University(www.ebookbou.edu.bd), Technology Enabled Learning Lounge of Commonwealth of Learning (www.tell.colvee.org).

Day 3 (October 28, 2018)

The sessions of the first half of Day 3 were conducted by Mr. Taunk. He demonstrated as well as helped the participants to upload resources and activities related to their course. He also shared ways that can be opted for providing feedback to the learners in the online learning platform. He mentioned about notifications, messages, etc. for communicating with the learners. After the participants were acquainted with various components of the online course, Mr. Taunk discussed and demonstrated how to design the course—opening and closing of courses, assignments, quizzes. He concluded with a very important discussion on the best practices of online courses. In the after-lunch sessions, the participants (in group) presented their preparation of the online courses.

Valedictory Session:

The valedictory function was graced by the acting Vice Chancellor and Director, CIQA, KKHSOU Prof. N. N. Sarma, He appreciated the active participation of the participants and thanked both the resource persons from CEMCA for their support for the workshop. Other dignitaries present in the function were Dr. Manas Ranjan Panigrahi, Mr. Ashutosh Taunk and Dr. Marami Goswami. All the resource persons expressed their satisfaction and wished the best to the entire team for the project activities ahead. The dignitaries distributed the certificates of participation to the participants. The vote of thanks was offered to all by Dr. Pranab Saikia, Project Director, CEMCA-KKHSOU Project. A group photograph was taken at the end of the programme.

List of Participants in the workshop:

| Sl. No. | Name of the Participants | Institutions | Email ID |
|---------|--------------------------|--|--|
| 1 | Atowar UI Rehman | Department of Computer Science and IT, Cotton University | atowar91626@gmail.com |
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| 4 | Biswajit Das | Dept. of Computer Science, Cotton University | dasbiswajit2111@gmail.com |
| 5 | Devajani Duarah | Department of Teacher Education, KKHSOU, Guwahati | devajani.dd@gmail.com |
| 6 | Diba Nahin | ShishuSaroithi, Guwahati | dibanahin@gmail.com |
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| 9 | Krishna Kalita | Department of Teacher Education, KKHSOU, Guwahati | krishna.kalita@kksou.in |
| 10 | Marami Goswami | Department of Education, Guwahati College, Bamunimaidan | marami525@gmail.com |
| 11 | Monikankana Sarmah | Department of Psychology, Cotton University | kankanasarmah17@gmail.com |
| 12 | Mridul Suklabaidya | Dept. of Computer Science, Cotton University | mbaidya4@gmail.com |
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| 14 | Pranab Saikia | Department of Teacher Education, KKHSOU, Guwahati | saikiapranab@yahoo.in |

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|----|---------------------|--|--|
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| 17 | Surajit Sharma | Programmer, IT Cell, KKHSOU | surajit.sarma@kkhsou.in |
| 18 | Sushmita Nath | Department of Design, IIT, Guwahati | susmitanath44@gmail.com |
| 19 | Tapashi Kashyap | Dept. of Computer Science, KKHSOU, Guwahati | tapashi.kashyap@gmail.com |
| 20 | Tarali Pathak | Department of Education, Cotton University | taralipthk41@gmail.com |
| 21 | Tarangini Das | Department of Education, Cotton University | taranginimatu@gmail.com |

1.3 Activity No. 03:- Developing a Moodle LMS-ePragya

About

ePragya is the Learning Management System (LMS) of Krishna Kanta Handiqui State Open University (KKHSOU) constructed under the collaborative Project of KKHSOU and Commonwealth of Media Centre for Asia (CEMCA) “Designing ICT-based Intervention Programmes for School Teachers: An Initiative by KKHSOU for Quality School Education”. The ePragya LMS is constructed in the Moodle platform. Mr. Ashutosh Taunk, Manager, Digital Learning Initiatives, Ahmedabad University was deputed by CEMCA, New Delhi for the purpose. The online programmes as well as the online part of the blended programmes of the University will be provided through this LMS.

Features

ePragya is a learner-friendly LMS. It is characterized by the following features—

- **Four-quadrants**—The contents of courses are delivered in four quadrants of MOOCs, i.e. e-tutorial, e-content, web resources and self-assessment.

- o **E-tutorial:** It contains audio-video Content in an organized form, Animation,

Simulations, video demonstrations, etc.

o **E-content:** It contains texts, e-books, documents, etc.

o **Reference links:** It contains reference links of open educational resources including e-books, journals, thesis, articles, etc.

o **Discussion Forum:** It is a forum in which the learners can participate in discussion with the mentors and the with other learners.

o **Self-assessment Quiz:** There will be quizzes in the form of MCQs, fill in the blanks, matching, short-answer type questions, assignments, etc.

- **Calendar**—There is a calendar in the page to notify the learners about the dates for opening and closing of courses, quizzes, submission of assignments, etc.
- **Details of the Courses**—The LMS also makes the basic details of the courses available for the learners. It contains the objectives, scope, rationale and target of the course.
- **Log-in**—The learners as well as the mentors have to register themselves to be able to take up a course in ePragya.
- **Announcements**—The announcement section of the LMS keeps the learners aware of the various announcements related to the courses.

Facilities

ePragya as a Learning Management System of the university will provide a platform for delivering the online courses of the university (currently for the proposed programmes of the Department of Teacher Education). Following are the facilities of ePargya—

- **Anywhere Access**—As the LMS will make the online courses available which will also be available as a mobile app, the learners will be able to access the courses anywhere. It will provide them the flexibility and convenience of learning.
- **Self-pacing**—As the LMS will make the courses available to the learners online, which means they can access their course anytime at their own pace.
- **Real-time Assessment**—The learners will be able to assess themselves on real-time basis through the Self-assessment quiz.

- **Real-time Feedback**—The learners will receive real-time feedback for their queries through the Discussion Forum. They can participate in discussion with the mentors as well as among themselves in the Forum.
- **Further Reading**—The reference links provide the learners a scope for further exploration their study area.

Technical Details

The technical details of ePragya are as follows—

- Operating System: CentOS 6
- 4 CPU Cores
- 8 GB memory
- 3 dedicated IPs
- 240 GB storage
- Root access
- Pre-installed software: cPanel/WHM + Installatron, Apache Webserver, MySQL, PHP, EXIM mailserver
- Managed Services: Automated updates & patches, automated weekly backups, on demand backup, uptime monitoring

1.4 Activity No. 04:- Develop/adopt /adapt three courses

The development of content and e-content of proposed three courses namely Diploma in Early Childhood Education, Certificate in Application of ICT in Schools and Certificate in Inclusive Education have been started a little late. As government of Assam's approval for the implementation of the CEMCA-KKHSOU ICT-based Project for school education came very late and also project team needed approval from the SCERT, Assam's in respect of curriculum of each course being the state academic authority, so, allotment of content development to content writer was started very late. Furthermore, preparing videos and editing it was a difficult task for the project team as the University's Multi-media Studio has been over burden with their regular assignments with the limited staff. So, for video recording and editing the team was relied upon outside agencies which caused a lot of inconvenience in developing the e-content. However, all

the text content has been now ready for upload in the LMS one by one module along with the course progression. Videos are in the process of editing which is almost more than 200 in numbers.

The developed e-contents have been uploading in the LMS step by step by preferring first month's course content first basis. The process of finalizing the contents and uploading the same in the LMS is now going on at rapid rate. The uploaded content may be accessed by entering the web link- <http://epragya.kkhsou.in>

1.5 Activity No. 05:- Course Promotion, Strengthening the Study Centres for Online Support Services, Learners Enrollment in the Three Programmes and Offering the Programmes

Learners are presently enrolled in all the three courses and for the promotion of the courses, Information Boucher has been circulated among the target learners. Further, in some selected study centres Academic Counsellors have been trained on how to provide online support to the learners. They were given training kit from where they can able to know what the roles are an online Mentor has to do foe facilitating online learning for the learners. Enrolled learners may precede their learning Module-wise from beginning of the course as contents are being uploaded in the LMS step by step. The offering of the three programmes to the enrolled learners have already been started.

1.6 Activity No. 06:- Conduct a Research and Monitoring Evaluation

This activity is not started due to late admission and late start of the three programmes. Since it emphasizes the learning outcomes of the learners, so, the study needs time to complete.

2.0 Context of Emerging Essentiality of the Collaboration with National and State Agencies for Implementing the Project and Reasons for Delay in Implementing the Project

This ICT based project is undertaken for the continuous professional development of teachers working in school education of Assam. The project was submitted to the Department of Elementary Education, Govt. of Assam. The department showed keen interest in the project and

accordingly the project team had been working on it to materialize the same. But, in between, Govt. of India has launched the Samagra Siksha Abhiyan (SSA), in which school education has been brought under one umbrella from pre-primary to class twelve. Under the SSA, NCERT has become the State Nodal Agency for teacher training and each SCERT of state has been designated as Nodal Agency for teacher training for respective state. All training for school teachers is now being looked after by the SCERTs and without their approval no one can run teachers training for teachers. As a result of that the project team approached to the SCERT, Assam for necessary consultation regarding designing the course syllabus, fixing modalities to impart the course and the most importantly for SCERT's approval for running the continuous professional development course for school teachers.

Keeping in view the new essentiality that has been emerged due to introduction of the SSA, side by side, the project team has been communicate with the NCERT and NIEPA for designing the curriculum. For this purpose, the project team contacted with NCERT's Central Institute of Educational Technology (CIET) for designing the course on ICT in Education. In this process the CIET informed that a model curriculum on ICT in Education for school teachers has been prepared by them and that ICT curriculum needs to be contextualized and design by each state for its teachers training. In view of this new development the project team organized a three day workshop for designing the curricular documents on ICT curriculum for Assam with the tripartite involvement, i.e., SCERT, NCERT and KKHSOU. The workshop was conducted on 28-30 March, 2019 at SCERT, Assam. From NCERT side Dr, Indu Kumar and Ms. Angel Ratnabai were attended the workshop. In this process, Assam became the first state of India whose ICT in Education curriculum for its school teachers has been ready. The developed ICT in Education curricular document is now being uploaded in the NCERT website.

In another development under the project for the Guidance and Counseling programme, the project team communicated with the Department of Educational Psychology & Foundation of Education (DEPFE) and a two day workshop was conducted on 19-20 March, 2019 at NCERT, New Delhi for designing the curriculum for Guidance and Counseling programme for school teachers of Assam.

For the programme of school leadership, the project team has already contacted with NIEPA, New Delhi and very soon finalization of curriculum for school leadership programme for Assam would be completed in consultation with the apex body.

On the other hand, regarding the program on Early Childhood Care Education for Anganwadi Workers, in the meeting with Department of Elementary Education, Govt. of Assam, the project team was asked to contact with the Department of Social Welfare, who is responsible in running the pre-primary education under ICDS in Assam. The project team has already met the officials of the Social Welfare Department but progress was not in the expected line. But as per recently launched Samagra Siksha Abhiyan and Draft NEP, 2019, the pre-primary education would come under the department of Education and it would be the integral part of the school education. As a result of that what would the pre-primary school teacher training for Anganwadi Workers and Primary School teachers is not clear till the date. So, the project team is working on it and contacted different agencies to finalize the curriculum as well as the modalities for capacity building of existing Anganwadi Workers and Primary School Teachers.

The project is designed to improve the quality of school education in Assam by providing capacity building programmes to school teachers in strategic areas through online and blended mode. So, the project team has to deal with many government departments and academic agencies. Without administrative and academic approval of the concerned agencies in regard to curriculum of the programmes, modalities of implementation and other connected issues, it would be not become fruitful efforts. As a result of that the project team is unable to maintain the project deadline in course development and implementation part. In spite of that, due to continuous efforts and perseverance of the project team, the following achievements have been achieved under the KKHSOU-CEMCA Project- “Designing ICT-based Intervention Programmes for School Teachers: An Initiative by KKHSOU for Quality School Education”.

1. Baseline Survey was successfully conducted and final report submitted to CEMCA
2. Moodle LMS namely *ePragya* has been designed and successfully established
3. A three-day workshop was conducted on “Development of E-content and Facilitation of Online Learning through Moodle LMS including Mobile App”
4. Collaboration at state level has been established with the Department of Elementary Education and SCERT, Assam. The Director, SCERT, Assam vide its letter no. SCERT/ACA/KKHSOU/416/2018/42 Dated Guwahati, the 4th April, 2019 expressed its willingness to work with KKHSOU for the continuous professional development of teachers.

5. At the national level rapport has been developed with NCERT's Central Institute of Educational Technology (CIET) and Department of Educational Psychology & Foundation of Education (DEPFE). Collaborative talk with NIEPA, New Delhi is on in positive way.
6. Under the project initiatives Assam became the first state in India who has prepared the first curricular documents on ICT in Education for School Teachers which is now being uploaded in NCERT-CIET website.
7. Curriculum for Guidance and Counselling for Teachers of Assam has been developed in collaboration with Department of Educational Psychology & Foundation of Education (DEPFE), NCERT, New Delhi.
8. Course materials development of three programmes namely Diploma in Early Childhood Education, Certificates in Inclusive Education and Application of ICT in School Education have been initiated and it is almost the final stage to complete specially video editing of more than 200 hundred videos.
9. Course promotion and strengthening the study centre for online support for learners has been going on across Assam
10. Enrollment in three programmes namely Diploma in Early Childhood Education, Certificates in Inclusive Education and Application of ICT in School Education have already been started.
11. Most importantly Department of Elementary Education, Govt. of Assam vide its Office Order No. PMA.59/2019/27 Dated Dispur, the 6th June, 2019 appointed Director, SCERT, Assam as Nodal Officer for coordinating and liaisoning with KKHSOU for implementing the ICT-based Programme for school teachers of Assam with immediate effect. This Office Order has cleared all the hurdles and uncertainty that the project team faced and now the project activities can be moved without any further delay in time. In response to this Office Order, the Director of SCERT has already taken initiatives and vide the Letter No. SCERT/ACA/KKHSOU/416/2018/60 dated Guwahati, 2nd July, 2019 invites representative from KKHSOU on 4th July, 2019 to discuss how to implement the project in operational level.

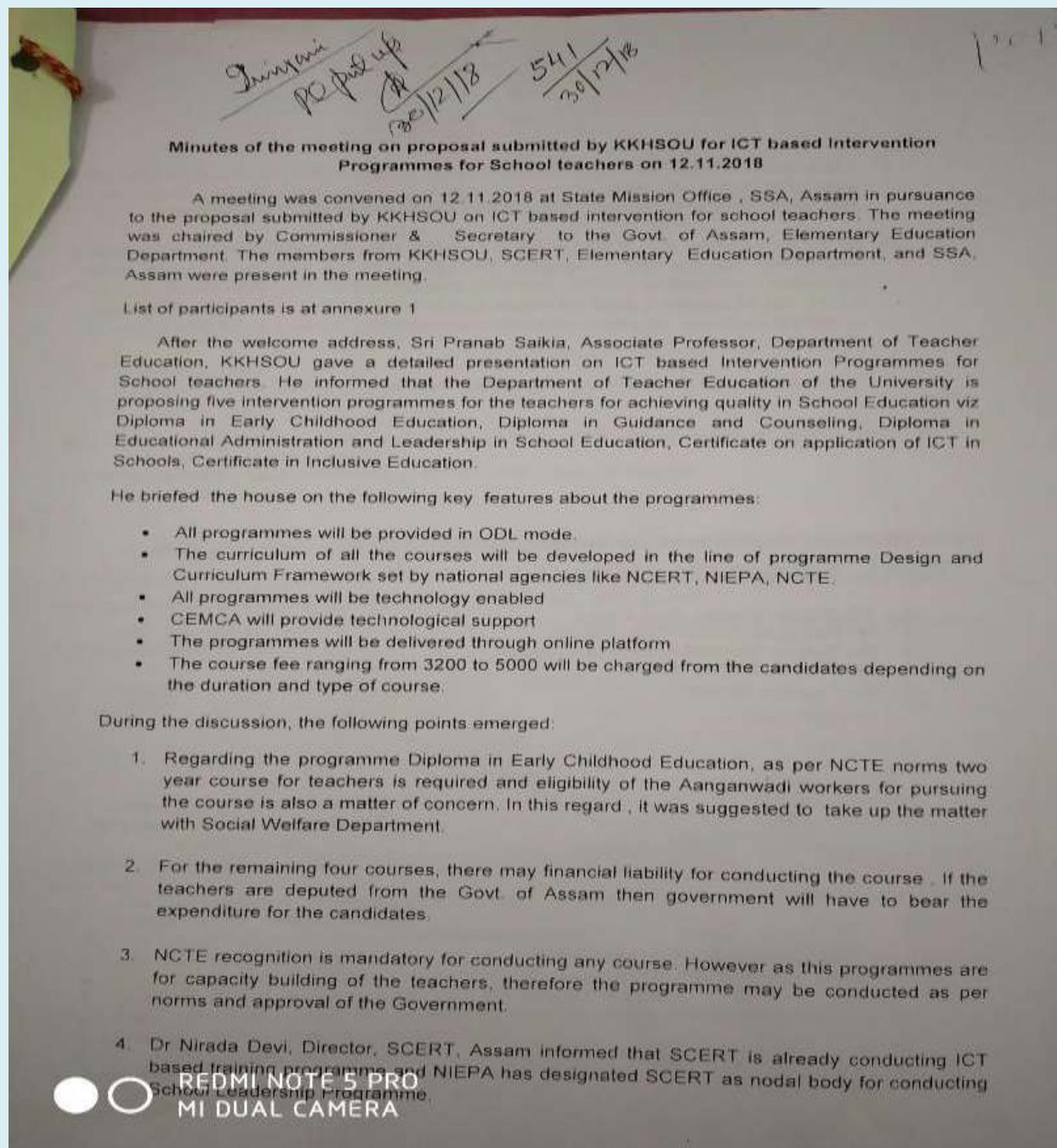
3.0 Conclusion

Due to government positive node in implementing the project in schools of Assam, SCERT, Assam's approval to the proposed courses and cooperation of national apex agencies of school

education, the KKHSOU-CEMCA initiative for quality school education in Assam tend to set a new trend in the whole country. All the courses proposed under the project have already been given the top most priority by the draft National Policy of Education, 2019. So, it is high time to both KKHSOU and CEMCA to devote wholeheartedly for the successful completion of the project.


Annexure are followed.....

Annexure



5. It was suggested that, as PAB approves fund only for various short term in-service training under SSA, Assam and there is no fund provision for conducting certificate courses or 1 year programme for the teachers, sources for financial provision may be explored.
6. Sri Preetom Saikia, IAS, Commissioner & Secretary, Ele Education opined that as these programmes are expected to enhance the capacity of the teachers, a small group comprising members from SCERT, KKHSOU, Elementary Education Department, and SSA, Assam may sit together to chalk out a route map for the programme with financial implication so that the same may be placed before the Government for inclusion in the state budget FY 2019-20.


The meeting ended with the vote of thanks from the chair.


 (Shri Preetom Saikia, IAS)
 Commissioner & Secretary,
 Elementary Education Department
 Govt of Assam

No.SSA/TT/KKHSOU/ICT BASED INTERVENTION/299/2018 /5295 Date: 04.12.2018

Copy to for information and necessary action:

1. The Mission Director, SSA, Assam.
2. The Executive Director, SSA, Assam.
3. The Director, Elementary Education, Assam.
4. The Director, SCERT, Assam.
5. The Registrar, KKHSOU.


 Commissioner & Secretary,
 Elementary Education Department
 Govt of Assam

 REDMI NOTE 5 PRO
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1. Minutes of the first meeting between Department of Elementary Education, Govt. of Assam and KKHSOU on the ICT-based Project

**GOVT. OF ASSAM
OFFICE OF THE DIRECTOR
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT), ASSAM
KAHILIPARA, GUWAHATI-781019**

No. SCERT/ACA/KKHSOU/416/2018/42 Dated Guwahati, the 4th April, 2019

From : Dr. Nirada Devi
Director
SCERT, Assam
Kahilipara, Guwahati-781019.

To : The Commissioner and Secretary to the Govt. of Assam
Elementary Education Department
Dispur, Guwahati-781006.

Sub : Regarding proposal for conducting ICT-based Intervention programmes for school teachers received from KKHSOU.

Ref. : Govt. letter No. PMA.59/2019/25 dated 26th February, 2019.

Sir,

With reference to the above, I have the honour to inform you that KKHSOU has proposed to conduct four ICT based intervention programmes during the financial year 2019-20 covering 2000 in-service school teachers of the State. All the programmes are found to be useful in respect of enhancing professional competence of the teachers and have relevance to contemporary school education.

Since KKHSOU is planning to conduct the programmes in collaboration with NCERT and SCERT, Assam in the line of similar programmes being conducted by NCERT and NIEPA, hence Govt. may allow KKHSOU to act as implementing partner of those programmes in the interest of teaching community without hampering the normal classroom process and subject to availability of fund. However, KKHSOU should obtain approval in respect of curriculum, SLM, etc. from SCERT, Assam, being the State Academic Authority before introducing those for the said programmes.

It may be mentioned that those four programmes will be for Continuing Professional Development (CPD) of the teachers only. After completing those courses, no teacher can claim financial or service benefit. Those programmes will not be considered as substitute or equivalent to D.El.Ed. or B.Ed. course which are mandatory for school teachers. KKHSOU may be advised by Govt. to sign a MOU with Govt./SCERT before starting the programme.

Yours faithfully
/_____
Director
SCERT, Assam, Guwahati-781019

Memo No. SCERT/ACA/KKHSOU/416/2018/42-A **Dated Guwahati, the 4th April, 2019.**

Copy to :-


✓ 1) The Registrar, KKHSOU, Housefed Complex, Last Gate, Dispur, Guwahati-781006.
2) Guard file.

R.
/_____
Director
SCERT, Assam, Guwahati-781019

2. Director, SCERT, Assam's Letter on the ICT-based project

697
27/02/19

केन्द्रीय शैक्षिक प्रौद्योगिकी संस्थान
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
श्री अरविन्द मार्ग, नई दिल्ली-110 016, भारत
फोन कार्यालय : 91-11-26962580
टेलीफैक्स : 91-11-26864141
ई-मेल : jdciert.ncert@nic.in, jointdirectorciert@gmail.com
सर्वकाल वेबसाइट : www.ciet.nic.in, www.ncert.nic.in



एन सी ई आर टी
NCERT

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI-110 016, INDIA
Phone : 91-11-26962580, Telefax : 91-11-26864141
E-mail : jdciert.ncert@nic.in, jointdirectorciert@gmail.com
Visit us at : www.ciet.nic.in, www.ncert.nic.in

Prof. Amarendra Prasad Behera
Joint Director

F. No - 3.40/2018-19/DICT/CIET
Date: 15th February, 2019

Sub: Implementation of ICT in Education Curriculum for teachers in Assam.

Ref: Letter received from Dr. Nirada Devi, Director, SCERT, Assam dated 7.2.19.

Dear Sir/Madam,

Thanks for joining the video conference held on 12.2.19 for discussion on implementation of ICT in Education Curriculum for teachers in Assam. As per the communication received from SCERT, KKHSOU will be the partner for implementing ICT in Education Curriculum in Assam. During the discussion, the action points are derived:

1. Development of ICT in Education curriculum for Assam by representatives from CIET-NCERT, SCERT and KKHSOU collaboratively in drive. Name list of representative for this task to be shared by SCERT and KKHSOU. Dr. Angel will share CIET-NCERT curriculum and course content with the team and facilitate the development of the curriculum.
2. Three days workshop will be conducted with representatives (not more than 10-12 members) from CIET-NCERT, SCERT and KKHSOU (Tentatively in the last week of March). During the workshop, ICT in Education Curriculum for teachers of Assam will be finalised and the further planning for rollout in the state will be sorted out.

As discussed the curriculum brief and the proposed method of its implementation is attached herewith for further action.

Looking forward for your confirmation on the dates for three days workshop. For further communication it is requested to contact Dr. Angel Ratnabai, Programme Coordinator, ICT Curriculum implementation in States (Email:angel.rathnabai@ciet.nic.in, Mobile: 9047529912/9971576911)

With regards,

Yours Sincerely
A.P. Behera
(A.P. Behera)


To
The Director
State Council of Educational Research and Training
Government of Assam, Kahilipara, Guwahati
Assam – 781019

Copy to:
The Registrar
Krishna Kanta Handique State Open University (KKHSOU)
Guwahati, Assam


REDMI NOTE 5 PRO
MI DUAL CAMERA

3. CIET, NCERT Letter on the ICT-based Project

620
21/02/19



राष्ट्रीय शैक्षिक अनुसंधान
और प्रशिक्षण परिषद्



NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING

Speed Post

No.F.AS/DEPFE/2018/78

Department of Educational Psychology & Foundations of Education

Dated: 23rd January 2019

The Registrar
KKH State Open University,
Patgaon, Rani, Guwahati
Assam- 781006

**Subject: - Designing Diploma Programme in Guidance and Counselling by
KKH State Open University, Guwahati – Collaboration with DEPFE
- regarding**

Dear Sir,

This is in reference (KKHSOU/Teacher Training/60/2051308 dated 07.12.2018) to the request for collaboration in designing Diploma Program in Guidance and counselling proposed by KKH State Open University, Guwahati, Assam. Dr.Pranab Saikia from the university during personal interaction on 11th December, 2018 in NIE, New Delhi had discussed few details of academic collaboration envisaged with the Department of Educational Psychology and Foundations of Education (DEPFE) in designing of their programme.

The Director, NCERT has approved academic collaboration with Department of Educational Psychology & Foundations of Education on the above subject. All expenditure in this process of designing of Guidance and Counselling programme will be borne by the KKH State Open University, Guwahati. NCERT will not have any financial liability.

Thanking you,

Dr. Pranab

RE discuss.

2/2/19

Yours faithfully,

Anjum Sibia

(Anjum Sibia)
Incharge Diploma Course
in Guidance & Counselling
(DCGC) & Head, DER

श्री अरविन्द मार्ग, नई दिल्ली-110016
दूरभाष: 26560620, 26566360 फॅक्स: 91-11-26868419
तार: शिक्षासोध

SRI AUROBINDO MARG, NEW DELHI-110016
PHONE: 26560620, 26566360 FAX: 91-11-26868419
GRAMS: EDUSEARCH

REDMI NOTE 5 PRO

4. Letter of Department of Educational Psychology & Foundation of Education on the Project

GOVERNMENT OF ASSAM
ELEMENTARY EDUCATION DEPARTMENT
Dispur, Guwahati-6

No. PMA.59/2019/27,

Dated, Dispur the 6th June, 2019

OFFICE ORDER

With a view to design ICT-based Intervention Programme for in-service School Teachers of Assam, the Director of SCERT, Assam is hereby appointed as the Nodal Officer for co-ordinating / liaison with KKHSOU and Govt. for explaining the options of how to go ahead, for implementing the programme with immediate effect.

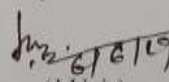
Sd/- Preetom Saikia, IAS
Commissioner & Secretary to the Govt. of Assam
Elementary Education Department
Dated, Dispur the 6th June, 2019

Memo No. PMA. 59/2019/27-A

Copy to :

1. The Director of Elementary Education, Assam, Kahilipara, Guwahati- 19, for information.
2. The Register, KKHSOU, Housefed Complex, Last Gate, Dispur, Guwahati-06 for information.
3. The Director, SCERT, Assam for information and in action.

By order etc.,


(J. Uzir)

Under Secretary to the Govt. of Assam
Elementary Education Department



REDMI NOTE 5 PRO
MI DUAL CAMERA

5. Department of Elementary Education, Govt. of Assam's Office Order regarding implementing the project with immediate effect

**GOVT. OF ASSAM
OFFICE OF THE DIRECTOR
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT), ASSAM
KAHILIPARA, GUWAHATI-781019**

PH/FAX NO (0361) 2382507, E-Mail: dr.scertassam@rediffmail.com

Memo No: SCERT/ACA/ KKHSOU/416/2018/60 **Dated Guwahati, 2nd July , 2019**

From : Dr. Nirada Devi, Ph.D
Director, SCERT, Assam,
Kahilipara, Guwahati-781019

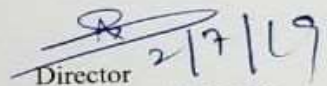
To : **Dr. Arupjyoti Choudhury**
Registrar,
KKHSOU, Housefed Complex
Last Gate, Dispur, Ghy-6

Sub : Request to depute 2/3 representatives to attend a meeting on ICT Based Intervention programme for in-service teachers of Assam

Sir,

With reference to the Govt. order No. PMA. 59/2019/27 dated Dispur 6th June, 2019, I request you to depute 2/3 representative from your university to have a discussion on ICT Based Intervention programme for in-service teachers of Assam in collaboration with your university on 4th July, 2019 at 3 pm at SCERT, Assam .


With regards,


Director
SCERT, Assam, Guwahati- 781019
Dated Guwahati, 2nd July , 2019

Memo No: SCERT/ACA/ KKHSOU/416/2018/60

Copy for kind information to:

- 1) The Commissioner and Secretary to the Govt. of Assam, Elementary Education Department, Dispur, Guwahati-06
- 2) Dr. Pranab Saikia, Associate Professor, KKHSOU
- 3) Guard File


Director
SCERT, Assam, Guwahati- 781019

6. Director, SCERT, Assam's Letter to discuss about the implementation of the project in schools of Assam

Images of Baseline Study



Project team visiting the Anganwadi Centre



Project member interacting with the Anganwadi workers at the Anganwadi Centre



Different Anganwadi centres of study districts of Assam

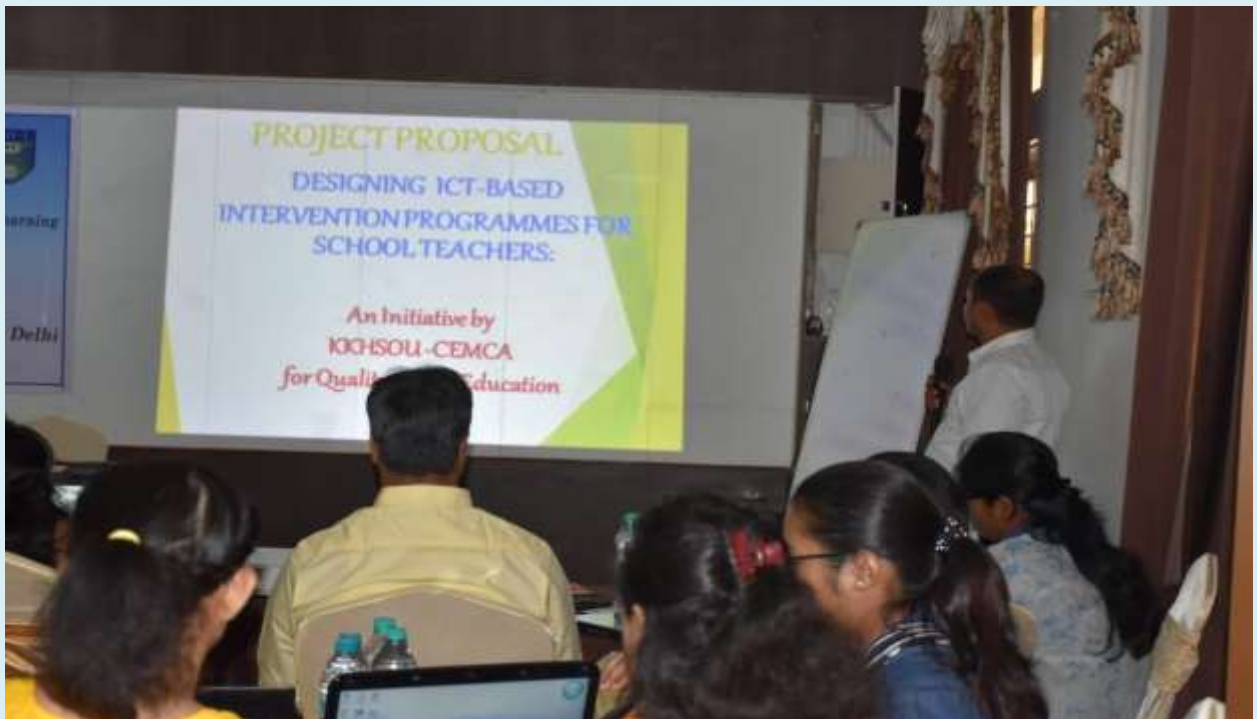


Different Anganwadi centres of study districts of Assam



Different Anganwadi centres of study districts of Assam

Images of Three-day workshop





Participants of workshop interacting with the experts

A few Screen Shots of Moodle LMS-ePragya



A few Screen Shots of Moodle LMS-ePragya

The screenshot shows the Moodle LMS interface for the course 'Diploma in Early Childhood Education'. The browser address bar displays 'www.dgtalwtkhazam/web/course/view.php?id=25'. The user is logged in as 'Gauran Sarma'. The course page features a sidebar with navigation options: DECE, Participants, Badges, Competencies, Grades, and a list of four course modules. The main content area includes the course title, a breadcrumb trail 'Home / My courses / DECE', and an 'About this Course' section. The 'About this Course' section lists the following details: Target: Anganwadi Workers/Pre-Primary Teachers; Qualification: Secondary School (Class 10) certificate; Duration of the Programme: 1 Year; No. of Courses: 4; Total Credits: 12; Total Hours: 180 Hours; Mode: Blended; Course Co-ordinator: Dr. Krishna Kalra. Below this, there are links for 'Course Outline' and 'Chat Room for Learners'. On the right side, there is a 'Message My Teacher' section with a list of teachers: Devyani Dwarah, Indrani Katta, Indrani Datta Gogoi, Krishna Katta, Monikamata, Samrah, and Pranab Saha.

The screenshot shows the Moodle LMS interface for the course 'Certificate in Application of ICT in School Education'. The browser address bar displays 'www.dgtalwtkhazam/web/course/view.php?id=25'. The user is logged in as 'Gauran Sarma'. The course page features a sidebar with navigation options: CICT, Participants, Badges, Competencies, Grades, and a list of four course modules. The main content area includes the course title, a breadcrumb trail 'Home / My courses / CICT', and an 'About this Course' section. The 'About this Course' section lists the following details: Target: Upper Primary and Secondary School Teachers; Qualification: Graduate in any discipline; Duration of the Programme: 3 Months; No. of Modules: 4 Modules; Total Credit: 3; Mode: Blended; Course Co-ordinator: Devyani Dwarah. Below this, there are links for 'Course Outline' and 'Chat Rooms for Learners'. On the right side, there is a 'Message My Teacher' section with a list of teachers: Devyani Dwarah, Dr. Shivomoni, Bhuvan, Krishna Katta, Pranab Sarma, SAPTARSHI, and BORLAH.

A few Screen Shots of Moodle LMS-ePragya

The screenshot shows the Moodle LMS interface for the course 'Certificate in Inclusive Education'. The browser address bar shows the URL: www.digitalkhazana.edu/web/course/view.php?id=27. The user is logged in as 'Gautam Sama'. The course title is 'Certificate in Inclusive Education' with a breadcrumb trail: Home / My courses / CIE.

About this Course

- Target:** School Teachers
- Qualification:** A Bachelor Degree preferably with B.Ed./B.Ed. (Sp), D.Ed./D.Ed.(R.P.Ed)/M.Ed./M.P.Ed
- Duration of the Programme:** 3 Months
- No. of Courses:** 4 Courses
- Mode:** Blended
- Course Co-ordinator:** Dr. Prerubh Saha

Additional features include 'Course Outline' and 'Chat Room for Learners'. A 'Message My Teacher' sidebar lists teachers: Anzo Kanti, Divyanshu Duanan, Krishna Kalia, and Prerubh Saha.

The screenshot shows the 'Participants' page for the course 'Certificate in Inclusive Education'. The browser address bar shows the URL: www.digitalkhazana.edu/web/course/view.php?id=28. The user is logged in as 'Gautam Sama'.

Participants

No filters applied

Search keyword or select filter

Number of participants: 52

First name: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Page 1 of 3

| First name / Surname | Roles | Groups | Last access to course |
|----------------------|---------|-----------|-----------------------|
| ADHINANDAN NATH | Student | No groups | 15 days 23 hours |
| ajin sultana | Student | No groups | 4 days |

The 'Message My Teacher' sidebar lists teachers: Divyanshu Duanan, Indrani Kalia, Indrani dutta Gogoi, Krishna Kalia, Monikakana, Samah, Prerubh Saha, Sushila Nath, Tarati Parbat, and Tarangini Das.

Curriculum Development team for Guidance and Counselling Course with the DEPFEE, NCERT at New Delhi



Tripartite workshop among KKHSOU, SCERT, Assam and CIET, NCERT for ICT in Education Curriculum



Tripartite workshop among KKHSOU, SCERT, Assam and CIET, NCERT for ICT in Education Curriculum



Images of Course Promotional Brochures

Details about the Programme

The Diploma in Early Childhood Education programme aims to train in-service early childhood educators (Anganwadi workers, pre-primary school teachers, and kindergarten teachers) and also lower primary school teachers. The key objectives of the programme are—

- (i) To enhance knowledge, skills and practices of early childhood educators to effectively deal with pre-school children.
- (ii) To develop their competency to respond to children's needs efficiently.
- (iii) To enhance their understanding of the developmental characteristics of children.
- (iv) To equip them to create conducive environment for optimum development of children.
- (v) To develop pedagogical knowledge and skills for pre-school children.

About ePragya

ePragya is the Learning Management System (LMS) of KKHSOU constructed in collaboration with Commonwealth of Media Centre for Asia (CEMCA), New Delhi. It is constructed in the Moodle platform. It is a learner-friendly LMS characterized by the following features—

The contents of courses are delivered in four quadrants of MOOCs, i.e. e-tutorial, e-content, web resources and self-assessment.

- **E-tutorial:** It contains audio-video Content in an organized form, Animation, Simulations, video demonstrations, etc.
- **E-content:** It contains texts, e-books, documents, etc.
- **Reference links:** It contains reference links of open educational resources including e-books, journals, thesis, articles, etc.
- **Discussion Forum:** It is a forum in which the learners can participate in discussion with the mentors and the with other learners.
- **Self-assessment Quiz:** There will be quizzes in the form of MCCs, fill in the blanks, matching, short-answer type questions, assignments, etc.

For more details please contact : 8811016611

DIPLOMA IN EARLY CHILDHOOD EDUCATION

(Teacher-model only for capacity building)
For Pre-School Teachers/Anganwadi Workers

Free Registration & Certification

ePragya
A 24 Hours LMS

For registration Please
Log in to : <http://epragya.kkhsou.in>

Department of Teacher Education
Krishna Kanta Handiqui State Open University, Guwahati
In Collaboration with
CEMCA, New Delhi

Images of Course Promotional Brochures

Details about the Programme

The program aims to train in-service (upper primary and secondary level) Government and Government aided school teachers of Assam. The key objectives of the programme are —

- to acquaint the teachers with the basic use of tools and techniques of computer
- to introduce the teachers with the concept of ICT
- to develop their capacity in selection and effective use ICT tools
- to enable them to integrate ICT in the teaching-learning and evaluation process.
- to build the capacity of the teachers to be able to design learning experiences by integrating the interactive and multimedia resources
- to develop the skills of the school teachers with regard to exploring novel ways of integrating ICT with educational process.

About ePragya

ePragya is the Learning Management System (LMS) of KKKHSOU constructed in collaboration with Commonwealth of Educational Media Centre for Asia (CEMCA), New Delhi. It is constructed in the Moodle platform. It is a learner-friendly LMS characterized by the following features—

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For more details please contact : 9811016611

CERTIFICATE IN APPLICATION OF ICT IN SCHOOL EDUCATION

For Upper Primary and Secondary School Teachers



Free Registration & Certification

ePragya
A 24 Hours LMS

For registration Please
Log in to : <http://epragya.kkheou.in>

Department of Teacher Education
Krishna Kanta Handiqui State Open University, Guwahati
In Collaboration with
CEMCA, New Delhi

Details about the Programme

The Certificate in Inclusive Education programme aims to train in-service teachers as well as prospective teachers who have interest in school education. The key objectives of the programme are—

- To empower the teachers to build capacity and comprehensive knowledge regarding inclusive education.
- To equip teachers with the policy frameworks and practices of inclusive education.
- To enable the teachers to create an appropriate environment in schools that will facilitate and support the learning of all children in an inclusive ambience.
- To develop an attitude of acceptance of the inclusive principles of education among the teachers.

About ePragya

ePragya is the Learning Management System (LMS) of KKKHSOU constructed in collaboration with Commonwealth of Educational Media Centre for Asia (CEMCA), New Delhi. It is constructed in the Moodle platform. It is a learner-friendly LMS characterized by the following features—

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For more details please contact : 9811016611

CERTIFICATE IN INCLUSIVE EDUCATION

For School Teachers



Free Registration & Certification

ePragya
A 24 Hours LMS

For registration Please
Log in to : <http://epragya.kkhsou.in>

Department of Teacher Education
Krishna Kanta Handiqui State Open University, Guwahati
In Collaboration with
CEMCA, New Delhi

Images of Training to Academic Counselors of Strengthening the Study Centres for online support services



Images of training kit for Academic Counselors' for online support services



**TRAINING KIT
FOR
ACADEMIC COUNSELORS**
FOR ONLINE SUPPORT SERVICE TO LEARNERS



ePragya

Prepared by

Krishna Kanta Handiqui State Open University

In collaboration with

**Commonwealth of Educational Media Centre
for Asia, New Delhi**

