



**Workshop on Strategy framework for eContent
Development for VOS**



06-07 January 2015

Organized by

National Institute of Open Schooling (NIOS), NOIDA

In collaboration with

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi

Workshop Report

Prepared by

Sh. S.K. Prasad, SA/P, NIOS

and

Sh. Sanjay Kumar, SEO(OER), NIOS

Deliberations of the workshop held on 6-7, January 2015 at (National Institute of Open Schooling) NIOS Hqrs.

A two days workshop was held on **Strategy framework for eContent Development for NIOS Virtual Open Schooling (VOS) of NIOS on 06-07, January 2015 at Conference Room, Computer Lab of NIOS Hqrs, A-24-25, Institutional Area, Sector 62, NOIDA U.P.**

Following were the participants:

| Sr. Number | Participants |
|-------------------|--|
| 1 | Dr. R C Sharma, Director CEMCA |
| 2 | Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA |
| 3 | Dr. Kuldeep Agarwal, Dir.(Acad.), On chair |
| 4 | Sh. S.K. Prasad, SA/P |
| 5 | Dr. Sandhya Kumar, DD (Acad.) |
| 6 | Dr. Rachana Bhatia, AD (Acad.) |
| 7 | Dr. B.K. Rai, AO, Hindi |
| 8 | Ms. Tarun Punia, AO, Geography |
| 9 | Sh. Chunnu Prasad, AO, Pol. Science |
| 10 | Dr. Manish Chugh, AO, Economics |
| 11 | Sh. Ram Narayan Meena, AO, Indian Culture & Heritage |
| 12 | Dr. Azmat Noori, AO, History |

| | |
|----|---|
| 13 | Dr. Saumya Rajan, AO English |
| 14 | Dr. Piyush Prasad, AO, Business Studies |
| 15 | Sh. Pramod Tripathi, SEO (computer) |
| 16 | Sh. Sanjay Kumar SEO(OER) |

Deliberations of first day of the workshop **on 06 January 2015, at 10 A.M.**

Dr. Sandhya Kumar, DD(Acad.), NIOS offered a warm welcome to the participants of the workshop and elaborated about the need of VOS in the present scenario.

Sh. S.K. Prasad explained the objective of the workshop and the readiness of the Virtual Open Schooling technology platform where two vocational courses have already been launched i.e. Rural Technology and ICT Applications. Learners have taken the admission in these courses (ICT Applications and Rural Technology) and learners are attending online counselling classes facilitated by NIOS and readiness about the online examination module for the Virtual Open Schooling (VOS).

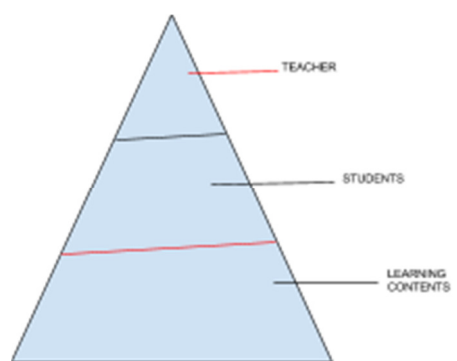
Dr. Kuldeep Agarwal, Director(Acad.) addressed the august gathering and welcomed the guests Dr. R.C. Sharma, Director CEMCA and Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA. In his address, he said that no other ODL institution in India has started online courses. He also mentioned that NIOS is the leader in Open Schooling not only in India, but also in Commonwealth Countries. He talked about COMOSA (Commonwealth Open Schooling Association) in which all open schools in commonwealth countries are members. NIOS plays a prominent role in COMOSA. He informed the participants that Dr. R.C. Sharma who is now the Director of CEMCA was the main architect of the VOS platform of NIOS. He said that all subjects should be integrated and offered through VOS. He also suggested that online content should be interactive and enriched with multimedia components (audio, video, animation etc.).

He requested all the Academic Officers to take responsibility for developing the interactive e-content for VOS with the help of technical team of CEMCA.



Dr. Kuldeep Agrawal sharing his views in the workshop

Dr. R.C. Sharma, Director, CEMCA delivered the inaugural Address. He stated that he had been involved in Virtual Open Schooling (VOS) project of NIOS right from the beginning. He had prepared the feasibility report and put up analysis report on Virtual Open Schooling. He mentioned that the whole world is working on education through online. This concept is already developed and successfully implemented in America, where it is known as “Virtual High School”. In Europe, America, Africa, they are using it very effectively and developed the framework and also courses are launched. In online education, India is 68th position out of 144 countries of the world. He also shared information about the education through drone to reach remote areas of India. MOOC is also initiated by the Government of India, which can be easily accessible. He emphasized on online education through Virtual Open Schooling (VOS) and the triangle of education as below:





Dr. R.C. Sharma during his inaugural session in the workshop

Vote of thanks was given by Dr. Rachna Bhatia, AD (Acad), NIOS

The next session was started at 11 AM

In this session, Sh. S.K. Prasad, SA/P addressed the participants and presented the journey of NIOS Virtual Open Schooling. In this session, he mentioned that after getting feasibility report from CEMCA technical team, committee was formed and started development of VOS platform. Under this scheme, it was decided that two vocational courses content may be integrated with this platform which was developing under OER i.e. ICT Applications and Rural Technology. He also mentioned that after development of

VOS platform, Online examination with on demand facility (VOS exam module) was developed and integrated the Question Bank of ICT Applications.

Dr. Manas Ranjan Panigrahi, Program Officer, CEMCA addressed the participants and stressed upon on the objective of the workshop. He has elaborated the development of Strategy framework for eContent for VOS. He requested all participants to make a group of 3 and try to develop the first content page on paper of the concerned subject experts.

On the basis of this task, he has developed a framework.

The is format as given below:

| Lesson No.& Name of the Lesson | Content | Description | | | | | | Remarks/Description |
|--------------------------------|---------|-------------|-------|-------|------------|----------------------|---|---------------------|
| | | Text | Audio | Video | animati on | Photograp h/Picture/ | Referenc- es (External Links/Hyp erlinks) | |
| | | | | | | | | |

After open discussion on above format it was finalized to work accordingly with above mentioned format.

In the next session, Sh. Sanjay Kumar had shown the existing material under VOS Scheme. He presented the developed NIOS Virtual Open Schooling (VOS) platform. In this session, he described how learners can take online admission through VOS. Also he had shown the existing developed content material and how's it is integrated with VOS. He also presented the text, animation, picture, videos content of the ICT Applications program offered through Virtual Open Schooling and current enrolled learners under the Virtual Open Schooling (VOS).

After this session, all participants moved to NIOS VOS Lab to prepare strategy framework lesson wise.

All subjects expert agreed to develop strategy framework for eContent for VOS at least five lesson of concerned subject.

After hands on practice session, all subject experts developed the strategy framework and presented as follows:

| | |
|--------------------------------|-------|
| Dr. B.K. Rai, Academic Officer | Hindi |
|--------------------------------|-------|

| | |
|---|---------------------------|
| Ms. Tarun Punia, Academic Officer | Geography |
| Sh. Chunnu Prasad, Academic Officer | Pol. Science |
| Dr. Manish Chugh, Academic Officer | Economics |
| Sh. Ram Narayan Meena, Academic Officer | Indian Culture & Heritage |
| Dr. Azmat Noori, Academic Officer | History |
| Dr. Saumya Rajan, Academic Officer | English |
| Dr. Piyush Prasad, Academic Officer | Business Studies |

After the presentation of the development of the framework, some comments were given to improve in the strategy framework, which was noted down by the concerned subject expert and agreed to incorporate in next day workshop.

Next Day, on **07 January 2015 workshop** was started at **10 PM** with the hands on practice on preparing Strategy framework for eContent for Virtual Open Schooling.

(Facilitator: Sh. S.K. Prasad, Dr. Manas Panigrahi, Mr. Sanjay Kumar)

In the second day workshop session, all concerned subject experts developed five lesson framework after incorporated the previous day comments on respective subjects.

Developed framework in this workshop is placed below at **annexure 'I'** with their name, subject and contact information.

All concerned subject experts presented their final developed framework as below:

| | |
|-----------------------------------|-----------|
| Dr. B.K. Rai, Academic Officer | Hindi |
| Ms. Tarun Punia, Academic Officer | Geography |

| | |
|---|---------------------------|
| Sh. Chunnu Prasad, Academic Officer | Pol. Science |
| Dr. Manish Chugh, Academic Officer | Economics |
| Sh. Ram Narayan Meena, Academic Officer | Indian Culture & Heritage |
| Dr. Azmat Noori, Academic Officer | History |
| Dr. Saumya Rajan, Academic Officer | English |
| Dr. Piyush Prasad, Academic Officer | Business Studies |

Then after Dr. Manas Panigrahi addressed the participants and happy to see the enthusiasm shown by the subject expert and initiation and supported by NIOS. He also expected from all subject expert that remaining lesson (module) may be finished till next week. He remarked that all content may have converted into eContent on the basis of these frameworks by May 2015.



During the final presentation by the content expert in the workshop

Sh. S.K. Prasad, SA/P also commented on valedictory session that all technical help will be provided to develop the framework and eContent. He also requested to all the concerned subject experts to provide summary of the details for the developer. In this summary, Total number of Videos, Animations, Audio, Picture should be mentioned clearly. It will help to develop by CEMCA technical team with consultation of concerned subject experts.



Group photo of the workshop in the last session of the workshop

Then after Dr. Piyush Prasad, Academic Officer given the vote of thanks to all concerned.

Attachment:

- 1. Developed framework in this workshop by content experts : annexure I**
- 2. Schedule of the workshop : Annexure II**

Annexure I

Subject: Social Science (213), Political Science Part (Total lessons-11)

Coordinator: Dr. CHUNNU PRASAD, Academic Officer, Political Science

Email: chunnuprasad@nios.ac.in

Mobile: 9868736382

| Module Number | Lesson No. | Lesson Name | Description | | | | | | | | Remarks |
|---------------|------------|--|--|--|-----------------------------------|-----------------------------|-------------------------------|----------------------|---|--|--|
| | | | Text | | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| | | | Topic | Sub-Topic | | | | | | | |
| 3 | 15 | Constitutional Values and Political System in India (with Brief Summary of 100-200 words) (on Screen) (internal Experts) | The Constitution of India (on Screen) | - | - | 1 of 5 minutes (Developers) | - | 1 (Internal Experts) | 1 With audio (internal Experts) Introduction to the Constitution of India | http://en.wikipedia.org/wiki/Constitution_of_India PDF of the Constitution of India | - |
| | | | The Indian Constitution (on Screen) | - | 1 of 5 minutes (Internal Experts) | - | - | - | 1 With audio (internal Experts) | http://lawmin.nic.in/olwing/coi/coi-english/coi-indexenglish.htm | Activity for evaluation (internal Experts) |
| | | | Constitutional Values (on Screen) | Constitutional Values and the Preamble of the Constitution (on Screen) | - | - | 1 for 2 minutes (Developer s) | - | 1 With audio (internal Experts) | Link to the learners Guide at the NIOS website www.nios.ac.in | - |
| | | | | Values and the Salient features of the Constitution (on Screen) | - | - | - | - | 1 With audio (internal Experts) | | Activity for evaluation (internal Experts) |
| | | | Federal System in India (on Screen) | Characteristics of the Indian Federal System (on Screen) | - | - | 1 for 2 minutes (Developer s) | - | 1 With audio (internal Experts) | http://en.wikipedia.org/wiki/Federalism_in_India | - |
| | | | | Indian Federal System with a Strong Centre (on Screen) | 1 of 5 minutes (Internal Experts) | - | - | - | 1 With audio (internal Experts) | - | Activity for evaluation (internal Experts) |
| | | | | Demand for Greater Autonomy to States (on Screen) | - | - | - | 1 (Internal Experts) | - | - | - |
| | | | Parliamentary form of Government (on Screen) | - | 1 of 5 minutes (Internal Experts) | - | 1 for 2 minutes (Developer s) | 1 (Internal Experts) | 1 With audio (internal Experts) | http://en.wikipedia.org/wiki/Parliamentary_system | MCQ for evaluation (internal Experts) |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Description | | | | | | | | Remarks | |
|---------------|------------|--|--|--|--|-----------------------------------|------------------------------------|-------------------------------|---------------------------------|--|---|--|
| | | | Text | | Audio | Video | Animation | Photo/ Picture/ graph | PowerPoint | References (External Links/Hyperlinks) | | |
| | | | Topic | Sub-Topic | | | | | | | | |
| 3 | 16 | Fundamental Rights and Fundamental Duties (with Brief Summary of 100-200 words) (on Screen) (internal Experts) | Meaning and Importance of Rights and Duties (on Screen) | - | - | 1 Video of 5 minutes (Developers) | - | - | - | Link to Learners Guide at the website of NIOS www.nios.ac.in | Activity for evaluation (internal Experts) | |
| | | | Fundamental Rights (on Screen) | Right to Equality (on Screen) | 1 of 5 minutes (internal Experts) | - | 1 for 2 minutes (Developer s) | 2 (internal Experts) | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/Fundamental_rights_in_India | Activity for evaluation (internal Experts) | |
| | | | | Right to Freedom (on Screen) | 1 of 5 minutes (internal Experts) | - | - | 1 (internal Experts) | 1 With audio (internal Experts) | - | Activity for evaluation (internal Experts) | |
| | | | | Right to Freedom of Religion (on Screen) | 1 of 5 minutes (internal Experts) | - | - | 1 (internal Experts) | 1 With audio (internal Experts) | - | - | |
| | | | | Cultural and Educational Rights (on Screen) | 1 of 5 minutes (internal Experts) | - | - | 1 (internal Experts) | 1 With audio (internal Experts) | - | Activity for evaluation (internal Experts) | |
| | | | | Right to Freedom of Religion (on Screen) | 1 of 5 minutes (internal Experts) | - | - | 1 (internal Experts) | 1 With audio (internal Experts) | - | - | |
| | | | | Right to Constitutional Remedies (on Screen) | 1 of 5 minutes (internal Experts) | - | - | 1 (internal Experts) | 1 With audio (internal Experts) | - | - | |
| | | | | Fundamental Rights as Human Rights (on Screen) | Fundamental Duties (on Screen) | 1 of 5 minutes (internal Experts) | 1 Video of 10 minutes (Developers) | 1 for 2 minutes (Developer s) | - | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/Human_rights Link to SLM at the website of NIOS www.nios.ac.in | Activity for evaluation (internal Experts) |
| | | | | | Nature of Fundamental Duties (on Screen) | - | - | - | - | 1 With audio (internal Experts) | - | - |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Description | | | | | | | | Remarks |
|--|------------|--|---|---|--------------------------------------|--------------------------------------|---------------------------------|-----------------------------|------------------------------------|---|---|
| | | | Text | | Audio | Video | Animation | Photo/ Picture/ graph | PowerPoint | References (External Links/Hyperlinks) | |
| | | | Topic | Sub-Topic | | | | | | | |
| 3 | 17 | India-A Welfare State (with Brief Summary of 100-200 words) (on Screen) (internal Experts) | Meaning and importance of Welfare State (on Screen) | - | - | 1 Video of 5 minutes (Developers) | 1 for 2 minutes (Developers) | - | 1 With audio (internal Experts) | Link to Learners Guide at the website of NIOS www.nios.ac.in | for evaluation (internal Experts) |
| | | | Directive Principles of State Policy (DPSP) (on Screen) | Characteristics of DPSP (on Screen) | - | - | - | - | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/Directive_Principles_in_India Link to SLM at the website of NIOS www.nios.ac.in | - |
| | | | | Types of Directive Principles (on Screen) | 1 of 5 minutes (internal Experts) | - | - | 2 (internal Experts) | 1 With audio (internal Experts) | - | Activity for evaluation (internal Experts) |
| | | | Directive Principles of State Policy and Fundamental Rights (on Screen) | - | 1 of 5 minutes (internal Experts) | 1 Video of 5 minutes (Developers) | 1 for 2 minutes (Developers) | - | 1 With audio (internal Experts) | Link to SLM at the website of NIOS www.nios.ac.in | Chat forum to be developed for the learners |
| | | | Implementation of Directive Principles of State Policy (on Screen) | - | 1 of 5 minutes (internal Experts) | - | - | - | 1 With audio (internal Experts) | Link to SLM at the website of NIOS www.nios.ac.in | Activity for evaluation (internal Experts) |
| Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Description | | | | | | | | Remarks |
|--|------------|--|--|--|--------------------------------------|--------------------------------------|---------------------------------|-------------------------|--------------------------------------|--|--|
| | | | Text | | Audio | Video | Animation | Photo/ Picture/ graph | PowerPoint | References (External Links/Hyperlinks) | |
| | | | Topic | Sub-Topic | | | | | | | |
| 3 | 18 | Local Government and Field Administration (with Brief Summary of 100-200 words) (on Screen) (internal Experts) | Local Government (on Screen) | Rural and Urban | - | 1 Video of 5 minutes (Developers) | 1 for 2 minutes (Developers) | - | 1 With audio (internal Experts) | Link to Learners Guide at the website of NIOS www.nios.ac.in | - |
| | | | Panchayati Raj System (on Screen) | The 73 rd Constitutional Amendment- 1992 (on Screen) | 1 of 5 minutes (internal Experts) | - | 1 for 2 minutes (Developers) | 2 (internal Experts) | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/Panchayati_raj | Activity for evaluation (internal Experts) |
| | | | | Organization, Functions and Sources of Funds of Gram Panchayats (on Screen) | - | - | - | 1 (internal Experts) | - | Activity for evaluation (internal Experts) | |
| | | | | Organization and Functions of Panchayat Samiti (on Screen) | - | - | - | 1 (internal Experts) | - | - | |
| | | | | Organization and Functions of Zila Parishad (on Screen) | - | - | - | - | 1 of 5 minutes (internal Experts) | - | - |
| | | | Urban Local Government (on Screen) | The 74 th Constitutional Amendment -1992 (on Screen) | 1 of 5 minutes (internal Experts) | 1 Video of 5 minutes (Developers) | 1 for 2 minutes (Developers) | 1 (internal Experts) | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/Municipal_governance_in_India | Activity for evaluation (internal Experts) |
| | | | | Municipal Corporations (on Screen) | - | - | - | - | 1 With audio (internal Experts) | - | Activity for evaluation (internal Experts) |
| | | | | Municipal Councils (on Screen) | - | - | - | - | 1 With audio (internal Experts) | - | - |
| | | | District Administrations (on Screen) | Role and Functions of District Magistrate, Sub-Divisional Officer, Block Development Officer (on Screen) | 1 of 5 minutes (internal Experts) | - | 1 for 2 minutes (Developers) | - | 1 With audio (internal Experts) | Link to SLM at the website of NIOS www.nios.ac.in | - |
| | | | Opportunities and Challenges (on Screen) | - | 1 of 5 minutes (internal Experts) | - | - | - | - | - | Activity for evaluation |
| Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Description | | | | | | | | Remarks |
|---------------|------------|--|--|---|--------------------------------------|--------------------------------------|---------------------------------|-------------------------|------------------------------------|--|--|
| | | | Text | | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| | | | Topic | Sub-Topic | | | | | | | |
| 3 | 19 | Governance at the State Level (with Brief Summary of 100-200 words) (on Screen) (internal Experts) | Governor | Appointments and Powers of Governor | - | 1 Video of 5 minutes (Developers) | 1 for 2 minutes (Developers) | 1 (internal Experts) | 1 With audio (internal Experts) | Link to Learners Guide at the website of NIOS www.nios.ac.in | Activity for evaluation (internal Experts) |
| | | | The Chief Minister and Council of Ministers (on Screen) | Functions and Positions of the Chief Minister (on Screen) | 1 of 5 minutes (internal Experts) | 1 Video of 5 minutes (Developers) | | | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/Chief_Minister | Activity for evaluation (internal Experts) |
| | | | State Legislature (on Screen) | Composition of Legislative Assembly (on Screen) | 1 of 5 minutes (internal Experts) | - | 1 for 2 minutes (Developers) | 1 (internal Experts) | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/State_Legislature | - |
| | | | | Composition of Legislative Council (on Screen) | 1 of 5 minutes (internal Experts) | - | - | - | 1 With audio (internal Experts) | - | - |
| | | | | Functions of State Legislature (on Screen) | - | - | -- | - | 1 With audio (internal Experts) | - | - |
| | | | Impact of State Government on Citizens and their Daily Life (on Screen) | - | 1 of 5 minutes (internal Experts) | | | | 1 With audio (internal Experts) | - | Activity for evaluation (internal Experts) |
| | | | High Court and The Subordinate Courts (on Screen) | The High Court and its Jurisdictions (on Screen) | - | 1 Video of 5 minutes (Developers) | 1 for 2 minutes (Developers) | 1 (internal Experts) | 1 With audio (internal Experts) | Link to External Source: http://en.wikipedia.org/wiki/List_of_High_Courts_of_India | Activity for evaluation Developed MCQ (internal Experts) |
| | | | | Subordinate or Lower Court (on Screen) | - | - | - | - | 1 With audio (internal Experts) | Link to SLM at the website of NIOS www.nios.ac.in | - |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

Total 09 Videos and 13 Animation developed by the Developers:

| SL. No | Lesson No. | Video (Total 09 videos) | Animation (Total 13 animations) |
|---------------|-------------------|---|--|
| 1. | 15 | 01 video of 5 minutes on <ul style="list-style-type: none"> • The Constitution of India | 03 animation of 2 minutes each on <ul style="list-style-type: none"> • Constitutional Values and the Preamble of the Constitution • Values and the Salient Features of the Constitution • Parliamentary form of Government |
| 2. | 16 | 02 video of 5 minutes each on <ul style="list-style-type: none"> • Meaning and Importance of Rights and Duties • Fundamental Duties | 02 animation of 2 minutes each on <ul style="list-style-type: none"> • Fundamental Rights • Fundamental Duties |
| 3. | 17 | 02 video of 5 minutes each on <ul style="list-style-type: none"> • Meaning and Importance of Welfare State • Directive Principles of State Policy | 02 animation of 2 minutes each on <ul style="list-style-type: none"> • Meaning and Importance of Welfare State • Directive Principles of State Policy |
| 4. | 18 | 01 video of 5 minutes on <ul style="list-style-type: none"> • Local Government: Rural and Urban | 03 animation of 2 minutes each on <ul style="list-style-type: none"> • Local Self Government in India • The 73rd Amendment • The 74th Amendment |
| 5. | 19 | 03 video of 5 minutes each on <ul style="list-style-type: none"> • Governor • The Chief Minister and Council of Ministers • The High Courts and the Sub-Ordinate Courts | 03 animation of 2 minutes each on <ul style="list-style-type: none"> • Governor: Appointment and Powers • Compositions of Legislative Council • The High Courts and Its Jurisdiction |

Sample Activity for evaluation (lesson no-15)

- A. See a copy of the Constitution of India that is available in a Library or see it on the internet. Find out if there is an NGO or a Sports Club or a Students’ Union or Teachers’ Association or any Social or Cultural Organisation nearby, which you may approach. Request any of them to show you the copy of the Constitution they have. Compare any of these constitutions with the Constitution of India. Write briefly what are the differences you find between the two?

- B. Consult books or surf the internet and make a list of the States of India and find out the year in which each of the States was created. Out of these states find new states created in the last 10 years and their status in terms of economic development. Prepare a report not more than 200 words.

- C. Collect the views of at least five persons on the extent they think the constitutional values have been realized or objectives have been attained. These persons may be your classmates or teachers or members of your family or social workers in your neighborhood or any other. The constitutional values and objectives are stated in one column of the following table. They have to award marks in another column, out of the total marks of 10, based on their rating of the achievement made in respect of each of the values/objectives.

| Constitutional Values/ Objectives | Extent to which achieved Marks out | | | | |
|--------------------------------------|------------------------------------|----------|----------|----------|----------|
| | Person 1 | Person 2 | Person 3 | Person 4 | Person 5 |
| Social & Economic justice | | | | | |
| Liberty of thought & expression | | | | | |
| Equality of status and opportunity | | | | | |
| Unity and integrity of the nation | | | | | |
| Abolition of untouchability | | | | | |
| International peace & security | | | | | |
| Universal adult franchise | | | | | |
| Sovereignty with the people of India | | | | | |
| Independence of judiciary | | | | | |

Based on the analysis of the responses, identify which value/objective has been realized to the maximum extent and which to the minimum extent. Try to find out the reasons.

Sample Activity for evaluation (lesson no-16)

A. Write down your rights and your duties towards family, friends and the neighbourhood.

RIGHTS

Towards My Family:

Towards My Friends:

Towards My Neighbourhood:

MY DUTIES

Towards My Family:

Towards My Friends:

Towards My Neighbourhood:

Why do you think that these rights and duties are important for the citizens?

B. Gather the opinion of at least 5 of your classmates, friends or adults in your family and neighbourhood on the following questions:

1. Do you think that reservation of posts for Scheduled Castes, Scheduled Tribes and Other Backward Classes is proper?
2. Do you think that the people still avoid drinking water given by an individual of Scheduled Caste?
3. Do you agree that there is equality before law for all the citizens in the real sense of the term?

Put their responses in the table given below and draw conclusions. What opinion do you have regarding these questions?

Sample Activity for evaluation (lesson no-17)

A. According to the constitutional provisions, local government bodies should have 33% representation of women. Visit the office of at least one village panchayat or a local municipal office and find out whether this provision is being met. Record your observations in the table below:

| | |
|---|--|
| Total number of representatives in the panchayat/municipal office | Total numbers of women representatives |
| | |

2. Talk to any two women representatives and fill in the table given below.

| | Elected Representative 1 | Elected Representative 2 |
|---|---------------------------------|---------------------------------|
| 3 positive changes that they have contributed to their area | 1. 2. 3. | 1. 2. 3. |
| 3 challenges that they have faced during their work. | 1. 2. 3. | 1. 2. 3. |

B. Collect information in respect of four welfare programmes that are being implemented in your State with the support of the Central government or State government. You can get this information from the local newspapers, internet conversations with teachers/tutors and informed adults.

| Sl. No. | Name of the Programme | Period of Implementation | Supported by State/Central Government |
|---------|-----------------------|--------------------------|---------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

Sample Activity for evaluation (lesson no-18)

A. Find out the following by discussing with your teachers or elders in your family and/or neighbourhood or your classmates:

1. Names of local government institutions set up at the village level if you reside in rural area or in the town/city, if you reside there.
2. Designations of Office bearers in the concerned institutions and their number.

B. Have you ever thought of the impact young person's like you can make on the society? Read the following experience of a young person:

Vimla Devi is the 43 year old Sarpanch of the village Sundergaon. She has studied only up to sixth class. After she became the Sarpanch, she initiated several developmental works, be it construction of roads, drainage system or parks or spreading awareness about agricultural and health facilities. She has also played a major role in resolving cases of domestic violence. As she said, she had never dreamt of becoming a functionary like Sarpanch in her male dominated village. But now she is confident of bringing about many positive changes in her village. In the context of this experience write answers to the following questions:

1. Which Constitutional Amendment made this possible for Vimla Devi to do what she did?
2. What do you think has been the impact of this amendment on women's empowerment?
3. Write about at least 2 issues related to your society, which bother you.
4. Talk to your friends and make a list of various actions you would like to take to positively impact the society you live in.

Make a list of important Office bearers of a Municipal Corporation, Municipal Council and Nagar Panchayat. If you have ever met any of them, name those Office bearers and also state the purpose of your meeting.

Sample Activity for evaluation (lesson no-19)

- A. Although there is a Governor in each State, there can be one Governor for two or more States. At times, if a Governor resigns then the Governor of a neighbouring State looks after the administration of two States. Even now there may be some such cases. Find out from your teachers or friends or newspapers/internet at least one case where one person is the Governor of more than one State?
- B. When no political party gets a clear majority, the Legislative Assembly elections, more than one political party and even independent M.L.As can come together to make a majority in the House. This government is known as a **coalition government**. Sometimes, political parties form an alliance before elections and contest the elections together. If they win a majority, the government formed by them is also known as a coalition government. In view of the above understanding you have to do the following.
1. Name two States where coalition governments are functioning at present and note down the names of major political parties which are partners in the coalition.
 2. Identify the States where alliances among political parties were formed before elections and they fought and won the majority together.

Piyush Prasad AO Accountancy Ph 9990236335

alkaranipiyush@rediffmail.com

| Module | Lesson no. | Item no. | Text | Audio | Video | Animation | Pictures | PPT | Remark |
|----------------------------------|---------------------------------------|---|--------|------------------|--------|-----------|----------|--------|---------------|
| 1 Introduction to Business | 1. Nature and scope of business | | | | | | | | |
| | introduction | | Y(one) | | | | | | From SLM |
| | Objectives | | y | Y(one minute) | | | | | do |
| | Human Activities | 1.1 | y | | Y(one) | | Y(one) | | |
| | difference | | y | | | | | Y(one) | With audio |
| | evaluation | Through five videos taken by learner True and false which are auto checked | | | | | | | |
| | Types of economic activities | 1.2 | y | | | y | y | | |
| | difference | | y | | | | | Y(one) | With audio |

| | | | | | | | | | |
|--|--|---|-------------------------------------|--------------|--|--|-------|--------|------------|
| | evaluation | Quoting of different Activities | | | | | | | |
| | Meaning of Business | 1.3 | y | y | | | (one) | | |
| | Characteristics of business | 1.4 | y | | | | | Y(one) | With audio |
| | Evolution of Business | 1.5 | y | Y(3 minutes) | | | | | |
| | Evaluation | Right or wrong statement which are auto checked | | | | | | | |
| | Classification of objectives of business | 1.6 | 5 Text with sub sections .(one PPT) | | | | | | |
| | Economic Objectives | | y | | | | | y | |
| | Social Objectives | | y | | | | | y | |
| | Human objectives | | y | | | | | y | |
| | National Objectives | | y | | | | | y | |
| | Global Objectives | | y | | | | | y | |
| | Social responsibility of business | 1.7 | y | | | | y | | |

| | | | | | | | | | |
|--|--|--|---|--|---|--|---|---|--|
| | Responsibility of business towards different interest groups | 1.8 | y | | y | | | y | |
| | Evaluation | Learner will shoot video of posters on pollution control | | | | | | | |
| | Env Pollution | 1.9 | y | | | | y | | |
| | Role of business in Environmental pollution | 1.10 | y | | | | | y | |
| | Evaluation | Fill in the blanks | | | | | | | |
| | Summary | | | | y | | | y | |
| | Terminal Exercise | | | | | | | | |

National Institute of Open Schooling

Subject Name: Indian Culture and Heritage (online course offered through Virtual Open Schooling) Total number of lessons:21

Course Coordinator Name: R. N. Meena

Designation: Academic Officer(Skt)

e-mail: meenajnu@gmail.com / rnmeena@nios.ac.in

Mobile No.:9818463040

| Module NO. & Name | Lesson No. | Lesson Name | Topic | Description | | | | | | References (External Links/Hyperlinks) | Remarks |
|-------------------|------------|--------------------------|------------------------|----------------|--|-------|-----------|---------------------|------------|---|------------------|
| | | | | Text | Audio | Video | animation | Photo/Picture/graph | PowerPoint | | |
| 1. Culture | 1 | Culture: An Introduction | Introduction | Yes (From SLM) | | | | | | | |
| | | | Objectives | Yes (From SLM) | Yes (Audio from background) Developed from NIOS Media Deptt | | | | | | |
| | | | 1.1 concept of culture | Yes (From SLM) | | | | | | http://en.wikipedia.org/wiki/Culture | |
| | | | Evaluation | | | | | | | | MCQ developed by |

| | | | | | | | | | | | |
|--|--|--|--|-----------------------|--|--|--|--|--|--|---|
| | | | Evaluation | | | | | | | | MCQ / true false questions / Puzzles/ developed by coordinator (Auto Checked By System) |
| | | | 1.4 General Characteristics of Culture | Yes (From SLM) | | Yes(less than 2 minutes) Developed from NIOS Media Deptt | | | Yes (One power point with video) will be Developed from NIOS Media Deptt | | |
| | | | 1.5 Importance of Culture in Human Life | Yes (From SLM) | | | | | | | |

| | | | | | | | | | | |
|--|--|--|--|-----------------------|--|--|--|--|--|--|
| | | | Summary of the lesson/ What you have learnt | Yes (From SLM) | | Yes(will be Developed from NIOS Media Deptt | | | Yes (One power point with video) will be Developed from NIOS Media Deptt | |
| | | | Assignment/ Terminal Questions | | | | | | | MCQ / true false questions developed by coordinator (Auto Checked By System) |
| | | | | | | | | | | |

| | | | | | | | | | | | |
|--|---|----------------|---------------------------------------|----------------|---|--|--|--|--|--|--|
| | | | | | | | | | | | |
| | 2 | Indian Culture | Introduction | From SLM | | | | | | | |
| | | | Objectives | Yes (From SLM) | Yes (Audio from background) from NIOS Media Deptt | | | | | | |
| | | | 2.1 Characteristics of Indian Culture | Yes (from SLM) | | | | | | http://en.wikipedia.org/wiki/Culture_of_India http://www.britannica.com/EBchecked/topic/381104/Middle-American-Indian/57735/Characteristics-of-Indian-cultures | |

| | | | | | | | | | | | |
|--|--|--|--|---------------------------|--|--|--|--|---|--|--|
| | | | | | | | | | | | |
| | | | 2.1.1 Continuity and change | Yes (From SLM) | | Yes (will be Develope d from NIOS Media Deptt | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | | |
| | | | 2.1.2 Variety and Unity | Yes (From SLM) | | Yes (will be Develope d from NIOS Media Deptt | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | | |
| | | | 2.1.3 Secular Outlook | Yes (From SLM) | | Yes (will be Develope d from NIOS Media | | | Yes (One power point with video) will be Develope | | |

| | | | | | | | | | | | |
|--|--|--|---|--------------------------|--|--|--|--|---|--|-----------------------------------|
| | | | | | | Deptt | | | d from NIOS Media Deptt. | | |
| | | | 2.1.4 Universalism | Yes (From SLM) | | Yes (will be Develope d from NIOS Media Deptt | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | | |
| | | | 2.1.5 Materialistic and Spiritualistic | Yes (From SLM) | | Yes(will be Develope d from NIOS Media Deptt | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | | |
| | | | Evaluation | | | | | | | | MCQ / true false questio |

| | | | | | | | | | | | | |
|---|----------|--------------------------|---------------------------|---------------------------|--|--|--|--|--|--|--|--|
| | | | Terminal Questions | | | | | | | | | true false questions / Puzzles/ developed by coordinator (Auto Checked By System) |
| | | | | | | | | | | | | |
| Module 2. History and Culture Through the ages | 3 | Ancient India | Introduction | From SLM | | | | | | | | |
| | | | Objectives | Yes (From SLM) | Yes (Audio from background) | | | | | | | |

| | | | | | | | | | | | |
|--|--|--|---|---------------------------|--------------------------|------------|--|--|---|---|--|
| | | | | | from NIOS Media Deptt | | | | | | |
| | | | 3.1 Importance of Studying History | Yes (From SLM) | | Yes | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | http://ww w.pacificw ar.org.au/A boutAutho r/Studying History.ht ml | |
| | | | 3.2 Ancient India | Yes (from SLM) | | | | | | | |
| | | | 3.3 Vedic Culture | Yes (from SLM) | | | | | | http://en. wikipedia. org/wiki/V edic perio d | |
| | | | Society and religion | Yes (From SLM) | | Yes | | | Yes (One power point with video) will be Develope d from | | |

| | | | | | | | | | | | |
|--|--|--|--|-------------------|--|------------|--|--|---|--|---|
| | | | | | | | | | NIOS Media Deptt | | |
| | | | Material life and economy | Yes (From SLM) | | Yes | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | | |
| | | | 3.4 Popular Religious Reforms | Yes (From SLM) | | Yes | | | Yes (One power point with video) will be Develope d from NIOS Media Deptt | | |
| | | | Evaluation | | | | | | | | MCQ / true false questio ns / |

| | | | | | | | | | | | |
|--|--|--|--|-----------------------|--|------------|--|--|--|--|---|
| | | | | | | | | | | | Puzzles/developed by coordinator (Auto Checked By System) |
| | | | 3.5 The Persian Invasion and its impact on Indian Culture | Yes (From SLM) | | | | | | | |
| | | | 3.6 The Greek (Macedonian) Invasion and its impact on Indian culture | Yes (From SLM) | | Yes | | | Yes (One power point with video) will be Developed from NIOS Media Deptt | | |
| | | | 3.7 Ashoka the Great: Representing the ACME of | Yes (from SLM) | 2 minute audio based on text given in SLM | | | | | | |

| | | | | | | | | | | | |
|--|--|--|--|-----------------------|---------------------------------|---|--|--|--|--|--|
| | | | Indian Culture | | (FROM NIOS Media Deptt) | | | | | | |
| | | | 3.8 Art and Architecture: Mauryan Beginning | Yes (from SLM) | | | | | | | |
| | | | 3.9 Post-Mauryan Cultural development | Yes (From SLM) | | Yes (near about 4 minute video) will be Developed from NIOS Media Deptt | | | Yes (5 ppt power point with video) will be Developed from NIOS Media Deptt | | |
| | | | 3.10 Cultural development during the Gupta Period | Yes (From SLM) | | Yes (near about 2 minute video) will be Developed from NIOS Media Deptt | | | Yes (3 ppt power point with video) will be Developed from NIOS Media | | |

| | | | | | | | | | | | |
|--|--|--|---|-----------------------|--|--|--|--------------------------------------|--|--|--|
| | | | | | | | | | Deptt | | |
| | | | 3.11 The Pallavas and the Cholas | Yes (From SLM) | | | | 2 Photo (provided from NIOS) | | | |
| | | | 3.12 Transformati on of Vedic Brahmanism into Puranic Hinduism | Yes (From SLM) | | | | | | | |
| | | | 3.13 Nalanda’s Emergence as a great centre of learning | Yes (From SLM) | | | | | | | |
| | | | 3.14 Christianity in India | Yes (From SLM) | | | | | | | |
| | | | Summary of the lesson/ What you have learnt | Yes (From SLM) | | Yes (will be Develope d from NIOS Media | | | Yes (One power point with video) will be | | |

| | | | | | | | | | | | |
|--|---|----------------|-----------------------------------|----------------|---|--------------------|--|--|---------------------------------|--|---|
| | | | | | | Deptt | | | Developed from NIOS Media Deptt | | |
| | | | Assignment/ Terminal Questions | | | | | | | | MCQ / true false questions / Puzzles/ developed by coordinator (Auto Checked By System) |
| | | | | | | | | | | | |
| | 4 | Medieval India | Introduction | From SLM | | | | | | | |
| | | | Objectives | Yes (From SLM) | Yes (Audio from background) from NIOS Media Deptt | | | | | | |
| | | | 4.1 Life of People under | Yes (From | | Yes (near about 2 | | | Yes (3 ppt | | |

| | | | | | | | | | | | |
|--|--|--|-------------------------------------|----------------|--|---|--|--|--|---|--|
| | | | Delhi Sultanate | SLM) | | minute video) will be Developed from NIOS Media Deptt | | | power point with video) will be Developed from NIOS Media Deptt | | |
| | | | 4.2 Rise of Islam and Sufism | Yes (From SLM) | | | | | Yes (Two pages PPT based on SLM) will be Developed from NIOS Media Deptt | | |
| | | | 4.2.1Rise of Sufism | Yes (From SLM) | | | | | | http://en.wikipedia.org/wiki/Sufism_in_India | |
| | | | 4.3 Political Background | Yes (From SLM) | | | | | | | |

| | | | | | | | | | | | |
|--|--|--|---------------------------------|-----------------------|---|---|--|--|---|---|---|
| | | | 4.4 Cultural Development | Yes (From SLM) | | | | | | | |
| | | | Evaluation | | | | | | | | MCQ / true false questions / Puzzles/ developed by coordinator (Auto Checked By System) |
| | | | 4.5 Bhakti Movement | Yes (From SLM) | | Yes (near about 3 minute video) will be Developed from NIOS Media Deptt | | 5 Photographs (provided from NIOS) | Yes (Two pages PPT based on SLM) will be Developed from NIOS Media Deptt | http://en.wikipedia.org/wiki/Bhakti_movement | |
| | | | 4.6 Development | Yes (from SLM) | 2 minute audio based on text given | | | | | | |

| | | | | | | | | | | | |
|--|--|--|--|-------------------|--------------------------------------|--|--|--|--|--|--|
| | | | of Folk arts | | in SLM (FROM NIOS Media Deptt) | | | | | | |
| | | | 4.7 Painting | Yes (from SLM) | | | | | | | |
| | | | 4.8 Music | Yes (from SLM) | | | | | | | |
| | | | 4.9 Rise of Modern Indian Languages | Yes (from SLM) | | | | | | http://en.wikipedia.org/wiki/Linguistic_history_of_the_Indian_subcontinent http://www.ibtimes.com/rise-english-modern-necessity-or-dire-threat-indias- | |

| | | | | | | | | | | | |
|--|--|--|--|-----------------------|--|---|--|--|---|---|--|
| | | | | | | | | | | culture-and-languages-hold-wed-fp-6-am-844335 | |
| | | | 4.10 New Faiths | Yes (from SLM) | | Yes (near about one minute video) will be Developed from NIOS Media Deptt | | | Yes (Two pages PPT based on SLM) will be Developed from NIOS Media Deptt | | |
| | | | 4.11 South India | Yes (from SLM) | | | | | | | |
| | | | Summary of the lesson/ What you have learnt | Yes (From SLM) | | yes (will be Developed from NIOS Media Deptt | | | Yes (One power point with video) will be Developed from NIOS | | |

| | | | | | | | | | | | |
|--|----------|-------------------------|---|---------------------------|--|---|--|--|--|--|---|
| | | | | | | | | | Media Deptt | | |
| | | | Assignment/ Terminal Questions | | | | | | | | MCQ / true false questio ns / Puzzles/ develop ed by coordin ator (Auto Checked By System) |
| | | | | | | | | | | | |
| | 5 | Modern India | Introduction | From SLM | | | | | | | |
| | | | Objectives | Yes (From SLM) | Yes (Audio from background) from NIOS Media Deptt | | | | | | |
| | | | 5.1 Rise of the West and its impact on India | Yes (from SLM) | | Yes (near about one minute video) will be | | | Yes (Two pages PPT based on SLM) will | | |

| | | | | | | | | | | | |
|--|--|--|---|----------------|---|---|--|--|---|--|--|
| | | | | | | Developed from NIOS Media Deptt | | | be Developed from NIOS Media Deptt | | |
| | | | 5.2 India in the 18th century: Economy, society and culture | Yes (From SLM) | Yes (one minute audio from background) from NIOS Media Deptt | | | | | | |
| | | | 5.3 Social Conditions | Yes (From SLM) | | | | | | | |
| | | | 5.4 Social and religious reformers | Yes (From SLM) | | Yes (near about 3 minute video) will be Developed from NIOS Media Deptt | | 5 Photographs (provided from NIOS) | Yes (Two pages PPT based on SLM) will be Developed from NIOS Media Deptt | | |
| | | | 5.5 Press and the growth of modern Indian | Yes (From SLM) | | | | | | | |

WORKSHOP ON STRATEGY FRAMEWORK FOR E-CONTENT

Dr Saumya Rajan (Academic Officer, English)

rajansaumyanios@gmail.com

| Lesson No. | Lesson Name | Topic | Description | | | | | | | Remarks |
|------------|-------------------|----------------------------|--|----------------|-------|-----------|-----------------------------|------------|--|--|
| | | | Text | Audio | Video | Animation | Photo/ Picture/ Graph | PowerPoint | References (External and Internal Links) | |
| 1 | Snake Bite | Introduction and Theme | | Y (1) 2 min. | | | | Y (2) | | From NIOS/Developer (different kinds of snakes) |
| | | Objectives | | Y (1) 1min. | | | | | | From NIOS |
| | | Text Part I with new words | Y (difficult words to be in bold so that it can be clicked | Y (1) 5-10 min | | | | | Y (2 references) | From NIOS Audio of text and its explanation |

| | | | | | | | | | | |
|--|--|-----------------------------|--|-----------------|--|--|--|--|------------------|--|
| | | | for showing explanation right away) Screen reader | | | | | | | |
| | | Dialogue Practice | Y | Y (1) 5min. | | | | | | From NIOS Dialogue |
| | | Evaluation | Y (True/false and Match the Following) | | | | | | | From NIOS |
| | | Text Part II with new words | Y (difficult words to be in bold so that it can be clicked for showing | Y (1) 5 min. | | | | | Y (2 references) | From NIOS Audio of text and its explanation New words (will be provided by NIOS) and Sounds of |

| | | | | | | | | | | |
|--|--|---------------------------------------|--|---------------------|--|--|--|--|------------------|---|
| | | | explanati on right away) | | | | | | | creatures (will be provided by the NIOS) |
| | | Evaluatio n | (True/fal se, crosswor d and Match the Followin g) | | | | | | | From NIOS |
| | | Text Part III with new words | Y (difficult words to be in bold so that it can be clicked for showing explanati on right away) | Y (1) 5 min. | | | | | Y (2 references) | From NIOS Audio of text and its explanation New words (will be provided by the NIOS) |
| | | Simple past tense verbs | y | | | | | | | From NIOS |

| | | | | | | | | | | |
|--|---|--------------------------|--|-------------------|--|----------------|-------|--|------------------|---|
| | | Evaluation | Y | | | | | | | Exercise: List the Simple past tense verbs appearing in the story |
| | | Conclusion* | | Y (1) 2min. | | | | | | From NIOS |
| | How the Squirrel Got His Stripes | Introduction and Theme | | Y (1) 2 min. | | 1 by developer | Y (1) | | | From NIOS/Developer (picture of squirrels) |
| | | Objectives | | Y (1) 1min. | | | | | | From NIOS |
| | | Text Part with new words | Y (difficult words to be in bold so that it can be | Y (1) 5-10 min | | | | | Y (2 references) | From NIOS Audio of text and its explanation |

| | | | | | | | | | |
|---|---|------------------------|---|----------------|--|--|--|--|---|
| | | | clicked for showing explanation right away) | | | | | | |
| | | Adjective | | | | | | | Usage of adjective/s in sentences |
| | | Evaluation | | | | | | | Completion of sentences using two adjectives in each sentence. Describing an Object through discussion forum |
| | | Conclusion* | | Y (1) 2min. | | | | | From NIOS |
| 2 | KO NDI BA —A HER | Introduction and Theme | | Y (1) 2 min. | | | | | From NIOS |

| | | | | | | | | | | |
|--|----------|--------------------------------|---|----------------------|--|--|--|--|------------------|---|
| | O | | | | | | | | | |
| | | Objective s | | Y (1) 1min. | | | | | | From NIOS |
| | | Text Part with new words | Y (difficult words to be in bold so that it can be clicked for showing explanati on right away) PDF | Y (1) 5-10 min | | | | | Y (2 references) | From NIOS Audio of text and its explanation |
| | | Past Perfect Tense | y | | | | | | | From NIOS |
| | | Evaluatio n | | | | | | | | Identification of sentences with the past perfect tense from unit II of the text. |

| | | | | | | | | | | |
|---|-------------------|-------------------------------|--|----------------|------------------------|----------------|-------|--|------------------|---|
| | | | | | | | | | | Narrating an Incident (through discussion forum) |
| | | Conclusion* | | Y (1) 2min. | | | | | | From NIOS |
| 3 | Tall Trees | Introduction and Central Idea | | Y (1) 2 min. | Y 2min. (by developer) | 1 by developer | Y (2) | | | From NIOS/Developer (different kinds of tall trees) |
| | | Objectives | | Y (1) 1min. | | | | | | From NIOS |
| | | Stanzas with new words | Y (difficult words to be in bold so that it can be clicked for showing explanation right) | Y (1) 2 min | | | | | Y (2 references) | From NIOS Audio of stanzas and its explanation |

| | | | | | | | | | | |
|----|-----------------------|---|------------------------|--------------|--|--|--|--|--|---|
| | | | away) Screen reader | | | | | | | |
| | | Style and figure of speech- Personification | | Y (1) 2 min | | | | | | From NIOS |
| | | Evaluation | | | | | | | | Critical Appreciation Campaign Exercise- <i>Look around your house and decide how you can improve the environment of your area.</i> (Assignments) |
| | | Conclusion* | | Y (1) 2min. | | | | | | From NIOS |
| 7. | The Shoe shine | Introduction and Theme | | Y (1) 2 min. | | | | | | From NIOS |

| | | | | | | | | | | |
|--|--|--------------------------------|---|----------------------|--|--|--|---|------------------|--|
| | | Objective s | | Y (1) 1min. | | | | | | From NIOS |
| | | Text Part with new words | Y (difficult words to be in bold so that it can be clicked for showing explanati on right away) PDF | Y (1) 5-10 min | | | | | Y (2 references) | From NIOS Audio of text and its explanation |
| | | Clause | Explanat ion and example s | | | | | | | From NIOS |
| | | Letter writing | Y | Y (1) 5 min. | | | | Y | | From NIOS |
| | | Evaluatio n | | | | | | | | Exercise- Separation of clauses in the sentences and to |

| | | | | | | | | | | |
|--|--|-------------|--|----------------|--|--|--|--|--|--|
| | | | | | | | | | | say whether it is a Principal clause or a subordinate clause. (Discussion forum) Formal Letter writing (Assignment) |
| | | Conclusion* | | Y (1) 2min. | | | | | | From NIOS |

*For more details look up the NIOS 202 Learner Guide at www.nios.ac.in

| Module Number | Lesson No. | Lesson Name | Sub-Topic | Description | | | | | | | Remarks |
|---------------|------------|-----------------------------------|---|-------------------------------------|-----------------------------------|--------------|--------------|--|-----------------------------------|--|--|
| | | | | Text | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| 02 | 09 | PHYSIOGRAPHY OF INDIA (on Screen) | | Introduction followed by objectives | 1A -2 Minutes- Internal Faculty | | | | | http://www.nios.ac.in/media/documents/SecSocSciCour/English/Lesson-09.pdf http://www.nios.ac.in/media/documents/213_learnerguide_english.pdf | |
| | | | LOCATION (on Screen) | | 1A - 2 Minutes - Internal Faculty | | | 1 Picture and 1 Map (Internal Faculty) | PPT (Internal Faculty) with audio | | |
| | | | STATES AND UNION TERRITORIES OF INDIA (on Screen) | | 1A - 1Minutes- Internal Faculty | | | 1 Map (Internal Faculty) | | http://www.mapsofindia.com/states/ | Followed by Activity for evaluation (Write latitude and longitude of your place and state where you live in. |
| | | | PHYSICAL DIVISIONS | | | 1 Video - 10 | 01 animation | 1 Picture and 3 Maps (Internal | PPT (Internal Faculty) with | http://www.yourarticlelibrary.com/geography/t | |

| | | | | | | | | | | | |
|--|--|--|--|--|------------------------|------------------------------|---------------------|-----------------------------|-------|---|---|
| | | | OF INDIA (on Screen) | | | Minutes (Internal Faculty) | n of 2 minutes each | Faculty) | audio | he-main-physiographic-divisions-of-india-geography/5461/ | |
| | | | MAJOR DRAINAGES SYSTEMS (on Screen) | | 1A (2 Minutes)Internal | | | 1 Picture(Internal Faculty) | | http://srias.in/pdf/mains/Geography.pdf | |
| | | | KEEPING RIVERS CLEAN (on Screen) | | | 1 Video-2Minutes - Developer | | 1 Picture(Internal Faculty) | | | Followed by Activity for evaluation (Mark and label the Physical Divisions of India And Major Drainages Systems of India on the outline map of India) |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Sub-Topic | Description | | | | | | | Remarks |
|---|------------|---------------------|--|-------------------------------------|---------------------------------|-------------------------------------|-----------|--------------------------|-----------------------------------|--|---------|
| | | | | Text | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| 02 India: Natural Environment, Resources and Development | 10 | CLIMATE (on Screen) | | Introduction followed by objectives | 1A (2 Minutes) Internal Faculty | | | | | http://www.nios.ac.in/media/documents/SecScocSciCour/English/Lesson-10.pdf http://www.nios.ac.in/media/documents/213_learnerguide_english.pdf | |
| | | | FACTORS AFFECTING THE CLIMATE OF INDIA (on Screen) | | 1A (2 Minutes) Internal Faculty | | | 1 Map (Internal Faculty) | | http://www.yourarticlelibrary.com/geography/climate-of-india-10-factors-which-influence-the-climate-of-india/13839/ | |
| | | | MECHANISM OF MONSOON (on Screen) | | 1A (1 Minute) Internal | 1 Video -05 Minutes (Developmental) | | 2 Map (Internal Faculty) | PPT (Internal Faculty) with audio | http://www.learnnext.com/nextgurukul/wiki/concept/CBSE/IX/Geography/The-Mechanism- | |

| | | | | | | | | | | | |
|--|--|--|--|--|------------------------|---------------------------|--|--------------------------|----------------------------------|---|--|
| | | | | | Faculty | per) | | | | of-Monsoons.htm | |
| | | | CYCLE OF SEASONS (on Screen) | | | | | 4Maps(Internal Faculty) | PPT(Internal Faculty) with audio | http://www.indyatour.com/india/environment/indian_climate.php | Followed by Activity for evaluation (MCQ/True or False/Match making) |
| | | | DISTRIBUTION OF RAINFALL (on Screen) | | 1A (2 Minutes)Internal | | | 1 Map (Internal Faculty) | | http://www.new1.dliernet.in/data1/upload/insa/INSA_1/20005b88_357.pdf | |
| | | | SOCIO-CULTURAL LIFE (on Screen) | | 1A (2 Minutes)Internal | | | | | | |
| | | | GLOBAL ENVIRONMENTAL CHANGES AND ITS IMPACT ON INDIAN CLIMATE (on Screen) | | 1A (2 Minutes)Internal | 1 V (2 Minutes) developer | | | | http://greencleanguide.com/2013/11/18/global-warming-and-its-impacts-on-climate-of-india/ | Followed by Activity for evaluation (discussion Forum) |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Sub-Topic | Description | | | | | | | Remarks |
|---------------|------------|---------------------------|---|-------------------------------------|-----------------------------------|-------|-----------|------------------------------|------------|--|---|
| | | | | Text | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| 02 | 11 | BIO-DIVERSITY (on Screen) | | Introduction followed by objectives | 1A (1.5M inutes) Internal Faculty | | | | | http://www.nios.ac.in/media/documents/SecScocSciCour/English/Lesson-11.pdf http://www.nios.ac.in/media/documents/213_learnerguide_english.pdf | |
| | | | STATUS OF BIODIVERSITY IN INDIA (on Screen) | | 1A (2 Minutes) Internal Faculty | | | | | | |
| | | | SIGNIFICANCE OF BIODIVERSITY (on Screen) | | 1A (1Minutes) Internal Faculty | | | 1 Picture (Internal Faculty) | | http://www.nbaindia.org/ | Followed by Activity for evaluation (collect 5 pictures related to Biodiversity in your state where you |

| | | | | | | | | | | | |
|--|--|--|--|--|-------------------------|------------------------------------|-----------------------------------|---------------------------|-----------------------------------|---|--|
| | | | | | | | | | | | live in) |
| | | | NATURAL VEGETATION AND WILDLIFE (on Screen) | | | 1 Video for 05 Minutes (Developer) | | 3 Maps (Internal Faculty) | PPT (Internal Faculty) with audio | http://www.indiatourismecatalog.com/india_wildlife/wildlife_vegetation.html | |
| | | | NEED OF CONSERVATION OF BIODIVERSITY (on Screen) | | 1A (2 Minutes) Internal | | 1 animation (2 Minutes) developer | | | http://www.countrysideinfo.co.uk/biodvy.htm | Followed by Activity for evaluation (MCQ/True or False/Match making) |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

Social Science (213)
(Geography Part-Total Lessons-08)
Tarun, Academic Officer (Geography), NIOS
aogeo@nios.ac.in, tarunminim@gmail.com
Mobile: 9013666739

| Module Number | Lesson No. | Lesson Name | Sub-Topic | Description | | | | | | | Remarks |
|---------------|------------|----------------------------------|--|-------------------------------------|------------------------------------|-------|---------------------------|---------------------|------------|--|---------|
| | | | | Text | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| 02 | 12 | AGRICULTURE IN INDIA (on Screen) | | Introduction followed by objectives | 1A (1.5M inutes) Internal Faculty | | | | | http://www.nios.ac.in/media/documents/SecSocSciCour/English/Lesson-12.pdf http://www.nios.ac.in/media/documents/213_learnerguide_english.pdf | |
| | | | TYPES OF FARMING IN INDIA (on Screen) | | 1A (2 Minutes) Internal Faculty | | 1A (2 Minutes) Developer | | | http://dilipchandra12.blogspot.in/2012/08/types-of-farming-in-india.html | |
| | | | SALIENT FEATURES OF INDIAN AGRICULTURE (on Screen) | | 1A (1Minutes) Internal | | | | | http://www.yourarticlelibrary.com/agriculture/8-salient-features-of-indian-agriculture/20959/ | |

| | | | | | | | | | | | |
|--|--|--|--|--|-------------------------|------------------------------------|-----------------------------------|---------------------------|------------------------------|---|---|
| | | | Screen) | | Facul ty | | | | | | |
| | | | MAJOR CROPS OF INDIA (on Screen) | | | 1 Video for 05 Minutes (developer) | | 5 Maps (Internal Faculty) | PPT (Internal Faculty) audio | http://gradestack.com/CBSE-Class-10th/Major-Crops/15057-3001-4492-study-wtw | |
| | | | MAJOR CHALLENGES FACED BY INDIAN AGRICULTURE (on Screen) | | 1A (2 Minutes) Internal | | 1 animation (2 Minutes) developer | | | http://www.yourarticlelibrary.com/agriculture/10-major-agricultural-problems-of-india-and-their-possible-solutions/20988/ | Followed by Activity for evaluation (click 2 pictures of major crops in your state and write geographical conditions also) and Activity for evaluation (MCQ/True or False/Match making) |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

| Module Number | Lesson No. | Lesson Name | Sub-Topic | Description | | | | | | | Remarks |
|---|------------|---|--|-------------------------------------|-----------------------------------|------------------------------------|-----------|---------------------------|------------|--|---------|
| | | | | Text | Audio | Video | Animation | Photo/Picture/graph | PowerPoint | References (External Links/Hyperlinks) | |
| 02 India: Natural Environment, Resources and Development | 13 | TRANSPORT AND COMMUNICATION (on Screen) | | Introduction followed by objectives | 1A (1.5M inutes) Internal Faculty | | | | | http://www.nios.ac.in/media/documents/SecScocSciCour/English/Lesson-13.pdf http://www.nios.ac.in/media/documents/213_learnerguide_english.pdf | |
| | | | TRANSPORT AND COMMUNICATION – LIFELINES OF A COUNTRY (on Screen) | | 1A (2 Minutes) Internal Faculty | | | | | http://www.excellup.com/classsten/ssten/lifelines.aspx | |
| | | | THE MODES OF TRANSPORT (on Screen) | | 1A (1 Minutes) Internal Faculty | 1 Video for 05 Minutes (Developer) | | 3 Maps (Internal Faculty) | | http://www.bms.co.in/explain-the-various-modes-of-transportation/ | |

| | | | | | | | | | | | |
|--|--|--|--|--|----|--|--------------------------|--------------------------|-----------------------------|---|--|
| | | | | | ty | | | | | | |
| | | | COMMUNICATION AND ITS IMPORTANCE (on Screen) | | | | 1A (2 Minutes)Developer | 1 Map (Internal Faculty) | PPT(Internal Faculty) audio | http://www.ddegjust.ac.in/studymaterial/bba/bba-206.pdf | Followed by Activity for evaluation (MCQ/True or False/Match making) |
| | | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | | | |

Total 05 Videos and 06 Animation developed by the Developers:

| SL. No | Lesson No. | Video (Total 05 videos) | Animation (Total 06 animations) |
|---------------|-------------------|---|---|
| 1. | 9 | 01 video of 2 minutes on KEEPING RIVERS CLEAN • | 01 animation of 2 minutes each on • PHYSICAL DIVISIONS OF INDIA |
| 2. | 10 | 01 video of 5 minutes each on • MECHANISM OF MONSOON | 01 animation of 2 minutes each on • GLOBAL ENVIRONMENTAL CHANGES AND ITSIMPACT ON INDIAN CLIMATE |
| 3. | 11 | 01 video of 5 minutes each on NATURAL VEGETATION AND WILDLIFE • | 01 animation of 2 minutes each on • NEED OF CONSERVATION OF BIO-DIVERSITY |
| 4. | 12 | 01 video of 5 minutes on • MAJOR CROPS OF INDIA | 02 animation of 2 minutes each on • TYPES OF FARMING IN INDIA • MAJOR CHALLENGES FACED BY INDIAN AGRICULTURE |
| 5. | 13 | 01 video of 5 minutes each on • THE MODES OF TRANSPORT | 01 animation of 2 minutes each on • COMMUNICATION AND ITS IMPORTANCE |

Name of Coordinator **Dr. Azmat Noori**
Designation **Academic Officer**
Subject **Social Science (History Part)**
Number of Lessons **Nine**

| Lesson No.& Name of the Lesson | Topic | Description | | | | | | Remarks/Description |
|---|--|-------------|--------------------|---|--------------------------|---|--|--|
| | | Text | Audio | Video | animation | Photo/Picture/graph | References (External Links/Hyperlinks) | |
| Lesson -0 Introduction to social Science | Social science as an academic discipline | SLM | 2 min audio | | | | | |
| | Study of social science | SLM | 5 min audio | | | | | |
| | Evolution of human beings | SLM | | 5 min Regarding different ages of human being(Developer) | | Picture of paintings, weapons, pottery and | Link to learner guide at NIOS web site nios.ac.in | Activity for evaluation collect picture regarding the evolution of human being and make a collage |
| | Different stages of human development | SLM | | | 2 min (developer) | Inscriptions and ruins of Indus civilization | Link to learner guide at NIOS web site nios.ac.in | |
| | Social science and | SLM | 2 min audio | | | | | |

| | | | | | | | | |
|--|------------------------------------|---|--------------------|--|--|---|--|--------------------------------|
| | problems of present Day society | | | | | | | |
| | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | |
| Lesson -1 Ancient world | The bronze age | SLM | 5 min audio | | | Picture of Script and PPT on different civilization | Link to learner guide at NIOS web site nios.ac.in | Activity for evaluation |
| | India: Indus Valley Civilisation | SLM | 2 min audio | | | | Link to learner guide at NIOS web site nios.ac.in | |
| | Iron age civilisation | SLM | 5 min audio | | | Picture of monuments and PPT on different civilization | Link of Documentary will be provided (external) | Activity for evaluation |
| | India: The Vedic Age | SLM | 2 min audio | | | | | Activity for evaluation |
| | The Mauryan Age (322 bc-184 bc) | SLM | 2 min audio | | | Map regarding the various location of the Edicts of Ashoka | | |

| | | | | | | | | |
|-----------------------|---|--|--------------------|--|--|--------------------------------|--|--------------------------------|
| | | | | | | | | |
| | The Sangam Age (300 bc-200 ad) | SLM | 2 min audio | | | | | |
| | The kushana age | SLM | 2 min audio | | | | | |
| | The gupta age (319ad-550 ad) | SLM | 2 min audio | | | | | |
| | Indian civilisation: an overview | SLM | | | | Picture of Stupa | | |
| | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | |
| Lesson -2 | Europe in Medieval Times | SLM | 2 min audio | | | | | |
| Medieval World | Feudalism: political , military and social economic aspects | SLM | 5 min audio | | | Picture of feudal Manor | Link to learner guide at NIOS web site nios.ac.in | Activity for evaluation |

| | | | | | | | | |
|---------------------------------------|--|---|--------------------|--|--|--|--|--------------------------------|
| | Arab civilization during the Medieval period | SLM | 5 min audio | | | Picture of number system | | Activity for evaluation |
| | Medieval Indian Civilization | SLM | 5 min audio | | | Picture of saints and Qutub Minor | | Activity for evaluation |
| | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | |
| Lesson -3 Modern world – I | Impact of decline of feudalism | SLM | 2 min audio | | | | | |
| | Renaissance | SLM | 2 min audio | | | Picture of Monalisa | | Activity for evaluation |
| | Reformation | SLM | 2 min audio | | | Picture of martin luther | | |
| | Development of science | SLM | 2 min audio | | | | | |

| | | | | | | | | |
|------------------------|------------------------|--|--------------------|--|--|--|---|--------------------------------|
| | Discovery of new lands | SLM | 2 min audio | | 2 min related to discovery of new land (external) | Picture of Vasco da Gama | Link of Documentary will be provided | Activity for evaluation |
| | Industrial revolution | SLM | 1 min audio | | | | | |
| | Age of revolutions | SLM | 1 min audio | | | Picture of flags and revolution | Link to learner guide at NIOS web site nios.ac.in and Link of Documentary will be provided | |
| | | Concluding Summary (on Screen) What we have learnt and also developed a blog for discussion | | | | | | |
| Lesson no.4 | Industrial revolution | SLM | 2 min audio | | | picture | Link of Document ary will be provided | |
| Moder n world – | Innovations and | SLM | 5 min | | | Picture and PPT on different | Link of Document | Activity for |

| | | | | | | | | |
|-----------|---|------------|--------------------|--|--|-------------|--|--------------------------------|
| II | technological changes During the industrial revolution | | audio | | | innovations | ary will be provided | evaluation |
| | Impact of the industrial revolution | SLM | 2 min audio | | | | | Activity for evaluation |
| | The rise of imperialism and colonialism | SLM | 5 min audio | | | PPT | Link to learner guide at NIOS web site nios.ac.in | Activity for evaluation |
| | Impact of imperialism | SLM | 2 min audio | | | | | |
| | World war I | SLM | 5 min audio | | | PPT | | Activity for evaluation |
| | The world between the two world wars | SLM | 2 min audio | | | | Link to learner guide at NIOS web site nios.ac.in | Activity for evaluation |

| | | | | | | | | |
|--|--|------------|--------------------|--|--|--|--|--------------------------------|
| | World war II | SLM | 2 min audio | | | | | Activity for evaluation |
| | Foundation of united nations Organisatio n | SLM | 1 min audio | | | | | |

Total 01 Videos and 02Animation developed by the Developers:

| SL. No | Lesson No. | Video (Total 05 videos) | Animation (Total 06 animations) |
|---------------|-------------------|--|---|
| 1. | 0 | <ul style="list-style-type: none">• 01 video of 5 minutes on different ages of human being | <ul style="list-style-type: none">• 01 animation of 2 minutes on Different stages of human development |
| 2. | 3 | | <ul style="list-style-type: none">• 01 animation of 2 minutes on discovery of new land |

Link of You Tube videos and Documentary related to the all lessons will be provided as a subsidiary material.

| Lesson No.& Name of the Lesson | Content | Description | | | | | | Remarks/Description |
|--------------------------------|-------------------------------------|-----------------------------------|-------|-------|-----------|--|--|---|
| | | Text | Audio | Video | animation | Photo/Picture/graph | References (External Links/Hyperlinks) | |
| Lesson-9 "Demand" | Desire/want /Demand | Provided by Expert+SLM (PDF Form) | | | | Pictures(03) | | Quiz to test the classification of Desire/Want/Demand |
| | Factors affecting Individual Demand | SLM | | | Animated | Pictures(04)+Individual demand Schedule Individual+ Demand curve | | |
| | Law of Demand | SLM | | | Animated | Curve | | |
| | Market Demand | | | | Animated | Picture | | |
| | Determinants of Market Demand | SLM | | | | Picture (04) | | |
| | Market Demand Schedule & | | | | Animated | Schedule and Curve | | Numerical based on Schedule and Curve |

| | | | | | | | | |
|-------------------------------------|--|------------------------|--|--|--|---|--|---|
| | Curve | | | | | | | |
| | | | | | | | | |
| Lesson-10 “Supply” | Stock vs Supply | Differentiation | | | | Picture (02)-one of Standing water and another one Flowing water | | |
| | Factors affecting Individual Supply | SLM | | | | Pictures (06) | | |
| | Law of Supply | SLM | | | | Graph | | |
| | Individual and Market Demand Schedule followed by graph | | | | | Schedule + Graph | | Numericals based on Individual and Market Supply |
| | Determinants of Market Supply | SLM | | | | Pictures(02) | | |

| | | | | | | | | |
|---|--|--|-----------------------|---|-----------------------|--|--|---------------------------------------|
| Lesson -11 “Determination of Price and Quantity” | Meaning of Price and factors which influences the decision of a seller in fixing price of the commodity | | Audio example | Followed by video – provided by expert | | | | |
| | Meaning of Equilibrium price and its determination | | | | Animated graph | | | |
| | Concept of Excess Demand and Excess Supply | | | | Animated Graph | Graph Showing various position of Equilibrium | | Condition wise –Graph Exercise |
| Lesson-12 “Market” | Meaning of Market | SLM | Audio of Crowd | Video of any Market | | | | |
| | Classification of Market on the basis of “Competition” | Table showing difference with basis | | Video | | | | |

| | | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| | Online Market or Online Shopping | | | Video of people and their views | | | | |
| | | | | | | | | |



Annexure II:

Workshop on Strategy framework for eContent Development for VOS



06-07 January 2015

Organised by

National Institute of Open Schooling (NIOS), NOIDA

In collaboration with

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi

PROGRAMME SCHEDULE

| Session | Day 1: January 6, 2015 |
|------------------|--|
| 9:45 to 10: 00am | Registration |
| 10:00 to 10:45am | Inaugural Session <ul style="list-style-type: none">• Introduction of participants• Welcome by Dr. Sandhya Kumar, DD (Acad), NIOS• Objective of Workshop by Mr. S K Prasad, SAP NIOS• Inaugural Address by Dr. R C Sharma, Director, CEMCA, New Delhi• Remarks by Dr. Kuldeep Agarwal, Director (Academic), NIOS• Remarks by Sh. C Dharuman, Secretary & Director (Evaluation & SSS), NIOS• Vote of Thanks by Rachna Bhatia, AD (Acad), NIOS |
| 10:45 to 11:00am | Health Break |
| 11:00 to 11:45am | Background and Journey of VOS in NIOS (Mr. S K Prasad) |
| 11:45to 1:00pm | <ul style="list-style-type: none">• Guidelines for development of Strategy framework for eContent for VOS (Dr. R C Sharma, Dr. Manas Ranjan Panigrahi, Mr. S K Prasad)• Discussion and Finalisation: All Participants |

| | |
|-------------------------|--|
| 1:00 to 2:00pm | Lunch |
| 2:00 to 3:15pm | Presentation of NIOS Virtual Open Schooling (VOS) (Mr. Sanjay Kumar, SEO(OER)) |
| 3:15 to 3:30pm | Health Break |
| 3:30 to 4:30pm | Hands on Practice: Subject Experts Preparing Strategy framework for eContent for VOS (Facilitator: Mr. S K Prasad, Dr. Manas Ranjan Panigrahi and Mr. Sanjay Kumar) |
| 4:30 to 5:00pm | Sum Up: Presentation of Subject Experts of English, Social Science, Hindi, ICH, Economics and Business Studies of Secondary level. |
| Session | Day 2: January 7, 2015 |
| 10:00 to 10:45am | Hands on Practice: Subject Experts Preparing Strategy framework for eContent for VOS (Facilitator: Mr. S K Prasad, Dr. Manas Ranjan Panigrahi and Mr. Sanjay Kumar) |
| 10:45 to 11:15am | Health Break |
| 11:15 to 1:00pm | Hands on Practice: Subject Experts Preparing Strategy framework for eContent for VOS (Facilitator: Mr. S K Prasad, Dr. Manas Ranjan Panigrahi and Mr. Sanjay Kumar) |
| 1:00 to 2:00pm | Lunch |
| 2:00 to 3:15pm | Hands on Practice: Subject Experts Preparing Strategy framework for eContent for VOS (Facilitator: Mr. S K Prasad, Dr. Manas Ranjan Panigrahi and Mr. Sanjay Kumar) |
| 3:15 to 3:30pm | Health Break |
| 3:30 to 4:30pm | Hands on Practice: Subject Experts Preparing Strategy framework for eContent for VOS(Facilitator: Mr. S K Prasad, Dr. Manas Ranjan Panigrahi and Mr. Sanjay Kumar) |
| 4:30 to 5:15pm | Valedictory SessionFacilitator:Mr. S K Prasad, NIOS <ul style="list-style-type: none"> • Sum Up: Presentation of Subject Experts of English, Social Science, Hindi, ICH, Economics and Business Studies of Secondary level. • Remarks by: Dr. Manas Ranjan Panigrahi, Programme Officer Education, CEMCA • Closing Remarks by Dr. Kuldeep Agarwal, Director (Academic), NIOS • Vote of Thanks by Academic Officer, NIOS |

