Handbook For Academic Facilitators of NIOS

NATIONAL INSTITUTE OF OPEN SCHOOLING

The Largest Open Schooling System in the World

Handbook For Academic Facilitators of NIOS

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Foreword

The inherent characteristics flexibility and learner centeredness have made the National Institute of Open Schooling (NIOS), as a strong systematic intervention mechanism to play a critical role in providing educational opportunities through open and distance learning facilities to a large number of learners who cannot and do not avail formal school education. NIOS reaches out through a network of more than 2265 accredited study centers know as Accredited Institutions (AIs). These AIs provide various support services to the learners starting from admission, counseling distribution of study material, conducting personal contact programmes and preparing learners for examination. With the establishment of AIs in recognized affiliated formal schools, the functionaries are drawn from the schools only to provide such services to the NIOS learners. Very often these functionaries need guidance and support to manage and run the NIOS study center effectively.

Over the years there has been a steady increase in the numbers of AIs spread all over the countries. As a result, it has become difficult for NIOS to interact and provide satisfactory feedback to each one of them in centralized manner. Therefore, the concept of field level support through Academic facilitators (AFs) has been developed in order to supplement the functioning of Regional Centers and to have better interaction with the AIs. Such facilitation is conceptualized to be carried out by senior academic personnel's in the field having experience and expertise in education/educational administration.

It has been felt that for smooth functioning, the Academic Facilitators need to be well informed of all aspects of NIOS and what NIOS expects of them. Looking into this, the department of Student Support Services has developed the "Handbook for Academic Facilitators of NIOS". The Handbook not only deals with function of Academic Facilitators, their work schedule and operation mechanism, but also gives a vivid account of the salient features of NIOS, its delivery mechanism, the functions of Accredited Institutions and Personal Contact Programmes (PCPs).

I hope this Handbook will be useful to the Academic Facilitators and assist them to understand and perform their duties effectively. Undoubtedly this in turn will benefit the AI Coordinators, teachers and learners and will ultimately result in the overall enhancement of quality of open learning at school level.

I take this opportunity to thank each member of the development team for their contribution. Any suggestion for improvement of the documents is welcome.

(Dr. S.S. Jena)
Chairman, NIOS

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Section – 1

An Introduction to NIOS

1.1 Backdrop

School education is seen as a necessary requirement for improving the quality of life, since it relates directly to population growth, health practices, economic activities and productivity. This has been realised by our country and there had been massive expansion of formal schooling facilities in the post independence period. But in spite of this, 105 million children drop out of school every year, 10 million challenged children excluded from mainstream education system and about 240 million adult illiterates denied access to secondary school and formal vocational education certificates. This is a serious concern for the country to look for alternatives to provide schooling opportunities to all and to fulfill the constitutional commitments made by the country to its people.

Until recently, many of us believed that effective teaching and learning could not occur without face-to-face contact of the teacher and the learner in a classroom situation. However, with rapid development in instructional design, and information communication technology in the later part of the last century, it could be possible to bring in a shift from **teacher-led learning to own-time self-paced-learning at a distance i.e., from teaching it is moving to self-paced-learning involving more flexibilities and openness**. This gave rise to alternative schooling, particularly the Open Schooling system.

1.2 How NIOS Emerged

Open School started in India in 1979 as a project by the Central Board of Secondary Education. The success of Open School encouraged the Department of Education, Ministry of Human Resource Development, Govt. of India to establish National Open School (NOS), as an autonomous organization in November 1989. In October 1990, the Government of India, also vested NOS with the authority to examine and certify learners registered with it up to pre-degree level, through a Gazette notification.

Looking into the viability of Open schooling system in the country, the Government renamed NOS as National Institute of Open Schooling (NIOS) in 2002 to extend its scope and functioning.

1.3 What are the Objectives of NIOS

The major objectives of NIOS are to:

- provide opportunities for continuing and developmental education at the school stage;
- provide consultancy services to the Government of India and different States of India;
- serve as an agency for effective dissemination of information related to distance education and open learning;
- identify and promote standards of learning in distance education system and state open schools; and
- exercise normative and coordinating functions while promoting standards in distance and open learning system in the country.

1.4 Who is the Target Group

Anybody irrespective of caste, creed and location can seek enrolment in the courses/programmes offered by NIOS. However, the prioritized client groups are:

- ***Rural people / urban poor***
- ***Disadvantaged groups, viz., Girls and women***
- ***Underprivileged section of society; (e.g., SC/ST)***
- ***Unemployed and partly employed***
- ***School dropouts,***
- ***People with special needs i.e. physically and mentally challenged persons,***
- ***People from the minority community.***

Girls and women, SC/ST, physically and mentally challenged learners and ex-service persons are given fee concession.

1.5 What are the Salient Features

The special features of NIOS, which make it unique in its functioning, are related to the following openness and flexibility provided to the learners.

i. ***Open Admission round the year*** to ***cater to diverse need of learners***: With the use of ICT, NIOS has made the admission process ONLINE which is available throughout the year (24X7) thereby facilitating access to NIOS courses and programmes. There are four streams of admission:

- ***Stream 1*** for all learners who choose to seek admission at Secondary and Sr Secondary level and keeping the NIOS public examinations in mind this is considered in two blocks as follows:

Block for online Admission	Dates of online Admission	First Examination in which learners can appear
Block I	March 1-August 31	April/ May of next year
Block II	September 1-February 28	October/November of next year

- ***Stream 2*** for learners who had appeared but could not clear the public examinations of Secondary/Sr Secondary levels from any other recognised Board of School Education for the same subject combination in which they had appeared. This is offered between May and July and eligible learners are allowed to appear in the October/ November examination of NIOS of the same year.
- ***Stream 3*** for those learners who had appeared but could not clear the public examinations from any recognised Board of School Education and want to appear through On-Demand Examination system (ODES) of NIOS for Secondary level
- ***Stream 4*** is open for those learners who have already passed Senior Secondary or above from any recognized Board/University and want to take part admission in one subject or up to 4 subjects for updating their qualification or for learners who had appeared but could not clear the Public examination of Senior Secondary level from any recognized School Board in the same subject combination in which they had appeared and want to appear through On Demand Examination System of NIOS at Senior Secondary level.

ii. ***Open entry with respect to age and qualifications:*** NIOS does not lay down any upper age limit for taking admission in different courses. However, for admission the minimum age of the learner should be 14 years for Secondary Course and 15 years for Sr. Secondary

Course as on 31st July for Block-I of admission (1st March to 31st August) and 31st January for Block –II of admission (1st September to 28th February). A learner can seek admission at the basic and secondary level by submitting a self-certificate. But for Sr. Secondary level, Secondary School Certificate from a recognized Board is required.

iii. ***Open choice of courses / subjects of study:*** A learner is free to select any combination of subjects from a wide range of academic and vocational courses. Choice of subjects lies with the learner who selects the subjects according to his/her needs and requirements. A learner has to select a minimum of five subjects(including one language subject) at the secondary and senior secondary levels with maximum of two language subjects and has to pass the same in order to get a certificate.

iv. ***Open choice of medium of instruction:*** Learners can choose the medium of instruction for studying a course, which can be in Hindi, English, Urdu, Marathi, Malayalam, Telugu, Gujarati or Oriya (Odia) at the secondary level and Hindi, English or Urdu at the Senior Secondary level. More medium of instructions are available with State Open Schools.

v. ***Flexible scheme of examination:*** Public examinations are conducted twice a year. A learner can appear in any of the examinations in one or more subjects at one time depending on her/his preparedness during the period of five years of valid registration. Further to increase the dimension of flexibility, NIOS has introduced ***On-Demand- Examination System (ODES)*** at Secondary and Sr Secondary level conducted at NIOS Headquarters and Regional Offices where assessment takes place when the individual learner is ready to take it. The ODES is not only time independent but it also allows the learners to improve their performance till they are satisfied with their performance. Thus, ODES adds another dimension of openness in the Open Schooling System where examination became self-paced and degree of performance is controlled by the learner. Thus, a learner in NIOS can choose

a. ODES for all subjects,

b. ODES in some subjects and public examination in some other subjects,

c. Public examinations in all subjects held twice a year.

vii. ***Open pace of learning through Credit Accumulation***: NIOS allows credit accumulation facility to the learners. A learner can choose to appear in anyone or more subjects in any examination and earn credit, which will be accumulated till all five subjects required for certification are successfully completed within a period of 5 years of registration.

At the Senior Secondary level, learners, who pass in practical but fail to succeed in the theory of a subject, the practical awards are retained under the system of part credit and the learners can appear again in the theory examination. Similarly the part credit of passing in the theory but failing to succeed in practical work is also available. However, if the learner decides to re-appear in practical/theory, then best of the two results are taken into account. In all cases the examination fees for both theory and practical is to be paid even if the learners do not intend to appear in the passed component of the subject.

viii. ***Open to Learner Satisfaction:*** After appearing in an examination when a learner is not satisfied with the evaluated awards in a subject (s), she/he can apply for the following:

- ***Re-Checking*** of Answer Scripts, where the subject experts do re-totaling of the marks and ensure that no answer is left unchecked.
- ***Re-Evaluation*** of Answer Scripts at Sr. Secondary level, on payment of required fees, where another subject expert re-evaluates the answer scripts of the learner.

x. ***Facility of Transfer of Credits:*** NIOS allows transfer of credit from CBSC/CISCE/State Open Schools and some State Boards of Secondary and Sr Secondary education. The learners can avail the benefit of the transfer of credits up to two subjects to NIOS and can get a certificate by clearing the remaining subjects. The facility of Transfer of Credit up to four subjects is available to NIOS learners who have not been able to complete their course during the last five years.

xi. ***Education of Disadvantaged Group*:** To cater to the special needs of people who are physically, mentally challenged, socially and geographically isolated marginalised and are from disadvantaged sections such as street children, working children, rural women, NIOS has special accredited institutions called Special Accredited Institutions for Education of the Disadvantaged (SAIED).

These features make the Open Schooling system **a learner-cantered system** where recognition is given to the sovereignty of the learners.

1.6 Comparison of Formal Schooling with Open Schooling

Sr. No.	Characteristics	Formal Schooling	Open Schooling
1.	Entry Requirements	Fixed	Open
2.	Location	Fixed	Open
3.	Curriculum	Fixed	Open
4.	Instructional methods	Teacher led and face to face instructions	Individualised and Self-learning using multi-channel learning materials having occasional face to face contact sessions
5.	Instructional materials	Text Books + Occasional Teaching Aids	• Self learning materials • Electronic Media materials
6.	Pace	Regulated	Self-paced, Self Directed
7.	Examination	Fixed	Flexible. Provision for appearing in On Demand Examinations

1.7 What is the Delivery Mechanism

The instructional processes in NIOS have certain distinctive features, which provide a wide range of learning skills. NIOS offers its courses through a multi-channel delivery mechanism, which includes:

- **Self-learning print material** to be studied by the learners at own pace and time at home.
- **Supportive audio and video materials** to be listened and viewed when broadcasted/ telecasted or at the study centre.
- **Personal Contact Programmes (PCPs)** at study centres to be attended for clearing doubts, solving problems, receiving academic counselling.
- **Tutor Marked Assignments (TMA)** to be submitted by the learners as part of continuous evaluation so that learners know their progress and attainment level and develop regular study habits.
- **Use of Information and Communication Technology (ICT)** to disseminate learning related information and hence facilitating in effective learning.

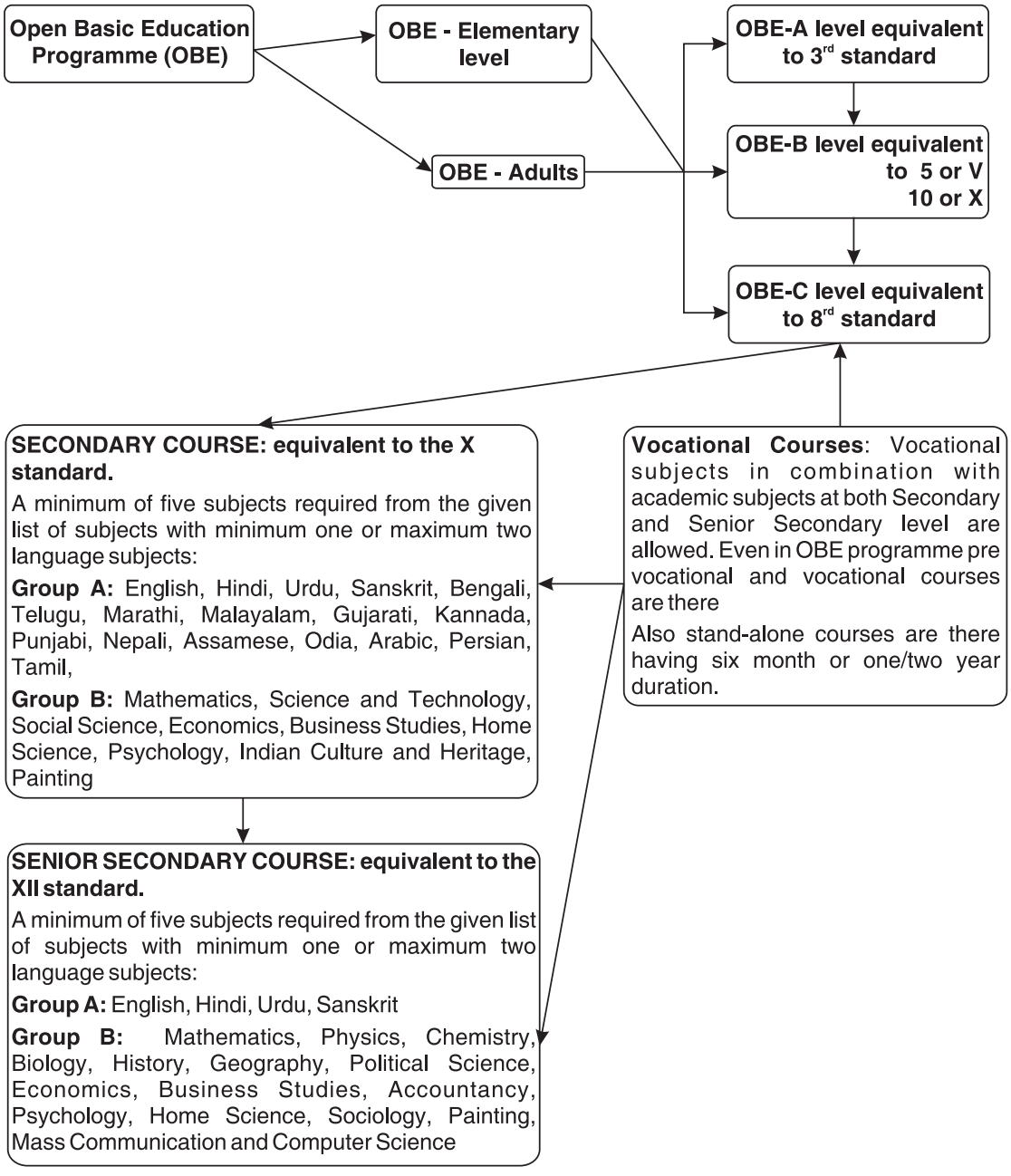
1.8 What NIOS Achieved So Far

Over the past two decades of existence, NIOS has tutored and certified learners under various courses as under:

Age group	Standard / Level	No of learners tutored and certified
14years +	Class X	9,31,290
16years +	Class XII	6,41,000
14years +	Vocational (Level Xth & XIIth)	1,11,220

The beneficiaries are from all sectors of the society.

1.9 What Courses NIOS Offer and What are the Pathways



Section – 2

Network of Accredited Institutions Functioning as Study Centre

2.1 What Is An Accredited Institution

Like any Open and Distance Learning System, although NIOS expects the learners to be self-learners undergoing their learning from a package of materials and are mostly separated from their peers and instructors, it does not completely do away with human support. In open and distance learning system, the learners need help and support from other people not only to be successful in their endeavour to continue learning but also in using the package effectively. With this view, the NIOS provides planned human support in different ways from the time a learner joins the system till the end of his/her successful completion.

To provide this support along with the issue of easy access, NIOS considered utilisation of existing available resources to provide better services by accrediting institutions to be partners. It has more than 2500 such partner institutions called ***Accredited Institutions (AIs)*** all over the country. These AIs are usually recognised formal schools or other reputed agencies involved in social or educational activities. They assist NIOS in its various functions to reach out and to reach all.

2.2 What Are The Functions of The Accredited Institutions

The Accredited Institutions (AIs) are required to perform following academic and administrative functions:

2.2.1 Academic Functions

1. To act as Study centres for the NIOS learners so that the access to study through Open schooling using distance mode is easy and within their reach.
2. To provide guidance and counselling to the learners particularly during the time of admission.
3. To arrange orientation programmes for learners to apprise them of the unique features of NIOS that they can avail of, the courses and programmes, fee structure and schedule, etc.
4. To inform learners about the important dates like last date of submission of application forms with and without late fees and registration dates for appearing in the examinations etc.
5. To arrange the orientation of teachers and other staff engaged in National Institute of Open Schooling activities at the Accredited Institutions, in collaboration with NIOS.
6. To prepare a timetable and organise Personal Contact Programmes as per the schedule on Sundays and holidays in accordance with the curriculum requirement and as per guidelines provided by NIOS by involving available teachers of the Institution as far as possible. Experienced retired teachers, if required, can also be engaged. The copy of the time table should be sent to the Regional Office of NIOS well before the starting of PCPs.
7. To organise other types of face-to-face interactive situations on regular basis to retain motivation of the learners.

8. To arrange practical classes for subjects involving practical work like science based subjects etc by making laboratory facilities available to the learners.
9. To provide library facilities to the learners.
10. To make available the audio-visual aids available in the Institution for learners for using the media support materials supplied by NIOS.
11. To ensure that the subject teachers of the Accredited Institution undergo continuous and comprehensive evaluation of the Tutor Marked Assignments (TMAs) regularly on time and provide feedback to the learners attached to the AI.
12. To send the TMA marks/grades to NIOS as per prescribed schedule.
13. To provide correct guidance and motivation to learners.
14. To prepare the learners for examinations.
15. To act as an examination centre if required by NIOS, in order to conduct public examinations of NIOS smoothly without allowing for any malpractices.
16. To provide positive feedback to NIOS with respect to improvement of the learning materials, learner performance and other related academic matters.

2.2.2 Administrative Functions

1. To publicise the various courses/programs offered by the National institute of Open Schooling.
2. To receive the Prospectus from NIOS to sell the same to the prospective learners.
3. To register / enrol learners both online and off line for NIOS courses as per the rules/ guidelines for admission formulated by NIOS.
4. To register the learners who applied offline through the admission forms submitted in the AI to online registration after verifying the documents and fees paid
5. To receive prescribed fee by way of Cash / Bank Draft from the learners.
6. To open a Joint Savings Bank Account in the name of Coordinator, NIOS _____ (*name of the AI*) in any nationalised bank near to the AI and should be operated jointly by the coordinator and one more signatory of the Accredited Institution.
7. To maintain complete record of learners allotted to the AI.
8. To receive study materials from NIOS (if any) keeping a full record of all receipts.
9. To distribute the study materials if any to the learners, ***without any service charges.***
10. To receive and issue Identity Cards if any to the learners.
11. To receive examination fees and send the same through one Bank Draft to NIOS.
12. To issue **receipts** for all payments received from the learners.
13. To maintain stock of materials, equipment and other items supplied by NIOS or purchased/acquired by the study centre out of funds provided by NIOS.
14. To issue date sheets, mark-sheets and certificates if any to the learners ***without any service charges*** and maintain their complete record.
15. To maintain attendance register of teachers and learners attending PCPs.

16. To function as an examination centre of NIOS for its examinations as and when required.
17. To provide a separate Notice Board for learners where the timetable, date-sheet and other important information pertaining to NIOS could be displayed.
18. To put up a board outside the institution, as per the guidelines provided by NIOS, displaying it as a study centre of the NIOS with the Code Number of Accreditation and contact person for the information of public.
19. To maintain liaison between NIOS and the learners necessary for proper functioning of the Study Centre.
20. To submit the prospectus accounts to the Regional Office within the prescribed date
21. To submit the utilisation certificates for the block grants received from NIOS for Block –I and Block –II within the prescribed date.

Section – 3

Learner Support Services

3.1 What is Learner Support Service

Learner-centeredness has always been the focus of the Open and Distance learning systems. In this system the teaching, learning, managerial and organizational activities revolve around the learner who is expected to be autonomous, independent, motivated and self-directed. However, distance learners who are isolated for most of the study time often suffer from the feeling of isolation, inferiority complex and anxiety while pursuing their study. At this stage some of the learners develop a tendency to dropout from the system. Thus, supporting distance learners in their learning is an essential activity of the provider of any open learning institution. All these are more important when open and distance education is provided at the school level because majority of the learners are first generation learners, school dropouts, younger in age, etc.

3.2 What are the Primary functions of Learner Support Services

According to Alan Tait, the primary functions of learner support services are of three fold. These are cognitive, affective and systemic.

(i) **Cognitive** support includes supporting and developing learning through the mediation of the course material and learning resources for individual learners. In NIOS, cognitive support includes study material, audio-video material and Personal Contact Programmes etc.

(ii) **Affective functions** provide an environment which supports learners to create commitment and enhance self-esteem. Some of the affective functions provided by NIOS are through the use of audio-video programmes at the study centres, audio video programmes telecast/ broadcast through *Gyanvani* and *Gyan-darshan* and DD-1 and through programmes on Life skills.

(iii) **Systemic functions** help in establishing administrative processes and information management systems, which are effective, transparent and learner friendly. Systemic functions provided by NIOS are enquiry, admission services, transfer of credit from other Boards, management of centres etc.

These three functions are both essential and inter-dependent. So, equal emphasis has to be provided to all these three functions.

3.3 What are the Stages of Learner Support Services

The basic objective of learner support services is to help the learners to learn and be successful in their education. The various components of Learner Support Services are as follows:

(i) **Pre-admission Support**

This means informing prospective learners about the programmes and methods followed at NIOS. This is particularly necessary to bring in suitable learners to continue their learning process. The dissemination of information about NIOS requires publicity through print and electronic media about the programmes available. The Coordinators of the study centres or the NIOS Regional Office may give advertisement, press release as a news item in local dailies/monthly newspapers and if possible through local radio/TV after getting approval from the NIOS Hqs.

(ii) Enrolment and Registration

The NIOS learners are spread geographically throughout the country and outside the country. They can take admission as per their own convenience and choice of study centres. They can enroll directly through NIOS website (www.nios.ac.in), or can approach the NIOS facilitation centre or Regional Office for online admission. In case of any difficulties they can approach the nearest AI for taking admission in NIOS courses. The coordinators of the AI can receive the application form and supporting documents and assist in online admission/registration or send the admission forms along with the complete documents to NIOS Regional offices well before the last date of admission.

With round the year scheme of admission, the maximum prescribed limit for Admission in each category of AI is as follows:

		No. of Students	
		Block – I (1st March to 31st August for April/May Examination)	**Block-II (1st September to 28th February for Oct/Nov Examination)**
1.	**Category A**	**500**	**500**
2.	**Category B**	**300**	**300**
3.	**Category C**	**150**	**150**

(iii) Advice and Counselling on Selecting Courses

This is very important, since NIOS provides a range of courses and learners are often not adequately prepared to choose the subjects suited to their own future goals. The study centres should help learners to choose appropriate combinations of subjects.

The learners are to be advised by AI about various Vocational Courses which can be taken in combination with academic courses or otherwise as an additional subject and the modalities thereof.

(iv) Availability of Self-Study Print Materials

The NIOS sends study materials to the learners directly to their correspondence address. In case any materials are undelivered at the learners' address and are returned back to NIOS, then the same are being sent to the concerned AI for distribution to the learner. The AI need to ensure timely distribution of these materials and the records of the same need to be sent to the Regional Office in time.

Since much of the learning in NIOS is based on self-study print materials, their distribution and timely availability to learners is critical to the success of NIOS.

(v) Personal Contact Programmes

The Personal Contact Programmes are largely used to supplement learning from the print material and electronic media, and include tutorials, discussion sessions, and laboratory practical and skill development activities. Since the learning skills are different for different learners, the NIOS learners require greater attention and more guided self-study. Special care is needed in personal contact programmes to ensure that tutorials, interactive group learning, and laboratory practical work take place in an effective way.

These components of learner support services through the Accredited Institutions (AIs) are interdependent and require integrated implementation. Learner support services hold the key

to a programme's success and determine the quality of education an open school offers.

3.4 What are some Areas of Learner Support Services

Some of the major areas in which learners require support services are listed below:

- Enquiry about system of Open Schooling
- Admission and pre admission advisory services
- Admission through online process
- Assessment of prior learning
- Information about credit transfer scheme from other boards
- Tutoring problem solving sessions at the designated study centres/AIs
- Guidance and counselling services
- Library services
- Provision of audio-video programmes
- Provision of continuous assessment through feedback writing on TMAs and other assignments.
- Additional service for learners with special needs of one sort or another, e.g., disability, geographical remoteness, prisoners etc.
- Provision of materials, which support the development of study skills, programme planning or career development guidance.

  All the AIs have been supplied necessary supporting documents for these areas. The AFs are supposed to verify the same and advise the AI to follow. Normally the AIs demand support in the following areas also:

  - Publicity and advocacy
  - Information dissemination
  - Availability of Prospectus to get the latest information
  - Availability of Study materials
  - Continuous and comprehensive support while learning
  - Recognized evaluation for further progress

3.5 How Learner Support is Enhanced Using ICT

Although in NIOS most learner support services are planned and provided through the Accredited Institutions (AIs) functioning as Study Centers at the field level, extended support is provided with the use of ICT as follows.

- **Learner Support Centre (LSC)**

  A Learner Support Centre (LSC) has been established by NIOS in order to sort out the grievances of the learners pertaining to admission, examination, result, TMA, Identity Cards and other related services. The LSC functions on the pattern of a Call Centre where a toll free call at 1800 180 9393 by a learner, initially connects the learner to the Interactive Voice response System (IVRS) to get a solution of her/his queries. If the learner is not satisfied with IVRS and wish to get more information, she/he is connected to an Executive at the same number for further clarifications. Learners, who send their queries through email to

lsc@nios.ac.in, are replied promptly by return e mail.

- **Mobile Technology (M-Support)**

  NIOS uses the mobile technology for dissemination of information to the learners. This information is sent through SMS. Under this system a learner gets an automatic information through SMS regarding his/her online admission upon (i) submission of online admission and (ii) confirmation and allotment of enrolment number and study centre.

  The information about the examination centre, examination date sheet and results of an individual learner are also provided on the mobile phone through SMS. The learners have to send a SMS in the following format and send it to 5676750, 52424, 55454, 56300, and 51234.

  NIOS10 <Enrolment Number> for Secondary

  NIOS12 <Enrolment Number> for Sr. Secondary

- **NIOS on the Internet**

  Information on NIOS is disseminated through the NIOS website at www.nios.ac.in. On clicking this site the user is able to find NIOS address with telephone numbers. Different menu buttons with hyperlinks enable the user to reach different information pages of NIOS, its activities, admission, examinations, seminars, workshops and conference, old question papers of NIOS examinations; study materials developed by NIOS, results of NIOS examinations etc. Updated information is available through this website.

Section – 4

Academic Facilitation

4.1 Why Academic Facilitation

Learner centeredness view of open learning has throughout emphasized on open entry, flexible curriculum, freedom to select courses and get assessed and choice of support materials. But learners in isolation encounter various types of problems such as lack of information about courses offered, admission time, place to contact, examination procedure etc. due to which certain targeted groups of learners are deprived of the opportunity of learning. The distance learners require not only educational guidance, but also a humanistic approach to deal with their problems.

Besides it, the teachers/tutors who provide support through Personal Contact Programme (PCP) to clarify the difficulties of learners, come from formal system of education. They, normally conduct PCPs just like teaching in formal system. Therefore, these teachers need to be oriented towards the philosophy of open learning to help the open learners to pursue self-study.

With the number of AIs, teachers and learners steadily increasing, it is difficult to interact and provide satisfactory feedback to all in a centralized manner from NIOS. Consequently a feeling of isolation generates not only ambiguity and tension but also give rise to malfunctioning resulting in serious complaints about various learner related issues like overcharging, apathy towards learners, PCPs not being conducted or conducted in a very conventional manner, etc. Further, past examination results indicate that the level of performance of the learners has been low and varied. This may be due to inadequate academic support provided to the learners. Lack of counseling could have also brought in such large variation.

Therefore, NIOS has envisaged the following three-tier system of learner support to decentralize the services and strengthen the functioning of the AIs:

(i) At the Headquarters level through the Department of Learner Support Services,

(ii) At the regional level through the Regional Offices established in different regions of the country, and

(iii) At the Field level through the Academic Facilitators.

4.2 What are the main Objectives of Academic Facilitation

Keeping in consonance with the objectives of National Institute of Open Schooling the main objectives of academic facilitation are as follows:

(i) To monitor the functioning of the AIs regularly to assure quality.

(ii) To provide pedagogical support to the teachers and the learners at the AIs.

(iii) To respond to the learner's needs and grievances, and to extend help in resolving their problems connected with the admission, supply of study-materials, change of subjects, issue of hall tickets, identity cards, mark sheet, migration certificates, pass certificates etc.

(iv) To build a systematic channel of communication among the NIOS, Regional Office and AIs.

(v) To continuously liaison with NIOS for updating oneself with the latest amendments in the rules and regulations for admission, PCP, TMA, examination, certification, etc.

(vi) To report to the concerned Regional Office and the NIOS Headquarters in order to provide insight into the actual problems of the AIs so that adequate steps could be taken to resolve the problems.

(vii) To suggest NIOS Hqs / Regional Office for better facilitation services for the AIs, teachers and learners.

4.3 Who is an Academic Facilitator (AF)

To supplement the functioning of Regional Offices and to have better interaction with the AIs, the concept of Academic Facilitation has been envisaged. Such facilitation is to be carried out by personnel (to be known as ***Academic Facilitator***) in the field having experience and expertise in education / educational administration. Each Academic Facilitator will be assigned the responsibility of facilitating and monitoring the working of few AIs in his/her area. He/She will be required to visit the AI once during admission, twice during Personal Contact Programme and once during the time of collection of exam fee for each block of admission. With the help of the Academic Facilitators, guidance and support will be extended not only to the AIs functioning as study centers but also to the learners visiting the AIs. Undoubtedly this will promote greater interaction between the provider and the users.

4.4 What are the Functions of the Academic Facilitators

1. To check if correct information is displayed in the following way:
    - A separate DISPLAY BOARD outside bearing the AI name and code no / courses offered / contact number/ contact time / e mail address
    - A separate NOTICE BOARD for NIOS learners displaying important Dates, PCP time table, and other NIOS learner related information.
2. To monitor admission process and procedures to ensure that Standard Operating Procedure (SOP) of NIOS are followed and there is no discrimination and other irregularities like overcharging of fees etc.
3. To ensure that learners are adequately counseled in terms of choice of subjects.
4. To check if correct information is displayed in a NOTICE BOARD separately for NIOS learners with respect of Dates, PCP time table etc.
5. To check that the learners have received the complete and correct set of study materials
6. To observe the conduct of PCP at the AI, interact with learners and teachers and impress upon them the relevance of interactive learning strategies and importance of self-study.
7. To find out whether the requisite number of assignments has been given to the learners and whether the responses have been received back and assessed properly.
8. To check whether audio video materials supplied by NIOS are being used during PCP.
9. To provide feedback to NIOS on training needs of the teachers, coordinators and other personnel.
10. To review the records maintained by the AI regarding NIOS learners, teacher etc. and advise the coordinator about their proper maintenance, if required.
11. To interact with the learners and provide them help in solving their problems connected with admission, TMA, PCP, examination etc.

12. To understand the problems and difficulties, if any, of the AIs, provide help and send feedback to the Regional Office and NIOS Headquarters for effective functioning of the AIs.

13. The AF should ensure that all learners registered, are coming for PCP at the AI only. In case of doubt, the AF must enquire from the learners and should report to Regional Office and well as NIOS Headquarters

14. The AF should advise the AI in engaging other teacher/tutor for any subject if a teacher for the subject(s) is not available in AIs and learners should not be discouraged from taking these subjects at AIs.

15. The AF has to orient the tutors about their specific role as a tutor for effective and interactive PCPs.

    Thus, the Academic Facilitators will be an important link between NIOS and the AIs in order to make the functioning of the study centre effective right from the time of admission to the examinations ensuring quality in the services provided to the NIOS learners.

4.5 What will be the Schedule of Visit to the AIs

The Academic Facilitator will be required to visit the AI in consultation with concerned Regional Office as follows:

- **once** during Admission time (during the month of August for Block –I and during the month of February for Block-II of admissions) to check the status of admission, the available infrastructure and preparedness of the AI in terms of serving the NIOS learners.
- **twice** during Personal Contact Programmes (with a gap of 10-15 sessions). The first PCP starts from 1st Sunday of October for first Block of Online admission and 1st Sunday of April for Second Block of admission at the AI.
- **once** during pre-examination period (within 10 days before the starting of the examinations). The examinations normally start from first week of April for April/May and from first week of October for Oct/Nov examinations.

The total number of visits in an academic year may not exceed **Eight** (four visits for Block- I and four visits for Block-II of admissions).

The AF has to advise the AI for conducting 30 PCP sessions per subject for theory and 5 additional sessions for practicals. It will be in the interest of the learners if AFs take care of the academic problems of the learners and the AIs and try to solve them.

4.6 What is the Operational Mechanism

(i) After empanelment of Academic Facilitators, the concerned Regional Director will send a letter of allotment to the AF along with a copy of it to the Co-ordinator of AI for information.

(ii) Feedback Proformas on following areas have been annexed with this booklet.

- Admission
- Personal Contact Programme
- Examination

(iii) Honorarium bill form also annexed.

Each Academic Facilitator will be required to send a fair facilitation/monitoring feedback report in the specified proforma along with the Honorarium bill to the concerned Regional Office for taking further necessary action. The payment will be made by the Regional Director.

It is desirable that feedback from a sample of the learners and their parents may also be obtained in order to have realistic picture of the working of the NIOS programme. Learner's feedback will help the NIOS to know the strength and weaknesses of the present system thus, enabling the organisation to improve/strengthen the support for the learners. In this respect, the AF must inform the AI for inviting some guardians along with learners on day and date of his visit.

Section – 5

Personal Contact Programmes

5.1 What is PCP

The meaning of Personal Contact Programme (PCP) in Open and Distance Education System is quite different from the formal classroom teaching. The PCPs are specially meant for supporting or facilitating the learners and to solve the problems of the learners, which they face in their self-study. Through PCPs the learners get an opportunity to interact with the tutors as well as the peer group. The use of the word 'contact' rather then 'teaching', itself makes a categorical distinction between the traditional classroom teaching and the PCPs. In fact, this a programme where learners come together to share their learning experiences, find solutions to academic problems and remove the barriers in their learning activity. Face-to face interaction takes place both in and outside the classroom.

Hence, depending upon the need of the learners, the *PCP could mean personal contact programme or place to consult pupils, or programme for conducting practical or personalized centre for problem* solving could be all these and more. Depending upon the course, these may be compulsory or optional but attending these is always a great help.

NIOS has a provision of Personal Contact Programmes (PCPs), but in a very limited number to be. Therefore, it becomes very important, first, to understand the function of PCPs in order to make the programme effective. Urgently these PCPs are spread over Saturdays, Sundays/ other holidays or at such convenient times when most of the learners can draw benefit from them.

5.2 What is the Purpose of PCPs

The PCPs have very specific purposes. They help the learners to:

- get opportunity to interact with subject teachers and other learners and thus, to avoid the feeling of isolation;
- solve their academic problems and to clarify their doubts;
- do practical in the subjects like Science, Home Science, Geography etc.
- get prepared for performing well in the examination ;
- develop confidence and be motivated towards self study;
- get aspiration for further studies;
- seek teacher's guidance in terms of tutorials;
- get feedback on their performance assignments, individually as well on in groups;
- avail the library facility at the AI; and
- get additional learning inputs through audio and video programmes to enhance their learning.

5.3 What Are The Main Components of PCP

In order to be effective and useful to the learners, the PCPs have the following inbuilt components:

(i) Problem solving sessions; and

(ii) Interactive tutorials;

(iii) Inbuilt counseling

i. **In problem solving sessions**, learner's doubts and quarries are discussed and clarified. Besides TMA, home assignments of the previous tutorials can be taken up in an interactive way.

ii. In the **tutorials** the pre-identified difficult concepts/ lessons are highlighted and taught by the tutors involving the learners. The learners may be given home assignments related to the lessons and a practice exercise to give them a feel of the pattern of final examination question paper.

iii. The components of **counseling** should be well knitted with the tutorials and the problem solving sessions in which the emphasis should be

- on motivating and building self confidence of the learners,
- guiding the learners to do self study,
- guiding the learners on how to do well in examination, and
- providing career guidance , if possible.

Differences between formal class room teaching and PCP sessions

Formal School Teaching	PCP in Open Schooling
• Teacher centered	• Learners centered
• Personal attention may or may not be there	• Personal attention is essential
• Details of subject matter may or may not be discussed	• Details of subject matter may be discussed
• Difficulties of learners may be attended to	• Difficulties of learners must be attended
• Participation by the student may be present	• Learners' participation is essential
• Feedback is possible	• Learners' Feedback is encouraged.
• Mostly face to face communication	• Multi-channel communication with higher interaction.

5.4 How to conduct PCP sessions: Various Strategies

It has been experienced that there could be two situations in face-to-face PCP sessions:

- First, learners may attend the PCP sessions without knowing what they are supposed to do during the PCP sessions. They may not be prepared to discuss their problems.
- Second, learners might have gone through the course materials to have a number of doubts for clarification. Some of these doubts may be alike and some unlike.

In both the situations, the tutors have to adopt appropriate strategies to make the PCP session an effective learning session. Let us discuss some of the strategies which are adopted during the PCP.

(i) Active involvement of learners through discussion

In this strategy learners are invited to express ideas or views on a topic in their own words thereby providing opportunities for active participation. For fruitful discussion adequate preparation is required on the part of tutor as well as learners.

(ii) Questioning and Dealing with Answers

PCP can be done through questioning and answering from learners side as well as tutors side. This strategy work well when teacher motivate the learner to ask good questions and

answer them up to their satisfaction. In contrast, the teacher can raise many quarries and encourage learners' participants to question answer session. Success of such session depends upon the appropriate way of asking questions and giving right kind of re-enforcement to the respondents.

(iii) Brainstorming Method

This is another method, which allows learners to come out with as many original and creative ideas as possible so that the chances of getting creative solution are more probable.

In this method, a problem may be posed before learners and they may be asked to give possible solutions in any order. These possible solutions will be written on the black board without comments. It must be realized that the key aspect of this approach is to separate the functions of idea generation and idea evaluation. It is crucial that all responses be accepted and appreciated during the activity. The tutor should withhold praise or judgment and provide an accepting atmosphere through the activity. After the idea generation stage, all the learners in the tutorial session have to examine the solutions written on the blackboard critically and evaluate their pertinence to arrive at a solution to the problem.

(iv) Demonstration Method

This is a method where the teacher or some other individual, (may be a learner) stand before the class, to show something and tell what is happening or what has happened. However, it is often a good procedure to have a learner conduct the demonstration. This arouses more interest and gives an opportunity to involve the learners in the instructional process.

(v) Remedial work through tutorial sheets

Very often learners need either additional or special help in subjects like Science, Maths and Languages subjects to assist them in attaining a higher level of achievements. This may be undertaken with the aid of tutorial sheets containing a series of extracts from various referenced sources, linked together with a number of sentences or questions or activities. The main purpose of such tutorial sheets is to guide learners by providing pointers and enrichment or extended learning materials.

(vi) Tutorials through the use of electronic media

The tutor makes use of available audio-video programme developed by NIOS as well as other agencies. The integrates the audio-video presentation with the question answering session.

(vii) Other Academic Activities

The PCP incorporates various type of other academic activities the debate and quiz, essay competition and wall magazine on significant issues and problems with a view to make learning experimental in nature.

(viii) Tutor Marked Assignments

The learners should be encouraged to attempt all assignments, get them evaluated by subject teachers and get feedback for better performance. The best assignments should be shared in the group. The weak learners who could not perform well in assignments need special attention by subject teachers in the PCP.

(ix) Practical Sessions

The PCP provides a forum to organize various kinds of laboratory experiments and practicals.

Particularly in Science and Home Science, experiments are conducted in the laboratories of the AIs.

It is often said that if instruction is to achieve maximum effectiveness, learning experiences should be as *direct* as possible. Learners should be involved in "learning by doing". They should utilize as many of their senses as possible and when all the senses are engaged, learning will usually be most effective and long lasting.

5.5 How to Organise And Manage PCP Sessions

The management of PCP involves proper organisation and conduction of interaction sessions in a relatively learner friendly atmosphere. It involves the establishment and maintenance of an environment so that objectives of the PCP session can be accomplished. Thus, as a teacher or a tutor, one should have the ability to provide a positive social and physical environment conducive to the learning process. For this, the tutor must:

(i) Establish relationship by

- knowing the learners and their background. (This is possible through conducting introduction session during PCP session)
- identify the heterogeneity in learners background and their expectations.
- different set of learners - how to deal with the heterogeneous group.
- building up mutual confidence,

(ii) Apply principles of self-discipline approach for session management by:

- stressing on learners' responsibilities and their participation in group activities.
- emphasizing the role of learners in organization of various level of activities like discussion session, brainstorming, demonstration and debate.
- involvement & accountability of learners in organization of PCP,

(iii) Apply principles of instructional approach by

- stating the purpose and objectives of academic sessions. This is important that the learners know the intent of attending such tutoring sessions,
- planning in advance about the PCPs such as advance information to the learners, preparation of time table, provision for tutorials and remedial teachers, provision of class room, laboratory, library and electronic media based learning system.
- selecting appropriate strategy of PCP session. Make academic deliberations learner friendly.

5.6 What is the Role of Academic Facilitators during PCPs

The Academic Facilitators needs to:

- Orient the Coordinator and the tutor regarding the planning and organization of PCPs and their role in conducting academic session during PCP.
- Establish rapport with the learners with a view to explore their problem and expectation from PCPs and motivate them to avail optimum benefits from PCP.
- Observe the way the subject teachers handle sessions during the PCP;
- Provide guidance to tutors to make the PCP sessions interesting and efficient so that participation of the learners is optimum and regular;

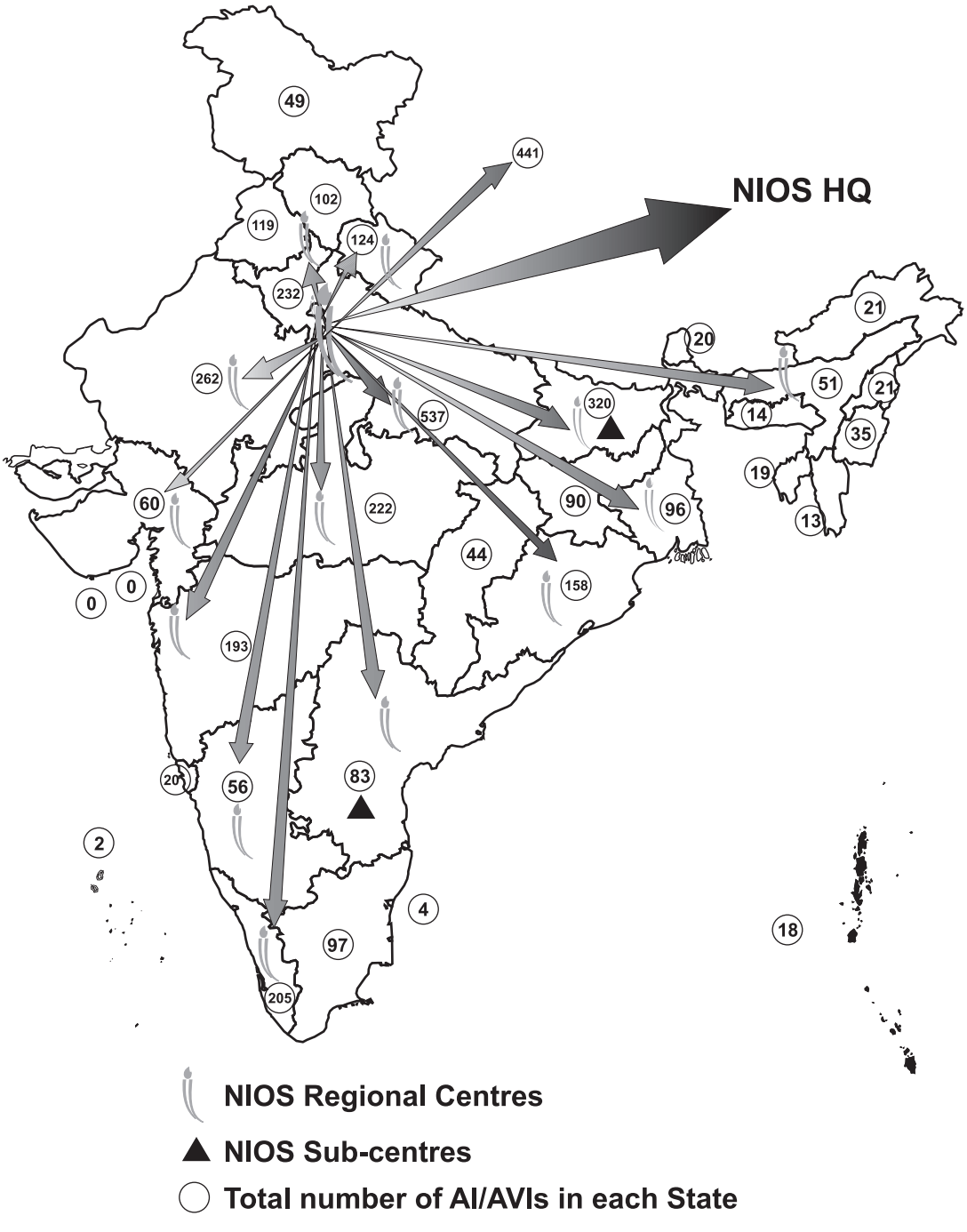
- Ensure the professional competencies of the teachers involved with the PCP programmes.
- Prepare consolidated reports on the innovations and experiences in organizing the PCPs at the study centre and its future prospects.

For all this the AF's may follow a principle based on the statement that,

Open learning's open door can easily become a revolving door that deposits them back on the pavement. Can we help them before a problem gets too much to cope with?

(Rowntree, 1992)

***Important Note**: The Academic facilitators are requested to get the updated information about NIOS, its norms etc from the NIOS website www.nios.ac.in*



Monitoring Tools

VISIT – 1

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for Admission (Block: I)
Academic Session 20____ to 20____

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: ……....…..…..……..

A. General Information

1. Did the AI display information on the notice board for NIOS learners? _____Yes/No

   If yes, where was the notice board placed in the AI? _____

2. What was the information displayed on the notice board?

   _____

   _____

3. Did the AI receive prospectus from NIOS or some other source? _____

   If yes, please mention the number and medium of the prospectus received from NIOS.

   English medium : _____ Hindi medium : _____ Other Medium _____

4. Did the AI admit learners? Yes/No

   If Yes, please mention the number as on date _____

5. Did the AI have appropriate facilities like classrooms, Labs etc. available for the NIOS learners?
   _____ Yes/No

6. Was some staff member assigned the responsibility of guiding learners? _____Yes/No

   If so, please give the name and designation of the contact person _____

   _____

7. What were the timings for functioning of the AI? _____

8. On what days of the week does AI function? _____

B. Learner Related Information

9. Was there any incidence of discrimination /discouragement by AI regarding admission?

   _____

   _____

10. What type of guidance was being given to prospective learners on admission procedures? This information may be collected by meeting or telephonic conversation with some students admitted. The AF may collect phone no. & address of some students admitted so for this verification?

    _____

    _____

11. Were the learners aware of

    a) choice of subjects? _____ Yes/No

    b) integration of vocational subjects with academic subjects? _____Yes/No

    c) transfer of credits? _____Yes/No

12. Was there any sign of overcharging from the learners in respect of

    a) getting admission form? _____ Yes/No

    b) submitting admission form? _____ Yes/No

    c) receiving study materials? _____ Yes/No

13. Were the learners given receipt of admission fees received offline. Yes/No

    If not, why? _____

C. Records Maintained at AI

14. What type of records are maintained by the AI, related to NIOS activities?

    _____

    _____

15. Mention the total number of learners admitted/allotted at the AI, till date in the following format:

Sl. No.	Course	Medium			Total no. of Learners
		English	Hindi	Any other	
1.	Open Basic Edn	_____	_____	_____	
2.	Secondary level	_____	_____	_____	
3.	Sr. Secondary level	_____	_____	_____	

D. Other Information

16. Names and Designations of Coordinator and Asst. Coordinator of the AI.

    Coordinator: _____

    Asst. Coordinator: _____

17. Name and designation of the persons operating NIOS accounts at the AI.

    _____

    _____

18. Are there qualified teachers fulfilling norms prescribed by the state Govt. or CBSE for teaching the subject at Secondary/Sr. Secondary level and experience teachers in all subjects at the AI to conduct of PCP classes? Yes/No

    Name of the subject for which there is no qualified teacher _____

19. Do the teachers of the AI need any orientation to deal with NIOS learners? Yes/No

If yes, what kind of programme do they need?

_____

_____

_____

_____

_____

_____

20. Any other suggestions:

_____

_____

_____

_____

_____

_____

Date: _____ Signature: _____

Name: _____

Note: A precise report about irregularities, shortcomings etc. at the AI, if any may be enclosed.

VISIT – 2

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for PCPs (Block: I)
Academic Session 20____ to 20____

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: …….....…..…..……..

A. General Information

1. Did the learners receive Identity Cards before the commencement of PCPs? _____ Yes/No

   If No, when did the learners receive Identity Cards? _____

2. Have you organised a meeting of learners & teachers for giving an overview of the Open Learning System? _____ Yes/No

   If yes, please mention the following

   (i) Date & time of the meeting: _____

   (ii) No. of learners and teachers attended _____

(iii) Please enclose a brief report of the meeting. _____

   _____

3. Did you receive any information about the AI charging of extra money for PCP, study materials, or identity card, etc.? _____ Yes/No

B. Study Material Related Information

4. Did the learners receive the study materials before the commencement of PCPs? _____ Yes/No

5. Were the requisite number of sets of study materials received by the learners? _____ Yes/No

   (If not, report the same to the Head of concerned Regional Centre)

6. State the views of learners and teachers about their difficulties in understanding the study material in any subject? If yes, give details _____

7. Give your specific suggestions to meet these difficulties._____

   _____

   _____

8. Are learners using any other study materials besides NIOS study materials? If yes, mention specific reasons for the same. _____

   _____

C. PCP related Information

9. Are the learners were informed about the timetable for PCPs? _____ Yes/No

10. Was the timetable for PCP affixed on the notice board? _____ Yes/No

    (Please enclose a copy of the same with this report)

11. Are you satisfied with the conduct of PCPs organised so far in the AI? Please discuss with some students in person (of school & staff) and draw your opinion for the same

    _____

    _____

    _____

    _____

    _____

12. How these PCPs were different from formal class room teaching? Please give a report about teaching learning strategies adopted in the PCPs.

    _____

    _____

    _____

    _____

    _____

13. Give your suggestion to improve the quality of PCPs.

    _____

    _____

    _____

    _____

    _____

14. Give details of PCPs conducted till date.

    a) At Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

b) At Sr. Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

D. Audio –Video Related Information

15. Were the AIs showing to the learners audio/video cassettes supplied by the NIOS? ____ Yes/No

If no, please mention the reasons: _____

_____

_____

If yes, then give details. This information be verified from learners

Subject	Audio/video	Topic	Date

E. Practical Related Information

16. How many practical classes were conducted so far, in different subjects? _____

Please mention subject-wise details of Practical classes conducted at the AI.

Secondary Level		Sr. Secondary Level	
Subjects	No. of Practical sessions	Subjects	No. of Practical sessions

17. Were the learners allowed to use the laboratory apparatus themselves? _____Yes/No

18. Was any extra money charged for conduct of practicals? _____Yes/No

If yes, then on what grounds? _____

_____

19. What were the problems faced by the AI in conducting PCPs? Give details if any

_____

F. TMA Related Information

20. Were the teachers and learners informed about Tutor Marked Assignments (TMA)? __Yes/No
21. Were the learners appraised about the importance of TMA? _____Yes/No
22. Are teachers/tutors writing comments on TMA? _____Yes/No

    If no, give reasons: _____

    _____

    _____

23. What were the difficulties in administering the TMAs effectively? Give details

    _____

    _____

24. Did the AI maintain student- wise record for submission of TMAs? _____Yes/No
25. Do the teachers of the AI properly evaluate the TMAs? _____Yes/No

    If so, please report about the quality of evaluation : _____

    _____

26. How does the TMA help the learners in the learning process?

    _____

    _____

    _____

G. Records Maintained at AI

27. Were the following records maintained by the AI:

    (i) Attendance Register of teachers _____Yes/No

    (ii) Attendance Register of learners _____Yes/No

    (iii) Admission Register _____Yes/No

    (iv) Cash Book _____Yes/No

    (v) Receipt of fees (for examination and admission) _____Yes/No

    (vi) Distribution of study materials _____Yes/No

    (vii) Record of TMA _____Yes/No

    (viii) Any other documents _____Yes/No

    (Please put your signature with date on all these records)

Date: _____ Signature: _____

Name: _____

VISIT – 3

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for PCPs (Block: I)

Academic Session 20____ to 20____

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: ……....…..…..……..

A. General Information

27. Did the learners receive Identity Cards before the commencement of PCPs? _____ Yes/No

    If No, when did the learners receive Identity Cards? _____

28. Have you organised a meeting of learners & teachers for giving an overview of the Open Learning System? _____ Yes/No

    If yes, please mention the following

    (i) Date & time of the meeting: _____

    (ii) No. of learners and teachers attended _____

    (iii) Please enclose a brief report of the meeting. _____

    _____

29. Did you receive any information about the AI charging of extra money for PCP, study materials, or identity card, etc.? _____ Yes/No

B. Study Material Related Information

30. Did the learners receive the study materials before the commencement of PCPs? _____ Yes/No

31. Were the requisite number of sets of study materials received by the learners? _____ Yes/No

    (If not, report the same to the Head of concerned Regional Centre)

32. State the views of learners and teachers about their difficulties in understanding the study material in any subject? If yes, give details _____

33. Give your specific suggestions to meet these difficulties._____

    _____

    _____

34. Are learners using any other study materials besides NIOS study materials? If yes, mention specific reasons for the same. _____

    _____

C. PCP related Information

35. Are the learners were informed about the timetable for PCPs? _____ Yes/No

36. Was the timetable for PCP affixed on the notice board? _____ Yes/No

(Please enclose a copy of the same with this report)

37. Are you satisfied with the conduct of PCPs organised so far in the AI? Please discuss with some students in person (of school & staff) and draw your opinion for the same

_____

_____

_____

_____

_____

38. How these PCPs were different from formal class room teaching? Please give a report about teaching learning strategies adopted in the PCPs.

_____

_____

_____

_____

_____

39. Give your suggestion to improve the quality of PCPs.

_____

_____

_____

_____

_____

40. Give details of PCPs conducted till date.

a) At Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

b) At Sr. Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

E. Audio –Video Related Information

41. Were the AIs showing to the learners audio/video cassettes supplied by the NIOS? ____ Yes/No

If no, please mention the reasons: _____

_____

If yes, then give details. This information be verified from learners

Subject	Audio/video	Topic	Date

E. Practical Related Information

42. How many practical classes were conducted so far, in different subjects? _____

Please mention subject-wise details of Practical classes conducted at the AI.

Secondary Level		Sr. Secondary Level	
Subjects	No. of Practical sessions	Subjects	No. of Practical sessions

43. Were the learners allowed to use the laboratory apparatus themselves? _____Yes/No

44. Was any extra money charged for conduct of practicals? _____Yes/No

If yes, then on what grounds? _____

_____

45. What were the problems faced by the AI in conducting PCPs? Give details if any

_____

_____

_____

F. TMA Related Information

46. Were the teachers and learners informed about Tutor Marked Assignments (TMA)? ____Yes/No

47. Were the learners appraised about the importance of TMA? _____Yes/No

48. Are teachers/tutors writing comments on TMA? _____Yes/No

If no, give reasons: _____

_____

_____

49. What were the difficulties in administering the TMAs effectively? Give details

_____

_____

50. Did the AI maintain student- wise record for submission of TMAs? _____Yes/No

51. Do the teachers of the AI properly evaluate the TMAs? _____Yes/No

If so, please report about the quality of evaluation : _____

_____

52. How does the TMA help the learners in the learning process?

_____

_____

_____

G. Records Maintained at AI

27. Were the following records maintained by the AI:

(i) Attendance Register of teachers _____Yes/No

(ii) Attendance Register of learners _____Yes/No

(iii) Admission Register _____Yes/No

(iv) Cash Book _____Yes/No

(v) Receipt of fees (for examination and admission) _____Yes/No

(vi) Distribution of study materials _____Yes/No

(vii) Record of TMA _____Yes/No

(viii) Any other documents _____Yes/No

(Please put your signature with date on all these records)

Date: _____ Signature: _____

Name: _____

VISIT – 4

NATIONAL INSTITUTE OF OPEN SCHOOLING

Feedback Proforma for Pre-Examination Visit (Block: I)

April-May 20____ to 20____ Examinations

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: ……....…..…..……..

A. General Information

1. Was the examination fee received from the learners through cash/Bank draft _____Yes/No
2. Did the AI issue proper receipts for the examination fee received from the learners? _____Yes/No
3. Is AI of NIOS notified as the examination centre? _____Yes/No

   If Yes, what is the examination centre number; _____
4. Is the institution fit to be an examination centre? _____Yes/No

   If no, please mention the shortcomings and possible areas for improvement.

   _____

   _____
5. Did the AI/learners get information about the examination centre well before the examination?

   _____Yes/No.
6. If yes, how many days before the examination did the AI and learners get information about -

   (a) Date sheet: _____

   (b) Examination centre: _____

   (c) Dates for practical examinations: _____
7. Was the date-sheet for examination affixed on the Notice Board? _____Yes/No
8. How were the learners informed about examination centre, date sheet etc. _____

   _____
9. Did the learners receive the hall tickets in time? _____Yes/No
10. Were requests for change of examination centre by the learners entertained? _____Yes/No
11. How many learners got their examination centre changed? _____
12. Were the learners given guidance on do's and don't in examination? _____Yes/No
13. Did the learners have an idea about the type of questions and format of question paper?__Yes/No
14. Was there special provision for differently abled learners in the centre? _____Yes/No
15. Were the learners informed by the AI to carry Identity cards and Hall tickets (received by post or downloaded from NIOS website) to the examination centre? _____Yes/No

16. Any other suggestion for improvement of quality and credibility of NIOS examination.

_____

_____

_____

Date : _____

Signature : _____

Name : _____

VISIT – 1

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for Admission (Block: II)

Academic Session 20____ to 20____

Name of AI ……..…… AI Code no. ……...……..

Address of AI ……Date of visit: …….....….……..

C. General Information

21. Did the AI display information on the notice board for NIOS learners? _____Yes/No

    If yes, where was the notice board placed in the AI? _____

22. What was the information displayed on the notice board?

    _____

    _____

23. Did the AI receive prospectus from NIOS or some other source? _____

    If yes, please mention the number and medium of the prospectus received from NIOS.

    English medium : _____ Hindi medium : _____ Other Medium _____

24. Did the AI admit learners? Yes/No

    If Yes, please mention the number as on date _____

25. Did the AI have appropriate facilities like classrooms, Labs etc. available for the NIOS learners?
    _____ Yes/No

26. Was some staff member assigned the responsibility of guiding learners? _____Yes/No

    If so, please give the name and designation of the contact person _____

    _____

27. What were the timings for functioning of the AI? _____

28. On what days of the week does AI function? _____

D. Learner Related Information

29. Was there any incidence of discrimination /discouragement by AI regarding admission?

    _____

    _____

30. What type of guidance was being given to prospective learners on admission procedures? This information may be collected by meeting or telephonic conversation with some students admitted. The AF may collect phone no. & address of some students admitted so for this verification?

    _____

    _____

31. Were the learners aware of

    a) choice of subjects? _____ Yes/No

    b) integration of vocational subjects with academic subjects? _____Yes/No

    c) transfer of credits ? _____Yes/No

32. Was there any sign of overcharging from the learners in respect of

    a) getting admission form? _____ Yes/No

    b) submitting admission form? _____ Yes/No

    c) receiving study materials? _____ Yes/No

33. Were the learners given receipt of admission fees received offline. Yes/No

    If not, why? _____

C. Records Maintained at AI

34. What type of records are maintained by the AI, related to NIOS activities?

    _____

    _____

35. Mention the total number of learners admitted/allotted at the AI, till date in the following format:

Sl. No.	Course	Medium			Total no. of Learners
		English	Hindi	Any other	
1.	Open Basic Edn	_____	_____	_____	
2.	Secondary level	_____	_____	_____	
3.	Sr. Secondary level	_____	_____	_____	

E. Other Information

36. Names and Designations of Coordinator and Asst. Coordinator of the AI.

    Coordinator: _____

    Asst. Coordinator: _____

37. Name and designation of the persons operating NIOS accounts at the AI.

    _____

    _____

38. Are there qualified teachers fulfilling norms prescribed by the state Govt. or CBSE for teaching the subject at Secondary/Sr. Secondary level and experience teachers in all subjects at the AI to conduct of PCP classes? Yes/No

    Name of the subject for which there is no qualified teacher_____

39. Do the teachers of the AI need any orientation to deal with NIOS learners? Yes/No

If yes, what kind of programme do they need?

_____

_____

_____

_____

_____

_____

40. Any other suggestions:

_____

_____

_____

_____

_____

_____

Date: _____ Signature: _____

Name: _____

Note: A precise report about irregularities, shortcomings etc. at the AI, if any may be enclosed.

VISIT – 2

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for PCPs (Block: II)

Academic Session 20____ to 20____

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: ……....…..…..……..

A. General Information

53. Did the learners receive Identity Cards before the commencement of PCPs? _____ Yes/No

    If No, when did the learners receive Identity Cards? _____

54. Have you organised a meeting of learners & teachers for giving an overview of the Open Learning System? _____ Yes/No

    If yes, please mention the following

    (i) Date & time of the meeting: _____

    (ii) No. of learners and teachers attended _____

    (iii) Please enclose a brief report of the meeting. _____

    _____

55. Did you receive any information about the AI charging of extra money for PCP, study materials, or identity card, etc.? _____ Yes/No

B. Study Material Related Information

56. Did the learners receive the study materials before the commencement of PCPs? _____ Yes/No

57. Were the requisite number of sets of study materials received by the learners? _____ Yes/No

    (If not, report the same to the Head of concerned Regional Centre)

58. State the views of learners and teachers about their difficulties in understanding the study material in any subject? If yes, give details _____

59. Give your specific suggestions to meet these difficulties._____

    _____

    _____

60. Are learners using any other study materials besides NIOS study materials? If yes, mention specific reasons for the same. _____

    _____

C. PCP related Information

61. Are the learners were informed about the timetable for PCPs? _____ Yes/No

62. Was the timetable for PCP affixed on the notice board? _____ Yes/No
(Please enclose a copy of the same with this report)

63. Are you satisfied with the conduct of PCPs organised so far in the AI? Please discuss with some students in person (of school & staff) and draw your opinion for the same

_____

_____

_____

_____

_____

64. How these PCPs were different from formal class room teaching? Please give a report about teaching learning strategies adopted in the PCPs.

_____

_____

_____

_____

_____

65. Give your suggestion to improve the quality of PCPs.

_____

_____

_____

_____

_____

66. Give details of PCPs conducted till date.

a) At Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

b) At Sr. Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

D. Audio –Video Related Information

67. Were the AIs showing to the learners audio/video cassettes supplied by the NIOS? ____ Yes/No

If no, please mention the reasons: _____

_____

If yes, then give details. This information be verified from learners

Subject	Audio/video	Topic	Date

E. Practical Related Information

68. How many practical classes were conducted so far, in different subjects? _____

Please mention subject-wise details of Practical classes conducted at the AI.

Secondary Level		Sr. Secondary Level	
Subjects	No. of Practical sessions	Subjects	No. of Practical sessions

69. Were the learners allowed to use the laboratory apparatus themselves? _____Yes/No

70. Was any extra money charged for conduct of practicals? _____Yes/No

If yes, then on what grounds? _____

71. What were the problems faced by the AI in conducting PCPs? Give details if any

_____

_____

_____

F. TMA Related Information

72. Were the teachers and learners informed about Tutor Marked Assignments (TMA)? ____Yes/No

73. Were the learners appraised about the importance of TMA? _____Yes/No

74. Are teachers/tutors writing comments on TMA? _____Yes/No

If no, give reasons: _____

_____

_____

75. What were the difficulties in administering the TMAs effectively? Give details

_____

_____

76. Did the AI maintain student- wise record for submission of TMAs? _____Yes/No

77. Do the teachers of the AI properly evaluate the TMAs? _____Yes/No

If so, please report about the quality of evaluation : _____

_____

78. How does the TMA help the learners in the learning process?

_____

_____

_____

G. Records Maintained at AI

27. Were the following records maintained by the AI:

(i) Attendance Register of teachers _____Yes/No

(ii) Attendance Register of learners _____Yes/No

(iii) Admission Register _____Yes/No

(iv) Cash Book _____Yes/No

(v) Receipt of fees (for examination and admission) _____Yes/No

(vi) Distribution of study materials _____Yes/No

(vii) Record of TMA _____Yes/No

(viii) Any other documents _____Yes/No

(Please put your signature with date on all these records)

Date: _____ Signature: _____

Name: _____

VISIT – 3

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for PCPs (Block: II)

Academic Session 20____ to 20____

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: ……....…..…..……..

A. General Information

79. Did the learners receive Identity Cards before the commencement of PCPs? _____ Yes/No

    If No, when did the learners receive Identity Cards? _____

80. Have you organised a meeting of learners & teachers for giving an overview of the Open Learning System? _____ Yes/No

    If yes, please mention the following

    (i) Date & time of the meeting: _____

    (ii) No. of learners and teachers attended _____

    (iii) Please enclose a brief report of the meeting. _____

    _____

81. Did you receive any information about the AI charging of extra money for PCP, study materials, or identity card, etc.? _____ Yes/No

B. Study Material Related Information

82. Did the learners receive the study materials before the commencement of PCPs? _____ Yes/No

83. Were the requisite number of sets of study materials received by the learners? _____ Yes/No

    (If not, report the same to the Head of concerned Regional Centre)

84. State the views of learners and teachers about their difficulties in understanding the study material in any subject? If yes, give details _____

85. Give your specific suggestions to meet these difficulties._____

    _____

    _____

86. Are learners using any other study materials besides NIOS study materials? If yes, mention specific reasons for the same. _____

    _____

C. PCP related Information

87. Are the learners were informed about the timetable for PCPs? _____ Yes/No

88. Was the timetable for PCP affixed on the notice board? _____ Yes/No
(Please enclose a copy of the same with this report)

89. Are you satisfied with the conduct of PCPs organised so far in the AI? Please discuss with some students in person (of school & staff) and draw your opinion for the same

_____

_____

_____

_____

_____

90. How these PCPs were different from formal class room teaching? Please give a report about teaching learning strategies adopted in the PCPs.

_____

_____

_____

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_____

91. Give your suggestion to improve the quality of PCPs.

_____

_____

_____

_____

_____

92. Give details of PCPs conducted till date.

a) At Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

b). At Sr. Secondary Level

Sl. No.	Subject code	No. of classes conducted till the date of visit	No. of learners enrolled	Average no. of learners present in PCPs	Name of Teachers with Designation

E. Audio –Video Related Information

93. Were the AIs showing to the learners audio/video cassettes supplied by the NIOS? ____ Yes/No

If no, please mention the reasons: _____

_____

If yes, then give details. This information be verified from learners

Subject	Audio/video	Topic	Date

E. Practical Related Information

94. How many practical classes were conducted so far, in different subjects? _____

Please mention subject-wise details of Practical classes conducted at the AI.

Secondary Level		Sr. Secondary Level	
Subjects	No. of Practical sessions	Subjects	No. of Practical sessions

95. Were the learners allowed to use the laboratory apparatus themselves? _____Yes/No

96. Was any extra money charged for conduct of practicals? _____Yes/No

If yes, then on what grounds? _____

_____

97. What were the problems faced by the AI in conducting PCPs? Give details if any

_____

_____

_____

F. TMA Related Information

98. Were the teachers and learners informed about Tutor Marked Assignments (TMA)? ____Yes/No

99. Were the learners appraised about the importance of TMA? _____Yes/No

100. Are teachers/tutors writing comments on TMA? _____Yes/No

If no, give reasons: _____

_____

_____

101. What were the difficulties in administering the TMAs effectively? Give details

_____

_____

102. Did the AI maintain student- wise record for submission of TMAs? _____Yes/No

103. Do the teachers of the AI properly evaluate the TMAs? _____Yes/No

If so, please report about the quality of evaluation : _____

_____

104. How does the TMA help the learners in the learning process?

_____

_____

_____

G. Records Maintained at AI

27. Were the following records maintained by the AI:

(i) Attendance Register of teachers _____Yes/No

(ii) Attendance Register of learners _____Yes/No

(iii) Admission Register _____Yes/No

(iv) Cash Book _____Yes/No

(v) Receipt of fees (for examination and admission) _____Yes/No

(vi) Distribution of study materials _____Yes/No

(vii) Record of TMA _____Yes/No

(viii) Any other documents _____Yes/No

(Please put your signature with date on all these records)

Date: _____ Signature: _____

Name: _____

VISIT – 4

NATIONAL INSTITUTE OF OPEN SCHOOLING
Feedback Proforma for Pre-Examination Visit (Block: II)

October-November 20____ to 20____ Examinations

Name of AI ……..…… AI Code no. …...……..

Address of AI ……Date of visit: ……....…..…..……..

A. General Information

16. Was the examination fee received from the learners through cash/Bank draft _____Yes/No
17. Did the AI issue proper receipts for the examination fee received from the learners? _____Yes/No
18. Is AI of NIOS notified as the examination centre? _____Yes/No
    If Yes, what is the examination centre number; _____
19. Is the institution fit to be an examination centre? _____Yes/No
    If no, please mention the shortcomings and possible areas for improvement.
    _____
    _____
20. Did the AI/learners get information about the examination centre well before the examination?
    _____Yes/No.
21. If yes, how many days before the examination did the AI and learners get information about -
    (a) Date sheet: _____
    (b) Examination centre: _____
    (c) Dates for practical examinations: _____
22. Was the date-sheet for examination affixed on the Notice Board? _____Yes/No
23. How were the learners informed about examination centre, date sheet etc. _____
    _____
24. Did the learners receive the hall tickets in time? _____Yes/No
25. Were requests for change of examination centre by the learners entertained? _____Yes/No
26. How many learners got their examination centre changed? _____
27. Were the learners given guidance on do's and don't in examination? _____Yes/No
28. Did the learners have an idea about the type of questions and format of question paper?__Yes/No
29. Was there special provision for differently abled learners in the centre? _____Yes/No
30. Were the learners informed by the AI to carry Identity cards and Hall tickets (received by post or downloaded from NIOS website) to the examination centre? _____Yes/No

31. Any other suggestion for improvement of quality and credibility of NIOS examination.

_____

_____

_____

Date : _____

Signature : _____

Name : _____

National Institute of Open Schooling

Regional Centre: _____

Dated: .....

Purpose of visit _____

Information about Admission/ PCPs/Pre-Examination

(To be filled in by the Academic Facilitator)

Name of the Academic Facilitator: _____

Address of the Academic Facilitator: _____

_____

Telephone no(s) : _____

Mobile no. : _____

E-mail : _____

Sl No	Name of the AI visited	AI code	Telephone no	Date and Time of Visit	Amount of Honorarium @ Rs. 400/-

Amount of Honorarium claimed in Rupees: _____

Date …… Signature ……..

Enclosure:

1. _____
2. _____
3. _____

Note: Please ensure that the completely filled up feedback reports of each visit are enclosed with it and should be submitted at the Regional Office of NIOS within 10 days of visit.

List of the Regional Centres of NIOS

Name of the Region	Address of the Regional Centre	States Covered
ALLAHABAD	**National Institute of Open Schooling** Regional Centre 19/17, Kasturba Gandhi Marg, Kachahari Road Allahabad - 211002 (Uttar Pradesh) Ph.: (O) 0532-2548154 (Fax) 0532-2548149 e-mail: rcallahabad@nios.ac.in	Uttar Pradesh (excluding Gautam Buddha Nagar [Noida & Greater Noida] and Ghaziabad Distrists of UP)
BHOPAL	**National Institute of Open Schooling** Regional Centre Manas Bhawan, Shyamla Hills, Bhopal - 462002 (M.P.) Ph.: 0755-2661842, 2660331 Fax : 0755-2661842 e-mail: rcbhopal@nios.ac.in	Madhya Pradesh and Chhatisgarh
BHUBANESHWAR	**National Institute of Open Schooling** Adivasi Exhibition Ground, Unit-I, Bhubaneshwar Orissa, Phone : 0674-2740208	Orissa,
CHANDIGARH	**National Institute of Open Schooling** Regional Centre YMCA Complex, Sector-11C, Chandigarh-160011 Ph.: (O) 0172-2744915, 3950979 Fax : 0172-2744952 e-mail: rcchandigarh@nios.ac.in	Haryana (Excluding Gurgaon, Faridabad & Jhajjar) Himachal Pradesh, Punjab, Jammu & Kashmir and Chandigarh
DEHRADUN	**National Institute of Open Schooling** 69/106, Niranjanpur, Opp. ITI Dehradun Dehradun - 248001 Ph.: (O) 0135-2623929 Fax : 0135-2629166 e-mail: rcdehradun@nios.ac.in	Uttrakhand and Meerut, Bagpat Saharanpur , Muzaffar Nagar, Moradabad and J.P. Nagar (Amroha) districts of U.P.
DELHI	**National Institute of Open Schooling** Regional Centre A-31, Institutional Area, NH-24, Sector-62, NOIDA- 201309 Distt. - Gautam Buddha Nagar (U.P.) Ph: (O) 0120-2404914-15, Fax : 0120-2404916 e-mail: rcdelhi@nios.ac.in	NCT of Delhi and bordering Distts. of NCT in Uttar Pradesh and Haryana comprising of Distts. of Gautam Buddh Nagar (Noida and Greater Noida), Ghaziabad, Gurgaon Faridabad and Jhajjar.
GUWAHATI	**National Institute of Open Schooling** Regional Centre Building of Assam Publication Board, (Near Assam Board of Secondary Education) Ist Floor, Bamunimaidan, Guwahati-781021 (Assam) Ph. (O): 0361-2650541, 2651201 (Fax) 0361-2650542 e-mail: rcguwahati@nios.ac.in	Nagaland, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram and Tripura
HYDERABAD	**National Institute of Open Schooling** Regional Centre House No. 17-26, Sree Nagar Colony, Rd. No. 5 Dilsukh Na/gar, Hyderabad - 500060 Andhra Pradesh Ph.: (O) 040-24162859, Fax : 040-24060712 e-mail: rchyderabad@nios.ac.in	Karnataka, Andhra Pradesh except the districts Vishakhapatnam, Srikakulam, Vizianagram, East & West Godavari, Krishana and Khammam
SUB-CENTRE **VISHAKHAPATNAM**	**National Institute of Open Schooling** Regional Centre 5th Floor, B Block, VUDA Complex, Siripuram, Visakhapatnam, Andhra Pradesh Ph.: 0891-2564584, E-mail: srcvisakhapatnam@nios.ac.in	Vishakhapatnam, Srikakulam, Vizianagram, East & West Godavari, Krishana and Khammam Districts of Andhra Pradesh
JAIPUR	**National Institute of Open Schooling** Regional Centre D-11-12 Roop Vihar Colony, Mohan Marg, Opp. Karoli Garden New Sangamer Road, Sodala Jaipur (Rajasthan) – 302006 Ph.: (O) 0141-2292818, 2290057 Fax.: 0141-2292819 e-mail: rcjaipur@nios.ac.in	Rajasthan and Gujarat
KOCHI	**National Institute of Open Schooling** Regional Centre 34/2740 Mamangalam, P.O. - Palarivatton, Kochi-682025 (Kerala) Ph.: 0484-2335714, (T/F) 0484-2335533 e-mail: rckochi@nios.ac.in	Pondicherry, Tamilnadu, Kerala and Lakshadweep
KOLKATA	**National Institute of Open Schooling** Regional Centre 10/1/H, Diamond Harbour Road, Kolkata-700 027 (W.B.) Ph.: (O) 033-24797714, Fax : 033-24797707 e-mail: rckolkata@nios.ac.in	Sikkim, West Bengal and Andaman and Nicobar Islands
PATNA	**National Institute of Open Schooling** Regional Centre Lalit Bhawan, Ground Floor, Jawahar Lal Nehru Marg, Bailey Road, Patna - 800001 (Bihar) Ph.: (O) 0612-2545051, 0612-2545470 e-mail: rcpatna@nios.ac.in	Bihar, Jharkhand
SUB-CENTRE ***DARBHANGA***	**National Institute of Open Schooling** Moh- Khan Chowk Near Main Khan Chowk, PO Lal Bagh Distt. Darbhanga-846004, Phone : 0627-2250628	
PUNE	**National Institute of Open Schooling** Regional Centre C/o Indian Institute of Education Campus, 128/2 JP Naik Road, Sriniketan Society, (Near Solaris Club) Kothrud, Pune-411029 (Maharashtra) Ph. (O) 020-25444667, 25439763 (Fax) 020-25444667 e-mail: rcpune@nios.ac.in	Maharashtra, Goa and Daman & Diu

National Institute of Open Schooling
(An autonomous organisation under MHRD,
Govt. of India)
A24/25, Institutional Area, Sector- 62, NOIDA,
Uttar Pradesh - 201309
Website: www.nios.ac.in