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A Quarterly of the Commonwealth Educational Media Centre for Asia

From the Director's Desk...

There are many faces to illiteracy. One is what we commonly understand as the inability to read or write or to lack simple numeracy skills. One can understand and sympathize with the hurdles faced by the huge illiterate populations of the world. But there are other faces to illiteracy—the lack of proficiency in a different language; the lack of subject knowledge in a field other than one's own specialized area; the absence of minimal computer skills to help cope with a changing technological scenario— illiteracies that each and all of us have to some degree.

In today's rapidly changing knowledge society, the worst illiteracy can be the inability to adapt to change and to manage change, whether at the individual or institutional level. At an individual level, this manifests itself as our fear of being replaced as teachers. Our reaction is resistance to the inevitable change and our wishing that it would "all go away".

At an institutional level, the inability to cope with and to manage change has far reaching implications. At the most general and visible level, the society that the institution serves will become restless and begin to withdraw support. The institution be left far behind in meeting its defined mandates; objectives will not be met; efficiencies will suffer and a general rot will set in.

Educators in this part of the world have been involved in path breaking work in finding ways

and means of delivering education. Alongside the "highs" that open and distance education has shown in the past twenty years, there is also the downside. And it is the hidden potential and the visible problems that Prof. Dhanarajan addresses in this issue's guest column.

We would like to do our little bit to redressing the imbalance between the knowledge available and disseminated. We would also like to address different illiteracies. It is for this reason that this issue seeks to redress the lack of information most people face, either in profiling important regional efforts such as AMIC; or in speaking of lessons learned from India's Jhabua Development Communication Project.

In our section on technology, we focus on India's simputer; and in "Smart tips" we suggest effective ways of using e-mail and the Internet. Book reviews look at the durable radio and the nature of learning in a digital world.

The regional roundup brings news and events in this part of the world. We explore learning management systems in Worth While Webs; and also include useful information on global knowledge production in this issue.

We hope you find this issue useful, readable, and we hope it makes you respond and write to us.

Dr. Usha Vyasulu Reddi

Guest Column...

OPEN AND FLEXIBLE LEARNING: COMMONWEALTH EXPERIENCE AND INDIA'S CHALLENGE



Dr. Gajaraj Dhanarajan

This is an edited version of the remarks delivered by Prof. Dhanarajan at the 76th Annual Meeting of the Association of Indian Universities at Chandigarh, India during 5-8 December 2001.

Today, I am reminded of a speech made by that great Indian Mohandas K. Gandhi in early 1942 at the Benares Hindu University. On that occasion, looking at his audience of learned individuals he was heard to have said that "A feeling of nervousness overpowers me when I am in the midst of learned men . . . In your midst, I feel tongue tied." He went on to further add, after looking at the topic given to him, that "The inspiration has come, but I do not know how you will welcome my plain speaking". Some 60 years since the Father of the Nation made his remark, Indian Vice Chancellors continue to be a powerful force with a capacity to not only make speakers such as

myself nervous by their wealth of knowledge but also inadequate by a lack of understanding of the Indian context and challenges.

Yet, all that I have read and heard in recent times indicate that the delivery of education and training by Indian Universities must change. Writing in the Times Higher Education Supplement, Dr. Prasenjit Malti of West Bengal said: "*The problems of India's higher education sector seems to defy solutions. The system remains entrenched in an outdated tradition established by the colonial rulers in the 19th and early part of the past century for a specific purpose suited to them. Conditions are deteriorating as a result of expansion and are even made worse by shrinking resources. Declining quality, inadequate facilities, and a mismatch between education and skills requirements have become crucial themes . . .*"

Dr. Malti is not the first to make this comment; others have also spoken, over the years, of issues that have held back the development of the tertiary education sector in this country. An oppressive bureaucracy, inadequate funding, politicisation of academe and its leadership, quality of the learning environment, relevance of curriculum, inadequacy of access, have all been identified as impediments at one time or another. Increasing access through the introduction of flexible and open learning, however desirable it may be, will only debilitate university administration further, apart from causing further financial stress on already hard pressed vice chancellors.

UNESCO's 1998 proposal at the World Conference on Higher Education, which was subsequently

adopted as a vision for higher education in the 21st century, urged its member states to "*establish, where appropriate the legislative political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights which establishes that . . . no one can be excluded from higher education or its study fields . . . on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities*". The same document went even further to urge institutions of member states to ". . . include life long learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine their role accordingly, which implies the development of open and continuous access to higher learning . . .". One country has taken this position as its mantra. In the Republic of Ireland the Chair of the Higher Education Authority declared in 1999 that "*Policies for equality are amongst the most important policies of a university. Education is one of the most effective instruments available for addressing inequality and . . . Higher education has a key role*". In demanding this, he was also resonating that country's Equal Status Act which makes it the responsibility of an educational establishment "*not to discriminate in relation to neither the admission or the terms or conditions of admission of a person as a student to the establishment, nor the access of a student to any course, facility or benefit provided by the establishment.*" Here in India, it seems to me that there are many good and compelling reasons to consider UNESCO's appeal on a number of areas in its proposal. Of these, at least five stand out to me as particularly pertinent. They are:

- (i) Participation rates: With about 200 universities and 8,000 colleges catering for some 5 million learners, the expansion of higher education in India is truly phenomenal. Despite this growth, participation rates in

this country are still abysmally inadequate by any standards. That participation continues to hover around 600 per 100,000 head of population compared to (say) Brazil which is around 1100, Egypt around 1700, Japan at around 3100, the UK at around 3200, Canada around 6300. What these figures indicate in the context of open and flexible learning is the huge reservoir of previously unmet demand that is out there for post-secondary education for a very long time. As India continues to move towards a knowledge-based economy and society, it will, like others in similar circumstances, find citizens continuously demanding more learning while in the workforce. Many without a tertiary qualification will find open and flexible-learning opportunities as more suitable and their only means to acquire such an education.

- (ii) Access and Equity: There continues to be a tremendous imbalance in access and equity. There is the shame of continuous gender imbalance but equally disturbing is that some 70% of the population, which lives in rural India, have difficulty getting to a university because of geography and poverty. Higher education in the country is clearly an urban phenomenon. Bringing rural inhabitants and women into education must be seen as an important social consideration. This must particularly apply to those who are denied access to learning for economic, cultural, religious or other reasons. If these folks cannot come to school then school must find a way to go reach them wherever they are.
- (iii) Barriers governed by age, prior learning, social status and geography. University education in India is surprisingly not supply-driven and therefore elitist by

definition. This situation has allowed institutions to erect barriers of one kind or another and still not fear the loss of custom. There is little evidence to indicate the situation will change in the foreseeable future. Yet, given the huge annually recurring and accumulated demand for higher education, there is a ready-made case for institutions to consider radical and imaginative solutions. Sensible, sensitive, socially conscious and pedagogically imaginative policies are required to open the doors of academe a lot wider than current archaic customs and traditions allow.

- (iv) Quality and relevance: Many who have participated in developing courses and student support systems will say that flexible and open learning educational practices demand a much more disciplined and sensitive approach to the teaching process. As courses are often available in the public domain, the transparency of content and the quality of instruction make it unavoidable to aspire for high quality. Similarly, open learning initiatives by definition are meant to help reduce inequities to educational access. Denial to learning for large parts of the population, for whatever reason, goes against the spirit of national and international conventions on the rights of individuals.
- (v) Clear public accountability and social commitment of our autonomously governed institutions of learning: As in Ireland, Indian universities and colleges need to respond to their country's legislation pertaining to a person's right to educational access. That it has not done so is a sad reflection on how quickly we become insensitive as a nation to the demands of ordinary citizens.

While governments generally have a greater responsibility in ensuring that a citizen's right is protected, those of us who have leadership of institutions cannot abdicate our share of that responsibility.

In the new knowledge society, learning can no longer be the monopoly of the 18 to 25 age group nor can it be limited to full-time study. An increasing number of students can be expected to be part-time, employed, above 25 and making a late entry into higher education. In addition, many of today's non-participants in education will need to be brought into the fold if we are at all serious about offering all people equal opportunity. Such a diversity of learners will require courses to be organised so that they are flexible, can be studied off-campus and credits received are portable. These students arrive at study with skills, knowledge and experience. In other words, they are as much contributors to the learning as they are receivers of the knowledge. In the (knowledge) society, everyone will participate in education or training (formal or non-formal) throughout life. It would be a society characterised by high standards but with low failures. Such a society will offer a seamless canvass for individuals to start their learning anywhere on the canvass and exit at any point. To switch metaphors, they will be on a ladder of continuing attainment.

Recognising that there is a global consensus to make education a lifelong need for all citizens, universities must see a central role for themselves in the environment. Indian universities cannot remain outside of this changing culture. If you accept my premise, then there are some things that need your attention. Let me list a few that are crucial:

- (i) Changing the current culture of instructional practices: The first challenge is the re-orientation of our teachers and the pedagogy they apply to

their vocation. The profession will have to come to terms with a new type of learner and a learning environment that encourages the learner to be independent. Whether in a classroom, radio or television programme, print or web-based instruction, instructors need to recognise that individuals are capable of self-learning, if provided with cleverly and sensitively designed instruction. Moving the paradigm from a faculty-centred to a learner-centred respect both the learner and the teacher. Tagore, our great poet, expressed this sentiment much more forcefully when he said, *"The main object to teaching is not to give explanations, but to knock at the doors of the mind. If any boy is asked to give an account of what is awakened in him by such knocking, he will probably say something silly. For what happens within is much bigger than what comes out in words. Those who pin their faith on university examinations as the test of education take no account of this"* (Tagore, date unknown but quoted in his autobiography by Dutta and Robinson).

- (ii) Freeing classrooms from time-bound regimes: Flexible learning will require us to seriously reconsider the "time-driven" element from today's schools, colleges and universities. Our institutions are ruled by time, prescribing when, in his/her life, a student can or is ready to learn and the length of time required for learning. Not too long ago, an international study recorded that *"The instructional paradigm, holds learning a prisoner to time constraints applied by an arbitrary force or by the preferred work schedule of a faculty member. In the desired [new] learning paradigm, learning becomes the primary driving force and, since learning can occur at any*

time and at any place 24 hours every day, the constraints of time are removed". We have the technology and the knowledge today to deliver learning at any time, 24 hours a day.

- (iii) Re-examining the campus-based delivery system: Already, outside of India, many universities and colleges are changing the nature and structure of their organisations. The traditions of teaching and the views on learning have resulted in organisational structures that are almost or completely centred on faculty: from the design of the curriculum to its transformation into learning experience; from decisions relating to assessment of prior learning to elements of exit standards; from administrative arrangements to academic governance; and from delivery systems to learning schedules. This will not be compatible with practices of flexible learning where learning is expected to take place at the convenience of the learner.
- (iv) Re-examining the role of academics: Ways must be found to overcome the perceptions and the fear of faculty to the changing nature of their roles and values as well as the rewards of the new learning environment. There is a real, though unfounded, fear on the part of faculty in losing total control of the teaching and learning environment. Learner centrality in the educational environment does pose enormous challenges to the teacher. It requires pedagogical skills, especially in a technology-mediated environment which many of today's teachers' lack. Serious steps must be taken to reduce the anxiety of teachers and prevent alienating them from a development that is so crucial to academe and its survival.

- (v) Becoming familiar with and practicing a greater use of technology to deliver learning: Universities must become greater users of technology to deliver mass education. The country's mass media and its penetration to the remotest corners of this land permit learning to be distributed beyond the bounds of campuses. In order to benefit from these assets, investments have to be made in staff training and development, and a different kind of administrative order must be explored.
- (vi) Partnerships: India is a big country, but it also has colleges and universities that are well spread across the urban landscape of the nation. An opportunity exists to build upon existing collaborations and co-operative ventures and entering into new ones in designing, developing and delivering knowledge products at a much lower cost to partner institutions.

In spite of poor policy support, abysmal resources and inadequate supply of instructional talent, distance education has grown in the last 30 years at phenomenal rate worldwide. Those who championed the cause of open and distance education around the mid-60s would cite many good reasons for its inclusion in national educational provisions. Foremost among these were the political desire to increase provision for learning, the economic desire to cut the cost of education while increasing participation levels, the social desire towards egalitarianism to ensure equity and equality of opportunity and, at least in some locations, an educational desire to improve the relevance and quality of the curriculum. There were also those who wanted to reach the isolated, the marginalised, the challenged, and minority groups. Convincing evidence from the past 30 years justifies the inclusion of distance education in national educational agenda. Today, there are more distance education

facilities in the developing parts of the world than the developed ones, including seven out of ten mega universities.

The adoption of distance and open education has enabled many nations to respond to increased demands especially for post-secondary education. Some institutions, like the Allama Iqbal Open University of Pakistan, are active in the pre-tertiary and non-formal sectors as well. The open universities of India, Pakistan and Bangladesh enrol between 100,000 and 150,000 students annually. Korea's National Open University and China's RTVU, as well as Thailand's STOU and Indonesia's UT, have student populations in excess of 200,000 to 500,000 each. The University of South Africa (UNISA), which claims seniority over the UKOU, reaches out to most parts of Africa with its student enrolment of about 130,000. In Turkey, Mexico, Brazil, Venezuela, there is much to be proud of in terms of the achievements of their universities. Apart from these dedicated systems, there are the external studies and off-campus departments of dual-mode universities that also use distance education to reach out to new clients.

In India, for example, the total enrolments of external students in dual-mode institutions far outnumber those at the Indira Gandhi National Open University. Collectively, these institutions have indeed increased access to learning, gone some distance in introducing flexibility, they also seemed to have brought down costs and unintentionally may have also taken the first steps in placing the learner at the centre of the educational transaction. Some of them have used broadcast technologies as main drivers of educational distribution and others have developed capacities to enrich curriculum by the application of multi-media. The exploration of the technologies by distance educators has also had a positive impact on improving teaching in

conventional education institutions. Above all, distance education ventures seem to have proved that many individuals in our societies, regardless of the extent of prior learning, are perfectly capable of self-directed learning at tertiary levels if only instruction were designed sensitively and sensibly, respecting the learner and supporting him or her in the learning. That is the good side of the story. But in India, there is also a bad side.

In spite of the successes, the levels of disappointments have been high. These disappointments range from a failure by many institutions, on the one hand, to penetrate large parts of communities traditionally marginalized by the higher education sector and, on the other, a reluctance to apply rigorous quality control in many of the ventures. In 1992, UNESCO published a report on A Survey of Distance Education in Asia and the Pacific. Reading through the report, one quickly discovers that, by and large, the open universities of the developing countries of Asia serve more or less the same sector of the population that their metropolitan campus-based counterparts have been serving. Students are mostly urban, middle class, have substantial prior learning, mostly male and white-collar workers. Provisions for and ease of access to those who do not fall within this newly privileged group are minimal and where they exist, learning support is almost non-existent. Most institutions have basically become sub-servers to conventional providers, due in part to a mindset that considered higher education a part of urban culture or worst still, or as a cash cow to buttress cash-strapped universities, affordable by only those living in cities.

Notwithstanding these criticisms, by and large the desire to meet a social good and serve a very diverse clientele was very much the driving force behind the growth of distance and open education throughout the last three decades. Moving knowledge to suit the

needs of the learner rather than moving bodies to suit the convenience of institutions seemed to respond to all of the requirements for learning and training in a knowledge-based society. With the advent of technology, distance education is being rediscovered again by a vast majority of tertiary institutions in developed economies.

Learning has never been as freely available to the poor as to the rich. It is easier for those in urban areas than for those in rural communities: People, whether marginalized by geography, race, religion, ability, have always found it more difficult to access learning than non-marginalised populations; women have found it more challenging to go to school than men. Those who have more prior learning have always found it easier to access more new learning than those without.

There is a time to hold back and let things take their normal course and there is a time to take leadership and bring about change. In the delivery of learning, the time to bring about change is NOW. Otherwise, the people of this country will continue to be deprived of a fair opportunity to make a better life for them and learn a greater respect for their country. While Vice Chancellors of India's universities may feel that it is beyond them to bring about a nationwide revolution, I say to you that they can at least bring about changes within the smaller communities they work in. In urging you to do this, I am reminded yet again of Rabindranath Tagore, who in 1939 confessed *"I cannot take responsibility for the whole of India . . . If I can free only one or two villages from the bonds of ignorance and weakness, there will be built, on a tiny scale, an ideal for the whole of India, . . . Fulfill this ideal in a few villages only and I will say that these few villages are my India"*.

This must be true for all of us today, as it was for Tagore in 1939.

Prof. Gajaraj Dhanarajan is CEO and President of The Commonwealth of Learning, Vancouver, Canada.

Spotlight on...

ASIAN MEDIA INFORMATION AND COMMUNICATION CENTRE



The Asian Media Information and Communication Centre (AMIC) is a regional institution for individuals and organizations involved or interested in mass Communication. AMIC was formed in 1971 to promote mass communication in the Asia-Pacific region. A non-profit, non-governmental organization, it was launched with the support of the Government of Singapore and Friedrich - Ebert - Stiftung, an independent foundation in the Federal-Republic of Germany.

AMIC acts as a catalyst for effective mass communication and socio-economic development in the region. It co-operates with governments and national bodies as well as international organizations, including UNESCO, which has accorded it full consultative status, giving it direct access to the world body.

AMIC is actively engaged in mass communication documentation, research, training, publishing and mass media project consultancy. AMIC has a wide membership base throughout the globe and has national chapters in most countries in Asia.

AMIC began as a clearinghouse for information on mass communication in the Asia-Pacific region, and a link in an international chain of documentation centres that collect and disseminate information around the world through its regular and periodic publications. AMIC publications have played a meaningful role in providing valuable information on matters of concern to media professionals in the region. AMIC's periodicals,

conference papers, monographs and research reports discuss contemporary issues and often provide an Asian perspective where none

was apparent before.

Seminars and Workshops

To assist communicators, AMIC conducts regular workshops, seminars, conferences and training courses on mass communication and allied subjects in different countries through its "Seminars and Institutional Development Programme (SIDP)". SIDP organizes seminars and conferences to keep participants informed of important issues and trends in communication, thereby facilitating networking with leading communication specialists and media practitioners. This unit also conducts workshops to enhance media skills. It promotes the use of new technologies for socioeconomic development in the region. A highlight of SIDP's events timetable is the Annual Conference, considered the premier communications forum in the Asia-Pacific. This conference provides a broad perspective on relevant issues and trends in broadcasting, journalism, advertising, public relations, multimedia, telecommunications and information technology. The 11th AMIC Annual conference on "Media, Terrorism and a Culture of Peace" is to be held at Perth, Australia between 26-28th June 2002. Another important annual event is the regional symposium focusing on media and learning technologies.

Research

AMIC is also actively engaged in mass communication research. AMIC's research programme assesses overall trends in communication in the Asia Pacific region, and initiates and

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coordinates research projects, training programmes and research publications. Training activities seek to enhance the capabilities and research resources of communication institutions in the region. As a coordinating body it strives to promote inter-institutional and multi-institutional research collaborations in a specific country or across countries in the region.

AMIC is concerned with action research that has practical applications for practitioners, administrators and policy-makers, in addition to academics, students and intellectuals. There is an emphasis on regional research that concentrates on more than one Asian country, and sometimes as many as fourteen. This allows for common research questions and methodologies to be applied across a number of different countries with varying socioeconomic and cultural backgrounds.

Library and Databases

Apart from gaining firsthand information on communication matters concerning the Asia-Pacific region, members are also privy to exclusive information. Members - institutional and individual - also gain access to AMIC's library in Singapore containing one of the largest collections of documents on mass communication in the region. AMIC's documentation unit has one of Asia's largest collections of documents and audiovisual material on communication. It has more than 65,000 records of books, periodicals and conference papers stored in eight computerized databases which can be accessed via AMIC's website. The audiovisual collection comprises slides, films, video and audiotapes. A significant resource is the library's collection of unpublished work gathered over a

period of more than 27 years, making it one of the most extensive collections of fugitive material in the region.

The documentation unit functions as a clearinghouse. To this end, it abstracts, annotates and compiles bibliographies on the media and communication in the region, and indexes periodicals for articles on communication topics. To promote optimum use of the collection, the library runs a selective dissemination programme of user information. This includes a quarterly "Accessions List", the biannual "Mass Communications Periodicals Literature Index (MCPLI)", and the biannual "Asia - Pacific Communication Current Awareness List (APCCAL)".

AMIC Journals and Publications

The *Asian Mass Communication Bulletin* (AMCB), which made its debut in 1971, is a bimonthly newsletter reporting concisely on new events and developments relating to the print and broadcast media, information technology and the environment. *Media Asia*, started in 1974, provides a platform to discuss contemporary issues and disseminate new viewpoints. The *Asian Journal of Communication* (AJC) was launched in 1990 as the joint publication of AMIC and the School of Communication Studies, Nanyang Technological University (NTU). This is a scholarly journal, which publishes articles on empirical and theoretical aspects of communication.

Since 1972, when the first Occasional Paper, "Television Reconsidered" by Wilbur Schramm was released, AMIC has published a wide range of material on communication issues in Asia. Computerization, newspaper management, satellite technology, video production, videotext and media education are among the 'practical' topics covered. Issue related titles include: "Mass Media, Tradition and Change"; "Communication Theory: the Asian

Perspective"; "Rethinking Development Communication"; "Role of Media in a National Crisis"; "Asian Values in Journalism"; "Media Monitors in Asia"; "Walking the Tightrope"; "TV Without Borders" and AMIC's series on Media Laws and Regulations covering 10 countries in the region.

AMIC-India

With a view to provide greater interaction and more activities for its members in India, AMIC-INDIA was formally registered as a non-profit society in India during November 1998 under the Chairmanship of Dr. M.S. Swaminathan, the eminent scientist of India. During the recent past AMIC-INDIA has embarked on a communications programme comprising seminars & workshops, publications and research, with a national focus.

AMIC has a wide membership base throughout the globe and has national chapters in most countries in Asia. AMIC-INDIA is by far the largest and most active chapter of AMIC. AMIC-INDIA has been assisting AMIC-Singapore with their activities in India and has also been independently organizing Seminars, Conferences and Workshops for many years.

Membership of AMIC is for a calendar year. Institutions / Individuals interested in AMIC membership may contact:

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Research Proposals Invited

In order to promote research in the area of Information and Communication Technologies (ICTs) application in education and especially in distance learning, CEMCA invites research proposals from teachers and scholars for appropriate funding. Research proposals can be submitted anytime during the year. The present thrust areas include, but are not limited to:

- Digital divide
- Multimedia applications
- Online learning
- Teleconferencing
- Appropriate media use
- Gender issues in technology
- Technology for people with disabilities

For application format and guidelines contact: Director, CEMCA.

Educational Media Consultants

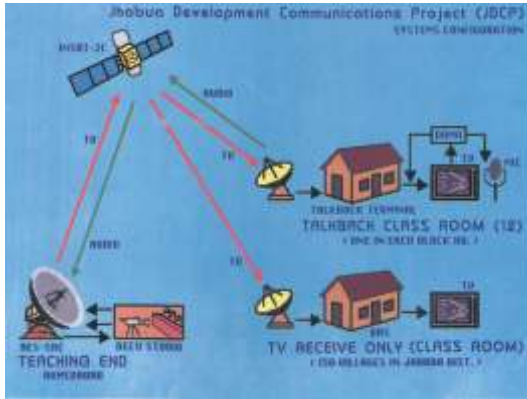
CEMCA is in the process of developing a database of Educational Media Consultants in the region to promote the exchange of professionals and utilise the expertise available within the region. For inclusion in the database send your resume to Director, CEMCA or register online at <http://www.cemca.org>.

Case Study...

JHABUA DEVELOPMENT COMMUNICATIONS PROJECT

Introduction

Real development comes not from technology driven exercises but from grass roots involvement in the communication process. And although we today are in an information and communication technology driven environment, technology has to be perceived as a means rather than an end in itself. India has been a pioneer in



addressing developmental issues through the use of state of the art technology. The Satellite Instructional Television Experiment (SITE) paved the way for the growth of India's huge broadcasting system. The award winning Kheda Communication Project in the 1970s and 1980s showed how a comprehensive involvement of all sectors of stakeholders could come together for the development of a district.

The Jhabua Development Communications Project (JDCCP) undertaken by the Indian Space Research Organisation is a logical successor to SITE and to KHEDA.

Started in 1996, initially for a period of two years and later developed further, JDCCP is a joint collaborative activity of Development and Educational Communication Unit (DECU), Space Applications Centre (SAC)

of Indian Space Research Organisation (ISRO), Government of Madhya Pradesh, Ministry of Rural Development of the Government of India and District Rural Development Agency (DRDA) of Jhabua District in Madhya Pradesh.

JDCCP broadcasts development-oriented programmes to reach viewers every evening for two hours, five days a week from Monday to Friday. Simultaneously it conducts Interactive Training Programmes (ITPs) in the afternoon from all the 12 blocks for development functionaries, panchayat representatives and people at large.

After running the project for four years, DECU has now handed over JDCCP for day to day operations to the Madhya Pradesh government. The Madhya Pradesh Administrative Academy (MPAA) looks after both the broadcast and interactive segment of the project. The project has been expanded to cover the entire Jhabua and adjoining districts also.

Overall Objectives of The Project

- Gain experience in the setting up and operations of a development-oriented satellite based broadcast and interactive network to support development and education.
- Evaluate the effectiveness of interactive network for learning and supporting development and educational efforts.
- Evaluate the impact of communication support to development activities, through the training and general

broadcasting components of the project, on quantified parameters of socio-economic development.

- Understand the organisational, management, technical and software requirement to run an interactive network on an operational basis.

Elements Of JDCCP

JDCCP had two major elements

- Evening Broadcasts and
- Interactive Training Programmes (ITPs) facilitated by an interactive satellite- based one way video and two way audio network.

A) Evening Broadcast

- Initially the project covered 150 Gram panchayats of Jhabua District. It has been extended to all 612 Gram panchayats and also covers 200 Gram panchayats of adjoining Dhar and Barawani districts each.
- Field trips and workshops with various stakeholders and development agencies, and joint brainstorming sessions between producers, researchers, and experts were undertaken by the DECU researchers and programme producers to familiarize themselves with the realities of Jhabua and its people. From these exercises, broad problem areas were identified for further research and programme production.
- When JDCCP was started in the first year, the transmission was for one hour, in the second year it was increased to two hours for 5 days in a week. Now the transmission is for four hours - 2 hours in the afternoon and 2 hours in the evening - on all days of the week. The subjects for programming include:
 - Both in-house and empanelled producers produced programmes. In all 2080 programmes were produced

during November 1996 to July 2000 period. The number of in-house productions was 1189 and the empanelled producers made 891 programmes. In addition, about 40 programmes were produced specially for interactive training programmes.

B) Interactive Training Programmes

All the 12 block headquarters of Jhabua district were provided receive terminals to receive the TV signals and Demand Assigned Multiple Access (DAMA) facility for talkback. The DAMA system consists of a PC, a video monitor and an indoor unit with a modem. The receiving centers are located at block headquarters. All the receiving ends are also provided with a diesel generator to run the system in case of power failure.

ITPs, which started on October 25, 1996, are meant for the specific training groups of different user departments. The priority is decided on the basis of the needs of the district. The major user departments are Health, Education, Agriculture, Panchayat, Forest and District Rural Development Authority (DRDA). These talkback programmes have helped to increase awareness about the various subjects of development, among the viewers/participants of different levels i.e. Government functionaries at the village, panchayat and block levels and at times NGOs.

A mechanism was developed where local youth from the district were engaged as Researcher-cum-Facilitators (RCFs), responsible to get regular feedback report on each ITPs from all 12 blocks headquarters and to facilitate functioning of ITPs.

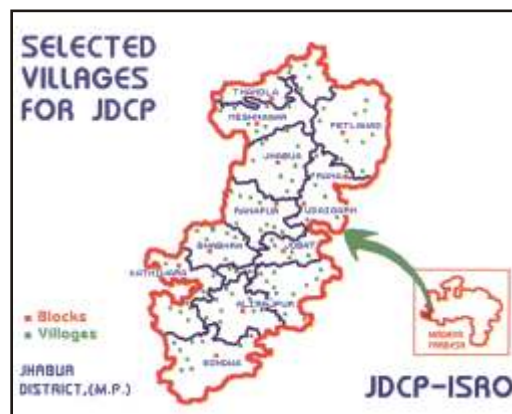
Lessons

The lessons from the JDCP project have been many. Among them, the sustained effort of the project managers and team has shown that

- The average audience size observed was about 29 viewers in these villages. The child audience predominated compared to the adult audience
- The findings revealed that JDCP programmes were more popular in remote tribal villages where there was no access to any other television programme.
- Power cuts, timings of telecast, distance (physical and social) of the marginalized tribal from the location of the television set, the absence of the custodian at the time of the telecast, frequent malfunctioning of television sets, adversely affected viewership of the evening programmes.
- It was found that the coverage of television was largely confined to a small section called 'falia' of the village in which the television was installed, and the entire village population did not benefit from it due to various factors.
- For programme production and planning, teams consisting of producers and researchers visited Jhabua, met with villagers and prepared notes, working jointly with government officials in the development of programmes.
- Programmes were generally well produced, in simple language and tried to address issues affecting the villagers. A variety of formats from documentaries, docudrama and magazine formats were experimented with. Different formats had different levels of success with tribal populations
- Lessons from the experiment showed that the greatest

promise for the use of a satellite based development project is in the interactive training undertaken through one way video, two way audio teleconferencing.

- Despite all the problems of running television, there was recognition of the potential of this method for providing in service training and capacity building for field personnel.
- Field observations show that when this technology was deployed at the state level, the attendance had been quite encouraging.
- Of the two methods of training namely, conventional method and ITP, if given a choice, around 62 percent would chose ITP. In comparison only 14%



respondents showed preference for the conventional method of training.

- A large majority of the respondents (about 66%) found no difficulty in understanding the content.

External evaluations of the JDCP showed that issues of access to the medium, relevance and timeliness of content; cultural and linguistic synchronization remain paramount.

Segmentation of programmes in terms of theme and viewers is essential. For example, women can take out two hours per week to watch programming on women's issues, on a particular day of the week.

Critical to the success of any such project is also community involvement and ownership of media and media content. This can be done through capacity building for programme production among local youth, who in turn, would

serve as a voice of the people.

And finally, it is important that major stakeholders in such development must work closely together and must be partners in project.

Source : Summary of Impact Evaluation Studies of Jhabua Development Communication Project, October 2001, Published by Development and Educational Communication Unit, Indian Space Research Organisation, Ahmedabad.

BiblioFile...

Iuppa, Nicholas V. (2001) *Interactive Design for New Media and the Web*, Focal Press: Oxford ISBN: 0240-804-14-7

It examines the expanded capabilities of all forms of digital rendering for increasing interactivity, and the design principles and interface guidelines needed to make this technology deliver the required message or story. Numerous examples and major case studies demonstrate the broad range of applications of studies ranging from Websites to CD-ROM games to successful Web commerce sites. This is a hands-on, practical book covering the technology as well as the tools and practices of the trade of interactive design, including the creation of site maps and flow charts, as well as the writing of design documents.

Rhodes, John (2001) *Videoconferencing for the Real World: A Guide to the Implementation of Interactive Video and Multimedia Communications*, Focal Press: Oxford ISBN: 0240-804-16-3

A guide for the implementation of video communications networks, the book brings together technical information on video and LAN/WAN networks as well as business communications and training expertise to provide a step-by-step methodology for the creation of an effective video communication solution tailored to the readers' needs. It is a useful reference book for establishing and upgrading videoconferencing networks, and as an effective training resource for communication departments.

Sallis, Edward and Jones, Gary (2002) *Knowledge Management in Education: Enhancing Learning and Education*, Kogan Page: London ISBN: 0-7494-3495-3

Knowledge management is the process of constructively using the information and knowledge that is inherent to any organization - be it a school, university or multinational company - in order to enhance its performance, its management and its operation. This process of 'learning to know what we know' is one that has brought great benefits, particularly to many commercial organizations. In education, the core business being knowledge can reap tremendous rewards by using this technique. This book shows how institutions can benefit by effectively managing knowledge. It looks at the impacts that educators and educational leaders can expect and at the practical knowledge management strategies that can be employed by education establishments. (Available for review)

Boud, David; Cohen, Ruth and Sampson, Jane (Eds) (2001) *Peer Learning in Higher Education: Learning*

***from and with each other*, Kogan Page: London ISBN: 0-7494-3612-3**

In everyday life we are learning continually from each other. Whatever the situation, most of us draw on the knowledge, skills and experience of our friends and colleagues. This book explores how educators can formalize the use of peer learning to educational settings. It investigates how peer learning can be integrated into the design and delivery of courses in higher education, and looks at what role it can play in encouraging more effective learning. The book draws on the practical experiences of educators who actually are using the peer learning techniques, and hence a valuable reading. (Available for review)

Beard, Colin and Wilson, John P (2002) *The Power of Experiential Learning*, Kogan Page: London ISBN: 0-7494-3467-8

The handbook pulls together both the theory and practice of learning from experience covering all types of learning that employ activity-based experience. Based on theoretical underpinnings, and making full use of examples and guidance for successful implementation, the book provides guidelines to unleash the power of learning through experience. (Available for review)

Evans, P. (2001) *Information Technology for Everybody- Volume 1*, BPB Publication: New Delhi ISBN: 81-7656-454-0

The book covers basic concepts and applications of information technology, with illustrations and interactive exercises. As the title suggests, it is targeted at reaching everybody. (Available for review)

Heathcote, P.M. and Richards, R.P. (2001) *Information Technology for Everybody- Volume 2*, BPB Publication: New Delhi ISBN: 81-7656-455-9

An illustrated text, this book covers basic computer functions like word processing, spreadsheets, PowerPoint presentations, and databases. Basics of Web page design and desktop publication are also discussed. (Available for review)

Gralla, Preston (2000) *How the Internet Works, Techmedia: New Delhi ISBN: 81-7635-437-6*

The Internet has completely changed the way people work, communicate, socialize, and have fun. All around the world, millions of people log on to the cyberspace that knows no political, racial, ethnic or religious boundaries to meet, conduct research, send email and play games. This book takes you to the inside of the Internet and illustrates how it works with colourful illustration all over the book. (Available for review)

Regional Roundup...

Prof. Dikshit felicitated

Prof. H.P.Dikshit, Vice-Chancellor, IGNOU has been recently



honoured with the "Srinivasa Ramanujam Birth Centenary Award" for his significant contributions to Science, Research and Teaching. The Hon'ble Prime Minister of India Shri Atal Bihari Vajpayee presented the award to him on 03 January 2002 at the inauguration of the annual function of the Indian Science Congress held at Lucknow. Nearly 5000 scientists from within the country and abroad attended the Science Congress. The award was given in recognition to the significant research contributions made by Prof. Dikshit in the field of Science especially in the area of Computational Mathematics and Computer-Aided Design. *We congratulate Prof. Dikshit for his achievement and look forward to many more milestones in his career.*

Gyan Darshan to go Digital

Gyan Darshan, the educational TV Channel of India shall, soon, become digital and utilize the facility of Direct to Home Television, Indira Gandhi National Open University (IGNOU) authorities, announced recently. IGNOU is the nodal agency to operate this Channel.

In the latest issue of Gyan Darshan Newsletter, February-2002

schedule released by the Director, Electronic Media Production Centre (EMPC), it is stated that, Gyan Darshan has successfully completed the second year transmission. It is on the 26th January 2000 - the Minister for Human Resource Development had inaugurated test transmission from the Sanchar Kendra, IGNOU.

The Prasar Bharati (Broadcasting Corporation of India) has agreed to spare a Transponder on PAS 10 satellite on the KU Band, which means the Direct to Home Television has become a reality in the country. Gyan Darshan will be the first such channel to utilize this facility, it is stated.

AAOU Conference held



The XV Annual Conference of the Asian Association of Open Universities was held from 21-23 February 2002 at New Delhi. Hosted by the Indira Gandhi National Open University (IGNOU), the conference was attended by more than 250 scholars from 22 countries. There were about 180 papers presented during the conference under the broad theme -- "Access and Equity: Challenges of Open and Distance Learning". The main conference was also preceded by two pre-conferences (seminar/workshop) on 'Quality Assurance' and 'Library Services to Distance Learners'.

Open University of Malaysia opens



The Open University of Malaysia - Universiti Terbuka Malaysia, or UNITEM - accepted its first batch

of 1,200 students in July 2001. UNITEM, a private institution owned by 11 public universities and endorsed by the Ministry of Education, will deliver all its programmes through distance learning methods using a combination of traditional and electronic/multimedia technology. It plans on a student intake of 22,000 within five years, especially targeting adults who are school leavers or who were unable to obtain places at other universities. Tuition fees will be competitively priced.

<<http://www.unitem.edu.my>>

Short-term Fellowship at Dr. BRAOU, Hyderabad

Dr. B.R.Ambedkar Open University at Hyderabad through its newly established G. Ram Reddy Research Academy of Distance Education (GRADE) has announced two short-term visiting fellowships for Distance Education (DE) professionals working in Asian Open Universities. The fellows would work on a small research project related to the promotion and development of DE. The duration of the fellowship is for four to eight weeks. Interested persons may contact Executive Director, GRADE for details. Email: vvenkaiah@hotmail.com.

Dialogue on Regional Training Needs in Distance Education

During the AAOU annual conference at New Delhi, the Commonwealth of Learning organized a roundtable-cum-discussion on training needs to develop and strengthen national capabilities in distance education. Senior staff members of Open Universities - Vice-Chancellors and senior staff responsible for training,

attended the meeting held at CEMCA office on 21 February, 2002. Two key questions were addressed: What are the needs in the Commonwealth for ODL training? And, how these needs can be addressed?

Within organizations, a clear need for a strong policy on training with an equally strong management

responsibility to ensure implementation of these policies was expressed. Training needs were identified for all staff involved in distance education - administrative, academic and support staff. The needs identified concerned both with skills and capabilities to fulfill functional roles as also to include research and project management skills.

Finding effective strategies to meet needs was a far more difficult task. All agreed that if we wish to avoid "heart attacks, migraines, and stress", then we had to find ways to share skills, experience and materials in this area. Indeed networking, collaboration and resource sharing were seen as the strategic ways for training.

Technology Tracking...

As the global economy becomes increasingly reliant on electronic communications, more than four billion people world-wide remain untouched by the information and communications technology revolution. But with ingenuity, talented individuals, not based in Seattle or the Silicon Valley, are helping to narrow the digital divide with their inventions. One such device is the Simputer.

A simpler computer

In an effort to bring the Internet to the masses in India and other developing countries, several academics and engineers have used their spare time to design and build a handheld "appliance" for accessing the Internet that costs less than US\$200. Called the Simputer, for SIMple comPUTER, the device has great potential for enabling India's poor and illiterate population to surf the Web and empower themselves with knowledge. The Simputer was created by professors and students at the Indian Institute of Science (IISc) at Bangalore (<http://www.csa.iisc.ernet.in>) and engineers from the Bangalore-based design company, Encore Software Limited (<http://www.ncoretech.com>).

In order for the simple computer to be of use to those who it was designed to serve - India's and the world's substantial population that is unable to read or write - engineers developed a remarkable text-to-speech software called Information Markup Language (or

Illiterate Markup Language). The software enables the Simputer to translate English text into a variety of Indian languages and then read the information aloud to the user.

The Simputer is built around Intel's StrongARM CPU and uses the open source (share-ware; free) Linux operating system. It has 32 MB of flash memory, a monochrome liquid-crystal display (LCD) with a touch panel overlay for pen-based computing, a local-language interface and web and e-mail software. It also has Infrared Data Association (IDA) and Universal Serial Bus (USB) interfaces and is able to access the Internet via dialup modem or through other add-on means.

The designers expect the Simputer to be used not only as a personal Internet access device, but also by communities of users at kiosks and telecentres. Using a smart-card interface, it could also be used for specialty applications such as personal banking.

The intellectual property rights for the device has now been transferred without cost to the non-profit Simputer Trust and both the hardware and software have been offered as open source technology. In the open source model of development, users and developers work together without remuneration to improve and upgrade technology.

The Simputer is currently part of a wireless interactive data broadcasting trial in the Bastar

district of central Chhattisgarh state in India. The initiative is sponsored by WorldSpace Foundation using WorldSpace's AsiaStar digital broadcasting satellite.



Credit-card-like smart-cards function as blackboards, notebooks and report cards in the Bastar education project. Each student's own smart-card enables him or her, as well as teachers and the course designer, to monitor the progress of lessons studied and facilitate students in non-formal education programmes to study at their own pace and according to their level of advancement.

Using the Simputer and wireless broadcasting, lessons and web pages can be delivered even to the most remote villages that have only the most basic services. If proven successful, WorldSpace Corporation plans to expand its reach to other regions of the developing world. WorldSpace satellites now cover all of Asia and Africa, and will include South/Central America and the Caribbean in the near future. <http://www.simputer.org> <http://www.WorldSpace.org> <http://www.WorldSpace.com>

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Worth While Web...

The Internet and its World Wide Web has become a great source of information. However, finding quality and reliable information is still a problem. In this issue we focus on **Learning Management Systems**. In the delivery of online learning these products and services have become very important, and there are large number of them available on the net. Below is a select list of **Learning Management Systems**.

Anlon

<<http://www.anlon.com/>>

BlackBoard

<<http://www.blackboard.com>>

Centra Symposium

<<http://www.centra.com/product/s/symposium/index.asp>>

Click to Learn

<<http://www.click2learn.com/>>

Colloquia

<<http://www.colloquia.net/>>

Convene

<<http://www.convene.com/>>

Docent

<<http://www.softarc.com/>>

eCollege

<<http://www.ecollege.com/>>

Edusystem

<<http://www.mtsystem.hu/edusystem/>>

Eloquent

<<http://www.eloquent.com/>>

Embanet

<<http://www.embanet.com/>>

FirstClass

<<http://www.softarc.com/>>

Generation 21

<<http://www.gen21.com>>

Integrity e-Learning

<<http://www.ielearning.com/>>

InterWise

<<http://www.interwise.com/>>

IntraLearn

<<http://www.intralearn.com/>>

IVLE

<<http://ivle.nus.edu.sg/>>

Jones e-Education

<<http://www.jonesknowledge.com/>>

Knowledgesoft

<<http://www.knowledgesoft.com/>>

Learning Space

<<http://www.lotus.com/home.nsf/tabs/learnspace>>

Learning Vista Express

<<http://www.globallearningsystems.com/Enterprise.asp?leftnavbar=Enterprise>>

LearnLinc

<<http://www.learnlinc.com/>>

LUVIT

<<http://www.luvit.com/>>

Manager's Edge

<http://www.mentergy.com/products/authoring_design/manager/>

Mentorware

<<http://www.mentorware.com/>>

Phoenix Pathlore

<<http://www.pathlore.com/>>

PlaceWare

<<http://www.placeware.com/>>

Saba Learning Enterprise

<<http://www.saba.com/>>

Serf

<<http://serfsoft.com/>>

SiteScape Forum

<<http://www.sitescape.com/>>

Southrock

<<http://www.southrock.com/>>

The Learning Manager

<<http://thelearningmanager.com/>>

Theorix

<<http://www.theorix.com/>>

Top Class

<<http://www.wbtsystems.com/>>

Trainersoft

<<http://www.trainersoft.com/>>

U4all

<<http://www.u4all.com/>>

Vcampus

<<http://www.vcampus.com/webuol/>>

Virtual-U

<<http://virtual-u.cs.sfu.ca/>>

WebBoard

<<http://www.webboard.ora.com/>>

WebCT

<<http://www.webct.com>>

Yahoo! Education

<<http://education.yahoo.com/>>



Compiled from the World Wide Web by
Sanjaya Mishra, PhD

SMART Tips...

USING INTERNET AND E-MAIL

Ramesh C. Sharma

In this section of Successful Media And Research Techniques (SMART) Tips we present to you effective use of Internet and e-mail.

Internet

The Internet is "a Network of Networks", whereby computers are connected to each other, globally, through telephone lines, network cables, satellites and dish antenna etc. In this network, some of the computers, which are known as Servers, are used to store documents, audio and video files, animations, and pictures etc electronically. These facilities are made available to all the computers on the network.

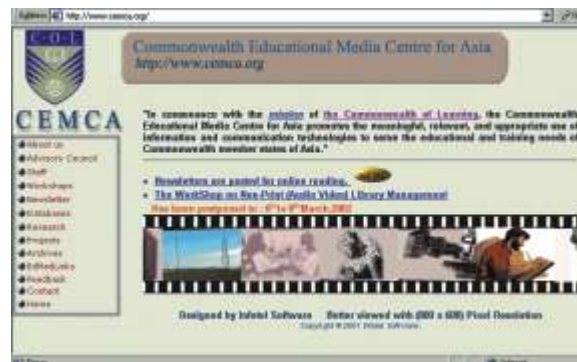
How Internet is useful to us?

There are many advantages of Internet, like:

- **Searching information:** The Internet represents a vast sea of knowledge, can be explored for desired information

through search tools called **Search Engines**. A few popular ones are Google, Yahoo, Lycos, Hotbot etc.

- **Sending emails:** A great tool for sending and receiving emails through web based email clients. The advantage is that we can access our emails from anywhere in the world, over an Internet connection at any cybercafe.



- **Remote administration:** Through Internet we can get hold of another computer through Telnet and use it remotely.

- **Chat:** We can communicate in real time mode with others over the Internet by using various utilities like messengers, IRC, or a chat program.

Things required to get connected to Internet

To get hooked onto the Internet, we need a personal computer with a modem, a Web browser software to access the Web, a connection to an Internet service provider (ISP) like VSNL, MTNL or Satyam Online in India. Other things needed for Internet are (for which user is not required to be bothered as the ISP takes care of these) DNS Servers to host the data and to translate the domain name of another computer into an IP address and vice versa on request by the computer connection; and Routers and switches to direct the flow of data. Once we have all the things in place, **for dial-up connection**, we double click on the shortcut to MyConnection icon (or any other name given by user for the program needed to get connected to Internet) in

Desktop and click on Connect button. After establishing connection (handshaking of modems at both ends i.e. our computer and at ISP end), we get a

Email Etiquettes (Netiquettes)

To be a popular and successful e-mailer, we may observe few points while communicating with others:

- The subject line should indicate clearly what the email is about, so that recipient properly understands it.
- Avoid sending unnecessary emails to all; direct it only to those who really need to be associated. Sending mails to many may be treated as SPAM (unsolicited email).
- If need arises to send one email to many and we want to maintain confidentiality, we may BCC the

TIPS

email. By using BCC, each recipient sees only two--theirs and yours.

- The message should be short and focused. Busy people may ignore your long mail.
- We may prefer sending attachments as an inline text instead of separate attachment unless it is absolutely essential, as some of wireless devices don't have the software required to open an attachment such as a Word document or photo file.
- Avoid SHOUTING (using all capital letters). USING ALL

CAPS MAKES IT LOOK LIKE YOU'RE SHOUTING! IT'S ALSO MORE DIFFICULT TO READ.

- Avoid writing purely personal or confidential information, as even if your email is "forwarded" accidentally to others by the recipient, it could leave you in an embarrassing situation.
- As a courtesy to your recipient, include your name at the bottom of the message.
- Please check the spelling before sending the email, a badly-spelt emails leaves a bad impression on recipient and also creates problem for him to read it properly.

terminal window popping up asking for username and password. When it is accepted by the system, it asks us to press F7 and after authentication, we are now on the Internet. Now we are free to surf the web through any web browser, or send and receive email, or download or upload files thru FTP client or can even chat with others over then Net.

What is the Web?

The World Wide Web is a collection of electronic documents that are linked together. It was named Web as all the files (in various format) are linked like a spider web. These documents are



stored on computers called Servers located around the world. Entering the (Uniform Resource Locator) URL of a web page in the location box (also known as the address field) in the web browser or clicking a link sends a request to the server, which hosts the page. The server sends the web page to our computer and web browser displays it on our screen

Web Browsers: A web browser is a software program used to access the World Wide Web, which retrieves data from remote web servers and displays as a web page. Microsoft Internet Explorer and Netscape are the two most popular browsers.

Websites: A website represents one or more web pages linked to a person, business, organization, or a subject, such as astronomy. When we get connected to Internet and start surfing, normally we go to Home Page, which acts like an index, indicating the content on the site. From here we can access other web pages by clicking various hyperlinks.

Web Pages: A web page is an electronic document generated through HTML (Hypertext Markup Language) and can contain text, graphics, video, animation, and sound, as well as interactive features, such as data entry forms. Each page has a unique address known as a URL (Uniform Resource Locator), which identifies its location on the server. Web pages may have hyperlinks to other web pages. Hyperlinks (in the form of text or images) point to the URLs of other web pages.

Hyperlink: Normally the Text links are underlined and in a different color from the rest of the text. When we move the cursor over a hyperlink, we can see its URL in the status bar. We can also find out if a graphical image is hyperlinked, by moving cursor over the image. If the arrow cursor turns into a hand or a URL appears in the status bar at the lower left of web browser, we can say that the item is hyperlinked.

Uniform Resource Locator (URL): A URL defines the storage position of a web page on the Internet. The URLs should be typed exactly for our browser for it to be displayed. It is like a telephone number, one digit wrong and we will not be able to connect to the desired person! Normally the URLs don't contain spaces between characters and almost rarely use back slashes (\). All slashes are forward slashes (/).

Examples of URLs

<<ftp://gradj.pa.uky.edu/dima/aai/p9612.txt>> -- A directory of files, which we can download
<<http://www.col.org>> -- The home page for the **Commonwealth of Learning** website
<<news:rec.gardens.roses>> -- A newsgroup about rose gardening

Anatomy of a URL

Let's have an example to understand the various components of a URL:

<<http://www.ontportal.org.uk/seminar/slide1.html>>

<http://> -- indicates a hypertext

document or directory (stands for Hypertext Transfer Protocol) [www.](http://www.ontportal.org.uk) -- indicates a page on the World Wide Web. (in some cases "www" may be missing.) ontportal.org.uk / -- indicates the domain name, it often reveals the name of a university, or an organization. It may also tell the country of origin as here it is "UK". www.ontportal.org.uk / -- Together, this stands for the web server name. seminar / -- This is directory or folder on the web server that contains a group of related web pages within the website. [slide1.html](http://ontportal.org.uk/seminar/slide1.html) -- This is a web page inside the folder.



What is E-mail?

E-mail is an electronic message sent from one computer to another, either in the form of message only or along with attachments, such as pictures or formatted documents. Keeping in view the lower cost of sending message from one place to another, immediate and ensured delivery, email has become most popular form of communication in modern world.

How it Works?

E-mail acts like a post office, a person composes an email, and clicks "send" button on his email program. This is just like putting letter in the Letterbox of post office. Then this letter (email) travels from one post-office (server) to another and finally reaches the destination mail server, it is stored in an electronic mailbox until the recipient retrieves it (like addressee receiving it from postman). This process is very fast.

E-mails can be sent in two ways: through client-based e-mail, like Outlook Express or Eudora, a

software program running on our computer, we compose, reply, forward, send or receive our emails by accessing a remote mail server.



With Web-based e-mail (e.g., Yahoo! Mail or Hotmail or Rediffmail), to do the above jobs, we access a website, by connecting to the Internet, by entering our account name and password. One of the limitations of these free web-based e-mail services is the limit of amount of storage, for instance, Yahoo! Mail has a 6.0 MB limit. To keep our quota within limits we should regularly delete unwanted or old emails else we shall not be able to receive new emails, over and above the storage quota of our account.

Setting Up an Account: Setting up a new e-mail account on Web Based Email Servers is very easy and takes only a few minutes. Here we have to provide some personal information about ourselves, and choose an account name and password. If we open a Hotmail account and choose "darwin" as your ID, the address becomes "darwin@hotmail.com." We can also use letters and numbers, such as "darwin2002" but there is some restriction on using spaces, control characters and are limited in length, depending on the service.

Passwords: Passwords are usually case sensitive, meaning that they use both upper and lower case letters. If your password is "EDTabc," then entering "edtabc" won't work. The most secure passwords contain both letters and numerals or symbols. Changing password regularly is a good practice.

Anatomy of an E-Mail Message
E-mail messages, like postal letters, contain two main parts:

- **Header** - it contains the name and address of the recipient, the name and address of anyone who is being copied, and the subject of the message. When we receive an email, by looking at the header, we can tell from where, by whom and when this mail has been sent.
- **Body** - it contains the message itself.

Since emails can be intercepted and read by others, we should avoid writing anything which we feel is very sensitive and may be misused in future. For confidential matters, "encryption" utilities may be used which can be deciphered by the recipient through some code already decided between two parties.

Anatomy of an E-Mail Address

E-mail addresses typically have two main parts. Lets understand it through an example:
darwin@hotmail.com

It starts with the user name (darwin) also refers to the recipient's mailbox. Then there's an axon sign (@) followed by the host name (hotmail), also called the domain name. Domain name (usually the name of a company or organization) refers to a mail server, where the recipient has an electronic mailbox. The domain name is followed by two or three letters (such as .com and .gov) with a dot ("."). This part of the domain name indicates the type of organization or the country where the host server is located. E.g., kavita@ignou.ac.in indicates "kavita" as the name of a user, "ignou.ac" as the domain and "in" its location in India. For e-mail addresses outside of the United States, there is often a two-letter country code. For instance, .il indicates Israel, .uk indicates the United Kingdom and .sl indicates Sri Lanka.

Managing e-mail

If you receive many emails daily, it is better to manage your emails by following simple steps:

- **Open separate account** for personal and official emails: you can easily keep track of

both.

- Try to answer the email at the *earliest* possible.
- Check your emails *daily and delete* the unwanted ones regularly to keep your inbox storage within limits.
- **Create rules** for organizing your emails. Rules help you getting your emails from different persons onto directly folders related to them, avoiding unnecessary cluttering of your inbox. It helps specially when you are a subscriber of any mailing list.
- **Prepare boilerplate responses** for the questions belonging to similar nature. In such cases to save time and avoid retyping the answers, just cut-and-paste a prepared reply. It can be edited if required.
- **Control the Rhythm of the Exchange:** Although email is a very quick medium, take some time to think and frame your answer. Sending or replying to



an email in a hurry may some times provide such information, which later on may prove unpleasant.

- Be careful while downloading attachments. These may contain virus. If the email is from some unknown source, better delete it. Even if it is from known source, scan it with some anti-virus software before opening or saving it.

Website:

<http://everythingemail.net/>

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News in Brief..

Pre Pan-Commonwealth Forum on Open Learning 2002 Virtual Conferences

For both participants and those who are unable to attend the Pan-Commonwealth Forum in person, this series of e-mail based virtual conferences have been organised by the Federation of Commonwealth Open and Distance Learning Associations (FOCODLA) and The Commonwealth of Learning (COL) as a lead-up to the second Pan-Commonwealth Forum on Open Learning, to be held at the International Convention Centre in Durban, South Africa, from Monday, 29 July to Friday, 2 August 2002.

The Pan-Commonwealth Forum is being hosted by COL, the National Association of Distance Education Organisations of South Africa (NADEOSA) and the South African Department of Education, in collaboration with the Commonwealth's open and distance learning professional associations. The theme is "Open Learning: Transforming Education for Development". Forum web site is at <http://colforum.mweb.co.za>.

There will be six monthly conferences, each lasting two to three weeks. A moderator who will also present some thought-provoking questions will introduce each topic, hosted by one of the FOCODLA member organisations. Participants are then invited to join the discussion virtually. At the end of the conference, the moderator will wrap up the discussion and the virtual conference will end. A web-based archive of discussions will be available to participants. Technical

support for the virtual conferences is being provided by COL. A plenary session will be held at the Forum where moderators' reports will be presented and discussed.

Topics and moderators: *Bridging the digital divide (February)*

Dates: 4 - 22 February 2002
Hosted by: Distance Education Association of New Zealand (DEANZ)
Moderator: **Dr. Andrew Higgins**
Subscribe code: bdd

Technology and lifelong learning (March)

Dates: 2 - 16 March 2002
Hosted by: Open and Distance Learning Association of Australia (ODLAA)
Moderator: **Associate Professor Catherine McLoughlin**
Subscribe code: tll

The future of technology for developing countries (April)

Dates: 1 - 12 April 2002
Hosted by: Canadian Association for Distance Education (CADE)
Moderator: **Mr. Bill Fricker**
Subscribe code: tech

Distance learning in the small and island states in the Commonwealth (May)

Dates: 6 - 17 May 2002
Hosted by: Jamaican Association for Distance and Open Learning (JADOL)
Moderator: **Professor Lawrence Carrington**
Subscribe code: small

Quality assurance in open and distance education (June)

Dates: 3 - 18 June 2002
Hosted by: Asian Association of Open Universities (AAOU)
Moderator: **Dr. Mike Robertshaw**
Subscribe code: qade

Open and distance learning for community and social development (July)

Dates: 1 - 15 July 2002
Hosted by: National Association of Distance Education Organisations

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Six New Knowledge Series Titles



This series is aimed at education professionals relatively new to distance education, with content just detailed enough for introductory

use by and for trainers - whether educational, vocational or corporate.

The expert-authored, ongoing series is a succinct, topic-by-topic overview of distance education theory and practice. With a reader-friendly approach, Knowledge Series titles are limited to six pages each, with print versions presented in a foldout format. Each title includes a bibliography and a further reading list.

First published in November 2000, the series has already profiled editing, support groups, instructional design, multimedia and managing for electronic networking. Each title includes a bibliography and a further reading list. The 2001 titles include:

- Designing online learning (Sanjaya Mishra)

- Using community radio for non-formal education (John Thomas)
- Analysing costs/benefits for distance education programmes (Greville Rumble)
- Audio/audioconferencing in support of distance education (Paul Macmullen)
- Video/video-conferencing in support of distance education (Linda Stilborne and Peter MacGibbon)
- Using telecentres in support of distance education (Colin Latchem)

Single copies of Knowledge Series titles are available at no charge, with the provision that the contents are used or reproduced for non-commercial purposes and with acknowledgement to the author and to COL. The titles are downloadable from the COL web site [<http://www.col.org/Knowledge/>](http://www.col.org/Knowledge/) and can be ordered individually in print, or as a complete set on CD-ROM. The Knowledge Series is also generally available through COL-affiliated projects and institutions. For print or CD-ROM copies, please contact The Commonwealth of Learning at [<mailto:info@col.org>](mailto:info@col.org).

Web Archive

Libraries exist to preserve society's cultural artifacts and to provide access to them. If libraries are to



continue to foster education and scholarship in this era of digital technology, it's essential for them to extend those functions into the digital world. The Internet Archive

(<http://www.archive.org>) is building a digital library of Internet sites and other cultural artifacts in digital form. Like a paper library, it provides free access to researchers, historians, scholars, and the general public. The Internet Archive, working with Alexa Internet, has created the Wayback Machine (<http://web.archive.org>). The Wayback Machine makes it possible to surf pages stored in the Internet Archive's web archive. To find out how a web page looked like on a particular date, just type the web address and you will have an index of options.

Computerized Newsroom for Papua New Guinea's National Broadcasting Corporation



The news service of the Papua New Guinea National Broadcasting Corporation (NBC) now has a computerized news compilation and dissemination facility. UNESCO's International

Programme for the Development of Communication (IPDC) through its Apia office granted funds for the newsroom project in late 1997. In 1998, the new system was installed and basic training was organized, followed by further training a year later. The project has now been finalized.

According to Joseph Ealedona, NBC news director, the IPDC project has opened doors for other new developments. For example, NBC is planning to set up its own

website. "This is to help sustain the newsroom system, but also to increase the dissemination of our news and current affairs service world wide."

According to Ealedona, the national newsroom is the only department in the NBC that is fully computerized with access to the Internet. The project also ensured that technical staff was well involved in the training in order to be able to support the system's operation. UNESCO's assistance has put NBC news service "ten years ahead in only a matter of weeks of installing the new facilities" said Joseph Ealedona.

Currently eight provincial newsrooms have computers, printers, and will gradually have e-mail. These were provided also with funds from IPDC.

Source:
<http://www.unesco.org/webworld>

Access to UNESCO Information Sources Online

A common access point to 120 bibliographic, referral (directories, projects, etc.) and factual databases produced by UNESCO in its areas of competence is now online. The new website service entitled "Information Sources" gives also access to 57 online and offline information services of the Organization's Headquarter and in its field offices.

The site ([<http://www.unesco.org/unesdi/index.php/eng/a/accueil.html>](http://www.unesco.org/unesdi/index.php/eng/a/accueil.html)) that includes search facilities is organized by categories reflecting UNESCO's main areas of action education, science, culture, communication and information. It gives for example access to

databases with online versions of official UNESCO documents, the UNESCO photo bank and UNESCO glossaries and thesauri.

New forms of services, which are also accessible through the gateway are the portals for specific thematic areas that are maintained by UNESCO, such as the Libraries Portal, the Archives Portal, the Portal of the International Oceanographic Commission (IOC) and the World Poetry Directory.

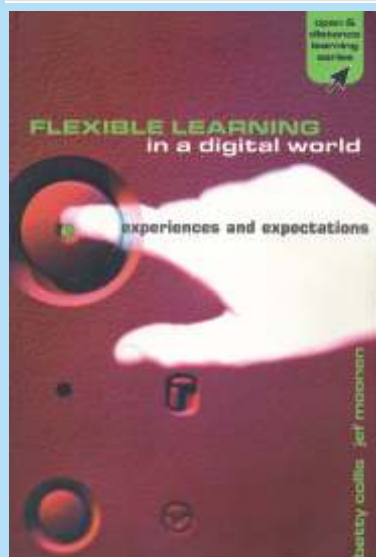
Source:

<http://www.unesco.org/webworld>

Educational Media Database

As an ongoing project CEMCA has been developing and maintaining a database of educational audio and video programmes produced in the region. The database currently has more than 6000 records. The purpose of the database is to act as a reference point for sharing of information and resources. Educational institutions in the region are requested to continuously send us list of audio and video programmes produced by them for updating the database. By submitting information for inclusion in the database you are actually making it available to a wider community of users through our online website and the offline CD ROM. Now, it has also been decided to supply the database and its regular updates to participating institutions. Therefore please share information about your audio and video programmes and co-operate in updating this database. For further details contact: *Nimal T Fernando, Programme Officer (Broadcast Media), CEMCA.*

Book Review...



Collis, Betty and Moonen, Jef (2001) *Flexible Learning in a Digital World: experiences and expectations*, Kogan Page: London, pp. 232 ISBN 0-7494-3371-X

Ramesh C. Sharma

The dotcom wave all over the world has its impact in the area of teaching and learning also. The educational institutions are shifting their methodologies towards adopting Information and Communication Technologies. The authors, with many years of expertise in the field of educational technology, review the changes in four major perspectives: institutional, implementation, pedagogy and technology, in this book entitled, "*Flexible Learning in a Digital World: experiences and expectations*", published by Kogan under its famous Open and Distance Learning Series. This volume looks into the use of technology for learning and how various components of flexible learning should be kept in consideration in the teaching learning methodologies. The unique feature of this book is the presentation of various issues and research involving teaching and learning related changes through 18 lessons. The book has been

organized under 9 chapters dealing with above discussed

four key components.

Chapter one clarifies the vagueness about the understanding of what is flexible learning and contends that it is more than distance education. The authors discuss various opportunities and challenges for putting flexibility into action, in terms of flexibility in location, programmes, type of interaction and study material etc. The description of educational uses of technology applications for course support, and pedagogical approaches helps instructors in facilitating learning.

Chapter two focuses on institutional changes and the factors influencing flexible learning. The process of virtualization, globalization or internationalization, new forms of life long learning and personalization of individual, has resulted in issues of quality control and the local vs. global aspect. The higher education institutions are now allocating more budgets for technology infrastructure. By going virtual the institutions now offer special courses or programmes to a non-typical cohort of learners and adopts dual mode delivery of courses for on-campus and off-campus learners.

Next chapter deals with moving from vision to practice and reports how the ideas and expectations are applied to flexible learning. This movement is a three-step process: initiation of change, scalability of change and institutionalization of change. All these three steps complete one implementation cycle. The authors have developed a "4 Es" Model to depict the factors found to be significant for the likelihood of using new technology product in a learning context. These 4Es are Educational Effectiveness, Ease of use, Engagement and Environment (institutional) factors. Using this model as the focus of reference, the implementation success can be ensured and improved.

In *chapter four*, the authors analyse the technology selection, and the research in the choice of technology. A WWW-based course Management System, to support course preparation, delivery and interaction is explained in terms of learner tools and support tools. The authors put forward some key questions regarding cost of system at initiation, implementation and institutionalization phases and whether such investment can be justified socially and politically at the institutional level.

Chapter fifth is entitled, "Pedagogy: making the U turn". It focuses on the framework inviting more flexibility in the instructor's pedagogical decisions, keeping in view the characteristics of an *active student*. The U approach is concerned with the learner activities coordinated under a suitably designed web based system. Such learning activities have been identified for preparation ('Before'), the face-to-face event ('During') and The follow-up ('After') cycles. The U Approach symbolizes a relation between the degree of flexibility and the goal of activities. This approach provides framework for group work in activities, feedback and a new role for instructional designer.

The focus of *next chapter* is on effectiveness and return on investment. It questions about the worthiness of time and efforts put into implementing U approach or web based system. Can the costs of adopting new technology, pay off in terms of desired pedagogical goals? This chapter suggests effectiveness measures related directly or indirectly to student learning, and related to short or long-term pay-off. It also introduces the return of investment from the institution, student and instructor point of view.

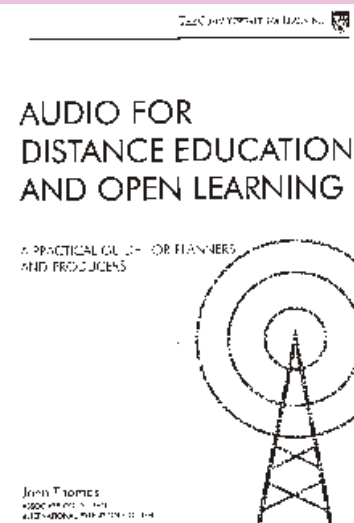
Next two chapters, *seventh and eighth*, illustrate and provide practical examples on "practising what we preach". In these chapters

the authors have elaborated a case from their own institution (the University of Twente in The Netherlands) for the period 1997 to 2000, as they were instrumental in implementing in flexible learning through technology. The period of 1990 to 1997 is considered to be pioneer phase, while 1997-98 as the initiation phase, the year 1 of TeleTOP, the 1998-99 as the implementation phase or year 2 of TeleTOP. Then the authors proceed to narrate their experiences from implementation to institutionalization in 1999-2000, year 3 of TeleTOP, and beyond 2000.

Last chapter tries to identify a new economic order for education. The authors argue that the changes in the way we work, we earn, we spend; have given rise to a new economy, which is multifaceted. It is global, it is intensely interlinked and it favours ideas, information and relationships. The authors report two major trends: commercialization of education as an online market, and emergence of educational portals. On the basis of these trends, authors have visualized four kinds of scenarios: Back to Basics (where the institution offers a programme and ensures its quality in the local settings); The Global Campus (where global and network mediated transactions are the base); Stretching the Mould (individualization in the local institution) and The New Economy (individualization and globalization).

Overall, the book is a valuable treatise on how to integrate technology to the learning context. This work provides real life experiences and practical approaches of using technology in education. The most striking feature is advising through Lessons Learnt by the authors from their own experiment.

Dr. R.C. Sharma is Regional Director at IGNOU Regional Centre, Karnal.



Thomas, John (2001) *Audio for Distance Education and Open Learning: A Practical Guide for Planners and Producers*, COL/IEC: Vancouver/ Cambridge, pp. 228 ISBN 1-895369-92-4

Kiron Bansal

Despite premature obituaries written on radio on several occasions, it continues to be a vibrant medium. In addition to providing information and entertainment radio has been widely used in education for tutorial support and direct teaching. The simple nature of the medium and the ability to adapt itself to innovative, interactive formats has been its major strengths. The handbook under review by John Thomas reaffirms this faith in radio in an age of hi tech and glamorous communication technologies increasingly used for open and distance learning (ODL).

Educational audio being a specialized genre requires specific planning, designing, production and delivery. The nine chapters encapsulate the major facets related to audio production for ODL. *Chapter 1* on Potential of Audio looks at the different forms, such as radio, audiocassettes and audio vision and analyses their potential for ODL. The strengths and limitations of these forms have been mapped with the help of case studies from different parts of the globe.

Chapter 2 on Planning and Design examines effective audio materials for ODL at three levels: institutional, series and individual programme planning. The series planning comes in for greater focus by providing key questions about what needs to be planned. The checklist includes audience, aims and objectives, content and structure, form and formats, support materials, resources, scheduling and monitoring. The contributions of subject experts and producers, the common problems encountered and the possible ways to resolve them have also been briefly touched. *Chapter 3* on Development and Production takes a step-by-step look at the process of transforming a set of ideas about how to use audio into a form that can be distributed to students with visual support materials. The script development, production, post-production, review, duplication, packaging, distribution and scheduling have been detailed in the chapter.

The next four chapters delineate the Practical Skills for different audio formats. *Chapter 4* looks at the spoken word formats such as, scripted talks, interviews and discussions. The skills of location recording, editing and the basic technology required for outside recording have been covered in *chapter 5*. Practical Skills for more specialized formats such as, features, magazines and documentaries have been focused in *chapter 6*. Since not all subjects lend themselves to these formats, how the alternative approaches of drama, simulation and music can be used in ODL has been detailed in *chapter 7*.

A crucial factor in ODL is the utilization of audio materials by learners. *Chapter 8* looks at this important aspect and examines the specific preparations to be made by learners both individually as well as in group situations. In addition to production of high quality, need based audio materials produced skillfully as well as

professionally, the handbook calls for organizational and managerial support to be offered to students and tutors for their optimal utilization.

Monitoring and evaluation of audio materials and the ways in which their quality and effectiveness can be improved comes for analysis in *chapter 9*. The objective, process and collaboration in monitoring and evaluation have been thoroughly examined in the chapter. A distinction between audio 'products' and the 'processes' have been made and the constructive role evaluation can play in improving the quality of audio materials and not for making value judgments has been stressed upon. Some basic research approaches and how these can be applied in ODL have also been examined.

COL has published a series of training materials in the form of toolkits and handbooks relating to varied aspects of ODL and media components. The handbook under review is yet another contribution of COL and IEC in bringing teaching resource to a wide spectrum of readers. The material designed in a systematic yet flexible manner can be used in a variety of situations leading to development of essential skills in audio production. Case studies based on real-life experiences, activities, boxed checklists, further reference materials and advice on the creation and use of audio materials provide a holistic view of the issue under study. The approach adopted is appropriate to both developed and developing countries. However, it will be especially useful to those having limited access to resources. The handbook succeeds in meeting its stated objective of 'setting out good professional practice in the design, development and delivery of audio materials for ODL'.

Dr. Kiron Bansal is Senior Lecturer at the Electronic Media Production Centre, IGNOU, New Delhi.

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Software Review...

WINPROXY

Having access to Internet and e-mail has become very important today for any organization. However, to



provide the access to all employees through a dedicated leased line is still a costly affair for many educational institutions. For smaller institutions it is even further difficult to justify the cost. Therefore, most institutions opt for a single dial-up connection with limited access to the employees. You can find computer in the desktop of most officials, but not all of them normally have Internet connectivity. In this section, we profile a simple software solution (for such problems) that we actually use at our office at Commonwealth Educational Media Centre for Asia (CEMCA). In order to provide equal access to all the employees for their effective functioning, we use WinProxy (<<http://www.winproxy.com>>) in a Local Area Network.

Overview

WinProxy eliminates the complexity and expense of maintaining multiple phone lines, modems and user accounts for each individual connection as required under conventional schemes. Combining the advantages of the latest Internet connection sharing technology, WinProxy is an exceptionally easy-to-install, easy-to-use software package. WinProxy runs on a single Windows 95/98/NT/2000/Me based PC and supports virtually any local area network (LAN), including wireless connections.

Because it is a software solution, WinProxy does not require a dedicated server and can be installed on any PC on the network (typically the one maintaining the physical TCP/IP connection to the Internet). By installing WinProxy, the user designates that PC as the only PC authorized to make a physical connection to the Internet.

WinProxy then acts as the network's Internet gateway by accepting authorized requests for Internet access from all other PCs and routing the connection through WinProxy on behalf of the individual users, hence the term proxy. Since Internet traffic tends to happen in "bursts," WinProxy not only allows multiple users to share access to a single physical connection, but also allows them to be online simultaneously with modest declines in traffic throughput.

Key Features

- Easy ten-minute installation on most PCs
- Extensive alerting for virus attempts, smart filter, etc.
- New transparent proxy technology: WinProxy combines the simplicity of Network Address Translation (NAT) technology with the flexibility and control of a classic proxy server. New transparent proxy technology eliminates the need to reconfigure applications or install special software on each client computer.
- Simultaneous and transparent access: With WinProxy, the client computers on your network do not require special software and there's no need to



configure individual applications.

- Secure firewall and antivirus protection
- Outgoing and SMTP Virus Scanning
- Site restrictions: WinProxy powerful site filtering allows you to block access to sites containing objectionable

material, an ideal feature for controlling Internet access in a home, school or business environment.

- Robust User Restrictions and Internet Access Control
- Optimized Internet connection: Advanced network-wide caching gives every user accelerated access to frequently visited sites. This can dramatically improve performance as WinProxy helps reduce the time spent waiting for favorite sites to download.

How it Works

You simply install WinProxy on any Windows-based network PC or server (typically the one maintaining the physical TCP/IP connection to the Internet). Installation takes less than ten minutes in many cases. That PC or server is designated as the only machine authorized to make a



physical connection to the Internet. A dedicated server is not required. You point the other PCs in your network to the proxy server via a simple adjustment in the TCP/IP network interface card (NIC) setting. Then open your browser or e-mail application and you are automatically connected to the Internet as if you had your own dedicated connection. Internet access through WinProxy is virtually transparent to any network users. WinProxy runs unattended as a service in the background, automatically establishing connections when required and logging off when service is no longer required.

Pros: Simple set up, easy, browser-based maintenance, site screening and firewall capabilities, relatively inexpensive .

Cons: Not optimal for larger or more intensive sites needing an enterprise-level proxy server, cannot run on non-Windows platforms.

CEMCA News...

Aquaculture Multimedia Project at Dr. BRAOU

A COL-CEMCA sponsored project on Developing, testing and evaluating prototype multimedia lessons in cross-cultural context is making steady progress. For developing the multimedia materials, a three-day workshop on scripting and multimedia storyboard preparation was conducted in the month of October 2001. Six Subject Matter Experts (SMEs) and five other faculty members of Dr. B. R. Ambedkar Open University (Dr. BRAOU), Hyderabad were trained in the workshop. As a result, the SMEs have started providing input/lessons in storyboard format. Recently a high end Macintosh machine (iMac) has been installed at Dr. BRAOU with appropriate software for multimedia creation. The project aims at developing 15 multimedia lessons covering various dimensions of Aquaculture. Apart from using this as a vehicle for extension activity, the University intends to develop this into a multimedia based certificate programme supported by print and other channels.

Internship available at CEMCA

The Commonwealth Educational Media Centre for Asia, New Delhi, invites applications for an academic internship of one-year (commencing July 1, 2002) form Indian citizens.

The intern should have a minimum education of a Master's level degree in Communication and Journalism (with a specialization in print media) or Master's level degree in Education (with specialization in Educational Technology). An excellent command of English is essential. The intern should be proficient in DTP and in current practices in composition and layout of newsletters and house journals, and familiarity with packages such as Page Maker, Adobe Photoshop, etc.

The internship carries a stipend of Rs. 8,500/- (consolidated), but provides a young person with an opportunity to work and learn in an international organization with high standards.

Nominations/applications along with a resume, supported by copies of certificates and testimonials and endorsed by the Head of the Department should reach

The Head, Administration and Finance
The Commonwealth Educational Media Centre for Asia
INGOU's Regional Centre Building, 52, Tughlakabad
Institutional Area, New Delhi 110 062
Tel: 011 609 6730; Fax: 011 608 5208
E-mail: cemca@nda.vsnl.net.in

The last date to receive application / nomination is May 15, 2002. Only short listed candidates shall be informed.

Research shows...

Approximately 240 terabytes (compressed) of unique data are recorded on printed media worldwide each year, as shown below :

Printed Information Flow in the World

Media Type (Sources and Year Cited)	Unique Items per year	Conversion Factor	Total Terabytes (Annual Worldwide)
Books (UNESCO 1996)	968,735	Scanned image (600 dpi): 40 MB/book	39
		Digital Compression : 8 MB/book	8
		Plain text : 1 MB/book	1
Newspapers (ISSN 1999)	22,643	Scanned image (600 dpi): 5,475 MB/year	124
		Digital Compression : 1095 MB/year	25
		Plain text : 110 MB/year	2.5
Scholarly journals (Ulrich's 2000)	40,000	Scanned image (600 dpi): 225 MB/year	9
		Digital Compression : 45 MB/year	2
		Plain text : 4 MB/year	.2
Mass-market periodicals (Ulrich's 2000)	80,000	Scanned image (600 dpi): 650 MB/year	52
		Digital Compression : 130 MB/year	10
		Plain text : 13 MB	1
Newsletters (Oxbridge Directory 1997)	40,000	Scanned image (600 dpi): 20 MB/item	.8
		Digital Compression : 4 MB/item	.2
		Plain text : .4 MB/item	.02
Archivable, original office documents (National Archives 1998)	7.5 X 10 ⁹ pages	Scanned image (600 dpi): 130 MB/page	975
		Digital Compression : 26 MB/page	195
		Plain text : 2.5 MB/page	19
Totals :			Scanned: 1200 TB
			Compressed: 1200 TB
			Text: 24 TB

Source :

<http://www.sims.berkeley.edu/research/projects/how-much-info/>

Forthcoming Events...



Second Pan-Commonwealth Forum on Open Learning

Conference on "Open Learning: Transforming Education for Development" from 29 July 2002 - 2 August 2002, International Convention Centre, Durban, South Africa.

For further details contact:

Ms Jennie Louy, Conference Information Secretariat, PO Box 31822, Braamfontein, Johannesburg. 2017 South Africa.
Fax: 27114032814
e-mail: jennyl@saide.org.za

CRIDALA 2002

The Hong Kong-based Centre for Research in Distance & Adult Learning (CRIDAL) is organizing CRIDALA 2002, a conference on four themes regarding teaching, learning and culture change on the Internet or web-based environment. Hosted by the Open University of Hong Kong, the conference is to be held June 5-7, 2002.

For more information, contact: (Ms.) Lettice AuYeung of the CRIDALA 2002 Organizing Committee, Centre for Research in Distance & Adult Learning, The Open University of Hong Kong, 30 Good Shepherd Street, Homantin, Kowloon, HONG KONG.
Fax: (852) 2715 9042
E-mail: cridala@ouhk.edu.hk
On-line registration:
<http://www.ouhk.edu.hk/cridal/cridala2002/>

AACE

The Asia-Pacific Chapter of Association for the Advancement of Computing in Education is holding a conference on "Learning communities on the Internet - Pedagogy in implementation". To be held in the North Harbour

Stadium of Auckland, New Zealand, the conference runs

Dec. 3-6, 2002.

For more information, contact: Julie Lyons, conference secretary, Department of Information Systems, Massey University, Private Bag 11 222, Palmerston North, New Zealand.

Fax: 64 6 350 5725

E-mail:

icce2002_admin@massey.ac.nz

<http://icce2002.massey.ac.nz>

International Federation for Information Processing: World Computer Congress 2002

Runs from 25th - 30th of August 2002, Montreal, Canada. Theme: information technology for our times: ideas, research and application in an inclusive world (Stream of the TC-3 : Tele-Learning).

For further details contact: Rosa Maria Bottino, Consiglio Nazionale delle Ricerche, Istituto per la Matematica Applicata, Via de Marini 6, 16149 Genova, Italy.
Fax: (+39) 010 6475660.
E-mail: bottino@ima.ge.cnr.it
Website: <http://www.wcc2002.org/en/index.html>

EDUCAUSE

Educause, an American non-profit association of open learning, is holding its annual conference in Atlanta, Georgia, on Oct. 1-4, 2002. This year's theme is "Juggling opportunities in collaborative environments".

For more information, contact: EDUCAUSE, 1150 18th Street, NW, Suite 1010, Washington, DC 20036, USA

Fax: 202-872-4318

E-mail: info@educause.edu

Web site: <http://www.educause.edu/conference/e2002>

IEEE

International Workshop

on Knowledge Media Networking (KMN'02) to be held from July 10-12, 2002 at Kyoto, Japan.

For more information, contact:

kmn02@khn.crl.go.jp

Website:

<http://lttf.ieee.org/kmn2002/>



IEEE International Conference

on Advanced Learning Technologies (ICALT2002) to be held from September 9-12, 2002 at Kazan, Russia.

For more information, contact: Ildar Kh. Galeev, Organizing Chair, Department of Information Technologies and Technical Aids of Learning, Kazan State Technological University, 420015, 68, K. Marx str., Kazan, Tatarstan, Russia
Fax: +7 8432 36-57-68
Email: monap@kstu.ru

Dear readers,

EduComm Asia is your newsletter of useful ideas, views and information. From one issue to the next, we aim strengthen the newsletter. The best way to do so is by keeping content diverse. You can help to do so by becoming a contributor. Write to us about educational media news and other events that you would like to see in the newsletter. All contributions shall be duly acknowledged and appreciated.

-Editors