



# Newsletter

COMMONWEALTH of LEARNING

Commonwealth Educational Media Centre for Asia



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## From The Director's Desk

### The idea of HEINSER for collaborative growth.

Thanks to digital revolution and proliferation of educational media technologies, Open and Distance learning (ODL) is experiencing interesting times offering great opportunities. The operations of conventional institutions and the ODL institutions are converging. As the conventional, face to face, institutions are offering online courses, they are coming closer to ODL institutions in terms of delivery of courses, removing the undesirable distinction between the regular and open degrees.

CEMCA is engaged with various ODL Institutions in Commonwealth Asia for promotion, development and utilization of OER. Our engagement with partner institutions has started bearing the dividends, but to reach the desired level is a long way to go. One of the important reasons impeding the pace of the growth is the limitation of resources in terms of finance, infrastructure and more importantly qualified human resource.

The higher education institutions in India, especially the ODL institutions require enough educational materials for better teaching and learning. It is seen that same or similar courses are being offered in the multiple open universities and dual mode institutions and each of them is facing a lot of challenges to find appropriate experts, adequate time and sufficient fund for the development of quality course materials in multiple media formats. The ODL institutions are working in isolation with limited resources and expertise leading at times to the duplication of the materials and their underutilization.

In our engagements with various partner institutions, CEMCA draws a strong and common recommendation for Institutional Networking for sharing of educational resources. CEMCA, therefore, intends to support the establishment of Higher Education Institutional Networking for the Sharing of Educational Resources (HEINSER). The idea of HEINSER is to bring all the ODL institutions on one platform so that the resources generated are shared for the mutual benefit of all the participating institutions.

The objectives of HEINSER include: the sharing of knowledge and the best practices of the institutions and academia; sharing educational materials in various

forms like SLM (Self Learning Material), SIM (Self Instructed Material), Audio, Video, multimedia etc.; avoiding duplication of efforts, saving time, reducing the cost of material production and increasing reach, leading to the reduction of learning costs; developing collaboratively courses using the participatory approach; developing one model flexible curriculum for the entire country and allowing students to transfer credits from institution to institution; networking and training of higher education teachers on innovation in teaching learning strategy using ICT and educational media; and creating a common resource base of course materials for the use of all members.

HEINSER is proposed to be a non-profit, non-political, self-sustaining body with institutional memberships from all the institutions of higher education. However, initially it will encourage only willing open universities and dual mode universities to be the members. It will be supported by the members with a membership fee and partly funded by CEMCA. HEINSER shall operate in digital/virtual mode and shall have a rotational office in any of the participating institutions. To begin with, CEMCA shall provide logistic support, for a limited number of years and later participating ODL Universities will take over the responsibility on rotational basis. The scope of operation of the HEINSER shall be the whole of India, which may be later extended to include other institutions of Commonwealth Asia. CEMCA will act as a catalyst and mentor for few years till HEINSER becomes self-sustaining.

HEINSER envisages to develop a robust mechanism for the collaborative development and sharing of Open Educational Resources for collective learning and sustainable development. We seek your advice and feedback to take this idea forward and make the teaching, material of good quality for learning available to all irrespective of their geographical location.

With warm regards and best wishes for a very happy new year 2019.

*With best wishes*  
**Dr. Shahid Rasool**



## Pedagogical Innovation and Challenges in Commonwealth Asia

By Prof. Biswajit Das



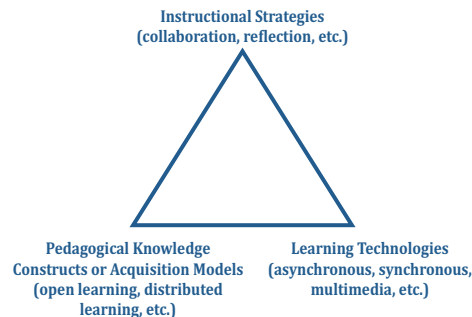
Pedagogical innovation has become a buzzword in the recent years across the world for making higher education learner centered and contextual. The need for such innovation arises as teaching becomes extremely challenging today in a conventional classroom setup, where students record lectures, occasionally put it in the YouTube, share through Whatsapp and enquire teachers through googling and downloading. Conventional teacher-taught relationship does not provide any more theoretical comfort as the sources of information are varied and class room becomes a contested space. Thus, the teacher is not the only knowledge provider, indeed, there are other sources too. These sources are possible through media enabled environments and accordingly learning environments have added new dimensions to the existing ones. Hence, it is important to recognize the role and importance of media in transforming pedagogies as these are embedded in our everyday life, be it at home, peer group conversations or class room interactions.

Educational institutions too are attempting to overcome this impasse witnessing these challenges and adapting to the changed environments, transforming their pedagogies and positioning curricular knowledge to make it interesting and engaging. While conventional classroom space is undergoing a transformation, it is equally a double challenge for Distance learning courses. Not only these courses are to be innovative as the clientele for these courses are varied, located in different cultural context and social setup.

Our experiences of media enabled pedagogies in Open and Distant Learning system in South Asian Commonwealth region shows a definite shift from Multi media education incorporating audiovideo learning materials to Tele-Learning Education with an emphasis that went beyond static and one-way interaction to two-way synchronous interaction and instant feedback to flexible learning with a Pedagogical emphasis on collaborative and interactive learning and finally, intelligent flexible learning where by students were exposed to multiple media outputs from a single source.

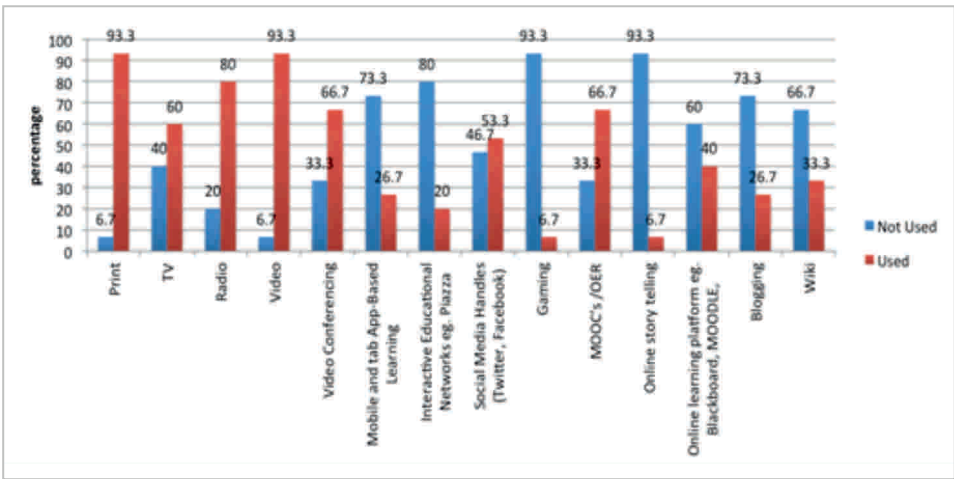
In the context of e-learning vis-à-vis various pedagogical models (and for those who believe in e-learning), open learning, distributed learning, learning communities, communities of practice, and knowledge-building communities have been underlined as significant pedagogic constructs (Dabbagh, 2005). The author further suggests a theory-based pedagogical design for e-learning (as

given below) which however sounds very practical and grounded:



In case of the mediated learning as distance education provides for, media selection and deployment assumes considerable significance. For integrating media into the curriculum design, three approaches are generally considered: i) supplementary approach (where various media inputs stand parallel to the printed text), ii) the complementary approach (where certain course units are exclusively presented through media other than print), and iii) the integrated approach (where various media including print are integrated for the presentation of course units and various concepts through different media, but these are either horizontally or vertically aligned).

While inquiring about the conceptualization and concept mapping of media enabled curriculum, our findings show that generally (need based surveys are conducted before deciding to get into the design and development of distance learning programmes; and the institutions and faculty consider both academic and market needs for a programme). Planning for a programme has been the most important, but contentious area in the operation of any distance teaching institution. The dominant decision-making stakeholder has been the academic experts though a few select government authorities, industry experts, and probable



employers. As it is with regard to the curriculum design and development, the most of the faculty are of the view that new media technologies including social networks and MOOCs shall positively impact the student's learning.

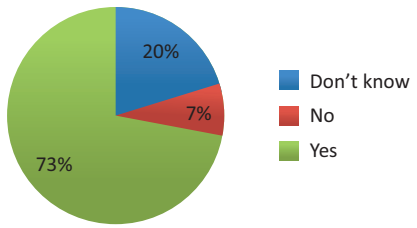
While cross check against the actual consideration of media at the stage of curriculum design, our study reveals that the printed text, audio and video have been the mainstay of media-mix, a few have considered Video-conferencing, Skype, and YouTube for undertaking media-mix for the course design. And, as shown in the table below, a large majority of these are in favour of blended teaching-learning, by combining media technologies with face-to-face interactions.

The dominant media tools, with associated pedagogies, used for teaching-learning include the printed self-learning texts, video, radio, video-conferencing, MOOCs/OER, television, and social media, in that order. The least reported media (and associated pedagogies) included online storytelling, gaming, interactive educational networks, and blogging.

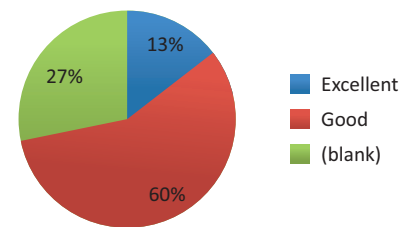
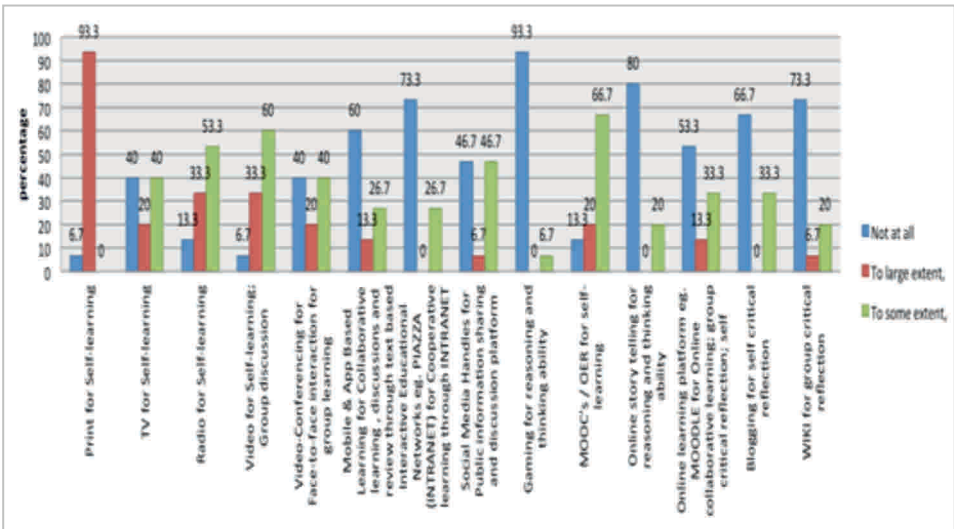
Further details on the specific pedagogic function suggest that for 'self-learning' the most used media included printed text, radio and video; for 'group discussion' the most used media was video; 'Collaborative Learning' was facilitated mostly by MOODLE, WIKI, and social media handles. There has been occasional use of blogging and wiki for individual and group critical reflection.

A variety of pedagogic tools have been used by the faculty from various disciplines to take care of the discipline's requirements. Though the printed SLM (Self Learning Material) dominates the kitty, there has been the fair use of audio, video, conferencing, IRC, blogs, and OERs. The internet accessibility has been fair in all the countries. All the institutions, more or less have a repository of learning resources. Even if a repository exists, the discipline of faculties varied in their revision cycle – some revised once a year, while others took five or more than five years. Though about one-fourth of the respondents remained neutral in commenting the quality of their media infrastructure (which may suggest the absence of significant provision in their institutions), nearly two-third underlined good and/or excellent provision of media infrastructure in their institutions.

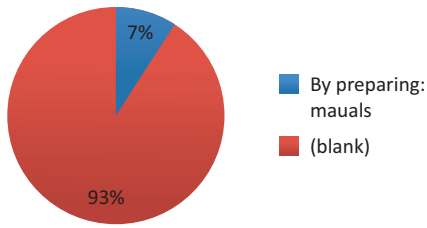
While about 40% underlined that the government is the sole source of funding for their media infrastructure, another 40% combined this with their fund mobilization from internal sources. A few of the institutions relied exclusively on private non-profit funders.



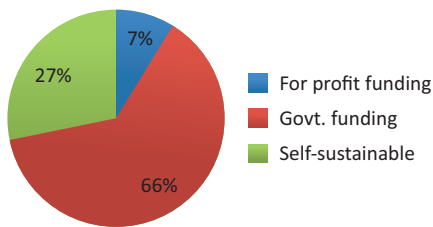
It is significant to note that a large majority of the respondents expressed full confidence in the ability of in-house experts who can effectively handle various media tools to be used or proposed to be used by the distance teaching institutions.



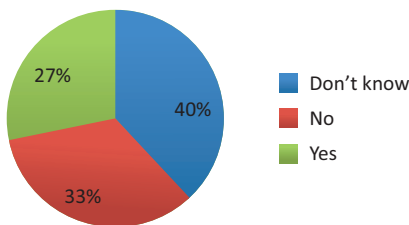
It is also, important to note the responses by majority that such media tool expertise is either excellent or good in their institutions and the suggested measure to



enhance such ability included the preparation of self-learning manuals. This however, in no way, is construed to significantly contribute to increase efficiency in other media tools. In-house capacity building for media tools is being funded largely by the government funding, however one-fourth of the respondents noted such activities as self-sustaining; and, only one respondent cited for the profit funding source.

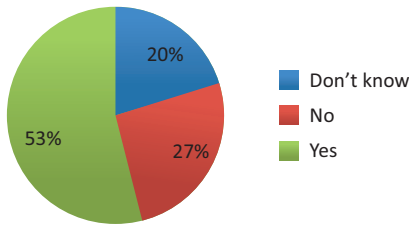


Since compatibility of media systems and facilities between the provider and the receivers largely determines effective use of educational media resources by the latter. Very few thought about such compatibility; and, about one-third did not think so. 40% of respondents did not have any information on this issue.

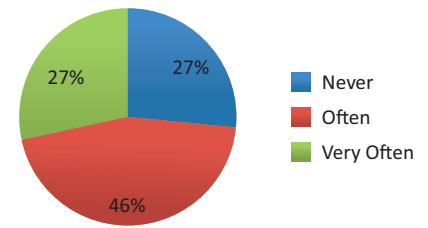


As it is with regard to access to digitized learning resources in forms of PDF files, print and media resources available at institutional resource repository, or through other protected websites, above 53% reported free-of-cost availability to students, though about 26% at a matter of policy did not provide free to their students.

When it is pondered further on the nature or type of such resources, those who had responded 'yes' noted a variety of such resources like library e-resources, online repository like 'E-Gyankosh', email-based resource services, and link to e-resource repository like NPTEL. The way those resources are made available to the students included e-portal, mobile OER, through email information, and through e-library.



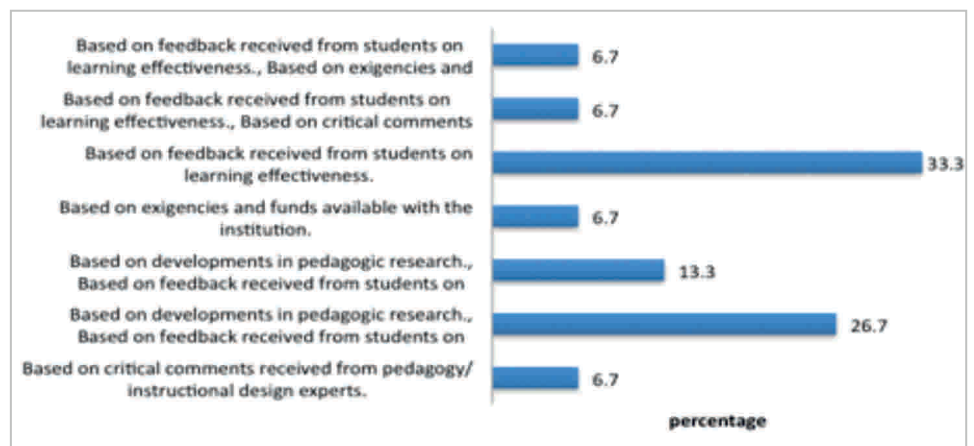
Majority of the respondents opined that the conventional teaching strategies that the DEIs have been following, do not match with the expectations of distance learners. This clearly reveals conventional education mindset in the distance teachers.



The faculty reported the low participation level of students in such networked resources. This suggests some kind of incompatibility between the provision and the use. Unless this is adequately addressed, the effective use of media technologies, pedagogies and resources shall remain a distant dream.

Almost 86% of the respondents reported that they generally make some changes in pedagogies while revising their curriculum and teaching-learning resources (depending on the frequency of institutional revision). Such changes included: learning outcomes, corresponding content's update, the addition of current research outcomes, making more learner-friendly, the addition of new A/V media resources, e-learning support, among others.

The bases for such changes is made by the faculty included in order of importance: student feedback (33%), latest pedagogic research (26%), combined with availability of in-house funds (13%), and comments provided by pedagogy/ instructional design experts (6%).



While we conclude, we can highlight the key findings and our reflections that the initiation of any programme is based on the required survey conducted by the institution. It is also, generally consulted with academic experts, while government authorities and employers/industry's experts are also involved in the process. Only half of the respondents noted the developing concept maps, and credits and modular system for course design. Also, to a largest extent, pedagogic consideration form a part of curriculum design and multimedia strategies.

The general agreement has been that the new media technologies shall benefit student learning, though the dominate blending of media includes print, audio, video, and conferencing. The agreed perception is that the blend of various media with conventional teaching will be the most effective for distance learners. On the other hand, the actual use includes print, radio, video, OER/MOOCs, interactive educational networks, and social media handles. The pedagogies associated with these media tools include print, OER and radio for self-learning, MOODLE for collaboration, blogging for critical reflection, social media handles for information sharing. Institutions generally create the repository of study materials, and generally five years or more are taken for the next revision of materials after its first launch/revision. While some open up the repository to public for free, some others charge a fee to access the learning

materials. Though the institutions have made infrastructure at the reasonable average/good level, the public funding is generally sought to deploy and maintain the media infrastructure. The faculty, to a considerable extent, has the skills to operate various media tools and the training on the use of media is generally funded by the government. On the other hand, they view that there may not be the acceptable level of compatibility between institutional provision and student's possession of personal technology tools/devices.

Generally, digital resources are made available on the institutional website. On the other hand, there is a mixed feeling regarding the supportive administrative and government ecosystem for media-based learning, as well as faculty willing to go for the blended learning. Changes in pedagogies are made while revising curriculum and courses; and the main sources for such update are instructional designers, research studies and feedback received from the students. Event-based

learning experiences are adopted by a few, though computer game-based learning is rare; as well as the exploration of local environment and transfer of learning. There is a mismatch between the faculty's perception of possession of skills for handling media and associated pedagogies and the actual institutional provision for this. This is critical.

The findings of the present study clearly indicate that the integrated use of media for the blended learning is the Call of the day, with the specific suggestion that print audio and video can be used for self learning, conferencing and online discussion forums for interaction and collaboration, blogs and wikis for reflective activities and practices (both individual and collaborative). Further, as a part of information and academic support, eMails, SMS, and social media and technologies to be integrated with the media-enabled curriculum design itself. These needs are to be linked with OER and other resource repository and integrated learner's support.

*Dr. Biswajit Das is the Professor and founding Director of Centre for Culture, Media & Governance at Jamia Millia islamia, New Delhi. Before joining the centre, he worked with national and international agencies in conducting communication research and training. Prof Das has been a visiting Professor at York University, and fellow at the University of Windsor, Canada, Fellow at MSH, Paris, INALCO, Paris, Charles Wallace Trust, London and the Indian Institute of Advanced Studies, Shimla, India. Prof. Das has been a member of Innovation Council of I&B Ministry, Govt. of India and member of joint committee constituted by University Grants Commission (UGC), MHRD and Information and Broadcasting Ministry to monitor media related courses in the country. He can be reached at biswas[dot]das[at]gmail[dot]com*

## National Skill Conference 2018 on Skilling Primary Sector by FVTRS



Functional Vocational Training and Research Society (FVTRS), in collaboration with Centre for Youth and Social Development (CYSD) organized the 12th National Skill Conference on the theme “Skilling Primary Sector” on 14th-15th November 2018 at The United Service Institution of India, Rao Tula Ram Marg, Vasant Vihar, New Delhi. Commonwealth Educational Media Centre for Asia (CEMCA), Agriculture Skill Council of India (ASCI), Ecociate, Skill Council for Green Jobs (SCGJ), Caritas India, Misereor and Indo-Global Social Service Society (IGSSS) were knowledge partners for this conference.

The conference was inaugurated by Shri Manish Kumar, CEO, National Skill Development Corporation (NSDC), along with Shri Maneesh Mishra from Ministry of Skill Development and Entrepreneurship. Mr P.M. Phillip from FVTRS, gave the welcome address where he expounded the importance of the primary sector in the larger framework of growth and the betterment of the country. The inaugural session focused on the

significance of skilling women, engaging the underprivileged youth, and utilizing the India's demographic window of opportunity for the primary sector. The SkillNet report was released during this session.

Dedicated sessions were held on Agriculture, Fisheries, Non-Timber Forest Produce Traditional

Artisanship and Green Jobs over the next 2 days. These sessions were attended and moderated by important people from each sector, who addressed the members of the audience comprising of NGOs working at grassroots level across the length and breadth of the country. There were deliberations on the problems faced by the specific sectors, and the possible solutions that can be implemented or are being implemented in the country in the current scenario.

The panel discussion on agriculture focused on the issue of distressed migration of youngsters due to the lack of skills in rural areas, as raised by Shri Jagadananda, CYSD who acted as the moderator for the session. Col. P.S. Gupta, ASCI, discussed this issue in his

presentation, and offered some innovative thoughts along with Mr Raj Ganguly from World Bank, Mr Kirti P. Mishra from Ecociate and Mr Suryamani Roul from TechnoServe. Mr. Bimal K Mishra, FISHCOFED discussed the various government's offerings for Fishing Cooperatives while Mr. Khanna presented the skilling needs of the sector. Mr. Neelkanth Mishra presented the success story of his work in Katihar, Bihar. The session on NTFP, moderated by Mr. John Peter Nelson, IGSSS focused on the need for centralized mechanism for pricing of NTFPs with primary value additional skills providers to collectors. Mr. Ashwini Chandak, Ecociate elaborated about the challenges of the sector and the niche requirements of skilling.

Session on the traditional artisanship focused on moving Artisans from the cadre of labour to designers and craftsmanship. Mr. Tamal Sarkar, ED, Foundation for MSME Clusters, discussed the need for reinventing traditional artisanship and matching supply to demand. Dr. Gaganpreet Kaur, NSDA focused on the need for a certain standardization and documentation of this sector that can bring traditional artisanship into the 21st century. The final session was on Green Jobs, which was moderated by Mr. Praveen Saxena, CEO, SCGJ, who focused the discussion on the need for affordable and clean energy sources, which has also been defined under the UN-SDGs. Mr. Rajeev Ahal, GIZ stressed on the need to provide the integrated skilling through MOOCs and the innovative flexi-credits for new opportunities for entrepreneurship to meet India's potential for “Green Business”.

*The session was concluded by presentation of Policy and Programme level recommendations by Ms. Sanjogita Mishra, CEMCA and Mr. Niladri B. Sahoo, CYSD. This event marks the Silver Jubilee celebrations of FVTRS which has more than 100 partners dedicated to skilling. There was strong advocacy to demystify the process of “Recognizing Prior Learning (RPL)” for traditional skills.*

# The 32nd Annual Conference of the Asian Association of Open Universities

The Asian Association of Open Universities (AAOU), Annual Conference has established itself as one of the leading educational events worldwide which is much awaited by world class educational experts in the field of open and distance learning (ODL), especially those from the Asia region. The Conference hopefully provided the catalyst for knowledge sharing among participants, particularly in areas pertaining to the sub-themes. With 62 institutional members from 23 countries, the AAOU is certainly a force to be reckoned with. The recommendations and outcomes of this conference can have far-reaching benefits to the ODL community.

The 32'd Annual Conference of the Association of Asian Open Universities in 2018 titled "Open Education in Human Resource Development for Asia in Period of Integration" was successfully held in

Melia Hanoi Hotel, 44b Ly Thuong Kiet Street, Hanoi, Vietnam from 24-26 October 2018. The conference was attended by 38 open-training organizations from 17 countries in Asia with 156 presentations and reports by managers, scientists and lecturers. The conference focused on the following topics: Human Resource Development in Open Universities; Open Education in Technical, Vocational and Skills Development; Open Educational Practices in Foreign Languages and Academic Disciplines; New Technologies in Open Education.

The conference over the years, has become a forum for delegates, scientists, policy makers to meet, discuss and analyze new approaches and technologies in open-training as well as to assert the role of open-education in the development

of human resources in Asia, meeting the new requirements in the integration era. In addition to this, the conference is also a bridge for the establishment of regular and reliable cooperation among scientists of open universities in Asia and in the world. The keynote speaker for the conference was Prof. Asha Kanwar, President, Commonwealth of Learning (COL).

The conference was a huge success and credit has to be given to the close guidance of Vietnam's Ministry of Education and Training, the close cooperation of the Association of Asian (AAOU) Open Universities, the support of the Commonwealth of Learning (COL), the mindful and responsible participation of Open Training Units in the region and in the world, and the active participation of staff members, lecturers and students of Hanoi Open University.



## 18th CEMCA Advisory Council Meeting organized in New Delhi



The 18th Advisory Council Meeting of CEMCA was held in New Delhi on the 12th December under the Chairpersonship of Prof Asha Kanwar, President and CEO, COL. The meeting was also attended by the Vice President COL, Dr K Balasubramanian, COL Focal Points from Bangladesh,

Malaysia and Sri Lanka, VC Indira Gandhi National Open University, India, VC Bangladesh Open University, Dr Ashok Ogra, Advisor APJ Group of Institutions, Director CEMCA and Advisor Administration and Finance CEMCA.

The Council expressed satisfaction on the action taken report on last CAC meeting and appreciated the Annual Report 2018 presented. Director CEMCA made presentation on the work done during the year 2017-18 and also the action plan for the year 2018-19. On the other hand, they council while acknowledge the contribution of CEMCA in HE and Skill Development, asked CEMCA to scale up the work in other institutions of the Commonwealth Asia. Prof. Asha Kanwar stressed the need to develop a platform for sharing of resources among the institutions, to identify some DARK areas and to make some interventions as a pilot to show results and increase the visibility of COL and CEMCA in the Commonwealth Asia. The members sought COL/CEMCA to help in TVT and Education in their respective Countries and Institutions.

## COL Focal Point Asia Meeting organized in New Delhi

The Asian regional meeting of COL Focal Points took place on the 10th - 11th December 2018 in New Delhi, India. The focus of the meeting was to strengthen the effectiveness of COL's strategic plan and programme activities in addressing the key priorities of Asian Commonwealth countries for education and training till 2021.

In her opening remarks, COL President and CEO Professor Asha Kanwar, highlighted COL's work in Asian countries such as Bangladesh, India, Malaysia, Pakistan and Sri Lanka, along with some pan-Commonwealth initiatives, since 2015. "Over the 30 years of service to the Commonwealth, we have constantly renewed ourselves to remain relevant to

your needs," stressed Professor Kanwar. The priorities from the other Focal Points meetings held earlier this year in the African, Caribbean and Pacific regions were reported highlighting capacity building, curriculum reform and mobile-based platforms for learning and information sharing.

The role of Focal Points and ways to improve engagement and partnerships in-country were among the topics discussed at the meeting. Focal Points for Bangladesh, India, Malaysia and Sri



Lanka participated along with Focal Points from Fiji, Nigeria, South Africa, Trinidad and Tobago, and Tuvalu who were invitees. These news and the opening remarks can be found at, <https://col.org/news/news/col%E2%80%99s-asia-focal-points-meet-india>



# CEMCA Announces EMFCA-18

CEMCA is organising the first "Educational Media Festival for Commonwealth Asia - 2018 (EMFCA-18)". This is an opportunity to get recognized for creating outstanding Educational TV Programmes, Documentaries, e-Content, Platforms and Applications. This Film Festival is being organized exclusively for Educational Media workers, showcasing their contribution to the field of learning and recognizing some of the outstanding work done by Media Educators. The festival will provide an opportunity for the Commonwealth Asian community to exchange knowledge and experiences, identify important trends, explore applications of open, and distance learning in widening access, bridging the digital divide and advancing the social and economic development of communities and countries. It will bring together prominent keynote speakers, scholars, researchers and practitioners in the area of using media to enhance learning. Entries

were invited from individuals/institutions that are the residents of one of the seven Commonwealth Countries in Asia, namely: Bangladesh, Brunei, India, Malaysia, Pakistan, Singapore and Sri Lanka. In this competition participants were send entries in one or more of the following categories, namely, Educational TV Programmes/ Documentaries, Educational e-Content with Multimedia, or Educational Platforms/ Applications. A panel of distinguished jury will be engaged by CEMCA to choose the prize winners. The prize winners which will include first, second, third prizes in all three categories will receive awards and recognition, besides cash prizes from CEMCA. More details of EMFCA-18 can be found on CEMCA's website at the following link: <http://cemca.org.in/educational-media-festival-commonwealth>



**Educational Media Festival for Commonwealth Asia**

Categories for Participation:

1. Educational TV Programmes/Documentaries
2. Educational e-Content with Multimedia
3. Educational Platforms/Mobile Apps

Last Date of Submission Extended to 23rd Nov 2018

Last Date for Submission: 5th Nov 2018  
Please Visit our website [www.cemca.org.in](http://www.cemca.org.in) for more information

1st Prize: INR 50,000  
IInd Prize: INR 25,000  
IIInd Prize: INR 10,000



COMMONWEALTH of LEARNING  
Commonwealth Educational Media Centre for Asia  
Website: [www.cemca.org.in](http://www.cemca.org.in)

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## Capacity Building Workshop for Online Facilitators under CEMCA- KKHSOU Project on ICT Based Interventions for Teachers

A three-day workshop was organized by Krishna Kant Hendique State Open University (KKHSOU) with the support of Commonwealth Educational Media Center for Asia (CEMCA) on the 'Development of E-content and Facilitation of Online Learning through Moodle LMS including Mobile App' at Rajdhani Regency, Guwahati to train the online facilitators from 26th to 28th October, 2018 under CEMCA-KKHSOU Project "Designing ICT-based Intervention Programmes for Teachers: An Initiative for Quality Education".

The workshop was inaugurated by Prof. N.N. Sharma, Director, Centre for Internal Quality Assurance, Krishna Kanta Handiqui State Open University (KKHSOU). It was followed by a welcome address by Dr. Arupjyoti Choudhury, Registrar, KKHSOU. The Controller of Examinations, Dean

(Academic) and the Dean (Study Centres) of KKHSOU were also participated in the workshop. Altogether 21 participants from various institutions took active part in the workshop. Dr. Manas Ranjan Panigrahi, Programme Officer, Education, CEMCA, New Delhi and Mr. Ashutosh Taunk, Manager, Digital Learning Initiatives, Ahmedabad University facilitated the sessions of the workshop.

The first day of the workshop was devoted to sessions on usage of ICT in education, usage of Moodle LMS, KKHSOU LMS structure and Course Life cycle configuration and settings. The second day itinerary included uploading the e-resources, assignments, discussions,



adding and preparing quiz, access, review, gradebooks, badges and OER usage and creation. On the third day, the participants had the experience of incorporating feedback and communication on the online platform, designing an online course and a discussion on the best practices to be followed in an online course. The third day also included presentation of the online courses uploaded by the participants in the KKHSOU Learning Management System.

## Counsellors Workshop on “Skill Based and Value Added Modular Programmes for Learners through Blended Learning”



A workshop for the counsellors of various “Skill Based and Value Added Modular Programmes through Blended Learning” was organized by Odisha State Open University with support of CEMCA, New Delhi on 18th November 2018. The

workshop was inaugurated by Dr. Srikant Mohapatra, Vice-Chancellor, Odisha State Open University. It was followed by the welcome address by Dr. Jayanta Kar Sharma, Registrar, Odisha State Open University. Dr. Mrinal Chatterjee,

Regional Director and Academic Head, Indian Institute of Mass Communication, Dhenkanal and Dr. Rati Kanta Nanda, Professor, KIIT University were the resource persons for the workshop. Ninety Seven (97) counsellors across various study centres of the university had participated in the workshop.

Dr. Srikant Mohapatra discussed about the Open and Distance Learning (ODL) System. Dr. Mrinal Chatterjee discussed about the opportunities and challenges of blended learning. Dr. Rati Kanta Nanda discussed about effective counselling and evaluation mechanism in ODL system. During the interactive session the panel members answered to various queries of the participants. Dr. Ansuman Jena and Mr. Aseem Kumar Patel, Academic Consultants of Odisha State Open University gave demonstration of the Smart eLearning platform (eGyanjyoti) of Odisha State Open University.

## Outreach Programme for use of OER through NSOU - OER Repository

CEMCA supported NSOU, Kolkata for the implementation of integrated higher education model in a project entitled “Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training”. In this project, NSOU organized an outreach programme on the 2nd December, 2018 at Pranvananda Institute of Management and Technology (PIMT), Kolkata. 110 learners attended this program out of which 40 were women. All the 7 Counsellors attached to the study centre attended the programme.

Professor Anirban Ghosh, Smt. Barnali Roy Choudhury and Shri Sudarshan Roy of NSOU facilitated the programme. They interacted with the Academic Counsellors, Coordinators and the students of the study centre and gave special reference to various issues on the CEMCA supported

vocational courses, teaching-learning system, availability of learning resources, experiences on hands on-training etc. The Director, PIMT initiated the discussion and elaborated the role of NSOU and PIMT in expanding the scope of vocational training in the state of West Bengal. He also told that NSOU is conducting various skill development programs under SVS & CLL through its centres located at different districts viz. Kolkata, Bardhaman, 24Parganas(N), 24Parganas(S), Dakshin



Dinajpur. Mrs. Barnali Roy Choudhury elucidated educational resources available online and offline. She also highlighted NSOU-OER repository. In this program NSOU team met all the participants individually to make them understand the accessibility of ICT and NSOU-OER repository.

## CEMCA participated in 2nd National Media Conclave

The 2nd National Media Conclave was organized by the Institute of Media Studies (IMS) and Utkal University (UU), Bhubaneswar, India from 21 to 23 November, 2018 at Bhubaneswar, Odisha, India. The theme of the conclave was "Communication for Development". The three day conclave with Six Plenary Sessions and Six Technical session, besides Inaugural and Valedictory sessions, was attended by over 200 media academics, professional and scholars from all over the country. Some former Vice Chancellors and Senior Government Functionaries also attended the conclave. The key note speakers included Vice Chancellors and senior academics. Director CEMCA was invited as a Guest of Honour at the Inaugural Function and also as a speaker during the 2nd plenary session on "Emerging Perspectives in Communication for Social Change".

Director CEMCA attended the Inaugural function of the 3 day National Media Conclave, as Guest of Honour and he highlighted the challenges and issues facing media in India. He also made a presentation, during the 2nd Plenary Session of the conclave, on "Media for Social Change and Skill Development in the age of "Digital Natives". He also informed the gathering about the COL and CEMCA initiatives in using media for inclusive sustainable development.

The Hon'ble Governor of Odisha, Prof Ganeshi Lal, a former Professor of Mathematics, was the Chief Guest.



Shri Bhartruhari Mahatab, Member Parliament of India (LS), Odisha, Prof Upendra Padhi, Director IMS, Bhubaneswar, Odisha, India, Prof Soumendra Mohan Patnaik, Vice Chancellor, Utkal University, Odisha, Prof M S Parmar, Vice Chancellor, Kushabhau Thakre University of Journalism and Mass Communication, Raipur and Prof B K Kuthiala, Chairman, Haryana State Council for Higher Education, Haryana participated in the Conclave.

## CEMCA's Higher Education initiatives Presented in 6th Global Higher Education Forum 2018 (GHEF - 6.0)

The 6th Global Higher Education Forum 2018 (GHEF-6.0), was organized by the Ministry of Education (MOE), Malaysia and University Sains Malaysia (USM) at Putrajaya, Malaysia from 8th to 10th October, 2018. The theme of the Forum was "Thriving for knowledge, industry and humanity in a dynamic higher education ecosystem". The subthemes included: 1. Policy and Governance, 2. Research, Development and Innovation, 3. Academic Excellence and Learning, 4. Social Learning and Community Engagement; and 5. Higher Education in Industry 4.0.

Director CEMCA attended 6th Global Higher Education Forum 2018 (GHEF-6.0) organised by Ministry of Education and University Sains Malaysia (USM) at Putrajaya, Malaysia from 8th to 10th October, 2018 and presented a paper

intitiled: "Higher Education in Commonwealth Asia-COL/CEMCA Initiatives" prepared with Dr. Manas Ranjan Panigrahi, Programme Officer (Education), CEMCA. He also made interventions during various sessions and shared CEMCA/COL vision of promoting open and distance learning for sustainable development.

Professor Datuk Dr. Asma Ismail, Vice Chancellor, USM; Professor Dzulkifli Abdul Razak, Rector, IIUM; Professor Azizi Ismail, Deputy Director General, Public Education; Dr Lauritz B. Holm-Nielsen, Chairman, Danish National Fund for Nature, DENMARK & President, EuroScience, FRANCE; Professor Fazal Rizvi, Professor of Global Studies in Education, University of Melbourne, AUSTRALIA; Professor Gerard A. Postiglione, Honorary Professor &



Coordinator of the Consortium for Research on Higher Education, Faculty of Education, University of Hong Kong; Dr Johan Saravanamuttu, Adjunct Senior Fellow, Nanyang Technological University, SINGAPORE; Professor Abdul Rahim Hashim, Vice-Chancellor, University of Malaya, MALAYSIA; Professor Aini Ideris, Vice-Chancellor, Universiti Putra Malaysia, MALAYSIA; Ms Zinaida Fadeeva, Visiting Professor, TERI Institute of Advanced Studies & Senior Advisor, UN Office of Resident Coordinator (UNORC), INDIA participated the Forum along with other participants.

## CEMCA Participated in Vice Chancellors' Round Table Meet on “ODL for Our Times: Unleashing its Infinite Potential”

Shahid Rasool, Director, CEMCA and Manas Ranjan Panigrahi, Programme Officer (Education), CEMCA attended the "Round Table Conference of all India VC's of Open Universities and the Head of Distance Education Directorates of Dual Mode Universities", organised by Dr. B R Ambedkar Open University, Hyderabad, on the 11th and 12th November 2018.

Dr. Rasool presented an idea on Higher Education Institutional Networking for Sharing of Educational Resources (HEINSER), which was highly

appreciated by the dignitaries and ODL institutions showed great interest for its implementation. Dr. Rasool also delivered his thoughts in the closing

valedictory session as the guest of honour. Dr. Panigrahi was the lead speaker for the session entitled “Technology, Digitalisation, OER, MOOC” and he



presented CEMCA's higher education initiatives and achievements, with special reference to Open Educational Resources and MOOCs.

## The Commonwealth of Learning (COL) organized Technology Enabled Learning activities in Delhi

The Commonwealth of Learning (COL) organized two activities viz. Technology-Enabled Learning Community of Practice: Stakeholder Meeting on December 3-4th, 2018 and Commonwealth Digital Education Leadership Training in Action (C-DELTA): Training of Trainers' Workshop on 5-7th December 2017 at New Delhi under TEL initiative.

Dr. Shahid Rasool, Director, CEMCA delivered opening remarks in the

inaugural session. Dr. Sanjaya Mishra from the Commonwealth of Learning facilitated the activities. 38 teacher educators and leaders from

11 countries were participated in both the activities. Dr. Manas Panigrahi,



Programme Officer, Education, CEMCA was also present during this session.

## Think Tank Meet on “Guidelines for Linking the Skill Programme with Academic Programme”



CEMCA organised a Think Tank Meet on the "Guidelines for Linking the Skill Programme with Academic Programme" at India International Centre on the 20th November 2018, where experts from both academic and skilling sector were invited to give their views on the draft guidelines prepared by Prof. Santosh Panda. In the meet Prof. Panda gave an overview of the research he had undertaken to create these guidelines and his recommendations for the same, which was followed by a round of discussion by the experts who gave their suggestions for enhancing the document. The Think Tank members appreciated the efforts being made by CEMCA to link Skilling Programmes to Academic Programmes, and the importance of such recommendations in the current scenario in India.

## CEMCA participated in Community Radio Awareness Workshop

Dr. Shahid Rasool, Director, CEMCA participated and made a presentation on Community Radio and Skill Development at Community Radio Awareness Workshop that was organized by the Ministry of Information & Broadcasting, Government of India, in collaboration with Community Radio Association (CRA) of India at Darmshalla, Himachal Pradesh. Representative of Forty Community Radio stations participated actively in the workshop.



## Capacity Building Workshop for Content Developers on Blended Learning

CEMCA supported to Odisha State Open University (OSOU) to implement the Skill Based and Value Added Modular Programmes for Learners of 5 conventional universities in Odisha through Blended Learning in a project mode. On the ages of the project OSOU has conducted a "Capacity building workshop for Content Developers on Blended Learning" from 26th to 27th December 2018 at National Academy of Broadcasting and Multimedia (NABM), Bhubaneswar. 35 (24 Male and 11 Female) content developers for 09 need based courses participated in the workshop. The workshop was facilitated by Dr Manas Ranjan Panigrahi, CEMCA; Dr Silima Nanda, IGNOU; and Dr. Mrinal Chatterjee, Head, IIMC, Dhenkanal.



Dr. Jayanta Kar Sharma, Registrar, Odisha State Open University and S. J. A. C. Subudhi, DDG (E), NABM were present in the inaugural session of the workshop. Dr. Sharma attributed the CEMCA's support in development of the OSOU and also briefed the innovative initiation of the project. Dr. Ansuman Jena briefed about the objectives and the expected outcomes of the workshop.

In this two days' workshop ten hands-on technical sessions were conducted. The participants were trained on the Development of SLM for ODL, understanding e-Learning, E-Content development, hands-on session on Moodle, instructional design, OER and its uses, preparation of video lessons and tutorials; Creativity & Blended Learning.

## The Big Blue Button Setup in Moodle LMS

By Ashutosh Taunk

The Big Blue button is a tool that enables online learning and conferencing especially used in education domain. It is non-commercial to use and comes with open source licensing. Big Blue Button is

very versatile in nature used to serve multiple objectives, like, online meetings, trainings, discussions, live seminars, doubt sessions, interactions, closed and open meetings.

The Big Blue Button comes with options like LTI and integrations with major LMSs. Integration with closed LMS applications requires some technical abilities but is very much possible. Good news for Moodle LMS users, a plugin is available for Moodle Admins to integrate within Moodle course.

Below you will see some stepped images on how to do the set up of Big Blue Button on Moodle LMS.

### Step 1: Click on BigBlueButton Icon and add

**Add an activity or resource**

**ACTIVITIES**

- Assignment
- BigBlueButtonBN
- Chat
- Checklist
- Choice
- Database
- External tool
- Feedback

BigBlueButtonBN lets you create from within Moodle links to re classrooms using BigBlueButton, an open source web conferenc education.

Using BigBlueButtonBN you can specify for the title, description gives a date range for joining the session), groups, and details a the on-line session.

To view later recordings, add a RecordingsBN resource to this co

[More help](#)

**Add** **Cancel**

### Step 2: Fill in the setup details

**Adding a new BigBlueButtonBN**

Instance type  [Expand all](#)

**General settings**

Virtual classroom name \*

Description \*   
Path:

Display description on course page \*

Send notification

### Step 3: Schedule time of session

▼ Schedule for session

Join open       Enable

Join closed       Enable

### Step 4: Bring users to the session

▼ Participants

Add participant

Participant list

<i>All users enrolled</i>	as	<input type="text" value="Viewer"/>	<input type="button" value="x"/>
<i>User:</i>	Admin User	as <input type="text" value="Moderator"/>	<input type="button" value="x"/>

### Step 5: Save the session

▶ Restrict access

▶ Tags

▶ Competencies

*Mr. Ashutosh Taunk is a Manager Digital Learning Initiatives at Ahmedabad University. He is a trainer, an edutech consultant in learning development, tech tools that enhance learning and teaching capabilities. He has started his career in Service Industry then moved to education as faculty of management and then in 2010 moved to technology in education stream. Ashutosh, has been awarded as MBA graduate in 2010, London, University in UK. Ashutosh research was approved and published at University Library, where he studied the "Financial Performance of Franchising on Plural & Independent Companies listed on the stock exchange in UK, US & India". Ashutosh has been awarded as "Student of the year 2009". He can be reached at ashutoshtaunk[at]gmail[dot]com*

## The Establishment of an ICT enabled University in Northern Nigeria

By Dr. Satya Vir Singh and Dr. Sanjoy Kumar Pal

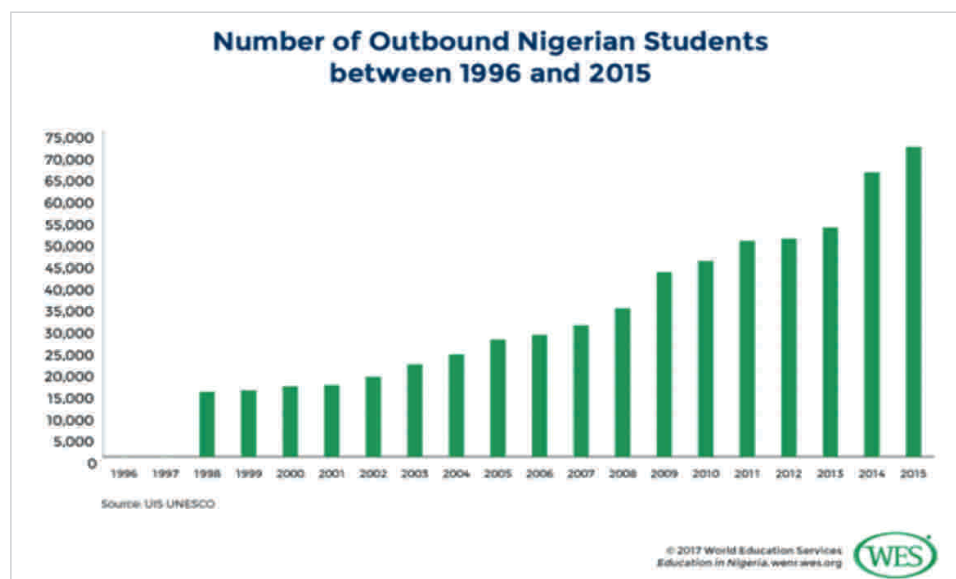
From a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge. Education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations [1]. However, the major challenges of higher education systems in developing countries to fulfill this responsibility is frequently thwarted by long-standing problems of finance, infrastructure, efficiency, equity, quality and governance [2]. Now a new challenge that had augmented to the existing problems and in economic development has the role of Information and Communications Technology (ICT), and the globalization of trade and labor markets [3]. The changes are more evident in Economic Co-operation and Development (OECD) countries, where investments in the intangibles that make up the knowledge base of a country (e.g., research and development, higher education, computer software and patents) are equalling or even exceeding investments in physical equipment (OECD 2001). Developing economies, while affected by these transformations, are not yet reaping their benefits.

The field of education has certainly been affected by the penetrating influence of ICT worldwide and in particular developed countries; the ICT has made a very profound and remarkable impact on the quality and quantity of teaching, learning research in the educational institutions. Information and community technology has the potentials to accelerate, enrich, and deepen skill; to motivate and engage students in learning to help relate

school experiences to work practices; to help create economic viability for tomorrow's workers, contribute to radical changes in school; to strengthen teaching and to provide opportunities for connection between the school and the world [5].

Almost one in four Sub-Saharan people reside in Nigeria, making it Africa's most populous country. Currently it is the seventh most populous country in the world. The United Nations anticipates that Nigeria will become the third largest country in terms of population in the world by 2050. Nigeria is the number one country of origin for international students from Africa. It sends the most students overseas of any country on the African continent, and outbound mobility numbers are growing at a rapid pace. According to data from the UNESCO Institute of Statistics (UIS), the number of Nigerian students abroad increased by 164 percent (figure 1) in the decade between 2005 and 2015 alone - from 26,997 to 71,351. [6].

Nigeria has a federal system of government with 36 states and the Federal Capital Territory of Abuja. Within the states, there are 744 local governments in total. In Nigeria, the education is under the supervision of Ministry of Education. The higher education sector is administered by National Universities Commission (NUC). Nigeria's education system encompasses three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study) [7]. Before a candidate can be considered for screening for University program, he/she must have cleared the JAMB (Joint Admission and Matriculation Board) examination. The JAMB score is crucial in deciding the stream of higher study by the students. Students who are successful in their Senior Secondary School Examinations conducted by West African Examinations Council (WAEC) or National Examinations Council (NECO), can take the JAMB examination, where English is a compulsory subject. There are about 43 Federal, 47 State, and 75 Private Universities in Nigeria, respectively. Out of which 2 Federal universities, 2 State universities and 1 private university now exist in Kano, an important industrial township situated in northern Nigeria.





It is unfortunate that five decades after Nigeria's independence, the northern part of the country is still lagging behind educationally in comparative with what is happening in the southern part of Nigeria. The insurgency in the north-eastern part of the country has seriously undermined the educational progress of Northern Nigeria. Tremendous efforts are thus required to tackle this education emergency.

Keeping all these challenges in view a new international university full equipped with modern technologies has now started to function in Kano. The Skyline University Nigeria (SUN), a privately managed university is a new initiative in the norther Nigeria. The chief difference of this new initiative is the use of ICT incorporated pedagogical tool. The Learning Management Systems (LMS), also known as Course Management Systems (CMS), Personal learning Environment (PLE), e-learning courseware and Virtual learning Environments (VLE) is integrated with the course curriculum. The LMS provides interactive features to the students. As such, threaded discussions, video conferencing, and forums for discussion which are the main features that makes it different from traditional universities. The university is fully automated and managed by Enterprise Resource Planning (ERP). With a help of high speed broadband connectivity the SUN is altogether a new experience for many students in norther Nigeria. Many students who were migrating to foreign land in search of quality education can now find the same at their door steps. The university have also employed many foreign professionals to manage the university and to ensure that the education delivered is of international standards. The SUN is also taking professional inputs from industry to orienting the students with qualitative theoretical knowledge that will enables them to use in practical situations.

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*Skyline University Nigeria has a vision to be an internationally recognized institution of excellence in higher education, by providing technologically enabled platform for innovative research and education with a focus on creativity and entrepreneurship. For more information you may visit: [www.sun.edu.ng](http://www.sun.edu.ng)*

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By Dr Purushothaman Ravichandran

The most issues of disengaged students or poor student performances in school are due to the lack of pedagogical knowledge or relevance of the subject they are studying. Are we truly educating students in the way they understand today or are we using methodology that was relevant 30 years ago?

“... learning outside of the classroom brings advantages for different interactions” Sharples, M., Taylor, J., & Vavoula, G. (2010). For this reason, learning in BeED can be done virtually anywhere in the world, as BeED's offline feature allows students to continue learning even when they are travelling abroad or to remote areas, unhampered by poor Wi-Fi speeds. Learner's progress will automatically be saved and uploaded once the application reestablishes an Internet connection. “The findings suggest that mobile learning may promote students' academic achievement.

Both groups had significantly high attitude scores toward mobile learning.” Demir, Kadir, and Ercan Akpınar (2018). BeED's mobile abilities has extended to off - the - grid technologies but yet not compromising on the media capabilities from video and audio to augmented reality.



BeED's newly designed and revolutionary learning management system will boast a curriculum builder that was built with pedagogy in mind. It will soon give birth to a software patent, where the system will boast a Facial Recognition Artificial Intelligence Learning Differentiated Learning module (FRAD) which would allow for individualised learning through micro - expressions and big data analysis. This will allow learners to take charge of their own learning process and become independent and lifelong learners.

Among the other myriad of features, the system has proven to improve content retention of over 26% through dynamic

collaboration, deeper learning, creativity, problem solving and logical reasoning. An unlimited potential of crowdsourced material from educators around the world will be made available for educators on the marketplace, enhancing and spreading best practices recognised around the world. To ensure the quality of all learning content, each contributor's work will undergo a strict vetting process for an initial period, with continuous monitoring done subsequently through a customer review/rating process. Contributors thus have the means of not only earning additional income, but of being recognized as global educators who promote learning accessibility and enrichment.



Since its official launch in May 2017, BeED became the first Asian applicant to graduate from xEdu, Europe's leading, Helsinki-based accelerator for EdTech. The Experiential Learning Platform is amongst a handful of products from Asia to have been certified by the Finnish Kokoa Standard. Aside from being



recognised as a Malaysian shortlisted awardee at the 2018 Reimagine Education Awards and winning the MSC Malaysia – Asia Pacific ICT Alliance Award for Inclusions and Community Services, BeED's impact has also been recognized at the recent ASEAN Business and Investment Summit.



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## Students' Participation Invited



# 6<sup>th</sup> COMMUNITY RADIO VIDEO CHALLENGE

(Short film Competition on Community Radio)



## Theme: Community Radio for Climate Action

First Prize (1)  
₹ 50,000

Second Prize (1)  
₹ 30,000

Third Prize (1)  
₹ 20,000

Special Recognition (5)  
₹ 10,000

All winners will also get a free entry for 2 days' workshop on Documentary Filmmaking on 5th & 6th Mar 2019 in BBAU Lucknow

- Duration: **3-5 min**
- Format: **Broadcast Quality Video**
- Language: **Any with English subtitles**
- Last Date for Submission: **11th Feb 2019**
- Film Screening & Award Ceremony: **7th Mar 2019 in BBAU Lucknow**

- ✓ Maximum 2 entries from any educational institution
- ✓ Participant must be a student, of any discipline, below the age of 25 years as on 31st Dec 2018.
- ✓ Students can submit their film in mp4 format through pen drives or upload on <http://crvc.cemca.org.in>
- ✓ For details on rules, regulations and registration please visit [www.cemca.org.in](http://www.cemca.org.in)

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