

CEMCA



Achievement Report

July-November 2022

Commonwealth Educational
Media Centre for Asia
New Delhi, India

Commonwealth of Learning

The Commonwealth of Learning (COL) was created by Commonwealth Heads of Governments during their meeting held in Vancouver, Canada, in 1987. The organisation was established to promote distance learning and use of Information and Communication Technologies (ICTs) and to strengthen cooperation in education among the Member States of the Commonwealth.

Commonwealth Educational Media Centre for Asia (CEMCA) was established by COL in 1994 to respond to the needs expressed by the Commonwealth countries of the Asian region for more effective utilisation of educational media resources for Distance Education. The COL and the Government of India (GoI) signed the Host Country Agreement on 31 August 1998. CEMCA was notified as a diplomatic mission under the United Nations (Privileges and Immunities) Act, 1947 by the GoI.

For details visit: www.col.org

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Acronyms

AI	Artificial Intelligence
CC	Creative Commons
CEMCA	Commonwealth Educational Media Centre for Asia
CMIL	Centre for Media and Information Literacy
COL	Commonwealth of Learning
CR	Community Radio
DELNET	Developing Library Network
ICT	Information and Communication Technologies
IIC	India International Centre
IIT-BHU	Indian Institute of Technology - Banaras Hindu University
IIT-KGP	Indian Institute of Technology, Kharagpur
LIS	Library and Information Science
M&E	Monitoring and Evaluation Plan
MOOC	Massive Open Online Course
NCERT	National Council of Educational Research and Training
NIEPA	National Institute of Educational Planning and Administration
NITTTR	National Institute of Technical Teachers' Training and Research
ODL	Open and Distance Learning
OER	Open Educational Resources
PCF	Pan Commonwealth Forum
PWD	Persons with Disabilities
RIE	Regional Institute of Education
SDG	Sustainable Development Goal
TEL	Technology Enabled Learning
TVET	Technical and Vocational Education and Training
VR	Virtual Reality

Partners

Andhra Pradesh State Council of Higher Education (APSCHE)

Annamalai University, Tamil Nadu, India

Association of Open Universities (AOU)

Bhartiya Skill Development University (BSDU), Rajasthan, India

Centre for Media and Information Literacy (CMIL), Sri Lanka

Developing Library Network (DELNET), Delhi, India

Dr. B R Ambedkar Open University (BRAOU)

Indian Institute of Technology, Banaras Hindu University (IIT-BHU), Uttar Pradesh, India

Indian Society of Agribusiness Professionals (ISAP)

Ministry of Education, Sri Lanka

NSN Digital Solutions Pvt. Ltd.

National Institute of Educational Planning and Administration (NIEPA), Delhi, India

National Institute of Technical Teachers' Training and Research (NITTTR), Madhya Pradesh, India

Regional Institute of Education (RIE), Bhubaneswar NCERT, Odisha, India

Sir Padampat Singhanian University (SPSU)

Tamil Nadu Skill Development Corporation (TNSDC)

Together with Youth

The Real Image Company

Uttaranchal Open University (UOU)

Uttar Pradesh Rajarshi Tandon Open University (UPRTOU), Uttar Pradesh, India

Vidyasagar University, West Bengal, India

Wisdom Tree

COL Strategic Plan 2021-27

COL developed its Strategic Plan 2021–2027 after holding wide consultations with the Board of Governors, Focal Points, partners and members of the public to identify the priorities that it needs to address. The common concerns that emerged across the regions were mitigating the impact of COVID-19; promoting quality education; integrating Information and Communication Technologies (ICTs) into teaching and learning; skilling and re-skilling the workforce for livelihoods; and reaching the unreached. In light of stakeholders’ recommendations, during the period 2021-27, COL will:

- build on its expertise in Open and Distance Learning (ODL), Open Educational Resources (OER) and Technology-enabled Learning (TEL) to play a more influential role in national policy development and implementation;
- invest in innovations and research;
- support the digital transformation of institutions and organisations;
- promote gender equality; and
- implement a rigorous Monitoring and Evaluation (M&E) plan.

Within the framework of Sustainable Development Goal (SDG) 4, and the priorities of member states, COL programmes will promote ‘Learning for Sustainable Development’. These will be guided by the following strategic goals:

- Quality education and lifelong learning for all
- Skills development for sustainable livelihoods
- Gender equality and inclusion

During the strategic plan period, COL will organise its work in two sectors: Education and Skills with the addition of Gender Equality and TEL as cross-cutting initiatives. The change in approach includes a greater focus on innovation, inclusion and measuring impact. COL will focus on three pathways of change to achieve impact:

- Building National Resilience: Work with governments to use gender-responsive ODL policies and strategies for increasing equitable access to quality learning.
- Strengthening Institutions: Support institutions to strengthen ODL systems and capacities for providing quality education and training.
- Improving Lives and Livelihoods: Provide learners, especially from disadvantaged groups, access to learning and resources for improved livelihoods.

The detailed plan can be accessed at:
<https://oasis.col.org/colserver/api/core/bitstreams/35f37640-5507-4c43-9335-fe2360942f44/content>

1. Introduction

The Commonwealth Educational Media Centre for Asia (CEMCA) was established to promote cooperation and collaboration in the creation and use of multiple media resources for Open and Distance Learning (ODL) and skill development in the Commonwealth countries of Asia. CEMCA works in two sectors – education and skills. In the education sector, CEMCA supports higher education and teacher education institutions to implement policies, enhance staff/ faculty knowledge and skills, and develop and offer quality ODL and online courses. This will contribute to improved institutional effectiveness and increased access to quality learning opportunities. In the skills sector, CEMCA supports governments, institutions and learners to increase access to quality skill trainings, and improve the skills and livelihoods of marginalised people, including women and Persons with Disabilities (PWD).

As COL's regional centre for Asia, CEMCA's activities revolve around COL Strategic Plan

2021-27. At the same time, CEMCA retains its regional focus, keeping in view the challenges and requirements of Asian Commonwealth countries. It envisages catering to the education and training needs of people across Commonwealth Asia and reaches out to people with quality educational resources and training, using all forms of educational technologies. CEMCA engages the best academicians and professionals representing the academia, civil society, community media, industry, and bureaucrats from the governments of Asian Commonwealth countries. During the Strategic Plan period, CEMCA will:

- Build the capacity of institutions to transition to online and blended learning;
- Support gender-responsive skills development for livelihoods;
- Develop innovations in a range of technologies from Community Radio to AI-based solutions for reaching the last mile.



2. Core Programme Achievements (July-November 2022)

2.1 EDUCATION

CEMCA believes that an empowered citizen builds an empowered nation and the road to empowerment is through the acquisition of knowledge. Reflecting on the priorities of the stakeholders in the Education sector, CEMCA focused on the following during 2021-22:

- Adaptation of policies and practices to leverage ODL/online and OER in higher education.
- Capacity building for better teaching and learning using ODL and Online and Blended Learning approach.

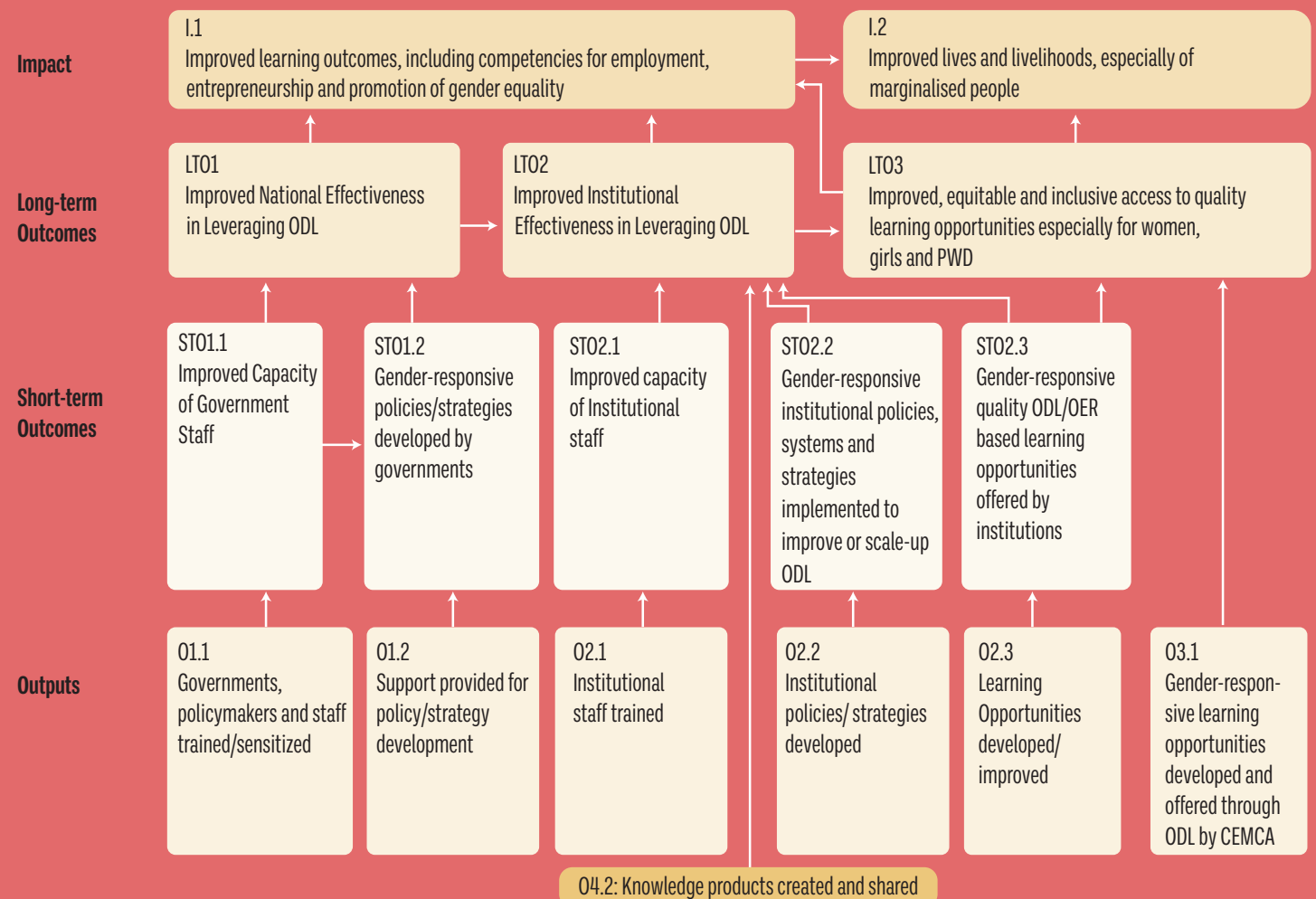
Figure 1 describes the Logic Model for the Education sector with expected outputs, outcomes and impact for the period 2022–2023.

2.1.1 Activities in Education Sector

Promoting Blended Learning in Higher Education in India

Considering the importance accorded to Online and Blended Learning and the future of quality education, CEMCA has been facilitating the formulation of national and institutional policies as well as capacity-building programmes on Blended Learning. In this regard, it released a

Figure 1 CEMCA Education Sector Logic Model 2022-23



policy guide entitled “Blended Learning Policy: Templates for Higher Education Institutions in Commonwealth Asia”, authored by Professor Marmar Mukhopadhyay. As a follow-up to these efforts, and to explore more strategies, actions, and needs at the institutional and national levels, CEMCA organised a half-day Brainstorming Session in collaboration with the National Institute of Educational Planning and Administration (NIEPA), to discuss various aspects of Blended Learning for enhancing the quality of education and skill development on 15 July 2022 at NIEPA premises, New Delhi.

The Session was attended by academics, policymakers, education leaders, and experts from various reputed educational institutions, corporates, and government bodies. It adopted the methodology of focused group discussions, moderated by NIEPA subject matter experts, to come up with a report on actionable plan. This report is shared with various stakeholders in the field of Online and Blended Learning implementation and practice.

Enhancing Capacity of UPRTOU Teachers on Content Development Using OER in India

CEMCA organized a capacity building workshop for the academics and staff of the Uttar Pradesh Rajarshi Tandon Open University (UPRTOU), India, on Content Development Using Open Educational Resources (OER) from 19 to 21 July 2022. A total of 44 faculty members from different schools/departments, who are responsible for developing various courses/programmes offered by the University, participated in the workshop.

During the three-day long training workshop, source material was provided to the participants to understand the concept of OER and other related issues. They were trained in sourcing, remixing, and contextualizing learning material for use as per their requirements. The faculty

members were also trained on using open-source tools to publish their content with open licensing. They were exposed to various institutional OER repositories and were also given stimuli to contribute to their own institutional repository.

CEMCA’s 360 VR Platform Brings VR Experience to Learners in Odisha, India

CEMCA is developing a learner friendly 360 Virtual Reality (VR) Educator platform that allows learners to immerse in content beyond the real world, and develop their critical thinking ability and creativity. CEMCA organised a workshop on 2-3 September 2022 at the Regional Institute of Education (RIE), Bhubaneswar, National Council of Educational Research and Training (NCERT), to train teacher educators from 25 institutions in Odisha in using this platform. The innovative ‘360 VR Educator’ platform was shared with the global delegates during the Tenth Pan Commonwealth Forum (PCF10) held on 14-16 September 2022 in Calgary, Canada.

Webinar on ‘Leveraging OER to Enhance Higher Learning’ in India

CEMCA, in collaboration with Developing Library Network (DELNET) organised a webinar on “Leveraging OER to Enhance Higher Learning” on September 30, 2022. It was attended by 500 education professionals and librarians across the globe. The webinar emphasised the importance of OER as they contribute to the building of open and inclusive knowledge societies, and the achievement of the 2030 Agenda for Sustainable Development. It covered topics, such as the basics of OER, its genesis and growth in teaching-learning, open-source tools for sharing it, and attaching appropriate Creative Commons (CC) licenses to the newly created OER. The webinar significantly contributed to creating awareness on OER

among Library and Information Science (LIS) Professionals, Teachers, Educators, Learners, Education support personnel, Teacher trainers, and policymakers.

Adoption of Open Educational Resources at Vidyasagar University, West Bengal, India

CEMCA is supporting Vidyasagar University, West Bengal, India, to adopt OER in the University for better teaching and learning. In this regard, it conducted a workshop on OER for the university teachers, followed by development of institutional OER policy from 09 to 12 November 2022 at the campus of Vidyasagar University, located in West Medinipur District of West Bengal. The objective of the workshop was to facilitate the teachers of the University in achieving conceptual clarity on the intricacies of OER, searching for OER, and creating OER Content and also drafting the institutional OER policy for the University. In total, 38 (20 Male and 18 Female) university teachers participated in the workshop and 14 (10 Male and 3 Female) policy level university staff (Registrar, Librarian, Deans, Heads of Departments, IT professionals, Directors) were engaged in drafting the OER policy for the University.

Augmenting the Skills of Higher Education Teachers to Use Virtual Labs in Sri Lanka

CEMCA organised an online workshop on virtual labs for Higher Education teachers from science and engineering streams in collaboration with the Ministry of Education, Sri Lanka, on 22-23 November 2022. The virtual training was facilitated by the Centre for Media and Information Literacy (CMIL), Sri Lanka. The training aimed to enhance the capacity of higher education teachers to effectively integrate Virtual Labs in their teaching and learning. They are an effective alternative in situations when science and engineering teachers and students cannot access physical labs due to resource



and/or mobility constraints, as experienced by majority of them during the recent COVID-19 pandemic. The workshop was attended by more than 700 participants from various science and technology streams.

CEMCA and IIT-BHU Launch Essential Life Skills MOOC

CEMCA collaborated with the Indian Institute of Technology, Banaras Hindu University (IIT-BHU) to develop, design and implement a six-week Massive Open Online Course (MOOC) on Essential Life Skills, which are indispensable for an individual's holistic personality development. The MOOC includes life skills, such as critical thinking, problem solving, informed decision making, and social and inter-personal skills. It was launched virtually on 25 November 2022 by CEMCA and IIT-BHU, and the learners/students were formally inducted into the programme. So far, the course has attracted more than 1700 learners from 40 countries.

2.2 SKILLS

In the Skills sector, CEMCA supports governments, institutions and learners to increase access to quality skills training and to improve the skills and livelihoods of marginalised people, including women and PWD. Keeping in view the priorities of stakeholders in the Skills sector, CEMCA



Figure 2 details the Logic Model for the Skills sector with expected outputs, outcomes and impact for the period 2022–2023.

2.2.1 Activities in the Skills Sector

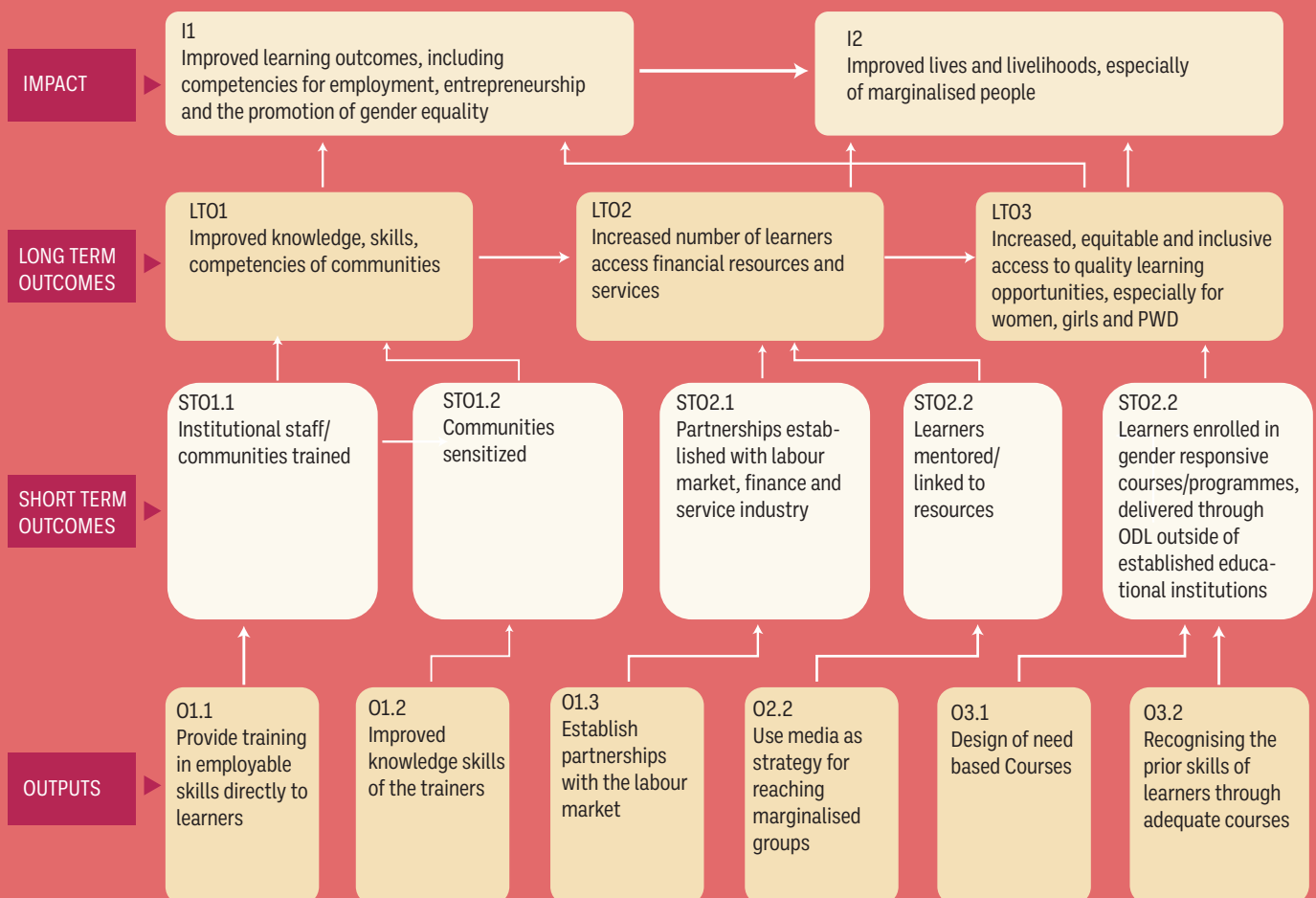
CEMCA and Annamalai University Conduct ‘Introduction to Block Chain’ Course

CEMCA, in association with Annamalai University, conducted a five-week course, ‘Introduction to Blockchain,’ from September 01, 2022 to October 05, 2022. The course helps the learners to gain an understanding of the concept, use, technologies, applications and impact of Blockchain at the industry as well as societal level. At the time of launch, 2470 participants from 27 countries registered for the course.

focused on the following during 2021-22:

- Capacity Building program for Vocational Trainers
- Skill Development for livelihood enhancement
- Listeners and/or viewers to learners

Figure 2. CEMCA Skills Sector Logic Model 2022-23



Strengthening the Capacity Needs of Vocational Teachers and Trainers in India

A brain storming session to strengthen the capacity needs of Vocational Teachers and Trainers was organised by CEMCA on 06 September 2022 at New Delhi, India. The Session aimed at identifying the training needs of Technical and Vocational Education and Training (TVET) teachers and trainers, specifically 21st century skills and teaching methodologies; reviewing existing CEMCA courses on these methodologies; drafting outline of new course with clearly spelt out outcomes for various target groups; and embedding blended approaches for the delivery of this course. The Session was orchestrated around an outcome oriented participatory approach to achieve its objectives. It was attended by stakeholders from the Government Institutions, Skill Universities, Schools (Vocational Education), Skill Centres, and TVET experts. The Session adopted a combination of group work, round table discussions, and group presentations to engage all the stakeholders, and come out with the draft outline of course structure.



Consultation with NITTTR on Teachers' Training Course Development in India

CEMCA is collaborating with the National Institute of Technical Teachers' Training and Research (NITTTR) to up-skill the teachers of Polytechnics across India to make them at par with the global standards of teaching and facilitation. In this context, in September 2022, CEMCA organised a consultation at the NITTTR Campus, Bhopal, Madhya Pradesh, to discuss the outline of their capacity-building programme.



Curriculum Designing for Upgrading the Pedagogical Skills of Vocational Educators in India

CEMCA and Bhartiya Skill Development University (BSDU), Jaipur, organised a Stakeholders' Consultative Meeting for Validation of Skill Pedagogy Curriculum for Vocational Educators of Indian Universities on 10-11 November, 2022. Important stakeholders from the vocational domain, such as subject matter experts, educationalists and eminent professors from various universities and industries attended the consultation. During the workshop, the experts reviewed and validated the skill pedagogy curriculum designed by CEMCA and gave their input in redesigning the overall course structure. Based on the revised course outline, CEMCA is planning to develop an online course for vocational educators to upskill their teaching and training methods.

2.3 COMMUNITY MEDIA

Consultation on the Theme - 'A Journey from Listeners to Learners'

CEMCA organised a brainstorming consultation on 'A Journey from Listeners

to Learners' on 23 August 2022 at India International Centre (IIC), New Delhi, with the aim to discuss strategies and formulate plans for engaging listeners of audio programmes as lifelong learners.

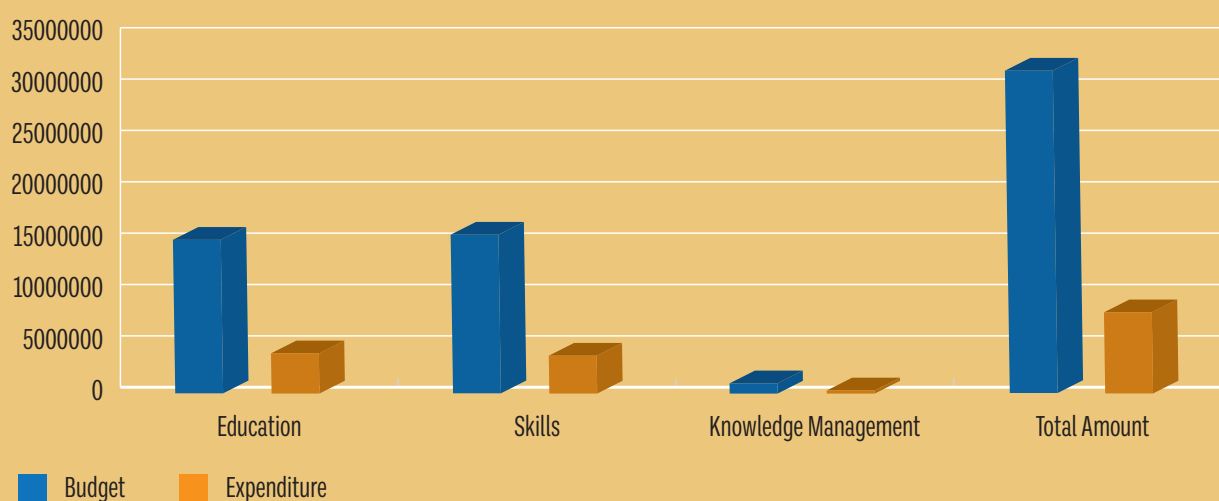
The day-long consultation was attended by stakeholders representing different sectors, such as academia, technology, civil society organisations, and community radio practitioners. The objective of the consultation was to understand the newer and novel methods in the use of audio content as learning material for skill development, livelihood opportunities, income generation and behavioural change. It also looked at a variety of traditional, emerging and web2.0 technologies that can help transform listeners into active and effective learners. The consultation intended to develop a long-term approach or framework on harnessing these technologies to achieve the end objectives. For this, CEMCA is engaging with stakeholders in formalising project ideas generated during the meeting for further research, and generating evidences to show the effectiveness of audio content, tools and techniques for learning purposes.



3. Budget and Expenditure

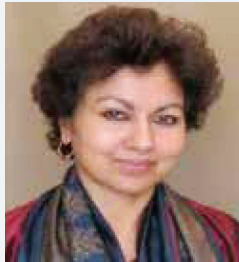
S. No	Programme Activity	Approved Budget	Actual Expenditure upto 30 November, 2022	Committed Expenditure	Total Percentage of Commitment upto 30 November, 2022
	2022-23	2022-23		upto 30 November, 2022	
1	Education	INR 15,000,000	INR 3,923,936	INR 4,817,050	32%
		CAD 250,000	CAD 65,399	CAD 80,284	
2	Skills	INR 15,500,000	INR 3,696,996	INR 9,640,000	62%
		CAD 258,333	CAD 61,617	CAD 160,667	
3	Knowledge Management	INR 1,000,000	INR 307,000	INR 863,000	86%
		CAD 16,667	CAD 5,116	CAD 14,383	
	Total Amount	INR 31,500,000	INR 7,927,932	INR 15,320,050	49%
		CAD 525,000	CAD 132,132	CAD 255,334	

APPROVED BUDGET AND ACTUAL EXPENDITURE



4. Advisory Council

COL



Prof. Asha Kanwar
(Chairperson)
President and CEO



Dr Venkataraman Balaji
(Deputy Chairperson)
Vice President

BANGLADESH



Ms. Rokhsana Begum
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Deputy Secretary
Scholarship & Engineering
University Section, Ministry
of Education, Govt. of
People's Republic of
Bangladesh
(Focal Point of Bangladesh)



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Vice Chancellor,
Bangladesh Open University,
Bangladesh

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(Focal Point of India)



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Vice Chancellor
Dr. B.R. Ambedkar Open
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Chairperson
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Professional,
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Review, Ministry of
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Sri Lanka
(Focal Point of Sri Lanka)

5. Media Coverage

बीएसडीयू में ब्रेनस्टॉर्मिंग

स्किल्स व अन्य यूनिवर्सिटीज के प्रोफेसर्स, प्रोफेशनल ट्रेनिंग इंस्टिट्यूट के एक्सपर्ट्स और वोकेशनल डोमेन वाले जुटे

कौशल विकास संस्थानों के 30 से ज्यादा एक्सपर्ट्स ने 2 दिन तक की चर्चा

राजगंगा, जयपुर।
कॉमन वेल्थ एजुकेशन मीडिया
सेंटर फॉर एशिया (सेमका) ने
और भारतीय स्किल डेवलपमेंट
यूनिवर्सिटी की तरफ से दो
दिवसीय ब्रेनस्टॉर्मिंग संगोष्ठी
का आयोजन भारतीय स्किल
डेवलपमेंट यूनिवर्सिटी कैम्पस में
किया गया।
संगोष्ठी में देश के विभिन्न
कौशल विकास संस्थानों के
30 से ज्यादा एक्सपर्ट्स ने 2
दिनों तक लगातार चर्चा की।
आयोजनकर्ता कॉमनवेल्थ

एजुकेशन मीडिया सेंटर
फॉर एशिया (सेमका) ने
व्यवसायिक शिक्षकों के लिए
उनके शिक्षण और प्रशिक्षण
व्यवस्थाओं को और अधिक
सरल व उपयोगी बनाने
के लिए ओपन ऑनलाइन
पाठ्यक्रमों की शुरुआत
करने का समर्थन किया व
अपने विशेषज्ञों द्वारा डिजाइन
किए गए पाठ्यक्रम को रिव्यू
व वैलिडेट करने के लिए
ब्रेनस्टॉर्मिंग सेशन में देश की
विभिन्न स्किल्स यूनिवर्सिटीज



सेमका के डायरेक्टर प्रो.
सार्दक ने कौशल विकास
कार्यक्रमों को लाखों लोगों
तक पहुंचाने पर जोर देते
हुए कहा कि प्रौद्योगिकी
को शैक्षिक और प्रशिक्षण
तकनीकों में शामिल करना
ज़रूरी हो गया।



व अन्य यूनिवर्सिटीज के
प्रोफेसर्स, प्रोफेशनल ट्रेनिंग
इंस्टिट्यूट के एक्सपर्ट्स,
विभिन्न वोकेशनल डोमेन
में कार्यरत पॉलिटेक्निकर्स
के साथ-साथ इंडस्ट्रीज के
एक्सपर्ट्स ने 2 दिनों तक
गहन चर्चा की। कार्यक्रम
की शुरुआत बीएसडीयू के
रजिस्ट्रार प्रो. संदीप तोमर ने
यूनिवर्सिटी के विजन, मिशन,
व स्किल एजुकेशन के सिस्टम
व इंफ्रास्ट्रक्चर को विस्तार
से बताते हुए भारत में स्वि

डुएल सिस्टम पर चर्चा की
वही राजेंद्र एवं उर्सुला जोशी
चैरिटेबल ट्रस्ट के मैनेजिंग
ट्रस्टी जयंत जोशी ने मेहमानों
का स्वागत करते हुए इस तरह
के कार्यक्रम विश्वविद्यालय
में आयोजित करने के लिए
सेमका के डायरेक्टर को
धन्यवाद दिया। इस आयोजन
में पॉलिटेक्निकर्स के साथ-
साथ इंडस्ट्रीज के एक्सपर्ट्स
ने 2 दिनों तक गहन चर्चा की।
भारतीय स्किल डेवलपमेंट
यूनिवर्सिटी इसका गवाह बने।



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