

CEMCA



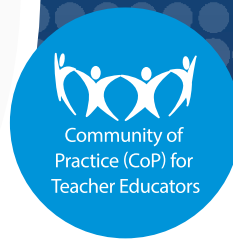
Community
Media



Open
Educational
Resources



Technical Vocational
Skill Development



Community of
Practice (CoP) for
Teacher Educators



ANNUAL REPORT

2016-17

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16th CEMCA
Advisory Council
Meeting at
New Delhi

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Introduction

The Commonwealth Educational Media Centre for Asia (CEMCA), an intergovernmental organisation working in seven Commonwealth countries in Asia, including Bangladesh, Brunei Darussalam, India, Malaysia, Pakistan, Singapore and Sri Lanka, was established by the **Commonwealth of Learning** (COL) in the year 1994. The Government of India issued a Gazette Notification dated 10th February 2000, notifying CEMCA as a diplomatic mission, under the provisions of the United Nations (Privileges and Immunities) Act, 1947.

CEMCA promotes appropriate use of media technologies to serve the education and training needs of Commonwealth member states in Asia. The CEMCA's strategic objective is to promote co-operation and collaboration in the creation and use of electronic media resources for distance education, open education and skill development. CEMCA also strengthens the use of Community Radios to empower local communities to bring about sustainable development. The centre facilitates capacity building, improving quality and promoting sustainability of Community Radio operations in Commonwealth Asian countries.

To realise the dream, "let no one be left behind", CEMCA promotes effective use of media technologies for education and learning leading to sustainable development. To achieve its objectives CEMCA follows a 6-year strategic plan. The current plan is from 2015 to 2021. CEMCA believes in delivering value for money and strictly follows a 'Result Based Management' system with a strong focus on 'Monitoring and Evaluation'.

VISION

To be the foremost agency in Commonwealth Asia that promotes media enabled learning for sustainable development.

MISSION

To assist governments, institutions and organisations to expand the scale, efficiency and quality of learning by using multiple media in open, distance and technology – enhanced learning.

CORE STRATEGIES

To develop partnerships, capacity, materials, models and policies for sustainable development through learning.

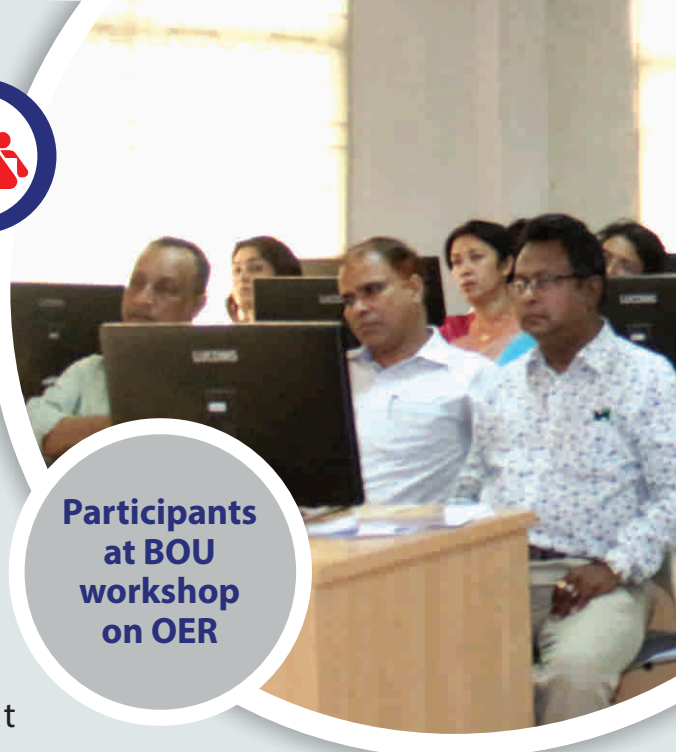


Learning for Sustainable Development



COL and CEMCA believe that learning, education and training can empower people, particularly marginalised groups. When people are empowered, they can make decisions that increase their ability to act and influence their lives and environment. Like COL, CEMCA's vision aligns with Sustainable Development Goal 4, which aspires to provide inclusive and equitable quality education and lifelong learning for all by 2030. We aim to bring about empowerment through learning, in both formal and non-formal settings, leading to economic growth, social inclusion and environmental conservation. CEMCA has transitioned to a six-year strategic plan to build on past strengths and develop current initiatives in education and skills development to achieve longer-term impact.

The team of seven at CEMCA has put together this report, which summarises its performance for the year 2016-2017.



Participants at BOU workshop on OER

Targets 2021



90 institutions & organisations

Significantly improve their capacity to leverage ODL to increase access to learning.



136,600 people

get access to quality learning opportunities and are counselled about opportunities of enhancing their employability



30,000 people

lead lives that are more productive in a sustainable manner.

Results

The Year 2016-2017 commenced a new chapter in the journey of CEMCA, with new leadership and new perspectives, bringing about change in the special lives of ordinary people from marginalised communities. The year began with the finalisation of the revised “Theory of Change” and the framing of the logic model for CEMCA. Greater focus was on outcomes and impact. All interventions were designed in project mode with emphasis on end user and learner. Learning from the past, CEMCA stressed upon data collection from all partners to facilitate internal and external evaluation of impact made. Ambitious targets were set by the team. CEMCA, with the support of COL and its partners, designed some unique interventions, such as the Making of Master Trainers for TVSD, integration of Recognition of Prior Learning (RPL) with enrolment for Higher Education and supporting OER repositories, aimed at social inclusion and economic empowerment.



Overview of Progress towards Intermediate Outcomes

S. No.	Intermediate Outcomes	To be Achieved by 2018	Achieved by June 2017	Comments
1.	# of institutions and organisations significantly improve capacity to leverage ODL to increase access to learning	36	33	15 Higher Education Institutions; 4 Vocational Training Organisations; 14 CR Stations
2.	# of people get access to quality learning opportunities and are counselled about opportunities for enhancing their employability	54,640	9,745	1,500 learners are using learning material as OER through repositories of BOU, NSOU and OSOU. 4,000 youth counselled about skilling opportunities through Community Radio Stations, Focal Skills and ABLE CEMCA. 4,245 youth were trained using resources created by CEMCA.
3.	# of people lead more productive lives in a sustainable manner	12,000	To be evaluated	The actual numbers achieved in this intermediate outcome needs to be validated by the mid-term evaluation to be undertaken in 2017-2018.

The year 2018, will mark the middle point of the six-year planning period of CEMCA, therefore, in the year 2017-2018, we are undertaking research through consultants to evaluate our activities. We also intend to engage the services of third-parties to carry out a few research studies to evaluate CEMCA’s interventions and the difference these have made in bettering the lives of the underserved. In the year 2016-2017, the focus has been on reaching out to more learners and collecting relevant data from partners. Hence, this report is based on our activities, interventions and internal data collected from partners.



Core Budget

The three areas of budget allocation of core-funds at CEMCA have always been Education, Skills (encompassing TVSD and Community Media) and Knowledge Management. The budget allocated to Programme cost in 2016-2017 was INR 17,750,000 (CAD 355,000). Of the total core funds, 42% (INR 75,00,000) is allocated to Education, 45% (INR 80,00,000) to Skills and 13% (INR 22,50,000) to Knowledge Management. Education utilised 78% of the allocated budget, Skills 94% and Knowledge Management 59%, during the year, thus making CEMCA's core budget utilisation 83%.

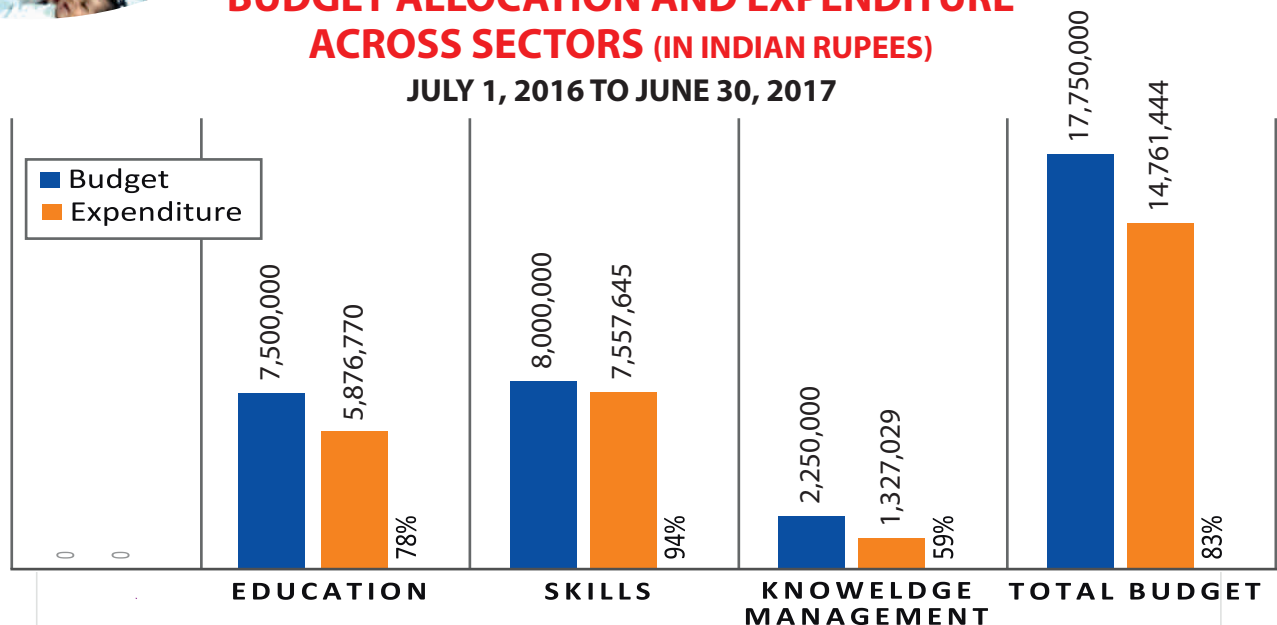


Additional Funding

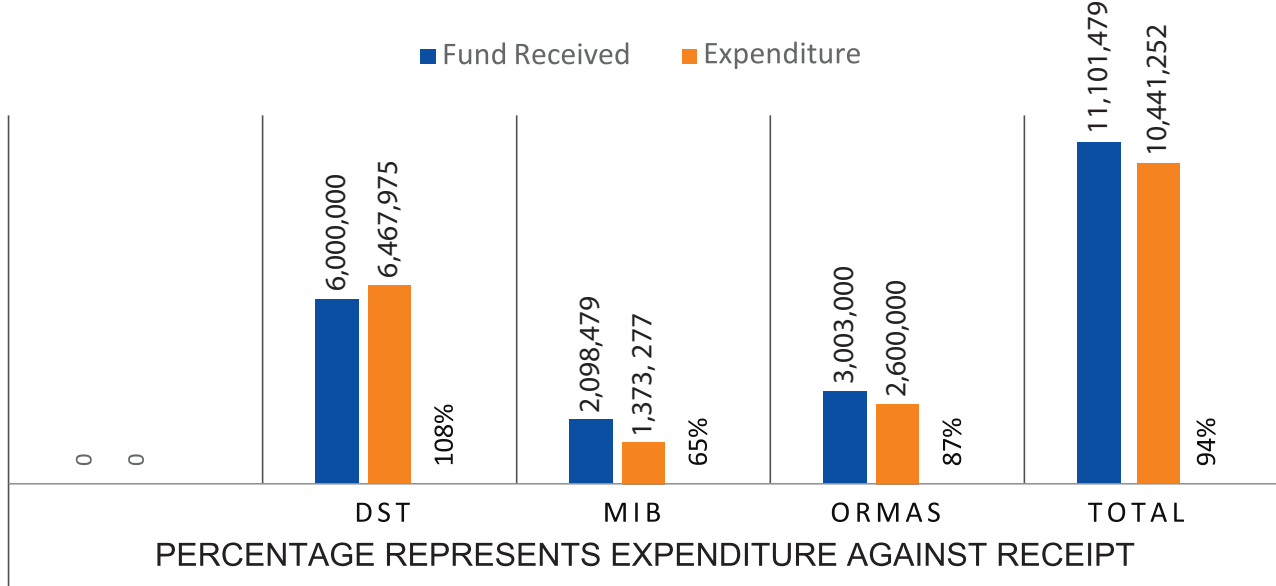
During the year 2016-2017, CEMCA received INR 11,101,479 (CAD 222,030) as additional contribution from the Department of Science and Technology, Ministry of Information and Broadcasting, and Odisha Rural Development and Marketing Society. All the additional funding received have been allocated to the Skills initiative with 27% of the funds targeted towards TVSD and 73% allocated to Community Media. The utilisation of the additional funds stood at 93%. Additional funding helped CEMCA scale up its activities as per the Strategic Plan. It also helped CEMCA earn INR 660,227 as "Fee for service", during the year.

BUDGET ALLOCATION AND EXPENDITURE ACROSS SECTORS (IN INDIAN RUPEES)

JULY 1, 2016 TO JUNE 30, 2017



INCOME - EXPENDITURE STATEMENT OF ADDITIONAL CONTRIBUTION DURING 2016-2017 (IN INDIAN RUPEES)

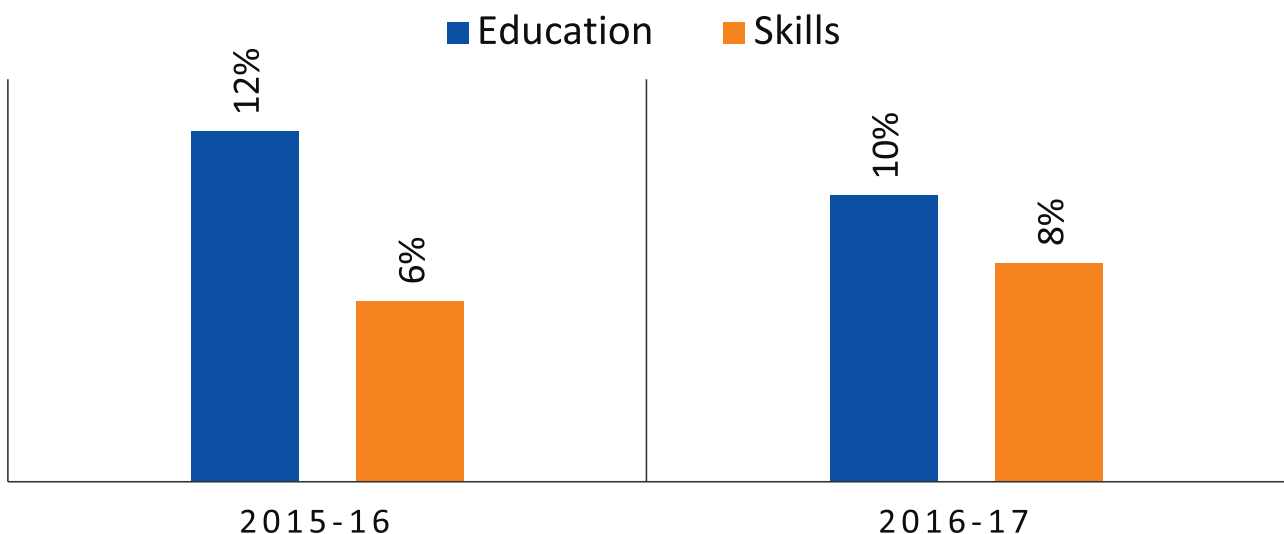


Value for Money

Value for money is at the heart of CEMCA's strategic plan. For every Rupee / Dollar spent we strive to get higher returns. Besides reusing existing learning materials for multiple interventions with more partners, one of the indicators of value for money that CEMCA monitors and assesses, is its staff travel.

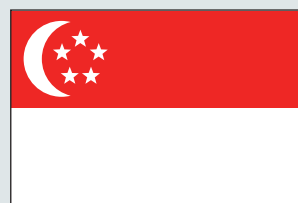
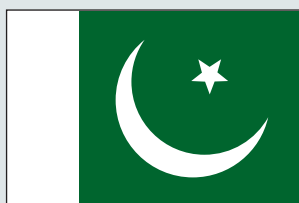
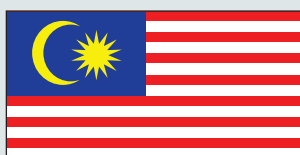
During the year 2016-17, staff travel expenses accounted for 10% for Education and 8% for Skills respectively as compared to 12% and 6%, respectively, for the previous year, 2015-16.

TRAVEL EXPENDITURE AS PERCENTAGE OF TOTAL PROGRAMME EXPENDITURE FOR 2015-16 & 2016-17



Distribution of expenditure among different countries in the region

CEMCA is mandated to work in Commonwealth Asia which includes Bangladesh, Brunei, India, Malaysia, Pakistan, Singapore and Sri Lanka.



- ▶ **In 2015-2016, CEMCA allocated its resources to benefit citizens of India, Sri Lanka, Pakistan, Maldives and Malaysia.**
- ▶ **In 2016-2017, CEMCA primarily worked in India and Bangladesh.**
- ▶ **In 2017-2018, CEMCA, has initiated projects to strengthen its relationships with partners in India, Bangladesh and Sri Lanka.**

During the last three years, CEMCA has predominantly worked in India, besides taking some initiatives in Bangladesh, Maldives, Malaysia, Pakistan and Sri Lanka. 82.20% of the budget was allocated to India, 9.71% to Bangladesh, 2.28% to Maldives, 0.25% to Malaysia, 2.06% to Pakistan and 3.50% to Sri Lanka. Efforts are on to scale up the activities, uniformly, in all the Commonwealth Asian countries during the next three years.

Relationships

The most significant strategy of CEMCA is to develop proper partnerships since all interventions of the centre are through its partners. Our partners are treated as an extended team at CEMCA. In year 2016-2017 due diligence criteria firmed up to improve the selection of partners. Almost all of CEMCA's partners are contributory partners as they commit their resources and time alongside CEMCA. This way, our interventions have been successful.

For developing long term strategic partnerships, CEMCA signed Memoranda of Understanding (MoU) with the following organisations during 2016-17:

1. For upskilling Trainers, through the provision of International Training & Assessment Course, MoU was signed with Odisha Rural Development and Marketing Society (ORMAS) in association with Australian Skills Development.
2. For the professional development of teachers and teacher educators, using OER and ODL, through ICT integration in teaching-learning and technology mediated education, MoU was signed with School Education Department, Government of Telangana, Hyderabad, India.

CEMCA organised various activities in collaboration with partner institutions. Some of the major partner institutions with whom CEMCA collaborated during the period are:



CAC meeting proceedings





Overview

This initiative aims to encourage more institutions and organisations to adopt appropriate OER and ODL policies for providing quality learning opportunities to learners. CEMCA guides policy makers and heads of institutions to ensure that an enabling policy is in place before creating and utilising OER. CEMCA promotes the required autonomy and flexibility in the system in order to adapt operations to changing conditions and emerging technologies. The enabling policy, which is the foundation for successful implementation of OER, helps to provide support to create/use OERs, as well as build capacity to offer courses through online/blended approach.

Activities

CEMCA is working with two countries, two national governments, one state government and eight partner institutions. The following activities happened during 2016-2017 under this initiative:

1. Development of Institutional OER Policy with the help of CEMCA Institutional OER Policy Template;
2. Capacity building of educational leaders, teachers, technical staff and academic staff through workshops on themes like OER, e-Content Development, Instructional Design, online facilitation, etc.;
3. Creation of course contents / Self Learning Materials in different formats namely, text, Audio-Visual materials etc.;
4. Creating and offering courses for learning opportunities through blended learning/online learning / MOOCs etc.;
5. Development of institutional OER repository and declaration; conversion of existing materials as OER and providing access to all for better learning opportunities;
6. Advising and guiding institutions in the establishment of OER committees and OER Cells.



Around 1500 learners are using the learning materials as OER through three institutional OER repositories at BOU-Bangladesh, NSOU-Kolkata and OSOU-Odisha, India.



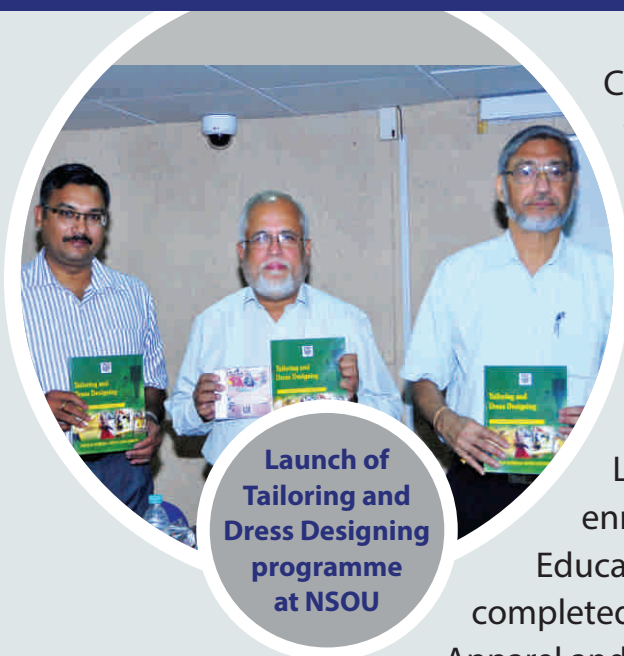
www.ebookbou.edu.bd



<http://nsouoer.krc.net.in/>



<http://egyanagar.osou.ac.in/>



Launch of Tailoring and Dress Designing programme at NSOU

CEMCA supported Netaji Subhas Open University, Kolkata for the development of need-based courses (Text and Multimedia) for three programmes during 2016-17. These are: **Pre-Primary Teachers' Education-Montessori (Diploma)**; **Tailoring and Dress Designing: Apparel and Textile Design (Advance Diploma)** and **Inclusive Education (Certificate)**. All the programmes are being offered through Blended Learning approach. 495 Prospective Teachers have enrolled in One year programme for "Pre-Primary Teachers' Education-Montessori (Diploma)". 493 learners successfully completed 1st year (2016-17) of "Tailoring and Dress Designing: Apparel and Textile Design (Advance Diploma)" and were promoted to 2nd year (2017-18). This year (2017) 500 new learners have enrolled for the same course and 87 Teachers have enrolled for "Inclusive Education (Certificate)" Course.

During the 16th CEMCA Advisory Council Meeting, held on December 5th, 2016. Shri S P Goyal, Joint Secretary, MHRD, Government of India asked CEMCA to draft an OER Policy for Higher Education in India. The policy paper was developed following a detailed plan drawn with the support of COL. On March 3rd, 2017, a National Consultation was organised to draft a National OER policy. About 50 participants from all over India, including Vice Chancellors of Open Universities, senior academic leaders from other conventional higher education institutions, NITs, IIMC, AIU, NUEPA, OER experts and practitioners besides nominees of MHRD, UGC and AICTE attended the day long National Consultation. Mr. Niel Butcher, an international OER Consultant from South Africa participated in the event and shared the best practices in OER and issues related to policy development for OER. The suggestions were further discussed during the first meeting of the Advisory cum Consultative Committee, which was chaired by Prof. V.S. Prasad. The National Consultation workshop report and minutes of the committee meeting were shared with Dr. Sanjaya Mishra, Education Specialist, Commonwealth of



Learning (COL), to prepare the draft policy. The draft prepared by Dr. Mishra was circulated among all the members on March 10th, 2017. On March 18th, 2017, the 2nd Meeting of the National Advisory cum Consultation Committee, was organised to finalise the draft Open Educational Resource Policy (OER) for Higher Education in India. Shri S P Goyal, Joint Secretary, MHRD, Government of India also participated in the meeting and provided his inputs to the policy. Finally, the draft policy was submitted to MHRD, Government of India on March 22, 2017 for further action and implementation.

Results from 1 July 2016 to 30 June 2017

Short-Term Outcomes	Indicators-	Targets	Progress	Comments
More governments, institutions and organizations adopt appropriate OER/ODL policies for quality learning opportunities	# of institutional policies and guidelines developed on OER/ODL	3	4	Targets Exceeded
	# of National policy guidelines developed on OER/ODL	0	1	Targets Exceeded MHRD, Government of India requested CEMCA to prepare a status paper on National OER Policy for Higher Education
	# of Government officials/ decision makers sensitised for supporting OER/ODL	30	60	Targets Exceeded
Courses using OER developed and provided learning opportunities through ICT	# of programmes developed	1	1	Targets Achieved
	# of courses developed as OER	4	4	Targets Achieved
	# of OER repositories developed to provide access for better learning opportunities	3	3	Targets Achieved
	# of learners using courses developed as OER	800	1500	Targets Exceeded
Institutional capacity on OER/ODL developed	# of institutions adopt OER practices	4	4	Targets Achieved
	# of teachers trained to use OERs offer courses online	140	170	Targets Exceeded
	# of functionaries trained in ODL	30	50	Targets Exceeded



TVSD

Overview

CEMCA builds capacity of vocational trainers by improving their ability to impart effective training. As a result of improved skills of the vocational trainers, learners improve their employability by not only acquiring the required technical vocational skills, but also non-technical soft skills. CEMCA also helps in creating media enabled content with the objective of reducing the cost of imparting vocational training while making learning more interesting and lucid. Based on our shared understanding with partners and beneficiaries, we at CEMCA have realised that skills are better taught with videos and animations as against written content. Therefore, we are encouraging partners to develop content with audio-visual support.

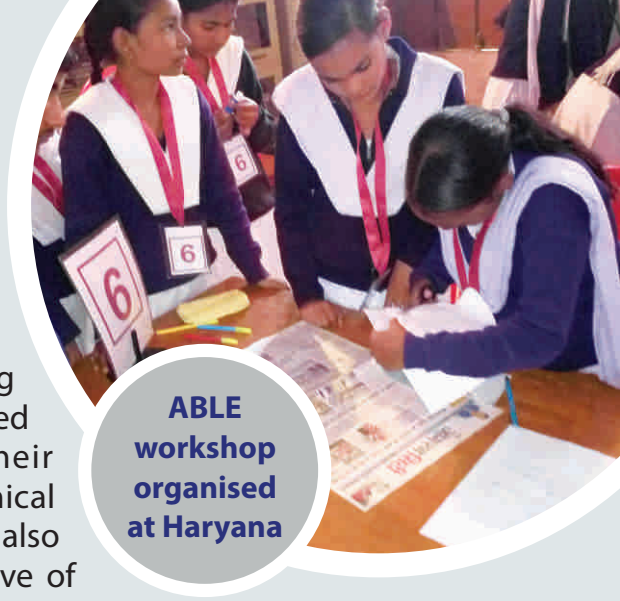
Activities

CEMCA has supported partner institutions in capacity building and content creation in various forms including text, audio and videos.

Capacity Development

CEMCA worked with 1300 learners and 60 vocational trainers in government schools in Haryana and Punjab through its intervention called **ABLE**, which is an acronym for **Activity Based Learning and Employability**.

CEMCA collaborated with Odisha Rural Development Marketing Society (ORMAS) to conduct a pilot, for training of 70 vocational trainers and getting them certified as per National Skill Qualification Framework and Australian Standards Qualification. On successful completion of the pilot, CEMCA, with financial support from ORMAS, extended its intervention to provide International Training and Assessment Courses (ITAC) certification to 1000 vocational trainers involved in skilling rural youth in the state of Odisha, under a Placement Linked Training Programme



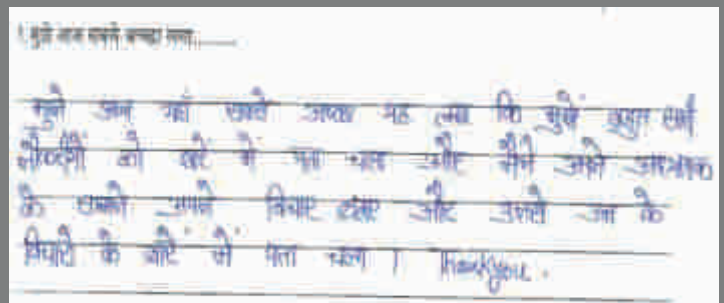
ABLE workshop organised at Haryana



MOU signed with ORMAS and Australia Skill Council in presence of the Ministers of India & Australia

Participants Feedback

Feed back from a participant of the ABLE-CEMCA workshop at the government school Haryana which translates in English as follows, "I got to learn a lot about various jobs that we can do and I got an opportunity to interact with teachers openly"





Workshop on Mobile handset repairing

(PLTP) called Deen Dayal Upadhyay – Grameen Kaushalya Yojana (DDU-GKY). 235 Vocational Trainers have been trained and assessed in ORMAS this year.

CEMCA is also supporting International College, Kolkata to “Recognise Prior Learning” and integrate it with education for the workers employed in Automobile Sector. A year-long programme aimed at mobilising and recognising at least 2500 youth, currently engaged in automobile servicing and sales, in rural and semi-urban pockets around Kolkata was launched. This year, 75 such automobile workers were trained and recognised for prior learning.

Content Development

During 2016-17, CEMCA supported Power Sector Skill Council in making **Instructor Led Training Content** using the principles of Instructional Design for 5 of their top job roles in Power Distribution. The content was made available in presentations with videos embedded within them on a mobile platform using a Mobile App. The content has now reached more than 1000 learners spread across Bihar, Jharkhand and Chhattisgarh.

CEMCA supported Focal Skill Development Pvt. Ltd. for developing 20 videos on demonstrating the skill of mobile handset repairing and 5 videos on how to set up a, small to medium sized, mobile handset repair shop. This content is aligned to the National Skill Qualification Framework.

The audio series of 32 episodes titled “Chalti Ka Naam Gaadi”, (developed last year) was disseminated to 1500 school children in the government schools of Maharashtra and another 500 students in the government schools of Haryana who have opted for Automobile Servicing as their vocational elective in their 9th and 10th standards.

All the partners have shared required reports and provided the details of the learners who have used the content that was developed with the support of CEMCA.



Workshop on Recognition of Prior Learning at Kolkata

PARTNER FEEDBACK

“We began our initiative in Bihar last year and have been able to successfully complete the training for 1000+ people..... feedback related to impact of multimedia learning contents on overall program delivery.... 53% of the participants have rated this impact as excellent in terms of value addition, while 44% rated this as good. It justifies the efforts and resources deployed by us in this initiative, so thoughtfully enabled by CEMCA. We once again acknowledge gratefully, the valuable support received from you for this initiative, which added tremendous value to the process of training delivery.”

– Mr. Vinod Behari, CEO, Power Sector Skill Council of India (PSSC)

Results from 1st July 2016 – 30th June 2017

Short-Term Outcomes	Indicators	Targets	Progress	Comments
Youth especially from marginalised communities enhance their awareness about careers in vocational skills and improve employability by engaging in developing their skills. (creating awareness and aspirations for careers in vocations while enhancing employability)	# of youth counselled for careers in vocational skills	10,000	4,000	1300 school children counselled through ABLE CEMCA. 200 youth counselled through Focal Skills for becoming entrepreneurs. 2500 counselled through field activities done through community radio stations.
	# of youth enhanced technical vocational skills	3,000	3,200	2,000 school children used Chaltika Naam Gaadi. 1000 youth trained through Power Sector Skill Council. 200 trained for Mobile Handset repairing. Whether their technical vocational skills have enhanced or not will be established after the mid-term evaluation scheduled in 2017-2018
	# of industry sectors covered	2	3	Target Exceeded. Power, Automobile, Telecom
Partner institutions improve human capacity to deliver effective vocational training. [Capacity Building]	# of vocational trainers trained, mentored and supported	1,000	995	235 Vocational Trainers through ORMAS, 60 VTs through ABLE training, 700 Vocational Trainers through SCERT Gurgaon for ABL
Partner institutions reduce cost of imparting vocational training by using Media Enabled Training content [Content Creation]	# of partners supported % savings in cost of Vocational Training Provider	5 10	5 Not known	Target Achieved. PSSC, FMC, ORMAS, IISD, Focal Skills to be calculated through the Mid-Term Evaluation

Community Media

Overview

CEMCA supports Civil Society Organisations (CSOs) and institutions involved in community media for empowering communities to pursue Sustainable Development Goals. It strives to use community media as a tool to improve, employability, productivity, entrepreneurship, health, well-being and empowerment of the citizens of Commonwealth Asia. However, most of its work in 2016-17 has been restricted to working with Community Radio Stations in India and Bangladesh. We also envisage to help CR Stations transform their listeners into learners.

Experience sharing at Bangladesh



Activities

In year 2016-17, CEMCA engaged 8 CR Stations in India (east and north-east) and 5 CR Stations in Bangladesh for increasing awareness amongst youth about avenues for developing skills and finding sustainable livelihoods. The intervention had three components – **baseline survey** of the youth, followed by **field activities** for the community leading to **production of Community Learning Programmes**. CR Stations reached out to a total of 9000 youth for a baseline survey which was intended to understand the current level of education and aspiration of the youth. Out of the 8 CR Stations in India, 4 conducted field activities directly benefiting about 100 youth who enrolled for skill development courses. The intervention in Bangladesh is under progress.



During the year CEMCA organised a Pre-PCF 8 workshop on, "CR Stations - Transition from Listeners to Learners", at Kuala Lumpur, Malaysia for 4 functional CR Stations in India. Experts from COL, Canada, Kenya, Uganda and India facilitated the workshop.

Results from 1st July 2016 – 30th June 2017

Short-Term Outcomes	Indicators	Targets	Progress	Comments
More governments, Civil Society Organisations and institutions increase their reach using CEMCA's mentorship and facilitation in media interventions for enabling the Commonwealth Asian people to learn, and practice methods in achieving sustainable development.	# of individuals develop capacity to produce Community Learning Programmes for marginalised groups having special focus on women.	400	Not known	18 individuals from 8 CR Stations in India, 12 individuals from 5 CR Station in Bangladesh attended workshops for creating CLPs related to Skill Development & Livelihoods. 10 individuals across 14 CR Stations were trained in producing CLPs related to Women's health and nutrition. There were additional people who participated in CLP creation in these CR Stations. Their capacity that got developed needs to be evaluated through the Mid-Term evaluation scheduled in 2017-2018
	# of CR stations and development agencies supported for the cause of bringing about sustainable development	24	28	Target Exceeded. The targets were exceeded because of additional funding project titled - "Science for Women's Health & Nutrition" funded by Department of Science and Technology
	# of citizens converted from being listeners to learners	5,000	Not known	The actual achievement in terms of numbers will be established after the mid-term evaluation scheduled in 2017-2018
	# of citizens improve their employability	100	Not known	As a result of the field activities done by CR Stations in North East, about 100 youth registered for skill development programmes. If this improved the employability of the 100 people or not, can be established only after the scheduled mid-term evaluation takes place in 2017-2018.
	% increase in sustainability of CR Stations	10	Not known	To be calculated as per the Mid-Term Evaluation

Additional Funding Activities



Overview

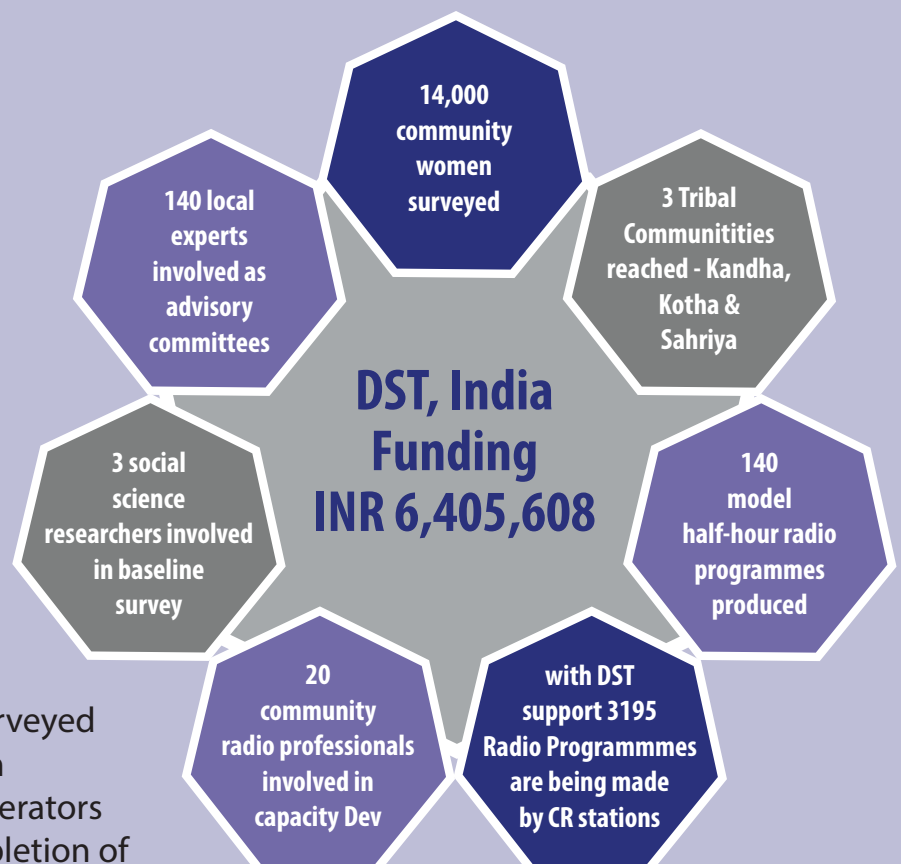
To scale up activities, in tune with its strategic plan, CEMCA always strives to secure additional funding from various organisations. During the year 2016-2017, CEMCA received INR 11,101,479 (CAD 222,030) as additional contribution from the Department of Science and Technology (DST), Ministry of Information and Broadcasting (MIB) and Odisha Rural Development and Marketing Society. 73% of the funding, amounting to INR 8,098,479, received from DST & MIB, Government of India were utilised in scaling up activities related to Community Radio.

CEMCA organised two Community Radio (CR) Awareness Workshops for the Ministry of Information and Broadcasting, Government of India to generate awareness among the Civil Society Organisations, potential applicants, government departments and stakeholders and demystify the CR policy and its processes.

Additionally, CEMCA carried out the fifth phase of the project “Science for Women’s Health & Nutrition”, supported by the Department of Science & Technology, Government of India. The project aims to reach out to the women of marginalised sections of the society, both in the urban & rural sectors across the country, to increase their awareness and knowledge about health related issues and their locally available solutions through the means of CR. The outcome of the project is to empower the women to participate in radio-programming and educate community women to understand health & nutrition issues.

Activities

The “Science for Women’s Health and Nutrition” project was designed and implemented in three stages namely: Baseline Study, Capacity Building and Content Creation. CEMCA conducted baseline surveys in order to gauge the problems and needs of women located in the listening zone of fourteen CR stations. 14,000 women were surveyed using the services of 140 women surveyors and 140 data entry operators from the communities. On completion of



this, CEMCA embarked on capacity building of community women to be able to produce community learning programmes on the topics of concern identified during the baseline survey. A total of 140 sample programmes were produced during the entire project under the guidance of 20 capacity building and content creation experts and about 140 other experts who were part of the advisory committee for the project. Based on CEMCA's recommendation and sample programme the CR stations will produce another 3195 programmes with the financial support of DST.



CR Awareness workshop at Bengaluru

CR Awareness Workshops

CEMCA organised two Community Radio (CR) Awareness Workshops for the Ministry of Information and Broadcasting (MIB), Government of India at Guwahati from December 21 to 22, 2016 and Bengaluru from January 30 to 31, 2017. At Guwahati, 58 and Bengaluru 74 participants attended the workshop, of which 67 participants have submitted expression of interest for applying for licenses to set up new CR stations.

Knowledge Management Activities

Overview

CEMCA under Knowledge Management conducts Community Radio Video Challenge annually, on specific themes for each year. This contest is open to all students pursuing UG/PG/Diploma in media. Apart from encouraging students to make good short films, it popularises the concept and usefulness of Community Radio, which caters to the need of local community and addresses the issues affecting the community.

The publication of CEMCA Newsletter and conferment of awards and scholarships to students of Open and Distance Learning are also covered under Knowledge Management Activities.

Activities

During 2016-2017, the Community Radio Video Challenge was conducted on the theme of "Community Radio for Sustainable Development". The idea was to create awareness among the CR Stations, media students and people in general about the Sustainable Development Goals of UN to be achieved by 2030. CEMCA received 50 entries in different regional languages right from Kashmir to Kanyakumari. Out of 50 entries, 30 short films fulfilled the



Award Ceremony of 4th CRVC 2017 at New Delhi

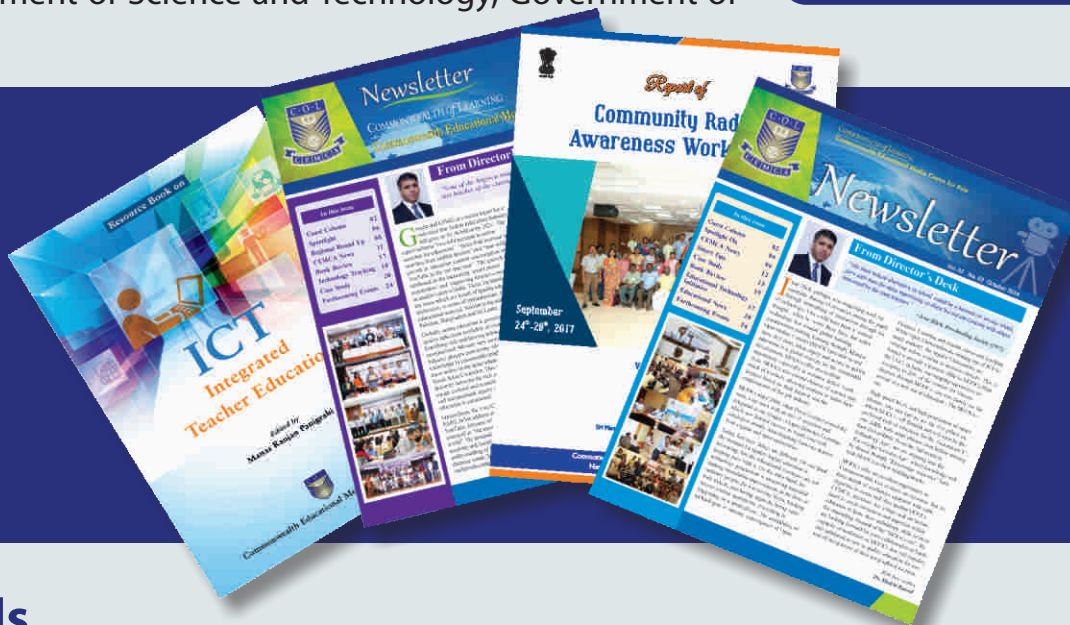
criteria which were presented to the panel of distinguished Jury who evaluated them vis-à-vis overall impact, originality, creativity, relevance, clarity of message, technical proficiency and quality. The award winning films were screened during the award ceremony and cash prizes and certificates were given to the winners.

Publication

CEMCA published four issues of its Newsletter as well as reports of Community Radio awareness workshops organised on behalf of the Ministry of Information Broadcasting. Another report on the project titled "Science for Women's Health and Nutrition" was produced on behalf of Department of Science and Technology, Government of India.

Community Radio Video Challenge 2017 on the

theme: Community Radio for Sustainable Development was organised which had 50 entries of short films from all across India. One of the participants said, "The challenge has provided an opportunity to exhibit my talent and motivated me to hone the skills in video production"



Awards

In order to encourage participation of women in Graduation/ PG programme in media & ICT through Open Distance Learning (ODL), CEMCA under Knowledge Management, gives awards for the best performers in media ICT related academic programmes. During the year CEMCA Awards for the best female student in Information and Communication Technologies (ICT) or Electronic Media and Mass Communication studies were presented to the following awardees:

1. Ms. R. Muthu, Tamil Nadu Open University, India
2. Ms. M. Yukti, Indira Gandhi National Open University (IGNOU), India
3. Ms. Fairs Binti Abdul Manaf, University of Sains Islam, Malaysia



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