

CEMCA



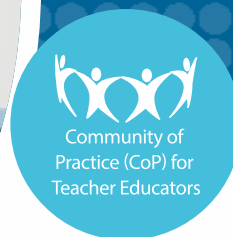
Community Media



Open Educational Resources



Technical Vocational Skill Development



Community of Practice (CoP) for Teacher Educators



# ANNUAL REPORT

2017-18



**Community  
Radio Video  
Challenge**

# CONTENTS

<b>Introduction</b>	<b>3</b>
<b>Learning for Sustainable Development</b>	<b>4</b>
<b>Targets 2021</b>	<b>4</b>
<b>Results</b>	<b>5</b>
<b>Target vs Achievements</b>	<b>5</b>
<b>Resources</b>	<b>6</b>
<b>Core Budget</b>	<b>6</b>
<b>Income &amp; Expenditure - Core Activities 2017-18</b>	<b>6</b>
<b>Value for Money</b>	<b>8</b>
<b>Countries</b>	<b>9</b>
<b>Relationships</b>	<b>10</b>
<b>Education</b>	<b>11</b>
<b>Overview</b>	<b>11</b>
<b>Activities</b>	<b>11</b>
<b>Results - 1 July 2017 to 30 June 2018</b>	<b>14</b>
<b>Skills</b>	<b>15</b>
<b>Technical Vocational Skill Development</b>	<b>15</b>
<b>Overview</b>	<b>15</b>
<b>Activities</b>	<b>15</b>
<b>Results from 1 July 2017 to 30 June 2018</b>	<b>17</b>
<b>Community Media</b>	<b>17</b>
<b>Overview</b>	<b>17</b>
<b>Activities</b>	<b>18</b>
<b>Results - 1 July 2017 to 30 June 2018</b>	<b>19</b>
<b>Additional Funding Activities</b>	<b>20</b>
<b>Promoting Bamboo MSME Clusters for Sustainable Development</b>	<b>20</b>
<b>Knowledge Management Activities</b>	<b>21</b>
<b>Overview</b>	<b>21</b>
<b>Activities</b>	<b>21</b>

# Introduction

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

CEMCA promotes use of media technologies to serve the education and training needs of Commonwealth member states of 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 Radio 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

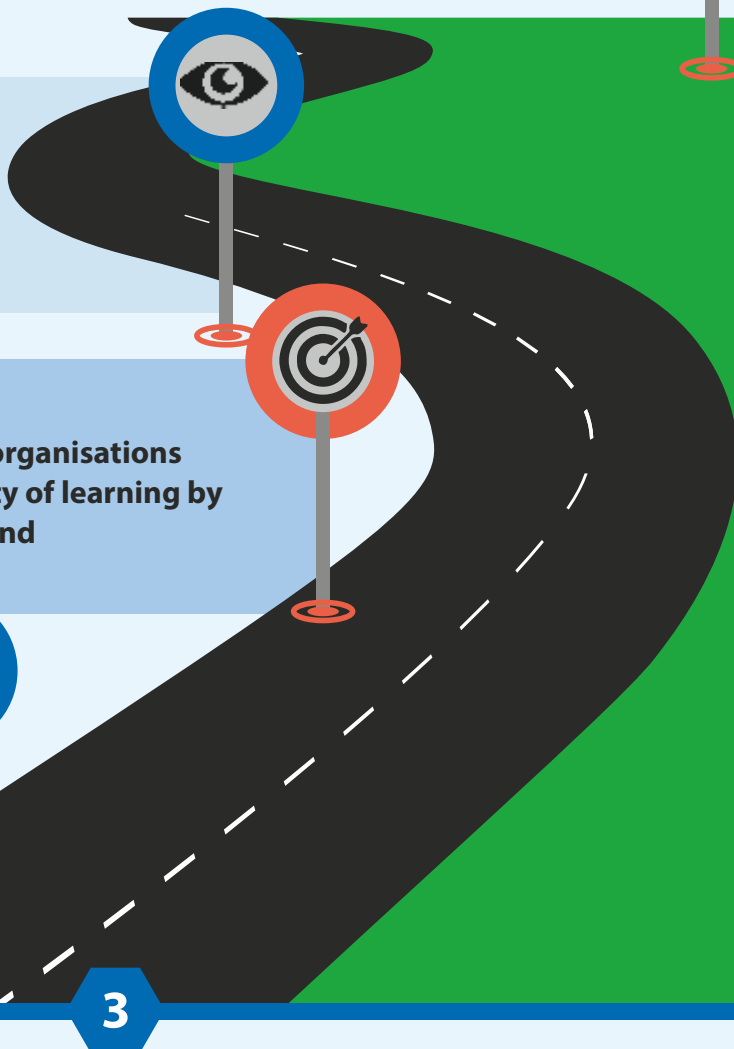
To be the foremost agency in Commonwealth Asia that promotes media enabled learning for sustainable development.

## 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 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 transitioned to a six-year strategic plan to build on past strengths and to develop current initiatives in education and skills development to achieve longer-term impact.



Director participated in National Youth Summit held in Sri Lanka

The team of seven at CEMCA summarises its targets for 2021 and performance for the year 2017-2018.

## Targets 2021



### 90 institutions & organisations

To significantly improve their capacity to leverage ODL to increase access to learning.



### 136,600 people

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



### 40,000 people

To lead lives that are more productive in a sustainable manner.



## Results

All CEMCA interventions have been designed in project mode since 2016-17 with emphasis on end users and learners. 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 implementation of Higher Education Integrated Model, MOOC Life Skills for Engineers, Making of Master Trainers for TVSD, integration of Recognition of Prior Learning (RPL) with the Higher Education and supporting for innovative ODL/Blended learning, aimed at social inclusion and economic empowerment.



The year 2018, marks the mid point of the six-year (2015-21) planning period of CEMCA, therefore, in the year 2017-2018, we undertook research to evaluate our activities. We also engaged the services of third-parties to carry out research studies to evaluate CEMCA's interventions and the difference these have made in bettering the lives of the underserved. 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. This year also focus on Mid-Term Corrections in Six Year Strategic Plan: 2015-2021 and set the balance targets and framing for the revised log frame for the remaining years of 2018-21.

## Targets vs Achievements

The three corporate outcomes and indicators and the targets set for 2021 are given in the table below. For the year 2018, and the targets were set at 40% of the total targets, as initial years were spent in designing the projects/plans, identification of partners and testing the models. During the last three years of the strategic plan (2018-21), the work is to gain momentum making another 60% of targets easily achievable. The achievement, thus far are as under:

S. No.	Impact Indicator	Achieved	Target 2018	Target 2021
1.	No. of institutions & organisations significantly improve their capacity to leverage ODL to increase access to learning.	43	36	90
2.	No. of people accessed quality learning opportunities and are counselled about the opportunities of enhancing their employability.	47,293	54,640	1,36,600
3.	No. of people lead lives that are more productive in a sustainable manner.	14,153	12,000	40,000

These achievement are based on the evidence provided by partner organizations in the form of reports and data sheets. Even though we have not been able to meet the target for indicators



**Launching  
of  
Life Skills  
MOOC**

2 yet at least 50% of our interventions have multiplicity built in them, especially, the ones that deal with capacity building of teachers and vocational trainers. Some of the successful CEMCA projects/models are being replicated at multiple levels in three countries. The ongoing interventions provide us the primary and secondary beneficiaries across Commonwealth Asia mostly from Bangladesh, India and Sri Lanka. There are more activities scheduled to be undertaken through additional funding projects which are in line with CEMCA's mandate. Given the progress of work and the clear road map drawn, CEMCA is confident of reaching its final target by 2021.

## RESOURCES

### Core Budget

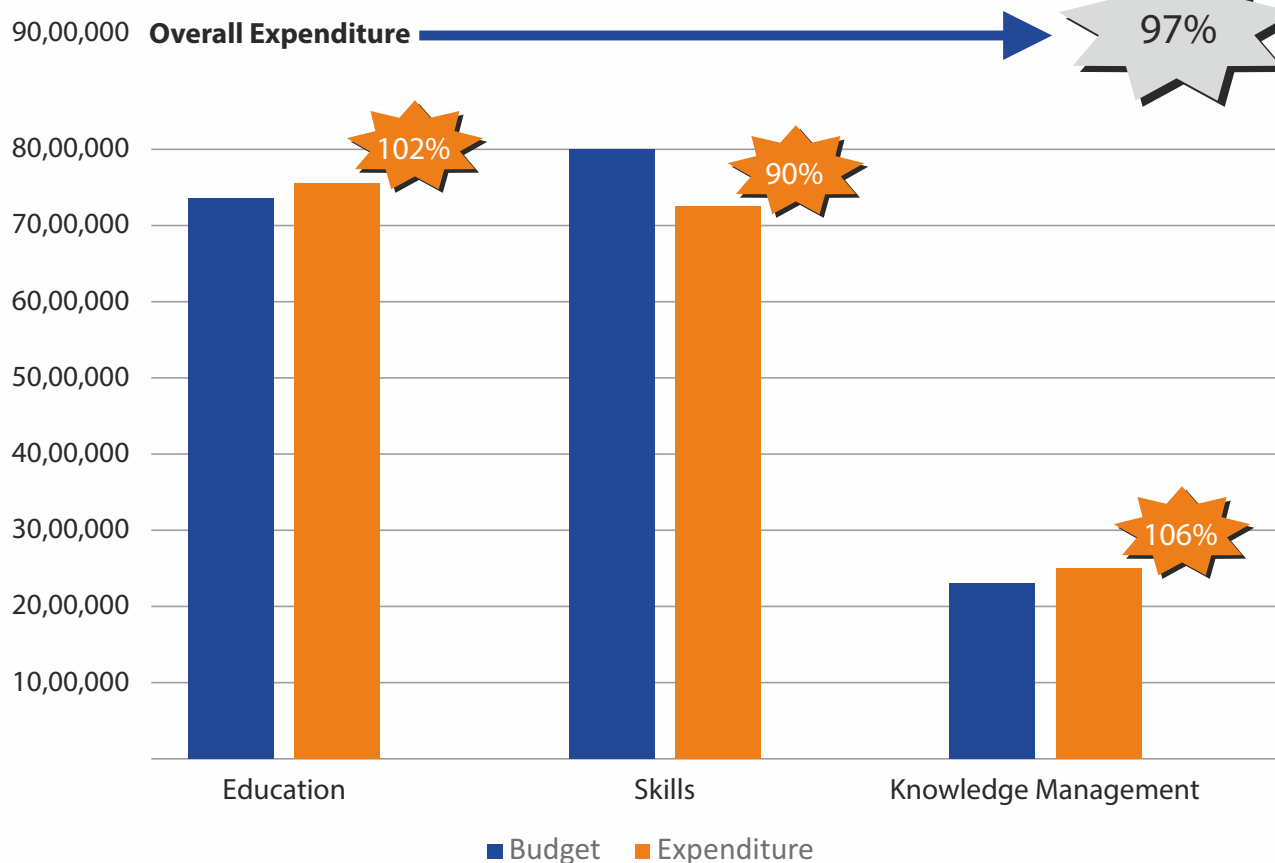
During the year 2017-18, CEMCA received INR 39,429,342 (CAD 788,587) from COL for its Operations and Programmes. It also received INR 32,86,583 (CAD 65,732) for DST, MIB,UNDP, ORMAS and European Union under additional funding project. The details are given below:

#### Income & Expenditure – Core Activities 2017-18

S. No.	Budget	Income	Expenditure	Expenditure in Percentage
1.	Education	INR 7,500,000 CAD 150,000	INR 7,637,451 CAD 152,749	101.83 %
2.	Skills	INR 8,000,000 CAD 160,000	INR 7,187,754 CAD 143,755	89.85 %
3.	Knowledge Management	INR 2,250,000 CAD 45,000	INR 2,386,808 CAD 47,736	106.06 %
	<b>Total Amount</b>	<b>INR 17,750,000 CAD 355,000</b>	<b>INR 17,212,013 CAD 344,240</b>	

CEMCA's Core Programmes expenditure was INR 17,212,013 (CAD 344,240), which is 96.97% of the programme budget allocation.

## Programme Expenditure 2017-18



## Income & Expenditure – Additional Funding activities 2017-18

S. No.	Source of Additional Contribution	Income	Expenditure	Expenditure in Percentage
1.	DST	INR 955,608 CAD 19,112	INR 487,633 CAD 9,753	51.03 %
2.	MIB	INR 866,426 CAD 17,328	INR 753,744 CAD 15,075	86.99 %
3.	ORMAS	INR 161,750 CAD 3,235	INR 227,818 CAD 4,556	140.85 %
4.	UNDP	INR 625,000 CAD 12,500	INR 625,000 CAD 12,500	100%
5.	European Union Project	INR 677,799 CAD 13,556	INR 8,870 CAD 177	1.31%
	<b>Total Amount</b>	<b>INR 3,286,583 CAD 65,731</b>	<b>INR 2,103,065 CAD 42,061</b>	<b>63.99 %</b>

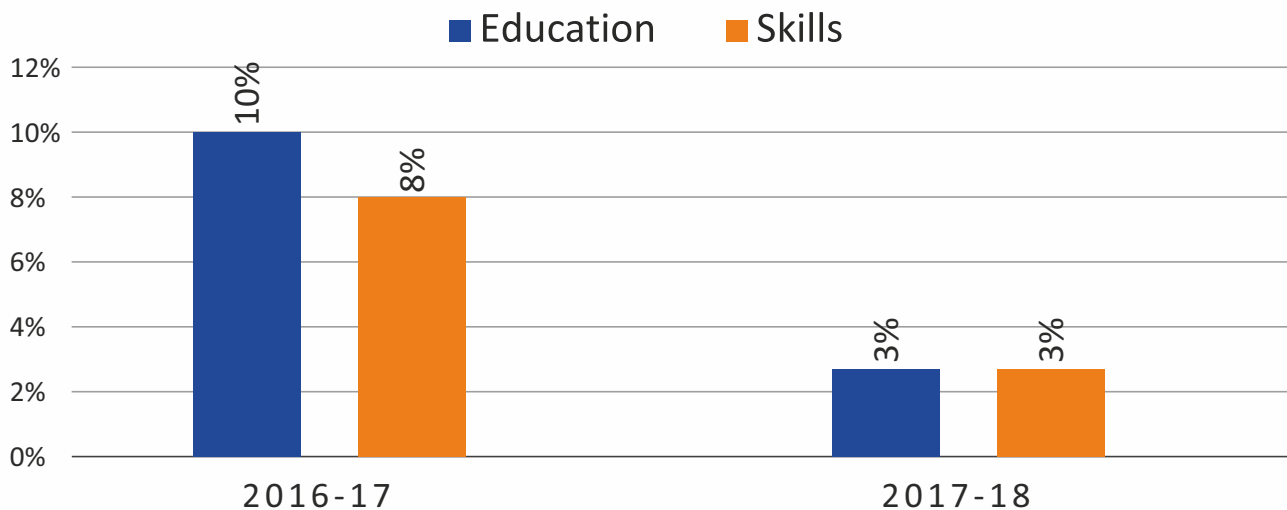


## Value for Money

Value for money is at the heart of CEMCA's strategic plan. For every Rupee/ Dollar spent we strive to get higher returns. Besides re-using 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 2017-18, staff travel of the relevant programme expenditure accounted for 3% for Education and 3% for Skills respectively as compared to 10% for Education and 8% for Skills for the previous year 2016-17.

### TRAVEL EXPENDITURE AS PERCENTAGE OF TOTAL PROGRAMME EXPENDITURE FOR 2016-17 & 2017-18

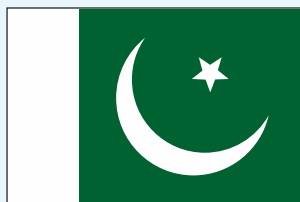
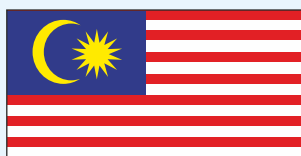






## The distribution of expenditure among different countries in the region

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 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. During 2017-18 CEMCA utilised the core budget in the three countries viz 6.65% Bangladesh, 83.02% India, 10.08% Sri Lanka and 0.24% Malaysia. Efforts are on to scale up the activities 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 of CEMCA. In year 2017-2018, 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.

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



CEMCA's Projects Review meeting held at New Delhi





## Overview

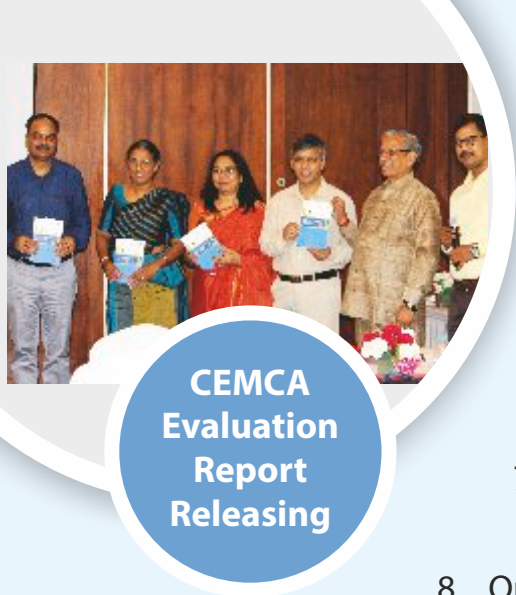
CEMCA developed an integrated model to address the challenges of higher education in this current dynamic environment and is moving towards working with partners in a more in-depth approach. In this regard, CEMCA is providing support and strengthening the capacity of the higher education Institutions to impact sustainable livelihoods. It is thought that graduates with a higher education degree will lead to better employment prospects, social empowerment and innovation which eventually will lead to better and sustainable livelihoods. The integrated model looks at the whole value chain or at the lifecycle of the learner across the higher education system; from enrolment to graduation and entering the job market. The approach used is open and distance learning to increase access, while maintaining quality and decrease in the costs with the ultimate objective to create more employable graduates to contribute to the socio-economic development. CEMCA also initiated a programme to enhance life skills of learners and professionals for sustainable livelihood.

## Activities

CEMCA is working with three countries, three national governments and seven partner institutions. The following activities were conducted during 2017-18 under this initiative:

1. The promotion of Higher Education and Integrated Model for implementation and testing on its components.
2. Implemented Higher Education Integrated Model in six higher education institution viz. University of Hyderabad (UoH), Netaji Subhas Open University (NSOU) Kolkata, Uttarakhand Open University (UOU) Haldwani, University of Peradeniya (UoP) Sri Lanka, Bangladesh Open University (BOU) Gazipur-Dhaka, Bilaspur University (BU) of three member countries (Bangladesh, India and Sri Lanka) of Commonwealth Asia.
3. Design, develop, offer MOOC on Life Skill for Engineers to enhance employability.
4. Design, develop a CPD-MOOC on OER and OEP for teachers, educational leaders and learners.





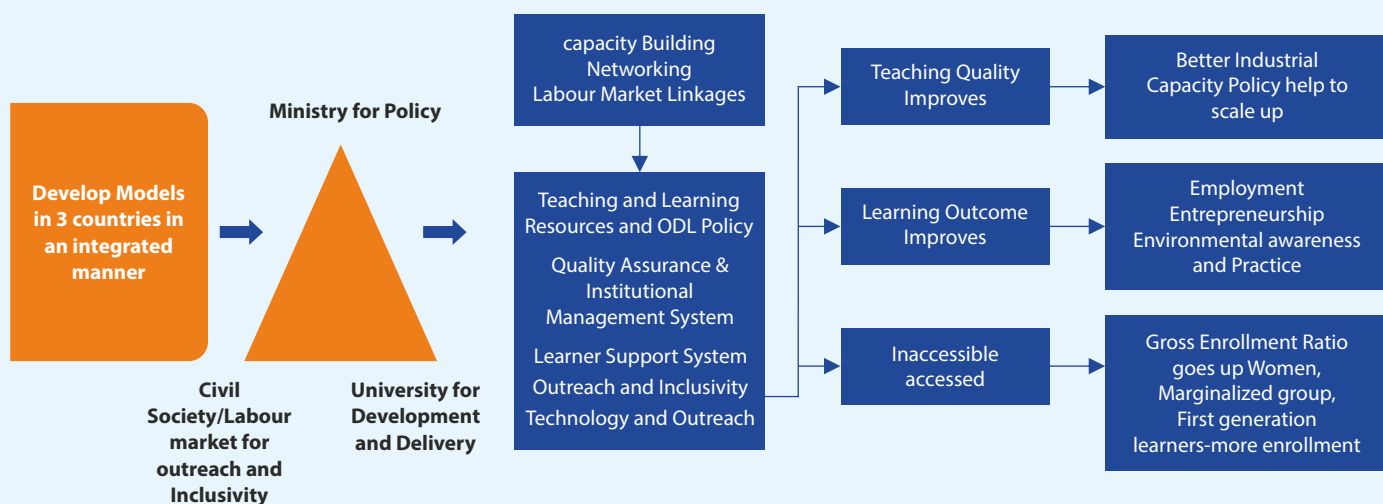
5. The creation of course contents/self-learning materials in different formats i.e. text, Audio-Visual, etc.
6. The capacity building of educational leaders, technical staff, and academic staff through hands on training workshop on areas like online facilitation, eContent development, instructional design, MOOC development, etc.
7. Creating and offering courses for learning opportunities through blended learning/online learning/MOOCs etc.
8. Organising outreach programme to enhance the enrollment of marginalised learners and provide access for learning opportunities.
9. Conducting Job-Mela for networking among the institutions, industry, banking, and learners.

The above activities achieved the following:

### The Higher Education Integrated Model Implementation:

During 2017-18, CEMCA supported six higher education institutions viz. University of Hyderabad (UoH), Netaji Subhas Open University (NSOU) Kolkata, Uttarakhand Open University (UOU) Haldwani, University of Peradeniya (UoP) Sri Lanka, Bangladesh Open University (BOU) Gazipur-Dhaka, Bilaspur University (BU) in a three year project mode. Through this integrated approach, 250 teachers and content developers enhanced the capacity for eContent development, online course offering, curriculum revision, MOOC development etc.; 14 need based and industry linked courses developed; existing 5 and new 14 Certificate/Diploma/Advance Diploma/PG Diploma level courses offered; around 11,058 learners enrolled to CEMCA supported courses and 3,254 learners successfully completed the CEMCA supported courses.

### Conceptual Model for Higher Education



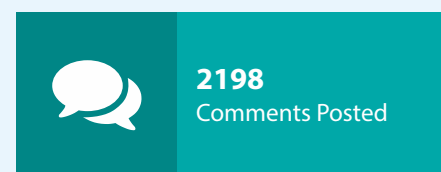
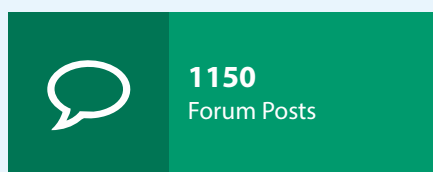
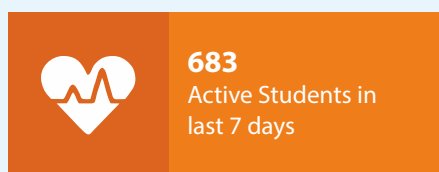
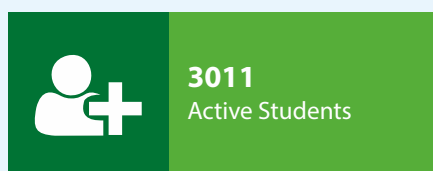
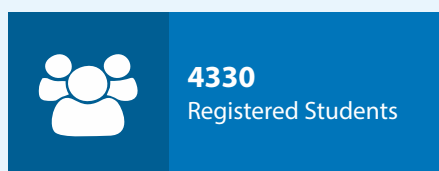


## MOOC on Life Skill for Engineers:

CEMCA designed and developed a Massive Open Online Course (MOOC) on Life Skills for Engineers in collaboration with the University of Hyderabad and Osmaniya University. The course objective was to introduce various concepts of Life Skills for engineers like: communication skills, critical thinking, leadership skills, morals and ethics. Life Skills MOOC-Level-I was powered by mooKIT from Indian Institute of Technology (IIT) Kanpur. In this course, 4,330 learners registered, 3,011 actively participated and 633 learners (244 Participation and 389 Competency) successfully completed the courses and earned certificates.

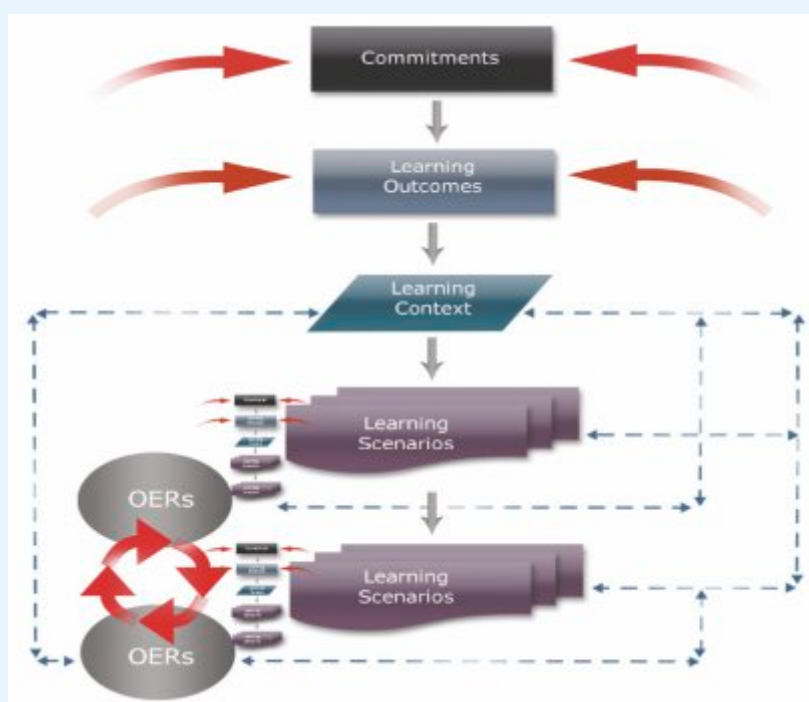


**LifeSkills for Engineers**



## CPD-MOOC on OER and OEP:

In collaboration with the Open University of Sri Lanka (OUSL), CEMCA initiated to design and develop Continuous Professional Development (CPD) MOOC on Open Educational Resource (OER) and Open Educational Practice (OEP) for educational leaders, policy makers, teachers and students. This course includes four modules which were developed in a Scenario-based Learning (SBL) approach. The course will be offered online in 2017-18.





**Curriculum Development at NSOU**

### Impact Studies being undertaken:

The following studies have been commissioned to find out the impact of some of CEMCA's chosen interventions. The complete report is available in the respective links.

- The OER Policy Implementation and Use in Open and Distance Learning System: An Evaluation:- Dr. S K Pulist (<http://cemca.org.in/ckfinder/userfiles/files/OER%20Policy%20Implementation.pdf>)
- The Impact of OER on student learning, including accessibility and availability, and attitude towards OER leading to its utilization - Prof. M Mukhopadhyay ([http://cemca.org.in/ckfinder/userfiles/files/Comprehensive%20Study%20of%20OER%20in%20NSOU%20and%20OSOU\\_Hi\\_res\\_file.pdf](http://cemca.org.in/ckfinder/userfiles/files/Comprehensive%20Study%20of%20OER%20in%20NSOU%20and%20OSOU_Hi_res_file.pdf))

### Results - July 2017 to 2018

Short-Term Outcomes	Indicators	Targets	Progress	Comments
More institutions and organizations start to take up and implement aspects of the Higher Education Integrated Model	# of Higher Education Institutions adopted integration model	5	6	<b>Exceeded</b>
Institutions develop and deliver need based courses as OER using ICT/blended learning approach	# of programmes developed	10	10	<b>Achieved</b>
	# of courses developed as OER	14	14	<b>Achieved</b>
	# of learners using courses developed as OER	5000	15339	<b>Exceeded</b>
	# of learners successfully completed the courses	1000	3887	<b>Exceeded</b>
Institutional capacity on OER/ODL developed	# of institutions adopt OER practices	5	5	<b>Achieved</b>
	# of teachers, leaders trained to create/develop contents as OER and offer courses online	200	250	<b>Exceeded</b>
	# of students participated/benefited from institutional outreach programme and job mela	300	500	<b>Exceeded</b>



## The Technical Vocational Skill Development

### Overview

CEMCA has developed a Flexible and Blended (FaB) model for “Counselling and Training” in three different realms, namely, Counselling & Training for Pedagogy, Counselling & Training for Livelihoods and Counselling for Life Skills & Generic Employability Skills. Partners were identified in each area and interventions were made at grassroots in India and Bangladesh.

### Activities

CEMCA has supported the partner institutions in the following three broad areas.

#### Counselling & Training for Pedagogy

CEMCA continued with the capacity building of vocational trainers in Odisha through its existing collaboration with Odisha Rural Development Marketing Society (ORMAS). The intervention was enriched with the integration of ABLE-CEMCA: Engage Me workshop in the Training programme making it an 11 days' programme instead of 10. The two vendors empanelled for this work are Australian Skill Development Pvt. Ltd. and Queensland Skills and Education Consortium (QSEC). CEMCA trained 258 vocational trainers who in turn have impacted over 7,000 trainees.

The CEMCA-ORMAS intervention was piloted in the State of Chhattisgarh with support from their State Planning Commission. 75 Vocational Trainers were trained and assessed for International Trainers' & Assessors' Certification (ITAC).

#### Counselling & Training for Livelihoods

During 2015-16, CEMCA had conducted a research in the Baramulla district of Kashmir to understand the aspirations of the youth. New projects initiated in 2017-2018, is summarized in the figure below.



Carrier Guidance for School Children





Partners supported in FY 2016-17, namely, the Power Sector Skill Council, Focal Skills and Indian Institute of Skill Development, continued to train more youth in Power sector, mobile handset repair and Automobile repair. The video content for training youth to be Automotive Service Technician was also produced this year.

## Counselling for Life Skills & Generic Employability Skills

### Activity Based Career Counselling Kit

CEMCA in collaboration with UNDP created India's first Activity Based Career Guidance kit. This helps increase awareness amongst young adults about careers available through Vocational Training and encourages them to introspect to understand their personal preferences; such that they can make better informed choices about their careers. The solution is game based which was tested on field with 230 students of government school of SKV Dhakka, Delhi. The awareness campaign was also used for about 2000 students of 10th and 12th standard in the Career Conclave conducted by Department of Education, Government of Delhi on May 1st and 2nd, 2018.



### Life Skills for Urban Poor

CEMCA started an innovative intervention in collaboration with Tata Institute of Social Sciences (TISS). Across 3 urban slums of Delhi, youth of Notified tribes are being given training on life skills along with specific trades like mobile handset repairing, computer hardware repairing and hospitality. After training, the youth will be provided with employment opportunities with continued counselling for being resilient and continuing their jobs to overcome the challenges of having a job. This social experiment is also being used as a mode to create an "Employability Index for Urban Poor of Notified Tribes". 1000 youth are being targeted for the initial life skills and 300 youth getting the sustainable livelihood.



### English For Employability

CEMCA supported iPrimed to provide their innovative elearning solution to teach English through Bollywood songs based on a Pull based mechanism. The solution is being piloted with 300 marginalised students.





## Results - 1st July 2017 – 30th June 2018

Short-Term Outcomes	Indicators	Targets	Progress	Comments
The youth especially from marginalized communities enhance their awareness about careers in vocational skills and improve employability by engaging in developing their skills.	# of youth from marginalized groups through counselling, ODL/ FaB model and networking enhance their technical and vocational skills.	10,000	11,531	<b>Target Exceeded.</b> Supported skill development activities in Chhattisgarh, Jharkhand, Bihar, Odisha, Kashmir, Rajasthan, Delhi-NCR, Assam & West Bengal in India & Bangladesh through partners namely, PSSC, ORMAS, Siliguri Global, Fishermen Cooperative, KBSS, CSSDA, UNDP, TISS, DLL, iPrimed, Radio Brahmaputra, Luit & JU enabling 11,531 youth to access TVSD. The activities involved capacity development, providing TVSD experts as trainers, providing content or supporting creation of new content, etc.
	# of youth improve their employability, productivity and entrepreneurship.	5,000	7,733	<b>Target Exceeded.</b> Of the above 7,733 youth have been reported to improve their employability, productivity or entrepreneurship
	# of institutions that improve their capacity to leverage ODL/ FaB model and increase access to learning.	4	6	<b>Target Exceeded.</b> Power, Automobile, Telecom

## Community Media

### Overview

CEMCA supports Civil Society Organizations (CSOs) and institutions involved in the 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 wellbeing and empowerment of the citizens of Commonwealth Asia.



## Activities

In the year 2017-18, CEMCA engaged 5 CR Stations & 1 Web Radio station in Bangladesh for increasing awareness amongst the youth about avenues of developing skills and thereby finding the sustainable livelihood. The intervention had three components – A baseline survey of the youth, followed by field activities for the community leading to the production of Community Learning Programmes. The first component had been accomplished in 2016-17. This financial year, CR Stations were trained in conducting field activities like career counselling, job melas, skill camps etc. The project is still under progress.



The intervention which began with Radio Brahmaputra, Radio Luit & Radio Jadhavpur University (JU) in FY 2016-17 is running without any financial support from CEMCA. Radio Brahmaputra has reported that 1600 youth participated in the Field Activities, 175 youth got admission in skill development institutes with direct intervention and about 300 with indirect intervention. The CR Station has identified and prepared a list of unemployed youth in the Tea Garden areas. They have identified 10 Tea gardens for implementing the project. They continue to bridge the gap between skill development institutes and hard-to-reach communities, promoting the skill development initiatives through CR Spots and preparing a list of the interested youths and connecting to the institutes. They continue to promote traditional skills through the story telling method with in-depth information highlighting the success stories/ experiences.

The seven hundred youth participated in 13 Field Activities of Radio Luit. About 300 listeners participated in the development process of CLP. 20 youth got admission in the skill



development institutes with direct intervention and about 50 with indirect intervention. Radio Luit collaborated with APRO, Govt of Assam and provided assistance to about 80 participants in skill programmes. Radio Luit helped 25 Expert trainers to associate and cooperate with IIE and ASLMS while supporting Persons with Disabilities with information assistance.

Radio JU reported about 400 youth participated in 10 Field Activities. 32 youths got admission in the skill development institutes with direct intervention and about 70 with indirect intervention. The CR stations is identifying and preparing a list of unemployed youths in about 10 Slum areas in Kolkata. About 200 listeners contacted the Radio station for more information on Skill Development. About 10 listeners confirmed their engagement. About 15 trainers and course administrators of skill development institutes were directly associated with the endeavour and visited many slum areas.

### Results - 1st July 2017 – 30th June 2018

Short-Term Outcomes	Indicators	Targets	Progress	Comments
More governments, Civil Society organizations 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.	250	300	<b>Target Exceeded.</b> Built capacity of 300 individuals from 9 CR Stations in creating Radio Spots & CLP for Skill Development by supporting CR Brahmaputra & CR Luit in Assam, CR JU in West Bengal, 5CR stations and 1 Web Radio in Bangladesh to conduct Field Activities for Career & Job counselling and producing content for building awareness and aspiration.
	# of CR stations and development agencies supported for the cause of bringing about sustainable development	5	9	<b>Target Exceeded.</b>
	# of citizens improve their employability	500	647	<b>Target Achieved.</b> As a result of the field activities done by CR stations in North East about 647 youth registered for skill development programmes.

### Promoting Bamboo MSME Clusters for Sustainable Development

To scale up activities, in tune with its strategic plan, CEMCA always strives to secure the additional funding from various organizations. During the year 2017-2018, CEMCA bagged EU-SWITCH Asia II funding for Promoting Bamboo MSME Clusters for Sustainable Development. The project involves creating the multimedia enabled learning content for financial literacy, Entrepreneurship Development and Bamboo – Harvesting, Post Harvesting, Processing techniques. The project will promote bamboo in Construction and Furniture sectors.



### Activity Based Career Guidance and Career Counselling Kit

During the year 2017-2018, CEMCA also secured funding from UNDP to develop the India's first Activity Based Career Guidance and Career Counselling kit which comprises of 200 career cards, 40 self-awareness cards based on John Holland's Occupational Personality and 15 activities of varying complexity. This kit was launched by Ms. Punya Srivastava, Secretary, Department of Education, Government of Delhi and has been used in Career Conclave. Through this Kit CEMCA reached 6000 students of 3 states namely Delhi, Odisha and Uttar Pradesh.



### Community Radio (CR) Awareness Workshop

CEMCA organized a Community Radio (CR) Awareness Workshop for the Ministry of Information and Broadcasting, the Government of India on September 24-26, 2017 to generate awareness among the civil society Organisations, potential applicants, government departments and stakeholders and demystify the CR Policy and its processes. A high point of the workshop was a visit to Nila CR at Puducherry, where participants got an opportunity to see an active radio station, understand more about the technical set-up and also interact with the NILA CRS staff and volunteers. All the sessions received very positive feedback. Sessions on the technical requirements, community engagement, content creation and step-by-step walk through the licence application were specially highlighted. 50 participants from 4 states of India were benefitted by the programme.



## The Review of Science for Women's Health and Nutrition Project

The NCSTC, Department of Science and Technology, the Government of India conducted Review on 7 July 2017 at Madurai, Tamil Nadu to take stock of the progress made by different Stakeholders including CEMCA for its flagship programme project titled "Science for Women's Health and Nutrition Project". This is aimed at improving the women's health and nutrition, in which CEMCA made its presentation and briefed the members about the project. The high point of the project was 140 model episodes produced with the help of CEMCA by the 14 CR stations.

## The Knowledge Management Activities

### Overview

CEMCA under the knowledge management conducts the 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 them. The publication of CEMCA Newsletter, CEMCA research publication as book and conferment of awards and scholarships to students of Open and Distance Learning are also done.



Community  
Radio Video  
Challenge  
2018

### Activities

During 2017-18, the community Radio Video Challenge was conducted on the theme of "Community Radio for Women Empowerment" in collaboration with UNESCO, New Delhi. The idea was to create awareness among the CR stations, media students and people in general about the Women empowerment.

CEMCA received 26 entries from all over India in various regional languages, 24 short films fulfilling the criteria, which

CR  
Awareness  
Workshop



were presented to the distinguished Jury, who evaluated them on the following four parameters: Overall impact (persuasive, informational, and educational), Originality and creativity (concepts, ideas and format), Relevance and clarity of message and Technical proficiency and quality. The award winning films were screened during the award ceremony and cash prizes and certificates given to the winners.

The winners also attended one day workshop on Documentary Film Making held on the 21st February, 2018 at UNESCO, New Delhi.

## Publications

CEMCA published four issues of CEMCA Newsletter. All CEMCA publications are accessible online through its website and social media channels. During the period 2017-2018, CEMCA published the following:

1. Report on the Community Radio Awareness workshop organized at Puducherry, Tamil Nadu by CEMCA on behalf of Ministry of Information and Broadcasting, New Delhi
2. The comprehensive study of OER in NSOU and OSOU by Prof. Marmar Mukhopadhyay
3. OER Policy Implementation and Use in Open and Distance Learning by Dr. S K Pulist
4. Media Enabling Pedagogy and Curriculum in Open and Distance Learning System in Commonwealth Asia by Prof. Biswajit Das



## Awards

In order to encourage the 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 2017-18, CEMCA Award for the best female student in Information and Communication Technologies (ICT) or Electronic Media and Mass Communication studies was presented to 18 students of National Institute of Open Schooling, Noida, India; one student of Tamil Nadu Open University, Tamil Nadu, India; and one student University of Sains Islamic, Malaysia.



## List of workshops, events, meetings during 2017-18

S. No.	Activity	Initiative	Partner	Venue	Date
1.	National Consultation on Community Radio by Young India & Community Radio Broadcasters of India	Skills	Young India	Bhubhaneswar	2 <sup>nd</sup> - 3 <sup>rd</sup> August 2017
2.	The Finalization of Research Tools for the Impact Study on OER in ODL	Education	-----	New Delhi	29 <sup>th</sup> September 2017
3.	CEMCA-ORMAS ToT Process strengthened	Skills	ORMAS	New Delhi	
4.	The Finalisation of Online Course Contents of CUHP	Education	CUHP	Seminar hall, TAB, Shahpur	3 <sup>rd</sup> - 4 <sup>th</sup> October 2017
5.	The Community Radio Awareness workshop at SMVEC, Pondicherry	Skills	I&B Ministry	Sri Manakula Vinayagar Engineering College, Puducherry	31 <sup>st</sup> October 2017
6.	The Video Content Development and Online Facilitation of Teachers	Education	NSOU	NSOU, Kolkata	30 <sup>th</sup> October - 1 <sup>st</sup> November 2017
7.	The Design, Development and Offer Online Courses using OERs	Education	UOU	UOU, Haldwani	21 <sup>st</sup> - 23 <sup>rd</sup> November 2017
8.	Design and delivery of the Life Skills MOOC	Education	IITK	IIT, Kanpur	27 <sup>th</sup> - 28 <sup>th</sup> November 2017
9.	eCourse Development Using OER for Quality Learning	Education	UoH	UoH, Hyderabad	6 <sup>th</sup> - 9 <sup>th</sup> December 2017
10.	Career Guidance and Career Counselling (CGCC) for the girls in the 9 <sup>th</sup> and 11 <sup>th</sup> grad of SKV Dhakka, Delhi	Skills	UNDP	SKV Shakka, Delhi	11 <sup>th</sup> - 12 <sup>th</sup> December 2017
11.	Community Radio Video Challenge 2018	Knowledge Management	UNESCO	UNESCO, New Delhi	22 <sup>nd</sup> February 2018
12.	Outreach Programme for Increase Enrolment in Higher Education	Education	NSOU	SSDA, Prantik, Birbhum and JGVK, Basanti, Pargaas	16 <sup>th</sup> January 2018 and 27 <sup>th</sup> February 2018
13.	Placement Facilitation Service through JOB FAIR at NSOU Kolkata	Education	NSOU	NSOU, Kolkata	12 <sup>th</sup> March 2018
14.	Curriculum Revision of Online BBA Programme for Quality Learning	Education	CDCE, University of Peradeniya	University of Peradeniya, Sri Lanka	24 <sup>th</sup> - 27 <sup>th</sup> March 2018
15.	Moodle enabled e-Course Development at University of Hyderabad	Education	UoH	UoH, Hyderabad	6 <sup>th</sup> - 7 <sup>th</sup> April 2018
16.	3 <sup>rd</sup> and 4 <sup>th</sup> Outreach Programme for Higher Education at NSOU	Education	NSOU	Vivekananda Educational Institute, Moynaguri	7 <sup>th</sup> April 2018
17.	Integrated Open and Distance Learning (ODL) through ICT for Sustainable Development at Uttarakhand Open University	Education	UOU	University of Uttarakhand, Haldwani	8 <sup>th</sup> - 12 <sup>th</sup> April 2018
18.	The Design and Development of the Project on "Impacting Education and Open schooling through OER- Making a difference among the learners"	Education	BOU	BOU Seminar Hall, Gazipur	23 <sup>rd</sup> - 26 <sup>th</sup> April 2018
19.	CEMCA & QSEC Australia collaborate to facilitate vocational leadership workshop	Skills	QSEC	New Delhi	14 <sup>th</sup> May 2018
20.	Awareness Programme for Counsellors and Trainers on NSOU LMS and OER Repository	Education	NSOU	NSOU, Kolkata	28 <sup>th</sup> May 2018
21.	The Launch of International Training of Trainers programs in Chhattisgarh through tripartite arrangement	Skills	CSSDA and QSEC	Raipur	18 <sup>th</sup> June 2018





*"Sustainable  
development  
through  
learning"*



## **Commonwealth Educational Media Centre for Asia**

7/8, Sarvpriya Vihar, New Delhi-110016, India

Tel. : +91 11 26537146, 26537148 | Fax : +91 11 26537147

E-mail: [admin@cemca.org.in](mailto:admin@cemca.org.in) • Web: [www.cemca.org.in](http://www.cemca.org.in)