COMMONWEALTH of LEARNING
Commonwealth Educational Media Centre for Asia

Newsletter

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In this issue

From Director's Desk

If we teach Today's students,
As we taught Yesterday's,
We Rob them of Tomorrow.

- John Dewey[1]

These words of John Dewey resonate with my notion of an ideal contemporary teaching learning practice. Hence it brings a sense of urgency to continuously tune teaching practice with the ever-changing learning preferences of the youth. A small mismatch here may magnify into a huge disconnect leading to a broken society. Without learned and skilled youth, we will rob our society of a prosperous and meaningful tomorrow.

As I join CEMCA, I am enthusiastic to play a pivotal role in positively affecting learning and creating opportunities for sustainable development of the youth and all marginalized communities in the Commonwealth Asian countries. With dedicated, continuous meaningful interventions in the field of education and skills, the results can be assured. As we build a world of inclusivity, which offers equal opportunities for all, we treat "Technology" as a vehicle to reach the unreached with quality education and training.

Commonwealth Asia, especially India, is the youngest region of the world and will remain so for another decade. It has the potential of meeting the requirements of trained and skilled human resource of the aging world. But equity and access to quality education is a serious challenge in the area as we experience a huge disparity, in terms of access to quality education, across the geographic regions within each country.

The challenges that lie ahead of us is emanating from the fact that we are still trying to improve education and skills with traditional archaic approach. The need of the hour is a radical change, allowing students access to education and knowledge without discrimination, anytime and anywhere. The dichotomy arises due to the fact; the generation that is seeking learning is "Digital Native" while the generation facilitating learning process is "Digital Migrant". Digital migrants are either technophobic or striving hard to adopt technology and guise traditional education in digital outfit.

The digital learners have a huge demand on their attention as they are born with technology in their hand, leading to small span of attention. They, however, prefer self-learning as compared to instructor led training. Given these challenges the role of teacher, the definition of university and the process of learning have completely transformed. CEMCA will continue to play its role in empowering all stakeholders to perform their new roles in this ephemeral world of digitalization. CEMCA is committed to be a pioneer in transforming the learning process in Asia by bringing knowledge to the doorstep of the learner using all forms of media to transfix the attention of the youth and strive to reach the last mile ensuring a truly inclusive growth and creating vibrant knowledge societies for sustainable development. This however is possible if we put our hearts and heads together. At CEMCA we seek your guidance and active participation to make this happen in a more meaningful way.

With best wishes
Dr. Shahid Rasool

[1] *John Dewey was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform.*

Guest Column...

Digital Wellness - A Challenge

Jessy Abraham

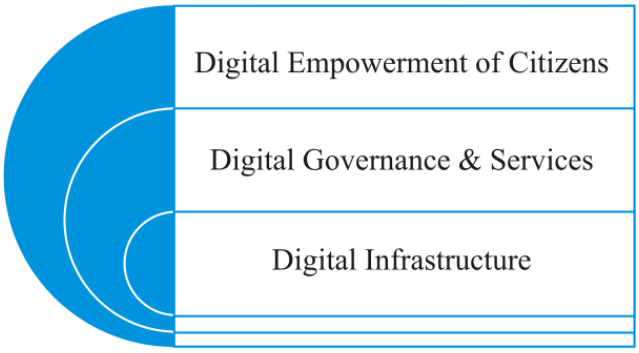
This article gives an overview of the Digital Wellness Challenges that the digital citizen has to face and implications for policy makers and stakeholders. The digital health and wellness are part of digital citizenship. Globally we are moving towards digitalization. The digital India programme gives due importance to infrastructure development, skill enhancement, database development, and employment production through e-governance. The digital wellness challenge Quiz for school children shows that the government is taking care of health related aspects associated with availability and use of internet by the young citizens. This article deals with this timely effort to bring awareness regarding the health related challenges i.e., concept of digital wellness and challenges associated with it.

"Over the past 15 years the ICT revolution has driven global development in an unprecedented way. Technological progress, infrastructure deployment, and falling prices have brought unexpected growth in ICT access and connectivity to billions of people around the world. In 2015 there are more than 7 billion mobile cellular subscriptions worldwide, up from less than 1 billion in 2000. Globally 3.2 billion people are using the Internet of which 2 billion are from developing countries. ICTs will play an even more significant role in the post 2015 development agenda and in achieving future sustainable development goals as the world moves faster and faster towards a digital society."

- Brahima Sanou, Director of the ITU Telecommunication Development Bureau

The digital India launched by Hon'ble Prime Minister Narendra Modi in 2014 is a flagship programme which includes several schemes involving several Ministries and Departments of Government of India with the intention of making technology the key enabler for transformative changes in the delivery of services by providing inclusive growth in areas like broadband and mobile connectivity, government services on demand, local manufacturing and job opportunities for Indians.

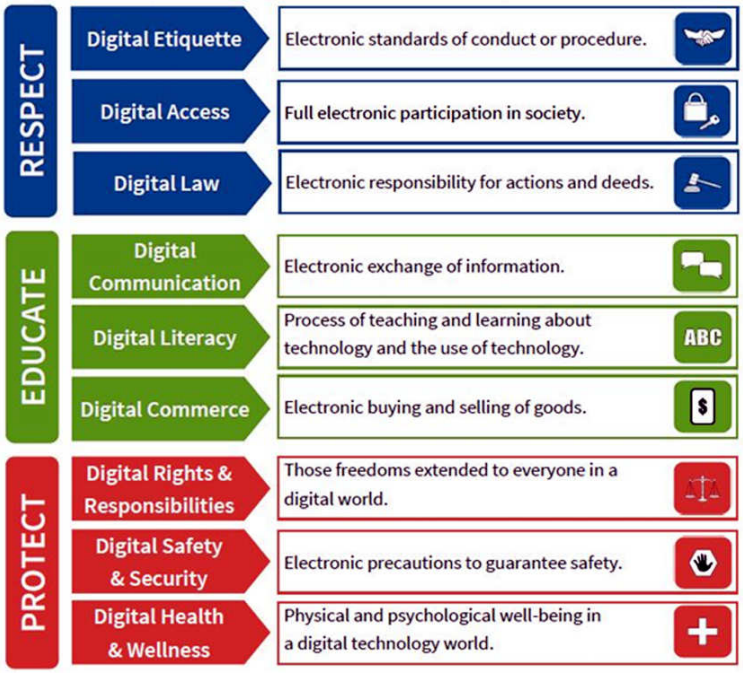
The vision of Digital India programme is to transform India into a digitally empowered society and knowledge economy centring around three visions as depicted here.



Digital Citizenship

There are nine aspects of Digital citizenship as depicted in the picture here.

This article deals with some of the aspects of digital health and wellness only



Health problems from internet usage

Eye strain, Physical pain due to defective posture, Fatigue and Sleeplessness, Withdrawal from other social activities, Negative effect on mood, Cyber bullying, Internet addiction disorder, Cyber crimes, Phantom Ringing Syndrome, Nomophobia,

disorientation and dizziness, Facebook depression, Online gaming addiction, Cyber chondria and google effects are some of the problems related to health that are reported from all over the world.

There are many issues related to health and wellness due to excessive and reckless use of internet. According *Internet Live Stats* (elaboration of data by *International Telecommunication Union (ITU)* and *United Nations Population Division)* (2014) India is the third largest internet user with 19% of people having internet. According to Fontevecchia (2015), India has 243 million internet users – more than the United States and second only to China. Soon India may have more internet users than China.

Goel, Subramanian and Kath, (2013) conducted a study on the prevalence of internet addiction and its association with psychopathology in 987 Indian adolescents. It was found that of the total, about 74.5% were moderate (average) users. Using Young's original criteria, 0.7% was found to be addicts. Those who use internet excessively had high scores on anxiety, depression, and anxiety depression.

Yadav, Banwari, Parmar, and Maniar, (2013) in their study on Internet Addiction (IA) among high school in Ahmedabad found that (11.8%) students had IA; it was predicted by time spent online, usage of social networking sites and chat rooms, and also by presence of anxiety and stress. Age, gender and self-rated academic performance did not predict IA. There was a strong positive correlation between IA and depression, anxiety and stress.

Cyber Crimes

There are many news articles of crimes committed through cyber platform everyday where innocent victims get mercilessly duped through fraudulent transactions in their bank accounts, cyber bullying using social media in which people are blackmailed using morphed pictures. Many young and old persons are taken for a ride by people who fake identity, disguising, even the pictures of film stars are used as ones 'own profile picture to lure victims. There are reports of people downloading movies and circulating on social media without taking any permission, in one occasion, a class seven boy was found to circulate a movie released on the previous day without any knowledge that he was violating copyright law. People get into unnecessary difficulties by writing on social media without any regard for communal harmony or situations that can lead to violence as they are not sensitive to the fact that an article on social media is more powerful than any other media like newspaper or television! News articles and videos become viral and many lakhs of people get the information in an instant! This could be used for benefit or disaster.

Everything has its pros and cons. As we know that water for instance, is essential for living and at the same time it could also cause destruction and death, information communication technology is essential in every sphere of life, but it could lead to harmful effects if used without precautions. In the case of infectious diseases, we take precautions to prevent infections by avoiding exposure to potentially dangerous situations or taking precautions, we could prevent being a cyber victim by taking precautions.

Digital Wellness Online Challenge

The Digital Wellness Online Challenge (DWOC) is an initiative by National e Governance Division, Ministry of IT & Communications, Government of India and Ministry of Human Resource Development in collaboration with Intel for children studying in classes' sixth to twelve, across the country for developing awareness regarding the safe use of the Internet through quiz. It was conducted during digital week celebration (1st July to 15th July, 2015). The objective of conducting this quiz was to develop an understanding of Digital Wellness amongst school children while familiarizing them with technology used for various cyber threats, identify dangers lurking in the online world. It aims to anchor students' well-being in cyber space by empowering them with information and sensible application of the principles of cyber safety, cyber security, and cyber ethics.

Through the on line quiz on digital well ness the potential of learning by game through quizzing methodology, is used to train the children on the concept of Digital Wellness and protecting themselves from threats often faced in cyber space as Cyber Bullying, Cyber predators, Gaming Addiction, Identity theft, Copyright Infringement and Plagiarism, Malware; by focusing on values as Responsibility, Respect, Compassion, Resilience and Integrity.

The initiative aspires to make children and youth aware of how they can maintain digital wellness by taking informed decisions and become safe, respectful and responsible users of digital

technology. It is designed as a fun engaging quiz activity which uses knowledge-based questions to provide information and scenario-based questions to encourage participants to think, decide, and choose an action that ensures their online safety and security.

Digital Wellness of Children is to help children across the country become more responsible in their use of the Internet. Today, using the internet and spending long hours in cyberspace has progressed from being a matter of choice and convenience to a required necessity. These days, children all over the world use internet to interact with family and friends through social media, play online games, share opinions on blogs, research to further their education etc. Working and being online has become both a need of the hour and is considered to be an important skill-set. It is same in India as well.

Globally, India is now number two in the number of Social Media platform Facebook users. And this statistics tally is almost same for other online platforms as well. There is no denying the fact that this trend of being online and working online has become part of a life and thus the need of the hour is to ensure it works well for us and especially for our children! Children need special support while being online. Statistics say India is third behind China and Singapore in cyber bullying or what is referred to as online bullying. Over half (53 per cent) of children in India have been bullied online as per the Global Youth Online Behaviour Survey. The most disturbing point in this case is that the age group of such offenders range from 8 to 18.

Digital wellness in other countries

The Digital Bangladesh initiative undertaken by their government focuses on the four key areas of M-health, M-Education, M-Agriculture, and M-Transactions/Banking. There are programmes like C3 Matrix dealing with digital wellness focussing on the education of both teachers and students. The C3 Matrix provides educators with guidance regarding cyber-safety, security, and ethics - principles that all students should know and be able to apply independently when using technology, digital media and information technology, including the Internet.

Malaysia has a cyber safe programme for providing awareness regarding cyber safety to all citizens. The cyber laws and awareness regarding the same are given due importance.

In 2008, a survey was conducted to explore the nature of Cyber ethics, Cyber safety, and Cyber security (C3) educational awareness policies, initiatives, curriculum, and practices currently taking place in the U.S. public and private K-12 educational settings. Across the board, the survey found the state of C3 education to be incomplete. Content is limited, teachers do not feel comfortable with the topics, and standards which set the stage for content coverage only peripherally discuss the issues (National Cyber security baseline survey, 2008).

Conclusion

If the benefits of digitalization have to be reaped as envisioned, initiatives like C3 mentioned above should be made part of our school curriculum. Teachers need to be trained in safe practices. Mere theoretical inputs will give no results. The ICT policy (2012) has to add the C3 component for teachers and students. Mass media especially television should be used to provide awareness regarding the digital wellness practices to make public empowered to use the digitalization process and tap the e-sources optimally. There is a need for certificate programmes for educating people on Cyber Wellness concept through MOOCs or other E learning platforms in order to build the digital citizens who are empowered and well shielded!

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Spotlight On...

Andhra Pradesh State Skill Development Corporation

Dr. P. Avanish Kumar

The Indian National Policy on Skill Development aims to train 500 million people in vocational skills by 2022 through various ministries and national bodies. To make this possible most of the state governments have constituted a State Skill Development Mission and a State Skill Development corporation.

VISION:
To be the best state in India and to be competing with the best in the world by 2022, when India celebrates its 75th year of independence and to achieve the status of a fully developed state by 2029.

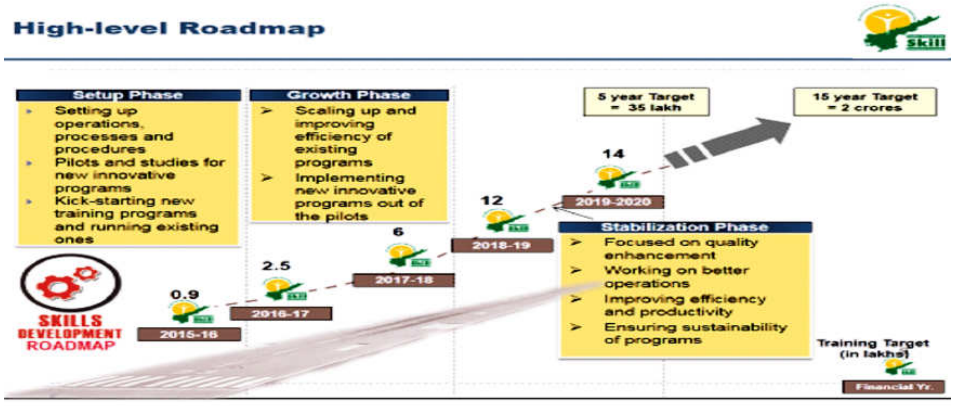
MISSION:
To skill 20 million people in 15 years by meeting skilled human power demands of all missions and shape AP as the skilled-workforce and Knowledge hub for the world.

The Govt. of Andhra Pradesh has formed 7 different 'Missions' to achieve double digit growth for the state and to make Andhra Pradesh among the most developed state in the country. Among these, the 'Knowledge and Skills Mission' has been formed to provide trained and skilled manpower to all other Missions and is the one which cross-cuts all other missions. In line with this, the Govt. of AP has created a separate Department of Skill Development, Entrepreneurship and Innovation (DSDEI). Further, to provide the necessary focus and reach for this Dept., the ***Andhra Pradesh State Skill Development Corporation (APSSDC)*** has been formed as the executing arm of the DSDEI. APSSDC has been formed as a PPP (Public-Private Partnership) Corporation to bring in the strengths of both govt. and private sectors.

OBJECTIVE:
To implement a structured and pragmatic solution to skill and up-skill the workforce in the state of A.P. and to increase employability, and promote entrepreneurship in sync with Industrial growth of

With a mission to skill 20 million people in 15 years by meeting skilled human power demands of all missions and shape AP as the skilled-workforce and Knowledge hub for the world, APSSDC is unlike any other government body. It is lean, young and ambitious to implement a structured and pragmatic solution to skill and up-skill the workforce in the state of A.P. and to increase employability, and promote entrepreneurship in sync with Industrial growth of the state. The vision of APSSDC is to be the best state in India and to be competing with the best in the world by 2022, when India celebrates its 75th year of independence and to achieve the status of a fully developed state by 2029.

The skilling road map of the organization has focus on piloting innovative skilling ideas and also delivering quality with



efficiency. A brief snapshot is diagrammatically represented here –

The value chain levers on which the skilling road map will be catapulted are as depicted in the picture next -

APSSDC is working withSchool and College Dropouts, Out of College but unemployed, Engineering, Polytechnic and ITI students, Degree/PG students, In-Service workers for Recognition of Prior Learning and up-skilling, Farmers and other manpower working in farm and non-farm sectors, Artisans and SHG women engaged in crafts and other entrepreneurship activities and Entrepreneurs in different fields.

The aim is to create awareness and aspiration amongst all the targeted youth to skill themselves for gainful employment or self-employment in the line with the market demands and their capabilities.

APSSDC is identifying job roles for each category and is pursuing skilling in a systematic way by partnering with Sector Skill Councils, other government bodies and large corporate houses.

APSSDC has partnered with CEMCA on 11th May 2016 to set up a system to identify demands in international markets and up-skill Indian youth to the certification standards of international market and meet these demands.

CEMCA will also be–

- *Creating Awareness for Careers in vocational skills among the youth*
- *Building capacity of Trainers*
- *Cooperating and taking joint actions for creating and using suitable multi-media content for TVSD.*

Some key Initiatives & Partnerships of APSSDC are as follows –

- Partnership with key Sector Skill Councils (SSCs) – Automotive, IT and ITES, Telecom, Electronics, Gems and Jewellery, Power, Infrastructure, Logistics, Media, etc.
- Siemens Centres of Excellence and t-SDI project for providing industrial level training at engineering and polytechnic college. 6 COEs and 30 t-SDIs planned.
- Key corporate partnerships include Tata Strive, Tally, Tata Projects, GAIL, HPCL, OYO Rooms, Uber, etc.
- Partnering with key govt. schemes and depts. – ESDM, Tribal dept., NULM, Construction Board, etc.
- New initiatives of mobile van for mobilization and employer connect modernization of Employment Exchanges, etc.

Dr. P. Avanish Kumar *is the Chief Operating Officer of APSSDC which is the nodal body for the state of AP for skill training in the state. He has been deputed from GMR Varalakshmi Foundation, where he was heading the CSR activities for Hyderabad Airport and 2 GMR highways in A.P. Conceptualizing and implementing CSR activities in areas of Education, Health and Livelihoods with special emphasis on skill training for youth and women empowerment through marketing of handicraft products have been the key roles that he has played. He holds a doctorate in Environmental Science, and has been involved in preparing country reports for India for presentation in UN Summits on Sustainable Development.*

He can be reached at Avanish[dot]Kumar[at]gmrgroup[dot]in or coo_apssdc[at]ap[dot]gov[dot]in

CEMCA Staff News

Dr Shahid Rasool, a former US Fulbright Fellow in Communication Technology (1998-99); M.S. from Syracuse University, USA joined as Director CEMCA on June 1st, 2016. He has over 24 years of experience in teaching, research, production and direction of educational films besides development of e-Content. Produced and directed over 300 films including 123 Educational Television Programmes. Directed 5 National Award winning films. Co-ordinated development of around 500 e-content multimedia modules and over 1000 Learning Objects. Besides he has developed two MOOCs for CEC/MHRD under NME-ICT project. Published research papers in reputed journals/Book, One Book titled: "Educational Television in India" and various reports/policy papers for national level agencies. Delivered lectures at various places in the country and abroad and presented papers in various national/ international conferences. Served as a member on various national level academic and professional bodies and consultative committees including member on prestigious Governing Board of CEC-UGC, Technical Advisory Committee of CEC and Expert Committee for e-Content and DTH at MHRD. His areas of interest are Television and New Communication Technologies / Educational Technologies, Development and Delivery of OER and Media Studies. He served , University of Roorkee (now IIT Roorkee), and the University of Kashmir in various capacities including Head of the Department of Media Education at the University of Kashmir. He was Director EMMRC, for over 10 years, before joining CEMCA.

CEMCA Conducts Jury Meeting for Community Radio Challenge – Meri Prerana Mera Hunar

On March 18th 2016, on the occasion of the 6th National Community Radio Sammelan, conducted by Ministry of Information and Broadcasting for all the operating CR Stations across the country, CEMCA in collaboration with Ministry of Skill Development and Entrepreneurship launched the first ever competition exclusively for CR Stations called "Meri Prerana Mera Hunar" to showcase "The Best Skilling Story in their Community". The event was attended by 190 CR Stations from all over India.In this competition, 55 entries from 36 CR Stations were received in 12 different languages. A jury panel of 20 members was identified across India who gave scores for these 55 entries based on the 5 criteria of 20 points each.

Based on these scores, a shortlist of 20 audio programmes was made. The idea was to encourage participation from all languages. Hence, audio programmes from each language found entry in this shortlist using the rule of 3:1. For every 3 programmes in a particular language, the top scoring programme was picked into shortlist. For every 6 programmes in a particular language, the top two programmes were picked into shortlist and so on. Also, to encourage the chances of awarding more CR Stations, no two entries from the same CR Station was allowed into the shortlist, even if they were the top scorers.

After all this due diligence, a panel of distinguished jury was invited on June 21, 2016. The jury members were: Prof. (Dr.) M.P. Lele (Retd), Additional Director General, All India Radio & Doordarshan; Dr. Munish Kumar, Economic Advisor, Ministry of Information & Broadcasting; Ms. Esther Kar, Additional Director General, Press Information Bureau; and Mr. R. Unnikrishnan Menon, Programme Executive, National Academy of Broadcasting & Multimedia (All India Radio & Doordarshan).

The panel was chaired by Dr. Lele, and all the members were welcomed by Dr. Shahid Rasool, Director CEMCA who emphasized on the grass root connects that CR Stations and Skills have in common. He said, "This competition is intended to serve as a tool to make CR stations aware of the role they can potentially play in connecting youth to skills and skilled youth to employment and entrepreneurship." All jury members were then introduced by Dr. R. Sreedher, former Director, CEMCA who is responsible for setting up the first ever CR in the country. Prof. Chandrabhanu Pattanayak was there to represent Ministry of Skill Development and Entrepreneurship.The jury members worked meticulously listening to each and every of the shortlisted entry. Finally, after due deliberation, 11 award winning programmes were shortlisted. The results will now be published on CEMCA website and the audio programmes will be made available in CEMCA & NSDC websites. The prizes will be awarded in the month of July.

Capacity Building of Special Teacher Educators of Odisha on ICT Integration in Teaching Learning for Differently Abled Children (Phase II), Odisha

CEMCA in collaboration with Chetana College of Special Education, Bhubaneswar organised a 2nd phase capacity building programme from 02-04 June, 2016 for the special teacher educators of Odisha. This is in line with the CEMCA engagements in India for building a strong Communities of Practice (CoP) for ICT integrated teacher education and intended to: build and strengthen teacher educators' capacities to integrate ICTs into teacher-education, focusing on their professional development; and leveraging the CoP platform create an environment of peer collaboration; and assist teacher educators to develop and use digital libraries/OERs on technology and its use in education. The programme is approved by Rehabilitation Council of India, New Delhi vide letter No. 7-16(29)/2016-RCI/ 2488 dated 25.5.2016 to provide CRE status to RCI registered professional/ Personals. A total of 30 special teacher educators (14 female and 16 male) having specialisation on Mental Retardation, Hearing Impairment, Visual Impairment, Clinical Psychology etc. from 12 special teacher education Institutions of Odisha and 25 of special educator working in the special and general school attended and received hands-on training.

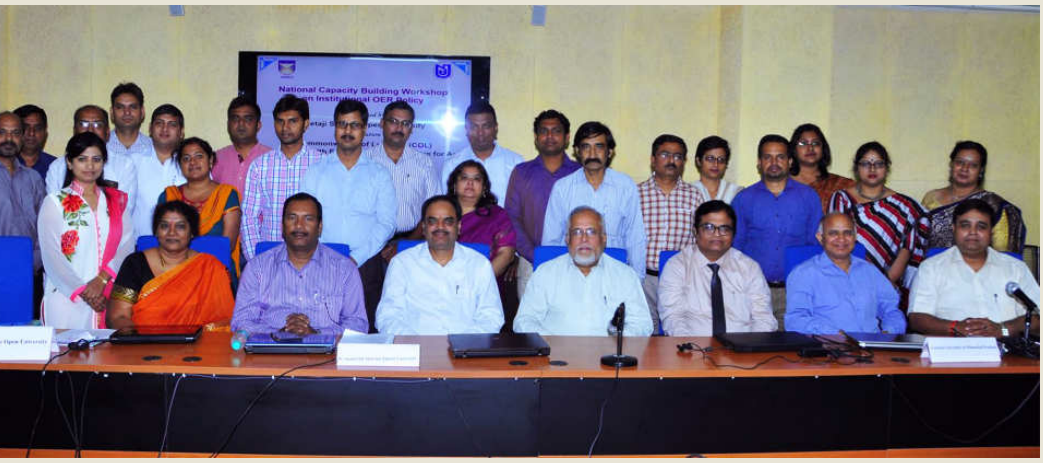
In the inaugural session Mr. Binaya Bhusan Mohapatra, Asst. Professor of Special Education, Chetana College of Special Education formally welcome all guests, participants and state objectives and need of the programme. The meeting was presided by Shri Mrutyunjay Pani, General Secretary, Jewels international Chetana College by stated that the utility of ICT in current scenario and wished all the participants to complete the Programme in most successful mode and utilize the same in their respective organization. The Chief Guest of the Programme, Ms. Manasi Nimbhal, Director, Social Security and Empowerment of Persons with disabilities, Govt. of Odisha spoke out on special education, utility of ICT in special education and wished all the participants to complete the programme in most successful mode. Dr. Mythili, Deputy Director, Staff Training and Research Institute of Distance Education, IGNOU, New Delhi told about the real benefits of day to day life by the help if ICT in different sectors. She also reflects about the success of the previous programme and linked to this phase.

The workshop was facilitated by Ms. G. Mythili, IGNOU. With her supervision, some master trainers who trained in the previous (October 2015) workshop get an opportunity to provide hands-on training in the workshop. technical session was started by Dr. Mythili as resource person with the interactions of first phase training programme which was hold on the month of October, 2015 with the topic Interactivity, Synchronous and Asynchronous Technologies; Online Tools for Teaching Learning, using Google group, Google map, Google calendar, Google drive, Google docs. She also focused on Learner centred environment due to special education, here she given several examples related to personalized learning like shopping through online with different brands available. After an interactive session, an elaboration on OER presented by Ms. Leena Sahoo, Master trainer from Chetana College of Special Education, Bhubaneswar and she explained about its implementation on teaching and learning. She briefly interacted with focus to Role of teachers, Knowledge resources, different technologies and platforms in relation to educational setup with active participation of participants. Further Dr. Mythili created groups and gave them task for a specific topic as per their like and told them to prepare that topic with the help of ICT. The participants were described their topic and told how they will link that with ICT by using Synchronous & Asynchronous technologies where the participants were given opportunities to prepare PowerPoint with different hypermedia components with full of enthusiastic. Milan Sarangi, Master trainer, Jagatbandhu Sikshya Niketan, Bolangir demonstrated how to make a power point presentation and how to input audio and video within the PPT. He described about the benefits of using PPT, OER relation to PowerPoint, Microsoft office, PowerPoint 2007, 2010 with hands-on for preparation of PPT by using different multimedia components like design, audio sources etc. Mrs. Sushree Sangita Sahoo, Master trainer from Chetana College of Special Education demonstrated that, how to Create blogs, & its Use, Purpose, Publish and RSS. Dr. Mythilli briefly discussed about Creation of website with domain name registration, Designer role & the role of Google to publish in website. In 3rd Day, Dr. Manas Ranjan Panigrahi, Programme Officer Education, CEMCA explained about ICT integration in Teacher Education Institutions for the benefit of the children with disabilities at present. He briefly discussed about the challenges to implement ICT in the field of special education and the role of master trainer for their respective institutions. In the

last session was started with the presentation of group activity by participants and feedbacks taken from participants about the work shop leads towards valedictory. Participants were exposed to theoretical as well as practical application of the different ICT tools through hands-on-experiences.

In the valedictory session, the participants expressed that the contents provided in the training was more helpful for them effectively use of ICT in teaching-learning. Dr. Ajay Mishra, President, Jewels International Chetana, Bhubaneswar, Odisha; Chief Guest of the occasion Dr Gouranga Charan Nanda, Professor & Head, Department of Education, Ravenshaw University; Special Invitee as Educationist Dr. Abhilash Nayak, Director, RC- IGNOU, Bhubaneswar, Guest of Honour of the occasion Dr.Sudarsan Misra, Department of Education, Ravenshaw University; Dr. Manas Ranjan Panigrahi, Programme Officer education, CEMCA, New Delhi, were present in the valedictory session. The report of the workshop was presented by Mr. Binaya Bhusan Mohapatra, Principal, Chetana College of Special Education. Dr. Ajay Mishra appreciated the success of the ICT training Programme and assured the participants for further technical assistance and thanked all the participants, resource persons, Chetana College of Special Education and CEMCA for holding the training programme successfully.

National Capacity Building Workshop on Institutional OER Policy at NSOU Kolkata



CEMCA in collaboration with Netaji Subhas Open University (NSOU), Kolkata organized 3-day National Capacity Building Workshop on Institutional OER Policy from 1-3 June, 2016. Thirty participants from nine State Open Universities and Central University of Himachal Pradesh attended the Workshop and deliberated on various issues of OER.

The objective of this workshop was to focus on institutional OER policy, from framing to implementation stage, for ensuring inclusive and equitable quality education for learners in a collaborative way. This workshop has explored different aspirations of OER as well as OEP in its vibrant schedule.

During the workshop, the use of creative common licenses was elaborately discussed by the Resource Persons namely Professor Mohan B. Menon and Dr. Manas R. Panigrahi, Programme Office, CEMCA. The workshop started with a warm welcome to all participants by Dr. Anirban Ghosh, Workshop Coordinator. Dr. Manas R. Panigrahi introduced the theme of the workshop and the objectives associated with it. He also highlighted the role of CEMCA in promoting the OER.

Eminent speakers Dr. B.K. Bhadri from MHRD, Govt of India, Mr. Siladitya Basu Roy, Joint Secretary of Higher Education Department, Govt of West Bengal, graced the inaugural function. Dr. Bhadri in his speech raised some important issues like authentication, adoption and implementation of OER at institutional level and role of MHRD to promote the sustainable use of OER in higher education system. The Joint Secretary, HE Department of West Bengal assured that the department will support the University to promote the OER in the state. Professor Menon, the key person of this workshop nicely deliberated the issues relating to OER in depth. The dignitaries present on the dais released the blended materials on vocational course developed with the support of CEMCA before august gathering. In his presidential address, Professor Subha Sankar Sarkar, Vice-Chancellor, NSOU described the importance of OER in the context of NSOU and stated that with the active support and guidance of CEMCA, the university has adopted OER policy for the course under three schools of studies. He stressed upon the sharing of knowledge.

The first session of this workshop was conducted by Dr. Manas, one of the facilitator, by briefing the flow of action and expected outcome. In this session one participant from each university presented their institutional profile along with their OER activities. Suggestions came from Prof. Menon to list as much as possible relevant terminologies on OER to frame FAQ in respect to institutional OER policy for its adoption and implementation. A standard template was elaborately discussed by Professor Menon and same template and few OER materials were circulated to all participants. By following this template the participants were suggested to frame

a proposed institutional OER policy suitable for their institutions.

The 2nd day began with group activities to prepare FAQs with respect to institutional OER policy. One representative from each group of four presented a short list of FAQs which would be disseminated through a google group. In post lunch session, representative from each university presented a proposed OER policy which was critically analysed by the facilitators.

On the final day, Dr. Panigrahi explained the terms strategic plan, action plan and accomplishment of goals. He assisted the participants in preparing a strategic plan for two years. On the basis of strategic plan, action plan may be drawn for next one year. On the basis of the demonstration given by him, the participants from each university presented their draft strategic plan and the action plan by which the goal can be achieved. Professor Menon critically analysed all presentation and suggested improvements where ever necessary.

At the end, Dr. Anirban Ghosh placed the report about the proceeding of the 3-day workshop. In the valedictory Address, Professor Yoginder Verma, Pro-Vice-Chancellor, Central University of Himachal Pradesh told that OER is the future of higher education system taking into consideration cost of printing text book and sharing knowledge. The quality of the resources will automatically improve as the resources will be available to all. Dr. Ashit Baran Aich, Registrar, NSOU reiterated that the OER will replace the text book concept in the days to come.

CEMCA collaborates with Power Sector Skill Council for TVSD

CEMCA team was invited by Power Sector Skill Council (PSSC) to their office on April 14, 2016 for formally singing a Memorandum of Understanding to collaborate for the coming 3 years to facilitate training of youth in the Power Sector for job roles ranging from "Generation" to "Distribution" of Power. This is a growing sector and needs skilled manpower and has a good scope of providing sustainable livelihoods to the youth of India.

PSSC is an organization dedicated to the cause of facilitating Skill Development through a range of initiatives in the areas of Power Generation, Transmission, Distribution, Renewable Energy Power Equipment Manufacturing and Downstream activities. PSSC is creating a dynamic labour market information system (LMIS) to keep track of trends inlabour market while identifying skill gaps in various states of India. They have framed occupational standards aligned to industry's requirements, and are currently mapping them to international standards. This will help in creating a standardized supply of skilled manpower to the international labour market, helping India position itself as the "Skill Capital" of the world.

Mr. R. Thyagarajan, Director in-charge, CEMCA, insisted on the need for a strong Monitoring & Evaluation of all the initiatives taken in collaboration with PSSC to articulate significant impact. He also appreciated the effort of PSSC and their strategies to build skill among the youth in India. Mr. V.S. Saxena from PSSC agreed to give all necessary data for enabling good Monitoring & Evaluation study. Mr. Vinod Behari, CEO PSSC, talked about the emerging needs of training in renewable energy sector like Solar Panel installation and Wind energy harnessing. As a first programme in this partnership, CEMCA agreed to augment the training material for 5 job roles related to Power Distribution with audio-visual content, making learning more effective for the school drop outs.

Engage Me Workshop in GSSS Assan Kalan, Panipat

As a follow up to the ABLE-CEMCA workshop conducted for "Capacity Building Program" for vocational trainers who impart training to school children in 9th, 10th, 11th and 12th grade of government schools in collaboration with Indian Institute of Skill Development (IISD) in Gurgaon on April 2nd & 3rd 2016, CEMCA conducted a 3 days intensive training workshop for 3 IISD trainers namely – Amandeep Singh, Jagdish Chander & Javed Khan from May 11th to 13th 2016. As part of the workshop the three trainers conducted various activities focusing on imparting Generic Employability skills to the school children of the Govt. Senior Secondary School in Assan Kalan, Panipat. More than 90 students benefitted out of the workshop conducted and additionally 4 trainers, namely, Pankaj, Poonam, Sunaina and Nasibwere trained in the technique that have been developed by Worktree, an education charity based in Milton Keynes, UK, since 1992.

The workshop also served as a tool for mainstreaming Vocational Training in regular school education and brought about a sense of unity and pride amongst the students, trainers and teachers of the Govt. School. The event was covered by Dainik Bhaskar and was highly appreciated by school teachers and participants. The workshop on day 1 was conducted by Ms. Sanjogita Mishra, Programme Officer, Skills CEMCA assisted by Ms. Payal Chib as an expert resource person. On day 2 and 3 of the workshop, Ms. Meeta Sharma assisted as an expert resource while the sessions were conducted by the trainers undergoing the training. There was a systematic feedback process followed in order to make the trainers expert in the technique.The participating trainers are now all set to run the Engage Me workshop in other GSSS in Haryana. The dates for the workshop will be planned and announced soon.

"Communities of Practice (CoP) for Teacher Educators" training programme for DIET Principals of Karnataka State at Regional Institute of Education (NCERT), Mysuru, Karnataka

Integrating Information and Communication Technologies (ICT) in teacher education (TE) through CoP is a priority for CEMCA. The CoP for Teacher Educators capacity building workshop was conducted at the RIE Mysuru (Regional Institute of Education) from 4 to 7 May, 2016. Twenty four (07 Female and 17 Male) DIET Principals from all districts of Karnataka state attended the training programme

In his inaugural address, Prof. D.G. Rao, Principal RIE Mysuru stressed on the need for continuous professional development (CPD) for DIET faculty, specially for Principals. The heads of institutions require knowing the latest advances in the field of education, specially education technology. Representing Director DSERT, Sri Manjunath, Senior Assistant Director DSERT (Department of State Education Research and Training), spoke about the creation of the "Teacher Educators - Community of Practice" for DIET faculty in Karnataka, over the last three years, and the need for Principals, as heads of DIETs, to participate in and support the COP. Over a period of four days the participants learnt the integration of ICT in teacher education, with a theme identified for each of the four days: Day 1 - Principal as a (self and peer) learner; Day 2 - Institutional learning (Integration of ICT for DIET work planning and monitoring); Day 3 - Systemic learning (Teacher Professional Development) and Day 4 - Institutionalising the learning from the workshop (through DIET projects).

Participants learnt Internet, email and mobile apps to support their self and peer learning. They learnt about institutional work planning using Calendar, and Digital Resource Centre creation using cloud storage. They were oriented to the use of on-line survey forms for collecting teacher training needs. Free educational software tools such as Geogebra and Free mind were demonstrated to the participants. All participants were enrolled in the COP mailing group and a mobile phone group for DIET Principals was created during the workshop.

In order to connect ICT learning to teacher education contexts, aims and challenges, the National Curriculum Framework for Teacher Education (NCF TE), 2010 was discussed and presented in the workshop. All chapters were presented by one of the participants, to provide the context and challenges of TE. The workshop focused on how the COP approach could support Principals to work and learn together towards addressing the challenges and achieving institutional aims. In the last session, each participant selected a project for ICT integration in one of the following areas:

1. Work planning and monitoring (Google calendar);
2. Information management and resource centre (Google drive);
3. Teacher training information management (Google form);
4. DIET institutional community of practice (Telegram);
5. DIET Institutional Information sharing and publishing (DIET WIKI).

DSERT will need to support and monitor the implementation of these projects in the DIETs and support peer sharing and learning, through that process CoP is built. For many of the participants, this was their first exposure to ICT; hence there is also a need for continuing the capacity building process of the group.

Brainstorming Workshop on ICT Integrated Teacher Education for SCERTs of South India at Regional Institute of Education (NCERT), Mysuru, Karnataka

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi organised a Brainstorming Workshop on ICT Integrated Teacher Education for SCERTs of South India at Regional Institute of Education (NCERT), Mysuru on 22nd April 2016. Integrating Information and Communication Technologies (ICT) in teacher education (TE) is a priority for CEMCA. During the three year plan (2012-16), CEMCA, in collaboration with Karnataka SCERT and DIETs had worked to build the 'Teacher Educator – Communities of Practice" (TE-COP). During the 6 year plan of CEMCA (2015-21), it is planned to extend the TE-COP to the other states in South India, as a part of integrating ICT into TE, to support quality teacher education and school education. Twenty (05Female and 15Male) participants from SCERTs of Karnataka, Tamil Nadu, Telengana, Andhra Pradesh, Teacher Educators of RIE-Mysore, and IT for Change Team attended the Brainstorming Workshop.

Prof. M.U. Paily, RIE, Mysore welcomed the participants from the SCERTs of the four South India states - Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, and Telengana. Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA made a presentation, introducing CEMCA and providing an overview of the Workshop. CEMCA is keen to support ICT integration in TE in the South Indian states and would like to explore how the work is being done in Karnataka in this area, in collaboration with IT for Change, could be extended to the other states. Prof. M.U. Paily made a presentation on the evaluation of Teacher Education Initiative of CEMCA for Three Year Plan (TYP) 2012-15, which was conducted by him. The key learnings from the evaluation are that teacher educators are interested to learn ICT and ICT integration for supporting TE. However they need greater hand holding and support and there is a need to integrate the learning with the work of their institution. There is enormous potential in using the wealth of free software and open content to improve the working of teacher educators and their institutions, he emphasized.

Sri Gurumurthy Kasinathan, IT for Change, Bengaluru discussed on possible strategies for ICT integration for TE, in the South Indian states. He suggested that the creation of COP for teacher educators, with a focus on teacher support and OER creation would help TE. Establishing a model DIET with regard to ICT integration, using ICT for work planning and monitoring, developing the ICT text book for school education and classroom integration, and establishing Subject Teacher Forums (professional learning communities), creating OER in state languages were his suggestions for SCERTs.

This was followed by presentations from the representatives of each of the four SCERTs, on the key challenges that their DIETs / TEIs are facing. They spoke about what has been attempted in their states, what is currently being implemented and also what they planned to do. The discussions of four SCERTs are documented in a mindmap.

In the final session, the SCERT representatives, CEMCA, RIE and ITfC team discussed the development of a plan of Action for integration of ICT in Teacher Education and the development of the South India COP. The plan was in two parts – for the next year (immediate short term plan) and the next 3-5 years (medium term perspective plan). The discussions of four SCERTs are documented in a mindmap. The common focus areas of the four SCERTs include the creation of Communities of Practice amongst school teachers (along the lines of the Subject Teacher Forums) and the development of OER in their state languages. They also emphasized the creation of ICT infrastructure and in-house capacity development for maintenance and development of hard infrastructure, content as well as teacher capacities in ICT integration. The workshop closed with the key priorities for the next year being highlighted by Gurumurthy, Prof M.U. Paily and Prof. Upender Reddy, Telangana.

ABLE-CEMCA Workshop with Indian Institute of Skill Development (IISD), Gurgaon

CEMCA conducted the first of its "Capacity Building Program" for vocational trainers who impart training to school children in 9th, 10th, 11th and 12th grade of government schools in collaboration with Indian Institute of Skill Development (IISD) in Gurgaon on April 2nd& 3rd 2016. This training intervention called "ABLE" is to train teachers to impart knowledge and skills in a creative way using the principles of "Activity Based Learning" while engaging with the students in a way so that young people understand concepts better in class and develop generic "Employability" skills which are: Self-Management; Team Work; Enterprising; Problem Solving; Speaking & Listening.; These are called the STEPS for Employability.

The activities have been developed by Worktree, an education charity that has been delivering employability education and training services in Milton Keynes, UK, since 1992. This has further been customized to the Indian context through a UKIERI workshop which was managed by Ms. Sanjogita Mishra, Programme Officer, Skills in CEMCA.

The workshop was attended by 26 trainers hailing from Delhi NCR, Punjab, Haryana, Himachal Pradesh, Maharashtra and Rajasthan. The trainers underwent the experience as a student themselves in this 2 day workshop.Day One focused on explaining the concepts of Activity Based Learning through a series of activities and Day Two focused on a technique called"Engage Me" which is a series of activities to engage with students better. This 2 day workshop was aimed at convincing the teachers that the technique will prove beneficial to the student.

The two resource persons were Mr. Chandan Rout, a Worktree certified "Employability Master Trainer" and Maj.

Aruna Naidu who has worked in the field of Automobile for more than a decade. Sanjogita, Programme Officer, CEMCA conducted some interesting activities in groups on day one and facilitated the group feedback in the end.

Followed by this 2 day workshop, the teachers are encouraged to do the arrangements in their respective schools for the students. Once the dates are finalized, the teachers in pairs or triplets who would have experienced the programme earlier as students will be engaged for 3 days rigorous "Train the Trainer" session.

CEMCA collaborates with Foundation of MSME Clusters

Foundation for MSME Clusters (FMC) organized a National Workshop on "Scaling Up Sustainable Production among MSMEs-Learnings and Way Forward" on the 22nd April, 2016 along with its partner organisations viz.- Small Industries Development Bank of India (SIDBI), GIZ (a German Technical Development Agency), Yes Bank Ltd., Global Reporting Initiative(GRI), Indian Institute of Corporate Affairs (IICA) and United Nations Industrial Development Organization (UNIDO) with the support from European Union. In this event FMC formally signed a Memorandum of Understanding with CEMCA to collaborate in designing and implementing interventions to Skill youth and marginalized communities in establishing and scaling up operations of MSMEs in India.Welcome address was given by Mr. Arun Maira, Chairman, Foundation for MSME Clusters and the inaugural address was given by Mr. Ashok Lavasa, Secretary, Ministry of Environment, Forest and Climate Change. Mr. Johann Hesse, European Union Representative in India in his address congratulated FMC for the good work done so far. Mr. Mukesh Gulati, Executive Director, Foundation for MSME Clusters in his report mentioned that they were proud to be associated with partners like CEMCA.

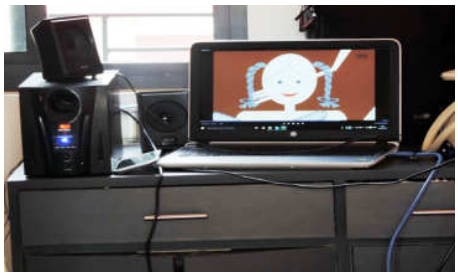
As a starting initiative CEMCA is collaborating with FMC in up-skilling 1000 bamboo workers spread in Jharkhand and Meghalaya in learning better product design so as to significantly increase their income. This program will be launched next year and will be followed up with setting of Common Facilitation Centers giving market linkages to the MSME clusters.

Case Study

Integration of ICT Tools in English Language Teaching: A Case of ITEI under Tech Mahindra Foundation

Bijaylaxmi Mohapatra & Sukanta Kumar Mahapatra

Primary education plays a vital role for strengthening skills and capability for the future world of work. Primary education needs to be approached creatively and attentively. The situation of primary education of then India has seen tremendous transformation now. The Governmentof India has taken a lot of initiative to improve access and quality of primary education in India. Both the government and non-government organisations have extended their hands in developing the education for the most deprived segments of the society. However,the standard of education is still at stake. Without acquision of basic skills, the "future" of the child has taken centre stage to the near exclusion of the child's "present", which is detrimental to the well-being of the child as well as the society and the nation(NCF,2005). English language is an inseparable part for every Indian learner. Being a L2 learner (second language learner), we have more scopes to mis-communicate without proper guidance. Despite various guidelines and prescribed by national bodies, the language learning procedure is still at that traditional and out of context mode in the primary govt. schools.



Teaching English has been emphasized by various committess and commissions for promoting educational development in the country. The major recommendation are getting the learner to be acquainted with the basic skills of language which includes listening, speaking,reading and writing skills along with other skills like vocabulary and pronunciation skills. In spite of many policies and programs are undertaken to improve English language skill among the learners, the data reveals that many of the school children fail to acquire basic skills.

The Annual Status of Education Report (ASER), 2014 by Pratham NGO reveals that "The ability to read English is unchanged for lower primary grades. Children's ability to read English is relatively unchanged in lower primary grades. In 2014, about 25% of children enrolled in Std V could read simple English sentences. This number is virtually unchanged since 2009. However, a decline is visible in upper primary grades. For example, in 2009, 60.2% of children in Std VIII could read simple sentences in English but in 2014, this figure is 46.8%. In 2014, of those who can read words (regardless of grade), roughly 60% could explain the meanings of the words read. Of those who can read sentences, 62.2% in Std V could explain the meaning of the sentences. Depending on the class, the ability to say the meaning (of words and sentences) was higher in previous years(Pratham, 2014)."

In present years, the grim reality in learning English at primary level of education call for urgent steps to be undertaken for improving English language skills. The place of English in India is considerednot only as an educational issue, but it's also an issue of social progress, personal advancement and national development. Unlike other subjects, English as subject needs to be taught not only for learning communication skills, but also as an opportunity for knowledge acquisition in other fields. However, the current practices in many of the states reveal that as regards developing the skills of Listening, Speaking, Reading and Writing (LSRW), the teachers' are not focusing on developing skills of listening and speaking. There is more emphasis laid on developing reading and writing skills. Studies also reveal that the teachers in all the states/UT have

fallen into what is called "The Textbook Trap", instead of the textbook to be used as a tool.The teachers and students were entirely dependent on the books (NCERT, 2006).

In most of the states, there is less scope of interaction between the teachers and students. Children rarely get scope to interact with teachers. Research points out that language learning is possible only when TPR (Total Physical Response) model is integrated where the use of Information and Communication Technology (ICT) has the vital role to play. Use of ICT is also prominent, particularly in case of slow and shy learners, by providing a supportive atmospherein the classroom that help the students to come out of their hesitation. But it is highly desirable that teacher should take an initiative to make it reachable to the learners.

Realising all these issues, English Language Training was started by Tech Mahindra. Tech Mahindra's social initiatives are carried out by Tech Mahindra Foundation (TMF), its corporate social responsibility (CSR) arm. The Foundation was set up in 2007, as a Section 25 Company (referred to as a Section 8 Company in the Companies Act, 2013). Since then, it has worked tirelessly towards the vision of 'Empowering through Education', establishing itself as a prominent CSR player within the Mahindra Group as well as a leading social organization at a national level. The Foundation's work in education focuses upon three thematic areas: school improvement, teacher empowerment and learning enrichment.

Under TMF, Shikshaantar envisioned for creating a difference in education, describes the Foundations teacher empowerment and system enhancement program. This includes its work through the 'In Service Teacher Education Institute' (ITEI) and a model school inthe East Delhi Municipal Corporation (EDMC). The program works with EDMC and various national/state-level technical resource agencies. This program is specially designed to deliver through 'ICT-enabled education services'. The idea behind this promotion is to enrich and develop the educational level of primary students which only can be fulfilled through the training of Teachers. ITEI has started the Teachers' training program in three subjects (English, Maths and Hindi) from April, 2016. This training year has the main target of developing the English language skills of teachers , which ultimately can reach to the students.

This project has given the importance of using ICT in teaching training method. The training curriculum has designed to enrich the English language skills of teachers which ultimately aimed at teaching the students at the elementary level. The participants are here re-introduced with the language skills through various activities in which use of ICT is highly emphasized. The computer based activities include both in inductive (listening and reading) skills and productive (speaking and writing) skills. The computer with the projector help the participants to capture the information more clearly and accurately. The main focus of the training was to develop the clarity among learners with regard to learning the 44 sounds of English with their word and sentence association. The use of visual with the auditory devices is not only creating interest among the participants but they also get the confidence that they can bring improvement in their teaching learning styles when they start teaching in the school after the training. In an interview, one of the trainee, Mrs. Suman Bala reveals, "I have an experience of 15 years as a primary teacher, but for the first time I realized the use and importance of ICT in teaching English language". At the same time another trainee of English language Training named Damanjeet Kour shared,

'The necessity of ICT is unavoidable in the classroom as this is the most important means of developing speaking and listening skills of students who are already exposed to the technology like cellphone. It creates interest among them and they capture the things more clearly.I am going to use all these methods through ICT in the computer laboratory which is recently set up in our school.'

ICT utlization enhances the scope of language learning. No doubt, the text books in the primary classes are designed with songs (poems) and stories, keeping the scope of learning language skills,as well as grammar and pronunciation skills. When it comes to pronunciation skills, the most important methodology is listening. This skill is only fruitful through audio.English of pure accent only can be heard from the native of English which is available through TV or Internet.This made to capture the sound easily. However, for auto correction, a learner can record his/her voice and match with the real voice. Thus, pure listening skill can be enriched. Again, pure listening and speaking led to the generation of idea for writing. The main focus is on the young learners, whose education is more appropriately called Edutainment and Infotenment. A child is more attractive towards music, rtythm and moving visuals. All these teaching and learning can be done very easily through ICT. Further, ITEI has designed a Digital language laboratory where teachers are getting scopes to practice on LSRW skills. Now a days the participants are also using cellphones inside the class to make the teaching process smooth and clear.

The visual clips with the moving pictures help a learner to relate him/her to the real life experience which ultimately help in learning a language faster than the traditional chalk and duster method. With the help of internet the learners can directly link with the day to day problems. It provides a space to the learner to create his/her own resources. Learners in the internet age don't need more information. They need to know how to efficiently use the massive amount of information available at their fingertips – to determine what's credible, what's relevant, and when its useful to reference.

The visual clips with the moving pictures help a learner to relate him/her to the real life experience which ultimately help in learning a language faster than the traditional chalk and duster method. With the help of internet the learners can directly link with the day to day problems. It provides a space to the learner to create his/her own resources.

ICT enbled English language teaching in ITEI has brought spectacular changes in the learning level of Teacher Trainees. More particularly, the techniques of the sound and picture association make it easy for a learner to imitate and habituate with English language, as language learning is a Habit Formation. Now, the teachers are more determined to bring changes to make the classroom teaching very interactive and resourceful. A small innovation such as the use of ICT has hugely impacted in changing the stereotyped mindset of teachers and the style of English language teaching. While there is direct need to bring improvement in the standards of English language skills at primary level in the country, there is strigent need to bring innovations in stategy to develop human resource, particularly preparing English language teachers for creating a vibrant and effective teaching learning environment for English language teaching at primary level. Apart from the subject contents required by the present language students, the training component should also focus on sensible useof various media and information and communication technology in teaching and learning.

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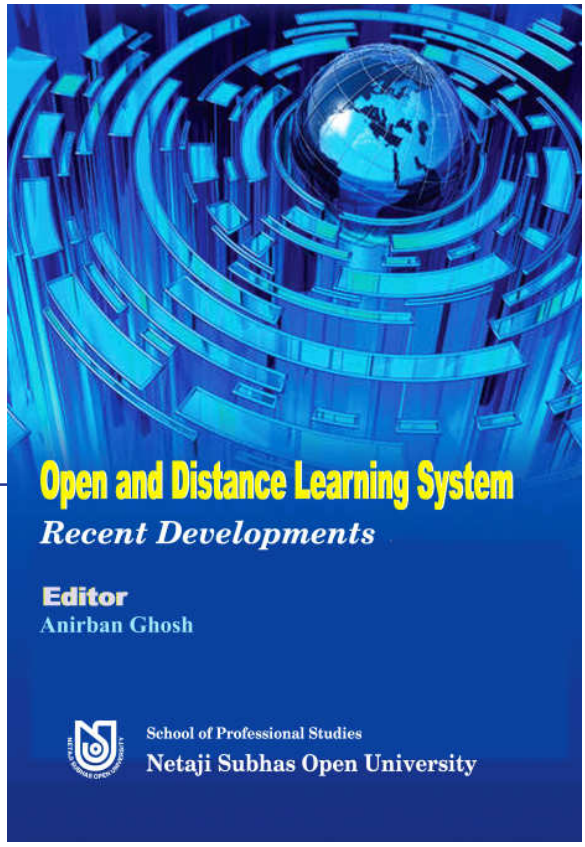
Book Review

Open and Distance Learning System: *Recent Developments*

Edited By: Anirban Ghosh

Publisher: Netaji Subhas Open University, Kolkata

By Nisha Singh



Dr. Anirban Ghosh deserves deep appreciation for hiscommendable work in the field of Open and Distance Learning (ODL). The book, aptly titled **Open and Distance Learning System: *Recent Developments*** is a well-timed academic endeavour when ODL System is undergoing major transformation. His work updates the practitioners as well as other stakeholders about the recent developments in the field of ODL. Education, especially higher education is being looked upon as means to development. As rightly said by the editor that as it is not possible for formal system of education to accommodate all, the ODL appears to be the only solution. ICT has increased the penetration of ODL and steady growth is seen in students choosing the ODL System.

In the Foreword to this publication, Prof. Asha S. Kanwar, President& CEO, Commonwealth of Learning expressed *"ODL has always aspired to address the needs of the last person in the queue and the use of appropriate, accessible and available technologies allows us to expand our reach....the phenomenal growth of technologies will change the way we design and deliver distance education. Open Educational Resources (OER) will allow us to offer the best qualitycontent without necessarily having to develop instructional materials fromscratch... delivery of learning through the use of mobile devices will make learning ubiquitous"*. This assertion sets the tone for the articles included in the publication, Open and Distance Learning System Recent Developments.

The book is compilation of articles presented in two national level workshops of two days each organized by Netaji Subhas OpenUniversity (NSOU). The first workshop was on Capacity Building for Teachers of ODL Institutes held on 3-4 September 2015 and the second one was on Open Educational Resources held on 18-19 December, 2015. The editor needs to be respected on the relevance of the workshop themes in ODL and making efforts to bring out the presentations in form of well-presented book.

The book is strategically divided into four sections each further classified into chapters, covering all the major areas of ODL. The first section deals with *Issues and Challenges for ODL System*. It has six research papers which delve on differentissues in ODL system. ODL is advocated as medium for widen participation in Higher Education in very systematic manner listing out its benefits (p.27). Another research paper of the section very convincingly argues the case of ODL as an instrument of social development. It reinstates the argument that the ODL system is solution for increasing Higher Education access to learners in learner friendly manner. The section further discusses challengesbeing faced by the ODL system in implementation of inclusive education. Creating inclusive ethos, policies and practices are the major challenges discussed at length. Barriers to inclusive education in ODL are identified as negative attitude of society; inflexible curriculum; accessible learning materials; socio-economic barriers; poverty and underdevelopment. Not merely barriers but ways to overcome these barriers through use of enabling mechanisms and processes is well elaborated. One of the fundamental rules is laid as to involving the Disability specialists at all levels of design, development and implementation of programmes in ODL. Creating qualitative value in ODL through the use of ICT, especially eLearning is also deliberated.While other articles discuss ODL issues in general,specific case study of teaching English literature is presented for readers to understand the issues and challenges in concrete manner (p. 41). The section's last research paper on why, what and how of Openness in Indian ODL system completes the theme. The issues in this section may appear to be

disjointed on cursory look but are very important for establishing the credibility of ODL system. All the research papers in this section analyse the challenges faced by ODL system in India and do not stop there, but also suggest strategies to overcome the challenges. Further recommendations for strengthening the system are also discussed here.

The second section covers the *Skill Development through ODL*. It is very important area especially when the Indian government is focusing on theskill development in youth. Thus the research paper on the need for independent vocational education and training institution at block level through Panchayat Raj Institutions for empowering the rural youth with proper skill, is very significant. An updated, comprehensive list of government schemes for rural employment is well presented. The author very beautifully lists the challenges and adequate strategies to overcome those challenges one by one. Open Educational Resources (OER) have a great liberating and empowering role in ODL system. KKHSOU is using OER for skill development and the manner in which it is being done is well documented. Another area of skill development discussed in one of the papers is for Special Education Teachers.

The third sectioncovers ICT enabled ODL and OER which are beautifully described as *"contemporary incarnations of distance learning"* by Prof Kanwar. The topics which form a part of this cohortare quite varied ranging from role of Mobile, MOOCs, OER, E-learning, Blended Learning, Virtual Learning, and Repository. You name it and the topic is discussed in this section. The intense relationship of ICT and ODL is skilfully explored here. Mobile learning is showcased as disruptive technology like MOOCs. The study done at NSOU to find the impact of mobile learning is quite informative. The mobile learning makes learning personalized, learner-centered, networked, and ubiquitous. It is categorically stated here that the success of M-learning mostly depends on the teacher's attitude and their capability to integrate the M-learning in teaching learning process. This study will help others to analyseand synthesize the ways M-Learning can be used in their own institutions. OER and its use in e-learning are expansivelycovered in the collection of papers. Student support is another challenging areain ODL wherein ICT has proved to be beneficial. Innovative methods of ICT usage in Student Support Service are elaborated like use of web conferencing with faculties of schools, use of social media, pre-recorded lecture, alerts,and continuous feedback. OER initiatives at secondary school level in Bangladesh are well presented and the paper also discusses the barriers inthe use of OER. The case of NROER and the licenses associated with OER bring forward the legal issues of openness of educational resources. It is reflected in all papers that the OER needs to be strengthened by formulating well defined OER policy at both government and institutional level. In chapter 20 while discussing the NROER, Subhrajit Dutta pertinently comments*" OER is a self-consistent tree, which would grow as time goes on, without having any institutional monarchy, and it is most society friendly way to spread education"*.

The last section of the book covers the theme of Role of Teachers in ODL System. It begins by comparing the role of teachers in conventional system, referred to as Ideal Education by the authors- Anureema Bhattacharya and Subrata Kumar Ray and ODL system. They propose *"Successful teachers in the traditional system turn out to be role model in the lives of their students. They are worshipped and followed as ideals, and students grow up with shadows of the images of their teachers in their lives. The traditional system is an ideal infrastructure for imparting education in its totality"*. This opens a debate for whether traditional /conventional system can be called ideal system of education and needs to be introspected at length. The comparison of the role of teachers in Ideal Education and ODL systemleads to suggestions for ODL teachers to bridge the distance between teachers and learners through optimum utilization of modified contact programmes. Platonic method of dialogue as discussed in his book 'Theatetus' is suggested by the authors. Role of teachers in ICT enabled ODL system of India is presented with the help of adequate data. An urgent need of capacity building of ODL teachers in terms of Pedagogicaland ICT skills is highlighted inchapter 24 by Manoranjan Goswami. The efforts at NSOU in capacity building of teachers using different types of modes are well elaborated.

The language used throughout the book is conversational as is the hallmark of ODL practitioners. Thus it makes an interesting read. In turbulent times for ODL system when its credibility and quality are being questioned, this book tries to establish the relevance and parity of the ODL system with conventional one. In summary, the publication is a useful collection of articles on various facets of ODL. The articles are quite updated and give the readers a perspective of what is going on in the field of ODL. It is quiteuseful record of outcome of the two workshops. As it is a compilation there is overlapping of concepts and treatment at few places but can be overlooked given the varied perspective the book bring to readers especially the case studies which offer the useful insight to readers.

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Make your own Open Access Custom Search Engine

Barnali Roy Choudhury

Searching information on the web is searching needle in a haystack. It might be easier by using proper techniques. Google Custom Search (GCS) engine, which is an embedded search engine, allows anyone to create their dedicated search platform by their own. GCS engine facilitates to incorporate a set of sites on particular topics chosen by the developer to feature specialised information. Being based on Google's core search technology, this engine satisfies patrons by retrieving high quality relevant results on the given query across the prioritise websites/webpages. Users can then customize the look, feel and functionality of their search engine. It could be also attached to any blog or webpage or to one's individual website.

In a few minutes, anyone can make the Google Custom Search Engine focused on any content. This section will illustrate how to create a GCS in order to retrieve open access materials to reuse, remix, redistribute, retain and repurpose without any kind of legal, economical, technical and social barrier. This process is also applicable for any topic(s).

In order to create one's own Google Custom Search Engine platform, developer must have google account.

Steps:

⇒ Type https://cse.google.com/cse/ to visit the home page of GCS engine.

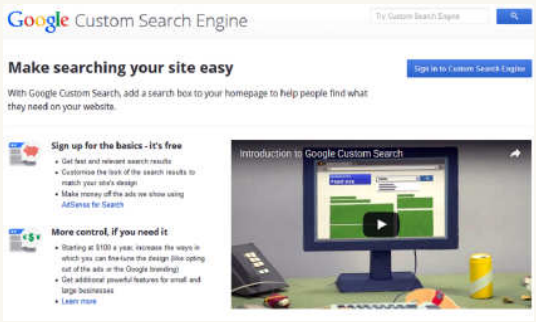

Figure 1 Google Search Engine Home page

To create your own search engine click on

Sing in to Custom Search Enging

Here you are prompted to login with yours google account and password.

⇒ Put name and choose language for communication to your custom Search engine. Add list of sites to search and press on **Create** button. Advance option Restrict your searches only "Pages using Schema.org Types".For example, you are going to create a GCSE namely "My Search Engine" in English language. Fill all boxes and click on Create button.

Within a few second, a window will congratulate you for preparing a dedicated custom search engine with three options consistingthe code offering to host it on your web site or blog.

⇒ In this step you are able to opt. code to host in your websites and blogs. Or you could choose public url to use further as you have frame it. But if you want to add few new sites then click on the option

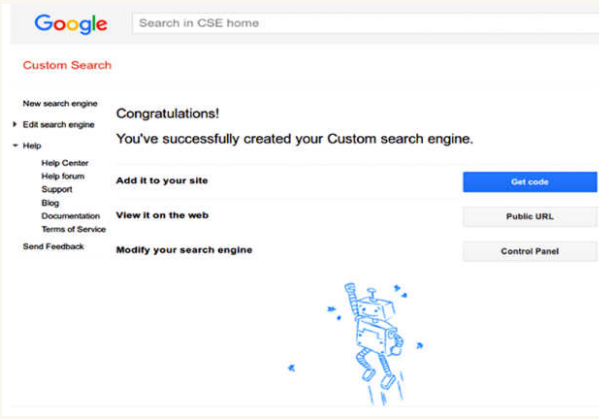

Figure 2: Get confirmation

⇒ **Modify your search**

This window of CSE offers you to customise/edityourGCS engine.With options like setup, look and feel, searchfeatures etc.

You may put description of Search engine as prompted in the text box. May add more sites address in and around you want to restrict your search. It may on the basis of topic(s) or on the basis of selected services. As this article is focusing on to create a dedicated custom search engine to retrieve scholarly communications only from open access journals, open access books, open access thesis/dissertations, open access articles in order to use reuse, remix, redistribute, retain and repurpose Open access materials without any kind of legal, economic, technical and social barrier. Fewopen access sites are added in **Sites to search** section by clicking on **Add** button (as of figure: 3).

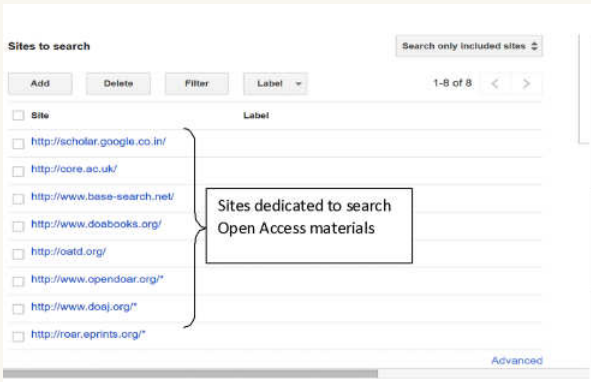

Figure 3: Add sites

⇒ **Modify look**

Click on look and feel button and chose layout as you want or you

may define even colour and size of search box in order to looks like your own CS engine.

⇒ **Modify search results**

Search results are most important part of this course of action. You may restrict your search result within included sites or you may choose the option **"Search the entire web but emphasise included sites"**forrelevant queries**.**

You may fine-tune searches by providing such options as you are comfortable for.

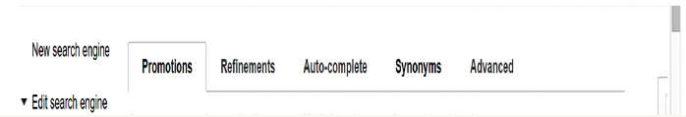

Figure 4: Customise search feature

⇒ **Save and update** all actions chosen by you to customise your GCS engine.

⇒ **Search Interface**

Now you are in a condition to use your custom search engine in a full-fledged environment. You may go with public URL (as shown in figure: 5) directly with your search query. Otherwise you could use code provided by the GCS engine to include your dedicated Open Access GCSE in your website/blog.

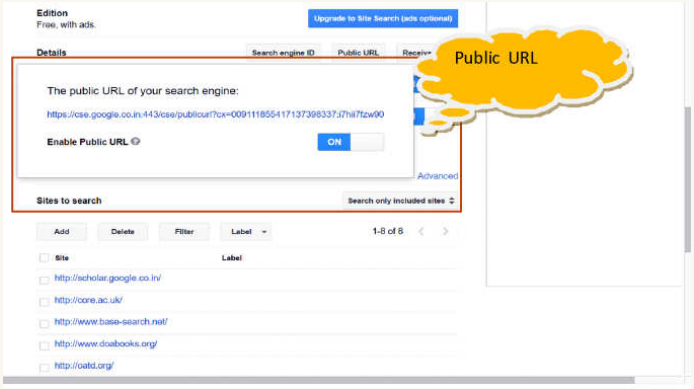

Figure 5: Public URL of My Search Engine

⇒ By typing this public url of **My Search Engine**on your web browser you could get this page of OPEN ACCESS GCS Engine (as in figure: 6).

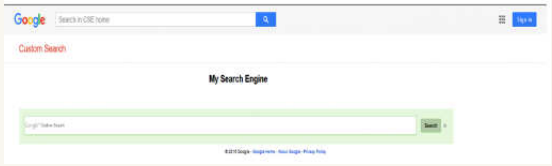

Figure 6: Home page of My Search Engine on browser

⇒ With this code you can link to this from your web page or blog or you may use it by creating a simple html page in your personal computer (as shown below in figure: 7).

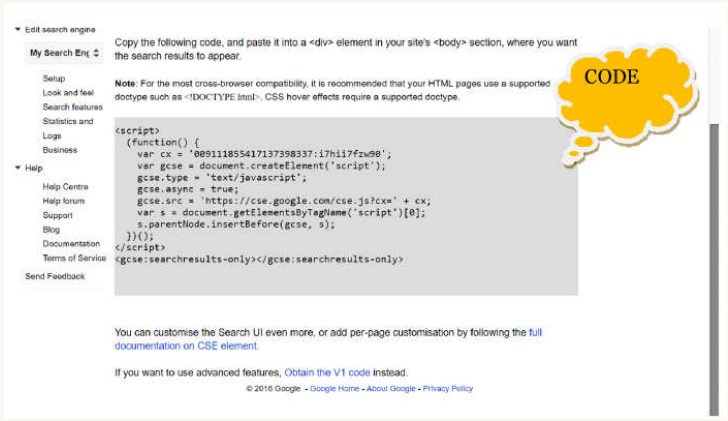

Figure 7: Code of My Search Engine

⇒ Now your open access Custom Search Engine is ready to search query and retrieve results specifically from listed open access sites. Here in figure you could see a search query is given to the GCS Engine.

At the time of clicking search button this engine i.e., My Search Engine retrieved results on given search term "Open Educational Resources" by restricting pre-declared sites (see figure:8). Whenever you click on a particular item GSCE will direct you to the original source site where the item is being actually uploaded (as figure: 9).

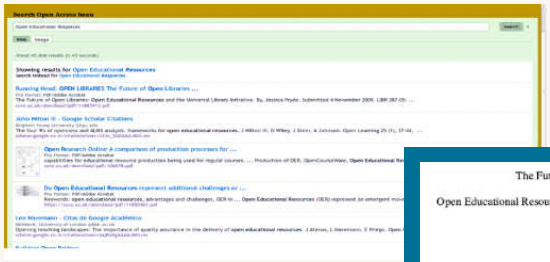

Figure 8: Search Results

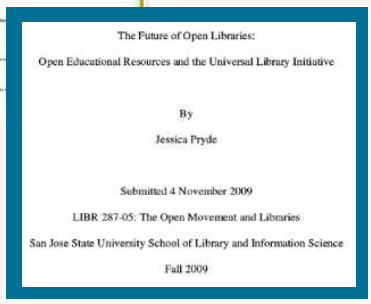

Figure 9: Retrieved document from source site

Benefits

- √ **T**akes minimum amount of time and efforts.
- √ Simplifiedand faster Search environment to explore content from specified sites on a dedicated domain.
- √ Powerful Single-window search interface.
- √ Place search box where you want

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UGC Framework for MOOCS

Regulations for Credit Framework for Online Learning Courses through SWAYAM issued

The Massive Open Online Course (MOOC) is a new online medium for course delivery and learning. It enables thousands of learners to participate in the same course with high quality content and interactive tools for learning. A MOOC can offer a better user experience as compared to a standard web-based course. International media has been covering MOOC developments extensively. The Economist magazine in an editorial (June 28, 2014) on the far reaching changes occurring in higher education, called MOOCs, "a key driver in the change". The Wall Street Journal has featured opinions on MOOCs as "a practical medium for rapid diffusion of important skills and information".

The term MOOC was coined in 2008 during a course on "Connectivism and Connective Knowledge" run by Canadians George Siemens, Stephen Downes and Dave Cornier (CCK08, 2008; Downes, 2008). This course was designed and run for 25 fee-paying students, but 2300 others joined in the course for free, participating by using a range of social media tools they had chosen, including RSS feeds, blog posts, virtual worlds and synchronous online meetings. Realising the importance of MOOCs and taking advantage of the ICT growth in the country MHRD has launched a massive programme of e-Content generation and launch of online courses through MOOCS on SWAYAM platform being developed with the help of Microsoft. SWAYAM (Study Web of Active Learning by Young and Aspiring Minds) is an indigenously developed Indian version of online learning platform.

To make the best of initiative and integrate it with the conventional university system in the country, in regular or distance mode, UGC has issued the regulations in the form of a Gazette Notification. The regulations encourage the universities to use SWAYAM platform for launch and acceptance of courses through MOOCS. This will be a great help to the Indian Universities to share their resources and offer a wide choice of courses to their students under Choice Based Credit System (CBCS) being implemented by all the universities in the country. Given the limitation, of sufficiently trained and qualified, human resource and expertise faced by most of the Universities MOOCS through SWAYAM offers an exciting opportunity to all the institutions of higher education.

The regulations envisage to, "widen the access to higher education and bring down its cost by using technological advances" for which "Massive Open Online Courses (MOOCs) have emerged as a viable model for imparting education, involving conventional and online education.

The Regulations are called, "the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016. They shall apply to all universities established or incorporated by or under a Central Act, a Provincial Act, or a State/ Union Territory Act and all institutions recognized by or affiliated to such Universities and all institutions deemed to be universities under Section 3 of the UGC Act, 1956. They shall further apply to the transfer of credits of such students who are enrolled as regular/part-time students in any educational institution in India.

The Salient Features of regulations are:

- 'Academic Council' is the body empowered to take decisions regarding all academic matters in an institution including the decision regarding permitting online learning courses through SWAYAM.
- The online learning courses shall be made available on the SWAVAM Platform by the PI identified by the National MOOCs Coordinator, through the Host Institution, as per the schedule finalised by him/her.
- All the Institutions shall, within 4 weeks from the date of notification by SWAYAM, consider through their Competent Authority the online learning courses being offered through the SWAYAM platform; and keeping in view their academic requirements, decide upon the courses which it shall permit for credit transfer.
- An institution can only allow up to 20% of the total courses being offered in a particular program in a Semester through the online learning courses provided through SWAYAM platform.
- The parent institution must designate a course coordinator/facilitator to guide the students throughout the course and to facilitate/conduct the Lab/Practical sessions/examination.
- The evaluation should be based on predefined norms and parameters and shall be based on a comprehensive evaluation throughout the length and breadth of course based on specified instruments like discussions, forums, quizzes, assignments, sessional examinations and final examination.
- Online examination would be the preferred mode, the PI, however, shall be authorised to decide on the mode of

conducting the final examination. This shall be announced in the overview of the course at the time of offering the course.

- A certificate regarding successful completion of the MOOCs course shall be signed by the PI and issued through the Host Institution and sent to the Parent Institution.
- The parent Institution shall give the equivalent credit weightage to the students for the credits earned through online learning courses through SWAYAM platform in the credit plan of the program.
- No university shall refuse any student for credit mobility for the courses earned through MOOCs.
- Every Institution shall, within 4 weeks from the date of issue of these Regulations, decide through their Competent Authority, the amendments required in their Ordinances, Rules, and Regulations etc. to incorporate provisions of these Regulation.

Detailed regulation is available at UGC website: http://www.ugc.ac.in/pdfnews/0272836_moocs.pdf

International Seminar on New-Education Policy and NAMODI Framework

Indira Gandhi National Tribal University, Amarkantak, India organized a three-day International Seminar on New Education Policy and Nano Architecture Mobile Oriented Digital Institute Framework (NAMODI) on 12th-14th July, 2016. This three-day International Seminar was sponsored by the Ministry of Human Resource Development under PMMMTT Scheme and was organized after grass root consultation with renowned Educationists, Academicians, and Scholars from National as well as International domains.

This Seminar was inaugurated by Smt. Sumitra Mahajan, Honorable Speaker, Lok Sabha, Govt. of India in the benign presence of Shri Bhagwat Saran Mathur, Coordinator, SC/ST Morcha Cooperative Cell, BJP and Shri Sunil Ambekar, Joint Organizing Secretary, Akhil Bhartiya Vidyarthi Parishad.

Laying special emphasis on digitalization, Smt Mahajan ji appreciated NAMODI Framework and said that a policy can only be successful if it shelters Value Education and supports Character Building. Smt Mahajan further said that there should be equality in education and each and every citizen must have an access to it.

Special Guest of the Inauguration Ceremony Shri Bhagwat Saran Mathur suggested that teachers should be away from addiction in order to see the raising standards of Education System in India. Shri Mathur said that there should be a provision of VEDIC Studies in the Education Policy.

Shri Ambekar explained the eminent role of Inter, Multi and Trans Ministry Education Policy in framing an education system within the country and termed NAMODI Framework to be an extraordinary and unique technology in context of the upcoming New Education Policy. Shri Ambekar laid stress on Farmer Education, Education for unemployed youth and said that no policy, so far, has ever covered education for women and senior citizens. He said that various Ministries like Ministry of Agriculture, Skill, Women Welfare, MSME and HRD should function jointly so as to come up with an Inter, Multi and Trans Ministry Educational Policy.

Shri Ambekar also spoke about the concept of Single Digital Window based Educational Platform. Laying special emphasis on NAMODI Framework he said that the implementation of this unique web cloud would facilitate easy access to e-learning programs for all and will give rise to a New Educational Revolution in the country.

Vice Chancellor, IGNTU Prof. T.V. Kattimani said that all the ambitious schemes of the Indian Government

should get an important place in the educational curriculum. Mentioning about Indian Government initiatives like Make in India, Clean India, Digital India, Smart City, Start up and Stand up India Prof. Kattimani added that such initiatives should be a part of the educational curriculum so as to make students well aware of the initiatives taken by the government of India.

The International Seminar on New Education Policy and NAMODI Framework comprised of Seven Technical Sessions (Swami Vivekananda, Mahatma Gandhi, Dr. Bheem Rao Ambedkar, Pandit Madan Mohan Malviya, Pandit Deen Dayal Upadhayay, Birsa Munda and Rani Durgavati technical session), wherein Scholars and Educationists from all over the world participated with great zeal and enthusiasm. Being one of the major attractions of the Seminar, the four tier architecture of New Education Policy won national as well as international applause and was highly appreciated by one and all. Calling it the need of our growing nation the distinguished dignitaries emphasized on the vitality of the four-tier architecture and recommended it to be implemented throughout the country in order to promote the standard of the Indian Education System.

Vivekanand Technical Session was graced by Prof. G.D Sharma, Vice Chancellor, Bilaspur University, Bilaspur; Lt. Gen. Zameer Uddin Shah, Vice Chancellor, Aligarh Muslim University, Aligarh; Brother Mruthyunjay, Executive Secretary, Brahma Kumaris, Mount Abu put frothed their views and appreciated the concept of New Educational Policy and NAMODI Framework and proposed for an MoU between Brahma Kumari and IGNTU. While the Resource persons of this session were Prof. Pradeep Kumar Mishra, CCS University, Meerut (UP) and Dr. Manas Ranjan Panigrahi, CEMCA, New Delhi Presented on ICT and OER in higher education.

The Seminar valediction took place on14th July'2016 which also included release of the Vision Document in the presence of Shri Mukul Kanitkar who graced the occasion as Chief Guest. Shri Kanitkar said that the History which is being taught to the students in the present day scenario cannot be termed as original history. He said that the students who are the future of our nation should be taught about the history of the past 65 years post-independence. Shri Kanitkar said that an education policy should not be framed by bureaucrats rather should be framed with public consent and the entire nation should be involved in its planning and implementation.

Vice-Chancellor AMU Lt. Gen. Zameer Uddin Shah, while giving the valedictory address appreciated the idea of including Vedic Studies in the New Education Policy and NAMODI Framework and said that Nationalism and Vedic Studies play an important role in transforming the Indian Education System. He said that the upcoming New Education Policy is an ideal one as it not only covers education from Garbh Garten to Post Graduation but also takes care of all age groups of the Indian society. Lt. Gen. Shah further added that NEP and NAMODI Framework has got national as well as international applause and acclamation and has proved it to be the need of the nation. The Session concluded with the National Anthem.

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Forthcoming Events

The Commonwealth of Learning (COL) will be organising its 8th Pan-Commonwealth Forum on Open Learning (PCF8) in partnership with Open University Malaysia.

Venue: The Forum, held triennially, will take place at the Kuala Lumpur Convention Centre.

Date: 27 to 30 November, 2016.

PCF8 provides an opportunity for the Commonwealth community to exchange knowledge and experiences, identify important trends and explore applications of open and distance learning in widening access, bridging the digital divide and advancing the social and economic development of communities and countries. It brings together prominent keynote speakers, scholars, researchers and practitioners in the area of open, online and flexible learning.Apart from the intellectual discourse, participants also get to experience Malaysia's scenic beauty and, its culinary and cultural diversity. PCF8 is an event not to be missed.

Theme: Open, Online and Flexible Learning: The Key to Sustainable Development.

Sub-Themes:

- Quality and Equity in Learning (Quality Assurance Frameworks, Accreditation, Certification, Benchmarking, Ranking).
- Access and Inclusion (e-Learning, Massive Open Online Courses (MOOC),Public-Private Partnership,Equitable Educational Opportunities,Policies).
- Efficiency and Effectiveness (Business Models, Comparative Studies).
- Technology and Innovation (Teaching and Learning, Mobile Learning, Collaborative Work, MOOC, Open Educational Resources (OER).

Important Dates:

- Abstract Submission: 15 April, 2016 - 15 July, 2016
- Notification of Abstract Acceptance: 05 August, 2016
- Full Paper Submission: 05 September, 2016
- Notification of Full Paper Acceptance: 30 September, 2016
- Early Bird Registration: 27 September, 2016
- The Eighth Pan-Commonwealth Forum on Open Learning: 27 November - 30 November, 2016

For more information, visit:
http://pcf8.oum.edu.my/page/home/index.php

Asian Education Technology Conference 2016 (AETC 2016)

Venue: ERC Institute (ERCI), 30 Prinsep Street, #01-01 ERCI Campus, Singapore 188647

Date: 29-30 November, 2016

For more information visit:
http://aetc.ear.com.sg/about-aetc-2016/

The 25th AMIC Conference on Rethinking Communication in a Resurgent Asia

Venue: Manila Philippines

Date: 15-17 September, 2016

For more information visit/contact:
http://www.amic.asiaindex.php?option=com_ content&view=article&id=78:amic-25th-internationalconference&Itemid=105

30th AAOU Conference on Open Education in Asia: Changing Perspectives

Date: 26 – 29 October, 2016

Venue: Crowne Plaza Manila Galleria, in Metro Manila, Philippines

For more information, visit:
http://aaou2016.upou.edu.ph/ or http://aaou.ouhk.edu.hk/conference.htm

ICDL 2016 invites original submissions focusing on the theme of the conference Smart Future: Knowledge Trends that will Change the World.

Date: 14 - 16 December, 2016

Venue: India Habitat Centre (IHC), New Delhi, India

Important dates:

- Submission of full papers: 20th August, 2016
- Notification of acceptance of paper with comments: 30 September, 2016
- Submission of the final paper after incorporating comments: 30th October, 2016

For more information, visit:
http://www.teriin.org/events/icdl/index.php