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From Director's Desk

"Government should be a place where people can come together and no one gets left behind....."

- Aaron Sorkin

Aaron Sorkin's quote, "No one gets left behind", requires more attention of the governments today as millions are still left behind in higher education, especially in Commonwealth Asia. Given the fact that these countries spend a very small percentage of their GDP on education it is preposterous to believe that quality educational content can be made available to all. Therefore, distribution and utilization of Open Educational Resources (OER) in various forms, is one of the important necessities of time.

For success and acceptance of OERs as an essential part of teaching learning process, however, it is important to address the issues concerning quality, visibility, distribution and easy access to open resources.

Though research suggests that OERs have a 'positive impact on learner performance and satisfaction', its impact is not visible in areas housing the world's most disadvantageous and marginalized people. The irony is that most of the OERs are created and utilized in USA and Europe. Awareness in other parts of the world, where it is required the most, is limited. Majority of the academics are not even aware about the existence of OERs.

Quality of OER material is an important factor. In the age of information explosion, thanks to robust search engines, students are finding it difficult to locate the reliable and authentic educational material. It is essential to have a transparent quality control mechanism and certification process and

simultaneously create authentic and reliable portals for hosting the quality OERs for easy access.

Owing to success of YouTube, development of OERs, with a good mix of video and animations, provides an important opportunity. OERs with a good mix of video, graphics and animations, scalable across all the available media platforms, including smart phones, will increase their access and acceptance by teachers and students.

CEMCA and COL have been at the forefront of advocating policies and practices of OER, especially for Open and Distance Learning in entire Commonwealth Asia with a fairly good success. In the recent years we have helped 11 educational institutions to draft and adopt OER policies.

Unfortunately, the inclination of academics and academic leaders towards OERs, is disappointing. There are some valid and not so valid reasons for this. Unless there is some peer motivation, a serious and sustained administrative pressure, together with financial and academic incentives, it is hard to get the best teachers for creation of OERs. The collective efforts of governments, academic leaders and the teachers together with CEMCA and COL will increase the equity and access in the distribution and utilization of quality educational resources, in the form of OERs and help achieve the dream of education for all. "Let no one be left behind".

With best wishes for a very Happy New Year.

Dr. Shahid Rasool



Digital Bangladesh: Meeting the Challenge

By Dr. Badrul Huda Khan

In the Information society, the advancement of Information and Communication Technologies (ICTs) has created a digital society and broadened the scope of sharing innovations globally. In this digital society, people use electronic (digital) devices in almost any thing they do in their lives: from brushing their teeth to driving a car. In our fast moving digital society, people are encountering newer features associated with emerging technologies including (but not limited to): computers, appliances, machines, mobile communication devices, software applications, and Websites. Linkage between a digital society and globalization has tremendous implications for everything we do. Whether we call it Digital Bangladesh (DB) or not, but we are already part of that global digital society.

When I first heard the news of “Digital Bangladesh” I was so proud and excited. Our honorable Prime Minister Sheikh Hasina really deserves kudos for including the “Digital Bangladesh” initiative in her national agenda for improving the lives of our people. Digital Bangladesh is a positive vision, like a national slogan for continuous development. On the other hand, ICT is a tool whose proper utilization will contribute to the actualizing of that vision. ICT improves how we live and work in countless ways. The slogan (or



vision) will constantly remind us of the continuing need to modernize the country’s ICT infrastructure to compete in a global digital society. Digital Bangladesh should deliver on that promise for all her people.

Digital Bangladesh: What’s in it for the People? It is all about improving the conditions of the people”efficiency in information and knowledge sharing in governance, commerce, education, health, agriculture, and other sectors of our society. The Digital Bangladesh initiative should connect people to emerging technologies that enrich their lives, drive economic development and inspire confidence in the future (similar initiatives have already been taken elsewhere, such as ictQATAR).

For a sustainable, efficient, and meaningful Digital Bangladesh, the government must focus heavily in

empowering local ICT infrastructures and our software industry by providing incentives for growth. This is very important: Charity begins at home!

As I stated earlier, ICT is a tool (a delivery medium) not *the plan*. Since various sectors of our society can benefit from ICT, input should be sought from researchers and practitioners from government agencies, industry and academia in Bangladesh (and abroad) toward the creation of a comprehensive and concrete Digital Bangladesh Plan (DBP) best suited to our national interests. We must set specific and achievable goals for Digital Bangladesh.

Let me use the metaphor of an umbrella to discuss goals, leadership and the various sectors who have an interest in the Digital Bangladesh Initiative. An umbrella has several different parts. One of the goals of an umbrella is to protect us from rain. To accomplish that goal, one has to strongly hold the handle of the umbrella to protect oneself from inclement weather. One must make sure all spokes and the cover are intact and functional. If any one of spokes is broken or malfunctions, or the cover is torn, then it is difficult to achieve the overall goal of the umbrella which is keeping one dry.

Consider the Digital Bangladesh Initiative as an umbrella consisting of various spokes, the handle, and the cover (representing eGovernment, eCommerce, eEducation, eHealth, eAgriculture, and so on). A dedicated and experienced individual - who understands the capabilities of ICTs and their implications in improving the lives of Bangladeshis from all walks of life – should hold the handle of the umbrella. That individual serves as the leader and plays a critical role in making sure that all spokes and the cover (all e’s) are individually and collectively in compliance with and in support of the goals of Digital Bangladesh.

We need to establish achievable goals for Digital Bangladesh which will help us guide the creation of the Digital Bangladesh Plan (DBP). At the same time, within the umbrella of DBP, we need to develop sector specific national plans for all sectors. For example, for eEducation, we have to have a **Bangladesh eEducation Plan** (see my article entitled “National Virtual Education Plan: Enhancing Education through E Learning in Developing Countries” URL: <http://www.cemca.org/newsletter/sep2003/sep2003.pdf>). Similarly, we have to have

comprehensive national plans for eGovernment, eCommerce, eHealth, eAgriculture, and so on. All these plans must have policy developed and strategy tailored to local circumstances, and locally appropriate technologies found, to maximize the return on investment and minimize the costs.

Where do we start? Among all sectors, the education system should be targeted first. Education is the key to all aspects of our national development. I have outlined the major elements of an eEducation plan below. However, in planning for each element of an eEducation plan, we must

address critical ICT and e-learning (or digital learning) issues.

Since 1997, I have researched critical ICT and e-learning (or digital learning) issues throughout the world. As we are accustomed to teaching or learning in a traditional classroom-based closed system, the openness of digital learning is new to us. In order to create effective digital learning environments for diverse learners, however, we need to jump out of our class-room based closed system learning design mentality.

We need to change our mindset—that’s the paradigm shift. In order to facilitate such a shift, and in response to the range of issues I saw in my research, I created the Digital Learning Framework. I offer this tried and tested framework to support the planning and development of Digital Bangladesh’s eEducation component.

The eight dimensions of the framework represent areas requiring consideration early in the e Education development process and are revisited throughout the project’s lifecycle as part of a continuous improvement strategy. In this framework, the areas requiring consideration include the following eight dimensions:

- **Institutional** concerns administrative issues, academic considerations, student services, philosophies, goals, mission, and objectives
- **Pedagogical** refers to instructional approaches, strategies, and methodologies associated with teaching and learning
- **Technological** addresses ICT infrastructure, security, IT policy, interoperability standards, etc.
- **Interface design** examines human factors, instructional relevance, as well as branding consistency and appropriateness

Elements of eEducation Plan for Digital Bangladesh

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Vision 2. Needs Assessment 3. eEducation Policy <ol style="list-style-type: none"> 3.1. Technology 3.2. Disability accommodation 3.3. Copyright and Legal Issues 4. eEducation Guidelines <ol style="list-style-type: none"> 4.1. Faculty 4.2. Students 4.3. Partnerships with Others 4.4. Credit Transfers 4.5. Compliance with eEducation Policy 5. Resources and Finance <ol style="list-style-type: none"> 5.1. Budget 5.2. Human Resources 5.3. Content Available 5.4. Equipment 5.5. Existing Infrastructure 5.6. Time 5.7. Potential Participants 5.8. Administration 5.9. Funding Sources | <ol style="list-style-type: none"> 6. Content Development <ol style="list-style-type: none"> 6.1. Instructional Design and Methodology 6.2. Technology for Development of Content 7. Content Delivery <ol style="list-style-type: none"> 7.1. Technology for Delivery 7.2. Human Support Systems 7.3. Technology Support Systems 8. Evaluation <ol style="list-style-type: none"> 8.1. Dashboard of Success Indicators (what will success look like?) 8.2. Formative Evaluation <ol style="list-style-type: none"> 8.2.1. Evaluation of Content Development 8.2.2. Pilot Testing 8.3. Summative Evaluation <ol style="list-style-type: none"> 8.3.1. External Measurement 8.3.2. Accreditation 8.4. Assessment of Learners 8.5. Instructor Evaluation 8.6. Technology and Support Services Evaluation |
|---|---|

- **Evaluation** involves assessment, evaluation, performance, behaviors, knowledge transfer, etc.
- **Management** relates to maintaining (servicing, trouble-shooting, help desk support, licensing, updates, etc.) the learning environment
- **Resource Support** entails securing all the roles necessary to successfully design, develop, implement, evaluate, and maintain the learning environment
- **Ethics** includes determining codes of conduct, rules, policies, and procedures for operating the learning environment

the scope of this article, let me briefly discuss two critical issues (in the form of questions) from two dimensions:

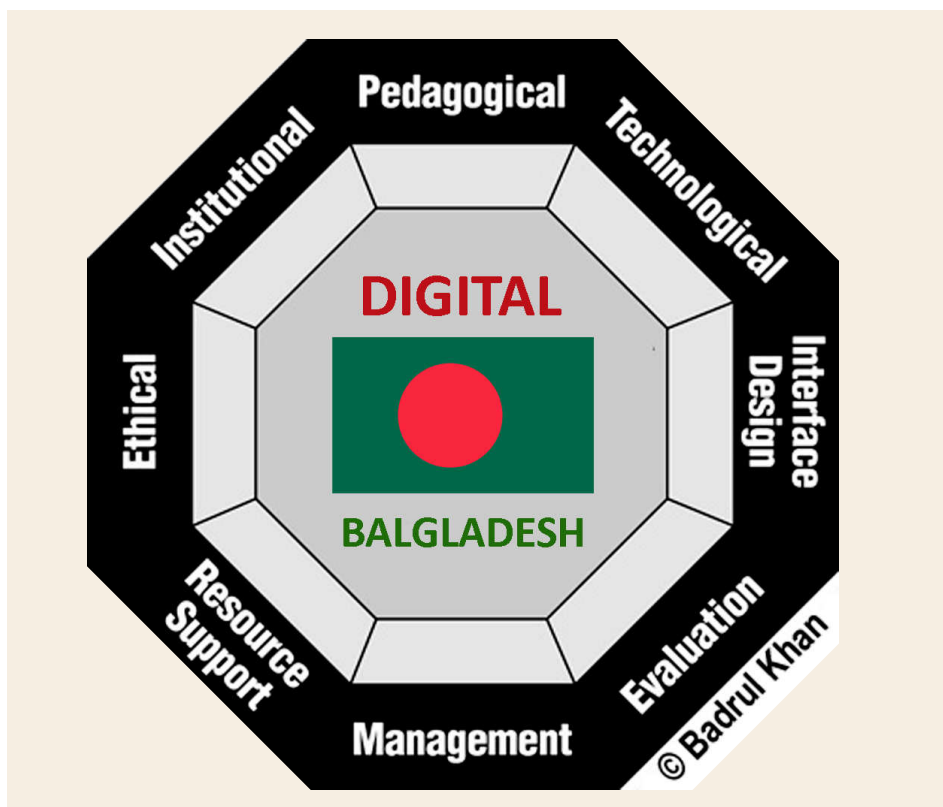
Are all learning objects created for an e Education projects reusable and shareable? If we create learning objects (digital resources such as graphics, multimedia that can be used and re-used to support learning) following international interoperability standards such as IEEE, SCORM, etc., they can be reused and shared by other eEducation projects in Bangladesh and other countries. Reusable and shareable learning objects not only save money but

also promote collaborations among partner institutions. This is a type of issue is best addressed during the ICT infrastructure planning section of the **technological** dimension.

Are registered students actually doing the work? How do we know we are assessing fairly and accurately? These are the types of questions that will always be in the minds of teachers, parents, and future employers. Assessment of students at a distance can be a challenge. Issues of cheating are a major concern to faculty and administration new to eEducation. An institution offering e-learning should have a mechanism to design courses with projects in which a learner can be truly measured and the course design makes cheating difficult, if not impossible. This is an issue relevant to *assessment of learners'* section of **evaluation** dimension.

Finally, within the scope of this article I have outlined the major elements of an eEducation plan and offer it for your consideration. I have also introduced *A Framework for Digital Bangladesh*. This Framework is applicable to eEducation, however, may also guide us in developing plans for other sectors.

In conclusion, I believe in the Digital Bangladesh initiative and know it will pass the test and will become an exemplary digital nation that the rest of the world will look up to and want to emulate.



This framework provides specific guidance to avoid missing any critical success factors encompassing the eight dimensions of the framework when designing an eEducation project. There are myriad of issues in developing eEducation materials. We must address these issues to create meaning learning materials for our target audience. Within

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Case Study

Postgraduate Open & Distance Learning In USIM

By Dr. Nurkhamimi Zainuddin, Prof. Rozhan M. Idrus and Ahmad Farid Mohd Jamal

Universiti Sains Islam Malaysia (USIM) is the 12th public higher education institution in Malaysia. USIM aims to uphold and enhance Islamic studies through the integration of *Naqli* (revealed) and *Aqli* (human) with emphasis on the use of information technology in education and research system, as well as the mastery of Arabic and English.

USIM's Centre for Graduate Studies (CGS) is responsible for administering and monitoring academic programmes as well as students' academic progress. The centre encourages academic research to generate knowledgeable, competent, and professional graduates in various fields. The main objective is to create opportunities for researchers and students to share knowledge relating to Islam and the Muslim community.

As of 2014, the new intake of postgraduate students can choose whether to complete the two mandatory courses (Research Methodology and Data Analysis) by normal mode or by ODL mode. These new students must complete these courses within their first semester in order to prevent a hold from



being placed on their records. Relatively, USIM is equipped with its own e-learning system known as GOALS (Global Open Access Learning System) based on Moodle and managed by the Global Open Access Learning, Immersive Technology and Quality Assurance (GOAL-ITQAN).

With its inception in 2011, USIM GOALS has since undergone periodic upgrading process. From uploading course outlines, posting notices, setting up online quizzes to initiating online forum, USIM lecturers have utilized GOALS in their teaching and learning (TnL) activities. Looking at the advantageous functions of this system, there is a need to utilize Moodle as an innovative platform to support the smooth running of the postgraduate ODL courses in USIM.

The assessment requirement of the postgraduate ODL courses in USIM is much dependent on the optimization of GOALS. The assessment method of USIM's two mandatory courses (Research Methodology and Data Analysis) was set by The Centre of Graduate Studies (CGS) and it has been realigned with the approval of the subject matter expert of these two courses in a meeting dated 23 October 2014. This meeting approved the alignment of the

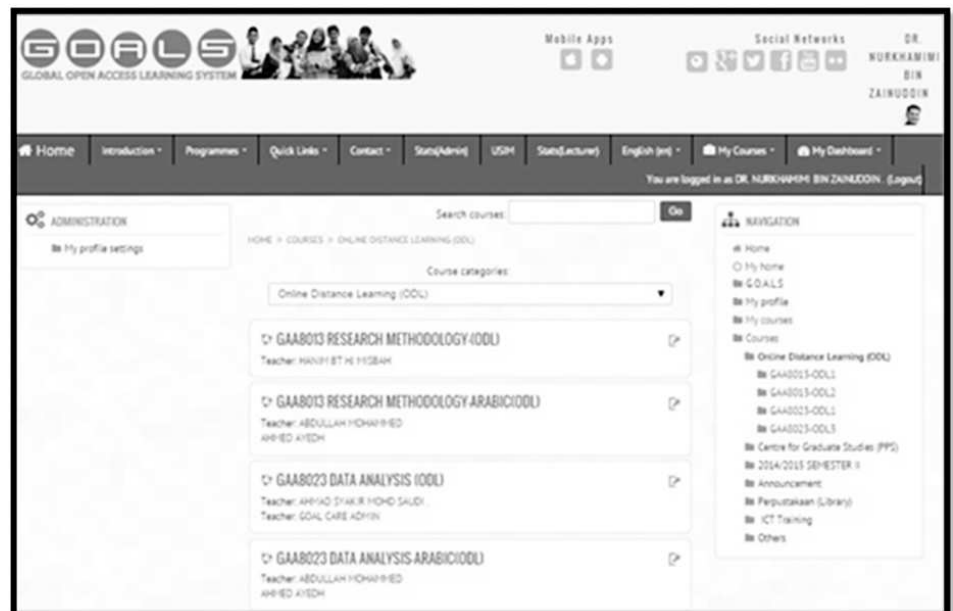


Figure 1: GOALS USIM interface

assessment requirement for both courses (Research Methodology and Data Analysis) as shown in the Table 1 and 2.

USIM chose Moodle as an e-learning platform for postgraduate ODL courses

requirements. Blackboard, Moodle, and more recently Sakai, are among the many other LMS that have plenty of features that allow the achievements of the same kind of goals.

USIMGOALS contains some of the main tools found on the standard Moodle platform, like Assignments, Chats, Forums, News and Quiz/Survey. Furthermore, it incorporates some external tools like Blogs, Wikis, Questionnaires and Web-conference. This might be the strong reason for utilizing Moodle in postgraduate ODL courses at USIM as these features in Moodle facilitated the pedagogy requirements needed such as collaborative and blended learning.

However, the current survey with USIM staff and students revealed greater scope for Moodle to influence ODL teaching and curriculum design at a deep level. This would involve a shift in attitude away from seeing Moodle as a “pump and dump repository”, towards becoming the frontier of innovation in teaching.

To overcome the constraints and challenges faced by the postgraduate ODL courses, it should be taken into account that the successful use of e-learning platforms in the teaching and learning context critically depends on the teachers having knowledge about the tools, being aware of how they should be used and being capable of organizing all the communication process.

As future work, it is considered important to perform a careful analysis of the underlying reasons for the use of the e-learning tools by the academic community, as well as to investigate on how these tools can help in promoting the success of the teaching and learning process in USIM.

Table 1: Activity weight of ODL assessment for Research Methodology Course

Research Methodology – GAA / GAW 8013				
No.	Category	%	Minimum activities	Assessment method per semester
i.	Assignment	30	3	Online assignment via GOALS
ii.	Individual proposal	20	2	Face-to-face online presentation presentation via BBB (GOALS)/ Self recorded video
iii.	Written research proposal submission	30	1	Online assignment via GOALS
iv.	Participation	20	2	GOALS online quizzes / GOALS forum participation / notes completion /communication

Table 2: Activity weight of ODL assessment for Data Analysis Course

Data Analysis – GAA / GAW 8023				
No.	Category	%	Minimum activities per semester	Assessment method
i.	Written Assignment/ project	20	4	Online assignment via GOALS
ii.	Individual presentation	10	2	Face-to-face online presentation via BBB (GOALS)/ Self-recorded video
iii.	Participation	20	2	Online quizzes /forum participation / notes completion / communication
iv.	Final Exam (take home)	50	1	GOALS online quizzes / test via GOALS

over several Learning Management System (LMS) with similar features about a year ago. Since then, Moodle has been seen more as an interactive service than a research project. For this reason, the USIM staff has focused on its improvements instead of constantly comparing with other LMS. As a service to the entire campus, stability is crucial, at least until it fits the teaching

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Regional Round Up

ICDL 2016: Smart Future

Knowledge Trends that will Change the World

13-16 December, 2016, IHC, New Delhi, India

ICDL 2016 was organized by TERI from 13-16 December 2016 at the India Habitat Centre, Lodhi Road, New Delhi, in collaboration with NASSCOM Foundation; Ministry of Electronics and Information Technology, Government of India; Commonwealth Education Media Centre for Asia (CEMCA); Department of Biotechnology, Government of India; Indian Institute of Technology Kharagpur; United Nations Educational, Scientific and Cultural Organization; and various other organizations. International Federation of Library Associations and Institutions (IFLA), USA was the Knowledge Partner of the conference.

ICDL 2016, the fifth in ICDL series, aimed to provide a global forum for sharing of experiences among researchers, educators, practitioners, and policy makers from a wide range of disciplines such as library and information science, information and communication technology, archival and museum studies, knowledge management, data analytics and social media. The theme of ICDL 2016—*Smart Future: Knowledge Trends that will Change the Future*—provides a futuristic outlook about understanding, visualizing, and exploring the possible scenarios of the interconnected knowledge generating activities.

An international exhibition was hosted in parallel to conference where 34 exhibitors showcased their projects, products and services. Apart from institutes like IIT Kharagpur and Digital Empowerment Foundation, the exhibitors included international online publishers, DL

software companies, and other information providers.

Programme

The Conference was inaugurated by Ms Donna Scheeder, President, IFLA, USA on 13 December 2016. The conference comprised 4 tutorials, 3 thematic workshops, 20 technical sessions, 14 special events and 3 plenaries. The thematic *Workshops* dealt with key topical subjects on big data, knowledge management and innovation, and social media analytics that generated widespread interest and enthusiasm amongst participants.

“IFLA believes that increasing access to information and knowledge across society assisted by the availability ICTs, supports sustainable development and improves peoples’ lives.”

Ms Donna Scheeder, President, IFLA
INAUGURAL SESSION, ICDL 2016

The *Tutorials* covered the following contemporary topics:

- Creation and Utilization of Open Educational Resources (OER) for Higher Education
- Information Discovery using Search by Image
- Application R-Software in Big-data Analytics
- Big Data Analytics on Visualize Quasi-Structured Data and Semi-Structure Data

Special Events on the following topics were hosted during the conference:

- National Digital Library of India
- Content, Context and Technology: Monetizing your Content through New Means

“Higher educational institutions should design and create content for public so that people can access and expand these further.”

Prof. Vunnam Venkaiah, Former Vice-Chancellor, Krishna University
Mr. R. Thyagarajan, Head, Administration and Finance, CEMCA
Dr Manas R Panigrahi, Programme Officer- Education, CEMCA
Tutorial: CREATION AND UTILIZATION OF OER FOR HIGHER EDUCATION, ICDL 2016

- Massive Open Online Courses
- Digital Preservation, Conservation and Curation
- Digitization of Indigenous Knowledge
- Innovation in Digital Publishing
- Universal Access and Sharing of Research Publications and Data
- Smart Ways to Publishing and Digital Marketing
- Digital Convergence at the Bottom of the Pyramid
- Academic Integrity in Digital World
- Transformation in Public Libraries
- Application of Internet of Things (IoT) for Sustainable Development Goals (SDGs)
- Digitization & Economic Development
- Capacity Building Initiatives in E-Governance

The *Technical Sessions* comprised of invited and contributed paper presentations on subjects ranging from Collaborative Knowledge Creation and Open Archives Initiatives & Post Metadata Harvesting to Semantic Web and Multimedia Content. *Poster*

Presentations were also held to encourage young researchers to present their case studies and research work.

Opinion Polls were conducted during the sessions to gauge the perception of the delegates on topics relevant to theme of the conference. The awards for the *Best Papers* and *Best Posters* were announced at the **Valedictory Session** held on 16 December 2016. The Chair of the *ICDL 2016 Recommendations Committee*, Prof. Gobinda Chowdhury, presented the ICDL 2016 Recommendations that covered the verticals – Policies, ICT Infrastructure & Systems, User engagement, Services, and Capacity building.

Participation and Outreach

The conference witnessed 122 invited speakers from 19 countries including India and 550 participants from 12 countries from Asia, Africa, Europe, Australia and United States of America.

ICDL 2016 Recommendations Preamble

- Data and information form the foundation of all activities related to SDGs
- Access to information and data should be a universal right
- No one left behind is the motto
- Data and information are the driver for
 - ◆ Research, education and lifelong learning
 - ◆ Business, government and decision-making in every sector
 - ◆ Empowering everyone in society including youth, women and people with special needs

The conference was live streamed across the globe and was viewed by over 6000 stakeholders from 25 countries including India.

Two volumes of the conference pre-proceedings, tutorial documentation and conference guide were disseminated to all participants. Daily Conference Bulletins covered the highlights of all the conference sessions. The conference received extensive media coverage in

newspapers and online media like Business Standard, Economic Times, India Today, PTI, ANI, and several others. The live updates of ICDL 2016 were posted in Twitter and reached to 1.5 million people over the course of 4 days of the event.



Inaugural Session



Special Event on *National Digital Libraries of India*



Delegates at the conference



ICDL 2016 Exhibition

Director CEMCA, Dr Shahid Rasool, delivered a Key Note address, “Online education Initiatives - Necessity, possibilities and challenges for India”, in one of the technical sessions on Technology and Innovation. In his half an hour presentation he talked about major online education initiatives in the world and their relevance to India. He stressed use of technology blended virtual education mode for increasing access and equity in higher education and also identified challenges for academicians and library professionals. He underlined that, in the age of ‘digital natives’, whose numbers are increasing phenomenally, the demand for virtual education with rich content -the videos, will also go up manifold. Therefore we need to gear up to meet these challenges of near future. He also highlighted the role, COL and CEMCA are playing in promoting online education for open, flexible, inclusive distance learning for sustainable development in commonwealth countries.

To know more, please visit the ICDL 2016 website <<www.teriin.org/events/icdl/>>

Pan-Commonwealth Forum (PCF) on Open Learning



The Eighth Pan-Commonwealth Forum on Open Learning (PCF8) was organised by COL in partnership with Open University Malaysia (OUM), in Kuala Lumpur, Malaysia from 27-30 November, 2016. PCF8 brings together the best minds in open and distance learning (ODL) to discuss issues of common interest, exchange ideas and explore best practices. This PCF focused on theme "Open, Online and Flexible Learning: The Key to Sustainable Development" along with four sub-themes:

- Quality and Equity in Learning
- Access and Inclusion
- Efficiency and Effectiveness
- Technology and Innovation

The Eighth Pan-Commonwealth Forum (PCF8) kicked off with the inaugural session that featured four high-calibre speakers from both OUM and COL.

OUM President/Vice-Chancellor, Prof. Dato' Dr. Mansor Fadzil set the ball rolling with a warm welcome to all participants followed by COL Chair of the Board of Governors, Dr. Linda Sissons, who spoke on behalf of the United Nations body.

Next to speak was Prof. Asha Kanwar, the current President of COL, who said that learning would lead to economic growth, social inclusion and environmental conservation. She also informed of the impending major output of the Forum - the KL Declaration.

Former president & CEO of COL, Tan Sri Emeritus Prof Dr. Gajaraj Dhanarajan provided reflections on PCF8, who acknowledged that Malaysia has come a

long way in promoting open and distance education. He touched on openness towards higher education within the Commonwealth and the need to embrace change so that more people could engage in open education and improve their lives.

More than 500 participants travelled across the globe to attend and participate in the Forum. The activities covered the salient aspects of the Forum and many of the papers presented had highlighted concerns and provided great insights on the use of ODL across the globe.

On 30 November: After a fruitful three and a half days, PCF8 came to a close with the announcement of the 2016 Kuala Lumpur Declaration. The Declaration recommended, among others, that governments, institutions, private sector and civil society promote lifelong learning that is open to people, places, methods and ideas.

In relation to ODL, they should also strive to reinforce market-driven skills development, encourage demand-driven and content-specific research, institutionalise quality education, support

teacher education and in-service teacher training, and mainstream the use of open educational resources.

PCF8 organising committee chairman, Prof. Ramli Bahroom, read out the closing speech on behalf of OUM President/Vice-Chancellor, Prof. Dato' Dr Mansor Fadzil.

Dato' Mansor said the Forum helped to stimulate thinking and action to promote and provide open, online and flexible learning in a much more accessible and inclusive manner. He appreciated the presence of the five ministers from Botswana, Ghana, Nigeria, Seychelles and Swaziland who have stayed until the end of the Forum.

President and CEO of COL Prof. Asha Kanwar summed up the takeaways and prospects of the Forum, highlighting the key message of each keynote speaker, which touched on the subthemes of access and inclusion, equity in learning, efficiency and effectiveness; and lastly, technology and innovation.

The Forum ended in high spirits with a standing ovation for the winners of the Excellence in Distance Education Awards (EDEAs).



EU-INDIA Project 2013-17

Teachers Training Workshop on OER, Pedagogy and Technology

18-19 October, 2016, Hyderabad

The teachers training workshop on **OER, Pedagogy and Technology** was conducted on 18th and 19th October by University of Hyderabad which is a partner of India-EU Project E-QUAL on Enhancing Quality Access and Governance of Undergraduate Education in India. The lead theme on which the University of Hyderabad working is Environment Natural Resources and Sustainable Development. The project is funded by European Commission (EC). The aim of the workshop is to improve faculty's understanding and delivery of technology based instruction methods for classrooms, and on use of specific technology products to support collaborative, international and interactive learning. This training will be complemented by sessions on assessment. There will be slight flexibility in the depth and length of training as it depends on the needs analysis of skills of the participants.

It was attended by 30 UG teachers across the country from different disciplines and also 10 teachers from University of Hyderabad.

The inauguration session of the workshop was presided over by Prof. Poddile Appa Rao, Vice Chancellor, University of Hyderabad. He mentioned in his speech that the University is planning to implement enhanced technology in pedagogy and soon coming up with **Online Education Policy** of the University. Prof. J Prabhakar Rao, faculty coordinator in his welcome speech

highlighted the significance of OERs and their use in pedagogy. He also stressed that "All teachers now became students and learn how to design online courses. Ms. Parul Gupta of british council has explained objectives and status of E-QUAL project.

Dr. Manas Ranjan Panigrahi gave an enlightening keynote, with the definition of OER, its usage and awareness. He mentioned the leading role of CEMCA in capacity building in terms of infrastructure and national policies. He focused on the usage of open license. He also mentioned the role of CEMCA in support of research on OERs. Development of open standards and open technology was also a part of his lecture.

The inaugural session was ended with vote of thanks by Prof. James Raju.



The session one of the workshop was taken by Dr. Elena on Innovative teaching and learning tools. She mentioned that there is not a huge change in the way teaching is done today, but there are some innovations which are proposed that can change the way one learns. Among the wide-ranging apps, sites, learning management systems, flashcard creators, and content archives bring this change. There are better ways to motivate learner with the use of internet technology.

E-QUAL team of education experts investigated the vast array of online learning tools to create this list best, most innovative online tools that we think will change the education space.

Prof. Rajeev Wankar, University of Hyderabad and Mr. Kumar Jagannmaya Jagajeet, Project E-QUAL. Prof. Rajeev wankar enlightened facts on CMS, LMS, Learning design. Where as Mr. Kumar Jagannmaya taken a hand-on session on installation of Moodle, easy and quick steps to implement LMS in a remote institutes without usage of internet.

The summing up session was taken by Dr. Elena and Prof. Rajeev to discuss the realtime challenges on implementation of OERs and blended learning.

Prof. Rajeevwankar, Prof. R. Siva Prasad and Mr. Kumar Jagannmaya discussed on E-assessment and its auto evaluation. A hand-on session was conducted to create question bank use of quizzes. Prof. R. Siva Prasad discussed on licensing issues of OERs. A feedback session on the existing E-QUAL OER repository was also a part of the session.

Prof. K. Venkat Reddy from The English and Foreign Language University(EFLU), Hyderabad was chief guest for Valediction session in which he focused on the challenges in development of OERs by EFLU. He also appreciated the efforts of UoH to bring out OERs. Prof Prabhakar Rao in his concluding remark mentioned that UoH would help the colleges in implementing OERs. The event closed with a warm thanking session by Prof. R. Siva Prasad.

Research on Open Educational Resources for Development

In the year 2013, the Commonwealth Educational Media Centre for Asia (CEMCA), joined a network of research institutions to conduct Research on Open Educational Resources for Development (ROER4D) supported by the International Development Research Centre, Canada, and facilitated by the network hub at University of Cape Town, South Africa. CEMCA completed IDRC research project and organised a day long workshop on 20th December 2016 at India International Centre, New Delhi for dissemination of the research findings published as a monograph and also bring together other OER researchers together to discuss



research findings, challenges and opportunities for further research in the field. Around 40 academics, academic leaders, senior MHRD and UGC administrators besides young researchers participated. Prof. V.S. Prasad, Former Director, NAAC presented his key note address on sustainability and quality of

OER. Dr. Sanjaya Mishra, Education Specialist, Commonwealth of Learning presented the research proceedings and key findings. Other researchers like Prof. Mohan Menon, Chairperson, DISHA-Global Trust, India; Mr. Gurumurthy Kasinathan, Director, IT for Change, India; and Ms. Sujata Santosh, Assistant Director, National Centre for Innovation in Distance Education, IGNOU presented their respective researches in this workshop. Dr. Santosh Panda, Professor, Indira Gandhi National Open University, & Former Chairman, National Council for Teacher Education, India reviewed the research report and discussed his review points. Appreciating CEMCA's effort on this research, he also forwarded related areas of researches. The participants recommended priority areas of research on OER.

Creation and Utilization of OER for Higher Education in ICDL Conference 2016

Commonwealth Educational Media Centre for Asia (CEMCA) organised a half-day special event on the theme "Creation and Utilization of Open Educational Resources (OER) for Higher Education" in ICDL Conference 13-16 December, 2016, New Delhi. The event was held on 13th December 2016 (Time Duration: 10.00am to 1.00pm) at India Habitat Centre in New Delhi. The event was expected to work towards (a) Understanding of OER and Creative Commons Licenses; and (b) addressing present challenges to the



creation and utilization of OER. Prof. V. Venkaiah, Former Vice-Chancellor, Krishna University, Andhra Pradesh and

Dr. Manas Ranjan Panigrahi, Programme Officer Education, CEMCA, New Delhi facilitated the special interactive sessions.

The programme was attended by 48 institutional administrators and decision-makers, Government representatives, librarians, information science practitioners, technologists/service providers, academia and other domain experts across the globe. The special event on OER was worked towards achieving tangible outcomes at both the policy and programme levels. The sessions of the event were

culminating a set of expert recommendations, action points and a roadmap for future activity.

16th Meeting of Advisory Council of CEMCA

16th meeting of Advisory Council of CEMCA was held on 5th December, 2016 at New Delhi. The Advisory Council of CEMCA functions as an advisory body of Commonwealth of Learning on CEMCA affairs and is responsible for broad policy formulation in the programme areas. Besides, it monitors and evaluates CEMCA's progress and suggests way and means to improve performance. The meeting was attended by representatives from India, Bangladesh, Sri Lanka and Malaysia under the chairmanship of Prof. Asha Kanwar, President & CEO COL. The council took notice of action taken in 2015-16 and set out areas

of priority for 2016-17 to further the Goal of Learning for Sustainable Development.



Pre-PCF8 Workshop – Community Radio: Transition from Listener to Learner



On the morning of November 26, 2016 on the 32nd floor, of Traders Hotel, right in front of the Twin Towers of Malaysia, a workshop commenced on “Community Radio: Transition from Listener to Learner” with a warm welcome by Dr. Shahid Rasool, Director CEMCA. Dr. Rasool stated the objectives of the workshop and stressed on the need for sustained efforts to carry forward the agenda. The participants were from Kenya, Tanzania, Uganda, Sri Lanka and India. Dr. K Balasubramanian, Vice President COL played the role of a good moderator who started with an ice-breaking session of introduction.

Dr. K Balasubramanian started by explaining the role of COL & CEMCA and

the significance of Sustainable Development Goal (SDG) 4, i.e. “Quality Education – To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. He also narrated how a few years ago the African countries had adopted the concept of “Table Banking” from their visit to India. Similarly, he urged that Indian CR Stations may adopt the approach that many African NGOs are taking to transition their listeners to being learners.

Prof. Asha Kanwar, President COL, addressed the gathering and desired that the participants reflect on the need to reach the last one in the queue. She also mentioned that recognition of learning in terms of a certification may be a big incentive for the person from a marginalized community. She encouraged each of the participants to try innovative methods to reach the unreached and make a difference in the lives of people.

Mr. James Onyango, Education Specialist, Lifelong Learning for Farmers (L3F) gave a holistic view on the Listener to Learner (L2L) model. His presentation titled “Community Radio for Farmer Education - Graduating from Listener to Learner: COL Experience” was based on long years of his experience in the field, especially in countries of Africa.

Dr. Moses Tenywa from Agricultural Innovation System Brokerage Association (AGINSBA) presented the



model used for L3F (Lifelong Learning for Farmers) in Uganda. He emphasized on using ICTs to enhance the interactivity of Radio. This includes – Call-Ins, Call – Outs, SMS, Voice Messages, IVRs, Facilitated Listening and Web-Based Platforms.

Ms. Nancy Achieng presented the case study “Use of Radio in Farmer Education in Western Kenya”. The most interesting feature of the case study was KAIPPG’s role to promote livelihoods through sustainable agricultural practices focusing on Social Mobilisation, Financial Literacy and Enterprise Development. This convergence, as remarked by the group gave a holistic approach to the initiative and must have played an important role in ensuring success.

Dr. R. Sreedher took the participants through the journey of CR Stations in India. His presentation show cased the

work done by many CR Stations with a collage of pictures showing the true involvement of Community in these CR Stations. Ms. Ujjwala Tripti Tirkey presented a “Healthy Recipe on Radio” for women empowerment through telling them about Health and Nutrition. Ms. Tirkey has been a pioneer in using the Community Radios of India as a medium to improve the lives of people of the community. She has played a pivotal role in commencing two programmes, namely, “Science for Women’s Health & Nutrition” (SFWHN) and “Radio Mathematics” for Department of Science & Technology (DST).

Representatives from four CR Stations from India participated in the workshop, namely,

1. Ms. Pooja Murada from S M Sehgal Foundation running CR Station named Alfaz-e-Mewat

2. Mr. Ferdinand Peter from Bishop Benziger Hospital running CR Station named CR Benziger
3. Mohammed Zahed Ali Farooqui from Siasat Daily running CR Station named Deccan Radio
4. Ms. Namrata Chandramohan Bali from Indian Academy for Self Employed Women (IASEW) running CR Station named Rudi No Radio

All the four participants contributed actively to the discussion. After having heard all the speakers, the four participants were paired up with resource persons, who helped them draft an action plan to integrate the learnings of the workshop in their present way of running the CR Stations in order to ensure that a scientific and systematic process emerges to facilitate transition of a Listener to Learner and a Learner to be an empowered individual.

Finalisation of Telangana ICT Text and Teacher Hand book

Integrating Information and Communication Technologies (ICT) in teacher education (TE) is a priority for Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA organized a meeting in RIE Mysuru, for South Indian SCERTs, for collaboration on programs on ICT in Education, specifically OER creation.

IT for Change prepared a draft of the text book and teacher hand book. Subsequently a core group of the DSE reviewed ICT student textbook and teacher / teacher educator hand book, in the “review workshop” organised from October 17-21 at Osmania University, Hyderabad.

DSE organized a “Finalisation workshop” from 21st to 25th November, at the Institute of Advanced Studies in Education, Osmania University, to finalize the ICT student textbook and teacher / teacher educator hand book. IT for Change, the implementation partner of CEMCA, for this project, facilitated the workshop. The specific objectives of the workshop were Core group to review and finalize the student text book and teacher handbook and recommend the final versions for approval to the DSE; Orientation of a core group of teachers, teacher educators and text book editors to lead the implementation of the new ICT syllabus in the state, including text book / hand book implementation; Development of a training plan for teachers

across Telangana, for the implementation of the text book and handbook

IT for Change presented the final ICT text book and teacher / teacher educator handbook design and approach, which incorporated feedback and comments from the core group and from Prof Rajaram Sharma, Joint Director CIET, received during review workshop.

Over the next three days of the workshop, the team from ITfC presented the textbook and teacher / teacher educator handbook in small groups, the core team and teachers reviewed separate sections of the textbook. Four sub groups formed in the previous workshop; with 1-2 core team members and 2-4 teachers for reviewing different sections of the textbook and associated part of teacher handbook, reviewed and exchanged feedback, their comments were collated for subsequent incorporation. The revised version of the textbook and handbook was updated on the Teacher Network web portal. Yogesh from IT for Change, provided the required technical inputs for the text book and hand book, which is being produced using the ‘wiki books’ feature of Mediawiki.

Ranjani presented the list of possible projects prepared, with inputs from the review workshop, for each subject (mathematics, science, social science, Telugu and English). The core group reviewed the projects and also provided additional projects and activities for incorporating into the text book and hand book.

Dr. Shahid Rasool, Director, CEMCA visited BNNRC Secretariat

Dr. Shahid Rasool, Director of Commonwealth Educational Media Centre for Asia (CEMCA) visited Bangladesh NGOs Network for Radio and Communication (BNNRC) Secretariat on 12 December, 2016.

BNNRC has organized a knowledge sharing meeting with Dr. Rasool. In the meeting Mr. AHM Bazlur Rahman, Chief Executive Officer gave the welcome remarks and recalled the deep relationship between BNNRC and CEMCA during the past decades. Mr. Rahman expressed his gratitude to CEMCA, for its initiative to promote Community Radio sector in Bangladesh.

Dr. Rasool was keen to know about the overall programs of BNNRC as well as the situation of Community Radios in Bangladesh. Mr. Rahman shared an overview of BNNRC's program and activities through a power point presentation and a video documentary on the Community Radios in Bangladesh.

Inquired by Dr. Rasool, Mr. Rahman briefed the updates of community media sector here in Bangladesh.

Dr. Rasool appreciated on the progress of Community Radios in Bangladesh in comparison with some African countries as well as with India, especially on policy and advocacy area with the Government.

Discussing about the plan and strategies of Community Radio sector, Dr. Rasool advised, "For ensuring communities participation and supports as well as to develop as an effective sustainability plan, the Community Radio Stations (CRSs) need to act as a 'Community Center' itself, where the target communities will not only listen radio programs, but receive all-inclusive services too. So, the communities can meet their demand-driven facilities which will contribute in improving their life and livelihood".

For promoting Community Media Sectors of Bangladesh, Dr. Rasool stressed the need of two to three years project based work, rather to organize some few event based programs like training, workshop etc.

Experience Sharing at NSDC, Bangladesh

NSDC Secretariat, Bangladesh has organized an experience sharing meeting with Dr. Shahid Rasool, Director CEMCA, New Delhi India on 13 December, 2016. In the meeting Mr. ABM Khorshed Alam, Chairman and CEO (Additional Secretary) of NSDC Secretariat, welcomed the members in the meeting and introduced Dr. Shahid Rasool as chief guest.

Dr. Rasool presented a brief on CEMCA and its two initiatives viz. Education and Skills. Discussing about the plan and strategies of skill and community media, Dr. Rasool advised, "For ensuring communities participation and supports as well as to develop as an effective sustainability plan, the Community Radio Stations (CRSs) need to act as a 'Community Center' itself, where the target communities will not only

listen radio programs, but receive all-inclusive services too. So, the communities can meet their demand-driven facilities which will contribute in improving their life and livelihood".

Mr. Alam informed that NSDC Secretariat Bangladesh is going to form an industry Skills Council (ISC) named Creative Industry Skills Council for the media sector. Students after their graduation would be able to do training under this sector and will have decent jobs since there is a huge demand of different types of technicians and skilled manpower in this area. Dr Rasool said that CEMCA can offer

collaboration with NSDCS in the following areas: build competency based learning modules repository; research orientation workshop for scholars to approach TVET issues; conduct training need analysis of industry sector council people and provide training; co-design a programme for vocational trainers and community mobilisation and participatory learning.



Create and Repurpose of OER for Learning at Odisha State Open University (OSOU)



Under its OER initiative, CEMCA in collaboration with Odisha State Open University (OSOU) Sambalpur, Odisha convened a three-day workshop cum training programme on, “Create and Repurpose of OER for Learning at OSOU for Academics, Content writers and ICT personals”, at National Academy of Broadcasting and Multimedia (NABM), Bhubaneswar from 25-27 October, 2016. Thirty-two (05 Female and 27 Male) participants, including academic staff, content writers, ICT personals, and resource persons, participated in the workshop.

Prof. Mohan Menon, Former Deputy Vice Chancellor, Wawasan Open University (WOU), Malaysia facilitated the workshop along with Dr. Manas Ranjan Panigrahi, Programme Officer (Education), CEMCA, New Delhi.

This activity is a part of implementation of Project entitled “Institutional OER Policy Finalisation, Implementation and OER adaption”. In this project OSOU adopted OER policy and started practicing for benefit of their learners through implementing the policy. OSOU will develop an OER repository with integration of LMS through which large number of learners will get access to all materials and also get opportunities for online learning.

Mr. Jayant Kar Sharma, Registrar of OSOU introduced the objective of the workshop. He also informed about OSOU’s focus on developing OER. Dr. Manas Ranjan Panigrahi, Programme Officer of CEMCA shared about activities of CEMCA in promoting OER for quality education. Mr. Prakash Kumar Pati, Dy. Director General, National Academy of Broadcasting and Multimedia (NABM) attended the programme as the Chief Guest. In his address he said that Content is important for education and OER can help developing quality content. Prof. Mohan Menon, who is the Key Resource Person of the programme informed the participants about importance of OER. The workshop provided opportunity to participants for hands on practice in creating knowledge and skill in OER related functional areas including creation of quality assured course material and search, find and reuse of OER material to be integrated in the course material.

Resource Review - Telangana ICT Text book and Hand book

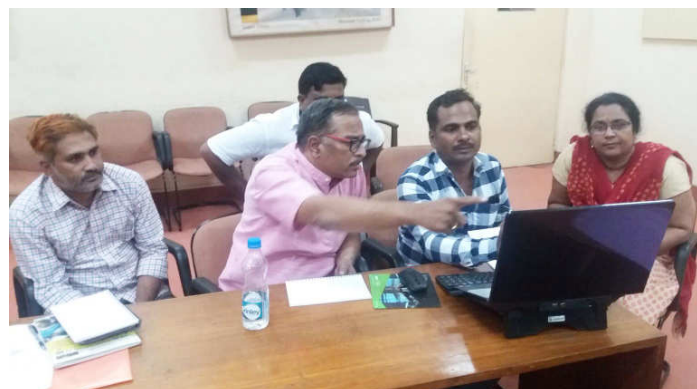
CEMCA organized a consultative meeting held in RIE Mysuru, for South Indian SCERTs, for collaboration on programs on ICT in Education, specifically OER creation. Pursuant to this meeting, the Telangana School Education Department (SED) signed a MoU with CEMCA to support the creation of ICT student textbook and teacher / teacher educator handbook, for its ICT@Schools program.

During October 17-21, SED organised a workshop for the development and review of the resources connected to the ICT student textbook and teacher/teacher educator handbook, at the Osmania University Centre for International Programs (OUCIP).

Prof. Yugandhar Reddy, SED, welcomed the participants and shared SED expectations from the workshop. Mr. GurumurthyKasinathan, from IT for Change, introduced participants to the aims, agenda and expected outcomes from the workshop. Dr. Manas Ranjan Panigrahi, Programme Officer CEMCA gave a brief background of the work of CEMCA and COL in promoting ICT in teacher education as well as OER. He explained the significance of OER in education.

Subsequently, Ms. Ranjani, from IT for Change, presented the ICT text book and hand book resources which was made available on the OER wiki on the Teacher Network website. The participants in the workshop, who were specialists in curriculum design and development in

different disciplines provided inputs and resource ideas as well as contributed activities and resources to the lessons in the text book and the hand book. They formed four sub groups, each looking at one part of the text book/hand book. The four sub-groups were led by Mr. Vinayak, Mr. Ramesh, Mr. Rajender, Mr. Venkat Reddy, each took charge of one of the four parts of the text book and hand book (What is the nature of ICT, Data



representation and processing, Communication with graphics and Audio visual communication). Each sub group had teachers and teacher educators as members.

Mr. Gurumurthy presented the TOER (Telangana Open Educational Resources)

website which is implemented using Mediawiki free and open source software. Mediawiki has been developed to support collaborative resource creation and publishing, on which the ICT text book e-book was made available, by the CEMCA and ITfC team.

The last session was on action items and way forward. The core group formed, consisting of the workshop participants, agreed to virtually collaborate with the ITfC team to add, revise and refine the resources which are part of the ICT textbook and hand book.

Staff Sensitization Workshop on Institutional OER Policy at OSOU regional center, Bhubaneswar

Commonwealth Media Education Center for Asia (CEMCA) is engaged in assisting Higher Education Institutions to adopt Open Educational Resources (OER) through the development and implementation of institutional OER policy. With this background, COL-CEMCA organized a three-day (1-3 June 2016) National Capacity Building Workshop on Institutional OER Policy Frameworks for development of OER policy and its implementation in the Indian Universities. In this programme



Odisha State Open University (OSOU) came up with draft OER policy. OSOU organized a day long staff sensitization workshop on Institutional Open Education Resources (OER) and finalization of draft OER policy at its regional center at Bhubaneswar on October 05, 2016 in Collaboration with CEMCA.

Vice-Chancellor of the University, Dr.SrikantMohapatra, gave a detailed outline about the Open Education Resources and said, OSOU will try to put all its material in digital format, so that all

learners can freely access it. He said, opting for OER saves costs of the students and quality material can be developed. Dr. Mohapatra stressed the faculty members to search for good OER and modify it as per the need of the course.

Registrar of the University, Dr. Jayant Kar Sharma said that the workshop was being organized in collaboration with CEMCA. OSOU has signed an agreement with CEMCA for adoption of institutional OER Policy and timeline has been fixed for various activities. He gave an in depth presentation on the OSOU – OER Policy. Jyoti Prakash Mohapatra, Faculty of OSOU gave a presentation on why we need to go for OER and its applicability.

Twelve (10 Male and 02 Female) faculty members and IT staffs of Odisha State Open University participated in the workshop.

Sensitization Programme for ODL Professionals of West Bengal on Adaption of OER

CEMCA, New Delhi, supported Netaji Subhas Open University (NSOU), Kolkata, to organise a Three-Day workshop titled “OER Capacity Building and Sensitization Programme” for ODL Professionals, on 26th-28th September, 2016, at Netaji Subhas Open University, Kolkata campus. This workshop is a part of the CEMCA supported project entitled “OER Initiatives for ICT enabled Programme of Netaji Subhas Open University”.

Twenty-Six (18 Male and 08 Female) faculties from the University and ODL professionals from four Directorates of Distance Education (DDEs) of West Bengal, India attended the Workshop.

In his welcome address, during the inaugural session, Dr. Anirban Ghosh, NSOU, talked about the inevitability of Open Educational Resources in ODL system. He mentioned that the university is presently focusing on implementation of OER through its consecutive initiatives. He also said that, NSOU initially developed OER policy for its three schools in 2014 and in June 2016 revised OER policy, with CEMCA's expertise and support, to be implemented in the University. Ms. Barnali Roy Choudhury briefly stated the



objectives and expected outcomes of the workshop as well as the project.

Dr B.K. Bhadri, Ministry of HRD, Govt. of India in his Inaugural address, elaborating the importance and efficacy of OER, stated that, “it is high time to implement OER in present teaching-learning scenario”. He also said that the whole system, society and environment is providing the necessary push to get transformed from the traditional practice to OER based system. Professor Uma Kanjilal, IGNOU, the key resource person from CEMCA for this three-day workshop, in her eloquent deliberations talked in detail about the present status of OER Repository in India in particular and world in general. Prof Kanjilal portrayed a clear vision for implementing a good number of initiatives with different aspiration of Open Innovations and a dynamic attitude where the key term is “Sharing”.

Professor Subhasankar Sarkar, Vice-Chancellor, NSOU, in presidential address, conveyed the importance of OER in Open

and Distance Education. He said that he found ODL system in between the triangle of three pillars of pedagogy system i.e., SLMs, PCPs & ICT based supports. Prof Sarkar also gladly announced that the NSOU started using OER for catering learner-centric education in Open & Distance Learning environment.

The workshop focused on the Concept, Policy, License of OER and finalization of the steps to implement OER repository at NSOU. Resource materials provided by CEMCA and Resource person was made available to the participants during the workshop. Three-day workshop comprised of various sessions including the Pre-Workshop survey, attitude scale towards OER framework, post-workshop survey and group activity. A session titled “Just a minute on your take on OER” was also organised.

Active participation of delegates from different DDEs of West Bengal and faculties of NSOU made this workshop a success. By the end of the workshop the participants were highly motivated to take it forward.

Consultative workshop - Telangana ICT Text book and Teacher Hand book



Integrating Information and Communication Technologies (ICT) in teacher education (TE) is a priority for Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA organized a consultative meeting held in RIE Mysuru, for South Indian SCERTs, for collaboration on programs on ICT in Education, specifically OER creation. Pursuant to this meeting, the Telangana School Education Department (SED) signed an MOU with CEMCA to support the creation of textbook and handbook, for its ICT@Schools program. SED organized a “consultative workshop” on 16th and 17th September 2016, to approve

the framework, scope and approach for ICT textbook and develop an approach for OER creation and publishing. IT for Change, the implementation partner of CEMCA for this project, facilitated the workshop.

Prof. Upendre Reddy from Telangana Department of Education welcomed the participants and shared SED expectations from the workshop. Mr. Gurumurthy from IT for Change introduced participants to the aims, agenda and expected outcomes from the consultative workshop. Ms. Ranjani from IT for Change presented the ICT text book design and approach. Telangana will have 2 student text books, one for classes 6-8 and second for classes 9-10. The deliverable for the current project is the first text book. Ms. Ranjani and Mr. Gurumurthy demonstrated the free and open source educational software applications – Geogebra, Phet, Marble, KAnagram etc., to the core group which would be part of the text book, to help the participants get an understanding of the pedagogical possibilities.

On Sep. 17th Mr. Gurumurthy presented the TPACK framework and explained that the focus of the ICT text book must be to integrate technological, pedagogical and content knowledge of the teachers and learners. Since free sharing is a vital

pedagogical principle, the program must use free and open source software resources and the content created should also be released as open educational resources. The core group agreed that the text book should encourage the constructing of knowledge by students which goes beyond textual knowledge and it should help teachers to test conceptual understanding.

Mr. Gurumurthy presented the KOER (Karnataka Open Educational Resources) website which is implemented using Mediawiki free and open source software. Mediawiki has been developed to support collaborative resource creation and publishing and is well suited for TOER (Telangana Open Educational Resources) as well. The ICT text book e-book / digital version will be made available on the TOER platform. The TOER platform will contain the resources created and shared by the teachers.

Ms. Ranjani facilitated the sharing of the ‘project ideas’ that the core group members had prepared, for each subject (mathematics, science, social science, Telugu and English). A list of possible projects was prepared. The plan is to start with simple projects that one subject teacher can comfortably handle

then go to complex projects which many teachers need to handle. She also presented the project 'template' to the core group.

The last session was on action items and way forward. A core group / steering

committee was formed, consisting of the workshop participants, which will oversee the teacher training and OER creation including the ICT textbook. ITfC will prepare the first draft of the student text book and teacher hand book, on the basis

of the overall plan, framework, approach and the proposed syllabus of the ICT student textbook and teacher/teacher educator handbook, endorsed by the core group.

Need Analysis Workshop for Media Enabled Learning

CEMCA, along with Focal Skill, scheduled a workshop with a team of Media Experts, Instructional Design Experts, Technical experts and Learners, to discuss their viewpoints on the need and structure of e-content for learning mobile handset repair.

The objective of the workshop was to discuss the need to integrate media enabled learning in mobile repair technician course so as to make it more learner centric, industry relevant and outcome oriented so that it can further result in increase in the interest of learner throughout the training program and encourage the trainee to setup their own mobile repair unit or join a mobile repair service center.

Among the attendees were Maj. Gen. P.N Monga, Regional Head North, Telecom Sector Skill Council, who briefed the gathering about TSSC and its role till now. He also highlighted some very



important points on eligibility criterion for mobile repair course. Ms. Sanjogita Mishra, Program Officer - Skill discussed CEMCA's role and ongoing initiatives and CEMCA's expectations from this project.

Mr. Parveen Bansal, MD Focal Skills Development Pvt. Ltd., then elaborated on their business model to impart skills while creating entrepreneurs. Repair guru, an initiative started by Focal Skill which helped all the members of the workshop in understanding the concept of skill development and entrepreneurship more deeply.

Inputs of the Instructional design experts, technical experts and Learners were captured as well, which helped in understanding the required coverage. An outline of the coverage was prepared by involving practitioners and learners and it was agreed that based on the inputs captured, content will be developed by the instructional design experts and Technical experts under the able leadership of Ms. Bhavana Mittal from Focal Skills using the right Media Mix. The workshop ended with a vote of thanks to all the experts.

CEMCA collaborates with Sector Council for Green Jobs for TVSD

CEMCA signed a Memorandum Of Understanding (MOU) WITH Sector Skill Council for Green Jobs, on July 26, 2016. The MOU is for an active collaboration, between the two organisations, for the coming 3 years to facilitate training of youth in the Renewable Energy Sector for job roles related to Solar, Wind and Solid Waste Management. This is a growing sector and needs about 10 million skilled human resources in the coming 5 years.

Dr. Shahid Rasool, Director, CEMCA, insisted on strictly following an outcome based approach in all interventions to be undertaken in collaboration. "The idea is to create livelihoods for the huge population of unemployed youth and promote



practices for sustainable development", he said. Dr. Manas Panigrahi, Programme Officer, CEMCA stressed on the need for a strong Monitoring & Evaluation for all the initiatives taken in collaboration with SCGJ to articulate significant impact.

Dr. Praveen Saxena, CEO SCGJ, along with his team welcomed the partnership and expressed his interest in undertaking "Awareness workshops for Waste Management". He also agreed to provide his team's expertise in developing multi-media content for specific job roles and taking the content to the learner. CEMCA agreed to

support SCGJ in Training of Trainers, especially in Platform skills and soft-skills. Both parties agreed that with a strong focus on marginalized youth, rural women and entrepreneurship development, SCGJ and CEMCA have a lot to achieve together in furthering the cause of sustainable development.

Research Shows

Implementation of ICT@Schools Scheme

By Dr. Laxmidhar Behera and Mr. Sanjaya Kumar

The ICT@Schools Scheme was launched by the Department of School Education and Literacy; Ministry of Human Resource Development in December 2004 to provide opportunities to secondary stage students to build their capacity in ICT skills and to facilitate learning through Computer aided processes. Based on the implementation experience of the first six years, the Government revised the ICT@Schools scheme in 2010. The ICT@school scheme was implemented in 2007-08 in the schools of Jharkhand. The research study reports the status of implementation of ICT@Schools Scheme in Jharkhand with reference to infrastructure, training of teachers for the effective use of ICT in secondary schools and use of ICT in the teaching learning process.

Survey research has been employed and ten secondary schools of Bokaro district of Jharkhand were selected randomly in the study. Ten school heads, fifty subject teachers (Math, Science, Language, and Social Science) and 50 students participated in the study conducted during January, February 2016. For assessing the status of ICT implementation, the data was collected through the following instrument like Interview schedule for Head Teachers, Checklist-cum-Inventory and observation of infrastructure facilities under ICT@ Schools Scheme, Questionnaire for subject teachers, focus group discussion for students and a case study format. Some of the key findings of the research include:

Status of ICT Implementation at Secondary Schools

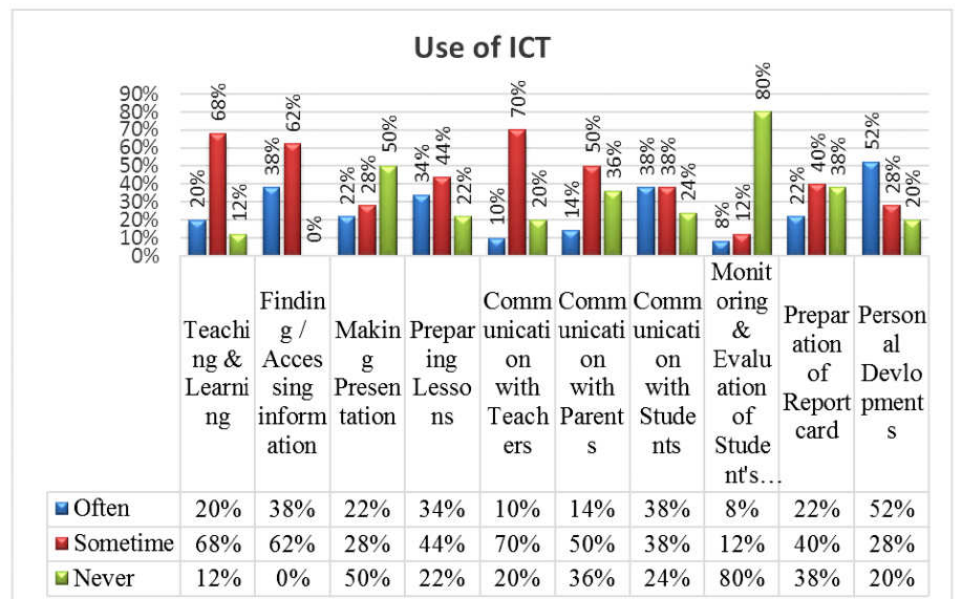
Seventy percent of schools have computers facilities the minimum necessity for implementation of the scheme. Only one tenth of schools have printers, one fifth of schools have laptops and 30% of schools have educational DVDs and CDs .Other infrastructure like scanner, modem, projectors, web cam, pen drives, and video camera are not available in sampled schools. None of the schools have its own school's website and school's blogs and subject

specific software. About half of the teacher (48%) agreed that ICT infrastructure present in their schools were not sufficient for the development of ICT competencies.

Status of the training of the subject teachers for the effective use of ICT in Secondary Schools

Less than half of the sampled teachers are trained in using ICT. School heads reported that there is need of special training for them on ICT. The teachers stated that the frequency of training be increased and it must be need based.

Use of ICT in Classroom Teaching Learning Process and School Management



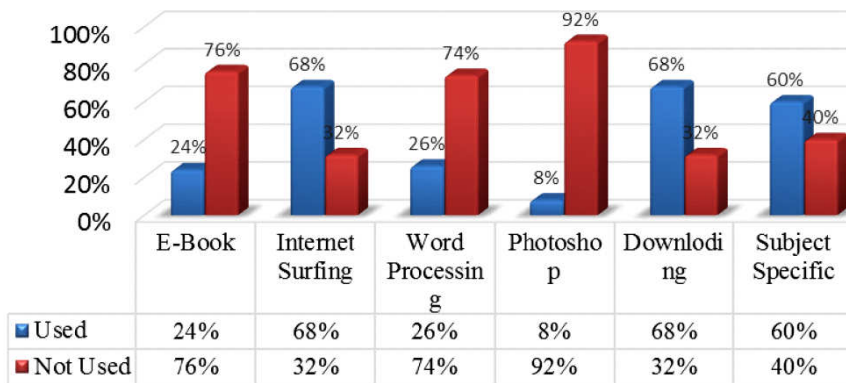
Percentage of teacher using ICT in different areas

- For teaching learning one fifth (20%) of teachers often use ICT, less than two-third (68%) teachers use ICT sometimes and less than one fifth (12%) teachers never use ICT. For monitoring and evaluation of student's performance majority (80%) of teachers never use ICT.
- For personal development more than half (52%) of teachers often use ICT, more than one – fourth (28%) of teachers use ICT sometimes and one – fifth (20%) of teachers never use ICT. Only few schools (30%) have not allotted period in school time table for ICT class.
- 30% of schools have allotted 2 periods for each class in a week, 40% have not specified period for ICT class while 30% have not allotted any period for ICT class.

- Students stated that adequacy of time for ICT use is not up to the mark. They stated that very few teachers are interested and motivated to use of ICTs during their teaching learning process.
- Less than one-fourth (22%) of teachers discuss about ICT integration in teaching learning process with their colleagues while more than three-fourth (78%) of teachers do not discuss about ICT integration in teaching learning process with their colleagues.
- As far as the use if ICT in school administration is concerned, it is found that only 10% is using ICT in school administration like keeping the records of students, result publication and other official work, while still 90% schools do it manually.
- More than three-fourth (78%) of teachers do not discuss about ICT integration in teaching learning process with their colleagues.
- As far as the use if ICT in school administration is concerned, it is found that only 10% of schools are using ICT in school administration like keeping the records of students, result publication and other official work, while rest do it manually.
- One important issue also raised by students about their rural background and they need special attention to improve their skill in use of ICT.

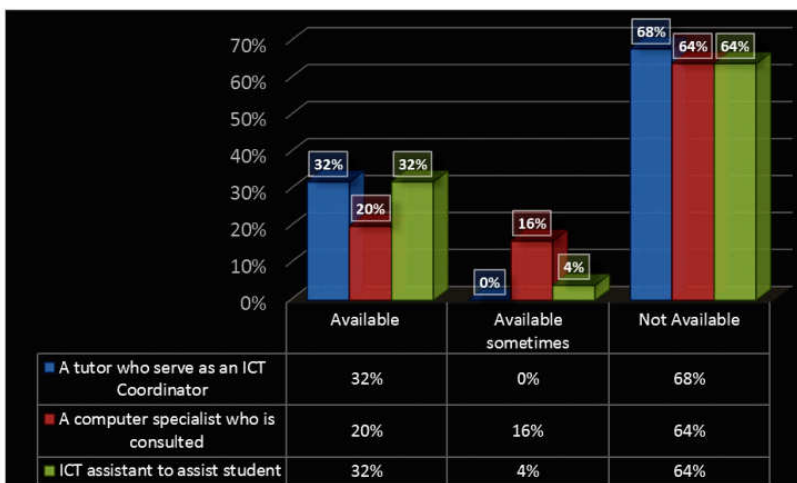
Suggestions of teachers and students to enhance use of ICT in teaching learning process

Use of Technology for Teaching Learning process



Use of ICT in Teaching Learning Process

Views of Principals, Teachers and Student Regarding Implementation of ICT in Secondary School



Views of Teachers on availability of ICT facilitator in their school

- Providing adequate computers and resources in the school and improve the infrastructure up to the mark and availing educational DVDs and CDs according to syllabus.
- Arranging workshops or training on ICT for teacher at regular interval and expert supervision
- Allowing use of computers to teachers even after school hours, so they can be enhancing their computer skill.
- An ICT resource centre in each block should be established where students and teachers go for the advancement of their computer skills and competencies.

During the discussion the students have indicated some challenges of implementation of ICT scheme like; providing computer specialist teacher, repairing of non-functional computers, availability of supportive facilities, size of the computer lab and Rural background students need more attention to improve their skill in use of ICT.

Barriers to use of technology

ICT implementation is low due to a large number of problems. As revealed by the teachers and students, following is the ranking of list of barriers for effective implementation and use of ICT in secondary schools.

- Poor Technical & physical infrastructure of learning environment.
- Inefficiency of institution computer laboratory.
- Shortage of computer used by teacher.

- 4 Insufficiency of financial resource for technology integration.
- 5 Deficiency in professional development opportunity for gaining knowledge & skill.
- 6 Deficiency in support services in material development / technology usage.
- 7 Inefficiency of teacher technical knowledge to prepare material based on technology.
- 8 Scarcity in Resources on Technology for attaining information.
- 9 Inefficiency of guidance & support by administration.
- 10 Inadequacy of computer used by learner.
- 11 Lack of interest of teacher in technology usage.
- 12 Problem about accessibility to existing hard work.
- 13 Inefficient time to prepare materials based on technology.
- 14 Absence of reward system for encouraging technology usage.

The teachers have ranked the listed barriers 1–14 in order of most significant to less significant. The rank given to the barriers can be divided in to three major categories. From rank 1 to 4 the barriers can be categorized under infrastructural barriers, from rank 5 to 10, as training and support system barrier and from rank 11 to 14 as interest and motivational barrier. The data indicates that at present the poor infrastructure is the most prominent barrier in the use of technology. The second major barrier is inadequacy and inefficiency of training and support system. At present the interest and motivation of teacher is not that much important barrier as two other barriers. The teacher ranked to absence of reward system for encouraging technology usage as the least important barrier. One reason may be that there is provision of National Award for the teachers using ICT for Innovations in Education.

To conclude the research shows the poor facilities and implementation of ICT@Schools scheme. Adequate facilities, training of teachers and administrators and monitoring will help in effectiveness of the programme.

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MAKING THE MOST OF A CONFERENCE

Conferences offer an opportunity to learn more about your areas of interest and the people who share them. With some thought and a little planning, you can make the most of the short time you spend in attendance and develop lasting relationships to support your work and theirs in the long term.

1. Make a plan

Most conferences will offer far more talks, panels, sessions and workshops than you have the ability to attend. Review the programme and make your own schedule in advance.

2. Ask questions

Contribute to sessions by asking the presenters questions. Similarly, exhibition booths, poster sessions and social events are all great opportunities for learning.

3. Follow the conversations online

Social media now means that there is almost as much conference activity online as in person. Follow the conference hashtags and social media accounts to connect with fellow attendees during the conference and after.

4. Connect and reconnect

Don't wait too long to follow up with new and old contacts after the conference. A brief message is sufficient and can help establish lasting ties.

5. Spread the knowledge

Share what you have learned with interested friends and colleagues back home.

TIPS to adopt TL2L approach for Radio Practitioners

By Sanjogita Mishra

Radio has proven to be an evergreen medium to reach the masses despite the advent of more attractive and newer cousins like Cinema, TV, YouTube & ICTs etc. It has proven that the medium offers its intrinsic advantages. One, is its low cost and that a listener can be easily afford the device. Two, faster and ease of production of episodes makes it very responsive to the real world. Third, one can listen to radio while doing other

things. The medium is not very demanding on the audience's attention. The flip side of this advantage is that it may not be very engaging unless there is a special focus by the producers of the program to engage with the audience. That is why "Radio as a tool for learning" is always debated upon for its effectiveness.

With this in mind we interacted with professionals who have successfully

used "Community Radio as a Tool for Development" and found a few common principles which ensures that the passive listener transits into being an active learner. These principles form the foundation of TL2L (Transition from Listener to Learner) approach.

Following are the principles which must be kept in mind while designing any intervention related to Community Radios.

1. **Plan on a particular broad area of change** that you would like to achieve in the community through the intervention. While there are so many areas that we would like to improve and change in the society like Cleanliness, Behaviour to address Climate Change, Improved Health & Nutrition, Skills for accessing Sustainable Livelihoods, access to



Education, etc., we need to zero-in into a particular area of concern which we will address through the intervention.

2. **Validate and sharpen this broad area of change through Community Participation.**

This is the fundamental step of designing a “Community Learning Programme” and can be implemented through a Baseline Survey or through a series of Focussed Group Discussions (FGDs) or a combination of the two. This not only helps to identify the current situation of the community and their pain points, but serves as a tool to do a Promotional Campaign of the Community Radio and the upcoming series of episodes. Additionally, it helps to identify those people in the community who would be willing to participate as producers. This survey is also a tool to identify multiple stakeholders of the same cause. For example, for bringing a positive change in the health and nutrition of women in the community, the stakeholders could be dispensaries and health workers of the community.

3. **Plan Production & Produce Programmes.**

Using the message matrix and the Programme Production template, episodes must be produced for the issues identified by interacting with the community. Community participation must be ensured by designing and deploying specific and relevant Field Activities.

4. **Conduct Field Activities.**

Broadcasting any number of

episodes will never create a change unless they are backed up by continuous field activities done for the community which have to be carefully designed and implemented in partnership with the right stakeholders. If these activities are properly chosen, then they can also create financial sustainability of the CR Stations.

5. Involve multiple media to collect feedback. This is the most important part of converting a Listener to Learner as this step closes the loop and ensures that the learning has happened. Some of the newer ways of doing this is by having Listener groups on Mobile Applications or automated IVR recorded through a software on a website. However, even traditional methods of asking listeners drop a postcard may be useful and relevant.

For several years, COL has adopted this model for working in African countries. In recent years, CEMCA has applied the same model for helping Department of Science & Technology by mentoring Community Radio stations to set up and enable the following -

- Group Based Blended Learning
- Participatory Content Development
- Semi-Structured Learning Process
- Strong feedback mechanism
- Participatory Monitoring and Evaluation

Here is a MUSFAE framework for L2L approach as proposed by Mr. James Onyango, Education Specialist, COL.

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Forthcoming Events

The Open and Distance Learning Association of Australia organising its 2017 conference on Open and Distance Learning.



Date: 5 - 7 February, 2017

Venue: Melbourne, Australia

Theme: Expanding Horizons in Open & Distance Learning has three sub-themes of: Openness, Community, Innovation

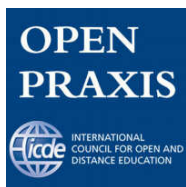
Timelines:

- Submission of full papers: 31st January, 2017

For more information:

http://odlaa.org/odlaa_events/2017-conference/

The Open Education Global 2017 conference



Date: 8 - 10 March, 2017

Organized by: The Open Education Consortium and University of Cape Town.

Venue: Cape Town, South Africa

Theme: The theme of the Open Education Global 2017 Conference is Open for Participation.

For More Information:

<http://conference.oeconsortium.org/2017/>

Symbiosis Centre for Distance Learning will host the International Council for Open and Distance Education (ICDE) International Conference



Date: 10 - 11 March, 2017

Venue: The Symbiosis Centre for Distance Learning, Pune, India

Theme: Unleashing the potential of ODL - "Reaching the unreachable"

For more information:

<http://www.scdl.net/International-Conference/>

OER17: The Politics of Open



OER17 presents an opportunity for open practitioners, activists, educators and policy makers to come together as a community to reflect on 'The Politics of Open'. The conference will be chaired by social and educational technologist and Wikimedia UK Trustee Josie Fraser, and Alek Tarkowski, Director of Centrum Cyfrowe, co-founder and coordinator of Creative Commons Poland.

Date: 5 - 6 April, 2017

Venue: London, UK

For More Information:

<https://oer17.oerconf.org/>

ICTERI is a peer-reviewed International Computer Science conference that brings together academics and practitioners interested in the technological advances and business applications of Information and Communication Technologies and Infrastructures.



Date: 15 - 18 May, 2017

Venue: Kyiv, Ukraine

Theme: ICT in Education, Research, and Industrial Applications: Integration

For more information:

<http://icteri.org/icteri-2017/>

The Canadian Association for University Continuing Education (CACE) conference 2017 will be hosted by Simon Fraser University's Continuing Studies.



Date: 24 - 26 May, 2017

Venue: Vancouver, Canada

Theme: Currents of change of change: learners, communities, programs and educators Responsive and Innovative Practices

For more information:

<http://cauce-conference.ca/2017/>