



Newsletter

COMMONWEALTH of LEARNING

Commonwealth Educational Media Centre for Asia



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From The Director's Desk

Education is the most powerful weapon which you can use to change the world.

– Nelson Mandela

Education seems to be a panacea for all ills of this world. Nonetheless, education has not liberated the globe of its vices, thus far. The reasons for failure of education in eradicating hunger and stress from the planet are many and mostly rooted in the design and delivery of courses. The fundamental question being raised is why formal education is generating unemployable youth. As American athlete and author, Kareem Abdul Jabbar says, *“If they took the idea that they could escape poverty through education, I think it would make a more basic and long-lasting change in the way things happen. What we need are positive, realistic goals and the willingness to work”*.

The realisation and urgency in bridging the gap between education and employability is at the heart of CEMCA's initiatives. In tune with the SUSTAINABLE DEVELOPMENT GOAL 4: *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*, we are focusing on learning for sustainable development. COL-CEMCA is strengthening the capacity of Higher Education Institutions and Skill Development organisations to connect learners to sustainable livelihoods. Higher education degrees must lead to better employment prospects, overall social empowerment and responsible behaviour towards environment which can be defined as sustainable livelihoods.

To address this issue COL and CEMCA have developed an Integrated Model for Higher Education keeping in view the relationships between different players in the higher education area. Earlier the stress was only on teaching and

learning. The model, as demanded by the circumstances, has an added third dimension of linkages with the labour market. The integrated model looks at the whole value chain or at the entire lifecycle of the learner across the higher education system. Ranging from enrolment to graduation and from graduation to entering the job market, the learners are facilitated and tracked by the system. The model envisages to increase the equity and access to education through Open and Digital learning, while maintaining quality and decreasing the costs. CEMCA started implementing this Higher Education Integrated Model with five Universities spread across Bangladesh, India and Sri Lanka.

Studies on Employability in Higher Education Institutions in India indicate that employability of engineers is the lowest. One amongst the many reasons for this is lack of life skills among them. CEMCA and COL, in collaboration with IIT Kanpur, therefore, have started creating a MOOC, **“Life Skills for Engineers”**. A mobile application based course, being offered through mookIT platform, is aimed to empower engineering graduates and in-service engineers with specific lifeskills like: communication, critical thinking, problem solving, leadership qualities and values.

The ultimate objective of these initiatives of CEMCA is to create employable graduates capable of contributing to sustainable development. With the aspiration to re-create education resulting in improved lifestyles, we start this year and wish all our readers a joyous 2018!

With best wishes
Dr. Shahid Rasool



Towards Promoting Quality Education

Prof. I. Ramabrahmam

Following national policies in 1986 & 1992, Indian Higher Education offers full-time courses in general & technical streams (the one contemplated by present government is in the offing) that have contributed immensely for the expansion of higher education including technical education. In the development of this sector, one can observe interesting trends. After adopting the first education policy, the Government of India laid emphasis on massification of higher education. There is a phenomenal increase in the number of colleges and universities from 578 & 27 in 1950-51 to 42, 257 and 882 in 2016-17. The expansion in higher education is impressive after adopting LPG policies in the country. This period saw growth of private sector to fulfill the nation's educational needs. A comprehensive review of National Education Policies could have thrown more light on the major take aways from that policy. However, trends show that the supply side of education and demand too grew. A cluster of public policies increased the demand of different categories of education, for instances: nationalization of banks, insurance, etc. Thus, expansion of public sector bodes well for an all classes of education. The emphasis on strengthening the state and its institutions ensured larger participation in national economic management.

The shift in the policy perspective from state-centric to the market brought enormous changes in the economy with resulting impact on social sectors like:



education, health, etc. During the hey days of state-dominated development model too, there were issues relating to employment, but, this problem assumed greater importance after adopting the New Economic Policy-1992. The process of globalization facilitated by Information Communication Technology (ICT) spelt faster changes in structure and delivery of education. The constant rise in the applications of IT in manufacturing and production sectors led to the expansion of opportunities in the service sector. While core knowledge of technical subjects remains, so, emphasis gradually shifted to advance technical courses with the help of IT sector. The state agencies too responded positively by starting courses like BCA & MCA in the end of 1990s. However, the phenomenal rise in demand for technical & management education, especially, is followed by rapid fall in the demand. Among the reasons envisaged is the low employability due to poor skill sets.

Education: A Macro Setting

Notwithstanding differing estimations it is generally stated that 64 per cent of India's population falls within working force, of which projections show that India emerges as a country with 30 per cent of its population belonging to the youth category. It is increasingly stated that there is a not only a noticeable deficit of work-related competencies, but also lack of training in life skills. As aptly stated by Arther Nathan 'you can't teach employees to smile. They have to smile before you hire them.' According to E. Balaji, President of People Services, "teacher's pets and classroom toppers need to prove their skills in team play, resilience and healthy attitude". Indian organizations seems to be shifting towards recruiting young people from semi-urban and rural areas. Students from small cities are preferred as the managements are finding them humble, eager, and are adaptable. In evolving 'technology dominated' businesses, organizations are updating their work processes using big-data, Fintech, AI and deep learning through case studies in the healthcare, autonomous driving, high language reading, music generation and NLP. It is stated that AI is increasingly transforming multiple industries.

Another projection states that more than 60 per cent of children entering schools now will be required to work in jobs/professions that right now don't exist. Identifying further talents may prove critical. How to get new perspectives and how to provide congenial atmosphere for promoting 'out of box' thinking is the challenge. Selection based on mere academic competencies may not be adequate to negotiate the transition. Therefore, organizations have to try new tools to test leadership traits which include motivation, interest, curiosity, engagement, and determination even among the young. Then, how to identify specific skills in people? Traditional

perceptions like growing with the organization are on the way out as the organizations will be looking for qualities like strong growth mindset, challenging status quo by new strategies and methods, superior communication and clear execution plans. More and more managements are showing interest in hiring those with mission-mode projects.

What is the future scenario? The educational policies are expected to reflect challenges that lay ahead. Let's look at the contemporary scenario in Indian higher education. There appears to be a disconnect between demand for trained workforce and the present training processes. Most curricula address the knowledge acquisition mode. Documented works in the area of education and employment show that our graduates have to add 'Value' to their degrees.

In order to study the cause & effect in technical education fields, a minor study was attempted on a selected population. Using secondary data published by Telangana State Council of Higher

Education, the author tried to probe the reasons for low skill sets and how to augment the study profile in order to equip one-self with new skill sets. What follows is a brief description of the study results.

The table shows the number of vacant seats in the engineering and computer science which is more than 40 per cent. In MBA, it was 58 per cent, and the rest of the years it is 20 per cent. Even in the pharmacy, it was 54 per cent in 2015-16 and 25 per cent in 2016-17. Several reasons are advanced for as to why so many seats lay vacant in technical streams. The most important reason being that companies preference for those with specific skill sets.

As stated, a sample survey is conducted to know whether courses offered by technical educational institutions are good enough to get into jobs straight away after the graduation. If not, why is it so? Where is the gap between demand and policy? What sort of policy changes are needed to improve the quality? The idea of doing this small study further

arose recently after the Telangana State Council of Higher Education (TSCHE) announced a programme to start bridge courses in technical education. Surveys done earlier too shows that not even 10 per cent of the engineers and professional graduates are getting into jobs after graduation. There are several structural and curricular challenges which call for radical reforms. In this regard, the TSCHE has identified 14 thrust areas under value addition. These includes: Life Sciences, IT hardware, food processing & nutrition products, leather value products, mineral & wood based industries; i.e. mining, bulk drug, Aerospace, Textiles, Dairy, Shoes, Poultry, etc. The study attempted to elicit opinions from the current students and also those who completed a course. Many of those who completed opined that very few pursue a passion to realize dreams. And many others said that as they are not having skill sets they are forced to continue in jobs unrelated to technical qualification they possess. The fact that some of the engineering graduates opted out of engineering stream and are pursuing new programmes like education (B. Ed.), and applying for police constable jobs, clerical or other unskilled jobs in public and private sectors shows how there is the need for aptitude studies.

A sample of 200 was planned for a pilot project on gaps in current technical education and employment. We got a response of 140, in which half of them are students from technical & management colleges and the rest are unemployed graduates found around coaching centers that existed in the twin cities of Telangana State. The data was collected through an unstructured interview guide restricting interaction to limited questions including background of the respondents. In which, for about 58 per cent of the unemployed graduates that are in coaching centers for special courses, 20 per cent of them are preparing for government service and 20 per cent of them are doing both. The

Table 1: Number of seats, numbers enrolled and vacant seats in Technical Education: A Case Study of Telangana

Sl. No	Year		Engineering	Pharmacy	MBA	MCA
1	2015-16	Colleges	266	145	347	49
		Seats	115912	11490	41796	2966
		Enrolled	70792	7455	31975	632
		Vacant	45120	4035	8171	1484
2	2016-17	Colleges	219	123	303	35
		Seats	104598	9226	32994	2376
		Enrolled	71814	7334	20820	1659
		Vacant	32784	1892	12174	717
3	2017-18	Colleges	212	129	304	42
		Seats	97961	9943	32710	2736
		Enrolled	68594	Under	27714	2012
		Vacant	29367	Progress	4996	724

Source: Culled from TSCHE, Perspective Plan of Technical Education, 2018, p.6

study revealed very interesting facts regarding trends in the IT sector as follows:

100 per cent; about 40.7 per cent of them expressed desire for *Online* method as the best way to get the diplomas. For

professional participation and job interests can be pursued with passion besides saving time and every other resource. Various courses listed by the management call for planning from the first year of the degree course. Progressively the online courses can be introduced from the fifth semester onwards. The phase of rapid expansion of opportunities in education served a useful purpose.

Table 2: On Prospects of Employment

Respondents	Yes	No	Total	If No Why?				Total
				No Placements	Did not have skills	Curriculum is not relevant	Can't say	
Present Students	23 32.8%	43 68.2%	70 100%	12 27.9%	15 34.8%	10 23.2%	6 13.9%	43 100%

Of the sample, 68.2 per cent of the students told that they don't have confidence of getting a job after graduation and 32.8 per cent said they are sure to find a job. Some opined that not finding placements, lack of updated curriculum of courses and lack of skill orientation to global demand are the reasons for low confidence.

There are no significant gender variations in response pattern. About 81 per cent of the graduates stated that they don't

employees, it is an opportunity to enhance skills in new fields of technology and saves the time. For students, it not only saves an academic year, but also facilitates applying for jobs with additional skills, eliminates compulsory attendance, and improves the competence of the students. It needs to be stated that the students on rolls and those who left colleges are of the opinion that along with the regular courses, job oriented courses can also be offered. One can see the

To conclude one can say that the aspiration of students to pursue their career is marked by stiff competition and also expectations that prospective employees have to possess qualities and qualification over and above their degrees. Educational institutions are in the process of meeting the new challenges in various ways. Inter-Governmental organisations like Commonwealth of Learning (COL) and its regional centre Commonwealth Educational Media Centre for Asia

Table 3: Method of Delivery

Respondents	Offline	If off-line, why?			Online	If online, why?		Both	Total
		Easy to do practicals	Interaction with teachers helps	In-accessible Intranet		Minimum stress for the college going students	Accessible to all		
All	53 37.9%	12 22.6%	36 68.0%	5 9.4%	57 40.7%	21 36.8%	36 63.2%	30 21.4%	140 100%

(CECMA) are strategizing their intervention through a number of online programmes. For instance: AgMOOC in collaboration with BHU, Introduction to Physics, the IIT Kanpur is playing a significant role in making education

possess skills expected by companies. On the other hand, 77 per cent said companies are looking for candidates with minimum experience but also with minimum skill required for a job. It only shows the gap between the world of work and education. A number of coaching centers brimming with youth having high aspirations to acquire some skill in communication etc.

From the above, one can see opinions on bridge courses; about 38 per cent showed interest in *Offline* bridge courses as it is the easiest method of learning, understanding; face-to-face teaching with

preferences of students to possess required qualifications - either by face-to-face or *Online*. Nearly 60 per cent intend to pursue their interest online as some of them said skill domain ensures

accessible and free of cost. The UoH collaboration with CEMCA is offering a course in lifeskills for those who are looking for such opportunities. Let us hope new year brings new smiles on our youngsters' faces!

Prof. I. Ramabrahmam teaches in the Department of Political Science in University of Hyderabad. He published extensively in the area of Educational Policies, Governance & Public Policy. He is the national coordinator for MOOCs & ePG-pathsala in Public Administration. Served as Registrar of UoH; Director Academic Staff College, UGC; Head, Department of Political Science, UoH. Besides, he guided number of MPhils' & PhD's. He was visiting Professor in Addis Ababa University, Ethiopia and visiting fellow in Uppsala University, Sweden. He can be reached at ramabrahmami[at]gmail[dot]com

Spotlight On

Central Institute of Educational Technology (CIET) National Council of Educational Research and Training

By Prof. Amarendra Prasad Behera



Information and Communication Technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding of ICT and mastering the basic skills as part of the core of education, alongside reading, writing and numeracy. The Digital India Campaign (2015) strives to transform India into a digitally empowered society and knowledge economy by focusing on the three vision areas:

- i. **Digital Infrastructure as Core Utility to Every Citizen,**
- ii. **e-Governance and Services on Demand, and**
- iii. **Digital literacy and empowerment of citizens.**

The three cardinal principles of the draft New National Education Policy (2016) viz.,

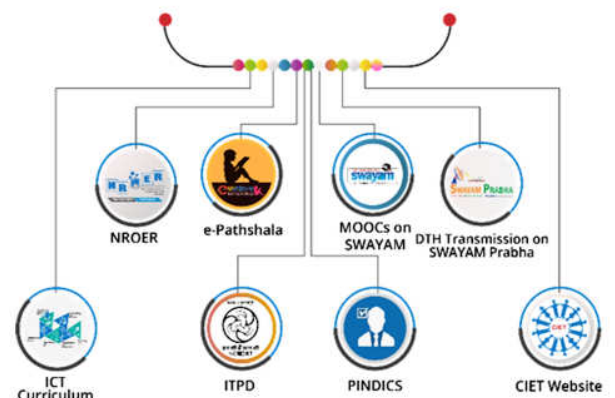
access, equity and quality could be served well by harnessing the huge potential of ICT. Any-time and any-where mode of delivering quality education using ICT is one such implication of technology in education. The Govt. of India undertakes various activities to widen educational opportunities to promote equity and improve quality of educational processes at all levels.

Central Institute of Educational Technology (CIET), a constituent unit of National Council of Educational Research and Training (NCERT), came into existence in the year 1984 with the merger of Centre for Educational Technology and Department of Teaching Aids. CIET is a premier national

institute of educational technology. Its major aim is to promote utilization of educational technologies viz. Radio, TV, films, satellite communications and cyber media either separately or in combinations. The institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level. The broad areas of activities of CIET are as follows:

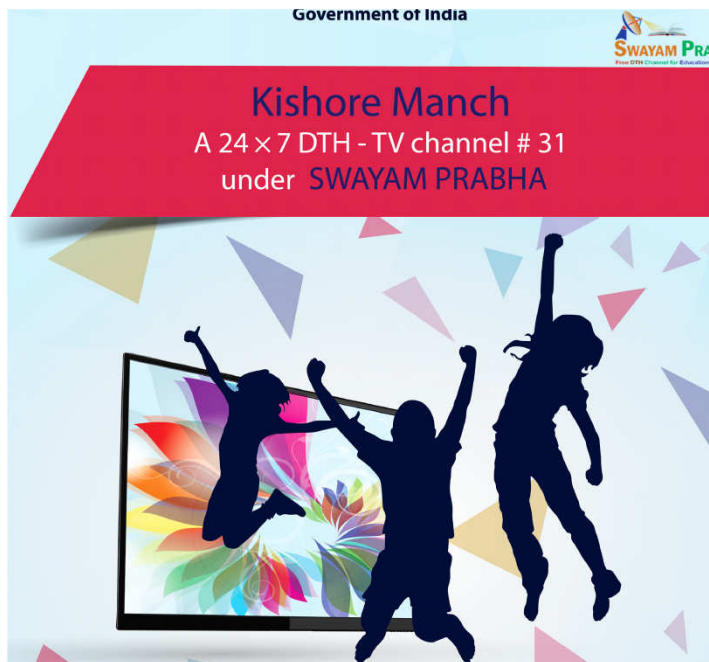
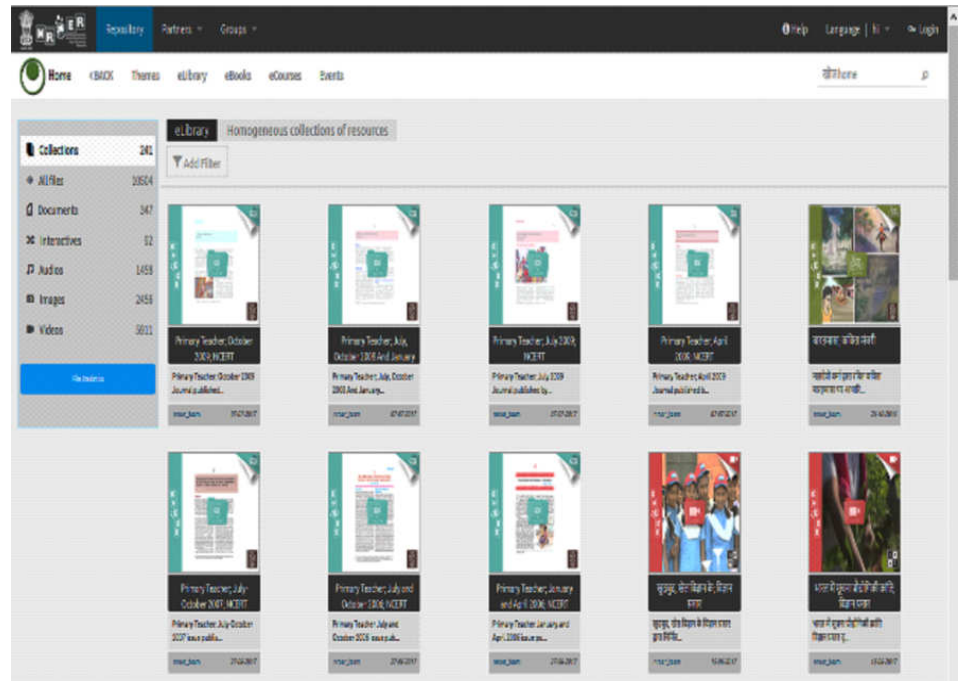
- To design and produce media software.
- To optimize the utilization of EDUSAT communications technologies and terrestrial transmission.
- To undertake research and evaluation studies on various aspects of Educational Technology.
- Documentation of media programmes both in broadcast and non-broadcast mode.
- To advise and coordinate academic and technical programmes of the five State Institutes of Educational Technology (SIETs) set up by the MHRD-GoI.
- To provide consultancy to various organizations and individuals in the development, utilization and evaluation of educational technologies.

Digital Initiatives at CIET-NCERT



Transmission

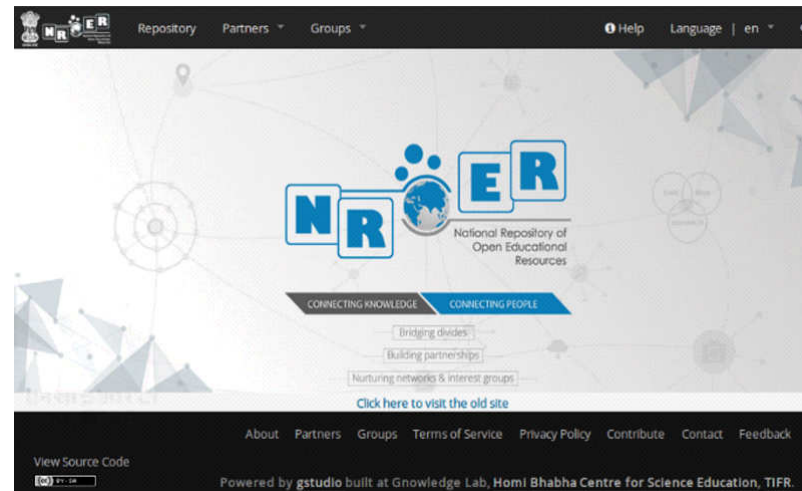
The Ministry of Human Resource Development (MHRD) - Govt. of India has developed a learning plan for utilization of satellite communication technologies for transmission of educational e-contents through 32 National Channels i.e. SWAYAM PRABHA DTH-TV. CIET-NCERT is the national coordinator for one DTH TV channel i.e., Kishore Manch (#32) and has started feeding a 24x7 educational TV channel w.e.f. 15 August, 2016. Everyday four hour fresh slot is telecast and repeated six times in 24 hours to provide learning opportunities for the stakeholders. The transmission quality of the programmes is monitored by CIET and emails are used to collect regular feedback and suggestions.



National Repository of Open Educational Resources (NROER)

The National Repository of Open Educational Resources (NROER) is an initiative of MHRD-GoI and CIET, NCERT to bring together all digital resources across all stages of school education and teacher education. Public can access

including audios, videos, documents, interactive objects, images, etc. All the resources are released under Creative Commons CC-By-SA license. A steady flow of audio, video and interactive resources has been established from a variety of agencies; State Institute of Educational Technology (SIET) from Kerala, Andhra Pradesh, Maharashtra, Uttar Pradesh, Gujarat and Bihar have

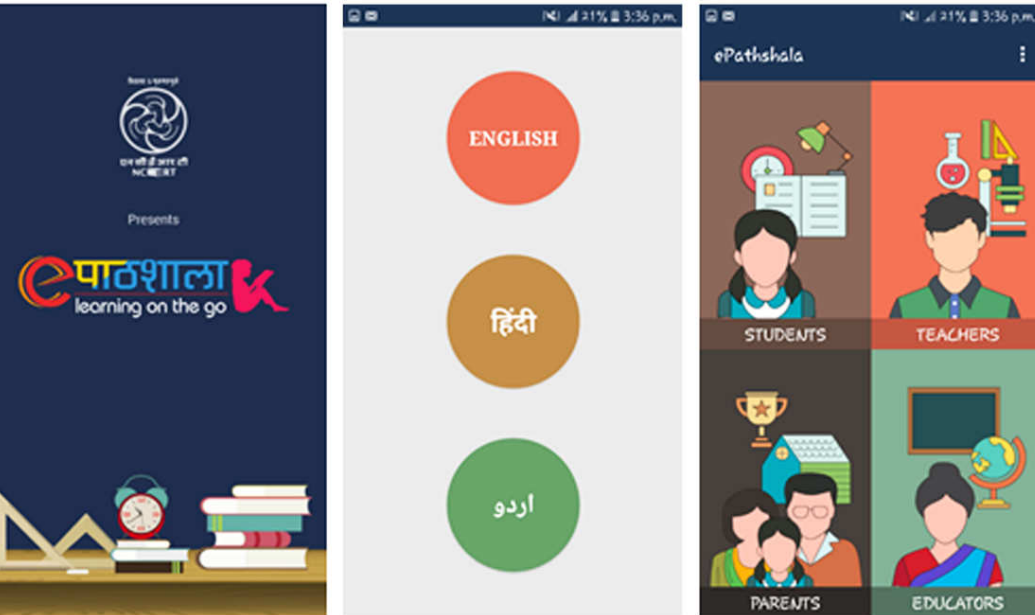


NROER at <http://nroer.gov.in>. Currently, NROER has educational resources of various categories

shared their collections regularly. Besides, organisations like CCRT, Vigyan Prasara, Directorate of Adult Education, Gandhi Smriti and Darshan Samiti, Gandhi Heritage Portal, GIET-Gujrat, SIERT-Rajasthan, Amaze Infotainment Pvt. Ltd. and individuals like Arvind Gupta and Vidya Online have contributed a large number of e-Resources as partners to NROER. Core teams have been set up in each State and UT and Key resource persons are oriented to NROER activities through various training programmes. NROER is designed for both online (<http://nroer.gov.in/welcome>) and offline versions.

e-Pathshala

e-Pathshala is a joint initiative of MHRD, GoI and NCERT. It is developed for showcasing and disseminating all educational e-resources including



textbooks, audio, video, periodicals and a variety of digital resources. The platform addresses the dual challenge of reaching out to a diverse clientele and bridging the digital divide (geographical, socio-cultural and linguistic) offering comparable quality of e-contents and ensures its access free at anytime and anywhere. The e-Pathshala website can be accessed through the URLs: www.epathshala.nic.in and www.epathshala.gov.in. The e-Pathshala Mobile App can be downloaded from respective stores (Android, iOS, Windows). CIET-NCERT has been providing continuous support to the states and UTs of India to digitise its textbooks, educational resources, and create a mobile App to disseminate these e-books to all stakeholders. CIET-NCERT has also engaged to build capacity of teacher and teacher educators on digitisation of textbooks and various aspects of e-Pathshala. The states of Andhra Pradesh, Delhi, Haryana, Karnataka, Telangana and Uttar Pradesh have started text book digitisation with

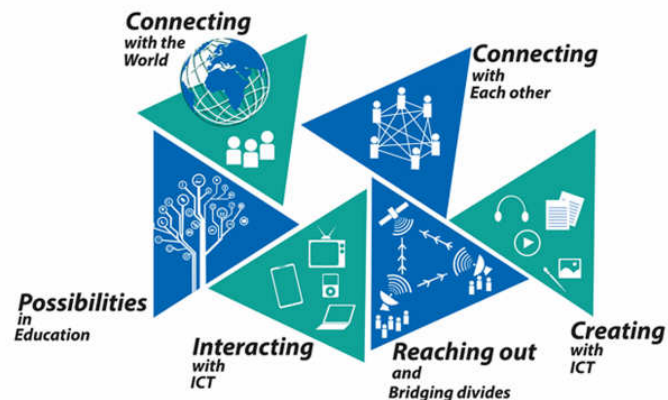
support from CIET-NCERT and have contributed 118 e-books on e-Pathshala.

Branding of e-Pathshala has also been done, a subsidiary app called “PINDICS” has been developed for self-performance

assessment by the teachers. The app has a rating of 4.8 out of 5 on Google Play Store. In all 1242 users have downloaded the app from Google Play Store. e-Pathshala has been listed/available on the UMANG App of Govt. of India.

Curricula for ICT in Education

ICT in Education course for students and teachers aims at realising the goals of the National Curriculum Framework (2005), National Policy on ICT in School



Education (2012) and Digital India Campaign (2015). The curricula suggests a diploma course for teachers (3 Inductions and 20 Refreshers) in ICT in Education. Game-based interventions is proposed for classes 1 to 5. Three year course on ICT in Education is offered for students of classes 6 to 8. Eleven vocational courses based on ICT are identified for students of classes 9 to 12. ICT is integrated across the curricular subjects of classes 1 to 12. These courses can be accessed at <http://ictcurriculum.gov.in/>. Students' curriculum was piloted in 588 Navodaya Vidyalayas for one year. MRPs/ KRPs of thirty states were oriented on ICT curriculum for students and teachers and their roll out in respective states. A resource team of 450 MRPs/ KRPs have been created. Now, the work to roll out ICT curriculum in eight states is in progress. As part of this initiative, planning meeting with six states i.e., Karnataka, Andhra Pradesh, Odisha, Telangana, Delhi, Chandigarh, Jammu & Kashmir and Tamil Nadu has been completed. A course portal on MOODLE platform (<http://www.ictcurriculum.gov.in/home>, <http://ncert.org.in/ict/>) has been created and can be accessed for further details. Karnataka State core team (54 members) were trained on the course platform for implementing refresher courses on ICTs in Education online. Karnataka State has trained 3000 science and maths teachers on Induction – 1 course in Phase I. 5000 language and

social science teachers are being trained in Phase II. Online refreshers courses will be started shortly. Core mentor team of pre-university/ colleges of Karnataka has been oriented for implementing ICT curriculum at Pre-University level. Orientation for 130

mentors of Karnataka on online mentoring completed. Cyber safety and security topics are integrated in the ICT in Education curriculum for teachers and students.

e-Contents for All Levels of School Education

CIET-NCERT develop e-contents that covers the entire syllabus of NCERT for all subjects at all stages of school education. It caters to students, teachers, teacher educators, parents and all the stakeholders of school education and teacher education. These e-contents include images, audios, videos, animation, digital books, digital maps etc. for dissemination through various modes.

MOOCs on SWAYAM

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. SWAYAM seeks to bridge the digital divide for students who have hitherto remained

untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. NCERT has started development of course modules for Massive Open and Online Courses (MOOCs) for school education system in 12 subject areas (accountancy, business studies, biology, chemistry, economics, history, geography, mathematics, physics, political science, psychology and sociology) for classes IX-XII. Twelve courses have been uploaded on SWAYAM platform (<https://swayam.gov.in/>). So far, 14584 students are enrolled in the eleven courses.

CIET-NCERT has been assigned the task of developing e-resources for Master of Education (M.Ed.) course jointly with Allahabad University. The developed modules are available for access through web portals of INFLIBNET, Vidya-Mitra, e-Acharya and SWAYAM. One course (Educational Administration, Management and Leadership in School Education) is uploaded on SWAYAM. So far 2050 learners are enrolled in the course. Besides, an online course on action research for teachers is being conducted in regular intervals in the MOODLE platform (<http://ictcurriculum.gov.in/>

course/index.php?categoryid=125). Post Graduate Diploma in Guidance and Counselling for in-service teachers is also offered through the same course portal.

e-PGPathshala

e-PGPathshala is a project of Ministry of Human Resource Development (MHRD), under its National Mission on Education through ICT (NME-ICT). The modules for M.Ed and M.A Education are being developed jointly by University of Allahabad and CIET-NCERT. Sixteen papers, from M.Ed curriculum prescribed by NCTE, have been taken up for module development. These modules will be available on INFLIBNET (<http://epgp.inflibnet.ac.in>) and SWAYAM (<http://swayam.gov.in>).

Research and Development

ICT-based research and development is one of the mandate of CIET. Major focus areas of research are policies and its relevance, need assessment for ICT intervention, utility of ICT facilities/ resources and its effectiveness, impact of ICT intervention in classroom,

effectiveness of implementation processes, case studies of good practices and evaluation of Government schemes/ programmes. Development of research guidelines for implementing schemes and programmes, research tools, media evaluation tools and guidelines of using the developed tools are some of the outputs of the development work carried out by CIET.

The screenshot shows the SWAYAM website interface. At the top, there are logos for MHRD (Ministry of Human Resource Development) and All India Council for Technical Education. Navigation links include HOME, ABOUT SWAYAM, ALL COURSES, FACULTY, INSTITUTIONS, and Apps. A central banner features a woman using a laptop with the text 'SWITCH TO SMART EDUCATION' and 'Learning made easy with SWAYAM, An MHRD initiative'. Below the banner is a search bar and a 'DISCOVER YOUR LEARNING PATH' dropdown menu with options: SCHOOL, CERTIFICATE, DIPLOMA, UNDERGRADUATE, and POST GRADUATE. At the bottom, there are 'PROGRAM CATEGORIES' with counts: SCHOOL (47), UNDERGRADUATE (567), CERTIFICATE (17), POST GRADUATE (308), DIPLOMA (30), and D.EL.ED & BRIDGE COURSE.

Programme Production

Professionals, who are guided and advised by subject experts, faculty members and practicing teachers, make

solutions etc.), and visitors across the country participate in the same. Best entries in all three categories are awarded with trophy and cash prize.

In addition to all the above activities as a part of implementation of the GEQAF developed by UNESCO, the NCERT, New Delhi organised a five day “International ICT Forum on Adopting an ICT perspective to Education and Learning” from 31 October to 4 November, 2016 at New Delhi. In all 184 participants from States/UTs, national and International agencies attended this programme organised in collaboration with UNESCO and Google. The participants and resource persons from 14 countries participated and deliberated on various components on ICT in Education and Learning and shared best practices on OER, Mobile applications, ICT pedagogy Integration etc.

Collaborations with the countries like Bhutan, South Korea, Sri Lanka, Mauritius are also happening in terms of technology interchange for proliferating digital citizenship in today’s globalised scenario.



CIET’s educational programmes. Script design is an essential stem towards media programme production. The audio, video and multimedia programmes produced are largely based on the script designed in-house with some designed by outside script writers on assignment basis.

All India Children’s Educational Audio Video Festival and ICT Mela

The CIET-NCERT organises All India Children’s Educational Audio Video Festival and ICT Mela every year. Entries received on educational audio, video and new media/ICT are received, screened and discussed during the festival by experts including Producers/Directors, Academics, Camera personnel, Technical persons etc. The ICT Mela is organised to showcase and disseminate best practices (OER, Mobile app, e-contents, 3D Printing, e-books, Augmented Reality, low cost teaching-learning technology

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Regional Round Up

International Conference on 'Developmental Interventions and Open Learning for Empowering and Transforming Society'

Venue: NEDFi Convention Centre, Guwahati

Dates: December 16-17, 2017.

Organised by: Krishna Kanta Handiqui State Open University,
Guwahati



Introduction and Objectives

Krishna Kanta Handiqui State Open University organised an International Conference on 'Developmental Interventions and Open Learning for Empowering and Transforming Society' in NEDFi Convention Centre, Guwahati on December 16-17, 2017. The guiding objective of the Conference was to develop concrete ideas on the role and status of developmental interventions and open learning in addressing relevant social challenges. The other two objectives of the International conference were as follows.

- i. To explore best practices and innovation on open learning and developmental interventions in improving access to quality of life.
- ii. To explore the issues faced by the developmental service providers across social sectors and open learning institutions in imparting stated benefits to the societies.

Theme and Sub Themes

The International conference on the theme 'Developmental Interventions and Open Learning for Empowering and

Transforming Society' was structured around the following Sub Themes

- i. Theoretical framework of open learning and developmental interventions
- ii. Issues concerning open learning and administering developmental processes.
- iii. Redressing socio economic inequalities through open learning and developmental interventions.
- iv. Open education resources and MOOCs: extending its benefits.
- v. Sector specific contribution of open learning towards inclusive growth.
- vi. ICT/ITES: role in developmental interventions
- vii. Case studies of developmental organisations and open learning institutions.

Papers selected for the Conference

A total of 114 abstracts were received from various institutions from different states of India and abroad as well. Blind review process was conducted to evaluate the submissions. Finally 62 Full Papers were selected for presentation out of which 44 Full Papers have been published in the edited volume. The selected papers are contributed by authors from India and Bangladesh.

The Session Plan

The Inaugural Session of the Conference was graced by Prof. Anbhan Ariadurai, Vice Chancellor, Open University of Sri Lanka and Prof. V. S. Prasad, Former Director, National Assessment and Accreditation Council (NAAC), and Former Vice Chancellor Dr. B. R. Ambedkar Open University as Guests of Honour. The Session was followed by Keynote Address by Prof. Asha Kanwar,



President and CEO, Commonwealth of Learning, Vancouver, Canada. There were four plenary sessions in the Conference in addition to twelve concurrent technical sessions. The Valedictory Session was graced by Dr. B. K. Bhadri, Assistant Educational Adviser of the Ministry of HRD, Govt. of India, New Delhi. The Conference was very well attended by a number of distinguished invitees and honourable VCs of Open Universities in addition to the registered participants, paper presenters and academic/non-academics staff of KKHSOU.

The Plenary sessions

The plenary sessions during the two-day conference were as follows.

- i. CEMCA Panel Discussion (Quality Higher Education Opportunities through OER)
 - a. OERs Practices in teaching and learning at higher education
 - b. Addressing present challenges to the creation and utilisation of OERs in higher education
- ii. Panel Discussion by Asian MOOCs Steering Committee on Innovation and Technology Interventions in ODL in South and Southeast Asia
- iii. Open learning for empowering and transforming society
- iv. Managerial issues in administering ODL

The Resource Persons

The Plenary Sessions were graced by the following among others. They also helped in conducting the technical sessions by rendering the services as Chairpersons and Discussants.

1. Prof. K. Seetharama Rao, Vice Chancellor, Dr. B. R. Ambedkar Open University, Hyderabad, India
2. Prof. M. A. Mannan, Vice Chancellor, Bangladesh Open University, Gazipur, Bangladesh
3. Dr. Pankaj L. Jani, Vice Chancellor, Dr. Babasaheb Ambedkar Open University, Gujarat, India
4. Prof. Manjulika Srivastava, IGNOU
5. Prof. V. S. Prasad, Former Director, National Assessment and Accreditation Council (NAAC), and Former Vice Chancellor Dr. B. R. Ambedkar Open University
6. Prof. Nageswar Rao, Vice Chancellor, Uttarakhand Open University
7. Prof. Anbhan Ariadurai, Vice Chancellor, Open University of Sri Lanka
8. Prof. Subha S. Sarkar, VC, NSOU

9. Prof. Ravindra R. Kanhare, Vice Chancellor, MPBOU,
10. Dr. Dang Hai Dang, Vice Dean of Hanoi Open University, Vietnam
11. Prof. Kandarpa Das, Asian MOOCs Steering Committee
12. Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA
13. Dr. Dibyajyoti Mahanta, Dean Study Centre, KKHSOU
14. Prof. N. N. Sarma, Professor, KKHSOU

Outcomes

It was widely held in the Conference that the Open and Distance Learning (ODL) mode needs to be empowered. It was also held that the ODL institutions also need to transform themselves before assuming a role of transforming society. The keynote address of Prof. Asha Kanwar was very enriching for the audience as it talked about a promising role of open learning in achieving the developmental objectives. In this regard, she cited several case examples from across the world. The participants got an opportunity to know about the emerging trends in the area of open educational resources and MOOCs as well. The Conference helped in publication of research findings and developing a repository for the KKHSOU and general public as well.



International Interdisciplinary Conference on Knowledge Partnerships for the SDGs

In the context of economic growth and strategies for rapid economic growth having a population skilled in various trades and professions is seen as key. In situations where skilling need not always lead to employment, skilling was seen as relevant to create entrepreneurs who would themselves be engaged in productive economic and livelihood activity and gradually 'skilling' and 'skill development' took on other meanings. In this context an area where new openings for self-employment, entrepreneurship could be created was in green skilling in areas such as sustainable use of natural resources, energy, water, and biomass. In this regard International Interdisciplinary Conference on Knowledge Partnerships to advance UN SDGs was organised at Mysuru on November 16-18, 2017 by St. Philomena's College in collaboration with Asia Cooperation Dialogue (ACD) University Network; SIAM University, Thailand; Chulalongkorn University Global Network (CGN), Thailand; Trans Disciplinary University; Xavier Board of Higher Education in India and The Sustainability Platform (TSP).

The objectives of the workshop was to bring experiences and expertise from organizations that have been involved in skilling and education. It is in such a context, CEMCA was approached to share learning and experiences to assist in developing skill development programmes for youth especially rural and peri-urban youth.

CEMCA conducted a day long workshop in this conference titled "Skilling for UN

SDGs" which was a parallel session in the conference. More than 650 participants participated in the conference along with the CEMCA workshop.

On 16th Nov 2017, there was a Curtain Raiser to the conference which was attended by Prof. Lawrence Surendra, Director, The Sustainability Platform; Mr. Anil Hebbar, Director, TSP; Dr. Ravikant Joshi, Team Leader, NULM, GoI; Dr. Bala Pisupata, Chairman - Conservation



Governance, TDV, Bangalore; Dr. Pornchai Mongkhonvanit, Chairman, ACD University Network, President SIAM University, Thailand; Rev. Msgr. Leslie Moras, Director, Xavier's Board for Higher Education, Dr. K Ganapathy, President, Apollo Telemedicine Networking Foundation of India. This was followed by cultural performance depicting Environmental Conservation.

On 17th Nov, 2017, the keynote speaker for the morning session was Dr. Ravikant

Joshi, Team Leader, NULM who talked about Sustainable Cities and how they can be designed. He urged participants to think beyond Smart Cities and focus on the sustainability aspect. This was followed by a presentation by Ms. Jahanara Akhtar who connected the Tax system of India to the SDGs and explained the importance of International Taxation laws and the role of Corporates in driving SDGs. Dr. Manju Reddy connected healthy living to SDGs while Ms. Sanjogita Mishra, Programme Officer, CEMCA emphasized on the need to break away from government scheme linked skilling to "Skilling for SDGs".

The parallel sessions commenced in the afternoon session of 17th Nov, 2017, where Skilling for SDGs was anchored by PO, CEMCA. There were presentations by Don Bosco Tech, Organization for Development of People, Labour net, SELCO and Robotics for Inclusivity which continued over the first two sessions on 18th Nov, 2017. St. Philomena's College also runs two B. Voc. Courses: one on Health Care Job Roles and the other on Media and Entertainment. There was a separate session with the Principal of Community College and in charge of B. Voc. - Fr. Pinto. Sanjogita Mishra made a presentation to them about

NSQF and how to design curriculum in a modular way to allow multiple entry and exit during the 3 years' course of B.Voc. In the valedictory function during the afternoon of 18th Nov 2017, recommendations were made to improve government policies and curriculum design that emerged for various parallel sessions. These recommendations will be followed up by TSP and the intended partnerships will be made in the next 2-3 months.

Finalisation of Online Course Contents of CUHP



The Expert Review workshop on Open Educational Content Development was organised by Central University of Himachal Pradesh (CUHP) in collaboration with CEMCA, New Delhi. The main objective of the review workshop was to check the quality, accuracy, authenticity and validity of the Open Educational Content developed by

25 faculty members of CUHP. The review workshop was organised from 03-04 October, 2017 at Seminar Hall, TAB, Shahpur. Dr. Indira Koneru facilitated the workshop and supported participants in developing, delivering and facilitating the open courses. In his welcome address, Dr. Manoj Saxena, Project Director and Dean, School of Education recalled the activities

taken up during the first CEMCA-CUHP capacity building workshop held during April, 2017. He hoped that offering Open Courses would improve the outreach and visibility of both the Faculty Members and the University. He requested the Facilitator to address the issues encountered by their technical support team in hosting the CUHP Moodle.

In his inaugural address, Prof. H. R. Sharma, Pro Vice Chancellor appreciated the CEMCA-CUHP initiative in framing the institutional OER policy and its implementation in the university. He advised the participants to develop open content and open courses in the interest of the students and keep improving the quality based on the feedback of students and other stakeholders. During the two days of the workshop, different sessions were arranged and all the sessions were led by Dr. Indira Koneru. The technical team of the university also acted as scaffolder for the faculty members along with the resource person for finalisation of the OER content. Sixteen faculty members attended the review meeting and most of them have uploaded OER resources prepared by them. The meeting concluded on 4th October, 2017 with participants sharing their experiences of developing open courses. Valedictory address was given by Professor Kuldeep Chand Agnihotri, Vice Chancellor, CUHP.

Video Content Development and Online Facilitation of Teachers

Netaji Subhas Open University (NSOU), Kolkata implemented COL-CEMCA Higher Education Integrated Model as major project titled “Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training” for the university. The three-day Workshop



on Video content Development and Online Facilitation of Teachers was organized from October 30 to November 01, 2017 by CEMCA and NSOU as a prelude to the project. The subject experts of different disciplines were invited to attend the three day workshop who will be involved in the development of e-content. Twenty eight participants attended the programme.

Dr. Anirban Ghosh, Project Director and Associate Professor, NSOU in his welcome address, mentioned that the important activities of the project are development of A/V lectures, conducting outreach programmes, job fairs, developing interactive webportal for student support etc.

Dr. Manas R. Panigrahi, Programme Officer-Education, CEMCA elaborated on COL-CEMCA Higher Education Integrated Model in the context of the NSOU project. Dr. C. K. Ghosh, Former Director, National Centre for Innovations in Distance Education, IGNOU delivered his lecture as the Chief Guest in the inaugural session. He shared some of his views regarding the use of ICT in education and training and highlighted the importance of experiential learning. Dr. Ghosh also stressed upon using ICT extensively for the benefit of the students especially in vocational training.

Dr. Nisha Singh, Dy. Director, Inter University Consortium for Technology Enabled Flexible Education and

Development (IUC-TEFED), IGNOU acted as the Resource Person for the workshop. The three-day workshop covered various topics viz. Understanding of e-Learning, E-Content, Instructional Design, e-content scripting, Concept Mapping, Multimedia components, Formats of Audio and Video Programmes, Quality of multimedia content, Planning and recording Audio-Video programmes, eXe-eContent Developing Tool, Online Assessment, etc.. All the sessions involved hands-on training in which the participants did their work on their own with the help of the resource persons. The trained higher education teachers will be engaged to develop the video contents to provide continuous academic support to students for better learning outcome.

Design, Develop and Offer Online Courses using OERs

Keeping this new technological development in view, the teachers should be prepared to meet the challenges of the future. In this connection, Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi in collaboration with Uttarakhand Open University, Haldwani (UOU) organized a three day workshop from 21-23 November, 2017 on how to create/develop online courses using OERs and offer through Moodle LMS. The training objectives of this three day workshop were: To Orient the Teachers towards Open Educational Resources, Explain and Describe the Instructional Design for Online Courses, Highlight some of the tools used to create online courses, understand the Learning Management System, Publish the Resources for an Online Course, Create an Online Course using Moodle. The training-workshop was attended by 20 participants and the first session on OER was attended by 38 faculty members due to their interest in OERs. The participants

were four different institutions viz. Uttarakhand Open University-Haldwani, Birla Institute of Applied Science-Bhimtal, Amrapali Institute of Management & Computer Applications-Haldwani and Uttarakhand Science Education and Research Center-Dehradun.

The workshop comprised of eleven intensive and hands-on sessions which includes face-to-face delivery and online engagement. The workshop page for training on University's Moodle platform was created at moodle.uou.ac.in. The participants were divided into groups and they jointly developed eleven need based courses for the learners to offer through online. The workshop concluded with the following outputs: Participants had a clear understanding of OERs and Creative Common Licenses; They had a hands-on



experience of developing an online course using OERs; They became aware of various e-learning platforms; They learnt to develop concept map using cmap tool; They practiced Moodle Learning Management System; They learnt to use HotPotato tool for creating various interactive activities for checking the progress of the learner; They developed an online course and added various resources like videos, assignments, quizzes, etc. to the course. Uttarakhand Open University will offer all the developed courses through its online platform in blended approach.

Design and delivery of the Life Skills MOOC

A large number of young and aspiring minds are completing degree courses and are in need of acquiring life skills. In order to empower them with specific life skills, Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi intends to evolve a need-based and result-oriented Online Course to



facilitate Engineers and Engineering students acquire expected skills in a highly competitive world. This Online Course is expected to fill a critical gap. In this regard, a two-day workshop was organised on 27-28 November, 2017 at Indian Institute of Technology Kanpur (IITK) for the Life Skills MOOC providers. Experts from IIT Kanpur, Commonwealth of Learning and

Commonwealth Educational Media Centre for Asia discussed strategy for courses to be delivered on mooKIT platform. Day one started with the welcome speech by Dr. Manas R. Panigrahi, CEMCA-COL, New Delhi. Dr. T. V. Prabhakar, Head, CTDE, IIT-Kanpur and leader of mooKIT project spoke on the Overview of processes in a MOOC. Dr. V. Balaji, COL, spoke on the Diversification in MOOCs and a global overview of progress and concerns. Prof. H. C. Verma, IITK and Dr. B. Jirli, BHU shared their personal experiences in delivering and managing MOOCs. In the second half of the workshop the invitees assembled in the studio of Media Lab and recorded trial introductory video which was followed by the feedback on the videos by the experts. On the second day of the workshop Prof. Ramabrahmam and Dr. Panigrahi presented an Overview of proposed MOOC on Life Skills. It was followed by a Hands-on session - Trails with mooKIT, where faculty members experienced the procedure for uploading videos, adding resources, handling the Forums and Hangout and designing assignments. Shorter trials of the Hands-on session with the student interfaces gave the faculty an appreciation of what the student sees in a typical course offered via mooKIT. At the end of the session the recorded introductory videos were reviewed. Finally, members reviewed – the time schedule for the course, the weekly

sequences of modules, online hosting of the course, course access from mobile phones, assessment techniques – all resulting into complete discussion on course delivery. Approximately 19 participants attended the workshop. The workshop concluded with the time line on offering a new course on Life Skills MOOC for Engineers starting from May 2018.

Career Guidance and Career Counselling (CGCC) for School Students

On December 11-12, 2017 career counsellors from Commonwealth Educational Media Centre for Asia (CEMCA) conducted Career Guidance and Career Counselling (CGCC) workshop for the girls in the 9th and 11th standards of SKV Dhakka (School Id 1309025). This programme was delivered as part of the DISHA project, supported by IKEA Foundation and implemented by UNDP, which entails orienting girl child towards financial independence through employment and entrepreneurship. The power packed sessions were delivered to about 230 students through Anupriya Khare, Meeta Sharma, Nitesh Gupta and Samir Bhaattacharjee under the guidance of Programme Officer Sanjogita Mishra using an innovative kit for CGCC developed using job roles identified by National Skill

Development Corporation (NSDC). This kit also gave the learners an opportunity to introspect and reflect upon their core strengths which can be translated to economic empowerment. All the sessions were conducted using Activity Based Learning and



engaged the students intensively. The Principal Dr. Shalini and Coordinator Mrs. Kumkum Aggarwal were key to arranging the workshop such that the benefits of the workshop could be maximized. CEMCA will be adopting at least 10 government schools in Delhi and working closely with students of 9th, 10th, 11th

and 12th standards with a special focus on girl child for over a year. They will make the learners aware of various job opportunities available in Skills & Vocations across various industry sectors and help them to develop their personality and skills to find employment or self-employment.

e-Course Development Using OER for Quality Learning

University of Hyderabad (UoH), India implemented COL-CEMCA Higher Education Integrated Model as major project titled “*Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training*” for the university. The e-Learning Centre, University of Hyderabad (UoH) and Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi have jointly conducted Capacity Building Workshop on “e-Course Development using OER for Quality Learning” during 06-09 December, 2017 for UoH faculty. The workshop was intended to enable teachers of the University of Hyderabad to understand the meaning, designing and development of e-Content. It focused on the standards of e-Content, learning objects, re-usability of e-Content, integrating contents into online platform and authoring tools.

A total of 40 Professors actively participated in the workshop from different faculties of the university along with eLearning staff. With the help of this workshop 30 Professors will develop

Graduate level courses that will be offered through blended mode in next academic session.

Speaking on the Inaugural function of the workshop Prof. B. P. Sanjay, Pro Vice Chancellor emphasized the need to promote Online Education in view of the recent initiatives of Govt. of India in this regard. He also launched University of Hyderabad MOODLE platform. Prof. J.



Prabhakar Rao, Director, e-Learning Centre elaborated on activities of the Centre and the goals of the workshop.

The training approach of the workshop was hands-on practice and also learning-by-doing. The day-I of the workshop focused on changing course format and layout, start date, topics, CC by SA licensing, URL, multimedia content, create a course introductory video using Screencast-O-Matic etc. The day-II of the workshop dealt with OER related concepts, CC licenses, finding OER, Reusing and Repurposing OER etc. The book on “Development and

Implementation of OERs for Foreign Languages in Indian Context” which was edited by Prof. J. Prabhakar Rao and Mr. Ranjeev Ranjan was released on that day. The day-III and IV of the workshop focused on creating question bank, grading assignment, providing feedback, learning forms, standard forms, choice MOODLE, set up tab editing letter grades, post workshop test on MOODLE and OER etc.

Prof. Mohan B. Menon, Former Director & Chief, UNESCO Education Programme for Palestine Refugees, Amman, Jordan and Deputy Vice Chancellor, Wawasan Open University, Malaysia; Dr. Manas Ranjan Panigrahi, Programme Officer, Education, CEMCA and Dr. Indira Koneru, Faculty Member, e-Learning Department, ICFAI were the resource persons for the workshop.

Speaking on the valedictory function Prof. Apparao Podile, Vice Chancellor of the University of Hyderabad appreciated the Initiative of the Centre and mentioned briefly about the plans of the UoH on Online learning. He also distributed the certificates to the participants. Prof. J. Prabhakar Rao, Director, e-Learning Centre explained the future activities of the Centre. Dr. Manas Ranjan Panigrahi mentioned the objectives of the COL-CEMCA-UoH project and summed up the outcomes of the workshop. The workshop was concluded with vote of thanks by Prof. Vasuki Belavadi, Deputy Director, e-Learning Centre.

Tips for Recording a Video Lecture

By Dr. Neeta Singh; Ms. Revathy KT and Ms. Sugatha Chaturvedi

Indian Institute of Technology Kanpur is well known for its excellence in education and research and has been offering MOOCs since 2012. mooKIT, a MOOC Management System has been built ground up at the Computer Science Department at IIT Kanpur with best-of-breed features and state-of-art technology.

So far, mooKIT has been used to offer 19 MOOCs with more than 200000 registered students. mooKIT is used at IIT Kanpur for offering courses in the blended mode (Flipped Classes). Commonwealth of Learning, Vancouver has adopted mooKIT for delivering MOOCs across Commonwealth Countries (www.mooc4dev.org). Under this banner, several universities across the world have used mooKIT for offering their courses. This includes the University of The South Pacific (USP), National Open University of Nigeria (NOUN), Athabasca University, Canada and the Institute of Tourism Studies, Malta. agMOOCs Consortium, India uses mooKIT to offer MOOCs in Agriculture Sector. National Institute of Agricultural Extension Management, India (MANAGE) uses mooKIT to offer their PGDAEM, a one year program in Agriculture Extension.

The mooKIT Team and the agMOOCs Team at IIT Kanpur with their experience of managing and delivering MOOCs have prepared a list of do's and don'ts for the preparation and delivery of video lectures.

For PowerPoint Presentations:

- Use black characters on a white background and for variation dark

blue characters are also preferred.

- Keep font type and size uniform throughout the PPT.
- Don't use too much content on a slide, around 5 lines is ideal.
- For content coherence, present only one conceptual entity on each slide. For example, have only the definition on a slide, unless the definition is being changed/modified.
- Use fewer words while explaining a point - for example instead of "we are interested in ..." just say "interested in".

For recording a video lecture the following points should be kept in mind:

- Gaze should be fixed at the camera lens most of the time and especially in the opening and closing sentences of a lecture.
- Control body movements - lesser the better.
- Maintain even weight on both legs, otherwise one shoulder appears lower.
- Make sufficient use of the tablet pen in the podium (if available) to underline or tick mark words/ concepts for focus and emphasis.
- Each lecture should have an introduction and a closing sentence -

decide on these sentences before you start recording.

- While recording, word/sentences can be repeated for correction, extra words and sentences can be removed during editing.
- Use same shirt and hair do for the re-recording of any previously recorded lecture or a portion of it.
- Watch out for "disfluencies" — sounds like mmm, ahh etc.
- Video lecture duration can range from 6 to 14 minutes, depending on the topic.
- Introductory video for the course should not be long - maximum 5mts but ideal is 3mts. It should include - instructor's introduction, brief information about course content, exams/quizzes/assignment in the course, grading policy and other expectations from the students.
- Greeting at the beginning of the video lecture - it can be hello, welcome etc. Good morning, good evening and good afternoon should not be used, as viewer could be watching the video at any time of a day.
- About dress code:
 - ♦ Suitable for the course and culture/season of the place where course is being offered.
 - ♦ Generally formal and plain.
 - ♦ Striped clothes should be avoided because stripes form moving patterns.
 - ♦ One extra set of dress should be kept for re-recording at short notice.
 - ♦ Clothes or accessories should not have any logo or characters for publicity.

Dr. Singh, Ms. Revathy, and Ms. Sugatha associated with R2, Media Labs at Indian Institute of Technology (IIT) Kanpur, India. Dr. Singh can be reached [atneeta\[at\]iitk\[at\]gmail\[dot\]com](mailto:atneeta[at]iitk[at]gmail[dot]com)

Technology Tracking

Managing References with Reference Management Software

By Ms. Barnali Roy Choudhury

“No finite point has meaning without an infinite reference point”

Jean-Paul Sartre


What Is Reference Management Software?

Reference management software (RMS), citation management software or personal bibliographic management software is a software package to store, manage and utilize bibliographic citations for academicians in general and author/content contributor and scholars in particular.

Why Reference Management Software

- To organise/store the metadata of collected online articles through the use of RMS;
- To create a bibliographic database in a local system with global accessibility i.e. Synchronization of local reference databases with global server;
- To integrate reference databases available inside RMS with word processing software;
- To integrate reference databases available inside RMS; and
- To explore the process of sharing and collaboration of bibliographic data.

There are a good number of reference management software in preparatory and open domain. JabRef, Endnote, BibTex,

CiteULike, Zotero, Mendeley, etc. are most popular among Open domain against a pre-defined set of criteria like usability, flexibility and ease of accessibility. This work try and to focus on “how to use” of most comprehensive open source Reference Management Software like Mendeley  <http://mendeley.com/>

For centralized processing and decentralized access this software has two flavors to install. 1. Web importer for global accessibility and processing; 2. Desktop version for localized service. You have to perform following actions to start with Mendeley.



After installation of Mendeley Desktop version we have to install first **Web importer** to import article to Mendeley and then **install MS word Plug-in** for word integration. By installing web importer you will be able to save article along with its available metadata to Mendeley directly by clicking on the Mendeley icon which is embedded with your browser after installation. Following is for Chrome as an example.

1. Install the browser extension from the Chrome Web Store

Install Chrome browser extension

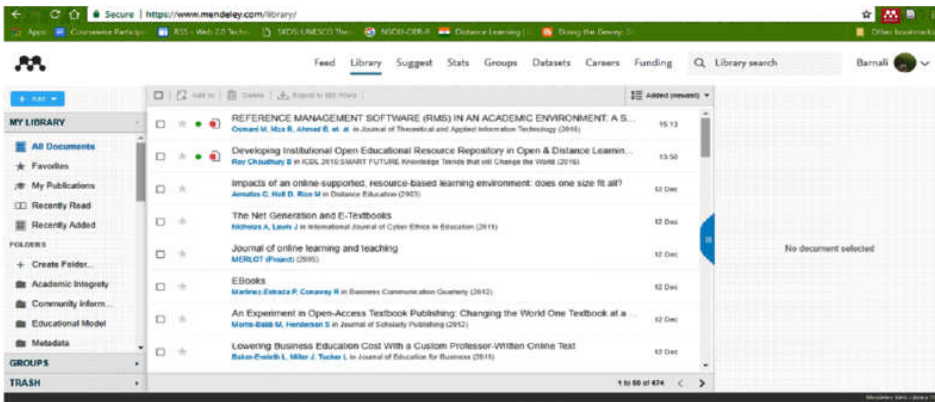
2. Save articles from supported sites

Click the Chrome extension button to the right of the address bar to save an article or other document. Add your notes in the prompt popup window.

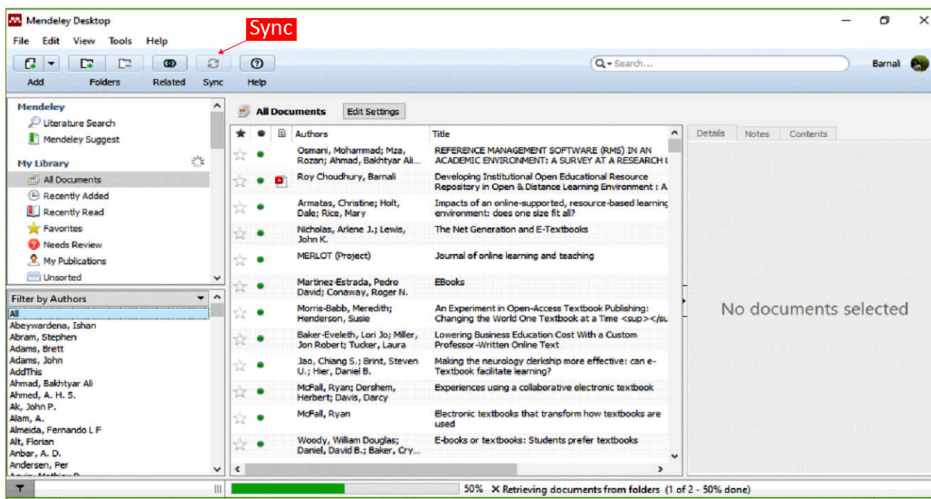
Now you are able to save metadata along with pdf version (if available) of the article in Mendeley.



Now it is visible in the web library of Mendeley account as follows



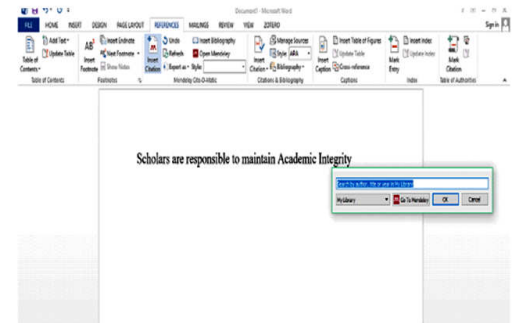
And will be visible on the desktop version after synchronization from desktop version of Mendeley like that



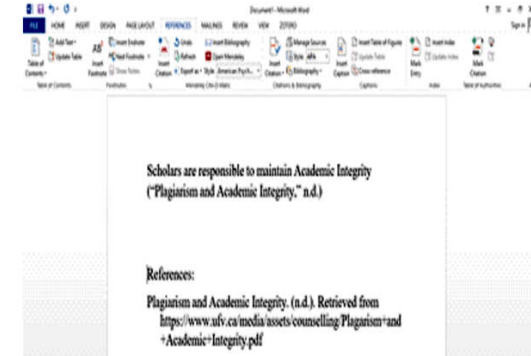
Now we are ready to use these articles as references/citations for our scholarly communication in such a way. Mendeley is efficient to handle intext citation and bibliography in any citation style like MLA, PA, IEEE and many more. Even it has flexibility to create new style manually. Following snaps may show how we may use references with the help of Mendeley in MS word or open office.



MS Word Integration: Intext Citation



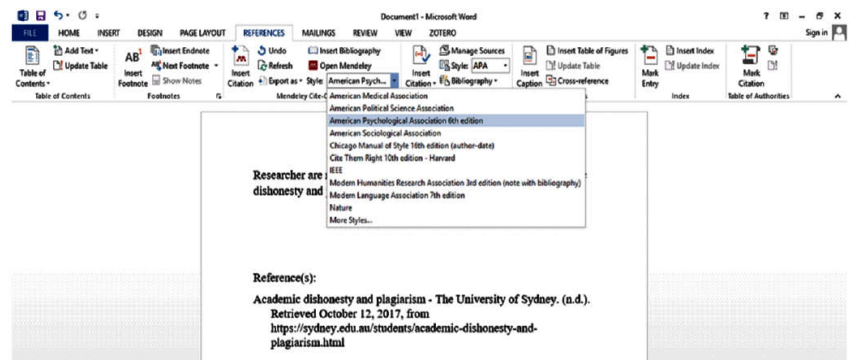
MS Word Integration: Add Bibliography



MS Word Integration: Referencing Style

Mendeley has the provision to choose any type of standard citation style for wide usability.

Same kinds of actions may be applicable for another Open source RMS Zotero.



Reference:

<http://mendeley.com/>
<http://zotero.org/>

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Project Shows

Science for Women's Health and Nutrition

By Dr. R. Sreedher; R. Thyagarajan and Ishita Pradhan

Science for Women's Health and Nutrition (SFWHN) is a project of the National Council of Science and Technology Communication (NCSTC), Department of Science and Technology (DST), Government of India, implemented by CEMCA, New Delhi. The project aims to reach out to the women of the marginalized sections of the society (in poorly literate as well as literary challenged sections), both in the urban and rural sectors across the country, to increase their awareness and knowledge about health issues and locally possible solutions through the means of community radio. Through participatory programmes specially designed with specific issues in focus and using the community in participatory forms of radio-programming, this project tried to study how best women can be encouraged to take benefits of science and scientific knowledge in daily life. The uniqueness and the success of the project lie in the fact that the broadcast of radio programs is made to the audience in their own mother tongue and dialect. The content of the programmes, rooted in their own culture and environment, try to influence behavioral change in their daily lives with a fairly good success.

The project was originally conceived, devised and executed by Dr. R. Sreedher, in 2005. Dr. Sreedher, then Director EMMRC, Anna University, Chennai, thought SFWHN as a sustainable,

funding program for community radio addressing issues of health, hygiene, sanitation, environment, and poverty eradication. Later when he joined as the Director of the CEMCA in 2007, he envisioned the project as a pan-Indian Community Radio project across several community radio stations giving the project greater thrust and fillip and its mission a wider reach and impetus. The project is running into several phases for over ten years involving more educational institutions and also involving the NGO sector all across the country. The NCSTC, DST approved the approach and this project became a flagship programme during the 12th Five Year Plan.

The First Phase executed by CEMCA was from 2007-09, in thirteen community radio stations, followed by Phase II during 2009-2011 where an additional component on awareness about Planet Earth and Environmental concerns was also added, in eight community radio stations across the country. Depending on the project initiation date, the phases run concurrently. During Phase III in 2011, eighteen CRS were short listed for consideration and the project was initiated in eight stations. During the Fourth Phase in 2015, it was successfully implemented in fifteen CRS. The present Phase V was sanctioned for fourteen stations. DST, in 2016-17, made the process more democratic and invited all CR stations who had not availed any DST grant to submit expression of interest. A

one-day orientation programme was organized by CEMCA on 16 March, 2016 at New Delhi. The Department of Science & Technology after due diligence, invited potential CR stations for a face-to-face interview with the Programme Advisory Committee (PAC) in June 2016 in Chennai.

NGOs, Educational Institutions and Krishi Vigyan Kendras, granted license by the Ministry of Information and Broadcasting to set up Community Radio Stations (CRS), were selected by NCSTC, DST, with CEMCA being the knowledge and implementing partner for awarding the Project.

CEMCA with its expertise in research, community participation and capacity building, was selected as the nodal organization and was asked to submit a comprehensive proposal to NCSTC for implementing and monitoring the project. CEMCA's role in the project is extensive. CEMCA designed and implemented the programme in three components:

First Component:

The first component consisted of a baseline study conducted under the supervision of a CEMCA appointed expert with the help of CR staff as well as women from the communities. Through this study, a profile of the community was mapped, current practices and knowledge base vis-à-vis a range of issues/subjects in the community documented and assessment made of the needs and shortcomings among the women in the communities. This feed-forward study aimed to gain an insight into the socio-economic and demographic profile of the community, media practices with special references to radio, and women's and children's health concerns and issues. The baseline study was also designed to motivate community members to understand and interact with their community and develop awareness within the community. A well designed

questionnaire was prepared for collection of data. CEMCA got the questionnaire modified with the help of the then chairman of PAC of NCSTC, DST and other subject experts. The data was collected by the local women who were trained by CEMCA at the local CR station. The data was entered through online real-time cloud computing involving local youth and women. Media 4 Community Foundation, an NGO, had been entrusted to take care of the cyber requirements and data safety. The experts were in a position to get the analysis in real-time and hence corrective measures could be taken during the collection of data by the enumerators. The data was further analyzed and interpreted by CEMCA's baseline study expert, who presented the results to the DST approved local Advisory Committee members. The committee in turn suggested the type of programmes to be made and broadcast by the CR station.

Second Component:

In the second component, workshops were conducted for a capacity building exercise for the production teams, for designing and producing the community participatory radio programmes with the central theme of Science for Women. The production teams work the advice of local advisory committee and produce programmes with community participatory approach. The programmes were then broadcast from the CR Stations daily.

Third Component:

CEMCA engaged a third media expert from the area to create 10 model programmes using the topics suggested by the advisory committee and the topics identified by the Capacity Building experts. The third component of Content Creation, happened concurrently with Capacity Building.

CEMCA, as mandated by the DST, carried out the baseline survey on health and

nutrition needs of women located in the listening zone of fourteen CR stations.

Outcomes of the project:

Data from 14,760 women across fourteen community radio stations over the length and breadth of the country was collected for this study. The survey has brought to the fore the following persistent and common areas of concern which affect women the most in the country:

- The data reveals that about 26.08% of total surveyed women are illiterate and have significantly low awareness level about commonly known health issues such as Anemia (57.61%), Diarrhea (58.16%), Tetanus (53.31%), Worm Infestation (56.29%) and HIV/AIDS (52.63%). Availability of private taps or wells for potable water to fulfil daily needs is limited to many households, as only 52.38% of households have access to private taps/wells.
- Alarmingly, 76.29% women admitted that they do not take enough rest during and after their pregnancy, and approximately 56% women did not take iron tablets. As large as 70% women do not consume sufficient nutrients required to balance their body after pregnancy such as fruits and green vegetables.
- Myths and superstitious beliefs also play an adverse role in the health of women, especially during pregnancy. Women are advised by their elders not to consume papaya, or step out of the house during eclipse, which as per their belief have a bad effect on the health of the pregnant women and the child. On an average 50% women from the surveyed regions believe or engage in superstitious practices which have no scientific basis.
- It has also been seen that on an average about 22% women do not have access to toilets and practice

open defecation. In some places the figures are as high as 80%.

- A consciousness needs to be generated among women to have institutional deliveries facilitated by Doctors/nurses. About 22% women still give birth at their homes or other places facilitated by ANMs and Dais rather than at designated institutions or hospitals. Some regions have exhibited women, numbers as high as 51%, having deliveries at home and not in hospitals.
- Though, on an average, about 86.77% women have provided vaccinations to their children, still it is essential to create awareness among a sizeable number (nearly 13%) of mothers about necessity of vaccinations. Also, approximately 86% women have reported to breast feed their children. It is nevertheless imperative to promote the importance of breast feeding for a longer period of time after birth.
- Based on these observations, the radio stations may initiate programmes focusing primarily on awareness about common health issues such as Anemia, Diarrhea, Tetanus, Worm Infestation and HIV/AIDS, care during pregnancy, post-partum care and importance of toilets.
- It was also noticed during capacity building and content creation phase, women tend to listen and pay heed to those messages on radio which are presented to them in the form of folk songs/stories or through traditional lore instead of bland and urbanely designed talks and discussions with the experts. The stations must use innovative programming formats, involving local communities for better results.

Case Study

Redefining Open and Distance Learning

By Prof. Manjulika Srivastava



The introduction of digital technology in education, has led to the emergence of Online Education that is the delivery of educational content via Internet, intranet/extranet (LAN/WAN) and smart mobile technologies. In fact Online Education is thought of as an extension, if not a natural progression, of Distance Education, as it represents the use of technology to promote learning anytime and anywhere. Hence some regard Online Education as a sub-set of Distance Education (Rekkedal and Qvist- Eriksen, 2003; Keegan, 2003), whereas some are of the opinion that to equate it with Distance Education is to ignore the historical influence of Computer Based Learning (CBL) and the unique characteristics of the web and other modern ICTs as facilitators of online learning (Suilleabhain, 2003). According to the latter, in Online Education like Distance Education, the learner and teachers are

often separated in time and/or space, which provide the strongest and most obvious case for viewing Online Learning as a sub-set of Distance Learning. But, this is not always the case, learner and teacher may engage in Online Learning in the same face-to-face space say in a computer lab working together on a computer-based simulation. Then the thesis that Online Learning equals Distance Learning seems less satisfactory (Suilleabhain, 2003).

Thus, Online Learning happens when learners use networked computers/ smart mobile technologies to access multimedia resources, engage in dialogue with their teachers and peers and exchange information as part of their learning endeavour across classrooms, homes, workplaces, even continents from anywhere, anytime.

And when teachers use it within the four walls of a classroom to supplement classroom teaching the walls become permeable. This is known as Blended Learning. Because of the mandatory integration with traditional classroom instruction, Blended Learning cannot be considered as a form of Distance Education. Besides, being present in the traditional “face to face” walled classroom, learners can now be scattered over a wide geographical area and still be connected as a group synchronously (in real time) (as in a classroom) which is known as Virtual Classroom based Learning.



Digital Learning

Many ODL providers have begun to use Online Learning to augment, and in some cases replace, print, broadcast and taped instructional materials for their DE programs with the objective to improve the quality of instruction cost effectively by saving on production, distribution and travel costs. Online Education

programmes offered to distance learners is known by different names, as Internet based learning/ Web based learning/ Online Learning/ Virtual learning. Further in Distance Education, if Online Learning is adopted in conjunction with other traditional technologies such as print, radio, television etc it is known as Technology Enhanced/ Enabled Learning (TEL) or Mixed- mode learning. When learners use portable devices like smart phones, i-phones, i-pads, and other handheld portable gadgets, embedded with Bluetooth and 3G/4G, they can access multimedia resources and interact with anyone, anywhere at any time. This form of learning is referred to as M-learning or Mobile Learning.

Thus, it is obvious that Online Learning shares certain characteristics with, and inherits the principles and procedures of both Open and Distance Education and Computer Based Learning. All represent some form of Digital Learning and, the above mentioned nomenclatures have emerged individually to emphasize a particular delivery method. Accordingly, each conflates under the broad domain of Digital Learning. Since all come under the umbrella of ODL, it would be appropriate to drop the 'Distance' from ODL as there is no distance anymore, and hereafter refer to it as Open and Digital Learning – as the technology being utilized is digital technology and the term is also apt for the Digital Age.

Recently, the Vice Chancellor of the Open University UK, Peter Horrocks announced that the Open University would be radically overhauling itself through “a root and branch review” of every aspect of the university’s operations, into a ‘digital first institution’: transforming it from the “University of the Air” to

“University of the Cloud” (Weals, 2017).

The Open University UK, is reviewing all its operations with the objective of making them digital by design. The instructional system will be constructed around the digital, rather than print medium. Learners will have the flexibility to study on screen, tablet or mobile. The focus of the University’s new design will be on providing personalized high-quality learning experience. The proposed digital mode of education will give the learners greater flexibility in the pace of their study. The Open University is also planning to develop strong links with the employers and introduce degree apprenticeships to make the learners industry ready (Middleditch, 2017).

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Forthcoming Events

8th National Science Film Festival of India (NSFFI) commemorating the golden jubilee of media and communication education in India's North East.



Organised by: Vigyan Prasar, Department of Science & Technology, Govt. of India and the Department of Communication and Journalism, Gauhati University, India

Venue: Gauhati University, Gauhati, Assam, India

Date: February 20-24, 2018

For More Information:

<http://vigyanprasar.gov.in/science-communication-programs/science-through-films/>

ICDE 2018: 20th International Conference on Distance Education



Venue: Park Inn by Radisson Berlin Alexanderplatz, 7, D-10178, Berlin, Germany

Date: May 21 - 22, 2018

For more information:

<https://www.waset.org/conference/2018/05/berlin/ICDE>

Fourth International Conference on Education and Distance Learning (ICEDL 2018)
Organised by The Global Academic Research Institute.



Theme: Flexible Education for All

Venue: Galle Face Hotel, Colombo, Sri Lanka

Date: May 17-18, 2018

For more information:

<http://educationanddistancelearningconference.globalacademicresearchinstitute.com/>

ICTLHE 2018 : 20th International Conference on Teaching and Learning in Higher Education



Date: June 25 - 26, 2018

Venue: Holiday Inn Paris Montparnasse, Avenue Du Maine, 79-81, Paris, 75014 France

For more information:

<https://waset.org/conference/2018/06/paris/ICTLHE>

The 34th annual Distance Teaching & Learning Conference sponsored by the University of Wisconsin-Madison and organized by Distance Education Professional Development, Division of Continuing Studies.



Date: August 7-9, 2018

Venue: Madison, WI

For more information:

<https://dtlconference.wisc.edu/>

6th Asia Pacific Conference on Advanced Research (APCAR-2018)



Theme: The conference will cover every topic from the areas of Business, Education, Social Sciences and ICT.

Date: March 2-4, 2018

Venue: Rydges on Swanston, Melbourne, Victoria, Australia

For more information:

<http://apiar.org.au/?conference=6th-asia-pacific-conference-on-advanced-research-apcar-2018-melbourne-australia>