

THE NEWSLETTER

Vol. 08 No. 01 January 2022



CEMCA

COMMONWEALTH of LEARNING

Commonwealth Educational Media Centre for Asia

Editorial

In January 2022, it is more than thirty months of lockdowns worldwide to contain the effects of the Corona pandemic. Each country suffered a severe economic recession. The education of students has also been compromised. Schools and higher education institutions had to be shut down. Governments encouraged alternative access to learning. Educational institutions adapted online learning to arrest the extent of learning loss of students and the risk of dropping out. The Pandemic impacted open and distance education, especially Online education.

Online Education is changing the world. The New Year (2022) will see other technology trends as well. Some of the trends are:

- Blended learning, a blend of online and face to face learning, will evolve as new pedagogical norm.
- Blockchain technologies are helping students to store digital copies of their certificates and help share the learning resources with data encryption.
- Artificial Intelligence would help personalised learning, online mentoring, assessment, creating digital textbooks, etc.
- Internet of Things will assist in connecting various

devices through wireless networks and support in sharing information.

- Virtual Reality will enable a computer-generated object on the computer screen, like the real world which will be more interactive and immersive.

CEMCA, backed universities in Bangladesh and India to build teacher capacity in blended learning. Virtual programmes were organised in partnership with the University Grant Commission Bangladesh, Netaji Subhas Open University West Bengal, Mahatma Gandhi Central University Bihar, and Ravenshaw University Odisha, which empowered teachers on blended learning designs.

Laboratory experiments are an integral component of science and engineering education. CEMCA facilitated capacity building programmes for improved teaching and learning with virtual labs and initiated the development of virtual labs.

Workshop on Design Thinking and Innovation was attended by participants from five different countries (India, Sri Lanka, Maldives, Bangladesh & Malaysia). The participants were educators from technical engineering streams, business schools, and the TVET ecosystem (Details of other activities are given inside).

CEMCA is developing an innovation-watch mechanism to stay resilient with future developments for the benefit of students.

We hope you enjoy reading this issue and wish you all a very Blessed and Rewarding 2022.

Director

CRVC 2022

Students' Participation Invited



9th COMMUNITY RADIO VIDEO CHALLENGE

(Short film Competition on Community Radio)

Theme:

“Climate Action: Climate Change for Sustainable Development”

Sub-themes:

- (i) Climate change is causing disaster (ii) Risks and impact of climate change (iii) How to control climate change (iv) Climate change adaptation measures that we can do everyday (v) Climate Action: Why it matters?

- First Prize (1) ₹ 50,000
- Second Prize (1) ₹ 30,000
- Third Prize (1) ₹ 20,000
- Special Recognition (5) ₹ 10,000
- Participation Certificate for all accepted films.

- Announcement 25th Nov. 2021
- Last Date for Submission 15th Feb. 2022
- Last Date for receipt of documentation at Cemca 21st Feb. 2022
- Jury Meeting (tentative) 22nd Feb. 2022
- Announcement of Award winners 23rd Feb. 2022
- Film Screening & Distribution of Awards TBC
- Workshop on Documentary Film Making TBC

- ✓ Maximum 2 entries from any educational institution
- ✓ Participant must be a student, of any discipline, below the age of 25 years as on 25th November 2021
- ✓ Students can submit their film in mp4 format through pen drives or upload on <http://crvc.cemca.org>
- ✓ For details on rules, regulations and registration please visit www.cemca.org



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Website: <https://en.unesco.org/fieldoffice/newdelhi>

Higher Education

Blended Learning for Teachers in Bangladesh and India

The Commonwealth Educational Media Centre for Asia has been supporting universities in Bangladesh and India to build teacher capacity in blended learning. Six virtual programmes were organised in partnership with the University Grant Commission Bangladesh, Netaji Subhas Open University West Bengal, Mahatma Gandhi Central University Bihar, and Ravenshaw University Odisha. A total of 1779 teachers and research scholars from the twenty-two universities were empowered to develop blended learning designs.

University Grants Commission Bangladesh

CEMCA, in collaboration with the University Grants Commission (UGC), Bangladesh organized a Capacity Building Program on “Online and Blended Learning” for the Higher Education Teachers of Bangladesh. The duration of the program was for 26 days, encompassing both synchronous and asynchronous mode with learning content for 6 days and 20 days respectively. The Capacity

Building Programme was held in September 2021 and empowered 1000 teachers from 20 Universities of Bangladesh to implement Online and Blended Learning in higher education. Prof. Kazi Shahidullah, Chairman, UGC Bangladesh launched this project. In his opening remarks, he said that “capacity building of HE teachers is essential as there is paradigm shift in the delivery of education. The challenge for UGC, Bangladesh is to adjust to the changes. Administrators have to be alert, and changes have to be made according to the market needs”.

Mahatma Gandhi Central University Bihar, India



CEMCA organised two Capacity Building Programmes, for teachers and research scholars of Universities of Bihar state on “Implementation of Blended Learning” during 8-12 October 2021 and 22-26 November 2021 respectively. Referring to the National Education Policy (NEP) 2020, Prof. Sanjeev Kumar Sharma, Vice Chancellor, MGCU said that “teachers should fulfil social responsibilities and contribute to the nation building”. Total 528 (341 Male and 187 Female) teachers and scholars participated in the Online training. The training programme covered ICT tools for teaching and learning; Interactive Presentation tools and



gamification tools in ICT; web tools like Edupuzzle, H5P and vizia.co. etc. supporting Blended Learning and OER. Participants were provided with hands-on support through an asynchronous mode.

Ravenshaw University, Odisha

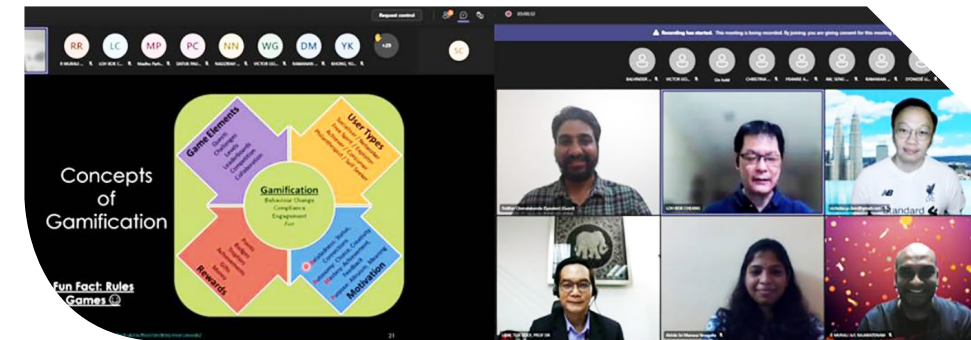
CEMCA and Ravenshaw University organised 2nd and 3rd Capacity Building Programme of the project using blended learning pedagogy for the teacher educators of Odisha on Open Educational Resources, Online Assessments and designing and developing lessons for Blended Learning on 5-9 October 2021 and 26-30 October 2021. 200 (86 Male and 114 Female) teacher educators were trained.



organizers made a concerted effort to empower the Higher Education teachers for engaging, enlightening and empowering their students in the online platform as well in the matrix of Blended Learning. The workshop was conducted at Durgapur where the college/university teachers from Purba Bardhaman, Paschim Bardhaman, Bankura, Purulia districts of West Bengal participated. Total 51 (41 Male and 10 Female) teachers attended the workshop and actively participated in the programme.

Online Training Programme on Gamification in Higher Education

An online training programme on “Gamification in Higher Education - Awareness and Ways Forward” was organised in collaboration with HELP University, Malaysia in November 2021. The focus of the programme was to create awareness on the potential of gamification for active online learning and teaching. During the inaugural session, Professor Paul Chan, Vice Chancellor of the University, spoke of the importance of gamification to support experiential learning. Professor Madhu Parhar appreciated the initiative by the University to encourage innovation in teaching and learning. Examples of gamification from different domains such as language learning and sciences were shared, and gamification tools were demonstrated. Teachers from diverse departments including Psychology, Education, Languages, Business and Management Studies engaged in



hands-on gamification activities and learnt how to build gamification into a topic from their respective courses.

Adoption of Institutional OER Policy

OER at MPBOU

CEMCA is supporting Madhya Pradesh Bhoj (Open) University, Madhya Pradesh to adopt Open Educational Resources (OER) through implementing institutional policy. In this regard, an online capacity building programme for the university teachers



and leaders was organised in October 2021 both in synchronous and asynchronous mode. CEMCA is facilitating MPBOU in drafting of institutional OER policy. Vice Chancellor Prof. Jayant Sonwalkar in his address encouraged the faculty members to use OER in developing learning material which can be used

by other universities once the policy is adopted. 52 (27 Male and 25 Female) Teachers and staff of MPBOU participated in the capacity building programme.

OER at CITY University

CEMCA organised a virtual workshop on Blended Higher Education through Open Educational Resources (OER) on 26-30 December 2021 for 98 (69 Male and 29 Female) teachers at City University, Dhaka. Mr. Ahasanul Islam Titu, Member of Parliament, The Peoples’ Republic of Bangladesh, and Chairman of the City University, in the inaugural session, said, “Teachers and students enter a new world of virtual lectures as the lockdown brought by the coronavirus shuts down educational institutions which poses a challenge to both teachers and students over technology and access, online learning is keeping everyone busy with video lectures and assignments”. Prof. Madhu Parhar and Professor Md. Shah-E-Alam, Vice Chancellor of City University also addressed the participants and wished for the success of the training on OER.



Netaji Subhas Open University, West Bengal

A result-oriented workshop on “Online Learning & Blended Learning” was organized from 17-19 December 2021 at the Durgapur Campus of Netaji Subhas Open University. The purpose of the workshop was to enhance the teaching competency of the higher education teachers of West Bengal in the area of Online Learning and Blended Learning. The



Skills for Development

Broadcast of Audio Programmes on Life Sciences through Community Radio

COVID-19 pandemic has gravely impacted human life across the globe since 2020. This situation has posed multiple types of challenges before the society. The whole country is reeling under the onslaught of the deadlier Corona virus. Sudden spread of 2nd strain has resulted into uncertainty about the future of millions of students as educational institutions are being shut down again throughout the region. CEMCA developed educational content and distributed through

community radios in India to achieve the goal of continuous learning of the children specially marginalised group.

CEMCA engaged Techno-hub Laboratories to develop a series of 10 short educational life science audio programmes “Atpate Vigyaan ki Chatpati Charchayein” were broadcasted in June 2021 by 14 CR Stations in Hindi speaking states of India for six weeks (science concepts through storytelling). This created scientific temper and understanding amongst the young generation. The students found the science audio lessons very interesting and easy. To know about the elephants, bats, X-Ray and breaking own misbelief regarding scientific facts were the biggest achievements of these broadcasts.

Design Thinking and Innovation in Teaching and Training



Classrooms and educational/skill institutions across the world are facing design challenges every single day, from teacher feedback systems to daily schedules. The education ecosystem requires new perspectives, new tools, to confront these challenges. Design thinking technique can play a vital role in identifying these challenges, gathering information, generating potential solutions, refining ideas, and testing solutions.

In order to assist higher education and vocational training institutions in capacity building of their faculties/trainers, CEMCA organized a month-long online flip mode workshop on “Design Thinking and Innovation in Teaching and Training”. This workshop comprised of 4 days of online live classroom sessions and a series of assignments, quizzes, self-learning materials, and online forum discussions where participants were engaged in asynchronous mode. The workshop was attended by 114 (One Hundred Fourteen) participants from five different countries (India, Sri Lanka, Maldives, Bangladesh & Malaysia). Most of participants were educators from technical engineering streams, business schools, and TVET ecosystem.

Reaching Unreached Through MOOCs

MOOC on Academic Counselling for ODL Learners (AC4ODL)-Third Cycle

In the open and distance learning system, the academic counselling sessions are very important. The sessions are meant for informing, advising and

Chief Patron
Prof. A K Das Mohapatra
Vice-Chancellor
Odisha State Open University
(OSOU), India

Chief Guest
Prof. Ami U. Upadhyay
Vice-Chancellor
Dr. Babasaheb Ambedkar Open University
(BAOU), India

Guest of Honor
Prof. (Dr.) Kamal Jeet Singh
Vice-Chancellor
Madhusudan Law University
(MLU), India

Guest
Prof. Madhu Parhar
Director
Commonwealth Educational Media Centre for Asia
(CEMCA), India

Venue: Online
Zoom

AC4ODL MOOC
1st December 2021
Time: 03:00 PM

Live Telecast
YouTube

<https://youtu.be/XQ9ymGdGRSM>

COORDINATOR
Dr. Manas Ranjan Pujari
Education Officer
Odisha State Open University

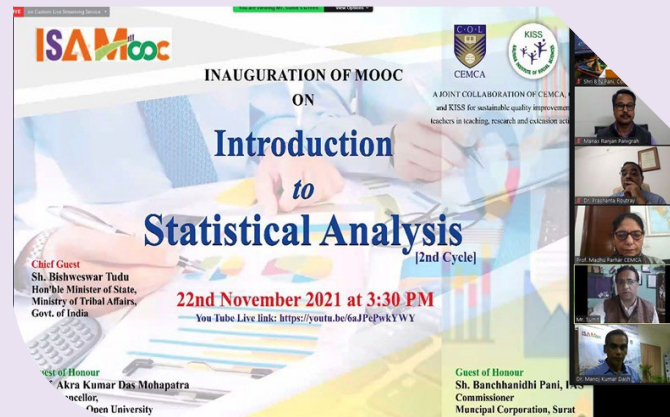
CO-COORDINATOR
Shri Natini Ranjan Sarangi
Education Officer
Odisha State Open University

COORDINATOR
Dr. Manas Ranjan Panigrahi
Education Officer
CEMCA, New Delhi

CO-COORDINATOR
Ms. Prashansa Das
Academic Counsellor
Odisha State Open University

counselling. After successful offering of two cycles of MOOC on Academic Counselling for ODL Learners (AC4ODL), CEMCA-OSOU launched the 3rd Cycle on 1st December 2021. Total 958 people have enrolled in the course. The course was designed and developed by CEMCA with highly experienced experts. The course is available at: <https://www.mooc4dev.org/AC4ODL3>

MOOC on Introduction to Statistical Analysis (ISA)-Second Cycle



The ISA MOOC is an attempt to help learners use correct methods for analysis and interpretation of collected data to present the findings of the research. Statistics Analysis also helps to make decisions in real life situation based on data. With this, one can understand the subject clearly and deeply. CEMCA and KISS University designed and developed this MOOC and offered second cycle from 25 November 2021 through MOOCs for Development Platform: <https://www.mooc4dev.org/isa2>. Total 1970 people have enrolled in the course.

CEMCA and Dr BRAOU Launch a MOOC on Stress Management

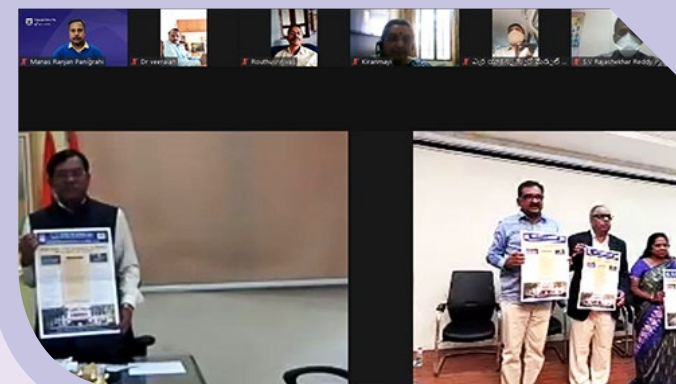
CEMCA and Dr B.R. Ambedkar Open University (BRAOU), Hyderabad developed a MOOC on "STRESS MANAGEMENT". The MOOC was launched by Sri. B. Vinod Kumar,



Vice-Chairman, Planning Board, Government of Telangana on 25th November 2021. He spoke about the importance of Stress Management in the context of COVID 19. Nearly 40 ODL practitioners, teachers, counsellors, and dignitaries participated online through Zoom Platform. The MOOC will be offered through Dr BRAOU eLearning Platform: <https://elearning.braou.ac.in>

CEMCA and Dr BRAOU Launch a MOOC on Online Course Development for SWAYAM

A MOOC on Online Course Development for SWAYAM is being jointly offered by CEMCA and Dr B.R. Ambedkar Open University, Hyderabad in December 2021. The course runs on an easy-to-use learning platform available via the internet. Learners are learning the content through readings, videos and discussions, and from other participants and instructors through meaningful exercises and quizzes. Total 1719 people have enrolled in the course.



Coming together at PCF10



Innovations for Educational Resilience

14-16 SEPTEMBER 2022

Covid-19 has had a significant impact on education and training. If we want to build resilient education systems, we must address the issues of learning loss due to school closures, and shortcomings in access to technology for teaching and learning. A gender-sensitive system focusing on the social, emotional and economic contexts of learners is required. Additional support for vulnerable groups, such as persons with disabilities and girls who have faced challenges, is needed to bring these learners back to school.

The Tenth Pan-Commonwealth Forum on Open Learning (PCF10) will be a platform for reflections and discussions on reimagining education systems that will foster lifelong learning and empower people to make positive life choices and improve their livelihoods. Such systems will be based on innovative uses of technology for teaching and learning, and ethical practices for equity and inclusion.

COL welcomes stakeholders across the globe, and particularly in the Commonwealth, to join PCF10 to discuss, debate and showcase how innovations can develop resilience in our education systems.

Forum sub-themes

Within the Forum's main theme, the sub-themes cover a wide range of areas that are of interest to COL's stakeholders. The Forum will address issues and challenges in formal, non-formal and informal learning, reflecting a spectrum of ideas — from policy interventions to practical innovations — for building resilience and supporting the achievement of Sustainable Development Goal 4. Presentations will be grouped around four sub-themes:

- ▶ Building resilience
- ▶ Fostering lifelong learning
- ▶ Inspiring innovations
- ▶ Promoting equity and inclusion

There will be a special focus in each of the sub-themes on (i) educating girls and (ii) using emerging technologies for education and training (e.g., applications of artificial intelligence, augmented reality, virtual reality, and robotics).

Important dates

25 November 2021
Call for abstracts and proposals

15 February 2022
Last date for submission of abstracts and proposals

15 April 2022
Last date for full paper submission

1 June 2022
Online discussion forum starts

14 September 2022
PCF10 starts

For more information, visit: <https://pcf10.org>

National Education Policy 2020 India: Salient Features

The NEP puts forward a new vision for India's higher education system. Taking cognisance of the significance of higher education in promoting individual and societal well-being through knowledge creation and innovation in the 21st century, the policy focuses on reenergising the higher education system with a forward-looking vision.

Multidisciplinary education

The focus is to build capacities of individuals in a holistic manner based on flexible and innovative curricular structures, to empower learners to contribute effectively to the opportunities and challenges of an increasingly interconnected world.

Learning environment and learner support

Recognising the need to provide optimal learning

environments and support for all students, a comprehensive approach will be adopted to provide relevant curriculum, engaging pedagogy, continuous formative assessment, and appropriate student support for effective learning. This will be achieved across in-class, online, and ODL modes.

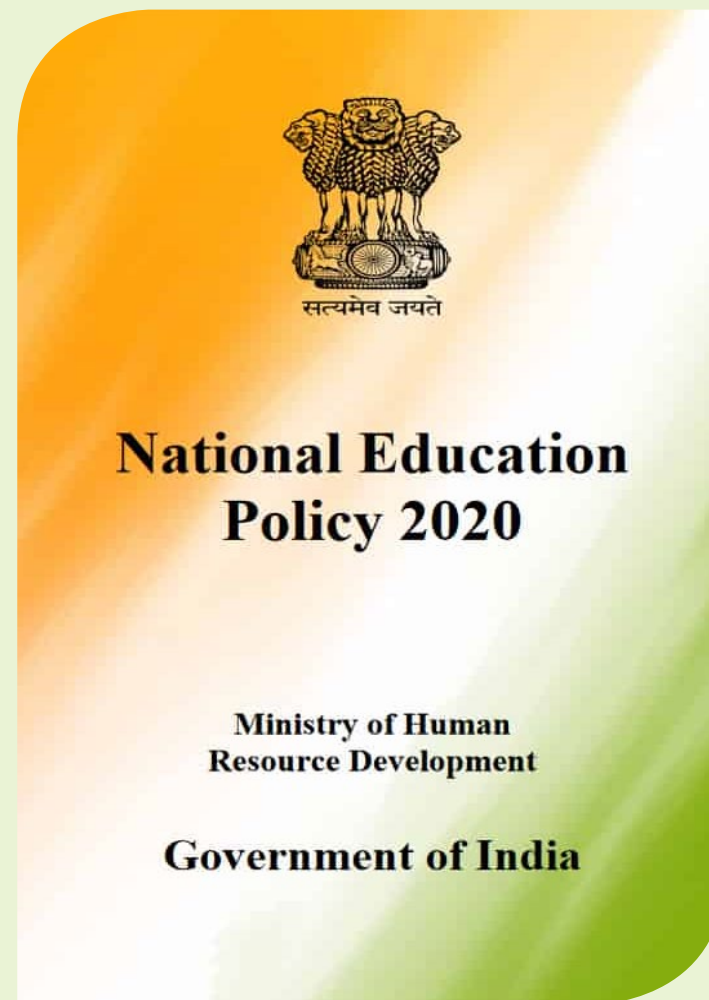
Faculty empowerment

The National Education Policy 2020 emphasises that “empowering the faculty to conduct innovative teaching... will be a key motivator and enabler for them to do truly outstanding, creative work” (NEP 2020, p 40). An important aspect which the

Policy highlights is the need to promote training in pedagogy approaches and practices.

Equity and Inclusion

The Policy prioritises ensuring equitable access to quality higher education opportunities for all students, particularly learners from socio-economically disadvantaged groups.



Quality Academic Research

Knowledge creation and research across all disciplines are critical for economic, intellectual, societal, environmental, and technological progress. With the vision of building a strong knowledge-based society, this policy envisages the establishment of a National Research Foundation (NRF) to enable a culture of research in universities.

Regulation of Higher Education

The policy looks at transforming the regulatory mechanism of higher education by reinventing existing institutions and structures. The distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by four independent verticals within one institution, the Higher Education Commission of India (HECI).

Governance and Leadership

The policy envisions that through a suitable system of graded accreditation and graded autonomy, HEIs in India will evolve, in a phased manner, into independent self-governing institutions focused on innovation and excellence.



Use and Integration of Technology

The policy focuses on the use and integration of technology to enable multiple aspects of education such as improving teaching-learning processes and outcomes, promoting teacher preparation and professional development, enhancing educational access, and supporting educational planning, management, and administration. The Policy emphasis research, awareness creation and training in emergent and disruptive technologies.

Online and Digital Learning

The emphasis is on leveraging online, digital, and ICT-based learning keeping in view the need to address equity issues and the digital divide. The policy

recommends the creation and strengthening of appropriate digital infrastructure, online teaching platform and tools, creation and dissemination of digital content, repositories, virtual labs, training for teachers in learner-

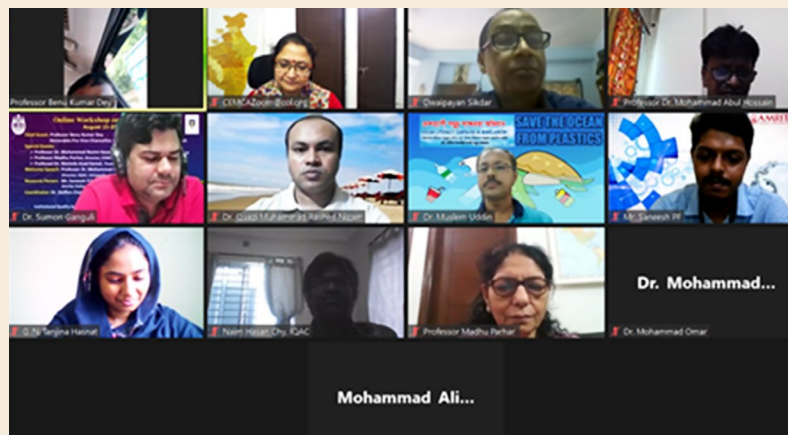
centric pedagogy and use of online platforms and tools, framework for online assessment, and effective models of blended learning. A National Educational Technology Forum (NETF) and relevant agencies shall be established to provide standards of content, technology, and pedagogy for online/digital teaching-learning.

“Knowledge creation and research across all disciplines are critical for economic, intellectual, societal, environmental, and technological progress”

CEMCA Virtual Labs for Development (CEMCA VL4D)

By Dr. Shiffon Chattrjee,
Sr. Programme Officer, CEMCA, New Delhi

Laboratory experiments are an integral component of science and engineering education. Access to lab equipment is often constrained by geographical distances and lack of resources. Virtual labs augment existing access to physical labs by

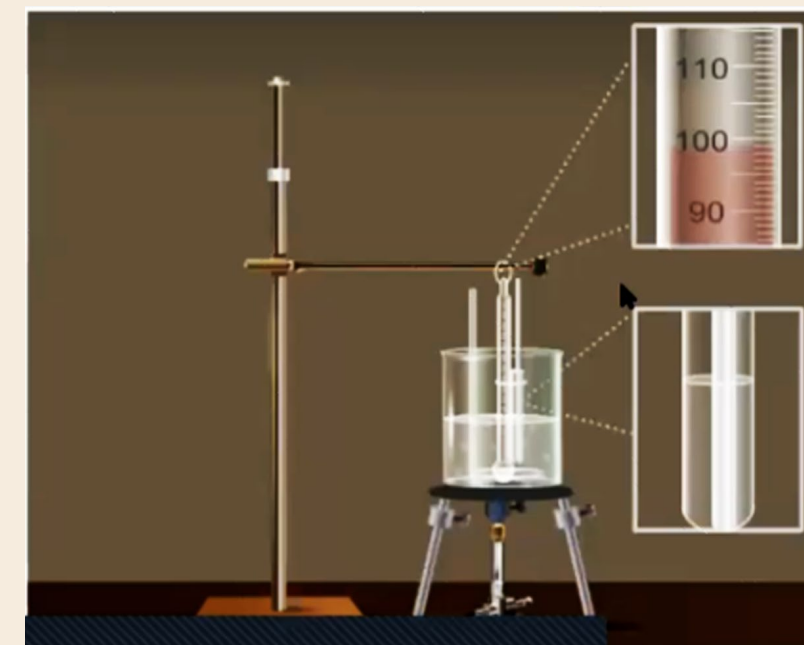


support from Amrita Vishwa Vidyapeetham, aimed to create awareness about virtual labs for internet-based experimentation with a focus on enabling teachers and teacher educators to use virtual labs and integrate them effectively in teaching practice. The first capacity building programme, organised in partnership with Uttarakhand Open University, Haldwani in November 2020, brought together 62 faculty members from science and technology disciplines. This was followed by a workshop implemented for 71 teachers of open and formal universities in India. Through CEMCA initiatives in partnership with the NIE Maldives, HELP University in Malaysia, and University of Chittagong in Bangladesh, around 335 teachers and teacher educators across the three countries learnt how to access and use virtual labs.

at IIT Hyderabad. These experiments are grounded in Algodynamics, an innovative approach to teaching and learning algorithms.

Way ahead

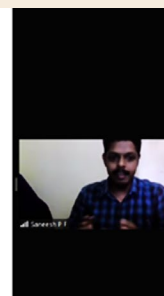
Moving ahead, an integrated approach is envisaged with a focus on discipline-specific capacity building programmes together with dissemination of new virtual labs. The approach will prioritize enhanced access to virtual labs and strengthened capacity for use and integration of virtual labs for enrichment of domain pedagogy.



Building virtual experiments for improved learning opportunities

In many disciplines, like Computer Science, virtual experiments provide crucial insight into understanding of concepts that are hard to access via more traditional means like tracing, algorithm animation or programming. CEMCA has supported the building of virtual experiments in Computer Science. Around 25 virtual interactive experiments in Data Structures and Algorithms have been developed

Types of Experiments



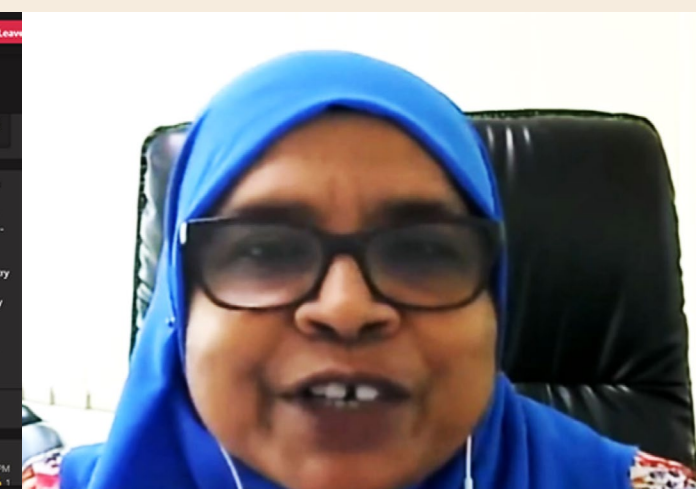
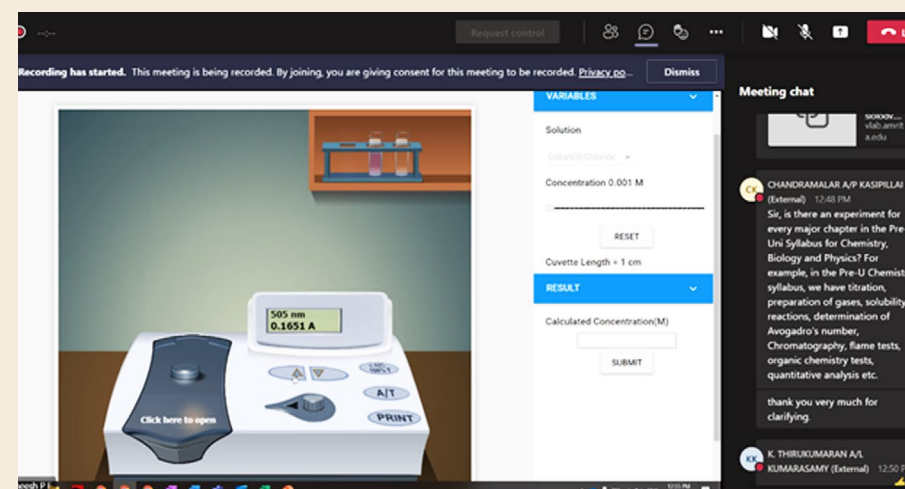
solving. Self-paced learning and practice through virtual labs promotes understanding of concepts that are hard to access through traditional means.

CEMCA interventions in virtual labs

Taking cognizance of the need for improved access, use, and integration of virtual labs, CEMCA has facilitated capacity building for improved teaching and learning with virtual labs. CEMCA has also supported the development of virtual labs for extending reach to quality science and engineering learning opportunities.

Enhancing capacity in use of virtual labs

CEMCA's programmes on capacity building in virtual labs have reached more than 460 teachers from open and formal universities and schools across India, Malaysia, Maldives, and Bangladesh. These programmes, which were conducted with expertise



“Virtual labs, as innovative interactive multimedia platforms for online and blended learning, can play an important role in enhancing teaching-learning experiences and outcomes”

extending the use of scarce or costly equipment to geographically remote and economically challenged areas. Further, during this time of disrupted in-person teaching and learning, virtual labs provide opportunities for continued learning at a distance through laboratory experiments.

Virtual labs, as innovative interactive multimedia platforms for online and blended learning, can play an important role in enhancing teaching-learning experiences and outcomes. Such labs facilitate active learning as they allow learners to engage with experiments remotely and learn by doing and problem

People



CEMCA welcomes New Directors at COL



CEMCA welcomes **Dr Sanjaya Mishra** as Director: Education. Before joining COL as Education Specialist, eLearning, Sanjaya's prior experience included as Director: CEMCA, Programme Specialist, UNESCO

and Associate Professor, IGNOU. He has been promoting the use of technology in education and advocating for open, distance and online learning for sustainable development.



CEMCA welcomes **Ms Frances Ferreira** as Acting Director: Skills. Ms Frances has served in COL as Education Specialist: Open Schooling, Senior Adviser: Women and Girls and currently as Education Specialist:

Gender with a focus on skills development for livelihoods. Prior to joining COL, Frances headed the Namibian College of Open Learning.

CEMCA Welcomes New CAC Members and Open University Vice Chancellor



Mr. Mrutyunjay Behera
from Ministry of Education, India
(CAC Member)



Ms. YBhg Datin Noorazah binti Omar
from Malaysia
(CAC Member)



Mr. Md. Masum Ahmed
from Ministry of Education, Bangladesh
(CAC Member)



Prof. Syed Humayun Akhter
Vice Chancellor BOU, Bangladesh
(CAC Member & VC BOU)



Prof. P.M.C. Thilakarathne
Vice-Chancellor, The Open University of Sri Lanka
(VC OUSL)

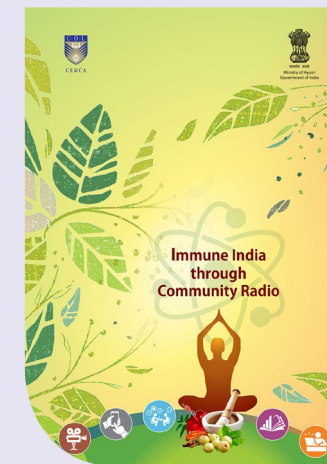


CEMCA Publications

1

Immune India through Community Radio:

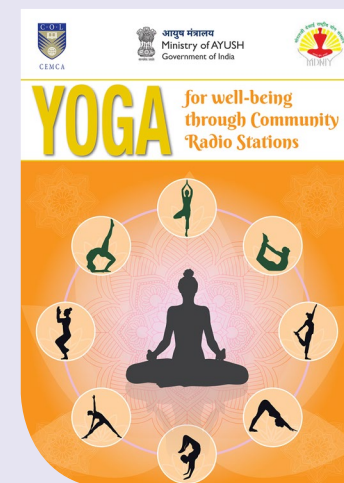
[https://www.cemca.org/ckfinder/userfiles/files/Ayush%20Report_01_04_2021_LR\(1\).pdf](https://www.cemca.org/ckfinder/userfiles/files/Ayush%20Report_01_04_2021_LR(1).pdf)



2

YOGA for well-being through Community Radio Stations:

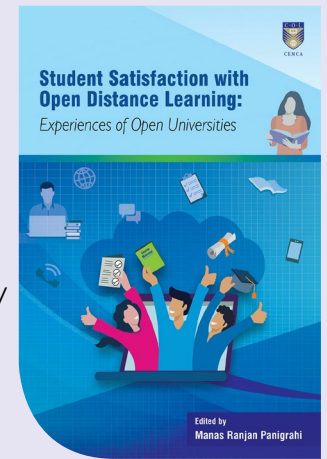
<https://www.cemca.org/ckfinder/userfiles/files/YOGA%20FOR%20WELLBEING%20REPORT%20FINAL.pdf>



3

Student Satisfaction with Open Distance Learning: Experiences of Open Universities:

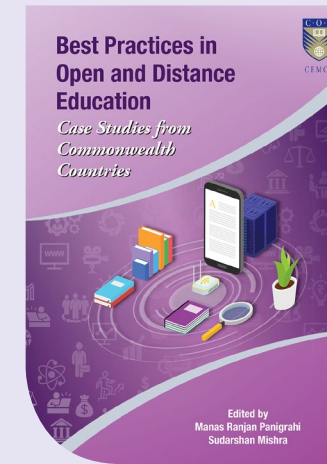
<https://www.cemca.org/ckfinder/userfiles/files/Student%20Satisfaction%20in%20Open%20Distance%20Learning-Experiences%20of%20Open%20Universities.pdf>



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Best Practices in Open and Distance Education: Case Studies from Commonwealth Countries:

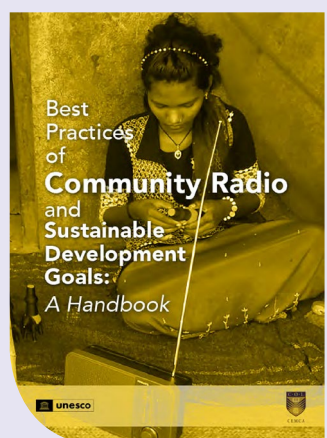
<https://www.cemca.org/ckfinder/userfiles/files/Best-Practices-in-ODE-Case-Studies-from-Commonwealth-Countries.pdf>



5

Best Practices of Community Radio and Sustainable Development Goals: A Handbook:

[https://www.cemca.org/ckfinder/userfiles/files/CEMCA_UNESCO-HB_e-copy_final\(1\).pdf](https://www.cemca.org/ckfinder/userfiles/files/CEMCA_UNESCO-HB_e-copy_final(1).pdf)



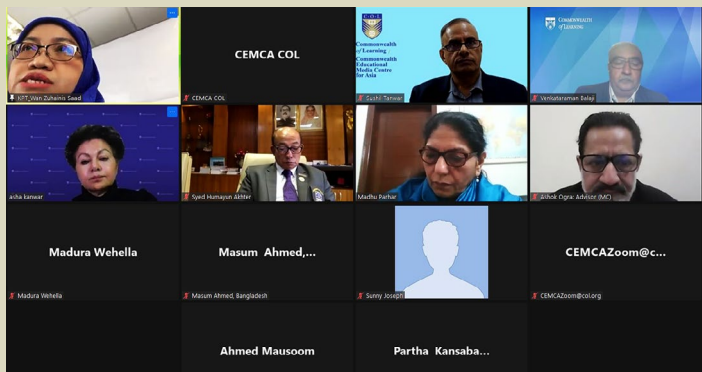
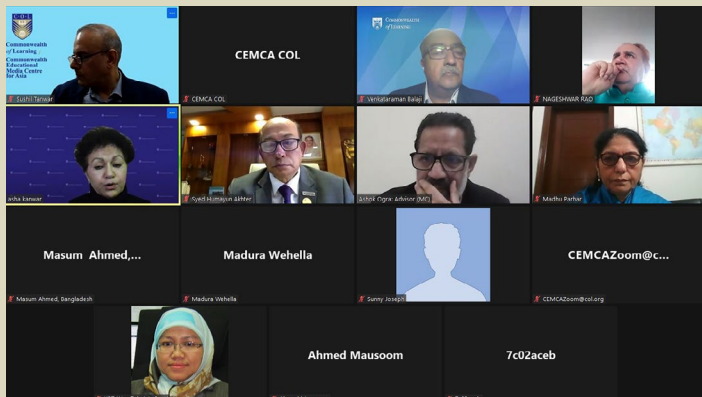
21st CEMCA Advisory Council Meeting



21st CEMCA Advisory Council meeting was held online on Thursday, 9th December, 2021. The members from Bangladesh, India, Malaysia, Maldives and Sri Lanka were present.

The members gave their recommendation which will enable CEMCA to expand its activities to other countries in the region. The members extended their support to CEMCA to establish partnerships in their respective countries where it could not penetrate in the past.

The members complimented CEMCA for its work in the last year and emphasised on online learning as can be seen through MOOCs. It was requested that CEMCA should build networks to perform a catalytic role and build new partnerships in the region.



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educational and training
needs of Commonwealth Member States of Asia.

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0091 11 2651 6681

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e-mail: admin [at]cemca[dot]org[dot]in

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