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.
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?

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.

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 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 Recourses (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.
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.

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.

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

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.

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 at IIIT 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.
CEMCA welcomes New Directors at COL

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.

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

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 from Ministry of Education, Bangladesh (CAC Member)

Prof. P.M.C. Thilakaratne from Ministry of Education, Sri Lanka (VC OUSL)

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 from Ministry of Education, Bangladesh (CAC Member)

Prof. P.M.C. Thilakaratne from Ministry of Education, Sri Lanka (VC OUSL)

CEMCA Publications


2. YOGA for well-being through Community Radio Stations: https://www.cemca.org/ckfinder/userfiles/files/YOGA%20FOR%20WELLBEING%20REPORT%20FINAL.pdf


CEMCA Publications
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.