Commonwealth of Learning

The Commonwealth of Learning (COL) was created by Commonwealth Heads of Governments during their meeting held in Vancouver, Canada in 1987. The organisation was established to promote distance learning and use of Information and Communication Technologies (ICTs) and to strengthen cooperation in education among the Member States of the Commonwealth. Commonwealth Educational Media Centre for Asia (CEMCA) was established by the COL in 1994 to respond to the needs expressed by the Commonwealth countries of the Asian region for more effective utilization of educational media resources for Distance Education. The COL and the Government of India (GoI) signed the Host Country Agreement on 31 August 1998. CEMCA was notified as a diplomatic mission under the United Nations (Privileges and Immunities) Act, 1947 by the GoI.

For details visit: www.col.org

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<tr>
<th>Acronyms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASDC:</td>
<td>Automotive Skills Development Council</td>
</tr>
<tr>
<td>BAOU:</td>
<td>Dr. Babasaheb Ambedkar Open University</td>
</tr>
<tr>
<td>BOU:</td>
<td>Bangladesh Open University</td>
</tr>
<tr>
<td>BSDU:</td>
<td>Bhartiya Skill Development University</td>
</tr>
<tr>
<td>CEMCA:</td>
<td>Commonwealth Educational Media Centre for Asia</td>
</tr>
<tr>
<td>CGSC:</td>
<td>Capital Goods Skill Council</td>
</tr>
<tr>
<td>CNC:</td>
<td>Computer Numerical Control</td>
</tr>
<tr>
<td>COL:</td>
<td>Commonwealth of Learning</td>
</tr>
<tr>
<td>DSEU:</td>
<td>Delhi Skill and Entrepreneurship University</td>
</tr>
<tr>
<td>DWSS:</td>
<td>Domestic Workers Sector Skill Council</td>
</tr>
<tr>
<td>KISS:</td>
<td>Kalinga Institute of Social Sciences</td>
</tr>
<tr>
<td>LMS:</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>MGCU:</td>
<td>Mahatma Gandhi Central University</td>
</tr>
<tr>
<td>NLUD:</td>
<td>National Law University Delhi</td>
</tr>
<tr>
<td>NSOU:</td>
<td>Netaji Subhas Open University</td>
</tr>
<tr>
<td>OBL:</td>
<td>Online and Blended Learning</td>
</tr>
<tr>
<td>ODL:</td>
<td>Open and Distance Learning</td>
</tr>
<tr>
<td>OER:</td>
<td>Open Educational Resources</td>
</tr>
<tr>
<td>PCAST:</td>
<td>Puchalapalli Chinnamma Arogya Sadanam Trust</td>
</tr>
<tr>
<td>TVEC:</td>
<td>Tertiary and Vocational Education Commission</td>
</tr>
<tr>
<td>UOU:</td>
<td>Uttarakhand Open University</td>
</tr>
<tr>
<td>WTC:</td>
<td>Wayamba Technical College</td>
</tr>
</tbody>
</table>
Partners

Asian Commonwealth Countries

- University Grants Commission, Bangladesh
- Tertiary and Vocational Education Commission (TVEC), Govt of Sri Lanka
- Chittagong University, Bangladesh

African-Asian Rural Development Organization (AARDO)

- Uttarakhand Open University
- Anvarat Foundation
- Madhya Pradesh Bhoj Open University
- Bhartiya Skill Development University
- National Law University, Delhi
- Capital Goods Skill Council
- Ravenshaw University
- GMR Varalakshmi Foundation
- India
The Commonwealth of Learning (COL) has developed its Strategic Plan for 2021–2027. Wide consultations were held with the Board of Governors, Focal Points, partners and members of the public to identify the priorities that COL needs to address.

The common concerns that emerged across the regions were mitigating the impact of COVID-19; promoting quality education; integrating ICT into teaching and learning; skilling and reskilling the workforce for livelihoods; and reaching the unreached.

The meta-evaluation to assess the impact of the Strategic Plan 2015–2021 concluded “…that COL programming …was relevant, effective and efficient. COL is having an impact in many dimensions and across several initiatives; and in many cases, where government has taken interest and is assuming more leadership, there are good reasons to believe some of the changes at the institutional and government levels are sustainable” (Casely-Hayford & Branch, 2020, p.viii).

Within the framework of SDG 4 and the priorities of member states, the COL has developed a programme that promotes ‘learning for sustainable development’. The programme will be guided by the following strategic goals:
COL will organise its work in two sectors:

Education  
Skills

with the addition of Gender Equality and Technology-enabled Learning (TEL) as cross-cutting initiatives. The change in approach includes a greater focus on innovation, inclusion and measuring impact.

The education sector supports formal education from secondary to tertiary levels across the Commonwealth, particularly in the small states, and has four initiatives.

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for the Small States of the Commonwealth (VUSSC)

The Skills for Work sector supports formal, non-formal and informal education and training to equip learners for livelihoods and has three initiatives:

- Skills for Work
- Lifelong Learning for Farmers (L3F)
- GIRLS Inspire

COL will focus on three pathways of change to achieve impact:

- **Building National Resilience**
  Work with governments to use gender-responsive open and distance learning (ODL) policies and strategies for increasing equitable access to quality learning.

- **Strengthening Institutions**
  Support institutions to strengthen ODL systems and capacities for providing quality education and training.

- **Improving Lives and Livelihoods**
  Provide learners, especially from disadvantaged groups, access to learning and resources for improved livelihoods.

The detailed Plan can be accessed at 2021-2027_COL_Strategic Plan.pdf
CEMCA Annual Plan (July 2021–June 2022)

CEMCA was established to promote cooperation and collaboration in the creation and use of multiple media resources for Open and Distance Learning (ODL) and skill development in the Commonwealth countries of Asia. CEMCA works in two sectors, education and skills. In the education sector, CEMCA supports higher education and teacher education institutions to implement policies, improve staff/faculty knowledge and skills and to develop and offer quality ODL and online courses. This will contribute to improved institutional effectiveness and increased access to quality learning opportunities. In the skills sector, CEMCA supports governments, institutions and learners to increase access to quality skills training and to improve the skills and livelihoods of marginalised people, including women and Persons with Disabilities (PwD).

CEMCA, the COL’s regional office in India, promotes the use of appropriate media and technologies to serve the education and training needs of Commonwealth Asia. While retaining its regional focus, the work of CEMCA is aligned to the COL programme. CEMCA will do the following during the next six years:

- **Introduction**

- Build the capacity of institutions to transition to online and blended learning.
- Support gender-responsive skills development for livelihoods.
- Develop innovations in a range of technologies from Community Radio to AI-based solutions for reaching the last mile.

CEMCA, COL’s regional office in India, promotes the use of appropriate media and technologies to serve the education and training needs of Commonwealth Asia. While retaining its regional focus, the work of CEMCA is aligned to the COL programme. CEMCA will do the following during the next six years:

- Build the capacity of institutions to transition to online and blended learning.
- Support gender-responsive skills development for livelihoods.
- Develop innovations in a range of technologies from Community Radio to AI-based solutions for reaching the last mile.
Projects in Education Sector

CEMCA believes that an empowered citizen builds an empowered nation and the road to empowerment is through the acquisition of knowledge. Reflecting on the priorities of the stakeholders, CEMCA in the education sector under its Six Year Plan (2021–2027) will focus on the following:

Figure 1 describes the projects and the activities that CEMCA through its education initiative will undertake during 2021–2022 with expected outputs, outcomes and impact.
Activities

Bangladesh

UGC, Bangladesh Builds Faculty Capacities in OER

Many learners in Bangladesh have limited access to relevant, quality educational resources. To fill this void, CEMCA has partnered with the University Grants Commission (UGC), Bangladesh, to build the capacity of higher education institutions in teaching and learning with open educational resources (OER). During July–August 2021, two online workshops brought together more than 1,000 teachers from 20 private and public universities in Bangladesh. The workshops were designed to raise participant awareness about different aspects of OER, from searching to using to creating these resources.

Further, 100 educational leaders from 20 conventional universities of Bangladesh drafted institutional OER policies. The 20 draft institutional OER policies are available for adoption in the respective universities.

Implementation of Online and Blended Learning

CEMCA, in collaboration with the University Grants Commission, Bangladesh, organised a capacity building programme on OBL for the higher education teachers of Bangladesh. The programme began on 23 September 2021 and lasted for 26 days, encompassing both synchronous and asynchronous mode
with learning content for 6 and 20 days, respectively. The objective was to empower higher education teachers from 20 universities of Bangladesh to implement OBL in higher education. The programme enlightened the participants about the intricacies of OBL coupled with the versatile learning models and methods relevant to teaching in a blended context. The sessions also threw light on the ICT tools that are highly instrumental for teaching students in the online platform. The facilitators also addressed pertinent issues like facilitation and psychosocial interventions in higher education. The programme had immense influence on the higher education teachers. Several of them favoured blended learning, citing its enormous importance in enabling shackle-free learning with greater degrees of autonomy. Using Bloom’s Taxonomy as a basis, participants brainstormed strategies to integrate various models of blended learning and make the curriculum more employment centric.

Virtual Laboratories Training for Faculty of Chittagong University

An online workshop on Virtual Labs was organised by CEMCA for the faculty members of the University of Chittagong. During the three-day workshop held in August 2021, an overview of virtual
labs was provided and virtual lab experiments from Physics, Chemistry, Biological Sciences, and Environmental Sciences were demonstrated. Ninety-nine faculty members from these departments of the University explored virtual lab experiments and participated in hands-on activities designed to enhance awareness on how to access, use and integrate virtual labs in teaching and learning.

India

**Algorithms through Interactive Virtual Experiments**

A seminar ’Teaching and Learning Algorithms through Interactive Virtual Experiments’ was organised by CEMCA in collaboration with the School of Computer Science & Information Technology and the Online Program Cell, Uttarakhand Open University, Haldwani in August 2021. Sixty-five faculty members, primarily from Computer Science and Information Technology, participated in this workshop to raise awareness on how interactive virtual experiments can support teaching and learning of algorithms. Examples and interactive experiments were demonstrated.

**Workshops on Open Educational Resources**

Capacity building programme for the NLUD teachers was organised in August 2021 in synchronous and asynchronous mode for learning OER. The Vice Chancellor, NLUD, in his opening remarks informed that “NLU is known for innovations in the University and for its research work. OER in Legal Education can be adopted”. Another workshop was conducted in October 2021 for the faculty members of Madhya Pradesh Bhoj (Open) University, Madhya Pradesh. The university also framed its OER Policy, which will
be finalised by December 2021. The workshop/s covered the background of OER, Creative Common Licences, searching and integrating OER, quality assurance of OER, etc.

**Capacity Building in Blended Learning**

CEMCA collaborated with Ravenshaw University, Odisha and Mahatma Gandhi Central University (MGCU), Bihar for ‘Implementation of Blended Learning in Higher Education/Teacher Education’. In this regard, four capacity building programmes were organised during September and October 2021. These workshops were held in synchronous learning mode via Zoom, Big Blue Button and asynchronous learning mode by Learning Management System (LMS); 530 (281 male and 249 female) university teachers and teacher educators were trained on integrating ICT tools, OER, techno-pedagogy, blended learning delivery system, etc. This is a continuing project where two more workshops in MGCU Bihar will be conducted. Continuous monitoring and evaluation will be done to see the outcome of the training.

**Mentoring of Dr. BRAOU**

Dr. BRAOU, Hyderabad was mentored by CEMCA for NAAC Assessment and Accreditation. Three virtual workshops were conducted which were attended by the Director of the Centre for Internal Quality Assurance (CIQA) and the core team members of the university identified for NAAC assessment preparations.

**MOOCs for Development**

<table>
<thead>
<tr>
<th>Course</th>
<th>Partner</th>
<th>Duration</th>
<th>Enrolment</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Forensics</td>
<td>Uttarakhand Open University</td>
<td>July to August 2021</td>
<td>3,662 (2,636 males and 1,026 females)</td>
<td>Now course being offered through SWAYAM</td>
</tr>
<tr>
<td>Designing online courses for SWAYAM</td>
<td>Uttarakhand Open University (Second Cycle)</td>
<td>July to September 2021</td>
<td>2,872 (1,777 males and 1,095 females)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Netaji Subhas Open University (Third Cycle)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Malaysia

CEMCA organised training on ‘Virtual Reality (VR) content development using 360-degree VR Educator Platform’. 50 (22 males and 28 females) faculty members of HELP University, Malaysia attended this programme in August 2021. The objective of the training was to build the capacities of teachers to create 360-degree virtual reality content for better teaching/learning.

Another workshop was organised in November 2021 on the potential of gamification and games for active online learning and teaching for the faculty of the university. Hands-on assignments to explore and practice gamification were the highlight of the workshop.
Projects in Skills Sector

Employment has conventionally been a consequence of higher education and has served little purpose in a broken formal education system where most of the youth does not conclude formal education. In such a scenario, ‘Skilling’ is seen as the only tool that can transform the demographic disaster to demographic dividend. During 2021–2027, CEMCA intends to work in the following areas:

- Capacity building programme for vocational trainers
- Skill development for livelihood enhancement
- Listeners and/or viewers to learners

Figure 2 describes the projects and the activities that the CEMCA through its ‘Skills for Work’ initiative will undertake during 2021–2022 with expected outputs, outcomes and impact.

Figure 2: CEMCA Skills for Work Sector Logic Model
Activities

**Bangladesh**

**Sustainable Agricultural Practices and Skill Development for Self-Employment**

Bangladesh is predominantly an agricultural country where agriculture plays a vital role in accelerating economic growth. It is important to have a profitable, sustainable and environment-friendly agricultural system to ensure long-term food security for people. Understanding the need of the hour, CEMCA extended its support to Aster Innovation Company Ltd., Bangladesh, which focuses on agro-based innovation and is associated with various government agencies and agriculture universities of the country. A six-day face-to-face workshop was conducted in various districts of Bangladesh to train 300 marginalized farmers to improve knowledge, efficiency, skills and approach on sustainable agriculture and IPM technologies for year-round vegetable production.

**India**

**World Youth Skills Day 2021**

World Youth Skills Day (WYSD) is celebrated every year on 15th July to highlight the opportunities and challenges that young people face in employment. CEMCA acknowledged the essence of WYSD and supported Bhartiya Skill Development University, Jaipur, in celebrating a 4-week long Skill Carnival 2021.

A series of skill competitions, technical/skills workshops and talk shows were conducted. CEMCA facilitated and supported five technical/skill workshops: (i) Design Thinking; (ii) 3D Printing and Modelling; (iii) Creating a Pitch Deck using the Business Model Canvas; (iv) Smart Manufacturing; and (v) How to make a video resume.

More than 1,300 participants attended these workshops, and 854 participants were certified.
Recognition of Prior Learning

Capital Goods is a unique sector with huge potential as it comprises of maximum MSME industries. The manpower employed in these industries is not formally qualified. To build capacities and upgrade the skills of the employees serving in manufacturing and service-related job roles in the Capital Goods sector, CEMCA supported the Capital Goods Skills Council (CGSC) for conducting an orientation and upskilling certification programme for blue-collar employees. Training of employees was conducted in multiple batches in day and night shifts during July 2021 on the premises of Jindal Steels Ltd., Gurugram and PR Components Ballabghad, Haryana. Under this project, 252 participants from various job roles like fitter mechanical assembly, stainless steel fabricator, polisher – machine, operator – conventional turning, Computer Numerical Control (CNC) turning operator, quality inspector - forged, casted or machined components, conventional surface grinding machines/CNC operator, Grinding Machine Centre were trained, and 250 participants cleared the final assessment examination and were certified.

Upskilling and Awareness of ASHA Workers

Accredited Social Health Activist (ASHA) workers connect marginalised communities to the health care system and are the first line of defence in rural India. Since the outbreak of the pandemic, these workers have been tasked with the arduous work of combating the disease, conducting COVID-19 tests, conducting awareness programmes to checking patients in home isolation. To upskill ASHA workers of Barabanki District in Uttar Pradesh, CEMCA organised a training programme with the help of Anvarat Foundation. Under this programme, 800 ASHA workers were trained in Community/Primary Health Centres at block level of Barabanki in August 2021 in batches as per WHO guidelines in consultation with the Chief District Health Officer, Barabanki.

Placement-linked Skill Training in Andhra Pradesh and Bihar

During COVID times, CEMCA supported the GMR Varalakshmi Foundation (GMRVF) in conducting a 4-month residential placement-linked skill training during April to September 2021 for 60 participants in the Nagaram district skill centre, Andhra Pradesh. All youth participants belonged to marginalised communities and were trained in batches. Post training, 51 of 60 participants were placed with decent salaries in different districts of Andhra Pradesh.
CEMCA trained 100 marginalised community females in sewing machine operator course. This training programme was conducted for 3 months beginning in August 2021 in a government-affiliated skill training centre in Bhagalpur, Bihar. Post completion of the training programme, six participants availed business loans from bank for setting up their production unit, 30 participants formed their self-help group and started the Bhagalpuri Tusaar Silk Garment stitching business; the remaining women continue their tailoring and stitching business from their homes.

Certification of Women and Persons with Disability in Optical Fibre Splicer Course through Common Service Centres

CEMCA and CSC e-Governance Services India Ltd., are collaborating to utilize Common Service Centres (CSCs)/VLEs to train and certify 2,500 persons with disability and 2,500 women candidates in Optical Fiber Splicer Course (OFC). Training is being conducted through CSC Centres and the focus of the training is Wi-Fi access point and OFC joining and maintenance. This will help the people working in Bharat Net campaign, which is a Government of India initiative.

Candidates will get the digital content of the course and can complete the course according to their convenience. Certificates will be provided after an online assessment by the Telecom Sector Skill Council, a third party assessment agency.
**Video Content Development for Baby Caregiver (Non-Clinical) Course for DWSSC**

CEMCA promotes media-enabled learning and came forward to support Domestic Worker Sector Skill Council (DWSSC) to convert its offline course content of Baby Caregiver to online digital content. This online certificate course will be offered by DWSSC via their LMS portal for students enrolled under various government schemes for skill development.

**Employment Skills Training for Marginalized Community Girls/Women**

To promote inclusive and equitable quality education and promotion of life-long learning opportunities for vulnerable community females, CEMCA supported Puchalapalli Chinnamma Arogya Sadanam Trust (PCAST), a renowned NGO of Andhra Pradesh, to train 600 marginalized community girls/women in Prakasam district, Andhra Pradesh, on Life and Employment Skills along with spoken English and competition preparation for jobs. This training programme was conducted face to face during October 2021 adhering to all COVID norms.

**Design Thinking and Innovation in Teaching and Training**

Classrooms and educational/skill institutions across the world are facing design challenges every day, from teacher feedback systems to daily schedules. Wherever they fall on the spectrum of scale, the challenges confronted are real, complex and varied, and educators require new perspectives, new tools and new approaches. Design thinking is one of them. To address the requirement, CEMCA organised a month-long workshop programme on design thinking and innovation in teaching and training involving online sessions, self-learning, assessments, group activities and idea presentation and evaluation. The workshop was attended by 200+ faculties and trainers from five commonwealth countries of Asia, namely, India, Malaysia, Sri Lanka, Bangladesh and Maldives.

**Broadcasting of Audio Life Science Lessons through Community Radio Stations**

CEMCA has always promoted Community Media as an alternate learning medium of education and reaching the rural population through easy access of community radio (CR) network. CEMCA developed a series of 10 short educational life science audio
clips promoting life science through storytelling. These audio lessons were broadcast by 14 CR stations during September 2021 to November 2021. These life science stories reached almost 6.5 lakh listeners in the broadcast peripheral of these 14 CR stations and positive feedbacks were collected from 1,500 listeners.

**Malaysia**

**Upskilling and Reskilling of Youth in Logistics Companies**

For promoting ODL for marginalised communities across Commonwealth Asia, CEMCA associated with 21 CC Education Pvt Ltd for conducting upskilling and reskilling for 100 young people in logistics companies of Malaysia. The beneficiaries are mostly migrants working in the docks of Malaysia as loaders and packers for logistics companies. This two-month upskilling training programme is conducted through a mobile app consisting of online self-learning material, tutorial videos, assignments, and quizzes between August 2021 and November 2021. In addition, face-to-face sessions were conducted on company premises along with career counselling sessions for beneficiaries.

**Sri Lanka**

**Online for Vocational Trainers**

CEMCA organised two online workshops on Electric Vehicle (EV) and Refrigeration and Air-Conditioning (RAC) and Teaching Methodology for vocational trainers from Sri Lanka in September 2021; 515 vocational trainers from various government and private technical colleges from Sri Lanka attended this programme.

Both workshops were inaugurated by the Director General and Deputy Director General, The Tertiary and Vocational Education Commission (TVEC), Sri Lanka, in the presence of officials from CEMCA and Wayamba Technical College (WTC).
# Budget (July-November 2021)

## Budget and Expenditure

<table>
<thead>
<tr>
<th>S. No</th>
<th>Programme Activity 2021-22</th>
<th>Approved Budget 2021-22</th>
<th>Actual Expenditure upto 30th November, 2021</th>
<th>Committed Expenditure upto 30th November, 2021</th>
<th>Total Percentage of Commitement upto 30th November, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education</td>
<td>INR 15,370,000 CAD 265,000</td>
<td>INR 4,265,687 CAD 73,546</td>
<td>INR 11,893,424 CAD 205,059</td>
<td>77%</td>
</tr>
<tr>
<td>2.</td>
<td>Skills</td>
<td>INR 13,388,314 CAD 230,833</td>
<td>INR 6,086,861 CAD 104,946</td>
<td>INR 92,91,515 CAD 160,199</td>
<td>69%</td>
</tr>
<tr>
<td>3.</td>
<td>Knowledge Management</td>
<td>INR 241,686 CAD 4,167</td>
<td>INR 193,252 CAD 3,332</td>
<td>INR 266,478 CAD 4,594</td>
<td>110%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Amount</strong></td>
<td><strong>INR 290,00,000 CAD 500,000</strong></td>
<td><strong>INR 10,545,800 CAD 181,824</strong></td>
<td><strong>INR 21,451,417 CAD 369,852</strong></td>
<td><strong>74%</strong></td>
</tr>
</tbody>
</table>
CEMCA’s Advisory Council functions as an advisory body of COL on CEMCA’s affairs and is responsible for broad policy formulation in the programme areas. Besides, the Council provides informed guidance, monitors and evaluates CEMCA’s progress and suggests ways and means for improving its performance. The Advisory Council meets once a year keeping in view the exigencies of the business. Membership is rotated among the members in the region.

**Advisory Council**

Prof. Asha S. Kanwar  
Chairperson  
President & CEO  
Commonwealth of Learning, Canada

Dr. Venkataraman Balaji  
Deputy Chairperson  
Vice President  
Commonwealth of Learning, Canada

YBhg Datin Noorazah binti Omar  
Under-secretary of International Relations Division  
Ministry of Higher Education, Malaysia, Level 7, Block E8, Complex E, Federal Government Administrative Centre  
62604 Putrajaya, Malaysia

Dr. (Mrs.) Madura M Wehella  
Member  
Additional Secretary  
Planning and Performance Review, Ministry of Education, Sri Lanka

Mr. Mrutyunjay Behera  
Economic Adviser  
Department of Higher Education  
Ministry of Education  
Government of India  
Shastri Bhawan  
New Delhi - 110001, India

Mr. Ahmed Mausoom  
Member  
Education Officer  
Ministry of Education  
Male  
Republic of Maldives
Prof. Nageshwar Rao
Member
Vice Chancellor
Indira Gandhi National Open University, New Delhi
India

Prof. Madhu Parhar
Director, Commonwealth Educational Media Centre for Asia
New Delhi, India

Prof. Syed Humayun Akhter
Member
Vice Chancellor
Bangladesh Open University, Bangladesh

Mr. Sushil Kumar Tanwar
Secretary
Head, Administration & Finance, Commonwealth Educational Media Centre for Asia
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Member
Adviser, APJ Group of Institutions
New Delhi, India

Md. Masum Ahmed
Deputy Secretary
Secondary & Scholarship & Engineering Universities Section
Secondary & Higher Education Division
Ministry of Education
Government of the People’s Republic of Bangladesh
Bangladesh

Prof. Ashok Ogra
Member
Adviser, APJ Group of Institutions
New Delhi, India
भारतीय स्किल डेवलपमेंट यूनिवर्सिटी ने दिया श्रीलंका के ट्रेनिंग को प्रशिक्षण

वर्चुअल वर्कशीप के माध्यम से हुआ प्रशिक्षण, इलेक्ट्रॉनिक टेक्नोलॉजी पर रहा ट्रेनिंग का फोकस। कई वरिष्ठ हीरोन्मेय ने की सम्बोधन

हमारा समाचार

उत्तराखंड, प्रदेश, बिहार आदि राज्यों के लिए रेडियो रिमिटिंग पर चुनुम हुआ हिंदी रेडियो, जिसने अतिरिक्त विज्ञान को उपयोगी बनाने की आवश्यकता दर्शायी।

भारतीय स्किल डेवलपमेंट यूनिवर्सिटी ने दिया श्रीलंका के ट्रेनिंग को प्रशिक्षण

फील्ड डिजिटल टेक्नोलॉजी के लिए चुनुम हुआ हिंदी रेडियो, जिसने अतिरिक्त विज्ञान को उपयोगी बनाने की आवश्यकता दर्शायी।

‘Blended learning is what we will need in the coming days’

Professor De Klot Shahbahz, chairman, University Grants Commission (UGC), former chairman, UGC, and former vice-chancellor, National University of Ireland, said the drastic change in the way students are taking their classes will continue even when online learning is over.

‘We cannot go back to the old normal’, he said.

Samvit Tiwari

'Blended learning is what we will need in the coming days'