



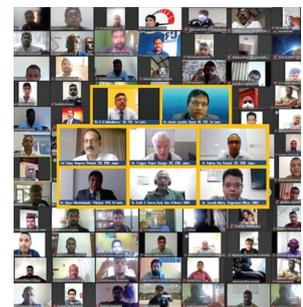
CEMCA

Achievement Report

July-November 2021



Activities



Skills for Work

Advisory Council



Education



Commonwealth Educational Media Centre for Asia
New Delhi



CEMCA

Achievement Report

July-November 2021

Commonwealth Educational Media Centre for Asia

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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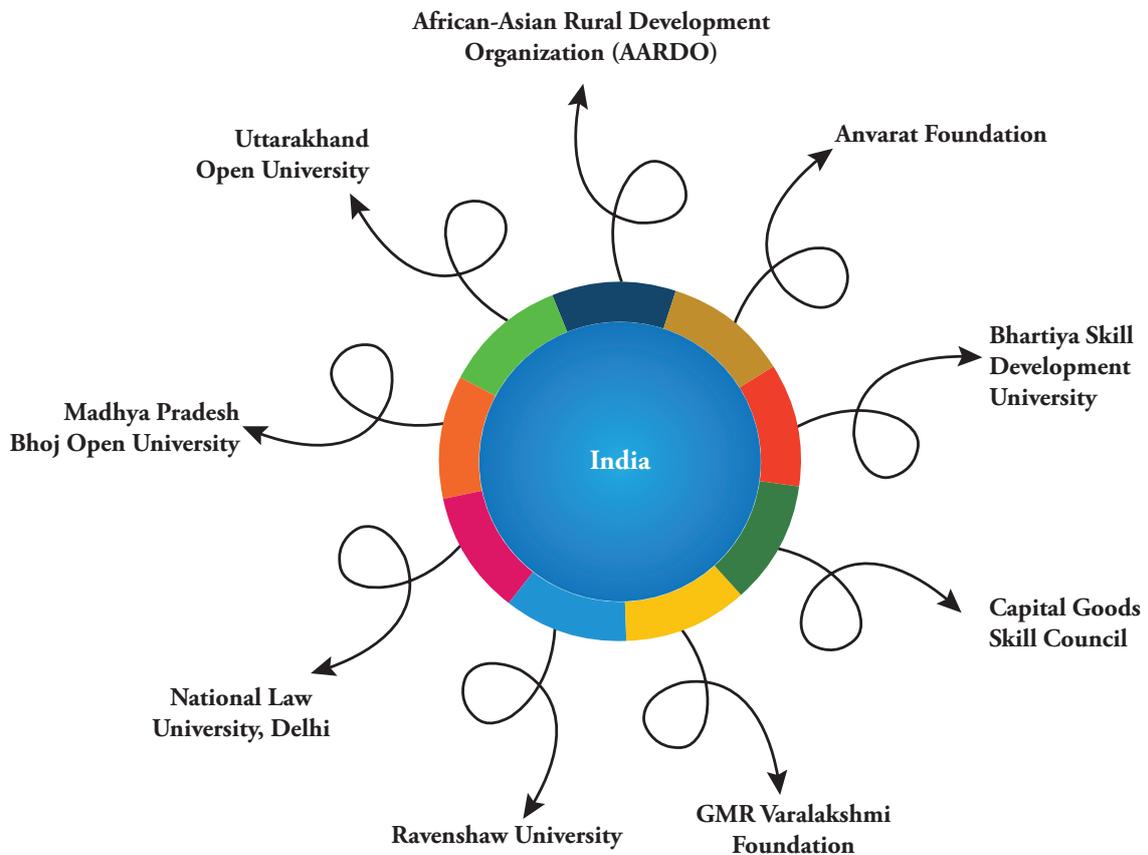
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Acronyms

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

Partners



COL-CEMCA Strategic Plan (2021–2027)

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:

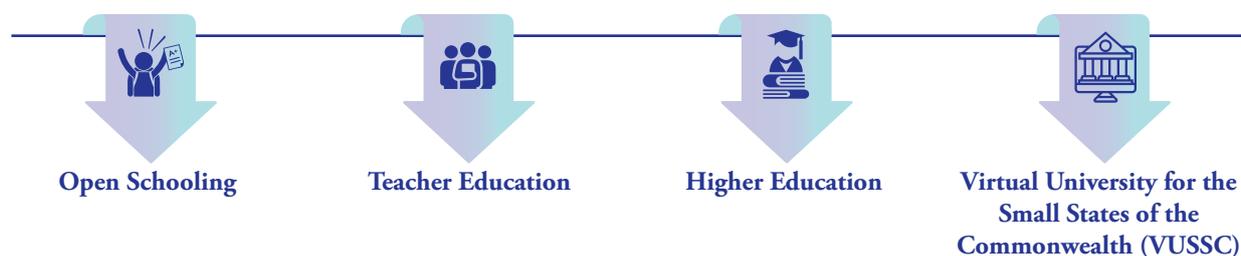


COL will organise its work in two sectors:



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.

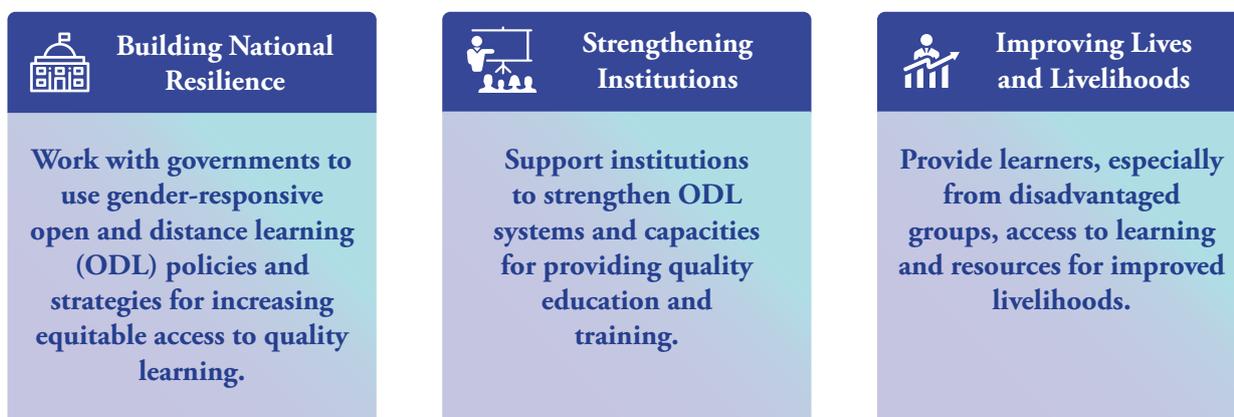
The education sector supports formal education from secondary to tertiary levels across the Commonwealth, particularly in the small states, and has four initiatives.



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



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



The detailed Plan can be accessed at [2021-2027_COL_Strategic Plan.pdf](#)

Introduction

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:

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.



Education

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.

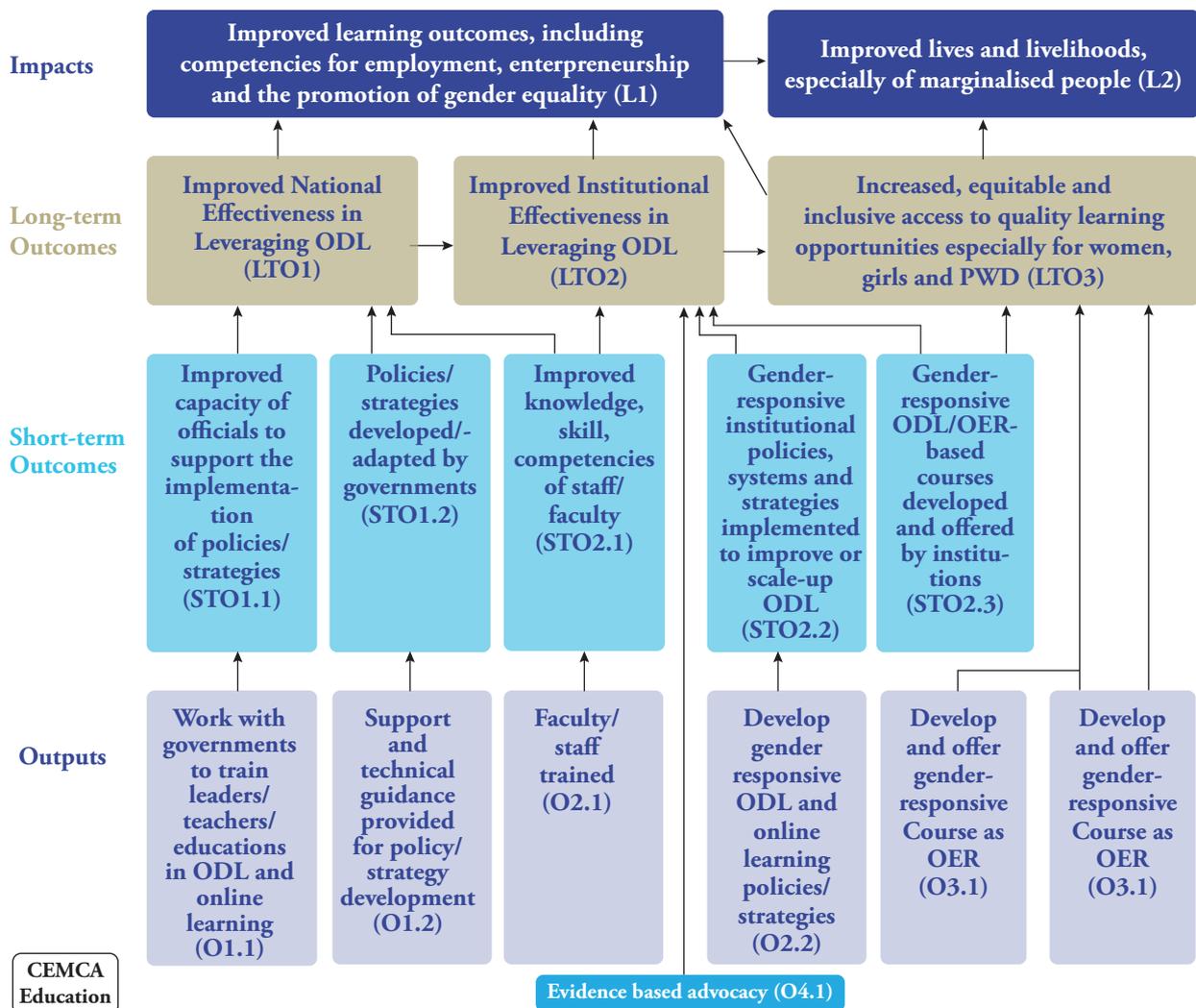


Figure 1: CEMCA Education Sector Logic Model

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.

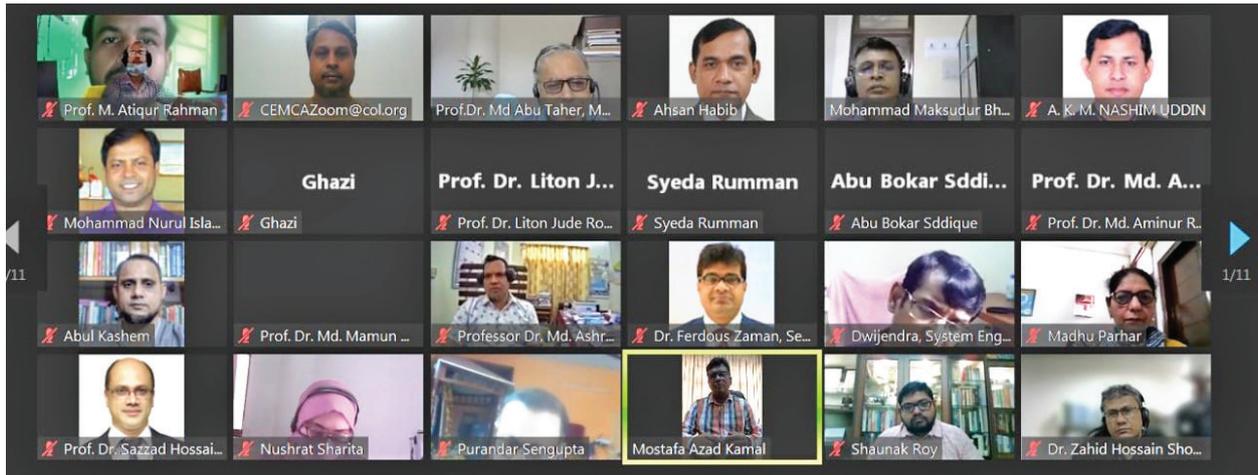


Further, 100 educational leaders from 20 conventional universities of Bangladesh drafted institutional OER policies. The 20 draft institutional OER policies are available for adoption in the respective universities.

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

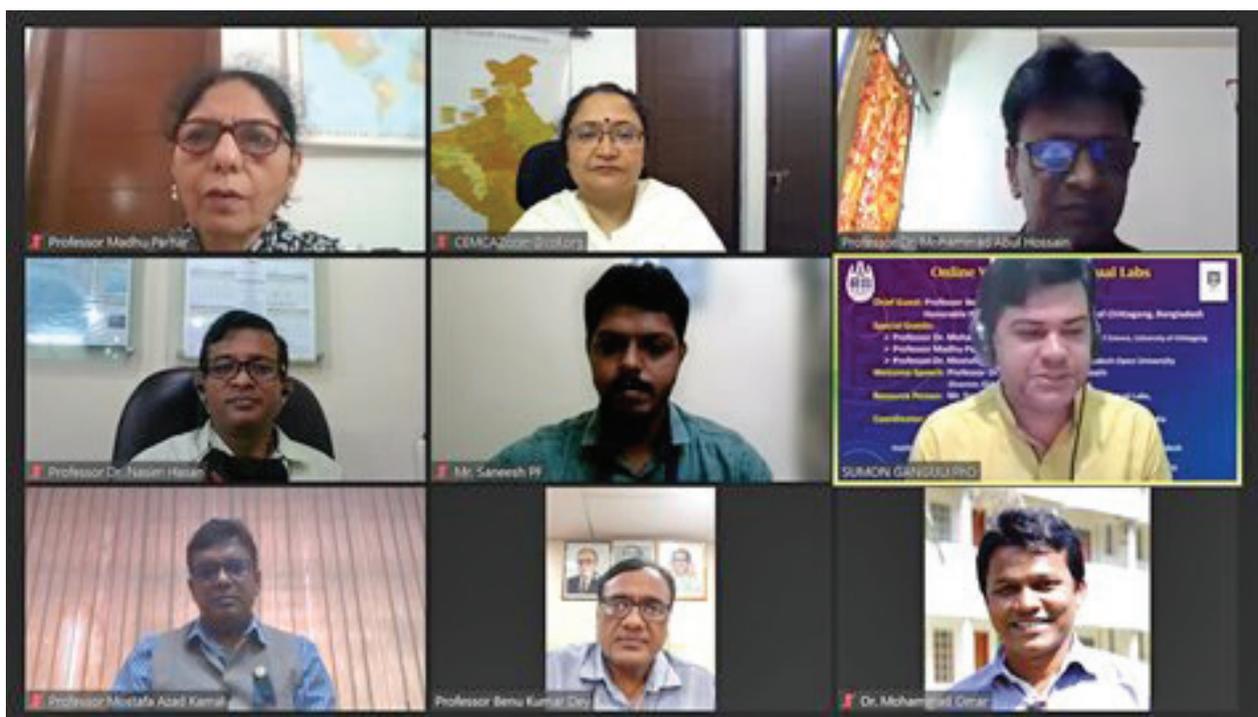




with learning content for 6 and 20 days, respectively. The objective was to empower higher education teachers from 20 universities of Bangladesh to implement OBL in higher education. The programme enlightened the participants about the intricacies of OBL coupled with the versatile learning models and 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

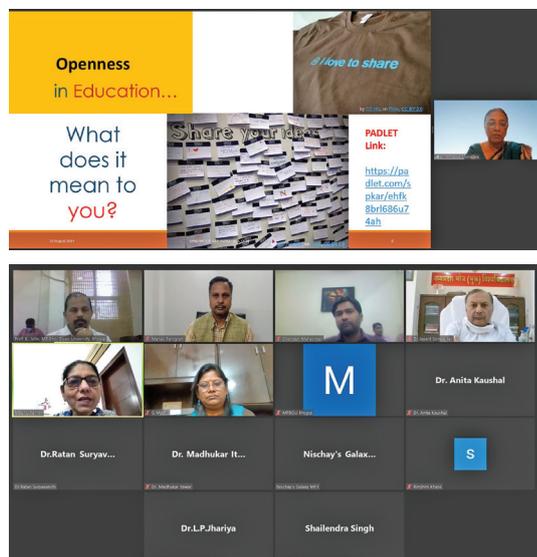
Algorithms through Interactive Virtual Experiments

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.

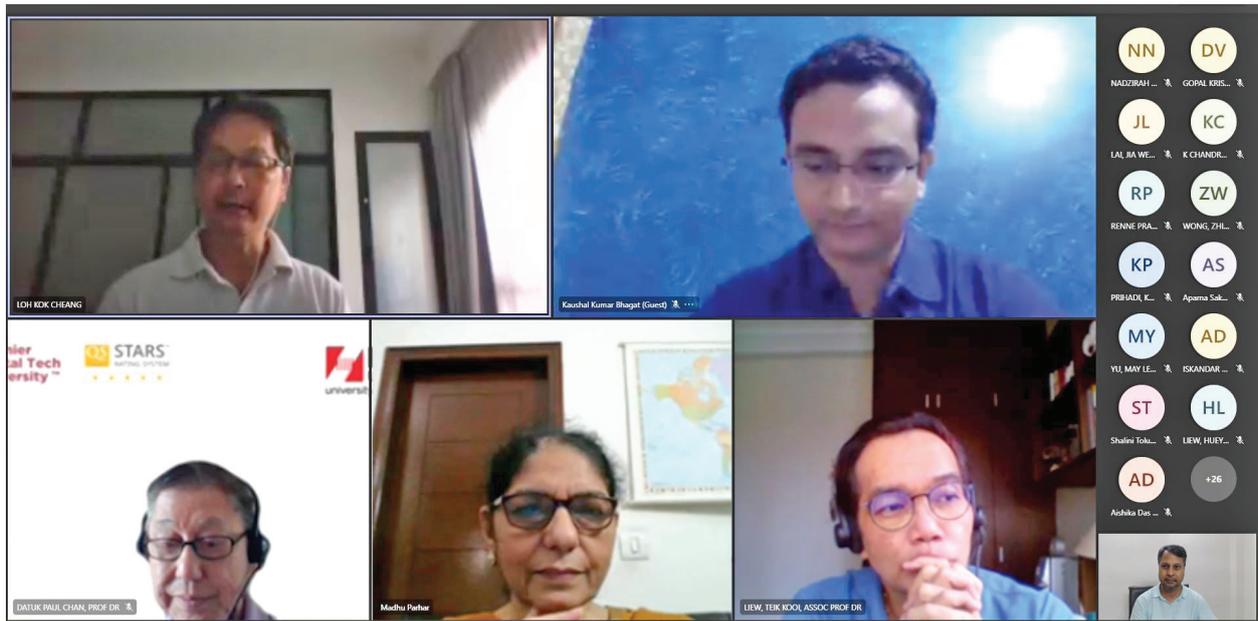
MOOCs for Development

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

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.



Skills for Work

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:



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.

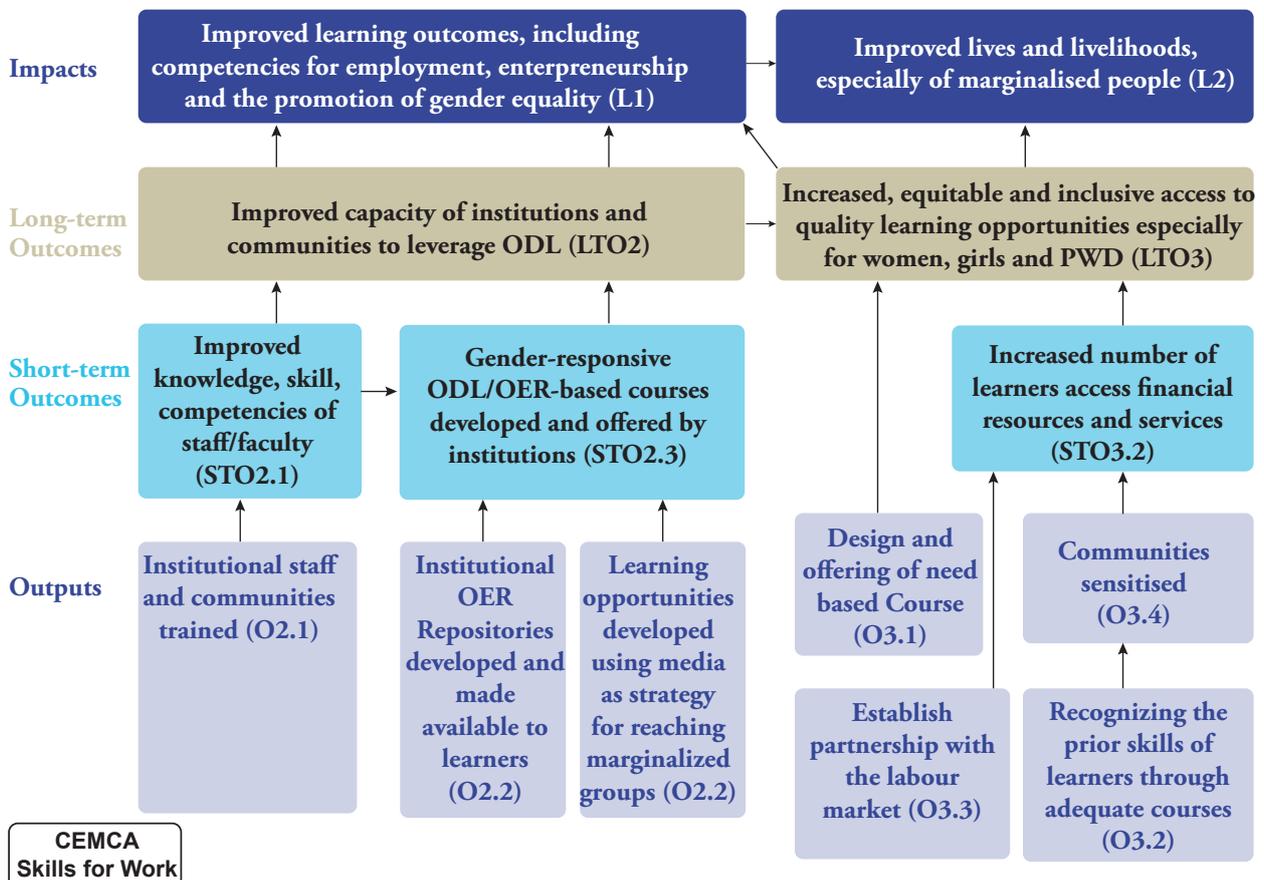


Figure 2: CEMCA Skills for Work Sector Logic Model

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 Ballabhgad, 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, from 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

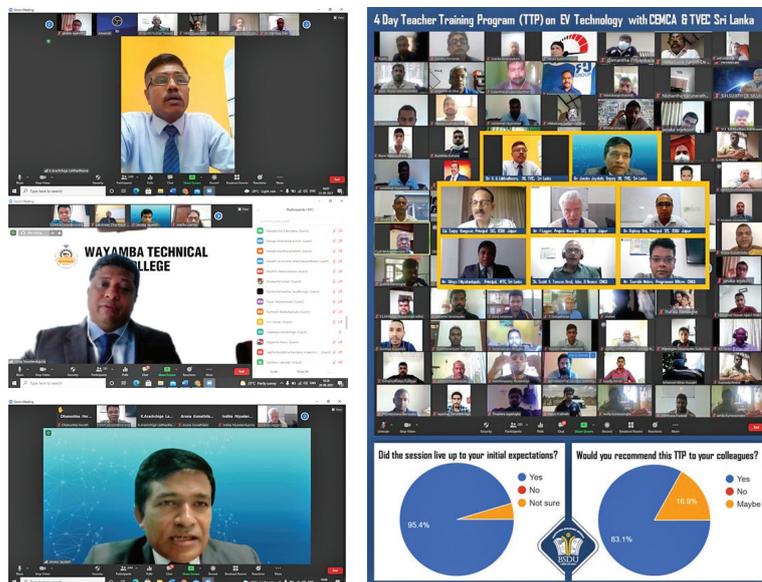
For promoting ODL for marginalised communities across Commonwealth Asia, CEMCA associated with 21 CC Education Pvt Ltd for conducting upskilling and reskilling for 100 young people in logistics companies of Malaysia. The beneficiaries are mostly migrants working in the docks of Malaysia as loaders and 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

S. No	Programme Activity 2021-22	Approved Budget 2021-22	Actual Expenditure upto 30th November, 2021	Committed Expenditure upto 30th November, 2021	Total Percentage of Commitment upto 30th November, 2021
1.	Education	INR 15,370,000 CAD 265,000	INR 4,265,687 CAD 73,546	INR 11,893,424 CAD 205,059	77%
2.	Skills	INR 13,388,314 CAD 230,833	INR 6,086,861 CAD 104,946	INR 92,91,515 CAD 160,199	69%
3.	Knowledge Management	INR 241,686 CAD 4,167	INR 193,252 CAD 3,332	INR 266,478 CAD 4,594	110%
	Total Amount	INR 290,00,000 CAD 500,000	INR 10,545,800 CAD 181,824	INR 21,451,417 CAD 369,852	74%

Advisory Council

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.



Prof. Asha S. Kanwar
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President & CEO
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Dr. Venkataraman Balaji
Deputy Chairperson
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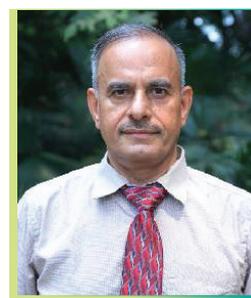
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Head, Administration & Finance,
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New Delhi, India

हमारा समाचार

भारतीय स्किल डेवलपमेंट यूनिवर्सिटी ने दिया श्रीलंका के ट्रेनर्स को प्रशिक्षण

वर्चअल वर्कशाप के माध्यम से हुआ प्रशिक्षण, इलेक्ट्रिकल टेक्नोलॉजी पर रहा ट्रेनिंग का फोकस, कई वरिष्ठ हस्तियों ने की सहभागिता

हमारा समाचार
जयपुर (कमल देगड़ा)। देश की पहली पूर्णरूपेण स्किल डेवलपमेंट यूनिवर्सिटी, भारतीय स्किल डेवलपमेंट यूनिवर्सिटी, जयपुर ने एक और इतिहास रच दिया जब उसके अनुभवी फैकल्टी, ट्रेनर और विद्वानों के प्रोजेक्ट मैनेजर ने

वर्चअल वर्क शाप के माध्यम से प्रशिक्षित किया। ऑनलाइन प्रशिक्षण इस प्रोग्राम को वाया कॉलेज ने होस्ट किया। कॉमनवेल्थ ऑफ नेशंस यूनिट की मीडिया सेंटर स्किल डेवलपमेंट यूनिवर्सिटी के प्रोजेक्ट मैनेजर ने

फोकस इलेक्ट्रिकल टेक्नोलॉजी पर रहा जिसमें इलेक्ट्रिकल वीकल्स के इंजिनियरिंग, ब्रेक स्टोपिंग सिस्टम, इलेक्ट्रिकल एंड इलेक्ट्रॉनिक्स, इंजन परफॉर्मंस आदि मुख्य थे। कार्यक्रम में आटोमोटिव स्कूल के रिसर्च स्कॉलर कांता प्रसाद भी बहुत सहयोग रहा। इसके अलावा डॉ. विपिन



सामुदायिक रेडियो अल्फाज-ए-मेवात पर नई रेडियो श्रृंखला अटपटे विज्ञान की चटपटी चर्चा का आगाज

विज्ञान की जानकारी प्रदान कर विद्यार्थियों एवं युवाओं का किया जाएगा मानसिक विकास।

नेशन गर्ल, मुद्राभाब दुडे

फिरोजपुर हिस्का। सामुदायिक रेडियो अल्फाज-ए-मेवात एक एम 107.8 पर सैटलाइट (राष्ट्रीय स्तर पर) के सहयोग से नई रेडियो श्रृंखला अटपटे विज्ञान की चटपटी चर्चा

के शुरूआत 27 सितम्बर 2021 से की जाएगी। यह कार्यक्रम विज्ञान से जुड़े रोचक कानिनों पर आधारित है। अटपटे विज्ञान की चटपटी चर्चा रेडियो सोरीज के जमाना सुबह 8 बजे आठ बजे और शाम साढ़े 3 बजे प्रसारित होगी। कार्यक्रम के अंत में 15 मिनट का साक्ष्य प्रोग्राम होगा जिसमें श्रंता कार्यक्रम में सुनी कहानी के आधार पर रोचक सवाल के जवाब अल्फाज-ए-मेवात के रेडियो नंबर 9813164542 पर फेबन करके दे सकते हैं।

एक सफल फाउंडेशन की प्रिंसिपल लीड-आइडरीच फाउंडेशन के सामुदायिक रेडियो अल्फाज-ए-मेवात की प्रतिनिधि पूजा मुग्धा ने बताया कि इस सोरीज का उद्देश्य छासकर बच्चों को मूलभूत विज्ञान से परिचित करवाना है जैसे एक्स-रे क्या, कैसे होता है, किरणें क्या महत्व रखती हैं। एंटीबायोटिक्स क्या हैं आदि ऐसे ही कई रोचक विषयों को संबोधित करके सोरीज अलग अलग एपिसोडों के माध्यम से विज्ञान को आम जनता तक प्रसारित किया जाएगा। ताकि जानकारी को प्रसारित करने में अधिक श्रेय तक पहुंचने में सौभाग्यशाली है। अल्फाज-ए-मेवात के रेडियो नंबर 9813164542 पर फेबन करके दे सकते हैं।



रेडियो स्टेशन के साथ साझा कर बच्चों को ज्ञान की धार के साथ जोड़ने का सहायक पहलू को है। सफल फाउंडेशन द्वारा अल्फाज-ए-मेवात सामुदायिक रेडियो वर्ष 2012 में स्थापित किया गया है जो पिछले 10 वर्षों से लगातार समुदाय के मध्य जानकारी का प्रसार कर रहा है। रेडियो समुदाय के वर्ग मसलन बच्चों, महिलाओं, किसानों, किशोरों तथा बुढ़ लोगों के विभिन्न कार्यक्रमों के जरिये सुझाव देता है।

पंजाबी धर्मशाला वाली गली

विनोद गर्ग, मुद्राभाब दुडे

साखड़। पालिका ने पंजाबी धर्मशाला वाली गली को बनाया प्रारंभ कर दिया। पंजाबी धर्मशाला वाली गली को बनाया प्रारंभ कर दिया। पंजाबी धर्मशाला वाली गली को बनाया प्रारंभ कर दिया।



द्वारा प्रस्तुत किया गया है, मुश्किल तथ्यों को सुझाव देना है। मुश्किल तथ्यों को सुझाव देना है। मुश्किल तथ्यों को सुझाव देना है।

कानपुर देहात

अटपटे विज्ञान की चटपटी चर्चा सामुदायिक

अटपटे विज्ञान की चटपटी चर्चा सामुदायिक प्रसारित होगी। कार्यक्रम का लक्ष्य प्रोग्राम को प्रसारित करके आम जनता तक पहुंचाना है। कार्यक्रम का लक्ष्य प्रोग्राम को प्रसारित करके आम जनता तक पहुंचाना है।

क्राइम खबर

अपराध जगत पर आधारित देश का पहला सांख्यिक दैनिक वेब पेपर

कोरोना वैक्सीन पर फैली अफवाहों को दूर करने का प्रशिक्षण

ब्यूरो (विद्वोही आनन्द) बाराबंकी। अनावरत फाउंडेशन के तत्वाधान में कामनवेल्थ एजुकेशनल मीडिया सेंटर फॉर एशिया (सेमका), नई दिल्ली के सहयोग से बाराबंकी जिले के 5 ब्लॉक (मसौली, बंकी, सिरौलीगोसपुर, सिद्धौर, हर

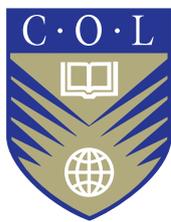
Blended learning is what we need in the coming days

Professor Dr Kazi Shahidullah, chairman, University Grants Commission (UGC), former chairman of the department of history, Dhaka University, and former vice chancellor, National University, talks to Star's Naznin Tibi about how universities can recover from learning loss as they are resuming in-person classes and why our universities should continue with online education alongside classroom education.

Dr Kazi Shahidullah

One of the basic problems, our teachers do not have the expertise in online teaching. This is also a new concept for them. Teachers need to be trained so that they can meet the expectations of students.

The digital divide in higher education became a major concern for me during the pandemic. When we started the online classes, we found that many students were not able to access the internet. This was a real challenge for us. We had to find a way to bridge this gap. We started providing internet access to students who were not able to access it. We also started providing digital content to students who were not able to access it. We found that this was a very effective way to bridge the digital divide. We started providing digital content to students who were not able to access it. We also started providing internet access to students who were not able to access it. We found that this was a very effective way to bridge the digital divide.



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