

Technical Vocational  
Skill Development



ICT in  
Education



Community of  
Practice (CoP) for  
Teacher Educators



Virtual  
Open  
Schooling



Open  
Educational  
Resources



Community  
Media

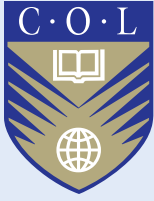


# Annual Report

## 2015-2016

Commonwealth Educational Media Centre for Asia  
New Delhi



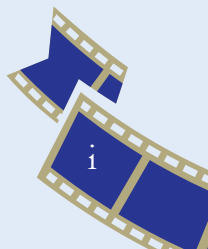


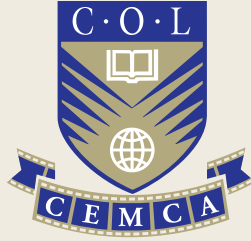
## COMMONWEALTH of LEARNING

The Commonwealth of Learning (COL) was created by Commonwealth Heads of Government, during their meeting in Vancouver in 1987. The organisation was established for distance learning and use of information and communication technologies (ICTs) to promote education and training in Member States and to strengthen Commonwealth cooperation in education. In 1987, COL started out with the mandate to strengthen higher education using open and distance learning (ODL). With the adoption of the Millennium Development Goals (MDGs) and the Education for All (EFA) goals in 2000, by the United Nation, COL aligned its work to the global development agenda. In the last 29 years, there has been a clear progression in higher education, teacher training and secondary education from the formal education sector to non-formal learning related to skills development, agriculture and health. COL paid attention to the learning and development needs of its stakeholders and embraced a lifelong learning perspective. The theme of COL's previous two strategic plans was "Learning for Development," which focused on how education and learning add value to the development process. That approach encouraged COL to think beyond outputs and work for outcomes. COL has grown and developed from being an organisation with an output orientation to one that is outcomes based. The post-2015 education agenda reflects the organisation's further evolution. COL is committed to promoting equitable access to quality lifelong learning for all — believing, in effect, that access to learning opportunities will lead to progress in achieving the Sustainable Development Goals. COL's new motto will therefore be "Learning for Sustainable Development," which is also the theme of its Strategic Plan.

*Learning for Sustainable Development.*

See [www.col.org](http://www.col.org)





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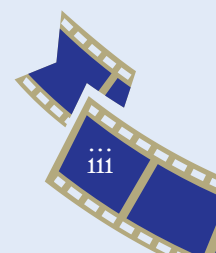
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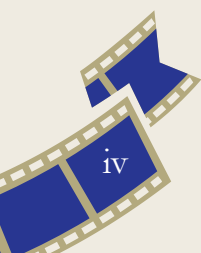
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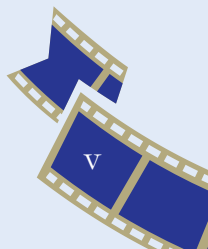


# Abbreviation (used)

ABLE	Activity Based Learning and Employability
APSSDC	Andhra Pradesh State Skill Development Corporation
AIOU	Allama Iqbal Open University
BNNRC	Bangladesh NGOs Network for Radio & Communications
BOU	Bangladesh Open University
BVC	Bosch Vocational Center
CoP	Community of Practice
CCTE	Centre for Cultures, Technologies and the Environment
CUHP	Central University of Himachal Pradesh
CUPB	Central University of Punjab, Bathinda
CCSU	Chaudhary Charan Singh University
CPC	Child Protection Cell
CDI	Caritas Development Institute
CRVC	Community Radio Video Challenge
COL	Commonwealth of Learning
CEMCA	Commonwealth Educational Media Centre for Asia
CR	Community Radio
CSR	Corporate Social Responsibility
DDE	Directorates of Distance Education
FMC	Foundation for MSME Clusters



GOI	Government of India
IGNOU	Indira Gandhi National Open University
ICT	Information and Communication Technology
JNU	Jawaharlal Nehru University
KKHSOU	Krishna Kanta Handiqui State Open University
LMS	Learning Management System
MoU	Memorandum of Understanding
MHRD	Ministry of Human Resource Development
NCSTC	National Council for Science and Technology Communication
NSDC	National Skill Development Corporation
NSOU	Netaji Subhas Open University
ODL	Open and Distance Learning
OSB	Open School Bangladesh
OER	Open Educational Resources
PGIA	Postgraduate Institute of Agriculture
PSSC	Power Sector Skill Council
PSSCIVE	Pandit Sunderlal Sharma Central Institute of Vocational Education
SDJF	Sri Lanka Development Journalist Forum (SDJF)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOU	Uttarakhand Open University



## **VISION**

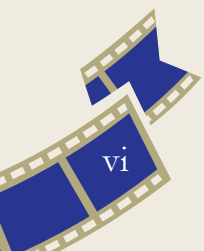
To be the foremost agency in Commonwealth Asia that promotes media-enabled learning for sustainable development.

## **MISSION**

To assist governments, institutions and organisations to expand the scale, efficiency and quality of learning by using multiple media in open, distance and technology-enhanced learning.

## **CORE STRATEGIES**

To develop partnerships, capacity, materials, models and policies for sustainable development through learning.





## Introduction

In response to needs expressed by the Commonwealth countries of the Asian region for a more effective utilisation of educational media resources for Distance Education, the Commonwealth of Learning (COL), established Commonwealth Educational Media Centre for Asia (CEMCA) in the year 1994. CEMCA, under a host country agreement signed between COL and Government of India (GOI) in 1998, has its headquarters in New Delhi. The GOI notified CEMCA as a diplomatic mission under Section 3 of the United Nations (privileges and immunities) Act, 1947 (46 of 1947) vide the Gazette of India, Extraordinary, Part II, Section 3, sub-section (ii) dated 10 February, 2000.

CEMCA is an educational media centre established for the purpose of co-operation among the Asian Countries, of the Commonwealth, including Bangladesh, Brunei, India, Malaysia, Maldives, Pakistan, Singapore and Sri Lanka, in the area of educational media resources and for enhancing their capacities and capabilities in distance teaching by the greater use of communication technologies.

This Annual Report, 2015-16, is presented in pursuant with CEMCA rules to submit an annual report to COL and for sharing information with the members of the Advisory Council and the stakeholders.



## Objectives

The strategic objective of CEMCA is to promote co-operation and collaboration in the **creation and use of electronic media resources for distance education, open education and skill development.**

CEMCA has also been working to **strengthen the use of Community Radio Stations to empower local communities, for sustainable development** through capacity building, and promoting quality and sustainability of CR operations in Commonwealth Asian countries.

**The Specific objectives of CEMCA are to**

1. Serve as a regional electronic educational media resource centre for Commonwealth Asia.
2. Facilitate an effective exchange of information on educational media resources between educational and media organisations in the region.



*Exchange of Memorandum of understanding: Prof. Gajaraj Dhanrajan (COL) and Madan Mohan Jha (MHRD, GoI) on 31<sup>st</sup> August 1998 at Vancouver, Canada*

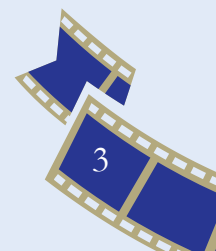
3. Promote development and use of Open Educational Resources for open and distance education programmes and Skill Development.
4. Promote linkages between CEMCA and other educational and media organisations to enhance the availability of educational media resources region-wide
5. Facilitate access to training in the development and use of educational media resources for distance and open education.
6. Promote and strengthen skill development using a multiple media approach.
7. To develop partnerships, capacity, materials, models and policies for use of OERs for education leading to Sustainable Development.
8. Serve as an information centre on educational technology.

## Advisory Council Meeting

The Advisory Council of CEMCA functions as an advisory body of COL on CEMCA affairs and is responsible for broad policy formulation in the programme areas. Besides, it monitors and evaluates CEMCA's progress and suggests ways and means to improve performance.

The 15<sup>th</sup> CEMCA Advisory Council meeting was held on 4<sup>th</sup> December, 2015 at New Delhi. The action taken report on the minutes of the previous meeting and the report of the Director highlighting the achievements during the year 2014-15 were placed before the members for the purpose of monitoring and evaluation. The meeting was attended by the following:

1. Prof. Asha S. Kanwar, Chairperson
2. Dr. K. Balasubramanian, Vice Chairperson
3. Dr. Vijitha Nanayakkara, Sri Lanka, Member
4. Professor Emeritus Tan Sri Anuwar Ali, Malaysia, Member
5. Mr. S. P. Goyal, Joint Secretary, MHRD, Government of India, New Delhi, India, Member
6. Mr. Mohd. Nazrul Islam Khan, Member
7. Ms. Aminath Namza, Head, Foreign Relations, Ministry of Education, Maldives, Member

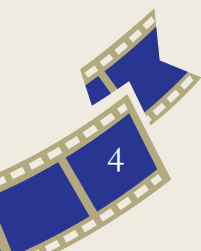


8. Prof. Vinod Pavarala, India, Member
9. Prof. Madhu Prahar, IGNOU, Maidan Garhi, Member
10. Dr. Ramesh C. Sharma, Director, CEMCA, Member
11. Mr. R.Thyagarajan, Head, Admin. & Finance, CEMCA, Secretary

Prof. Mansoor Akbar Kundi, Executive Director, Higher Education Commission, Government of Pakistan, could not attend the meeting due to other preoccupations.

**Important suggestions that came up during the deliberations are:**

1. Undertaking capacity building of Open and Distance Learning (ODL) teacher educators for integrating
2. Bringing out Community of practice platform for teachers for adoption of best
3. Building capacity of special teacher educators
4. Popularising the OER among ODL institution and different governments
5. Assisting Ministry of Human Resource Development (MHRD), GOI in evolving regulatory framework for PhD for ODL
6. Implementation of National Skills Qualification Framework in ODL Institutions and CCIs
7. Monitoring and evaluation activity to assess the impact of activities.





*Pictures from Advisory Council Meeting on 4<sup>th</sup> December 2015 at New Delhi*





# Open Schooling



Commonwealth Educational Media Centre for Asia (CEMCA) is engaged in increasing access to quality learning and new opportunities through open schooling. Open School Bangladesh (OSB) in collaboration with eLearning Center of Bangladesh Open University (BOU) desired to develop at least 7 livelihoods and industry-linked vocational courses in the next 3 years. All the courses would be offered online to ensure the quality and scalability of education and training. However, for a meaningful introduction of online courses, OSB needs the academics and technical staff equipped with proper expertise in Learning Management System (LMS) and Instructional Design. Therefore, capacity building in development of e-Content, to be delivered digitally through suitable LMS, is essential before the development of an online course. CEMCA, in collaboration with Open School, BOU organised a capacity building programme for teachers and technical staff of Open School Bangladesh (OSB) and eLearning Center of Bangladesh Open University (BOU) on e-Content Development from 19<sup>th</sup>-23<sup>rd</sup> January, 2016. The participants were engaged in the 5-day hands-on training to develop and manage e-Contents to be delivered digitally. A total of 31 participants including 27 academics and 4 IT staff actively participated in the workshop. Among the participants, 13 were females and rests were males. The participants were from the Open school, Business school and eLearning center of BOU. The training contributed to the development of e-Content using Moodle LMS and systems for offering of courses through Online and blended approach for quality learning opportunities.





# Teacher Education





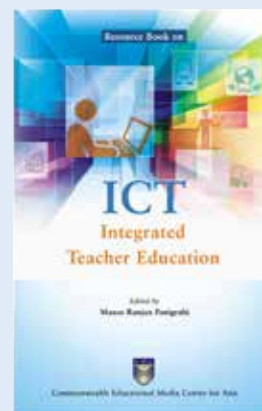
Commonwealth Educational Media Centre for Asia (CEMCA) promotes adoption of blended approach to ICT integration in continuous professional development of teacher educators including special teacher educators. During Three Year Plan (2012-15), CEMCA organised/supported several workshops on ICT integrated Teacher Education and contributed towards building of a Community of Practice (CoP) for teacher educators. Following feedback from those workshops, during 2015-16, CEMCA organised/supported four workshops on ICT integrated Teacher Education for teacher educators and special teacher educators. Besides, CEMCA also conducted a consultative meet for SCERT/SIE/DSERT Director to develop strategies for implementation of ICT and CoP for teacher educators of southern India.

## Evaluation Study on Teacher Education initiatives of CEMCA during TYP 2012-15

In 2012-13, 2013-14 and 2014-15, CEMCA organised/supported several workshops on ICT integrated Teacher Education and contributed towards building of a Community of Practice (CoP) for teacher educators. CEMCA engaged Prof. Mu Paily of Mysore (an evaluator) to develop an evaluation plan report and implement an outcome Evaluation Plan for the activities carried out under Teacher Education in TYP 2012-15. The evaluation report, of the CEMCA programmes, speaks about the issues concerning the effectiveness of technology in its role to enhance capacity of teacher educator and teachers. The report is intended for use by educational leaders and policymakers, concerned with making optimal use of Information and Communication Technology (ICT) in the schools.

## Publication of Resource Book

CEMCA published an edited book entitled “Resource book on ICT integration in education” to provide more support to teacher and teacher educators on ICT integration in education. The chapters in the publication will assist informed educational leaders, teacher educators, teachers in teacher education and school education towards implementation of technology plan and integration of ICTs in teaching and learning. The book is available in CEMCA's website: [http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final\\_Low%20with%20Cover%20Back.pdf](http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final_Low%20with%20Cover%20Back.pdf)



## Capacity Building Workshops

- Two workshops entitled **“Capacity Building of Special Teacher Educators of Odisha on ICT Integration in Teaching Learning for Differently Abled Children”** were organised for the special teacher educators of Odisha in collaboration with Chetana College of Special Education, Bhubaneswar. The first workshop was organised from 28<sup>th</sup>-30<sup>th</sup> October, 2015, to create master trainer in 10 special education institution. The master trainers further organised two-day capacity building workshops in their respective institutions. The second workshop was organised from 2<sup>nd</sup>-4<sup>th</sup> June, 2016, for **advance level ICT training, to integrate ICTs in teaching and learning process**. In total 115 (63 Male and 52 Female) special teacher educators were trained in use of different ICT tools and in accessing resources available online as OER to make teaching learning more interesting and joyful for students and teachers.
- The third workshop was organised from 4<sup>th</sup> to 7<sup>th</sup> May, 2016 for the DIET Principals of Karnataka State on **“Communities of Practice (CoP) for Teacher Educators”** at Regional Institute of Education (NCERT), Mysuru, Karnataka. Twenty-four (17 Male and 07 Female) DIET Principals of Karnataka state participated and learnt Internet, email and mobile apps to support their self and peer learning. They also learnt about institutional work planning using Calendar, and Digital Resource Centre creation using cloud storage. They were oriented to the use of on-line survey forms for collecting teacher training needs. Free educational software tools such as Geogebra and Freemind were demonstrated to the participants. All participants were enrolled in the COP mailing group and a mobile phone group for DIET Principals was created during the workshop. In order to connect ICT learning to teacher education contexts, aims and challenges, the National Curriculum Framework for Teacher Education (NCFTE), 2010 was discussed and presented in the workshop.
- The fourth capacity building workshop was organised from 31<sup>st</sup> January 2016 to 4<sup>th</sup> February 2016 on, **“Capacity Building Programme for Teacher Educators of NIE-Maldives, to Develop Mobile Applications Relevant to the National Curriculum.”** Twenty-five teacher educators (11 Male and 14 Female) from different parts of Maldives, working under Ministry of Education, attended the workshop. The capacity building programme was to equip them with skills for developing their own android apps as per the National curriculum. The workshop was designed to embed two elements viz. using App Inventor, a cloud based platform, for creating android mobile apps and open educational resources. The teacher received hands-on training on development of Mobile Apps and they produced 10 mobile apps relating to their national curriculum.

- **Brainstorming Session:** A consultative cum brainstorming meet was organised on ICT Integrated Teacher Education for SCERTs of South India at Regional Institute of Education (NCERT), Mysuru on 22<sup>nd</sup> April 2016. During the three-year plan (2012-15), CEMCA, in collaboration with Karnataka SCERT and DIETs had worked to build the “Teacher Educator – Community of Practice” (TE-COP). During the six-year plan of CEMCA (2015-21), it is planned to extend the TE-COP to the other states in South India, as a part of integrating ICT into TE, to support quality teacher education and school education. Twenty (5 Female and 15 Male) participants from SCERTs of Karnataka, Tamil Nadu, Telengana, Andhra Pradesh, Teacher Educators of RIE-Mysore, and IT for Change Team attended the Brainstorming workshop. The SCERT representatives, CEMCA, RIE and ITfC team discussed the development of a plan of action for integration of ICT in Teacher Education and the development of the South India COP. The plan was in two parts – for the next year (immediate short-term plan) and the next 3-5 years (medium-term perspective plan). **The discussions of four SCERTs are documented in a Mindmap.** The common focus areas of the four SCERTs include the creation of COP amongst school teachers (on the lines of the Subject Teacher Forums) and the development of OER in their state languages. They also emphasised the creation of ICT infrastructure and in-house capacity development for maintenance and development of hard infrastructure, content as well as teacher capacities in ICT integration.



Initiatives



# Higher Education





## Development and Implementation of Institutional OER Policies

Open Educational Resources (OER) have emerged as one of the most significant contributions for enhancement of learning and teaching quality in both developed and developing contexts. To promote creation and use of OERs among the institution and faculty, CEMCA organised various programmes:

- CEMCA, in collaboration with *Chaudhary Charan Singh University (CCSU)*, Meerut organised one-day meeting on development of ICT Policy for CCS University on 30<sup>th</sup> July 2015. The meeting was attended by heads of different departments and faculty members. After a detailed discussion, it was agreed that key areas of proposed ICT policy of CCS University would be: Principles of ICT Application, Areas of ICT Application, University System Management, Affiliation System Management, ICT Infrastructure and ICT System Maintenance, Use of ICT in Open and Distance Learning, Human Resource Development for ICT use, and Quality Assurance of ICT. They also developed a policy statement relating to identified areas. It was decided that a number of policy statements would be prepared based on each of these areas and on the basis of these statements a draft policy will be prepared. This draft policy would be circulated for wider consultation and on the basis of responses revisions made. Afterwards, a selected committee comprising experts from University, CEMCA, and other organisations will evaluate the draft policy to give it a final shape.
- CEMCA assisted the *Central University of Himachal Pradesh (CUHP)*, Dharamshala towards developing an OER Policy for CUHP University. Two meetings were held in workshop mode for development of OER policy. The first meeting was held on 1<sup>st</sup> September 2015 at the University. At the end of meeting the group finalised a 'draft policy' document for the proper and efficient implementation of Open Education Resources (OER) in CUHP. The second meeting on 8<sup>th</sup> January 2016 was organised at the Central University of Himachal Pradesh. The participants/policy experts presented their views and expected that for the successful implementation of OER policy, the policy should be flexible, accountable and universal. CUHP assured that the University administration would take speedy steps for execution of the recommendations for the framing of OER Policy as discussed in the meeting. It was further agreed that the University will implement the policy after approval of the executive counsel of the University.



- CEMCA assisted *Krishna Kanta Handiqui State Open University (KKHSOU)*, Guwahati in developing and reviewing OER and ICT Policy of KKHSOU through a meeting during January, 2016. The purpose of the meeting was to work out a mechanism for the implementation of OER and ICT Policy. At the end of meeting the group finalised the draft policy document for the proper and efficient implementation in the university.
- A meeting was held at *Uttarakhand Open University (UOU)*, Haldwani on 19<sup>th</sup> March 2016 to finalise the draft OER policy for UOU. All the aspects of draft OER policy were discussed and UOU agreed to accept two types of creative common licenses i.e. Creative Commons Attribution-Non Commercial-Share Alike 4.0 International License (CC-BY-SA) and Creative Commons Attribution-Share Alike 4.0 International License for different kinds of resources (CC-BY.)
- Commonwealth of Learning (COL) and Commonwealth Educational Media Center for Asia (CEMCA) in collaboration with Netaji Subhas Open University (NSOU), Kolkata organised 3-day National Capacity Building Workshop on Institutional OER Policy from 1-3 June 2016. Thirty participants from nine State Open Universities and Central University of Himachal Pradesh attended the Workshop and deliberated on various issues

of OER. The objective of the workshop was to focus on institutional OER policy, from framing to implementation stage, for ensuring inclusive and equitable quality education for learners in a collaborative way. This workshop had explored different aspirations of OER as well as OEP in its vibrant schedule. A standard template was discussed and using the same template the participants framed a proposed institutional OER policy suitable for their institutions. A list of possible relevant terminologies on OER were identified for adoption and implementation.

## Open University Vice Chancellors Meet in India

The Open Universities have a big role to play in realising the goals envisaged by National Knowledge Commission. OER is a significant component of making open education possible. As COL embarks on its new Strategic Plan (2015-21), and being a world leader in ODL and OER, it continues to build on its commitment to promote lifelong learning, leading to sustainable development. With the mandate to promote ODL and OER, CEMCA, in collaboration with Ministry of Human Resource Development (MHRD), organised two meetings of Open University Vice Chancellors. The first meeting, on 4<sup>th</sup> and 5<sup>th</sup> September 2015, was held at Chennai to discuss the *“Open Education Resources (OER): Policy, Creation, Sharing and Implementation Issues”* and the second meeting on 14<sup>th</sup> and 15<sup>th</sup> December 2015, was held at New Delhi on *“Reforming ODL system in India”*.





The **objectives** of the Chennai meeting were: to deliberate on the use, creation and adoption of Open Education; to identify resources for improving Quality, Access and Innovation; to formulate a strategy for national and institutional OER Policy and to contribute to the deliberations to make a high impact difference on COL's behalf.

IGNOU was also invited to make a presentation before the Vice Chancellors of State Open Universities with the purpose of getting their feedback and viewpoint on 'Promoting Open and Distance Learning (ODL) and Online Courses'.

The recommendations that emerged from the discussion are:

- Each State Open University would set up a Quality Assurance Cell (QAC);
- Implementation of OER in Open Universities shall be through a policy decision and each Open University would create its own OER Policy;
- Sharing of OER among institutions should be clearly mentioned in the policy if learning material is prepared using public funds;
- OER may be developed in various forms like PDF, Audio, Video, Multimedia etc.;
- Open Universities should have a pool of resources and
- OER in other Indian languages may also be developed to address the needs of the local community.



In the second meeting, at Delhi, a detailed discussion took place on the status of **“State Open University Report”** with a view to update the contents and forward the recommendation for the development of ODL system in India. Participants discussed in groups on different emerging issues of ODL system such as: “Curriculum (focusing on skills and competencies), Support Services, Accreditation of Open Universities, ICTs in programme design and delivery, and Staff Development”. Participants also highlighted and shared the Best Practices of their own open universities which will lead to the attainment of Sustainable Development Goals (SDGs). At the end of this meeting a resolution for having effective mechanism to have smooth flow of funds from MHRD to state open universities was drafted, signed by all participants and submitted to MHRD through its representative who attended the meeting.

## Institutional Capacity Building for OER

Within the overarching objective of learning for sustainable development and the Six Year Strategic Plan (2015-21), Commonwealth Educational Media Centre for Asia (CEMCA), is engaged in improving quality of teaching and learning in institutions using Open Educational Resource (OER) and promoting OER for institutional capacity building. In this regard CEMCA organised/supported four capacity building programmes on OER:



- **First workshop**, in collaboration with the Central University of Punjab, Bathinda (CUPB), was organised from 15<sup>th</sup>-16<sup>th</sup> September, 2015 on e-Content Development using MOODLE for university teachers at University premises. The purpose of the training was to build capacity of teachers in providing them hands-on training about the development of online courses. Since the University has been asked by the Ministry of Human Resource Development (MHRD), New Delhi, to develop Massive Open Online Courses (MOOCs), the programme was intended to train the faculty in developing online courses. The University has already communicated to MHRD a list of 41 interested faculty members who will be developing 29 courses as MOOC. A total of 35 (20 Male and 15 Female) attended the training programme.
- **Second Workshop**, in collaboration with the Bosch Vocational Center, Bengaluru, was organised, on 15<sup>th</sup> and 16<sup>th</sup> October 2015, on Open Education Resources (OER) for Teachers of the Bosch Vocational Center (BVC) and Corporate Social Responsibility (CSR) departments. The objective of this two-day training programme was to scale up the training activities at BVC and CSR by promoting the awareness and use of OER to support capacity building initiatives by BVC and CSR through open educational resources. Ten teachers of BVC and CRS attended this training. At the end of the training the participants shared their happiness asserting that, they will now start using the learnings from this training programme to develop course contents with the available OER found free of cost on the internet, in a structured manner.





- **Third Workshop** was organised in collaboration with UNESCO and Jawaharlal Nehru University (JNU) from 1<sup>st</sup>–2<sup>nd</sup> December 2015 at Jawaharlal Nehru University. This joint workshop, a National Consultation on the theme of ‘Open Educational Resources for Inclusive Development: Identifying Challenges, Addressing Opportunities’ was held at the JNU Convention Centre. The basic objectives were:
  - a. identify present challenges to the creation and use of Open Educational Resources (OER);
  - b. identify opportunities for intervention for inclusive development through OER at the institutional and national level.

In particular, the Consultation was focused on the following seven themes, each of which was discussed in a dedicated consultative session:

1. Examining the benefits and implications of the 2014 Open Licensing Policy Guidelines of the National Mission on Education through ICT;
2. Examining good practices and case studies on OER-based learning;
3. Exploring the role of digital libraries vis-à-vis OER initiatives;
4. Adapting existing institutional OER policies;
5. Developing and applying frameworks to assess the quality of OER;
6. OER for persons with disabilities; and
7. OER for skill development.



A total of 110 (70 Male and 40 Female) participants including OER experts, practitioners and content developers from different parts of India participated in the consultation. A set of recommendations and suggestive actions were made by all the participants.

- **Fourth workshop**, a Capacity Building Programme for ODL Professionals of Odisha on OER and ODL, was organised to develop materials in Open Education Resources (OER) and understanding details of Open Distance Learning (ODL) from 11<sup>th</sup>-13<sup>th</sup> February 2016. This was done in collaboration with Odisha State Open University (OSOU), Sambalpur at IGNOU Regional Centre, Bhubaneswar. Thirty-One (7 Female and 26 Male) ODL Professionals from different universities of Odisha attended the training. The participants received hands-on training on: Understanding of Open Educational Resources; Open Licenses (Creative Common Licenses); Searching tools apart from Google; Content– Content management system, and organisation of content; Creating wiki accounts, Wiki editing skills, Creating new page etc.; Creation of OER-content generation, Creating OERs in OER common platform. Hands-on training were also given to participants on software, like, Audacity, My Movie Maker and Adobe CS3 professionals. Recording and Editing Visuals, Sound clippings, preparing Animations were part of the



session. Adding to this, the participants were given task to prepare a course using OER and develop strategy for marketing it and giving the course a full shape. Participants worked on refining collaborative projects and choosing a creative common open license to declare their content as OER.

## Development of Need-based Courses as OER

Commonwealth Educational Media Centre for Asia (CEMCA) has been supporting the development of skill-based open and distance learning courses using OER. CEMCA has initiated developing a modular programme titled, “**Post-Graduate Diploma in Cyber Security**” in collaboration with Uttarakhand Open University (UOU), Haldwani. The UOU organised a workshop for curriculum finalisation and training on development of Self-Learning Materials as OER for the programme Post-Graduate Diploma in Cyber Security from 18<sup>th</sup>-19<sup>th</sup> September, 2015 at UOU campus Haldwani. The experts and course developers reviewed the draft curriculum and syllabus, and also discussed the issues related to organisation of practical, course duration and availability of the support materials for practical and internship. Complete programme has been developed along with eight courses that UOU started offering from 2016-17 academic session.



Initiatives

# Technical and Vocational Skills Development



## Content Creation

### **Enriching skilling by Augmenting content with Multimedia support for Power Sector**

Power Sector is one of those industry sectors in India that is experiencing a double digit growth and needs skilled manpower in large numbers. Training participants in the courses related to Power Sector requires huge investments in infrastructure. Most of the concepts and descriptions in text books are difficult to



visualise and follow for an ITI graduate. Hence, CEMCA augmented the learning material for Power Sector Skill Council for their top five job roles, namely: **Distribution Lineman**, **Senior Lineman-Distribution**, **Lineman Construction (Distribution)**, **Technical Helper (Distribution)** and **Consumer Energy Meter Technician**, with Multimedia Instructor led training material. The material comprises of about 300 minutes of video content, which is now being used by all learners trained through partners of Power Sector Skill Council. The videos are hosted in CEMCA YouTube and is available here - <http://cemca.org.in/skill-certification-courses-distribution-job-roles-power-sector>

- <http://cemca.org.in/resources/distribution-lineman>
- <http://cemca.org.in/resources/senior-lineman-distribution>
- <http://cemca.org.in/resources/technical-helper-distribution>
- <http://cemca.org.in/resources/consumer-energy-meter-technician>

### **Working for Bamboo Workers in Meghalaya and Jharkhand through Foundation for MSME Clusters**

CEMCA in collaboration with Foundation for MSME Clusters contributed to a project mainly funded through SAARC Development Funds to upskill 1000 bamboo workers in Meghalaya and Jharkhand. As a first step in the project, CEMCA helped in creating video content for making 20 high cost bamboo products and some post harvesting finishing techniques. The material has been hosted on CEMCA youtube and

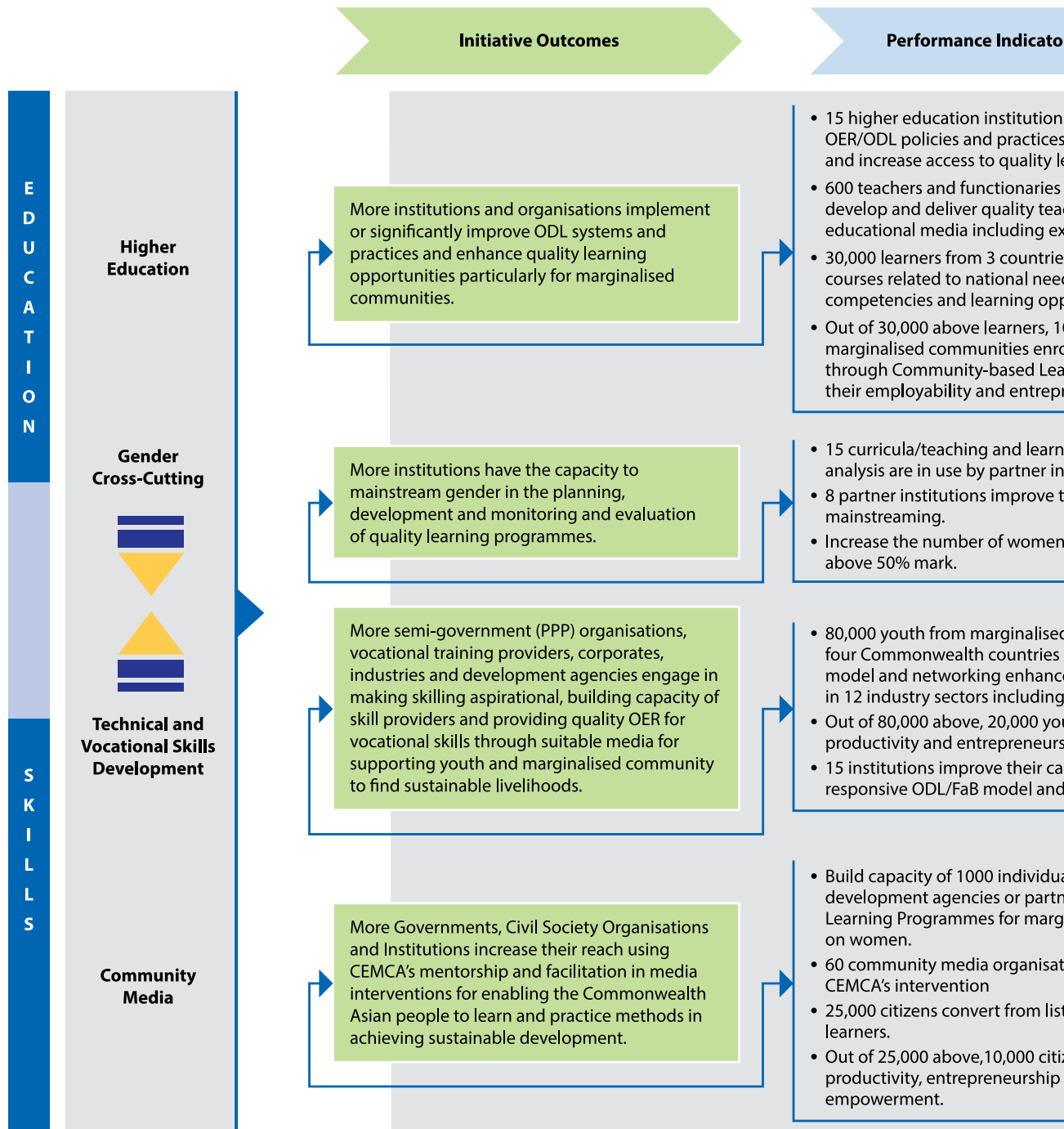


on FMC youtube and can be accessed at - <http://cemca.org.in/upskilling-bamboo-workers>

# CEMCA Logic Model, 2015-20

**Vision:** To be the foremost agency in Commonwealth Asia that promotes media enabled learning for sustainable development

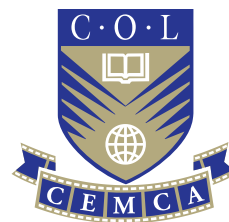
**Mission:** To assist governments, institutions expand the scale, efficiency and quality of learning media in open, distance and technology-enabled





s and organisations to  
learning by using multiple  
enhanced learning

**Core Strategies:** To develop partnerships,  
capacity, materials, models and policies for  
sustainable development through learning



### Strategies and Targets - Project Wise

### Corporate Outcomes and Indicators

### Goal

s in three countries adopt/develop  
for improving instructional delivery  
learning.

in four countries have capacity to  
teaching-learning materials integrating  
existing OER.

s use 30 innovative and need-based  
materials (available as OER) for better  
opportunities.

10,000 girls and youth from  
enroll and complete the tertiary education  
through the Support System and improve  
entrepreneurship.

teaching materials based on gender  
equity considerations.

Review the systems and practices in gender

empower teachers and learners and try to get it

Support marginalised groups (50% of them women) in  
accessing quality learning opportunities through counselling, ODL/FaB  
and improve their technical and vocational skills  
in a supportive environment and energy.

Help youth improve their employability,  
entrepreneurship and leadership.

Build capacity to leverage gender  
equity to increase access to learning.

Engage stakeholders from 60 CR stations and different  
institutions for producing Community  
Educational Media for marginalised groups having special focus

Ensure institutions become sustainable embracing

partnership and/or viewership to being

Help citizens improve their employability,  
entrepreneurship and enhance their health and

More governments, organisations, civil  
societies, private sectors' educational  
institutions and development agencies will  
deliver quality lifelong learning opportunities  
using suitable educational media for  
Commonwealth Citizens of Asia, particularly  
marginalised groups and youth leading to  
sustainable livelihood

#### Indicators:

- 90 institutions and organisations have significantly improved capacity to leverage ODL to increase access to learning.
- 136,600 people access quality learning opportunities.
- 30,000 people have significantly more productive lives led in a sustainable manner.

**Sustainable development through learning**

In the financial year 2016-17 it will be made available to the Bamboo workers through Facilitation Centers established by FMC in Jharkhand and Meghalaya.

### **Diploma in Tailoring and Dress Making**

CEMCA supported Netaji Subash Open University (NSOU) in creating the curriculum and relevant material in textual format in English and augmented the same with video lectures in Bengali. Two meeting of subject experts were held on 30<sup>th</sup> September 2015 and 7<sup>th</sup> October 2015 to finalise the syllabus of the said course. The school conducted the first workshop for the text writers and editors on 18<sup>th</sup> November 2015 to orient them with the writing styles and presentation of contents. The final workshop was conducted on 22<sup>nd</sup> March 2016 to give final shape to the contents comprising both A/V lectures and course materials. The material is hosted on CEMCA website at - <http://cemca.org.in/resources/course-tailoring-and-dress-designing#.V-Emzvl97IU>. This will be used by students who would pursue studying Textile and Apparel Design. The registration for the course has commenced.

### **Chalti ka Naam Gaadi for School Children**

The first version of “Chalti ka Naam Gaadi” was produced as 30 episodes in Marathi by Community Radio Station – “Jago Mumbai” in Mumbai aimed at Auto rickshaw Drivers. This was modified to be aligned to the school syllabus prescribed by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, and based on National Skill Qualification Framework (NSQF) Level 1 & 2 for Automobile Service Technician. The new



series of 32 episodes was produced in Hindi aimed at school children from government schools who opt for the vocational elective of Automotive Service Technician in their 9<sup>th</sup> and 10<sup>th</sup> standard. The new series also has an episode-wise assessment for the learners to make sure that they have grasped the right knowledge by listening to the programmes. This has been launched as a social experiment to assess the ratio of conversion of listeners to learners. The programme and the assessment is available at the following link <http://cemca.org.in/course-automobile-service-technician>

In the year 2016-17, this programme will be narrow casted in 230 government schools spread in the states of Himachal Pradesh, Punjab, Haryana, Delhi NCR, Rajasthan and Maharashtra and reach out to roughly 21,000 school children.

### **Development of Training Content with Allama Iqbal Open University**

CEMCA supported Allama Iqbal Open University (AIOU) to develop two course curricula and textual content for Flexible Skill Development, namely: Audio Recording and Editing and Non-Linear Editing. For the development of courses, the Institute of Educational Technology of AIOU involved experts from Pakistan Broadcasting Academy, Pakistan Radio Academy and AIOU and organised a two day workshop in March 2016. The workshop was organised to finalise the curricula for both the courses, provide training on unit writing and reviewing along with script writing for production of videos for the said courses. The material is available at the following link (<http://cemca.org.in/course-materials#.V-Expv197IU>)

## **Capacity Building**

### **Capacity Building of Vocational Trainers and Employability Training of students in Government Senior Secondary Schools (2 events)**

CEMCA, in collaboration with Indian Institute of Skill Development (IISD), launched a “Capacity Building Programme” for vocational trainers imparting training to school children in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade of government schools in Gurgaon on April 2<sup>nd</sup> and 3<sup>rd</sup> 2016. This CEMCA training intervention called “Activity Based Learning and Employability” (ABLE) is to train teachers to impart knowledge and skills in a creative way using the principles of **Activity Based Learning** while engaging the students in a way so that young people understand concepts better in class and develop generic employability skills which are: **Self-Management, Team Work, Enterprising, Problem Solving, Speaking and Listening**. These are referred to as



**STEPS for Employability. The model is called CEMCA ABLE Model.**

The workshop was attended by 26 trainers from Delhi NCR, Punjab, Haryana, Himachal Pradesh, Maharashtra and Rajasthan. The trainers underwent the experience as students themselves in this 2-day workshop. Day one focused on explaining the concepts of Activity Based Learning through a series of activities and day two focused on a technique called “Engage Me” which is a series of activities to engage with students better. A series of reinforcement workshops of “3 days duration” are planned as a follow up intervention.

The first of the series was conducted as a 3 days intensive training workshop from May 11<sup>th</sup> to 13<sup>th</sup>, 2016 for 7 vocational trainers where they conducted various activities focusing on imparting Generic Employability Skills to the school children of the Government Senior Secondary School in Assan Kalan, Panipat. More than 90 students benefited out of the workshop conducted. This technique was originally developed by Worktree, an education charity based in Milton Keynes, UK, since 1992, which is being customised to suit Indian context by CEMCA.

The workshop also served as a tool for mainstreaming Vocational Training in regular school education and brought about a sense of unity and pride amongst the students, trainers and teachers of the Government School. The event was covered in print media – Dainik Bhaskar. A video report on the same is available here - <https://www.youtube.com/watch?v=tntWstNrtng>. This is an ongoing intervention of CEMCA to be continued for next two years benefiting more vocational trainers and trainees.



## Research

### **Research for Skill Gap Study in Baramulla District Kashmir**

Unemployment has been a perennial problem in the non-industrial state of Jammu and Kashmir. Youth who are considered as national asset are the major victims of unemployment. CEMCA engaged Centre for Cultures, Technologies and the Environment (CCTE) to conduct a Skill Needs Assessment of Kashmiri Youth for Employment and Work. The study was conducted in Baramulla district where 1000 youth, in the age group of 16 to 25, were interviewed through Focus Group Discussions and Questionnaires. The findings showed that Boniyar tehsil, like other areas of Kashmir, has a huge number of educated and unemployed youth who are searching for work but are reluctant to leave their home. They would like to work in Kashmir and if forced to go out the male would like to migrate largely to a Muslim country of West Asia rather than one that is somewhat akin to their own culture, climatic and geographical conditions. The analysis of usage of digital media pointed out high degree of digital media penetration that could be used for skill training. Almost three quarter, 72.9 percent youth, would like to secure a Government job. Preference for farming seems to be at the lowest ebb. A video report of the survey conducted is available at: <http://www.youtube.com/watch?v=Rophfy9hxDE&feature=youtu.be>



# Technology Enabled Learning & Community Media



## CEMCA – NSDC Community Radio Challenge

### *“Meri Prerana Mera Hunar”*

CEMCA partnered with National Skill Development Corporation (NSDC) to organise a Community Radio Challenge titled “Meri Prerana Mera Hunar”, to showcase the best Skilling story of communities. The event was launched on March 18<sup>th</sup> 2016, on the occasion of the 6<sup>th</sup> National Community Radio Sammelan, conducted by Ministry of Information and Broadcasting for all the operating CR Stations across the country. This competition served as a tool to make CR stations aware of the role they can potentially play in connecting youth to skills and skilled youth to employment and entrepreneurship while helping them to bring out real life stories on the following sub-themes:

- a. How “Skilling” led to better livelihoods and better living standards for someone in their community?
- b. How a dying skill of the community was revived and preserved by an individual or a group of people?
- c. How differently abled people in their community found their identity and transformed themselves due to a skill?
- d. How has “Skill India” affected/inspired their community?

CEMCA received 55 entries from 36 CR Stations in 12 different languages. There were two rounds of jury meetings. The first one, comprising 20 members (2 for each language), was identified across India who gave scores online followed by a second one which was conducted in CEMCA office. Participation from all languages was encouraged and two entries from the same CR Station was not allowed into the shortlist. After due deliberation, 11 award winning programmes were shortlisted. The results were then published and winning programmes were hosted on CEMCA Website - [http://crvc.cemca.org.in/crc\\_result.php](http://crvc.cemca.org.in/crc_result.php)

## Capacity Building of Community Radio Stations in Bangladesh

CEMCA in collaboration with Rupantar, an NGO based in Bangladesh, undertook activities to adapt and implement a participatory model of community radio (CR) programme production, the Community Learning Programme (CLP), to produce (non-health related) programmes on

citizens' rights and entitlements, and access to information on local governance. Two training workshops (4 days each) were organised on the CLP to train 42 CR broadcasters (three from each of Bangladesh's 14 operational CR stations) including the delivery of modules on field-level stakeholder engagement, practical research and content development. The first workshop was organised at Rupantar Training Centre, Khulna, Bangladesh from 23<sup>rd</sup> - 26<sup>th</sup> October, 2015. 21 Participants from 7 CRS attended the workshop. The second workshop was held from 4<sup>th</sup> - 7<sup>th</sup> November, 2015 at Caritas Development Institute (CDI), Dhaka, Bangladesh. The modules on field-level stakeholder engagement, practical research and content development (CLP Planning format and Message Matrix) was explained and practiced throughout the sessions. The CRS have developed audio programme on the topics of their choice. All CRS conducted 28 FGDs (2 each in 14 CRS) to get an insight into the issues envisaged by the community.

Each Focused Group Discussion comprised of 10-12 people. CLP team (3 members) of CRS facilitated the session. In-depth Interviews and individual observations were recorded during field interview and FGD. Then, the CLP team of 14 CRS prepared 3 message matrices on the finalised topics and produced programmes of 30 minutes duration. Thus 42 programmes were developed and broadcast in the CR Stations. These are also available on CEMCA website at <http://cemca.org.in/resources/building-capacity-cr-stations-develop-participatory-programme-development-using-clp>

## Capacity Building of Children from Urban Slums to Produce Radio Programmes

CEMCA in collaboration with Save the Children conducted two 3 day workshops in Mumbai and Patna which is part of a series of 6 workshops titled "Children and Media". This is a unique initiative of Save the Children attempting to produce Radio Programmes by Children's Group (CG), Mother's Group (MG) and Child Protection Cell (CPC) formed by Save the Children in Urban Slums. This programme, comprising 2 workshops of 3 days duration, is being piloted in urban slums in 3 locations namely Mumbai, Pune and Delhi, to train participants to produce technically sound thematic series of audio programmes for Disaster Risk Reduction under Urban Resilience programme of Save the Children. The concept of Community Radios was introduced and capacities of children and communities in Mumbai and Patna were enhanced to understand issues related to disaster risk reduction and preparedness relevant to their lives. The programme initiated hands-on training for producing radio programmes. The Mumbai





workshop was attended by 30 participants, whereas the Patna workshop had 33 participants. The participants were from social mobilisation groups like Children's Groups, Mother's Groups and Child Protection Committees created by Save the Children in their areas of intervention. These are also available on CEMCA website at <http://cemca.org.in/clp-save-children>

## Real Stories through Participatory Video Storytelling

CEMCA guided and sponsored National Workshop on Participatory Video Storytelling Programme implemented by Sri Lanka Development Journalist Forum (SDJF) in partnership with the Postgraduate Institute of Agriculture (PGIA), University of Peradeniya. The objective of this programme was to build the capacity of 20 youth, on producing community videos on issues affecting underprivileged communities in Sri Lanka, and disseminating them through social media. This programme aimed on providing knowledge and skills on community learning and its relevance in producing community video. The programme engaged 20 youth – from Sinhalese, Muslim and Tamil backgrounds who were given 8 days of training on producing community videos highlighting various social, cultural, economic and political issues affecting communities in different regions across Sri Lanka. The training workshops were conducted in two stages.



**The first stage** of the training focused on giving the youth an introduction to community video and its pivotal role in bringing the marginalised society to public eye. Then the youth were given a sound knowledge on technical components of making community video engaging them in practical sessions to make them feel confident in using a camera while familiarising them with different shots and angles that are essential in producing powerful stories. Later the participants practiced the basic principles of community video by engaging in field visits to various villages. In this process the youth were able to learn key principles such as engaging community, talking to people in an open space as a group, developing the rapport, creating a sense of ownership, building cross-cultural collaborations and encouraging community members to participate in exploring solutions for their issues.

**The second stage** of the training focused on the production and post-production of community videos. Participants produced 20 powerful community videos highlighting the local voices and local concerns. With an aim of disseminating these community videos through a social media device, SDJF created a YouTube channel called 'Community Voices' and uploaded 20 community stories produced by the 20 young video journalists for public display and comments. <https://www.youtube.com/channel/UCSu3mjYQIzm7KxeuoxJ3ZAw/featured>

## Training Peers to use CR-CIT for CR Stations in Bangladesh

CEMCA and Bangladesh NGOs Network for Radio and Communications (BNNRC) came together to conduct the first workshop for training peer reviewers of Community Radio in Bangladesh and certifying them. This was held in Dhaka from May 11<sup>th</sup> to 13<sup>th</sup>, 2016. A total of 33 CR practitioners from Bangladesh participated in the workshop. Prof. Vinod Pavarala, UNESCO Chair explained the principles of co-learning and continuous improvement on which the toolkit has been designed. The non-negotiable principles of CR were explained by Dr. Kanchan Malik. Workshop co-ordinator, Dr. Vasuki Belavadi, explained the objective of the workshop which was to ensure a deeper understanding of self-assessment and peer review process among CR Stations and developed a cadre of Peer Reviewers with appropriate skills to facilitate and administer CR-CIT toolkit. Practical sessions were conducted in teams so that all participants could appreciate the parameters in their right spirit and put them to practice. This was followed by a visit to a CR Station where all the knowledge was applied to a real life situation.



# Knowledge Management



## CRVC – Addressing Disasters Saving Lives

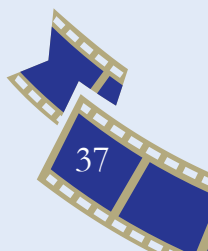
### 3<sup>rd</sup> Community Radio Video Challenge

The Community Radio Video Challenge (CRVC) was launched in 2013 as a joint initiative of the Commonwealth Educational Media Centre for Asia (CEMCA), United Nations Educational, Scientific and Cultural Organization (UNESCO) and Apeejay Institute of Mass Communication (AIMC), New Delhi. The objective was to encourage the engagement of Indian youth with community radio (CR) and motivate them to understand the importance of the self-expression, learning and development of local communities.

The theme of the third edition of the CRVC, (CRVC 2016), was **“Community Radio: Addressing Disasters, Saving Lives”**. In the existing “disaster information process” the effective disaster management is possible only if specific information is provided well in advance so that action can be taken by the people or concerned in time. In the event of communication breakdown, radio has proved to be the fastest and easiest way of reaching most of the people.

CR stations have a potential to play, and have played, a critical role in any kind of emergencies and natural disasters like flood, cyclone and earthquake. It is, therefore, important to find ways and means to use community radio to inform, educate and provide plan of action before, during and after any kind of disaster at grass root level.

As response to CEMCA video Challenge contest, 2016 the students of media schools had submitted the 35 entries. The short films submitted for the CRVC were evaluated, by a distinguished jury on various parameters, and 13 were short listed for various awards.





# Publications



**From Director's Desk**

It is my pleasure to welcome you to the second issue of the newsletter. The newsletter is a platform for sharing information, experiences, and insights from across the region with each other. The challenge that is ahead of us is ensuring that we are still bringing together education and skills with education systems. The need of the hour is a digital change - offering education access to education and skills through the use of technology. The challenge that is ahead of us is ensuring that we are still bringing together education and skills with education systems. The need of the hour is a digital change - offering education access to education and skills through the use of technology. The challenge that is ahead of us is ensuring that we are still bringing together education and skills with education systems. The need of the hour is a digital change - offering education access to education and skills through the use of technology.

In this issue	
Guest Column	02
Spotlight On	04
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Participating Events	24

**ICT Integrated Teacher Education**

Edited by Hans Rajesh Prasad

Government Educational Media Centre for Asia

**EdTechnotes**

A topical start-up guide series on emerging topics on Educational Media and Technology

**Student Support Services for Success in Open and Distance Learning**

Guest Column: Hans Rajesh Prasad

Government Educational Media Centre for Asia

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**Experience API (xAPI): Potential for Open Educational Resources**

Guest Column: Hans Rajesh Prasad

Government Educational Media Centre for Asia

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**Distance Education**

Guest Column: Hans Rajesh Prasad

Government Educational Media Centre for Asia

**EdTechnotes**

A topical start-up guide series on emerging topics on Educational Media and Technology

**Experience API (xAPI): Potential for Open Educational Resources**

Guest Column: Hans Rajesh Prasad

Government Educational Media Centre for Asia

During the period 2015-2016, CEMCA published the following:



**Resource Book on ICT Integrated Teacher Education**” Edited by Dr. Manas Ranjan Panigrahi. [http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final\\_Low%20with%20Cover%20Back.pdf](http://cemca.org.in/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final_Low%20with%20Cover%20Back.pdf)



EdTech Notes i: **An off-The Shelf Mobile App Portfolio for Distance Education** by Dr. Ishan Abeywardena. [http://cemca.org.in/ckfinder/userfiles/files/Edtech%20notes\\_Mobile%20App%20for%20Distance%20Education.pdf](http://cemca.org.in/ckfinder/userfiles/files/Edtech%20notes_Mobile%20App%20for%20Distance%20Education.pdf)



EdTech Notes ii: **Student Support services for success in Open and Distance Learning** by Prof. Ormond Simpson. [http://empower.eadtu.eu/images/fields-of-expertise/StudentSupport/Student\\_Support\\_Services\\_for\\_Success\\_in\\_OED\\_SIMPSON.pdf](http://empower.eadtu.eu/images/fields-of-expertise/StudentSupport/Student_Support_Services_for_Success_in_OED_SIMPSON.pdf)



EdTech Notes iii: **Experience API (XAPI) Potential for OER** by Jessie Chuang. [http://cemca.org.in/ckfinder/userfiles/files/Edtech%20notes\\_%20Experience%20API%20Potential%20for%20OER.pdf](http://cemca.org.in/ckfinder/userfiles/files/Edtech%20notes_%20Experience%20API%20Potential%20for%20OER.pdf)



CEMCA also published four issues of the CEMCA Newsletter:

- January 2016, [http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter%20Vol%201\\_No%204%20January%202016.pdf](http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter%20Vol%201_No%204%20January%202016.pdf)
- April 2016, [http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter%20Vol%202%20No%201%20April%202016-Final\\_Low%20resolution%20for%20web.pdf](http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter%20Vol%202%20No%201%20April%202016-Final_Low%20resolution%20for%20web.pdf)
- July 2016, [http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter-Vol\\_%202%20No\\_%202\\_July%202016\\_Low.pdf](http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter-Vol_%202%20No_%202_July%202016_Low.pdf)
- October 2016, [http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter\\_Vol%20%202%20No%20%203%20October%202016\\_For%20Website%20final%20final\(1\).pdf](http://cemca.org.in/ckfinder/userfiles/files/CEMCA%20Newsletter_Vol%20%202%20No%20%203%20October%202016_For%20Website%20final%20final(1).pdf)

All CEMCA publications are accessible online through its website and social media channels.

# Student Awards



CEMCA Award for the best female student in Information and Communication Technologies or Electronic Media and Mass Communication studies was presented at the convocation of Indira Gandhi National Open University (IGNOU), New Delhi, India. Besides, CEMCA also distributed cash awards to meritorious students of Class X and XII of the National Institute of Open Schooling, India.

### List of Awardees

1. Rupali Bindal, Indira Gandhi National Open University
2. Anjana. T., National Institute of Open Schooling
3. Maryam Juman K., National Institute of Open Schooling
4. N. Chetan Kumar, National Institute of Open Schooling
5. Pranav Pandey, National Institute of Open Schooling
6. Shreesha Ampar, National Institute of Open Schooling
7. Aishwarya Srivastava, National Institute of Open Schooling
8. Smisha K.C., National Institute of Open Schooling
9. Swarnika Prakash, National Institute of Open Schooling
10. Neeraja M. Kaimal, National Institute of Open Schooling
11. Radha, National Institute of Open Schooling
12. Abhinav Tandon, National Institute of Open Schooling
13. Abuzar Jaftri, National Institute of Open Schooling



# Additional Funding Activities





## CR Awareness workshops for MIB

CEMCA organised two Community Radio (CR) Awareness Workshops for the Ministry of Information and Broadcasting (MIB), Government of India, New Delhi at Nagpur from February 1-3, 2016 and Tirupati from March 6-7, 2016. In both locations the workshop ended on a high note with a good number of participants, 38 at Nagpur and 41 at Tirupati, out of which 56 persons have submitted the expression of interest for applying for license to set up new CR stations.

At both locations, majority of the participants were from the NGO Sectors. The objective of the workshops was:

1. *To generate awareness among the civil society, potential applicants, government departments and stakeholders.*
2. *To propagate and demystify the Community Radio Policy and its processes.*
3. *To motivate the participant eligible civil society organisations to apply for the license to operate CR Stations.*
4. *To explain and demonstrate the application/ license process and facilitate “serious” and “eligible” applicants to submit applications.*
5. *To provide an overview on basic principles of CRS, ownership, process of capacity building, content generation, technology, management, and sustainability of CR station.*

The participants were given a walk through of the community radio policy guidelines and provisions, technical requirements, and understanding communities for the purpose of engaging them with the radio. Community Media and Technical Experts, and a representative of the MIB provided detailed information on all aspects of applying for a community radio license as well as setting up of a radio station. A panel of experts from four operational community radio stations, in the area, provided special insights into the day-to-day operations and challenges and shared their gratifying experiences of engaging with this people’s medium. A high point of the workshop was a visit to the community radio station at the Mahatma Gandhi Institute for Rural Industrialisation, MGIRI CRS at Wardha and at SV Oriental College, Tirupati. This provided participants an opportunity to see a station in operation.

The workshop ended on a high note with a significant number of participants, 55% at Nagpur and 88% at Tirupati, giving an expression of interest, to start a community radio station. Without exception, participants of both workshops gave very positive and encouraging feedback on all aspects of the workshop. Interactions with ‘democratic’ nature of participation -where everyone was encouraged to speak, and the quality of information content provided to participants were appreciated by all. The feedback forms also reflected the same level of satisfaction. Technical Sessions, Content Generation and Ethics, Sessions by Operational CRS were mentioned by many participants as very useful and engaging. Besides classroom sessions, field visit, Power Walk, communication prior to the workshop, lodging and boarding arrangements were also rated high.

## Orientation workshop for DST

CEMCA in collaboration with the National Council for Science and Technology Communication (NCSTC), Department of Science and Technology, Government of India (GOI), organised an “Exploratory meeting of Community Radio Stations” for its flagship Programme, ‘Science for Women’s Health and Nutrition and Radio Mathematics’ on 21<sup>st</sup> March 2016.

NCSTC decided to throw open its schemes to maximum number of functional CR stations who have not yet partnered with it. The station managers of 83 community radio stations from



different cities participated. The initiative is a good example of better utilisation of government funds for a social cause. The objectives of the exploratory meeting were to develop scientific temper amongst citizens and make CR as a major tool for the last mile connectivity in getting the women of the community involved in implementing practices promoting women health and nutrition while removing myths and blind beliefs in the community.

The inaugural session presided over by Dr. B. P. Singh, Head, Scientist-G, National Council of Science and Technology Communication, had others such as, Ms. R. Jaya, IAS, Joint Secretary, Ministry of Information and Broadcasting, Dr. Munish Kumar, Economic Advisor, Ministry of Information and Broadcasting and Mr. R. Thyagarajan, the then Acting Director, CEMCA in the panel.

As an outcome of this exploratory workshop 32 proposals from CR station on Women Health and nutrition and 12 proposals on Radio Mathematics were developed. These proposals were forwarded to DST for further scrutiny and final decision.





# Collaborations



**CEMCA signed Memoranda of Understanding (MoU) with the following organisations during 2015-16:**

- Andhra Pradesh State Skill Development Corporation (APSSDC) India
- Foundation for MSME Clusters
- Power Sector Skill Council (PSSC) India
- Universiti Sains Islam Malaysia

**CEMCA organised various activities in collaboration with partner institutions. Some of the major partner institutions with whom CEMCA collaborated during the period are:**

- Allama Iqbal Open Univrsity, Pakistan
- Bangladesh Open University
- Central University of Himachal Pradesh
- Dr. B.R. Ambedkar Open University, Hyderabad, India
- Krishna Kanta Handique State Open University, India
- Netaji Subash Open University
- Uttrakhand Open University
- UNESCO-Chair, University of Hyderabad, India
- Sri Lanka Development Journalist Forum
- Rupantar, Bangladesh
- Bangladesh NGOs' Network for Radio and Communication, Bangladesh
- IDRC, Canada
- UNESCO, India
- IT for Change, India
- Apeejay Institute of Mass Communication, India
- Regional Institute of Education, NCERT, India
- JSS Open School, Karnataka, India
- DSERT, Karnataka, India
- Save the Children
- NSDC
- Foundation for MSME Clusters
- Power Sector Skill Council





# Human Resources, Budget and Expenditure



*From left to right: Sanjogita Mishra, Sanjeev Kumar, R. Thyagarajan, Shabid Rasool, Sunny Joseph, Manas Ranjan Panigrahi and Monica Sharma*

## Movement

- Dr. Ramesh C. Sharma, Director left CEMCA on December 07, 2015
- Dr. Ankuran Dutta, Programme Officer left CEMCA on 14<sup>th</sup> October, 2015

## Welcome

- Dr. Shahid Rasool joined CEMCA as a Director on June 01, 2016
- Sanjogita Mishra joined CEMCA as a Programme Officer, Skills on January 04, 2016

## Finance

During the year 2015-16, CEMCA received INR 23,625,000 (CAD 472,500) from COL for its operation and planned programme activities. Apart from the above CEMCA had an opening balance of 3,753,022. CEMCA also received INR 2,847,292 (CAD 56,946) for IDRC, MIB and DST sponsored project. The details are as given below:

S. No.	CEMCA Budget for the year 2015-16	Receipt Amount in INR	Receipt Amount in CAD	Expenditure Amount in INR	Expenditure Amount in CAD
1	Education	5,187,500	103,750	4,745,681	94,914
2	Skills	5,187,500	103,750	5,167,114	103,342
3	Knowledge Management	1,000,000	20,000	1,567,917	31,358
<b>Total Amount</b>		<b>11,375,000</b>	<b>227,500</b>	<b>11,480,712 *</b>	<b>229,614</b>

\* Excess expenditure is met from carried forward balance.

## Income and Expenditure – Core Activities

CEMCA's programme expenditure was INR 11,480,712 (CAD 229,614) under the core programme budget during the period 2015-16. CEMCA's programme expenditure was 64.68% of the amount under the core programme budget during the period under report.

## Income and Expenditure – Additional Fund

S. No.	Source of Additional Contribution	Receipt Amount in INR	Receipt Amount in CAD	Expenditure Amount in INR	Expenditure Amount in CAD
1	IDRC	1,078,092	21,562	1,078,092	21,562
2	MIB	760,000	15,200	1,623,479	32,469
3	DST	1,009,200	20,184	1,009,200	20,184
<b>Total Amount</b>		<b>2,847,292</b>	<b>56,946</b>	<b>3,710,771</b>	<b>74,215</b>

CEMCA earned Rs. 500,216 (CAD 10004) as overhead from additional funding activities, which was adjusted against expenses.

## List of Activities July 2015 – June 2016

S. No.	Dates	Name of the Event/Activity	Nature of funding/ Activity (core-funds/ additional funding)	Venue/Place	Partner Organisation/ Institute	Initiative
1	July 30, 2015	Development of ICT Policy of Chaudhary Charan Singh University (CCSU), Meerut	Core funding	Chaudhary Charan Singh University (CCSU), Meerut	Chaudhary Charan Singh University (CCSU), Meerut	HE
2	August 30, 2015	A Study conducted on Status of the State Open Universities in India by Prof. Manjulika Srivastava and Reviewed by Prof. Badri N. Koul.	Core funding		Prof. Manjulika Srivastava, IGNOU, India	HE
3	September 01, 2015	Development of OER Policy of the Central University of Himachal Pradesh (CUHP), Dharamshala	Core funding	Central University of Himachal Pradesh (CUHP), Dharamshala	Central University of Himachal Pradesh (CUHP), Dharamshala	HE
4	September 04, 2015	Meeting of Vice Chancellors of State Open Universities on Open Education Resources (OER): Policy, Creation, Sharing and Implementation Issues at Chennai.	Core funding	Hotel at Chennai	TNOU, Chennai, Tamilnadu	HE
5	September 15-16, 2015	Capacity Building of Higher Education Teachers on e-Content Development using Moodle, Bathinda, Punjab	Core funding	Central University of Punjab Bathinda, India	Central University of Punjab Bathinda, India	HE
6	September 18-19, 2015	Curriculum Finalisation and Training on Development of SLM as OER for Post-Graduate Diploma in Cyber Security at UOU campus Haldwani.	Core funding	Uttarakhand Open University, Haldwani, India	Uttarakhand Open University, Haldwani, India	HE
7	October 10, 2015	Teacher Education Initiative of CEMCA for Three Year Plan (IYP) 2012-15: A Programme Evaluation Report by Prof. M. U. Paily	Core funding		Prof. M.U. Paily RIE-NCERT, Mysore, India	TE
8	October 15-16, 2015	Capacity Building of Vocational Teachers of Bosch Vocational Center, Bengaluru on Open Educational Resources (OER).		Bosch Vocational Center, Bengaluru, India	Bosch Vocational Center, Bengaluru, India	HE
9	October 23-26, 2015 November 4-7, 2015	Building the Capacity of Community Radio Stations to Undertake Participatory Programme Development and Communication Using the Community Learning Programme (CLP) for 14 CR Stations in Bangladesh.	Core funding	Rupantar, Bangladesh	Rupantar, Bangladesh	TEL

S. No.	Dates	Name of the Event/Activity	Nature of funding/ Activity (core-funds/ additional funding)	Venue/Place	Partner Organisation/ Institute	Initiative
10	October 28, 2015	A chapter for teacher education resource book titled 'Trends and Challenges in ICT Enabled Teacher Education in Commonwealth Asia', Dr. M.K. Dash	Core funding		Dr. M.K. Dash, IGNOU, India	TE
11	October 28-30, 2015	Capacity Building of Special Teacher Educators of Odisha on ICT Integration in Teaching Learning for Differently Abled Children at Chetana, Bhubaneswar	Core funding	Chetana, Bhubaneswar, India	Chetana, Bhubaneswar, India	TE
12	December 2015- April 2016	Real Stories through Participatory Video Storytelling - 20 Community Videos developed in collaboration with Srilankan Development Journalists' Forum, Sri Lanka	Core funding	Kandy, Sri Lanka	Sri Lanka Development Journalist Forum (SDJF) & Postgraduate Institute of Agriculture (PGIA), University of Peradeniya	TEL
13	December 1-2, 2015	National Consultation on Open Educational Resources	Core funding and UNESCO	Convention Centre, Jawaharlal Nehru University, New Delhi	UNESCO-JNU, India	HE
14	December 14-15, 2015	Meeting of Vice Chancellors of State Open Universities on Reforming ODL system in India	Core funding	Hotel at Delhi	All state open universities in India	HE
15	January 8, 2016	Finalisation of Draft OER Policy of the Central University of Himachal Pradesh (CUHP), Dharamshala	Central University of Himachal Pradesh (CUHP), Dharamshala	Central University of Himachal Pradesh (CUHP), Dharamshala	Central University of Himachal Pradesh (CUHP), Dharamshala	HE
16	January 11-12, 2016	Development of OER and ICT Policy of Krishna Kanta Handiqui State Open University (KKHSOU), Guwahati	Krishna Kanta Handiqui State Open University (KKHSOU), Guwahati	Krishna Kanta Handiqui State Open University (KKHSOU), Guwahati	Krishna Kanta Handiqui State Open University (KKHSOU), Guwahati	HE
17	January 19-23, 2016	Capacity Building Programme on eContent Development to Deliver Digitally	Core funding	Open School Unit, Bangladesh Open University (BOU), Bangladesh	Open School Unit, Bangladesh Open University (BOU), Bangladesh	OS

S. No.	Dates	Name of the Event/Activity	Nature of funding/ Activity (core-funds/ additional funding)	Venue/Place	Partner Organisation/ Institute	Initiative
18	January 31 - February 04, 2016	Capacity Building Programme for Teacher Educators of NIE-Maldives, to Develop Mobile Applications Relevant to the National Curriculum	Core funding	NIE-Maldives	NIE-Maldives	TE
19	February 1-3, 2016	Community Radio Awareness workshops conducted for Ministry of Information & Broadcasting	Additional funding	Nagpur	Ministry of Information & Broadcasting	Community Media
20	March 6-8, 2016	Community Radio Awareness workshops conducted for Ministry of Information & Broadcasting	Additional funding	Tirupathi	Ministry of Information & Broadcasting	Community Media
21	February 11-13, 2016	Capacity building of ODL Professionals of Odisha on OER and ODL	Core funding	RC-IGNOU, Bhubaneswar	Odisha State Open University, Odisha	HE
22	March 19, 2016	Finalisation of Draft OER Policy of the Uttarakhand Open University Haldwani	Uttarakhand Open University Haldwani	Uttarakhand Open University Haldwani	Uttarakhand Open University Haldwani	HE
23	March 21, 2016	On behalf of Department of Science & Technology, CEMCA organised an exploratory workshop for the CR Stations to provide proposals for producing a series of 365 or 182 episodes for “Science for Women’s Health & Nutrition” and “Radio Mathematics”.	Additional funding	INSA	Department of Science & Technology	Community Media
24	April 2-3, 2016	Capacity building of 26 vocational trainers of 1 institute (IISD) spread across 6 states of India for putting in practice Activity Based Learning and imparting Generic Employability skills to learners.	Core funding	IISD Office	Indian Institute for Skill Development	TVSD
25	April 22, 2016	Brainstorming Workshop/ meeting on ICT Integrated Teacher Education for SCERTs of South India	Core funding	Regional Institute of Education (NCERT), Mysuru	Regional Institute of Education (NCERT), Mysuru and IT for Change	TE
26	May 4-7, 2016	“Communities of Practice (CoP) for Teacher Educators” training programme for DIET Principals of Karnataka State	Core funding	Regional Institute of Education (NCERT), Mysuru	DSERT, Karnataka and IT for Change	TE



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27	May 11-13, 2016	Capacity building of 7 vocational trainers for practicing Activity Based Learning and imparting Generic Employability skills to learners. In the process 90 students of Govt. Senior Secondary School, Assan Kalan, Panipat, Haryana also were trained in Employability Skills	Core funding	GSSS Assan Kalan, Panipat, Haryana	Indian Institute for Skill Development	TVSD
28	May 30, 2016	Development of text and video content for Tailoring and Dress making in English & Bengali	Core funding	NSOU, Kolkata	Netaji Subash Open University	TVSD
29	June 1-3, 2016	National Capacity Building Workshop on Institutional OER Policy	COL funding	NSOU Kolkata	NSOU Kolkata	HE
30	June 2-4, 2016	Capacity Building of Special Teacher Educators of Odisha on ICT Integration in Teaching Learning for Differently Abled Children (Phase II)	Core funding	Chetana College of Special Education, Bhubaneswar	Chetana College of Special Education, Bhubaneswar	TE
31	June 9-10, 2016 & June 14-15, 2016	Training Children on Media - 16 Mothers & 34 children from Urban Slums were oriented in producing Community Learning Programme related to Urban Resilience & Disaster Risk Reduction. The objective of the workshop is including Children's voices in Media.	Core funding	Mumbai & Patna	Save the Children	TEL
32	June 28, 2016	35 videos of 3 minutes duration each were produced on the theme - "Community Radio - Addressing Disasters, Saving Lives" by students of Media, Communication and Journalism for the Community Radio Video Challenge. The jury meeting is over and the winners have been identified from the competition	Core funding and UNESCO	Jury Meeting in IHC Award Ceremony in IIC	UNESCO	KM

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33	March-June 2016	Community Radio Challenge - 55 Audio Programmes showcasing skilling stories developed as part of a competition "Meri Prerana Mera Hunar" by 36 participating CR Stations in 12 languages. (final Jury meeting)	Core funding and NSDC	Vigyan Bhawan, New Delhi & CR Stations & IIC, New Delhi	NSDC & Community Radio Stations	TVSD
34	March-June, 2016	Research done at district level - Baramulla, Kashmir to get necessary inputs to design an impactful skilling intervention	Core funding	Baramulla, Kashmir	CCTE	TVSD
35	June 30, 2016	Development of Course for Flexible Skill Development for 2 courses - 1. Audio Recording and Editing 2. Non-Linear Editing	Core funding	AIOU, Pakistan	Allama Iqbal Open University	TVSD
36	June 30, 2016	Development of Multimedia content for 5 Job Roles of Power Sector, namely, a. Distribution Lineman b. Senior Lineman-Distribution c. Lineman Construction (Distribution) d. Technical Helper (Distribution) e. Consumer Energy Meter Technician	Core funding	PSSC Office & CEMCA Office, New Delhi	Power Sector Skill Council	TVSD
37	June 30, 2016	Development of text and video content for Bamboo Worker to upgrade their skills (2 books and 24 videos) a. Training material on seasoning, storage, grading and sorting b. Training material on Handicraft making (At least 20 designs in 4 product lines)	Core funding	FMC Office New Delhi & Bangalore	Foundation for MSME Clusters	TVSD
38	June 30, 2016	Recreation of "Chalti ka Naam Gaadi" a series of 32 audio programmes aligned to - NSQF - Automobile Servicing Level 1 & 2	Core funding	CEMCA Office	Indian Institute for Skill Development	TVSD











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