

02 GUEST COLUMN	05 Congratulations	06 CEMCA News	11 Smart Tips
12 25 YEARS OF CEMCA	14 Regional Round-up	16 Book Review	17 Staff News
18 Case Study	21 Research Shows	24 Forthcoming Events	

THE NEWSLETTER

Volume. 05 Number. 04 October 2019



CEMCA

COMMONWEALTH *of* LEARNING

Commonwealth Educational Media Centre for Asia



Pan- Commonwealth Forum 2019

Pan-Commonwealth Forum for Open Learning (PCF9) is just behind us. Held at 67,144 capacity BT Murrayfield Stadium in Edinburgh, Scotland from 9 -12th September 2019, PCF9 was organized by Commonwealth of Learning in collaboration with The Open University, UK. I also attended the PCF9, and this was my first attendance to the Pan-Commonwealth Forum.

The first PCF was started in 1999 and was held in Brunei Darussalam followed in South Africa (2002), New Zealand (2004), Jamaica (2006), UK (2008), India (2010), Nigeria (2013), and Malaysia (2016). It used to be held biennially till 2010. After 2010, it is organized every three years. Co-hosted by the Commonwealth of Learning (COL) with partners in different regions of the Commonwealth each time, PCF focuses on topics relevant to societies in developing countries. Since the first PCF, the number of participants and representations of different countries are steadily increasing.

The theme of the PCF9 was **Innovations for Quality Education and Lifelong Learning** with four subthemes, namely Employability, Equity and Inclusion, Opening Up Education, and Technology with special focus on Education For Girls and Empowering Youth.

With more than 500 delegates from around the world, Forum had Plenary Sessions (addressed by Honourable Danny Faure President of the Republic of Seychelles; Marc Prensky; Sara Brown; Sugata Mitra; Rose Luckin; Neil Fassina; Lily Chan and others), Ministerial Roundtable, Workshop and Panel Sessions (Equity and Inclusion, Employability, Technology, Opening Up Education) and Poster Presentations. Asa Briggs Lecture was delivered by Lord David Terence Puttnam and was very absorbing. There were parallel sessions under various subthemes where individuals presented their papers. Paper presentations were well crafted, and authors were

thorough in their presentations. Participants had the opportunity to choose among the various sessions.

COL conducted Pre-Forum Workshops on Open Schooling, Technology Enabled Learning, Teacher Education, Lifelong Learning for Farmers and Virtual University for Small States of the Commonwealth on 7-8th September.

It was overwhelming to see the launch of publications by the Education Specialists from COL. The publications by each one deserves appreciation. Excellence in Distance Education Awards (EDEA) was presented to acknowledge achievement by institutions/organisations and individuals.

The highlight of the PCF9 for me was the performances by Jane Constance, UNESCO Artist for Peace and winner of French television competition The Voice Kids, as well as the Foot Stompin' Ceilidh Band.

PCF9 was a well organised, enjoyable and academically profitable event for all.

Lastly, the Newsletter in your hand is the last issue of Volume 5. With all the regular articles, the most important feature is the centre page which gives the publications of CEMCA in the last 25 Years of CEMCA's Journey. Though all publications are not covered, it gives a glimpse only. CEMCA is a small organisation and it is incredible to note that CEMCA has been supported by several authors. My sincere thanks to all of them and to the present and the former staff of CEMCA.

I hope you will enjoy reading this issue and share your valuable opinion and suggestions for further improvement of the publication.

Prof. Madhu Parhar

Various Facets of Indian Higher Education System: Expected Reforms in New Policy Regime

By Dr. Amarendra Pani



“India is the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend and the great grandmother of tradition”, said Mark Twain, the great American writer after his visit to India in 1896 (Raghavan, 2018). As one of the oldest civilizations in the world with rich socio-cultural history, education has never been alien to India. In fact, India ranks first in developing an organized structure for imparting education, particularly Higher Education. Existence and reference of universities like Nalanda, Takshashila, Vikamshila, Vallabhi, Odantapuri, etc. bears ample testimony to the fact that India has cradled a much advanced and rich educational heritage during the ancient times. These institutions flourished as most famous seats of learning, serving the educational needs of the country and

attracting the scholars from foreign countries too. The recounts of renowned scholars like Xuanzang, Fa-hien from China, Ibanbatuta, traveler and Islamic scholar from North Africa provides evidences of India being the hub of education during the good old days, much before the modern universities like Oxford, Cambridge, Harvard and even the University of Bologna, which is believed to be the oldest one among the modern universities. Thus, there is no denying the fact that India had one of the most prosperous and effective education systems in the ancient times.

Considering the place India had occupied in education in the ancient times, it becomes unfathomable that today our higher education institutions are struggling hard to figure even in top 100 of world ranking, if not first or second rank. Of course, much change has occurred since the era when India reigned as Vishwaguru and the present modern era wherein global competitiveness has become the fulcrum, setting unprecedented benchmarks for educational institutions. Under the much changed, as well as continuously changing environment there is a compulsion to be competitive for coming up to the global level playing field. Nowadays, getting the institutions ranked has become almost essential for survival. Therefore the institutions globally have been geared up to restructure their systems and initiate all

sorts of measures to reach at par with the international standard. Same is the case with India.

In India the issue of ranking of universities gathered momentum ever since the former President of India, Sri Pranab Mukherjee expressed his concern in a meeting with the Vice Chancellors of Central Universities over the fact that none of the Indian Universities figure out in top 100 of world ranking of universities. Since then, the higher education institutions, policy planners, government functionaries and regulatory bodies have been trying hard with reformatory measures to improve the quality of education, infrastructure and delivery so that they can secure a place in the global ranking. In the efforts to join the race, both the good and mediocre institutions have jumped to the field. Some measures are taken wholeheartedly and some haphazardly. Quite a good number of institutions try to take ad hoc and shortcut measures which may bring some temporary results but they are not sufficient for bringing monumental changes in the system. These measures bring conjured changes rather than real and substantial ones.

The story of Indian higher education is like a Formula-I (F-1) racing track without any enforcement of driver safety or driving rules (Choudaha, 2012). Remarks given by Rahul Choudaha on higher

education almost seven years ago holds true even today. For example, in last few years, Indian higher education has grown at a break-neck speed with around 993 universities, 39,931 colleges and approximately 37.4 Million estimated enrollments. Gross Enrollment Ratio grew from 13.7 in 2008-09 to 26.3 in 2018-19 which is almost double. Clearly, access to higher education is very important for a developing country like India and it is encouraging to see the growth. But it is also a pain to see that we have one of the largest systems of higher education with the poor and mediocre quality among a few islands of excellence. Thus, the growth is not even and therefore not sustainable. Some of the major issues that constrain higher education from rising up to the world standard to be looked at seriously are:

The supply-demand gap: There is an imbalance in the ratio of demand and supply of higher education products. In some fields the products are surplus and in some fields there is dearth of required number of professionals. For example, in the area of engineering the graduates are surplus whereas in medical science there is acute shortage of health professionals.

The low quality of teaching and learning: The system is beset by issues of quality in many of its institutions: a chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are some of the ailments of the system.

Constraints on research capacity and innovation: With a very low level of PhD enrolment, India does not have enough high quality researchers; there are limited

opportunities for interdisciplinary and multidisciplinary working; lack of early stage research experience; a weak ecosystem for innovation; and low levels of industry engagement are some of the deficiencies in the area of research.

Uneven growth and access to opportunity: Socially, India is highly divided; access to higher education is uneven with multidimensional inequalities in enrolment across population groups and geographies.

On the whole the situation of Indian higher education is quite paradoxical at this juncture. On one hand it made several strides and brought several laurels for the country; on the other hand it has to educate and train over 130 million people in the age group of 18-23 with knowledge and skills to meet the targets of modern knowledge economy. The development has been lopsided with sectors like IT booming. This contrasting situation is because of what we may call 'Systemic Unpreparedness'. For example, economic reforms have given a boost to industrial productivity and created many jobs in the country but the graduates are not poised to take up the jobs due to lack of requisite skills and standards. The system needs a total rejuvenation to be able to bridge the gap between employment and higher education. Concerted actions in several key areas are required in order to ensure proper employability and entrepreneurship.

Good teaching should nurture all the three domains of learning viz. Cognitive, Affective and Psychomotor, but in India, in most of the institutions, teaching involves imparting theoretical knowledge and certifying on the basis of traditional examination. Components like training, skill development etc. are missing in the curriculum. Vocational courses still are holding backseats and secondary

positions, preventing a large number of talented youth from opting for these courses. The universities should select the students scoring high percentages in vocational courses so that a trend is set. This will help in attainment of dignity of labour which will solve many of the nation's problems -- social, economic as well as environmental. A good plumber can contribute much more in prevention of environmental degradation than any graduate working in an air-conditioned office. This should be kept in mind while framing and implementing the policies.

Critical analysis of Indian higher education system reveals several systemic lacunae which need suitable interventions to carry forward the higher education in the right direction. This is optimal time for us to pause and consolidate all our ventures to ensure quality before moving ahead in the journey of development of Indian higher education. Franklin D. Roosevelt while addressing the Scholars at Temple University, Philadelphia, on February 22, 1936 said, "In our ability to keep pure the sources of knowledge, in our mind's freedom to winnow the chaff from the good grain, in the even temper and in the calmness of our everyday relationships, in our willingness to face the details of fact and the needs of temporary emergencies - in all of these lie our future and our children's future." The question is- are the present universities preparing the students for future? Here lies the paradox between the ancient and modern higher education system. Ancient system was more substantial, self-sufficient and sustainable. Modern education is more vulnerable. The Committee to draft the National Education Policy -2019 under the chairmanship of Dr. Krishnaswamy Kasturirangan, attempted to strike a balance between ancient and modern education system with a blend of characteristics of both.

Major Initiatives projected in the Draft New Education Policy 2019

Some of the major initiatives projected in the Draft NEP recommendations are:

- Education policy proposes to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system. The Committee identified lack of access as a major reason behind low intake of higher education in the country. It aims to increase GER to 50% by 2035 from the current level of about 25.8%.
- Current higher education system has multiple regulators with overlapping mandates. This reduces the autonomy of higher educational institutions and creates an environment of dependency and centralised decision making. Therefore, DNEP proposes setting up the National Higher Education Regulatory Authority (NHERA). This independent authority would replace the existing individual regulators in higher education, including professional and vocational education. This implies that the role of all professional councils such as AICTE and the Bar Council of India would be limited to setting standards for professional practice. The role of the University Grants Commission (UGC) will be limited to providing grants to higher educational institutions.
- Higher education institutions will be restructured into three types: (i) research universities focusing equally on research and teaching; (ii) teaching universities focusing primarily on teaching; and (iii) colleges focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy - academic, administrative, and financial.
- The Committee observed that the total investment on research and innovation in India has declined from 0.84% of GDP in 2008 to 0.69% in 2014. India also lags behind many nations in number of researchers (per lakh population), patents and publications. DNEP proposes to establish a National Research Foundation to solve all these issues.
- The draft Policy recommends making undergraduate programmes interdisciplinary by redesigning their curriculum to include: (a) a common core curriculum and (b) one/two area (s) of specialisation. Students will be required to choose an area of specialisation as 'major', and an optional area as 'minor'. Four-year undergraduate programmes in Liberal Arts will be introduced and multiple exit options with appropriate certification will be made available to students.
- The first National Education Policy (NEP) 1968 had recommended public expenditure in education must be 6% of GDP, which was reiterated by the second NEP in 1986. In 2017-18, public expenditure on education in India was 2.7% of GDP. The Draft Policy reaffirmed the commitment of spending 6% of GDP as public investment in education.
- The Draft Policy recommends maximizing the inflow of foreign students to India by building world

class infrastructure, simplifying visa rules, easy entry and exit provisions, international hostels, curricular revision with international orientation, etc.

India is relatively a young country with more than 65 per cent young population. Harboursing the aspiration to be superpower, India is at the cusp of harnessing its demographic dividend, which if not utilized properly, may turn out to be a disaster. The lofty goals of the Government to make India a Five Trillion economy certainly require drastic measures. Going by the words of Honorable Prime Minister of India to achieve this target incremental changes are not going to help, we need to bring monumental changes for a complete transformation. As such, the higher education system in the country is undergoing a massive transformation. The aspects like access, equity and excellence being the central purpose, a number of initiatives are being taken by the government and the institutions. Apart from these, measures are being taken to improve teaching and pedagogy; build synergies between research and teaching; facilitate alliance of higher institutions among themselves as well as research centers and industries. This is necessary not only to take care of economic growth, but it is also essential for social cohesion and to empower the country.

There is a popular saying that 'fortune knocks at our door unknowingly, and if we do not respond to the knock we will miss the chance'. This move of Government of India to initiate a new National Education Policy is a chance for all of us to contribute in reshaping the higher education for a sustainable future. Nevertheless, no economy, howsoever developed, no state howsoever advanced, no political leadership howsoever

Congratulations

powerful must be allowed to impose the policies which go contrary to the spirit of holistic education. The academic fraternity should put its feet forward and assume the pivotal role in realizing the seminal objective of education for harmonious living.

Transformation of Indian higher educational institutions into world-class institutions equipped to offer high-quality education, scholarship and research, and environment to produce enlightened citizens with strong moral and ethical values should be the goal of all our future endeavors.

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COL confers the "Title of Honorary Fellow" of the Commonwealth of Learning during Pan-Commonwealth Forums. The Honor is given for an outstanding contribution to individuals in Open and Distance Education.



Prof. Nageshwar Rao, Vice Chancellor IGNOU was conferred the Honorary Fellow award during PCF9 which was held in Edinburgh in September 2019.

We the CEMCA staff, congratulate him for his outstanding contribution to Open and Distance Education System in India.

Yashwantrao Chavan Maharashtra Open University received the Award of Excellence for Institutional Achievement during the PCF9 held in Edinburgh in September 19. The award to YCMOU was for "Application of Modern Technology in Education for Reaching the Unreached."



We congratulate the Vice Chancellor, Prof. E. Vayunandan and his entire team from the University.

Mentoring Open Universities for Assessment and Accreditation in India



Commonwealth Education Media Centre for Asia (CEMCA) organized a one day meeting on 'Mentoring Open Universities for Assessment and Accreditation' on 20th August, 2019 at Hotel Lemon Tree Premier, Aerocity, New Delhi for the Vice Chancellors of the Open Universities with the aim of preparing a 'plan' for proper implementation of the accreditation and assessment system in open universities.

Assessment and Accreditation has been mandatory as per University Grants Commission (UGC) (Open and Distance Learning) Regulations, 2017. According to the Gazette Notification dated 23rd June, 2017, "it will be mandatory for a University offering programmes in ODL mode to comply with University Grants Commission (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 and apply for assessment and accreditation of the programmes offered by it in Open and Distance Learning".

The meeting was attended by- Prof. V. S. Prasad, (Former Director NAAC), Prof. Nageshwar Rao, Vice Chancellor

(IGNOU), Prof. K. K. Aggarwal, Chairman National Board of Accreditation (NBA), Dr. B. K. Bhadri from Ministry of Human Resource Development (MHRD), Govt. of India, Dr. Avinchal Kapur, Joint Secretary Distance Education Bureau-University Grants Commission (DEB-UGC), Mr. B.S. Ponnudiraj, Deputy Adviser National Accreditation & Assessment Council (NAAC), the Vice-Chancellors (VCs) and representatives of 14 State Open Universities, and Prof.

Manjulika Srivastav, Director Centre for Internal Quality Assurance Cell (CIQA) IGNOU.

Concerns were raised by the Vice Chancellors regarding faculty positions, research & recent publications, vernacular translation of learner satisfaction forms, contact details of students, problems related to implementation of Choice Based Credit System (CBCS), Standard Operating Procedure (SOP), running MOOCs, new programme introduction, record keeping, Metrics like Qnm1.1.2, 1.1.4, 3.4.3 and few others.

Following few recommendations emerged from the one-day meeting:

- Manual developed by NAAC should be translated into Hindi.
- Advocacy of Assessment and Accreditation is important.
- CEMCA suggested if a Training Manual can be developed, which all Vice Chancellors appreciated.
- CEMCA offered to conduct training programmes for assessors who will be assessing and will be involved in the accreditation process and
- CEMCA offered to mentor the open universities for accreditation.



CEMCA Visited Jharkhand for Banker's Orientation Programme and Cluster Visit

The Commonwealth Educational Media Centre for Asia (CEMCA) in partnership with the Foundation for MSME Clusters (FMC), Small Industries Development Bank of India (SIDBI) and the Copenhagen Business School (CBS) is implementing a project named as “Promote Bamboo MSME Clusters for Sustainable Development”, partially funded by the European Union (EU) under its SWITCH Asia Programme.

CEMCA participated in a “Banker's Orientation Program” organised by FMC at CM conference hall, Project Bhawan Ranchi on 16th August, 2019, co-hosted by Department of Industries, Govt. of Jharkhand. During the programme, sixty two stakeholders including state level officials and forty different banks including RBI & NABARD participated. The programme aimed at orienting bankers and officials towards the project and also inviting them to participate and support the project for its successful implementation.

Mr. K. Ravi Kumar, Secretary, Department of Industries, Government of Jharkhand motivated the participants to actively support in making bamboo a sustainable resource. He strongly emphasised on the need for minimising the export of bamboo products like incense sticks and producing these



bamboo products in the country and making Jharkhand a role model for the whole country.

Dr. Monica Nagpal from CEMCA visualised the way forward for using media as a support mechanism to train and motivate the artisans, and budding entrepreneurs in the bamboo sector. Later the role of community radio was also discussed with Secretary, Industries, to enhance the reach of training modules.

Further, CEMCA and FMC organised a cluster visit on 17th August, 2019 to meet the stakeholders preparing bamboo mats, baskets, dustbins in Sirvadi and Karmatar village in Shikaripada, Dumka, Jharkhand.

Dr. Monica tried to understand the issues related to sourcing of bamboo, sending the final products in retail market, profit on products, loans taken from banks and also issues related to Occupational Health and Safety from the bamboo artisans. Further, a Common Facility Centre (CFC) was visited to see the technical facility and meet the members and master artisans.

The visit was aimed at understanding the field of the project, meeting bamboo artisans, and understanding their problems and applying this knowledge while implementing the project with the help of other agencies like banks and other governmental support.

Orientation Workshop for Community Radio Stations for Content Creation on Bamboo4SD



CEMCA organized an orientation workshop for community radio stations for content creation on promoting Bamboo for Sustainable Development on 26th August, 2019 at Einstein Hall, USO House, New Delhi. CEMCA, in partnership with the Foundation for MSME Clusters (FMC), is working on a project named as “Promote Bamboo MSME Clusters for Sustainable Development”, partially funded by the European Union (EU) under its SWITCH Asia Programme. The project is implemented in nine states (Arunachal Pradesh, Assam, Chhattisgarh, Jharkhand, Madhya Pradesh, Meghalaya,

Mizoram, Odisha, & Tripura) in India. The project is designed to help local communities and other stakeholders for the promotion of green economy, sustainable growth, economic prosperity and poverty reduction along with mitigation of climate change. It has been planned to use community radio platform to reach out to the local communities for promoting bamboo as well as answering to the problems of artisans and new entrepreneurs. The workshop was organised with the objectives of orienting CR Stations towards the Bamboo4SD project, identifying themes for the community learning programmes and discussing the process for development and broadcast of the programmes. Members from 9 CR stations in 4 states (Assam, Madhya Pradesh, Odisha and Tripura) participated in the programme (one state expressed the interest but could not join the



programme). Community radio experts Dr. Ujjwala Tirkey Senior Scientist, Department of Science and Technology and Dr. Ankuran Dutta, Associate Professor, Gauhati University also joined for guiding the CR Stations and supporting CEMCA as consultants with this project. Experts from FMC also

joined for orienting the members towards the project.

At the end, all the CR stations along with team FMC and team CEMCA participated in the discussion for bringing out major themes and work flow for preparing and running CLPs in their respective states.

Capacity Building of Vocational Trainers working in different Training Skill Partner under JSDMS, Jharkhand



CEMCA is providing training support to Jharkhand Skill Development Mission Society (JSDMS), Jharkhand to build the capacity of the vocational trainers working in different Training Skill Partner (TSPs).

CEMCA engaged ASD Education Pvt. Ltd. to provide training and certification.

As per the understanding with JSDMS, 60 vocational trainers have been trained by

the expertise and master trainers from ASD, in different batches followed by two phases of Training of Trainers (TOT). The first phase of TOT consists of basic and crucial ASKs (Attributes, Skill, and Knowledge) required to be an Indian Vocational Skill Trainer. In between first phase and second phase the trained ASKs need to be practiced by the vocational trainers in the real field, for at least 2 weeks, with the supervision of MTs and Support team from CEMCA and ASD. In the second phase the vocational trainee trainers will now share their experience by reflecting both the dimensions.

Total of 51 vocational trainers (16 female and 35 male) from some major sectors like Apparel, Beauty and Wellness and Construction have been trained. Some of them are now going through the field implementation with effective mentorship and supervision.



CEMCA Documentary Film on Community Radio-Step-by-Step Procedures and Policies of Govt. of India.



CEMCA in collaboration with the Ministry of Information and Broadcasting (MIB), Govt. of India, launched a video on Community Radio (CR) in the 7th Community Radio Samelan on 27th August, 2019. The video aims at the step by step process of setting up community radio stations in India. The samelan was

inaugurated by Shri. Amit Khare, Secretary, Ministry of Information and Broadcasting, Govt. of India. Speaking at the inauguration, Shri. Khare emphasized on the potential of the community radio stations in India. He urged that more community radio stations

need to be established across the country. He believed that the video released on the occasion would help the new aspirants in the opening of

community radio stations. On the occasion, CEMCA also announced a course on Community Radio in Hindi and Tamil under its audio-enabled learning program. The course will be offered by two UGC recognized institutions, which are- Apeejay Satya University and Shankara College of Arts and Sciences.



Academic Counselling for Distance Learners of NSOU

Commonwealth Educational Media Centre for Asia (CEMCA) is supporting School of Vocational Studies, Netaji Subhas Open University (NSOU) through a collaborative 3-year project titled "Increase Access and Improve Institutional Capacity for Sustainable

Development through Vocational Education & Training". A three-day Workshop on "Academic Counselling for Distance Learners of NSOU" was organized from 16-18 September 2019 as one of the third-year project activities with an objective to orient the academic

counsellors of the university to cope up with the teaching-learning situations in 21st Century. In the first two years of the project, the School took various initiative for capacity building of the human resources specially in ICT environment.

58 Academic Counsellors (37 Female and 21 Male) participated and trained through this workshop.

Professor Anirban Ghosh, Project Director, NSOU in his welcome address, described the objectives and the outcome achieved so far during the first two years. Dr. Ghosh elaborated the objectives and activities to be carried out in the present year i.e. 2019-20. He mentioned that the important activities of the project are to orient the academic counsellors in the 21st Century learning environment, strengthening the OER repository and assessment of the outcome of the three-year project.

Dr. Manas R. Panigrahi, Senior Programme Officer-Education, CEMCA introduced the theme and highlighted the objectives of the present workshop. He also elaborated the learning style and learners' attitude in the 21st Century.

Professor Pratip Kr. Choudhuri, former Director, School of Science, NSOU and former Regional Director, IGNOU appreciated the initiatives taken by the NSOU &

CEMCA. Professor Choudhuri in his presentation discussed in detail the preparation and importance of Self Learning Materials in the Open and Distance Learning Mode.

Professor Subha Sankar Sarkar, Vice-Chancellor, Netaji Subhas Open University discussed about the University's activities for ICT enabled courses. He highlighted the importance of such workshop for the capacity building of University teachers.

Professor Sarkar also conveyed his sincere thanks to CEMCA for their wholehearted support for various projects.

The three-day workshop had in different sessions



including the topics viz. Understanding of ODL system in 21st Century, Development and Importance of SLM in ODL, Responsibilities of the Academic Counsellors in ODL, Understanding of ODL learners and learning styles in 21st Century, Understanding of OER & CC License, ICT based Student Support Services (NSOU OER Repository, Mobile App etc.) at NSOU, Understanding and implications of MOOCs/ SWAYAM, Assessment strategy for NSOU Learners. The participants were engaged in various activities during the sessions. The workshop was facilitated by Dr. Manas R. Panigrahi, Prof. Pratip K. Choudhuri, Professor Anirban Ghosh, and Dr. Barnali Roy Choudhuri. All the sessions involved activity/ hands-on training in which the participants did their work on their own with the help of the resource persons.



Visit of Ms. Anna Lee to CEMCA



Ms. Anna Lee, IT Manager from COL, visited CEMCA from 28th August till 3rd September 19. The purpose of the visit was to provide training and technical support to CEMCA staff. During her stay, she conducted an assessment on CEMCA's computer systems and network infrastructure.

During her stay, CEMCA staff (in group and individually) was given training on COL systems and security. She also assessed all the computers for software and security requirements. She had hand on sessions with the staff.

We thank Ms. Anna and COL for this IT training.

Using Technology- A Smarter Way to Learning

By Nittin Paul Mathew

Gone are the days when learners had to spend hours searching books in a public library to collect information about a particular topic. Smart and efficient learning is the new way, and it has put the old-school rote learning out of fashion. Modern-day technology has brought most of the learning content to our fingertips. Nowadays, with the access to internet, anybody can learn from any part of the world. Learners from around the globe are connecting to educators on the net. Learning has become more self-paced as one can learn as per one's own speed and time. There are a large number of apps and sites online which are helping in making learning easier and interesting. Books no more mean piles of hard-bound paper stacks; they are compact PDFs on our devices now. Assignments and projects need not necessarily be tiringly written out. They can be typed out or be converted to text. In this section, let us explore some of the mobile applications that are a boon to 21st century learners.

Google Drive



The Google Drive is one application that helps students to store all their data, be it e-books, assignments, lectures or notes. It means that the students' data stays safe even if their device crashes. What makes Google Drive even better is that one can share the files online with anybody. It is available on both Android and iOS.

Microsoft Office Lens



The Microsoft Office Lens is another application which is very helpful to students. It can take pictures of blackboards, whiteboards, documents, notebooks, receipts etc. and convert

them into editable shareable text. One can even click images from the side angle. It is available on both Android and iOS.



EasyBib is an extremely useful application for students who spend a lot of time in referencing and bibliography. It can help one to create citations of a book in MLA, APA and Chicago styles as per the need. This application just makes academic citations so easy.



GoConqr is a social learning application which helps learners and educators around the world alike. It helps one to connect and collaborate with friends and learners in Groups. It helps the users with the tools for learning, creating and sharing quality educational content.



The AccessNote on the iOS is a special app that helps the visually impaired learners in note-taking. It gets the job done with fewer keystrokes and also helps the student to navigate faster through documents, paragraphs and notes. It also has powerful search features to

help in getting access to the most suitable content.

There are many more such applications and websites that help in different aspects of learning like the EverNote, MS Office package, Byju's learning app etc. The educational content is nowadays is turning more and more digital, and hence digital learning is the new and smart way to better learning in the 21st century.

Nittin Paul Mathew holds a Post Graduate degree in Comparative Indian Literature from the University of Delhi and is currently preparing his Ph.D. proposal in the field of Film Studies. He is an Intern with CEMCA and can be reached at nittinpaul01[at]gmail[dot]com.

25 Years of CEMCA



QUALITY ASSURANCE TOOLKIT FOR OPEN AND DISTANCE LEARNING (ODL) INSTITUTIONS

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Promoting Use and Contribution of Open Educational Resources

Sanjaya Mishra

COMMUNITY RADIO CONTINUOUS IMPROVEMENT TOOLKIT (CR-CIT) Version 1.0

Developed by:
UNESCO Chair on Community Media
University of Hyderabad

With the Support of:
Commonwealth Educational Media Centre for Asia,
New Delhi

LINKING SKILL PROGRAMMES WITH ACADEMIC PROGRAMMES IN HIGHER EDUCATION

Santosh Puri

QUALITY HIGHER EDUCATION OPPORTUNITIES Through OPEN EDUCATIONAL RESOURCES

Resource Book on ICT Integrated Teacher Education

Edited by

Quality Assurance Guidelines for Open Educational Resources: TIPS Framework

Ethical Practice Guidelines for Community Radio Stations

Self-Assessment Toolkit for Community Radio Stations and Practitioners

Workshop on Open Educational Resources

WikiEducator
www.wikieducator.org

WikiEducator
(www.wikieducator.org)
USERS' MANUAL FOR BEGINNERS
http://www.wikieducator.org/WikiEducator_Tutorials

COMMONWEALTH OF LEARNING

PERSPECTIVES ON DISTANCE EDUCATION

Educational Media in Asia

OER Policy Implementation and Use in Open and Distance Learning

CEMCA
CEMCA Community Radio Facilitation Centre
Commonwealth Educational Media Centre for Asia
New Delhi

Ministry of Information and Broadcasting

**Compendium 2011
Community Radio Stations in India**

Commonwealth Educational Media Centre for Asia

Innovations in Community Radio
With special reference to India

Commonwealth Educational Media Centre for Asia
New Delhi

Quality Assurance Guidelines for Open Educational Resources: TIPS Framework

Professional Development Programme on OER-based eLearning

CEMCA
wawasan open UNIVERSITY
The people's university

STOU and the UNESCO Bangkok Organized the International Conference on Distance Learning: Research and Innovation for Digital Society



Sukhothai Thammathirat Open University (STOU), one of the leading universities in Thailand, provides lifelong learning under the distance education system. Over 39 years, the university has created various innovations and technologies related to distance learning in order to achieve the mission of excellence as an open university. To celebrate the 40th anniversary of the foundation of STOU and to advance the Education 2030 agenda, STOU and the UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) organized the International Conference on Distance Learning: Research and Innovation for Digital Society from 1st-3rd August, 2019. This conference provided a great opportunity to all attendees including lecturers, researchers, and educators to share their experiences, expertise and best practices to promote quality open and distance education. The conference

assessed the current status of distance learning, shared successful initiatives and good practices regarding distance learning and explored innovative strategies, partnerships and mechanisms to promote distance learning in the future throughout Asia and Pacific in support of SDG4.

To achieve SDG4, innovation is critical to help strengthen education systems, and ensure equal access to quality higher education for all. In order to address different challenges and opportunities for distance learning, the international conference will include the following sub-themes:

1. Trend Analysis in Distance Learning
2. Disruptive Innovations in Distance Learning
3. Subject-specific Research in Distance Learning
4. Lifelong Skills Development for a Digital Society

Around 200 participants from 20 countries participated and presented papers. In the conference, the following three keynote addresses were delivered:

- 'STOU and Distance Learning in the Next Decade' by Professor Dr. Wichit



Srisa-an, Chairman of the STOU University Council, Founding President of STOU, Former Minister of Education, Thailand.

- 'New Horizon in Open and Distance Learning' by Dr. Paulina Pannen, Senior Expert on Academic Affairs, Ministry of Research, Technology and Higher Education, Indonesia.
- 'Innovations in Online Education: Pioneering Developments and Current Opportunities' by Prof. Dr. Morten Flate Paulsen Acting Secretary General International Council for Open and Distance Education (ICDE).



The conference also conducted two panel discussions titled: “Disruptive Technologies: Challenges and Opportunities” and “Being Open about Open Education: Building OER Repositories, the challenges faced and the solutions to overcome”.

Dr. Manas Ranjan Panigrahi, CEMCA, Dr. Chularat Tanprasert, National Science and Technology Development Agency, Thailand, Prof. Zhang Xiangyang, Open University of Jiangsu, China, Prof. Jean-Marc Meunier, Universitatis Paris 8/FIED and Prof. Tian Belawati, Universitas Terbuka, Indonesia were the panellists in the second panel. Prof. Paul Stacey, Executive Director, Open Education Consortium, delivered a lead talk on 'Open Education: Where are we now? What Next' for panel discussion. Dr. Wesley Teter from UNESCO Bangkok was the moderator for the session.

Dr. Panigrahi spoke about COL-CEMCA interventions and experiences on OER and its implementation at Commonwealth Asia. He also shared that the Open Education Resources are a strategic opportunity to improve knowledge sharing, build capacity and promote universal access to quality learning and teaching resources. He also informed that, with the support of CEMCA, in India, 8 Open Universities adopted OER policy; however only three OUs like NSOU, OSOU and UOU came out with OER Repository with CEMCA-COL support. In Bangladesh, BOU adopted OER policy and National OER policy in progress with the support of COL. He mentioned the following challenges and proposed the solutions to overcome them.

Major Challenges:

- Lack of users' capacity to access, reuse and share OER;
- Lack of appropriate policy solutions and
- Insufficient inclusive and equitable access to quality content

Possible Solutions:

- Strengthen capacity building for OER to assist key stakeholders in retaining, reusing, revising, remixing and redistributing OER.
- Focus on teacher integration of OER in teaching and learning. Keeping the learner at the centre is essential.
- Invest significantly in policy development both at the national and institutional levels.



In the closing session, the selected participants were awarded for Best Paper and Best Presentation. The closing remarks were given by Prof. Dr. Prasart Suebka, Acting President of STOU, and he said, “I am delighted that this international conference is being attended by the distinguished keynote speakers, honorary guests, presenters, and participants”.

Book Review

Olaf Zawacki-Richter & Adnan Qayyum (Ed), *Open and Distance Education in Asia, Africa and the Middle East: National Perspectives in a Digital Age*, Springer Open: Springer Briefs in Education Series, 2019, pp. 140.

Reviewed by Prof. V. Venkaiah

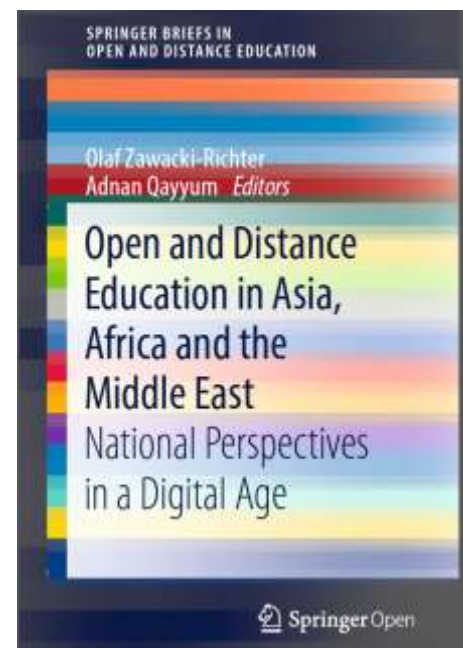
This book is the second of the two volumes edited by Olaf Zawacki-Richter and Adnan Qayyum and published by Springer Nature Singapore Pvt. Ltd., which covers the genesis, growth, status and role of Open and Distance Education (ODE) in six countries – China, India, Russia, South Africa, South Korea and Turkey. The first volume presents the open and distance education scene in six other countries, which include Australia, Brazil, Canada, Germany, United Kingdom and United States. The editors state that these 12 countries represent 51% of the world population and thus provide a glimpse into the open and distance education systems, strategies, and practices across the world.

The book comprises 14 chapters, the first being the Introduction and the last one being the 'State of Open and Distance Education' which covers the present role and status of ODE in the 12 countries covered in both the volumes. This chapter gives a detailed account of the ODE in 12 countries in terms of its growth, enrolment, status, mainstreaming approaches, paradigm shifts in tune with the ICT, competition in ODE, the challenges faced and offered in the context of online education's potential as a "disruptive innovation". It is observed that "the changes taking place in ODE seem to be driven by four sets of factors summarized by the acronym VEDI, which refers to Values, Environment, Demand and ICTs". An important trend is that the educational providers are both re-active and pro-active in their approach in the wake of the ever-increasing competition

and the rapid adoption of "appropriate technologies" to match the requirements of the changing landscape of ODE. In addition to six chapters related to six countries authored by experts in ODE, there is an additional chapter on each country by an expert offering a commentary and an evaluation, in the nature of a peer review.

Chapter 2 by Wei LI and Na Chen presents a comprehensive account of the development of distance higher education in China with a sharp focus on the 21st century online higher education. The distance higher education in China is divided into three phases relating to correspondence education (before 1979); radio and television education (between 1979 and 1998); and online education (from 1999 to date). The various aspects covered in this chapter are the scale, funding, public and private providers, types of courses and regulatory structures offered by dedicated distance education institutions, campus-based institutions, and the open university networks all of which sketch the development aspects and prospects of distance higher education in China.

Chapter 4 is on India's open and distance education by Santosh Panda and Suresh Garg. Three types of distance and online learning delivery systems - traditional distance learning delivery by using print materials, multimedia courseware, and fully online delivery - are in place in India which are similar to those in China. 15 open Universities - one national open



university (Indira Gandhi National Open University), 14 State funded Provincial Universities, and 198 dual mode universities offered open and distance education in the country in 2015 catering to the educational needs of 4.2 million students. It is stated that the distance education system is facing the challenge of leadership with various open universities in different phases of development. The other important aspects covered in the chapter are the use of ICT, funding, regulation, accreditation, quality assurance, and other concerns.

Chapter 6 on Russian ODE authored by O Zawacki-Richter, S B Kulikov, RD Puplichhuysen and D Khanolainen reveals an interesting aspect: the predominant role of private institutions in initiating the development of the first print based

distance classes in Russia during the second half of the 20th century. The Russian education system in the Soviet period, Post-Soviet period and during the Russian Federation is presented illustratively. The number of students enrolled for distance study is nearly 50% in the total enrolment in 2014-15, indicating that distance mode of education gained significant patronage and recognition.

Paul Prinsloo contributed a case study of South Africa (Chapter 8) on the emergence and evolution of online distance education in that country. The author observes that online technologies are still used to support learning and provide resources rather than being a mainstream mode of delivery. The genesis and importance of Unisa is outlined and explained to show how it is synonymous with distance education in Africa. The growth and role of distance education in Korea (Chapter 10) by Cheolil Lim, Jihyun Lee and Hyoseon Choi traces how significant growth of distance education was witnessed in the Republic of Korea with the establishment of the Korean National Open University in 1972. It is interesting to note that 81% of distance learners are 26 years and older, which is in line with the philosophy of ODE to promote life-long learning.

The development and role of ODE in higher education in Turkey, discussed at length in Chapter 12 and contributed by Y Kondakci, S Bedenlier and C H Aydin, reveals an interesting facet of distance education and its access to the masses. A large majority of distance learners in Turkey are aged between 26-45 years indicating the felt need of employees. Sixty-five Turkish higher education institutions offered study through the distance mode accounting for 47.8% of the total student strength in higher education in 2017. Ironically, in spite of the patronage, the degrees secured through the distance mode do not enjoy equal status with conventional degrees in Turkey, as is the case in several other countries, a challenge to be addressed.

In a fascinating and extensive survey, the authors and editors of this book show how the Open and Distance Learning (ODL) institutions in these six countries referred to have worked out an effective and timely transition from traditional modalities and methodologies to “Blended Learning” and “Online Learning” with amazing speed and alacrity. The teaching-learning has now moved from the age-old teacher-centric to learner-centric instructional system. Both Open and conventional universities are now expected to produce versatile graduates

equipped with multiple skills suited to the “digital turn” of the twenty-first century.

The case studies of these six countries give a valuable insight into the ODE systems, their interface with the digital world for providing cost effective, need-based, self-paced, quality-driven, and barrier-free education. I strongly feel that the book *Open and Distance Education in Asia, Africa and the Middle East* is a great contribution capturing several national practices and perspectives that coalesce into a vibrant plurality of best practices to adopt and disseminate. It is heartening to note that this book is an open access publication licensed under the terms of the Creative Commons Attribution 4.0 International License. I feel honoured to review this book and strongly recommend to all the ODL practitioners.

Prof. V. Venkaiah worked as a Professor of Management (Retd.) in Dr. B R Ambedkar Open University, Hyderabad. He also served as Vice Chancellor, Krishna University, and Rector, Dr. B R Ambedkar Open University. He also worked as a Director, Centre for Education Technology and Learning Sciences, Rajiv Gandhi University of Knowledge Technologies, Hyderabad. He can be reached at Venkaiah[at]v[at]gmail[dot]com

Staff News



Ms. Shirley Priya Deepak joined CEMCA as Programme Officer (Skills) in September 2019. She has worked with colleges, community radio stations, and diverse social groups in various capacities for more than a decade. Before joining CEMCA she served in the Department of Visual Communication, Holy Cross College, Trichy, as Assistant Professor &

Head of the Department from 2006-2014.

She has worked with community radio stations across India conducting need based social research and training volunteers in data collection. She has planned, organized and facilitated consultative meetings, seminars, trainings and workshops.

She has a background in communication and English and about 19 years of diverse experience in the field of communication.

Best Wishes to her for the new responsibility and look forward to her contributions in the region.

Education 4.0: Philosophy of Technology to Contemporary Educational Practice

By Prof. (Dr.) Aman Vats

Knowledge has been a great equaliser in the society. Teaching is one of the basic tenets of the society we live in. Dissemination of knowledge was primary occupations of the accepted experts since the establishment of the civilisation across the globe. The vocation of teaching also underwent transformation with passage of time and accumulation of knowledge just like the other verticals in the society. The teacher, however, remained the person known for his unbiased grooming of the group of seekers who approached him for knowledge.

When man started theorising knowledge for creating base for further development he explored the virtue of existence ascribing various meaning to the whole concept and testing the hypotheses to consolidate the information so discovered. Eventually by the 17th Century, man had started moving away from the established norms in search of the verifiable truth. The search, cloaked as 'Modernity', was based on empiricist dogmas derived from the ideals of Enlightenment. By 18th Century, Western world had adopted 'Modernity', which aimed to rationalise and technologize the world.

The ascent of the Enlightenment ran simultaneous to numerous advances in the field of science, the birth of Industrial revolution and the societal changes in the organisation of the industrial society at large. The patrons of the Enlightenment, such as Kant, Voltaire, Burke, Bentham, strongly believed that the people in the age of science were well equipped with

rational thinking and principles which could be put in practice to remedy the corrupt social and political practices. However, Adorno, Horkheimer and Marcuse were extremely critical of modern industrial society.

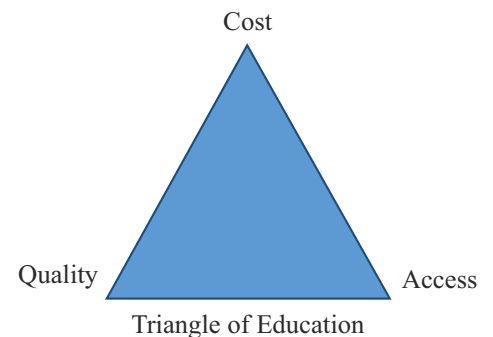
Herbert Marcuse in his seminal work 'One Dimensional Man: Studies in the Ideology of Advanced Industrial Society' proposed "a dialectical philosophy that challenged the empiricist and positivist trends that dominated American philosophy and sociology in the 1960s" (Cressman, 2014). The One Dimensional Man talked of the elimination of true individuality in 'One Dimensional Society', thus, no opposition (Marcuse, 2007). Although Marx influenced Marcuse, he still viewed the capitalist system strong enough to be safe from any revolutionary action. Marcuse believed that capitalist modes of production in the West have pacified the Proletariat with rising standards of living and cheap consumer goods (Hill & Fenner, 2010).

Marcuse argued that modern technology must, in a truly free society, be dialectically sublated (aufgehoben) – i.e. at the same time eliminated, preserved and lifted to a new qualitative level of existence (Fuchs, 2016). Herbert Marcuse did not live long enough to see the rise of the World Wide Web (WWW). When discussing the computer, he therefore predominantly spoke about automation, which reflected a major issue of his times that whether computer in production promotes exploitative or progressive



economy. Marcuse's answer was dialectical: he saw the liberating, democratic and common potentials of the computer that were limited by the repressive realities of capitalism and class.

Today, computer technology has become a networked and mobile means of information, communication and collaboration (Fuchs, 2008). Across times, universities and institutes of higher education had been open to embracing technological advancements. In the initial period of the 21st Century the emerging digital and telecommunication technology has enabled the dismantling of the iron triangle of the cost, quality, and accessibility to the students.



Till recently, there was the possibility of only improving either two of the three sides. But today, technology has initiated the possibility of improving quality and

accessibility while lowering costs of education; all at the same time. The technology enhances the feasibility of sophisticated educational applications that can gather, process and share data (NEP (Draft), 2019).

The important point of reference is that the technological change is swift, it is therefore important to grasp the strategic technology developments to plan techniques in which education can utilise not just current technologies but emerging technologies as well (NEP (Draft), 2019). Nonetheless, technology alone is not means and end all to provide better learner involvement and achievement. There has to be a major paradigm shift in higher education to achieve the desired results. The accessibility of Open Educational Resources (OERs) is encouraging the higher education experts in leveraging use of digital technology in the classroom. There must be a shift in the faculty, students and staff's processes, policies, behaviours and mind-sets in line with the digital transformation of the educational landscape for effective implementation of the OER platforms leveraging MOOCs. There has to be adaptive and collaborative approaches to both knowledge-building and knowledge-sharing (Akhtar, 2017). There is a dire need for the higher education leaders to get acquainted with the process, function and cost of implementing technology. Technology-enabled solutions don't happen without people, process, data, culture, and integrations (Grajek, 2018); all these components are needed and will limit how quickly technology-enabled solutions happen. Campaign for using the open source software in education is another area needing substantial support, and the present effort to popularise FOSS (Free and Open Source Software in Education) needs to be more widespread (NEP (Draft), 2019).

The Fourth Industrial Revolution has

already transformed the lives of college professors substantially. With computers and telecommunication getting further integrated into the higher education landscape, the role of educators will evolve further in the days to come. Today, educators can use technology to develop teaching material, conduct research, deliver instruction, and keep in touch with their students and colleagues remotely. Tools of Education 4.0, digital classrooms, computerized databases, electronic mails, local area network, Wi-Fi and search engines are some of the technologies which have altered the way educators work in colleges and universities. With emergence of newer technological alternative in higher education, there are possibilities of primary shift in the duties assigned to professors these days. The professors would be transformed from their role of knowledge givers and educational reformers to "designers of learning experiences, processes, and environments" (Duderstadt, 1999, p. 7).

A professor who earlier acted as the/her primary course specialist sharing his knowledge and expertise has metamorphosed into a consultant or coach. His primary job, today, has become of a mentor inspiring and motivating students with the aid of technology, to construct an environment that promotes learning, and ultimately to manage an active learning process (Baldwin, ND). It is argued that if carefully devised the process leads to the students' ownership of the process wherein students take more responsibility for their learning and construct meaning themselves instead of being passive receiver of the professor's lectures. In the changing educational world, a professor needs not be an individual knowing his subject deeply, but should also be skilled in building situations stimulating effective learning. Efficient utilization of instructional technology is part of the twenty-first-century educators' redefined duties. There has to be a dedicated

continuous professional development for professors to facilitate upgradation of subject knowledge among most faculty members, which they can do even through online education (NEP (Draft), 2019).

Education is certainly about competence and attainment of professional skill. Nonetheless, education is also inculcating thrust for knowledge and developing problem-solving skills. It also attempts to initiate creative thinking. The technological advancements have presented better ways to prepare students for a bright future after graduation than the traditional "one size fits all" approach. Personalised teaching has enhanced the learning in almost all the students (Akhtar, 2017). The current Google and Facebook generation students are all digital natives, who have all grown up accessing technology. They may be especially receptive to teaching learning experience which uses technology as the mechanism for this personalization.

From the ancient times, the higher education institutes have been physical places where people would gather to learn. Over the years, the higher education institutes have grown into more complex entities but the elementary role has remained unchanged. However, technology now calls into question the very idea of a college or university. The physical place based conventional institutions are now being challenged in the early twenty-first century by a number of innovative competitors, which offer education at a distance. Many of these entrepreneurial institutions are aided by an assortment of technologies, including computers, satellites, and electronic streaming video (Baldwin, ND). The advancement in technology has immensely helped in increasing the demand for education overtime. Technology has also liberated education from the restraints of the traditional classroom and timetable. Technology has, today, enabled people who have access to

Internet technology to connect for shared learning.

The flexible university has been very effective as it brought together number of facilities, experts, students, and the funding needed to school masses and expand the frontiers of knowledge. The higher education institution gathered the necessary talent and resources to address the knowledge needs of a dynamic society. Throughout the twentieth century, this arrangement has worked quite remarkably, but presently, technology is threatening this comfortable agreement. Today, technology has facilitated numerous establishments to deliver educational services and a host of outreach activities, which were earlier monopolized by the higher education community.

According to George Connick, there are four defining attributes for the educational system that are emerging from the current technology revolution:

- 1) There is an ease of access to the current system than its predecessor, the old campus-based system.
- 2) The new educational system is free from the temporal and spatial restrictions as the technology liberates education from the constraints imposed both by the clock and geography.
- 3) The new education system is students' driven to facilitate the use of technology to increase students' learning options.
- 4) It is cost-effective because technology can ease the labour-intensive nature of higher education and permit the reorganization necessary to make institutions more responsive and competitive.

Technology is gradually disrupting numerous facets like healthcare, education, agriculture and law, in human society. Some disruptive technologies

such as Artificial Intelligence, Blockchain and Virtual Reality have clear applications in education. While, education plays a key role in highlighting ethical issues surrounding the development and deployment of artificial intelligence based technologies, raise awareness on issues of privacy, laws and standards associated with data handling and data protection. Thus, the relationship between technology and education at all levels is bidirectional (NEP (Draft), 2019).

The prosumers of the new age are an assemblage of different people across countries and cultures who are bound by creation of diverse content on similar topics. This diversity of producers has in a way enabled the consumers in selecting the best material available for the information they seek. The internet has in fact truly democratized the information world and with it the educational system. Today, one can access the best educators across continents and take them into the classroom. The technological advancement leading to the explosion in the World Wide Web, where every consumer is empowered to create content as producer and disseminate information, is in fact a way forward to the concern raised by Marcuse in the 'One Dimensional Man: Studies in the Ideology of Advanced Industrial Society'.

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Effectiveness of Mobile Application for Monitoring of DIETs in Odisha

By Debananda Nayak and Dr. Laxmidhar Behera

Introduction

Monitoring is an important aspect for every system as it lays the foundation for developing effective planning and execution. The present research reports the effectiveness of DIET institutions in Odisha through a mobile application-based monitoring system. The study has been undertaken owing to criticism of teacher education in Odisha. It has been reported as a feeble and poor monitoring system and for this purpose ICT has been integrated in the educational administration to increase functional efficiency of the system, make it easier, faster and transparent. Mobile application, one of the constituents of ICT has faster processor, improved memory, smaller battery, and highly efficient open source operating systems, thereby creating a new era of digital technology.

An online monitoring system through a software (Tablet-based app) called FIELD REPORTER PRO application has been designed by BIZFRAME, a software solutions system provider for a systemic and institutional mechanism to measure the effectiveness of TEIs. It shall help in

recording the attendance of the students, activity report (pre-service and in-service teacher education), research activity, extension and mentoring, infrastructure and expenditure, and appraisal and feedback report.

Objectives

The Objectives of the research were:

1. To analyze the perception of the teacher educators and principals of DIETs about the app.
2. To find out the practices in use of Mobile App in DIETs.
3. To study the problems and challenges and innovations in using the Mobile App by DIETs

Methodology

For the research, survey method was adopted and sample of 6 DIETs were selected randomly out of 30 DIETs of Odisha. The sample consisted of 36 teacher educators, 6 principals of the DIETs. One functionary coordinating the programme also participated in the study. For the study, two tools were used viz.

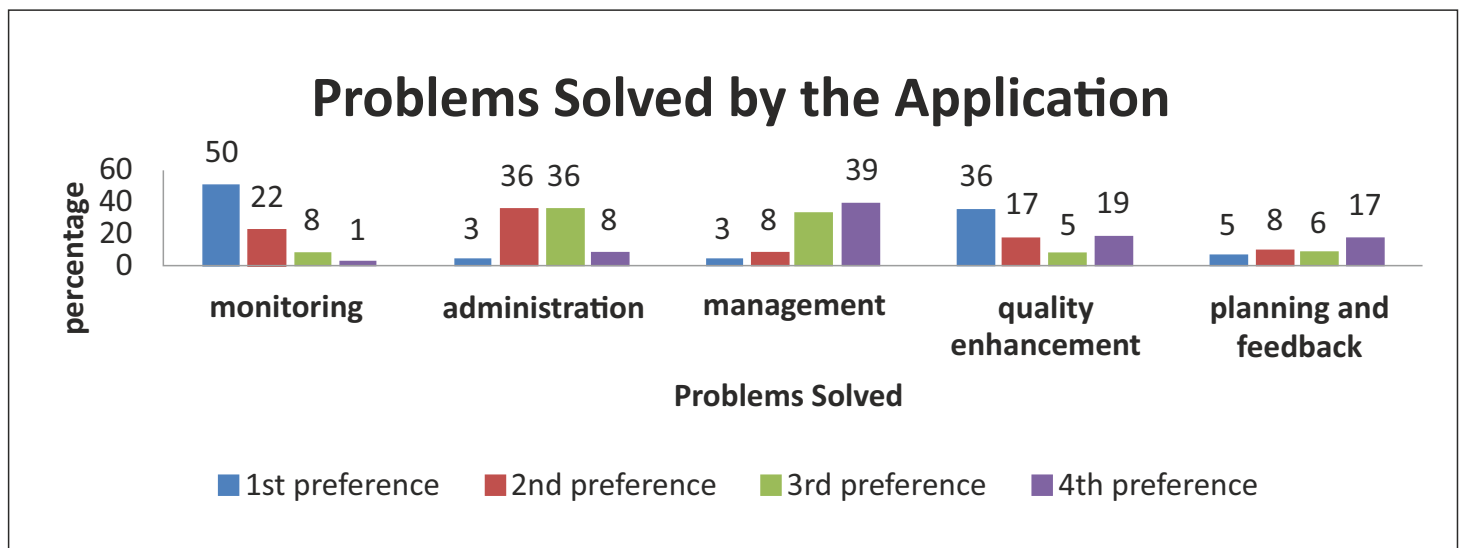
questionnaire for the teacher educators and the interview protocols for the Principals of DIETs and one SCERT functionary. Data has been analyzed by using statistical techniques of frequency and percentage. The delimitation of the study is that it was conducted within 6 DIETs of 6 districts only and intended to examine the effectiveness of the App as an intervention but not to the App as the software.

Analysis and Interpretations

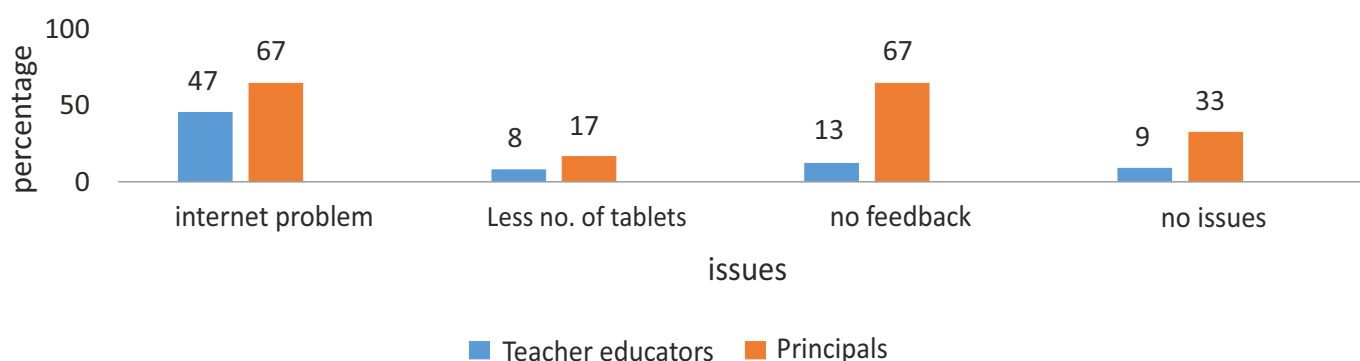
The study focuses on three parts- perceptions and attitude of the participants towards the integration of ICT and mobile applications in institutions; practices of ICT or mobile applications in management; and issues and challenges in integrating ICT in Management.

Perception of the teacher educators and principals of (DIETs) about the Mobile App.

- 64% Teacher Educators (TE) and 67% Principals agreed that the mobile application is effective and more than 86% teacher educators said it helps in sound monitoring of the DIETs.



Issues Highlighted by Principals and Teacher Educators



- About half of the teacher educators agreed that mostly the monitoring issues had been solved by using the application. At the same time, 47% of them reported that most issues related to the planning and feedback had not been solved by the application.

Practices in use of Mobile App in DIETs

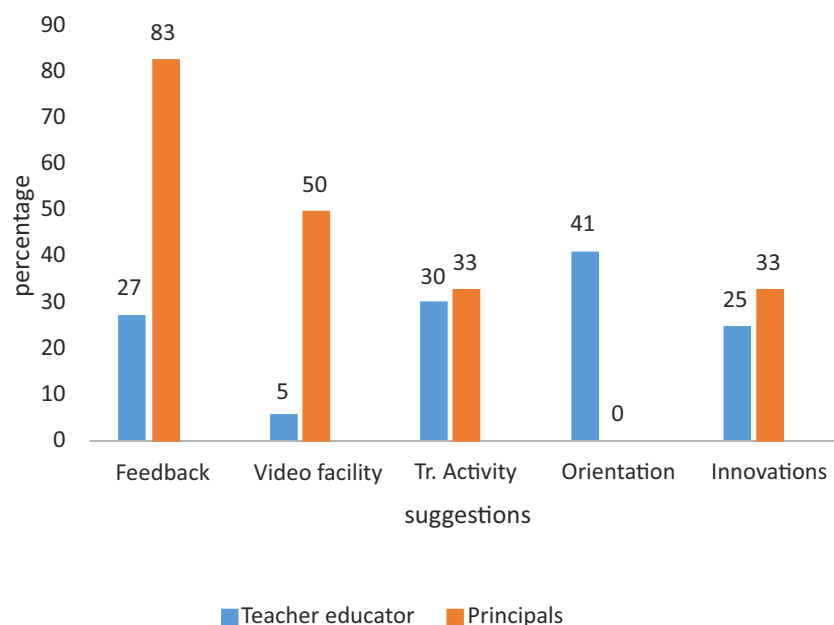
- As reported by SCERT functionary, the mobile application is designed to monitor the progress of different activities of the DIETs and the data collected through this application is mainly utilized for the monitoring aspects only.
- All the sampled principals reported that due to the application sincerity of the students towards attendance has increased. However only one fifth off teacher educators agreed to this.
- Out of the seven areas, 96% Teacher educators said that the mobile application is mainly effective for attendance of the students while 41% supported that it is least effective for appraisal and feedback
- Three of the six principals suggested for the inclusion of video facility in the application and two of them suggested for more innovations in the application.

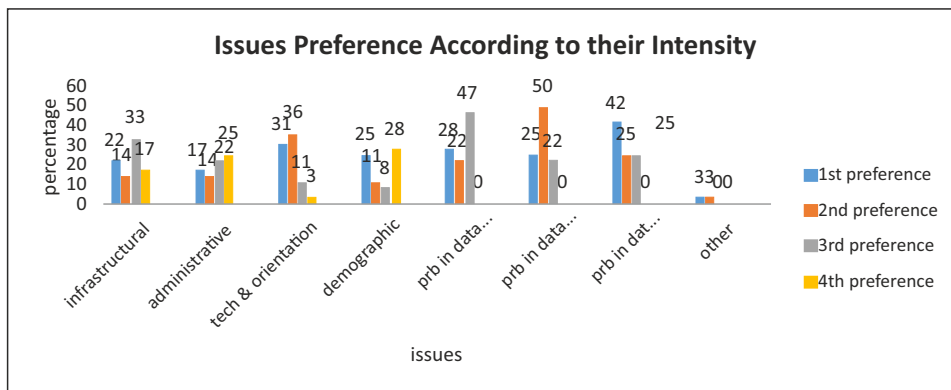
Problems and challenges and innovations in using the Mobile App by DIETs

- 47% Teacher Educators, 67% principals reported that the major issues and challenges are related to functional internet facility.
- 67% principals & 13% Teacher Educators reported that no regular feedback is given from SCERT.

- 42% Teacher Educators face problems during data transmission but least due to demographic variation.
- The second major issue is data organization. 50% of the teacher educators face problem in data organization.
- The third major issue is data collection. 47% of the teacher educators face problems during data collection.

Suggestions from Teacher Educators and Principals





Major findings indicate that the participants have a positive attitude towards the integration of ICT in effective management in teaching learning process and in management and administration and believe that it reduces time wastage and makes work faster and easier. However, lack of ICT skills was a concern highlighted by most teacher educators. ICT is used in the management and administration particularly for writing reports, checking student lists and records, checking departmental schemes and units, checking school timetable, checking school or staff notices, recording student grades and monitoring student progress as well as recording attendance or broadly for academic affairs, planning, and staff management. However, obstacles in integrating ICT are lack of budget, manpower and the required skills, technological, security, cost, computer literacy and environmental issues, lack of proper knowledge of computer skills, and internet connectivity. Analyzing the above findings, it can be concluded that the teacher educators and the principals have positive attitude towards the mobile application and believe that it is a well initiative in monitoring the DIETs effectively. Though there are seven areas

for which the application is made to monitor but the application is mostly used for collecting attendance of the students. The application fails to be effective in appraisal and feedback aspect. The major issues that the DIETs are facing is internet issue. Due to this the teacher educators and principals are facing problems regarding data collection, organization and transmission. For smooth functioning application, it needs feedback at a regular basis.

Conclusion

Integration of ICT in the educational management and administration is an innovative approach. From the study, it can be concluded that the online monitoring of the DIETs not only makes the things easier but faster and effective. But for its smooth conduct and for better efficiency, DTE & SCERT should look into the feedback issues so that the linkage between the DIETs and the Directorate could be filled with reference to this application, which can make this approach as a successful in real sense. This innovative mobile application is in a good place in effective monitoring of the DIETs.

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Forthcoming Events

RNI No.: DELENG/2018/77005



International Conference on Distance Education and Learning

Venue: Beijing, China

Date: May 22-25, 2020

For More Information: <http://www.icdel.org/>



6th International Conference on Education – (ICEDU 2020):
The New Face of Education: Innovation in Practice

Venue: Bangkok, Thailand

Date: April 03-05, 2020

For more information: <https://educationconference.co/>



International Conference on Livelihood Issues in Developing
Countries - Role of ODL

Venue: NEDFI Convention Centre, Guwahati, Assam, India

Date: December 20-21, 2019

For more information: <https://conference.kkhsou.ac.in/>



THE ENERGY AND RESOURCES INSTITUTE
Creating Innovative Solutions for a Sustainable Future

ICDL 2019: Digital Transformation for an Agile Environment.

Venue: India Habitat Centre Complex, Lodhi Road, New Delhi,
India

Date: November 06-08, 2019

For more information: <https://www.teriin.org/events/icdl/>



ICDEPE 2020: 14. International Conference on Distance Education
and Primary Education

Venue: Singapore

Date: January 09-10, 2020

For more information: <https://waset.org/distance-education-and-primary-education-conference-in-january-2020-in-singapore>

Dear Readers

The Newsletter in your hand has useful information and ideas. We request you to contribute Articles, Research Studies, Book Reviews etc in the area of Media, Open Learning, Educational Technology. We look forward to the support.