



Newsletter

COMMONWEALTH of LEARNING

Commonwealth Educational Media Centre for Asia



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From The Director's Desk

'Education is for improving the lives of others and for leaving your community and world better than you found it.'

– Marian Wright Edelman

Education is undoubtedly among the most precious of instruments for social transformation that has astounding impact on the economic, social and environmental future of a country. Hence, it is the common denominator to achieve all other Sustainable Development Goals. At COL and CEMCA, we strive to make learning accessible, affordable and better in quality. Towards achieving its objectives CEMCA has been following a 6 year plan from 2015-2021. With the closure of this financial year, CEMCA will enter into the 5th year of this 6 year journey. We are happy to observe that some of our interventions have started yielding the outcomes that we had predicted. The numbers reached has now increased significantly and our tree of intervention has started bearing fruits.

At a personal level, this quarter is very important to me where I want to tie up all loose ends and make sure that we have our act together to exceed the ambitious targets we have set for ourselves. We present this newsletter to you with a Guest Column which reflects on the art of managing interventions of social development where measuring the impact is a huge challenge. However, thanks to the guidance from COL, through reverse logic model and a robust log frame tracking system, we are feeling confident in measuring our impact.

I am also very happy to note that we were able to conduct Asia's first Educational Media Festival called EMFCA (Educational Media Festival for Commonwealth Asia) in the quarter that went by. We would like to continue this tradition year after year to support and encourage education technologists who do not otherwise find any forum to showcase their innovations. This quarter, the Documentary Film Making workshop, organised

by CEMCA at BBAU Lucknow has been outstanding with participation of people from Kashmir to Kerala. Five fantastic short films were made by the participants using basic videography equipment and their smart phones.

CEMCA continues to engage with Ministry of Information & Broadcasting where CEMCA has successfully conducted two Community Radio Awareness workshops in Mizoram and Meghalaya, despite huge political challenges. CEMCA has also constituted a Think-Tank to integrate Skill Development with Higher Education. For effective and required sharing of educational resources my dream of establishing HEINSER (Higher Educational Institute Networking for Sharing of Educational Resources) is moving from just a concept on paper to reality. We have received tremendous support and appreciation of ODL institutions for the idea of establishing HEINSER. The "IDEAS for Dark areas", another dream project of mine for disadvantaged students living in far-flung areas, is also taking shape with the identification of dark areas, assessing their needs and designing area specific interventions for teaching and learning.

My three year long journey with CEMCA has been quite rewarding and the learning for me has been immense. It has also strengthened my belief that a lot needs to be done for effective use of technology for teaching and learning, for equalising educational opportunities for all; irrespective of their location. The team at CEMCA is full of vigour to perform, and the path is clear to reach the last person with quality education. As I sign off this newsletter, I feel confident that CEMCA, with guidance and support of COL, will ably serve its purpose in Commonwealth Asia.

With best wishes
Dr. Shahid Rasool



The Art of Managing What You Can't Measure

By Stephen Carrick-Davies



**"Not everything that counts can be counted, and not everything that can be counted, counts."
Albert Einstein**

When I was born in India in 1963, the population of this country was just under half a billion people (477,527,970).¹ Fifty-five years later, that figure has more than tripled and grown to 1.35 billion. If I live to be 100, India's population will be over 1.75 billion.

These statistics represent real people; real births, and real deaths. Solid measurements like these, help statisticians make comparisons and see trends. For example, we can see that on current projections of growth, India will surpass China as the country with the greatest population in the world around 2024.² We can also surmise and make predictions, for

example, with 50% of India's population below the age of 25, India's workforce will be younger, healthier and presumably more productive, all of which should bring a demographic dividend and unparalleled economic growth to the country; right?

But population growth across the planet has come at the same time as seismic change and unparalleled disruptions. The effects of these changes are much harder to measure or even predict. For example, climate change is causing mass migration. Expansion of mobile phone market is giving millions of people an opportunity to connect in ways impossible to have imagined 20 years ago. Currently India

has the highest smart phone growth rate of any country in the world. Many of the jobs our children will end up doing in the future have not yet been invented. It is the speed of change, and the disruption it is causing, that makes managing and measuring the positive and negative impacts so challenging. As the Indian-born American author and public speaker, Deepak Chopra says, "Every great change is preceded by chaos". Those organisations which find it hard to change and adapt, are in danger of being quickly left behind.

Another aspect of this change is the lack of uniformity or equality. For example, just as parts of rural India are finally benefitting from discoveries of the first industrial revolution (mechanization, steam power and electricity), 'The Fourth Industrial Revolution,'- a term coined by the World Economic Forum - is already impacting on many areas of Indian life, certainly among the young, especially in the cities.³ With its well-oiled interconnected 'cog wheels' of artificial intelligence, nanotechnology, machine learning, quantum computing, driverless vehicles, and connectivity; this revolution is beginning to affect many areas of life.

However, as I work in schools around the world, I see teachers finding it increasingly challenging to prepare children for living in this world of change, especially in acquiring the new skills needed in the changing world of work.

So many good teachers who dedicate their lives to spark enquiry in children, giving them a love for learning and inspiring them, are still confined to teach a largely fixed knowledge-based curriculum which

¹ <https://countryeconomy.com/demography/population/india?year=1963>

² https://en.wikipedia.org/wiki/Demographics_of_India

³ Uber sees India as a global priority and second-largest in terms of trips after the US.



has served us well for the past 200 years but does little to help children acquire new 21st Century Skills. The question about whether these soft-skills are taught or caught is debatable but where teaching is delivered through a rote-based delivery, memorization, and “teaching for the test” system, there is very little space to help children problem-solve for themselves, think critically and learn to work in teams.

School tests provide a measurement, or a 'ladder' which pupils climb to show their progress and comparison against their peers, but there's little point in them if the ladder is propped up against the wrong wall. Indeed, I would argue that this education and testing does little to prepare young people for an uncertain future. Soon AI machines will be smarter than us, take over any rule-based work, automate factory jobs and never go on strike. To butcher a phrase from an earlier era of great change, “Ask not what your machine can do for you, ask what you will do once the machine takes over!” This is the world our children will be entering and we need to teach them the emotional intelligence, character strengths and soft-skills which a machine will never have. The challenge is

that measuring and assessing progress in the acquisition of these skills is notoriously difficult, especially if your school is only judged by parents and policy makers solely on its test scores. Of course the traditional subjects, especially the STEM subjects, are crucial to teach and provide a vital building block to a career, it's just that nowadays, it is the soft-skills, flexible mindset and character strengths which will make or break your career in a long term.

Infographic by Guthrie Jensen, used with permission, shows some of the skills schools need to teach children to thrive in the new world of work.

The short fallings of the Indian state schooling system have for many years been exposed by those far more qualified than me, however the fact that there is currently an estimated 1 million vacant teaching positions in India, whilst there are an estimated 31 million Indians looking for work, illustrates both the skills gap across the country⁴ and the lack of esteem that teachers are held, across parts of Indian society. However, if schools don't change they will find change is thrust upon them. Schools and colleges all over the world are beginning to realise that they do not have a monopoly on providing education. Clayton Christensen, Harvard Professor and author of 'The Innovators Dilemma' argues that half of all colleges won't exist in 10 years' time as online education will undermine their business model.

Indeed, students are already realising that the prize of getting into debt to fund a degree is a cruel reward, especially as gaining a degree is no guarantee to getting a good job for life and employers say that 50% of graduates in India are ill-equipped for work in the jobs of the 21st Century.⁵

So what is the answer? Could a company, movement or technology do for education what Uber did for the transport industry? No one knows, however it should be clear to all that you can't replace teachers with machines. No, what we need is to empower teachers to move from being the "Sage on the Stage", to the 'Guides by the Side' to what I call the "Professional in the Pit of learning" by which I mean teachers getting down to the level of the students in co-designing project-based real-world learning activities which involve students

⁴ Unemployment among those with degrees in India is 28%

⁵ <https://www.youthkiawaaz.com/2015/10/unemployment-indian-graduates-solution/>



making things in teams, negotiating, and finding creative solutions together.

Technology has a very important role in this type of learning by making learning. P-top is a creative learning company that provides hardware, software and a learning framework that enables children not just to use a computer but to learn to code, make and discover the spark of learning for themselves. Measuring the output of this type of activity is not necessarily measured in an exam result

(although the new ICT curriculum in the UK has changed to have more emphasis on Computer science) but can be captured in a child's conversation with their parent when they exclaim, "I made a computer today in school and have started to use it to fix a problem."

Employers and organisations such as the Commonwealth Educational Media Centre for Asia are also crucial to this real-world learning and I welcome the excellent new Activity Based Career Counselling resource which the CEMCA has produced to help students understand the skills and qualifications needed for over 200 occupations. We need resources of this kind which help schools to deliver employability sessions within the curriculum.

Another example is the Facework employability project which I developed in the UK in 2016 with young people who for a variety of reasons were excluded from mainstream school. This initiative focused on de-mystifying "soft-skills" and testing approaches on how excluded young people can gain positive attitudes and mental toughness whilst in school so that they are better prepared for work. The result is a creative, co-designed curriculum of 25 challenges grouped in families of 5 core STEPS skills: Self Management, Team Work, Enterprising, Problem Solving, and Speaking & Listening.

Over a year of consultation and practical engagement with employers, students helped us identify 25 "employment intelligences" - practical soft-skills and character strengths which they felt employers wanted but which they struggled with.

These skills which might have been traditionally taught at home, but many of these children grew up in fractured homes with high levels of unemployment. It's

therefore difficult for the young people to learn how to get good at admitting mistakes, (one of the skills they wanted to learn about) when you've been told your whole life has been one! All of the children need to know how to handle emotions, manage time, be good at using your own initiative. Innovations included:

- Instead of 'worksheets' we created Challenges;
- Instead of presenting inspirational stories from afar we filmed local young people on their phones giving advice to their peers and getting students to rate their mates' skills.
- Instead of banning social media we collected over 150 examples of apps, films, adverts, songs, quotes all available via social media which can help bring these vital soft-skills to life.
- When one of the students exclaimed that getting a job would be like winning the lottery we took her idea and produced the world's first education scratch card which revealed to the question 'What's the secret of getting a job?' the advice, ***Master these skills and your confidence will grow.***

The work also involved the students visiting places of work, inviting employers into the schools, project-based activities and real-world research. These are now all freely available on the Facework website, and are cross-mapped to the OCR Life & Living accreditation which means that schools had an alternative youth-created curriculum which can lead to a qualification.

Providing exercises which focused on employability helped the learners to see the relevance of learning core skills of



reading, math, and even coding. Once confident, the students became powerful teachers and wanted to share their advice, so we took one group of students to run the teaching in another school. "Teach once, learn twice" principle came to life. Measuring this type of impact and learning requires a new framework, one which involves peer-assessment, external validation and doesn't demote children for what they don't know, but esteems the existing skills and qualities which children already have and bring to the classroom. This is part of the "Art of managing what you can't traditionally manage."

The facework study provides some important lessons, but it is clear that adapting programmes like this is very challenging for mainstream schools, some of whom seem to have become addicted to the tyranny of measurement. Clayton Christensen puts it "The reason why it is so difficult for existing [organisations] to capitalize on disruptive innovations is that their processes and their business model that make them good at the existing business actually make them bad at competing for the disruption."

I appreciate that this type of innovation takes resources and not all schools have

the freedom to begin to adapt their way of teaching. However, we could do more to bring educators, employers, tech firms and students themselves together in designing a robust alternative assessment tool or framework so that growth in these skills can be measured. It is vital to have solid evidence of the impact that acquiring, practicing and passing on these skills can have, not just in terms of a student's self-confidence and worth, but in terms of the work place and economy. A study, a few years ago, by the Employment and Education Task force of UK showed that 14-16 years old from all backgrounds, could be earning an additional £2,000 by their mid-20s simply through greater exposure to the world of work through career talks at school and engagement with employers.

If the accrediting bodies currently in charge of awarding certifications aren't flexible enough in creating more agile, flexible frameworks they will be left behind. The uber generation want tools which allow them to 'hail' a skill experience in real time, measuring the length of their journey travelled, have their own account to pay for this experience, and be given incentives for promoting their experience (and what they have learnt) to others! The future has to include more peer-to-peer validation, more flexibility and more fun.

Call that farfetched, maybe, but policy makers would be wise to look up from their spreadsheets and league tables of learning and reflect on what is happening outside of the school in terms of real-world learning and reflect again on Einstein's words that "Not everything that counts can be counted, and not everything that can be counted, counts."

Stephen Carrick - Davies was born and brought up in India and Nepal. He is a social entrepreneur and until recently was the CEO of International Development Charity Mondo Foundation which has worked with local partners and funded education and employment projects in Nepal, India, and Tanzania. See www.mondofoundation.org. The Facework project can be accessed at www.facework.org.uk. Stephen can be reached at stephen@carrick-davies.com

⁶ <https://www.educationandemployers.org/research-main/>

Agriculture Skill Council of India



By Ms. Priyanka Bali

With Agriculture contributing to the livelihood of more than 50 percent of manpower in the country, Agriculture Skill Council of India (ASCI) is not only making a substantial impact on the skill development for them but also geared up towards making a significant and lasting impact on various other stakeholders and the economy through driving national agenda of skill development in Agriculture.

ASCI is contributing to nation building through skill development in agriculture especially at the times when country's agriculture is experiencing stagnant growth, exodus of quality manpower to other sectors, changing climate with increased variability in production parameters and transformations in international agriculture markets that are especially too much subsidized challenging the competitiveness of Indian Agriculture.

In spite of perceived traditional nature of Indian Agriculture, ASCI has taken upon itself the responsibility of transforming Indian Agriculture through developing the skills of country's manpower in emerging areas of agriculture. Out of **169 Qualification Packs (QP)** developed by ASCI, about 67 per cent of the courses are in emerging vocations such as Farm Mechanization and Precision Farming, Agri-Information Management, Dairy Farm Management, Poultry Farm Management, Fisheries, Post-Harvest Supply Chain Management, Agro Forestry, Watershed Management and other Allied Sectors. ASCI is making all efforts to prepare India's manpower especially in rural areas face the

challenges of transforming Indian agriculture.

Assessment of knowledge and skills of illiterate / semi-literate manpower (which constitute the majority of manpower engaged in Agriculture) has not been an easy experience for ASCI. However, with the belief that 'agility with quality assurance' as the only means of reaching out the skill development needs of large manpower in Indian Agriculture, ASCI has evolved an offline tablet based test along with demonstration and viva voce. Eight assessment agencies are making a yeomen contribution to our mandate in reaching out the assessment needs of clientele far and wide. As a departure from conventional written examination and standard questionnaire databases which is the norm of the industry, ASCI has adopted QP based question banks with specific focus (Weightage) on National Occupational Standards (NOS) and value of operations.

Currently, ASCI facilitated assessments are in vogue for 12 different schemes/ programs of the country.

Sector Skill Council on Agriculture has enrolled and trained **6,22,038** and has already certified **3,91,556** candidates. It might be the only SSC doing assessment in **13** different languages.

With the conviction on the need to bring skills in vocational and formal education on to a common framework National Skills Qualifications Framework (NSQF)

of the country with large majority of illiterate / semi-literate population, ASCI has embarked on an exciting journey of reaching out to schools and colleges for vocational education. ASCI has introduced vocational courses in 977 schools of 15 states (Himachal Pradesh, Haryana, Punjab, Goa, Rajasthan, Mizoram, Maharashtra, Assam, Andhra Pradesh, Uttarakhand, Gujarat, Telangana, Odisha, Jammu & Kashmir, West Bengal and Chhattisgarh). Similarly, we have introduced Skill based Certificate, Diploma, Advance Diploma and B.Voc programs in colleges as per NSQF in the **53 colleges of various states of India.**

ASCI has done **MoU with 60 Agriculture, Veterinary & Fisheries Universities** and is making efforts to streamline their skill programs with that of NSQF. While ASCI has done training in **27 states and 3 Union Territories**, in order to accelerate its efforts of effective delivery of skill development services, ASCI is joining hands (MoUs) with various Governments, their Ministries/ Departments in 10 states. ASCI was one of the first SSCs to have realized importance of physical presence in the State towards effective facilitation and synergies with setting up 3 regional offices i.e. Chandigarh (Northern), Bangalore (Southern) & Patna (East) and two others are in the process of being set up at Guwahati & Pune.

Our engagement with Departments of Central Government has been enriching and slotted to yield synergistic high value outcomes. ASCI's collaboration with Department of Agriculture & Cooperation,

Department of Animal Husbandry & Dairy Development, ICAR is multi-faceted and multi-fold from areas of expertise, to human resource synergy, physical infrastructure optimization and to the areas of skill development value chain such as Training of Trainers etc. We have affiliated **172 KVKs, 12 DAC&FW & 9 DADF Centers**. Besides this we have affiliated 10 State Horticulture & Farm Mechanization training center.

Agriculture SSC has been recognized at various forums like:

1. Received “Best Sector Skill Council” Award by ASSOCHAM in March 2016
2. Recognized & awarded by IPJA for ASCI’s “Contribution in Poultry Sector under Skill India Movement” by India Poultry Journalists' Association in August 2016

3. Received “Best Sector Skill Council” Award by ASSOCHAM in August 2017
4. Recognized for “Capacity Building in Unorganized Sector” by Leaders Speak Global Education Summit in August 2017
5. Recognized at Aqua International Awards 2017 for “Best initiatives in Aquaculture” in October 2017
6. Recognized as “Best Training Facilitator in Organic Agriculture” at Organic Forum by ASSOCHAM in March 2018
7. Recognized as “Best Sector Skill Council” in 6th Skill Development Summit organized by Indian Education Summit in July 2018

8. Received “Indian Achiever's Award-Skill Development” organized by CSR Times in Aug 2018.
9. Recognized as “Best Sector Skill Council” ay ASSOCHAM in November 2018.



ASCI has been organizing one of the biggest TOTs in India from consecutively two years, accommodating more than 200 trainers on a single platform at BAU, Sabour. Till date Agriculture SSC has covered more than 100 Job Roles under TOT & ToMT.



Agriculture SSC recognized for Capacity Building & Skilling in Organic Agriculture in ASSOCHAM's Organic World Summit in March 2018.



ASCI participated in the Farmer Friendly Summit – “AgriVikas 2018”, the premier 2-day Agri-Entrepreneurship Conclave in which Shri Dharmendra Pradhan, Hon'ble Minister, MSDE Skill India inaugurated Agriculture Sector Skill Council Farm Mechanization Pavilion with Shri Giriraj Singh & Shri Gajendra Singh Shekhawat at Bhubaneswar, Odisha.



ASCI has been recognized as Best Sector Skill Council for 3rd consecutive year in November 2018. This award is in recognition of Agriculture Skill Council efforts that have supported the development of Standards, facilitated flagship Skill Development Programs, introduction of vocational courses at School, College and University level both in cities and in rural areas.

Priyanka Bali works with Agricultural Skill Council of India and can be reached at bali.priyanka@asci-india.com

International Conference on Emerging Trends & Innovations in School Sciences



An International conference on “**Emerging Trends and Innovations in School Sciences**” was held at regional institute of education, Bhopal (a constituent unit of NCERT, MHRD, and Govt. of India) February 6-8, 2019 to provide opportunities to major stakeholders of school education including the practicing teachers, researchers, policy makers, members of civil society, organization, parents, students, scientist and administrators to share their innovation, practices and current trends at global platform. Also to come out with a set of concrete suggestions/ recommendations which would serve as base for formulating plan for improving learning outcomes among school children in developed and developing countries. The conference was organized by RIE, Bhopal collaboration with Madhya Pradesh Council and Technology (MPCOST), Bhopal (M.P.) and Commonwealth Educational Media Center for Asia (CEMCA), New Delhi.

The major objectives of the conference, inter-alia, were:

1. To provide opportunities to science teachers/practitioners to share their innovation practices and researches in the field of science education at school level.
2. To promote excellence and innovations in current practices of science education at school level across the global.

3. To promote understanding about emerging trends in school science researches in developed as well as developing countries.
4. To encourage collaborative efforts to enhance the quality of science education across the globe.

As many as 250 delegates and participants, including teachers, students, administrations, members of society organization, research scholars, scientists across from the world have attended the seminar. Total no. of 15 invited speakers from different countries; Australia (02), Canada (01), Ohio (USA) (04), Nepal (01), Bangladesh (03), Sri Lanka (02), Michigan (USA) (01) and Sweden (01) have attended the conference.

Two keynote addresses on the topics: Challenges of science education in Contemporary World (by Prof. Sudhakar Agarkar, India) and Concerns of Science Education in 21st century (by Prof. Piyush Swami, University of Cincinnati, USA) were held on 6th and 7th February, 2019. Panel discussion on Inclusiveness in science education: Issues and Concerns, was held on 8th February, 2019. A total number of 78 oral and 28 poster papers were presented along with 16 lead talks by Invited Speakers pertaining to 7 themes and sub-themes under 17 technical sessions during 3 days.

The following major issues associated with school science education of the world in general and that of India in particular were discussed through paper presentations, brainstorming, focus group discussions, keynote addresses, level open house discussions, level talks, teachers workshop, exhibitions and panel discussions along seven themes:

- Theme 1** - Ancient Scientific Knowledge in Recent Perspectives
- Theme 2** - Knowledge – Skill Integration in School Sciences
- Theme 3** - Digital Media and Science Education
- Theme 4** - Nurturing Scientific Creativity
- Theme 5** - Emerging Trends in Curriculum and Assessment in Science Education
- Theme 6** - School Science for Sustainable Development
- Theme 7** - Professional Development of Science Teachers and Teachers Educators

Along with oral and paper presentation, a workshop on hands activities pertaining to school science was organized for practicing school teachers and was conducted by eminent science educationists from India and abroad. This workshop was conducted to provide opportunities to the school teachers to perform innovation/scientific activities and experiments pertaining to school sciences. Also this platform to the school teachers was provided to participate, reflect, question and share their views /experience on various dimensions of school sciences.

Many important ideas and suggestions were from the conference, some key recommendation ideas that emerged were related to increased use of ICT in science education, promotion of science process skills at early stage of schooling, innovation in teachers' training programme and science, technology and society connections.

Workshop on Finalisation of Quality Assurance Toolkit for Open and Distance Learning (ODL) Institutions



CEMCA is supporting eight higher education institutions in Commonwealth Asia to conduct research based projects using COL-CEMCA Higher Education Integrated Model. Under these projects CEMCA is addressing the quality assurance, one of the major component to enhance capacity of the higher education ODL institutions. In this regard CEMCA is designing and developing a Quality Assurance Toolkit for ODL Institutions in Commonwealth Asia. The quality Assurance Toolkit needed to be finalised in a workshop involving all the CEMCA partner institutions engaged in Integrated Higher Education Model. In this regard CEMCA organised a workshop on February 4-5, 2019 at e-Learning Centre, University of Hyderabad with the project partners for finalization and further testing the same in their respective institutions under the project.

Prof. Karunesh Saxena and Dr. Manas Ranjan Panigrahi drafted the toolkit. Dr. Panigrahi shared the background and purpose of the toolkit and workshop objectives. 24 participants from 12 higher education institutions of three countries participated in the workshop. The workshop was facilitated by Prof. Karunesh Saxena and Dr. Manas Ranjan Panigrahi. In the workshop inauguration, Prof. Bhushan Patwardhan,

Vice-chairman, University Grants Commission, Govt. of India launched the Mobile App of the e-learning centre of the University of Hyderabad and said the app would help students learn from anywhere. Learners will get access to all learning materials including CEMCA supported courses.

Inaugurating a two-day workshop, Prof. Bhushan Patwardhan said that emerging online technologies can have a disruptive effect and universities offering distance education programmes will need to gear up to meet the challenge. Prof. Patwardhan also said that the UGC constantly strives to create an enabling environment for universities to function smoothly. The UGC has been working on several policies that would change the way universities reach students. Universities would be able to reach more students using online technologies, he said. He also appreciated the effort of CEMCA-COL in this regard and requested CEMCA-COL to provide support to the UGC. Please see this video: <https://youtu.be/T3tQGtjyCo>

Presiding over the inaugural session, Vice-Chancellor, Prof. Appa Rao Podile said the university was extending all help to the E-Learning Centre and would like to see it emerge as a center of excellence and

national importance. The university was committed to providing quality education and the toolkit would help the university look inwards from time to time, he said.

Session started with Prof. Karunesh Saxena, presenting the draft quality assurance toolkit, which includes the following factors:

1. Leadership (Policy & Planning);
2. Programme/Course Design;
3. Courseware/Material Development;
4. Learner Support (Academic and Administrative);
5. Performance Evaluation;
6. Infrastructure (Technology Infrastructure Included);
7. Output and Outcome Quality;
8. Human Resources.

He also presented the quality indicators of each of these aspects and its implementation strategy including guidelines to interpret the analysis.

After the presentation, Prof. V S Prasad; Prof. Vunnam Venkaiah and Prof. Manjulika Srivastava reflected on how the framework could be further improved. Some of the valuable suggestions included the following:

- a. Mention ODL goals and expand them;
- b. Provide knowledge resources to justify the title of the toolkit;
- c. Elaborate on Objectives;
- d. Replace components with the "Performance Area";
- e. Define key words and elaborate accordingly;

Further, all the participants discussed and reflected on each and every factor along with the adequacy of indicators. The participants commonly agreed and suggested that three more factors be included in the toolkit i.e. Learners Admission & Enrolment; Research Innovation and Extension; Financial Management.

The session ended with the presentations from each group. All group members enthusiastically participated for finalising eight factors and their indicators. Besides this, each group prepared the indicators on the additional three factors too. Followed by the group work, participants finalised all the indicators and its scoring procedures along with the reporting strategy. Participants also finalised the

Quality Assurance Toolkit user manual and suggested the steps for implementation and reporting with annual/bi-annual institutional Quality plan. In the workshop, the partner institutions agreed that, they will implement the Final Quality Assurance Toolkit in a pilot mode and submit a report along with annual/bi-annual institutional Quality plan to CEMCA.

Community Radio Awareness Workshop held in Mizoram

An awareness workshop on Community Radio was held at Mizoram University (MZU) from 6th February to 8th February 2019. The workshop was organised by the Ministry of Information and broadcasting, Government of India in collaboration with Commonwealth Educational Media Centre for Asia, New Delhi, in partnership with the Department of Mass Communication, Mizoram University, Aizawl. There are currently 240 CR Stations in India and 7 more are in the pipeline in North-East. Community Radio is the type of radio that caters to the interests of the community in the local area. Broadcasting material that is popular among local audience has emerged as one of the most cost-effective and democratic forms of media that allows active participation of people in the process of development. The workshop facilitated to spread awareness among the masses and Non-Government Organisations (NGOs) about the advantages of the community radio that can be a major factor for the local community achieving great potential. Representatives from the NGOs in Assam, Meghalaya, Tripura and Mizoram along with academicians, students and CR experts attended this workshop. Mizoram University also had received a green signal for the Community Radio Station and it will soon be functional.

In the inauguration program
Dr V Ratnamala, Assistant Professor,



Department of Mass Communication, MZU gave the welcome address. Dr. Shahid Rasool, Director of Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi presented his opening remarks which was informative about how CEMCA was established to promote meaningful and effective use of media technologies for education and training leading to sustainable development. He also shared that 78 out of 248 radio stations in India were established with the support of CEMCA.

Mr. Prabhu Dutt Sharma Deputy Director, Community Radio Station (CRS) Cell, Ministry of Information & Broadcasting gave an inaugural speech on how a community Radio was administered by the Information & Broadcasting ministry along with its usefulness and the procedure for attainment of community radio license. Followed by this there were technical sessions by other renowned CR experts Dr. R. Sreedher and Mr. Khushwinder Singh who shared their extensive experience and knowledge about the sector.

Career Conclave for students from Government Schools, New Delhi

Aimed at providing knowledge regarding distinct career opportunities in varied fields to the Government School students of Delhi, a four day 'career conclave' was organised by the Directorate of Education, Delhi at Thyagaraj stadium from 28th to 31st January 2019. The event was inaugurated by Deputy Chief Minister & Education Minister, Shri Manish Sisodia. In his address he said, "To improve the standard of education, the Delhi government is not only focusing on classroom teaching but also looking at holistic development of the students. The Career Conclave is one such attempt to provide a platform to the students to explore various career options."

"I got to know about such careers that I had never heard before."

"I was made to play a fun game which told me what qualities I have and what kind of career would suit me better."

- Comments from students at CEMCA Stall in Career Conclave

The event commenced at 8:00 am and closed at 5:00 pm on all four days and witnessed a participation of about 32,000 students studying in class 12th. The conclave attracted participation of more than 70 organisations, setting up more than 100 stalls displaying informative banners about various careers to attract students. The participant organisations disseminated information regarding different fields like Technical, Educational, Vocational, Business, Entrepreneurship, Skill, etc. to the



students via friendly discussions, talks, videos, games etc. Pamphlets were also given to the students at each stall.

Commonwealth Educational Media for Asia (CEMCA) was invited by UNDP to participate in the event attracting a huge crowd of as many as 6000 students who were enlightened about careers through vocational education and training. CEMCA staff distributed pamphlets, played games, conducted friendly discussions and gave short lectures. A career counselling mobile app named 'Kaushal Mitra' designed by CEMCA itself was also field tested with more than 500 students taking John Holland's psychometric test to discover the kind of occupational personality they had.

One of the students, Deepak Yadav, while commenting on the benefits that this career counseling provided him said, "I got to know about such careers that I can choose after completing 12th, of which I had never heard before. I have reaped a lot of good by participating in this career conclave." Another student said, "I was made to play a fun game which told me what qualities I have and what kind of career would suit me better. Apart from this I also learned how I can become an Radio Jockey, which is my dream."



Ms. Sanjogita Mishra, Programme Officer CEMCA, while expressing joy for the good work done by her organisation in the career conclave said, "Young people long to talk to adults and interact with them about their career. They are not aware about their own strengths, weaknesses, preferences and personal attributes. As a result they might choose careers not suitable to their personalities. It is indeed CEMCA's pride that it has been able to directly reach 6000 youth counseling them through an innovative tool."

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- Sanjogita Mishra, PO, CEMCA

Documentary Film Making Workshop and Film Screening & Award Ceremony of CRVC 2019

Commonwealth Educational Media Centre for Asia (CEMCA) in collaboration with Department of Mass Communication and Journalism (DMCJ), Babasaheb Bhimrao Ambedkar University (BBAU), organised a two days' workshop on Documentary Film Making on March 5th and 6th, 2019 in BBAU Lucknow. Thirty two Students from all over India from Jammu to Kerala participated in this workshop. Some of these students were the winners of the 6th edition of Community Radio Video Challenge (CRVC), a short film making competition organized by CEMCA every year. Others were students of DMCJ, BBAU, Lucknow.

This year the theme for CRVC was "Community Radio for Climate Action". This competition was aimed at increasing the awareness of students about the role of Community Radios in bringing about Social Development. The 2 days' workshop was followed by Film Screening and Award Ceremony on March 7th 2019. Every year CRVC Award Ceremony is organized in New Delhi. This is the first year that it was conducted outside Delhi in Lucknow, in order to benefit the students outside the national capital.

The key resource person for the workshop was Mr. Matiur Rahman, a famous Science Film Maker who has won several awards for his innovative story telling. Mr. Matiur Rahman was assisted by Ms. Ritika, a winner of the 5th edition of CRVC. The workshop was completely practical where students were expected to create a 3 min Documentary Film by the end of March 6th 2019. The theme for the workshop is "Tunde Kababi" using which the students were asked to showcase the rich cultural heritage of Lucknow.

Prof. Govind Ji Pandey, Head, DMCJ, BBAU Lucknow extended a warm welcome to the participants and interacted with them, telling them about the theory of narratives. Speaking at the inaugural, Dr.



Shahid Rasool, Director, CEMCA shared valuable remarks on Documentary Film Making. He told the participants about the significance of "treatment" in a documentary film. He also lay emphasis on fully utilizing the visual medium in film making. Mr. Matiur Rahman enlightened the participants about the importance of thinking and planning before shooting.

The students were divided into 5 groups of 6-7 members. The groups were made in such a way that there was a homogenous mix of students from Kerala, Karnataka, Jammu, UP & Uttarakhand. The students from southern India had challenges in communicating in Hindi or English while those from northern India could not express well in English. Despite, great language barriers, the team communicated well and worked tirelessly for 2 days under the guidance of Dr. Rasool, Mr. Matiur Rehman and Ms. Ritika and produced 5 fantastic films in just 2 days. The workshop focused on how to visualize an idea and go about story telling. The best part of the workshop was the team spirit and commitment that it brought about amongst the participants.

The students went to different locations and did shooting for the film till late night of March 5th 2019. On March 6th 2019, Mr. Matiur Rahman reviewed their shots and explained the significance of shot division and cutaways. From the noon of March 6th until the morning of March 7th, 2019 the students worked on music, voice over and edited their films, until they got their outputs to a presentable shape, despite technical challenges of unavailability of good editing facility.

The film screening and award ceremony was held in the Auditorium of School of Environmental Sciences in BBAU Lucknow on 7th March 2019. This started

with the screening of the 5 films made as an output of workshop. This was followed by screening of the award winning films of CRVC.

At 3 pm on 7th March 2019, the Award Ceremony commenced. Honourable Vice Chancellor, BBAU, Prof. Sanjay Singh was kind enough to accept our invitation to be the Chief Guest. Mr. Ashutosh Shukla, Editor, Dainik Jagaran & Mr. Dileep Shukla, Head, News, AIR were guest of honours. Prof. Govind Ji Pandey expressed his gratitude towards CEMCA for the partnership extended for CRVC. Mr. Ashutosh Shukla & Dileep Shukla emphasized on having the right attitude and skill for finding employment while addressing the gathering of 85 students. The Vice Chancellor, Prof. Sanjay Singh was pleased to see a film produced by one of the groups in just 2 days. He invited more collaborations to improve learning and employability of the youth.

Dr. Rasool, Director, CEMCA expressed his heartfelt desire to "leave no one behind" in the race of development. He informed the gathering about CEMCA's objectives, vision and mission. CEMCA in its endeavour to promote "Learning for Sustainable Development" looks at Community Radio as an important medium and agent for Development and continues to support them for improving their sustainability in the country.

The prizes were distributed to the students who had travelled a long way to receive them. This was followed by a vote of thanks by Ms. Sanjogita Mishra, Programme Officer, Skills, CEMCA who was overseeing the proceedings of all the 3 days. The happy faces of the award winners and participants were captured in a photo session.

EMFCA 2018 – Award Ceremony

On 15th February 2019, CEMCA organized the first ever, Educational Media Festival for Commonwealth Asia (EMFCA) in collaboration with CIET, NCERT, CEC & UNESCO. This festival provides the much needed opportunity to the Commonwealth Asian educational media community to exchange knowledge and experiences, identify important trends, explore applications of open and distance learning in widening access, bridging the digital divide and advancing the social and economic development of communities and countries.

CEMCA invited entries from individuals and institutions from 7 Commonwealth Asian Countries namely: Bangladesh, Brunei, India, Malaysia, Pakistan Singapore and Sri Lanka in the following three categories:

- Educational TV Programmes & Documentaries
- Educational Platforms & Educational Mobile Apps
- Educational e-Content with Multimedia

An individual was allowed to send only one entry per category where as an institution could send a maximum of 3 entries per category. A total of 52 entries were received from all over India.

On Jan 8th & 9th 2019 CEMCA in collaboration with CIET, NCERT and CEC arranged a Jury meeting in CIET comprising of 7 members including the Chairman of the Jury – Prof. Ashok Ogra. Different criteria were applied for evaluation of entries received in various categories. The Jury previewed all entries and meticulously evaluated each entry and came up with the results. The jury meeting was facilitated by Programme Officers – Dr. Manas Ranjan Panigrahi & Sanjogita Mishra with assistance from Project Assistant – Ms. Anupriya Khare.



On Feb 15th 2019, a day-long event was organized by CEMCA in the Auditorium of UNESCO where students of media-communication from Amity University and Delhi Metropolitan Education (DME) along with their professors, eminent media and communication experts, prize winners and EMFCA participants gathered. The first half of the day saw demonstration of prize winning educational platforms and e-learning content and documentary films. These demonstrations were followed by detailed academic discussions between the producers and directors and the audience. It was heartening to see some pioneering, innovative models of bringing value to education using technology.

This was followed by a panel discussion on “Digital Learning for Development”, moderated by Dr. Manas Panigrahi, PO, CEMCA. The panelists Prof. Uma Kanjilal, Prof. Indu Kumar and Mr Sudheer KG, provided insights on the pros and cons of embracing technology for learning with details of latest trends in education technology.

The award ceremony commenced with a warm welcome address by Dr. Shahid

Rasool, Director, CEMCA. A brief about EMFCA 2018 was presented by Prof. Ashok Ogra, Chairman of the Jury. Prof. Indu Kumar addressed the gathering on behalf of Director CIET, NCERT. Mr. Nageshwar Nath, Joint Director (H/W) CEC informed the audience about CEC's various projects to make learning equitable while maintaining its quality. The Guest of Honour at the award ceremony was Mr. Ruben Banerjee, Editor, Outlook. He brought in a fresh perspective, as an outsider, to the art of education technology which was essentially the art of story-telling. The Chief Guest at the occasion was Dr. Nakul Parashar, Director, Vigyan Prasar who has a wide range of experiences as an entrepreneur, science communicator and organizational leader. He encouraged many of the science film makers who were attending the event by appreciating them for their efforts despite hardships in the profession of film making. He expressed his deep appreciation for CEMCA to have started EMFCA and urged CEMCA to continue this good initiative annually, to encourage educational film makers and education technologists.

Orientation Programme for CR Stations to promote Bamboo for Sustainable Development

A week long Training Program & Cluster Conclave was conducted from 4th to 8th Feb 2019, by Foundation for MSME Clusters (FMC) for Facilitating Agencies (FAs) for “Promoting MEPP in Bamboo Clusters” under the EU Switch Asia project titled “Promote Bamboo MSME Clusters for Sustainable Development”. A short title for this project is “Bamboo4SD”, where FMC is the lead partner and SIDBI, Copenhagen Business School and CEMCA are co-partners.

This training programme was taken as an opportunity to train the new Project Associate Dr. Reshma Vats who will be assisting Ms. Sanjogita Mishra, PO, CEMCA in the EU funded project aimed at creating 2,250 Bamboo entrepreneurs across 9 states of India. The last two days of the training programme were also used to provide orientation to Community Radio stations to participate in this project as centers of knowledge and information on dissemination in the Bamboo Clusters.

As a preparation for the orientation programme, a list of all CR Stations in the

9 states was prepared. Through email, “Expression of Interest” was sought from these CR Stations to participate in the Bamboo Project. The interested CR Stations who work with Bamboo workers and are located in Bamboo clusters were then invited for the orientation programme on 7th and 8th Feb 2019.

In the first session Ms. Sanjogita Mishra, Program Officer, CEMCA established CEMCA's role in the EU Project as a partner. She explained that CEMCA's responsibility was to create Audio-Visual content, dissemination platform along with IEC Material for Awareness and Advocacy of Bamboo. CEMCA shall also help in institutionalisation of skilling related to bamboo by introduction of certificates and also engage in international dissemination of the project deliverables and outcomes as and when required during the project tenure. CEMCA will engage and use community based media like radio and video programmes, develop mobile applications and IVR for effective outreach. CEMCA

will also build on its existing partnership with NSDC, state counterparts and their training partners and will ensure institutionalisation of the training modules and their innovative delivery systems for replication.

After this session seven representatives from seven Community Radio Stations gave a brief presentation about their respective Radio Stations and the innovative work that they are doing. These 7 community radio stations were from Odisha and Madhya Pradesh. These CR Stations also got an opportunity to network with the Technical Advisors & Facilitating Agencies and learnt a lot about the possibility of using Bamboo in constructions, furniture and lifestyle industry. This helped them understand the immense potential Bamboo has, to replace plastic, help the environment and bring about Sustainable Development. These CR Stations were also exposed to the TL2L model of CEMCA and were asked to submit proposals to CEMCA to be able to be engaged in this project.



Online Education: Empty Rhetoric or Scalable Solution?

By Mr. Ashish Mehta



After recording approximately seven percent growth in GDP over the past few years, India is now considered one of the most promising economies in the world. It is estimated that by 2022, 700 million Indians of working age will be seeking to earn a livelihood, of which only 200 million would be college graduates. In order to sustain and further facilitate the growth of the Indian economy, there is a dire need to improve the higher education system in the country. India's higher education system ranks the third largest in the world in terms of number of students. However, one of the biggest issues facing the higher education system is the central tenet that it revolves around. It focuses on examinations at every level as opposed to empowering students with skills that they can readily apply once they step into the workforce.

In 2009, the National Skill Development Corporation (NSDC) was formed to contribute towards skilling/up-skilling 30 percent of the targeted Indians who will be seeking gainful employment. Even though

the NSDC managed to train over one million youth in 2013-14, the scale at which skilling is required for the country, has not been met. A bulk of the skills-related trainings are instructor-led, and hence, the trainings are not standardized. This situation requires consolidation and scale, which can be achieved by utilizing Internet based solutions to reach remote areas.

The above stated issue could be resolved by developing highly interactive online skills based courses for a wide range of subjects (soft-skills such as communication, attitude, presentation, etc. and hard-skills such as languages, IT services, plumbing, carpentry, etc.) and rewarding the participants with a certificate on successful completion. The courses could be made available in multiple languages as part of the curriculum in vocational training institutions and also at public and private universities across India. The initiative is likely to be well received by the masses due to the fact that Internet usage in India is growing at over 30% every year and three-fourths of the population is below the age of 35. Such a trend is indicative of the fact that the internet could be used as a medium to deliver interactive online courses that could help the potential job seekers, particularly youth, with the skills required to gain employment.

Based on statistics from iResearch and Decebo, the edtech industry in China is expected to grow 20 percent annually until 2019, while a joint report released by Google and KPMG estimates that India's online education market will rise more

than 7 times to \$1.96 billion in the period between 2016-21. By 2020, the entire Asia-Pacific region is projected to represent 54 percent of the global edtech market, with India playing a prominent role.

SPOCs vs MOOCs

The rapid expansion of the edtech industry is leading to innovations in the delivery of online courses. The trend is moving from **Massive Open Online Courses (MOOCs)** to **Small Private Online Courses (SPOCs)**.

The Respiratory System
Organs of the Respiratory System
Activity: Identify the various organs of the respiratory system.
Word Help
Drag and drop the name of organs of the respiratory system in the space provided.
SPOC

LEARNING OBJECTIVES
In this topic, you will learn how to say the following in Hindi:
• names of some common items,
• some common words,
• numbers from 1 to 10, and
• commonly used and encountered phrases
MOOC

An experiment conducted by TrainingFirst, a global provider of customised e-learning and blended learning courses, showed that the participants who underwent an assessment after completing interactive online courses scored more than 40% higher than the participants who engaged in passive learning. Additionally, on an average, the completion rate of MOOCs is less than 10%, whereas, SPOCs boast a high completion rate of 80-100%, making them a preferred option. Therefore, building **periodic interactions in targeted** online courses not only leading to higher retention of the concepts, but also ensuring their completion.

Feature	SPOCs	MOOCs
Purpose	Targeted Audience	Generic for All
Delivery	Online and Blended Learning	Mostly Online
Interactivity	High	Low
Monitoring	Performance tracking; extensive user data	Limited Tracking
Department and Maintenance	Low cost; easily updated	High cost; dependency on the educator
Completion Rate	High (80-100%)	Low (Less than 10%)
Efectiveness	High	Low to Moderate

Ashish Mehta (MPA, Columbia University, USA and PGCSM, IIM Indore) is a technocrat and a social entrepreneur; who has worked in the education, technology and not-for-profit sectors in India and USA. Ashish is the founding General Secretary of Tagore Foundation and has been a member of the Policy Strategy Group for the UN World We Want 2015 and the Sub-working group on Youth Participation in Peacebuilding at United Nations. Presently, he leads a team of edtech innovators at TrainingFirst and can be reached at ashish@trainingfirst.org.

Community Radio Awareness Workshop held in Meghalaya, Shillong



An Awareness workshop on Community Radio was held at English & Foreign Languages University University from 26 th March to 28th March 2019. The workshop was organized by the Ministry of Information and broadcasting, Government of India in collaboration with Commonwealth Educational Media Centre for Asia, New Delhi and in partnership with the Department of Mass Communication, English and Foreign Languages University, Meghalaya, Shillong. The Awareness workshop facilitated to generate awareness and propagate and demystify the Community

Radio Policy and its processes. 30 NGO representatives from Assam, Nagaland, Meghalaya Tripura and Mizoram along with academicians, students and CR experts attended this workshop. Dr Shahid Rasool, Director of

Commonwealth educational media center for Asia, New Delhi presented an opening remark regarding the functions of the Commonwealth Educational Media Centre for Asia (CEMCA) and also about the ambitious scheme of Government of India to open 4000 CR Stations in India .He also shared that 78 out of 253 radio stations in India are supported by CEMCA and Government of India has decided to give 90% subsidy to the partners who wish to launch CR Stations in North East. Mr. Amit Dwivedi , PMU, Community Radio Station (CRS) Cell, Ministry of Information & Broadcasting explained and

demonstrated in the workshop application/ licence process and on how a Community Radio was administered by the ministry along with its usefulness. He further shared that already 7 CR Licenses have been issued in North East from which 3 are in Assam, 2 in Manipur, 1 in Tripura and 1 in Arunachal Pradesh. There were technical sessions by Renowned CR experts like Dr. R. Shreedhar and Mr. Khushwinder Singh from BECIL.

Dr. Ankuran Dutta, Former Station director Ma Gyan Tranga CR, Guwahati, Assam, Mr. Eroz Laishram, Diamond CR, Manipur, Ms. Debanjana Devbarman, David Super Star Bodal, Agartala and Mr. Bhasker Bhuyan Brahamputra CR, Dibrugarh, Assam shared their extensive experience and knowledge about the CR sector. They all provided an overview on basic principles of CRS, ownership, process of Capacity building, content generation, technology, management and sustainability measures of CR Station.

Indian Higher Education & ODL: Quality Concerns & Innovative Solutions

Reviewed by: Prof. Santosh Panda

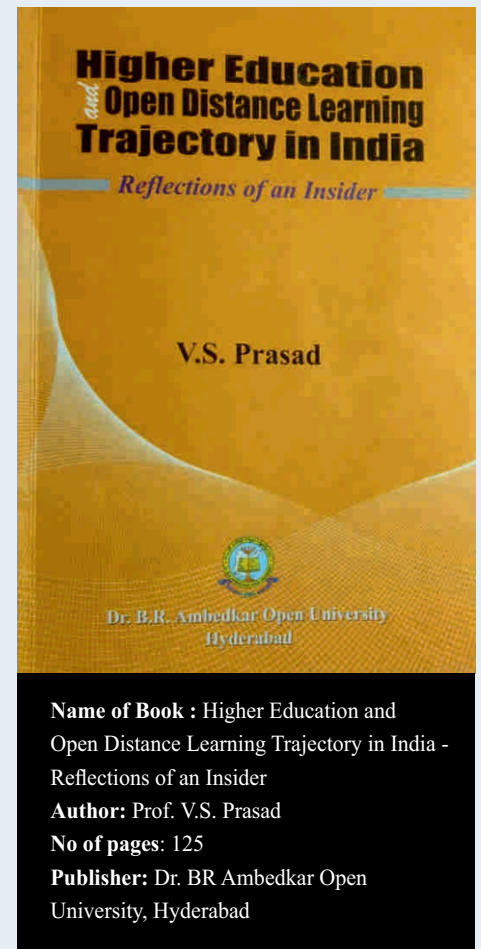


Though I could not devote much space to one of the dignified and scholarly distance educators from India in an earlier invited write-up (Panda, 2016) due to limited available space, it is now an honour to do an invited review of the latest reflections on higher education (HE) and open distance learning (ODL) by the insider Professor V. S. Prasad (VSP). Much appropriately, Prof Prasad dedicated his book of reflections to two founders and doyens of the OU system in India—Late Professor G. Ram Reddy, and Professor Ram G. Takwale. Added to this is another great work on reflections on HE and ODL by Late Professor Kulandai Swamy (Kulandai Swamy, 2002). While highlighting the current struggle of ODL 'with the crisis of credibility', the comments of the President and CEO of the Commonwealth of Learning (COL) Professor Asha S Kanwar in her 'Foreword' to the book "The essays highlight the potential of how ODL can help us achieve access, equity, quality

while at the same time reducing costs" truly justify the reflections by Prof Prasad.

Prof Prasad had a humble beginning in his career, rising to be a professor of public administration, and later as pro-vice chancellor and vice chancellor (acting) of Indira Gandhi National Open University, vice chancellor of Dr B. R. Ambedkar Open University, and director of National Assessment and Accreditation Council, India. In recognition of his outstanding contributions to quality assurance and ODL for human resource development, the Commonwealth of Learning had in 2004 conferred on him its prestigious award of Honorary Fellow. As an insider teacher and administrator of higher education and ODL, his systemic and operational experiences captured in this book are an interesting read.

Besides the Introduction, the book comprises 12 chapters, four each under sections of Higher Education, Open Distance Learning, and Quality Assurance. In the first section, while highlighting the concerns relating to limited and unequal access, low quality and excellence, privatization and commercialization of HE, dwindling public expenditure on education, and ineffective regulation and monitoring, the author remarks that the system of HE needs to be more pragmatic and should be a joint venture of both educationists and other stakeholders toward policy formulation and implementation. Leadership (right person at the right place) matters. And, the leadership needs to ensure 'social dharma'



and that students and teachers engage in, besides development of skills and competencies, more of public affairs; and that education needs to be 'inclusive'.

In the next section, the author has been very candid in respect of ODL which is progressing by number but regressing in quality and credibility. This is further compounded by commercialization and resource constraints. The author suggests 10 guiding principles with 20 core elements which can be contextualized by any ODL system in operation. Further, seven steps are proposed for the OU system to ensure access and equity with quality. The most significant observation relates to the need for a national ODL policy and a national and institutional ICT policy. As the author rightly points out,

collaborative decision-making and capacity building are keys to effective utilization of ICT for engaging student learning.

The final section with four chapters deals with the issue of quality assurance in HE and ODL. The author underlines that the Indian QA mechanisms need critical re-examination, and that multiple agencies may be created separately for universities and colleges. Quality concerns relate to 'motivated students, committed staff, good infrastructure and efficient governance systems'. Integration of OERs with the system of teaching-learning needs to be considered a priority. Though lot of good international practices exist, what is required is the actual implementation in-context by visionary and practical leadership. Mutual trust and understanding, and judicious mix of personal factors and contextual features are of utmost importance.

Prof. Prasad has been a pioneer of open educational resources (OER) in India and globally. True to his vision and commitment, he had declared his own book as an OER, which is much appreciated and which should inspire

others toward this significant consideration.

While going through and reviewing this collection of reflections by an old guard of ODL, I was enthralled by the contemporary scenario in the blended ODL and OLL comprising of overpowering of open sources, open educational resources, and social technologies and networks which promise immense autonomy flexibility and collaboration. But, the reality may not be as convincing and as committing at the start and progress of the OU system globally, especially in India. The contemporary juncture requires to connect together the old and the new, in finding an effective pathway of development and innovation (Panda & Garg, 2019). Much change lies ahead. The candid reflections by Prof Prasad may act as guiding light for the contemporary and future developments in HE and ODL in the country.

Undoubtedly, I will recommend this book to scholars, researchers and administrators of HE and ODL to read and engage with.

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Internships at CEMCA

This is targeted at young and early career scholars in India to receive quality work experience in application of educational technologies and understand issues related to international development agenda in Asian perspective. Internships are available for a maximum of six months.

Eligibility Requirements:

Academic Qualifications and Field of Interest:

1. They must be enrolled in a post

graduate degree program preferably in their final year in a university or equivalent institution, at the time of application.

2. Students should be undertaking studies in any discipline, but preference shall be given to students of Education, Mass Communication and related areas.
3. Applicants must have a good track record and recommended by their institution for the internship.

4. Excellent communication skill in English and to be able to work well in teams.

Interested candidates should send their application at any time during the year to Head (Administration & Finance), CEMCA, 7/8, Sarvpriya Vihar. New Delhi-110016.

Making Skilling Aspirational

By Ms. Sangita Rani Sethi

Australian Skill Development Pvt. Ltd. (ASD) has started a new Initiative and tradition of conducting convocation for all the trainees trained across all different domains under DDU-GKY on 9th March 2019 to make the learners feel special and to give them courage to dream like any other university graduate. This is a unique attempt to make “Skilling” aspirational. Total of 32 learners got felicitated by our chief guests. ASD believes that such ceremony will make learners feel at par with learners from college and they will value the skills and knowledge earned during the training more.

ASD celebrated the day with lots of fun, learners got a chance to show their talent through participating in different competitions. Approximately fifty learners participated in competitions like dancing, singing, acting, and fashion. All the competitions were aimed at celebrating the rich cultural heritage of India, such as, the fashion show was to showcase different cultural costumes in India whereas the singing and dancing competition were on folk songs and

dances of Odisha. Outstanding performers were awarded by ASD. This gave the learners an opportunity to reflect on their self-interests and strengths. They also worked as a team. Thus, it served as a tool for learning soft skills outside the rigid four walls of a classroom.

Vocational Training providers need to give all freedom to their trainers for making their learners learn new things through fun and activities. Only then the trainers can improve learning outcomes with perfect planning and cooperation.

ASD would like to suggest that all Vocational Training Providers may follow similar activities in the form of fests, competitions and recognition day to make their learners active and interested in learning. In a country where traditionally vocational careers have been looked down upon, as an alternate career path for the marginalized, we have to work doubly hard to bring in inclusivity and aspirations to the world of skill development, especially for the rural poor. This is one such event which allows the learners to dream big and aim high.



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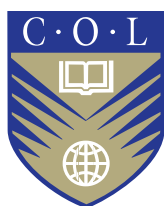
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9th Pan-Commonwealth Forum: Innovations for Quality Education and Lifelong Learning



Venue:

*BT Murrayfield Stadium,
Scotland*

Date:

9th-12th September 2019.

Important Dates:

<i>January 7, 2019 - April 15, 2019</i>	-	<i>Abstract Submission</i>
<i>January 14, 2019 - April 30, 2019</i>	-	<i>COL 2017-19 Excellence in Distance Education Awards Submission</i>
<i>February 15 - April 30, 2019</i>	-	<i>Travel Sponsorship Application</i>
<i>April 30, 2019</i>	-	<i>Notification of Abstract Acceptance</i>
<i>June 1, 2019</i>	-	<i>Deadline for Full Paper Submission</i>
<i>June 17 - July 12, 2019</i>	-	<i>PCF9 Online Forum</i>
<i>June 30, 2019</i>	-	<i>Notification of Full Paper Acceptance</i>
<i>July 15, 2019</i>	-	<i>Travel Sponsorship Applicants notified</i>

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