THE NEWSLETTER

COMMONWEALTH *of* LEARNING
Commonwealth Educational Media Centre for Asia

C·O·L

CEMCA

Editorial

21st Century began with a rise in online education. MOOCs were the innovation of the 21st century. But COVID-19 the Global Pandemic, was the big surprise of the Year 2020. Several Country Governments around the world had to close the educational institutions to contain the spread of the disease. 60.5% of worlds student population affected by school closure, 1.05 billion learners out of school and 109 countries affected by closure. (https://en.unesco.org/covid19/educationresponse/globalcoalition)

Education Institutions shifted to Distance Education and Online Learning. Many Organisations like Commonwealth of Learning (COL), UNESCO, World Bank, etc proposed Digital Learning Resources to Cope Up with Closure.

COL launched the International Partnership of Distance and Online Learning for COVID-19 to bring together institutions/ organisations committed to supporting learning at this time of crisis. COL released a new publication to assist stakeholders in using distance learning to minimise disruptions caused by the pandemic and help them build resilient education systems for the future. Guidelines on Distance Education during COVID-19 offer policy advice and practical tips on the use of distance-education (DE) methods, tools and appropriate technology. There is a rapid response for another initiative by COL "Keeping doors of learning open".

Commonwealth Countries in the region, are using technology to reach learners during the pandemic. Bangladesh Television (BTV), started broadcasting education television lessons for students for grades six to ten. Brunei changed its methods of

engagement with students where Teaching and Learning continued online, and remote instructions were provided to the students.

In India, learners continued learning through different Digital Government portals like The Diksha, e-Pathshala, SWAYAM, SWAYAM PRABHA and others. Malaysia launched TV Okey in April 2020 to deliver education television programs to all students, especially those without Internet access. Ministry of Education in Maldives' is holding classes through Radio Channels. In Pakistan, Universities are engaged in developing Online Courses. The Institutes of Higher Learning (IHLs) in Singapore, are offering short term programmes which lead to micro-credentials or certifications. Sri Lanka, Ministry of Education is enabling educators to embrace ICT tools and build IT competence, while efficiently engaging students in virtual classrooms.

CEMCA too remained fresh during the last few months by conducting Webinars, Online Capacity Building Workshops for faculties of Higher Education Institutions. The themes were; Development of MOOC Courses for ODL Learners, Technology to Reach and Teach the Learners, Academic Counsellors Training and others. Community Radio Stations shared their experiences and were supported by CEMCA in developing content.

Pandemic is still not over. It will have more impact on the education system than only the closures of Schools and Universities. But all of us must move forward. Hope you will find the Newsletter Interesting.

Madhu Parhar

Digitally Connecting While Socially Distancing: *the power of technology in the networked world*

By Prof. Karanam Pushpanadham

We are all experiencing many challenges of social distancing in the midst of the novel corona virus pandemic and adjusting to a new way of living. For the last several weeks, we have been physically distancing and strictly following the regulations of our government to combat this situation. According to the World Health Organization (WHO), distancing and isolating oneself from others is an extremely important and proven way of helping to stop and break the chain of virus. Social distancing is a measure designed to limit and restrict face-to-face interactions with other people. Therefore, the governments across the world had declared lockdown and as a result all schools, colleges and universities including the other business organizations were under shutdown.

Social distancing has been a completely novel experience to all of us as we have been conditioned for face-to-face daily interactions. People across the globe have started to embrace Information and Communication Technologies more than ever to overcome the challenges of physical distancing. Technologies to a great extent helped in virtually connecting each other and helped in engaging in work, self-entertain, learn, and keep oneself at pace with the developments around. Education sector is not an exception in this regard. Online-education, e-learning, MOOCs, OER, repositories, virtual tours, webinars etc., are being adapted by the majority of the educational institutions across the globe for meeting the educational needs of people of all ages school going children, University students to adult learners.

The Networked Society: The Power of Technology

Digital technology has increased the connectivity and social connections across the globe in the times of physical distancing**.** One could witness the fundamental change, which has invigorated the use of digital technology in social, cultural, economic, spiritual and educational spheres with more active human-machine interface. Affordable digital devices, expansion of internet access, national priority, international support and innovations all have helped in reaching the unreached. These developments will continue and accelerate as the usage of technology is matched with needs and it is gaining utmost importance in human life.

The emerging technological innovations have changed the landscape of learning for quality education and development—self and individualized learning, peer-to-peer networks, Cloud computing, Artificial Intelligence, sensor fusion, and unique identity systems have influenced educational landscape and contributing to quality education. Some of the potential utilities of digital media are:

- *ICT facilitates social/virtual interaction and empowers people*

ICT has the potential to connect people and maintain friendships across time and space. It enables to connect with like-minded or like-situated people across social, economic, cultural, political, religious and ideological boundaries, allowing for enhanced understanding.

- *Social media amplifies people voices and strengthens democracy*

Social media is helping to create digital communities and amplify the voice of people and their response to humanitarian

crisis. Social media has helped in a significant way during the Covid-19 social distancing by representing people needs, giving public instructions, updated information and even generating funds for social cause. Thus, digital media has been exercising social responsibility for the sustainable development.

- *Digital media has changed the workspaces, enhancing performance outcomes through enhancing flexibility for workstations, workers and employers*

Digital content and data with the help of modern communication technologies have opened up novel opportunities for where, when, how and by whom work gets done. This is changing the nature of the organizational employment relationship. Many jobs now can be done anywhere, at any time, facilitated by the availability of digital data, high speed internet, and better messaging, audio and video technology. During the COVID-19 lockdown, people are working from home, learning and getting entertained. This has also helped in work-life balance and performance enhancement.

- *Digital technologies contributing to enhance the 21st century skills*

ICT Literacy and competencies along with creative problem-solving and collaboration are among the most important in the world of work. Building ICT skills right from an early age provides opportunities to successfully navigate life, improve communication, collaboration, critical thinking and creativity, improve employability and participate in society – which can help make the world a better, more equal place.

Digital Learning: National and Global Players

Digital learning has been given utmost importance in the recent times. We have witnessed the emergence of several Edutech companies across the globe and millions of the students of all ages have opted for digital platforms for their learning. In India, we have around 3000 edutech companies operating in the digital landscape. Ministry of Human Resource Development, Government of India has focused on creating digital platforms and made them available for no cost.

- **Diksha** has more than 80000 e-Books for Class 12 created by Central Board of Secondary Education, National Council of Educational Research and Training and States or Union Territories which are available in multiple languages. The content can also be viewed through QR code on textbooks.

- **e-Pathshala** has deployed 1886 audios, 2000 videos, 696 e-books (e-Pubs) and 504 Flip Books for classes 1st to 12th in different languages. Mobile app is also available.

- **NROER** portal has a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages.

- **SWAYAM** is the national online education platform hosting 1900 courses covering both school (class IX to XII) and Higher Education (under graduate, post graduate programs) in all subjects including engineering, humanities and social sciences, law and management courses. A unique feature of SWAYAM is that, it is integrated with the conventional education. Credit transfers are possible for SWAYAM courses (maximum 20%).

- **Swayam Prabha** has 32 D2H TV channels transmitting educational contents on 24/7 basis. These channels are available for viewing all across the country using DD free Dish setup box and antenna. The channel schedule and other details are available in the portal. The channels cover both school education (class IX to XII) and Higher Education (under graduate, post graduate, engineering, out of school children, vocational courses and teacher training) in arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture.

Apart from these, the union government has allocated huge grants during the COVID time for launching dedicated television channels for education, community radio broadcasting and computer and internet facilities for all educational institutions across the country and across all levels of education.

Several private players in digital learning in India have announced their services free of charge. Bangalore based Byju's announced the free download of their learning resources. Globally, online learning platforms like Coursera (coursera.org) and edX (edx.org) are allowing students to take classes from top universities like Columbia University, Harvard, MIT and Yale. Commonwealth of Learning (COL) has compiled a selection of resources and tools as a first response to this crisis, as well as guidelines to use Open Educational Resources. The COL has also planned a

series of webinars related to online learning covering: taxonomy and anatomy of MOOCs, instructional design, technology options, quality assurance, learning analytics and ethics, and research on MOOCs. The international communities such as UNESCO, UNICEF, OECD, World Bank, British Council etc., are also mobilizing to provide digital resources to education systems from the national to the global level.

Antecedents of Digital Learning

Effective digital learning requires digital skills and self-confidence among the learners as well as the facilitators. In today's digital public space, equipping learners with the codes and tools of the technology, etiquettes and encouraging them to use online learning resources to enhance the quality of learning is the need of the hour. National governments across the globe have developed specific policies for the integration of ICT in education and focused on the development of infrastructure as well as the capacity building of the teachers in a strategic way. This policy priority and rapid action have been an historic event and never before has digital competence achieved such a status in curricula, neither nationally nor internationally.

The need for developing digital skills among the teachers and learners' is reflected in educational policy priorities. However, there is a wide gap between the potential of innovative digital technologies and the competencies of its users. This gap has to be minimized with the help of creating digital eco-system in which users participate daily in informal online culture that eventually fosters self-directed and individualized learning. Such opportunities can empower learners to get connected to larger learning communities, get access to rich learning resources that supports knowledge creation, utilization and collaboration with greater knowledge societies.

It can be observed that the digital practices in formal educational contexts as an alternative approach to teaching-learning process, especially during COVID lockdown time are less influential for students educational attainments. The students of this century are digital natives and they are experiencing the widening gap between their' out-of-school digital-life exposure and the digital learning experiences at school. This is creating a "digital dissonance" in which educators and learners are not able to utilize the power of technology integration, rather overlooking the diversity of learners' virtual experiences, by trying to fit one hat for all heads. Thus, online learning in the formal education contexts conflicts with the development of innovative pedagogic practices.

A Way Forward

For a system to operate effectively in an external environment of constant flux of change, it has to manage effectively the external as well as internal factors. Digital learning is in the midst of a dramatic and profound change. Institutional Leadership and vision are crucial in facing this stark reality of learning while distancing. We need to develop institution-based strategies that are more resilient to uncertainty and lead to transformation. The modern-day technological innovations can effectively activate intra and inter institutional networks to integrate the competencies for creating, delivering and capturing unique and differentiated educational experiences. In such learning eco-system, the goals of each institutional setting needs to be relevant and useful to other institutions in broader framework in order to sustain and develop shared value for accomplishing educational outcomes. Therefore, leaders in education sector must definitely navigate the polarities of diversity while simultaneously planning for the next wave of change.

For meeting future challenges such as improving student learning, productivity, developing civic leadership, enhancing multi-cultural understanding and achieving higher levels of educational attainment, all these necessitate greater integration between human-technology interface. Our challenges are no longer technical in nature but adaptive problems of how to lead when conditions are constantly changing, resources are scarce, expectations are high, crisis situation and options are limited. So, leadership matters.

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Capacity Building on Academic Counselling for ODL Learners

CEMCA supported two Capacity Building Programmes organised for Academic Counsellors of Netaji Subhas Open University (NSOU) and Uttarakhand Open University (UOU) on Academic Counselling for Open and Distance Learners. The Objective of both the workshops was to orient the academic counsellors to cope up with the teaching-learning situations in 21st Century. For NSOU the workshop was conducted at Durgapur Regional Centre, West Bengal, from 7-8 March 2020.There were 40 Academic Counsellors (35 Males and 05 Females) of NSOU who attended the workshop. Another Capacity Building programme for Academic Counsellors of Uttarakhand Open University, Haldwani was held from 11-13 February 2020. 52 Academic Counsellors (29 Males and 23 Females) participated in this programme. Academic Counsellors learnt various aspects of Counselling in Open Universities. Dr. Manas Ranjan Panigrahi from CEMCA and Dr. Abhilash Nayak from IGNOU were the facilitator of both the programmes.

Academic Counsellors Training at NSOU

Tutors Training at Bangladesh Open University

During COVID 19 lockdown period in India, CEMCA organised two online training workshops for Academic Counsellors of Vardaman Mahavir Open University (VMOU) Kota and for Krishna Kanta Handique State Open University (KKHSOU) Guwahati. Both the workshops was facilitated by Dr. Nisha Singh and Mr. Ashish Kumar Awadhiya. 45 Academic Counsellors of VMOU and 200 Academic Counsellors from KKHSOU were trained on pre-counselling, in-counselling and post-counselling techniques along with use of technology for ODL learners.

A two-day workshop was held in collaboration with Bangladesh Open University (BOU), Dhaka from 21–22 January 2020. The theme was "Impacting Education and Open Schooling through OER". Objective was to train Tutors of BOU, engaged in providing tutorials for learners of HSC and Education programmes (BEd/MEd). Prof. Sanat Kumar Ghosh from NSOU and Dr. Manas Ranjan Panigrahi from CEMCA facilitated the training programme. Thirty-one Faculties and Tutors (17 Males and 14 Females) attended the workshop. At the end of the workshop, University agreed on policy recommendations for BOU such as exchanging VET materials of the regional open universities to achieve the cost-effectiveness for the planned VET program.

Online Training at KKHSOU

MOOC and e-Content Development for better Learning Opportunities

Workshop on "Development of E-Content" and Facilitation for "Online Learning through Moodle LMS including Mobile App" was held at Guwahati. The Objective was to build capacity of faculty to design content through Moodle. Programme was conducted at National Institute of Rural Development and Panchayati Raj (NERC), Khanapara, Guwahati from 21- 23rd February 2020. It was participated by 23 Faculty members (10 males and 13 females) from different colleges and Universities of Assam. Groups developed their own e-course by applying four Quadrant approach. Mr. Ashutosh Taunk from Ahmadabad University facilitated the capacity building programme. Krishna Kanta Handiqui State Open University, Guwahati was the partner for this workshop.

E-Content Development Training at KKHSOU

E- Content Development Training at University of Hyderabad

A workshop was organised for faculty of University of Hyderabad (UoH) on "Designing and Developing a Blended Course using Moodle". The objective was to train UoH faculty on e-Content development and its implementation. Programme was held at the e-Learning Centre, University of Hyderabad from 30-31st January and 01st February 2020. Dr. Indira Koneru from ICFAI Business School, Hyderabad, facilitated the workshop. 18 Faculty members from different disciplines attended the workshop. Participants initiated creation of e-Content on Moodle.

CEMCA collaborated with Regional Institute of Education (RIE), Bhubaneswar, NCERT for an International Conference on Education in the 21st Century (ICE21C) organised by NCERT. CEMCA conducted a panel discussion on "Teachers Professional Development through Technology". A workshop on framework for e-Content development was also organised. The conference was from 21-23 February 2020. 125 conference delegates participated in Panel Discussion. Collaboration gave a wider platform for CEMCA's visibility. The conference was also contributed by UNICEF.

ICE21C at Bhubaneswar

A three-day Online capacity building programme was organised on "e-Content Development using OER and ICT" for Faculty of Tamil Nadu Open University. This was one of the activities of the project titled "Development and Implementation of OER at TNOU". Dr. Nisha Singh from IGNOU facilitated the online programme. 45 faculty members of the University participated and they were mentored through WhatsApp on all the three days and there after. Faculty learned Moodle, how to create educational videos, discussion forum and assignment questions and assessment.

E-Content Development at TNOU

MOOC Courses Development Training at YCMOU

A three-day Online staff development programme on "Development of MOOC Courses for ODL Learners" was organized for faculty of Yashwantrao Chavan Maharashtra Open University (YCMOU), Nasik on 11-13 May 2020.

The workshop was attended by 95 faculty members (55 males and 40 females) Prof. Madhu Parhar, Director - CEMCA, welcomed all the dignitaries and participants and talked about the need for online learning. She also focused on the analysis for developing online courses. Prof. E. Vayunandan, VC- YCMOU, in his address informed about the online counselling sessions already completed by the University and added that these online counselling sessions are going to replace physical counselling sessions in future due to the pandemic. He also stressed on the need for redefining online learning/counselling.

Prof.D.P. Singh, Chairman,UGC addressing at UOU Training

Capacity Building Programme at BAOU

Similar programme for the faculty of three OUs was also conducted. First was with Dr. Babasaheb Ambedkar Open University (BAOU) on 18-20 May 2020. Dr. Nisha Singh from IGNOU facilitated the training. Faculty created small videos using open source software. Faculty learnt how to upload the text in Moodle and the four Quadrants approach, of SWAYAM; the GOI platform. 130 Faculty members and Research Scholars from the University participated in the three-day programme. Faculty was mentored by the experts through asynchronous mode.

Five-day Online training programme from 21-25 May 2020 was conducted on "Covid-19: Technology to Reach and Teach the Learners". The programme was organised in collaboration with Uttarakhand Open University, Haldwani. During the Inaugural session. Dr. Manas Ranjan Panigrahi welcomed all the participants and dignitaries. Prof. D. P. Singh, Chairman UGC graced the inaugural session through his video message. Prof. OPS Negi, VC-UOU, Prof. Madhu Parhar, Prof. Durgesh Pant, addressed the participants. Mr. Ajith Kumar C,

Capacity Building Programme at UOU

Dr. Nisha Singh, Dr. Ashish Kumar Awadhiya from IGNOU and Prof. Mostafa Azad Kamal, BOU, Bangladesh were the experts. 108 Participants (Bangladesh: 41, India 40, Sri Lanka 27) attended this programme. Presentations were made online. Moodle and WhatsApp were used for as a synchronous support.

An Online Training Programme on "Inclusive Education: Best Practices" was conducted at NSOU. This programme was for 15 days (17-31 May 2020) comprising two Module i.e. Understanding Diversity & Inclusion and Pedagogy for Inclusive Education. The Training Programme was designed and implemented by Dr. Manas Ranjan Panigrahi, CEMCA. The training programme used synchronous and asynchronous tools. Four live sessions were conducted with the experts. The contents in different format (text, audio and video) were delivered through social media (WhatsApp). 230 teachers, teacher educators and pupil-teachers from India participated in the training to enhance the understanding of Inclusive education and its implementation.

Adoption and Implementation of OER Policy to Access the Learning Resources

CEMCA supported Yashwantrao Chavan Maharashtra Open University (YCMOU), Nasik, in the Development, Adoption and Implementation of Institutional Open Educational Resources (OER) Policy. Objective of the programme was to support University to develop OER Policy. Programme was held from 24-26 February 2020. Prof. Mostafa Azad Kamal from Bangladesh Open University and Dr. Manas Ranjan Panigrahi from CEMCA facilitated the workshop. 72 faculty members and academicians (43 males and 29 females) were present during the

Vice-Chancellor, YCMOU addressing at Institutional Policy Development Workshop

three-day workshop. Draft of OER policy and strategic plan for implementation of OER at YCMOU was developed. University has to finalise the Policy and approvals to be obtained from University's statutory authorities.

Online Training on OER at VMOU

Two capacity building workshops were conducted for the faculty of Vardaman Mahavir Open University (VMOU), Kota on 23-24 April 2020 and 29 April 2020. The themes were: "Online Training on Design and Development of OER Policy" and "Google Applications" respectively. Dr. G. Mythili and Ashish Kumar Awadhiya were the expert trainer for the workshops. All 22 Faculty members of the Open University attended both the programmes. All faculties and educational leaders of the Universities were engaged in drafting of institutional OER policy using COL-CEMCA Institutional OER policy template.

Life Skills MOOC through mooc4development

Life Skills MOOC Level 2

📅	**Course Start Date: February 25, 2020**
📅	**Course End Date: April 13, 2020**
⠿	**Learners Enrolled: 1,676**
✓	**Course Completion by Learners: 427**
฿	**Earned a Certificate: Competency: 212 and Participation: 215**

Status of Life Skills MOOC Level 2

An online interactive counselling was organized for the Life Skills MOOC Level 2 Participants on two topics viz. "Ethics in the Profession" and "Leadership in Crisis". More than 330 participants attended and interacted live with the instructors from University of Hyderabad and Osmania University on implementation of various skills, particularly in the pandemic crisis.

Skills: Technical Vocational Skill Development

Enterprise Development Training for Tribal Women was held at Sonbhadra District of Uttar Pradesh, India. Training has been done in two batches. Batch One was from 16-21 January 2020 and Batch Two was from 5-10 February 2020. The main objective of the training was to orient the women, build their knowledge and skills for setting up business. 200 Tribal Women have been trained in two batches. Women expressed their happiness and showed interest in creating the business plan and presenting the same to the Banks. CEMCA partnered with Guiding Souls Trust, New Delhi for this training.

Training of Tribal Women on Enterprise Development

Curriculum Development for Disaster Preparedness

Curriculum and Course Development Workshop for the Project: 'Disaster Preparedness through Community of Practice (CoP) was held at Andhra University, Visakhapatnam, India. The Project aims to create awareness on disaster management and disaster preparedness through CoP. The workshop was held from 25-26 February 2020. Titles of 12 modules related to Disaster Preparedness were finalised. 10 subject experts discussed the content of modules on Disaster Preparedness.

A meeting on Content Creation for the Project: "Soft Skill Training to Strengthen Police Performance" was held in Trichy. The objective of the meeting was to introduce the content writers to the project and give guidelines to carry out the training. The meeting was from 27-28 February 2020. Titles of Five Modules were finalised. Syllabus, format of the course material and the pre-test and post-test tools were also designed.

Content Creation on Soft Skill Training of Police

Skills: Community Media

CEMCA is collaborating with European Union in a Project: "Bamboo for Sustainable Development". CEMCA is a contributor in this project and developing Technical Modules. 13 video scripts were discussed with Foundation of MSME Cluster during January to March 2020 in New Delhi. 15 Audio programmes have been recorded in Assamese and Bengali language. 6 scripts in Odia language have been given to Technical Assistants for their comments. Scripts for Technical Videos and programmes for Community Radio are being finalised.

Bamboo for Sustainable Development

Webinar on CORONA Diary

Community Radio Video Challenge (CRVC) was organised in collaboration with UNESCO, New Delhi. Objective of this activity was to select winners of the CRVC. Activity was held in New Delhi on 18 February 2020 at UNESCO, House New Delhi. 25 videos were reviewed by a panel of six experts. Awardees were selected. Due to the Lock Down, Award function was cancelled.

Community Radio (CR) Awareness Workshop was organised at Dimapur, Nagaland from 11-13 February 2020. Objective was to aware the participants on how to establish Community Radios. The workshop was supported by Ministry of Information and Broadcasting, GoI. 48 participants from 30 NGOs of Nagaland and Manipur participated in the three-day workshop. 14 NGOs from the two North East States of India expressed the interest to apply for CR Licence.

MIB-CRS Training in Nagaland

Webinar on CORONA Diary

Audio Programmes developed by CEMCA were shared with 289 functional Community Radio Stations. CRS were requested to broadcast these programmes during the current situation of pandemic COVID-19. The programmes were: Meri Prerana Mera Hunar and Automobile Service Technician. Few CRS in India broadcasted programmes and informed that they were liked by the Community.

COMMONWEALTH *of* LEARNING
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Webinars and Seminars conducted during COVID-19

Two Webinars under the Integrated Higher Education Initiatives of CEMCA were held. The themes were "E-content design based on Outcome-based Learning" in April 2020 by Dr. Shyamal Kumar Das Mandal, Indian Institute of Technology, Kharagpur, India; and "Design Principles and Emerging Technologies for E-content Design" by Dr. Kaushal Kumar Bhagat, Indian Institute of Technology, Kharagpur, India. In total 450 participants attended both the webinars.

Online Conference on "Teaching-Learning in the Time of Pandemic: Role of Online Learning" was organised in collaboration with Krishna Kanta Handiqui State Open University (KKHSOU),

Online Conference at KKHSOU

Guwahati on 21-22 April 2020. Prof. Asha Kanwar, President & CEO of COL delivered the Keynote address. 350 Participants from Asian countries interacted with brief presentations on the theme of the conference.

E-Content Design based on outcome-based learning

Seven Webinars on Community Radio (CR) Corona Diary were conducted with 40 different Community Radio Stations (CRS) from 7th till 26th May 2020. During these Webinars, CRS shared their experiences and how they are supporting the community to cope up with COVID-19. Dr. D. P. Singh, Radio Kamalvani; Mr. Swadesh Samaiya, Chanderi ki Awaaz; Mr. N. A. Shah Ansari, Radio Namaskar; Ms. Seema Srivastava & Mr. M. H. F. Beg, Voice of Azamgarh; Mr. Mukesh, Ratnavani CR; Ms. Gayathri, Kadal Osai CR; Bhaskar Bhuyan Brahmaputra CR; Ms. Debanjana Deb Barman, Friends CR; Mr. Ravi Ayyagiri and Mr. S. V. S. Prasant, IGNOU;

Ms. Shaheena Khan, Manav Rachna University; Ms. Archana Kapoor, Radio Mewat; and Ms. Pooja Murada, S. M. Sehgal Foundation, Haryana were the presenter for the webinars.

An Online seminar was organised on "Cyber Security in Online Learning" on 6th May 2020. Dr. Pavan Duggal, Chairman International Commission on Cyber Security Law was the speaker. 100 Participants attended the seminar and interacted with the speaker. Seminar was live on CEMCA YouTube and more then 200 individuals accessed the seminar during that time.

Videos are an important component of GOIs Swayam Platform. A one-hour online training programme was held on 21 May 2020 on "How to develop Video Contents using Mobile Phones". Mr. Vijay Jodha, Renowned Filmmaker, New Delhi was the trainer.
100 participants from various Open Universities and other formal Institutes participated in the training.

Dr. Pavan Duggal Presenting seminar on Cyber Security

Life Skills MOOC for Engineers: A Status

By Dr Manas Ranjan Panigrahi

Life Skills-MOOC for Engineers was initiated by CEMCA partnered with University of Hyderabad and Osmania University, India. The MOOC is powered by mooKIT from the Indian Institute of Technology, Kanpur. It is an initiative by CEMCA that specifically focuses on equipping the youth with a critical outlook and creativity. Although the title of the course might suggest that it is exclusively for engineers, but it is open to people from all sectors. Reports on the first session of the course confirm that it attracts people from a wide spectrum. The course is offered at two levels, L1 and L2, which are the Beginner and Advanced Levels respectively. The duration of the course is around 3 months with both the levels spanning around 6 weeks. The aim of designing the MOOC was to create an easily accessible, self-paced platform for the prospective engineers/professionals to learn and assess course content and have a user-friendly evaluation system. It helps the learners to engage in discussion and share course content with peer groups and consult experts with the help of the digital platform. The following is the link to last year's registration portal- https://www.mooc4dev.org/ .

The first phase of Life Skills MOOC for Engineers was offered in 2018. Level 1 was open from 15/05/2018 and was available till 28/06/2018; Level 2 was open from 06/11/2018 and was available till 20/12/2018. The second phase of **Life Skills MOOC for Engineers** started in 2020. Level 1 was open to learners from 01/01/2020 until 12/02/2020; Level 2 was open for learners from 25/02/2020 and is continuing.

Course Development and Offering Team

Dr. Manas Ranjan Panigrahi, Senior Programme Officer, CEMCA

Prof. I Ramabrahmam, Department of Political Science, University of Hyderabad

Prof. C. Murali Krishna, Department of English, Osmania University

Prof. Sunitha Mishra, Centre for English Language Studies, University of Hyderabad

Dr. Padmaja, Centre for Health Psychology, University of Hyderabad

Mr. Attaluri Viswanath, Industry Expert, Chief Southern Region, PTC India Limited, Hyderabad

The following graphs represent some vital information about Life Skills MOOC for Engineers. It will help in understanding several factors such as the number of learners, gender divisions, their educational background etc.
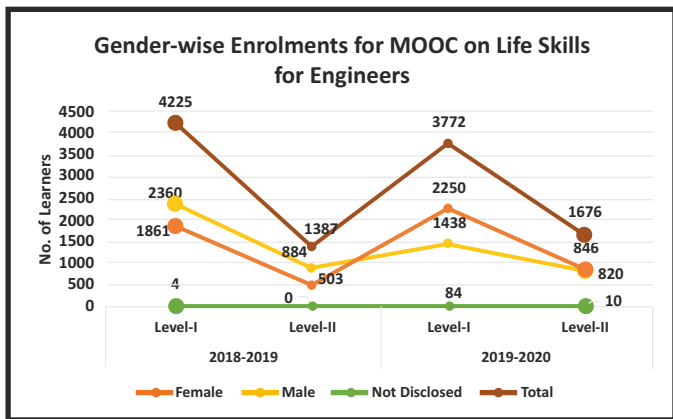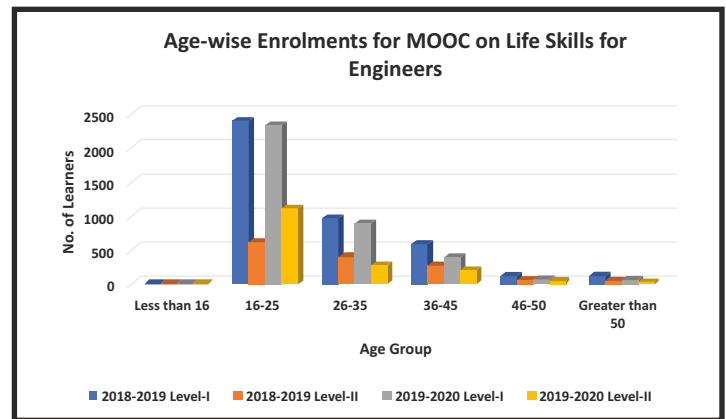
Enrolments for MOOC on Life Skills for Engineers
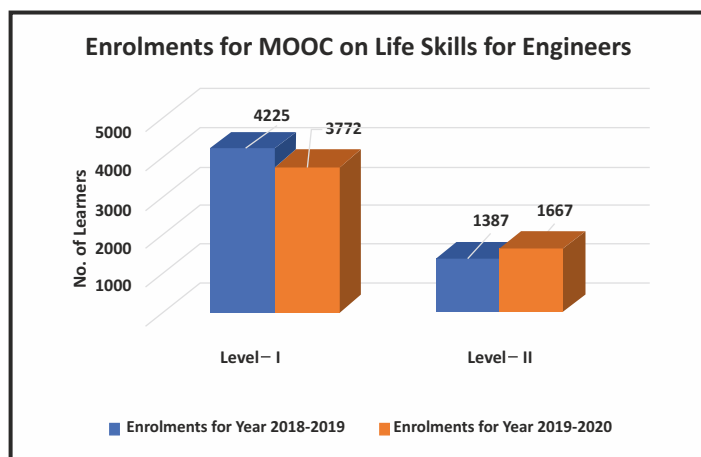
Number of Countries that participated in MOOC on Life Skills for Engineers
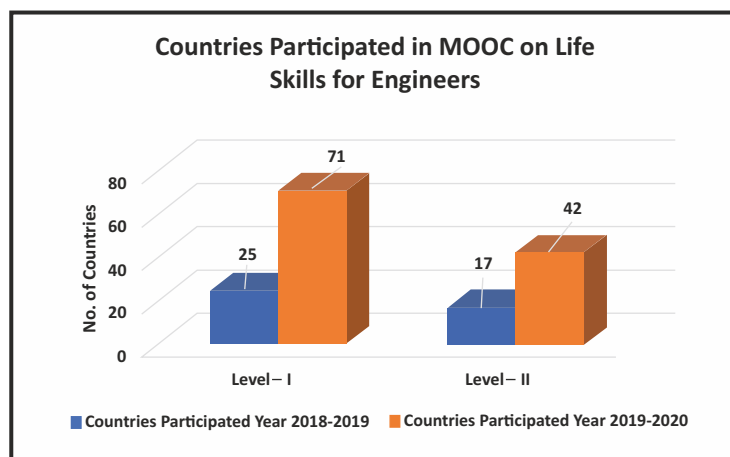
Gender-wise Enrolments for MOOC on Life Skills for Engineers

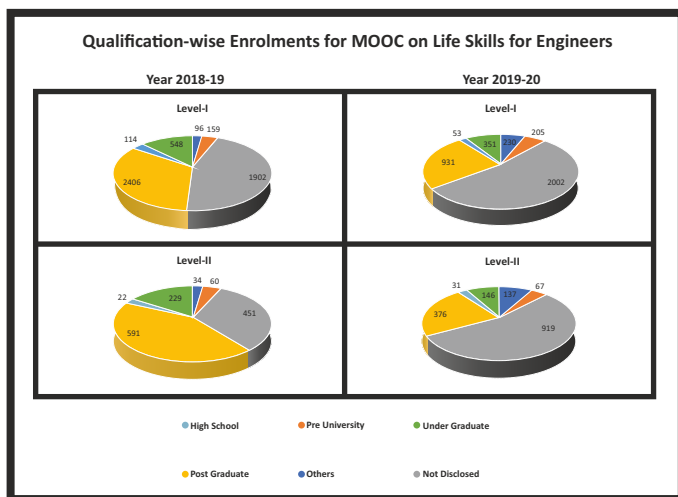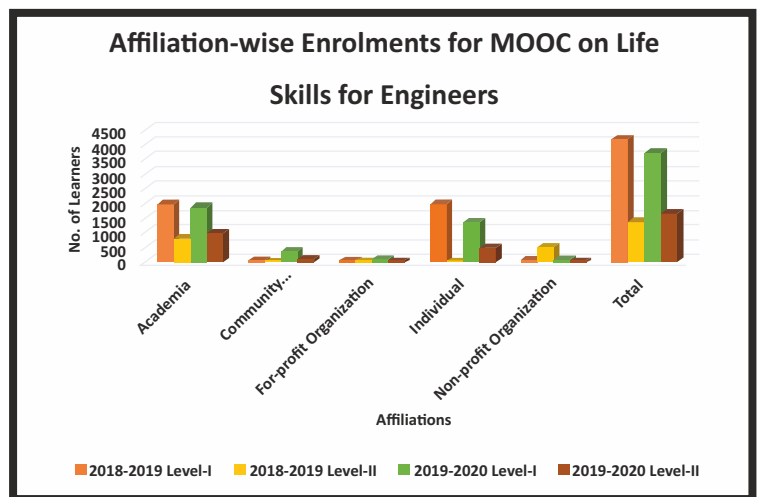**Gender-wise Enrolments for MOOC on Life Skills for Engineers**

Age-wise Enrolments for MOOC on Life Skills for Engineers

Age-wise Enrolments for MOOC on Life Skills for Engineers

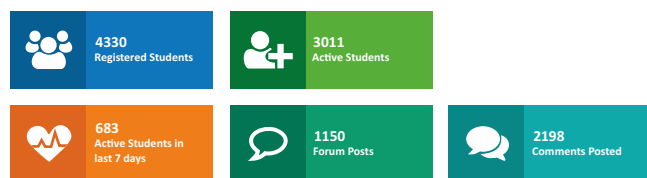## Qualification-wise Enrolments for MOOC on Life Skills for Engineers

Qualification-wise Enrolments for MOOC on Life Skills for Engineers

Affiliation-wise Enrolments for MOOC on Life Skills for Engineers

Affiliation-wise Enrolments for MOOC on Life Skills for Engineers

Learners Actively Participated in MOOC on Life Skills for Engineers

Level -I (2018-19)

- **4330** Registered Students
- **3011** Active Students
- **683** Active Students in last 7 days
- **1150** Forum Posts
- **2198** Comments Posted

Level-II (2018-19)

- **1418** Registered Students
- **987** Active Students
- **620** Forum Posts
- **805** Comments Posted

Level-I (2019-20)

- **3772** Registered Students
- **2185** Active Students
- **40** Active Students in last 7 days
- **996** Forum Posts
- **2618** Comments Posted

Level-II (2019-20)

- **1676** Registered Students
- **1090** Active Students
- **701** Active Students in last 7 days
- **252** Forum Posts
- **764** Comments Posted

Achievements of Life Skills MOOC

Years and Levels	2018-2019		2019-2020	
	Level 1	Level 2	Level 1	Level 2
Total Participants Registered	4225	1387	3772	1676
Number of Active Participants	3011	987	2185	1090
Number of Certificates Issued	633	501	732	427

Conclusion

The status on the MOOC clearly suggests ample opportunities in this course for the students, academicians and professionals across different age groups, sectors and regions. The advantages of such a course extend beyond the realm of skill training. It has proved very helpful to learners in its initial implementation; with further improvements, the course can reach out and benefit even more individuals. With more than 12 million work-ready youth emerging each year in India and many across the globe, it is essential to train and guide them with the necessary life skills.

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