

CEMCA




Annual Report 2021-22


Commonwealth Educational
Media Centre for Asia
New Delhi, India

CEMCA Footprints



 Bangladesh

 Brunei Darussalam

 India

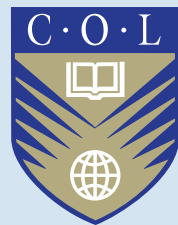
 Malaysia

 Maldives

 Pakistan

 Singapore

 Sri Lanka



CEMCA

Annual Report

July 2021-June 2022

Commonwealth of Learning

The Commonwealth of Learning (COL) was created by Commonwealth Heads of Governments during their meeting held in Vancouver, Canada, in 1987. The organisation was established to promote distance learning and use of Information and Communication Technologies (ICTs) and to strengthen cooperation in education among the Member States of the Commonwealth.

Commonwealth Educational Media Centre for Asia (CEMCA) was established by COL in 1994 to respond to the needs expressed by the Commonwealth countries of the Asian region for more effective utilisation of educational media resources for Distance Education. The COL and the Government of India (GoI) signed the Host Country Agreement on 31 August 1998. CEMCA was notified as a diplomatic mission under the United Nations (Privileges and Immunities) Act, 1947 by the GoI.

For details visit: www.col.org

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Contents

Commonwealth of Learning	
Acronyms	4
Executive Summary	6
1. Introduction	8
1.1 CEMCA	8
1.2 COL Strategic Plan 2021-27: Learning for Sustainable Development	9
1.3 CEMCA Strategic Plan 2021-27	10
2. Targets and Achievements (July 2021-June 2022)	11
2.1 Achievements	11
3. Core Programmes (July 2021-June 2022)	12
3.1 Education	12
3.1.1 OER for Development	13
3.1.2 Online and Blended Learning	14
3.1.3 MOOCs for Development	16
3.2 Skills	17
3.2.1 Skill Development for Livelihood Enhancement	17
3.2.2 Capacity Building Programmes for Vocational Trainers	21
3.2.3 COL-CEMCA Courses and Resources	21
3.3 Community Media	22
4. Publications	24
5. CEMCA Awards	26
6. Externally Funded Activities	27
6.1 Ministry of Ayush, Government of India	27
6.2 UNESCO, New Delhi	27
7. Budget and Expenditure	28
7.1 Income and Expenditure – Core Activities	28
7.2 Income & Expenditure – Externally Funded Activities (2021-22)	29
8. Workshops, Events, and Meetings (2021-22)	30
9. Advisory Council	40
10. Collaborators and Partners	42
11. Press Releases	44



Acronyms

AC4ODL	Academic Counselling for ODL Learners
APITA	Andhra Pradesh Information Technology Academy
ASHA	Accredited Social Health Activist
AV	Audio Visual
BAOU	Dr Babasaheb Ambedkar Open University, Ahmedabad, Gujarat, India
BOU	Bangladesh Open University
BRAOU	Dr B.R. Ambedkar Open University, Hyderabad, Telangana, India
CC	Creative Commons
CEMCA	Commonwealth Educational Media Centre for Asia
CGSC	Capital Goods Skill Council
CIQA	Centre for Internal Quality Assurance
COL	Commonwealth of Learning
CR	Community Radio
CRS	Community Radio Stations
CRVC	Community Radio Video Challenge
CSC	Common Service Centre
CYP	Common Yoga Protocol
DDE	Directorate of Distance Education
DST-Gol	Department of Science and Technology, Government of India
DWCD	Department of Women and Child Development
DWSSC	Domestic Workers Sector Skill Council
EV	Electric Vehicle
FY	Financial Year
GMRVF	GMR Varalakshmi Foundation
ICT	Information and Communication Technology
IDB	Industrial Development Board
IGNOU	Indira Gandhi National Open University
IIT-K	Indian Institute of Technology, Kanpur
INBAR	International Bamboo and Rattan Organisation
IPSC	Indian Plumbing Skills Council
KISS	Kalinga Institute of Social Sciences

KSOU	Karnataka State Open University
KVIC	Khadi and Village Industries Commission
MGCU	Mahatma Gandhi Central University
M&E	Monitoring and Evaluation
MOA-Goi	Ministry of Ayush, Government of India
MOOC	Massive Open Online Course
MPBOU	Madhya Pradesh Bhoj (Open) University
MSME	Micro, Small & Medium Enterprises
NAAC	National Assessment and Accreditation Council
NCR	National Capital Region
NCT	National Capital Territory
NLUD	National Law University Delhi
NSOU	Netaji Subhas Open University
ODL	Open and Distance Learning
OER	Open Educational Resources
PCAST	Puchalapalli Chinnamma Arogya Sadanam Trust
PSSC	Power Sector Skill Council
PwD	Persons with Disabilities
RAC	Refrigeration and Air Conditioning
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goal
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
TEL	Technology-enabled Learning
ToT	Training of Trainers
TVEC	Tertiary and Vocational Education Commission
TVET	Technical and Vocational Education and Training
TVSD	Technical and Vocational Skill Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOU	Uttarakhand Open University
WYSD	World Youth Skills Day

Executive Summary

The Commonwealth of Learning (COL) was established by the Commonwealth Heads of Government in 1987 as the foremost agency to promote ‘Learning for Sustainable Development’ in Commonwealth countries. The organisation supports efforts to provide Commonwealth citizens with greater access to quality education and training through open, distance and technology-enabled learning, thereby enabling them to benefit from improved livelihoods, greater gender equity and overall economic, social and cultural development.

As per its Strategic Plan 2021-27, COL is working primarily in two sectors: Education and Skills with the addition of Gender Equality and TEL as cross-cutting initiatives. The current plan period is marked with greater focus on innovation, inclusion and measuring impact. It aims to achieve impact through three pathways of change, i. e., Building National Resilience, Strengthening Institutions and Improving Lives and Livelihoods.

As COL’s regional centre for Asia, Commonwealth Educational Media Centre for Asia (CEMCA)’s activities revolve around COL Strategic Plan 2021-27. At the same time, CEMCA retains its regional focus, keeping in view the challenges and requirements of Asian Commonwealth countries. It envisages catering to the education and training needs of people and institutions across Commonwealth Asia and reaches out to learners with quality educational resources and training, using all forms of educational technologies.

In 2021-22, CEMCA focused mainly on:

- Collaborating with Commonwealth governments and institutions to develop

national and institutional ODL and OER policies to significantly improve the quality of educational and skills/training systems.

- Supporting higher education and teachers’ training institutions to improve their staff/faculty member’s knowledge and skills to develop and offer quality Open and Distance Learning (ODL) and online/blended courses. It enhances institutional effectiveness and increases access to quality learning opportunities for marginalised communities.
- Supporting open and distance education institutions to create Open Educational Resources (OER) with appropriate open licensing, and encourage their use in teaching and learning.
- Supporting institutions and learners in enhancing skills and capacity through increased access to quality training, and improving the livelihoods of marginalised people, including women and PWDs.

Overall, in 2021-22, CEMCA trained 13,988 institutional staff; helped 22 educational institutions in developing institutional policies/strategies; and developed and improved nine courses and 23 multi-media resources. In addition, CEMCA offered gender-responsive learning opportunities to 37,073 persons to promote equity in access to education and training; mentored and suitably placed 373 youth in jobs; and sensitised 2696 community members through community media and skills training.

As the constraints imposed due to COVID-19 pandemic were largely relaxed in 2021-22, CEMCA was able to hold a number of in-person

trainings and workshops in addition to the online ones.

In the education sector, CEMCA activities centred around adoption and adaptation of policies and practices to leverage ODL/Online and Blended Learning and OER in higher education, and capacity building for better teaching and learning using the ODL and blended learning approach. The activities mainly focused on OER for development, online and blended learning, and MOOC for development.

CEMCA's major achievements in the education sector in 2021-22 include supporting 22 educational institutions along with City University, Bangladesh, in developing and adopting their institutional OER policies. It provided hands-on training to their teaching staff in using the necessary tools for sourcing, creating, remixing, and contextualising OER as per their requirements and attaching appropriate open licenses to them. CEMCA also designed two-week online courses for SWAYAM, and implemented the Digital Forensics and Introduction to Statistical Analysis courses with the help of its partner educational institutions.

In the Skills sector, CEMCA is supporting governments, institutions and learners by facilitating increased access to quality skills training. It is building the capacity of marginalised people, including women and Persons with Disabilities (PwDs) to ensure better livelihood opportunities to them. Keeping in view the priorities of stakeholders in the Skills sector, in 2021-22, CEMCA focused on capacity building for vocational trainers; skill development for livelihood enhancement; and developing courses and multi-media resources for training.

CEMCA organised skilling and up-skilling programmes in Bangladesh, Brunei Darussalam, Malaysia and Sri Lanka using multi-media resources. It also extended support to various Sector Skill Councils in India, such as the Domestic Workers Sector Skill Council (DWSSC), Power Sector Skill Council (PSSC), Indian

Plumbing Skills Council (IPSC), and the Khadi and Village Industries Commission (KVIC) in converting their text content into multi-media resources to train the trainers.

Under its Community Media initiative, CEMCA organised the 9th Community Radio Video Challenge 2022 (CRVC 2022) in partnership with UNESCO Delhi, India. Out of the entries submitted by students, 29 were shortlisted for review by an eminent panel of jury, who selected eight awardees and one Certificate of Special Mention. It also held a workshop on 'Documentary and Film-making' for 26 students from various Indian institutions and Universities to help them learn the art of film making.

During 2021-22, CEMCA was engaged once again by the Ministry of Ayush, Government of India (MoA-Gol) to organise and coordinate activities related to the Yoga Campaign, particularly with Community Radio Broadcasters, and promote the Common Yoga Protocol (CYP) course through Community Radio Stations (CRS). It also collaborated to develop a series of ten short educational life science audio programmes in podcast format – Atpate Vigyaan ki Chatpati Charchayein (Science Concepts through Storytelling), which were broadcast by CRS in 2021-22.

In 2021-22, CEMCA brought out nine publications, which include policy document, research study, edited books, evaluation research, baseline study, project report and case study.

CEMCA has also instituted an award to encourage women's participation in graduate/post-graduate courses in media and ICT through ODL. This year, Ms. Aishwarya Lakshmi, a Master's in Computer Application student in the Indira Gandhi National Open University, New Delhi, India, and Ms. M. Nivetha, a Bachelor's in Computer Application student in the Tamil Nadu Open University, Tamil Nadu, India, received CEMCA awards for best performers in media and ICT related academic programmes.

1. Introduction

The Commonwealth of Learning (COL) was established in 1987 by Commonwealth Heads of Government “... to create and widen access to opportunities for learning, making use of the potential offered by distance education and by the application of communication technologies to education.” (Memorandum of Understanding on the Commonwealth of Learning).

COL is an enabler, capacity-builder and catalyst for collaboration within the Commonwealth and beyond. It supports efforts to provide Commonwealth citizens with greater access to quality education and training through open, distance and technology-enabled learning, thereby allowing them to benefit from improved livelihoods, greater gender equity and overall economic, social and cultural development. As the foremost agency that promotes ‘Learning for Sustainable Development’, COL is committed to promoting equitable access to quality lifelong learning for all – believing, in effect, that access to learning

opportunities will lead to progress in achieving sustainable development.

1.1 CEMCA

COL established the Commonwealth Educational Media Centre for Asia (CEMCA) in 1994 in response to the needs expressed by the Commonwealth countries of the Asian region for more effective use of educational media resources in distance education. Under a host country agreement signed between COL and the Government of India (GoI) in 1998, CEMCA has its headquarters in New Delhi, India.

The GoI notified CEMCA as a diplomatic mission under Section 3 of the United Nations (Privileges and Immunities) Act, 1947 (46 of 1947) vide the Gazette of India, Extraordinary, Part II, Section 3, Sub-section (ii) dated 10 February 2000. CEMCA works in eight Commonwealth countries in Asia – Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Pakistan, Singapore, and Sri Lanka.

CEMCA Vision and Mission



Vision

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

Mission

To assist governments, institutions, and organisations in expanding the scale, efficiency, and quality of learning by using multiple media resources in open and distance learning.

CEMCA's Core Objectives

- Serve as a regional educational media resource centre;
- Facilitate an effective exchange of information on educational media resources between educational and media organisations in the region;
- Empower marginalised communities including women using community media;
- Undertake research in emerging media technologies including mobile devices;
- Facilitate access to training in the development and use of electronic media resources for distance education; and
- Serve as an information centre for educational technology.

1.2 COL Strategic Plan 2021-27: Learning for Sustainable Development

COL developed its Strategic Plan 2021–2027 after holding wide consultations with the Board of Governors, Focal Points, partners and members of the public to identify the priorities that it needs to address. The common concerns that emerged across the regions were mitigating the impact of COVID-19; promoting quality education; integrating ICTs into teaching and learning; skilling and re-skilling the workforce for livelihoods; and reaching the unreached.

In light of stakeholders' recommendations, during the period 2021-27, COL will:

- Build on its expertise in Open and Distance Learning (ODL), Open Educational Resources (OER) and Technology-enabled Learning (TEL) to play a more influential role in national policy development and implementation;
- Invest in innovations and research;
- Support the digital transformation of institutions and organisations;
- Promote gender equality; and

- Implement a rigorous Monitoring and Evaluation (M&E) plan.

Within the framework of Sustainable Development Goal (SDG) 4, and the priorities of member states, COL programmes will promote 'Learning for Sustainable Development'. These will be guided by the following strategic goals:

- Quality education and lifelong learning for all
- Skills development for sustainable livelihoods
- Gender equality and inclusion

During the strategic plan period, COL will organise its work in two sectors: Education and Skills with the addition of Gender Equality and TEL as cross-cutting initiatives. The change in approach includes a greater focus on innovation, inclusion and measuring impact. COL will focus on three pathways of change to achieve impact:

- **Building National Resilience:** Work with governments to use gender-responsive ODL policies and strategies for increasing

equitable access to quality learning.

- **Strengthening Institutions:** Support institutions to strengthen ODL systems and capacities for providing quality education and training.
- **Improving Lives and Livelihoods:** Provide learners, especially from disadvantaged groups, access to learning and resources for improved livelihoods.

1.3 CEMCA Strategic Plan 2021-27

As COL's regional centre for Asia, CEMCA's activities centre around COL Strategic Plan 2021-27. At the same time, CEMCA retains its regional focus, keeping in view the challenges and requirements of Asian Commonwealth countries. It envisages catering to the

education and training needs of people across Commonwealth Asia and reaches out to people with quality educational resources and training, using all forms of educational technologies. CEMCA engages the best academicians and professionals representing the academia, civil society, community media, industry, and bureaucrats from the governments of Asian Commonwealth countries. During the Strategic Plan period, CEMCA will:

- Build the capacity of institutions to transition to online and blended learning;
- Support gender-responsive skills development for livelihoods;
- Develop innovations in a range of technologies from Community Radio to AI-based solutions for reaching the last mile.



2. Targets and Achievements (July 2021-June 2022)

CEMCA works in two sectors: Education and Skills with Gender as a cross-cutting theme.

Reflecting on the priorities of the stakeholders in the education and skills sectors, during the 2021-22 Financial Year (FY), CEMCA focused on:

- Helping open and distance education institutions to create OER with appropriate licensing, and encourage their use.
- Helping higher education and teachers' training institutions to improve staff/faculty knowledge and skills, and to develop and offer quality ODL and online/blended courses to improve institutional effectiveness and increase access to quality learning opportunities for marginalised communities.
- Working with Commonwealth governments and institutions to develop national and institutional ODL and OER policies and significantly improve the quality of educational and skills/training systems.
- Skills and capacity enhancement for better livelihood opportunities.

2.1 Targets and Achievements

Impact Statement	Indicators	Target	Achievement
Building National Resilience	Support to national policy/strategy development	NA	1
	Institutional Strengthening		
	Institutional staff trained	5783	13988
	Institutional policies/strategies developed	23	22
	Learning opportunities (courses) developed/improved	10	9
	Learning opportunities (resources) developed/improved	3	23
Improving Lives and Livelihoods	Gender-responsive learning opportunities offered	12624	37073
	Learners mentored and linked to services	NA	373
	Community members sensitised	NA	2696

3. Core Programmes (July 2021-June 2022)

3.1 EDUCATION

CEMCA believes that an empowered citizen builds an empowered nation and the road to empowerment is through the acquisition of knowledge. Reflecting on the priorities of the stakeholders in the Education sector, CEMCA focused on the following during 2021-22:

- Adaptation of policies and practices to leverage ODL/online and OER in higher education.

- Capacity building for better teaching and learning using ODL and Online and Blended Learning approach.

Figure 1 describes the Logic Model for the Education sector with expected outputs, outcomes and impact for the period 2021-2022.

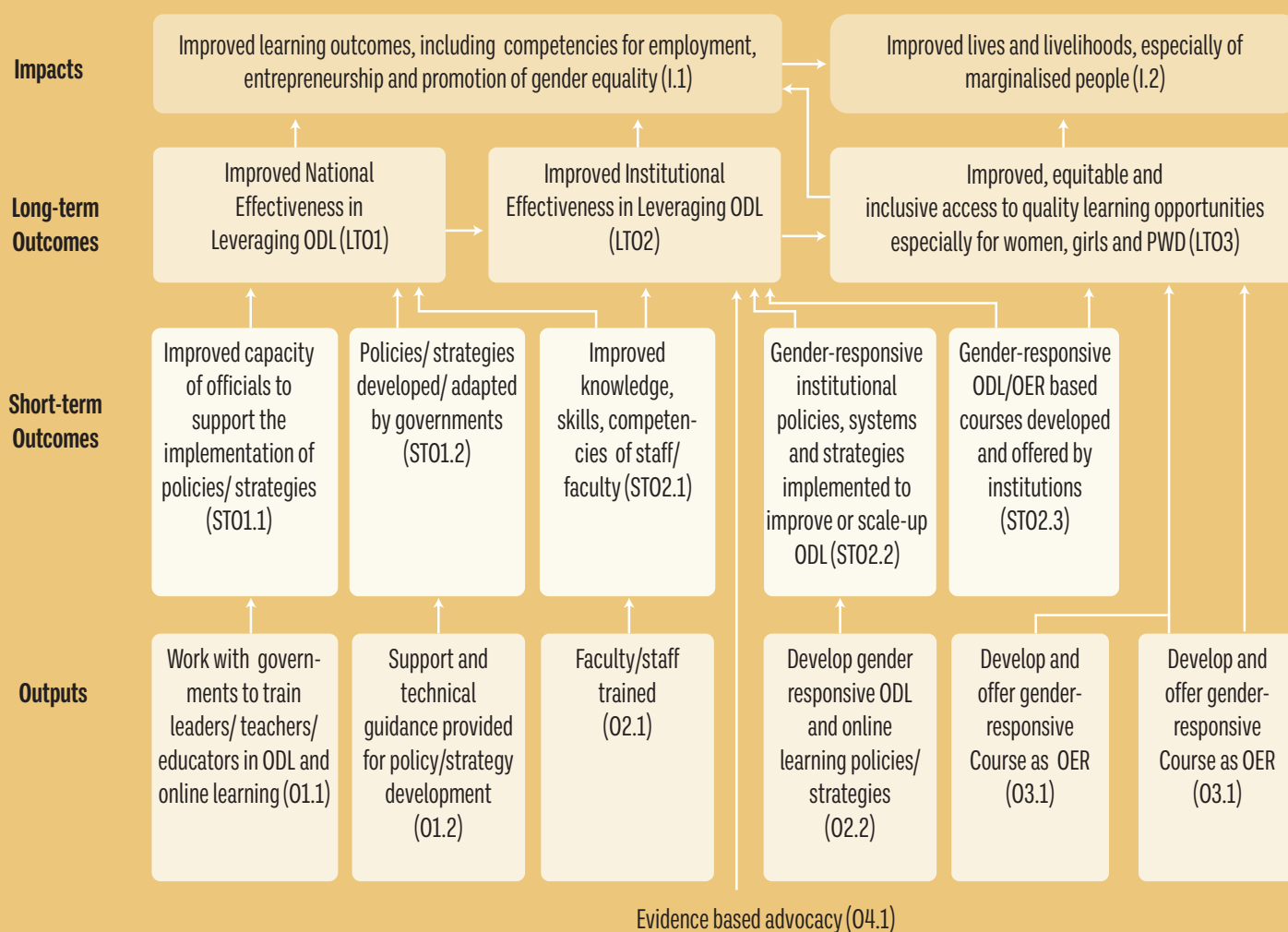


Figure 1: CEMCA Education Sector Logic Model

3.1.1 OER for Development

CEMCA Supported UGC, Bangladesh, to Build Higher Education Teachers' Capacities in OER

CEMCA partnered with the University Grants Commission (UGC), Bangladesh, to build the capacity of higher education institutions in teaching and learning with open educational resources (OER). During July-August 2021, two online workshops brought together more than 1,000 teachers from 20 private and public universities in Bangladesh. The workshops were designed to raise participants' awareness about different aspects of OER, from searching to using to creating these resources. Further, 100 educational leaders from 20 conventional universities of Bangladesh drafted institutional OER policies. The 20 draft institutional OER policies are available for adoption in the respective universities.

Workshops on Open Educational Resources at NLUD and MPBOU, India

A capacity building programme for the National Law University Delhi (NLUD) teachers was organised in August 2021 in synchronous and asynchronous mode for learning about OER. The Vice Chancellor, NLUD, in his opening remarks informed that "NLU is known for innovations in the University and for its research work. OER in Legal Education can be adopted." Another workshop was conducted in October 2021 for the faculty members of Madhya Pradesh Bhoj (Open) University (MPBOU). The university also framed its OER policy. The workshop/s covered the background of OER, Creative Commons Licences, searching and integrating OER, quality assurance of OER, etc.

KSOU, Karnataka, India, Supported to Adopt OER Policy and Implementation Strategy

CEMCA supported Karnataka State Open University (KSOU), India, in adopting Open Educational Resources (OER) policy and implementation strategy at the institutional level. KSOU has constituted a policy taskforce to draft the OER policy using the COL-CEMCA template. In this regard, a workshop was organised in April 2022 on OER policy, and implementation plan development. The KSOU taskforce committee held discussions during the workshop, and drafted the policy, including a three-year strategic plan for OER implementation. CEMCA extended expert support in the finalisation of the policy and, currently, it is going through the approval process at KSOU.

OER Policy Developed by City University, Bangladesh

CEMCA supported the City University, Bangladesh, in developing and adopting institutional OER policy. To initiate the process, it organised a workshop in May 2022 that engaged twenty policy-level university staff in drafting it. On the last day of the workshop, the draft OER policy for the University was discussed and finalised. It is being reviewed by the City University Academic Council for approval.

Regional Workshop on OER Recommendation Implementation Organised at New Delhi, India

CEMCA and UNESCO organised a regional workshop on OER recommendation implementation in New Delhi, India, in June 2022. The workshop aimed to bring together

governmental stakeholders, in particular, National Commissions for UNESCO, Ministries responsible for Education and/or Ministries responsible for Information and Communication Technology, educational institutions, education specialists, NGOs working in the field of teaching and learning development, educational policy makers, etc. The participants shared their valuable inputs to create a pathway for OER recommendation implementation with adequate support to member countries.

ODL Teachers Trained on OER Development and Use in New Delhi, India

CEMCA organised a national level two-day workshop on ‘Developing Open Educational Resources for Open and Distance Learning’ in June 2022 at New Delhi, India. The participants included 23 faculty members from 20 Directorates of Distance Education (DDEs), and Open Universities, who are responsible for developing courses. In addition to orienting the participants on OER, the two-day event offered hands-on training in using the necessary tools for sourcing, remixing, and contextualising learning material as per their requirements. The participants were also exposed to open-source tools for sharing their institutional OER and attaching appropriate Creative Commons (CC) licenses to the newly created OER. As a way forward, the Commonwealth of Learning shall set up a helpdesk to handhold and support the OER stakeholders.

3.1.2 Online and Blended Learning

Implementation of Online and Blended Learning in Bangladesh

CEMCA, in collaboration with the University Grants Commission, Bangladesh, organised a capacity building programme on Online and

Blended Learning for the higher education teachers of Bangladesh. The programme began on 23 September 2021 and lasted for 26 days, encompassing both synchronous and asynchronous mode with learning content for 6 and 20 days, respectively. The objective was to empower higher education teachers from 20 universities of Bangladesh to implement Online and Blended Learning in higher education. The participants favoured blended learning, citing its enormous importance in enabling shackle-free learning with greater degrees of autonomy. Using Bloom’s Taxonomy as the basis, they brainstormed strategies to integrate various models of blended learning and make the curriculum more employment centric.

Virtual Laboratories Training for Faculty of Chittagong University, Bangladesh

An online workshop on Virtual Labs was organised by CEMCA for the faculty members of the University of Chittagong. During the three-day workshop held in August 2021, an overview of virtual labs was provided and virtual lab experiments from Physics, Chemistry, Biological Sciences, and Environmental Sciences were demonstrated. Ninety-nine faculty members from these Departments of the University explored virtual lab experiments and participated in hands-on activities designed to enhance awareness on how to access, use and integrate virtual labs in teaching and learning.

Seminar on Teaching Algorithms through Interactive Virtual Experiments Held at Uttarakhand, India

A seminar, ‘Teaching and Learning Algorithms through Interactive Virtual Experiments’, was organised by CEMCA in collaboration with the School of Computer Science & Information

Technology and the Online Programme Cell, Uttarakhand Open University, Haldwani, in August 2021. Sixty-five faculty members, primarily from Computer Science and Information Technology, participated in this workshop to raise awareness on how interactive virtual experiments can support teaching and learning of algorithms. Examples and interactive experiments were demonstrated.

Capacity Building in Blended Learning in India

CEMCA collaborated with Ravenshaw University (RU), Odisha; Central University of Himachal Pradesh (CUHP), Himachal Pradesh; Netaji Subhas Open University (NSOU), West Bengal, and Mahatma Gandhi Central University (MGCU), Bihar, for 'Implementation of Blended Learning in Higher Education/Teacher Education'. In this regard, 12 capacity building programmes were organised from September 2021 to May 2022. These workshops were held in synchronous learning mode via Zoom, Big Blue Button and asynchronous learning mode by Learning Management System (LMS). In total, 1564 (937 male and 627 female) university teachers and teacher educators were trained on integrating ICT tools, OER, techno-pedagogy, blended learning delivery system, etc. The participants developed action plans for blended learning practice.



Mentoring of BRAOU Officials at Hyderabad, Telangana, India

Dr B. R. Ambedkar Open University (BRAOU), Hyderabad, officials were mentored by CEMCA for National Assessment and Accreditation Council (NAAC). The mentoring was conducted through virtual workshops, which were attended by the Director of the Centre for Internal Quality Assurance (CIQA) and the core team members of the university responsible for NAAC assessment.

Online Training Programme on Gamification in Higher Education in Malaysia

An online training programme on Gamification in Higher Education was conducted for 28 (10 male and 18 female) faculty members of HELP University, Malaysia, on 10-11 November 2021. The participants learnt how to design gamification activities for the courses they teach.

Training on 360-Degree VR Educator in Malaysia

CEMCA organised training on 'Virtual Reality (VR) content development using 360-degree VR Educator Platform'. Fifty (22 males and 28 females) faculty members of HELP University, Malaysia, attended this programme in August



2021. The objective of the training was to build the capacity of teachers to create 360-degree virtual reality content for better teaching/learning.

Teachers Oriented on Content and Proposal Development for SWAYAM in India

CEMCA facilitated the orientation and training of 55 teachers from 22 Departments of Ravenshaw University, Odisha, India, on content and proposal development for SWAYAM (<https://swayam.gov.in/>) in April 2022. SWAYAM is a Government of India initiative that facilitates the hosting of Massive Open Online Courses (MOOCs) pertaining to various disciplines for school and higher education. The participants were briefed on the current status and guidelines of SWAYAM. They were provided hands-on-training by resource persons on developing MOOC proposals and creating and designing introductory videos.

City University Faculty Members Trained on LMS (Moodle) in Bangladesh

CEMCA facilitated a 'Training on Learning Management System (Moodle)' in May 2022 for 50 faculty members of the City University in Bangladesh. These members are responsible for developing courses of study and ensuring their delivery in a digital format through the University's Learning Management System (LMS) in the post-COVID period. The workshop focused on teaching the practical skills of using the Moodle platform, and the use of eLearning, its benefits and application. In the course of the workshop, faculty members discussed the practical application of eLearning in the University, including opportunities for specific input on individual course materials and activities.

3.1.3 MOOCs for Development

Online Courses for SWAYAM

CEMCA has designed two-week online courses for SWAYAM. The implementation partners include Netaji Subhas Open University, Kolkata, West Bengal; Uttarakhand Open University, Haldwani, Uttarakhand; Dr BR Ambedkar Open University, Hyderabad, Telangana; and KISS University, Odisha. The course consists of ten cycles. In total, 5388 persons enrolled in this course, and 1515 of them completed it.

Digital Forensics Course

CEMCA partnered with the Uttarakhand Open University, Haldwani, Uttarakhand, for implementing its Digital Forensics course, which comprises three cycles. In total, 5195 students enrolled in this course, and 2336 completed it.

Introduction to Statistical Analysis

The one-cycle course on Introduction to Statistical Analysis, was implemented in partnership with the Kalinga Institute of Social Sciences (KISS University), Odisha. The course attracted 1926 students out of which 235 completed it.

Academic Counselling for ODL Learners

Academic Counselling for ODL Learners course, which consists of one cycle, was implemented by Odisha State Open University. It saw the enrolment of 916 students, out of which 444 completed the course.

3.2 SKILLS

In the Skills sector, CEMCA supports governments, institutions and learners to increase access to quality skills training

and to improve the skills and livelihoods of marginalised people, including women and PWD. Keeping in view the priorities of stakeholders in the Skills sector, CEMCA focused on the following during 2021-22:

- Skill Development for livelihood enhancement
- Capacity Building program for Vocational Trainers
- Listeners and/or viewers to learners

The Logic Model for the Skills sector with expected outputs, outcomes and impact for the period 2021-2022 are given in Figure 2.

3.2.1 Skill Development for Livelihood Enhancement

World Youth Skills Day 2021 Celebrated in Jaipur, Rajasthan, India

CEMCA supported Bhartiya Skill Development University (BSDU), Jaipur, Rajasthan, in

celebrating Skill Carnival 2021 on the occasion of World Youth Skills Day (WYSD). Under the Skill Carnival, a series of skill competitions, technical/skills workshops and talk shows were conducted. CEMCA facilitated and supported five technical/skill workshops, namely, Design Thinking, 3D Printing and Modelling, creating a Pitch Deck presentation using the Business Model Canvas tool, Smart Manufacturing and How to Make a Video Resume. These workshops were conducted by experts from various domains. More than 1300 participants attended these workshops and 854 participants were certified.

Up-skilling of Logistics Sector Workers in Malaysia

CEMCA extended support to 21CC Education to conduct upskilling of 100 blue-collar loaders and pickers working in Malaysian logistics companies. These workers are mostly migrants from Sri Lanka, Bangladesh and Thailand. Five logistic companies in Malaysia, namely, Raya Airways, Dexlo, SnT, lorry.com and PKT

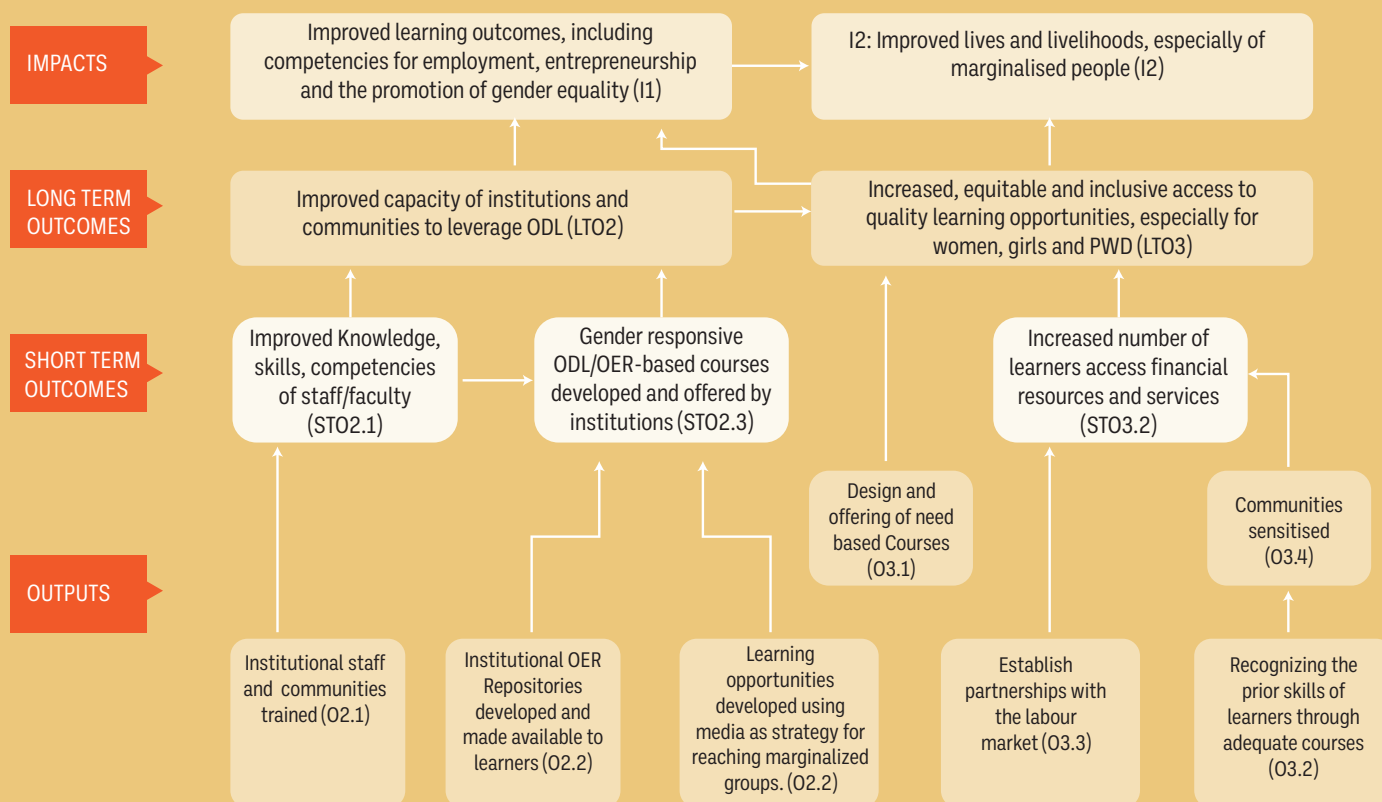


Figure 2. CEMCA Skills Sector Logic Model

Logistics Group identified 144 employees (Male-75, Female-69) to undergo this upskilling programme. Participants were trained through a self-paced online course on the 21CC mobile app and were mentored and hand-held during face-to-face sessions in company premises by experts in Malaysia. This training programme helped these workers to improve their productivity and earnings.

Recognition of Prior Learning (RPL) Training and Certification Programme, India

Capital Goods is a unique sector with huge potential as it comprises maximum MSME industries. Manpower employed in these industries are not formally qualified. To build capacities and upgrade the skills of the blue-collar employees serving in manufacturing and service-related job roles in Capital Goods sector, CEMCA supported Capital Goods Skill Council (CGSC) in conducting an orientation and upskilling and certification programme for them. The training was conducted in multiple batches in day and night shifts between 20 July to 30 July 2021 within the premises of Jindal Steels Limited, Gurugram, and PR Components Private Limited, Ballabgarh, Haryana, India. Under this project, 252 participants from various job roles like Mechanical Assembly Fitter, Stainless Steel Fabricator, Machine Polisher, Conventional Turning, CNC-Turning Operator, Quality Inspector for Forged, Casted or Machined Components, Conventional Surface

Grinding Machines/CNC Operator Grinding Machine Centre were trained. Certificates were given to 250 trainees, who passed the final assessment.

Training Organised for ASHA Workers at Barabanki, Uttar Pradesh, India

Accredited Social Health Activist (ASHA) workers played a critical role during the COVID-19 pandemic in India. They were tasked with the arduous work of combating and controlling the disease, from conducting RTPCR tests, and awareness programmes to checking patients in home isolation. To upskill ASHA workers of Barabanki district in Uttar Pradesh, CEMCA organised a training programme with the help of Anvarat Foundation. Under this programme, 800 ASHA workers were trained in Community/Primary Health Centres at the block level in Barabanki from 01 to 16 August 2021 in batches as per WHO guidelines in consultation with the Chief District Health Officer, Barabanki.

Online EV and RAC Workshops Organised for Vocational Trainers in Sri Lanka

CEMCA collaborated with the Tertiary and Vocational Education Commission (TVEC), Government of Sri Lanka and Wayamba Technical College, Sri Lanka, to organise two online workshops on Electric Vehicle (EV) and Refrigeration and Air-Conditioning (RAC) for Sri



Lankan vocational trainers in September 2021. Four hundred and forty-eight (448) vocational trainers from various government and private technical colleges attended these workshops.

Employability Skills Training in Sri Lanka

CEMCA supported Together with Youth, a local NGO in Sri Lanka, to mobilise and enrol 250 youth from marginalised communities (Female-185, Male-65) for online training on enhancing employability skills and spoken English linked to the labour market requirements. The Sri Lankan trainers conducted this course via the Zoom platform from November 2021 to January 2022 in batches. The course consists of modules on Effective Communication Skills, IT and Computer Literacy, Interview Skills, Resume Drafting, Teamwork and Leadership, Time Management, Personality Development, Professionalism and Work Ethics, Effective Planning and Spoken English.

Workshop on Sustainable Farming Techniques in Bangladesh

CEMCA conducted a six-day workshop in Bangladesh on sustainable farming techniques and the use of Integrated Pest Management (IPM) technologies for vegetable production throughout the year. This workshop was conducted in batches for 309 farmers from

marginalised communities (Male-226, Female-83) in villages of two districts of Bangladesh from November 2021 to January 2022. The workshop included agriculture lab visit at Sher-e-Bengal Agricultural University, orientation on government schemes by officials of the Department of Agriculture Extension, Bangladesh, and inclusive programmes by agricultural scientists and experts/professors of Agricultural Universities.

Online Skill Training for Women and PwD in India

CEMCA extended support to CSC E-Governance Services India Limited (CSC SPV) to provide free online skill development training and certification in Optical Fibre Splicer course to 5000 women and 5000 Persons with Disabilities (PwD) through CSC's skill training centres. The training was conducted between December 2021 and February 2022. This course provides opportunity to vulnerable communities to acquire the required skills and work towards boosting growth and productivity in the Telecom sector in near future.

Virtual Training Workshop on Bamboo Furniture Making for Sri Lankan Artisans

CEMCA collaborated with the International Bamboo and Rattan Organisation (INBAR) and Industrial Development Board (IDB),



Sri Lanka, to organise a virtual training programme on Bamboo Furniture making for 64 artisans, master artisans and potential entrepreneurs from Sri Lanka in May 2022. The workshop emphasised on how bamboo and related products can play a major role in achieving sustainable employment opportunities.

Diversifying Bamboo Products through Training in Brunei Darussalam

CEMCA, in association with INBAR, organised an online training programme on bamboo scrimber and laminated composites for entrepreneurs, service providers, researchers, facilitators, and policymakers from Bamboo and allied product sectors in Brunei Darussalam in May 2022. During the workshop, Audio-Visual (AV) modules on strand wood and laminated bamboo and their value-added products, developed by CEMCA and INBAR, were also displayed.

Training Artisans and Entrepreneurs on Bamboo Products in Malaysia

CEMCA supported INBAR in conducting a three-day online capacity-building workshop on bamboo scrimber, laminates and value-added products for artisans and potential entrepreneurs of Malaysia in May 2022. The participants were trained with the help of audio-video modules created through CEMCA's support. The workshop helped in generating ideas about diversifying bamboo products to cater to the requirements of wider markets.

Life and Employment Skills Training in Andhra Pradesh, India

CEMCA extended support to Puchalapalli Chinnamma Arogya Sadanam Trust (PCAST) in conducting Life and Employment Skills Training for the empowerment of 600 marginalised

community girls and women in Prakasam district, Andhra Pradesh. Participants were trained for three days in classroom mode, and online self-learning material on spoken English and Competitive examination preparation were provided to all participants.

Career and Mental Health Counselling for Juvenile Home Inmates in Delhi, India

CEMCA conducted five-day online workshop on 'Career and Mental Health Counselling' for 40 inmates of Juvenile Home under the Department of Women and Child Development, Government of NCT of Delhi.

Up-skilling of Youth in India

CEMCA experimented with a new up-skilling and mentoring model for skilled unemployed youth in India. During the pilot phase of this project, it supported GMR Varalakshmi Foundation (GMRVF) in up-skilling 200 unemployed youth in 2021-22, out of which 186 were placed in various companies across Delhi NCR. Some of them also opted for self-employment.

APITA Employees Trained in Results-based Project Management and M&E in Andhra Pradesh, India

CEMCA extended support to Andhra Pradesh Information Technology Academy (APITA), Government of Andhra Pradesh, to upskill and train their district managers and supervisors in project management and M&E of government projects. A five-day online capacity-building workshop was conducted on Results-based Project Management and M&E for employees in June 2022. It covered various aspects of results-based project management, such as project organisation and resource pooling, crafting financial statements and cost estimates, and using M&E for performance tracking.

3.2.2 Capacity Building Programmes for Vocational Trainers

Workshop on Design Thinking and Innovation in Teaching and Training Held for Five Asian Countries

CEMCA organised a month-long online workshop on 'Design Thinking and Innovation in Teaching and Training' to assist higher education and vocational training institutions in the capacity building of their faculty members/trainers. This workshop was conducted in November 2021 and comprised four days of online live classroom sessions and a series of assignments, quizzes, self-learning materials, and online forum discussions where participants were engaged in asynchronous mode. The workshop was attended by 114 participants from five different countries (Bangladesh, India, Malaysia, Maldives, and Sri Lanka). Most of the participants were educators from technical and engineering streams, business schools, and Technical and Vocational Education and Training (TVET) ecosystem.

Training on Advanced Technologies and Teaching Methodologies Organized in Andhra Pradesh, India

CEMCA, in association with APITA, conducted a capacity building programme for 481 higher education faculty members from various engineering colleges of Andhra Pradesh in industry-linked course, 'Advanced Technologies and Teaching Methodologies'.

3.2.3 COL-CEMCA Courses and Resources

Video Course on Baby Care-Giver

Understanding the need to address skill up-gradation of domestic workers of India to

enable them to compete with world standards, CEMCA supported Domestic Workers Sector Skill Council (DWSSC) to design and transform their 'Baby Care Giver (Non-Clinical)' course's text content into informative video content. This online course consists of 22 video modules as OER that were scripted and conceptualised by domain experts and master trainers from DWSSC. This video tutorial course will help to train aspirants registered under various government schemes with DWSSC.

Blockchain MOOC Offered for Job Aspirants

In association with APITA, Government of Andhra Pradesh, and with technical support from the Indian Institute of Technology-Kanpur (IIT-K), CEMCA launched the second cycle of the 'Blockchain Introduction for Developers' course. This massive open online course (MOOC) was offered from 03 January to 06 February 2022. In total, 5948 participants (Male-3165, Female-2739, Not specified-44) registered for this course from 44 countries across the globe. This course helped professionals and freshers to upskill themselves with Blockchain technology and opt for better jobs and high salaries with the acquired knowledge.

Lean Six Sigma Foundation Course

CEMCA, in association with Amity University, Haryana, offered the first cycle of the CEMCA-developed Lean Six Sigma Foundation course. The course attracted 1419 participants, mainly students and alumni of various Amity University campuses, from eight countries.

Technical Multimedia Resource for PSSC

CEMCA supported the Power Sector Skill Council (PSSC) in 2021 in developing technical video content for four Job roles, namely, Domestic Electrician, Industrial Electrician,

Assistant Technician-Street Light, and Supervisor-Street Light. PSSC's training partners will use these technical videos to train students and for the Training of Trainers' (ToT) programme.

Technical Audio-Visual Resource on Modern Charka Course

CEMCA supported the Khadi and Village Industries Commission (KVIC) from February to June 2022 in developing technical audio-video (AV) resource for Modern Charka Course. KVIC will use these technical videos for training their students and for their ToT programme.

Multi-media Resource on General Plumber Course

CEMCA supported the Indian Plumbing Skills Council (IPSC) from November 2021 to June 2022 in developing technical video content for General Plumber Course. IPSC will use these technical videos for training their students and for their ToT programme.

AV Resource on Bamboo Furniture Making

CEMCA supported INBAR in Audio-Visual Module Development for virtual training on bamboo furniture making for artisans and potential entrepreneurs of Sri Lanka and Bangladesh in Sinhala, Bangla and English Languages.

3.3 COMMUNITY MEDIA

Workshop on Documentary and Film-making

CEMCA organised a workshop on 'Documentary and Film-making' for students from various Indian institutions and Universities in April 2022 at New Delhi, India. During the workshop,

26 students got an opportunity to understand, and gain ideas about creating various elements of film and documentary production, ranging from conceptualisation to scripting, producing, shooting, and editing. As part of the training, the students, together, shot and edited a short film, which was screened at the Community Radio Video Challenge 2022 (CRVC 2022) Award function.

CEMCA and UNESCO Organise 9th Community Radio Video Challenge 2022 (CRVC 2022)

The 9th Community Radio Video Challenge 2022 (CRVC 2022) was a joint initiative of CEMCA and UNESCO. The competition was open to students pursuing school education or degree courses in colleges. The theme for CRVC 2022 was 'Climate Action: Climate Change for Sustainable Development', and its key objectives were engaging Indian youth for creating awareness and fostering an understanding of Community Radio's (CR) importance for self-expression and learning and development of local communities. The duration of the video ranged from three to five minutes. The 29 entries submitted by students were reviewed by an eminent panel of jury, who selected eight awardees and one Certificate of Special Mention. In April 2022, an Award Ceremony was held at New Delhi, to felicitate the winners with cash prizes and mementos.

International Yoga Day Celebration through Community Radio Stations in India

CEMCA was engaged by the Ministry of Ayush, Government of India (MoA-Gol) to organise and coordinate activities related to the Yoga Campaign, particularly with Community Radio Broadcasters. This is the third collaboration between MoA-Gol and CEMCA after a successful venture together in the Immunity Enhancement



Campaign of 2020-2021 and promotion of International Yoga Day 2022.

Out of 350 functional Community Radio Stations (CRS) in India, 200 were identified for this project from five zones in the country: North, North-East, Central and East, South and West. The CRS represented Rural, Semi-Urban and Urban localities. They broadcasted two jingles based on Yoga, which were developed by the Ministry of Ayush and translated into various languages, mainly in Punjabi, Telugu, Kannada, Tamil, Maithili, Rajasthani, Bhojpuri, Malayalam, Himachali, Dogri, Gujarati, Odiya and Bengali.

The CRS also promoted the Common Yoga Protocol (CYP) in between their programmes and through social media platforms like Facebook, Twitter, WhatsApp and also through narrowcasting and internet radio. The broadcast and course promotion were accompanied by a short survey that was contrived to draw upon the participants' satisfaction about the Common Yoga Protocol course. Around 6,000 people from across the country registered for the CYP course as a result of the CRS efforts during the project, and

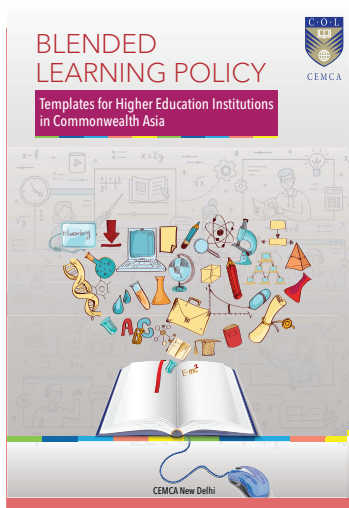
out of these, 1,299 respondents provided proof of registration.

Learning Science through Storytelling

CEMCA collaborated with Techno-hub Laboratories Private Limited to develop a series of ten short educational life science audio programmes – Atpate Vigyaan ki Chatpati Charchayein (Science Concepts through Storytelling). These audio lessons were broadcast by 14 CR stations in Hindi speaking states from 27 September to 05 November 2021. The primary aim of this project was to create scientific temper and understanding amongst the young generation in general. It included broadcasting and narrowcasting of radio programmes. The target group was girls and marginalised groups who either did not get the chance to enrol in formal education or discontinued their education due to the pandemic.

The project intended to prove that information cannot be passed only through books; in fact, scientific knowledge may also be imparted through this kind of edutainment and storytelling programmes.

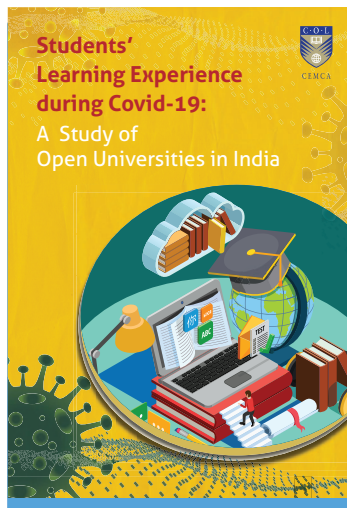
4. Publications



**Blended Learning Policy:
Templates for Higher
Education Institutions in
Commonwealth Asia**

Prof. Marmar Mukhopadhyay
Former Director, National
Institute of Educational
Planning and Administration
(NIEPA), New Delhi

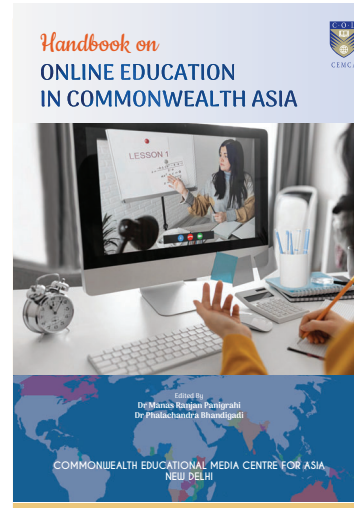
Policy Document



**Students' Learning
Experience during COVID 19**

Dr Phalachandra Bhandigadi
NCERT, New Delhi

Research Study

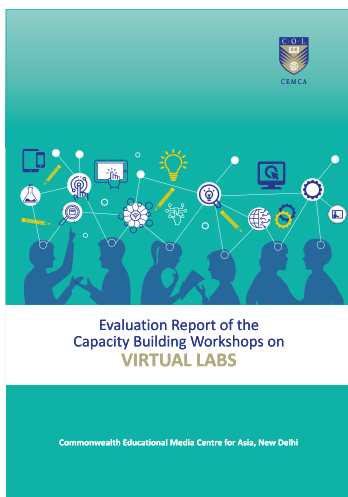


**Handbook on Online
Education in Commonwealth
Asia**

Dr Manas Ranjan Panigrahi
CEMCA, New Delhi
Dr Phalachandra Bhandigadi
NCERT, New Delhi

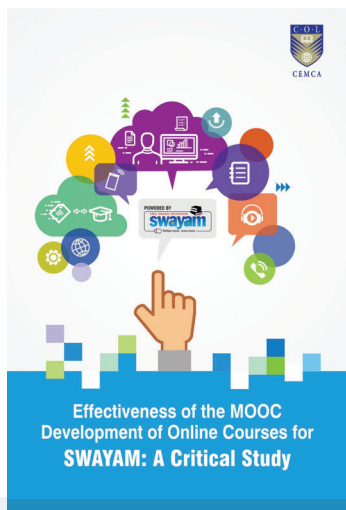
Edited Book





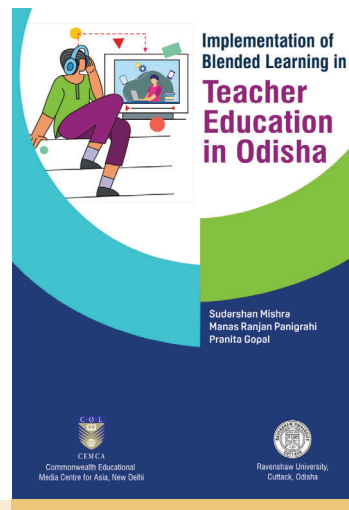
Evaluation Report of the Capacity Building Workshops on Virtual Labs

Mr. Saneesh P F
 VALUE Virtual Labs, Amrita Vishwa Vidyapeetham
Evaluation Research



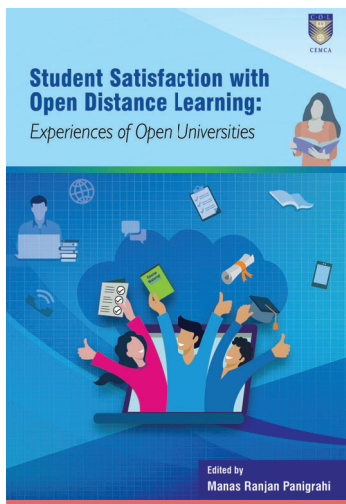
Effectiveness of the MOOC Development of Online Courses for SWAYAM: A Critical Study

Dr Manoj Kumar Dash
 IGNOU, New Delhi
 Dr Manas Ranjan Panigrahi
 CEMCA, New Delhi
Evaluation Research



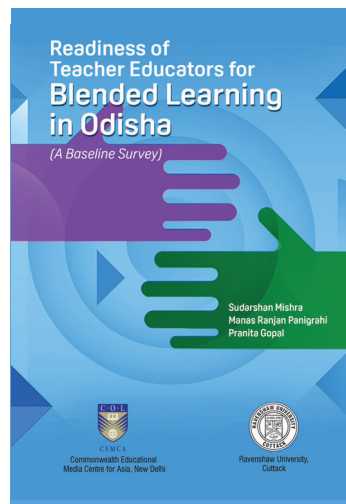
Implementation of Blended Learning in Teacher Education in Odisha

Sudershan Mishra
 Manas Ranjan Panigrahi
 Pranita Gopal
 Ravenshaw University, Cuttack, Odisha
Baseline Study



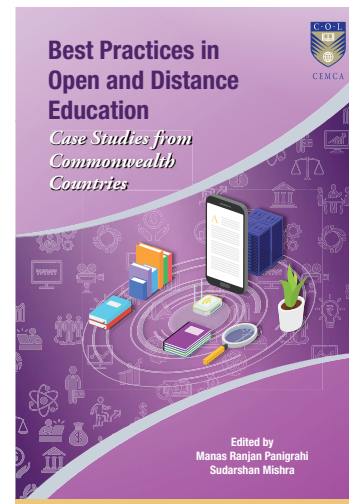
Student Satisfaction with Open Distance Learning: Experiences of Open Universities

Dr Manas Ranjan Panigrahi
 CEMCA, New Delhi
Edited Book



Readiness of Teacher Educators for Blended Learning in Odisha (A Baseline Survey)

Sudarshan Mishra
 Manas Ranjan Panigrahi
 Pranita Gopal
 Ravenshaw University, Cuttack, Odisha
Project Report



Best Practices in Open and Distance Education: Case Studies from Commonwealth Countries

Dr Manas Ranjan Panigrahi
 CEMCA, New Delhi
 Dr Sudarshan Mishra
 Ravenshaw University, Cuttack, Odisha
Case Studies

4. CEMCA Awards

To encourage women's participation in graduate/post-graduate courses in media and ICT through ODL, CEMCA awards the best performers in media and ICT related academic programmes. The 2021-22 CEMCA Award for the best female student in ICT was awarded to Ms. Aishwarya Lakshmi, a Master's in Computer Application student in the Indira Gandhi National Open University, New Delhi, during its 35th Convocation held on April 26, 2022. Another award for best female student in ICT was awarded to Ms. M. Nivetha, a Bachelor's in Computer Application student in the Tamil Nadu Open University, Tamil Nadu, during its 13th Convocation held on May 30, 2022.



6. Externally Funded Activities

6.1 Ministry of Ayush, Government of India

Yoga Campaign through CRS

CEMCA was engaged by the Ministry of Ayush, Government of India (MOA-Gol) to organise and coordinate activities related to the Yoga Campaign with Community Radio Broadcasters. This is the third collaboration between the Ministry of Ayush and CEMCA after the Immunity Enhancement Campaign of 2020-2021 and promotion of International Yoga Day 2022.



6.2 UNESCO, New Delhi

9th CRVC 2022

CEMCA organised the 9th Community Radio Video Challenge 2022 (CRVC 2022) in April 2022. The theme for CRVC 2022 was Sustainable Development Goal 13, 'Climate Action: Climate Change for Sustainable Development', which aligned well with one of COL's long-term goals – environmental conservation. The dignitaries present at the

award function included the Chief Guest, Shri Sanjiv Shankar, Joint Secretary, Ministry of Information and Broadcasting, Government of India; Prof. K. G. Suresh, Vice Chancellor, MCNUJC, Bhopal; Mr. Hezekiel Dlamini, Advisor, Information and Communications, UNESCO, New Delhi; Prof. Ashok Ogra from Apeejay Institute of Mass Communication, and Prof. Madhu Parhar, Director, CEMCA.



7. Budget and Expenditure

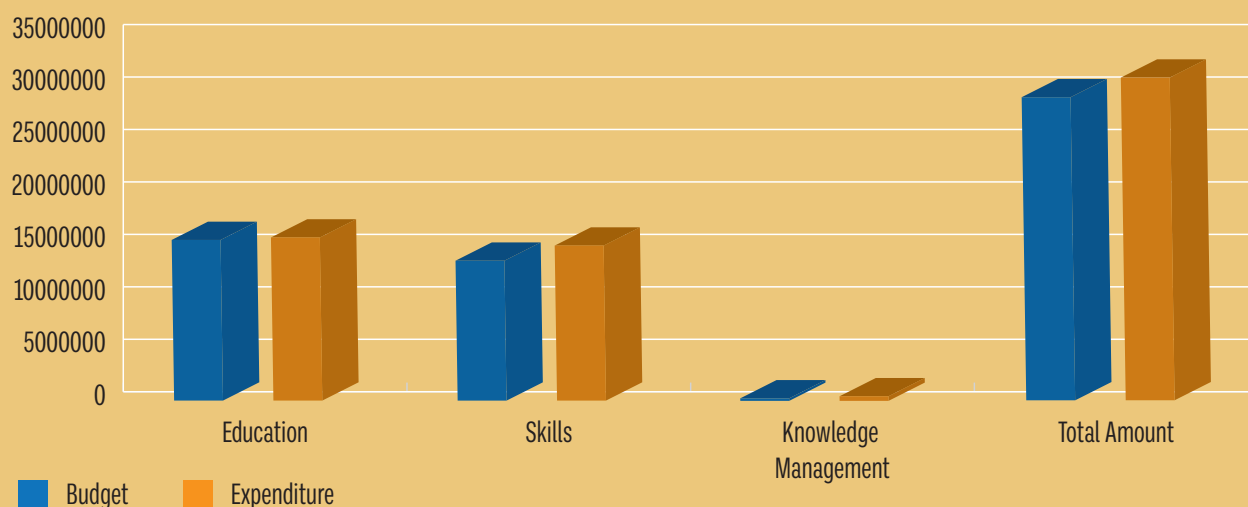
During Financial Year 2021-22, CEMCA received INR 54,000,000 (CAD 931,034) from COL for its Operation and Programme activities. The details are given below:

7.1 Income and Expenditure – Core Activities

S. No	CEMCA Budget for the Year 2021-22	Budget		Expenditure		Expenditure in Percentage
1.	Education	INR	15,370,000	INR	15,604,534	102
		CAD	265,000	CAD	269,044	
2.	Skills	INR	13,388,314	INR	14,829,069	111
		CAD	230,833	CAD	255,674	
3.	Knowledge Management	INR	241,686	INR	440,778	182
		CAD	4,167	CAD	7,600	
	Total Amount	INR	29,000,000	INR	30,874,381	106
		CAD	500,000	CAD	532,317	

CEMCA's Core Programmes Expenditure was INR 36,144,890 (CAD 623,188), which is 125% of the programme budget allocation. This figure is inclusive of the carry forward expenditure of INR 5,270,509 (CAD 90,871) of the previous year. CEMCA's Expenditure on Salary and other office expenditure was INR 22,759,795 (CAD 392,410)

Programme Expenditure 2021-22



7.2 Income & Expenditure - Externally Funded Activities (2021-22)

S. No	Source of Additional Contribution	Income		Expenditure	
1.	Department of Science and Technology, Govt. of India	INR	239,500	INR	144,500
		CAD	3,992	CAD	2,408
2.	Ministry of Ayush, Govt. of India*	INR	773,690	INR	4,462,500
		CAD	12,895	CAD	74,375
4.	UNESCO	INR	151,654	INR	151,654
		CAD	2,527	CAD	2,527
Total Amount		INR	1,164,844	INR	4,758,654
		CAD	19,414	CAD	79,310

*The Ministry of Ayush funding was spread over two years - 2020-21 and 2021-22. Year-wise details of the project are as under:

Year	Receipt		Expenditure	
2020-21	INR	9,562,300	INR	5,873,490
2021-22	INR	773,690	INR	4,462,500
Total	INR	10,335,990	INR	10,335,990



8. Workshops, Events, and Meetings (2021-22)

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
1.	Sewing machine operator course training and business support for women from marginalised communities	January-July 2021	MAK IT Solution, Bihar, India	Bhagalpur, Bihar, India	Skills
2.	Residential training and placement to become Assistant Electricians, Home Health Aide, and Solar Panel Installation Technicians for youth from marginalised communities.	May-September 2021	GMR Varalakshmi Foundation, Andhra Pradesh, India	Nagaram district, Andhra Pradesh, India	Skills
3.	Upskilling and certification of workers from MSME and manufacturing industry.	June-September 2021	Capital Goods Skill Council, Delhi, India	Faridabad, Haryana & Haridwar, Uttar Pradesh, India	Skills
4.	COVID-19 vaccine awareness training for ASHA workers	July 2021	Anvarat Foundation, Uttar Pradesh, India	Barabanki, Uttar Pradesh, India	Skills
5.	Technical/skill workshops for youth during Skill Carnival Event	July 2021	Bharitya Skill Development University, Rajasthan, India	Online	Skills
6.	First cycle of two-week MOOC on developing online courses for SWAYAM	June 21 to July 05, 2021	Uttarakhand Open University, Uttarakhand, India	Online through University LMS	Education
7.	First Cycle of four-week MOOC on Digital Forensics	July 12 to August 09, 2021	Uttarakhand Open University, Uttarakhand, India	Online through University LMS	Education

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
8.	Workshop on capacity building of higher education teachers of Bangladesh on using and creating OER	July 26-30, 2021	University Grants Commission, Bangladesh	Online	Education
9.	Workshop on capacity building of higher education teachers of Bangladesh on using and creating OER	July 29-August 3, 2021	University Grants Commission, Bangladesh	Online	Education
10	Development of video content for the Baby Care Giver (Non-Clinical) course.	August-November 2021	Domestic Worker Sector Skill Council (DWSSC), Delhi, India	Delhi, India	Skills
11.	Blended model of upskilling and reskilling for young men and women working in logistics companies of Malaysia	August-December 2021	21CC Education, India	Kuala Lumpur, Malaysia	Skills
12.	Drafting OER policies for higher education institutions	August 09-11, 2021	University Grants Commission, Bangladesh	Online	Education
13.	Mentoring support to BRAOU-Hyderabad for assessment and accreditation for NAAC	August 16-18, 2021	BRAOU-Telangana, India	Hyderabad, Telangana, India	Education
14.	First cycle of MOOC on developing online courses for SWAYAM	August 16- 31, 2021	Netaji Subhas Open University, West Bengal, India	Online	Education
15.	Training on VR content development using 360-degree VR Educators Platform	August 20-29, 2021	HELP University, Malaysia	Online	Education
16.	Online workshop on Virtual Labs	August 23-25, 2021	University of Chittagong, Bangladesh	Online	Education

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
17.	Workshop on Algo dynamics	August 24-25, 2021	Uttarakhand Open University, Uttarakhand, India	Online	Education
18.	OER capacity building workshop	August 25-31, 2021	National Law University, Delhi, India	Online	Education
19.	Online workshop on Electric Vehicle and Refrigeration and Air-Conditioning technologies for trainers from various private and government vocational training institutions in Sri Lanka	September-October 2021	Wayamba Technical College, Sri Lanka	Online	Skills
20.	Upskilling programme for marginalised farmers in Bangladesh on sustainable agriculture and IPM technologies for year-round vegetable production	September 2021-January 2022	Aster Innovation Company Ltd, Bangladesh	Dhaka and Manikgonj district, Bangladesh	Skills
21.	Development of MOOC on understanding neurodiversity to build capacity in addressing the needs of neurodiverse learners	September 2021-January 2022	Netaji Subhas Open University, West Bengal, India	Online	Education
22.	Audio-Visual module development for virtual training on furniture making for artisans and potential entrepreneurs of Bangladesh in Bangla and English Languages	September 2021-May 2022	International Bamboo and Rattan Organisation	Online	Skills
23.	Audio Visual module development for virtual training on furniture making for artisans and potential entrepreneurs of Sri Lanka in Sinhala and English Languages	September 2021-May 2022	International Bamboo and Rattan Organisation	Online	Skills

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
24.	Second cycle of MOOC on developing online courses for SWAYAM	September 14-28, 2021	Uttarakhand Open University, Uttarakhand, India	Online	Education
25.	Workshop-1 on integration of ICT tools in teaching-learning	September 20-24, 2021	Ravenshaw University, Odisha, India	Online	Education
26.	University staff training on ICT tools for online and blended learning, blended learning techniques, techno-pedagogy	September 23-October 20 2021	University Grants Commission, Bangladesh	Online	Education
27.	Development of audio podcasts on living science. These podcasts were broadcasted by 14 CR stations	October-November 2021	Community Radio Stations	6 Indian States	Skills
28.	Life and employment skills training for the empowerment of marginalised community girls/ women.	October-November 2021	Puchalapalli Chinnamma Arogya Sadanam Trust, Andhra Pradesh, India	Prakasam district, Andhra Pradesh, India	Skills
29.	Development and implementation of digital game-based learning for building debugging skills	October-December 2021	IIT Tirupati, Andhra Pradesh, India	Online	Education
30.	Sri Lankan youth from marginalised communities trained online on employability skills and spoken English linked to labour market needs	October 2021-January 2022	Youth Ltd, Sri Lanka	Online	Skills
31.	Development of MOOC/ blended learning self-paced course on Introduction to Data Analytics	October 2021-February 2022	HELP University, Malaysia	Online	Education
32.	Development of technical video content for General Plumber Course	October 2021-June 2022	Indian Plumbing Skills Council, India	Noida, Uttar Pradesh, India	Skills

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
33.	Workshop-2 on OER, online assessments and creating project proposals	October 5-9, 2021	Ravenshaw University, Odisha, India	Online	Education
34.	First capacity building programme on implementation of blended learning	October 8-12, 2021	MGCU, Bihar, India	Online	Education
35.	Second cycle of MOOC on developing online courses for SWAYAM	October 20 to November 10, 2021	Netaji Subhas Open University West Bengal, India	Online	Education
36.	Implementing OER institutional policy – capacity building and policy development	October 26-28, 2021	Madhya Pradesh Bhoj (Open) University, Madhya Pradesh, India	Online	Education
37.	Workshop-3 on designing and developing lessons for blended learning for teacher education	October 26-30, 2021	Ravenshaw University, Odisha, India	Online	Education
38.	Online workshop on design thinking and innovation in teaching and training for educationalists of Asian Commonwealth countries	November-2021	Dr Kaustubh Dhargalkar	Online	Skills
39.	Development of MOOC/ blended learning self-paced course on Introduction to Augmented Reality	November-December 2021	IIT Kharagpur, West Bengal, India	Online	Education
40.	Capacity building of teacher educators of Himachal Pradesh	November 6, 2021- January 31, 2022	Central University of Himachal Pradesh, India	Online	Education
41.	Training programme on gamification in higher education	November 10-11, 2021	HELP University, Malaysia	Online	Education

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
42.	Second capacity building programme on ICT, OER, eContent development, MOOC for implementation of blended learning	November 22-26, 2021	MGCU, Bihar, India	Online	Education
43.	Second cycle of MOOC on Digital Forensics	November 22-December 20, 2021	Uttarakhand Open University, Uttarakhand India	Online	Education
44.	MOOC on introduction to statistical analysis	November 23, 2021- January 10, 2021	KISS University, Odisha, India	MOOCs for development platform	Education
45.	MOOC on Academic Counselling for ODL Learners (AC4ODL)	December 2021 to January 15, 2022	Odisha State Open University, Odisha, India	MOOCs for development platform	Education
46.	Online skill development training & certification of Persons with Disability (PwDs) in Optical Fiber Splicer course through CSCs	December 2021-January 2022	CSC e-Governance Services India Limited	Online	Skills
47.	Online skill development training & certification of women in Optical Fiber Splicer course through CSCs	December 2021-January 2022	CSC e-Governance Services India Limited	Online	Skills
48.	Technical video content developed for four job roles, namely, Domestic Electrician, Industrial Electrician, Assistant Technician-Street Light and Supervisor-Street Light	December 2019-March 2022	Power Sector Skill Council, India	New Delhi, India	Skills
49.	Training programme on ICT for teachers	December 14-18, 2021	GMR Varalakshmi Foundation, Andhra Pradesh, India	Online	Education

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
50.	Workshop-1 on online & blended learning	December 17-19, 2021	Netaji Subhas Open University West Bengal, India	Durgapur, West Bengal, India	Education
51.	MOOC on online course development for SWAYAM	December 20, 2021- January 07, 2022	BRAOU, Telangana, India	Online	Education
52.	Third cycle of MOOC on Digital Forensics	December 24, 2021 - January 23, 2022	Uttarakhand Open University, Uttarakhand, India	Online	Education
53.	Capacity building of teachers to adopt OER through implementing institutional policy.	December 26-30, 2021	City University, Bangladesh	Online	Education
54.	Online workshop on career and mental health counselling for inmates of Juvenile Home	January 2022	Department of Women and Child Development, Govt. of NCT of Delhi, India	Online	Skills
55.	Employment linked MOOC on Blockchain introduction for developers	January-February 2022	APITA, Andhra Pradesh, India	Online	Skills
56.	Upskilling and employment of unemployed skilled youth	January-May 2022	GMR Varalakshmi Foundation, Andhra Pradesh, India	New Delhi, India	Skills
57.	Technical video content development for Modern Charka Course.	January-May 2022	KVIC, Ministry of MSME, GoI	Varanasi, Uttar Pradesh, India	Skills
58.	Workshop-2 on online & blended learning	January 7-9, 2022	Netaji Subhas Open University, West Bengal, India	Online	Education

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
59.	Awareness creation workshop on virtual labs for teachers	January 12-13, 2022	Kenyatta University, Nairobi, Kenya	Online	Education
60.	Capacity building programme to adopt OER through implementing institutional policy	January 17-19, 2022	U. P. Rajarshi Tandon Open University, Uttar Pradesh, India	Online	Education
61.	Training programme on ICT for teachers	January 18-22, 2022	GMR Varalakshmi Foundation, Andhra Pradesh, India	Online	Education
62.	MOOC on understanding Neurodiversity	February 7-March 14, 2022	Netaji Subhas Open University, West Bengal, India	Online	Education
63.	Workshop-3 on online & blended learning	February 25-28, 2022	Netaji Subhas Open University, West Bengal, India	Kalyani, West Bengal, India	Education
64.	First cycle of Lean Six Sigma Foundation course developed by CEMCA	March-22	Amity University, Haryana, India	Online	Skills
65.	Capacity building programme for higher education teachers from various engineering colleges of Andhra Pradesh in industry-linked course, advanced technologies and teaching methodologies	March-June 2022	APITA, Andhra Pradesh, India	Andhra Pradesh, India	Skills
66.	Third capacity building programme on ICT, OER, eContent development, MOOC for implementation of blended learning	March 07-11, 2022	MGCU, Bihar, India	Online	Education
67.	Capacity building programme for higher education teachers in Telangana and Andhra Pradesh	March 14-25, 2022	BRAOU, Telangana, India	Online	Education

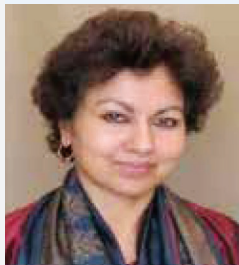
Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
68.	Workshop-4 on online & blended learning	March 25-27, 2022	Netaji Subhas Open University, West Bengal, India	Kolkata, West Bengal, India	Education
69.	Ninth Community Radio Video Challenge	April-2022	UNESCO	New Delhi, India	Skills
70.	Building capacity of teacher educators of Karnataka on ICT skills, e-content development, use of OER, blended learning models, etc.	April – June 2022	IT for Change, Karnataka, India	Bengaluru, Karnataka, India	Education
71.	Workshop on design and development of contents and proposals for SWAYAM	April 5-6, 2022	Ravenshaw University, Odisha, India	Cuttack, Odisha, India	Education
72.	Workshop-5 on online & blended learning	April 8-10, 2022	Netaji Subhas Open University, West Bengal, India	Jalpaiguri, West Bengal, India	Education
73.	Training programme on OER and open Licenses for teachers and teacher educators	April 25-29, 2022.	Central Institute of Educational Technology (CIET), NCERT Delhi, India	Online	Education
74.	MOOC on development of online courses for SWAYAM	May 5-20, 2022	KISS University, Odisha, India	Online	Education
75.	Online capacity-building programme on bamboo furniture for artisans and potential entrepreneurs of Sri Lanka	9 May, 2022	INBAR	Online	Skills
76.	Development and adoption of OER policy	May 13-14, 2022	City University, Bangladesh	Dhaka, Bangladesh	Education

Sl. No.	Activity	Date	Partner	Place/Mode of Activity	Initiative
77.	Building capacity of University teachers through face-to-face training workshop on ICT skills, e-content development, use of Moodle for learning, use of OER, blended learning models, etc.	May 13-15, 2022	City University, Bangladesh	Dhaka, Bangladesh	Education
78.	Online capacity-building programme on bamboo scrimber, laminates and value-added products for artisans and potential entrepreneurs of Malaysia and Brunei	25-27 May 2022	INBAR	Online	Skills
79.	Workshop to develop an action plan for the implementation of blended learning	May 26-27, 2022	Netaji Subhas Open University, West Bengal, India	Kolkata, West Bengal, India	Education
80.	Online upskilling and training of district managers in Project Management and Monitoring and Evaluation of Government Projects	30 May-3 June 2022	APITA, Andhra Pradesh, India	Online	Skills
81.	Training ODL institutions to develop courses using OER and ODL.	June 14-15, 2022	Delhi, India	Online	Education
82.	Promotion of Common Yoga Protocol (CYP) course through CRS	June 2022	Ministry of Ayush, Gol	All over India	Skills

9. Advisory Council

CEMCA's Advisory Council functions as an advisory body of COL on CEMCA's affairs and is responsible for broad policy formulation in the programme areas. Besides, the Council provides informed guidance, monitors and evaluates CEMCA's progress, and suggests ways and means for improving its performance. The Advisory Council meets once a year keeping in view the exigencies of the business. The membership is rotated among the members in the region.

COL



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Ministry of Education
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CEMCA



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(Member)
Director
(Upto May 31, 2022)



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Mr. Sushil Kumar Tanwar
(Secretary)
Head, Admn. & Finance
(Upto January 31, 2022)



Mr. T. K. Kaul (Secretary)
Head, Administration &
Finance

10. Collaborators and Partners

- Amity University, Haryana, India
- Anvarat Foundation, Uttar Pradesh, India
- Andhra Pradesh Information Technology Academy (APITA), India
- Aster Innovation Company Ltd, Bangladesh
- Automotive Skills Development Council, India
- Bharitya Skill Development University (BSDU), Rajasthan, India
- Capital Goods Skill Council (CGSC), India
- Central Institute of Educational Technology (CIET), NCERT Delhi, India
- Central University of Himachal Pradesh, India
- City University, Bangladesh
- Community Radio Stations, India
- CSC e-Governance Services India Limited, India
- Department of Women and Child Development, Govt. of NCT of Delhi, India
- Domestic Worker Sector Skill Council (DWSSC), India
- Dr Babasaheb Ambedkar Open University (BAOU), Gujarat, India
- Dr B.R. Ambedkar Open University (BRAOU), Telangana, India
- Federation of Indian Chambers of Commerce and Industry
- Furniture and Fitting Skill Council, India
- GMR Varalakshmi Foundation, India
- HELP University, Malaysia
- IIT Kharagpur, India
- IIT Tirupati, India
- Indian Plumbing Skills Council (IPSC), India
- Insphere Solutions Pvt. Ltd., India
- International Bamboo and Rattan Organisation (INBAR)
- IT for Change, Karnataka, India
- Kenyatta University, Kenya
- Kalinga Institute of Social Sciences (KISS) University, Odisha, India
- Khadi and Village Industries Commission (KVIC), Ministry of MSME, Government of India
- K K Handiqui State Open University, Assam, India
- Madhya Pradesh Bhoj (Open) University (MPBOU), Madhya Pradesh, India
- MAK IT Solution, Bihar, India
- Mahatma Gandhi Central University (MGCU), Bihar, India
- Ministry of Ayush, Gol
- National Law University Delhi (NLUD), India
- Netaji Subhas Open University (NSOU), West Bengal, India
- Odisha State Open University, Odisha, India
- Power Sector Skill Council (PSSC), India
- Puchalapalli Chinnamma Arogya Sadanam Trust, Andhra Pradesh, India

- Ravenshaw University, Odisha, India
- Sasilu Tec Experts Private Limited, Telangana, India
- Search for Truth and Return to Science, Delhi, India
- Sofocle Innovation Labs Pvt. Ltd., Uttar Pradesh, India
- Tamil Nadu Open University, Tamil Nadu, India
- The Real Image Company, Haryana, India
- The Energy and Resources Institute, New Delhi, India
- UNESCO, New Delhi, India
- University Grant Commission, Bangladesh
- University of Chittagong, Bangladesh
- U. P. Rajarshi Tandon Open University (UPRTOU), Uttar Pradesh, India
- Uttarakhand Open University, Uttarakhand, India
- Wayamba Technical College, Sri Lanka
- Youth Ltd, Sri Lanka
- 21CC Education, Maharashtra, India

11. Press Releases

आशा वर्करों को कोविड 19 जागरूकता प्रशिक्षण दिया जा रहा

कोरोना वैक्सीन पर फैली अफवाहों को दूर करने का प्रशिक्षण

ब्युरो (विद्रोही आनन्द) बाराबंकी। अनवरत फाउंडेशन के तत्वाधान में कामनवेलथ एजुकेशनल मीडिया सेंटर फॉर एशिया (सेमका), नई दिल्ली के सहयोग से बाराबंकी जिले के 5 ब्लॉक (मसौली, बंकी, सिरौलीगौसपुर, सिद्धौर, हरक) में 1000 आशा वर्कर को कोविड 19 जागरूकता प्रशिक्षण कार्यक्रम आयोजित किया गया। जिसमें मसौली व सिद्धौर में प्रशिक्षण दिया गया। विकासखंड सिरौलीगौसपुर के सामुदायिक स्वास्थ्य केंद्र में 175 आशा वर्कर को कोविड 19 पर जागरूकता प्रशिक्षण दिया गया। इस कार्यक्रम में शैलेश सिंह, केशव मिश्रा, ऋतु सिंह एवं देविका मिश्रा द्वारा अनवरत फाउंडेशन की तरफ से समाज में कोविड 19 वैक्सीन को लेकर फैलने वाले अफवाहों के प्रति आशा वर्कर को जागरूक किया जा रहा है। हरक व बंकी ब्लॉक में यह प्रशिक्षण 10 और 11 अगस्त को प्रस्तावित है। इस प्रशिक्षण गूज संस्था के सहयोग से 200 आशा वर्कर को कोविड केयर किट वितरित की जाएगी।



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

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

नेहा गर्ग, मुद्रगांव टुडे

फिरोजापुर जिला। सामुदायिक रेडियो अल्फाज-ए-मेवात पर सौरासौर (राष्ट्रपंडल शैलेश मीडिया केंद्र - एशिया) के सहयोग से नई रेडियो श्रृंखला अटपटे विज्ञान की चटपटी चर्चाएँ की शुरुआत 27 सितम्बर 2021 से की जाएगी। यह कार्यक्रम विज्ञान से जुड़े रोचक कहानियों पर आधारित है।

अटपटे विज्ञान की चटपटी चर्चाएँ रेडियो सीरीज रोजाना सुबह साढ़े आठ बजे और शाम साढ़े नौ बजे प्रसारित होगी। कार्यक्रम के अंत में 15 मिनट का लाइव प्रोग्राम होगा जिसमें श्रोता कार्यक्रम में सूरी कहानी के आधार पर रोचक सवालों के जवाब अल्फाज-ए-मेवात के स्टूडियो नंबर 9813164542 पर फोन करके दे सकते हैं।

एक सहलग फाउंडेशन की प्रिंसिपल लीड-आउटरीच फार डेवलपमेंट व सामुदायिक रेडियो अल्फाज-ए-मेवात की प्रतिनिधि पूजा मुरदा ने बताया कि इस सीरीज का उद्देश्य छासकर बच्चों को मूलभूत विज्ञान से परिचित करवाना है जैसे एक्स-रे क्या, कैसे होता है, किंग्स क्या महत्व रखती हैं, एंटीबायोटिक्स क्या हैं आदि ऐसे ही कई मनोहार विषयों को संशोध्य रेडियो सीरीज अलग अलग एपिसोड के माध्यम से विज्ञान को आसानी से समझने का प्रयास किया जाता है।

शारिक जानकारी का प्रसार समाज के अतिरिक्त एक पहलू तक। उन्होंने सौरासौर (राष्ट्रपंडल शैलेश मीडिया केंद्र - एशिया) का धन्यवाद करते हुए कहा कि उन्होंने 10 एपिसोड की सीरीज सामुदायिक



रेडियो स्टेशन के साथ साझा कर बच्चों को ज्ञान की धार के साथ जोड़ने का सवहनीय पहल की है। सहलग फाउंडेशन द्वारा अल्फाज-ए-मेवात सामुदायिक रेडियो वर्ष 2012 में स्थापित किया गया है जो पिछले 10 वर्षों से लगातार समाज के मध्य जनकारी का प्रसार कर रहा है। रेडियो समुदाय के हर वर्ग मसलन बच्चों, महिलाओं, किसानों, किशोरों तथा युद्ध लोगों से विभिन्न कार्यक्रमों के जरूरत जुड़ा है।

पंजाबी धर्मशाला वाली गली

विनीत गर्ग, मुद्रगांव टुडे

सावड़। पुलिस ने पंजाबी धर्मशाला वाली गली को बनाना प्रारम्भ कर दिया। विद्रिद हो कि लगभग 1 वर्ष से पंजाबी धर्मशाला वाली गली में आये दिन नाशियों का पानी भर रहता था जिस कारण किन्हीं ही बार महिला व बच्चों को फिसलने के कारण परिहास का सामना करना पड़ता था यहां तक कि किन्हीं ही लोगों ने इस गली से निकलना ही बंद कर दिया। गली में कीचड़ युक्त पानी भर रहने के कारण किन्हीं ही बार समाचार पत्र में समाचार प्रकाशित करना पड़ा व सी एम विंडी पर भी विचारणत लगाई तब कहीं जबरन पंजाबी धर्मशाला वाली गली का सुधार हो पाया। इस गली में



व्याज गन्दगी के कारण धर्मशाला भी पूर्णतः निरस्त हो चली थी जिस में मेल विगदरी व अन्य कोई कार्यक्रम

क्राइम खबर
(सोशल डैटिब वेब पेपर, साप्ताहिक पत्रिका, न्यूज चैनल, वेब पोर्टल) को सभी प्रखंडों में अवश्यवाचना है। प्रखंड रिपोर्टर, नवाचार रिपोर्टर, विज्ञापन प्रयोग भी। संपर्क: 7004534062

अपराध जगत पर आधारित देश का पहला सांध्य दैनिक वेब पेपर

क्राइम खबर

अपराध एवं मट्टुचर को खोजो खबरे

रेडियो रिमिज़िम पर शुरू हुआ विज्ञान का रोचक रेडियो सीरीज 'अटपटे विज्ञान की चटपटी चर्चाएँ'

क्राइम खबर से मनीष कुमार की रिपोर्ट विहार का एकमात्र राष्ट्रीय पुरस्कार विजेता सामुदायिक रेडियो स्टेशन रेडियो रिमिज़िम सभी वर्ग के समुदाय के लिए कार्यक्रमों को पिछले 12 वर्षों से प्रसारित करते आया है। तकनीकी और विज्ञान को भी लेकर रेडियो रिमिज़िम समय समय पर अलग अलग तरह के कार्यक्रमों को प्रसारित करता रहता है। इसी प्रकार विज्ञान से जुड़ा एक और कार्यक्रम का रेडियो रिमिज़िम पर प्रसारण शुरू हो गया है। रेडियो रिमिज़िम पर शुरू हुआ 'अटपटे विज्ञान की चटपटी चर्चाएँ' CEMCA नई दिल्ली के सहयोग से रेडियो रिमिज़िम विज्ञान की अनोखी कहानियों को और वैज्ञानिकों के जीवन के बारे में कार्यक्रम 'अटपटे विज्ञान की चटपटी चर्चाएँ' में बताएगा। यह कार्यक्रम



हब द्वारा प्रस्तुत किया गया है, मुश्किल तथ्यों को चटपटे अंदाज में बताया गया है। साथ ही

हो रही घटनाओं में विज्ञान के बावो को यह कार्यक्रम बताता है जिसे हम सभी को जानना

'Blended learning is what we will need in the coming days'

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

As universities (both public and private) prepare to resume in-person classes soon, how do you think the learning loss of the past year and a half can be recovered? Does the UGC have any specific directives to the universities, particularly public universities, to address this issue?

There is a lot of recovery work to be done. But I believe our public universities will find a way out of this crisis. After reopening, session jam would, no doubt, be an issue. Session jam is not a new thing here. Public universities have faced session jam issues in the past and have successfully overcome it. So, there is no reason why they can't do it now. Extra effort has to come from all quarters—teachers, students and administration—to tackle the issue. Being a former teacher of DU, I know how the university went through many crisis periods and also recovered. Ways and means of recovery of learning loss have to be discussed and worked out by the respective universities. In public universities, the university syndicates, the academic councils, the dean committees as well as the academic committees of the respective departments have to discuss the issue and find out



Dr Kazi Shahidullah will need time for that. The digital divide in higher education became a

our discussions, they offered exclusive internet packages only for students. But even that did not give us the desired result because students in rural areas were having connectivity problems. Disruption of electricity connection in villages was another obstacle the students had to face. So, there's no denying the fact that the digital divide has been a big issue during this time. The UGC tried to do everything in its power to make online education a success. But it cannot do anything about infrastructure development, the government has to do that. We hope the situation will improve in the future.

By now, only a few public universities have shown some progress in getting their students vaccinated or registered for vaccines, while the rest are still lagging behind. What is the current situation in this regard? Will it impact the reopening plan?

We have around 3.5 lakh students in our public universities. Among them, 2.5 lakh students have taken the first dose of the vaccine. There are roughly 1.3 lakh students in public universities who are half-vaccinated. Among them, 1.18 lakh have taken at least one shot of the vaccine. I think the situation is quite satisfactory.

I think the situation is quite satisfactory. I think the situation is quite satisfactory. I think the situation is quite satisfactory.

Since Covid-19 will continue to be a factor in the foreseeable future, experts have stressed the need for accommodating in-person and blended/hybrid learning to be able to respond to any emergency. What is the UGC's plan for any future disruptions in academic activities? What kind of reforms does the higher education sector need based on what we learned in the past 1.5 years?

Blended/hybrid learning is particularly important for a country like ours where we have to face many kinds of adversities in our higher education sector from time to time. What we have realised during this pandemic is that we should keep continuing with online classes alongside in-person classes. From now on, it will be part and parcel of our education system. Since we have to live with Covid-19, blended learning is what we will need in the coming days.

One of the basic problems is, our teachers do not have the expertise in online teaching. This is also a new concept for them. Teachers need to be trained so they can meet the expectations of students. What the UGC is trying to do is train university teachers in online teaching. We are now giving our time, energy and resources in capacity building. About a month ago, we conducted an online training programme for teachers in collaboration with the American

रेडियो स्नेही 90.4 एफएम पर 10 एपिसोड का रेडियो सीरीज का हुआ शुभारम्भ,

निर्वाण टाइम्स

होगी अटपटे विज्ञान की चटपटी कहानी

सिवान (अमन राज)। रेडियो स्नेही 90.4 एफएम पर सामुदायिक रेडियो स्टेशन रेडियो स्नेही 90.4 संयुक्त प्रयास से एक रेडियो सीरीज का शुभारंभ किया गया। जिसमें रोचक कहानियों के माध्यम से रोचक अंदाज से बच्चों में वैज्ञानिक खोजों एवं सिद्धांतों की कहानियों को बताया जाएगा। 10 एपिसोड का यह कार्यक्रम पूर्णतः निरस्त हो चला जाएगा। जिले के विभिन्न विद्यालयों में इस कार्यक्रम को



अपने अंदाज से वैज्ञानिक खोजों के बारे में कोई रोचक कहानी सुनाना चाहता है तो उसे भी रेडियो स्टेशन बुलाकर या उसके विद्यालय में भी रिकॉर्ड किया जायेगा। और उसे रेडियो के माध्यम से प्रसारित भी किया जाएगा। रेडियो कार्यक्रमों से देश के कर्ण धार जिन्हें आने वाले समय में देश की पहचान को आगे बढ़ाने हैं। उनके अंदर विज्ञान के प्रति लगाव तथा जिज्ञासा बढ़ेगी। 10 एपिसोड का यह कार्यक्रम तैयार किया गए हैं। उन्होंने आगे कहा कि

सामुदायिक रेडियो पर 'अटपटे विज्ञान की चटपटी चर्चाएं'

मैथा क्षेत्र में वक्त की आवाज 91.2 एफ एम पर नई श्रृंखला



क्षेत्रफल

कानपुर देहात। जनपद कानपुर देहात के एक मात्र सामुदायिक रेडियो वक्त की आवाज 91.2 एफ एम में शुरू हुई नई श्रृंखला 'अटपटे विज्ञान की चटपटी चर्चाएं'। सामुदायिक रेडियो वक्त की आवाज 91.2 ऑफ एम और CEMCA (राष्ट्रमंडल शैक्षिक मीडिया केंद्र - एशिया) के सहयोग से नई रेडियो श्रृंखला 'अटपटे विज्ञान की चटपटी चर्चाएं' की शुरुआत 27 सितम्बर 2021 को हो चुकी है। यह कार्यक्रम विज्ञान से जुड़ी रोचक कहानियों पर आधारित है। 'अटपटे विज्ञान की चटपटी चर्चाएं' रेडियो सीरीज

का प्रसारण सोमवार और शनिवार को सुबह 8.00 बजे और मंगलवार और शुक्रवार को दोपहर में 1.00 बजे साथ ही बुधवार और बृहस्पतिवार को शाम 07.10 बजे प्रसारित होगी। कार्यक्रम के अंत में 15 मिनट का लाइव प्रोग्राम होगा जिसमें श्रोता कार्यक्रम में सुनी कहानी के आधार पर रोचक सवालों के जवाब स्टूडियो नंबर 7897969696 पर फोन करके दे सकते हैं।

सामुदायिक रेडियो वक्त की आवाज की कोऑर्डिनेटर राधा शुक्ला ने बताया कि 'इस सीरीज का उद्देश्य खासकर बच्चों को मूलभूत विज्ञान से परिचित करवाना है जैसे एक्स-रे क्या, कैसे होता है, किरणें क्या

महत्व रखती हैं, एंटीबायोटिक क्या है, प्रजातियों के बारे में, ध्वनि तरंगें कैसे काम करती हैं, आदि ऐसे ही कई मजेदार विषयों को संजोय रेडियो सीरीज अलग अलग एपिसोड के माध्यम से विज्ञान को आसानी से समझने का प्रयास किया जाएगा ताकि जानकारी का प्रसार समाज के अंतिम छोर तक पहुंच सके। वक्त की आवाज की पूरी टीम CEMCA (राष्ट्रमंडल शैक्षिक मीडिया केंद्र - एशिया) का धन्यवाद करते हैं कि उन्होंने 10 एपिसोड की सीरीज सामुदायिक रेडियो स्टेशन वक्त की आवाज के साथ साझा करके बच्चों को ज्ञान की धार के साथ जोड़ने का सराहनीय पहल की है।

रेडियो खांची 90.4 एफएम को मिला नया प्रोजेक्ट

जागरण संवाददाता, रांची : रेडियो खांची 90.4 एफएम अपने स्थापना काल 2020 से लेकर निरंतर सफलता की नई कहानी गढ़ रहा है। इसी क्रम में इसे 13वां प्रोजेक्ट प्राप्त हुआ है। जिसका विषय है बांस उद्योग को बढ़ावा देने के लिए श्रोताओं को उसके प्रोडक्ट और करियर स्कॉप के बारे में जानकारी देना। यह प्रोजेक्ट कामन वेल्थ एजुकेशनल मीडिया सेंटर फार एशिया नई दिल्ली तथा मिनिस्ट्री आफ माइक्रो स्माल एंड मीडियम इंटरप्राइजेज क्लस्टर नई दिल्ली द्वारा रेडियो खांची को प्रदान किया गया है। यह प्रोजेक्ट डेढ़ महीने के लिए है। जिसके अंतर्गत रेडियो खांची 90.4 एफएम बांस उत्पादों से जुड़ा 6 एपिसोड का निर्माण एवं प्रसारण कार्य करेगा। प्रोजेक्ट प्राप्त करने पर विश्वविद्यालय प्रशासन में खासा भी उत्साह है। इसी क्रम में रांची विश्वविद्यालय की कुलपति प्रोफेसर डा. कामिनी कुमार ने कहा कि रेडियो खांची निरंतर रेडियो कार्यक्रमों का निर्माण और प्रसारण ही नहीं कर रहा है बल्कि रेडियो से जुड़े शोध कार्यों के नए विचारों को श्रोताओं तक प्रस्तुत कर रहा है। उन्होंने कहा कि बांस उद्योग झारखंड में बहुत तेजी से फूल फूल रहा है और लोग बांस के बने उत्पादों से अपने घर की सुसज्जित कर रहे हैं।



रेडियो खांची के आन एयर रूम में कार्यक्रम का प्रसारण करती आरजे वैभवी • जागरण बांस उत्पादों से जुड़ा छह एपिसोड का निर्माण एवं प्रसारण कार्य करेगा, प्रोजेक्ट प्राप्त करने पर विवि प्रशासन में है खासा उत्साह

बांस आधारित उद्योग को मिलेगा बढ़ावा

रेडियो खांची 90.4 एफएम प्रसारण में युवाओं को इस कार्य की विस्तृत जानकारी भी प्रदान करेगा। शोध आधारित विषय का प्रकाशन भी किया जाएगा। रेडियो खांची 90.4 एफएम के निदेशक डा. आनंद कुमार टाकुर ने बताया कि झारखंड में पहली बार किसी एफएम रेडियो को बांस आधारित उद्योगों को बढ़ावा देने के लिए रेडियो प्रोजेक्ट मिला है। बांस के बारे में लोगों को जानकारी दी जाएगी।

दैनिक जागरण
14.2.2022

कानपुर देहात

5
कानपुर बुधवार 29 सितम्बर 2021

अटपटे विज्ञान की चटपटी चर्चाएं सामुदायिक रेडियो वक्त की आवाज पर

युवा गौरव सौरभ दीप तिवारी शिवली कानपुर देहात। मात्र सामुदायिक रेडियो वक्त की आवाज 91.2 एफ एम में शुरू हुई नई श्रृंखला 'अटपटे विज्ञान की चटपटी चर्चाएं' सामुदायिक रेडियो वक्त की आवाज 91.2 ऑफ एम और CEMCA (राष्ट्रमंडल शैक्षिक मीडिया केंद्र - एशिया) के सहयोग से नई रेडियो श्रृंखला 'अटपटे विज्ञान की चटपटी चर्चाएं' की शुरुआत 27 सितम्बर 2021 को हो चुकी है यह कार्यक्रम विज्ञान से जुड़ी रोचक कहानियों पर आधारित है। अटपटे विज्ञान की चटपटी चर्चाएं रेडियो सीरीज का प्रसारण सोमवार और शनिवार को सुबह 8.00 बजे और मंगलवार और शुक्रवार को दोपहर में 1.00 बजे साथ ही बुधवार और बृहस्पतिवार को शाम 07.10 बजे

प्रसारित होगी। कार्यक्रम के अंत में 15 मिनट का लाइव प्रोग्राम होगा जिसमें श्रोता कार्यक्रम में सुनी कहानी के आधार पर रोचक सवालों के जवाब स्टूडियो नंबर 7897969696 पर फोन करके दे सकते हैं। सामुदायिक रेडियो वक्त की आवाज की कोऑर्डिनेटर राधा शुक्ला ने बताया कि 'इस सीरीज का उद्देश्य खासकर बच्चों को मूलभूत विज्ञान से परिचित करवाना है जैसे एक्स-रे क्या कैसे होता है। किरणें क्या महत्व रखती हैं। एंटीबायोटिक क्या है प्रजातियों के बारे में ध्वनि तरंगें कैसे काम करती हैं आदि ऐसे ही कई मजेदार विषयों को संजोय रेडियो सीरीज अलग अलग एपिसोड के माध्यम से विज्ञान को आसानी से समझने का प्रयास किया जाएगा ताकि



जानकारी का प्रसार समाज के अंतिम छोर तक पहुंच सके। वक्त की आवाज की पूरी टीम सीईएमसी (राष्ट्रमंडल शैक्षिक मीडिया केंद्र - एशिया) का धन्यवाद करते हैं कि उन्होंने 10 एपिसोड की सीरीज सामुदायिक रेडियो स्टेशन वक्त की आवाज के साथ साझा करके बच्चों को ज्ञान और विज्ञान के साथ जोड़ने का सराहनीय पहल की है।

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भारतीय स्किल डेवलपमेंट यूनिवर्सिटी में स्किल्स फॉर यूथ एंग्लॉयमेंट इन न्यू नॉर्मल पर ग्लोबल कन्वर्सेशन आयोजित

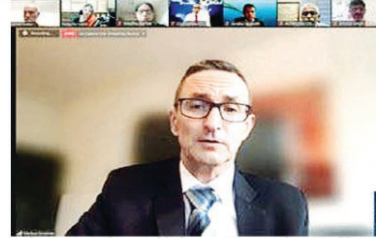
एक्सपर्ट ने कहा: इकोनामी की रीड की हड्डी है वोकेशनल एजुकेशन एंड टेक्नोलॉजी

राजस्थान विकास दर्शन

बनारस, सुनील छीपा। अजमेर रोड स्थित भारतीय स्किल डेवलपमेंट यूनिवर्सिटी में वर्ल्ड यूथ स्किल्स डे के अवसर पर स्किल्स फॉर यूथ एंग्लॉयमेंट इन न्यू नॉर्मल पर ग्लोबल कन्वर्सेशन का आयोजन हुआ, जिसमें देश विदेश के विख्यात स्पॉन्सर ने हिस्सा लिया। कार्यक्रम की शुरुआत में डॉक्टर मधु गोपाल ने भारतीय स्किल डेवलपमेंट यूनिवर्सिटी की वचुअल विजिट करावाई और सभी लैब, लाइब्रेरी और इंफ्रास्ट्रक्चर का परिचय करवाया। उसके बाद ट्रेनिंग एंड प्लेसमेंट ऑफिसर डॉ शेखर कपूर ने मुख्य वक्ताओं राजेंद्र एंड उमाला जोशी, फाउंडेशन के सीईओ मार्कस गिमाईरर, कॉमनवैल्थ मीडिया सेंटर फॉर लर्निंग की डायरेक्टर प्रोफेसर मधु परहार, भारतीय स्किल डेवलपमेंट यूनिवर्सिटी के वाइस चांसलर प्रोफेसर अचिन्त्य चौधरी, दिल्ली स्किल्स यूनिवर्सिटी की वाइस चांसलर प्रोफेसर निहारिका वोहरा एवं ट्रेनिंग एंड श्रीलंका से वोकेशनल एजुकेशन कमीशन के डिप्टी डायरेक्टर जनरल प्रो जनक जयालत का वेलकम किया और सभी का परिचय करवाया। कार्यक्रम की शुरुआत राजेंद्र एंड उमाला जोशी फाउंडेशन, विजयलैंड के सीईओ मार्कस गिमाईरर द्वारा एमसाफ्ट लेखर से हुई। उन्होंने जोशी फाउंडेशन, विजयलैंड द्वारा



भारत में स्विस आधारित स्किल डेवलपमेंट कार्यक्रमों को इंटीग्रेटिड परफेक्ट में लागू करने के बारे में बताया कि आज भारत जैसे विकासशील देश में हैड्स-अप और प्रैक्टिकल एजुकेशन की तुरंत आवश्यकता है। उन्होंने आगे कहा कि वोकेशनल एजुकेशन एंड टेक्नोलॉजी, इकोनॉमी की रीड की हड्डी है, इसलिए किसी भी देश को इसे बहुत सौरियसली लेना चाहिए और गवर्नमेंट, इंस्टीट्यूट्स, स्किल काउंसिल, और स्किल्स यूनिवर्सिटी को आगे आना चाहिए। उन्होंने बैचलर ऑफ वोकेशन डिग्री के अनभिन्नत फायदे बताते हुए कहा कि वह प्रोफेशनल डिग्री है जो अपने आप में संपूर्ण कैरियर की गारंटी है। कॉमनवैल्थ एजुकेशन मीडिया सेंटर ऑफ लर्निंग की डायरेक्टर डॉ मधु परहार ने कहा कि आज भारत सबसे



युवा देश है जहां पर सबसे अधिक लगभग 35 करोड़ से भी ज्यादा युवाशक्ति है, इसलिए स्कूल एजुकेशन से ही युवा वर्ग को स्किल एजुकेशन से जोड़ना आवश्यक हो गया है। 12 वीं सदी में ही कॉमनवैल्थ स्किल्स, सोशियो-इमोजनल स्किल, टेक्निकल स्किल, डिजिटल स्किल्स के साथ-साथ 2025 में हमें प्नालिटिकल थिंकिंग एंड इन्वेंशन, एक्टिव लर्निंग, कॉम्प्लेक्स प्रॉब्लम सोल्विंग, क्रिटिकल थिंकिंग, लीडरशिप एंड सोशल बिहेवियर, डिजाइन एंड प्रोग्रामिंग जैसी महत्वपूर्ण स्किल्स को भी विकसित करने की सख्त आवश्यकता है। उन्होंने बताया कि 97 मिलियन के लगभग जॉब्स नए स्किल्स के क्षेत्र में जनरेट हो जाएंगे, लेकिन उसी के हिसाब से हमें युवा वर्ग को स्किल्स को भी डेवलप करना होगा। उन्होंने नई एजुकेशन पॉलिसी के लागू होने से स्किल्स यूनिवर्सिटी को प्रोमोटा और अधिक महत्वपूर्ण बताया। वहीं दिल्ली स्किल्स यूनिवर्सिटी की वाइस चांसलर प्रोफेसर निहारिका वोहरा ने कहा कि स्किल्स के बारे में कहीं भी कंफ्यूज होने की आवश्यकता नहीं है। आपका किसी भी एक फोल्ड में कुशल होना, चाहे वह एसी रिपैरिंग हो, बेसन की कला हो, प्लम्बर हो, उनमें दक्षता हासिल करना सही मायने में आपकी स्किल्स कही जाती। 2021 में न्यू स्किल्स डेवलपमेंट में स्किल्स एजुकेशन इंस्टीट्यूट्स को जिम्मेदारी बढ़ाने के साथ हर उम्र के व्यक्तियों को आने वाली नई स्किल्स के लिए तैयार रहना चाहिए। उन्होंने आगे कहा कि स्किल्स एजुकेशन एक कला है जो आपको कोशल के साथ-साथ डिग्री भी प्रदान करता है।

कोविड-19 में अधिक परेशानी नहीं हुई, क्योंकि उनके पास रोजगार के कई अवसर उपलब्ध थे। अंत में सेमका संस्था के सॉलिनर प्रोग्राम मैनेजर श्री योगेश मिश्रा ने बीते दिनों में अव्योक्त विभिन्न स्किल्स गतिविधियों को विस्तार से बताया। भारतीय स्किल डेवलपमेंट यूनिवर्सिटी के स्कूल ऑफ एंट्रेप्रेनोशिप स्किल्स के प्रिंसिपल डॉ राजदीप देव ने स्किल्स को विद्यार्थियों के लिए एक कैरियर के निर्माण की नींव बताते हुए कहा कि यह स्कूलों, कॉलेजों, विश्वविद्यालयों, आदि सभी उच्च शैक्षणिक संस्थाओं में उपलब्ध होनी चाहिए। उन्होंने बताया कि वर्ल्ड यूथ स्किल्स डे के अवसर पर भारतीय स्किल डेवलपमेंट यूनिवर्सिटी ने 20 से अधिक एक्टिविटी आयोजित की थी जिसमें बहुत से लोगों ने प्रतियोगिता में इनाम भी जीते हैं। डॉक्टर देव ने वोट ऑफ बैक्स देते हुए सभी एग्जिनिट स्पॉन्सरों को अपना बहुमूल्य समय देने के लिए धन्यवाद दिया और डॉक्टर राजेंद्र एंड उमाला जोशी को इस तरह के भारत में इकलौते संस्थान को स्थापित करने के लिए हार्दिक अभिनंदन भी दिया। इस अवसर पर राजेंद्र एंड उमाला जोशी वरिटेबल ट्रस्ट के चेयरमैन ट्रस्टी जयंत जोशी, विश्वविद्यालय के डीन रिसर्च प्रो एस सो भादुरी, प्रो बी.के. झा, कर्नल राजकुमार, डॉ मुस्ताक अहमद, कर्नल संजय गंगवार, डॉ रिंतु टाक भी उपस्थित रही।

पीवीकेकेएल नैपुण्यभिवृद्धि कार्यक्रम

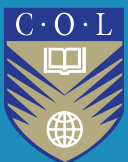
अनंतपुर रंजित, मेमू9: स्नातक पीवीकेके इंजिनियरिंग कक्षाशाला में स्नातक वारं जोतीय स्नातक अध्येतृकुल नैपुण्यभिवृद्धि कार्यक्रममा निरव्हापि चारु. आंध्रप्रदेश राष्त्रसमाचार सांकेतिक संस्कार अध्वर्युल निरव्हापि चिन ककार्यक्रममा विद्या संस्तरल चैरुन पल्ले किशोर प्रारंभिचारु. कसंदर्भंगा आयन मा ल्लाडुतुमा.. निरंतर विद्यारिगा उंडडुतुमा उतुतुमा अध्येतृकुडी लक्षणांनुतु. इदि दृष्टि में उंडुतुतुनि जोतीय स्नातक अध्येतृकुल नैपुण्यभिवृद्धि कार्यक्रममा निरव्हापि पातु निरव्हापिनुतुतु तेलिपारु. कार्यक्रम में याजमा न्यु प्रतितिदि श्रीकांठरेड्डी, प्रिन्सिपल बंडी रमेष् बाबु, प्रिन्सिपल संतोष्कुमाररेड्डी, शिक्कुलु दिनकररेड्डी पालिनुतु.



कार्यक्रम में पालिनुतु चैरुन तदितरुलु

Notes:

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