# Report
# Higher Education Project Review Meeting



**19th and 20th June 2018**

*By: Dr. Manas Ranjan Panigrahi*

## Commonwealth Educational Media Centre For Asia (CEMCA)
## New Delhi

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# *Workshop Report*

Commonwealth Educational Media Centre for Asia (CEMCA) organised a "Higher Education Project Review Meeting" on 19th and 20th June 2018, in Hotel Royal Plaza, New Delhi, with the following objectives:

- *Understanding Higher Education integrated projects of partner institutions*
- *Share 1st year project outputs and outcomes and discuss the challenges*
- *Share and discuss the innovations and achievements along with value for money through the project*
- *Help partner institutions establish and scale up the integrated model*
- *Share follow-up actions for next year and further through current project*

The meeting began with an introduction by Dr. Manas Ranjan Panigrahi, Programme Officer for Education, CEMCA, who defined the objectives of the meeting and welcomed the guests. He then invited Dr. Shahid Rasool, Director, CEMCA, who welcomed the guests and gave a brief overview of CEMCA's objectives, with focus on how it is CEMCA's aim is to help the youth of the Commonwealth Asian countries, that are scattered and out of reach, be better educated. He also stressed on the importance of skills, and how it can be integrated in higher education.

After this warm welcome, Dr. Manas Ranjan Panigrahi, invited the participants to introduce themselves in a round of self-introduction. Following this, Dr. B. K. Bhadri, MHRD, Govt. of India Representative was invited to give a few remarks. He noted that CEMCA has been working as a real catalyst in the field of education to bring technology to the field of higher education. In the current scenario, ICT learning is extremely important, and CEMCA can be used as a reagent to propagate it to the greater masses.

Following Dr. Bhadri's wonderful remarks, Dr. Manas Ranjan Panigrahi took the opportunity to talk about the new publications that are being released by CEMCA for wider dissemination and invited Dr. Shahid Rasool, Dr. B. K. Bhadri, Prof. G. D. Sharma and Prof. Prof. Shironica P. Karunanayaka to unveil the new content.

## *University of Hyderabad, India*

The session then broke off for a small tea break, following which Prof. Vasuki Belavadi, University of Hyderabad, India, gave a presentation on "Designing Integrated Education Model for HEIs in India: An Action-Outcome Study of UoH."

In his presentation, he outlined the following objectives of the project:

- To enhance capacity of academic & non-academic, educational leaders for the development of course materials and its delivery for the teaching-learning.
- To develop strategies for sustainability and employability of learners.
- To increase access to learning for marginalised youths and women.
- To develop innovative quality mechanisms to measure learning materials, teaching-learning process and learning outcomes.

To achieve those objectives, the following activities were planned and undertaken: A baseline study was conducted and its report was made, Moodle LMS was set up, work on two innovative courses (first year) was undertaken, workshops for two sets of teachers on Moodle LMS were held, a basic workshop on e-Course development was also held, along with an advanced workshop on Moodle LMS and finally an introductory workshop was held for a second set of teachers on e-Course development.

The outcomes from these activities were as follows:

- Students' needs assessment report was prepared

- Action plan to create Student Support System in progress

- Plan to set up Moodle on cloud on a scalable mode in progress

- Moodle LMS was created

- Workshops conducted: 20 teachers members ready to offer their Foundation and Elective Courses online during next semester

- Two teacher members already using Moodle for their courses

- In addition to this, innovative courses being developed

- Partnering with Moodle to host MOODLEMOOT2018 at UoH

- Even as these outcomes were achieved, there were a number of lessons learnt during the extent of the project, such as, there is a need for periodic capacity building of teachers, forward planning and co-ordination required in order to avoid delay in setting up UoHELC; development of courses like this time, preparation is needed in advance for M&E after piloting the courses using RBM framework, teachers wanting to develop online courses need continuous support and there is a need for additional help in developing/ fine tuning 'agreements' for course development. Based on these drawbacks faced, the following action plan was created:

- Teachers already developing course content on **Colour Imaging** and **Infection Control in Healthcare** settings for second year

- Training of trainers (ToTs) in each School to bring more teachers into the fold

- More capacity building workshops planned in July and October 2018

- Develop M&E framework for two courses piloted in July 2018

- Study existing quality assurance frameworks

The presentation was followed by a discussion and a round of question and answers, where more ideas were suggested and incorporated into the future action plan for the project.

### *Netaji Subhas Open University, India*

The second presentation was given by Prof. Anirban Ghosh, NSOU, India, on "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training." He began the presentation by looking at the conceptual model for Higher Education, and the two main aspects of it. Under the project, various activities were conducted, such as

- Development, adoption and use of OERs and capacity building of teachers
- A three-day workshop on development of e-content and online facilitation of teachers
- A baseline survey on "Vocational Education and Training: A study of NSOU"
- A job fair
- 4 outreach programmes were contacted aimed at vocational courses
- A workshop on LMS where all courses were uploaded on LMS, and counsellors who bridge the gap between the university and the students were invited to attend
- Development of A/V lectures
- Development of online student support services

The outcomes of these activities were as follows:

- Enhanced capacity of internal faculty members
- 50 A/V lectures that can be accessed online were created
- NSOU-OER repository was upgraded for easier access
- Steps need to be taken to make the students more aware of the support systems in place that are made available by the university.

As a result, future steps were planned that 50 more A/V lectures are to be developed in the next year and Monitoring and Evaluation needs to be scheduled for then as well. The presentation was followed by a discussion and a round of question and answers, where suggestions were made that could be incorporated into the future action plan for the project.

### *Open University Sri Lanka, Sri Lanka*

The next presentation was made by Prof. Shironica P. Karunanayaka, OUSL, Sri Lanka, on "Design, Development, Implementation and Evaluation of a Massive Open Online Course for

Continuous Professional Development (CPD MOOC) for educators on "Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) – A Design-based Capacity Development Initiative." She defined the aim of the project as the following- To design, develop, implement and evaluate MOOCs for CPD of practitioners on the "Adoption of OER and OEP."

The next step was to discuss the phases of the project, wherein Phase I (September 2017 – June 2018) is focused on the Design and Development of the CPD MOOCs, and Phase II (August 2018 - March 2019) is looking at the Implementation and Evaluation of the CPD MOOCs. For Phase I, the following activities were undertaken:
- Identifying a Core Implementation Team which compised of a Research Team and Resource Persons
- Design and Development of Interactive course design workshops, CPD MOOC development in Moodle LMS, Development of learning resources, Research and dissemination activities.

The conceptual framework used is "Scenario- Based Learning," which is learning based. The process and outcomes for this phase of the project were as follows:
- Review; Research; Brainstorms; Discussions; Concept mapping; Reflective writing
- Developing Key Competency & Learning Outcomes
- Developing learning scenarios; learning / assessment tasks
- Creating assessment rubrics
- Identifying OER to be integrated as learning resources
- Creating self-assessment quizzes (MCQs)
- Developing general instructions/guidelines
- Production of 08 video clips
- Developing four CPD MOOCs in Moodle LMS
- Developing a print-based manual (booklet) on CPD MOOCs
- Research Activities

Prof. Karunanayaka then discussed the activities planned for Phase II and the way forward from Phase I, which includes overcoming technical issues and heavy time constraints. The presentation was highly appreciated and commended by all those who were present.

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### *Bilaspur University, India*

The next presentation was a project proposal by Prof. G D Sharma, Vice Chancellor, Bilaspur University on "Integrated Quality Higher Education through Technology mediated learning for sustainable Development." After a brief overview of Bilaspur University and the state of higher education in India. Prof Sharma described the academic activities undertaken by the University and went on to describe the various ways in which the university promotes e-learning, such as adoption of UGC MOOC's Regulations of SWAYAM Portal, registering about 250 students of University Teaching Department in various e-Learning courses on SWAYAM, acquiring a project on e-contents development from State Planning Commission, C.G., preparing 20 lectures and having a development process in continuation. They are also planning to developed online courses in the upcoming future.

Prof Sharma then discussed the next aspect of his presentation, which was to describe the vision of the project they wish to undertake with CEMCA, as follows:

- To enhance the use of Information and Communication Technology (ICT) in teaching learning pedagogy to provide high quality easy to understand higher educational learning contents to empower the learners.
- Creation of quality digital educational contents to supplement traditional pedagogical methods.

The objectives of the project are:

- Enhancing the access, improve employability and improve quality of higher education by decreasing cost.
- To provide partnership, capacity, materials & model of policy for sustainable Development through E-learning.
- To provide access for learning through online and blended learning.
- To increase learning outcome of learners.
- To provide access and develop Quality learning resources for better learning opportunity and easy to understand.
- To provide support on employability and entrepreneurship.
- To enhance capacity of teachers to develop and sustain Quality of Higher Education.
- To provide socially relevant skill education and establish industrial linkages.

Another aspect of the project would be to offer developed courses on-line through a proposed portal titled "e-Gyansangum" by the University, in three steps, namely:
- On-line certification course(s) for the final years courses being offered in the University Teaching Department
- On-line certification course(s) for the U.G. courses being offered in the affiliated colleges.
- Credit based On-line courses will be offered through SWAYAM portal as well as on other recognized platform as per AC/EC approval.

Based on these, Prof Sharma then outlined the outcome indicators and the activities that would be undertaken as a part of the project, such as a two days awareness workshop for Principals and Teachers to work out the need of e-contents and subject experts, Pre-Knowledge support to be obtained from CEMCA for different e-contents available through various Portals, Identification of studio/EMRC Centre of UGC, Script preparation by the subject Experts, Preparation of video lectures by the subject Experts and delivery through OER Policy of the University, and so on. He also provided a concrete plan of action for the upcoming three years and the timelines that would be followed of the same.

The presentation was greatly appreciated and after a round of question, answers and comments, the meeting adjourned for a short tea break.

## Uttarakhand Open University, India

The next presentation was a project progress report by Dr. Jeetendra Pandey, UOU, on "Integrated Open and Distance Learning (ODL) through ICT at UOU for Sustainable Development." He began

the presentation with a description of the past projects that UOU undertook with CEMCA, and the work done so far. He then defined the objectives of the current project as:

- To enhance the capacity of academic & non-academic, educational leaders for the development of course materials (as OER) and its delivery through ODL/online mode for the teaching-learning.
- To customize Moodle app for offering the web resources of the courses and develop an institutional OER repository to increase access to learning for marginalized youths and women and provide ICT based learner support.
- To develop institutional quality mechanisms to measure learning materials and learning outcomes.
- To study the effectiveness of the project interventions for achievement of quality learning in 5 mini credential Programmes as Certificate, Diploma and PG Diploma.

Dr. Pandey then identified the project outcome indicators that had been set as:

- 20 ODL faculties and functionaries enhanced capacity for the development of course contents as OER and delivery through Online learning;

- An Institutional OER repository available to increase access to learning with ICT based learner support.

- Approx. 18 courses of 5 programmes developed and piloted to improve employability and entrepreneurship.

- 2,600 learners including marginalised youths and women enrol and complete tertiary education and improve their employability and entrepreneurship.

Various activities have already been conducted, which would further enhance the outcome of the project, such as the conduction of a baseline survey, designing, developing and hosting a web interface along with Moodle LMS, capacity building, development of 6 courses with four-quadrant approach, offering online courses, conducting career counselling seminars, and having a research and monitoring evaluation.

4390 students are already enrolled with MOODLE, out of which 1372 are active members. All the courses offered on MOODLE are skill-based courses and participants appreciate the support systems like chat, emails, forums etc. provided by the university. Another key outcome that was noted was that the courses improved the employability and entrepreneurship quotient of those under 35 years of age to a great extent.

Based on this, the evaluation found the following results for what worked well during the project:

- Breaking the programs in smaller modules

- Video recorded in the Hindi language with English transcript
- Online Education addresses the rural-urban divide. The course is equally access by the rural and urban learners of the State.
- Free education
- Feedback from the stakeholders
- Use of SMS and Email for announcement of the course.
- Capacity for on demand course

Dr Pandey also identified the problems faced and the issues that can be improved upon in the future, such as there are less takers of the course which is offered only in English Language, generic/fundamental courses are more popular than technical/ area specific courses, certificate in DTP program could be replaced by a course on Yoga and Entrepreneurship, subject specific career counselling is necessary, editing and recording facility budget is required, and so on. He then outlined the way forward and the integrated, holistic approach that the university plans on adopting moving forward, which is going to revise the contents based on the feedback received, provide a special mention of the availability of free online course in the prospectus and conduct special orientation programs for online learning.

This presentation concluded the first day of the meeting, and after a round of discussion, the participants adjourned for the day.

## Day 2

Day two of the meeting began with a presentation by the expert who had been invited to review the projects, Prof. Karunesh Saxena of M.L. Sukhadia University, on "Ttime Management." He began the session with a few ice-breakers and playing a few games to bring the idea of self-management into focus. He stressed on the fact that time management is more about self-management, and if one is capable of managing themselves, they can manage time.

Through the use of references from books such as Peter Drucker's books on management and self-management, and videos Prof. Saxena showcased how it is important to plan and schedule our time in order to manage our lives and work better. Concepts such as efficiency and effectiveness were discussed, as were the problems that hinder the proper management of time, such as procrastination, poor delegation, office mis-management, meetings etc. Prof. Saxena discussed the importance of planning the day in advance based on priorities, and other ways to manage time better, such as effective writing, correct use of telephones and controlling interruptions.

The session was appreciated by all the participants and a lively way to begin the day.

## Bangladesh Open University, Bangladesh

The next session was a project proposal held by Prof. Sufia Begum and Mr. Mizanoor Rahman from BOU, Bangladesh, on "Impacting Education and Open schooling through OER- Making a

difference among the learners by BOU." The presentation highlighted the importance of such a project in Bangladesh and the condition and state of higher education in the country at present. They discussed the previous projects that had been undertaken by the university, such as capacity development of policy makers, faculties, officials and master trainers, which have led to the present scenario where there is a need to develop an OER repository. The current project is aimed at Vocational Educational Training (VET) at BOU and integrating it within the current framework of higher education.

Mr. Rahman highlighted the steps taken up to this point, such as meeting with COL president and then vice-president for brainstorming and idea generation. From these meetings they understood that the initial projects had been output-based, whereas the need of the hour was to implement projects that are impact based. The preparatory stage involved the following:

- Research
    - SWOT Analysis
    - Policy Analysis
    - Baseline Study
- CEP
- Project Design & Development

He then gave a background of the various kinds of education that is currently happening in Bangladesh, namely, general, vocational and religious. These three have an equivalency at present, but vocational education is not very popular. The VET framework is aimed at integration vocational education as a more prominent method of education and also simultaneously training trainers for VET as there is presently a scarcity of that as well. The VET project is a way to redesign the curriculum and make an OER repository, an e-tutoring portal, video lectures and so on. Since the micro-credit system has failed in most sectors due to diversion of funds, or because it is too expensive etc, there is a need for a new system.

Through the creation of a repository, 80% of the work would be achieved through SLMs, videos and PPTs, while 20% would be taught through the face-to-face (F2F) method. The target groups for this are OC SSC, Formal SSC and Dakhil students, along with the training of B.Ed. and M.Ed. teachers as vocational trainers. The aim is to impact 3000 learners and 500 teachers and to enhance the quality of 20 courses, form 1 blended curriculum, and create one repository.

Mr. Rahman concluded the presentation with a pilot video lecture that had been prepared without the help of a media centre and showcased that they are trying to create content in the least expensive manner.

This was followed by a discussion where the major idea suggested was to strengthen the media centre in a cost-effective way in order to create better quality content. The participants then took a short break for tea.

After the short recess, a presentation was made by Dr. W. D. Chandrasena from the University of Peradeniya, Sri Lanka, on "Online Learning for Sustainable Development using COL–CEMCA Higher Education Integrated Model." He began the presentation by giving a background of the project. Only 9% students in Sri Lanka are admitted into government universities. And therefore, more students need to be catered to and higher education in Sri Lanka should be improved to reach this objective. Currently, only a few institutes have launched online courses and to propagate online learning, quality has to be maintained and improved.

Dr. Chandrasena then gave a background of the University of Peradeniya and how the course for BBA is already online, although its syllabus needs to be revised and improved. The aim of this project is to enhance opportunities, support BBA online, revise its syllabus and offer new courses and programmes online. In 2018, certification level course (1$^{st}$ year) would be revised. A 4-day capacity building programme was held for the same. The next step that is currently being undertaken is to enhance the syllabus, that is being done by content developers. The syllabus then needs to approved by the Faculty Board, ADPC, the Senate, the Council and UGC. Currently, the syllabus is at the level of the Faculty Board, waiting for approval.

A future roadmap has then been prepared, according to which video production would be completed by the end of September and would be made available only by October. A needs analysis assessment is being undertaken as well, according to which Computer and English courses are the most popular amongst learners, who are moving from traditional courses to contemporary subjects that are on the rise. Currently, the project is focused on meeting the deadlines for the BBA online course and on conducting MOODLE training for academics.

The challenges being faced are trying to keep the time as specified in the timeline as there are delays due to Trade Union Actions and obtaining approvals for the work done.

The presentation was appreciated by the participants and was followed by a round of comments and questions.

The final presentation for the review meeting was a project proposal given by Dr. Pranab Saikia from KKHSOU, India, on "Designing ICT-based Intervention Programmes for Teachers: An Initiative by KKHSOU for Quality Education in Collaboration with CEMCA." He began the presentation with an introduction to the university. There are 5 programmes for distance and face to face mode, 3 of which are a diploma and 2 are for capacity building. The rationale of the project is that the quality of school education is poor, as trained teachers aren't available. As there is a need for training of teachers, it can be done through ODL, which will not hamper regular teaching and improve the quality of teaching practices in Assam.

Therefore, the aims of the project are as follows:

**General Objectives:** To bring about quality improvement in school education by improving quality of teachers through timely intervention by providing training

**Specific Objectives:**

- To train early childhood educators for carrying out early childhood education efficiently
- To equip the in-service teachers in guidance & counselling
- To equip the educational leaders with leadership and administrative skills
- To build the capacity of the teachers for application of ICT in school education
- To enable the school teachers to develop and work in an inclusive environment

The programmes proposed are:

- Diploma in Early Childhood education, which would be a one-year programme, aimed towards developing competency of the in-service Aanganwadi Workers & Lower Primary School teachers' in early childhood education.
- Diploma in Guidance and Counselling, which would be a one-year programme, aimed at training in-service secondary school teachers (minimum one teacher per school) as Counsellors to guide & counsel students in schools.
- Diploma in Educational Administration & Leadership in School Education, which would be a one-year programme, aimed at providing opportunities to in-service headmasters/principals of the schools & personnel involved in school administration to acquire training in Educational Administration and Leadership.
- Certificate in Application of ICT in Schools, which would be a three-month certificate programme, aimed at empowering in-service teachers of school education to integrate ICT into teaching-learning & evaluation.
- Certificate in Inclusive Education, which would be a three-month programme, aimed at empowering in-service school teachers to build capacity & comprehensive knowledge regarding inclusive issues, and at professional development of teachers to create an inclusive ambience in schools for facilitating & supporting learning of all children. This would be adopted and adapted by KKHSOU from NSOU, West Bengal.

To achieve the proposed goals, the role the university would be to create the following provisions for the teacher-trainees through the study centres:

- Self-learning materials, practical manuals, guidelines for internship
- Counselling classes on Sunday/Holidays
- Organise workshops and monitoring the internships
- Conduct examination and evaluation of the programmes
- Audio-visual study materials in the form of CD/DVDs

- Study centres have already been provided with LCD projectors, big screened LCD TVs, two DVD players
- Provide experts at the ratio of 1:10 for internship

The expected outcomes of this project are:

- In-service Anganwadi Workers & Lower Primary Teachers—acquire knowledge & skills in pre-school education
- Min. one trained personnel in guidance & counselling in each school
- Educational leaders—trained in & refreshed with better knowledge & skills in educational administration and leadership
- A cadre of prospective educational leaders prepared through orientation in educational administration & leadership
- Teachers acquire the competency to use ICT in teaching learning & other purposes
- Capacity & knowledge building to deal with inclusive issues & develop positive attitude towards inclusive environment in schools

The impacts that should be made with the proposed projects are as follows:

- Improved quality of Early Childhood Education—Strengthening school education and higher education
- Schools equipped to better handle crisis situations involving students through proper Guidance & Counselling
- Improve Administration of school—Better outcomes
- Quality Leadership—Rapid all-round development of schools
- Better use of ICT in schools—Better learning of the students
- Better accommodate marginalized/differently-abled learners in schools—help in achieving goal of equality of educational opportunity.

The presentation was apricated by all present and was followed by a small discussion.

### Work Done by CEMCA in Skill Development

The project presentations were followed by a presentation by Ms Sanjogita Mishra, Programme Officer, Skills, CEMCA, on the work done by CEMCA so far, in the field of skills. She gave an overview of the projects that CEMCA has undertaken so far that could be useful for the participating universities and had a small discussion on how useful it would be to integrate skill development with the field of education in the present scenario.

### Closing and Way Forward

The final aspect of the meeting was to have a round of reflection and remarks by the expert, Prof. Karunesh Saxena, who looked at the 5 on-going projects and the 3 project proposals in great

details. Reflecting back on the proceedings of the two days, he stressed on the fact that there is still resistance towards giving a degree to a dropout, and this is the mindset that needs to be changed.

### *University of Hyderabad*

Prof. Saxena commented that it was an interesting fact that they are teaching in collaborative mode, and his only concern was the third aspect of employability, which needs to be worked on and increased. He suggested that the university should look at the requirement of the industry and then design the courses and content.

### *NSOU*

Prof. Saxena discussed how the accessibility of the courses available is good, but the usability of the courses has to increase. The university needs to bring remote learners into the fold as well, for which a strategic framework is required. An ED Programme can also be offered to the learners.

### *OUSL*

The project evolved to CPD MOOCs for all, which is a good step according to Prof. Saxena. This project can be taken as a lesson by other partners who can implement steps being used by OUSL. The scenario-based implementation videos are an innovative technique and they university can further involve young teachers to advance their courses.

### *UOU*

The project proposal was much appreciated by the expert. He liked the idea that an OER repository was first explored and exhausted, before moving on to ODL. He suggested that in the future, specific services could be hired for specific needs.

### *University of Peradeniya*

Prof. Saxena suggested that the focus of the project could be narrowed down in order to keep the timelines. The project should also be monitored from time to time from a time management perspective.

### *Bilaspur University*

The project was well structured according to Prof. Saxena but the presentation itself wasn't very good. Nonetheless, the work being proposed was appreciated.

### *BOU*

Since the presentation was too long and the focus was scattered, the expert thought it would be best if he would look at the proposal itself before giving his inputs.

### *KKHSOU, India*

Prof. Saxena thought that the proposal was well structured, and not much is needed to enhance the proposal.

Overall, the common problems faced by all projects according to Prof. Saxena was that if a tool kit can be developed to measure the quality of ODL and OER, most of the problems faced by universities at this point could be avoided and this tool kit could be adopted and adapted by all partners in the future. He also suggested that proper project management guidelines can be followed by all, and they can create their own reviews to update CEMCA about the projects. Resource management is also necessary, and CSR funding can be explored and exploited to augment CEMCA funding. The next important aspect is effective delegation and team building, which can vastly improve the way projects are worked on. He also suggested that the 80-20 could be followed by all participants, where 80% is the trivial part of the work and the real focus should be on the 20% of work that is truly important.

The meeting concluded with remarks by Dr Shahid Rasool, Director, CEMCA, followed by a vote of thanks by Mr. R Thyagarajan, Head Admin and Finance, CEMCA.

# *Agenda of Workshop*

| Duration | Content/Topic | Activities | Participant |
|---|---|---|---|
| **Day 1 (19/06/2018)** | | | |
| 10:00-11:15 | Welcome and Objectives | • Welcome Address by Director CEMCA<br>• Self-Introduction<br>• Introducing to the CEMCA Projects under Higher Education Integrated Model<br>• Remarks by MHRD, Govt. of India Representative | *Dr. Shahid Rasool*<br><br>*Participants*<br>*Dr. Manas Ranjan Panigrahi*<br><br>*Dr. B. K. Bhadri* |
| 11:15 – 11:45 | *Tea Break* | | |
| 11:45-12:30 | Designing Integrated Education Model for HEIs in India: An Action-Outcome Study of UoH | • Presentation for 15 mint<br>• Discussion and Reflection | Prof. Vasuki Belavadi University of Hyderabad India |
| 12:30 –13:15 | Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training | • Presentation for 15 mint<br>• Discussion and Reflection | Prof. Anirban Ghosh NSOU, India |
| **13:15-14:15** | *Lunch Break* | | |
| 14:15-15:00 | Design, Development, Implementation and Evaluation of a Massive Open Online Course for Continuous Professional Development (CPD MOOC) for educators on "Adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) – A Design-based Capacity Development Initiative | • Presentation for 15 mint<br>• Discussion and Reflection | Prof. Shironica P. Karunanayaka OUSL, Sri Lanka |
| 15:00-15:45 | Integrated Quality Higher Education through Technology mediated learning for sustainable Development | • Project Proposal<br>• Presentation for 15 mint<br>• Discussion and Reflection | Prof. G D Sharma Vice Chancellor Bilaspur University, India |
| *15:45-16:15* | **Tea Break** | | |
| 16:15-17:00 | Integrated Open and Distance Learning (ODL) through ICT at UOU for Sustainable Development | • Ongoing Project<br>• Presentation for 15 mint<br>• Discussion and Reflection | Dr. Jeetendra Pande UOU, India |

| Day 2 (20/06/2018) | | | |
|---|---|---|---|
| 10:00-10:30 | Project Time Management | • Presentation<br>• Project reflection of Day one | Prof. Karunesh Saxena<br>M.L. Sukhadia University |
| 10:30-11:15 | Impacting Education and Open schooling through OER- Making a difference among the learners by BOU | • Project Proposal<br>• Presentation for 15 mint<br>• Discussion and Reflection | Prof. Sufia Begum and Mr. Mizanoor Rahman BOU, Bangladesh |
| 11:15 – 11:45 | Tea Break | | |
| 11:45-12:30 | Online Learning for Sustainable Development using COL– CEMCA Higher Education Integrated Model | • Ongoing Project<br>• Presentation for 15 mint<br>• Discussion and Reflection | Dr. W. D. Chandrasena University of Peradeniya Sri Lanka |
| 12:30-13:15 | Designing ICT-based Intervention Programmes for Teachers: An Initiative by KKHSOU for Quality Education in Collaboration with CEMCA | • Project Proposal<br>• Presentation for 15 mint<br>• Discussion and Reflection | Dr. Pranab Saikia Krishna Kanta Handiqui State Open University (KKHSOU), India |
| 13:15-13:45 | Closing and Way Forward | • Reflection and Remarks of Expert<br>• Remarks by Director CEMCA<br>• Vote of Thanks | Prof. Karunesh Saxena<br><br>Dr. Shahid Rasool Mr. R Thyagarajan |
| 13:45-14:45 | Lunch Break | | |