COMMONWEALTH of LEARNING
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Newsletter

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In this issue

From Director's Desk

"The most radical alternative to school would be a network or service which gave each man the same opportunity to share his current concern with others motivated by the same concern."

- Ivan Illich, Deschooling Society (1971)

Ivan Illich, perhaps, was suggesting need for equitable sharing of resources among the pupil through networking of institutions through use of technology. This could have been a 'radical thought', when he wrote these lines, but today, technology has created global learning communities making learning through, Massive Open Online Courses (MOOC) possible in real time. At a time, when equity and access to quality education is a global concern for the sustainable development, MOOCs offer an excellent opportunity especially in resource deficit South Asia. MOOCs also extend choices of courses and reach of teachers, allowing students to tailor their degrees based on their interest and the requirements of the job industry.

MOOCs since 2008, when Dave Cormier coined the term, were seen with an eye of suspicion and relegated to the fringes of Open Distance Learning, which saw limited success in South Asia with employers mostly discriminating between degrees from regular and open universities.

Today, however, things are different. On one hand the demand for quality higher education is increasing, but the educational resources are not keeping pace with it. On the other hand, the technology penetration is increasing manifold making remarkable improvements in the lives of ordinary people. Be it receiving News, booking train tickets, purchasing apparels, hiring radio taxisor renting apartments, everything is happening on a smart phone. The availability of technologies is causing convergence of Open Distance Learning and regular classroom teaching. While Open Universities are making use of ICT to reach students, the regular Universities are offering online courses to increase choices. This is bound to provide a massive fillip to MOOCs.With the UGC, in India, encouraging universities to acceptup to 20% of the courses for various degrees through MOOCs, one can clearly see the arrival of a new era of education - The MOOCs – era.

High speed Wi-Fi and high penetration of smart phones, tabs and laptops are the two pillars on which MOOCs will flourish and will soon be the preferred style of education for the 'Generation Y', who fiddle with smart phones even before uttering their first syllable. From the 'Information Technology Age', we are stepping into the 'Knowledge Societies Age', where knowledge will be shared through "Knowledge networks" built with MOOCs as their building blocks.

MOOCs offer an excellent opportunity to Commonwealth Asia to share our resource. But we have dearth of academics equipped with right expertise to create and offer quality MOOCs. CEMCA, therefore, has a huge task set before itself to create awareness and expertise within educators to hone their technology skills to meet the impending demand of the "MOOCs-era". We are looking forward for your collaboration to build capacity of academics in MOOCs that will translate into unlimited access to quality education for one and all irrespective of their geographical location.

With best wishes
Dr. Shahid Rasool

Guest Column...

Skill India - the Next Agenda

By Gayathri B. Kalia

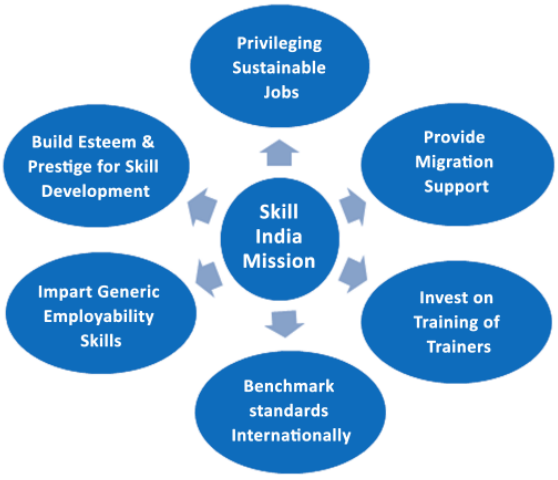
***Growing the economy through job-oriented skills and catering to global workforce demand will be the growth engine of the Indian economy for the* next 10-12 years.**

Since its launch in 2009, the Skill India Mission has taken many strides forward in establishing the foundational architecture for Skill Development in the country. With a vision to Skill India at scale, speed, high standards and to promote a culture of innovation and entrepreneurship, the mission of the program is to impart skills to 400 million youth by 2022, as articulated in the National Policy on Skill Development & Entrepreneurship (NPSDE), 2015.

To achieve its mission, India has established a robust institutional framework with a range of models designed at addressing the skill and employability requirements of the youth of our country. These include the Prime Minister's Kaushal Vikas Yojana (PMKVY) which provides major grants-based skill development to all youth of the country, Deen Dayal Upadhyay – Grameen Kaushal Yojana (DDU-GKY) which is uniquely focussed on inclusive skill development in rural areas as well as venture funding initiatives led by the National Skill Development Corporation (NSDC) that aim to catalyze a market-led model for skill training, in the country.

While programs like PMKVY and DDU-GKY address the employability needs of the deprived rural and urban populace who have been constrained to drop out of education due to social and economic barriers, there is also a parallel and concomitant commitment to building skills in convergence with the education system, in the form of vocationalization of higher education. The coupling of education with applied skills has an immense potential to significantly transform the competencies of our young people in the country and more importantly in building much needed esteem, prestige and appreciation for skills, at the societal level.

All of the above skill development initiatives are unified through a nationally recognized National Skill Qualification Framework (NSQF) that is based on accredited National Occupation Standards and Qualification packs, that identify industry relevant competencies, which in turn become the basis for skill training, assessment and certification. Today, we have over 4600 unique NOS identifying competencies for job roles across 33 sectors.



The Indian Skill agenda has also contributed to the growth of an entire industry of skill providers estimated to be an approximate number of 2000 organizations with over 10,000 training centres, excluding ITIs. It has also excited the imagination of the world with the scale of its ambition and the pace of its work and is now seen as a sunrise area of investment for many global experts in the field.

This is the first time in the history of civilizations that the world is witness to such an ambitious target. While India has consciously embraced it and has set its mission to serve as global soft power through its skilled people, the future focus is on the following 6-point charter to enhance outcomes.

1. Privileging Sustainable Jobs

Apart from regular industry- skilling linkages, we need to focus systematically on ensuring that every infrastructure investment plan is converged with a skilled labour plan. Both the industry and government need to take strong steps to privilege skills in recruitment and procurement policies. A first step in this direction has been taken by Govt. of India (GoI) in the recruitment of "Barefoot Technicians" for its workfare program, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), where skill certification is the basis of selection. Similar efforts are underway in developing masons for rural areas. However, these efforts need further scale –up and expansion within industries and private sector

2. Provision of Migration Support

Job–related migration in India accounts for most of the internal migration and tends to be pre-

dominantly from rural areas to urban centres. While migration data from 2011 census is yet to be published, the 2001 census data places internal migrants at 28.5% of the population which is estimated to be higher now given the pace of urbanization. In comparison, global migrants account for about 3.3% of the total global population. Skill development too, especially for wage employment, engenders migration. This is because of the geographical spread between supply and demand for labour. In fact, for rural youth taking up skill training, almost 90% of placement tends to be outside of their place of familial residence and at least 50% outside of their states. This is an extremely significant phenomenon for young men and women of the country akin to perhaps the Biblical parting of the Red Sea. Sensitive, ample and well-resourced internal migration support centres and policies are very crucial to support such migrants as well as their families, at both source and destination. A policy on this has been established within DDU-GKY and also to support overseas migrants and is expected to be operational soon.

3. Investment to catalyse Training of Trainers

The trainer is the one critical resource who pulls the investment in skilling together. The trainer is an investment multiplier. Taking into account a pending target achievement of 37.1 crore trainees by year 2022, the requirement for trainers is estimated at 5.75 lakh in the country, assuming a 3-month skilling course which are the average norm at present. There is a woefully large shortage of qualified and inspired trainers. Laudable efforts are underway to co-opt ex-servicemen as trainers. Such efforts could also be extended to tap the skills and capacity of returning emigrants. In addition to such efforts, the need of the hour is investment that stimulates the market to build quality trainers. This is an emerging area of opportunity in the skill development sector.

4. Internationally benchmarked assessment and certification

Given India's demographic profile amidst the global demographic context, India sees an opportunity to serve the skill needs of the world. To this end, India has also embarked on international agreements that promote mutual recognition of India Skill certification, while at the same time investing in skill development that meets international benchmarks. The Ministry of Skill Development and entrepreneurship have embarked upon transnational alignment of its competency norms while also aiming to promote internationally recognized assessment and certification. This again provides immense scope for global collaboration with certification bodies.

5. Focus on Transverse or Employability Skills

Industry leaders highlight the need for strong training in such transverse skills that are seen as essential cross cutting skills across jobs that ensure retention and growth. A CEO of a retail group, in his conversation on DDU-GKY alumni working in his outlets, noted that metros like Bangalore are hubs for pan-Indian and international professionals. Therefore, it is not enough for a sales associate to be proficient only in the local language. English speaking skills and inter-personal skills are key to the modern work place. DDU-GKY particularly mandates training in such foundational skills but there is more to be done across the eco-system to standardize training content and training delivery approaches to have predictive and benchmarked learning outcomes. Given the Prime Minister's vision for Indian youth winning the hearts of people the world over through their skills, and the mandate under Pravasi Kaushal Vikas Yojana, such a focus on transverse skills that empower youth to be part of a global workforce is inevitable.

6. Building Esteem and Prestige for Skill Development

Today in India, as in other parts of the world, skill training is seen as a poor cousin to higher education. This is a phenomenon visible even in countries like Germany, with today's youth. In this context, there is a great need to continuously build the aspirational status for Skills. India has taken steps in this direction through celebration of events like "World Youth Skills Day", participation in World Skills International and through launch of national reality programs on Skills. There is a need to step up such efforts taking a leaf from programs such as Master chef, to transform the branding for Skill India nationally and internationally.

As we see, there have been significant achievements by the Skill India Mission. This gives the country a strong foundation to continue to build on. The above charter aspires to now capitalize the institutional framework to achieve the best under Skill India mission for India and its people.

Mrs. Gayathri B. Kalia *is the Chief Operating Officer of Deen Dayal Upadhyaya Grameen Kaushalya Yojana, a job- linked skill development program of the Government of India, uniquely focussed on skill development for rural, socially and economically disadvantaged youth in Ministry of Rural Development, Government of India. The design and implementation of DDU-GKY is recognized as a model for inclusive skill training linked to job outcomes. Mrs. Kalia in leading DDU-GKY, comes with richly diverse experience of over 25 years that spans work in the areas of public finance, institution building and public service delivery, in the Government of India, multilateral aid agencies, NGO as well as the private sector.*

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[Disclaimer: The views expressed above are the author's and do not necessarily reflect the views of the government or the Department]

Spotlight On...

Foundation for MSME Clusters

By Mr. Mukesh Gulati

Foundation for MSME Clusters (FMC) was conceptualized to contribute towards the process of development of MSMEs and thus enhance their competitiveness, innovativeness, generate sustainable employment and alleviate poverty. It was legally constituted as a Public Charitable Trust in the year 2005 and is headquartered in New Delhi.

Foundation for MSMSE Clusters (FMC) undertakes project implementation that targets groups of similar or complementary enterprises in existing and potential clusters thus providing economies of scale and scope. It undertakes analysis of their businesses with an eco-system perspective and focuses interventions that are practical with a sustainable outreach.

FMC draws its roots from UNIDO that has provided a broad range of project based services to the Micro, Small & Medium Enterprises (MSMEs), their representative Business Membership Organisations (BMOs), Technical agencies, Financial institutions/ Banks and Government (both at state level and national level) since 1996. FMC was set up to carry on the conceptualisation and implementation of such initiatives for MSME sector across various thematic areas of specialisation that include productivity & competitiveness, energy efficiency, sustainable production and consumption, business development services (BDS), business responsibility, common infrastructure development and innovation. FMC has provided training and policy advisory services both nationally and internationally in the area of MSME development and helped draft a number of schemes of assistance followed by training of policy makers & practitioners to then implement those schemes effectively.

FMC has a strong outreach mechanism while implementation of any program in a cluster as it focuses on those activities which have replicating effect on a large number of stakeholders in the cluster. It also establishes strong linkages with the local industry associations which help in collective execution of the planned activities and strengthening the trust between different various stakeholders.

Under a Small Industries Development Bank of India (SIDBI) funded project 'Monitor, Evaluate and Provide Strategic Direction' for implementing Business Development Services (BDS) in 19 clusters, FMC supported initiatives in 19 MSME Clusters across India through 7 implementing agencies. Livelihood generation was undertaken across some of these clusters; the prominent among them were Kanpur leather, Shantiniketan Leather Goods, Ganjam Cashew & Kewra and Pune food processing. It is realized that skill development as a stand-alone input does not always receivedesired attention unless linked with outcomes such as productivity enhancement, market linkages, enhanced product value of their products through design development etc. This therefore requiresfocussing action on those business operations of enterprises where the role of skills in improving their bottom line is most important.

The Santiniketan Leather Goods Cluster is a thriving industry with increasingly growing appeal in the domestic and international fronts. The micro units, scattered around the vicinity of Santiniketan produce many items which are appreciated both for their utilitarian and aesthetic value. Based upon the BDS gap identified in the cluster, strategic interventions were made on major thematic areas viz. Skill Upgradation, Design Innovation, Technology Upgradation, Credit Facilitation, BMO Capacity building and Marketing. The Supply side intervention comprised of sensitization, capacity building of the existing BDS, introduction of new BDS, streamlining delivery mechanism and

institutionalizing BDS provisioning through linking with facilitating institutions.

The total out of pocket investment in the area of Skill Upgradation Training programmes under the project was only Rs. 10.89 Lakhs in Shantiniketan. Total number of candidates trained was 276, out of which 248 were able to find better employment options in the local industry. The average monthly income of these employed candidates improved from Rs. 110 to 145/- per day. The leather units operating in the cluster could avail trained work force while the Master Craftsmen (MCM) of the cluster provided skill training on a continuous basis thereby ensuring sustainability.

Although Odisha is the third largest grower of Cashew Kernels after Maharashtra and Andhra Pradesh, the processing and value addition to this wonder nut had not been developed to the desired level due to various reasons. Cashew processing units in the two districts of Ganjam and Gajapati of Odisha is a major employment opportunity generating livelihood to more than 12000 families. But it was seen that majority of the workers engaged in the processing are either unskilled or semi-skilled which is one of the major stumbling block to achieve the competitiveness of the produce in terms of its quality and scale.

So to address the issues of unskilled man power & BDS providers, Access Development Services, the implementing agency undertook some specific measures in the cluster. Keeping this in mind ACCESS started a unique certificate course on Cashew processing which could help to address the problems of unskilled man power and generate employment among local youths as well as build the capacity of existing MSMEs. The three month certificate course was started in a Public Private Partnership (PPP) mode collaborating with the Industrial Training Institute (ITI), Berhampur which is the first of its kind in the country and the world. This course aimed at skill development as well as employment generation with an idea to create barefoot BDS providers who would cater to the needs of the cluster.

In the case of Lakheri in Rajasthan where ACC Cement Pvt. Ltd had supported an initiative for livelihood generation among women, skill development training was preceded with product development and market linkages under their Corporate Social Responsibility (CSR) mandate. Women empowerment was initiated by providing sustainable income opportunities to unemployed household women through a market led skill development program. During the project period, women were mobilized and given skill development training program in embroidery, stitching and appliqué skill craft, thus building on their inherent competencies. Asmall group of representative women from Lakheri were then taken to show case their products in exhibitions, where they got a chance to interact with potential buyers who gave ideas on the designs, colours and type of products they would like to buy in future. This created an explicit demand for skill development as they were very keen for product and design development, fully realizing that there was potential for income generation for them, provided they respond to the consumer requirements. Similar initiatives were undertaken among bamboo artisans in Ghana and Tanzania where artisans were provided with training on technical aspects followed by management inputs for financial and market linkages.

The enormity of India's skilling challenge should be seen through the fact that skill training efforts cut across multiple sectors and require the involvement of diverse public and private stakeholders that can be effectively harnessed at cluster levels.

Mr. Mukesh Gulati *is an internationally acknowledged MSME development expert with focus on clusters, value chains and business development services. He had successfully steered adoption of cluster development as a key development policy in India. He continues to train policy makers and development practitioners in several developing countries. During his career, he has authored several publications. He can be reached at mukeshgul[at]gmail[dot]com.*

CEMCA News

Workshop on Curriculum and SLM Development as OER for Professional Enhancement of Teacher Educators into Inclusive Setting

for Asia (CEMCA) has been supporting the development of skill based open and distance learning courses using OER. In this regard CEMCA has initiated developing a modular programme entitled professional Development Programme into an inclusive education system in collaboration with Netaji Subhas Open University (NSOU), Kolkata. A three day Commonwealth Educational Media Centre Workshop on Curriculum and SLM developments as OER for professional enhancement of Teacher Educators into inclusive setting was organized by the School of Education, NSOU & CEMCA at Netaji Subhas Open University (NSOU), Kolkata from 17th -19th August, 2016.

This was the first phase activity of the project "Transforming professional Development Programme into an inclusive education system". The experts and course developers reviewed the draft curriculum and syllabus, and also discussed the issues related to organization of practical, course duration and availability of the support materials for practical and internship. The workshop was inaugurated by Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA, New Delhi. Dr. A.N. Dey, Director, School of Education (SoE), NSOU, delivered the welcome address. Prof. Subha Sankar Sarkar, Hon'ble V.C, NSOU, in his presidential address emphasized on the importance of inclusive education and the role of the higher learning institutions especially the Universities. He further added that this is a unique approach adopted by the University.

Prof. Amitava Mishra, Department of Education, IGNOU presided the workshop as a key resource person. Each session of the workshop proved to be serving the objective of the workshop, i.e, the content and SLM development. Eighteen Professors and Associate Professors from various Universities of West Bengal and Odisha and faculty members of SoE, NSOU participated in the Workshop.

The Activities carried out during three days of the Workshop were characterized by serious discourse on content and SLM writing and its modalities for professional enhancement of Teacher Educators into Inclusive Setting.

CEP on Open Education Resources for Bangladesh Open University Policy makers

On 29 August 2016, under its OER initiative, CEMCA in collaboration with Bangladesh Open University (BOU) convened one day "Capacity Enhancement Programme (CEP) on Open Education Resources for BOU Policymakers" at BOU Gazipur Bangladesh. This activity was a part of implementation of project entitled "OER Policy and Implementation of Blended Approach for teaching-learning at Bangladesh Open University (BOU)". In the inaugural address Professor M A Mannan, BOU Vice Chancellor, said that the "Pedagogical transformation through open Educational resources at the Bangladesh Open University is not an option, it has been imperative to incorporate in the BOU system. Open Educational Resources are valuable for BOU and students in terms of energizing teaching and learning, lowering costs, and laying the groundwork for Higher Education (HE) programmes that meets employers' needs. The BOU is in a process to use OER, so CEMCA's initiative will help building out a new dimension of our success agenda".

The activity aims to enhance the capacities of policymakers (VC, Pro-VC, Treasurer, Deans, and Directors) to practitioners on review of OER policy and effective implementation. Dr. Shahid

Rasool, Director, CEMCA, in his address appreciated BOU's willingness to make use of ICT-enabled learning for open and distance education. He also said that the world leading conventional universities are now offering online courses all over the world using technology. Therefore, because of technology there is a convergence between conventional and distance mode teaching. "Access to quality education today is a matter of great concern and Interactive TV together with ICT could be the supplement of the real classroom", he added. He stressed the use of multi-media approach to make teaching and learning rewarding and engaging. Dr Shahid was impressed to learn about BOU Tube and the digitization of BOU studios. He emphasized on web-based delivery of print as it is able to overcome the drawbacks of handling hardcopies of the print such as late delivery, cost effectiveness and less interactivity possibilty etc.

The goals of the BOU-CEMCA OER Initiative are that students will complete their degrees at higher rates and at a less cost than those completing traditional degrees and BOU faculties will redesign curriculum and pedagogy to better match for students and employer's need.

The opening remarks were presented by Asst. Professor Mizanoor Rahman of BOU who spoke on 'BOU OER Policy Review'. His address explored the strengths and weakness of the BOU OER Policy 2014. According to the policy, CC open licensing can be harnessed to design and implement creative, engaging learning environments for BOU students that will contribute meaningfully to developing the kinds of '21st century skills'.

Mr. Rahman observed, in his policy research, that there is evidence of growing interest in open licensing in Bangladesh and the establishment of supportive policy environments for open licensing. He noted that despite these tangible gains, there is still limited understanding of the concept of OER beyond its 'champions'. This inadequate understanding of the efficacy of 'open' pedagogies and systems continues to result in several institutional barriers to harnessing OER practices to support pedagogical conversion.

Prof. Mohan Menon, former Deputy Vice Chancellor, Wawasan Open University, is the key resource person of the three CEPs at BOU. Prof. Khandakar Mokaddem Hossain, Pro-Vice Chancellor, BOU one of key supporters/promoters of OER and one of the initiators of BOU OER Policy also attended the programme. He has been the best patron of BOU-CEMCA OER Initiative.

The one day workshop will be followed by two more Capacity Enhancement Workshops for Academic and Non Academic staff. This will lead to implementation of OER policy and practice at BOU as per the CEMCA model.

Award Ceremony of CEMCA - NSDC CR Challenge "Meri Prerana Mera Hunar"

Commonwealth Media Centre for Asia, along with National Skill Development Corporation organised a Community Radio Challenge, ***Meri Prerana Mera Hunar***, to showcase the best skilling story of communities. An award function for the same was held in India International Centre, New Delhi on 1st September 2016, to honour the 11 winners from the 55 entries that had been submitted by 36 Radio stations from all over India. The programme, which was anchored by Ms. Sanjogita Mishra, Programme Officer, CEMCA, began as she welcomed everyone to the ceremony and requested Dr. Shahid Rasool, Director, CEMCA to escort the chief guest, the guest of honour and the chairman of the jury to the dais.

After the felicitation of the guests Dr. Shahid Rasool, Director, CEMCA, was invited to give his welcome address.

Dr. Rasool brought out the connection and commonality between skill development and community radios, since both have grass root association. He emphasised the need for collective efforts by CR stations, Doordarshan and CEMCA for use of media for the skill development of the youth. Dr. Manas Ranjan Panigrahi, programme officer, CEMCA gave a description of the inception and execution of the competition *Meri Prerana Mera* Hunar.

The guest of honour for the occasion, Ms. Supriya Sahu, Director General, Doordarshan, Govt. of India in her address said that she wants to connect community radio to the main stream through Doordarshan and even offered to collaborate with CEMCA to create a video series for all the 55 entries of the competition.

The chief guest for the occasion Prof. Ashok Ogra, Director, Apeejay Institute of Mass Communication, spoke about the diversity in the characteristics of India and how, in times where main stream media is interested in highlighting stories for their sale value, leading to a lack of discourse on plurality, Community Radio seems to be the only answer to focus on culture and context specific interventions. Also, the winners of the challenge shared their experiences with the audience. They informed how such a challenge provided them with an excellent opportunity to showcase stories from their communities and many of them requested the organisers to host many more such competitions in the future.

The event also saw the release of Audio Program Series- "Chalti Ka Naam Gadi", a series created for children of Government Schools who have opted for auto service technician as their vocational elective in standard 9th and 10th, by CEMCA, in collaboration with Indian Institute of Skill Development. The programme was a huge success with representatives from 19 of the participating Radio Stations attending the event amongst others, along with some of the esteemed members of the jury. The hall was packed with CEMCA partners, CR & Media Experts and CR Station Masters. Chairman of the jury, Dr. M.P. Lele, speaking on the occasion, described his experience as a jury member to the audience, and proclaimed how this was not really a "competition," but a "contribution" along with a discussion of the importance of community radio today, in a country such as India, where generic commercialization has taken over the mass media.

The event ended on a high note after a vote of thanks by the Head of Admin and Finance, CEMCA.

OER Capacity Enhancement Programme for BOU Academics

On 3rd September, 2016, under its OER initiative, CEMCA in collaboration with Bangladesh Open University (BOU) convened a three day long workshop "OER Capacity Enhancement Programme (CEP) for BOU Academics (Master Trainers)" at BOU Gazipur Bangladesh. Faculties from six academic schools were attended the CEP.

This activity is a part of implementation of Project entitled "OER Policy and Implementation of Blended Approach for teaching-learning at Bangladesh Open University (BOU)". In the inaugural address Professor Sufia Begum, Dean of the School of Education, said that the "it is high time that the academics adapt OER and understand the gravity of pedagogical transformation necessary for Higher Education through ODL.

The BOU is in a process to use OER for delivering Open Distance Learning for its learners. The university is presently emphasizes on academicians developing expertise on realizing how important OER is, how to develop and maintain such resources. In this regard the authority sought CEMCA's assistance.

Prof. Mohan Menon, former Deputy Vice Chancellor, Wawasan Open University, was the key resource person of the three CEPs at BOU, observed that much is there to be achieved and the dynamic environment at BOU is very congenial and it depends much on the agility of the academics on how much they can achieve.

Key facilitator for the workshop, Dr. Manas Ranjan Panigrahi of CEMCA, in his address said that, he expects the participants and practitioners of ODL to understand OER and utilize this opportunity, place as many inquiries as possible and gain a concrete understanding of the process and become the Master Trainers.

"This workshop aims at equipping Master Trainers with adequate knowledge and understanding of OER, its challenges, opportunities and the possibilities and employ this know-how in creating learning materials and constructing teaching/training techniques." said Assistant Professor Mizanoor Rahman, Team Leader, CEMCA-BOU OER Implementation Project.

The CEP focused on the review and finalization of the steps to implement OER at BOU. The CEP came out with:

- a list of school-wise print materials to, subsequently, dictate for OER Repository through CC licensing as is mentioned in the BOU OER Policy 2014;
- 50% participants completed their Understanding of OER Online course run by Commonwealth of Learning; rest shall do by in 15 days of time.
- a list of PPTs for the participants' respective subject using the in-house OER Template in order to prepare personal OER;

This activity is part of CEMCA's continued efforts of promoting the application of ICTs to enhance the quality of and access to education, and access to Open Educational Resources.

OER Capacity Enhancement Programme organized for Bangladesh Open University administrators

BOU hold a three-day-extended CEMCA sponsored workshop on OER Capacity Enhancement Programme (CEP) for BOU Officers from 30 August to 1 Sept 2015 at the BOU eLearning Center as a part activity of BOU-CEMCA Joint Initiative on 'OER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University' aiming at orienting the desk officers of the BOU on Open Educational Resources (OER) issues. BOU officials from concerned departments were enthusiastically participated the sessions with Prof. Mohan Menon, former Deputy Vice Chancellor, Wawasan Open University – the key resource person of the project.

Professor Sufia Begum, Dean, School of Education, BOU said that CEMCA-BOU joint project document indicates that BOU going to launch Master of Business Studies (MBS) programme using the learning platform exclusively based on Open Educational Resources (OER). Its comprehensive application will allow teachers and learners to quickly and easily use trusted, high-quality materials that enhance their course curriculum and overall learning experience. This OER platform will integrate LMS.

BOU has already the OER Policy in 2014 with the support COL. BOU and CEMCA – regional actor of promoting ODL – have felt to implement the OER at the BOU as it has huge materials which have been used as hard copy and through the open accessed materials. Assistant Professor Md. Mizanoor Rahman, Team Leader, BOU-CEMCA joint project, in the inaugural session, said that using high-quality open educational resources, we can ensure that every learner has access to a texts, PPTs, and video that is linked to the curriculum, while saving BOU a significant amount of money for printing the hard copies of the self-learning materials and providing leaners with the learning materials without making any delay.

Dr. Md. Shafiqul Alam, BOU Training Director, in the opening session, said that success of open and distance learning (ODL)

depends solely on team work where both academics and administrators' joint effort is imperative. He appreciated CEMCA for drawing its attention to the team spirit and hoped that BOU officials would provide their best effort to come out successfully the CEMCA's OER initiative.

Dr. Sabina Yeasmin, in the closing session, said that Prof. Menon has been able to take the participants through the knowledge of the essentials of the OER. Through the series of CEPs for policy-makers, officials, and academics, BOU-CEMCA joint project will be able to encourage participants to implement same by undertaking what is involved to develop course materials to the standard of OER.

The OER CEP held on 30 August to 1 Sept 2015 at the BOU was a step among other activities BOU has undertaken in the introduction of OER in the University. The CEP activities combined with its output clearly brought to the fore what is involved in the introduction and adoption of the OER. The CEP was well-attended by administrators from concerned departments of BOU. The facilitator was well regarded within the participants.

CR Video Challenge Award at New Delhi

CEMCA in collaboration with UNESCO and AIMC had organized a CR Video Challenge (CRVC) for the students of mass media institute in the country. The theme of the contest was "Communiy Radio – Addressing Disaster, Saving lives". CEMCA received 35 entries and panel of eminent Jury adjudged them on merit by the use of predetermined parameters. As per the scheme of the contest, the jury selected 13 as the top best videos.

CRVC award function was held on June 28th, 2016 at India International Centre, New Delhi. Out of 35 students who participated in the contest, total 25 students attended the function. The jury members and invitees from different universities, institutes and organisations were present. The award winning videos were screened during the event to show case the talent of youngsters which was appreciated by everyone. Mr. S.K. Quraishi, Former Chief Election Commissioner was the chief guest who presented the awards to the winners.

Dr. Shahid Rasool, Director, CEMCA congratulated the awarded students and also expressed his desire to take this initiative further. He said the training could be imparted to the young media students to get the better quality of video films. He proposed to organize the regional or state level training workshops to train the awarded students in audio and video production for further improvement.

Prof. Ashok Ogra, Director, AIMC welcomed the jury members and other invitees who were present during the event. He said that the quality of videos was good but it would have been better. However he said that conceptualization was certainly appreciable.

Mr. S.K. Quraishi greeted the invitees. He recalled his old memories in relation to the radio programmes. He informed that he used the radio as the medium to communicate with the community about the government's health related programmes.

Ms. Monica Sharma anchored the event.

At the end Mr. R. Thyagarajan, Head, Admn. & Finance delivered the vote of thanks.

Children & Media: Slum Children Produce Radio Programmes

On July 20th, 21st and 22nd CEMCA in collaboration with Save the Children conducted a 3 day workshop in Delhi which was the third of a series of 3 workshops titled *"Children & Media"*. The prior two workshops were held in Mumbai & Patna in the month of June.

Children & Media is a unique initiative of Save the Children attempting to produce Radio Programmes by Children's Group (CG), Mother's Group (MG) & Child Protection Cell (CPC) formed by Save the Children in Urban Slums. This program which comprises of 2 workshops of 3 days duration being piloted in urban slums in 3 locations namely Mumbai, Pune and Delhi will train participants to produce technically sound, thematic series of audio programmes for Disaster Risk Reduction under Urban Resilience programme of Save the Children.

Thirty participants from Rajasthani Camp, Priyanka Camp, Bilaspur Camp, BIW Camp and EFRAH (an NGO) participated very enthusiastically in this workshop. More than two-thirds of the participants were women.

The workshop started with an ice-breaker by Ray Kancharla, Manager DRR-CCA and participants were made aware about Urban Disasters and Media intervention to mitigate risks arising from them. The next two days were fun filled activities anchored by CEMCA experts Ms. Pooja Murada and Ms. Aarti Manchanda who helped produce 7 programmes on various socially relevant topics. Technical expert provided by CEMCA, Ms. Rubina Andrews promptly edited the programmes with her expertise and played back the final programme to the participants. All the children were thrilled and encouraged to come back for the Production workshop planned to be in the coming month.

Ms. Monica Sharma and Dr. R. Sreedher from CEMCA also attended the workshop and were quite impressed with the potential of the children. CEMCA now planning the next round of follow-up workshop aimed at steady creation of audio series on the chosen theme.

Smart Tips

Structure of a Research Proposal

By Dr. Manas Ranjan Panigrahi

Introduction

This is a guide to writing research proposals for M.A., M.Phil., Ph.D., etc. in education, social sciences and humanities. The same principles apply to dissertation proposals and to proposals to most funding agencies. It includes a model outline, but advisor/supervisor, research committee and funding agency's expectations vary and your proposal will be a variation on this basic theme. They may serve as a straw-man against which to build your understanding of both your project and proposal.

A Basic Proposal Outline

A typical dissertation/research proposal consists of three chapters or parts:

- Introduction (Chapter 1),
- Review of Related Literature and/or Research (Chapter 2), and
- Methodology (Chapter 3).

While the majority of the research proposal is written in the present and future tenses, the methodology and findings in the final report or dissertation are written mostly in the past tense.

Chapter I: Introduction

1.1 Topic, area or background of the study
1.2 Statement of the problem
1.3 Research questions/Hypotheses
1.4 Objectives of the study
1.5 Significance of the study
1.6 Scope of the study
1.7 Definitions of key term used

Chapter II: Literature Review

2.1 Previous research others & yours
2.2 Interlocking findings and unanswered questions
2.3 Your preliminary work on the topic
2.4 The remaining questions and inter-locking logic
2.5 Reprise of your research question(s) in this context

Chapter III: Research Methodology

3.1 Description of study area
3.2 Research design
3.3 Sources of data (Primary and Secondary Sources)
3.4 Sample size and sampling techniques
3.5 Data collection instruments
3.6 Data collection procedures
3.7 Data analysis method
3.8 Ethical issues
3.9 Expected results

Budget planBibliography (or References)

Chapter I: Introduction

***Topic area or background of the study*:** A good title will provide a clue to the reader about the topic but it cannot tell the whole story. The introduction provides a brief overview that tells a fairly well informed (but perhaps non-specialist) reader what the proposal is about.

Statement of the problem: The problem statement is the most critical part of the research proposal or dissertation because it provides focus and direction for the remainder of the study (and subsequent report).

Research questions/Hypotheses: Report preliminary studies that you have conducted to establish the feasibility of your research. Hypotheses are tested, while research questions are answered.

Objectives of the study: Objectives specify the goals of the research, research information to be gathered, research questions to be answered or research hypotheses developed and to be tested.

Significance of the study: This addresses the "so what" of the study and report. It describes or explains the potential value of the study and impact of findings on the area of research.

Limitations of the Study (Optional): Limitations are factors, usually beyond the researcher's control, that may affect the results of the study or its interpretation.

Delimitations (Optional): Delimitations are factors that affect the study over which the research generally does have some degree of control. Delimitations describe the scope of the study or establish parameters or limits for the study.

Definitions of key term used: It provides definitions for terms used in the proposal that are unusual or not widely understood. In addition, common terms that have special meaning in the study should be defined.

Chapter II: Literature Review

The review of related literature should greatly expand upon the introduction and background information. This chapter may

Continued on Pg. 14

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Case Study

Demystifying Simulator Technologies for Welding Training

By Sabarinath C. Nair

When an organization purchases a welding simulator, the objective is to utilize it to ensure good quality training and improvements in welder skills resulting in determinate and tangible benefits at the shop floor level.

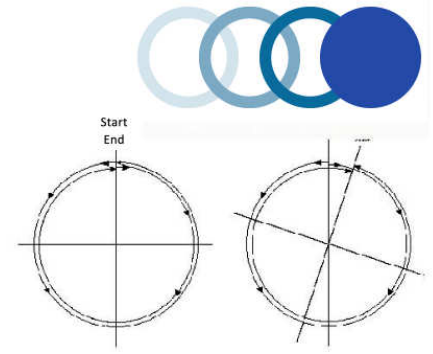
The challenge is not to get trapped in technical jargons and limitations, but to evaluate how to effectively deliver the training modules using the right mix of technology and real-world training methods. Various simulators have used a variety of techniques, from Virtual Reality to Augmented Reality and built very complex tools which are expensive, and yet do not deliver the intended skill transfer objectives.

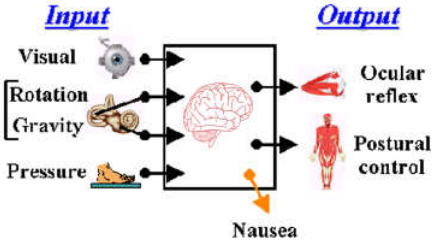
The question the purchasers of digital dexterity tools would be asking is, *for all this investment, how much welding defects can we reduce on the shop floor?*

Limitations of Virtual Reality and Augmented Reality

At the core of welding skill training is the welder's hand-eye-mind coordination. The welder should be able to develop his dexterity skills based on where his eyes see the root gap, and move his hand skilfully by applying his mind. Simulators built on Virtual Reality (VR) and Augmented Reality (AR) which require a VR/AR helmet suffer from the following limitations:

- *Latency*: due to technological limitations in head tracking on the helmet, there is a time lag between the actual movement of the hand to the movement being seen on the VR/AR Helmet or the external display.
- *Drift*: electronic position sensors have a drift in their readings over a period of time (minutes) and this causes the calibration (matching of orientation of helmet to hand/job) to falter even within a single practice session (hand is actually in a different place than shown by the AR/VR helmet)
- *Visual Vestibular mismatch*: the signals from the sense organs are in conflict with each other and also from the signals that one would get in a practice scenario with real equipment. This leads to incorrect learning as well as nausea.





These challenges are *greatly felt by real welding practitioners, and not felt as much by an onlooker* – as they are not feeling the sensory mismatch from his hands to the audio-visual simulation.

How to effectively teach dexterity skills?

When it comes to imparting skills which are practical and muscle memory oriented, principles of *psychophysics* and *perceptive psychology* have a major role to play. The learner senses actions and their effects through their sense organs of eye, ears and touch (though smoke is involved in welding, no one smells a weld and says it is a right or wrong weld).

A simulation should use a blend of the critical sensory inputs and match it to the outcomes expected at the shop floor.

So how does one ensure that the welding dexterity skills get imparted correctly?

How to use *Psychophysics* in skill training?

By understanding the impact of the dexterity skills on the welded quality output, the learner is able to adapt his skills much quicker, and is able to deliver measurable benefits at the shop floor level – lesser rejections, lesser rework – all in addition to the consumables saved during the practice sessions.

How does the *Psychophysics* approach score over plain VR & AR?

So the actual hand of the welder and where the welder sees his hand – should be exactly same and aligned. Therefore this is best delivered through *directly seeing the real hand with a real torch,*

having the same weight and material feels.

The simulation technology should deliver what it is best at delivering – aspects of measurement that are difficult/costly/ impossible on real equipment – so the spark, the sound, and the bead formation should be delivered on the screen with virtual plates and with a real feel.

The simulation should prioritize which components are non-negotiable – in welding, *hand-eye coordination is critical and therefore cannot be hindered by latency or drift.*

By designing the simulation based on the principles of psychophysics with an objective to maximise skill transfer, Skillveri's AURA series of welding simulators have delivered value across many reputed industries and training centres.

What do Welding Simulators do?

Welding Simulators provide:

- Unlimited practical lessons without wasting consumables.
- Guided, self-paced skill acquisition through providing corrective feedback not possible (or too costly) with real equipment.
- Increase employability by aligning skills to quality expectations of industry.

Why are Welding Simulators needed in ITIs?

Conventional methods are too costly for skills like welding, leading to "rationing" of practicals. A large amount of vocational skill training happens in ITIs, but government decisions to upgrade equipment are very slow, thereby creating a gap between potential and performance.

On an average, students trained through this method in the past have received 25-40% more salary than those without, thus proving their effectiveness.

Hence the simulator is an indispensable piece of equipment instead of a "nice-to-show-off" piece!

Sabarinath C. Nair *(Founder & CEO, Skillveri) is an engineering and management professional with wideexperience in building and marketing of technology products for Indian rural needs. He is a winner of NSDC's Innovation award and India Innovation Initiative (Govt. of India & Confederation of Indian Industry).*
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Continued from Pg. 12

Structure of a Research ...

contain theories and models relevant to the problem, a historical overview of the problem, current trends related to the problem, and significant research data published about the problem. The purpose of the literature review is to situate your research in the context of what is already known about a topic. It should provide the theoretical basis for your work, show what has been done in the area by others, and set the stage for your work.

Chapter III: Research Methodology

Description of study area: **G**eographical area of study e.g. State, district, region, block, school or community, rural or urban.

Research design: Give clear, specific, appropriate and credible procedure/method that will be followed to attain the proposed objectives of the study.

Sources of data (Primary and Secondary Sources): Mention different sources from which data is collected for the study.

Sample size and sampling techniques: Describes the population used in the study and the process utilized in selecting a sample. Unless the population is extremely small, a sample usually will be drawn from the population.It is also acceptable to separate this section into two distinct sections – one for population and the other for sample.

Data collection instruments: Describes the procedures used for developing an instrument to gather data from your selected population/sample. This generally includes sources of items for the instrument as well as a description of the instrument itself.

Data collection procedures: Describes in detail how the data was obtained and the timelines involved in collecting the data.

Data analysis method: Explain in some detail how you massage the data, to get to the inference that you will use to answer your question. It includesstatistical or other techniques and tools that is used in processing the data.

Ethical issues: Ethical considerations are critical to the completion of any research on social sciences, education and humanities. It is required that ethics be discussed when researching any aspect related to people.

Expected results: This section should give a good indication of what you expect to get out of the research. It should join the data analysis and possible outcomes to the theory and questions that you have raised.

Budget Plan: This clearly describes the financial resources required to conduct the research. The budget includes both a narrative discussion and rationale for requested funds, followed by a related set of tables.

Bibliography (or References): This is the list of the relevant works. Others may like to see only the literature which you actually cite. Use a standard format.

Book Review

Unleashing the Potential of Young India- Commentary on Developmental Policies

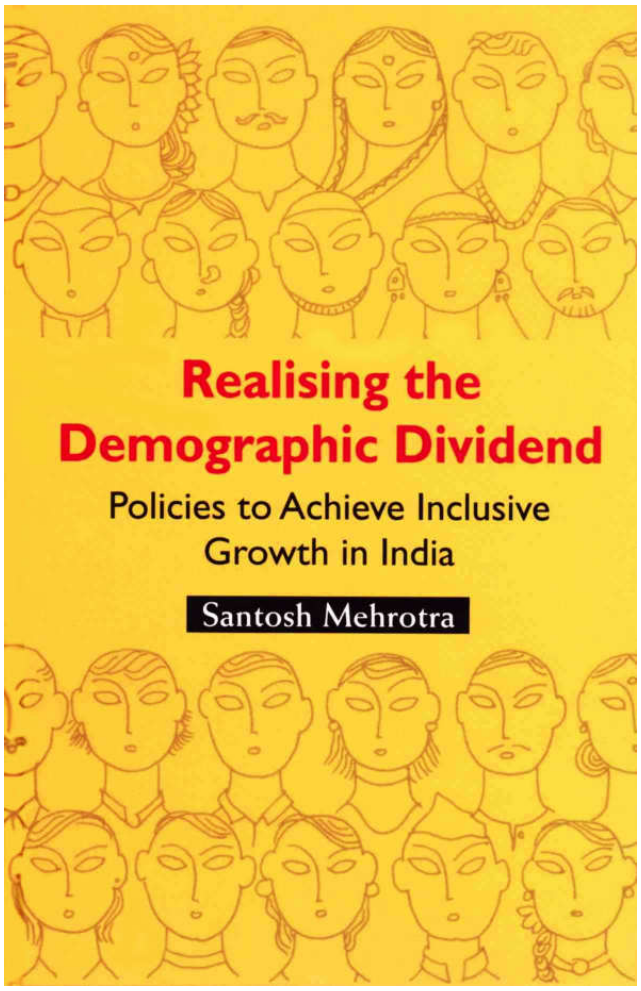
By Ashutosh Pratap Singh

Title of the Book:	*Realising the Demographic Dividend: Policies to Achieve Inclusive Growth in India*
Authored by:	*Santosh Mehrotra*
Published by:	*Cambridge University Press*
Year of Publication:	*2015*

These days no talk in policy happens without mention of the demographic dividend. While a lot has been written, very few books have looked at it holistically. This book is one of those books that present a comprehensive picture of the demographic dividend and what needs to be done to ensure that we do not miss or take a wrong step.

The author Dr. Santosh Mehrotra, is one of India's leading voices and an authority on the subject of skills. An economist and Professor at JNU, his ideas have provided a much needed perspective to Indian policy makers and helped readers understand the issues and its intricacies. In his papers and books earlier he has pointed out that the repeated figure that "12 million people enter the Indian workforce every year" is wrong and that the estimates are around 6million. He has also pointed earlier that the 500 million target of the government was not based on right data and that the number is around 250 million.

The book refers to India's Demographic dividend as a unique opportunity that comes to a nation once in many 100 years. This book review is based on a book discussion I attended, and parts of the write-up are from the speech I had an opportunity to hear.



The book is divided into 4 parts: Growth Employment and Inclusion, Human Capital Formation, Building a system of social protection and Governance

The book mentions that though India is the world's fastest growing large economy, jobs are not growing equally rapidly. The size of India's youth workforce is worrying, and the largely informal workforce is not covered by social insurance. Universal elementary education, despite the Right to Education Act 2009, is yet to be achieved. Health outcomes have improved only slowly over the years. Furthermore, sanitation still remains a very serious problem. The author discusses specific policies to address these problems, well beyond what is currently being practiced.

The book presents sustainability and inclusiveness of growth as the two critical needs for demographic dividend policies to work. The prime minister's call for making India the skill capital requires sustained growth. Sustained nature of growth for 20-30 years characterized the economy of China, Korea and Japan whereas our growth after a dream run from 2003-4 to 2011-12 (of 8.4% pa) has faltered. For growth to be sustained, our agricultural output at 2 percent per annum must grow much faster than the best, we have at 3.2 % over 2007-12. The growth rate is half of East Asian economies however, we can do better as several states in India like Gujarat and Andhra Pradesh have proven.

The book mentions that India has paradoxes in it growth, while output has grown and poverty fallen, because of slow growth of non-agricultural employment, rate of poverty

decline remains slow. While the output has grown, the growth of manufacturing/ service employment has been volatile. Thirdly despite growth in per capita income, women's labor force participation rate is amongst the lowest in the world and continues to decline.

The book makes a comparison with the approaches in China. The skill development efforts in China go hand in hand with an industrial policy. We require an industrial policy on which we base our skill development work. The Skill development system is government funded and hence supply driven, nowhere in the world has such a system worked, systems that work (examples from 63 countries of the world) are demand driven, industry driven and industry funded.

Today, education levels of more than 70% of our labour force are at below secondary school. With the Right to education there has been increase in the Net Enrolment rate at 97% hence more children are in school but an input based approach, with state cadres of absentee teachers has not helped much. Right to education needs to convert to Right to Learning. If we continue the poor supply of youth we will miss our demographic dividend. Government schools' weaknesses multiply our future challenges.

Youth's future is incomplete until we bring in the essential social elements of children's growth. Malnutrition rate of 29% for children under 5 impacts learning and learnability. With poor quality teachers and malnourished children we are staring at a youth population that merely makes it to survival. Even if there was a provision for acquiring skills, ensuring that there is learnability requires providing adequate nutrition to the children who will be the demographic dividend.

Social Assistance plans are important for inclusive growth. With a beginning made with the Atal Pension and PM Jeevan Bima Scheme, an outline for comprehensive social insurance system that covers the entire BPL population is made, this works out with lesser costs than the MNREGA and at about only 0.38% of GDP. The current schemes do not have statutory backing and is voluntary. International experience suggests that voluntary programmes do not work and one with no statutory backing can end any time.

The book also makes cases for 4 conditional cash transfers on the following topics: Ending the Kerosene Subsidy and replacing it with solar lamp subsidy, substituting current fertilizer subsidy paid to manufacturers with cash subsidy to farmers, converting supplementary nutrition component of Integrated Child Development Scheme (ICDS) to cash transfer for take home rations for 0-3 year-old, replace cereal subsidy in Public Distribution System in cities only with cash subsidy paid

The book will be of interest to people who are looking to read about efficient ideas for India.

Finally, on a broad point that impacts everything in India, the book makes a case for governance/ bureaucracy reforms. It brings out that despite being a federal democratic country, we remain one of the most fiscally centralized countries in the world. China though a one party state is more fiscally decentralized than us. Townships and country governments in china collect 23% of all revenues and retain them, that share is 1% in India. Increasing allocations to provincial governments is required. The Indian bureaucracy needs to become "learning and performing" civil service, if inclusive growth is to happen. We need to provide more emphasis on right data and pilots before embarking upon programmes. Performance, ownerships and outcome of policies should matter for bureaucratic promotions rather than seniority as is currently the process.

This book is a full of interesting insights and is a great read for anyone interested in understanding the issues and looking for what they can do so that the young have a better India. While it brings out many different threads, readers may choose to focus more on the sub domain they wish to read about for a more focused reading, or read the entire book for having the complete picture.

Ashutosh Pratap Singh *is deeply committed to youth skills and jobs with a focus on impact, efficiency and results. With 12 years of on ground & strategic experience, having worked at grassroots with Corporate (for profit), Foundation (for not for profit), Parliamentarian, JPAL, an NSDC training partner and a Sector Skill Council. He has worked at the intersection of business, government and society, syncing them for shared goals.He has a people centric, bottoms up, data driven approach to problems with effective use of technology and innovation. He holds a Bachelor degree in Technology in Computer Science (Madan Mohan Malaviya University of Technology and Masters in Business Administration (Strategy & Finance) from Indian School of Business (ISB) Hyderabad. He also did an exchange program for Public Policy at The Fletcher School, Boston with cross-registered classes at Harvard Kennedy School.*
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Smart Future: Knowledge Trends that will Change the World

By Dr. Shantanu Ganguly

"The world is moving rapidly toward ubiquitous computing that will accelerate how people Collaborate, Share, Learn, Gather, do Business, and exchange Knowledge"

Background

Libraries, especially digital libraries (DL), are truly at the heart of knowledge societies; they enable people to access, share, and apply knowledge. DL provides access to many of the knowledge networks around the world, which is a necessary component of a knowledge society. Digital libraries have traditionally been positioned at the intersection of library science, computer science, and networked information systems.

With five billion more people set to join the virtual world, the boom in digital connectivity will bring gains in productivity, health, education, quality of life, and myriad other avenues in the physical world—and this will be true for everyone, from the most elite users to those at the base of the economic pyramid.

People will find that being connected virtually makes us feel more equal—with access to the same basic platforms, information, and online resources— while significant differences persist in the physical world. Connectivity will not solve income inequality, though it will alleviate some of its more intractable causes, like lack of available education and economic opportunity. As digital connectivity reaches the far corners of the globe, the resulting gains in efficiency and productivity will be profound, particularly in the developing countries. The accessibility of affordable smart devices, including phones and tablets, will be transformative in these countries. What connectivity also brings, beyond mobile phones, is the ability to collect and use enormous data that is generated from these sources.

Smart Future is about understanding, visualizing, and exploring the possible scenarios of the future today, to be able to better prepare ourselves. This will help us to design the future based on set goals. Better preparation for the future enables us to alter the direction of an entire marketplace, field, or to prepare industry or prepare for the outcome. It is also possible to make greater impact in the future through present actions.

Digital Future

Fuelled by the convergence of social media, mobile apps, cloud computing, big data, and growing demand for anytime, anywhere access to information, technology is disrupting all areas of the global enterprise. Disruption is taking place across all spheres such as organisations, industries, academia, and in all geographies. Enormous opportunities exist for enterprises and institutions to take advantage of connected devices enabled by the Internet of Things (IoT):

- To capture vast amounts of information,
- To enter new markets,
- To transform existing products and services,
- To introduce new business and delivery models.

However, the evolution of digital culture also presents significant challenges with the different stakeholders at a different forum, including new competition, changing customer engagement and business models, unprecedented transparency, privacy concerns, and cyber security threats.

An Integrated Model of Smart Future for ICDL 2016

Digital Transformation and Proliferation of Data

Enterprises are gaining unprecedented opportunities to understand consumer needs, preferences, and behaviours. All these questions are answered by the different types/of customer data available from sources, including:

- Social media
- Online shopping behaviour

Making sense of the volume and variety of this information, however, is a challenge. Firms that can extract value from this information using data analytics will benefit greatly. They will gain a more precise understanding of customer segments. Products and services can be tailored to the level of the individual. Altogether, they can deliver a richer customer experience. This is important because consumers' expectations are growing such as:

- Demanding greater choice and control,
- More transparency, and anytime, anywhere access to information,
- Their voices heard, and
- Digital technologies are making it easier to gather and understand consumer feedback.

As social media amplifies the voice of the customer, there are benefits and risks for companies. Individual *"prosumers"* may serve as a powerful brand or product ambassadors and online communities may provide key platforms for introducing and testing products, or for communicating important messages. An organization that fails to engage in a timely or appropriate manner through social media, or that issues an ill-fated message, can suffer rapid and significant damage to their brand.

The Special Event of CEMCA on OER at ICDL 2016 Conference

CEMCA is organising half-day special event on OERduring the ICDL 2016 titled "*Creation and Utilization of Open Educational Resources for Higher Education"***. The event has been scheduled for** *13th December 2016* **(Time Duration:** *10.00am to 1.00pm***) at** *India Habitat Centre in New Delhi***. The event is expected to work towards:**

a. Understanding of OER and Creative Commons Licenses; and

b. Addressing present challenges to the creation and utilization of OER.

The half-day special event on OERs in New Delhi will be attended by 40-50 institutional administrators and decision-makers, Government representatives, librarians, information science practitioners, technologist/service providers, academia and other domain experts.

The aim is to achieve tangible outcomes at both the policy and programme levels, creatinga set of expert recommendations, action points and a roadmap for activity. The recommendations generated from the proceedings of the event will be disseminated to key stakeholders to be taken up by their networks/partners for further dialogue with Government and institutional decision-makers. The objective is to strengthen creation and utilisation of OER for better teaching and learning.

Having the strategic knowledge about the key trends that will shape our future might enable us to achieve success and it may make a difference in the world—innovate, create, discover or fix something that would touch millions. In simple terms, we are fast passing through the digitization era and entering into knowledge society. Therefore, the knowledge of associated technologies and processes is equally important to pursue. Knowledge of possible trends is essential in order to prepare to manage present risks and it will facilitate decision-making by converting challenges into opportunities in the future. While a deeper understanding on the trends that will shape the future is 50 per cent, the other half is about taking actions, designing innovations, formulating plans, and crafting strategies, tactics, and collaboration to shape the desired future. This is true on personal, organizational, national, and global levels.

Smart Future: Knowledge Trends that will Change the World theme at ICDL 2016, will not only create a roadmap to guide us through what is coming next, but also tell us how to prepare ourselves for new challenges and opportunities. It will suggest how to manage the key trends to improve our life in future.

Agile Work Styles in the Digital World

By 2020, the Millennials and Generation Z will comprise more than half of the workforce. These individuals have grown up connected, collaborative and mobile, and their attitudes and expectations will have a major impact upon how work is organized. Greater autonomy and flexibility of employee work styles will be matched by new means of engaging with talent. Technological advances are making it easier for companies to tap into networks of anonymous workers through

online "crowd sourcing" and freelance platforms. Firms that are making use of these models are in essence "network orchestrators", connecting to skills and resources on demand, rather than owning them. All of this will create new challenges for leaders, who must keep widely distributed workforces motivated, productive, and satisfied. Not only is different skill sets required to manage remote and contingent workers, but existing organizational cultures will be harder to maintain.

Agile Knowledge

To be successful, today's organizations have to be flexible and fast, able to easily transfer and share knowledge, deal with zettabytes of data, and innovate, engage, and impact communities and outcomes in positive ways. The platforms, processes, and programmes have to respond in a timely fashion to make this happen and keep customers satisfied. The culture of the organization and the people enables the transformations and innovations and well-oiled collaborative organizations to excel at leading the charge!

Being agile is critical. Agile can mean applying an incremental and iterative approach, or evolving through collaboration between self-organizing and cross-functional teams to promote early delivery, continuous improvement, and encourage a rapid and flexible response to change.

So, how do we apply these techniques to knowledge sharing and innovation in our enterprises in order? to be successful in today's world? Join the conversation of speakers and colleagues at ICDL 2016 and share your experience and techniques for agile knowledge sharing and innovation!

If you are interested in shifting your worldview and creating new possibilities for yourself, then become a Game Changer of the Future by participating in this ICDL 2016. The major highlights of this mega event are depicted in this image.

For your active participation and to exchange our ideas, skills and expertise with the digital luminaries of the world and social evangelist, please visit our website http://www.teriin.org/events/icdl/OR watch the video at https://www.youtube.com/watch?v=P_74HAGIhKY&feature=youtu.beor for any further queries, please write to us:

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Educational News

How Tablets and Tech Are Revolutionizing Education in Myanmar

About an hour outside of Yangon, Myanmar's largest city, local children attend school in a one-story building with green walls and open-air hallways. On the dirt road leading up to the high school near HtoneGyi village in Bago district, dwellings range from huts on stilts to small stone-walled houses. Water buffalo and chickens roam in yards. When class is in session, the voices of students fill the air of the school's small campus, repeating in sing-song the lessons of the day. If you peek through any of the open classroom doors, you'll see children seated three or four to a desk in neat rows. Boys on one side of the room, girls on the other. All students wear matching uniforms, white shirts tucked into green, traditional long skirts called longyis. Learning here in Myanmar is still done almost exclusively by textbook, lessons delivered through memorization and recitation—but in one of these same traditional classrooms about 50 students sit at their desks, hands gripping brand new tablet computers.

Change in Myanmar

Contrast, like this one, is becoming a more common sight in Myanmar, a country which has taken huge strides toward democracy in the last five years after a half-century of tight military rule. On February 1, Aung San SuuKyi's National League for Democracy party took over the majority of congressional seats thanks to a landslide win at the voting booth this fall. As the country expands freedoms and sanctions are lifted, access to technology is rapidly increasing. In 2011 just two out of 100 people in Myanmar had a mobile phone, but by 2014 that number increased to 49, according to data from the World Bank. Along with most mobile phones today comes access to the Internet.

Walking around Yangon in January, it was common to see men and women with heads bowed over the smartphones in their hands, checking Facebook while dodging street vendors selling noodle soup or construction projects to repave sidewalks or build new glass-walled condos next to crumbling colonial structures the days of British rule in the late 19th and early 20th century.

Bringing Tech to Schools

How does a country with little technological background prepare their students for the world of 2016 and beyond?

One new program thinks it has an answer: mobile technology.

Connect to Learn Myanmar is a unique, public-private partnership between two technology companies, Ericsson and Qualcomm, the Myanmar government, the UK Government, UNESCO, The Earth Institute at Columbia University, Finja5, an education software developer, and EduEval, an education evaluation organization. (I was in Myanmar to witness the launch of the project as a guest of Qualcomm's).

The tablets in the classroom I saw were part of this program. "The Internet is going to come to their phones and their homes...thanks to the program, they will learn to use technology in a school context, how to actually learn with technology," says Zohra Yermeche, the Global Program Director of Connect to Learn at Ericsson.

The public-private partnership provides connectivity and tablets with access cloud-based educational applications to 31 schools in three separate marginalized areas of the country, technological training for five teachers at each school to enable them to use the devices in their classroom, and scholarships for 600 girl students to ensure their completions of their secondary educations.

The teacher in the classroom with the tablets gave an English lesson. She was able to command the attention of the students, locking their screens to hers, or let them explore the reading material on their own. Students listened on headphones to an English-speaking voice read the lesson so they could hear proper English pronunciation. When they were done, the teacher asked questions to test their comprehension out loud and via the tablet. Their answers on the tablet were immediately sent back to her own device so she could see who might need some extra help.

This interactivity is another hopeful outcome of the project. HaeIn Shin, an education adviser at The Earth Institute who has been studying Myanmar classrooms, says the current methods are, "very uniform, very lecture-based and teacher-centric. Which is why it's very exciting for us to be training teachers on the different methods in which they can teach." In addition to English, the software can also be used to aid learning in Myanmar's local language, math, and life skills.

The headmistresses and teachers are on board. Daw Thandar Win, the headmistress of the high school in HtoneGyi, said the technology wouldn't just give students more access to the Internet but enable them to "be more effective in what they are learning." Win says the teachers were excited to get the technology and immediately started putting their training to use in the classrooms.

Engaging and training the teachers could be a huge factor in the program's efficacy. After all, introducing technology alone isn't automatically a good thing for education, says Kentaro Toyama, a professor at the University of Michigan and the author of Geek Heresy: Rescuing Social Change from the Cult of Technology. "[B]ecause technology amplifies underlying human forces, the important thing is to have good teachers who have learning as their primary goal, and who, if they're going to use technology, have the training, time, and support to incorporate it sensibly into their curricula," says Toyama.

Girls and STEM

In Myanmar, education has historically been fairly equal in terms of gender. Of the students who will have access to the tablet program, 50 percent are girls. Ensuring girls remain an equal part of this program is important for Myanmar's future, says Billy Stewart, who is the leader for human development for the UK's Department for International Development [DFID] in Myanmar. DFID's support of the program is a part of the UK's Girls' Education Challenge.

"We need innovation if we're really going to meet the challenge for getting girls to learn and this program offers innovation in terms of partnerships, bringing together public and private sector, and in terms of the technology that's being used," says Stewart.

It might take years to see the full results of a project like this one, but Shin, of The Earth Institute feels there will be real economic advantages for students who have this access. "Overall right now in Myanmar, English skills and computer skills are highly valued. ... It's great that the project has both English language development and tech, because it will be very marketable for the students themselves when they're looking for jobs."

And making sure girls have those future opportunities too is part of Qualcomm's interest, says senior manager of Qualcomm's Wireless Reach initiative Angela Baker. "By introducing mobile technology early, we hope to decrease the gender gap at school and foster an environment where girls have access to education and all of the opportunities that come along with a strong background in science, technology, engineering, and math (STEM)."

In the classroom, it was clear that just like kids in the U.S., both boys and girls didn't have a problem getting the hang of the technology—a good sign for Myanmar's future as a more engaged participant in the global community.

Source: http://www.glamour.com/story/how-tablets-and-tech-are-revol

2016 ADB International Skills Forum: Innovative Practices in Skills Development

Background

Asian Development Bank (ADB) hosted the 6th annual International Skills Development Forum from the 19th to 21st September 2016, in Manila, Philippines. This follows five previous annual forums held from 2011 until 2015, which have helped build a dialogue platform on skills development in the Asia and Pacific region.

Objectives

The objective was to stimulate transformative practices in skills development, inspire skills experts and ADB's developing member countries' counterparts, and promote collaboration with major stakeholders to incorporate

new approaches to design and implement innovative projects and programs in skills development.

Expected outputs

The forum highlighted transformational examples of teaching and learning; blended and e-learning; innovative education organizations; science, technology and innovation (STI) in higher education; the world of work and employer engagement; and partnerships. The forum included a select number of international keynote speakers, highlighted how the private sector is contributing to skills development and demonstrated cross sector collaboration (e.g. clean energy, disaster management). Incorporating feedback from 2015, the forum provided more opportunities for wider participation, discussions and interactions.

Participants

Attendance at the forum was by invitation only, prioritizing policy makers and lead practitioners from developing Asia. More than 300 professionals, who are leading experts and policy makers in the area of skills, training and workforce development, participated.

Source: http://www.glamour.com/story/how-tablets-and-tech-are-revol

MHRD, India fine tuning SWAYAM Platform for MOOCs

With Digital India initiative providing a push to promote Internet-based learning, the union Human Resource Development ministry's SWAYAM platform for launch of Massive Open Online Courses (MOOC) is being fine-tuned for a flawless flow of courses across India. The fine-tuning however is further delaying the much awaited launch.

Government sources said that Swayam's launch was repeatedly delayed because the ministry wanted to ensure smooth functionality.

The Swayam platform proposes to host over 2,000 courses for approximately 3 crore students across the country.

It is understood that the latest launch date of August 15 was postponed because preparations were ongoing to get the entire system ready for the ambitious project. Sources said that once the platform was made operational at the optimum level, the launch will likely be made by the Prime Minister.

"The preparations for the project are on in full swing. The project has the capacity to revolutionise the education system by providing easy access to educational information," sources stated. Swayam is a platform which will host MOOCs and provide high-quality education on various subjects, covering all disciplines, to students at levels ranging from school-level to under-graduate and post-graduate.

Through this scheme, the HRD ministry has proposed that it could provide high-quality e-content to colleges and universities free of cost.

The government hopes to support 10 lakh concurrent users anytime, anywhere, through this network, and Microsoft has been roped in as the technology partner for the venture.

Swayam seeks to provide over 2.5 lakh hours of interactive e-content in MOOC format, which would make it the world's biggest repository of interactive electronic learning resources under a single window.

The University Grants Commission (UGC) has already notified the UGC (credit framework for online learning courses through SWAYAM) Regulation 2016, which allows for the transfer of credits earned through these courses into the academic record of the student in the parent institution.

Source: http://www.asianage.com/india/centre-s-swayam-initiative-delayed-repeatedly-532

Sufia, a champion for women's rights in Bangladesh

As the 2016 GEM Report shows, many people lack the skills to gain access to complex justice systems, which community based education programmes can help address. Sufia Begum (pictured right) has provided legal aid and essential support to clients seeking legal redressal for abuse and discrimination for the past eight years. She was recognised as one of the five BRAC Human Rights and Legal Aid Services (HRLS) Heroes of 2015.

This HRLS model is based on legal education, legal aid and community mobilization. It has provided rights-based legal education to over 3.8 million people as of 2013.

In Sufia's local area, the Kurigram's *char* (riverine island) in northern Bangladesh, two of the practices that she often fights against are child marriage and *hilla* (interim) marriage. She helps women understand their legal rights and the laws through legal education classes that aim to empower them in seeking

justice. These classes take place in 61 out of the 64 districts of Bangladesh. Class sizes range between 20-25 participants. Regional staff in the field conduct regular follow ups to ensure the programme's impact is still being felt.

Locals in Sufia's village now say no to child marriages, and continue to refute the conditions of the traditional *hilla* marriages commonly enforced by local community leaders.

In 2014, Sufia stood up for a client named Lina (pseudonym) and her family after Lina was raped and her family was forcefully confined in their home in Rangpur. Confinement is still a common practice in some rural villages when a rape occurs.

Sufia, then a field organiser in rural Bangladesh, found out about the forceful confinement. She resolved to safeguard Lina's rights, even though she knew her life would be threatened.

Sufia sensitised the local community about the fact that rape is a criminal offense, and built support among local union council members and other influential community members calling for Lina to be released from forceful confinement. People started sympathising with Lina's suffering, and eventually community support led to Lina and her family being freed.

Sufia helped Lina and her family resettle into their community. She sought medical assistance for Lina through a BRAC health worker. She helped the family file a complaint at the local police station against the perpetrator, and also filed a complaint on Lina's behalf at one of BRAC's legal aid clinics.

Sufia trains women like Lina to connect to the legal system, helping them pursue formal and informal legal services on their own accord. She is a compassionate rights advocate, accepted by the communities she works within, and was recognised for her indomitable courage in protecting Lina and her family's rights.

This is only one story from BRAC's HRLS programme. It is proof that many lack the knowledge and education to interact with the justice system and access their rights. This is a vital piece of the puzzle for any functioning justice system, something the 2016 GEM Report confirms is critical for sustaining peaceful societies.

Source: https://gemreportunesco.wordpress.com/2016/09/12/sufia-a-champion-for-womens-rights-in-bangladesh/

Newsletter

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Forthcoming Events

The Commonwealth of Learning (COL) will be organising its 8th Pan-Commonwealth Forum on Open Learning (PCF8) in partnership with Open University Malaysia.

Venue: The Forum, held triennially, will take place at the Kuala Lumpur Convention Centre.

Date: 27 - 30 November, 2016.

PCF8 provides an opportunity for the Commonwealth community to exchange knowledge and experiences, identify important trends and explore applications of open and distance learning in widening access, bridging the digital divide and advancing the social and economic development of communities and countries. It brings together prominent keynote speakers, scholars, researchers and practitioners in the area of open, online and flexible learning.Apart from the intellectual discourse, participants also get to experience Malaysia's scenic beauty and, its culinary and cultural diversity. PCF8 is an event not to be missed.

Theme: Open, Online and Flexible Learning: The Key to Sustainable Development.

Sub-Themes:

- Quality and Equity in Learning (Quality Assurance Frameworks, Accreditation, Certification, Benchmarking, Ranking).
- Access and Inclusion (e-Learning, Massive Open Online Courses (MOOC),Public-Private Partnership,Equitable Educational Opportunities,Policies).
- Efficiency and Effectiveness (Business Models, Comparative Studies).
- Technology and Innovation (Teaching and Learning, Mobile Learning, Collaborative Work, MOOC, Open Educational Resources (OER).

The Eighth Pan-Commonwealth Forum on Open Learning: 27 - 30 November, 2016

For more information, visit:
http://pcf8.oum.edu.my/page/home/index.php

ICDL 2016 invites original submissions focusing on the theme of the conference Smart Future: Knowledge Trends that will Change the World.

Date: 14 - 16 December, 2016

Venue: India Habitat Centre, New Delhi, India

For more information, visit:
http://www.teriin.org/events/icdl/index.php

CEMCA will be conducting a Pre-conference workshop at PCF8 in Malaysia on, "Community Radio: Transition from Listener to Learner - Experiences from Kenya and Tanzania"

Date: 26th November, 2016

CEMCA has been engaged in capacity building of Community Radio Stations in India. Many baseline studies and interventions in programme production and dissemination, involving local population have shown encouraging results, making marked difference in the special lives of 'ordinary people'.

In many African countries, especially in Kenya and Tanzania, the community radio developments have reached a stage where the listeners are increasingly turning into learners and the transition is being moderated by the proactive involvement of CR stations under the guidance of Community Radio experts. KAIPPG has used community radio in building the capacity of 2500 women in the area of health and has achieved very good results. Similarly, Matumaini Mapya have reached more than 4,500 learners using radio.

The workshop will aim at exchange of ideas between success stories of CR Stations as an agent for social change in Africa & India to develop a model to systematically transition listeners to being learners. The forenoon session of the workshop shall focus on the experiences of Kenya and Tanzania. The afternoon session shall focus on developing strategies for the "way forward", listing activities based on the forenoon learning.

Participation is only through invitation and the CR practitioners attending the workshop will help in building the capacity of rest of the CR Stations in India and other Commonwealth Asian Countries. The workshop participants can also attend PCF8 which will help them to understand ODL in formal and non-formal sector as well as issues concerning women, gender and health.