



Newsletter

of the Commonwealth Educational Media Centre for Asia

Vol. 01 No. 01 January 2015

In this issue

Guest Column	02
Spotlight On	07
CEMCA News	09
Case Study	16
Regional Round Up	20
SMART Tips	21
Technology Tracking	22
Forthcoming Events	24



From Director's Desk

It is my pleasure to present the new look "CEMCA Newsletter" to you. In 2014 CEMCA completed 20 years of

its glorious service. I have been involved with CEMCA's Newsletter in the past as a contributor like many of you, and it's now an honour to take over the editing. I personally know how useful is this publication to many of you, and from the other side of the table now I realize the challenges of bringing a newsletter on time and meet the needs and aspirations of the readers. We have tried to cover all the regular features of the Newsletter in this issue. Mr. Vis Naidoo, Vice President, Commonwealth of Learning in the Guest Column discusses 'Skills Development' by examining the challenges and key development areas that are changing the face of higher education.

I have joined Commonwealth Educational Media Centre for Asia (CEMCA) when there are only six months to complete the current Three Year Plan (2012-15) which ends in June 2015. So, obviously our focus is to complete the unfinished tasks against the performance indicators in the plan. The progress is quite satisfactory in terms of our engagements in the Community Media and Higher Education, as revealed through independent evaluation of our activities and outcomes. The time is also important for our future planning, as the Commonwealth of Learning moves from a three year planning cycle to a six year planning. In alignment with the COL's six year strategy, CEMCA will dplan its activities within the region. Our priorities are improving ICT integrated teacher education, skill

development, community media and promotion of Open Educational Resources (OER).

CEMCA would focus on supporting ICT integration in teacher education programmes. The Communities of Practice (CoP) platform developed during the current TYP shall be strengthened to assist teacher educators use and share OER. Skill development is still a major challenge for many developing countries, including India, which has recognized its importance by creating institutional structures to provide skills training to 500 million people by 2022. The National Skills Qualification Framework (NSQF) mandates that all training programmes should be NSQF compliant by 2018. Considering the potential for use of OERs in skills development, CEMCA would support the development of OER-based courses for skills development. Community media is a vital communication service, where democratic approach plays a vital role in overall development of the society. To promote non-formal learning, CEMCA has been providing assistance to improve the quality of community broadcasting services in member countries, by way of training and certifying peer reviewers from the Community Radio Stations. While continuing to support peer review of Community Radio Stations and facilitate development of Community Learning Programmes, CEMCA will also integrate new ways of providing quality learning in the informal sector.

We hope you would like this issue of the CEMCA Newsletter for 2015. As always, your support and continuous engagement is crucial to us. Do write to us about what you want to see more in the coming issues. With best wishes!

Dr. Ramesh C. Sharma



General Assembly during the 70th sitting in September 2015, emphasize the significance of higher education: in reducing poverty, improving health, empowering women and protecting the environment.



Drivers for Change in Higher Education

By Mr. Vis Naidoo

This article focuses on the key technology developments globally and their implications for both the institutions and students. It will note developments in massive open online courses (MOOCs), open education resources (OER), increased access to devices and other technology applications and will identify emerging trends for institutions and students.

Introduction

Higher education has been a hall-mark of the education landscape and is a vital requirement for economic and social development of countries. As the Asian Development Bank puts it: higher education institutions “operate as incubators of the innovation and creative thinking needed for an economically competitive society.”¹ Increasingly technology is being integrated into the higher education systems, a factor that brings challenges and opportunities. Perhaps the greatest opportunity is to reach many learners – millions globally, and the chance to accelerate learning as never before. This makes the role of higher education institutions ... like those represented here today ... more important than ever.

UNESCO (United Nations Educational, Scientific and Cultural Organisation) has identified higher education as being critical to addressing the sustainable development goals that the UN and other global and local organisations are setting for post-2015.² Those global goals, which are to be formally adopted in the UN

It may seem obvious on one level how education in general and higher education in particular, benefits people: It equips individuals with competencies and skills that are needed in the labour market.

But consider this, from the World Bank, in its Education Strategy 2020: Not only do “investments in quality education lead to more rapid and sustainable economic growth and development” ... but “Educated individuals are more employable, able to earn higher wages, cope better with economic shocks, and raise healthier children.”³ So the value of higher education goes beyond skills and competencies needed for a livelihood, it also contributes to the health and well-being of society.

My presentation today will focus on some of the challenges in the higher education environment today and what the implications of these are. In particular, I will focus on three key developments that are changing the face of higher education and its use of technology:

1. *shifting economic and social demands*
2. *rising costs of tuition and of learning resources and, related to those costs, changes in how people value that investment in terms of securing a livelihood, and*
3. *constant and rapidly changing technology.*

So, what are the global developments that are influencing higher education?

Let me start with those three key developments I mentioned that are dramatically altering the nature of higher education.

Changing Economic and Social Demands

First are shifting economic and social demands. In all countries, **labour market needs** are rapidly evolving. Automation and digitisation of industry, agriculture and the knowledge economy are changing what is taught, how it is taught and when and where learners are likely to want to be taught.

According to a study from Oxford University, “47% of occupations are at risk of being automated in the next few decades.”⁴ This means that as many jobs change and others become obsolete, it will be essential for higher education to also change to meet new knowledge and skill demands.

At the same time, of course, graduates consistently need to upgrade their skills and companies need to top up their human capital.

A 2013 Organisation for Economic Cooperation and Development (OECD) report⁵ points to the importance of higher education, especially in light of the 2008 economic crisis that hurt many countries. The data illustrates a not-so-surprising fact: that a great deal of the economic and social hardship caused by the crisis fell chiefly on less-educated individuals. The unemployment gap between well-educated young people and those who left school early widened during the crisis. At that time, across the OECD countries, on average only 5% of the population with a tertiary education level were unemployed, while 13% of those without an upper secondary education faced unemployment.

These kinds of statistics were, and remain, much worse in many of the developing countries in Asia and Africa, given the already high levels of unemployment.

The implication here is clear: a person's education and field of study, especially at the post-secondary education level, will determine the level of risk she or he faces during times of economic and social crisis.

Coming back to the World Bank and its Education Strategy 2020⁶, I quote:

“The stunning rise of the middle-income countries, led by China, India and Brazil, has intensified the desire of many nations to increase their competitiveness by building more highly skilled workforces.

“Persistently high levels of unemployment, especially among youth, have highlighted the failure of education systems to prepare young people with the right skills for the job market....

“Expanding and improving education is key to adapting to change and confronting these challenges”.

This quote illustrates the changing economic and social demands that are being placed on higher education

institutions and as leaders from such institutions, how we respond will be critical to whether we meet these demands. It further highlights the need for higher education institutions to work with the private sector, government and communities to increase opportunities for students to learn relevant skills and gain knowledge that will support their livelihoods.

The rising cost of education

Let us look now at the second key development changing the nature of higher education today: **the rising costs of tuition and of learning resources** – costs that are being increasingly felt by students and society.

As an article in *The Economist* noted⁷, higher education suffers from the Baumol Effect (a.k.a. Baumol's “cost disease”) – that is, “the tendency of costs to soar in labour-intensive sectors with stagnant productivity.”

This phenomenon (described by William J. Baumol and William G. Bowen in the 1960s) is often used to describe what happens when the quaternary sector of the economy, and public services such as public hospitals and colleges,⁸ shows no real productive gains although wages in jobs still rise.

Recall that the quaternary sector is the knowledge-based part of the economy. It is driven by the services industry – so, those businesses and services involved in information generation and sharing, information technology, consultation, research and development, financial planning ... and education.

In Asia, tuition fee inflation is approximately 5% for the past five years⁹ and this has raised fears of higher education increasingly becoming unaffordable to the poor, lower middle class and minority groups. This pressure of costs also impacts on those learners that require retraining and continuing education as learners strive to stay relevant in terms of the skills and knowledge.

Besides the basic nature of the higher education sector driving costs higher, the fact is *the demand* for higher education is exploding.

From 150.5 million students worldwide seeking tertiary education in 2007, demand grew to 165 million in 2012. It is expected to reach 263 million by 2025 – just 10 years away.

Given recent high levels of unemployment in OECD countries – for example, about 20% of 25- to 29-year-olds being “NEET” (neither employed nor in education or training) – demand has grown for education.

The average age of the learners is also rising as a substantial proportion of them now come from the workforce looking to re-learn. The rapidly changing workplace has made lifelong learning more important than ever. Higher education therefore needs to enable individual learning pathways that can help prepare individuals to lead productive lives and equip them with 21st-century skills.

All these factors place further pressure on countries budgets and their allocation to higher education. Bangladesh is no exception. A World Bank feature story¹⁰ on the Higher Education Quality Enhancement Project in Bangladesh notes that 2.1% of Bangladesh's GDP is allocated to education and of this, 0.12% is for tertiary education. The leaves little funding for research, technology, books, equipment, etc. that are essential for a high performing higher education system.

Technology Changes

The third key development changing the nature of higher education today is also the most disruptive one: **technology changes**.

Rapid advances in information and communication technology (ICT) and other related developments are now constantly changing job profiles and skills demanded by labour markets. Yet, these advances also offer possibilities for accelerated learning and improved management of education systems.

From Massive Open Online Courses (or “MOOCs”) and Open Educational Resources (OER), to mobile technologies, learning management systems, learning analytics and the proliferation of educational apps, these developments have radically changed how we understand both teaching and learning.

Let me say a few words about MOOCs.

The first MOOCs emerged from the Open Educational Resources movement. The term “Massive Open Online Course” was coined in 2008 by Dave Cormier of the University of Prince Edward Island and Senior Research Fellow Bryan Alexander of Britain’s National Institute for Technology in Liberal Education. This was in response to a course called Connectivism and Connective Knowledge which was led by George Siemens of Athabasca University and Stephen Downes of the National Research Council.¹¹

Tony Bates, in his online open textbook ‘Teaching in a Digital Age’ focuses on the strengths and weaknesses of MOOCs and offers an analysis that essentially states it can be a very good development or it will wither away in its current form. Bates¹² notes MOOCs offer the opportunity to increase access to high-quality education and access to global leaders in fields of study, all with minimal to no costs. Importantly, it is valuable for developing basic conceptual learning and for creating large online communities. This potentially becomes a great form of lifelong learning and continuing education – important for developing countries to consider.

But there are some down-sides of MOOCs too. As UNESCO has summed it up, they can be: (1) costly and time-consuming to produce, (2) most participants are already well-educated, and (3) only about 5% of registrants actually complete their courses.¹³ Importantly, we have yet to see successful business models emerging to cover the costs of course development and delivery.

For motivated learners who have appropriate technology and Internet bandwidth, MOOCs provide an opportunity to participate in global learning and possibly earn credits from globally renowned institutions.

Yet, what about those learners who lack the technological and bandwidth requirements? Several MOOC providers are looking at ways to address these barriers.

COL, for example, has run MOOCs with various partners in the developing world with a view to research and understand the opportunity this kind of learning platform offers. In a recent COL publication, authors Sandi Boga and Rory McGreal¹⁴ note that: “MOOCs as a type of globally-networked learning environment could become a very useful delivery model in the developing world – but not necessarily when tied to a specific platform.”

The authors point to the risk of developing countries locking themselves to platforms that do not encourage true collaboration. Instead, learning platforms need to be flexible to take into account the context of the learners and their access to technology. This is critical if MOOCs are to be successfully used for higher education globally. In the context of Africa, for example, Boga and McGreal identified mobile phones as important to the way the MOOCs are constructed.

In Asia, we are already seeing official government policy that is enabling MOOCs to be set up in support of education, at the university level. Countries like India and Malaysia have already taken a policy position that encourages the use of MOOC models to enable widespread education of their citizens. India is designing its platform to host massive open online courses. In Malaysia, MOOCs are being rolled out for all public universities. The intention is to improve learning and teaching method as well as lessen class time. Students of public universities can access the subjects anywhere and anytime through a

web portal - www.openlearning.com/Malaysianmoocs¹⁵.

The variety of MOOCs is increasing, and in the future they are likely to be more targeted at specific audiences. You can well imagine how difficult it is for any single learning experience to meet the needs of thousands of participants who have varying starting levels of relevant knowledge and experience. Yet MOOCs seem to attract many types of learners who have varying reasons to be on the course.

MOOCs are also likely to increasingly offer credentials of economic value, such as college credits, badges or certificates of competency. Then, if employers begin to consider such credentials for hiring and promotion decisions, we anticipate that participants will be more willing to pay fees to cover the costs of MOOCs production, which will help ensure the sustainability of MOOCs into the future.

An important component of effective MOOCs and underpinning the model is the availability of the course materials and learning resources as Open Educational Resources – or OER for short.

COL recognises and promotes OER as central to its agenda of learning for development. COL has adopted the widest definition of OER, describing them as: “materials offered freely and openly to use and adapt for teaching, learning, development and research.”

While OER are mainly shareable in digital formats (both online and via offline formats such as DVD or CD-ROM), COL does not see them as just being synonymous with online resources, online learning or e-learning. Rather, in COL’s view, OER can also be in printable formats.¹⁶

The term OER was first used at a UNESCO meeting in 2002. An early manifestation of OER was the Massachusetts Institute of Technology’s Open Courseware initiative, in which teachers placed their lecture notes online for free use. The UK Open University’s

Open Learn followed by placing existing self-instructional materials, in online format. Another step forward was the Virtual University for Small States of the Commonwealth, or VUSSC, where the capacity is built to develop courses collaboratively using free authoring tools.¹⁷ COL and UNESCO have been working for several years now to promote the development and use of OER and jointly convened the World OER Congress in 2012.

The NMC Horizon Report¹⁸ on higher education and technology noted 6 trends that it believes is and will continue to have an important influence. While the authors correctly state that some of the trends are already playing out in developed world institutions, the implications for the developing world higher education institutions could be more impactful. The growth in social media and the increased access, especially via mobile phones would impact on how learning (both peer and student-lecturer/tutor) takes place. This has implications for the leadership of higher education institutions, enabling greater engagement with stakeholders in more effective ways, thereby ensuring the voice of communities, labour, government and business is heard and shapes the policy and learning environments.

The use of online, hybrid or blended methods is already blurring the distinction between open, dual mode and face-to-face universities. This blurring offers unique opportunities to University Leadership and Faculty to see learners as creators of knowledge and perhaps more importantly for developing countries, to harness the creativity and innovation of the young student to develop big and small ideas that address real world problems.

The Higher Education Quality Enhancement Project (HEQEP)¹⁹ in Bangladesh could support this and is a good example of bandwidth infrastructure that connects universities to global networks and has established a fully operational digital library. The Project

established the Bangladesh Research and Education Network that provides universities with high speed dedicated connectivity. This will support innovation, improving teaching and learning and enhancement of research capabilities.

The NMC Horizon Project on Higher Education²⁰ notes other trends with respect to higher education institutions using technology. In particular, the use of data-driven learning and assessment is seen as important within a 3 – 5 year range. As more data is being collected by institutions, analytical approaches similar to that used for determining consumer behavior is now being employed to improve teaching and learning. The emerging science of learner analytics is providing tools to recognize challenges early and address these, especially improving student outcomes and success. Learner analytics raises others issues that policy makers need to address. Student privacy and the collection and use of data are key issues. The results of such data analysis is being used to inform policy matters like infrastructure, instructional design, support services and related areas, working to ensure learner retention and success.

Other Influences of Higher Education

There are other changes influencing higher education, too. Of these, developments in mobile learning (mLearning) are especially potent.

In the developing world, the gap between supply and demand for education is wide. However, while Internet services may be very low in many countries, use of mobile devices is very high – and growing. This trend has opened up immense possibilities for creating access to education irrespective of location, concentration and number of learners – and all at affordable costs, thus addressing the supply and demand issue.

In 2010, the top four country adopters of mobile learning were the US, Japan, South Korea and Taiwan. They together

accounted for about 70% of the mLearning market. By 2015, these countries will account for only 40% of that market, with China, India, Indonesia and Brazil coming on with the new highest growth rates in mLearning adoption.

An interesting statistic in this regard is the growth of mLearning among US corporations – 39% of the corporations are using this form of education and training. Often such learning uses the smartphone and accesses various kinds of courses and other forms of learning via the Internet. This is further reflected in the projection that by 2015, 80% of people accessing the Internet will do so from a mobile device, especially a smart phone²¹.

As well, changes in higher education are apparent in the way education is being organised. Private higher education is emerging as the fastest growing segment in higher education, accounting for 30% of global higher education enrolment²². Helping to drive such growth at both the national and international levels is private equity – that is, privatisation. This trend is now evident even in public universities that are faced with ever-decreasing funds and are expected to identify other sources of funding and to compete for funding from both the state and the private sector.

A recent report in the University World News²³ noted that Bangladesh recently formulated rules that enable the Private University Act 2010 to be implemented. This allowed foreign universities and joint ventures with local universities or investors to operate in Bangladesh.

This trend is also forcing many higher education institutions to become more efficient in the courses they offer. Courses must, more than ever, be relevant to the needs of the economy and be of good quality.

Conclusion

Globally, as labour markets respond to rapidly changing economies and just as rapidly changing needs and expectations of society, so the pressure is mounting on higher education to keep up.

At the same time, we can't ignore that other big pressure: the escalating costs of higher education. Apart from the rare announcements of free higher education, like the recent one from Germany, education-related costs are on the rise. Such costs are passed on to students in most instances or are carried by government through taxes.

Technology is at once opening doors to much more extensive opportunities – for many more people – seeking knowledge and skills development, and driving significant changes in both the teaching and the learning processes.

We also see technology reshaping the form of higher education institutions. Developments such as MOOCs, OER and mobile phones offer major avenues for addressing the needs of citizens in every nation to obtain high-quality learning opportunities that are either free or at very reduced costs. The outcome is greater global equity in access to learning.

All of these factors have implications for higher-education institutions in both developing and developed countries.

I would like to conclude with a few positive notes on why the changes I have outlined should be positively embraced by the leadership of higher education institutions:

- The changes are inevitable and therefore it is important to understand how to turn the challenges into opportunities. This requires gathering data, doing careful analysis and developing strategies.
- Higher-education institutions have unique opportunities to engage in

partnerships with industry, government, NGOs and other bodies to better understand the needs of learners within the economy and society.

- Technology offers many ways to improve teaching, increase independent learning by students, and widen access to global resources (via MOOCs, OER, etc.). Perhaps, most important of all, though, it offers a means for a greater number of people wherever they are in the world to gain the skills and knowledge they need to live productive, satisfying and meaningful lives.

Mr. Naidoo is the Vice President of Commonwealth of Learning, Vancouver, Canada. He has been involved in the development of educational technology policy options internationally for more than two decades. He can be reached at [vnaidoo\[at\]col\[dot\]org](mailto:vnaidoo[at]col[dot]org)

¹ Asian Development Bank's Report. 2011. Higher Education Across Asia

² UNESCO 2014. Sustainable Development Post 2015 Begins with Education - (http://www.unesco.org/new/en/media-services/single-view/news/unesco_sustainable_development_begins_with_education/#.VEQ71018PIU)

³ World Bank 2011. World Bank Strategy 2020 – Learning for All. Investing in People's Knowledge and Skills to promote Development. http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf

⁴ The Economist, June 28, 2014. Higher Education – Creative Destruction. <http://www.economist.com/news/leaders/21605906-cost-crisis-changing-labour-markets-and-new-technology-will-turn-old-institution-its>.

⁵ OECD 2013. The Education at a Glance Report. <http://www.oecd.org/general/searchresults?q=The%20Education%20at%20a%20Glance%202013%20Report%20>

⁶ World Bank 2011. World Bank Strategy 2020 – Learning for All. Investing in People's Knowledge and Skills to promote Development. http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf

⁷ The Economist, June 28, 2014. Higher Education – Creative Destruction.

<http://www.economist.com/news/leaders/21605906-cost-crisis-changing-labour-markets-and-new-technology-will-turn-old-institution-its>.

⁸ Baumol's cost disease. http://en.wikipedia.org/wiki/Baumol%27s_cost_disease

⁹ <http://www.economist.com/news/briefing/21605899-staid-higher-education-business-about-experience-welcome-earthquake-digital>

¹⁰ <http://www.worldbank.org/en/news/feature/2014/03/19/bangladesh-connecting-minds-in-higher-education.print>

¹¹ Massive Open Online Course. http://en.wikipedia.org/wiki/Massive_open_online_course

¹² http://www.tonybates.ca/2014/11/16/why-the-fuss-about-moocs-political-social-and-economic-drivers/?utm_medium=linkedin&utm_source=twitterfeed

¹³ UNESCO Bangkok 2014. Can MOOCs Help Democratise Access to Education by Fiona Hollands.

<http://www.unescobkk.org/fr/education/ict/online-resources/databases/ict-in-education-database/item/article/can-moocs-help-democratize-access-to-education/>

¹⁴ COL 2014. Introducing MOOCs to Africa: New Economy Skills for Africa Program – ICT by Sandi Boga and Rory McGreal. <http://www.col.org/resources/publications/Pages/detail.aspx?PID=472>

¹⁵ <http://www.pendidikanmalaysia.com/2014/09/massive-open-online-courses-moocs-for.html>

¹⁶ COL. Policy on Open Educational Resources. <http://www.col.org/progServ/policy/Pages/oer.aspx>

¹⁷ COL 2013. Ten years of OEL: The Road Ahead by Professor Asha Kanwar. <http://www.col.org/resources/speeches/2013presentations/Pages/2013-10-02.aspx>

¹⁸ <http://redarchive.nmc.org/publications/2014-horizon-report-higher-ed>

¹⁹ <http://www.worldbank.org/en/news/feature/2014/03/19/bangladesh-connecting-minds-in-higher-education>

²⁰ <http://redarchive.nmc.org/publications/2014-horizon-report-higher-ed>

²¹ <http://blog.commlabindia.com/mlearning/mlearning-for-corporate-training>

²² <http://www.uis.unesco.org/Library/Pages/DocumentMorePage.aspx?docIdValue=648&docIdFld=ID>

²³ <http://www.universityworldnews.com/article.php?story=20140612092446500>

Spotlight On...

A Malaysian higher education research institute and the host of the Commonwealth Tertiary Education Facility

By Ms. Norfarah Nordin & Dr. Ahmad Nurulazam Md. Zain

Institut Penyelidikan Pendidikan Tinggi Negara (IPPTN) also known by the acronym NaHERI (National Higher Education Research Institute) is managed by Universiti Sains Malaysia (USM) – a premier public university in Malaysia located in northern Peninsular Malaysia in the state of Penang. Penang island, an attractive tourist destination, accommodating an industrial free trade zone, is equipped with an international airport and is often referred to as the Pearl of the Orient. The research institute is located at the Science and Arts Innovation Space or SAINS@USM, a planned space for USM innovations park that is a nexus between science and arts disciplines. The seventeen year old institute uniqueness lies on its management structures. The institute was established by the National Higher Education Council (MPTN) with the aspiration to play the research arm role for the MPTN and Malaysian Ministry of Education. The institute was officiated by the Malaysian Education Minister in 1997 and USM has been privileged to host the institute. Therefore, IPPTN is managed by selected academics from USM. The appointment of IPPTN's director, deputy director and associate research fellows are with the jurisdiction of the USM Vice Chancellor. Professor Dr. Ahmad Nurulazam Md. Zain and Associate Professor Dr. Munir Shuib are the current director and deputy director respectively.



While IPPTN's director and deputy director are academics of Universiti Sains Malaysia, its Associate Research Fellows and Senior Research Fellows are appointed from other universities in Malaysia. Currently, the appointed associate research fellows are from the following universities: Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Universiti Putra Malaysia, Universiti Malaysia Kelantan, Universiti Malaysia Sabah, International Islamic University Malaysia, Universiti Malaysia Perlis, Universiti Pertahanan Nasional Malaysia, and Universiti Utara Malaysia. IPPTN's Associate Research Fellows and Senior Research Fellows have varied academic backgrounds, disciplines and their dispersed locality in other universities help to enhance the institute's research profile.

In view of the fact that IPPTN's main function is to serve the Ministry of Education Malaysia, particularly the

Department of Higher Education Malaysia in terms of providing research based policy advisory, many of its research projects are funded by the Ministry of Education Malaysia. Some research projects are top-down research; indicating that the researches are carried out based on the demand of the Ministry and there are also a number of bottom-up researches— researches that are proposed by the Associate Research Fellows of IPPTN based on current

research in higher education.

As of today, the vast majority of the completed researches have contributed to the maturation of the Malaysian higher education in the area of curriculum development for preparation of an entry-level workforce, graduate employability, governance of public universities, changing conditions for the academic profession, growth and development of transnational higher education services, higher education and urban and regional engagement, comparative studies of higher education systems, university rating system and engagement activities on higher education with Cambodia, Lao PDR, Myanmar, Vietnam and Indonesia.

Besides conducting research, the institute also organises a range of higher education scholars discourse, public lectures, seminars and the renowned biennial Global Higher Education Forum (GHEF). IPPTN's immeasurable network has engaged and gathered many international and local higher education scholars to the forum. GHEF is one of the networking platforms among higher education scholars in Southeast Asia. Due to close support from the Ministry of Education Malaysia and positive feedback from the GHEF participants, IPPTN will be organising the sixth Global Higher Education Forum in 2015.

In the international landscape, IPPTN is now privileged to be hosting the coordinating secretariat of the



Commonwealth Tertiary Education Facility (CTEF) in 2014. Dato' Professor Dr. Morshidi Sirat, the former Director General in the Department of Higher Education Malaysia has been recently appointed by the Government of Malaysia as the Director of CTEF. The CTEF at IPPTN operates within the organisational structure of IPPTN and is responsible to the Malaysian Ministry of Education and the Commonwealth Secretariate. The network partners of CTEF are the Association of Commonwealth Universities (ACU), The Commonwealth of Learning (COL), University of West Indies (UWI), Ministry of Higher Education South Africa (MOHESA) and Ministry of Education Malaysia (MOE). The Government of Malaysia will support the CTEF for a period of 3 years. This duration is to be regarded as an Inception Period in which the CTEF will be expected to demonstrate its value both professionally and financially. At the end of three years, the CTEF should be able to show that it could be financially sustainable thereafter.

Three key activity areas for the CTEF at IPPTN are categorised as core activity, in-house projects and contract consultancy. The core activities will include data collection, research, the production and dissemination of general policy papers, and other services that could be of benefit to all member states. This will involve monitoring policy changes and

developments in tertiary education in member countries and in other countries where tertiary and higher education practice is globally influential. Meanwhile, the in-house projects are related to a particular aspect of tertiary education or a particular region or member state, which would have value for the region or member state, and which are regarded by the CTEF as being of value. Such projects could be partially or fully subsidised by the CTEF, depending on the ability of the region or member state to pay for the service and its value to the broader community. On the other hand, contract consultancy would be fully funded by a governmental or institutional client, thus recovering overheads and actual costs. Such contracts might also be undertaken for international agencies.

On 26-27 of November 2014, CTEF, IPPTN, The Commonwealth and the Centre for Testing, Measurement & Appraisal of Universiti Utara Malaysia jointly organised a workshop on Higher Education Funding and Access Issues in selected Commonwealth countries at



SAINS@USM, Penang, Malaysia. The objectives of the workshop are to exchange experiences among participating countries on funding and financing systems vis a vis the access to higher education, benchmarking best practices of other advanced commonwealth countries and learn from them the way to improve higher education financing and funding systems of the developing nations, and strengthening international relations, cooperation and partnership in higher education among the Commonwealth countries. Scholars, policy makers, academics, administrators who are involved in higher education funding system and access are the targeted participants of the workshop.

The CTEF establishment in IPPTN is recognition of the institute by the Commonwealth Secretariat. The institute will strive to remain a strong and credible entity to engage in higher education research nationally and internationally. IPPTN is committed to promote the enculturation of researchers into becoming active scholars in higher education research. IPPTN thus welcomes visiting scholars and international research collaborators particularly in higher education to strengthen its networking research function. In the third quarter of 2015, IPPTN would like to invite all scholars, policy makers, academicians and interested parties to participate in the sixth Global Higher Education Forum which will be held in Penang, Malaysia. Please visit our website www.ipptn.usm.my to catch up on our latest activities and updates and like our Facebook page www.facebook.com/ipptn.usm.

Ms. Nordin is a Social Research Officer at IPPTN, Universiti Sains Malaysia, Penang and can be reached at [norfarah\[at\]usm\[dot\]my](mailto:norfarah[at]usm[dot]my) ; Dr. Nurulazam is the Director of IPPTN & Professor in School of Educational Studies, Universiti Sains Malaysia, Penang and can be reached at [anmz\[at\]usm\[dot\]my](mailto:anmz[at]usm[dot]my)

National Capacity Building Workshop on OER-based eLearning in New Delhi

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi in collaboration with Consortium for Educational Communication (CEC), an Inter University Centre of University Grants Commission on Electronic Media, Govt.



of India, organised a National Capacity Building Workshop on OER-based eLearning at CEC, I.U.A.C. Campus, Aruna Asaf Ali Marg, New Delhi from December 22-24, 2014. A total of 26 teachers from Uttarakhand Open University, Tamil Nadu Open University, Vardhaman Mahaveer Open University, K. K. Handiqui State Open University, Educational Multimedia Research Centre (EMMRC) and CEC including Education Media Research Centre (EMRC) participated in this capacity building workshop. While inaugurating the workshop Prof. Rajbir Singh, Director, CEC, emphasized the need for improvement of the quality in higher education in the country. He appreciated the role of CEMCA in providing the assistance in organizing this workshop. Dr. Sanjaya Mishra,

Director, CEMCA enlightened on the goals of the workshop to build the capacity of the participants on Open Educational Resources (OER). The workshop was facilitated by Dr. Som Naidu, Monash University, Melbourne, Australia and Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA. This three-day workshop involved examining the learning outcomes of the five modules of the OER-based eLearning course; exploring the concepts on OER, Open Learning, Open Access, Open Source, Open Scholarship; pedagogical design and developing assessment criteria in line with the learning outcomes, and moderating discussion in an online learning environment. Participants of the workshop explored strategic and operational plan for implementing OER-based eLearning in their institutions and also presented their plans to the whole group for feedback and reflection. Participants were exposed to theoretical as well as practical application of the OER-based eLearning programme through hands-on-experiences.

Capacity Building Workshop on OER-based eLearning in Colombo

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi in collaboration with Open University of Sri Lanka (OUSL) organised a workshop for capacity building of educators on OER-based eLearning programme from December 16-19, 2014. Forty (40) academic staff members of OUSL from various disciplines attended this workshop, which was facilitated by Dr. Som Naidu of Monash University, Australia. During this workshop, the Faculty of Education of OUSL launched the course on “OER-based eLearning”, adapted and developed in collaboration with CEMCA, New Delhi, India. This is a fully online course aiming at the professional development of educators in integrating Open Educational Resources (OER) in teaching and learning. Dr. Vijitha Nanayakkara, Vice-Chancellor of OUSL officially launched the online course. Emeritus Prof. Chandra Gunawardena, former UNESCO/COL Chair and founding Dean of the Faculty of Education, OUSL, and

Dr. Upali Sedere, renowned educationist and a council member of OUSL were present as Guests of Honour on this occasion. This 6-month duration online course is implemented under the guidance of Prof. Shironica Karunanayaka, Dean, Faculty of Education, OUSL.



Regional Workshop on ICT Leadership in Higher Education in Dhaka

The Regional Workshop on ICT Leadership in Higher Education was organised by CEMCA in association with the Bangladesh Open University (BOU) in Dhaka from December 11-12, 2014. Total 30 participants including 18 Vice Chancellors from Bangladesh and India were present in the workshop. Besides there were also senior professors, ministry officials and staff of the University.

Inaugurating the event, Mr. Md. N. I. Khan, the Secretary, Ministry of Education, Bangladesh and COL Focal Point, expressed that the theme of the workshop is timely, as the leaders need to lead from the front, and he himself is interested in promoting use of Open Educational Resources. According to him, the BOU should take the role for the development of a national repository, and COL may provide support for capacity building in conventional universities. Prof. M. A. Mannan, VC, BOU expressed happiness and thanked CEMCA for organizing the event and expressed support to all the conventional universities to use the facilities of BOU. The video lecture of Vice President, COL was played. This helped to set the



tone of the discussions in context for the other sessions. A compilation of presentations of all the three ICT Leadership in Higher Education events was released by the Focal Point and distributed to the participants. Prof. Badrul Khan facilitated a session on ICT policy in Bangladesh and emphasized that the University Grants Commission in Bangladesh needs to bring out policy guidelines to be followed by the universities to develop their own eLearning strategies. There was also a presentation from the information-2-access programme of the Prime Minister's office. Participating leaders discussed to equip themselves with better understanding to lead from the front in their respective institutions to use ICT for teaching, learning, research and administration. Prof. A. K. Azad Choudhury, Chairman, UGC and Chief Guest for the concluding session elaborated on the plans of UGC to support teaching-learning and research in Bangladesh.

CEMCA initiative to Upgrade TVSD courses to NSQF in Guwahati

CEMCA in collaboration with Krishna Kanta Handiqui State Open University (KKHSOU), Guwahati, Assam organized a workshop on "Upgradation of the Vocational Courses of KKHSOU to National Skills Qualification Framework (NSQF)" from December 02-04, 2014 in Guwahati. Thirty participants including officials from the University, different Industrial Training Institutes, Polytechnics and other government as well as private institutes of Assam participated in the workshop.

The Minister of Education, Industry & Commerce, Power and Public Enterprises of Assam, Shri Pradyut Bordoloi inaugurated the workshop. He emphasized the fact that the need to have 'community colleges' in line with the



western countries whereby the learners would be exposed to different skill-based courses to take on the challenges of the job market in the long way.

The Vice Chancellor of KKHSOU, Professor Srinath Baruah underlined that the University would implement more skill-based programmes for the learners in order to strengthen their ability to adapt to the changing market scenario.

Mr. N. K. Mohapatra, CEO, Electronics Sector Skill Council of India, New Delhi sketched that the Government has laid

importance on implementing the National Skills Qualification Framework (NSQF) in the country by 2018. Dr. Ankuran Dutta, Programme Officer, CEMCA outlined the importance of the workshop by saying that different vocational and skill based programmes must be upgraded as per NSQF.

The inputs of the participants on the present curriculum of the University have been taken by Mr. Mohapatra to align the existing courses of electronics to the NSQF. He acted as the key resource person in the workshop. Dr Dutta facilitated the workshop to develop short term skill development courses aligning with NSQF and the participants finalized eight curricula in electronics, IT, automotive and beauty and wellness sector.

National Consultation on OER for Skill Development in New Delhi



CEMCA organized a day long National Consultation on Open Educational Resources (OER) for Skill Development in New Delhi on November 28, 2014. A total of 35 participants including OER experts and skill development practitioners from different parts of India participated in the consultation. The experts represented different educational institutions, TVET institutions, other private skill development organisations and government agencies such as National Skill Development Corporation (NSDC), National Skill Development Agency (NSDA) of Government of India, and private companies such as IL&FS, Bosch, etc.

The basic objective of this consultation was to facilitate interaction among concerned policy makers, practitioners, knowledge and skill development providers, OER volunteers, academicians, livelihood agencies. Prof. Vinay Kumar Pathak, Vice Chancellor, Vardhaman Mahaveer Open University, Kota inaugurated the consultation and sketched the fact on importance of OER in skilling a huge number of Indian population. Prof. V. S. Prasad, former Director NAAC delivered the keynote address. Prof. Prasad stated that education is a social function and knowledge is a public good, a public property and it should be a resource for everybody. Prof. Rakesh Khurana, Chairman, KNI Trust gave an overview on the consultation. Dr. Sanjaya Mishra, Director, CEMCA enumerated the objectives of the consultation and facilitated the interactions among the expert participants.

Mr. R. C. M. Reddy, Managing Director, IL&FS explained the concept of Skill 2.0, where the target is not only the dropouts but all the student community. Dr Sapna Poti of NSDC addressed the issue of the respect for skilling, while Ms. Ruchira Chandra of NSDA elaborated the National Policy on Skill Development, 2009 and other initiatives of the Government of India. Among the expert participants Dr. B. Chandrasekar, Mr. Varun Arya, Dr. N. T. Yaduraju, Mr. Viplav Baxi, Dr. Anjlee Prakash, Dr. Arupjyoti Choudhury, Dr. Asfa M. Yasin, Mr. Navin Pathak, Dr. Chandrabhanu Pattanayak, Dr. O. P. Goel, Dr. S. K. Soam, Mr. Ajay Balakrishnan, Mr. Anurag Gupta shared their views on the areas like Skills Development – Challenges for India, Using OER for Skills Development, Learning Content in Sector Skills, Technology and OER: Case Studies.

A set of recommendations were made by all the participants, where it was considered that OER provides an excellent route to deliver skill training to millions. Dr. Ankuran Dutta, Programme Officer, CEMCA extended the vote of thanks to all the expert participants.

Workshop on ICT Integrated Teacher Education in Bhopal



CEMCA in collaboration with Regional Institute of Education (RIE), Bhopal, a constituent unit of NCERT, Govt. of India, organised a workshop on ICT Integrated Teacher Education for DIET Teacher Educators of Madhya Pradesh from November 15-17, 2014. The objective of the workshop was to create awareness and interest among the DIET faculties, on the use of ICT in their professional activities.

The DIET teacher educators of the state were selected and deputed by Rajya Shiksha Kendra (RSK) – State Education Centre, Madhya Pradesh for the workshop, held at RIE, Bhopal. The workshop was inaugurated by Dr. O. P. Sharma, Additional Director, RSK, Madhya Pradesh. Prof. H. K. Senapaty, Principal, RIE, Bhopal presided over the inaugural ceremony. Prof. Reeta Sharma, former Dean, RIE, Bhopal was the Guest of Honour of day. Prof. Senapaty in his speech described the importance of ICT in teacher education. The workshop was facilitated by Mrs. G. Mythili, IGNOU, New Delhi and Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA. Participants were exposed to theoretical as well as applications of basic ICT tools in teaching and learning.

Community Radio Peer Reviewers Trained to use CR-CIT in Hyderabad

CEMCA in collaboration with the UNESCO Chair on Community Media (UCCM), University of Hyderabad conducted two workshops in Hyderabad on October 8 -10, 2014 and November 26 -28, 2014 aimed at building the capacities of Peer Reviewers in using the Community Radio-Continuous Improvement Toolkit (CR-CIT), Version 2.0. The Toolkit, developed by the UCCM as an activity of CEMCA and already distributed to all the

Community Radio Stations in India, has been designed to assist Community Radio Stations in undertaking periodic self-assessment of their performance and take necessary steps to improve their engagements and overall performance in serving the communities they represent.

A total of 27 participants attended in the workshops. It also aims at inculcating appreciation of the core principles of community media. The workshops developed capacities of the participants to use CR-CIT effectively while serving as Peer Reviewers. At the end of the workshops the participants were assessed for their understanding of the toolkit and received certificates for their achievement.

OER-based eLearning Online Facilitation and Assessment Workshop in Penang

CEMCA in collaboration with Wawasan Open University (WOU), Penang, Malaysia organised a workshop for capacity building of teachers on Online Facilitation and Assessment for OER-based eLearning programme. The workshop was held at WOU main campus from October 14–16, 2014 for selected faculty members with the objective to enable them facilitate OER-based eLearning programme to be offered by WOU. With this workshop the WOU is preparing to launch the OER-based eLearning professional development programme for



teachers developed by CEMCA and WOU.

The workshop was facilitated by Dr. Som Naidu, Monash University, Melbourne, Australia. Of the total 22 participants, 19 were from WOU's academic schools, Library and the Educational Technology & Publishing (ETP) unit, and three from DISTED College and Universiti Sains Malaysia. The workshop involved examining the learning outcomes of

the five modules of the OER-based eLearning course, developing assessment criteria in line with the learning outcomes, and moderating discussion in an online learning environment. This was a hands-on experience in which participants engaged in online role play activities by taking part in simulation exercises for better understanding of online moderation.

Workshops on Open Educational Resources for Development

CEMCA organised two workshops on “Open Educational Resources for Development” with Maulana Azad National Urdu University (MANUU), Hyderabad and K. K. Handiqui State Open University (KKHSOU), Guwahati. As a part of the Research on Open Education Resources for Development (ROER4D) in the Global South, CEMCA has been hosting a project for investigating into the attitudes, motivations, barriers and perception of quality of OER amongst teachers in Indian higher education institutions. The first workshop took place in Hyderabad from October 7-10, 2014, with a participation of twenty seven university teachers. The second workshop took place in Guwahati from October 15-18, 2014 where 29 university teachers participated. These workshops assisted the university teachers’ to understand history and development of OER and

enable them to relate the need of OER in their work environment. It also aimed to facilitate appreciation of the importance of open licensing in educational materials.

These workshops also helped the research team to collect the data for ROER4D research project through a questionnaire and in-depth interviews of some of the selected participants. Apart from these notes and audio recordings of the deliberations, discussions, panel discussion by participants and resource person were also taken to have a comprehensive understanding of the teachers’ views on the aspects of the research. Dr. Ramesh C. Sharma and Dr. Sanjaya Mishra facilitated the workshops, and were assisted by Dr. Atul Thakur and Ms. Meenu Sharma.



Focal Points Meeting for Commonwealth Asia organised at Penang, Malaysia

COL's network of in-country Focal Points helps COL's relationship with each Commonwealth Member State be more systematic and interactive. Ministers of education nominate Focal Points, who become COL's primary contact in each country. Regional meetings with Focal Points are being held as part of the wide consultation process in the development of COL's next strategic plan.

In 17-19 September 2014, Focal Points in South and Southeast Asia met in Penang, Malaysia, hosted by the Malaysian Ministry of Education and Universiti

Sains Malaysia. Focal Points discussed their national priorities and how these can be aligned with COL's mission and mandate. The meetings are also an opportunity to recall COL's identity, purpose and programmes and to present the achievements in each country so far. "Sustainable Learning for Development" has been a recurring theme for such meetings.

The main priorities expressed by participants at the Asia Focal Points Meeting were included skills development, technology, open educational resources and massive open online courses. Some Focal Points expressed the need to broaden the



Lifelong Learning for Farmers (L3F) model to include fishing, and to share information about COL's successful models. Two underpinning concerns raised at the meeting were: (i) adopting new technologies, given that there is nearly 100% access to mobile phones in a number of countries in the region, and (ii) making tertiary education more relevant to avoid high rates of unemployment. Participants also discussed how COL could deepen its work in the region and enhance engagement with Focal Points and the ministries.

14th Advisory Council Meeting of CEMCA

The 14th Advisory Council meeting was held on 16th September, 2014 at Penang, Malaysia. The Advisory Council of CEMCA functions as an advisory body of COL on CEMCA affairs and is responsible for broad policy formulation in the programme areas. Besides, it monitors and evaluates CEMCA's progress and suggests ways and means to improve performance.

The action taken report on the minutes of the previous meeting and the report of the Director highlighting the achievements during the year 2013-2014 were placed before the Council for the purpose of monitoring and evaluation.



Quality Assurance Policy Development for Open Schools in Asia

CEMCA hosted a workshop on Quality Assurance Policy Development for Open Schools in Asia on behalf of Commonwealth of Learning (COL), Vancouver, Canada. COL's Open Schooling initiative developed the Quality Assurance Toolkit for Open Schools in 2009. Following the development of this generic toolkit, Open schools were expected to contextualize and adapt it to develop their own Quality Assurance (QA) policy and procedures. The workshop was organised for Open Schools of Commonwealth Asia with the objectives to support the development of Quality Assurance policies for Open Schools through expert guidance and peer engagement; induct Open Schools to prepare appropriate QA Processes as a means for building quality in their delivery operations; enable Open School practitioners appreciate the importance of policy guidance in institutionalising robust quality assurance systems in their institutions. The workshop was held from September 08-12, 2014 in New Delhi. Dr. Ephraim Mahlangu from South African Institute for Distance Education (SAIDE), South Africa facilitated and participants from Open Schools of Bangladesh, Sri Lanka and India participated in the five-day workshop.



Workshop for the Community Women Broadcasters of Bangladesh

CEMCA in collaboration with Rupantar, an organisation based in Khulna and Dhaka organised a master training workshop focused on mutual capacity sharing between women broadcasters of the Community Radio stations of Bangladesh aiming to improve and strengthen the community participation in the programme production from August 25 -28, 2014 in Dhaka, Bangladesh.

This capacity building workshop provided an opportunity to 20 women broadcasters of 10 operational community radio stations



out of 14 in Bangladesh to attain conceptual clarity on the Community Learning Program (CLP) model developed by Commonwealth of Learning through collaboration with various global partners.

The participants were introduced to various tools that could be used for developing a radio series that blends 'outcome-oriented learning design' with 'process-oriented dialogue' and stakeholder participation. This also forms the core of the CLP model. Dr. Ankuran Dutta, Mr. Saifuddin Sabuj,

Mr. Sumon Francis Gomes and Ms. Rosemary Joydhar served as key resource persons. Dr. Jahangir Alom and Mr. Tofique Maruf also delivered lectures on script writing and programme designing. Executive Director of Rupantar, Mr. Rafiqul Islam Khokan attended the inaugural session of the workshop.

AMARC-SIC Meet on Community Radio in South Asia

AMARC, Asia-Pacific, in collaboration with the SAARC Information Centre (SIC), organized a seminar on the 'Status and Role of Community Radio in the SAARC Region' from August 20-22, 2014 in Dhaka, Bangladesh. It was organized in co-ordination with the Ministry of Information, Government of Bangladesh and in partnership with Commonwealth Educational Media Centre for Asia (CEMCA) and Bangladesh NGOs Network for Radio & Communication (BNNRC).

Specific sessions were held to discuss the role of community radio vis-à-vis climate change adaptation, disaster risk reduction and gender equality and other social issues. Capacity building of women broadcasters was another important focus of the meet.

CEMCA organised a plenary session titled 'Journey Ahead towards a Robust Community Radio Sector,' moderated by Dr. Ankuran Dutta. Prof. Vinod Pavarala and Mr. AHM Bazlur Rahman delivered presentations on Peer Review in India and Bangladesh respectively. Ms. Venu Arora spoke on the CEMCA's activity on Sustainability and Community Radio in South Asia. On the theme Capacity

Building for Community Women Broadcasters, Ms. Archana Kapoor and Mr. Rafiqul Islam Khokan presented their views in the context of India and Bangladesh respectively. Mr. Ashish Sen elucidated on Looking back, looking ahead - CEMCA's work in community media. Ms. Supriya Sahu, Joint Secretary, Ministry of Information and Broadcasting, Govt. of India and Ms. Reba Rani Saha, Joint Secretary of Information, Bangladesh also shared their views among others.

Taking stock of the South Asian experiences with community radio, the meet put forth recommendations for further development of community broadcasting in South Asia.

Internship Available

CEMCA offers internship to graduate and post-graduate students to gain work experience in the area of CEMCA's field of competence and enhance their academic knowledge through practical work assignments. Internships are available for 2-6 months, and should be part of the learning and development plan of the candidate. For details visit Knowledge Management page at CEMCA Website.

CR-CIT Follow Up Meeting in Dhaka, Bangladesh

CEMCA in collaboration with BNNRC organised a meeting with the stakeholders on the CR-CIT in Dhaka on August 19, 2014. Mr. AHM Bazlur Rahman made a short brief on the process and context of

CR-CIT practice in Bangladesh in this follow-up meeting. BNNRC translated the toolkit into Bangla. This meeting was the follow up on the status of the CR-CIT for the community radio stations in Bangladesh and to share the opinion of three CR stations, who were participated in the field testing in November 2013. Prof. Vinod Pavarala and Mr. Ashish Sen were present at the meeting.

CEMCA Completed 20 Years



Commonwealth Education Media Centre for Asia (CEMCA) celebrated glorious 20 years of its existence to promote learning for development in Commonwealth Asian countries in a stakeholder meeting organised at India International Centre, New Delhi on July 01, 2014. Remembering the day when CEMCA was established on July 01, 1994 by Commonwealth of Learning (COL), Prof. Asha Kanwar, President and CEO of COL graced the occasion and congratulated all the staff and stakeholders of CEMCA. She enumerated

the landmark activities done in the last 20 years, and thanked all the former Directors for their dynamic leadership in taking forward the organization. She also shared the COL's current, as well as future activities, and also reflected on the six year strategic plan instead three year strategic plan to be introduced in COL and CEMCA. Dr. Sanjaya Mishra, Director, CEMCA welcomed the guests and provided historical overview of the establishment of CEMCA and remembered the contribution of Dr. Abdul Wahid Khan and Dr. Kiron Karnik. Prof. Asha Kanwar released a poster highlighting major milestones of CEMCA in the last twenty years. Mr. R. Thyagarajan, Head (Admin and Finance), CEMCA proposed vote of thanks to all the dignitaries and participants.

Building Community - Shaping Change: IAMCR Pre-Conference in Hyderabad

CEMCA supported the UNESCO Chair on Community Media, University of Hyderabad in organising a Pre-Conference at the International Association of Media and Communication Research (IAMCR) conference from July 13 – 14, 2014 in Hyderabad. The theme of the pre-conference was 'Building Community - Shaping Change: the Role of Community, Citizen and Alternative Media in Regional Transformation'. CEMCA hosted two panels on the 'Potential for Community Television in South Asia' and 'Self-Assessment of CR: Tools and Experiences'. Mr. Vasuki Belavadi, Mr. Sajan Venniyoor and Mr. AHM Bazlur Rahman shared their views on policy imperative for setting up of Community Television (CTV), potential low cost technologies and experiences of CTV in other countries. The panel discussion was moderated by Dr. Ankuran Dutta, Programme Officer, CEMCA. In the other panel, Ms. Rukmini Vemraju, Dr. Kanchan Malik and Ms. Pinky Chandran explained the experiences on the existing self-assessment mechanism for Community Radio in India, while Mr. Raghu Manali and the moderator of the panel Ms. Jo Tacchi shared experiences of Nepal and Australia respectively.

CEMCA Staff News



Dr. Ramesh Sharma joined COL as Director of CEMCA on January 01, 2015. Dr. Sharma served Indira Gandhi National Open University since 1996 as Regional Director of six of regional centres. Dr. Sharma steered the distance education activities of the University of Guyana, South America in 2009-11 as Director of the Institute of Distance and Continuing Education (IDCE). He had been a member of Advisory Group for the United Nations Conference on Trade and Development. We at CEMCA and COL welcome Dr. Sharma for the new responsibility and look forward to his contributions in the region.



Dr. Sanjaya Mishra became Education Specialist - eLearning on 2 January 2015. Previously he served COL as Director of the Commonwealth Educational Media Centre for Asia (CEMCA) from July 01, 2012 to December 31, 2014 and Programme Officer from 2001 to 2003. Dr. Mishra is one of the leading scholars in open, distance and online learning. Prior to the service at CEMCA as its Director, he was Programme Specialist (ICT in Education, Science and Culture) at UNESCO, Paris. CEMCA staff congratulates Dr. Mishra on his new assignment at COL and thanks for his initiatives and contribution to fulfillment of the motto of *Learning for Development* in the Commonwealth Asian countries.

Case Study

Vocationalisation of Secondary and Higher Secondary Education under National Skills Qualifications Framework: A Case Study of Haryana's Pilot Project

By Prof. Vinay Swarup Mehrotra and Ms. Rekha Menon

Introduction

In today's competitive environment, employers look for people who are well equipped with skills as well as academic qualifications. Employers require persons who will be able to apply their knowledge and skills in a variety of tasks in an occupation or job. Although qualifications are accepted as a reasonable indicator of the learning experience that the people have gained through formal education system, but the real test lies with the performance on-the-job, which involves demonstration of generic and domain specific knowledge and skills (competency). To increase the chances of employment, young people need skills that are relevant to the demands of the society and labour market. Students should possess generic, social and vocational or technical skills and the ability to adapt to the changing work environment. Formal education should help young people to prepare themselves in a way that they are able to apply their knowledge and skills in a variety of tasks and situations. Providing employable skills along with vocational skills to the youth for enabling them to effectively perform on-the-job will not only make them productivity, but would also help society in combating the problem of unemployment.

The educational planners consider secondary stage of education as crucial stage for the students to explore the

potential of various occupations in the world-of-work and make career decisions. It is the stage at which students start working for acquiring necessary competencies for a smooth transition from education to the world-of-work or further education and training.

Pilot Overview

A pilot project of the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education, which was subsumed in *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) in 2013, was launched by the Ministry of Human Resource Development (MHRD), Government of India in 40 Government schools of Haryana in September 2012 under the National Vocational Education Qualifications Framework (NVEQF). A vocational subject along with the general education subjects was included as part of the scheme of studies from Class IX onwards. The pilot was named as "Applied Learning" project so that the students could understand the importance of applying their knowledge and skills related to the concepts, theories, principles and laws taught through the various general education subjects. For instance, the knowledge of taking measurements and conversion of units learnt through mathematics in general education could be utilized to perform tasks like measuring the length and width of automotive parts using Vernier Caliper.

The pilot project attempts to integrate skill development activities into general education, develop vocational interests and aptitudes, impart knowledge and skills based on national occupation standards set by Sector Skills Council, provide greater choice of vocational courses and allow students to pursue higher studies. Forty government schools in 8 districts, namely Gurgaon, Faridabad, Mewat, Palwal, Jhajjar, Rohtak, Ambala and Yamuna Nagar were selected for introduction of vocational subjects. The project was launched on 3rd September, 2012.

A National Vocational Education Qualifications Framework (NVEQF) Cell was set up at the Haryana's Department of School Education for implementing and managing the project. The Haryana's Board of School Education also formed a NVEQF Cell to conduct evaluation of knowledge and skill in association with the respective Sector Skill Council. A Subcommittee of School Management Development Committee (SMDC) has been set up in each school, which monitors both the implementation and financial aspect of the project. At State level, Project Steering Committee (PSC) has been set up to oversee and monitor the implementation of the project. Industry Coordinators liaison with the local industry players for providing support for internships and student placements.

Beneficiaries and Funding

Students from Class IX to XII (between 14-17 years age group) are the beneficiary. Funding for the project came from the Ministry of Human Resource Development (MHRD) under the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education and Government of Haryana.

Selection of Schools

Selection of schools for introduction of vocational subjects was done on the

basis of secondary data obtained from the Secondary Education Management Information System (SEMIS) (2010-2011) and District Information System for Education (DISE) (2009-2010). A tool was devised to select the schools and 40 schools were selected on the basis of the following four criteria: proximity to industry, availability of infrastructure, strength of students and willingness of the school to participate in vocational education.

Course Offerings

Vocational subjects in four economic sectors, namely Information Technology-IT Enabled Services, Automotive, Security and Retail were introduced. In Class IX and X, a vocational subject is being offered as an additional subject, whereas in Class XI and XII, it is being offered as compulsory elective subject along with the general subjects Commerce, Science and Humanities stream.

Laboratory / Workshop

A well-equipped workshop or laboratory has been set up in each school to provide basic competencies of handling and operating various tools and equipment and development of vocational skills. The list of equipment and raw materials provided by the curriculum developers and endorsed by the Sector Skill Councils was used for procurement of equipment and materials. The procurement was done by the respective schools with the help of the Sub-committee of School Management Development Committee (SMDC).

Orientation of Key Functionaries

Orientation programmes on various aspects of implementation of various aspects of CSS of Vocationalisation of Secondary and Higher Secondary NVEQF (NSQF) were organized for the Principals and District Education Officers who play a critical role in running the project.



Student Mobilisation

Student mobilization was done by providing information about the benefits of the vocational subjects and career options available after completion of the courses, so that the students can make an informed choice before enrolling in the vocational subject. Student mobilization camps were organized in schools to assess their needs and preferences and to develop their understanding on vocational subjects. It was noted that lack of awareness about the variety and the competency requirements for various occupations available in the world-of-work are partly responsible for the lack of attraction towards vocational courses. A pamphlet was prepared to bring about necessary awareness and mobilization. A registration form was developed for student's enrollment. Parents counseling was an integral part of the student mobilization.

Industry Collaboration

The involvement of industry is vital to address the issue of skill gaps and to reduce the inconsistencies in training of students. Industry Coordinators were appointed to serve as a link between the Institution and Industry and liaison with Sector Skill Councils and Industries for field visits or training of students in the industry.

Curricula and Courseware

Competency based curricula and courseware, being developed or vetted by the PSS Central Institute of Vocational Education (PSSCIVE), a constituent unit

of National Council of Educational Research & Training (NCERT) located at Bhopal are being used to impart education and training to the students. The content is aligned to the National Occupational Standards (NOS) created by the respective Sector Skill Council (SSC). The content include both generic/ soft and domain specific skills. Generic skills include communication skills, working and cooperating with others, information technology, safe working practices, health and safety requirements at workplace, first aid practices, legal requirements at workplace, disaster management, problem solving, collecting and recording numerical data, interpreting and presenting data, dealing with customers, etc.

Teacher Training

Vocational teachers were trained on pedagogical and domain specific knowledge and skills.

Teaching-learning

The school time-table was modified to incorporate periods for the vocational subject. Guest lectures of practitioners is an integral part of teaching which help students to learn from their experiences. Besides interactive lectures, teaching-learning activities include role play, problem solving, assignments, etc.

Student Portfolio

Student portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas of curriculum. It represents a collection of student's best work or best efforts, work experiences related to outcomes being assessed and documents the learning experiences and identified learning outcomes. Student portfolio is a part of the Continuous and Comprehensive

Evaluation (CCE) and hence every student prepares such portfolio.

On-The-Job Training

On-the-job training, which helps the students to learn how to do a task at the work place has been mandated for a minimum of 7 days twice a year for all the students of Class XI and XII. Students were able to relate theory with practice.

Assessment and Certification

Assessment includes three components: (a) internal assessment, based on the guidelines issued by the Board of School Education, Haryana for Continuous and Comprehensive Evaluation (CCE), (b) external theory examination conducted by Board for School Education, Haryana and (c) practical examination conducted by the Board in association with Sector Skill Council.

Project Management

Coordination and management of the pilot project is being done by the NSQF Cell of Haryana's Department of School Education and Wadhvani Foundation, a non-profit organization with a mission to revolutionize skill development by leveraging technology to create millions of highly-skilled manpower.

Learnings from Pilot

Mindset change

Vocational education lacks the status it deserves and is often perceived as second class option. This perception has changed when the students realized the relevance of vocational education in enhancing employability. The pilot project has brought about a change in the mindset towards vocational courses which could be achieved through regular interactions with parents, students and other stakeholders, multiple levels of



orientation and awareness programmes and offering relevant courses. There is increased awareness among parents, teachers and students about skill development.

Promotion of Skill Development and Applied Learning

The strategy of integrating education and training by adding a vocational subject to the general education stream has helped students to develop skills and apply their literacy and numeracy skills in performing various activities and tasks. Teaching-learning is predominantly practical, with greater emphasis on skill development.

Greater Learning Choices

The scheme provides more options to students to choose vocational subjects depending on their aptitude and economic requirements.

Quality Assurance

An overall quality assurance system has been developed by linking learning outcomes with teaching and training and assessment activities. Providing training based on national occupation standards, set by Sector Skill Councils, has helped in reducing the mismatch between the demand and supply of skills.

Increased Employment Prospects

Students got motivated to take responsibility for their own professional development and developing a commitment to lifelong learning. In 2012-13, out of 382 students enrolled in IT-ITeS enabled services related vocational

subject in Class XII, 128 (33%) students expressed their desire to take up a job after passing Class XII, whereas 254 (66%) of them wanted to pursue their studies for degrees like Bachelor in Commerce, Bachelor in Technology, Bachelor in Vocational Education or join a

professional course. In this batch of 128 students, only 49 (38%) of them were above 18 years and eligible for placement. In IT-ITeS sector, 38 students got placement or offer letters from reputed companies, including Spanco, Net Ambit and Navigant Technologies Pvt. Ltd. Sixteen students were able to find jobs as Data Entry Operator or School Teachers.

Recommendations

Vocational teachers should be trained in using computers and e-learning materials for teaching and training.

Teaching and training activities in schools need to be standardized and regulated to achieve the desired learning outcomes.

Some income-generating activities should be taken up in schools to develop entrepreneurial skills among the students.

- Regular upgradation of skills of teachers and trainers should be done to keep them update with the subject specific or domain specific knowledge and skills.
- New environment-friendly technologies should be tested to support training and innovations.
- Non-vocational activities aimed at achieving the social objectives should be included and competitions should be organized for developing healthy competitive spirit among students.

Feedback from the Stakeholders

“Haryana has emerged as a frontline State in the implementation of the NSQF Pilot Project in India. The State has been keenly focusing on the growth and the development of new and emerging technologies in the area of education. NSQF has facilitated new career choices for the students to improve their life and chances of employment in the times when the economy of the country is undergoing changes. The programme is designed as desired by the industries which will provide job opportunities to students completing Class XII and supplement government’s efforts in creating employment in the State. In the modern technology era, students should possess both education and skills for using the technology on-the-job”
- **Shri K.K. Agnihotri, Additional Director (NSQF), Department of Secondary Education, Government of Haryana**

“There is a high demand of applied learning subjects among the students. We have got around 700 applications for 50 seats. I can see the confidence level of our students drastically increased due to the industry visits, guest lectures and on-the-job training. - **Smt. Kiran Kaushik, Principal, GGSSS, NIT 05, Faridabad**

“We have Retail and IT-ITeS vocational subjects in our schools. Girls are taking lot of interest in this subject. This programme has not only benefitted the students but even us as it gives us avenues to interact with various stakeholders. Some

of my students have also got placements post 12th Class”. - **Shri. Manoj Mishra, Principal, GMSSSS, Sarai Khwaja, Faridabad**

“I am happy that my school has been selected for this program. Vocational Education is the need of the hour. All the students take lot of interest in their classes. The enrollment rate of my class 9th has increased from 60 to 140. I will do my best for the successful implementation of the project”. - **Smt. Sheel Kumari, Principal, GGSSS Jacobpura, Gurgaon**

“Vocational education is the only way forward for the upcoming generation. The interest level of the students developed and increased due to this subject. The curiosity and learning has also increased. The communication skills has improved, we can also see that even among class 9th and 10th there is an drastic improvement in soft skills like communication. Students has also understood the importance of other academic subjects, their attendance has also improved.” - **Shri. Sukhvir Singh, Vocational Teacher, IT-ITeS Sector GSSS, Mulana, Ambala**

“We are providing skills which are required in the Industry and that too for those students who actually need them. With Vocational Education, we can say that we are fulfilling two goals of our nation, i.e. giving employable skills to the students and preparing them for employment”. - **Ms. Seema Ghanghas, Vocational Teacher, Retail Sector, GGSSS, Balabhgarh**

Suman Speaks

“I feel I am so lucky that in my school vocational subjects were started and I could enroll myself in IT-ITeS subject. Prior to this I was IT illiterate but now I am a confident person who can operate Word, Excel, Internet, etc., which helps me a lot during my work. I am happy to get a job by which I can support my family. Our annual income earlier was only Rs 60,000 but now it is Rs 3,24,000. I have asked my younger sister to take vocational subject in IT-ITeS in Class IX. I am thankful to all of them who helped me to become what I am today. I will also pursue my higher education simultaneously through correspondence course”.

Suman



Prof. Mehrotra is the Head of Curriculum Development & Evaluation Centre & NSQF Cell, PSS Central Institute of Vocational Education, NCERT, Bhopal. He can be reached at drvms@mehrotra@gmail.com. **Ms. Menon** is a National Program Manager, Skill Development Network (SDN) of Wadhvani Foundation, New Delhi. She can be reached at rekha@menon@wadhvani-foundation.org

Regional Round Up

28th Asian Association of Open Universities (AAOU) Conference

Annual Conference of Asian Association of Open Universities (AAOU) was organized at the Open University of Hong Kong (OUHK) from 28-31 October, 2014, during the University's 25th anniversary. This is the third time that OUHK has hosted the AAOU conference, earlier it was hosted in years 1993 and 1998.

Prof. Yuk-Shan Wong, President of AAOU and Vice-Chancellor, OUHK welcomed all the participants in the opening ceremony. He highlighted that AAOU has been instrumental in developing distance education through friendship and close exchange among institution of open higher learning in beginning of opening ceremony. Research is a focus of this conference because it is essential to improve how we teach, and because it informs every aspect of how we run over institutions, was his leading concern to communicate the conference theme **“Advancing Open and Distance Learning: Research and Practices”** in his welcoming speech.

Further, Dr. K. C. Li, Secretary-General, AAOU and Director, University Research Centre, OUHK, underlined the major goal of the conference by emphasizing on building relationships and facilitating sharing, non-academic activities are an essential part of the programme. At the end of his message, he expressed gratitude to the members of the Conference, and thanks to keynote speakers, workshop facilitator, session chairs and paper presenters.

Prof. Asha Kanwar, President and CEO of Commonwealth of Learning, appreciated the initiative of open universities during her Keynote Session. She highlighted that open and distance learning has



emerged as a major force in the education sector during the last five decades. Research needs to be perceived from two angles: as strengthening education and as strengthening outreach, were the major themes of her speech.

In the four day conference, participants from 15 countries across the Asian region as well as several countries in Europe and North America were participated. In addition to parallel paper session, numbers of workshops during the conference covering the topics of MOOCs and mobile technologies and apps, as well as a post conference workshop were also organized. Four Keynote speakers and more than 234 papers were presented in six sub-themes i.e. Multi-mode education with in open and distance learning institutions, Nurturing and institutional research culture, Institutional advancement and innovations, Research in innovative ODL practices in different areas, Studies on OCW and MOOCs and Funding and infrastructure for research and development. Each session was very stimulating with substantial conversation.

In recognition of the efforts of the participants and the quality of the work, four awards: Best Paper, Best Practice Award, Young Innovator Award and Meritorious Service Award were also included in this conference. Each year AAOU presents the Best Paper Awards

comprising one gold and two silver medal awards for deserving candidates.

Indeed, it's a matter of pride for Commonwealth Educational Media Centre for Asia (CEMCA) as paper submitted for this 28th AAOU Annual Conference 2014, entitled **“Development and Validation of a Scale to Measure Faculty Attitudes toward**

Open Educational Resources” under the sub-theme of ‘Development and adoption of OER’ written by Meenu Sharma, Dr. Sanjaya Mishra and Dr. Atul Thakur (research team of ROER4D subproject-3, India) was shortlisted for the AAOU 2014 Best Paper Award.

Experts from OER and ROER4D groups were also presented in this Conference. Prof. Fred Mulder, UNESCO/ICDE Chair in Open Educational Resources and former Rector, Open University of the Netherlands highlighted on Open universities in MOOCs and opening up education in Asia. Mr. Albel Caine, UNESCO Programme Specialist OER, Paris was highlighted on OpenupEd and its aims. He emphasized on UNESCO, recognizing the potential of MOOCs for its ambition to bring about ‘Education for All’, embraces opportunities for globalizing the ideas behind OpenupEd in this respect.

Prof. Gajaraj Dhanarajan of Wawasan Open University recollected and shared his history of during mid-1989 when he was invited by the colonial government of Hong Kong to helped in establishing the Open Learning Institute of Hong Kong (currently the Open University of Hong Kong) when he was first appointed as the Associate Director (Academic) and subsequently promoted to Director from 1991 – 1995 at the end of the closing ceremony of Conference.

Installing Creative Commons licenses for MS Office

By Dr. Atul Thakur

Open Educational Resources (OER) have emerged as a concept of great potential to support education especially in developing countries. OERs are released either in public domain or are licensed appropriately with a creative commons license to specifically mention the extent of openness. There are many resources available to create and contribute to OER, adding to online repositories or adding an open license to any document created by the teachers or students. Since in developing countries 24X7 access to internet is neither available nor affordable, therefore the latter option is the easiest way as it enables the users to create the resources in offline mode too, which can be shared online later on. We have now an add-on for Microsoft Office 2007, 2010 and 2013 which helps us to attach a Creative Commons open license to a document created (Word, Excel and Power Point).

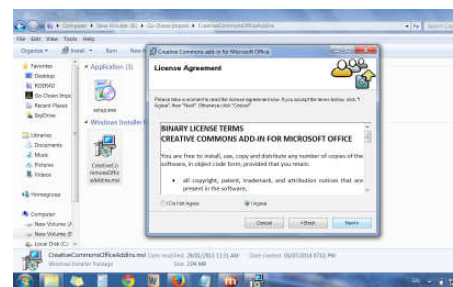
Points to consider:

1. One needs to have internet connection to download the various Creative Commons license files to a system.
2. Once all or required licenses are installed and saved in local repository no further internet connection is required.
3. These licenses in the local repository cannot be copied to other systems.

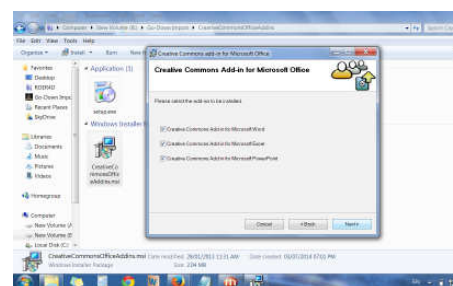
The steps to add Creative Commons add-in for MS office are as follows:

1. Search for Creative Commons add-in for MS office 2010 (or the MS office version you are having).

2. download the addin and install it.



3. Select all three options for add-ins for word, excel and power point.

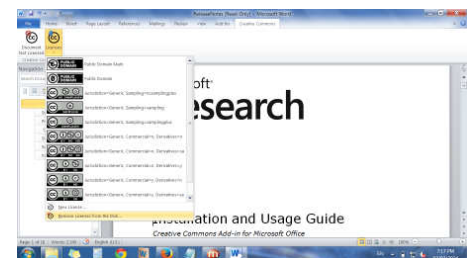


4. After completion of installation a word file will open with Creative Commons tab with two options 'Document not licensed' (it will show that a specific documents is licensed or not) and 'the type of license associated with it'.
5. Now we need to add all Creative Commons licenses to the local machine repository.
6. To add licenses in the local repository:
 - a. Go to Creative Commons tab → Licenses → New license.
 - b. A new window will open with four types of Creative Commons



licenses: Public domain, public domain mark, Sampling, Creative Commons (add all these license one by one to the local repository).

7. All the installed licenses will appear under Creative Commons tab → licenses as follows.



8. To remove license permanently from your local disk.
 - a. Go to Creative Commons tab
 - b. Licenses dropdown
 - c. Select remove license from the disk
 - d. In the popup window select the license to be removed and click Remove licenses
9. Using these licenses
 - a. After creating a document in MS Word, Excel or Power Point
 - b. Place cursor at the place you want your license to appear (either at beginning or end of the documents) → Go to Creative Commons tab → licenses → select appropriate license → the license will appear at appropriate place.

Dr. Thakur is a researcher of Open Educational Resources and a teacher educator. He can be reached at [atulsthakur\[at\]gmail\[dot\]com](mailto:atulsthakur[at]gmail[dot]com)

Technology Tracking

Edmodo: Connecting beyond Classroom

By Dr. Anubhuti Yadav

Introduction

A classroom is a representation of mixed culture, language, interests and learning abilities. Despite the innumerable efforts to bring in uniformity by offering same courses, uniforms, duration of courses, there still exists heterogeneity. Heterogeneity in context of languages understood by the students, in context of their interest areas, in context of their learning abilities. Teachers often in her class find variety of students some are slow learners, some fast learners, some very inquisitive and some who require extra prodding to open up. This heterogeneity poses a huge challenge in front of any teacher. Staffroom discussions often revolve around how to tackle such heterogeneity in a classroom. Is there a standard way of teaching that caters to all. The answer is no. If teacher follows a pace recommended in curriculum, she would find some lagging behind, if she slows down a bit she would see some disinterested faces in the classroom. She has to maintain a balance. This can be done by understanding the needs of her students and by connecting with them beyond classroom. Well, teachers who are reading this might raise eyebrows, connecting beyond classroom! Where is the time in already packed schedule of a teacher which expects her to do teaching, paper setting, and evaluation in addition to the administrative work that has been entrusted to her? Well, the solution could be connecting with them through some online platform. I as an educator keeps on exploring digital tools which can help me as well as my students. One such tried

and tested platform by me is Edmodo. Nic Borg, Co-founder and Chief Production Officer puts it very beautifully, “We’re moving to a world where you can look at specific experiences and specific students and understand what’s working for particular types of learners. Empowering teachers is the only path to getting better outcomes.”

About Edmodo

Marketed as facebook for schools, Edmodo is a “social learning platform” website for teachers, students, and parents where over 44 million teachers, students, and parents are connecting to collaborate on assignments, discover new resources and thereby making teaching learning process meaningful for both teachers and students. It was founded in Chicago, Illinois, in 2008 when two school district employees (Listen to Nic Borg, Jeff O’Hara at <https://www.edmodo.com/about>) set out to bridge the gap between how students live their lives and how they learn in school, Edmodo was created to bring education into a 21st century environment. Today, Edmodo is based in San Mateo, California with 98 employee and 44,758,240 members and is one of the most popular social learning platform.

What Edmodo offers to teachers?

Using Edmodo, teachers invite students into private groups that can be used for online classroom discussions, but in a format that keeps the teacher firmly in control. A signup code is generated and teachers give students a class signup code, which can be deactivated once all

students have signed up, and students in turn are encouraged to share the code with their parents, allowing them to monitor their own child’s activity. As an invitation-only social network, Edmodo is meant to mirror a secure offline classroom that intruders cannot access, with rules of decorum enforced by software. For example, just as students aren’t supposed to pass notes in class, they can’t send private messages to each other. They can post only to the group or the teacher, and group messages can be moderated by the teacher if necessary.

How to sign up as a teacher on Edmodo

1. Visit www.edmodo.com
2. Sign up as a teacher with your email ID
3. Follow three steps
 1. Find your school/Add your school
 2. Update Your teachers Profile and
 3. Set up your classroom

Once the classroom is set up, a teacher can do the following:

1. Create Specific Groups
2. Send group code to students for making them join the group.
3. Send alert to students
4. Create an online assignment which is to be submitted online by the students
5. Upload reading material/presentations in Library
6. Create a quiz and take a poll.
7. Award badges to students as per their performance.

A typical Edmodo page of a teacher looks like this:

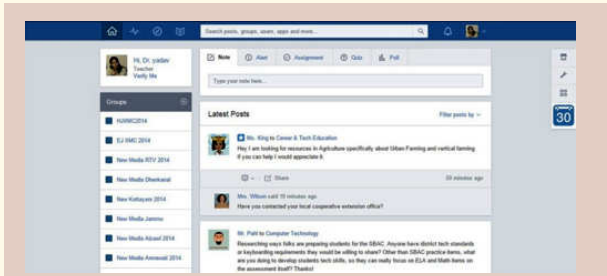


Figure 1 Teachers' Page

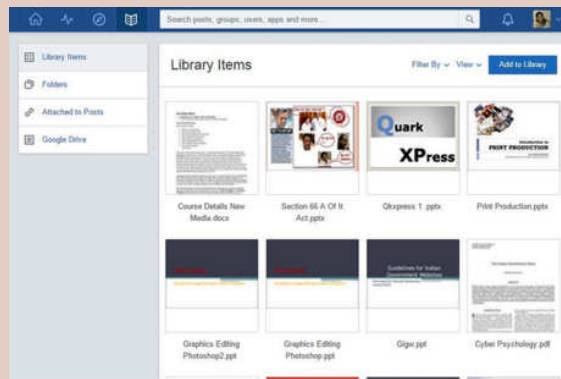


Figure 2 Library page

Progress / New Media

Grades	Badges	Your valuable inputs straight from the industry	Online Journal- Please send the link along with username and	Understanding Search Engines, Meta Search	Analyzing Online Newspapers	Analyzing Online Newspapers
New Grade			Turned In	11/15		
Student	Total					
Masmi Agarwal	0%	-	Turned In	11/15		
Sneha Bhatn	73%	-	-	9/15		
abhishek chanchal	60%	-	-	9/15		
renu choudhary	0%	-	-			
shampa chatterjee	60%	-	-	11/15		19/20
samit chauhan	60%	-	-	9/15		
samit chauhan	0%	-	-			
renu choudhary	0%	-	-			
amit choudhan	60%	-	-	9/15		
am sharma	80%	-	Turned In	12/15		Turned In

Figure 3 Progress page

What all Edmodo offers to students

1. Interaction with teachers beyond classroom
2. Accessing resources through Library
3. Participate in poll/quiz
4. Submit assignments online
5. Get instant and detailed feedback from students.

6. Track his/her progress through progress page.
7. Add relevant resources to backpack
8. Receive badges from teacher

A student just have to enter the group code shared by her teacher along with some personal details to signup. A typical Students' page look like this

What all Edmodo offers to Parents

1. Once students sign up, they are also provided with the group code that can be shared with their parents.
2. Once parents sign up they are able communicate with teacher.
3. Parents get information about due assignments, late assignments, grade and upcoming events.

Figure 4 parents' page

Edmodo is a platform that connects teachers students and parents and makes teaching learning exercise a collaborative exercise in real sense. This is the tool worth exploring by those teachers who wish to connect with their students beyond classroom also. This platform offers a continuous relationship with the students even when the

students move on to other grades. With edmodo teachers can help all learners to connect with the people and resources they need to reach their full potential.

Dr. Yadav is an Associate Professor of New Media at Indian Institute of Mass Communication, New Delhi and she can be reached at [anubhuti\[at\]gmail\[dot\]com](mailto:anubhuti[at]gmail[dot]com)



is normally published quarterly by Commonwealth Educational Media Centre for Asia (CEMCA).

CEMCA, a regional centre of the **Commonwealth of Learning (COL)** Vancouver, Canada, is an international agency.

CEMCA's mission is to promote the meaningful, relevant and appropriate use of ICTs to serve the educational and training needs of Commonwealth member states of Asia. *For more information,*

visit us at:

13/14, Sarv Priya Vihar
New Delhi 110 016 India

please call us at:

0091 11 2653 7146
0091 11 2653 7148
0091 11 2651 6681

Our Fax No. is

0091 11 2653 7147

or visit our website:

<http://www.cemca.org.in>

e-mail: [admin\[at\]cemca\[dot\]org\[dot\]in](mailto:admin[at]cemca[dot]org[dot]in)

Editor-in-Chief

Ramesh C. Sharma, *PhD*

Editors

Manas Ranjan Panigrahi, *PhD*

Ankuran Dutta, *PhD*

Layout

Sabyasachi Panja

Printed and Published by

R. Thyagarajan

For and on behalf of CEMCA

You are welcome to reproduce or translate any material in this newsletter. Please credit us appropriately and send a copy of the reproduced material for our information. The views expressed in the articles are those of the authors and not necessarily that of the publisher. Products mentioned in the newsletter are only for information and do not mean endorsement by CEMCA or COL.

Forthcoming Events

5th Annual Commonwealth Cybersecurity Forum



April 22-24, 2015. Hosted by the Commonwealth Telecommunications Organisation and British Telecom., London, United Kingdom.

For more information, contact:

<http://www.cto.int/events/upcoming-events/>

6th International Conference on New Trends in Education and Their Implications (ICONTE)



April 24-26, 2015, Porto Bello Hotel, Konyaalti-Antalya, Turkey.

For more information, visit:

<http://www.iconte.org/>

International Conference on Communication and Mass Media



May 11-14, 2015, Athens, Greece

For more information, visit:

<http://www.atiner.gr/media.htm>

International Conference on Open Source Systems: Open Frameworks - From Service to Cloud

May 16-17, 2015, Florence, Italy.

Theme: *Open Frameworks: from Service to Cloud*

For more information, visit:

<http://www.oss2015.org/>

4th International Conference on Communication, Media, Technology and Design



ICCMTD

May 16-18, 2015, Dubai, United Arab Emirates

For more information, visit:

<http://www.cmdconf.net/>

Global Conference on Teaching and Learning with Technology (CTLT 2015)



June 10-11, 2015, Singapore

(CTLT 2015) conference is a collaboration between University of Malaya and Aventis School of Management for academics & learning professionals seeking new ideas on learning technology. Harness technology for teaching efficiency gains.

For more information, visit:

Aventis School of Management
Deadline for abstracts/proposals: 16th March 2015
<http://academy.edu.sg/ctl2015/>

IAMCR's 2015 Conference



July 12-16 2015 in Montreal, Canada.

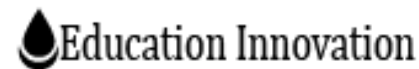
Hosted by the Faculté de communication at the Université du Québec à Montréal, IAMCR 2015 will be the first IAMCR conference in North America.

Conference Theme: Hegemony or Resistance? On the Ambiguous Power of Communication.

For more information visit:

<http://iamcr.org/congress/iamcr-2015-in-montreal>

The 3rd International Conference on Education Innovation



18-20 November, 2015, Chiang Mai, Thailand

For more information, contact:

Higher Education Forum
E-mail: icei@icei-conf.org

The 26th ICDE World Conference



Pre-conference workshops:

13 October, 2015

Conference: 14-16 October 2015

Conference Theme: Growing capacities for sustainable distance e-learning provision

For more information, contact:

www.unisa.ac.za/icde2015
email: icde2015@unisa.ac.za