



CEMCA

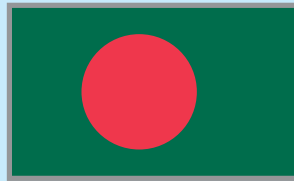
Annual Report

2018-19

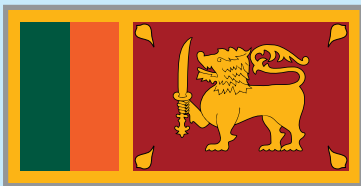


Commonwealth Educational Media Centre for Asia
New Delhi

Bangladesh



Sri Lanka



Brunei



Singapore

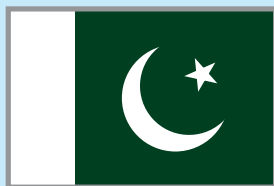


Asia Footprint

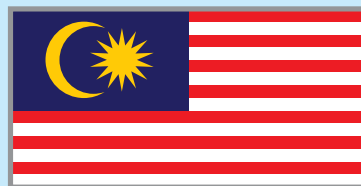
India



Pakistan



Malaysia



Annual Report

2018 -19



CEMCA

**Commonwealth Educational Media Centre for Asia
New Delhi**

Commonwealth of Learning

The Commonwealth of Learning (COL) was created by Commonwealth Heads of Government, during their meeting in Vancouver in 1987. The organisation was established for distance learning and use of information and communication technologies (ICTs) to promote education and training in Member States and to strengthen Commonwealth cooperation in education. In 1987, COL started out with the mandate to strengthen higher education using open and distance learning (ODL). With the adoption of the Millennium Development Goals (MDGs) and the Education for All (EFA) goals in 2000, by the United Nation, COL aligned its work to the global development agenda. In the last more than 30 years, there has been a clear progression in higher education, teacher training and secondary education from the formal education sector to non-formal learning related to skills development, agriculture and health. COL paid attention to the learning and development needs of its stakeholders and embraced a lifelong learning perspective. The theme of COL's previous strategic plans was "Learning for Development," which focused on how education and learning add value to the development process. That approach encouraged COL to think beyond outputs and work for outcomes. COL has grown and developed from being an organisation with an output orientation to one that is outcomes based. The post-2015 education agenda reflects the organisation's further evolution. COL is committed to promoting equitable access to quality lifelong learning for all — believing, in effect, that access to learning opportunities will lead to progress in achieving the Sustainable Development Goals. COL's new motto is therefore "Learning for Sustainable Development," which is the theme of its Strategic Plan.

For details visit www.col.org

All queries, suggestions, comments may please be addressed to:

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Abbreviations

BBAU:	Babasaheb Bhimrao Ambedkar University
BOU:	Bangladesh Open University
BU:	Bilaspur University
CEMCA:	Commonwealth Educational Media Centre for Asia
COL:	Commonwealth of Learning
CPD:	Continuous Professional Development
EU:	European Union
FMC:	Foundation for MSME Clusters
IGNOU:	Indira Gandhi National Open University
IIT:	Indian Institute of Technology
KKHSOU:	Krishna Kanta Handiqui State Open University
MIB:	Ministry of Information and Broadcasting
MOOC:	Massive Open Online Course
NSDC:	National Skill Development Council
NSOU:	Netaji Subhas Open University
ODL:	Open and Distance Learning
OER:	Open Educational Resources
OEP:	Open Educational Practice
ORMAS:	Odisha Rural Development & Marketing Society
OSOU:	Odisha State Open University
OUSL:	Open University of Sri Lanka
SIDBI:	Small Industrial Development Bank of India
TVSD:	Technical Vocational Skill Development
UOU:	Uttarakhand Open University



Introduction



Vision

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



Mission

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

The Commonwealth Educational Media Centre for Asia (CEMCA), an intergovernmental organization, works in seven Commonwealth countries of Asia, namely, Bangladesh, Brunei Darussalam, India, Malaysia, Pakistan, Singapore and Sri Lanka. It was established by the Commonwealth of Learning (COL), Canada in the year 1994. The Government of India notified CEMCA as a diplomatic mission under the provisions of the United Nations (Privileges and Immunities) Act, 1947.

CEMCA promotes the use of technologies to serve the education and training needs of Commonwealth Asia. The strategic objective of CEMCA is to promote co-operation and collaboration in the creation and use of electronic media resources for open and distance learning (ODL) and skill development. CEMCA also strengthens the use of community radio to empower local communities towards sustainable development. The Centre facilitates capacity building and promotes sustainability of community radio operations in the region.

To realise the aim “**let no one be left behind**”, CEMCA promotes effective use of technologies for education and learning leading to sustainable development. CEMCA aligns its work to the six-year Strategic Plan of COL and is committed to achieving outcomes and impact. CEMCA adhere to the principle of value for money in all its work.



Core Strategies

CEMCA employs the following core strategies for sustainable development through learning:

- Partnerships
- Capacity Building
- Materials
- Models
- Policies



Learning for Sustainable Development

COL and CEMCA believe that learning, education and training can empower people, particularly marginalised groups. When people are empowered, their ability to act and influence their lives and environment is increased. CEMCA's vision aligns with UN Sustainable Development Goal 4 **“to provide inclusive and equitable quality education and lifelong learning for all by 2030”**. CEMCA aims to bring about empowerment through learning, in both formal and non-formal settings, leading to economic growth, social inclusion and environmental conservation. CEMCA transitioned to a six-year strategic plan to build on past strengths and to develop current initiatives in education and skills development to achieve long-term impact.



Collaborations and Partners

The most significant strategy of CEMCA is to develop partnerships where all its interventions are through partners. These partners are treated as an extended team of CEMCA. They help implement and facilitate the projects/activities and the processes as they have the local experience and connections in making the projects successful. The partners are also contributors as they often commit their own resources and time. In this way, CEMCA's interventions have been successful to reap maximum impact by sharing resources.

Some key partner institutions with whom CEMCA collaborated during the period are:



Partner Institutions

Bangladesh Open University, Bangladesh



The Open University of Sri Lanka, Sri Lanka



Netaji Subhas Open University, India



Odisha Rural Development Marketing Society, India



MSME Cluster Delhi, India



Uttarakhand Open University, India



Ministry of Information and Broadcasting, GOI, India



Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur, India



Indian Institute of Technology, India



Krishna Kanta Handiqui State Open University, India



Odisha State Open University, India



University of Peradeniya, Sri Lanka



University of Hyderabad, India



Central University of Himachal Pradesh, India








Targets and Achievements

CEMCA's key targets are summarised below:

Targets 2015–2021

 90 Institutions & Organisations Significantly improve capacity to leverage open and distance learning (ODL) and increase access to learning.	 136,600 Learner's Access quality learning opportunities and counselling for enhancing employability.	 30,000 People Lead lives that are more productive and in a sustainable manner.
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Targets and Achievements

The three corporate outcomes along with the targets set for the period 2015-2021 are given in Table 1. The targets for the year 2018-2019 were set at 40% of the total targets, as initial years were utilised in designing the projects/plans, identification of partners and testing the models. The status of the achievement at the end of June 2019 (July 2018–June 2019) is listed in the table below:



Table1: Targets and Achievements

Outcome Statement	Cumulative Target (2015–2021)	Achieved (2015-2018)	Achieved (July 2018–June 2019)	To Be Achieved (2019–2021)
Institutions & organisations significantly improve capacity to leverage ODL and increase access to learning	90	43	12	35
Learners access quality learning opportunities and counselling for enhancing employability	136,600	51,623	13, 213	71,764
People lead lives that are more productive and in a sustainable manner	30,000	14,153	847	15,000

The achievements are based on the evidence provided by partner organisations in the form of reports and data sheets. Though the targets are not met for outcomes 1 and 2, at least 50% of the interventions have scaling built into them, especially those that deal with capacity building of teachers and vocational trainers. Some of the successful projects/models of CEMCA are being replicated at multiple levels in three countries: Bangladesh, India and Sri Lanka. The ongoing interventions resulted in the primary and secondary level recipients across Commonwealth Asia mostly from the above-mentioned three countries. For the last two years of the Strategic Plan (2019–2021), the work will gain momentum making another 50% of targets achievable.

Given the clear road map and the progress, CEMCA is confident of attaining its targets by 2021 as more activities are scheduled to be initiated.





Programme Sectors

CEMCA works in two sectors: Education and Skills, with Gender as a cross-cutting theme. Details of these sectors during 2018-2019 are described below: -

Education



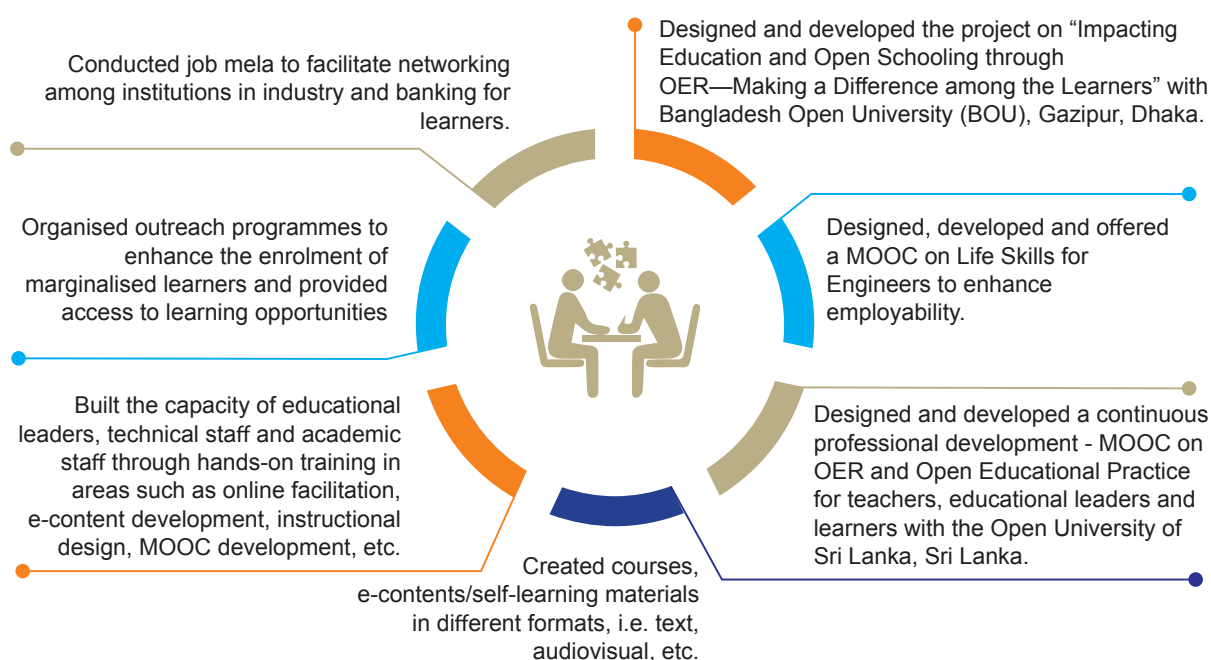
Overview

CEMCA has developed an integrated model to address the challenges of higher education in the current dynamic environment and is moving towards working in-depth with its partners. CEMCA is providing support and strengthening the capacity of higher education institutions to improve sustainable livelihoods. It is anticipated that graduates with a degree in higher education with practical components will have better employment prospects, social empowerment and innovation, which eventually would lead to better and sustainable livelihoods. The integrated model covers the whole value chain, i.e. the lifecycle of the learners across the higher education system. This includes from enrolment to graduation and entering the professional arena. The approach is to utilise the potential of ODL to increase access, while maintaining quality and decreasing

the cost with the ultimate objective to create more employable graduates to contribute to the socio-economic development. CEMCA also initiated a programme to enhance the life skills of learners and professionals for sustainable livelihoods. CEMCA has adopted Open Educational Resources (OER) and online/blended learning approaches for better learner competencies and opportunities in its initiatives.

Activities

CEMCA worked with the national governments in Bangladesh, India and Sri Lanka, and seven partner institutions in these countries. The following activities were undertaken during 2018–2019 in this sector:



Country wise achievements from these activities during 2018-2019 are presented below.

Bangladesh

CEMCA in collaboration with Bangladesh Open University (BOU) initiated a 2-year (2018–19 and 2019–20) project titled “**Impacting Education and Open Schooling through OER—Making a Difference among the Learners**”. Vocational Education Training (VET) integrated High Schooling and e Bachelor in Education /e Master in Education curriculum for five courses was developed. A total of 33 faculty members from the Open School and the School of Education were trained, and their capacities were enhanced for VET content development. Apart from theory, hands-on experience was provided for ICT-based open and distance education system with a view to implement an OER-based blended vocational education programme. An OER repository using DSpace was developed for BOU (accessible at: <http://bou.org.bd/oer/>).

India

CEMCA implemented Higher Education Integrated model in six higher education institutions in India, viz. Bilaspur University (BU), K.K. Handiqui State Open University (KKHSOU), Odisha State Open University (OSOU), Netaji Subhas Open University (NSOU), University of Hyderabad (UoH) and Uttarakhand Open University (UOU) Haldwani,. Through this integrated approach, 120 teachers and content developers enhanced their capacity for e-content development, online course offering, curriculum revision and development of MOOC during hands-on training workshops. Overall, 16 need-based and industry-linked courses were developed (list at Annexure 1); 19 existing and 16 new Certificate/Diploma/Advance Diploma/ Postgraduate Diploma level courses were offered; Approximately 4,853 learners were enrolled in these CEMCA-supported courses and 3,178 learners successfully completed these courses. CEMCA also supported online and face-to-face counselling to 3,114 learners on employment and entrepreneurship for enhancement of employability through job fair and online placement service.

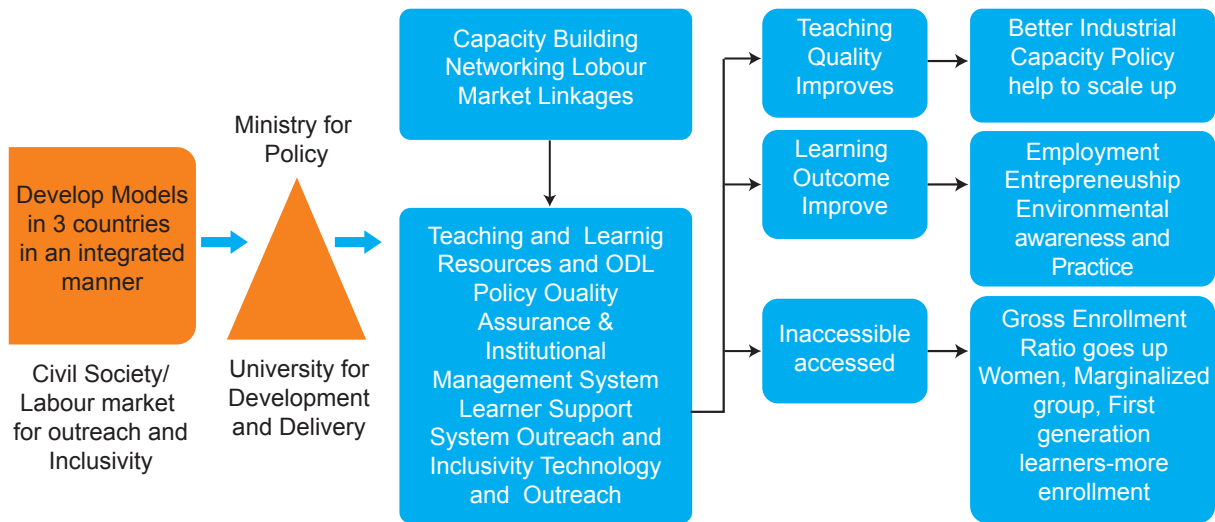


Figure 1: Conceptual Model for Higher Education

MOOC on Life Skills for Engineers – Level I and II

CEMCA designed and developed a Massive Open Online Course (MOOC) on Life Skills for Engineers in collaboration with the University of Hyderabad and Osmania University. The objective of the course was to introduce various concepts of life skills for engineers such as communication skills, critical thinking, leadership skills, morals and ethics. Life Skills MOOC Level-I was powered by mookIT from the Indian Institute of Technology (IIT) Kanpur. The course was offered in the previous academic calendar where 4,330 learners were registered, 3,011 learners actively participated, and 633 learners successfully completed the courses and were awarded certificates. Around 40% of learners used mobile devices for learning and 14% successfully completed the course and received Blockchain generated certificates.

Level-II was offered during November–December 2018, where more than 1,400 learners registered, and 987 learners participated actively. Data reveals that 530 learners completed the Level II up to June 2019.



Figure 2: Learners for Level II

Guidelines, Framework and Policies

The following guidelines and framework were developed:

- Framework and Guidelines for Quality e-Content Development:**
 CEMCA and Centre for Educational Technology, IIT Kharagpur developed a set of guidelines, which will be used to prepare quality e-content for different types of courses. These will be available in two formats, viz. text and video. The draft text version has been completed, while the video version is under development. The guidelines will assist higher education teachers in e-content development.



2. **Quality Assurance Toolkit for Open and Distance Learning Institutions:** With a view to develop the capacity of ODL institutions to provide quality education, CEMCA designed and developed a quality assurance toolkit which went through different stages of scrutiny and critical review. The toolkit covers the details of quality assurance parameters and indicators that are relevant for ODL institutions. The structure of the quality assurance toolkit is presented in two parts: A and B. Part A has 10 factors and 94 performance indicators, which are to be assessed with the supporting evidence for each of the indicators and factors. Part B contains nine open-ended questions. The review was initially done by an expert committee from three countries (Bangladesh, India and Sri Lanka) at University of Hyderabad, India. Pilot testing of the project was done at Uttarakhand Open University, Haldwani. The toolkit can be accessed at:

(http://cemca.org.in/ckfinder/userfiles/files/Quality_Assurance_Toolkit_for_ODL_Institutions_By_Karunesh_Saxena_&_Manas_Ranjan_Panigrahi.pdf).

3. **Linking Skill Programmes with Academic Programmes in Higher Education:** CEMCA prepared guidelines for linking the skill programmes with academic programmes to provide additional skills to the students during their formal study to increase their livelihood, employability and sustainability. A Think Tank was constituted with senior academic leaders, senior administrators, academics, skills development practitioners and experts. The guidelines have been discussed in Think Tank meetings under the chairmanship of Prof. Nageshwar Rao, Vice-Chancellor, Indira Gandhi National Open University and finalised. These guidelines provide the higher education institutions, regulatory bodies and governments with a strategy to engage in a systematic manner in decision-making, implementation and reflection to help the learners. The guidelines and framework can be accessed at:

http://cemca.org.in/ckfinder/userfiles/files/Linking_Skill_Programmes_with_Accademic_Programmes_in_Higher_Education_By_Santosh_Panda.pdf.



Sri Lanka

CEMCA in collaboration with the Open University of Sri Lanka (OUSL) has designed and developed Continuous Professional Development (CPD) - MOOC on Open Educational Resource (OER) and Open Educational Practice (OEP) for educational leaders, policymakers, teachers and students. This course has four modules that were developed in a Scenario-Based Learning (SBL) approach. OUSL offered the course through portal: <http://www.ou.ac.lk/apps/mooc/> during October–November 2018, and December 2018–January 2019. Initially, 319 learners representing 28 countries registered for the course and subsequently more learners registered in different rounds of the CPD-MOOCs. Altogether, 417 learners had registered in all four rounds with 136 completing the course and being awarded digital badges. Out of all registered learners, 15 learners have completed all four CPD. The concept map of the CPD-MOOC on OER and OEP is given below:

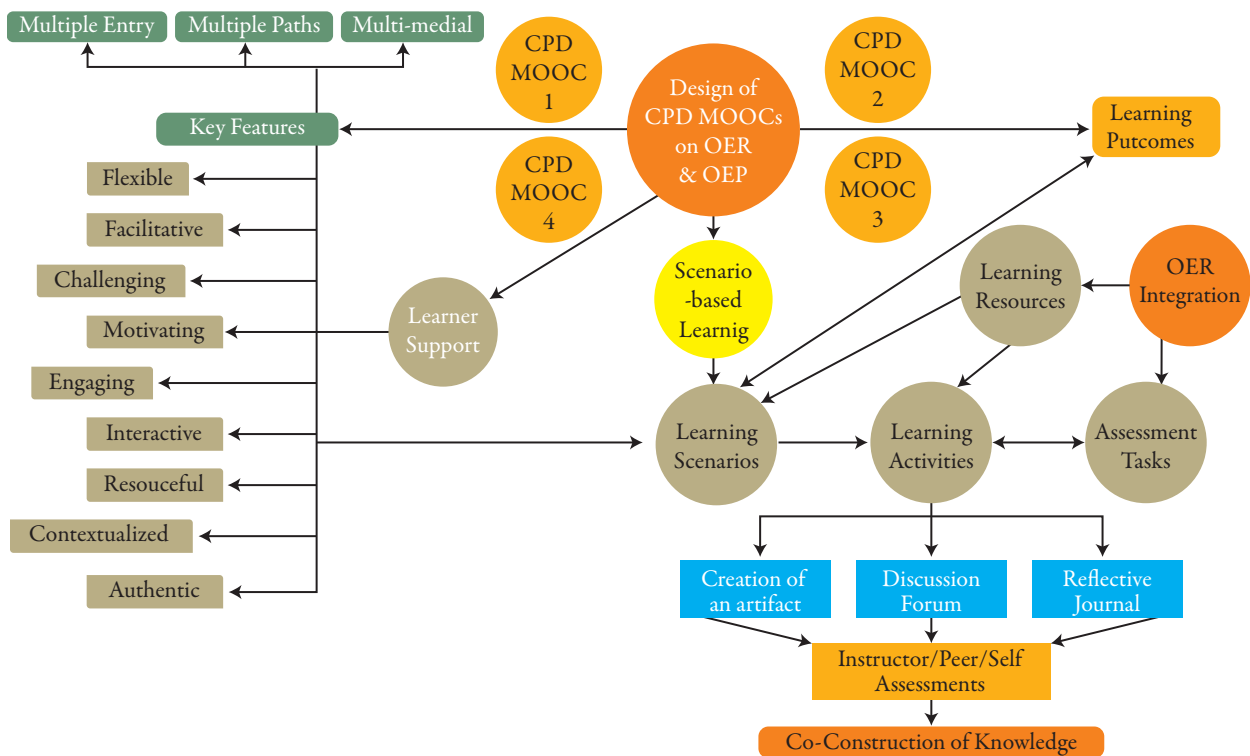


Figure 3: Concept Map of CPD- MOOC





Skills

Technical Vocational Skills Development

Overview

CEMCA has developed a flexible and blended model for counselling and training in three areas: for pedagogy, livelihoods life skills and generic employability skills. Partners were identified in each area and interventions were made at the grass-roots level in India and Bangladesh.

Activities

CEMCA has supported partner institutions in the three-broad areas

Enhancing Employability among Women and Youth

CEMCA in partnership with Tata Institute of Social Sciences-School of Education and Vocation (TISS-SEV), National Skill Development Council, Action Aid and APAR INDIA undertook a research-based intervention project, the first of its kind to study and analyse the rampant unemployment in the communities of Nomadic Tribes and De-Notified Tribes. This project combined action research with the parameters of employability quotient and fieldwork in skill development enabling the program to receive feedback from the ongoing research alongside fulfilling the need for being employable. NT-DNT women and youth were identified from Bhatti Mines, Kasturba Nagar and Mangolpuri localities of Delhi and National Capital Region and were provided skill development training and work opportunities along with the assessment of change in their employability quotient.

The process of the project implementation involved planning and strategy for resource allocation based on the need assessment. The implementation was done in four different phases: (i) initiation, (ii) training, (iii) employability and (iv) sustainability of the employment.

In the first phase, 1,046 participants were trained in soft skills for 4 days. Based on the results of the soft skills training and other parameters, 365 participants were selected for the second phase, i.e. domain-specific skill

training. In addition to sustainability of the employment provided, counselling also helped in the initial stage of the training in motivating the youth for enrolment and completion of the course.

Incubation Centres for Beauty and Wellness

CEMCA advocates for employability and entrepreneurship. An agreement, with Focal Skills Pvt. Ltd. for establishing “Incubation Centres” was done. Centres were established in three locations in Himachal Pradesh, India, viz. (1) Kala Amb, Sirmour District; (2) Bangana, Una District; and (3) Janjehli, Mandi District. These centres supported 100 prospective women entrepreneurs over a three-month period on how to set up beauty salons and become self-employed after being trained for the beauty trade. Incubation support services were intended to validate the hypothesis that post skill development; handholding was required for a successful transition to entrepreneurship targeting 100 budding entrepreneurs. Incubation centres were set up inside the training centres at Kala Amb, Bangana and Janjehli for the ease of mobility of incubates and to provide a professional environment to the clients visiting for services. The incubation centres were recognised by the state governing body of skill development in Himachal Pradesh and by local authorities. A Standard Operating Procedure (SOP) was created to ensure flawless working inside the incubation centre. As part of the SOP, formats were created and shared with the team to ensure uniformity across all three centres. Incubates were identified by filling up career interest sheets and registration forms. A list of trainees was prepared after conducting an orientation on incubation and counselling. A total of 100 trainees registered from the three centres. Though the incubation started before the final assessment of the batch, assessment was conducted by an external agency approved by Sector Skill Council (Beauty and Wellness). After passing the assessment, government-recognised certificates were issued and distributed to the trainees. Baseline survey forms were filled for each incubates at the start of incubation. The survey form was assessed again after 3 months after the incubate had become an entrepreneur. Incubates had started getting clients to the incubation centres. Services are being provided to them under the supervision of the supervisor and trainers as per the SOP. Many trainees started working and earning their livelihood either by setting up their own enterprise in the form of beauty parlours or working from home.





Community Media

Overview

CEMCA supports Civil Society Organizations (CSOs) and institutions involved in the community media for empowering communities to pursue sustainable development goals. It strives to use community media as a tool to improve employability, productivity, entrepreneurship, health well-being and empowerment of the citizens of Commonwealth Asia.

Activities

Integrating Community Radio with Skills to ensure TL2L (Transformation of Listener to Learner)

In the year 2018–2019, CEMCA engaged five community radio stations and one web radio station in Bangladesh for increasing awareness amongst the youth about avenues of developing skills and thereby finding a sustainable livelihood. The intervention had three components: baseline survey of the youth followed by field activities for the community leading to the production of community learning programmes. During the financial year, community radio stations were trained in conducting field activities like career counselling, job melas, skill camps, etc. The project reached 2,717 youth through these activities.

Capacity Building of Youths on Documentary Film Making

Commonwealth Educational Media Centre for Asia in collaboration with the Department of Mass Communication and Journalism (DMCJ), Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow organised a 2-day workshop on Documentary Film Making on 5–6 March 2019 in BBAU, Lucknow. Overall, 32 students from all over India, from Jammu to Kerala, participated in the workshop. Some of the participating students were the winners of awards in the 6th edition of Community Radio Video Challenge, a short film making competition organized by CEMCA every year. The workshop was completely practical oriented. The participants created a 3-minute documentary film.



Knowledge Management

Activities

During 2018–2019, the 6th edition of Community Radio Video Challenge (CRVC) was organised on the theme of “Community Radio for Climate Change” in collaboration with Babasaheb Bhimrao Ambedkar University (BBAU). The idea was to create awareness among the CR stations, media students and people in general about the role of community radios in bringing about social development. Eight awards under different categories were presented to the winners chosen by an expert committee.

CEMCA organised an Educational Media Festival for Commonwealth Asia 2018 for educational media professionals to showcase their contributions in the field of learning and recognise the outstanding work done by media educators. Producers, directors and developers engaged in using technology and media to make education interesting, fun-loving and engaging were invited to participate. Entries were submitted under one or more of the following categories:

- Educational TV Programmes/Documentaries
- Educational E-Content with Multimedia
- Educational Platforms/Educational Apps

A total of 52 entries were received and evaluated by a distinguished jury. Seven winning entries were awarded at a ceremony organised at UNESCO Building, New Delhi, India.





Publications



CEMCA published four issues of *CEMCA Newsletter* during the year. The publications are accessible online through website and social media channels. CEMCA also published two other publications. These are:

1. “Linking Skill Programmes with Academic Programmes in Higher Education” by Prof. Santosh Panda.
2. “Quality Assurance Toolkit for Open and Distance Learning (ODL) Institutions” by Prof. Karunesh Saxena and Dr. Manas Ranjan Panigrahi.



Awards



In order to encourage the participation of women students in the graduate/postgraduate programme in media & ICT through ODL, CEMCA provided awards to women for the best performance in media/ICT-related academic programmes. CEMCA awarded the two best female students in ICT or Electronic Media and Mass Communication, one each from Tamil Nadu Open University and Indira Gandhi National Open University.





Funded Projects

European Union Switch Asia Bamboo for Sustainable Development

CEMCA worked on the project titled “Promote Bamboo MSME Clusters for Sustainable Development” partially funded by the European Union under its SWITCH Asia Programme. The objective of the project is to promote bamboo as a sustainable green resource and generate jobs in nine states in India. CEMCA is involved with Information Educational Communication (IEC) activities of the project. The project started in January 2018 and will continue till December 2021. The research was done to finalise topics for video modules on Enterprise Development (EDP) and financial literacy along with Foundation for MSME Clusters (FMC) and Small Industrial Development Bank of India (SIDBI). CEMCA engaged an expert agency to develop videos on self-learning modules on enterprise development and financial literacy. The scripts went through a rigorous process to improve the quality of the SLM for EDP & financial literacy by CEMCA, FMC and SIDBI.

CEMCA supported 10 community radio stations in a 5-day training programme organised by FMC to provide exposure to the potential of bamboo for sustainable development. The project aims to develop 2,250 bamboo entrepreneurs in nine states of India and the institutionalisation of bamboo skills under Sector Skill Council of India.



Capacity Building of Vocational Trainers

CEMCA in collaboration with Odisha Rural Development & Marketing Society (ORMAS), an agency of the Odisha State Government, is working towards building the capacity of the vocational trainers involved in implementing Deen Dayal Upadhyay Grameen Kaushalya Yojana skills programme in Odisha, India. This project trained 200 vocational trainers, which created a total of 400 certified trainers. This project aims to train 1,000 trainers, for which International Training and Assessing Certification (ITAC) is being provided by the Australian Government through their authorised partners, namely, ASD Education Pvt. Ltd. and Queensland Skills & Education Consortium (QSEC). The project started as a small pilot funded by CEMCA and was later adopted by the State Government under the Panchayati Raj programme.

Community Radio Awareness Workshops

CEMCA conducted two community radio awareness workshops funded by the Ministry of Information and Broadcasting, Government of India. The first workshop was held at Mizoram University, Mizoram from 6–8 February 2019. In total, 40 experts participated in the workshop out of which 10 were female. The second workshop was held at the Department of Mass Communication, English & Foreign Languages University, Shillong, Meghalaya from 26–28 March 2019. There were 28 participants including 12 females. The workshop facilitated awareness among the public and Non-Government Organizations (NGOs) about the advantages of community radio, which can help local community to achieve better potentials. A total of 40 NGOs participated from Assam, Meghalaya, Tripura, Mizoram, Arunachal Pradesh and Nagaland along with academicians, students and community radio (CR) experts in both the workshops. CEMCA informed that 120 out of 248 radio stations in India are supported by CEMCA. Ministry officials shared the usefulness of CRs and apprised on the government schemes to provide subsidy of 90% of the cost to set up the CR in North East. The participants were provided an overview of basic principles of CRS, ownership, process of capacity building, content generation, technology, management and sustainability measures of CR station.





Budget and Expenditure

Finance

During the year 2018–2019, CEMCA received INR 41,824,524/ (CAD 836,490) from COL for its core operations and programme activities. Out of this amount, INR 18,750,000/- was earmarked for the programmes. CEMCA also received INR 10,28,382/ from the Ministry of Information and Broadcasting (MIB), Government of India. The details are given below:

Income and Expenditure—Core Activities

Programme Budget 2018-2019	Revenue INR	Expenditure INR	Expenditure in Percentage
Education	7,800,000	10,209,364	130.9
Skills	8,250,000	6,530,216	79.2
Knowledge Management	2,700,000	2,243,669	83.1
Total Amount	INR 18,750,000 CAD 375,000	INR 18,983,249 CAD 379,665	101.2

CEMCA's core programme expenditure was INR 18,983,249 (CAD 379,665), which is 101.2% of the programme budget allocation. The excess 1.2% was met from operational support component.

Revenue and Expenditure: Additional funding 2018-2019

Source of Additional Contributions	Revenue INR	Expenditure INR	Expenditure in Percentage
Ministry of Information and Broadcasting	1,028,382	1,300,709	126.5
ORMAS	336,932	39,028	11.6
European Union Project	668,929	537,312	80.3
Total Amount	INR 2,034,243 CAD 40,685	INR 1,877,049 CAD 37,541	92.3

Value for Money

Value for Money is the guiding principle in CEMCA's activities. For every rupee/dollar spent, maximum impact is strived for higher returns. Reusing existing learning materials for multiple interventions with more partners, is one of the indicators of value for money that CEMCA monitors.

List of Workshops, Events and Meetings (2018-2019)

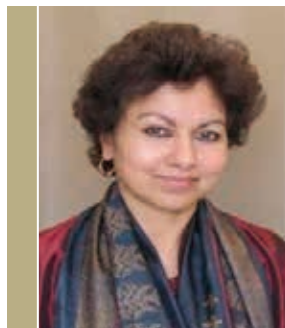
Sl. No	Activity	Initiative	Partner	Venue
1	Cluster Development and Training Programme for Technical Agents (TAs)	Skills	Foundation of MSME Cluster (FMC)	New Delhi
2	Mega Counselling Session of Youth During World Youth Skill Day & India Skills East Regional Competition 2018	Skills	Ministry of Skill Development & Entrepreneurship, Govt. of India	KIIT University, Bhubaneswar
3	e-Guru Week on Online Courses at University of Hyderabad	Education	University of Hyderabad (UoH)	UoH, Hyderabad
4	Curriculum Revision and Content Development (Print & Non-print) at NSOU	Education	Netaji Subhas Open University (NSOU)	NSOU, Kolkata
5	Outreach Programme at NSOU Vocational Study Centre	Education	Netaji Subhas Open University (NSOU)	Nari Siksha Niketan, Kolkata
6	One Day Workshop for Career Guidance and Career Counselling	Skills	Gyanfort Foundation,	Farrukhabad, Uttar Pradesh
7	Piloting MOOCs Course on "Cancer Drug Discovery and Development"	Education	University of Hyderabad (UoH)	UoH, Hyderabad
8	Vocational Trainers awarded ITAC Certificate through ORMAS-CEMCA-ASD-QSEC Collaboration	Skills	ORMAS, Govt. of Odisha,	Bhubaneswar, Orissa
9	Training on Blended Learning for Higher Education	Education	Bilaspur University	Bilaspur University, Chhattisgarh
10	OER Policy for Blended Learning in Bilaspur University	Education	Bilaspur University	Bilaspur University, Chhattisgarh
11	Capacity Building Workshop for Online Facilitators under CEMCA-KKHSOU Project on ICT-Based Interventions for Teachers	Education	K.K. Handique State Open University	KKHSOU, Guwahati
12	Vice Chancellors' Round Table Meet on "ODL for Our Times: Unleashing its Infinite Potential"	Education	BRAOU	BRAOU, Hyderabad

Sl. No	Activity	Initiative	Partner	Venue
13	Counsellors Workshop on “Skill Based and Value-Added Modular Programmes for Learners through Blended Learning”	Education	Odisha State Open University	OSOU Regional Centre, Bhubaneswar
14	Think Tank Meet for Finalisation of “Guidelines for Linking the Skill Programme with Academic Programme”	Education	CEMCA	IIC, New Delhi
15	Outreach Programme for use of OER through NSOU-OER Repository	Education	Netaji Subhas Open University (NSOU)	NSOU Kolkata
16	COL Focal Point Asia Meeting	CEMCA-COL	CEMCA	New Delhi
17	18th Advisory Council Meeting of CEMCA	CEMCA	CEMCA	New Delhi
18	Capacity Building Workshop for Content Developers on Blended Learning	Education	Odisha State Open University	NABM, Bhubaneswar
19	Participated in the Career Conclave for Government Schools	Skills	Directorate of Education, Delhi	Thyagaraj Stadium, New Delhi
20	Workshop on Finalisation of Quality Assurance Toolkit for Open and Distance Learning (ODL) Institutions	Education	University of Hyderabad (UoH)	UoH, Hyderabad
21	Community Radio Awareness Workshop	Skills	Ministry of Information and Broadcasting (MIB), Govt. of India	Mizoram University, Aizawl
22	Educational Media Festival for Commonwealth Asia—2018 (EMFCA-18)	Education	CIET-NCERT CEC-UGC	UNESCO Building
23	Two-Day Documentary Film making Workshop	Skills	BBAU	BBAU, Lucknow
24	Community Radio Awareness Workshop	Skills	Ministry of Information and Broadcasting (MIB), Govt. of India	English & Foreign Languages University (EFLU), Shillong
25	Workshop on piloting of Quality Assurance Toolkit for ODL Institutions in Commonwealth Asia	Education	Uttarakhand Open University	UOU, Haldwani

Sl. No	Activity	Initiative	Partner	Venue
26	Second Think Tank Meet for Finalisation of “Guidelines for Linking the Skill Programme with Academic Programme”	Education	India International Centre	IIC, New Delhi
27	Roundtable of Vice Chancellors of Open Universities in Asia and Africa	Education	COL and IGNOU	New Delhi
28	IDEAS for Dark Areas in Higher Education of Bangladesh	Education	Bangladesh Open University (BOU), Dhaka	Dhaka, Bangladesh
29	VET Integrated HSC and eBEd/eMEd Curriculum Development in Bangladesh Open University	Education	Bangladesh Open University (BOU)	BOU Campus, Gazipur, Bangladesh
30	Instructional Design for OER-based Blended Learning Workshop	Education	Bangladesh Open University (BOU)	BOU Campus, Gazipur, Bangladesh
31	Enhance Better Learning using Radio Enabled Learning in Tamil	Education	Sri Sankara Arts & Science College	Sri Sankara Arts & Science College, Kanchipuram
32	Brainstorming on Development of Framework and Guidelines for Quality e-Content Development	Education	Indian Institute of Technology	Centre for Educational Technology, IIT Kharagpur



Advisory Council



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President & CEO, COL
Canada



Dr. V. Balaji

Deputy Chairperson
Vice President, COL
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Mr. Dalip Kumar Tetri

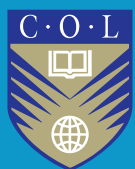
Secretary
Adviser, Administration & Finance,
CEMCA, New Delhi
India

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 this, the Council provides informed guidance, monitors and evaluates CEMCA's progress and suggests ways and means to improve the performance. The Advisory Council meeting takes place once in a year keeping in view the exigencies of business and the need to rotate amongst the members in the region.

Annexure 1

Details of CEMCA Supported Programmes/Courses (2018-19)

Sl. No	Name of the Course	Level	Name of the University
1	Early Childhood Education	Diploma	KKHSOU, Guwahati
2	Application of ICT in Schools	Certificate	KKHSOU, Guwahati
3	Inclusive Education	Certificate	KKHSOU, Guwahati
4	Computer Application	Certificate	UOU, Haldwani
5	Programming in C	Undergraduate and Postgraduate	UOU, Haldwani
6	Web Technology	Undergraduate and Postgraduate	UOU, Haldwani
7	Entrepreneurship Development and Small Business Management	Diploma	NSOU, Kolkata
8	Organic Agriculture & Horticulture	Certificate	NSOU Kolkata
9	General Linguistics: Telugu	Postgraduate	UoH, Hyderabad
10	Infection Prevention and Control	Undergraduate and Postgraduate	UoH, Hyderabad
11	Leadership	Undergraduate and Postgraduate	OSOU, Sambalpur
12	Entrepreneurship	Undergraduate and Postgraduate	OSOU, Sambalpur
13	Communicative English	Undergraduate and Postgraduate	OSOU, Sambalpur
14	Soft Skills	Undergraduate and Postgraduate	OSOU, Sambalpur
15	Media Management	Undergraduate and Postgraduate	OSOU, Sambalpur
16	Legal Awareness	Undergraduate and Postgraduate	OSOU, Sambalpur



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