

# CECNews



**SPECIAL EDITION ON  
"Higher Education through  
Digital and Social Platforms"**

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**शैक्षिक संचार संकाय**

**Consortium for Educational Communication**

(इलेक्ट्रॉनिक मीडिया पर विश्वविद्यालय अनुदान आयोग का एक अंतर-विश्वविद्यालय केन्द्र)

(An Inter-University Centre of University Grants Commission on Electronic Media)



## Chief Editor

*Prof. Jagat Bhushan Nadda*

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प्रिय पाठकों,

सी.ई.सी. ने देश में शैक्षिक प्रगति में हमेशा एक महत्वपूर्ण भूमिका निभाई है। हमारी महत्वाकांक्षा देश में डिजिटल अधिगम के एक ऐसे वातावरण का निर्माण करना है जो की भारत को शैक्षिक रूप से उन्नत देशों के वैश्विक मानचित्र पर खड़ा करे।

कौशल-आधारित व्यावसायिक शिक्षा प्रदान करने के लिए, सी.ई.सी. विभिन्न व्यावसायिक पाठ्यक्रमों जैसे मास कम्युनिकेशन एवं वीडियो निर्माण, वित्तीय लेखांकन, इंटीरियर डिजाइनिंग, विज्ञापन, कंप्यूटर और नेटवर्किंग आदि के लिए मैसिव ओपन ऑनलाइन कोर्सेज (मूक्स) प्रदान करती है। इस संबंध में, सी.ई.सी. ने मूक्स सेमेस्टर जनवरी-जून 2020 के लिए 104 स्नातक एवं स्नातकोत्तर मूक्स की पेशकश की। इससे पहले, सी.ई.सी. ने लगभग 2,55,959 पंजीकृत छात्रों को मूक्स सेमेस्टर जुलाई-दिसंबर 2019 के माध्यम से 91 कोर्सेज की पेशकश की।

सी.ई.सी. में हम सभी के लिए उच्च गुणवत्तापूर्ण शिक्षा सुलभ प्रदान करने और आईसीटी के माध्यम से मौजूदा शैक्षिक कंटेंट को समृद्ध करने के अपने मिशन को दोहराते हैं।

सी.ई.सी. परिवार इस अनूठी शिक्षा क्रांति का हिस्सा बनने के लिए आपका स्वागत करता है!

**आप सभी को आने वाले नव वर्ष की हार्दिक शुभकामनाएं! !**

**जय हिन्द!**

*जगत भूषण नड्डा*

निर्देशक - सी.ई.सी.

Dear readers,

CEC has always played a pivotal role when it comes to educational advancements in the country. Our ambition is to create a digital learning environment that would put India on the global map of educationally advanced countries.

In order to impart skill-based vocational learning, CEC provides Massive Open Online Courses (MOOCs) for various vocational courses like Mass Communication & Video Production, Financial Accounting, Interior Designing, Advertising, Computer & Networking, etc., among others. In this regard, CEC has offered 104 UG & PG MOOCs for the January – June 2020 MOOCs semester. Earlier, 91 courses were offered by CEC to approx. 255959 registered students in the July – December 2019 MOOCs semester through SWAYAM.

We reiterate our endeavour to provide high quality education accessible to all and to strengthen the existing educational content through ICT.

Welcome to the CEC family and be a part of this unique education revolution!

**My heartiest wishes in advance for a Happy New Year!!**

**Jai Hind!**

*Jagat Bhushan Nadda*

*Director, CEC*

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## ONLINE PLATFORMS AND EDUCATION: SCALING NEW HEIGHTS AMIDST PANDEMIC



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**A**lbert Einstein had once remarked, “In the midst of every crisis, lies great opportunity.” The higher education system in India faced a similar crisis in March 2020 when the strict nationwide lockdown was announced. The world’s third-largest education system faced a prodigious challenge. The challenge was not only to keep the learning process alive and kicking but also to retain the quality of education. Faculty members had an additional responsibility to keep the morale of the students high while uncertainties loomed. Engagement through online or digital modes came to the rescue of the educators and there was a gradual shift of the classroom from the university campus to the smartphones, tablets, and laptops.

But, the crisis turned into an opportunity with the help of social media and education platforms. Many faculty members who had been avoiding incorporating online resources, tools, and platforms in their classroom teaching were forced to embrace

the technology in their classrooms and make use of the already available open education resources. Thus, the crisis served as a blessing in disguise where the faculty members had a hands-on experience



rience with the online education tools.

Social media played a constructive role in facilitating online learning with videos, infographics, tweets, being incorporated in the online lessons, and pedagogy smoothly. Most universities organised webinars, expert talks, panel discussions, and even Faculty Development Programmes (FDP) to keep both the faculty and the students positively engaged and adding value to the theoretical precepts. Social media helped to enlarge the scope of the webinars, seminars, and other learning programmes with participation from across the world through just a click on the registration link. Social media and online learning virtually brought the industry experts to the classroom or at the disposal of the universities. Subject experts and practitioners readily became a part of the education system which is often accused of low industry-academia collaboration. The online world facilitated the best of both worlds through online teaching and the opportunity to discuss contemporary issues with the industry experts, CEOs, Scientists, top management, trainers, and even foreign faculty.

Some experts believe that the kind of support and boost that the MOOCs received in these last 10 months was nothing compared to the engagement garnered by it in the last 10 years or possibly since its inception. The top three MOOC providers (Coursera, edX, and FutureLearn) registered as many new users in April as in the whole of 2019. Coursera added the largest number of new learners, receiving 35 million enrollments between mid-March and the end of July this year<sup>1</sup>. Whereas Udemy, a platform for MOOCs courses and skill-based courses saw a 425% hike in the individual enrollment between February and March. It also reported a 55% rise in the content created by the instructors during the lockdown period. Udemy also provided India centric data with a 281% rise in the learners

opting for business fundamentals related courses while a 606% rise in courses for developing communication skills<sup>2</sup>.



Source : <https://www.classcentral.com/report/mooc-stats-pandemic/>

Considering the popularity and the interest of the students even the University Grants Commission (UGC) has increased the academic credit limit for online courses from 20% to 40%<sup>3</sup>. Now, students can opt for various courses offered by SWAYAM platforms and can acquire skills and interdisciplinary courses that may not be part of their normal curriculum, thus, enhancing their acquaintance with the various streams of knowledge. UGC has also formed an expert committee for mapping the demand for online content and courses. Such an endeavor matches with the vision of National Education Policy, 2020 which aims to create to Academic Bank of Credits. This bank will help students to gain credits after completion of courses offered by the top institutions and can be transferred to their degrees. It also opened the floodgates to access quality education literally from their house and comfort zones. It will reduce the cost of education with students just requiring a smartphone and a stable internet connection.

The success of the MOOCs and online education facilitated through social media platforms showcases the popularity and the quality of content created by online platforms. Pandemic is changing the way we function and conduct our lives and it is bringing innovative ways to deliver quality education and imparting skills. SWAYAM which is India's





national MOOC platform has more than 2,150 courses for the learners to choose from. The platform was launched in 2017 and more than 135 Indian universities including the premier institutions like IITs, IIMs, Central and State universities offer their courses through the platform<sup>4</sup>. SWAYAM is playing a pivotal role to play in the democratization of the education movement in the Indian Context. More than 10 million learners have undertaken courses from SWAYAM in various streams like Management, Law, Media, Literature among others. SWAYAM may become world's largest MOOC platform offering free of cost courses in near future. It is a unique model of learning in itself in a developing country like India. National Testing Agency conducts examination for the SWAYAM courses.

Though, one needs to acknowledge that classrooms have not become obsolete and face-to-face teaching and learning still retains its charm, yet, technology will now have a much larger role to play and can help in honing the skills of the learners and develop critical thinking skills. However, the challenge that India needs to address now is the humongous task of skilling and reskilling the

large population and making it ready for the Industrial Revolution 4.0. The task entails skilling of the existing generation of learners in technologies like Artificial Intelligence, Machine Learning, Internet of Things (IoT) among others while upgrading the skills of employed youth working in the government and private sectors for the needs of the future.

The educators, planners, educational institutions, and even corporates have to bring innovative models to incorporate MOOCs courses as part of the office schedule and reskill and equip their employees for the future. State Bank of India, the country's largest public sector bank has already begun to offer MOOCs courses for career oriented youth in the areas of Unleashing Creativity at the Workplace, Relationship Marketing Strategy for Financial Services, and Conflict Resolution<sup>5</sup>. There will be a need for skill development rather than courses just imparting theoretical knowledge. Thus, the coordinated efforts of the stakeholders can make MOOCs an essential part of the lifelong learning process and contribute to the personal holistic growth of the workforce. India has an ambitious programme of Skill India and MOOCs through SWAYAM can be a game-changer in developing vocational skills as well. One needs to remember that in the future 'skills will pay the bills'. MOOCs and technology-enabled education will have its role to play in creating a truly Atmanirbhar Bharat.

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## NEP 2020: ROLE OF ICT IN PROPAGATING HIGHER EDUCATION THROUGH DIGITAL MODE



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**T**he objectives of teaching are multi-dimensional in nature, and in order to accomplish them multiple methods should be used in an integrated fashion. At present, ICT may be of used in myriad ways but the significant contribution towards teaching is availability of information of different shades, which is helpful for the teachers to impart sufficient information on any subject.

Before the advent of ICT and internet, it was quite difficult for teachers to gather up-to-date and complete information in their respective subject areas. This has been made easy by ICT, which provides bulk of comprehensive information in different formats with various examples.

ICT helps to provide online interaction facilities, helping the students and teachers to exchange their ideas and views along with getting clarifications on any topic from different experts, practitioners, etc. ICT-enabled digital learning helps learners to broaden their intellectual horizons, with user friendly information sources making learning

quite easy and interesting with increased retention among the users. The learners can access opportunities to work on any projects under active guidance of experts from across the globe. The cyber space is also helping in qualitative improvement of teaching – learning process. Digital education provides flexibility to a learner which was almost absent in traditional pedagogy.

The present scenario of education has witnessed significant changes due to various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapid industrialization, urbanization, mobilization, as well as, IT revolution. The present time period is witnessing a new kind of information revolution ushered by technology. The integration of emerging technologies in teaching and learning process is no longer a choice, rather it is becoming a need for educators considering the level of infusion of technology in education particularly, as it relates to the changing learning environment, the demand for flexibility in methodology and the

need to enhance creativity and innovations in learning.



The application of emerging technologies has become so irresistible in the teaching process that it is fast changing the ways in which various traditional teaching processes are structured and organized. At the same time, it is also impacting the job performance of educators. The adoption and usage of emerging technologies is assisting educators and students to interact more outside the classroom, coupled with the facility of taking classes irrespective of time and space constraints. Emerging technologies especially the internet technologies have not merely simplified the teaching and learning process, but have also improved the quality of content, interaction, and teaching pedagogy.

The educational sector has been highly impacted by technological innovations in the wake of the COVID-19 pandemic. Emerging education technology is constantly modifying the teaching and learning process, thereby, accommodating different kind of learners, enhancing research, improving the academic performance of students and job performance of staff. Emerging technologies have brought several modifications to the “What”, “How” “Where” and “When” of teaching and learning. It is facilitating a more concrete and flexible learning approach which enhances understanding of concepts and accommodation of different kinds

of learners. Integration of emerging technologies in the classroom enhances learning motivation which is critical for achieving teaching-learning objectives. Also, it increases the performance of teachers, and improves students’ academic performance.

Technology can be used as a tool to help people adapt to changes. Leveraging technology in the classroom adds a new dimension to the overall learning experience. Learning has already progressed from the traditional textbook-based approach to a more technology-driven one. Emerging technologies, like Artificial Intelligence, Big Data analytics, Cloud Computing, Augmented and Virtual Reality are already creating a stronghold in the education sector. The application of emerging technology trends has led to the transformation of educational models by completely re-imagining the way students approach learning. The preference toward courses that combine conventional, face-to-face learning with technological features of online learning environments is increasing. Augmenting the current education system with smart learning methods using mobile apps, tablets, and laptops is gradually becoming the necessity. While this doesn’t imply that the value of face-to-face instructional components is going to diminish anytime soon, the demand for courses that have incorporated online components is giving rise to blended learning environments. These make learning interactive and easily accessible for the students. They no longer have to be contained within the confines of classroom to have an engaging learning experience. The rise of virtual online courses has led to the incorporation of flexibility in the course schedule.

Flexible courses that facilitate learning on demand are gradually becoming a reality. This provides students with the freedom to choose the duration of the course that best suits their preferences instead of a rigid start-and-end date with fixed timing. The use of Artificial Intelligence algorithms in the field of education has the potential to empower students and result in the personalization of a curriculum to meet a student’s individual needs. By comprehensively analyzing a student’s

learning patterns and historical study behaviour, learning analytics can be applied to the data collected.

The creation of education-based mobile apps that harness the power of AI to determine student engagement and learning output is already underway. In August 2019, Google announced the release of the revamped version of its AI-based learning app, Socratic, which allows students to ask questions in the form of voice or picture input. The app then harnesses algorithms to search for relevant answers on the web, helping students to grasp underlying concepts. It also allows the students to effectively break down their lessons into smaller bite-sized fragments for micro-learning.

Google's entry into the e-Learning space is just the beginning of the transformation that the industry is to witness in the coming days. AI-based applications could potentially be able to track student's progress, issue warnings to the teacher if a student is lagging behind, get automated reminders about project submission deadlines and come up with a personalized learning plan according to individual student data. The use of AI in the field of education has the potential to empower students and result in the personalization of a curriculum to meet a student's individual needs. By comprehensively analyzing a student's learning patterns and historical study behaviour, learning analytics can be applied to the data collected.

The creation of education-based mobile apps that harness the power of AI to determine student engagement and learning output is already underway and has been emphasized in the National Education Policy 2020.

With the use of technologies like Virtual Reality and Augmented Reality, students are presented with a visually stimulating environment that makes learning a more immersive experience for the students. VR/AR has widespread application in early learning stages as well as advanced learning. Google is making swift progress in this arena as well; Google expeditions take the students on virtual field trips using AR/VR and mixed reality

without them ever having to leave the classroom. Teachers can guide students through collections of 360-degree scenes and 3D objects, making classrooms truly places without boundaries. The technology can also be harnessed by advanced learning, like in the field of medicine. Surgeons and medical professionals in training can visualize the components of the human body by using VR/AR, resulting in an immersive and hands-on learning experience.

Gamification is yet another method that is highly successful in creating immersive learning environments. It makes studying fun and engaging. The application of this technology isn't just limited to course-based learning; it also has the potential to be utilized in employee' training programs. The use of interactive applications and devices can lead to the development of smart learning environments. The Internet of Things (IoT) based solution focuses on the use of smart devices for skill enhancement and personalized learning. The use of mobile strategies to drive engagement and facilitate learning at any time and from anywhere is an important component of smart learning environments. The use of IoT in education makes learning more accessible while increasing the efficiency of teaching methodologies. The use of mobile apps, laptops, and tablets is already becoming a part of a student's everyday life, which is so far mostly an urban phenomenon. In the future, the use of connected devices, such as smart watches and e-Readers, has the ability to transform learning as we know it. Instead of being inhibited by time and space, the transfer of knowledge could shift from the domain of classroom to the fingertips of the students, improving accessibility by manifolds. The amalgamation of technology and education is surely a leap onwards to the right direction. ★







## DIGITAL EDUCATION AND NEP 2020



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**N**ational Education Policy 2020 is the first education policy of the 21st century and aims to address many growing developmental imperatives. NEP 2020 emphasizes the development of the creative potential of each individual. The NEP 2020 must provide all students, irrespective of their residence, with a quality education system. Education is the right platform to achieve economic and social mobility, inclusion, and equality. Initiatives must be put in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

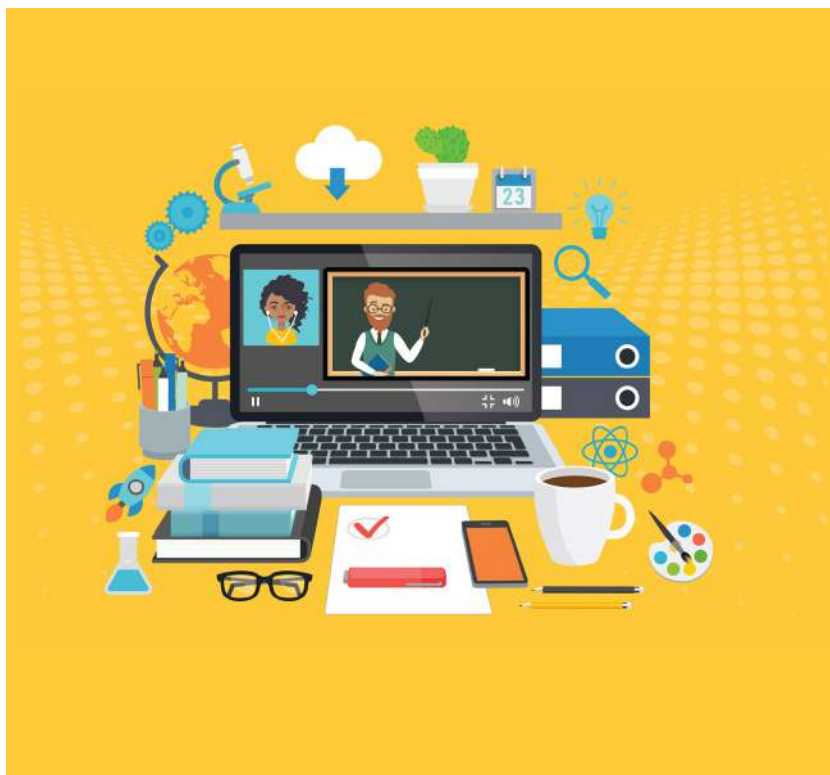
### Digital Technology and Education

Digital Education has the potential to transform the nation into a digitally empowered society and knowledge economy. Both educational and technology play a vital role in improving educational processes and outcomes. The thrust of technological interventions will be to improve teaching-learning

and evaluation processes, teacher training, professional development, enhanced educational access, streamlining educational planning, management, and administration, including processes related to admissions, attendance, assessments, and many others. It is vital that the use of technology for online/digital education adequately addresses concerns of equity.

Technology-enabled classrooms foster teaching and learning opportunities by integrating learning technology, such as computers, specialized software, assistive technology, networking, and audio-visual capabilities are said to have met with great success.

Unlike traditional classrooms, digital classrooms as a medium for providing education prove quite useful and visually attractive. While attracting the audio-visual senses of students, digital classrooms appear to have garnered popularity among learners.



- **Digital Libraries:** With good internet connection, learners can access a plethora of e-books and e-libraries. For this purpose, INFLIPNET and National Digital library offer accessibility to almost all the libraries in Indian universities.

- **Educational Games:** They provide edutainment and a fun learning experience to the learner. They also help learners to solve complex problems and help enhance their critical thinking capabilities.

- **Classroom Management Software:** This kind of software offers teachers an excellent platform to teach, interact and follow-up with each learner. It enables teachers to maintain e-portfolios and e-dairies of each learner. It bolsters the communication process between parents,

students, and teachers too.

## Digital Infrastructure

Besides, the recorded lectures to help learners who study remotely, digital infrastructure also ensures cost-effectiveness. Incorporating digital infrastructure in the traditional classrooms can thus greatly expand learners' knowledge while keeping expenses at a minimum level.

Enabling access and effective use by providing a flexible digital education infrastructure will prepare the students to face the future with the required skill sets. It includes good internet facilities in and out of school, portable and accessible devices, and quality digital learning content. This requires a thorough understanding of the goals and desired outcomes that support engaging and empowering learning experiences. When based on learning goals, technology infrastructure decisions become clear.

The following are various essential modes in which digital technology has transformed the delivery of educational content:

- **Assessment Software:** The teacher can assign works, assignments and projects with the help of this software. The teacher can use it for both automatic and manual assessment and feedback. The learners can do and submit individual, and group works. There are possibilities for peer assessment—all of this possible now via the internet.

- **Cloud-based Software:** It offers an excellent platform for digital learning. It provides easy access to information, usage, and collaboration. There is no need for a specific device to access the materials since it can be opened and used in a web browser. Furthermore, there is no need for external storage devices since several platforms offer free cloud-based storage services.

## Digital Learning Disrupting the Pedagogical Process:

The world has been witnessing dramatic changes, and the education industry is no stranger to this. New forms of online education are now bolstering

traditional education. Various online platforms provide a valid certificate from well-known agencies or institutions. It ensures that students can gain new knowledge and certifications. Considering the steady rise in traditional education costs, students find online courses to be more cost-effective and flexible.

### Advantages of Digital Education:

- Digital education is one of the most effective ways of learning in this digital era and creates a positive learning attitude.
- Learners can learn anywhere, anytime and n-number of times.
- Learning can adapt to our technological society.
- Online education is relatively cheaper and cost-effective.
- It has a flexible schedule and can be accessed at learners' convenience.
- It creates a positive environmental impact among the students.

### Challenges faced by Digital Education & Feasible Solutions:

- **Limited Social Interaction:** In the classroom, children will learn the subject; overall, development occurs as it is not possible in virtual learning. The classroom influences the overall personality development of students. However, social interaction is limited to digital learning.

**Solution:** The traditional classroom pedagogy must be molded according to the latest technological interventions, and teachers and learners alike must come up with creative means to ensure maximum interaction during online classes.

- **Lack of Structure:** Even in the 21st century, some people do not have internet facilities. So, digital learning deepens the inequality between rich and poor.

**Solution:** The Government of India has launched the BharatNet Project under which 5,000 village panchayats will be provided with satellite broadband by March 2021.

- **Lack of digital literature among parents:** All parents are not technologically educated to support their children in digital learning.

**Solution:** Parents must be initiated to using digital technology during parent-teacher meetings. Parents must actively follow updates related to their child's education.

- **Health issues:** Continuous usage of digital gadgets will affect the health of the learner.

**Solution:** Technology must be developed to minimize the harmful effects to health.

- **Technical training for teachers:** To be effective online educators, the teachers need proper training. A good teacher in a traditional classroom may not automatically be a good teacher in an online classroom. Short-time online courses are available for teachers to equip themselves for this current scenario.

**Solution:** More and more teachers' training programmes must be organised for acquainting the teachers with the latest educational technological developments.

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## ROLE OF SOCIAL MEDIA IN PROPAGATING HIGHER EDUCATION THROUGH DIGITAL MODE



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**C**urrently, not a day passes without receiving a WhatsApp, Facebook, Telegram, Instagram message or a “Zoom” or “Google Meet” invite. Gone are the days when people frequented post offices to make phone calls or expected the postman to deliver letters from their loved ones staying far away. With the advent of technology, we live in a world where immediate update of information is available at our fingertips; we can literally swipe our phone screen to send and receive instant messages. We can say that internet and social media have become an integral part of our lives.

Education is no stranger to technology upgradation. To catch up with the mainstream social media adoption and to keep pace with the changing and challenging times, educationists throughout the world are venturing into the previously uncharted territory of integrating social media applications for teaching-learning activities.

Although easier said than implemented, integrating social media into pedagogical domain has lots of surprises and challenges. Due to the sheer number of applications available with myriad features, identifying the right application/platform for using social media for effective teaching-learning activities is a daunting task. It is akin to finding the needle in the haystack.

Here, I would like to take a pragmatic approach which will help anyone with the intent to integrate social media into education. However, before we begin, we must ascertain what we intend to do. Knowing about “what a particular social media application can do” is the crucial first step. Awareness can be obtained by various means; reading about the application on websites, blogs, WordPress articles, discussion forums, asking friends, etc.



A note of caution, we need to separate the wheat from the chaff. There are certain people who are professional social media influencers. In many instances, they are also paid promoters. They unduly overstate the benefits and understate the risks. Rather than reading and accepting all that is reported blindly, we need to proceed with utmost caution and thorough research, as we are dealing with students who are vulnerable to distractions and highly impressionable. So, we, the teachers need to be extra careful in promoting a certain website or application without fully knowing about the risks associated with privacy and security policies, inherent limitations, availability and applicability for the task at hand.

Social media applications can be used as learning tools, delivery platforms, networking tools, and as collaboration tools. Let us take a look at Snapchat as a learning tool: Snapchat is an image and video instant messaging application. It can be used for incorporating the pedagogical concept of connectivism. Science subjects which require laboratory experimentation can use this application very effectively: A sequence of videos or images in a random order can be shared with students and they may be asked to arrange them in the correct order for performing an experiment. This can help in explaining laboratory techniques in a simple and engaging way. It is also quite easy to answer a question through Snapchat Q&A, which is very much like paying personalized attention to the student. This increases the interactivity and also engagement among the students. Moreover, receiving a personalized response from the teacher improves the student's perceived notion about the course and the instructor. This also helps the students to open up and contribute to more interactions (discussion/questions). It is described that Snapchat's messaging function is intended as "conversational (active)," rather than "transactional (passive)".

Telegram and WhatsApp are two major messaging/discussion forum applications. Both can be used to share information, documents, presentations, texts, videos, etc. Using Telegram we can



share class notes, video lectures, YouTube links, survey links, journal articles etc. Although Telegram and WhatsApp are very similar applications, WhatsApp stores all the media in the mobile phone storage, whereas Telegram stores them in the cloud. Thus, using Telegram we can share huge video files with the students without worrying about the mobile storage. Both the apps offer web-based connectivity to be used in a laptop, and can be used for pinning important announcement in the discussion forum. If students have any queries, they can either type the question or if it is related to some images/diagrams, charts, graphs etc. they can either take a screenshot or take a picture and share it in the discussion for answers. Both these discussion forum applications encourage peer-learning.

Facebook is another giant among social media applications that can be explored to create groups with limited access and to share endless information. Also, Instagram, Pinterest, Reddit (AMA-ask me anything), chemistry/physics/mathstack exchange, Quora, etc. are some of the social media spaces where teachers can post interesting and thought provoking questions as an anonymous person and get unique and creative perspectives from other anonymous people. This feature which protects the individual identity helps people to

open up and share their views and opinions freely. In an online world people jokingly say, if you need the expert answer for any question, go to the best website and post an absurd answer. Although you may be ridiculed, there are every chance that the best answer you are looking for the question will be answered by the expert. This feature can be used effectively to elicitate answers and queries from students who are not able to do so in the online classroom due to fear of being ridiculed.

Further, YouTube is a great place for sharing videos. Videos can be shared in public, unlisted and private mode. There are lots of advantages using the in-built private mode on YouTube for sharing videos. It enables teachers to share their video lectures privately with only the students who are registered for their class. When the private-mode is enabled, no one can either search your videos or watch your videos; even if the students share the link with others, they cannot watch the video until the teacher includes their e-mail address in the private-share list. This gives an extra layer of intellectual protection for the teachers.

Google Docs, Slides, Sheets, G-Drive, Google Forms, etc. are some of the collaborative tools one can use. Depending on the plan (individual vs enterprise) various collaborative features are available. Google classroom is an all-inclusive one stop solution for many teaching-learning activities. For academic networking and collaboration, we have various social media platforms like: Academia.edu, ResearchGate, Google Scholar, GitHub, orcid, TED-Ed, SlideShare, LinkedIn, Mendeley (reference manager), Read Cube, Survey Monkey, Tumblr, etc. Some of the challenges teachers face in implementing the application include imposing age restrictions (if any/required), controlling the language (both the medium and manner in which discussions are carried out) or the net etiquette, internet connectivity, avoiding political and religious discussions, sharing nsfw (not safe/suitable for work) posts, maintaining anonymity, controlling the bullying/trolling, misdemeanor by the participants. However, teachers are people who cross all hurdles to ensure their students' welfare, and with practice and proper regulation, will have the power to mold technology to provide education to their students beyond all bounds.



## सी.ई.सी. का टी.एन.डी.ए.एल.यू. से एम.ओ.यू. करार

शैक्षिक संचार संकाय (सी.ई.सी.) ने 18 नवंबर 2020 को तमिलनाडु डॉ. अम्बेडकर लॉ यूनिवर्सिटी (टी.एन.डी.ए.एल.यू.) के साथ चैनई में समझौता ज्ञापन (एम.ओ.यू.) का करार किया। इस एम.ओ.यू. के करार पर दस्तखत सी.ई.सी. के निदेशक प्रो. जगत भूषण नड्डा और टी.एन.डी.ए.एल.यू. के कुलपति प्रो. तम्मा सूर्यनारायण शास्त्री की मौजूदगी तथा मार्गदर्शन में किए गए।

इस एमओयू का उद्देश्य टी.एन.डी.ए.एल.यू. को सी.ई.सी. द्वारा निर्मित डिजिटल शैक्षिक कंटेंट प्रदान करना और इसे उच्च शिक्षा स्तर पर शिक्षण प्रथाओं में एकीकृत करना है।

समझौता ज्ञापन पर हस्ताक्षर करने के बाद, प्रो. नड्डा ने कहा की: " इस करार के जरिये हम देश में उच्च शिक्षा संस्थानों में अनुकूल डिजिटल शिक्षण वातावरण बनाएंगे तथा डिजिटल शैक्षणिक कंटेंट तक बेहतर पहुंच सुनिश्चित कर पारंपरिक शिक्षाशास्त्र के साथ डिजिटल शिक्षा को एकीकृत करने का लक्ष्य हासिल करेंगे।"

## CEC signs MoU with TNDALU

The Consortium for Educational Communication (CEC) signed a Memorandum of Understanding (MoU) with Tamil Nadu Dr. Ambedkar Law University (TNDALU) on 18<sup>th</sup> November, 2020 at Chennai, Tamil Nadu. The MoU was signed under the esteemed presence and guidance of Prof. Jagat Bhushan Nadda, Director, CEC and Prof. Tamma Suryanarayana Sastry, Vice-Chancellor, TNDALU.

The objective of the MoU was to provide TNDALU with CEC's digital educational content and subsequently integrate it in teaching and learning practices at higher education level.

After signing the MoU, Prof. Nadda remarked that: "The MoU advances the cause of integrating digital education with traditional pedagogy by increasing reach and access to digital educational content by creating conducive digital learning environment in higher education institutions in the country."



सी.ई.सी. के निदेशक प्रो. जगत भूषण नड्डा और टी.एन.डी.ए.एल.यू. के कुलपति प्रो. तम्मा सूर्यनारायण शास्त्री एम.ओ.यू. पर दस्तखत करने के बाद, साथ में अन्य Prof. Jagat Bhushan Nadda, Director, CEC and Prof. Tamma Suryanarayana Sastry, VC, TNDALU after signing MoU, and others



## ई.एम.आर.सी., मदुरै की चयन समिति और 13 वीं बी.ओ.एम. बैठक में निदेशक, सी.ई.सी.

सी.ई.सी. के निदेशक, प्रो. जगत भूषण नड्डा, 16 नवंबर, 2020 को ई.एम.आर.सी., मदुरै में आयोजित चयन समिति और 13 वें बोर्ड ऑफ मैनेजमेंट (बी.ओ.एम.) की बैठकों में शामिल हुए। दोनों बैठकों की अध्यक्षता मदुरै कामराज विश्वविद्यालय के कुलपति प्रो. एम. कृष्णन ने की।

बैठकों की शुरुआत प्रो. कृष्णन के स्वागत भाषण से हुई। बी.ओ.एम. की बैठक में, ई.एम.आर.सी. के सुचारु रूप से कार्य करने हेतु प्रशासनिक और अन्य मुद्दों के बारे में विभिन्न महत्वपूर्ण एजेंडों पर चर्चा की गई।

बी.ओ.एम. बैठक के दौरान, 12 वें बी.ओ.एम. बैठक के मिनटों की पुष्टि की गई, और 16 नवंबर, 2020 को हुई चयन समिति की बैठक के मिनटों को विचारार्थ रखा गया। प्रो. आर. सुधा, निदेशक (i / c), ई.एम.आर.सी., मदुरै बी.ओ.एम. की सदस्य सचिव थीं।

## Director, CEC attends Selection Committee & 13<sup>th</sup> BoM Meetings @ EMRC, Madurai

Prof. Jagat Bhushan Nadda, Director, CEC attended the Selection Committee and 13<sup>th</sup> Board of Management (BoM) meetings held at EMRC, Madurai on 16<sup>th</sup> November, 2020. The meetings were chaired by Prof. M. Krishnan, Vice-Chancellor, Madurai Kamaraj University.

The meetings began with a welcome address by Prof. Krishnan. In the BoM meeting, various important agendas were discussed regarding administrative and other issues for the smooth running of the EMRC.

During the BoM meeting, the minutes of the 12<sup>th</sup> BoM meeting were confirmed, and the minutes of the Selection Committee meeting held on 16<sup>th</sup> November, 2020 was placed forth for consideration. Prof. R. Sudha, Director (i/c), EMRC, Madurai was the member secretary of the BoM.



ई.एम.आर.सी., मदुरै की चयन समिति और 13 वीं बी.ओ.एम. बैठक में प्रो. जगत भूषण नड्डा, निदेशक, सी.ई.सी.

Prof. Jagat Bhushan Nadda, Director, CEC at Selection Committee and 13<sup>th</sup> BoM meetings at EMRC, Madurai





प्रो. सी.डी. अनुराधा, निदेशक, ई.एम.आर.सी., चेन्नई प्रो. जे.बी. नड्डा, निदेशक, सी.ई.सी. का स्वागत करते हुए  
**Prof. C. D. Anuradha, Director, EMRC, Chennai welcomes Prof. Jagat Bhushan Nadda, Director, CEC**

## निदेशक, सी.ई.सी. @ निर्माण समीक्षा बैठक, ई.एम.आर.सी., चेन्नई

प्रो. जगत भूषण नड्डा, निदेशक, सी.ई.सी. 9 अक्टूबर, 2020 को ई.एम.आर.सी., चेन्नई में आयोजित निर्माण समीक्षा बैठक में शामिल हुए। प्रो. सी.डी. अनुराधा, निदेशक, ई.एम.आर.सी., चेन्नई ने उनका स्वागत करते हुए एक पुष्प-गुच्छ भेंट स्वरूप प्रदान किया।

प्रो. अनुराधा ने सभी सदस्यों को कोविड-19 लॉकडाउन अवधि के दौरान स्वयं प्रभा डी.टी.एच. के लिए ई.एम.आर.सी., चेन्नई की नवीनतम कार्यक्रम निर्माण गतिविधियों से अवगत कराया। उसने सभी सदस्यों को यह भी बताया कि स्वयं मूक्स की अनुवाद प्रक्रिया अब पूरी हो चुकी है, तथा सभी की समीक्षा के लिए इसका चित्रपटन भी किया गया।

प्रो. एस. गौरी, कुलपति, मद्रास विश्वविद्यालय और पूर्व निदेशक, ई.एम.आर.सी., चेन्नई एवं श्री के.एस. महाजन, सलाहकार, लेखा और वित्त, सी.ई.सी. भी इस बैठक में शामिल थे।

## Director, CEC attends Production Review Meeting @ EMRC, Chennai

Prof. Jagat Bhushan Nadda, Director, CEC attended the Production Review Meeting held on 9<sup>th</sup> October, 2020 at EMRC, Chennai. He was presented with a bouquet and welcomed by Prof. C.D. Anuradha, Director, EMRC, Chennai.

Prof. Anuradha apprised all members about the latest production activities by EMRC, Chennai for SWAYAM Prabha DTH during the COVID-19 lockdown period. She also informed all members that the translation of the SWAYAM – MOOCS was complete and screened the same for all to review.

Prof. S. Gowri, Vice-Chancellor, Madras University and former Director, EMRC, Chennai and Shri K.S. Mahajan, Consultant, Accounts & Finance, CEC also attended the meeting.



प्रो. जे.बी. नड्डा, निदेशक, सी.ई.सी. ई.एम.आर.सी., चेन्नई में निर्माण समीक्षा बैठक के सदस्यों को संबोधित करते हुए

**Prof. J.B. Nadda, Director, CEC addressing members of the Production Review Meeting at EMRC, Chennai**

## ई.एम.आर.सी., अहमदाबाद ने "राष्ट्रीय शिक्षा नीति (एन.ई.पी.) 2020 और अभिनव शैक्षिक कंटेंट निर्माताओं की भूमिका" पर राष्ट्रीय ई-संगोष्ठी का आयोजन किया

शैक्षिक मीडिया अनुसंधान केंद्र (ई.एम.आर.सी.), गुजरात विश्वविद्यालय, अहमदाबाद ने 21 अक्टूबर, 2020 को उच्च शिक्षा क्षेत्र के सभी हितधारकों को जोड़ते हुए, राष्ट्रीय शिक्षा नीति 2020 पर एक ई-संगोष्ठी का आयोजन किया। इस ई-संगोष्ठी में प्रो. जे.बी. नड्डा, निदेशक, सी.ई.सी., प्रो. हिमांशु पांड्या, कुलपति, गुजरात विश्वविद्यालय, डॉ. जगदीश भावसार, सम-कुलपति, गुजरात विश्वविद्यालय, प्रो. बी.वी.पटेल, निदेशक, ई.एम.आर.सी., अहमदाबाद, एवं प्रख्यात वक्ता प्रो. नीरजा अरुण गुप्ता, प्रिंसिपल, भारतीय विद्या भवन पी.जी. कॉलेज ऑफ आर्ट्स एंड कॉमर्स और डॉ. जयेंद्रसिंह जाधव, फैकल्टी, गुजरात कॉमर्स कॉलेज, अहमदाबाद उपस्थित थे।

भारत के 21 ई.एम.आर.सी. के प्रमुख, प्रो. नड्डा ने एन.ई.पी. 2020 के कार्यान्वयन में डिजिटल शैक्षिक सामग्री प्रदाताओं द्वारा निभाई गई महत्वपूर्ण भूमिका के बारे में बात की। उन्होंने विस्तार से बताया कि किस प्रकार एन.ई.पी. 2020 ज्ञान और रचनात्मक मेधा की लुप्त राष्ट्रीय समृद्धि को पुनः प्राप्त करने में मदद करेगा। केंद्रीय स्तर पर राष्ट्रीय शिक्षा नीति कार्यान्वयन के सदस्यों में से एक होने के नाते, प्रो. नड्डा ने यह भी बताया कि कैसे एन.ई.पी. 2020 और अकादमिक बैंक ऑफ क्रेडिट (ए.बी.सी.) प्रणाली के कार्यान्वयन को भारत के उच्च शिक्षा आयोग और राष्ट्रीय शिक्षा तकनीकी मंच की स्थापना के जरिये बनाए रखा जाएगा।

माननीय कुलपति, गुजरात विश्वविद्यालय ने इस बात पर जोर देते हुए कहा कि शिक्षा न केवल डिग्री और प्रमाण पत्र प्राप्त करने के बारे में है, बल्कि इसके साथ-साथ उपयुक्त कौशल-सेटों का अधिग्रहण भी महत्वपूर्ण है, जैसा कि एन.ई.पी. 2020 में कहा गया है। प्रो. गुप्ता ने भारतीय संस्कृति और एन.ई.पी. 2020 में मल्टीमीडिया की भूमिका के बारे में बात की और मल्टीमीडिया प्लेटफॉर्म के माध्यम से भारत के सांस्कृतिक प्रसार पर चर्चा की, जिसे एन.ई.पी. 2020 में भी प्रकाशित किया गया है। ये शैक्षिक डिजिटल मंच एक ऐसी स्वदेशी शिक्षा संस्कृति बनाने में महत्वपूर्ण भूमिका निभाएंगे, जो कि भारत जैसे देशों की एक अनिवार्य आवश्यकता है, जिसके मूल में विविधता है।

ई-संगोष्ठी के द्वितीय वक्ता, डॉ. जाधव, जो गुजरात में राज्य कार्यान्वयन टास्क फोर्स के सदस्यों में से एक हैं, ने ऑनलाइन डिस्टेंस लर्निंग (ओ.डी.एल.) कार्यक्रम और ऑनलाइन कार्यक्रमों की शुरुआत के बारे में बात की, जिसे अब एन.ई.पी. 2020 के तहत विश्वविद्यालयों द्वारा पेश किया जा सकता है। इस ई-संगोष्ठी में विभिन्न उच्च शिक्षा संस्थानों के शिक्षाविदों, डीन, प्रिंसिपलों, शिक्षकों, प्रतिनिधियों और अनुसंधान विद्वानों के साथ-साथ सी.ई.सी., नई दिल्ली और 21 ई.एम.आर.सी. के स्टाफ सदस्य भी शामिल थे।

इस ई-संगोष्ठी का गुजरात विश्वविद्यालय के यूट्यूब चैनल और फेसबुक पेज पर लाइव प्रसारण किया गया था, जिसके लिंक नीचे दिए गए हैं:

<https://www.facebook.com/watch/?v=1312953175706772>

National Education Policy 2020 & Role of Innovative Educational Content Creators

प्रो. जे.बी. नड्डा, निदेशक, सी.ई.सी., अहमदाबाद द्वारा आयोजित ई-संगोष्ठी के प्रतिभागियों को सम्बोधित करते हुए

Prof. J.B. Nadda, Director, CEC addressing all participants of the webinar organised by EMRC, Ahmedabad

## EMRC, Ahmedabad organises National Webinar on “National Education Policy (NEP) 2020 & Role of Innovative Educational Content Creators”

The Educational Multimedia Research Centre (EMRC), Gujarat University, Ahmedabad, organised a webinar on National Education Policy 2020 on 21<sup>st</sup> October, 2020 connecting all the stakeholders of higher education field. The webinar was attended by Prof. J.B. Nadda, Director, CEC, Prof. Himanshu Pandya, Vice-Chancellor, Gujarat University, Dr. Jagdish Bhavsar, Pro Vice-Chancellor, Prof. B.V.Patel, Director EMRC, Ahmedabad and the two eminent speakers Prof. Neeraja Arun Gupta, Principal, Bhartiya Vidya Bhavan P.G.College of Arts and Commerce, and Dr. Jayendrasinh Jadav, Faculty, Gujarat Commerce College, Ahmedabad.

Prof. Nadda, who heads 21 EMRC's all across India, spoke about the vital role played by digital educational content providers in the implementation of NEP 2020. He elaborated upon how the NEP 2020 shall help recover the lost national richness of knowledge and creative intellect. Being one of the members of National Education Policy implementation at the central level, Prof. Nadda also talked about how implementation of NEP 2020 and Academic Bank of Credit (ABC) system would be maintained through establishment of Higher Education Commission of India and National Education Technical Forum.

The Hon'ble Vice-Chancellor, Gujarat University emphasised that education was not merely about getting degrees and certificates but acquisition of apt skill-sets is also important as emphasised in NEP 2020. Prof. Gupta spoke about the Role of Multimedia in Indian Culture & NEP 2020, and discussed the India cultural percolation through multimedia platforms as being highlighted in NEP 2020. These educational digital platforms would play a vital role in creating an indigenous education culture which is an essential requirement of countries like India, which has diverse ethnicities at its core.

The second speaker of the webinar, Dr. Jadav, who is also one of the members of State Implementation Task Force at Gujarat, spoke about the introduction of Online Distance Learning (ODL) programme and online programmes which can now be introduced by the universities under the NEP 2020. The webinar was also attended by academicians, deans, principals, teachers, delegates and research scholars from various higher education institutions, as well as, staff members of CEC, New Delhi and 21 EMRC's spread all over India.

The webinar was live broadcast on Gujarat University's YouTube channel and Facebook page. The links for the same are as below:

<https://www.facebook.com/watch/?v=1312953175706772>

*National Education Policy 2020 & Role of Innovative Educational Content Creators*





## ई.एम.आर.सी., कालीकट ने राज्य में सर्वश्रेष्ठ ई-लर्निंग प्लेटफॉर्म के रूप में द्वितीय पुरस्कार जीता

शैक्षिक मीडिया अनुसंधान केंद्र (ई.एम.आर.सी.), कालीकट विश्वविद्यालय ने राज्य में सर्वश्रेष्ठ ई-लर्निंग प्लेटफॉर्म के रूप में द्वितीय पुरस्कार प्राप्त किया है। यह दूसरी बार है जब ई.एम.आर.सी., कालीकट को केरल राज्य सरकार की ओर से ई-लर्निंग पुरस्कार प्राप्त हुआ है। यह पुरस्कार केरल राज्य आई.टी. मिशन के उन ई-गवर्नेंस अवार्ड्स का हिस्सा है जिसका उद्देश्य उच्च शिक्षा संस्थानों में आई.सी.टी. के क्षेत्र में अभिनव विचारों और पहलों को बढ़ावा देना है।

डी. दामोदर प्रसाद, निदेशक, ई.एम.आर.सी., कालीकट के नेतृत्व में उनकी टीम ने दिसंबर, 2019 में आयोजित जूरी की बैठक में ई.एम.आर.सी. के कार्यकलापों की जानकारी प्रस्तुत की थी। जूरी की बैठक की अध्यक्षता श्रीमती अरुणा सुंदरराजन आई.ए.एस., पूर्व दूरसंचार सचिव, भारत सरकार ने की थी। जूरी ने पुरस्कार देने की प्रक्रिया के भाग के रूप में ई.एम.आर.सी., कालीकट द्वारा स्वयं के लिए विकसित मूक्स, उच्च शिक्षा वेब पोर्टल और विश्वविद्यालय के लिए वेबकास्ट का मूल्यांकन किया।

प्रो. जे.बी. नड्डा, निदेशक, सी.ई.सी., और प्रो. एम.के. जयराज, कुलपति और अध्यक्ष, बी.ओ.एम., कालीकट विश्वविद्यालय ने राज्य द्वारा प्रतिष्ठित पुरस्कार प्राप्त करने पर श्री. दामोदर प्रसाद के नेतृत्व में ई.एम.आर.सी. टीम द्वारा किये गए प्रयासों की सराहना की। इसके साथ ही उन्होंने ई.एम.आर.सी., कालीकट को भविष्य के प्रयासों के लिए शुभकामनाएं दीं।

## EMRC, Calicut wins 2nd Prize as the Best e-Learning Platform in the State

The Educational Media Research Centre (EMRC), University of Calicut won the 2nd prize for the best e-learning platform in the state. This is the second time the EMRC is receiving the e-learning award from the Kerala State Government. The award is part of the e-Governance Awards aimed at promoting innovative ideas and initiatives in the field of ICT at higher education institutions by the Kerala State IT Mission.

The team led by D. Damodar Prasad, Director, EMRC, Calicut presented the activities of the centre at the Jury meeting held in the month of December, 2019. The Jury was chaired by Smt. Aruna Sundararajan IAS, former Telecom Secretary, Government of India. The Jury evaluated the MOOCs developed by EMRC, Calicut for SWAYAM, the EMRC's higher education web portal and webcast for university as part of the award process.

Prof. J.B. Nadda, Director, CEC, and Prof. M.K. Jayaraj, Vice-Chancellor and Chairman, BoM, and appreciated the collective efforts of the EMRC team led by Shri Damodar Prasad for receiving the prestigious State accolades and wished them well for their future endeavours.



ई.एम.आर.सी., कालीकट ने लगातार दूसरी बार राज्य में सर्वश्रेष्ठ ई-लर्निंग प्लेटफॉर्म के रूप में पुरस्कार जीता

**EMRC, Calicut bags prize as the Best e-Learning Platform in the State for the 2nd time in a row**





**Resource Person:**  
Ms. Nupur Chawla

**Affiliation:**

Department of English,  
Maitreyi College, Delhi University.

## Indian English Literature: Phases of Evolution before Independence

**About the Expert:**

Nupur Chawla, works as Assistant Professor in Department of English, Maitreyi College, Delhi University. Her research focuses on literary representations of conflict in Nagaland and their contention against coercive forces, stereotypes and misconceptions surrounding the region. She has authored resource material on Twentieth century American poetry, for students of English Literature, at Indira Gandhi National Open University (IGNOU), Delhi. She teaches World Literatures, Indian Writing in English, Literature of Diaspora and Literature and Cinema. She completed her B.A. Eng. Hons. and M.A. (Eng) from Delhi University, and M.Phil from Jamia Millia islamia, Delhi.

**Excerpt of the Lecture:**

The advent of Indian English literature is closely entwined with conditions that contributed to the making of India as we know it today. Studying this literature acquaints us with questions and ideas that defined Indian experience at different points in history. The lecture focuses on the time span upto 1947, the year of Indian independence. For the ease of analysis, we identify two phases of the evolution of IEL before independence. The first phase roughly spans the years 1830-1900. Developments in the early nineteenth century prepared ground for Indian writing in English to come into being. It was a time of immense intellectual and creative impulse, when concerns of social reform and modern education became important. Various writers and poets responded to the times in their work. Orthodoxy and tradition were questioned as these writers asserted the value of freedom, modernity and rationalistic humanism. The lecture also discusses landmark socio-political developments at the time which contributed to this fervour. The second phase of development of IEL spans 1900-1945. This was a time when the Indian National movement shaped people's sensibilities that found expression in literature. Ideals of justice, equality and freedom defined character of the time.

**Learning Objectives:**

- Understanding the term 'Indian English Literature' and differentiating it from the other two categories-- Indian Literature and Indian Literature in Translation.
- Recognizing historical conditions which contributed to the advent and development of Indian English Literature.
- Tracing changes in themes and forms of expression in the two phases of development of this body of writing before Independence.
- Exploring particular writers and poets who wrote at the time and the kind of ideas that predominated their writings.
- Placing in context the landmark events which decisively impacted introduction of English education and creative expression in the language.



# TWEETS ON DIGITAL EDUCATION







# TWEETS ON DIGITAL EDUCATION



**Dr. Ramesh Pokhriyal Nishank** @DrRPNishank · 19h

Thank you Dr. Sonia B Nagarale, assistant professor of Law at Savitribai Phule Pune University for giving an overview of the policy at the webinar.




**WEBINAR**

Nagaland: MVCC conducts webinar on NEP 2020  
Internal Quality Assurance Cell (IQAC) of the Mountain View Christian College (MVCC), Nerhe Pheza, Kohima, conducted  
eastermimrornagaland.com

**Dr. Ramesh Pokhriyal Nishank** @DrRPNishank · 14h

Calling all PhD students and MA students, to apply for the @UniLuzern's Ethics in a Global Context Course (@UNESCO) & contribute in searching for solutions to global issues like #ClimateChange, #Poverty etc.  
Details: [bit.ly/LSU-UNESCO](http://bit.ly/LSU-UNESCO)  
Applications to be submitted by 30 Nov



**Ministry of Education**  
Government of India


**Lucerne Summer University**  
Ethics in a Global Context LSUE under UNESCO's patronage aims to build a Global Network for Sustainable Responsibility

**Who can apply?**  
PhD students and MA students  
Note: The application process is open until 30.11.2020  
For more info, visit - <http://bit.ly/LSUE-Global-Ethics>

**Ministry of Education** @EduMinOfIndia · Oct 31

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Providing access to web-based plagiarism detection softwares to Institutions

**Ministry of Education** @EduMinOfIndia · Nov 2

#IITJodhpur has developed transistors with biodegradable gelatin that can be used as a real-time breath analyser. A breakthrough in 'Green Electronics', the transistor can be a vital low-cost monitor for essential health parameters of an individual.



**Ministry of Education**  
Government of India

**IIT JODHPUR**  
has developed transistors with biodegradable gelatin as electrical insulator

**Ministry of Education** @EduMinOfIndia · Oct 30

Under the #NewIndia Challenge 2020, 2 ideas submitted by Business Incubator unit of @nitsriofficial have been approved by Project Monitoring and Advisory Committee headed by Development Commissioner @minmsme.



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**MEME**  
Ministry of Education, Government of India

2 ideas submitted by NIT Srinagar in the New India Challenge 2020 have been approved by PMAC

**Ministry of Education** @EduMinOfIndia · Nov 1

Happy to share that now over 140 universities have approved the credit transfer facility on @SWAYAMMHRD during #COVID-19!

This new addition will provide college students to choose from hundreds of courses available on the #SWAYAM Portal, enhancing their learning experience.



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**TO LEARN IS TO GROW!**

140+ institutes approved credit transfer on SWAYAM



## CEC's Bouquet of 11 DTH Channels on SWAYAM Prabha

CEC is the National Coordinator for Non-Technology UG and PG Programmes for 11 SWAYAM Prabha – MHRD's DTH bouquet of educational channels that telecast high quality educational programmes 24x7. Each channel has fresh educational content for 8 hours to be telecast 3 times a day. The channels are free-to-air and can be viewed on DD Free Dish and DishTV. CEC's exclusive 24x7 CEC-UGC Higher Education channel – Vyas transmission is available on CEC's website: <http://cec.nic.in> and on <http://webcast.gov.in> web portal of the Government of India.

Each programme offers a comprehensive understanding of the fundamentals of the subjects enabling the students to choose a convenient time and ensure recapitulation. Curriculum based programmes meet the needs of lifelong learners.

### Channel Name – वागीश | Vageesh

Channel Scope – Language & Literature  
Channel No. – CEC-UGC - 01

Subjects: Hindi Literature, Hindi Language, English Language, English Literature, Sanskrit, Urdu, Foreign Language Courses: German, Japanese, Chinese, Spanish, French, Russian, Linguistics

### Channel Name – संस्कृति | Sanskriti

Channel Scope – History, Culture & Philosophy  
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Subjects: History, Philosophy, Performing Arts, Rabindra Sangeet, Hindustani Classical Music, Karnataki Sangeet, Fine Arts, Manuscriptology, Painting Applied Art Sculpture, Theatre Arts, Film Studies, Painting Applied Multimedia, Vocational Studies, Buddhist Studies, Comparative Studies of Religion, Jyotish Ganit, Visual Arts, Indian Culture

### Channel Name – प्रबोध | Prabodh

Channel Scope – Social & Behavioral Sciences  
Channel No. – CEC-UGC - 03

Subjects: Sociology, Anthropology, Social Work Administration, Social Work, Political Science, Public Administration, Psychology, Population Studies, Women Studies

### Channel Name – सारस्वत | Saaraswat

Channel Scope – Education and Home Science  
Channel No. – CEC-UGC - 04

Subjects: B.A. Education, B. Ed., B. Ed. English, Special Education for Visually Impaired, Elementary Education, Environmental Science, Home Science, Adult Education, Physical Education, Sports & Health Education

### Channel Name – प्रबंधन | Prabandhan

Channel Scope – Information, Communication and Management Studies  
Channel No. – CEC-UGC - 05

Subjects: Business Management, Human Resources Management, Management & Marketing of Insurance, Marketing Management & Retail Business, Bachelor of Business Studies, Office Administration & Secretarial Practice, Tourism, Hindi Journalism, Communication & Journalism, Multimedia Communication, Vocational Studies – Mass Communication, Video Production, Advertising, Library Information Science Management



**Channel Name – विधिक | Vidhik**Channel Scope – Law and Legal Studies  
Channel No. – CEC-UGC - 06

Subjects: LLB, Criminology, Forensic Science, Human Rights &amp; Duties

**Channel Name – कौटिल्य | Kautilya**Channel Scope – Economics and Commerce  
Channel No. – CEC-UGC - 07

Subjects: Economics, Business Economics, Commerce, Financial Accounting

**Channel Name – आर्यभट्ट | Aryabhata**Channel Scope – Physical and Earth Sciences  
Channel No. – CEC-UGC - 08

Subjects: Mathematics, Statistics, Physics, Geography, Geology, Chemistry

**Channel Name – स्पंदन | Spandan**Channel Scope – Life Sciences  
Channel No. – CEC-UGC - 09

Subjects: Botany, Zoology, Life Sciences, Microbiology, Bio-Medical Sciences, Bio-Chemistry, Bio-Informatics

**Channel Name – दक्ष | Daksh**Channel Scope – Applied Sciences  
Channel No. – CEC-UGC - 10

Subjects: Applied Life Science - Sericulture, Applied Physical Sciences - Electronics, Industrial Chemistry, Computer Science, Computer and Networking, Cyber Security/Information Security, Environmental Science, Analytical Chemistry/Instrumentation, Pharmacy, Agriculture, Architecture, Biophysics, Food &amp; Nutrition, Food Technology, Polymer Science

**Channel Name - व्यास | Uyas**  
**Channel No. - CEC-UGC - 33**• **Art/Culture/Literature/Language****Band - I**

English Language, Linguistics, Hindi &amp; other Languages, English Literature, Literature of other Languages, Culture, Architecture, Plastic Arts &amp; Sculpture, Drawing &amp; Decorating Arts, Painting &amp; Fine Arts, Music, Recreational &amp; Performing Arts, Public Performance, Film Appreciation, Dance &amp; Drama, Religion, Customs, Folklore

• **Social Science****Band - II**

History, Geography, Biography, Genealogy, Insignia (Awards), Archaeology, Museology, Manuscripts &amp; Rare Books, Philosophy, Psychology, Religion, Social Sciences/ Sociology, Anthropology, Political Science, Economics, Public Administration

• **Management and Other Professional Courses****Band - III**

Management, Marketing, Commerce, Communications, Telecommunication, Tourism, Advertising &amp; Public Relations, New Media Journalism, Publishing, Photography &amp; Photographs, Graphic Arts, Printmaking &amp; Prints, Library &amp; Information Science, Education, Sports/Physical Education, Women Education, Law, Environment Studies/Management, Home Economics &amp; Family Living

• **Natural and Applied Science****Band - IV**

Forensic Science &amp; Criminology, Mathematics, Astronomy &amp; Allied Sciences, Physics, Chemistry, Earth Science, Geology, Hydrology, Meteorology, Paleontology/Fossils, Life Science, Biology/Ecology, Genetics/Biotechnology, Microbiology, Botany, Zoology, Medical Science, Health &amp; Nutrition, Diseases, Engineering, Electrical/Mechanical Engineering, Mining &amp; Related Operations, Military &amp; Nautical Engineering, Civil Engineering, Manufacturing Technology, Agriculture, Horticulture, Animal Husbandry/Veterinary Sciences, Sericulture, Aquaculture, Chemical Engineering/Biotechnology, Manufacturing for Specific Uses, Computer Sciences

# #Birthdays@December2020

SAGITTARIUS



DEC  
02



Prof. J.B. Nadda  
Director, CEC



Optimistic, idealist, adventurous, philosophical. Saggittarius is interested in what is possible and what is on the horizon, rather than what has already been done.

DEC  
02



Hemlata  
Data Entry Operator

DEC  
05



Prem Chander  
Graphic Designer



**CEC wishes you all a very  
Happy Birthday!!**



# #Birthdays@December2020

## SAGITTARIUS

DEC  
15



Mangesh Lede  
Engineer

DEC  
19



Disha Avtar  
Academic Coordinator



Capricorns manage their behaviour and personality through rules and regulations but of course... set by themselves!!!



## CAPRICORN

DEC  
22



Sachin  
L.D.C

DEC  
31



Guruvansh Singh  
Private Secretary



CEC wishes you all a very  
Happy Birthday!!



# CEC's Digital Education Offerings on Social Media

"SOCIAL MEDIA" - The Key to Community Building Outside the Classroom !!

Studies show - Social Media enhances learning, participation, content dissemination and pedagogy.

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