



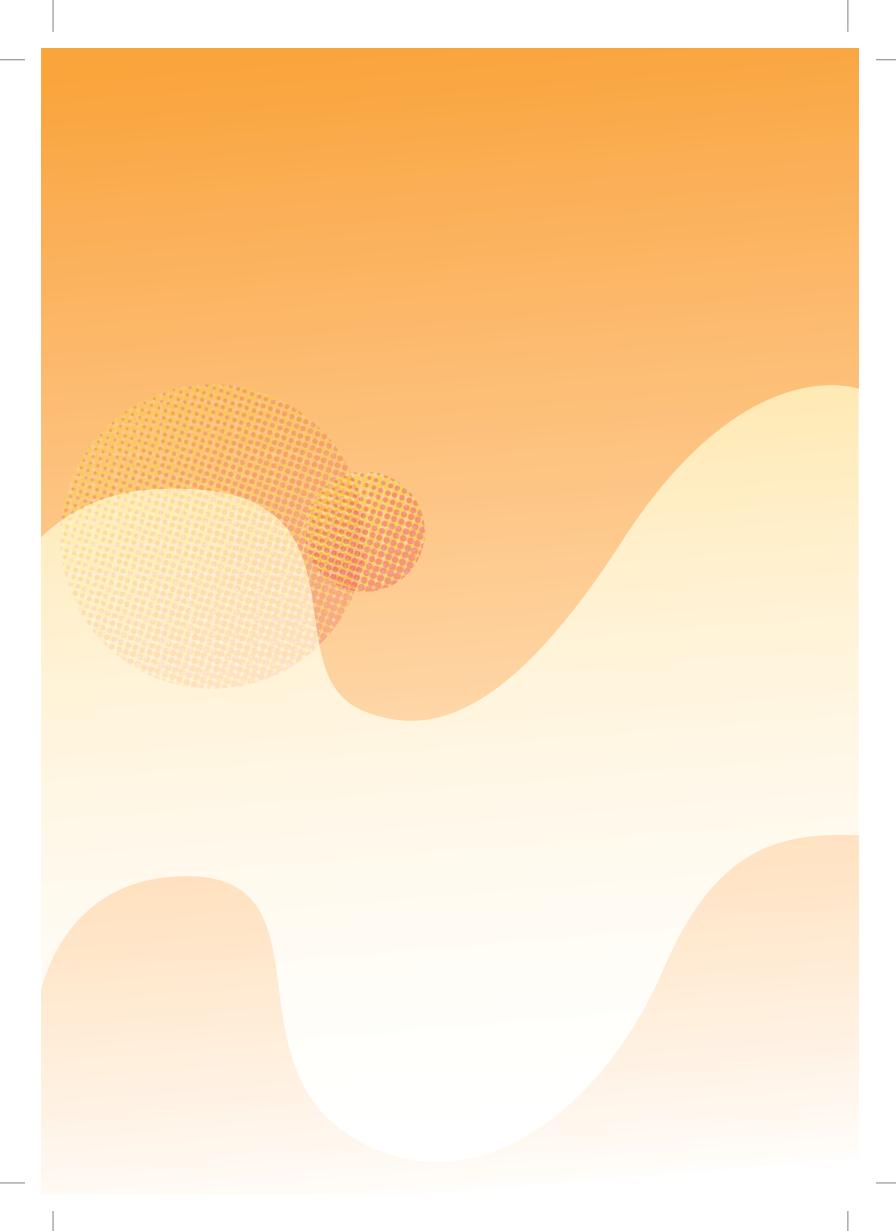
Capacity Building Training Programme

on

Developing Future-Ready Vocational Educators

15-17 May, 2025





Message from the Chairman's Desk



I am honoured to have joined the National Institute of Open Schooling (NIOS) as Chairman on 22nd July 2025 and am pleased to present this report on the Capacity Building Training Programme for "Developing Future-Ready Vocational Educators," conducted from May 15 to May 17, 2025, at the NIOS headquarters in NOIDA.

I have been thoroughly apprised of the programme's comprehensive objectives, well-structured curriculum, and meaningful impact. Organised in close collaboration with the Commonwealth Educational Media Centre for Asia (COL-CEMCA), this training exemplifies the shared

commitment of both institutions to strengthen vocational education, in alignment with the transformative vision of the National Education Policy (NEP) 2020.

The Hon'ble Prime Minister, Shri Narendra Modi has described NEP 2020 as "a foundation to make India a global knowledge superpower by equipping our youth with the skills and values necessary for the 21st century". Guided by this vision, the NEP places special emphasis on vocational education as an instrument of inclusive growth and socio- economic empowerment. This training initiative is a concrete step towards realizing that vision, by empowering educators with modern pedagogical tools, digital competencies, and forward-looking mindsets.

I extend my heartfelt congratulations to all those who contributed in making this programme a success. Special appreciation is due to Prof. Pankaj Arora, former Chairperson, NIOS for his visionary leadership, to Dr. T.N. Giri, Director (Vocational Education), and his dedicated team for their meticulous planning and execution, as well as to the expert facilitators who contributed their invaluable knowledge and skills. I also acknowledge the pivotal role played by Dr. B. Shadrach, Director, CEMCA, whose guidance and support were instrumental in shaping and strengthening this initiative.

This programme marks a significant milestone in our ongoing journey to create a learning ecosystem that is not only inclusive and skill oriented but also resilient and adaptive to the evolving demands of the 21st century. Our vision is to build a robust framework that fosters innovation, lifelong learning and socio-economic empowerment thereby making vocational education a key driver of sustainable development across the nation.

Looking ahead, I am confident that, under the steadfast leadership of the Hon'ble Minister of Education, Shri Dharmendra Pradhan, we will continue to expand the reach of vocational education while enhancing its quality. We aspire to create a vibrant ecosystem where educators are equipped not only with the latest knowledge and technology but also with the inspiration and confidence to mentor learners who can excel in a rapidly changing global landscape. Together, we will nurture future-ready learners who possess the skills, adaptability, and values necessary to contribute meaningfully to India's growth, innovation, and inclusive prosperity.

(Prof. Akhilesh Mishra) Chairman, NIOS

Foreword



It is with honour that I present this report on the Capacity Building Training Programme for "Developing Future-Ready Vocational Educators." The programme was held from May 15 to May 17, 2025, at the NIOS headquarters in NOIDA, organised by the National Institute of Open Schooling (NIOS) in collaboration with the Commonwealth Educational Media Centre for Asia (COL-CEMCA). This programme represents a crucial step forward in our collective endeavour to realise the ambitious and transformative vision articulated within the National Education Policy (NEP) 2020.

The National Institute of Open Schooling has, since its inception, been steadfast in its foundational mission: to democratize education and ensure its accessibility, flexibility, and inclusivity for every learner across our diverse nation. This commitment is particularly vital for individuals residing in marginalised communities, for whom traditional educational pathways may present significant barriers. We firmly believe that the true measure of national progress is closely linked to our capacity to empower our youth with relevant, practical skills and to cultivate within them a profound appreciation for continuous, lifelong learning. This recent training programme embodies this core philosophy. It was designed to equip our dedicated vocational educators with progressive pedagogical skills, essential digital competencies, and forward-thinking mindsets that are indispensable in the 21st-century educational and professional landscape. Our sincere gratitude is extended to COL-CEMCA for their invaluable collaboration, which has been instrumental in enriching this programme by bringing diverse perspectives and expertise to further strengthen our efforts in promoting open and distance learning and enhancing educational quality through media and technology across Asia.

This initial phase of the training programme was envisioned as a pilot, designed to assess its feasibility and effectiveness for potential replication and expansion to different regions across the country. It saw the enthusiastic participation of over seventy educators hailing from different parts of Northern India, including Delhi NCR, Chandigarh, Jaipur, and Bhopal. The curriculum was thoughtfully structured to encompass a wide array of topics, including modern instructional strategies, the seamless integration of technology in teaching, effective assessment techniques, and an exploration of the rich insights offered by our Indian Knowledge Tradition. Through this holistic approach, the programme has successfully established a strong foundation for enhancing both the quality and the relevance of vocational education throughout India. It is through such concerted and dedicated efforts that we can collectively bridge existing skill gaps, substantially improve employability outcomes for our learners, and ensure that every individual is comprehensively prepared to navigate the multifaceted challenges

and seize the abundant opportunities presented by a dynamic and ever-evolving global environment.

I wish to extend my sincerest gratitude to all the distinguished dignitaries. A special note of thanks goes to Dr. B. Shadrach, Director, CEMCA, whose visionary idea and unwavering support were foundational to the conceptualisation and successful execution of this training programme. My appreciation also extends to the expert speakers who shared their invaluable knowledge, and the tireless team at NIOS, with special acknowledgement to Dr. T.N. Giri Director (Vocational Education) and his dedicated department. Their commitment, precise planning, and unique execution were instrumental in making this programme a success. Their collective efforts serve as a powerful testament to our shared commitment to fostering an education ecosystem that is not only inclusive and innovative but also profoundly transformative.

In concluding, our latest reforms, our collective goals transcends teaching technical skills. We are shaping the futures of many individuals, significantly contributing to a more sacred, equitable and prosperous India for future generations.

Prof. Pankaj Arora Former Chairperson, NIOS

Preface



The endeavour to shape a nation's future is forged through the skills and expertise of its populace. It is achieved by reimagining and rescaling vocational education for a new era in India. This document is the fruit of a shared vision, born of a collaboration between NIOS and COL-CEMCA. These organisations have a strong conviction that the empowerment of our vocational educators is the vital first step towards a paradigm shift while advancing from the current state of vocational training into a future full of opportunities.

For decades, the world has observed how the most resilient economies have invariably been supported by formidable vocational education systems, seamlessly integrated within secondary schooling. The German "dual system," Switzerland's exemplary apprenticeship model, and South Korea's industry-aligned technical high schools are a powerful attestation to the efficacy of combining theoretical instruction with practical, on-the-job experience.

Similarly, nations across the Commonwealth, from Australia with its VET in Schools (VETiS) programme to Canada's co-operative education, manifest a common philosophy of success. Their achievements are not mere coincidences; they are founded upon a bedrock of robust industry involvement, a rigorous emphasis on practical skills, clear and well trusted qualification frameworks, and unwavering governmental support. In these nations, vocational education is not a less-favoured alternative, but an esteemed and direct conduit to a prosperous career.

In India, the narrative surrounding vocational education is one of promising evolution, yet it remains plagued by enduring challenges. The National Education Policy (NEP) 2020 has furnished a progressive and potent framework, with the laudable ambition of exposing at least half of our learners to vocational training by 2025. Initiatives under the Samagra Shiksha Scheme and the National Skills Qualifications Framework (NSQF) provide positive momentum. It is, however, incumbent upon us to be assertive in our approach to not only overcome challenges but to leapfrog into a new era where skills and competencies become the bedrock of societal innovation.

A profound societal bias often relegates vocational streams to a subordinate status. This is compounded by vast disparities in infrastructure, lack of qualified trainers with current and modern industrial experience, and a frequent misalignment between curricula and the evolving demands of the labour market. Addressing these issues would require not merely educational reforms, but a determined society which sees vocational education as a norm.

Within this complex landscape, NIOS emerges as a crucial catalyst for transformation. Through

its unique mandate and its robust Open and Distance Learning (ODL) model, NIOS is singularly positioned to democratise vocational education. The inherent flexibility it affords in pace, place, and choice of subjects, coupled with its capacity to reach those hitherto unreached, makes it a potent vehicle for inclusivity. By enabling the integration of vocational subjects within academic streams and aligning its courses with the NSQF, NIOS already provides a platform for holistic development and clear progression for both employment and higher education.

The time has now come, however, for a profound transformation. This document outlines an audacious and visionary objective: to scale NIOS's vocational education enrolment from its current 40,000 learners to an unprecedented 4 million by 2030. This is not a simple numerical target; it is a mission to mainstream the culture of skill development and to empower a few generations. To realise an objective of this magnitude, NIOS requires a meticulous, multifaceted strategy. It will commence with the strengthening of our foundations through redesigning our technological infrastructure, aiming to create the much required digital learning ecosystem with a high-capacity Learning Management System (LMS), interactive econtent, and the judicious application of AI, VR, and AR for immersive training.

This foundational work will pave the way for a phase of vigorous expansion, driven by strategic partnerships. We must cultivate powerful alliances with private training providers, industry associations, Sector Skill Councils, and non-governmental organisations to establish an expansive and high-calibre network of Accredited Vocational Institutes (AVIs) across the length and breadth of the country. This expansion will be supported by extensive outreach campaigns designed to reshape public perception and articulate the tangible value of vocational qualifications. Finally, our focus will consolidate around quality assurance and enhancement, ensuring our programmes of study remain demand-driven, our assessment methods are robust, and our learners possess strong links to industry for apprenticeships and subsequent employment.

This ambition for a more skillful India cannot be realised in isolation. It demands a collective resolve from policymakers, industry leaders, educators, and civil society. We must act together to dispel deep-rooted prejudices, to construct new and durable bridges between education and industry, and to invest in a future where every young Indian can acquire the skills requisite for success. This document is a charter for that future where vocational education is a pathway of aspiration, and where the capabilities of our people become the very engine of our nation's prosperity.

B. Shadrach

Director: CEMCA

Commonwealth of Learning

Acknowledgement



I take immense pride in acknowledging the collective efforts that culminated in the successful organization of the three days Capacity Building Training Programme on "Developing Future-Ready Vocational Educators," held from 15th to 17th May 2025.

I am profoundly grateful to Prof. Pankaj Arora, Chairperson, National Institute of Open Schooling (NIOS), for his visionary leadership and continuous encouragement, which laid the foundation for this initiative and guided its execution with clarity and purpose.

My sincere thanks to Prof. Basheerahmad Shadrach, Director, Commonwealth Educational Media Centre for Asia (CEMCA), for his steadfast support and personal commitment to this programme. I thank Commonwealth Educational Media Centre for Asia (CEMCA) for their immense contribution in co-hosting the programme and providing financial support and for its continued dedication to advancing vocational education across the country. I appreciate the efforts of Ms. Monica Sharma, Programme Coordinator, CEMCA, whose coordination played a key role in the seamless progression of the programme.

I was honoured by the gracious presence of Professor (Dr.) Nirmaljeet Singh Kalsi (Retd. IAS), Former Chairperson, NCVET and Former Additional Chief Secretary, Govt. of Punjab, who graced the inaugural session as Chief Guest and shared thought-provoking insights that inspired participants to reimagine the evolving role of vocational educators.

I express my gratitude to Prof. Murlimanohar Pathak, Vice Chancellor, Shri LalBahadur Shastri National Sanskrit University, Central University, New Delhi for his encouraging presence and reflections, which added great depth to the discussions.

I also extend my sincere thanks to Prof. N.K. Ambasht, Former Chairperson, NIOS, for graciously accepting our request to be the Guest of Honour on the second day of the training programme and delivering a special address that reflected his visionary perspective and added great value to the programme.

I would like to extend special recognition to Prof. Rajesh Khambayat, who served as the Master Trainer for the programme. His deep expertise and engaging delivery had a lasting impact on all participants. I also gratefully acknowledge the contributions of Mr. Sathish Narayanan, Creative Producer, Mystic Workshop, Ms. Sarika Dixit, Senior Consultant, NCVET, and Ms. Meghna Ghosh, Senior Technical Trainer, NIIT Foundation, for their insightful sessions that brought practical perspectives and future-oriented thinking to the programme.

I extend my sincere thanks to Col. Shakeel Ahmad, Secretary, NIOS for institutional support and cooperation, which played a vital role in enabling the smooth organization of this initiative. I also extend my thanks to all Heads of Departments for their support.

I express my heartfelt thanks to Ms. Anitha Nair, Deputy Director, NIOS for her outstanding coordination and leadership, which ensured that every aspect of the programme unfolded seamlessly.

I also wish to recognize the dedicated contributions of the Programme Committee, Dr. Praveen Chauhan, Assistant Director, VED, Dr. Neelima Pant, Assistant Director, VED and Dr. Divya Singhal, Consultant, VED, for their meticulous planning and behind-the-scenes execution.

I gratefully acknowledge the efforts of the Administrative Team, whose logistical support and coordination ensured the seamless execution of the programme.

I also express deep appreciation to the staff of the Vocational Education Department, whose commitment, teamwork, and attention to detail were instrumental in the overall success of the event.

Above all, I extend my heartfelt thanks to the Accredited Vocational Institute (AVI) Trainers from across the country, whose dedication, enthusiasm, and active involvement truly brought the essence of this capacity building initiative to life and reflected their strong commitment to becoming future ready vocational educators.

Dr. T.N.Giri Director, Vocational Education

NIOS

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Introduction

India is at a crucial juncture in its educational evolution, where equipping youth with relevant skills and knowledge is paramount. With rapid technological advancements reshaping industries, the need for vocational education has never been greater. The National Education Policy (NEP) 2020 recognises this urgency and has placed vocational education at the core of India's vision for an inclusive, skilled, and future-ready workforce. This policy seeks to elevate vocational education from a secondary option to a mainstream path, ensuring that young learners acquire practical competencies alongside theoretical knowledge.

In this transformative era, educators play a pivotal role in shaping the future of vocational learning. They are not just instructors but mentors, facilitators, and innovators who must continuously adapt to emerging pedagogical techniques, digital tools, and industry trends. However, vocational teachers often lack access to systematic training programs that equip them with cutting-edge skills, innovative teaching methodologies, and industry-relevant expertise. Recognising this gap, the National Institute of Open Schooling (NIOS) and the Commonwealth Educational Media Centre for Asia (CEMCA) collaborated to design a Capacity Building Training Programme to develop Future-Ready Vocational Educators.

Held from May 15-17, 2025, at NIOS Headquarters in Noida, this intensive three-day workshop aimed to strengthen vocational educators' capabilities by enhancing their pedagogical skills, digital competencies, and innovative teaching approaches. The training sought to empower educators to cultivate dynamic learning environments that align with 21st-century workforce requirements by integrating

interactive sessions, expert-led discussions, and collaborative peer activities.

Genesis of the Programme

The inception of this initiative was driven by a rigorous assessment of evolving industry demands, feedback from vocational educators, and the strategic directives outlined in NEP 2020. The growing disconnect between traditional teaching methods and the needs of modern workplaces highlighted an urgent need to update vocational education models. Studies indicated that vocational teachers required more substantial training in emerging technologies, communication strategies, and instructional media to engage learners and improve employability outcomes effectively.

Identifying the Need

The programme was developed in response to multiple challenges faced by vocational educators:

- i. Skill Mismatch: Many vocational graduates struggle to meet industry expectations due to outdated curricula and limited exposure to contemporary workplace practices.
- ii. Limited Use of Technology: Educators often lack training in using ICT tools and artificial intelligence in classrooms, which are essential for modern vocational learning.
- iii. Need for Interactive Pedagogy: Traditional lecture-based approaches fail to foster creativity, problem-solving, and adaptability—skills critical for a dynamic workforce.
- iv. Enhancing Soft Skills: Communication, collaboration, and leadership are vital in vocational professions, but educators often lack formal training.

v. Inclusivity and Accessibility: Vocational education should cater to diverse learners, including those from marginalised communities. Hence, educators must be equipped with strategies to ensure inclusivity.

As India embraces a future where skills, technology, and innovation are paramount, equipping educators with the right tools remains crucial to transforming vocational education. This programme is a training event and a milestone in ensuring that vocational educators are future-ready, empowered, and equipped to lead change in the classroom and beyond.

Objectives of the Training Programme:

This capacity-building initiative aimed to:

- Equip vocational educators with 21st-century pedagogical skills and advanced digital competencies
- ii. Foster innovative and inclusive teaching practices aligned with NEP 2020
- iii. Enhance employability outcomes for learners from diverse backgrounds

iv. Support the professional growth of educators through exposure to global best practices and peer collaboration.

Expected Outcomes

By the end of the programme, vocational educators were expected to:

- Demonstrate proficiency in using digital technologies for instruction.
- Apply innovative teaching methodologies that align with industry requirements.
- Improve student engagement and employability outcomes through effective pedagogy.
- Collaborate with industry leaders to create real-world learning experiences.
- Foster a culture of lifelong learning and professional development.

The Programme schedule is provided in Annexure 1



Inaugural Session

The workshop commenced with a warm welcome and introductory remarks by Ms. Anitha Nair, Deputy Director, Vocational Education Department), NIOS. She extended heartfelt greetings to the esteemed Chief Guest Prof. (Dr.) Nirmaljeet Singh Kalsi (IAS Retd.), Former Chairperson NCVET & Former Addl. Chief Secretary, Govt. of Punjab, and dignitaries including Prof. Pankaj Arora, Chairperson (NIOS), Dr. B. Shadrach, Director (COL-CEMCA), and Col. Shakeel Ahmad, Secretary (NIOS), expressing her gratitude for their presence and continued support.

In her address, Ms. Nair shared the vision behind the workshop, emphasizing its objective to equip vocational educators with 21st-century pedagogical skills and digital competencies, in line with the transformative goals of the National Education Policy (NEP) 2020. She highlighted that the workshop is not just a training platform but a step towards reimagining vocational education, making it more relevant, inclusive, and technology-driven. The focus, she noted, is on enhancing quality, fostering innovation, and improving employability outcomes for learners across diverse backgrounds.

The inauguration ceremony commenced with the

lighting of the lamp, symbolizing the dispelling of darkness and the pursuit of knowledge. The ceremonial lamp was lit by the dignitories alongwith Chairperson NIOS, Secretary NIOS and Director (Vocational Department), NIOS, marking the formal beginning of the workshop.

As a gesture of honor and gratitude, Prof. Pankaj Arora, Chairperson, NIOS, felicitated the Chief Guest, Prof. (Dr.) Nirmaljeet Singh Kalsi with a shawl, a plant, and a memento.

Dr. T.N. Giri, Director, Vocational Education Department, NIOS, warmly welcomed and felicitated Dr. B. Shadrach. Director, COL-CEMCA.

Dr. Giri also honoured and felicitated Prof. Pankaj Arora, Chairperson (NIOS) acknowledging his leadership and contribution.

Dr. T.N. Giri also extended a warm felicitation to Prof. Rajesh P. Khambayat, Professor, DTVER, National Institute of Technical Teachers' Training and Research, Bhopal and the Master Trainer for the workshop, in recognition of his pivotal role in guiding the capacity-building sessions.

All distinguished guests were honored, marking the formal and respectful commencement of the training programme.

The dignitaries and participants were introduced to the mission and vision of NIOS through the





Dignitaries lighting the lamp at the Inaugral session

NIOS Song and NIOS Documentary Film. The film highlighted NIOS's pivotal role in democratizing education by reaching marginalized and underserved communities through open and distance learning. The song further reinforced its commitment to inclusive, flexible, and skill-based education, setting a motivating tone for the workshop.



Welcome Address

Dr. T.N. Giri, Director, Vocational Education Department, NIOS, delivered the welcome address and extended a warm and heartfelt welcome to all dignitaries and participants. He



graciously welcomed the Chief Guest, Prof. (Dr.) Nirmaljeet Kalsi (IAS Retd.), Former Chairperson, NCVET & Former Addl. Chief Secretary, Govt. of Punjab; Prof. Pankaj Arora, Chairperson, NIOS; Dr. B. Shadrach, Director, COL-CEMCA; Col. Shakeel Ahmad, Secretary, NIOS; Prof. Rajesh P. Khambayat, Professor, DTVER, NITTTR, Bhopal; and Ms. Monica Sharma from COL-CEMCA.

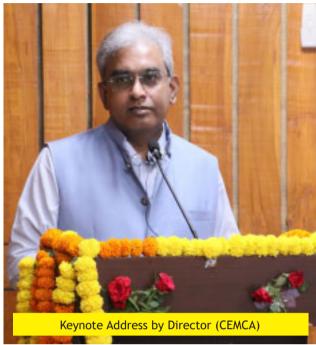
He also extended a warm welcome to all the enthusiastic participants who had joined the workshop from various regions across India, acknowledging their dedication to enhancing vocational education. Dr. Giri set the context for the workshop by emphasizing the crucial role of vocational education in equipping India's youth with practical skills and opportunities for meaningful employment. He emphasized NIOS's dedication to accessible, inclusive, and employability-oriented vocational education.

Dr. Giri concluded his address by expressing his best wishes for a productive and enriching training programme.

Keynote Address

Dr. Basheerhamad Shadrach, Director, COL-CEMCA, delivered the keynote address that emphasised the critical role of vocational education in shaping an inclusive, skilled, and employable youth population in India. Dr. Shadrach commenced by highlighting the expansive reach of the NIOS vocational education network, noting the presence of 70 out of over 3,000 Accredited Vocational Institutes (AVIs) at the workshop, demonstrating a strong commitment to vocational education and skilling.

Dr Shadrach emphasised the urgent need to enhance instructional pedagogies and foster innovation in teaching practices at the AVIs to ensure learners are equipped with theoretical knowledge, training and employability skills. He



drew attention to successful international models of vocational education from countries such as Germany, Korea, the United Kingdom, and the Caribbean, where strong industry involvement at the school level ensures high-quality, practice-oriented and employment-leading learning.

Referring to the Commonwealth region, which includes 56 member countries, he mentioned the Caribbean Vocational Education Qualification system as a robust example that integrates both career and academic pathways, suggesting that India can adopt similar frameworks to make vocational education aspirational and outcomedriven.

He also outlined the challenges faced by India, such as:

He outlined challenges such as approximately 47.44 million children aged 6 to 17 years being out of school (UDISE Plus 2023-24 data) and the need for increased government investment, despite initiatives like the Rs. 60,000 crore allocated for skill development and the establishment of 5 National Skill Training Institutes (NSTIs) and 5 Centres of Excellence to train over 20 lakh individuals.

Dr. Shadrach noted that NIOS, with over 4.3 lakh learners enrolled (and 40,000 enrolments under vocational education), is pivotal in addressing these challenges. However, he urged stakeholders not to focus solely on numbers but on delivering quality education that enhances employability.

He stressed the need for quality, innovation, and industry alignment in vocational education. Drawing on international best practices, he recommended:

- Leveraging technology for a broader reach
- Strengthening AVIs and curriculum relevance
- Mobilizing resources beyond government support
- Focusing on outcome-driven education and collaboration

In conclusion, Dr. Shadrach's keynote reinforced the message that vocational education must be dynamic, relevant, and collaborative and that strong partnerships between education systems and industries are essential to achieving the goals set forth by NEP 2020. He encouraged all participants to learn from one another and commit to building a future-ready, skilled India.

Summary of Key Insights

- International best practices, such as Germany's dual system and the Caribbean Vocational Education Qualification, demonstrate the value of strong industry linkages and integrated academic-vocational pathways.
- India's challenge is not only to expand access but also to ensure quality and relevance in vocational education.

- Dr Shadrach recommended leveraging technology, strengthening AVIs, aligning curricula with industry needs, and mobilising resources for sustainable impact.
- He urged participants to focus on outcomedriven education and actively collaborate for a future-ready skilled workforce.

Address by the Chief Guest

NEP 2020: Reimagining Vocational Education



Prof. Nirmaljeet Singh Kalsi IAS (Retd.), Former Chairperson, NCVET, & Former Addl. Secretary, Govt of Punjab, delivered the address as Chief Guest with a visionary perspective on the evolving landscape of vocational education under the National Education Policy (NEP) 2020. In his address, he acknowledged the National Curriculum Framework (NCF) as a strong and thoughtfully designed document, highlighting its potential as a cornerstone for the integration of vocational education within the broader

educational structure of India. However, he emphasized the need for further elaboration and strategic alignment to fully realize its potential in embedding vocational learning pathways across all levels.

A core idea echoed throughout his address was the universalization of access to higher education for students pursuing vocational streams. He proposed that dedicated slots must be carved out within higher education institutions to ensure that vocational learners are not left behind, but are instead propelled forward into mainstream academic and professional advancement. This reimagining calls for a repositioning of vocational education, not as an alternative or fallback, but as a vital and integral part of school education itself.

Prof. Kalsi urged for the alignment of the NCF with vocational learning goals, advocating that the curriculum must allow time and space for vocational exposure from the foundational and preparatory stages onward. He identified the necessity to integrate future-oriented skills, especially in areas like Artificial Intelligence (AI) and Generative AI (GenAI), into the curriculum. The inclusion of prompt engineering, not merely as a skill but as a structured course offering, was proposed as a way to empower students with contemporary technological competencies.

Reflecting on the importance of hands-on and practice-based learning, Prof. Kalsi highlighted on-the-job training and experiential learning as indispensable to building a future-ready workforce. In his view, soft skills, in combination with technical knowledge, are essential to navigating the dynamic professional landscape ahead.

Drawing attention to the scale and potential of organizations like NIOS, Prof. Kalsi noted that

while the platform currently serves approximately 30 lakh students, the national potential spans 30 crore learners, with only 40,000 students currently enrolled in vocational courses under NIOS. This disparity, he observed, signals both a challenge and an opportunity. He called for immediate and thoughtful expansion, supported by policy and infrastructure.

Prof. Kalsi's address concluded with a forward-looking call to action—to embrace technological integration, reposition vocational education at the heart of India's learning ecosystem, and work collaboratively to break infrastructural and systemic silos. His vision lays the foundation for a robust, inclusive, and future-ready vocational education model—one that aligns with India's aspirations for a knowledge economy rooted in skill, innovation, and opportunity for all.

Presidential Address

Prof. Pankaj Arora, Chairperson, NIOS delivered the presidential address and reflected deeply on the evolving role of vocational education in India's academic landscape, affirming that meaningful progress can only be achieved when vocational training is fully integrated into mainstream education rather than existing on its periphery. He emphasized upon the concerns raised by Prof. Nirmaljeet Singh Kalsi, particularly the need to reach every segment of school-going children, including those who may otherwise be overlooked by conventional academic systems.

Calling for a shift in mindset, he advocated that students should be inspired to raise their potential beyond academic scores or job placements. He highlighted the importance of lifelong learning,. The Chairperson also addressed a critical structural issue—the existing academic hierarchy, where vocational education often

occupies the lowest rung. He described this as a legacy mindset that must be challenged and



transformed. There must be a collective push to bring vocational education to the forefront, not merely as a fallback for the academically weaker, but as a respected and essential track for all learners.

In this context, he mentioned the vital role of institutions such as National Institute of Open Schooling in empowering unskilled and semiskilled youth. With its flexible model and expansive reach, NIOS can serve as a bridge between opportunity and ability—especially for children from underserved backgrounds.

In conclusion, the Chairperson reminded the audience that education is no longer a one-time phase, but a lifelong journey of discovery, resilience, and self-mastery. To make India's education system inclusive, equitable, and future-ready, the fusion of vocational and academic education is not just desirable, it is imperative.

Action Points from the Presidential Address:

- Challenge and transform the legacy mindset that places vocational education at the bottom of the academic hierarchy
- Promote lifelong learning as a core principle for all learners
- Empower underserved youth through flexible and accessible vocational education models

Priority Initiatives

NIOS should lead by example in mainstreaming vocational education, advocating its parity with academic streams, and facilitating lifelong learning opportunities.

The session was concluded with the rendition of the National Anthem.

Session 1: Roles and Responsibilities of Vocational Teachers

Session Objectives:

- Clarify the evolving roles and professional responsibilities of vocational educators
- Promote best practices in learner-centered pedagogy and ethical conduct
- Encourage reflective practice and continuous professional development

This engaging and thought-provoking session by Prof. Rajesh P. Khambayat, Professor DTVER, NITTR, Bhopal, a leading technical and vocational education figure, provided a comprehensive exploration of the evolving roles, responsibilities, and professional ethics expected of vocational teachers in the contemporary educational landscape. Drawing upon years of academic and field experience, Dr. Khambayat offered an indepth perspective on how vocational educators can most meaningfully contribute to student development and broader institutional progress.

Key Points Discussed

The session delved into several critical aspects concerning vocational education and the role of its educators.

Firstly, Prof. Khambayat highlighted the inherent challenges in vocational education, including maintaining high training standards, managing diverse stakeholders, fostering industry linkages, motivating students, promoting employability, and convincing academic peers about the evolving role of vocational teachers. Secondly, he outlined the multifaceted Roles of Vocational Teachers. These roles extend beyond traditional instruction to encompass being an Instructor (planning, delivering, and assessing vocational instruction), a Guide & Mentor (supporting students through academic and career counselling), a Manager (handling administrative duties like timetables, admissions, and institutional development), an Innovator & Learner (continuously adapting to emerging technologies and pedagogical advancements), and a Community Connector (building industry relationships, offering extension services, and engaging in public relations).



Thirdly, the session detailed the Major Responsibilities of vocational teachers, categorising them into Instructional (curriculum delivery, lab supervision, development of learning materials), Academic (research, knowledge generation, publishing, and mentoring student projects), Managerial (institutional planning, student administration, and infrastructure management), and Extension (industry visits, skills training, employment facilitation, and social outreach).

Fourthly, Dr. Khambayat emphasised the Personal Characteristics of an Effective Vocational Teacher. Beyond technical skills, he stressed the importance of being physically fit and emotionally stable, possessing a positive attitude and effective communication skills, demonstrating a strong commitment to continuous learning and ethical practice, and exhibiting a capacity for empathy and practical wisdom.

Finally, the session concluded with a strong emphasis on Professional Ethics. This covered vital principles such as integrity, fairness, and confidentiality; a commitment to lifelong learning and accountability; dedication to student welfare and professional standards; and fostering respectful, ethical relationships with all stakeholders.

Key Takeaways

Participants understood that vocational teachers must move beyond traditional instruction to become dynamic facilitators, supportive mentors, and proactive leaders. The session emphasised the importance of building strong industry connections and engaging in community outreach. Upholding professional ethics and personal integrity was underscored as essential for long-term impact, and teachers were encouraged to continuously develop themselves to remain relevant and effective in their evolving roles.

Conclusion

Prof. Rajesh Khambayat's session offered a comprehensive framework for understanding the multifaceted role of vocational teachers. The emphasis on technical responsibilities and ethical practice was a powerful guide for educators aiming to create meaningful and transformative learning environments. The participants were left with a clear sense of their evolving role in shaping the future of vocational education.

The session included group discussions and case studies, enabling participants to share experiences and collaboratively address common challenges.

Session 2: Using ICT and AI Tools and Techniques



The session conducted by Ms. Meghna Ghosh provided an insightful and highly practical exploration into equipping educators with the necessary tools and innovative approaches for seamlessly integrating Information and Communication Technology (ICT) and Artificial Intelligence (AI) into diverse classroom settings. Recognizing the rapid and continuous advancements in educational technology, the session critically emphasized the imperative for teachers to remain updated and to effectively harness the power of AI for significantly enhanced teaching-learning experiences. Ms. Ghosh facilitated an interactive and engaging session, introducing participants to foundational concepts in AI, effective content curation techniques, and innovative teaching models such as the flipped classroom approach. She passionately stressed the importance of embracing and skillfully utilizing digital tools to foster active student engagement and to support individualized learning paths, catering to the unique needs of each learner.

Key Points Discussed

The session primarily focused on three core areas. Firstly, Artificial Intelligence in Education was introduced as the simulation of human-like

intellectual processes by machines. Teachers were actively encouraged to reflect on how readily available AI tools, such as ChatGPT, can be strategically utilized to support various teaching tasks, including efficiently generating questions, meticulously planning lessons, or providing immediate and personalized real-time feedback to students, thereby streamlining instructional processes.



Secondly, Content Curation was explained as the systematic process of searching, collecting, and presenting information that is highly relevant to a specific subject or learning objective. Ms. Ghosh emphasized how thoughtfully curated content can significantly help in personalizing learning experiences for students and can transform classrooms into more resource-rich and dynamic environments.

Thirdly, the Flipped Classroom Model was detailed as an innovative pedagogical approach that reverses the traditional learning environment. In this model, instructional content (e.g., videos

or reading material) is delivered outside the physical classroom, typically as homework. Class time is then strategically utilized for in-depth discussions, collaborative activities, and deeper engagement with concepts, allowing teachers to more effectively address individual learning needs and provide targeted support. To ensure the session was not only informative but also highly engaging, Interactive Activities were incorporated, such as word unscrambling games based on AI-related vocabulary, which made the learning process enjoyable and memorable. Realtime engagement using various technological tools further underscored the practical utility of ICT in facilitating dynamic and participatory learning experiences.

Key Takeaways

Participants concluded that teachers must proactively become active learners and proficient users of technology to remain relevant and effective in the evolving educational landscape. Al tools were recognized as powerful aids that can significantly simplify instructional planning and enhance classroom interactivity. The flipped

classroom approach was highlighted for its potential to support student autonomy and active participation. Furthermore, content curation skills were deemed essential for modern educators to effectively filter, select, and utilize high-quality digital resources. The session powerfully demonstrated that a thoughtful blend of fun and learning can significantly boost overall classroom engagement and learning outcomes.

Conclusion

Ms. Meghna Ghosh's session provided a practical, insightful, and inspiring introduction to the seamless integration of ICT and AI in classrooms. Through hands-on examples and engaging exercises, she compellingly demonstrated that when these tools are used thoughtfully and strategically, they possess the transformative power to revolutionize the traditional teaching-learning dynamic. The session successfully inspired participants to actively explore and confidently adopt innovative methods, thereby paving the way for a more engaging, inclusive, and future-ready education system that can effectively meet the demands of the 21st century.



Special Address

Skill Education from the Perspective of Indian Knowledge Tradition

Day two of the training programme commenced with the felicitation of Prof. N. K. Ambasht by Dr. T.N. Giri, Director (Vocational Education Department), NIOS, setting an auspicious tone for the sessions ahead. Dr. Neelima Pant, Assistant Director, VED briefly introduced Prof. Ambasht and mentioned his contributions in the field of education. Following this, a special and highly enriching address on the theme "Skill Education from the Perspective of Indian Knowledge Tradition" was delivered by Prof. N. K. Ambasht, former Chairperson, NIOS. The address profoundly highlighted the evolving dynamics of the job market in India and passionately emphasised the critical importance of integrating rich, traditional Indian knowledge systems into modern skill education frameworks. This session provided a unique cultural and historical context to vocational training, demonstrating its deep roots within the nation's heritage.

Prof. Ambasht initiated his address by outlining the Emerging Trends in the Job Market in India.



He highlighted a significant shift from service to self-employment, noting an increasing preference for entrepreneurship and freelancing over traditional service roles. This trend is supported by the opening of self-employment avenues through technological advancements and policy support, enabling youth to explore new avenues for independent work. He also pointed to a reduction in government jobs, necessitating the exploration of alternative opportunities, and the rise of floating jobs (gig and platform-based employment) which offer flexibility but demand adaptability. Concurrently, he observed a substantial expansion of private sector roles, particularly within Micro, Small, and Medium Enterprises (MSMEs) and startups, which are emerging as significant job providers.

A key focus of his address was Self-Employment in the Tourism Sector, identified as a prime area offering immense opportunities, significantly bolstered by India's rich cultural heritage. He categorized various types of tourism in India, including Historical, Religious, Leisure, and Jungle Safaris. For each, he detailed two crucial skill domains: Management Skills (such as ticketing, hotel bookings, and travel logistics) and Soft Knowledge Skills for tourist guides (requiring deep knowledge of history, architecture, archaeology, folk tales, songs, and local traditions).

Within the realm of tourism, Prof. Ambasht placed a special emphasis on Religious Tourism from a Skill Development Perspective. He illustrated how trained guides and entrepreneurs can thrive by mastering traditional knowledge systems. Examples included the Ramayana Circuit, demanding comprehensive knowledge of

various Ramayana versions and historical associations with pilgrimage sites; Buddhist and Jain Circuits, requiring insights into teachings, places of worship, and historical figures; and the Freedom Movement Circuit, focusing on sites linked to India's independence struggle, such as Sardar Patel's Statue of Unity, offering potential for educational and heritage tourism. He also mentioned the Jungle Safari Circuit covering wildlife reserves like Gir and Ranthambore, emphasizing conservation awareness and employment opportunities as eco-guides and naturalists.

Furthermore, he highlighted Traditional Events



and Self-Entrepreneurship, citing events like the Kumbh Mela as powerful demonstrations of massive self-employment potential. This includes small vendors selling local specialties (e.g., Neem toothpaste, tea, traditional toys) and local crafts and religious items (e.g., Rudraksha malas, flowers, sweets). Popular destinations like Prayagraj, Kashi, Ayodhya, Mathura, Vrindavan, and Vaishno Devi were presented as fertile grounds for micro-entrepreneurship deeply rooted in traditional Indian knowledge and practices.

Conclusion

Prof. Ambasht powerfully emphasized that in the contemporary age of gig economies and reduced government employment opportunities, India's rich traditional knowledge systems offer powerful and sustainable pathways for skill education and self-reliance. By thoughtfully integrating these indigenous systems into formal skill development programs, particularly in sectors like tourism, India can effectively empower its youth with dignified self-employment opportunities that are not only economically viable but also deeply rooted in the nation's invaluable heritage and culture.

Recommendations

To further leverage this potential, Prof. Ambasht provided several recommendations: developing specialized vocational modules in traditional knowledge-based tourism and entrepreneurship; establishing robust certification programs for tourist guides specializing in cultural circuits; promoting micro-entrepreneurial training at pilgrimage sites and heritage festivals; and collaborating with state tourism boards to meticulously map skill needs in religious, historical, and eco-tourism circuits.

Session 3: Communication and Presentation Skills

The third session, focusing on the critical and universally applicable theme of "Communication and Presentation Skills," was expertly conducted by Prof. Rajesh P. Khambayat. This highly practical session provided invaluable insights into effective verbal and non-verbal communication strategies, with a particular emphasis on their application in delivering impactful and professional presentations. The ability to communicate clearly and persuasively is paramount for educators, enabling them to convey complex information, engage learners, and inspire action.

Key Highlights of the Session

Prof. Khambayat initiated the discussion by emphasizing the *Importance of Word Selection in Communication*. He meticulously highlighted that the careful and deliberate choice of words in both written and spoken communication profoundly influences how a message is ultimately perceived and interpreted by the

direct, and unambiguous language to avoid misinterpretation; avoiding jargon unless necessary and ensuring it is understood by the target audience; and ensuring a strong alignment between the verbal content and the overarching objective or goal of the presentation.

Next, the session delved into the crucial *Role of*

audience. Key points included using simple,

Next, the session delved into the crucial *Role of Body Language*. Non-verbal cues were described as equally, if not more, important than verbal content in delivering a truly impactful presentation. Prof. Khambayat detailed key elements of effective body language, such as maintaining consistent and appropriate eye contact to actively engage the audience and convey sincerity; adopting a confident posture and utilizing open, inviting gestures to project authority and approachability; exercising controlled facial expressions that genuinely reflect enthusiasm, confidence, and empathy; and consciously avoiding distracting movements or mannerisms that could detract from the message.





Finally, Prof. Khambayat presented a detailed breakdown of the *Essentials of an Effective Presentation*, covering both technical and design-

related elements that collectively contribute to the overall effectiveness of a PowerPoint or any visual presentation. Under Visual and Content Design Tips, he advocated for an ideal font size for optimal readability (minimum 24 pt for text and 36 pt for headings); recommended the use of contrasting colors between text and background for superior visibility and legible, professional fonts while strictly advising against overly decorative backgrounds or distracting animations; stressed the importance of using high-quality graphics or relevant images that genuinely support and enhance the content; and advised limiting content to a maximum of 6 bullet points per slide with minimal text, primarily supported by strong visuals and detailed verbal explanation. He also outlined a Recommended Slide Structure for a logical and effective flow, including a Title Slide, Content Slide, Objectives/ Outcomes Slide, Introduction Slide, Main Content Slides, Summary/Key Points Slide, Conclusion Slide, and an optional Exercise/Interactive Slide.

Conclusion

Prof. Khambayat concluded that effective communication is a sophisticated blend of appropriate word usage, confident and purposeful body language, and the creation of visually engaging and well-structured presentations. He emphasized that a structured and thoughtful approach to presentation design not only significantly enhances audience understanding and retention but also leaves a lasting and positive impact.

Recommendations

To further develop these crucial skills, the session implicitly recommended organizing regular capacity-building workshops for educators and trainers specifically focused on advanced

communication techniques; including comprehensive presentation skills training as an integral part of both vocational and academic curricula; and encouraging the innovative use of visual aids and the art of storytelling for better knowledge dissemination and enhanced learner engagement.

Group Activity: Develop Effective Communication Strategies for Better Teaching-Learning Outcomes

As an integral part of the professional development sessions organized at NIOS Headquarters, Group Activity was dynamically conducted under the expert guidance of Prof. Rajesh P. Khambayat. The central theme of this highly interactive activity was "Develop Effective Communication Strategies for Better Teacher-Learning Outcomes." The primary objective was to actively engage participants in identifying common communication challenges encountered in educational settings and subsequently to collaboratively propose practical and innovative solutions through structured, interactive group discussions. This activity served as a critical opportunity for educators to apply theoretical knowledge to real-world scenarios.

Objectives of the Group Activity:

- To foster a deeper understanding of real-life communication scenarios prevalent in educational and social contexts.
- To critically identify and analyze the pervasive role of communication in optimizing teaching-learning processes.
- To collaboratively explore and devise effective strategies that can significantly improve interaction and dialogue between educators and learners.

 To build and enhance essential teamwork and presentation skills through collaborative problem-solving tasks.

Group-wise Discussion Topics and Highlights: Participants were divided into seven distinct groups, each assigned a unique and thought-provoking theme rooted in everyday or institutional contexts. Each group was tasked with thoroughly discussing communication strategies relevant to their specific scenario and subsequently presenting their key takeaways and proposed solutions.

Group 1: Raise the Voice/Sapne Dekhna

 Focused on the crucial aspect of assertiveness in communication and the profound importance of individuals, especially students, expressing their aspirations and dreams.



- Discussed how fostering open and supportive communication channels encourages students to confidently share their goals and dreams with their teachers.
- Emphasized the vital role of motivational dialogue between teachers and students in nurturing vision and ambition, creating a supportive environment for personal growth.

Group 2: Road Accident

 Focused on the critical need for effective communication during emergencies and crisis situations. Highlighted the imperative for quick, clear, concise, and empathetic communication among bystanders, victims, and authorities to ensure timely assistance and minimize harm.



 Related this scenario to classroom settings, emphasizing that timely and accurate responses from teachers are crucial in managing and resolving crisis situations effectively.

Group 3: Categories of Reservation and Post-Result Planning

- Discussed the sensitive and nuanced nature of addressing social categories and castebased reservation policies in educational contexts.
- Stressed the absolute necessity for inclusive, non-judgmental, and empathetic



- communication from teachers, particularly in post-results discussions, to ensure all students feel valued and supported.
- Proposed strategies for providing unbiased and encouraging career guidance communication, ensuring no student is discouraged based on their background or results.

Group 4: Job Placement Communication in Institutes

- Focused on identifying and bridging the communication gap that often exists between students and institutional placement cells during the crucial job placement processes.
- Suggested implementing structured counselling sessions, ensuring regular and transparent updates, and establishing open communication channels between placement cells and students to facilitate smoother transitions into employment.



 Emphasized the importance of timely feedback and personalized guidance in achieving better placement outcomes for all students.

Group 5: The Right to Education for All

 Discussed communication as a powerful tool for raising awareness and advocating for fundamental educational rights.

- Emphasized the strategic use of local languages and community media (e.g., community radio, folk theatre) to effectively spread awareness about educational rights to broader populations.
- Proposed outreach initiatives through strong school-community partnerships to ensure education reaches every child.

Group 6: Customer-Shopkeeper Bargaining

- Explored negotiation as a fundamental communication skill, analyzing its dynamics in a common scenario.
- Discussed various verbal and non-verbal techniques employed in bargaining, such as tone modulation, effective body language, and persuasive language.
- Related these skills to conflict resolution and developing assertiveness in classroom settings, teaching students to express their needs constructively.



Group 7: "Vocational Programme Awareness in Rural Areas"

Focused on developing effective

communication strategies specifically tailored for rural outreach to promote vocational education.

- Suggested utilizing folk media, community radio, engaging local leaders, and creating visually compelling content to effectively disseminate information about vocational training opportunities.
- Recommended contextualizing messages according to rural aspirations and aligning them with local livelihoods to ensure relevance and resonance.

Conclusion

The group activity was engaging and successfully fostered meaningful dialogue on the indispensable role of communication in teaching and learning processes. Participants collaboratively shared a diverse range of practical, scenario-based strategies that are essential for educators aiming to create inclusive,

responsive, and goal-oriented learning environments. The activity underscored that effective communication is not merely a skill but a foundational pillar for successful educational outcomes.

Recommendations

Based on the insights from this activity, it is recommended to:

- Encourage more interactive group activities in future teacher training programs to better prepare educators for real-world communication challenges.
- Promote the integration of local and culturally sensitive communication methods in vocational education outreach.
- Document and scale successful communication models identified from educational institutions to effectively reach and engage rural areas.

Session 4: Innovative Instructional Methods for Vocational Education

The session conducted by Prof. Rajesh P. Khambayat, provided a comprehensive and highly practical overview of various instructional methods widely used in vocational and technical education. Prof. Khambayat emphasized the critical importance of thoughtfully selecting appropriate instructional strategies to significantly enhance student engagement, improve knowledge retention, and optimize overall learning outcomes. Through a detailed comparative analysis of diverse instructional methods, the session effectively empowered teachers with the necessary tools to make informed pedagogical choices, meticulously tailored to specific learning contexts and student profiles. The focus was on moving beyond

traditional teaching and embracing dynamic, learner-centered approaches.



Key points discussed

- Understanding Instructional Methods: Instructional methods were precisely defined as a dynamic combination of teacher and student activities that leverage various learning resources to facilitate effective and meaningful learning. A strong emphasis was placed on the crucial need to align teaching methods with desired learning outcomes and the unique profiles of the students.
- Classification of Instructional Methods: Prof.
 Khambayat presented a clear classification of instructional methods:
- Mass Instruction: Methods suitable for large groups, such as traditional lectures, educational videos, and broad educational broadcasts.
- Individualized Learning: Approaches that cater to self-paced learning, including selfpaced modules and mediated instruction, allowing students to learn at their own speed.
- Group Learning: Collaborative methods like seminars, discussions, simulations, and group projects, fostering peer interaction and collective problem-solving.
- Types: Further categorization included Deductive/Inductive approaches, Teacher-Centered vs. Student-Centered methodologies, and Socratic/Didactic/ Facilitative styles, each with distinct characteristics and applications.
- Detailed Methods with Merits and Demerits:
 A thorough examination of various methods was provided:
- Lecture Method: Efficient for conveying large amounts of information but often one-

- way; needs enhancement through media integration and interactive Q&A sessions.
- Team Teaching: Enables broader perspectives and diverse expertise but demands meticulous coordination among instructors.
- Demonstration Method: Highly effective for psychomotor learning and skill acquisition; best suited for smaller groups to ensure individual attention.
- Tutorial Method: Offers personalized instruction and feedback but is resourceintensive due to low student-to-teacher ratios.
- Question-Answer & Discussion Methods:
 Actively encourage student participation, critical thinking, and deeper engagement with the subject matter.
- Case Study & Seminar: Promote analytical skills, independent learning, and effective communication through presenting findings.
- Role Play, Games, Simulation: Significantly increase engagement, add realism to learning, and allow for safe practice of skills.
- Lab & Workshop: Crucial for linking theoretical knowledge to practical application; require adequate resources and strict adherence to safety protocols.
- Project & Practical Training: Foster creativity, planning skills, and the application of knowledge to real-world problems, enhancing hands-on competence.
- Selection Criteria for Instructional Methods:
 Prof. Khambayat outlined key factors influencing the choice of method:

- Desired learning outcomes (what students should know, do, or feel).
- Learning context (classroom, laboratory, field, or distance learning environment).
- Student readiness and their prior knowledge/background.
- Available time and the size of the learning group.
- Available resources, including technology, equipment, and learning materials.

Key Takeaways

A crucial takeaway was that no single instructional method is universally superior; its effectiveness is inherently dependent on the specific context and objectives. A blended approach, combining multiple methods, often yields the most optimal learning outcomes. Teachers were encouraged to be flexible and highly skilled in selecting, adapting, and integrating various methods. The session emphasized that instructional strategies should holistically aim at developing cognitive (knowledge), psychomotor (skills), and affective (attitudes) domains of learning.

Conclusion

Prof. Khambayat's session provided practical, actionable insights into both the art and science of instruction. It powerfully reinforced the idea that good teaching is a thoughtful, deliberate process involving the strategic selection and adaptive application of appropriate instructional tools. The session successfully encouraged educators to move beyond traditional lecturing and wholeheartedly embrace dynamic, learner-centered methods for holistic skill development, preparing them to create engaging and effective vocational learning environments. Participants

were left with a broadened pedagogical perspective and practical guidelines to significantly enhance their instructional design and delivery.

Group Activity: Develop Effective Communication Strategies for Better Teaching-Learning Outcomes

This interactive group activity, led by Prof. Rajesh P. Khambayat, was a crucial component of the training, designed to foster practical application of learned concepts. The session specifically focused on developing effective instructional strategies and pedagogical practices for enhanced teacher-learning outcomes. Participants were strategically divided into collaborative teams and presented with diverse real-life teaching situations. Their task was to collectively identify communication challenges inherent in these scenarios and then collaboratively propose practical and innovative solutions. This hands-on exercise provided a vital opportunity for educators to apply the theoretical knowledge and insights gained from earlier sessions on teaching methods and communication skills. It also prompted deep reflection on the indispensable role of effective communication in achieving successful outcomes in vocational education.

The activity was further enriched by a dedicated segment for presentations on Good Practices and Initiatives in Vocational Education. An outline was meticulously provided to the participants to guide their presentations, ensuring a structured approach. This outline covered:

 Introduction: Participants were asked to briefly introduce themselves and their respective institutions, highlighting key initiatives already in place within vocational education.

- 2. Good Teaching Practices: This section focused on discussing learner-centered teaching through hands-on activities, the effective use of technology for enhanced learning (including ICT tools, simulations, and Virtual Reality), the implementation of diverse assessment strategies beyond traditional exams, and a strong focus on developing soft skills and employability (such as communication, teamwork, and adaptability).
- 3. Innovative Initiatives: Participants were encouraged to share examples of establishing industry partnerships for internships and apprenticeships, fostering entrepreneurship and innovation in vocational training, utilizing AI and online platforms for flexible learning, and promoting sustainability and green skills for future job opportunities.



4. Challenges and Opportunities: This segment required participants to address common challenges faced in vocational education, such as industry alignment and public perceptions, and to explore opportunities for strengthening collaboration between educators, industry, and government, as well

- as expanding access through technologydriven solutions.
- 5. Conclusion: The presentations were to summarize key takeaways, emphasize best practices, encourage the adaptation of these practices in schools and NIOS centres, and share a forward-looking vision for the future of vocational education.

Four Participants enthusiastically volunteered and delivered insightful presentations based on this outline. They not only shared their innovative ideas but also provided valuable insights into their specific domains and personal experiences, making the session highly relatable and enriching. Each presentation was keenly observed by Prof. Khambayat, who provided constructive feedback to further refine and improve their proposed practices and initiatives, ensuring practical applicability and continuous enhancement.

Experience Sharing by Participants

During the experience sharing segment, participants enthusiastically reflected on their learnings, challenges, and personal growth throughout the sessions. Many highlighted how the interactive and practice-oriented approach adopted by Prof. Rajesh P. Khambayat deepened their understanding of instructional design, pedagogical innovation, and the evolving role of vocational teachers. Participants appreciated the relevance of sessions on instructional methods, professional ethics, and communication skills, noting their direct applicability to classroom and workshop settings. Several educators shared their intent to implement blended and studentcentered teaching strategies and expressed a renewed sense of confidence in engaging with learners more effectively. In addition, participants expressed heartfelt gratitude towards the Director (Vocational Education) and the National Institute of Open Schooling (NIOS) for organizing such a meaningful and enriching programme. The session fostered a spirit of collaboration and motivation, reinforcing the importance of continuous learning and institutional support in professional development.

Innovative Instructional Media: Podcast Recordings

As an innovative approach to instructional media, podcast recordings were conducted on Day 2, offering participants a hands-on experience with a modern and accessible format for content delivery. This initiative demonstrated how audio-based learning can be effectively integrated into vocational education to provide flexible and engaging learning opportunities. The podcast topics were designed to be both informative and relevant, showcasing the versatility of this medium:

 Vatavaran Sajakta aur Sukshma Dhyan (Environmental Awareness and Subtle Meditation): This topic explored the intersection of environmental consciousness and mindfulness, highlighting how holistic well-being can be integrated into educational content.

- 2. Mushroom Ki Kheti (Mushroom Cultivation):
 Focusing on a practical vocational skill, this
 podcast provided insights into the techniques
 and benefits of mushroom farming,
 demonstrating how niche agricultural topics
 can be disseminated effectively.
- 3. Are You a Cool Gen Z: This engaging topic aimed at understanding and connecting with the younger generation, exploring their perspectives, challenges, and aspirations, which is crucial for educators to tailor their teaching methods.

This activity served as a practical demonstration of how easily digestible audio content can be created and utilized to supplement traditional teaching, making learning more accessible and appealing to diverse learners.



Session 5: Using Instructional Media in Vocational Education

The esteemed expert invited for this session was Mr. Sathish Narayanan, Director, DMES & Creative Producer, Media & Edutainment Solutions. Ms. Anchal Goswami, Academic Officer, ICT gave a brief introduction about Mr. Narayanan and highlighted his accomplishments. Mr. Narayanan was warmly welcomed and felicitated by Dr. T.N. Giri, Director (Vocational Education Department), NIOS, setting an engaging tone for the final day of the workshop.



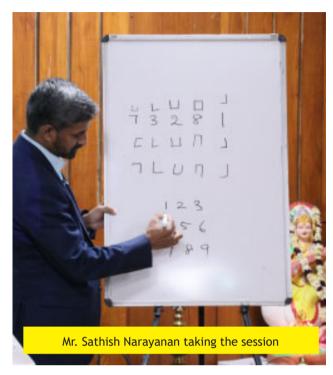
Mr. Sathish Narayanan, a highly experienced professional with a 25-year career spanning design, multimedia, filmmaking, and animation, brought a wealth of practical knowledge to the session. His background includes significant contributions to skill development and youth empowerment, having been honoured by the Ministry of Skill Development and Entrepreneurship for his work with World Skill India.

The session provided a comprehensive overview of how instructional media can be effectively leveraged in vocational education. Mr. Narayanan began by outlining the Role of a Faculty, emphasizing that a teacher, or 'Guru', is a source

of inspiration whose job is to shape students' lives. He highlighted that while efficiency (efforts, knowledge, skills, experience) is crucial, effectiveness is what truly leads to excellence. He then detailed how to bring effectiveness into teaching, stressing the importance of:

- Effective classroom teaching tailored to varied students and pedagogies.
- Ability to convey competence in subject matter and confidence in teaching.
- Skill in developing course curricula and individual lessons.
- Effective use of common instructional aids, including audiovisual techniques, internet, and YouTube.
- Ability to help students understand general principles and concepts.
- Ability to explain both basic and difficult concepts clearly.
- Ability to put specific lessons into a larger context (clinical relevance, prior material).
- Ability to ask good questions (testing, study, case histories).
- Ability to provide and accept feedback.
- Awareness of strengths and limitations of various teaching evaluation methods.
- Ability to adjust lesson plans based on student questions. He underlined that Instructional Design is key to increasing this effectiveness.

Acknowledging that "Every student comes with his/her own fingerprint." he categorized students by age, character, and experience levels, noting their preferences for formal or informal learning



environments. Mr. Narayanan then delved into the Different Styles of Students. He explained that students learn in different ways, at different speeds, and for different needs, whether by reading, listening, discussing, or hands-on activities. He distinguished between "Freshminded Students" (straight from school/college, open-minded, playful, experimental, curious, like praise) and "Occupied-minded Students" (working professionals updating skills, serious, error-phobic, rigid thought patterns, like incentives/recognition).

A significant part of his presentation focused on The 7 Steps of the Learning Process (Human Brain's Process), providing actionable steps for educators:

- 1. Looking at the data: Give an introduction.
- **2. Getting motivated:** Ask 'why and how' questions, recall problem situations, or ask about prior knowledge.
- 3. Getting the data inside: Explain the lesson.

- 4. Visualizing & Cross connecting with real life: Show demos, illustrations, pictures, charts, animations, and case studies.
- **5. Process the data into information:** Provide a brief gap.
- **6.** Checking credibility of the information: Invite questions and clarify doubts.
- 7. Storing data: Summarize the lesson.

The session also introduced Instructional Design (ID), defining it interchangeably with Educational Design or Learning Design, with the core principle being to create learning experiences for success in a knowledge-based society. The three major components of instructional design were highlighted: Learning Objective (the approach), Instructional Activities, and Assessment.



Mr. Narayanan elaborated on The Role of an Instructional Designer, which includes analyzing learning challenges, designing engaging and efficient experiences, creating real-world learning solutions, choosing the right mix of methods and technology, and measuring success. He stressed that ID solutions are effective, engaging, efficient, and practical.

Regarding Effective Use of Technology in Instructional Design, Mr. Narayanan emphasized that the goal is not to use the newest tech, but the *right* tools for the job, whether it's a sophisticated e-learning platform or a well-designed worksheet. He showcased various technologies, including E-Learning, Video Tutorials, Virtual Reality (VR), Augmented Reality (AR), Artificial Intelligence (AI), Engaging Learning Videos, and Interactive Learning Examples (referencing a specific lab URL). He also clarified the difference between curriculum design and instructional design, stating that curriculum focuses on *what* learners need to learn, while instructional design focuses on *how* they will acquire that knowledge.

Finally, the session covered Assessment useful in Vocational Training, particularly Performance-Based Assessment. He explained that skills are assessed during and after performance in simulated or real environments. Methods discussed included:

- Performance-Based Assessment: Learners complete a task or demonstrate a skill (e.g., wiring a light circuit), assessed via checklists for steps, safety, and correctness. This measures actual job performance.
- Multiple Choice Questions: Examples from Carpentry, Automotive Repair, and Electrical Work were provided, demonstrating how MCQs can be interactive and lead to deeper troubleshooting logic.
- Scenario-Based Questions (Situational Judgment): Presenting realistic workplace scenarios to test decision-making and practical application (e.g., HVAC technician troubleshooting).
- Checklists & Rubrics: Using clear criteria (accuracy, safety, efficiency) for consistent assessment and actionable feedback (e.g., for plumbing tasks).

- Knowledge Quizzes (Low-Stakes): Short quizzes (MCQ, true/false) to identify knowledge gaps.
- Video or Photo Journals: Learners record themselves performing a skill, narrating steps, supporting self-reflection and remote assessment.
- Interactive Simulations / Virtual Labs: Using software to replicate tools or situations (e.g., car engine diagnostic tool simulation) for safe, scalable learning when physical access is limited.

Key Takeaways

The session underscored that effective teaching in vocational education requires understanding diverse student learning styles and applying a structured approach to instructional design. It highlighted the critical role of technology, including e-learning, VR, AR, and AI, in creating engaging and effective learning experiences. The emphasis on performance-based and scenario-based assessments provided practical methods for evaluating vocational skills beyond traditional knowledge recall.

Conclusion

Mr. Sathish Narayanan's session provided a comprehensive and highly practical guide to leveraging instructional media and design principles in vocational education. By integrating an understanding of learner psychology with effective technological tools and robust assessment methods, educators can significantly enhance the quality and relevance of vocational training, preparing students more effectively for future career demands. The session left participants with actionable strategies to create dynamic, engaging, and outcome-oriented learning environments.

Session 6: Action Planning for Effective Vocational Education

Ms. Sarika Dixit, Sr. Consultant, NCVET took the session on action planning for effective vocational education. Her session provided a strategic overview of the action plan for vocational education in schools, particularly emphasizing its alignment with the National Education Policy (NEP) 2020. Her presentation highlighted the critical need for vocational education to adapt



to India's evolving educational and skilling landscape.

Key Points Discussed

Ms. Dixit began by outlining the Need for and Importance of the Development of Vocational Education, Training, and Skilling in India. She emphasized that skill development has gained significant attention recently, with a focus on enhancing workforce employability and productivity. Education is becoming more multidisciplinary and holistic through the integration of general (academic) and vocational education. The session highlighted key drivers for this focus:

- Reap Demographic Dividend: India has a favorable demography with 67% of its population in the working age group.
- Create Industry-Ready Future Workforce:
 To meet the demands of a rapidly changing industrial landscape.
- Increase Labour force Participation Rate: India's LFPR was 49% in 2022-23 (World Bank), indicating room for improvement.
- Enhance Employability: India's overall employability in 2023 was 50.3%, underscoring the need for skill enhancement.
- Promote Inclusive Growth: Industrial development is crucial for creating widespread employment opportunities.

She then detailed how the National Education Policy (NEP) 2020 serves as a transformative policy to fulfill the national vision for Education and Training/Skilling. The NEP 2020 is founded on five core pillars:

- Access: Ensuring equitable and inclusive access to quality education for all.
- Equity: Addressing disparities in educational outcomes and providing equitable learning opportunities.
- Quality: Improving education quality through curriculum reforms, teacher training, and assessment reforms.
- Accountability: Establishing systems of accountability and transparency.
- Governance: Strengthening the governance of the education system for effective policy implementation. Ms. Dixit also highlighted

key proposals of NEP 2020, including universalization of education, bringing 2 crore out-of-school children back, a new 5+3+3+4 school curriculum, no rigid separation between streams, vocational education starting from Class 6 with internships, and teaching up to Grade 5 in mother tongue/regional language.



The session also covered the National Skills Qualifications Framework (NSQF), notified by NCVET as a competency-based framework for vocational education and training/skilling from Level 1 to Level 8. Each NSQF level is defined by a Level Descriptor prescribing learning outcomes across five domains: Professional Theoretical Knowledge, Professional and Technical Skills/Expertise, Employment Readiness & Entrepreneurship Skills & Mind-set, Broad Learning Outcomes, and Responsibility.

Following this, Ms. Dixit presented the National Curriculum Framework (NCF) for School Education, notified in August 2023. This framework divides school education into 4 groups and 8 curricular areas (Humanities, Mathematics, Science, Social Science, Arts, Physical Education, Vocational Education, and Inter-disciplinary education). She detailed the proposed scheme of studies for Class IX-X (3 languages, 7 subjects mandatory, with credits allocated) and Class XI-

XII (compulsory and optional subjects with credits).

A significant part of the discussion revolved around the National Credit Framework (NCrF), described as a Meta Framework for implementing NEP 2020. Jointly developed by UGC, AICTE, NCVET, NCERT, MoE, and MSDE, NCrF recognizes and enables creditization of all components and types of learning. Ms. Dixit explained the credit assignment principle for NSQF-aligned Vocational Education, Training, and Skilling (VETS) qualifications, including a formula for calculating credits based on lecture, practical, OJT, internship, and apprenticeship hours.

Ms. Dixit also elaborated on the Multifaceted Role of Educators in transforming education, emphasizing their roles in embracing innovative teaching methods, motivating students, fostering a positive learning environment, imparting knowledge, and inspiring students to achieve their potential. She discussed How Students Learn by detailing various Learning Styles (Verbal, Visual, Musical/Auditory, Physical/Kinaesthetic, Logical/Mathematical, Social, Solitary, and Combination), stressing that educators must adapt to these diverse styles.

The session also touched upon the Learning Pyramid (Average Learning Retention Rates), illustrating that active learning methods like "Practice by Doing" (75% retention) and "Teaching Others" (90% retention) are far more effective than passive methods like "Lecture" (5% retention) or "Reading" (10% retention). She presented Gagne's 9 Events of Effective Instruction (Gain Attention, Present Learning Objectives, Stimulate Recall, Present Content, Provide Learning Guidance, Elicit Performance, Provide Feedback, Assess Performance, Enhance Retention and Transfer).

Furthermore, Ms. Dixit introduced Teaching-Learning Innovations, exploring methods from traditional to innovative approaches such as Gamification, Project-Based Learning, Flipped Classrooms, Arts & Sports Integration, and Experiential Learning. She compared traditional vs. modern classrooms, highlighting the increased emphasis on these innovative methodologies in modern settings and their benefits (Enhanced Engagement, Critical Thinking, Improved Collaboration, Increased Creativity, Future Preparation, Personalized Learning, Flexibility and Adaptability, Improved Outcomes, Student Empowerment, Teacher Development). She also presented methodologies for implementing these innovations, including Science Labs, Community Projects, Art and Dance, Online Discussions, and Digital Quizzes.

The presentation also covered 21st Century Skills, focusing on "The 4 C's": Communication, Collaboration, Critical Thinking, and Creativity. She explained how these essential skills for modern education can be implemented in schools through class discussions, presentations, digital tools, group projects, idea sharing, learning from strengths, information analysis, problem-solving, and perspective evaluation.

Regarding Assessment, Ms. Dixit explained various Types of Assessments in Education (Diagnostic, Formative, Summative, Confirmative, Non-Referenced, Criterion-Referenced, Ipsative), emphasizing that assessment is vital for grading, determining knowledge, and assessing application abilities. She also detailed various Assessment Tools (Rubrics, Exit slips, Peer assessments, Online quizzes, Portfolios, Video or Photo Journals, Interactive Simulations/Virtual Labs) and their benefits (improved tracking, personalized feedback, informed instruction).

Finally, Ms. Dixit introduced the NCVET-Blended Learning Guidelines, which provide for blended learning models across the Vocational Education, Training, and Skilling Ecosystem. These guidelines include sections on blended modes of assessment, components of an effective blended learning system, key features of an assessment engine, ratios of online/offline learning hours, and methodologies for online training. She elaborated on "Curriculum in Action", defining it as the practical application of a curriculum within an educational setting, encompassing the entire learning experience. Key aspects of "Curriculum in Action" include a Holistic Approach, Dynamic Process, Implementation, Student Experience, and Alignment with NEP 2020. She also discussed the process of Implementing Curriculum Changes, emphasizing it as a dynamic, ongoing, and collaborative effort involving steps like identifying needs, expressing aims, prioritizing resources, implementing changes, establishing monitoring, involving stakeholders, providing resources, allocating time, and offering professional development.

Key Takeaways

Ms. Sarika Dixit's session provided a comprehensive roadmap for implementing effective vocational education in alignment with NEP 2020. It underscored the importance of national frameworks like NSQF, NCF, and NCrF in structuring vocational learning. The session highlighted the evolving role of educators, the significance of understanding diverse learning styles, and the benefits of innovative teaching methodologies. It also provided practical insights into various assessment types and tools, and the critical aspects of curriculum implementation and blended learning.

Conclusion

Ms. Sarika Dixit's presentation offered a strategic and practical framework for action planning in vocational education. By integrating national policies, innovative teaching methods, adaptive assessment strategies, and a deep understanding of learner needs, educators can effectively contribute to building a skilled and employable workforce. The session empowered participants with the knowledge and tools to drive meaningful curriculum changes and foster a future-ready vocational education ecosystem in India.

Group Activity: Action Planning and Implementation

Following the session on Action Planning for Effective Vocational Education, a group activity on the same theme was conducted. Participants were divided into four groups, and each group was presented with a specific, real-world scenario related to challenges in vocational education. The objective was for each group to collaboratively devise practical solutions and action plans to effectively address their given situation.

The groups were allocated 15 minutes for preparation, during which they brainstormed and structured their responses. This was followed by presentations of their proposed solutions. All four groups demonstrated remarkable creativity and critical thinking, presenting innovative ideas and



actionable strategies to deal with the situations at hand. The scenarios provided for discussion were:

- The Struggling Learner (Scenario): Sarah, a bright student in a vocational IT course, is struggling with the advanced algebra concepts required for programming. She is losing confidence and her engagement in class is declining. Her instructor, Mr. Sharma, notices her struggle but isn't sure how to best support her without delaying the rest of the class.
 - Group Input: The group focused on a multi-pronged approach. First, they suggested a diagnostic assessment to pinpoint Sarah's specific learning gaps in algebra, rather than just assuming a general struggle. This would allow for targeted interventions. We also proposed peer-to-peer tutoring where stronger students could help Sarah, as sometimes a different explanation from a peer can click better than a teacher's. For technology, they thought of using gamified learning apps for algebra that make practice more engaging and less like a chore. Finally, they emphasized regular, low-stakes formative assessments (like quick quizzes or exit tickets) to track her progress closely and provide immediate, constructive feedback, adjusting teaching methods as needed.
- 2. The Diverse Class (Scenario): Mr. Chen teaches an automotive repair vocational class with students from widely varied academic backgrounds and learning styles. Some students are fast learners with strong theoretical understanding, while others are hands-on learners who struggle with reading and written instructions. There are also a few English language learners who find technical

jargon particularly challenging. Mr. Chen is struggling to keep all students engaged and ensure everyone masters the essential skills.

Group Input: The team emphasized Universal Design for Learning (UDL) from the outset. This means designing lessons that offer multiple ways for students to access information (e.g., visual, auditory, kinesthetics options), engage with the content (e.g., group projects, individual tasks, choice in assignments), and demonstrate their learning (e.g., written reports, oral presentations, practical demonstrations). For English language learners, they suggested using visual dictionaries and simplified language for key concepts. For gifted learners, they proposed enrichment activities and openended projects that allow them to explore topics in greater depth or apply concepts to complex real-world problems. Regular check-ins and flexible grouping based on current understanding were also key points.



3. Technology Integration (Scenario): Ms. Rodriguez wants to introduce a new virtual reality (VR) simulation for welding practice in her vocational fabrication class. The VR system promises to offer safe, repeatable

practice, but many of her students are hesitant and even resistant to using new technology, preferring traditional hands-on methods. Some express anxiety about the VR headset and unfamiliar software.



- Group Input: The group identified that the key was to make technology relevant and less intimidating. We suggested starting with small, manageable technology-based tasks that clearly demonstrate a benefit to the students' learning, rather than overwhelming them. For instance, using a simple online quiz tool for a quick review instead of a traditional paper quiz. They also proposed student-led workshops or "tech buddy" systems, where students who are comfortable with the new technology can help their peers. They also highlighted the importance of gathering student feedback through anonymous surveys or class discussions to understand their specific concerns and address them directly, making them feel heard and part of the implementation process.
- 4. Curriculum Alignment (Scenario): A school is implementing a new vocational curriculum that emphasizes interdisciplinary projects and soft skills alongside technical

competencies. Many teachers, accustomed to teaching subjects in isolation and focusing primarily on technical knowledge, are struggling to integrate these new elements effectively. They feel unprepared to design projects that span multiple disciplines or to formally assess soft skills like collaboration and critical thinking.

Group Input: The team recognized that curriculum alignment is a collaborative effort. We suggested establishing cross-departmental working groups to review the new curriculum together, identify overlaps, and ensure a smooth progression of learning objectives across grades and subjects. They proposed creating shared digital resources and templates for lesson planning that are

pre-aligned with the new curriculum standards, reducing the individual burden on teachers. Regular professional development workshops focused specifically on curriculum mapping and understanding the why behind the changes were deemed essential. Finally, the team stressed the importance of ongoing support from school leadership and designated curriculum leads to provide consistent guidance and address implementation challenges as they arise.

The group activity served as a highly effective platform for participants to apply theoretical knowledge to practical challenges, fostering collaborative problem-solving and reinforcing the concepts of action planning in real-world educational contexts.

Valedictory Session

The Capacity Building Training Programme culminated in a comprehensive Valedictory Session, marking the successful conclusion of the three-day intensive training. The session was meticulously structured to celebrate the participants' achievements and reinforce the programme's key messages.

The proceedings commenced with the formal Felicitation and Certificate Distribution, where

all participants received their certificates, acknowledging their dedicated engagement and successful completion of the programme. This segment was a moment of pride and recognition for the educators.

Following this, Dr. B. Shadrach, Director, COL-CEMCA, delivered a Special Address. Dr. Shadrach extended his heartfelt congratulations to all participants on the successful completion of the





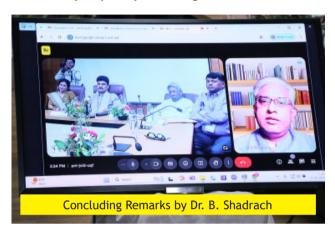
programme. He specifically appreciated their enthusiastic attitude, active participation, and commitment demonstrated throughout the three days, emphasizing the crucial role they play in shaping the future of vocational education.

Dr. T.N. Giri, Director (Vocational Education Department), NIOS, then delivered the Concluding Remarks. Dr. Giri reiterated the unwavering commitment of NIOS to enhancing the landscape of vocational education. He expressed profound gratitude to all the dignitaries, expert speakers, enthusiastic participants, and the dedicated officers and staff of NIOS for their invaluable contributions, which collectively ensured the programme's resounding success. He acknowledged the positive feedback received from the participants and encouraged them to diligently apply the learned strategies and innovative pedagogical approaches to create more engaging, effective, and future-ready learning environments in their respective institutions.

The session was further graced by the Address by the Chief Guest, Prof. Murlimanohar Pathak, Vice Chancellor, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi. Prof. Pathak delivered an inspiring address and, in particular, lauded Dr. T.N. Giri for his tireless, determined, and workaholic attitude in organising such a impactful and well-executed training programme. His remarks underscored the significant effort and dedication behind the initiative.

Throughout the session, participants also had the opportunity to openly share their feedback about the programme. Their testimonials were overwhelmingly positive, with many expressing profound satisfaction with the quality of the content, the expertise of the facilitators, and the practical relevance of the activities. They

collectively praised Dr. T.N. Giri for his vision and leadership in organizing such a beneficial and timely capacity-building initiative.



The Valedictory Session concluded with an official Vote of Thanks delivered by Dr. Praveen Chauhan, Assistant Director (VED), NIOS. Dr. Chauhan extended sincere gratitude to the Chief Guest, Prof. Murlimanohar Pathak, for gracing the occasion, and to Dr. B. Shadrach for his insightful address and continuous support. She also thanked Dr. T.N. Giri for his exemplary leadership, all the expert speakers for their invaluable contributions, and the participants for their active engagement and enthusiasm. Finally, she acknowledged the tireless efforts of all the officers and staff of NIOS, whose dedication ensured the smooth and successful completion of the entire training programme. The session concluded on a high note, reinforcing the collaborative spirit and the shared vision for advancing vocational education.

Key Takeaways and Recommendations

The Capacity Building Training Programme provided vocational educators with crucial insights and practical skills across various domains, equipping them to meet the evolving demands of the education sector and the job market. The key takeaways and recommendations are as follows:

- Instructional Strategies: The programme strongly emphasized the adoption of learnercentred approaches, moving away from traditional teacher-centric models. This included hands-on interactive workshops, fostering peer collaboration through group activities, and gaining insights from expert lectures. Participants were thoroughly trained on the principles of instructional design, educational design, and learning design, including the widely recognized ADDIE model (Analysis, Design, Development, Implementation, Evaluation), enabling them to create more effective and engaging learning experiences tailored to vocational skills.
- **Technology Integration:** A significant focus was placed on exploring and effectively utilizing digital tools in teaching. The technology integration sessions covered a wide array of modern educational technologies, including Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR), various instructional technology tools, multimedia resources, and communication tools. This training is crucial for supporting contemporary remote and hybrid teaching environments, ensuring educators can leverage technology to enhance learning. Participants were also exposed to practical e-learning examples and interactive websites, demonstrating real-world applications of digital pedagogy.
- Assessment and Feedback Techniques: The programme delved into modern and effective ways to assess vocational skills, emphasizing practical, competency-based evaluation. It also focused on providing constructive and timely feedback to learners, which is vital for their continuous improvement and for

- guiding them along personalized learning paths. This ensures that assessment is not just about grading, but about fostering growth and skill mastery.
- Roles and Responsibilities of Vocational Teachers: Educators gained a comprehensive understanding of their multifaceted roles, extending beyond mere instruction. They were trained to act as facilitators, mentors, managers, innovators, and crucial community connectors. The programme also instilled a strong sense of professional ethics, emphasizing integrity, accountability, and a commitment to student welfare, which are foundational for building trust and effective learning environments.
- Communication Skills: The training highlighted the paramount importance of effective verbal and non-verbal communication for educators. This included mastering appropriate word selection, understanding the impact of body language, and developing structured, visually engaging presentation designs. Strong communication skills are essential for conveying complex vocational concepts clearly, motivating students, and interacting effectively with all stakeholders.
- Indian Knowledge Tradition: The programme uniquely integrated the perspective of traditional Indian knowledge systems into modern skill education. This was particularly explored in the context of fostering selfemployment opportunities within the burgeoning tourism sector, demonstrating how indigenous knowledge can be a valuable asset for vocational training and entrepreneurship. This approach promotes cultural relevance and leverages unique national strengths.

Implementation Considerations

For the successful and sustainable implementation of this capacity-building programme's objectives, a critical consideration is ensuring that all participants have reliable and consistent access to digital tools and necessary technological infrastructure. This includes not only access to devices but also stable internet connectivity and relevant software, enabling them to apply the learned technology integration skills effectively in their respective teaching environments. Without adequate technological support, the adoption of modern pedagogical practices may be hindered.

Conclusion

The Capacity Building Training Programme on "Developing Future-Ready Vocational Educators" stands as a highly successful and strategic initiative to empower vocational educators with the cutting-edge knowledge, practical skills, and forward-thinking mindset necessary to cultivate future-ready learners. By making a significant investment in the professional development of vocational educators, both the National Institute of Open Schooling (NIOS) and the Commonwealth Educational Media Centre for Asia (COL-CEMCA) are ensuring that teaching professionals are not only highly responsive to the dynamic demands of today's rapidly evolving job market but are also proactively preparing students for the multifaceted challenges and abundant opportunities of the future. This comprehensive training programme will undoubtedly contribute significantly to fostering sustainable economic growth and promoting inclusive social development across the nation. The programme successfully fostered a vibrant spirit of collaboration and mutual motivation among the participants, powerfully reinforcing the overarching importance of continuous learning and robust institutional support in facilitating ongoing professional development for vocational educators, ultimately elevating the standard of vocational education in India.

Participants Feedback

The feedback from participants was overwhelmingly positive, underscoring the success and impact of the training programme. During the concluding session, participants provided feedback through written forms and oral testimonials, allowing for a comprehensive and in-depth understanding of their experiences and perspectives. This positive feedback is a testament to the programme's effectiveness and the participants' satisfaction.

Feedback was collected in both written and oral formats. Over 95% of participants rated the programme "Excellent" or "Very Good." Delegates appreciated the sessions' relevance, interactivity, and organisation and acknowledged the programme coordinator's dedication. More than 90% expressed a strong desire for similar programmes in the future, highlighting the need for ongoing professional development and the programme's potential for future success.

In oral feedback, several delegates expressed their appreciation for the meticulous organisation and smooth execution of the programme. They commended the diverse range of topics covered, the expertise of the resource persons, and the emphasis on pedagogical innovation and digital skills. One participant remarked, "This has been one of the most enriching professional development experiences I have attended. The sessions on integrating technology into vocational education were particularly insightful and timely." Such a positive impact on the participants is a testament to the programme's success and a source of pride for all involved.

A recurring theme in both written and oral feedback was the strong desire for more such capacity-building initiatives shortly. Over 90% of respondents indicated they would like to participate in similar programmes and recommended that these workshops be held regularly to support ongoing professional growth. This desire for continuing support clearly shows the participants' commitment to their professional development and the programme's continuous improvement.

The role of the programme coordinator was primarily acknowledged and appreciated by nearly every delegate. Participants praised the coordinator's dedication, responsiveness, and attention to detail, which they felt contributed significantly to the programme's success. Many noted that the coordinator ensured a welcoming and supportive environment throughout the three days.

In summary, the feedback reflects a high level of satisfaction among participants, with key strengths identified as the quality of content, the expertise of facilitators, and the collaborative learning environment. Suggestions for future programmes included allocating more time for hands-on activities, providing additional digital literacy support, and establishing ongoing platforms for peer exchange and mentorship. These insights will be invaluable in shaping future training initiatives to enhance their effectiveness and impact further.

Lessons Learnt

The programme faced challenges like limited hands-on activity time and varying participants' digital literacy. These highlighted the need for pre-training digital orientation and more interactive sessions. Future programmes should incorporate flexible pacing, ongoing mentorship, and tailored support to maximise impact.

Participants desired more interactive and practical sessions that could better translate theoretical knowledge into classroom application. Additionally, there was a noticeable variation in digital literacy levels among participants, which affected the pace and effectiveness of technology use sessions. This highlighted the need for pre-training digital orientation or differentiated support to ensure all educators can fully benefit from technology-enhanced learning components.

Another challenge was maintaining participant engagement over the entire duration of the programme, especially given the intensive schedule. This underscored the importance of incorporating varied instructional methods and breaks to sustain attention and energy. Logistical issues, such as connectivity problems during virtual components or limited access to specific resources, also impacted the smooth delivery of some sessions.

Despite these challenges, the programme yielded essential lessons. Foremost among these is the critical value of ongoing mentorship and peer support to reinforce training gains and address challenges as they arise in practice. Establishing structured follow-up mechanisms can help sustain motivation and facilitate continuous professional development. Furthermore, tailoring content to participants' diverse backgrounds and experience levels enhances relevance and engagement. Future programmes should consider modular designs, allowing flexible pacing and targeted skill development.

Overall, these lessons emphasise the need for a holistic approach that combines well-planned content delivery, technological readiness, participant support, and sustained engagement strategies to maximise the effectiveness and impact of vocational educator training.

Follow-Up Activities

Action research, peer learning circles, mentorship programmes, online resource hubs, quarterly webinars, regular feedback surveys, industry linkages, publication of success stories, and annual recognition of outstanding educators are recommended to sustain and enhance training impact.

a) Action Research Projects by Participants:

Participants should be encouraged to design and implement small-scale action research projects within their institutions, applying newly learned pedagogical techniques or digital tools. These projects will enable educators to test innovative approaches in real classroom settings, gather data on learner outcomes, and refine their practices. Sharing findings in follow-up meetings or online forums will foster collective learning and continuous improvement.

b) Formation of Regional Peer Learning Circles:

Establishing peer learning circles at regional levels will provide educators with ongoing opportunities to exchange ideas, discuss challenges, and collaboratively develop solutions. These circles can meet regularly—virtually or in person—and serve as support networks that sustain motivation and professional growth beyond the initial training period.

c) Launch of a Mentorship Programme for New Vocational Educators:

Pairing experienced vocational educators with newcomers through a structured mentorship programme will facilitate knowledge transfer, skill development, and confidence building. Mentors can guide

curriculum delivery, classroom management, and career progression, helping mentees navigate challenges and accelerate their professional development.

d) Creation of an Online Resource Hub:

Developing a centralised digital repository will allow participants and other stakeholders to access training materials, recorded sessions, best practice case studies, and relevant research anytime. This resource hub should be regularly updated and user-friendly, encouraging self-paced learning and as a reference point for continuous capacity building.

e) Organization of Quarterly Webinars and Refresher Workshops:

To maintain momentum, periodic webinars and refresher workshops should be conducted on emerging topics such as AI integration, new vocational technologies, or pedagogical innovations. These sessions will keep educators abreast of current trends, provide platforms for discussion, and reinforce key concepts introduced during the initial training.

f) Regular Feedback and Impact Surveys:

Conducting structured surveys at three- and six-months post-training will help assess the extent to which participants have applied new skills and the impact on learner engagement and outcomes. Feedback will also identify areas where additional support or resources may be needed, informing the design of future training interventions.

g) Facilitation of Industry Linkages:

Strengthening partnerships between AVIs and local industries will create pathways for internships, apprenticeships, and curriculum

co-development. Such collaborations ensure that training remains relevant to labour market demands, enhances learners' employability, and provides educators with insights into evolving industry standards.

h) Publication of Success Stories and Case Studies:

Documenting and disseminating examples of effective practices and positive outcomes from trained educators will inspire peers and stakeholders. These narratives can be shared via newsletters, websites, or conferences, highlighting innovation, problem-solving, and the impact achieved through the training.

i) Annual Recognition of Outstanding Educators and Innovative Practices:

Instituting awards or recognition programmes will motivate educators to implement training learnings creatively and effectively. Celebrating achievements publicly fosters a culture of excellence, encourages healthy competition, and raises the profile of vocational education within the broader academic community.

Recommendations

Institutionalise continuous professional development, integrate digital and AI skills, strengthen monitoring and evaluation, promote inclusivity, enhance industry collaboration, document and scale best practices, and build an active alumni network.

Institutionalize Continuous Professional Development:

Vocational education institutions should embed ongoing professional development as a core component of their HR policies. This includes regular training cycles, performance appraisals linked to skill enhancement, and incentives for participation. Institutionalising CPD ensures educators remain current with pedagogical advances and industry trends, ultimately improving learner outcomes.

2. Integrate Digital Literacy and Al Competencies:

Future training programmes must prioritise digital skills, including using learning management systems, virtual labs, and AI tools like prompt engineering. Equipping educators with these competencies enables them to deliver modern, technology-enhanced instruction and prepares learners for a digital economy.

3. Strengthen Monitoring and Evaluation of Training Impact:

Developing robust M&E frameworks with clear indicators will allow systematic tracking of training effectiveness. This includes measuring changes in educator practices, learner performance, and institutional improvements. Data-driven insights will guide the continuous refinement of training content and delivery methods.

4. Promote Inclusivity for Marginalized and Underserved Groups:

Training content and delivery should address the specific needs of girls, differently-abled learners, and those from rural or disadvantaged backgrounds. This involves culturally sensitive materials, accessible formats, and strategies to overcome barriers to participation, ensuring equitable access to vocational education.

5. Enhance Collaboration with Industry Partners:

Formalising partnerships with industry stakeholders through advisory boards, joint

curriculum development, and co-facilitated training sessions will align vocational education with real-world requirements. Such collaboration improves relevance, facilitates learner placements, and informs educators about emerging skills demands.

6. Document and Scale Best Practices Across Regions:

Systematic documentation of successful training models, pedagogical innovations, and institutional strategies will enable replication in other regions. Sharing these best practices through workshops, publications, and digital platforms accelerates sector-wide improvements and fosters a community of practice.

7. Build and Sustain an Alumni Network of Trained Educators:

Creating an active alum network will provide a platform for continuous engagement, peer support, and knowledge exchange among past participants. This network can organise events, share resources, and collaborate on projects, sustaining the benefits of training over time and amplifying its impact.

About Organizers

National Institute of Open Schooling (NIOS)

The National Institute of Open Schooling (NIOS), established in November 1989 under the Ministry of Education, Government of India, provides open and distance learning to diverse learners, aligning with the National Policy on Education 1986. NIOS offers various courses, including academic, vocational, life enrichment, and community-oriented programs, catering to elementary to pre-degree-level learners.

NIOS's vocational education programs are particularly significant in developing a skilled workforce for various sectors of the economy. These programs are designed to meet the needs of both urban and rural learners, providing them with practical skills and training for specific careers. By offering flexible and inclusive education, NIOS enables learners to study at their own pace and convenience, promoting lifelong learning and skill development. Through its network of regional centres and accredited institutions, NIOS makes education accessible to those who cannot attend traditional schools, contributing to the nation's socioeconomic development.

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi

The Commonwealth Educational Media Centre for Asia (CEMCA), established in 1994 by the Commonwealth of Learning (COL) in New Delhi, promotes the effective use of educational media and technology to enhance learning outcomes and support sustainable development in the Asian region. It works across various educational sectors, including formal, non-formal, and lifelong education, to improve access to quality education and skills development. CEMCA is mainly known for its efforts in community media, such as community radio, which empowers local communities by providing them with a platform for education and communication. The organisation also supports institutions transitioning to online and blended learning, developing gender-responsive skills for livelihoods, and innovating with technologies like Al to reach underserved populations. Through its initiatives, CEMCA plays a crucial role in building educational capacity and fostering inclusive growth in the region.

Annexure - I



DAY 1 (May 15, 2025, Thursday)
Venue: Conference Hall, First Floor, Chairperson Block, NIOS HQ, NOIDA

TIME	ACTIVITY	NAME OF DIGNITARIES		
09:30 - 09:55	Registration			
09:55 - 10:00	Arrival of the Guests			
10:00 - 10:15	Lighting of the lamp			
	Felicitation			
	NIOS Song & Documentary Film			
10:15 - 10:25	Welcome Address	Dr. T.N. Giri, Director (Vocational Education), NIOS		
10:25 - 10:35	Keynote Address	Dr. B. Shadrach, Director, CEMCA		
10:35 - 11:05	Address by the Chief Guest: NEP 2020: Reimagining Vocational Education	Prof. (Dr.) Nirmaljeet Singh Kalsi, IAS (Retd.), Former Chairperson, NCVET, Govt. of India		
11:05 - 11:15	Presidential Address	Prof. Pankaj Arora, Chairperson, NIOS		
11:15 - 11:20	National Anthem			
11:20 - 11:40	Tea Break			
11:40 - 13:00	Session 1: Roles and Responsibilities of Vocational Teachers	Prof. Rajesh P. Khambayat, Professor, DTVER		
13:00 - 14:00	Lunch Break			
14:00 - 15:00	Session 2: Using ICT and Al Tools and Techniques	Ms. Meghna Ghosh, Senior Technical Trainer, NIIT Foundation		
15:00 - 15:30	5:00 - 15:30 Tea Break			
15:30 - 16:30	Group activity-1: Effective use of Al for Vocational Education	Ms. Meghna Ghosh, Senior Technical Trainer, NIIT Foundation;		
		Prof. Rajesh P. Khambayat, Professor, DTVER		
16:30 - 17:30 Experience sharing by participants				
Day 1 Compering: Ms. Anitha Nair, Deputy Director (VED)				
Day 1 Rapporteur: Ms. Anchal Goswami, AO (ICT); Ms. Priyanka Goyal, SEO (E&T)				



DAY 2 (May 16, 2025, Friday) Venue: Conference Hall, First Floor, Chairperson Block, NIOS HQ, NOIDA



TIME	ACTIVITY	NAME OF DIGNITARIES		
10:00 - 10:30	Special Address: Skill Education from the Perspective of Indian Knowledge Tradition	Prof. N.K. Ambasht, Former Chairperson, NIOS		
10:30 - 11:00	Session 3: Communication & Presentation Skills	Prof. Rajesh P. Khambayat, Professor, DTVER		
11:00 - 11:30	Tea Break			
11:30 - 13:00	Group activity-2: Develop effective communication stratergies for better teaching-learning outcomes	Prof. Rajesh P. Khambayat, Professor, DTVER		
13:00 - 14:00	14:00 Lunch Break			
14:00 - 15:00	Session 4: Innovative Instructional Methods for Vocational Education	Prof. Rajesh P. Khambayat, Professor, DTVER		
15:00 - 15:30	Tea Break			
15:30 - 16:30	Group activity-2: Develop Effective Instructional Strategies and Pedagogical Practices	Prof. Rajesh P. Khambayat, Professor, DTVER		
16:30 - 17:30	Experience sharing by participants			
Day 2 Compering: Dr. Neelima Pant, Assistant Director (VED)				
Day 2 Rapporteur: Ms. Priyanka Goyal, SEO (E&T); Mr. Prashant Agarwal, SEO (A&AH)				



DAY 3 (May 17, 2025, Saturday) Venue: Conference Hall, First Floor, Chairperson Block, NIOS HQ, NOIDA



TIME	ACTIVITY	NAME OF DIGNITARIES	
10:00 - 11:00	Session 5: Using Instructional Media in Vocational Education	Dr. Sathish Narayanan, Creative Producer, Mystic Workshop	
11:00 - 11:30	Tea Break		
11:30 - 12:45	Session 6: Action Planning for Effective Vocational Education	Ms. Sarika Dixit, Senior Consultant, Grade-II, NCVET	
12:45 - 14:00	5 - 14:00 Lunch Break		
14:00 - 15:00	Group activity-4: Action Planning & Implementation	Ms. Sarika Dixit, Senior Consultant, Grade-II, NCVET;	
		Prof. Rajesh P. Khambayat, Professor, DTVER	
15:00 - 15:30 Tea Break			
15:30 - 16:00	Felicitation & Certificate Distribution		
16:00 - 16:15	Special Address	Dr. B. Shadrach, Director, CEMCA	
16:15 - 16:30	Concluding Remarks	Dr. T.N. Giri, Director (Vocational Education), NIOS	
16:30 - 16:45	Address by the Chief Guest	Prof. Murlimanohar Pathak, Vice Chancellor, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi	
16:45 - 17:0	Vote of Thanks	Dr. Praveen Chauhan, Assistant Director (VED), NIOS	
Day 3 Compering: Ms. Anchal Goswami, AO (ICT)			
Day 3 Rapporteur: Dr. Divya Singhal, Consultant (Vocational); Mr. Bijay Kumar, SEO (ICT)			

Annexure - II

List of Participants

CL Ma	Nama	AVI Nome (AVI Number)
Sl. No.	Name	AVI Name (AVI Number)
1	Mr. Neeraj Saluja	Pragati polytechnic (550038)
2	Ms. Shivani Solanki	M.K.M. College Of Vocational (550095)
3	Mr. Than Singh	Ramanujan Education and Research foundation (550097)
4	Mr. Fateh Ram Sharma	O.D. Memo Yoga Sansthan (550111)
5	Mr. Lalit Kumar Arya	R S Yoga Sanshthan Hodal (550112)
6	Mr. Krishan Mohan Joshi	KD Institue of Medical Science (710224)
7	Dr. Rubab	Sri Sri Paramedical Institute (710386)
8	Dr. Hari Singh Yadav	Universal Yoga & Naturopathy Institute (710410)
9	Ms. Monika Rani	Smt. Brahmadevi Saraswati Balika Vidya Mandir (710432)
10	Mr. Himmat Singh Yadav	Katha School of Entrepreneurship (990014)
11	Ms. Anju Singh	Katha School of Entrepreneurship (990014)
12	Mr. Amit Kumar	Sant Nagpal Vocational Training Centre (990015)
13	Mr. Sabish Kumar	Sant Nagpal Vocational Training Centre (990015)
14	Ms. Piyushi Adlakha	Amar Jyoti Rehabilitation Centre (990016)
15	Ms. Preeti	Sh. Chhedalal Commercial College (990022)
16	Mr. Vinod Kumar Arora	Sh. Chhedalal commercial College (990022)
17	Ms. Saroj Gupta	Satyam International Polytech (990080)
18	Mr. Nitin	Exe Solutions (990158)
19	Mr. Anil Kumar	ACM Institute (990257)
20	Mr. Satish	Sunrise Yuva Jagriti Kendra (990258)
21	Ms. Poonam Ahuja	Sevakram Naturopathy Centre (990261)
22	Ms Anju Dahiya	Hazrat Inayat Khan Foundation (990264)
23	Mr. Rahul Kumar	Ashok Institute of Hospitality & Tourisum Management (990271)
24	Ms. Seema Tiwari	Simpathy Institute of Homeopathic (990280)
25	Mr. Himanshu	Vinayak Hospital (990283)
26	Mr. Ashutosh	Vinayak Hospital (990283)
27	Ms. Himanshi Yadav	Vidya Jyoti Association for Education & Resource Development (990294)

28 1	Ms. Katherine	
	Ms. Katherine	Ganesh Educational Institute & Research Centre (990295)
29 [Dr. R. K. Kapoor	Dr. B. L. Kapur Mamorial Hospital (990319)
30 /	Mr. Suraj Bafila	Ganesh Paramedical College & Research Centre (990325)
31 [Dr. Monika	Vivekanand Pratishthan Parishad (990328)
32 /	Mr. Rahul	Poineer Convent Sr. Sec. School (990331)
33 /	Mr. Naresh Chander Goyal	Shri Ram Mulakh Dayal Sham Ji Yog Mandir (990343)
34 /	Mr. Anurag Tyagi	AIMO Management Development Centre (990353)
35 [Dr. Seema Ahlawat	Institute of Eminence Health Care (990354)
36 /	Ms. Tanuja	St.Teresa's Social Welfare Centre (M71227)
37	Dr. Mouhammad Danish	Falah-E-Aam Paramedical Institute (M71257)
38 /	Mr. Anil Kumar Mishra	Agnel Jan Kalyan Kendra (M71347)
39 1	Ms. Manju	Agnel Jan Kalyan Kendra (M71347)
40 /	Ms. Josephine	Don Bosco Yuva Kendra (M99097)
41 /	Mr. Virender Singh	Fire Insitute of Research and Engineering (550145)
42 /	Mr. S. Kanwar Mohinder Singl	h Guru Nanak Convent School (M66016)
43 /	Mr. Barinder Singh Khangura	Guru Nanak Convent School (M66016)
44	Mr. Pawan Kumar	Morni Community College (550101)
45 /	Mr. Mohit Kankarwal	Morni Community College (550101)
46	Mr. Abhinandan Agrawal	Poddar Management & Training, Institute (670009)
47 [Dr. Rajesh Kumar Sharma	Vocational Training Centre, Rashtriya Gyan Vikas Parishad (710043)
48 /	Mr. Ram Kumar Vaidya	Madhya Pradesh State Open School, Bhopal
49 1	Mr. Sanjeev Dubey	Madhya Pradesh State Open School, Bhopal
50 /	Mr. Birender	Sunrise Yog Sansthan, Hodal (550120)
51 <i>l</i>	Mr. Shyam Vir	Bhawna Sr. Secondary School (550102)
52 /	Ms. Rachna	Rapid Career Academy (990206)
53 /	Mr. Sonu Kumar Gautam	Sri Ram Institute of Professional & Vocational Studies (990344)
54 /	Mr. Ravi Kumar	Aplomb Education and Welfare Society (990350)
55 <i>l</i>	Ms. Anshu Sharma	Aplomb Education and Welfare Society (990350)
56	Dr. Dharam Pal Singh	Kamalnishtha Sansthan (670012)
57 /	Mr. Swati Sain	Fire Insitute of Research and Engineering (550145)

Media Coverage



एनआइओएस की त्रिदिवसीय कार्यशाला में प्रशिक्षित हुए भविष्य-उन्मुख व्यावसायिक शिक्षक

सवेरा न्यूज नोएड/दिल्ली, 17 मई : राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान और कॉमनवेल्ख एजुकेशनल मीडिया सेंटर फाँर एशिया के संयुक्त तत्वावधान में अदिवसीय कार्यशाला का आयोजन हुआ। कार्यकम 15 से 17 मई 2025 तक एनआईओएस मुख्यालय में आयोजित हुआ। जिन्मों व्यावसायिक शिक्षा जगत के शिक्षकों ने समता निमारिशक्षण प्राप्त किया। जिटवसीय कार्यशाला में देश के प्रतिष्ठित विद्यानों ने प्रशिक्षुओं का मार्गदर्शन किया। जिटवसीय कार्यशाला में देश के विधिन्न भागों से 80 से अधिक प्रशिक्षुओं ने उत्साहपूर्वक भाग लिया। कार्यशाला में आईसीटी और आर्टिफिशियल इंटेलिजेस के समावेशन, नवाचारी शिक्षण रणनीतियाँत तथा नई राष्ट्रीय शिक्षा मीति (2020)



पर केंद्रित विशेषज्ञ सत्र आयोजित किए गए। कार्यशाला में प्रशिक्षुओं को व्यावसायिक शिक्षा के क्षेत्र के नवाचारों से विशेषज्ञों ने अवगत करावा। समापन समारोह के मुख्य अतिथि फ्रो. मुरली मनोहर पाठक, कुलपित, श्री लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय रहे। उन्होंने अपने प्रराणादायक संबोधन में शिक्षकों से पारंपरिक ज्ञान और आधुनिक व्यावसायिक कौशल के सामंजस्य की

शिक्षकों के क्षमता निर्माण को लेकर त्रिदिवसीय कार्यशाला आयोजित

नई दिल्ली (एसएनबी)। राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (एनआईओएस) और कॉमनवेल्थ एजुकेशनल मीडिया सेंटर फॉर एशिया के संयुक्त तत्वावधान में त्रिदिवसीय कार्यशाला आयोजित की गई। इसमें व्यावसायिक शिक्षा जगत के शिक्षकों ने क्षमता निर्माण के लिए प्रशिक्षण प्राप्त किया। कार्यशाला में देश के प्रतिष्ठित विद्वानों ने प्रशिक्षओं का मार्गदर्शन किया। त्रिदिवसीय कार्यशाला में देश के विभिन्न भागों से 80 से अधिक प्रशिक्षुओं ने भाग लिया। कार्यशाला में आईसीटी व आर्टिफिशियल इंटेलिजेंस के समावेशन, नवाचारी शिक्षण रणनीतियों तथा नई राष्ट्रीय शिक्षा नीति (2020) पर केंद्रित विशेषज्ञ सत्र आयोजित किए गए। प्रशिक्षुओं को व्यावसायिक शिक्षा के क्षेत्र के नवाचारों से विशेषज्ञों ने अवगत कराया। समापन समारोह के मुख्य अतिथि लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय के कलपति प्रो. मरली मनोहर पाठक रहे।

एनआईओएस और सेमका का प्रशिक्षण कार्यक्रम आज से

नोएडा '(वि)। राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान और कॉमनवेल्थ एजुकेशनल मीडिया सेंटर फॉर एशिया (सेमका) द्वारा 15 से 17 मई 2025 तक एनआईओएस मुख्यालय (नीएडा) में तीन दिवसीय क्षमता निर्माण प्रशिक्षण कार्यक्रम का आयोजन किया जा रहा है। यह कार्यक्रम एनआईओएस द्वारा मान्यता प्राप्त व्यावसायिक संस्थानों (एवीआई) के व्यावसायिक शिक्षा में आईसीटी, एआई उएकरण और शैक्षणिक नवाचार की एकीकृत करने के लिए तैयार करने पर केंद्रित है। कार्यशाला विशेषज्ञों द्वारा तकनीकी सत्र, व्यावहारिक प्रशिक्षण मत्र साथं ही प्रतिभागी केस स्टडी की प्रस्तुतियां देंगे और अनुभव साझा करेंगे।

एनआईओएस की कार्यशाला में व्यावसायिक शिक्षकों ने सीखे गुर

नोएडा . लोकसत्य

राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान और कामनवेल्थ एजुकेशनल मीडिया सेंटर फॉर एशिया के संयुक्त तत्वावधान में तीन दिवसीय कार्यक्रामा इसे से 17 मई तक एनआईओएस मुख्यालय में आयोजित किया, जिसमें व्यावसायिक शिक्षा जगत के शिक्षकों ने क्षमता निर्माण प्रशिक्षण प्राप्त किया। समापन समारोह में मुख्य अतिथि प्रो मुरली मनोहर पाठक कुलपित लाल बहादुर शाबी राष्ट्रीय संस्कृत विश्वविद्यालय रहें।

बताया गया कि तीन दिवसीय



कार्यशाला में देश के विभिन्न राज्यों से 80 से अधिक प्रशिक्षुओं ने भाग लिया और कार्यशाला में आईसीटी और आर्टिफिशयल इंटोलजेंस के समावेशन, नवाचारी शिक्षण रणनीतियों तथा नई राष्ट्रीय शिक्षा नीति (2020) घर केंद्रित विशेषज्ञ सत्र आयोजित किए गए। समापन समारोह में कुलपित प्रो मुरली मनोहर पाठक ने शिक्षकों से पारंपरिक ज्ञान और आधुनिक व्यावसायिक कौशल के सामंजस्य की आवश्यकता पर बल दिया। समापन सत्र में प्रतिभागियों को प्रमाणपत्र वितरित किए गए।

Delhi 18-05-2025 http://epaper.loksatya.com/





एनआईओएस में 3 दिवसीय क्षमता निर्माण प्रशिक्षण कार्यक्रम

सवेरा न्युज/कास.

नोएडा, 14 मईं: राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान और कॉमनवैल्थ एजुकेशनल मीडिया सैंटर फॉर एशिया द्वारा 15 से 17 मईं तक एनआईओएस मुख्यालय, नोएडा में 3 दिवसीय क्षमता निर्माण प्रशिक्षण कार्यक्रम का आयोजन किया जा रहा है। ये कार्यक्रम एनआईओएस द्वारा मान्यता प्राप्त व्यावसायिक संस्थानों (एवीआई) के व्यावसायिक शिक्षकों को व्यावसायिक शिक्षा में आईसीटी, एआई उपकरण और शैक्षणिक नवाचार को एकीकृत करने

के लिए तैयार करने पर केंद्रित है। कार्यक्रम में बतौर मुख्यातिथि प्रो. निर्मलजीत सिंह कलसी, पूर्व अध्यक्ष, एनसीवीईटी विशिष्ट अतिथि के तौर पर प्रो. मुरली मनोहर पाठक, कुलपित, लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय नई दिल्ली मौजूद रहेंगे। कार्यशाला में विशेषज्ञों द्वारा तकनीकी सत्र, व्यावहारिक प्रशिक्षण सत्र साथ ही प्रतिभागी केस स्टडी की प्रस्तुतियां देंगे और अपने अनुभव भी साझा करेंगे। कार्यक्रम के समापन सत्र में प्रतिभागियों को प्रमाण पत्र भी प्रदान किया जाएगा।



Thu, 15 May 2025 epaper.dainiksaveratimes.in/c/7736

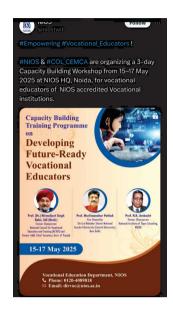
एनआइओएस की त्रिदिवसीय कार्यशाला सेंग्र प्रशिक्षित हुए भविष्य-उन्मुख वोकेशनल टीचर्स

ाष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान भौर कॉमनवेल्थ एजुकेशनल मीडिया रेटर फॉर एशिया के संयुक्त त्वावधान में त्रिदिवसीय कार्यशाला हा आयोजन हुआ। कार्यक्रम 15 से 7 मई 2025 तक एनआईओएस गुख्यालय में आयोजित हुआ। जिसमें यावसायिक शिक्षा जगत के शिक्षकों । क्षमता निर्माण प्रशिक्षण प्राप्त किया। हार्यशाला में देश के प्रतिष्ठित विद्वानों । प्रशिक्षुओं का मार्गदर्शन किया। व्रदिवसीय कार्यशाला में देश के विभन्न भागों से 80 से अधिक वाभन भागा स 80 स आधक शिक्षुओं ने उत्साहपूर्वक भाग लिया। तार्यशाला में आईसीटी और प्रार्टिफिशियल इंटेलिजेंस के मावेशन, नवाचारी शिक्षण णनीतियों तथा नई राष्ट्रीय शिक्षा नीति जनातिया तथा नई राष्ट्राय शिक्षा नाति 2020) पर केंद्रित विशेषज्ञ सत्र भायोजित किए गए। कार्यशाला में शिक्षुओं को व्यावसायिक शिक्षा के संबोधन में शिक्षकों से पारंपरिक ज्ञान अत्र के नवाचारों से विशेषज्ञों ने और आधुनिक व्यावसायिक कौशल



अवगत कराया। समापन समारोह के अवनात कराया। समापन समाराह क मुख्य अतिथि प्रो. मुरली मनोहर पाठक, कुलपति, श्री लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय रहे। उन्होंने अपने प्रेरणादायक

के सामंजस्य की आवश्यकता पर बल दिया। समापन सत्र में प्रतिभागियों को प्रमाणपत्र वितरित त्रातमागियां का प्रमाणपत्र वितासत किए गए। कार्यशाला समापन समारोह कार्यक्रम में एनआइओएस के अधिकारी एवं कर्मचारी बडी संख्या







Sathish Narayanan • 1st Founder Director - DMES | Co Founder & Creative ... View my services

It was an honour and privilege to conduct a training session for the top officials and master trainers of the National Institute of Open Schooling (NIOS) and the Commonwealth Educational Media Centre for Asia (CEMCA).

The 3-day capacity building programme, titled "Developing Future-Ready Vocational Educators," was a significant initiative to enhance the skills and competencies of vocational educators. I was invited to lead a session on "Using Instructional Media in Vocational Education," which was very well received. The participants were highly engaged, and their enthusiastic participation made the session truly rewarding.

The programme commenced with opening remarks by Dr. T.N. Giri, Director (Vocational Education), NIOS, and was graced by the presence of Ms. Anita Nair, Deputy Director, and Prof. R.P. Khambayat from the Department of Technical and Vocational Education and Research, along with several other senior officials.

Grateful for the opportunity to contribute to this meaningful initiative.

#VocationalEducation #InstructionalMedia #CapacityBuilding #NIOS #CEMCA #EducationForAll #FutureReady #NSDC #MESC #Skillindia

Instagram













Liked by goswamianchal3105 and others nioshq The 3- day Capacity-Building Training Programme on Developing Future-Ready Vocational Educators was successfully inaugurated today at NIOS HQ by Prof. (Dr.) Nirmaljeet Singh Kalsi, Former Chairperson, NCVET.

The event featured a presidential address by Prof. Pankaj Arora, Chairperson, NIOS, and an inspiring keynote address by Dr. Basheerhamad Shadrach, Director, CEMCA.

Quer 80 AVI trainers from across India are participating in this dynamic programme focused on ICT-driven, innovative teaching for vocational education.

15 May







National Institute of Open Schooling

(An Autonomous Institution under Ministry of Education, Govt. of India) A-24-25, Institutional Area, Sector - 62, Noida-201309 (U.P.) Website: www.nios.ac.in & www.voc.nios.ac.in