Newsletter

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Commonwealth Educational Media Centre for Asia

From The Director's Desk

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

- Gro Harlem Brundtland

Recently, I attended the launch of European Union SWITCH-Asia Project, phase 2 and Regional Networking programme, at Bangkok, Thailand. The launch ceremony had many ambassadors from European countries, the representatives from European Union and partners of different EU supported projects from the Asian region in the audience. Mr Arab Hoballah, Team Leader, Switch-Asia Sustainable Consumption and Production Facility, in his opening remarks stated that measures concerning Sustainable Development are high on their agenda, which are not only impacting SDG-12 (RESPONSIBLE PRODUCTION AND CONSUMPTION) but also SDG-17 (PARTNERSHIPS FOR THE GOALS). The Thailand Ambassador in his speech underscored that, "Sustainable Development is a fine balance between economy, environment and development. When technology is becoming global, the globe needs to be protected. Helping partner countries in Asia is a priority of EU and we seek cooperation of all for the Switch Asia Phase 2. For best results it is important to harmonise the policies and practices." The deliberations during the two day event repeatedly impressed upon the participants to work in close cooperation as partners for protecting the globe for our future generations.

The observations pointed to the importance of promoting "Sustainable Consumption & Production" through learning, both in formal and non-formal learning. It is important that youth be made aware of practices of sustainable consumption as much as they need to inculcate polite behaviour or life skills. As a first step towards this, Team CEMCA has decided to reduce usage of plastic in office and also in personal lives. Also we will be consciously focussing on reducing consumption of electricity and paper in office. We also intend to float a MOOC on Sustainable Consumption and Professional House Keeping which will have topics of oil, detergent and waste management. It's now time for CEMCA to promote "Sustainable

Consumption and Production" practices in grassroots through all its partners. Let us join hands and may the force be with us!

CEMCA with its mandate for promoting "Learning for Sustainable Development" is focussing on bringing about behavioural changes in people's lives to adopt Sustainable Production and Consumption habits. As a part of this endeavour, CEMCA along with its partner, is promoting usage of Bamboo for construction, furniture and household utilities, especially to replace plastic. CEMCA is simultaneously increasing its focus on skills related to primary sector, unorganised labour force, traditional livelihoods and recognition of artisans as skilled workers. As pointed out in this issue of our newsletter, vocational skills have to become sustainable through a strong community focus. The "government-led supply-driven" focus of skill development has to give way to "industry-led demand-driven" approach.

CEMCA has begun to champion the cause of improving quality of skill development programmes, by building the capacity of the vocational trainers in the last two years. We have touched the lives of around 1000 vocational trainers and helped indirectly improving the learning experience of at least 30,000 learners. We have also had some success in pushing the agenda of counselling youth towards choosing vocational careers with many government institutions in India, adopting our tools for nation-wide youth counselling which has been administered till date to more than 10,000 youth; we are continuously improving tool, keeping it updated with latest requirements of the industry.

While we constantly remind ourselves, "let no one be left behind", we also need to promote policies and practices of sustainable consumption at all levels, to ensure we protect our planet for future generations from whom 'we have merely borrowed it'.

With best wishes
Dr. Shahid Rasool

## Skill Development in India: A Reality Check

By Santosh Mehrotra

India Vs Other East Asian Countries

The East Asian miracle economies not only have a well drafted Industrial Policy, but better general academic education and high levels of VET penetration, which is how East Asia became the 'Factory of the World', and 3 of the 5 countries in the world who are at forefront of Industry 4.0 are from this region. This is what India needs to implement in order to better educate and formally skill their workforce, and prepare them for the job market.

In India, secondary enrolment has reached 85%, enrolment in higher education has reached 26% and literacy in India will reach 90-95% by 2021. However, massification of Higher Education in the country does not mean learning levels are high.

There is still a serious shortage of STEM teachers at secondary and higher secondary levels. 53% enrolment in tertiary education is in social sciences and in humanities/ law/ business, while engineering, manufacturing, science sees an enrolment of another 39%. What India needs is a much greater investment in education as 4% of GDP is not sufficient.

- *India needs a much greater investment in education as 4% of GDP is not sufficient.*
- *There needs to be a focus on STEM in higher education.*
- *There needs to be a structural shift to align Industrial Policy with Education and Skills policy for India.*
- *There needs to be early diversion of students away from general academic schooling into TVET*
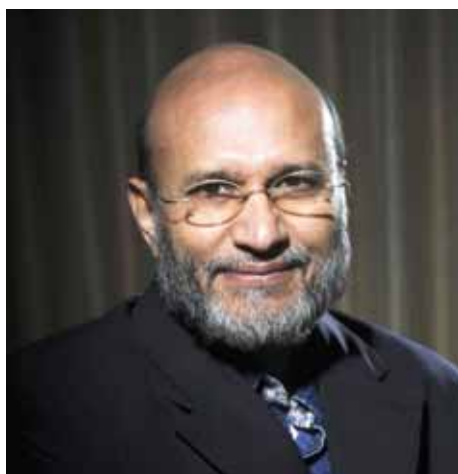
Therefore, there needs to be a structural shift to align Industrial Policy with Education and Skills policy for India. There needs to be early diversion of students away from general academic schooling into TVET and there needs to be a focus on STEM in higher education.

Skills: Supply Driven instead of Demand Driven

The five pillars of a Skills based ecosystem are:

The most serious problem faced by the current industry in India, is *that*

vocational training efforts are Supply-Driven, Government-Driven, and organized as a Government-financed system. The evidence from international experience teaches us that what works is a demand-driven, employer-managed and financed TVET system. India's system of industry-involvement has followed what is known as the Anglo-Saxon system, which is a weak, and ineffective mechanism.

Quality Issues in VET

The quality issues in formal VET are numerous.

- Registered enterprises' apprenticeship is standalone and not part of the pre-employment training programme.
- Recognition of prior learning (RPL) is of recent vintage, and is of poor quality.
- National Skills Qualification Framework (NSQF) Courses with 9000 NOS and 2000 Qualification Packs have been prepared by International Consultants and are therefore not contextualized and user friendly.
- Non-NSDC funded course are not NSQF compliant
- There is a shortage of instructors.
- Industry's involvement in Skill Development is very poor in India. By comparison with the international market and their experience with SSCs, India's SSCs function poorly.

Vocational education in secondary and higher secondary schools | Vocational Training Providers (private, supported by NSDC) | Industrial Training Institutes (public and private) | 16 Ministries of Govt of India | Enterprise based training by employers (Currently, very few conduct such training)

Role of Employer in Skills: Various Models, Various Countries

Employer Involved Approach

Countries such as the United Kingdom, Australia, Canada and New Zealand, have an Employer Involved Approach, i.e., Voluntary Employers are involved, and they have a fairly reactive approach to skill development. Sector bodies in these countries are primarily government backed, and SSCs act as a mandatory interface between employer, trade union and Government. The role of the employer in this scenario is that they feed information on skill needs via the SSC, to the Government and the VET System.

Statutory Employer Involved Approach

Another approach to maintaining quality is the Statutory Employer Involved Approach, like that of South Africa, France and Quebec Canada, where the role of the employer is to primarily finance skill development in the country, in a collective way. They also have to recognize the role of skills and training in the enterprise, and employers develop workplace skills plans. Employers can reclaim up to 70% of the levy payment through skill development activities. This is bipartite that brings together the Industry and the Trade Union. 80% of the levy funds are for Sector Education and Training Authority (SETA) and the remaining goes to the National Fund.

Employer Owned Approach

Hong Kong has an Employer Owned Approach, where the industry is employer owned and funded, which makes it a more proactive approach to keep the quality in check. The training is financed by the respective Industry, with a statutory levy on employers. This levy differs for every Industry and on the condition of the Industry. This helps to ensure employer investment in training and development in key sectors. Industry related groups can establish their own Industry Training Association (ITA), which acts as the skills branch of the employer's association. Each ITA recommends the training levy for the

Industry. The employer's association identifies shortages and policies for the sector, and employers design priorities and drive the whole sectoral training system.

Employer Modeled Approach

And finally, Singapore utilizes the Employer Modeled Approach, where employers are keen to learn from the best practices of large employers. Skill Development Fund (SDF paid work) levies the proportion of the wage bill that is associated with 'low skilled' and 'low Rs'. SDF is used for strategic skill development. This helps in developing excellence by creating a blue print of training and development practice in leading successful organizations. Government t leads the initiative in Singapore, and the blue print approach is to be tied up with the National Qualification Framework. In this case, the employer's role is primarily to recognize the importance of skills as a source of national competitive advantage and strive for excellence in provision of On the Job Training (OJT). Companies that develop OJT as per 'Blue print' can also become certified deliverers of OJT. Once certified, the programme will attract support from SDF towards percentage of costs of OJT delivered by companies.

SSC Approach of India

India currently has 40 Sector Skills Councils, when it needs no more than 21 SSCs. NSDC claimed that it is following three criteria for constitution of the Sector Skill Councils:

- 20 High growth Priority Sectors identified by the Planning Commission;

- Sectors with large organized workforce; and

- Sectors with large informal workforce.

Under 'Large organized workforce', they included Rubber, Telecom, Capital Goods, Agriculture, Aviation, Mines, Management, Paints and Coatings, Sports and Instrumentation. However, what precisely constitutes a 'large organized workforce' has not been defined. On closer scrutiny, we discover that sectors such as

Rubber, Telecom, Capitals Goods, Aviation, Paints & Coatings, Sports and Instrumentation employ a very small percentage of total certified workforce, and many of these "sectors" are not even defined as sectors by Central Statistical Office (CSO).

Another criterion used by NSDC to create an SSC was that a sector should have over 1mn existing workforce. But the data used to determine the same is not based on any official source. National Sample Survey Office (NSSO) data on sectoral employment was not used during this time. The NSDC has included 'Agriculture' Sector under the 'Organized with Large Workforce'. The Agriculture sector is considered to be the largest unorganized sector as per NSS 2011-12, and it commanded a workforce of 48.9%, which was not taken under consideration by the NSDC. Again, under the category of 'Large Informal Workforce', NSDC included Security, Plumbing, Beauty & Wellness and Domestic Workers. However, some of these sectors do not qualify as a 'sector' even though their workforce is in informal category.

The other concerns for the SSCs are that we found that many large employers of the sector concerned were not represented on the SSCs. Many employers did not know that such an SSC even exists; and it was suggested that NSDC should carry out an intense sensitization. The NSDC in its instructions for setting up governing councils has prescribed that the governing council should cover all sub segments in the sector with representation from industry associations, individual companies, MSME representatives, Government nominee, training providers, academicians and NSDC representative.

The problems go deeper still. The SSCs are required:

- to identify skill needs of their sectors,

- develop skill development plan and skill inventory,

- determine skills/competency standards and,

- develop norms and standards for accreditation, affiliation, assessment, certification,

- carry out training of trainers, promote academies of excellence,

- create a credible and real time sectoral labour market information system and

- ensure placement of all trained persons at decent wages.

Huge manpower is required to carry out all the above important functions. However, the Sharda Prasad committee (of which I was a member/author) found that most SSCs have a skeleton staff which cannot meet even the day-to-day minimum functioning of the SSCs.

SSCs were introduced to make the system demand responsive. First function of SSCs, therefore, was identification of skill development needs, including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them. However, no SSCs have designed a credible and dynamic demand aggregation system with exact skill needs of sectoral employers.

The second major function of the SSCs was to prepare a sector skill development plan and maintain skill inventory. Their purpose was to consider holistic growth of the sector by providing skilled manpower. This was dependent upon identification of skill development needs.

The third function of SSCs was to determine the competency standards and qualifications and getting them notified as per National Skills Qualification Framework (NSQF). SSCs did develop National Occupational Standards (NOSs) and Qualification Packs (QPs) but the process followed and the persons used for this purpose were highly flawed.

The fourth function of the SSCs was training of trainers. Normally, the training of trainers after the basic qualification is of one-year duration consisting of four modules of three months each out of which Technical Training I and II are hardcore subject skills, III is engineering and workshop calculation and the IV is pedagogy and communication skills. The trainer must have industry work experience to teach the nuances of skills. What is currently being offered are training programmes of as low as 10 days that do not satisfy the requirements of industry.

The fifth function of the SSCs was that persons trained according to norms they laid down should be employed at decent wages. However, SSCs trained 1.8 mn in 2015-16 under PMKVY of which only 12.4% were placed and the later figures are not different either.

Summing it up…

The foundational skills of the workforce are therefore still weak, and there is an urgent need for adult literacy programs to combine skill training with formal education. The Skill ecosystem is government- driven (except Enterprise Based Training, which is only conducted in large firms). In all firms, registered or unregistered (in all units other than large corporates), most workers acquire "On-Job-Training" that is done informally in unorganized sectors and unregistered firms.

The poor Quality of training imparted in the 5 pillars of the skills ecosystem is characterised by shortage of trainers, leading to poor quality. The importance of RPL needs to be recognized. Also, the industry engagement through SSCs is very weak.

Under these circumstances, it is not surprising that as regards Industry 4.0 there is no recognition of requirements of skilling, even though in some high-end industries corporates turn to robotics and automation. These challenges need to be addressed and overcome to create a better skilling ecosystem in India.

About Author:

Santosh Mehrotra is Professor of Economics, Centre for Labour, Jawaharlal Nehru University, Delhi. After an MA in Economics from New School for Social Research, New York, and Phd. Cambridge University (1985), Santosh was Associate Professor of Economics, JNU (1988-1991). He spent 15 years with the UN (1991-2006) in research positions, heading UNICEF's global research programme at the Innocenti Research Centre, Florence, and as chief economist of the global Human Development Report New York. He returned to India to head the Rural Development Division and Development Policy Division of Planning Commission (2006-09). He was also the Director General (2009-14) of the National Institute of Labour Economics Research, Planning Commission, in the rank of Secretary to the Government of India. He consults regularly for the ADB, UNESCO, ILO in Asia region on skills and labour market issues. His work has been translated into Hindi, Spanish, French, Russian, German and Portuguese.

His books include:

India Human Development Report, 2011, Oxford University Press, Team Leader. (Team Leader)

Education:

1. *India's Skills Challenge: OUP, 2014*
2. *Universalizing Elementary Education in India OUP 2005*
3. *The Economics of Elementary education in India Sage, 2005*

Labour, Employment

4. *Asian Informal Workers: Global Risks, Local Protection Routledge, 2007*
5. *Countering Naxalism with Development Sage, 2014*

Growth and Social Policy

6. *Policies to Achieve Inclusive Growth in India Cambridge University Press, 2016;*
7. *Land Policies for Growth with Equity. Sage, 2014*
8. *Eliminating Human Poverty. Macro-economic and Social Policies for Equitable Growth, Zed Press, London, 2007 Spanish translation: 2016, National University of Mexico Press.*
9. *Development with a Human Face., Clarendon Press, Oxford, 1997*

   French translation: Le Developpemente a Visage Humain, Economica, Paris (2001)
10. *India and the Soviet Union: Trade and Technology Transfer, Cambridge U Press 1990*

Telecom Sector
Skill Council of India

By Lt. Gen Dr. SP Kochhar (Retd) CEO, Telecom Sector Skill Council

Telecom Sector Skill Council (TSSC) is a Non-Profit Organization, registered under the Societies Registration Act, 1860. They are an industry led apex body, jointly set up by The Cellular Operators Association of India (COAI), Indian Cellular Association (ICA) & Telecom Centres of Excellence (TCOE) to ensure adequate availability of skilled manpower to boost growth and productivity in the Telecom Sector. Set up under the aegis of the National Skill Development Corporation, TSSC has members from the various Telecom industries, Academia, Industry associations and representation from the Government (MeitY) as well.

TSSC has been at the forefront of the changing Telecom scenario with active participation of the Industry. TSSC has increased traction with Academia as the chief frontier where skilling is urgently required. We have entered a new era where boundaries between Telecom, IT and Electronics for communication electronics are vanishing. Our country's demographic dividend is what is motivating enhancement in the ongoing training programs. Such training programs will certainly boost the flagship programs of the Union Government.

In the short span of time, TSSC has already enrolled 1,71,951 youth and certified 1,14,513 candidates in various segment of the telecom sector across India. TSSC today has 120 Industry Partners, 12 Assessment partners, 26 State Government partners and 569 Training partners which includes Taiwan and University of Chicago as our International partners.

There is a need to bridge the massive gaps in skills and competencies in the telecom sector. TSSC has been in a process of connecting the Academic to the upcoming Industry demand. In this regard, they have partnered with All India Council of Technical Education (AICTE), to roll out a pull-based system.

This year TSSC has initiated a demand driven pilot project in conjunction with AICTE under the AICTE-PMKVY TI scheme. 63,000 candidates are to be trained in the current year in telecom vacancies against job demands of the industry. This will create a perfect match between demand and supply. These trainings will commence September onwards and would act as a feeder to the industry.

In another major initiative, Telecom Sector Skill Council and Gurugram Metropolitan Development Authority (GMDA) have entered into a Memorandum of Understanding (MoU), to work jointly in making skilled manpower available to GMDA in order to implement the smart city. The aim is to establish the mechanism for providing a pool of skilled telecom/ICT manpower, required by GMDA.

Besides the above, TSSC will also bring a bouquet of high-end courses in the emerging technology like Data Sciences,

AI, AR, VR. These will be made available to all our partner colleges as an internship program. In this regard, TSSC has recently partnered with Videoken to train and provide certification in Data Science and AI with applications in telecom analytics for beginners.

TSSC has reached a matured stage in the skilling ecosystem wherein they are moving towards a demand (Pull) based system, which was actively advocated by TSSC since long. TSSC has emerged as a torch bearer and leader in innovative and out of the box ideas which are implemented for the betterment of skilling. Their constant and persistent efforts in telecom sector will surely yield encouraging and positive results.

Regional Round Up

Odisha Vikas Conclave:
Green Skill & Entrepreneurship Development

- ■ **Venue:** *Mahanadi Conference Hall, CYSD – DRTC*
- ■ **Date & Time:** *25th Aug 2018, 9:30 am – 5:30 pm*

Background to the Workshop:

Agriculture and Agri-alllied industry is the primary sector of the State economy of Odisha with 60% of Odisha's residents relying on it for survival. It is a matter of concern that wages for workers in the primary sector in Odisha aged 15-34 years are 36% lower than the national average; 33% rural households survive on less than INR 166 a day; 9% rural workers are unemployed and 4% do not have access to any income. A CYSD-FVTRS study in Odisha, Chhattisgarh and Jharkhand however, reveals that even after finding urban jobs, most rural workers return home in a few months, indicating that the migration is driven by distress and not by preference.

While the skill development policy of the nation, is being improved to include and

recognize traditional skills, Green Skills and Entrepreneurship definitely seems to be the most important area to focus on.

Hence, this workshop found its need for existence in the Odisha Vikas Conclave 2018.

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Here the interpretation of the term "Green Skills" was restricted to Agriculture and Allied (Livestock) industry only and was not extended to renewable energy sources etc.

The workshop had 4 sessions, namely,

a. Understanding the primary and green skills in Odisha Context

b. Key Challenges and Issues for Skill & Entrepreneurship development within primary sector

c. Best Practices & Models

d. Schemes, Opportunities & Way forward

apart from the Key note speech by Prof. Santosh Mehrotra, Economics, JNU who can also be called the father of National Skills Qualification Framework, India.

There was active participation from over 75 NGOs and Civil Society Organizations. The conference room was packed with about 80 people who were genuinely interested in the proceedings and discussions.

Session wise Reporting

Welcome Address

Mr. P. M. Philips, FVTRS welcomed the gathering and introduced the theme of the workshop and established the need to dedicate a day long discussion and thinking around "Green Skills & Entrepreneurship".

Key Note Speech

Key note presented by Prof. Mehrotra as a power point presentation on "The Challenge of Skill Development in India", focussed on the issues surrounding the current skill ecosystem of the country. The presentation compared the Anglo-Saxon model of skilling with the German model and condemned India's choice of having chosen the former over the later which has been proven the world over to be not so effective. The little or no industry

participation in the Skill building initiative of the country is a huge concern. Of the 5 pillars on Skill India, 4 are led by the government and only 1 by industry. This means that like education, Skill development is also tending to be supply driven rather than demand driven. Prof. Mehrotra also expressed his concern on the poorly defined Qualification Packs and National Occupational Standards (NOSs) by the Sector Skill Councils and its irrelevance to the reality of the job. He also criticized the short duration skilling programmes for the ineffectiveness and the "Recognition of Prior Learning (RPL)" which is done almost as a formality in the country.

He urged the audience to get industry and practitioners involved in curriculum development, training and assessment, especially for agriculture and allied industry.

Launch of Research Report – Skilling & Employability

Mr. P. M. Phillip, FVTRS, along with the Key Note Speaker and others released the FVTRS – CYSD research report on studying the Skilling & Employability issues and challenges of the tribal population of Odisha, Chhattisgarh & Jharkhand.

Session 1: Understanding the primary and green skills in Odisha Context

The session was chaired by Shri Rajesh Prabhakar Patil, IAS, Director, Employment mission and moderated by Shri Braja Mishra. Shri Rajesh Patil, opened the session and invited Shri Paramananda Pradhan from Sahabhagi Vikas Abhiyan.

Mr. Pradhan presented the promising agricultural sector which is failing to catch the fancy of the youth. He presented through detailed slides, the economic viability of making profits by engaging into the Primary Sector and established the

economics of the primary-green sector which can provide better livelihoods to rural Odisha.

The next speaker Shri Debasish Mohapatra, Supply Chain Specialist, Traidcraft India presented the opportunity that lay in adding value to the primary produce like sorting, grading, packing, quality assurance etc. Focussing on the service industry around the primary sector of agriculture could also be a great opportunity for rural Odisha. He also stressed on the requirement of adequately skilled youth in this area.

Shri Santosh Panda, Regional Head, Agriculture Skills Council of India (ASCI) presented about the work being done by the Sector Skill Council, the job roles defined, the RPL's under progress, the training partners who are training, etc. The main point that he stressed upon is the fact that government is recognizing 100% "Self-employment" as success for the Agriculture Skill Council and has relaxed the criteria of placements which is more relevant for manufacturing for services industry. The audience demanded that Farmers be recognized as entrepreneurs since they undertake risks season after season

The last presentation of this session was by Prof. Chandrabhanu Pattanayak, Director, Institute of Knowledge Societies, Centurion University. He also condemned the short term RPL scheme and insisted the quick and right RPL for indigenous skills. He spoke about the food security of the tribal belts of Odisha and emphasized on the need to stress upon Primary sector and RPL in its right spirit.

Session 2: Key Challenges & Issues for Skill & Entrepreneurship

The session was chaired by Shri Suryamani Roul, Deputy Director, Techno Serve India and moderated by Shri Chitta Ranjan Pattnaik, Regional Coordinator, EDII. Shri Roul presented his case study of working with the cashew growers and

processors of Odisha. He informed the audience about the challenges he faced in institutionalizing and standardizing the skill through involvement of NCVT and offering the course through ITIs.

Shri Bibhu Prasad Prusty, Founder, Krusaco, was the youngest panellist who presented the story of his firm "Krusaco" which is a technology driven organization that provides the right information to the farmer at the right time and organizes them in clusters. Krusaco works through Village Level Entrepreneurs providing market connects, collective bargaining power, value addition services of supply chain etc. The challenges he faced were that of finding the right manpower as the sector seems unattractive to most of the youth.

Shri Kirti Prasanna Mishra, Co-founder, Ecociate Consultants Pvt. Ltd. presented their journey in organizing the unorganized sector in creating an Agribusiness-network. He also stressed upon the need for a value chain to be built around the primary sector to provide maximum benefit to the producer networks.

Shri Niroj Kumar Dora, Director, RUDESTI presented the success story of RUDSETI in providing Demand-Driven hands-on training programme for development of rural entrepreneurs. He informed the audience about the 586 RSETIs being supported by Ministry of Rural Development in collaboration with Rural banks to promote traditional livelihoods while checking the rural to urban migration.

Dr. Rina Routroy stressed upon proper counselling and promoting heritage driven skills based on the existing talents of the community. She also criticized the current skill development programmes and insisted upon having community focus in developing skills.

Session3: Best Practices & Models

This session was chaired by Shri Niroj Kumar Dora, Director, RUDESTI and moderated by Ms. Sanjogita Mishra, Programme Officer – Skills, CEMCA. Shri Dora said that "Fear of failure" and "Lack of Confidence" were the two major hindrances in becoming an entrepreneur and his organization has identified 15 entrepreneurial competencies and have developed simulation games to develop the entrepreneurial spirit in people.

Ms. Mishra presented the best practice of using media enabled learning and developing community learning programmes for empowering people at the grassroots.

One of the presenters Shri Natabar Rout from Vision Farms narrated his journey of practicing Vedic farming and starting from 400 sq. ft. area, how he has 15 acre of land today giving livelihood to 1200 women and growing 21 types of vegetables. He put on record all the knowledge inputs he received at various stages from the government and thanked the government for the same.

Ms. Gitanjali Mishra, Nano Unicorn, OSDA presented the success that OSDA has had in promoting entrepreneurs who have skill certificates from ITIs or elsewhere. A group of 57 young people have been provided with INR 1lakh to implement their business idea and become entrepreneurs. She also stressed on the need to counsel youth and their parents to allow themselves to take risks and become entrepreneurs.

Dr. Ranjit Das focussed on the Diary sector and emphasized on recognizing our indigenous breeds of cows and buffaloes for unadulterated, healthy milk produce. He showcased some successes of the past and also talked about the ongoing challenges in this area.

Session4: Best Practices & Models

This session was chaired by Shri Sanjay Singh, IAS, Secretary, Skill Development and moderated by Shri Ranjan Mohapatra, SHRISTI. The panellists were Dr. Maneesh Mishra, Sr. Advisor, MSDE, Shri NN Rao, CEO, Skill Development Institute (SDI), Bhubaneswar, Dr. Srinivas Subbarao Pasumarti, Dean, FCMS & CEO, SSU Innovation, Sri Sri University.

Shri Sanjay Singh admitted that so far the Skill Development has not focussed adequately on agriculture even though there has been stress on long term skilling and development of entrepreneurs. He, however, promised that the state will support agri-preneurs and is very open and flexible to accommodate all possible models.

Shri Rao, presented about SDI and its challenge in attracting quality youth at the moment. Dr. S S Pasumarti presented how business ideas incubated in Sri Sri University are becoming successful in the world. Dr. Mishra presented various schemes of central government which are relevant for developing agriculture and allied skills in an entrepreneurial mode. He also presented details of SANKALP. Prof. Mehrotra expressed his gratefulness on having learnt about so many success stories and urged all practitioners and industry to participate in the development of human resource of the state.

Conclusions – Key Policy Asks

The key recommendations culminating from the well-intentioned, day long deliberation between NGOs, CSOs, government, multi-lateral organizations, private players and practitioners were as follows:

1. Redefine Standards by relooking / removing QP and NOSs with inputs from practitioners at least for top 10

Popular Job Roles of Agriculture, Diary, Pisci culture

2. Involve Agri-prenuers/Industry/firms in providing trainers, curriculum development, internship, assessment and placement / employment / entrepreneurship counselling – Incentives, Rewards, Recognitions

3. Create Cluster Based Community focussed skill maps through participatory approach giving due importance to existing skills of the clan / community and addressing challenges of traditional livelihoods

4. Focus on career counselling and career guidance for school children, school drop outs, communities and parents (urban and rural)

5. Provide immediate Recognition of Agriculture practitioners not only through existing RPL assessments but through felicitation, certificates and celebrated success stories.

6. Effective tracking of youth through Post Placement Migration Support Centre

In the context of green skills there is no "one size fits all" scalable model. Hence we need to implement multiple small models scalable to its maximum potential. Quality without Quantity is not good enough by Quantity without Quality is worse, meaningless and wastage of country's resources and opportunity. We need to learn from each other's success stories, instead of reinventing the wheel. LETS HURRY UP since reaping the Demographic Dividend is a limited time offer!!

Cluster Development and Training Programme for IAs

2nd – 6th July 2018, New Delhi & Maharashtra: An exposure visit was organized by Foundation of MSME Cluster (FMC), New Delhi for Cluster Development Training Programme for Implementing Agencies for implementing the project "Promoting Integrated Bamboo Based Enterprise Development among SAARC Countries" from 2nd July 2018 to 6th July 2018. This event was attended by delegates from 5 SAARC countries, namely, India, Bhutan, Nepal, Bangladesh and Afghanistan, and CEMCA was invited to attend and observe as well.

The first two days of the event comprised of a field visit to Kudal in the Sindhudurg district of Maharashtra to visit the bamboo cluster present there and meet the experts of KONBAC (Konkan Bamboo and Cane Development Centre), see the Common Facility Centre, Bamboo Plantation, interact with artisans and MSMEs, Business Development Service Providers (BDSPs) and other key stakeholders. Ms. Anupriya Khare, project Associate, CEMCA, went for this visit to observe, record and network with the experts and artisans in Kudal, Maharashtra.

The third day of the event was a classroom training session, held at Einstein Hall,

USO House, New Delhi. This was attended by Ms. Sanjogita Mishra, Programme officer, CEMCA and Ms. Anupriya Khare, Project Associate, CEMCA. The first session was taken was Mr. Mukesh Gulati, Advisor, FMC, on Introduction to Cluster Development Concept and the Bamboo Project. He also showed a movie on cluster development programme followed by a discussion. Post the tea break, he Mr. Gulati conducted a session on Global Presence of Clusters and best practices, where he gave examples of successful global clusters and the need for bamboo clusters in the present scenario. The next session that was held after a lunch break was conducted by Ms. Sangeeta Agasty, project Manager, FMC, on Situational Analysis and Resource Mapping. She explained the basics of SARM, which needs to be conducted to understand the local context, interest of stakeholders and create a need-based plan, to help with the diagnosis of the problem of the cluster and finding specific solutions for them. She also stressed on how it should be undertaken at regular intervals, as it needs constant upgradation. The final session for the day was conducted by Mr. ASK Sharma, General Manager, FMC, on Business Plan. Mr Sharma discussed how a business plan

is prepared for the establishment of common facilities, but for a social enterprise, it is entirely different, and therefore needs its own special attention. To achieve many goals, one plan needs to be developed that works towards achieving all the necessary visions of the cluster.

The fourth day of the exposure visit was a Policy and Institutional Networking Event on Bamboo Enterprise Development Potential in SAARC Region, held at Day Jaypee vasant continental, Vasant Vihar, New Delhi. This event was attended by Ms. Sanjogita Mishra, Programme officer, CEMCA and Ms. Anupriya Khare, Project Associate, CEMCA. Once Mr. Arun Maira, Chairman, FMC to give the welcome address by introducing the speakers, and giving a description of the discussions to follow, the first address was given by Ms Sarojini Kaul, EU Delegation to India where she discussed how EU is engaged with many SAARC countries. Many Asian countries have not been keeping sustainability in mind and European Union's development agenda is to change that, for which EU is engaged not only with India, but with many SAARC countries as well. She discussed how Switch Asia I was a very successful endeavour, and the aim of Switch Asia II is to promote sustainability through the

creation of better policies, networking and linking projects between countries, and the development of SME's.

The next address was by Dr Rene Van Berkel, UNIDO Representative, Regional office, India. He discussed the cluster development approach that has been adopted up until this point, the past focuses on UNIDO, how we can create inclusive value change and sustainable communities. This was followed by an address by Mr D N Magar, Chief General Manager, NABARD, who discussed the importance of promoting integrated bamboo-based industries to increase livelihoods and the role of NABARD in making and refining policies to ensure that the benefits reach the ground levels. The next address was by Dr Sunil Motiwal, CEO, SDF, who talked about SAARC Development Fund, its focuses and his hope for the future and this project. This was followed by an inaugural address by Mr Ram Mishra, Additional Secretary and Development Commissioner, Ministry of MSME, GOI, who discussed how markets are crucial and there is a need to build an ecosystem where social enterprises have an important role to play, as it is SEs that push people who are poor into having

faith in themselves and moving out of the orbit of poverty. His address was followed by a vote of thanks by Dr Tamal Sarkar, Executive Director, FMC. He thanked everyone for gracing the occasion and ended the first part of the day which was followed by tea.

The next session was conducted by Dr B.N. Mohanty, Director, IPIRTI on Scope of Bamboo based enterprises in SAARC Countries. He looked at the types of bamboo applications and related enterprises in the SAARC region, along with the scope of cross border market development. This discussion was followed by a question and answer session. The next session was taken by Mr Mukesh Gulati, Executive Trustee and Advisor, FMC on Social Enterprise (SE) Models to address cluster problems and challenges. Mr Gulati looked at how for-profit organisations are becoming social enterprises because of their need to be socially conscious. NGOs are becoming a part of the value-added chain in order to promote businesses properly. When all this comes together, it gives rise to a social enterprise. This session was followed by a two-hour networking lunch, after which there was an internal meeting between all

the participating countries, FMC and SDF.

The final day of the event was focused on technical sessions. This was attended by Ms. Sanjogita Mishra, Programme officer, CEMCA and Ms. Anupriya Khare, Project Associate, CEMCA. The first 15 minutes were spent recapitulating the last two days and the learnings of those days, which was moderated by Ms Sangeeta Agasty. On this day, technical sessions were conducted by Ms Neelam Manjunath, Centre for Green Building Material & Technology (Bamboo Housing and Construction Materials); Ms. Rebecca Reubens, Rhizome (Sustainable Product Design); Mr. Sandeep Thang, IFGE, on (Bamboo Furniture, Lifestyle and Crafts); Dr. N. Barathi, Director, Growmore Biotech Ltd. (Bamboo Plantation and Pre-Processing Technology for Bamboo Products); and Mr. Nripal Adhikary, ABARI, (Engineered Bamboo and its Applications).

The day was finally wrapped up with concluding remarks by Dr Tamal Sarkar and Ms Sangeeta Agasty, FMC, and distribution of certificates and a small discussion of the way forward for the implementing agencies.

Mega Counselling Session of Youth During World Youth Skill Day & IndiaSkills East Regional Competition 2018

15th – 17th July 2018, Bhubaneswar: Commemorating World Youth Skills Day on July 15th, the Ministry of Skill Development & Entrepreneurship organized IndiaSkill Regional Competitions – Eastern Chapter from 15th to 17th July 2018 at Siksha 'O' Anusandhan, Khandagiri Square, Bhubaneshwar, Odisha. This was planned to be a skill competition-cum-counselling event. Counselling sessions were planned to be on vocational training, skill development and career guidance.

The team at MSDE got in touch with CEMCA for the mega-counselling event and the following members comprised the CEMCA team that participated in the event: Ms. Sanjogita Mishra,

Programme Officer – Skills, CEMCA; Ms. Meeta Sharma, Senior Counsellor, Consultant – CEMCA; Mr. Nitesh Gupta, Senior Counsellor, Consultant – CEMCA; Mr. Sachidananda Panda, Counsellor, ASD (CEMCA's partner); Mr. Sangeeta Rani Sethy / Shakti Swarup Mohanty Counsellor, ASD (CEMCA's partner).

The counselling session was planned in a set pattern where youth were first registered, and then sent for Group Counselling in groups of 200 or less. From here they were divided into batches of 40

or less and sent to 5 rooms for Psychometric Test. Here the youth were engaged in an activity based on the Career Guidance kit developed by CEMCA comprising of 200 job roles from 37 sector skill councils. They were then given a simplified John Holland's RIASEC test which enabled them to introspect and understand their occupational personality. The youth were also urged to go and see the RIASEC boards listing some relevant professions from 37 Sector Skill Councils. Lastly, the youth were asked to go to the SSC Pavilion to see the competitions and/or exhibitions and interact with the SSCs

CEMCA was also involved in the orientation of the 60 counsellors that were mobilised from various NSDC partners and were briefed about the workflow of counselling by Ms. Sanjogita Mishra, Programme Officer, CEMCA. Then they were given an overview of John Holland's Occupational Personality test – RIASEC. The 5 rooms for Psychometric test were managed by one person each from CEMCA team. Each team member of CEMCA was supported by 2 local counsellors.

The traffic of youth had increased and the time for counselling was reduced towards the afternoon on the second day due to heavy rains in the morning, July 16th,

2018; it was decided to brief youth directly in the group counselling session. That is when Ms Sanjogita Mishra counselled about 5 batches of youth in groups of 200 reaching about 1000 candidates. Overall, about 60 trainers were trained, along with over 4000 youth who were made aware about the significance of self-analysis to reach the most suitable career option. There was also an increase in awareness about NSDC, government supported Skill interventions like PMKVY running in PMKKs and increase in aspiration level of youth to participate in the economic progress of the country.

The efforts made by MSDE, NSDC, CEMCA and NSDC partners to help and

guide youth were sincere and impactful to a level, though unfortunately, these results cannot be tracked. CEMCA proposes to take this career guidance kit to all the schools where NSDC partners are providing vocational courses as electives in classes 9th, 10th, 11th and 12th in government schools. This counselling is most effective when administered over six months and not as a short duration, one-time experience.

CEMCA looks forward to partnering further with NSDC for the noble cause of building awareness and aspiration amongst the youth to pursue careers through VET.

Curriculum Revision and Content Development (Print & Non-print) at NSOU 25-27 July 2018

25th – 27th July 2018, Kolkata: The School of Vocational Studies, NSOU is working on CEMCA supported project on "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training". Five job oriented vocational courses have been identified for

revision and content development in print and non-print version and will be further uploaded at NSOU-OER repository offered through blended learning approach. In this regarded NSOU conducted a 3-day workshop on "Curriculum Revision and Content Development (print & non-print)" during 25-27 July 2018 at the University. Twenty-two subject experts from four selected courses attended the workshop. The workshop was initiated by Hon'ble Vice Chancellor NSOU Professor Subha Sankar Sarkar, Dr. Manas Ranjan Panigrahi, Program Officer, CEMCA and the Registrar NSOU Sri Mohan Kumar Chattopadhyay.

In the inaugural session, Professor Anirban Ghosh, Project Director informed all the participants about the current project which has been started in 2017-18. This workshop was particularly meant for the subject experts who would be engaged in curricula revision and content development. The workshop was designed to revise curriculum and development of content both in print form and audio/video form. The CEMCA is supporting NSOU to reach the unreached learners and to include the excluded. He shows his expectation of reaching the unreached learners of the university by using Information and Communication Technology for fruitful accomplishment of the project and initiatives, this year during 2018-19, SVS, NSOU selected another 5 courses. As he mentioned, last year School of Vocational Studies, NSOU developed e-content for 5 courses which are on roll, this year they have selected I) Entrepreneurship Development, ii) Disaster Risk Management, iii) Human Rights, iv) Organic Agriculture and v) Consumer Rights and Awareness for the same. The selected and invited subject experts will be involved in the curriculum revision and content development. Smt. Barnali Roy Choudhury, Co-Project Investigator, highlighted the importance of the current project in reaching out to maximum number of learners for successful implementation of CEMCA integrated higher education model. In this three-year period, NSOU will implement and test this higher education model to increase access and improve quality of

higher education by avoiding duplication of cost. She also emphasis on the main objective of this project i.e., to increase access and improve institutional capacity for sustainable development. Dr. Manas Ranjan Panigrahi stressed upon increasing employability and entrepreneurship for not only in west Bengal but also for the nation as a whole. He also requested all the participants to involve themselves in the process of development of course materials both print and non-print version as OER.

On this occasion, a two minutes' video on NSOU's activities was released by Hon'ble Vice Chancellor, NSOU.

Professor Subha Sankar Sarkar, in his presidential address voiced that this is a sequel of last year's program which actually was the initiation of this process. This workshop was meant for subject experts and two things have been integrated- one is e-content development and the second is curriculum revision. These two things are integral parts of all sorts of courses undertaken by any open distance learning institution. As per the deliberations of Hon'ble Vice-chancellor, NSOU, ODL system follows hybrid mode of education depending on 4 important issues viz. 1. e-content development, 2. the SLM one of the backbones of open distance learning, 3. ICT that is ICT intervention and 4. face to face mode of interaction. He also expressed his words of gratitude for CEMCA's constant encouragement to develop OER and access through NSOU institutional OER Repository.

Session I started with a presentation of Dr. Panigrahi where he introduced COL-CEMCA along with acknowledgeable talk on Four-quadrant approach of the pedagogy for development of e-content. In this session he also expressed his plan of action for the entire workshop.

Session II was started with Activity number 1 as per the schedule. In this activity, total number of participants were segregated into four groups for each subject viz., Human Rights, Consumer Affairs, Entrepreneurship and Disaster Risk Management. They have started their work on the existing university syllabus and curriculum. Each group prepared a

chart highlighting the distribution of papers/ modules for each course incorporating the new ideas. The session ended with the presentation of the revised and proposed curriculum.

Session III was started with the thought-provoking speech and presentation by Shri Ashim Sekhar Paul, Assistant Professor, Satyajit Ray Film and Television Institute, Kolkata on topic "Digital Storytelling: Amusement with Education". Through the entire session he has nicely spell out the journey of educational video lecture from inception to the present day. That session was ended with the healthy discussion.

Session IV: This session was dedicated for group activity to identify the hard spots in the curriculum for which video contents, PPTs, Animations, Tables and Figures and other resources are required.

Session V: In this session a live demonstration on NSOU- LMS was presented by M/S Schoolguru who are technically engaged with NSOU for development and dissemination of ICT supports. They have extended their enormous supports to Participants for widening up the use and accessibility of ICT enabled learners support system.

Session VI: The groups were engaged in identification of various components viz. PPT, Script, e-text, voice over etc. to develop respective e-contents. The session ended with the presentations from each group. All group members were participated in an enthusiastic mode for better understanding of the new plethora of educational system.

Three-day workshop on "Curriculum Revision and Content Development (print & non-print)" was ornamentally ended with the valedictory session which was chaired by Hon'ble Vice-Chancellor, Prof. Subha Sankar Sarkar. He expressed his gratefulness to all participants for their active participation throughout the entire workshop. He also greeted project team members for their active work plan. Dr Panigrahi also greeted participants and shows his highest expectations to the participants for fruitful execution of the initiatives. The valedictory session as well as the workshop ended with distribution of certificates to the participants

CEMCA Conducted Outreach Programme at NSOU Vocational Study Centre

28th July 2018, Kolkata: Commonwealth Educational Media Centre for Asia (CEMCA) supporting Netaji Subhas Open University, Kolkata through a three-year joint project entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training". The objective of this three-year project is to increase enrolment in different vocational courses of the university so that the disadvantaged rural people can get access to skill development programmes of this university. The students are able to take the advantages of skill enhancement programme by which they can increase their skills and competencies in a particular trade. In the second year of the project CEMCA-NSOU conducted the outreach programme at its study centre namely Nari Sikhsa Samiti, Kolkata on 28th July 2018. Forty-one learners attended this program out of which 38 were women. All the five academic counsellors of the centre attended the programme.

On behalf of the Project Team, Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA; Professor Anirban Ghosh, Director, NSOU; Smt. Barnali Roy Choudhury and Shri Sudarshan Roy, Assistant Professor, NSOU were facilitated the programme. The Team members interacted with the Academic Counsellors, Coordinators and the Students of the study centre.

In the first session the team members met with the Counsellors, Coordinator of the study centre and discussed various issues on the CEMCA supported courses with special reference to vocation and employment including teaching-learning process, availability of academic resources, experiences on hands on-

training etc. The academic counsellors requested to conduct orientation programme for upgradation of their knowledge and skills to provide quality training and learning.

In the afternoon session, learners of the study centre were participated in the programme. Dr Anirban Ghosh elucidated the vision of vocational courses as a whole and acquainted the learners on different types of courses being offered by NSOU special reference to CEMCA's support and the different services being provided for the NSOU learners. He also elaborated various scope and coverages of different courses. Mrs. Barnali Roy Choudhury demonstrated on use of NSOU OER repository and ICT services to access the

available educational resources for better learning. In this program NSOU team met all the participants individually to make them understand the accessibility of ICT and NSOU-OER repository. During the program a semi structured questionnaire was circulated among the learners and counsellors to get their feedback on various issues like ICT support, teaching learning methods, practical sessions, etc. on respective courses. On this occasion, an exhibition was also arranged where, the garments and designs developed by the NSOU students were displayed during the programme. The programme ended with vote of thanks proposed by Mrs. Rita Banerjee, Coordinator of the Study Centre.

One Day Workshop for Career Guidance and Career Counselling

28th July 2018, Farrukkhabad, UP: Gyanfort Foundation invited Commonwealth Educational Media Centre for Asia to Saraswati Vidya Mandir Inter School to facilitate a one-day workshop to train school teachers and provide guidance to students of schools of Farrukkhabad, UP, on 28th July 2018. Ms. Sanjogita Mishra, Programme Officer, Skills, CEMCA conducted the workshop for making 80 students aware about the avenues in vocational careers, and training 24 teachers with the use of CEMCA's CGCC Kit.

CEMCA in collaboration with UNDP developed a Career Guidance and career counselling kit, which comprises of –

1. 200 career cards covering 37 Industry sectors, carefully chosen from over 3000 Job Roles defined by Sector Skill Councils formed under the National Skill Development Corporation (NSDC)

2. 40 Self-awareness cards based on John Holland's RIASEC Model that help the young adults introspect their personal preferences and understand their occupational personalities

3. 15 games documented in an Activity Guide to be used by facilitator who plays these games with the young adults in groups of 30-40 over 6-8 months

This kit is based on the principles of "Activity Based Learning" and creates a pull from the learner. None of the sessions are delivered in a lecture mode and it forces the young adult to indulge in self-discovery.

The workshop began with training 24 teachers, 22 from Saraswati Vidya Mandir Inter School and 2 from Rajputana Public School. Ms. Mishra explained and demonstrated the concept of Activity Based Learning to them, in order to change the current method of teaching along with the mindsets of teachers that activities can only be conducted for practical sessions. Ms Sanjogita Mishra also stressed on the need to focus on awareness about the employment avenues and employability of learners. This is important, since the current education system doesn't provide any information to the learner about the job market in the real world, and therefore students are not prepared to face the world of work.

After the session with the teachers, Ms. Sanjogita Mishra invited the teachers to witness a live ABL session related to employment and employability, and played a few games with the 80 students such as "Reach the Chocolate", where the students are given the basic information about the career cards present in the kit.

The learners stand around in a circle and try to reach the chocolate kept in the centre, based on the instructions given by the facilitator, where they take a step in or a step back based on the information given on the card they hold, which allows them to learn about the various job facts present on the cards. They also pay attention to what job profile has what specific features, as they hold the same card throughout the game. This game acquaints the students with the world of work, and the fun way of playing it gives information to the learner in an interactive way. The programme officer also conducted a session on RIASEC to help them understand their occupational personalities in order to understand the kind of jobs they are suitable for.

The session was concluded with a brief session on Generic Employability Skills, i.e. Self-Management, Team Work, Enterprising, Problem Solving and Speaking & Listening. This was followed by group photographs and planting of a tree to commemorate the beginning of a long journey and association with CEMCA.

The workshop was coordinated by Mr. Vimal Rathore, Director, Gyanfort Foundation. Ms. Jasvir Kaur, Principal Gyanfort School also assisted in conducting the training workshop. Mr. Ravishankar Singh, Manager of Schools of Vidya Bharati said that he will take this workshop to a larger number of teachers across all Vidya Bharati schools of UP. Overall, the workshop was very successful, and a step forward to increase CEMCA's beneficiaries and also give multiplicity to CEMCA's career guidance.

Piloting MOOCs Course on "Cancer Drug Discovery and Development"

Prof. Pallu Reddanna and his team from Dept. of Animal Biology, School of Life Sciences, University of Hyderabad have developed a MOOC on "Cancer Drug Discovery and Development" in the e-Learning Centre under UoH-COL-CEMCA Project on Implementation of CEMCAs Higher Education Integrated at UoH. This is the first online course developed in the e-Learning Centre and the Dept. of Animal Biology. The piloting function of the online course was held at Seminar Hall, School of Life Sciences on Tuesday, 07th August, 2018.

Launching the online course, Prof. Appa Rao Podile, Vice-Chancellor, University of Hyderabad congratulated both the e-Learning Centre and the team. He hoped that this will enthuse the other faculty to come up with more such courses in future.

Welcoming the gathering, Prof. J. Prabhakar Rao, Director, e-Learning Centre has mentioned that this is a proud moment for both e-Learning Centre and Dept. of Animal Biology because the e-Learning Centre within a short period of time of its inception could develop the course in the Centre. He appreciated CEMCA's contributions and support in this regard. He also narrated the present and future activities of the Centre.

Prof. Pallu Reddanna, Coordinator of the course has briefly introduced the course. The aim of the course is to introduce the concept of personalized medicine and highlight the translational aspects of Drug Discovery from research laboratory to the clinic. This is a 2-credit course which provides comprehensive overview of cancer drug discovery and development

aiming at its translational relevance to clinic. The target audience is the under-graduate students. The students have started registration into the course. After getting student feedback, the course will be made available online for the Jan-Apr 2019 for initially University students.

Presiding the launching programme, Prof. Anitha Jagota, Head, Dept. of Animal Biology said that it is a special moment for the department for being the first department in the University to come up with an online course. Prof. S. Dayananda, in charge-Dean, School of Life Sciences appreciated the participation of industry and clinicians along with academia in the development of the course. The programme was concluded with vote of thanks by Dr. A. Bindu Madhava Reddy, Dept. of Animal Biology & Assistant Director, e-Learning Centre.

The programme was attended by Prof. Arun Agarwal, Pro Vice-Chancellor, University of Hyderabad, Prof. Vasuki Belavadi, Deputy Director, e-Learning Centre, faculty and students from School of Life Sciences.

e-Guru Week on Online Courses at University of Hyderabad

The e-Learning Centre of University of Hyderabad with the support of CEMCA, New Delhi has conducted a one-week workshop (e-Guru Week) during 16-24 July, 2018 on Online Courses. The centre has earlier conducted two capacity building workshops in December, 2017 and in April, 2018 under UoH-COL-CEMCA Project. Nearly 50 faculty members from different disciplines were trained in these workshops.

The present e-Guru Week was intended exclusively to train at least 10 faculty members from each school. Thus, nearly 70 faculty members got trained in the workshop. The aim of the workshop was

to introduce basic concepts of digital learning, designing online courses and also four quadrant approach. The activities of the workshop included hands on training on Moodle learning management system.

Inaugurating the workshop, Prof. Apparao Podile, Vice-chancellor, UoH has welcomed the initiative of the e-Learning Centre and hoped that after the workshop more and more faculty will start using technology in their pedagogy. Prof. J. Prabhakar Rao, Director, e-Learning Centre welcomed the participants. Prof. J.

Prabhakar Rao, Director of e-Learning Centre, Prof. Vasuki Belevadi, Deputy Director of e-Learning Centre, Prof. Atul Negi, School of Computer Science and Dr. Pammi Pavan Kumar, Assistant Director of e-Learning Centre were the resource persons. Dr. Pammi Pavan Kumar has also coordinated the workshop.

PCF9 to be held in Edinburgh during 9-12 September 2019

The Commonwealth of Learning (COL) and The Open University (OU), United Kingdom will co-host COL's ninth Pan-Commonwealth Forum (PCF9) at BT Murrayfield, Edinburgh, Scotland during 9 to 12 September 2019. This timing marks both the end of the OU's 50th anniversary celebration and COL's 30th anniversary year.

"I am delighted that PCF 9 will be held jointly with The Open University UK, which has been an inspiration to the open and distance learning community around the Commonwealth. The OU has been a pioneer in quality, research excellence and accessible learning. This Forum will promote innovations to strengthen access to quality education and lifelong learning for all. We look forward to welcoming stakeholders from around the world for a rich and productive confluence of professional, intellectual and forward-looking ideas," said COL President and CEO, Professor Asha Kanwar.

OU's Acting Vice-Chancellor, Professor Mary Kellett noted that "The Open University is delighted to co-host this event, bringing together our partner institutions across the Commonwealth. It promises to be an excellent forum for debate, with opportunities to consider issues of great importance to the OU, such as the global and inclusive reach of education. We look forward to welcoming friends and colleagues."

Held every three years, the PCF is one of the world's leading international conferences on open, distance and technology-enabled learning. It attracts over 600 delegates from across the 53 nation members of the Commonwealth and beyond. COL will present its Excellence in Distance Education Awards to individuals and institutions that have demonstrated remarkable achievements in the promotion of open learning.

The OU is the UK's largest academic institution and a world pioneer in distance learning committed to making education open to all.

Training on "Blended Learning for Higher Education" at Bilaspur University

Bilaspur University (BU), Bilaspur has organized two days training programme on "Blended Learning for Higher Education" on 1-2 September 2018 in collaboration with Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi University organised a two-day workshop on e-Content development for faculties of Central University of Chhattisgarh, India. Fifty faculty members from different subjects participated in the programme. The training programme was planned in order to help the participants to understand the need and significance of blended learning, online content development, etc. in the context of higher education in India. Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA, New Delhi and Dr. Barnali Roy Choudhury, Netaji Subhash Open University, Kolkata facilitated the training programme.

The main topics like Conceptualisation of blended learning, UGC approved four quadrants approach for e-content development, reference management system using Mendeley and Zotero, Open educational Resources (OER) and OER licensing policies were presented and discussed in the meeting. In the group activity, participants were divided in different groups and they identified hard topics in syllabus of UG courses in University. After identification of hard topics, each group prepared lecture on the topic On Day- The development of video contents and was handled by two faculty members who did this job for the first time. The edited videos were screened for self-evaluation and reviews by other participants. This hand-on activity encouraged the participants to produce video contents on their own for the learners. Prof. G.D. Sharma, Hon'ble Vice Chancellor, Bilaspur University, addressed the participants and expressed his gratitude towards CEMCA to facilitate the workshop. Certificates of training programme were distributed to the participants. Programme was ended with formal vote of thanks by Mr. Jeetendra Kumar, convener of Training programme.

Bilaspur University adopted OER Policy for Blended Learning

Bilaspur University (BU), Bilaspur has organized one day Leadership meeting titled "Bilaspur University OER Policy for Blended Learning" on 4th September 2018 in collaboration with Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi. This meeting was planned in order to involve Principals of all affiliated colleges and Faculty members of Teaching Department of Bilaspur University in OER policy framing process o development of open educational resources under the CEMCA-BU project prior to this workshop one day awareness programme on Open Educational Resources (OER) was organized for the university's affiliated colleges' principals. Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA, New Delhi was the resource person and interacted with the Principals on different components of the policy. There were total 45 participants in the meeting.

The Programme was started with formal inaugural ceremony. During the address session, Prof. G.D. Sharma, Hon'ble Vice Chancellor Bilaspur University has explained milestones of CEMCA-BU project which is on the basis of with CEMCA's Higher Education Integrated Model. He also clarified importance of OER Policy to the participants. Dr. Panigrahi discussed the draft OER policy of Bilaspur University and at the end suggestions were taken on the policy draft. During the meeting it was decided to get the suggestions for further improvement from all the stakeholders of the University through online.

200 Vocational Trainers awarded ITAC Certificate through ORMAS-CEMCA-ASD-QSEC Collaboration

CEMCA in collaboration with Odisha Rural Development & Marketing Society (ORMAS) is working towards building the capacity of the vocational trainers involved in implementing DDU-GKY skill programme in Odisha. This ongoing, additional contribution project, recently felicitated the next lot of 200 vocational trainers, bringing the total number of certified trainers to 400. This project aims to train 1000 trainers, for which International Training and Assessing Certification (ITAC) is being provided by Australian Govt. through their authorized partners, namely, ASD Education Pvt. Ltd. and Queensland Skills & Education Consortium (QSEC). The project started as a small pilot funded by CEMCA which was further adopted by the state under the able leadership of Sri D.K. Singh, IAS, Secretary, Panchayati Raj.

This felicitation programme was held on 24th August 2018 and discussions were held to further strengthen the project. On this day, 200 Vocational Trainers engaged in imparting skill training courses under the DDU-GKY scheme; a scheme sponsored by Ministry of Rural Development and implemented by ORMAS in Odisha; were felicitated. They were presented their ITAC Certificates in the presence of Mission Director Shri S R Pradhan, IAS, SMD-cum-CEO. The Mission Director who has recently joined office appreciated the intervention and urged for its continuation.

Feedback from many trainers were collected which indicated positive impact. Many trainers reported that finding the Language Literacy & Numeracy (LLN) skills of the learners has been a very useful resource in training the learners. They said that this training has given them confidence and motivation to impart better training to the learners. The trainers also pointed out that they are networking with the future employers of the trainees to customize their training for the industry needs.

Speaking on this occasion, Sri B N Das, Executive Director, ORMAS; encouraged the Vocational Trainers to demand better salaries after being ITAC certified, and laid emphasis on the growing need for better trainers in the country, who need better skills and better salaries in order to ensure better learning outcomes and increased employability among their trainees. Mr. Kumar Manish insisted on the importance of knowing Standard Operating Procedures (SOPs) of the DDU-GKY programme which was so meticulously drafted by Ministry of Rural Development (MoRD). Ms. Sanjogita Mishra congratulated the trainers and urged them to start planning beyond ITAC certification to acquire CEMCA certification for practising "Engage Me" and "Activity Based Learning".

Skilling & Employability in Tribal Belts

By Ms. Anupriya Khare

FVTRS with its knowledge partner CYSD conducted an in-depth study in the Central Tribal Belt of Chhattisgarh, Jharkhand and Odisha, to ascertain about the living circumstances of the tribal communities and the existing skill gaps that is an outcome of poor relationship between education, skill training, industry and business.

Objectives of the Research Study

The objective was also to propose a possible road map that would succeed in linking skill development to gains in productivity, employment and development. It was also intended to strengthen skill development policy towards three main objectives namely (i) matching supply to current demand for skills (ii) helping workers and enterprises adjust to change; and (iii) building and sustaining competencies for future labour market needs.

Research Methodology

As an initial step, tools for Key Informant Interview (KII), Common Information Sheet and Focus Group Discussion (FGD) checklists were developed in consultation with the partner organisation, resource persons and research team. The pre-testing exercise was carried out in two villages of Boipariguda Block in Koraput district to understand the purposefulness of the tools. After finalization of the tools the field level teams were introduced to the tools and oriented about the process of data collection before proceeding to the field. 2597 youth were interviewed in the field and raw data was collected which was then integrated at CYSD for effective and non-faulty entry and analysis. SPSS and Excel were used for data consolidation and analysis. The draft report was shared among the members of various think tanks for their inputs and suggestions before finalisation.

The report came up with three findings: an overview of employment in Odisha, Chhattisgarh and Jharkhand, strategic skilling plans containing specific recommendations for implementation and a detailed discussion of employment opportunities and strategies in rural primary sector. The study has critically examined the existing approach and explored better alternatives for focusing on employment within primary sectors and opportunities for self-employment.

Programmatic Recommendations

Need for Motivation, Orientation and Career counselling

The study revealed that there is lack of proper orientation, motivation and awareness building of tribal communities in respect of skill and employment. There should be a robust mechanism to disseminate the information and opportunities. A comprehensive program on mobilization, orientation, information dissemination, career counselling, induction about labour market and vocational education is the need for the tribal youth to have an informed choice before going for vocational education. The motivation, awareness and counselling should include the tribal youth and their family members to ensure youth and women participation in the skill development. The programme should also focus on mobilizing and counselling of the youth who have migrated and visit their home during holidays.

Emphasis for primary sector

Today the tribal youth are interested to engage in their existing occupation and do not want to leave them for various reasons. Therefore, it is important that we need to look for skilling opportunities in primary sector to engage the tribal youth. Promotional activities to enhance engagement of tribal youth in traditional skill practices is essential. This will help to start with what the youth are interested in. Therefore, skill training, enhancement and diversification can be thought of in the areas of production, productivity, procurement, processing, preservation and promotion in the existing practices in primary sector. Areas like agro-food processing unit, agri-clinics and agri business, agri-equipment operation and repair, NTFP collection, value addition and marketing, animal husbandry, horticulture and other primary sector opportunities should be given priority depending on the areas and produces. This would help in enhancing their employability, eventual employment, better family income and arrest distress migration.

Constant accompaniment

It is found that it is not sufficient to train the tribal youth and employ them. They need constant accompaniment so that they continue to use the skill and remain in the employment. Otherwise they will leave the trade and go back to their former situation. Therefore, counselling may also be provided to the rural youth while they visit their home on holidays or job break.

Establishing linkages with the GO and NGOs

The States Odisha, Chhattisgarh and Jharkhand have immense potential for primary sector employment – endowed with favourable climatic condition for Agri-allied occupations. These opportunities can be linked with agencies and schemes – both GO and NGO for acquiring technical skills and linkage with financial institutions for credit facilities and employable institutions for engagement.

Motivation for engaging in non-primary livelihood sector

While giving emphasis to the primary sector or the skill training of the tribal youth there is also a need to motivate and train tribal youth in manufacturing and service sector (the non-primary sector), so that they will be willing to work in the secondary and tertiary sector and capable of delivering effective services wherever they are. It may not be possible for the primary sector to accommodate all the people with gainful employment.

Community-based approach

It is important to have a community-based approach for a participatory skill development plan which will be more realistic to the aspirations and potential of the local people. A community managed skill steering committee would help ensuring proper skill enhancement programme. Community owned skill development plan should be ensured by the local key players before commencement of skill enhancement programme. A skilled persons federation needs to be formed to ensure post-training placement and linkages with the financial institutions to encourage self-employment and entrepreneurship.

Community-based resource centre

"Rural Skill Centre" - an information hub – a resource-cum-handholding support centre at the Panchayat level supported with a similar Block / District level mechanism may be established for keeping track of the skill gap and market demand. Also, the hub needs to maintain an inventory of demand & supply of the workforce, identify the gaps and bottlenecks of employability and ensure engagement of the trained youth.

Special attention for women

While planning skill training for women all should make sure that the area of skill training also shall ensure freedom of mobility, right to work, earn independently and have control over the resources that is being generated from their employment. In order to ensure this, we may have to think about additional support to ensure a women-friendly atmosphere and non-stereotype trades.

Policy Level Recommendations

Separate skill development policy for primary sector

There has to be a separate State level policy for skill development within primary sector. Also, policy level strategy should be made to introduce technology and high skill into Agri-sector – animal husbandry, poultry, horticulture, fisheries and other sectors. To take the policy forward there has to be a mechanism also to be established with the participation of representatives from PSUs, NGOs and Agri-allied institutions. Agriculture related education has to be field-based ensuring constant interaction in the field and using their experience for learning. It can be in the form of extension services or being with the community and engaging in farming etc. This is being suggested to create interest and knowledge among the youth about agriculture, it's value in the life of human beings and economy of the country.

Convergence of Government agency and other stakeholders

It is recommended that all the stakeholders of the skill development eco-system especially the Government to have an effective convergent approach with competent persons having appropriate skills, knowledge and attitude.

Capacity building of stakeholders

There is an imminent need for capacity building and empowerment of the SSDMs in these states in order to upscale quality skill development. The availability of good quality trainers is a matter of concern. There is a lack of focus on development of trainers with a clear livelihood path which can make this an aspirational career choice and can ensure regular adequate supply of good quality trainers in every sector.

Decentralised Skill Development Mechanism

There has to be a decentralised skill development mechanism. Probably there could be a cell in each GP to monitor the skill development programme on a regular basis. This Cell should be the hub of convergence of all skill development schemes of the State and as well the Central Government. This Cell should be a representative body of the people of the panchayat. Therefore, in the overall development plan of the panchayat, there should be a space for the skill development.

Incorporating the skill development plan in the GPDP

Skill development plan should be a part of the Gram Panchayat Development Plan. The planning process should be undertaken with the active participation of the local people at the village level, 'Skill steering committees' at the panchayat level, civil society organisations and other relevant stakeholders on a periodic basis. There must be periodic review of the progress in achieving the results.

Consolidated state level skill development plan

Considering the objective of skill delivery and employment opportunities, a more focused and detailed study needs to be conducted at the district level. The study would provide information on the demand and supply conditions of the skilled individuals along with the information on skill delivery mechanism at the district level within primary sector.

Labour MIS at Block and district level

Provision of State / District/ Block level Labour Database Management System within the Government infrastructure to be made at various level jointly with the non-government skill training providing institutes and social development agencies to support the GP level skill development mechanism

A Collective Community Based Initiative for Skill Development

Traditionally, Industrial Technical Institutes (ITIs) and similar institutions were seen as popular vocational skill training providers. Thus, the school dropouts and the non-school goers became incapable of accessing these opportunities. Hence, devoid of vocational skills, or even basic skills, most of the young people sought jobs only in the informal sector. Today, it is becoming difficult for the people in informal sector to remain relevant as the entry requirement for jobs are getting tougher due to the requirement of specific skills in various sector.

It is to bridge this gap Functional Vocational Training and Research Society (FVTRS) was established. It has been focusing on providing employable skills to the underprivileged school dropout youth for the past 25 years. FVTRS has partnered with various grass root level organisations to provide vocational skills to less educated youth and make them employable. The vocational trainings are designed in such a manner that the trainees would become eligible for employment within a short period of training. As of now we have trained over 1,30,000 youth.

Problem Statement

In this process of working and collaborating with local organisations for skill training, we have realized that there is a need for post training support to the youth trained and engaged in livelihood, through continuous accompaniment. This became difficult as they are distributed far and wide across the country. It is important to ensure that they are provided with enhancement support of their trades and livelihood as well as continuing their life skills and entrepreneurship development. Further, individual efforts in the informal sector limit significant opportunities and growth of the skilled workers. As individuals it is difficult to start an enterprise, mobilize bank loans and government schemes, upgrade skill, take up large projects, be socially secure. They should have good bargaining capacity and capacity to develop and diversify better business models. At present as individuals they have limited linkages with the government schemes though there are lot of schemes available for the development of youth.

Solution Implemented

Drawing lessons from 25 years of experience in vocational skill training, FVTRS strongly believe that there has to be community based approach: **SCOPE – Skilling Community Owned Promotion and Enhancement;** for skill development through community based systems and structures which can be owned, led and managed by people themselves. Any development intervention in the community shall create a sustainable process of growth with the ownership of the community. SCOPE is an approach that is envisaged for skill training, which is owned and managed by people themselves and as a continuous process.

Hence it needs to be understood as a process of skill development. In this approach all other stakeholders involved in skill development are considered as service providers so that the people will be able to implement their plan effectively and take it forward by themselves.

Similarly, there has to be collective and continuous intervention for sustainability and enhancement. This has to be done by the collectives of the skilled workers and community in which they belong to.

More about Skill Net

In order to realise this, we have developed a strategy called Skill Net. Skill Net is the association of Skilled workers. It provides strong community based structures of skilled workers /trainees and has the potentials to create networks of skilled workers associations at different levels. It provides recognition and reputation to them as they are in a group thus resulting in the elevation of social status, especially for the traditional skilled workers.

Skill Net groups are engaged in:

Thus, they will become community based structure that sustain and enhances the interventions.

Regular meetings to discuss skill training, enterprise development, government schemes and other development related issues.

Creating internal resources for investment through regular savings.

Enhancing the skills and livelihoods whenever required thus creating more jobs in the community.

Creating internal skill training facilities by master trainers which are accessible to the communities.

Accessing appropriate and available government schemes for their welfare and business development.

A platform for providing life skills and entrepreneurship development programme on a regular basis.

Successful revenue models promoted by skilled people.

Skill Net: Outcome

The platform of Skill Net is emerging as a unit recognized by the local panchayat. It is addressing the wage disparity in different sectors, assisting the members in obtaining various government schemes like artisan cards, enrolling with construction welfare board and availing the benefits. Many unknown trades which were otherwise not considered as skills have got recognition. The traditional workers like basket weavers, broom makers, pot makers etc. are looking forward for a better future. The skill net groups regularly meet and discuss on the possibilities of enhancement, diversification and scaling up.

Today, the future of rural youth is increasingly being uncertain as they are likely to be contract workers, often receiving low wages without job security. Skill Net is becoming an opportunity to create locally arranged skill development mechanism, pooling various capacities of rural skilled youth to help more youth to be relevant workforce of the country.

Core purpose of Skill Net is to address the gap of employment issues of unorganized skilled workers. It needs to be addressed by bringing them together for thinking, acting and striving together for a better tomorrow.

At present FVTRS has 1,708 such associations with a membership of 21,385 skilled workers having a savings of Rs.122,92,614 and started 61 new enterprises.

This also can be seen as a self-help model where the skilled workers will get an opportunity to pool their talents, capacities and their little money for bigger results. The collectives of skilled workers association can also train more people within the respective community on need-based skills, thereby creating a local workforce. The enhancement of joint livelihood creates more job opportunities in the community. It is good to note that

there are around 61 micro collective business initiatives by the skilled workers of skill net in different parts of the country. Thus, skill training becomes a continuous and sustainable process owned by the community.

About Author:

Mr. P. M. Philip is a professional social worker who has completed his post-graduation from Bombay University in 1983. Since then he has been working in the non-governmental sector in various capacities. Since last four years, he is the Executive Director of Functional Vocational Training and Research Society (FVTRS), Bangalore, which is engaged in vocational skill training of youth who have dropped out of school. He has been instrumental in bringing various value addition to the interventions of FVTRS and Skill Net is one such new initiative.

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