



National Seminar on

## "Mainstreaming Skills in Education"

Organised by

**Urivi Vikram Charitable Trust**

Sector 22, Dwarka, New Delhi

0930 to 1700 hrs: Wednesday, December 6, 2017

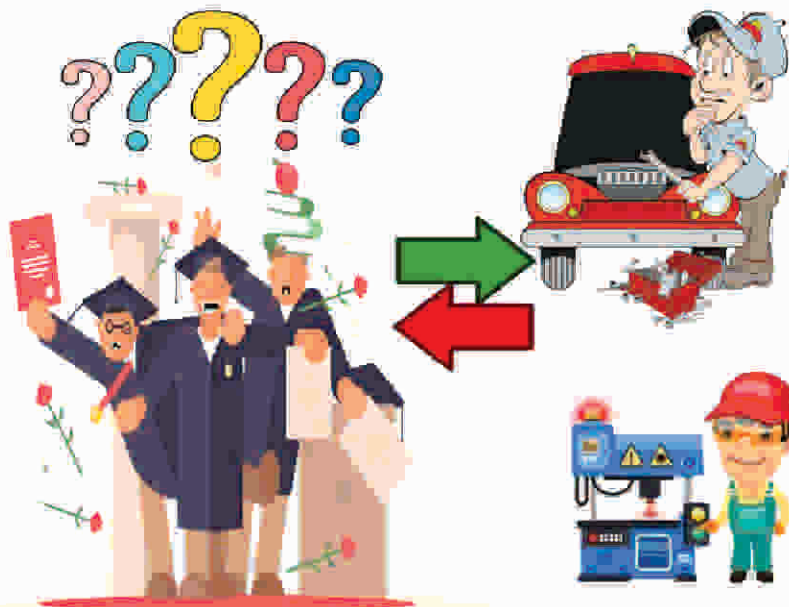
Conference Room-I,  
India International Centre (IIC)  
Max Mueller Marg, New Delhi-110003



## National Consultation: Mainstreaming Skills in Education

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## National Consultation: Mainstreaming Skills in Education



### Founder Chairman's Message



**URIVI VIKRAM**

(18th Jan. 1970 - 13th Dec. 1990)

A young man with great enthusiasm, novel thoughts and a wide vision, Vikram met with a fatal accident when he was almost 21. An ardent believer in justice and fair play, Vikram had a passionate zeal to usher in a society free of corruption and nepotism. UVCT's mission is to fulfill Vikram's cherished ambitions.

*Dear Learned Participants,*

On the occasion of Silver Jubilee of UVCT, we are happy that we are hosting yet another National Seminar on theme "Mainstreaming Skills in Education". In the Seminar, we hope to discuss the present scenario of imparting skills in Education at various levels (Schools, Colleges and Institutes), and know the initiatives taken by the various government machinery in this direction. - to understand the challenges faced by the various stakeholders including industry partners. In other words, UVCT hopes to find ways and means to include skills in regular education, with adequate scope for lateral movement, instead of maintaining two separate verticals - i. Vocational education and ii. Regular education. It should be our endeavour to make our growing number of young people 'employable' and 'enterprising', so that the much talked about 'demographic dividend' of our country is fully and profitably availed.



UVCT's advocacy for a distinct status to the stage of adolescence (age group of 10 to 19 years) and "Shakti: Personality development" for harnessing the enormous energies of drop-outs, push-outs and under-achievers yielded positive results and thereby, won our Trust some recognition.

Our earlier National Meets (as could be seen from 'credentials of UVCT') contributed valuable inputs to our country's policy frameworks.

The UVCT team, including my family, ably supports me and offers me ample opportunity to move on with progressive ideas for making our young population is not only economically productive but also socially responsible citizens.

We are grateful to every one of you in putting up this National Seminar and hopefully, making it a success.

New Delhi, 2<sup>nd</sup> December 2017

**Dr U N B RAO**, Ph.D., IPS(Retd.)  
Founder & Chairman, UVCT



## National Consultation: Mainstreaming Skills in Education

### National Consultation on "Mainstreaming Skills in Education"

#### Agenda

0945-1015 hours	<b>REGISTRATION &amp; TEA</b>
1015-1100 hours	<b>INAUGURAL SESSION</b>
	<p><b>Chief Guest : Shr Anant Kumar Hegde (Hon'ble Minister of state) Ministry of Skill Development and Entrepreneurship(MSDE) (invited)</b></p> <p><b>Keynote address: Prof. Anil D. Sahasrabudhe, Hon'ble Chairman, All India Council for Technical Education (AICTE)</b></p> <p><b>"Relevance for mainstreaming skills in education in India"</b></p>
1100-1300 hours	<b>SESSION 1: Grassroots perspectives and Challenges</b>
	<p>Chair: <b>Prof. Neela Dabir</b>, Dean School of Vocational Education, Tata Institute of Social Sciences (also to speak reg. Successful endeavors of TISS)</p> <ul style="list-style-type: none"> <li>• <b>Dr. Amita Dev, Principal Director</b>, Bhai Parmanand Institute of Business studies: Changing face of Skill education - An Indian perspective.</li> <li>• <b>Mr Maneesh Garg, Joint Secretary, MHRD</b>: On - going Efforts of MHRD (School Education)"</li> <li>• <b>Mr Madhu Ranjan Kumar, Joint Secretary, MHRD</b>: On-going efforts of MHRD (Higher education)</li> <li>• <b>Dr. Vinita Aggarwal</b>, Economic Advisor, MSDE : Efforts of MSDE</li> </ul> <p style="text-align: center;"><b>Q&amp;A : Discussions</b></p>
	<b>Lunch</b>
1400-1500 hours	<b>SESSION 2: International overview of mainstreaming skills in education systems</b>
	<p><b>Dr. Santosh Mehrotra</b>, Phd (Eco) Cambridge, Prof (Centre for informal sector &amp; Labour studies), Jawahar Lal Nehru University.</p> <ul style="list-style-type: none"> <li>• <b>Prof Swati Majumdar</b>, Pro-chancellor, Symbiosis University of Applied Sciences, Indore : "Skills in Higher Education; some international patterns"</li> <li>• <b>Dr. Suman Dhawan, Dy. Director (Academic), Directorate of Training &amp; Technical Education.</b></li> <li>• <b>Mr. Tod Steven Etheredge</b>, Clinton Fellow, American India Foundation.</li> <li>• <b>Youth team of AISEC Foreign Volunteers</b></li> </ul> <p style="text-align: center;"><b>Q&amp;A : Discussions</b></p>



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1500-1515	<b>Health Break</b>
1515-1630 hours	<b>SESSION 3 : Need of the hour and way forward</b> <b>Chair: Dr Sunita Chhibba</b> , Senior Advisor, MSDE <ul style="list-style-type: none"><li>• <b>Prof. Rajesh P Khambayat</b>, Joint Director, PSSCIVE - "Skilling initiatives: Role of PSSCIVE in introducing vocational education at Sr. school education";</li><li>• <b>Mr Ajay Mishra</b>, Director General, NSDA : Role of NSDA IN Skilling India</li><li>• <b>Mr. Jayant Krishna (executive Director &amp; Chief Operating Officer), NSDC</b> : Transforming the skills Landscape in India</li><li>• <b>Dr. Rashmi Jain</b>, Assistant Professor, Department of Social Work, Jamia Millia Islamia : Skills in Education, the case of Social Work</li><li>• <b>Dr. UNB Rao, Founder Chairman, UVCT</b>: Life skills as a prelude to Vocational Skills</li></ul> Q&A : Discussions
1630-1715 hours	<b>VALEDICTORY SESSION</b> <b>Summing Up: Prof BVR Reddy</b> , Indraprastha university, ND <b>Chief Guest: Relevant Minister of State, HRD (invited)</b>



## National Consultation: Mainstreaming Skills in Education

### Background Note

**Urivi Vikram Charitable Trust** intends to organise its Fourth National Consultation / Seminar pertaining to Young people (aged 10-24 years) on 6th December 2017 at India International Centre, Max Mueller Marg, New Delhi-110003.

UVCT conducted its first National Consultation in 1999 on the theme '*Towards a Policy for Young Adults*', the second one in 2005 on '*Adolescents: Vision 2020*', and the third one in 2015 on "*Demographic Dividend: Challenges of Young People in India*".

**The Theme** for the forthcoming National Consultation shall be "**Mainstreaming Skills in Education**". Policy makers, Scholars, skill development organizations, and **other representatives from multidisciplinary backgrounds** are expected to participate in the deliberation to propose a set of doable recommendations for inclusive and effective skilling of India.

**The Purpose** is to discuss the present scenario of imparting skills in Education at various levels (Schools, Colleges and Institutes), and know the various initiatives taken by various government machineries in this direction. - to understand the challenges faced by the various stakeholders including industry partners, training partners in providing linkages with the education system and find a way forward to introduce skills in our Education in a smooth way.

In other words, we are to find ways and means to include skills in regular education, with ample scope for lateral movement, instead of maintaining two separate verticals- i. Vocational education and ii. Regular education. We have mostly seen that the regular/traditional education is not able to produce 'employable' young people whereas Vocational studies suffer an inferior grading. It should be our endeavour to make our growing numbers of young people '**employable**' and '**enterprising**'.

### 2. Objectives of the consultation

- **Assess the Government's initiatives till date**
  - ☆ To take a stock of the Government's efforts to train, including up-skilling/re-skilling, 400 million people by 2022
  - ☆ Assess the long continuing efforts for vocationalisation as part of formal education
- **Identify key issues**
  - ☆ Analyze the problems and needs of young people highlighting the core issues, including infrastructure, trained personnel, parents, teachers and other stakeholders in guiding them. Bring to the fore the mind-sets of people and

## National Consultation: Mainstreaming Skills in Education



policy makers alike, against the blue collar jobs and to promote the dignity of labor

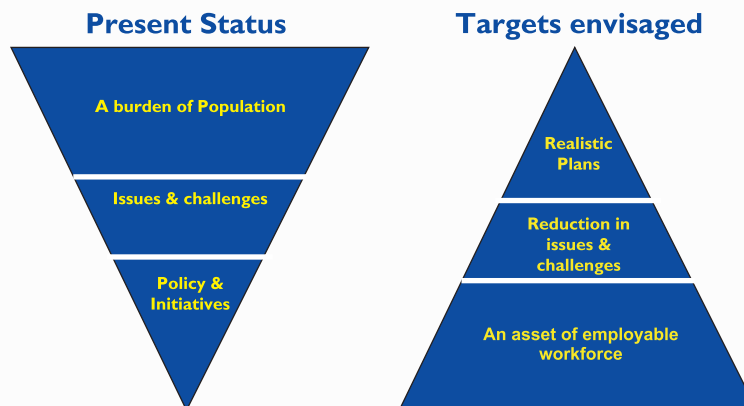
- **Brace-up for the challenges**
  - ☆ Identify the relevance of soft skills such as “Life skills” for promotion of vocational skills
  - ☆ Understand how best hands-on-experience of skills could be made part of education in schools and colleges
- **Develop a skill development roadmap**
  - ☆ The final objective is to develop a roadmap for making skill development as an integral part of education system in the context of targets set to achieve by the year 2022.

### 3. Expected outcomes of the seminar

- **Forged network** of civic organisations, government representatives, corporate partners, implementing agencies and other relevant stakeholders in translating the theme of skill development into actuality
- **An understanding of ground realities, gap analysis, and identification of mechanisms** for integration of soft skills with vocational skills
  - ☆ The seminar would help to bring out a **holistic approach** to the life for youngsters of India. It would also address the problems and issues that the schools, colleges/universities face to introduce vocational and life skills education at their premises
  - ☆ It would support to **chart a path** of amalgamation of education, vocational and life skills for the policy makers, educationists, and the civil society
  - ☆ The consultation would lay down a **clear view** of available resources for collaborations and identify **best practices of the states** which have already accomplished the required objectives
  - ☆ To provide linkages among Education sector - Industry - Skill Partners.



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### 4. Some startling facts regarding Unemployable work force :

- With 15 million youngsters entering the workforce each year, **more than 75% are not job ready**. India would need 700 million skilled workers by 2022 to meet the demands of a growing economy
  - ☆ This glaring imbalance, due to lack of technical and soft skills, points towards the urgent and growing need to make young Indians job-ready, focusing on young graduates to augment their employability
  - ☆ The young nation that we are with 62% of our population in the working age group and more than 54% of the total population below 25 years, there is a need to make drastic amends to solve the great Indian talent conundrum
- **Estimates** suggest that only 2.3% of India's workforce has undergone formal skill training, compared to United Kingdom's 68%, Germany's 75%, USA's 52%, Japan's 80%, South Korea's 96%
- According to **Skill Development Sector Achievements Report, December 2016**, the NSDC partners skilled 24.9 lakh people, of which 12 lakh were placed in 2014-15, this translates to a **placement rate of below 50%**, while the **quality of skills imparted** is also a matter of concern
- An employment solutions company, Aspiring Minds, conducted an employability-focused study based on 150,000 engineering students in 2016
  - ☆ It found barely 7% suitable for core engineering jobs
- According to the HRD ministry, India has 6,214 engineering and technology institutions which are enrolling 2.9 million students. Around 1.5 million engineers



are released into the job market every year. But the dismal state of higher education in India ensures that they simply do not have adequate skills to be employed

### 5. Need for a paradigm shift in skill training models of India:

- A sector wise study, commissioned by **National Skill Development Corporation (NSDC)**, estimated the incremental human resource requirement of 103.4 million across 24 high priority sectors by 2022. The training need was estimated to be 126.87 million by 2022
- Skilled labour force is essential to meet diversified demands of a growing economy, to tap the benefit of demographic dividend. **As per the India Skill Report 2016, the present demographic advantage of India is predicted to last only till 2040**
- Indian Economic survey 2016-17 states "Much of the impoverishment in India today can be addressed by enhancing human capital by investing in nutrition, health, education and by providing appropriate **skills for employment.**"
- The secondary education, a stepping stone to higher education, needs to equip and empower students with skills important for the labour market
  - ☆ In the tertiary level education in India, **on the one hand there is an increase in the number of degree and technical/professional colleges, while on the other hand the labour market is unable to get appropriately skilled labour force to meet its demand in various sectors**
  - ☆ There is a disconnect between higher education in terms of several parameters that go beyond the award of a degree, namely inadequate learning, inappropriate learning, old curriculum, focus on general as opposed to specialized learning and last but most importantly, quality of learning
  - ☆ The technical/professional colleges should offer value added learning, which is not only of the state-of- art but also that ensures their degree holders are employable.
- The focus currently should be on **enhancing the quality of skill training programs and making vocational training an aspiration**
  - ☆ **Niti Aayog** (National think-tank on planning in the nation), in its three year's Action Agenda 2017-18 to 2019-20, stated that the Government needs to



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create 20 world class universities, provide autonomy for top colleges and universities, reform the regulatory system, establish system of project/researcher specific grants and increase focus on vocational or profession led education

- ☆ It further stated that **skill development initiatives by the government have not yielded the desired results and the country still faces a challenge of training a large workforce.** It recommends that for those who undergo skill training,, the National NSDC should target a placement rate of 80% or more by 2020

### 6. Mainstreaming Skills in Education: An International Scenario

Skills development through a well developed system of technical and Vocation Education and Training (TVET) is seen to be important agenda in most parts of the world. The importance and value of TVET is being increasingly recognized in the context of lifelong learning in a globalized world. UNESCO - UNEVOC plays an important role in developing global strategies and programmes for TVET in member countries and guides them to implement effective TVET programmes. In liberal market economy model (as seen in Great Britain and Australia), technical education and Vocational education reflect the demands of the private market led by industries and firms. In state- regulated bureaucratic model (present in France, Sweden and Finland), national education systems define, provide, and finance vocational education and training. In dual system model (seen in Germany, Austria, Switzerland, Denmark and Norway), the design, development and implementation include public and private stakeholders. Mixed models of Skill development and Vocational training are followed in countries like Japan, China, South Korea and Brazil.





### 7. On-going crusade for skill development in India: Education-> Skills->Employment-> Entrepreneurship

Realizing the constant struggle to bridge the gap between the "educated" and the "skilled" workforce and entrepreneurship efforts across the country have been highly fragmented so far

#### Emergence of first skill development department

Government of India notified the formation of the first Department of Skill Development and Entrepreneurship on 31st July, 2014. The department was subsequently upgraded to a full-fledged Ministry of Skill Development and Entrepreneurship on November 9, 2014.

#### Plan to upskill or reskill by 2022

Government has set up an ambitious target to train including up-skilling/reskilling 400 million people by 2022. 18 ministries of Government of India are engaged in various targeted skill development and employment generation programs. National Skill Development Policy (NSDP) was first launched in 2009 and with the establishment of the new Ministry of Skill Development and Entrepreneurship (MSDE) a revised NSDP was launched in 2015

#### The National Vocational Education Qualification Framework (NVEQF)

EQF, framed by All India Council for Technical Education (AICTE) was introduced by Government in order to formally integrate vocational education together with its current conventional educational streams across school and higher education space and provide an opportunity and incentive to students to explore a large universe of opportunity. With myriad efforts it was realized that the integration of vocational education with formal education needs to be enhanced to integrate the essence of skill development across the states and the nation.

#### Other initiatives

A number of government initiatives have been started to build vocational skills amongst the youth as well:

- Deen Dayal Upadhyay Grameen Kaushalya Yojana and Pradhan Mantri Kaushalya Vikas Yojana have been important initiatives to persuade the youth to acquire key job ready skills
- At the university level, there has been the introduction of the BVoc programme to encourage students to develop employable skills
- CBSE has introduced vocational courses at Secondary School level in their syllabus from classes 9th, 10th, 11th, 12th levels.





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### 8. **Implementation of Centrally Sponsored Scheme for Vocationalisation of Secondary and Higher Secondary Education, Min. of HRD (MHRD) in association with National Skill Development Corporation (NSDC)**

With an aim to promote a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education, and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and /or skill system.

The Centrally Sponsored Scheme of Vocationalisation of Secondary & Higher Secondary Education of Ministry of HRD, Government of India lists out a crucial role for NSDC and its Sector Skill Councils (SSCs), in implementation of National Skill Qualification Framework (NSQF). The trainings conducted in the Scheme are based on the National Occupational Standards set by NSDC through its Sector Skill Councils, which were created high growth and the priority sectors identified by the Planning Commission. The Scheme also mandates the SSCs to conduct assessments and certification jointly with the State Board.

NSDC is currently working with the State Governments of Delhi, Haryana, Himachal Pradesh, Karnataka, Punjab, Uttarakhand, Madhya Pradesh, Nagaland, Maharashtra, Chhattisgarh, Sikkim, Jharkhand, West Bengal, Telangana, Jammu & Kashmir, Assam, Gujarat, Goa, Meghalaya, Bihar, Chandigarh, Odisha, Mizoram, Rajasthan, Daman & Diu and Dadra & Nagar Haveli for implementation of the scheme in their states through its approved and funded Sector Skill Councils.

Sector Skill Councils support the States in Identification of Trades / Occupations; Accrediting curriculum with PSSCIVE (/CBSE); Recommendation for Appointment of Vocational (Industry) Coordinator; Quality Control of Training; Training of Trainers; Student Assessment and Certification and Industry Interface. NSDC funded Training Partners take the responsibility of entire Training Delivery including deploying and managing faculty, setting up of labs, organising Guest Lectures/Industry Visits.

**As per the National Policy for Skill Development and Entrepreneurship, 2015** it is categorically mentioned that Skilling will be increasingly integrated with Higher Education by converting all Polytechnics to community colleges, which will provide NSQF aligned vocational courses and also Bachelor of Vocational Studies. These courses will be aligned to the credit framework which can provide horizontal and vertical mobility. Further, at least 25% of all existing institutions of higher education would offer

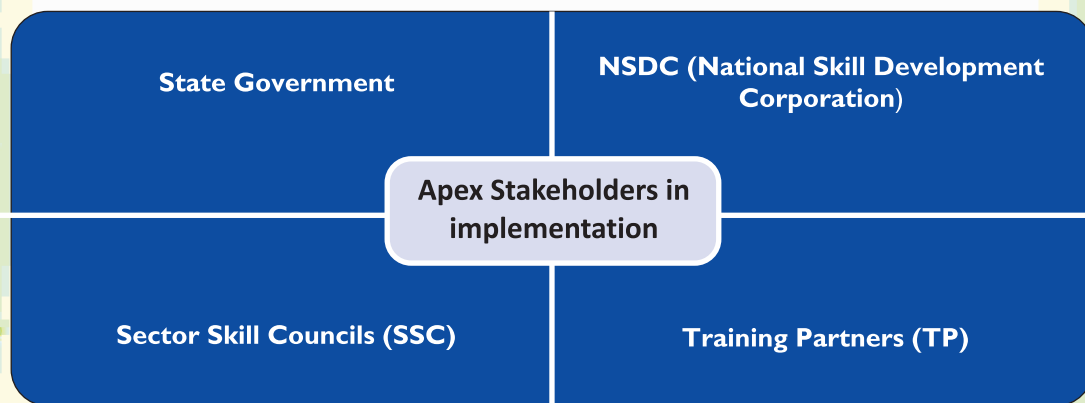
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add on career oriented courses with specialized skills at an appropriate level of NSQF. The **importance of introducing Skills in formal education system by the Government** clearly indicates the way forward for all of us for building the **institutional mechanism of skilling**.

*Hopefully, this will not only help in bridging the gap between the academia and the industry but also addresses issues like reduction of drop-out rates, skilling as a man aspiration, Dignity of Labor and somewhere also addressing the negative perception of the Vocational Education.*

**University Grant Commission (UGC)** has launched three different schemes to integrate Skill Development into the Formal Education system in Higher Education space, namely **Community College (CC)**, **Bachelors in Vocational Education (BVoc)** and **DDU- Kaushalya Kendra's (DDUKK)**. NSDC has an MoU with UGC for supporting the implementation of the above schemes for Curriculum Alignment, Assessment & Certification. There are about 449 Colleges/ Universities who has received funding from UGC for the implementation of the said scheme.





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### 9. Role and Responsibilities of the Stakeholders

- **State Government:** Policy, Providing infrastructure, Mobilisation of Students through Principals, Monitoring, Regulatory, Aligning vocational to mainstream scheme of studies of the State Board, Extensive advocacy and marketing of the project.
- **NSDC:** Conceptualize and operationalize the project, Selection of NSDC partners in various trades to implement the project across schools, Setting Standards & Quality Processes, MIS and Monitoring, Management Review
- **Sector Skill Council:** Identification of Trades, Accrediting curriculum, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Student Assessment and Certification and Facilitating Industry Interface.
- **NSDC Training Partner:** Curriculum development aligned to National Occupational Standards, Development and Printing of Courseware, Providing Vocational trainers, Industry Participation through OJTs and Internships, MIS & reporting, Interfacing with all Stakeholders

### 10. Broad Model for Current Implementation across States Infrastructure

- State provides the civil infrastructure at each school.
- State Govt./NSDC Training Partner take funds from State and equip the schools with skill labs
- Aligning the scheme with the scheme of studies with state board

#### Training Delivery through NSDC Training Partner (TP)

- NSDC Training Partner recruits teachers and place them in schools as per the minimum prescribed qualifications.
- Two Trades are offered in each school and each trade to have 50 students.
- NSDC TP monitors and manages the training delivery.
- TP organise On the Job Trainings and Guest Lectures at different intervals.
- The course spans for four years from Class IX-Class XII pertaining to a Qualification Pack prescribed by the Sector Skill Councils.

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### Assessments and Certification

- Sector Skill Councils conduct Assessments and provide certification aligned to the National Skill Qualification Framework (NSQF) along with the State Education Board.

## II. Relevance of life skills and other soft skills for promotion of skill development programmes

**Life skills** are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively. According to the WHO, internalizing the core essential **life skills helps the young people to deal with the concerns in the modern world** in a dignified and mature way bringing success to them. **LSE**, thus, plays a vital role in boosting up the strengths of the individual and building on his self-esteem. These help a person to evolve into a thinking person, having become aware of the society around and ultimately empower to communicate or negotiate with the surroundings in order to pave one's way to become a productive citizen.

Schools are the places where a person learns about rules and regulations of the society. If awareness about concepts of life skills is provided in integrated manner to students in schools, these will help them to deal with complex social situations in later life with required maturity and composure. In this direction, CBSE has included 2 parts consisting of Co-scholastic areas in two:

- a) **Life Skills** (Thinking Skills, Social Skills and Emotional Skills)
- b) **Attitudes and values** (towards Teachers, School mates, School Activities, Environment & Value system).

Further, in case of drop-outs and push-outs of education system, who constitute almost 60-70% of India's Young population and who are generally seeking to pursue Skill Development programs, lack proper understanding of their strengths and weaknesses, and usually have low self-esteem because of their failures. Worse is the case of totally illiterate and semi-literate children from rural and tribal areas. The basic premise is every human being has his own strengths and weaknesses, out of which any developmental process could be built on the strengths and simultaneously, work on reducing the weaknesses. It is also seen that once the strengths are boosted up resulting in better self-esteem of individual, the weakness automatically get diminished.



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### 12. Theme and approach of the Consultation

The Consultation is hoped to be held with active support and involvement of The Ministry of Skill Development and Entrepreneurship, and Ministry of Human Resource Development (Dept. of School Education and Literacy) and (Department of Higher Education). Other like-minded civic organizations, scholars and industrial establishments shall be enlisted as Partners in Action.

The approach is to understand the policies of the CBSE, ICSC, ISC and State Education Boards and to bring out success stories where implementation of National Skill Qualification Framework (NSQF) in schools is in place. The Consultation shall also explore:

- i. International overview of skills being integrated in early years of education systems;
- ii. Experience of NSDC so far;
- iii. Present role of NSQF in Primary and secondary education systems in India and the State Boards;
- iv. Role of Primary and secondary education systems in preparing students for employment;
- v. Staying Relevant- Expanding forms of vocational and professional trainings that could be integrated in Indian context;
- vi. What could be the role of social sector and corporate at the school level to meet the demands of the markets and businesses
- vii. Relevance of Life Skills and other soft skills in enhancing vocational skills

Speakers at the Consultation will include experienced Policy makers, experts, private-sector representatives, academics, members of civil society and youth representatives from different states of India, who will be bring their experiences, thoughts and plans to the table.

- Some views expressed by Indian visionaries for Indian Education are:

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, by which one can stand on one’s own feet.”

**Swami Vivekanand**

“Taken as a whole, a vocation or vocations are the best medium for the all-round development of a boy or a girl and, therefore, the syllabus should be woven round vocational training, primary education thus conceived as a whole is bound to be self supporting, even the first or even the second year’s course, it may not be wholly so”

**Mahatma Gandhi**





## Urivi Vikram Charitable Trust Credentials

The **Urivi Vikram Charitable Trust (UVCT)** is a national level Non-governmental organization, with focus on the social and economic empowerment of young people (10 to 24 years) since 1991. The Trust visualizes that due care must be given to them, especially during their stage of adolescence (10 to 19 yrs), as they are our demographic dividend - an opportunity to grow and a challenge to face. UVCT has also been undertaking projects for women empowerment and conducting awareness campaigns on public health, environmental protection and reformation/rehabilitation of delinquents.

UVCT's current effort to hold a National Consultation is the Fourth in a Series. This time the theme is "**Mainstreaming Skills in Education**", yet another contemporary issue for the empowerment of our teeming millions of young people. **The avowed objective is** to discuss the present scenario of imparting skills in Education at various levels (Schools, Colleges and Institutes), and know the initiatives taken by the various government machinery in this direction. - to understand the challenges faced by the various stakeholders including industry partners. In other words, UVCT hopes to find ways and means to include skills in regular education, with adequate scope for lateral movement, instead of maintaining two separate verticals - i. Vocational education and ii. Regular education. We have mostly seen that the regular / traditional education is churning out 'unemployable' young people whereas Vocational studies suffer an inferior grading. It should be our endeavour to make our growing number of young people '**employable**' and '**enterprising**', so that the much talked about 'demographic dividend' of our country is fully and profitably availed.

### Relevant track record of UVCT

- UVCT highlighted the importance of psychological counseling and career guidance for the empowerment and young people; held a series of adolescent - centric Workshops, Seminars, Career Melas for the benefit of both adolescents and their parents / teachers;
- Since Oct 1995, through Project **Shakti**, UVCT has been extending life skills (thinking, social and negotiating skills), especially to school drop-outs, push-outs and under-achievers (who are estimated to constitute 60 to 70% of our young population), in order to enable them to evolve themselves into economically and productive and socially responsible citizens. The program proved such a great success that the **UN Inter Agencies Working Group (Population & Development)** graciously accepted that UVCT's Shakti programme as the "basis" for their draft modules on '**Life Skills for Health Promotion of Out-of-school Adolescents**' (2002);
- The Life Skills programme was accepted as a Plan Scheme of the Government of India, under the banner of "National Programme for Youth and Adolescent Development (NPYAD) of the Ministry of Youth Affairs and Sports, GOI. It has subsequently become a ever-pervading theme for all skill development and correctional services;
- Advocated and succeeded in obtaining a distinct status for **ADOLESCENTS** (aged 10 to 19 yrs) in



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the policy frame work of the Govt. of India. In this regard, UVCT held a National Meet way back in July 1999, on the theme '**Towards a Policy for Young Adults**', the outcome of which prompted the then Planning Commission of India in constituting the first ever **Working Group** by including the Trust as a Member, as part of 10th Five Year Plan, which brought out the First '**Report on Adolescents (June 2001)**;

- UVCT held yet another National Meet Meet in July 2005 on theme '**Adolescents : Vision 2020**' and drew the attention of the policy makers and other relevant stakeholders, to the challenges that were being faced by and opportunities available for the adolescents, in our endeavors to make **India a Super Power by year 2020**;
- UVCT established the first ever '**National Centre for Adolescents**', in September 2007 in Dwarka, New Delhi, with the support of Government and a number of PSUs such as SAIL, Power Grid, Indian Oil, NTPC, BHEL, Jindal Steel, Punjab National Bank, Oriental Bank and Allahabad Bank;
- The National Centre has become a happening place, with **Dr APJ Abdul Kalam**, Hon'ble Former President of India also paying a visit on 09 Oct 2008 and interacting with adolescents. The other notable visitors have been Sh.Shivraj Patil, the then Governor of Punjab; and Dr Karan Singh, a Statesman and eminent educationist;
- Subsequent effort in the direction of youth empowerment was organizing a National Seminar in New Delhi on 6th May 2015 on the theme "**Demographic Dividend : Challenges of Young People in India**".

### OTHER ORGANISATIONAL STRENGTHS of UVCT

- **Community service for over 25 years**, with no blemish, in different parts of the country through Schemes funded by individual donors, Government and semi-government organizations , Public Sector Undertakings, and , UN Organizations and others.
- Accredited and empanelled by the National CSR Hub at Tata Institute of Social Sciences (TISS), Mumbai. UVCT for establishing Yuva Shakti Centers (YSC's) at different locations in India. UVCT was one of the nine NGOs , whose proposals won the recognition of the CSR Hub for keeping in their Proposal Bank , after having been thoroughly screened and approved by the experts of the TISS..
- Well established infrastructure and expertise in field operations, having six State Chapters(including the USA) and thus, enjoys the status of a National NGO;
- Approved by the Ministry of Finance, GOI, u/s 35 AC of income Tax Act, for availing **100% tax exemption** on contributions received by the Trust, vide No. 52/2011 F. No. V 27015/2/2011 valid up to 31st March 2017(renewal process is in progress);
- Authorized to receive **foreign contributions** vide FCRA Regn. No.231650755.





*Brief Profiles  
of  
Key Note Speaker, Guest of Honour,  
Chairpersons & Speakers*

1. **Prof. Anil D. Sahasrabudhe** (Chairman, AICTE)
2. **Prof. Neela Dabir** (Dean School of Vocational Education, TISS)
3. **Dr. Amita Dev** (Director, BPIBS)
4. **Mr. Maneesh Garg** ( Jt. Sec, MHRD)
5. **Mr. Madhu Ranjan Kumar** ( Jt. Sec, MHRD)
6. **Dr. Vinita Aggarwal** (Economic Advisor, MSDE)
7. **Dr. Santosh Mehrotra** (Prof Eco. Centre for informal sector & Labour studies, JNU)
8. **Prof. Swati Mujumdar** (Pro-chancellor, Symbiosis University)
9. **Dr. Suman Dhawan** (Dy. Dir. Academic Directorate of Training & Technical Education)
10. **Mr. Tod Steven Etheredge** (Clinton Fellow, American India Foundation.)
11. **Prof. Rajesh P Khambayat** (Jt. Dir, PSSCIVE)
11. **Mr. Ajay Mishra** (Director General, NSDA)
12. **Mr. Jayant Krishna** (Ex. Dir. Chief Operating Officer, NSDC)
13. **Dr. Rashmi Jain** (Ass. Prof. Department of Social Work, JMI)
14. **Dr. UNB Rao** (IPS Retd., PhD IIT, Founder Chairman UVCT)
15. **Prof. BVR Reddy** (Prof. Guru Govind Indraprastha University)



## National Consultation: Mainstreaming Skills in Education



**Prof. Anil Dattatraya Sahasrabudhe**

*Hon'ble Chairman, All India Council for Technical Education (AICTE)*

### "Relevance for mainstreaming skills in education in India"

Professor of Mechanical Engineering at Indian Institute of Technology (IIT), Guwahati joined All India Council for Technical Education (AICTE) as Chairman on 17th July 2015. Prof. Anil D. Sahasrabudhe graduated from BVB College of Engineering and Technology, Hubli affiliated to Karnataka University, Dharwad, Karnataka in Mechanical Engineering with First Rank and Gold medal in 1980. Subsequently, he obtained Master's and Doctoral (with UGC Fellowship) degrees from Indian Institute of Science (IISc), Bangalore in 1982 and 1989 respectively.

Prof. Anil D. Sahasrabudhe in his illustrious career of 31 years held several important Academic, Research and Administrative positions. He started his career as Scientific Officer, at Indian Institute of Science, Bangalore in 1983 and moved to Tata Consulting Engineers (TCE) as Engineer in the same year. He served as Lecturer and Assistant Professor at North Eastern Regional Institute of Science and Technology (NERIST), Itanagar (Arunachal Pradesh) from 1987-1988 & again from 1989-1995, before joining IIT Guwahati as Associate Professor in 1995 and has been serving as Professor since 1999. Also, he served as Director, College of Engineering, Pune (CoEP) since 2006 on deputation from IIT, Guwahati prior to joining as AICTE Chairman. As an academician and researcher in NERIST and IIT Guwahati, and as an administrator in the capacity of Director, CoEP, he has taken up several new initiatives for Academic, Curricular & Co-curricular activities, Entrepreneurship, Research and Good Governance.

Prof. Anil D. Sahasrabudhe is presently working as Chairman & Expert Member on various National Level Committees. Some of these include; Chairman, Basic Scientific Research (BSR), Empowered Committee of UGC, SWAYAM Board and Chairman BOG of NIT Itanagar. As a Fellow of ISTE, IET, Institution of Engineers (IE) and member of ASME, ASEE, ASI he is actively involved in the activities of three Professional Bodies/Societies Institution of Engineers (IE).

He was awarded with "Maha-Intrapreneur Award-2011" of Praj Industries, Pune for his Leadership and Innovative abilities in the area of Technology Development and Entrepreneurship initiatives.

## National Consultation: Mainstreaming Skills in Education



**Prof. Neela Dabir**  
B.Sc.,B.Ed.,M.S.W, Ph.D.

Worked as a social worker for more than 10 years in different N.G.O.s;  
Working as a University Teacher for more than 20 years  
Worked as the Registrar, TISS for 3 years and  
Worked as the Deputy Director(Admin),TISS for 2 years  
Currently the Dean of School of Vocational Education  
Research Interests: Social work, vulnerable children, street children, women in distress, Vocational Education

**Publications:**

Have published many articles in journals and newspapers

**Books:**

1. Women in Distress, 2000, published by Rawat Publication
2. From Street to Hope: Faith Based and Secular Programs in Los Angeles, Mumbai and Nairobi for Street-living Children"(2011), Sage Publication

**Synopsis**

**Work Integrated Training Model of Vocational Education at Higher Education Level- by TISS- School of Vocational Education**

TISS established the School of Vocational Education in Dec. 2011 with the aim of demonstrating how Universities can impart vocational Education at higher education level.

In March 2012 we received a seed grant from AICTE under the aegis of MHRD for incubation of a National Vocational University using the HUB and Spoke model and the vocational training program be offered as work integrated training programs. Today we have completed the process of incubation and have successfully developed a sustainable and cost effective model of vocational education in the University system. It is scalable as well as replicable and can be adopted by any University in the country.

As of now TISS-SVE have developed more than 25 B.Voc. courses, 10 P.G. Diplomas and 150 short term courses in 18 different sectors such as Agriculture, Automotive, BFSI, Child Care, Dialysis Technology, Electronics, ITES, Geriatric care, Health care, Hospitality, Industrial Tool Manufacturing, MEPS, Industrial Safety, Pharmaceutical Chemistry, Printing and Packaging, and Renewable energy.

These courses are offered with the help of more than 200 hub partners across 50 cities in India and more than 6000 students are enrolled in these courses. We have a large number of skill knowledge partners where the students are placed for work integration.

This presentation will highlight the characteristics of the SVE model of vocational education and the achievements so far.



## National Consultation: Mainstreaming Skills in Education



**Dr. (Mrs.) Amita Dev**

Principal Director, Bhai Parmanand Institute of Business studies

### **Changing face of Skill education - An Indian perspective.**

Dr. (Mrs.) Amita Dev, has obtained her B.Tech degree from Punjab University and completed her post graduation from BITS, Pilani, India. She had obtained her Ph.D degree from Delhi College of Engineering under University of Delhi in the area of Computer Science. She is the Fellow of IETE, Life Member of ISTE and Computer Society of India [CSI]. She has more than 30 years of experience and presently working as a Principal of Ambedkar Institute of Technology, Delhi and Bhai Parmanand Institute of Business Studies under Department of Training and Technical Education, Government of NCT of Delhi. She has been awarded "National Level Best Engineering Teachers Award" by ISTE for her significant contribution in the field of Engineering and Technology. She has also been awarded the "State Level Best Teacher Award" by Department of Training and Technical Education, Government of NCT of Delhi. She is the recipient of "National Level Young Teachers Award" for pursuing advance research in the field of Speech Recognition. She has published more than 50 papers in leading International and National Journals and in the Conference Proceedings of leading conferences. She has written several books in the area of Computer Science and Engineering.



**Dr. Swati Majumdar**

Pro-chancellor, Symbiosis University of Applied Sciences, Indore :

### **"Skills in Higher Education: some international patterns"**

Ms. Swati Mujumdar, is the Director of Symbiosis Centre for Distance Learning and Principal Director of Symbiosis Open Education Society. Her area of research is higher education, distance education and use of ICT in education. She has a keen interest in various policies related to higher education, privatization of education and has presented several papers in national and international conferences.

## National Consultation: Mainstreaming Skills in Education



**Sh. Maneesh Garg, IAS(1996)**

Joint Secretary (School Education)

**Department of School Education and Literacy,  
Ministry of Human Resource Development, Government of India,**

**Sh. Maneesh Garg, IAS (HP:96)**, is a B.Tech in Electrical Engineering from IIT, Delhi. He did his Masters from King's College, London. In his over two decades long career, he has served as Secretary, Home and Vigilance, Advisor, Planning, Managing Director, HP State Electronics Development Corporation, Secretary, Finance, and Director of Social Justice and Empowerment, to the Govt. of Himachal Pradesh. He was honoured with the National level award by Ministry of Rural Development, Govt. of India in the year 2009 for excellence in implementation of the National Rural Employment Guarantee Act (NREGA) in the Chamba District of Himachal Pradesh.

Presently, he is posted as Joint Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India looking after the key programmes of the Department i.e. Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). As the nodal officer for implementation of **Swachh Bharat : Swachh Vidyalaya initiative**, the Department of School Education and Literacy was honoured with the Swachh Bharat National Award by Ministry of Drinking Water and Sanitation in the year 2017, as it was considered as the best Department in contribution made to Swachh Bharat Mission(SBM.)

He is also credited for successfully implementing the **e- office system** under the "**Digital India**" Programme in the Department of School Education and Literacy.



**Santosh Kumar Mehrotra**

Phd Cambridge, Prof (Eco)

**(Centre for informal sector & Labour studies, JNU)**

He was Director-General, Institute of Applied Manpower Research, Planning Commission (in the rank of Secretary, Government of India) (2009-2014).

He is a human development economist, whose research and writings have had most influence in the areas of labour/ employment, skill development, child poverty, and the economics of education. He brings a combination of professional experience: with the Indian government as a policy maker and adviser, with international organisations as a technical expert, having lived on three continents and travelled to 63 countries providing technical advice to governments; and as an academic whose research work has been translated into Chinese, French, Spanish, Portuguese, Italian and German.

Dr S Mehrotra has an MA in Economics from the New School for Social Research, New School University, New York (1981), and Phd in Economics in Cambridge (1985). Was Associate Professor, Jawaharlal Nehru University, New Delhi 1988-91.

From 1991 to 2006, he spent 15 years with two UN agencies - UNICEF and UNDP (Chief economist of UNDP's global Human Development Report (2002-05), New York; led the research programme on developing countries at Unicef's global research institute, the Innocenti Research Centre, Florence, Italy (1999-2002). He returned to India in September 2006 to head the Rural Development Division, and then head, Development Policy Division, Planning Commission (till August 2009). An author of several chapters in India's 11th Five Year Plan (2007-2012), and the 12th Five Year Plan. Team leader, second national Human Development Report (Oxford, 2011). He held a three-year appointment as Parkin Visiting Professor at the Centre for International Development in the Faculty of Social Sciences, Bath University, UK (2010-13).





## National Consultation: Mainstreaming Skills in Education



**Dr. Rajesh P. Khambayat**

Joint Director

PSS Central Institute of Vocational Education, Bhopal, India

Prof. Rajesh P. Khambayat, Ph.D., is a Fulbright 2014, currently working as Joint Director, PSS Central Institute of Vocational Education (PSSCIVE), Bhopal. He was associated as Professor & Head, Department of Education and Research with the National Institute of Technical Teachers' Training & Research in Bhopal, India. He was former GB-Engaged Faculty Consultant of Colombo Plan Staff College for Technician Education appointed by the Governing Board of CPSC, an Inter-Governmental International Organization in Asia and the Pacific region based in Manila, Philippines. He served as Joint Coordinator of Asia-pacific Accreditation and Certification [APACC] and has been involved as an International Specialist for Skills standards & Curriculum Development for ICT & Business.

Dr. Khambayat has been involved in various programs & projects in the education sector with his strong expertise and background in Technical and Vocational Education and Training (TVET), Technical Teachers Training, Curriculum Development, Using Information and Communication Technology (ICT) for Education & Training and Quality Management (QM). He has worked with various government institutions and technical institutes in the member countries across Asia Pacific, Europe, and Middle East. Dr. Khambayat was instrumental in conceptualizing, planning, designing, developing, & coordinating various regional, in-country, extra budgetary programs and rendered consultancy services for UNESCO, CPSC, GTZ, ADB, and World Bank.

Dr. Khambayat received the Plaque of Commendation Award from Director General, CPSC in his capacity as Faculty Consultant, and other international and national awards/honors /commendations in the past. He also received 35 international and national citations and certifications of appreciation and recognition for professional and academic contributions and engagements in personal and professional capacities, including those received from the President of the HRD Service of Korea, Director Generals, Chairman of TVET and Ministry of TVET from various member countries of the CPSC.

Dr. Khambayat has published several papers in the national and international journals and conferences. He has authored, co-authored and edited ten books and publications. Dr. Khambayat has been invited as a Keynote Speaker in various national and international fora.

Dr. Khambayat earned his Bachelor's Degree in Civil Engineering, Master's Degree in the same discipline and another Master Degree in Business Administration with specialization in Marketing Management and Doctoral Degree in Technical Education.

**See also page no. 23**

## National Consultation: Mainstreaming Skills in Education



### **Dr. (Mrs.) Suman Dhawan**

Deputy Director (Academics)

Department of Training and Technical Education, Pitampura, New Delhi

As Deputy Director (Academic), Dr. Suman has worked on key projects for Skill Development of Govt. of NCT of Delhi.

She also works on relationship building with corporates, conducting state of the art workshops and labs in institutes, organizing training of trainers in collaboration with industry partners, and arranging for exposure of students, teachers and officers to various skill competitions.

She has also worked on generating opportunities for on-the-job trainings of students and adoption of German dual VET model in select areas in Delhi Govt. Institutes.

She has been teaching post and under-graduate students for the past 15 years and has guided many research projects. She has played an active role to upgrade the uniform of ITI students.

Dr. Suman has completed her PhD from Jamia Millia Islamia, and has also done many post-graduate courses, including M.Phil, MBA, and M.Com.

**Contd From page no. 22**

### **Synopsis**

#### **Advancing Vocational Education & Training for the Future of Work**

With impressive economic growth in the recent years, India has enabled the creation of new wealth and affluence in its society. At the same time, it is also enjoying the demographic advantage of a rising number of young people, in comparison with the aging societies in most of the advanced countries. A growing body of evidence, however, highlights a serious concern. This, in particular draw to the growing cases of incidence of youth unemployment, especially in the urban and rural youth and related issues that require urgent action to help India to sustain its progress in its fight against it. In this respect, many studies claim that education and skills training reduce inequality (which is one of the strongest predictors of unemployment and poverty). By equipping youth with the necessary skills that are in demand in the labour market, can help them to look for decent means of earning income.

In this perspective, Vocational Education and Training (VET) is a critical part in preserving our economic growth. This paper share experience and practices with special emphasis on the way advancing current education system through vocationalisation of secondary and higher education under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) a national Project funded by Ministry of HRD, Govt. of India. It highlights the inclusion of employability and vocational skills as a part of mainstreaming skills by integrating key elements, and work practices in the curriculum in order to make the VET institutions prepare a skilled workforce for the future world of work.



## National Consultation: Mainstreaming Skills in Education



**Mr. Tod Steven Etheredge**

(Clinton Fellow, American India Foundation.)

Tod is a 2016 summa cum laude, Phi Beta Kappa graduate of Morehouse College. While at Morehouse, Tod received an International Studies degree with a minor in Mandarin Chinese. Tod has traveled extensively both during and after college. Countries traveled include China, South Africa, Zimbabwe, Brazil, Israel, Greece, and Denmark. Tod is a 2015 Oprah Winfrey South African Leadership Program Fellow. As a 2015 Oprah Winfrey South African Leadership Fellow, Tod worked alongside various South-African non-profit organizations to spread awareness about HIV/AIDS prevention. In 2016, Tod served as a Humanity in Action Copenhagen (HIA) Fellow. As a HIA Fellow, Tod partnered with the Danish non-profit Grace KBH to advocate for and provide services to economic migrants who were primarily of Syrian, West African, and Roma descent. Tod's time in Denmark concluded with him and other Fellows presenting a brief to Danish government and civil society leaders highlighting the social, economic and intellectual capital of migrants. After returning to the United States, Tod worked in the Montgomery office of US Congresswoman Terri Sewell providing case services to constituents in the United States, State of Alabama's 7th district. Alabama 7th district is the state's poorest district, and is comprised mainly of African-Americans. Tod is currently an AIF Clinton Fellow working with TYCIA on projects in Tihar Prison, and in Madhya Pradesh with Korku farmers. In his free time, Tod enjoys kayaking, archery, traveling, reading and spending time with his friends and family.



**Dr. Rashmi Jain**

(Ass. Prof. Department of Social Work, JMI)

Dr. Rashmi Jain, is an Assistant Professor of Social Work at Jamia Millia Islamia with 17 years of teaching and research experience. She is a trainer in HIV/AIDS Counselling, Family & Marriage counselling within a Person-Centered Counselling Framework. Her research work and Teaching/training interests include: Skill Development through Social Work Education, International Social Work & the Indigenization Debate, Pedagogy of teaching & training in Social Work, Counselling Skills Training Especially for Police Personnel dealing with Domestic violence cases, cases of Sexual Assault & Abandonment of Women & Girls, Life Skill Education for adolescents, Gender training for adolescents in schools of Delhi, etc.

**See Also Page No. 25**

## National Consultation: Mainstreaming Skills in Education



**Mr Ajay Mishra**

Director General, NSDA :

### **Role of NSDA IN Skilling India**

Mr. Ajay Mishra is a seasoned professional with diverse experience in corporate sector, different departments of government at State and Union level. He is a post graduate in Biotechnology with dissertation work at National Institute of Immunology, Delhi and holds Post Graduate Diploma in Management from Indian Institute of Management (IIM), Lucknow.

He has hands-on-experience in implementation of various development schemes, monitoring of primary education, treasury management and civil administration in State Government.

He had worked at important positions in Delhi such as Dy. Chief Finance Officer, Oil Industry Development Board (OIDB) under Ministry of Petroleum and Natural Gas and Joint Secretary, Central Board of Secondary Education (CBSE) under Ministry of HRD.

At present, Mr. Mishra is posted as Deputy Director General, National Skill Development Agency (NSDA) under Ministry of Skill Development and Entrepreneurship responsible for anchoring and facilitating the skill initiatives so that people are productively engaged in the economic growth of the country. This year, he has been nominated as Jury Member of Pan IIM Management Awards 2017. His hobbies include canvas drawing and enjoys reading issues related to finance and economy.

**(Contd. From Page No. 24)**

#### **Abstract:**

Social work education as a stream of higher education system is more than 100 years old in the world and grew remarkably in the past few decades (Midgley 2000). In India, it has already completed 90 years and celebrated its platinum jubilee in the year 2012. However, the status of social work education in India, especially of its knowledge base, is still debated and commented upon in published work (UGC Report 1980) as well as in academic gatherings. Social work education as a profession is often considered as an emerging profession due to insufficient indigenous knowledge base, absence of indigenous orientation to knowledge component and lack of linkages between classroom learning and field realities (Howe 1987; UGC Curriculum Development Report 1990; Kulkarni 1994; Singh and Srivastava 2003:87).

The three domains prescribed in the UGC Model Curriculum (2001) are the Core Domain, the Supportive Domain, and the Interdisciplinary Domain. The fourth cluster is the Elective Content. The Core Domain of social work education focuses on the profession's philosophy, ideology, practice, values, ethics, theory and concepts. The Supportive domain focuses on knowledge and skills to assist the Core Domain. The Interdisciplinary Domain has relevant theories, concepts and perspectives from other sciences to help understand the social situation. Elective courses have the required theory base of that specific field.

This paper intends to understand the skill education component for Social Work students in Masters' programmes and suggest a model for strengthening of the component in curriculum.



## National Consultation: Mainstreaming Skills in Education



**Mr. Jayant Krishna**

(executive Director & Chief Operating Officer), NSDC :

### **Transforming the skills Landscape in India.**

Jayant Krishna is the Executive Director and Chief Operating Officer of the National Skill Development Corporation (NSDC). His industry experience of 29 years includes more than two decades with Tata Consultancy Services (TCS), where he has held various key positions, including Director, Life Sciences and Healthcare, Europe; Principal Consultant; Regional Director, UK & Ireland; and Global Relationship Manager for one of its largest accounts worldwide. Earlier, he has also worked as the CEO of NSDC on a secondment from TCS. He has also been actively involved in some of the Tata Group's HR, CSR and Communications initiatives.

Jayant championed apprenticeship reforms in India, and played a pivotal role in the shaping of the Apprentices (Amendment) Act, 2014. He was actively involved with the Ministry of Skill Development and Entrepreneurship, Government of India, in the implementation of the reforms, and has served as the Chairman of its Special Task Force on Apprenticeship Curriculum Rationalization. He also serves on its Special Committee on the optimization of Sector Skills Councils (SSCs).

Jayant is on the Board of some SSCs. In addition, he is Member, Steering Committee for PMKVY and Project Steering Committee for India -EU Skills Development. Jayant is also the Official Delegate for World Skills India. He is also a Governing Body Member of NSDA. In addition, Jayant is also on the Technical Advisory Group of National Urban Livelihoods Mission.

He has been the Chairman of the Confederation of Indian Industry (CII)'s Committee on Skills and Education for the Northern Region, and serves on its National Committee on Skill Development. Jayant had also led CII's Task Force on Apprenticeship Reforms. He was also the co-convenor of the erstwhile Planning Commission's Task Force on employability issues in Higher Education. Jayant was involved in the evolution of the National Skills Qualification Framework and formulation of India's 12th Five Year Plan

### **from the skills perspective.**

Jayant was awarded the Chevening Scholarship by the British Government after being chosen among the 12 young Indian managers in the leadership track by the British Council after a nationwide search. He is a fellow of the All India Management Association and the Computer Society of India. Jayant has served as an Adjunct Professor at the Indian Institute of Technology, Kanpur, and has been on the Board of Governors and Board of Studies of reputed technical institutions in India.

## National Consultation: Mainstreaming Skills in Education



**Dr. U.N.B. Rao, Ph.D., IPS(Retd.)**

Founder and Chairman, Urivi Vikram Charitable Trust (Regd.)

### **Life skills as a prelude to Vocational Skills**

After having done an M.Sc.(Tech) degree in Applied Geology, joined Police Service in April, 1971; An unwilling entrant into Police Service, but ended up with a Doctorate **from IIT, Delhi (1998-2002)** on theme '**Proactive Policing and Attitude of Adolescent Students**'; Well decorated police officer, including '**President's Police Medal for Distinguished Services**'. Held a number of senior positions in Delhi Police, Andaman & Nicobar Islands and Mizoram; Also served in Cabinet Secretariat for 13 years, including a couple of foreign postings.

Established in 1991 '**Urivi Vikram Charitable Trust**', a National Level NGO, in memory of only son who died at an age of 20/21 yrs in a road accident. After superannuation from IPS in Sep. 2005, continued as Secretary to Soli Sorabjee Committee to draft a new Police Act (2005-07), and thereafter, as Consultant (Police Reforms), in MHA,GOI(2007-09). Besides numerous articles and research publications, co-authored book on "**Adolescent Concerns Through Own Eyes**". Kanishka Publications, 2004.

### **Synopsis**

India has rightly geared up its focus on Skill Development for making our teeming young people gainfully employed and thereby become productive assets. Skill Development, as is known is a process to improve the skills of the people. But in reality many of our young people especially dropouts and underachievers lack proper understanding of their strengths and weaknesses and usually have low self esteem because of their failures. Unfortunately nearly 70% of the India's young population is in this category. Worse is the case of totally illiterate and semi-illiterate children from rural and tribal areas.

Life Skill Education plays a vital role in boosting up the strengths of the individual and building on his self esteem. Basically Life Skills include social, thinking and negotiating skills. Thus Life Skills help person evolve into a thinking person, having become aware of the society around and ultimately empower to communicate or negotiate with the surroundings in order to pave one's way to become a productive citizen. It is proposed to have an input of Life Skills, which could be of 15-30 days, as a prelude to putting a child to a vocational training. The Life Skill Education helps in knowing the aptitude of the child and thereby offers him a choice to enter into vocation of his/her liking and understanding. There are set modules with detailed instructions as to how one could communicate the contents, which were prepared by UNFPA and various other organizations, which could be used as per local conditions.



## National Consultation: Mainstreaming Skills in Education



**Dr. B.V. Ramana Reddy**

(Professor)

**Area of Specialization: Electronics and Communication**

Email-id: [bvrreddy64@yahoo.co.in](mailto:bvrreddy64@yahoo.co.in)

Field of Interest Computer Communication Networks, Opt. and Microwave Devices

Teaching Experience Dr. B.V. Ramana Reddy is currently working as Dean School of Engineering and Technology, and as Professor of University School of Information and communication Technology (USICT), Guru Gobind Singh Indraprastha Univeristy, Delhi.

Besides he is also the Chairman, Centralized Career Guidance and Placement Cell (CCGPC) and also Chairman for developing the Surajmal Vihar campus of GGSIP University. He has an excellent academic track record both as teacher and as a researcher besides administrative acumen. He served in various capacities as Dean University School of Information Technology, Dean University School of Architecture and Planning, Chairman Library, and as Librarian UIRC, faculty at NIT kurukshetra, NIT Hamirpur , Chief Warden hostels and presently working at GGSIP University having a total experience of 26 years.

His current research interests includes Wireless communications which include mobile, Adhoc and sensor based networks, computer communication networks, Semiconductor and VLSI circuits and microwave & optical communications. He has more than 50 publications in journals and International Conferences to his credit. He has supervised Four Ph.D.'s one has submitted and 8 are still under process.

He is a Fellow of IETE, IE, ISTE and a member of other professional bodies such as IEEE, CSI and SEMCEI. He has been a referee for various journals of International and National repute in the area of Computer networks and allied fields. He is a Member of Expert Committee for Special Assistance Schemes, UGC, Govt. of India and Member of various committees constituted by AICTE and UGC and World bank project TEQIP. He has visited foreign Universities in Singapore and China





## Urivi Vikram Charitable Trust

### BRIEF PROFILE

([www.uvct.org](http://www.uvct.org))

The Urivi Vikram Charitable Trust (UVCT) is a non-governmental organization, striving for the social and economic empowerment of young PEOPLE (10 to 24 years) since 1991. Over the years, the Trust expanded and has become a national organization, with its chapters functioning in Delhi, Andhra Pradesh, Haryana, Karnataka, and Maharashtra. It also started a USA Chapter in 2001. The Trust's motto is to find ways and means to transform India's "Burden of Population" into an "Asset of Human Resources". It also believes in promoting not only economically productive but also socially responsible citizens. The Trust believes that due care must be given to young people, especially those who are in the stage of 'adolescence' (aged between 10 and 19 years), a period of rapid development and identity crisis in one's growth. In this regard, the Trust is having under-mentioned projects and programs:

#### PROJECTS:

**Prerna :** Started in July 1993, the project is providing career guidance and psychological counseling to school/college going children. During the last 25 years, the Trust succeeded in counseling more than one lakh both schooled and out-of-school adolescents. As a part of this project, the Trust also undertakes 'Career Melas' on regular basis. In these Melas, students from various government/public schools are assembled where qualified/ eminent speakers deliver lectures on various career avenues. A number of Workshops and Seminars have been conducted on the theme of 'Adolescents and their Surroundings', including family, school and society.

**Shakti :** Started in Oct 1995, the project is the flagship program of the Trust that provides personality development and life skills (thinking, social and negotiating skills), especially to school dropouts and under achievers, enabling them to find their own strengths and evolve into productive citizens. During the last 22 years, the Trust succeeded in making difference to more than 30,000 young people and women, of whom about 70 percent succeeded in finding meaningful avenues including reviving their educational pursuits. The program proved such a great success that the UN Inter Agencies Working Group (Population & Development) accepted it (July 2003) as the basis for the UN program on 'Life Skills for Health Promotion of out-of-school adolescents'. The program has since become a Plan Scheme of the Government of India, and an international initiative for mainstreaming school dropouts and under achievers.

**Sahara:** Started in November 1995, the project provides vocational training in various marketable skills at its Centers and helps the participants with linkages to livelihood. It helped more than 85,000 young adults, especially women from marginalized sections of society.

**Parivartan :** Started in March 2007, the project aims to bring the Children in Conflict with Law (delinquents) into the mainstream through 'Life Skills Education' education and skill up-gradation.



## National Consultation: Mainstreaming Skills in Education

Since August 2017, UVCT Partnered in the programme to 'Reform and Rehabilitate' about 900 young offenders housed in Thair Jail (Delhi)

**Ummeed** : Launched in October 2007, the project provides financial assistance in the form of school/college fees, books & stationery and other required support to those students who are academically brilliant, but economically poor.

**Hum Kishore Festival (HKF)**: The HKF is a forum to 'Hum Kishore' (We Adolescents) to showcase their talents and hone their competitive edge. The competitions are held annually in 15 different fields, such as Painting, Indian classical dance, Debate, Elocution, Essay-writing, Folk dance, 'Rangoli' and such like histrionic activities, revolving around contemporary and relevant social themes. Both public and government schools, besides NGOs have been competing on the same stage. Besides healthy participation in co-curricular activities, HKF helped evolve our Gen Next into socially responsible citizens. The HKF was initially launched by in 2008, and thereafter continued as UVCT Brand Festival for 6 years in continuity. It has been revived in 2017.

**Other Programs**: Target Intervention Centers(HIV/AIDS) for Migrant workers in industrial areas of Wazirpur(2011) under DSACS, GNCT of Delhi; and Gender Resource Centre - Shree Shakti Suvidha Kendra(2012), under Mission Convergence of GNCT of Delhi have also been taken up by the UVCT. Outside Delhi, a Rural Counselling Centre in Tekkali, Srikakulam Dist; an Yuva Shakti Centre in Visakhapatnam; BHEL-UVCT Adolescent Centre in Hyderabad; Centre for Livelihoods for semi-literate women and young students in Bhiwandi / Kalyan, Maharashtra ; a Childline Project in Kalyan Railway Station (2016); HAPPY Project (under DESH) in Mumbai; Empowerment of adolescent students in North East Mumbai-an MGL CSR initiative; are the other ongoing programmes of the UVCT.

### NATIONAL CENTRE FOR ADOLESCENTS

UVCT established the first ever 'National Centre for Adolescents', in September 2007 in Dwarka, New Delhi The Centre has become a happening place, with Dr APJ Abdul Kalam, Hon'ble Former President of India also paying a visit on 09 Oct 2008 and interacting with adolescents. The other notable visitors have been Sh Shiv Raj Patil, Governor of Punjab; and Dr Karan Singh, a Statesman and eminent educationist. Regular Counseling and Career Guidance Centre, besides series of Workshops and Seminars on issues pertaining to adolescents and their empowerment are a standard features on the menu. The Centre conducts a number of in-depth studies and holds training courses for the Trainers (TOTs).

### PUBLICATIONS

The Trust brought out books/ titled "Teenage Blues"(in English) and "Kishoron Key Komal Duniya"(in Hindi) for the guidance of Parents, Teachers and Counselors to have a proper understanding of teenagers and their actions. Another publication of the Trust is "Adolescent Concerns through Own Eyes" which gives an insight into the behavior, needs & concerns of adolescents. About 60 Career Pamphlets have been published.



## National Consultation: Mainstreaming Skills in Education



### Organising Committee of the National Seminar

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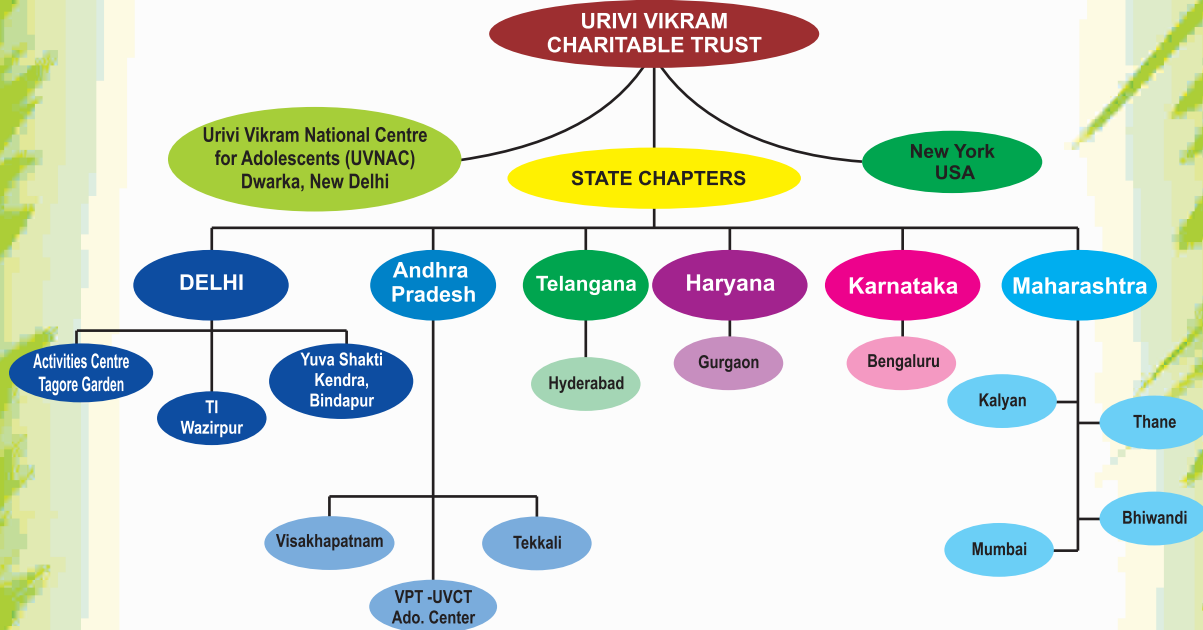
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Ramesh Chandra Sharma**



## Urivi Vikram National Centre for Adolescents

Established in September 2007



### Urivi Vikram Charitable Trust (Regd.)

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Society Reg. No. : S/26392 of 1994; FCRA Reg. No: 231650755

Tax Exemp. (100%) under 35AC; valid up to 31st March 2017 (Renewal Process in Progress)

Tax Exemp. under 80 G (Valid as on Date)

Chapters: **Andhra Pradesh, Delhi, Haryana, Karnataka, Maharashtra and USA**