

व्यावसायिक शिक्षा VOCATIONAL EDUCATION

त्रैमासिक पत्रिका अप्रैल 2021 से मार्च 2022
Quarterly Bulletin April 2021 to March 2022



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

पं.सुं.श. केन्द्रीय व्यावसायिक शिक्षा संस्थान, भोपाल

PSS Central Institute of Vocational Education

(a constituent unit of National Council of Education Research and Training (NCERT)
under Ministry of Education, Government of India)

www.psscive.ac.in

S. No.	Content	Page No.
1	Message from Joint Director	01
2	Major Activities conducted by the institute during April 2021 to March 2022 <ul style="list-style-type: none">• Development Programmes• Training Programmes	02
3	Other PAB Programmes	15
4	Other Activities	16
5	National Conference	24





Greetings!

I am very glad to present to you the PSSCIVE "Quarterly Bulletin." This bulletin encompasses comprehensive information on the latest events, achievements, and activities conducted by the institute from April 2021 to March 2022. The institute has completed the last quarter of FY 2022 with many accomplishments that have additionally enhanced the legacy of trust, and strengthened the epitome of effective organisational developments in the field of vocational education and training.

Adhering to the objectives and implementation of the National Education Policy (NEP) 2020, vocational education has emerged as a change engine to bring positive changes in the world of education. The NEP 2020 is a wide-ranging policy document that broadly discusses the refurbishing of general education. The policy emphasises bringing vocational education into conventional education practices and methods. Following NEP-2020, the Institute revamped and delivered the programmes in a well-organised manner.

After coping with the pandemic situation and rolling out again with new zest and enthusiasm, I am happy to inform you that the Institute continued to conduct all PAC and PAB-approved programmes successively. All these programmes have followed the New Education Policy-2020. Presently, under PAC programmes, educational videos are developed on various job roles in different sectors and short films on pre-vocational courses. The Institute had conducted various working group meetings for various objectives both in online and offline mode. The Institute had also developed the framework and guidelines for the implementation of 10 bag less days in school as per NEP guidelines. In addition, the institute also completed various training programme for the development of Master Trainers in vocational pedagogy and employability skills.

One of the momentous events of this quarter was the "National meeting-cum-workshop for alignment of vocational education from higher secondary to higher education," which was conducted to upskill the education system. The meeting was attended by around 500 participants. In addition, the Institute organised an orientation programme of key functionaries on NEP 2020 to strengthen Vocational Education and Training in Schools, which around 850 key functionaries attended in virtual mode.

Keeping our values lively and bringing change by implementing new endeavors, the institute celebrated World Youth Skills Day by conducting a webinar on "Reimagining Youth Skills post pandemic." It provided an opportunity to discuss the importance of vocational education and training in equipping young people with the skills required for the future. We are hopeful that through these activities we can contribute suggestively to the encouragement and development of quality vocational education and training.

The new financial year is upon us, and we promise to sustain our enthusiasm and keep our goals in mind as we take on novel challenges. I would like to recognise the efforts of the faculty and academic staff in carrying out all of the assigned work time in firming up the VET in the country.

I hope that our innovative VET-related programmes and academic backing over the past year have influenced each of you to strengthen the VET system, and I hope that we will continue to do so in the future.

Wishing you all the best for a bright future.

Deepak Paliwal

Joint Director

MAJOR ACTIVITIES CONDUCTED BY THE INSTITUTE DURING APRIL 2021 TO MARCH 2022

DEVELOPMENT PROGRAMMES

DEVELOPMENT PROGRAMMES UNDER PAC

The Institute develops curricula, student textbooks, modules, guidelines and digital resources on vocational job roles in different sectors. These study material and resources are being developed under programmes approved by Programme Advisory Committee (PAC) of NCERT and Project Approval Board (PAB) of MoE:

A. Programmes under PAC

The Institute organised 24 workshops under PAC programmes for development of student's textbooks for vocational job roles in Apparel Made- Ups and Home Furnishing Sector, IT & ITeS sector and Electronics Sector. Workshops were also organised for development of pre-vocational modules and digital resources like videos, power point presentations , animations etc for various job roles. Review workshops were organised for finalisation of modules for the second session of Diploma in Vocational Education and Training in distance mode. The details of workshops organised during 2020-21 are as follows:

1. Development of Digital Resources on Different Topics of Job Roles in Various Sectors

The Institute developed digital resources including video films and animations on different topics of job roles in various sectors for classes 9th to 12th during 2021-22. About 150 video films of various job roles for classes IX to XII and 35 videos on pre-vocational education were created and uploaded on the website for online access by teachers and students of vocational subjects. The video films were developed in the following job roles in Agriculture, Apparel Made-Ups & Home Furnishing, Telecom, Plumbing, Retail, Electronics, Automotive, and Health Sector.



S.No.	Name of the Sector and Job Role	Title of the Video Programme	Class
1.	Health – General Duty Assistant	i. Role of General Duty Assistant during the Admission of Patient	11 th
		ii. Activities of Patient Care	11 th
		iii. Bed Making for the Patient	11 th
		iv. Transportation of Specimens	11 th
		v. Care of the Body after Death	11 th
		vi. Principles and Rules of First Aid	11 th
		vii. Identify Facilities, Equipment and Materials for First Aid	11 th
		viii. Performing the Role of First Aider for Fever, Heat Stroke, Back pain, Asthma, and Food Borne Illness	11 th
2.	Telecom – Optical Fibre Splicer	i. The Evolution of Communication	11 th
		ii. Light as Electromagnetic Spectrum	11 th
		iii. Reflection of Light	11 th
		iv. Refraction of Light	11 th
		v. Modes of Propagation of Light	11 th
3.	Electronics – Wireman Control Panel	i. Electric Power	11 th
		ii. Electricity and its Importance	11 th
		iii. Energy Transformation	11 th
4.	Media & Entertainment – Roto Artist	i. Video Production Process	11 th
		ii. Post Production Workflow	11 th
		iii. Roto Artist – Roles and responsibilities	11 th
		iv. Overview of Unit -2; Creative and Technical Requirement	11 th
		v. Overview of Unit -3; Rotoscoping Basics	11 th
5.	Retail – Store Operations Assistant	i. Various Types of Goods	9 th
6.	Retail – Sales Associate	i. Warranty and guarantee	9 th
		ii. Post Sales Service	9 th
		iii. Benefits and characteristics of credit sales	9 th
		iv. Basic Procedure of retaining	9 th
		v. Dealing With customer	9 th
		vi. Dealing with Risk	9 th
		vii. Credit Requisition	9 th
		viii. Skills Duties and Responsibilities	9 th
7.	Apparel, Made -ups and Home Furnishing – Hand Embroider	i. History of Hand Embroidery (Part A)	9 th
		ii. History of Hand Embroidery (Part B)	9 th
		iii. Design and Tracing Methods (Types of Design)	9 th
		iv. Design and Tracing Methods (Heat Method)	9 th
		v. Design and Tracing Methods (Light Method)	9 th
		vi. Design and Tracing Methods (Prick & Pounce)	9 th
		vii. Design and Tracing Methods (Stencil Method)	9 th
		viii. Design and Tracing Methods	9 th
		ix. Tools and Materials	9 th
		x. Embroidery Stitches (Herringbone Stitch)	9 th
		xi. Embroidery Stitches (Cross Stitch)	9 th
		xii. Embroidery Stitches (Couching Stitch)	9 th
		xiii. Embroidery Stitches (Long & Short Stitch)	9 th
		xiv. Embroidery Stitches (Blanket Stitch)	9 th

		i. Embroidery Stitches (Feather Stitch)	9 th
		ii. Embroidery Stitches (Fishbone Stitch)	9 th
		iii. Embroidery Stitches (Fly Stitch)	9 th
		iv. Embroidery Stitches (Lazy Daisy Stitch)	9 th
		v. Embroidery Stitches (Satin Stitch)	9 th
		vi. Embroidery Stitches (Split Stitch)	9 th
		vii. Embroidery Stitches (Bullion Stitch)	9 th
		viii. Embroidery Stitches (Buttonhole Stitch)	9 th
		ix. Embroidery Stitches (Chain Stitch)	9 th
		x. Embroidery Stitches (French Knot)	9 th
		xi. Embroidery Stitches (Running Stitch)	9 th
		xii. Embroidery Stitches (Stem Stitch)	9 th
		xiii. Embroidery Stitches (Back Stitch)	9 th
		xiv. Embroidery Defects and their Rectification (Part A)	9 th
		xv. Embroidery Defects and their Rectification (Part B)	9 th
		xvi. Finishing and Costing of Embroidered Products	9 th
		xvii. Organisational Rules, Policies and Procedures	9 th
		xviii. Personal Hygiene and Health	9 th
		xix. Organisational Hazards and Safety Measures (Part A)	9 th
		xx. Organisational Hazards and Safety Measures (Part B)	9 th
		xxi. Cleaning and Maintenance at Workplace	9 th
8.	Agriculture – Floriculturist (Protected Cultivation)	i. Floriculturist (Protected Cultivation)	11 th & 12 th
		ii. Overview	11 th
		iii. Importance of Protected Cultivation	11 th
		iv. Growing Media and its Composition	11 th
		v. Preparation of Beds and Containers for Growing Crops	11 th
		vi. Types of Fertilizers and their Scheduling	11 th
		vii. Equipment for Environmental Parameter Monitoring in Greenhouse	11 th
9.	Agriculture – Micro-Irrigation	i. Overview of Micro-Irrigation Technician	11 th & 12 th
		ii. Micro-irrigation System	11 th
		iii. Land Gradient and Suitability of Irrigation System	11 th
		iv. Design and Layout of Micro -irrigation System	11 th
10.	Plumbing – Plumber (General)	i. Introduction of plumbing	9 th
		ii. Tools for plumbing	9 th
		iii. Sealing material	9 th
		iv. Types of plumbing pipes	9 th
		v. Measuring tools	9 th
		vi. Plumbing Symbols	9 th
		vii. Pipe fittings	9 th
		viii. Pipe Joints	9 th
11	Automotive – Automobile Service Technician	Overview of Automotive Service Technician	9 th
		Engine and its Component	9 th
		Two Wheelers and Three Wheelers	9 th

2. Development of Short Video films for Pre-vocational courses

Video films developed on Pre-vocational courses for the PM's e-Vidya Channel for multimode access to digital/ online education. About 41 pre-vocational video films were created and released for class 6 to 8 in Agriculture, Apparel Made-Ups & Home Furnishing, Bakery, Plumbing, Beauty & Wellness, Retail and Health Sector.

S.No.	Class	Title of the Video Programmes	
1.	Class 6	(i) Seed Germination (ii) Ten Plants for Home Decoration (iii) Classification of Retail Stores (iv) How to Maintain Retail Store under Organised and Unorganised Retailing? (v) Identification of Marketing Functions (vi) Identification of Retail Goods	(i) गृह सज्जा हेतु पौधे (ii) प्राणायाम और ध्यान (iii) सूक्ष्म यौगिक व्यायाम (iv) ब्लॉक प्रिंटिंग
2.	Class 7	(i) Identification of Shrubs (ii) Identification of Trees (iii) Preparation of Curd & Ghee (iv) Preparing Chhena and Paneer (v) Identification of Retail Services (vi) Preparing First Aid Kit at Home	(i) झड़ियों की पहचान एवं महत्व (ii) वृक्षों की पहचान एवं महत्व (iii) प्राणायाम और ध्यान (iv) सूक्ष्म यौगिक व्यायाम (v) घर पर बालों की देखभाल कैसे करे (vi) टाई एंड डाई द्वारा वस्त्रों को सजाना (vii) हस्त कशीदाकारी –पलैट स्टिचेस
3.	Class 8	(i) Preparing Khoa and Peda (ii) Estimation of Budget for Purchasing of Products and Services (iii) Hand Tools (iv) Changing Tap Washer (v) Plumbing Tools (vi) Tool Box (vii) Preparing ORS at Home (viii) Preparing Hand Sanitizer at Home	(i) काफ़ीय कलम द्वारा पौधों का प्रवर्धन (ii) गमले में पौधा लगाने की विधि (iii) मृदुकाष्ठ कलम द्वारा पौधों का प्रवर्धन (iv) प्राणायाम और ध्यान (v) सूक्ष्म यौगिक व्यायाम (vi) केश सौंदर्य उपकरणों का परिचय (vii) घर पर बनाए हर्बल शैम्पू (viii) हस्तकशीदाकारी –लूपस्टिचेस वस्त्रों पर लगे दाग धब्बे छुड़ाना

3. Review and Finalisation of Courseware of 06 Job roles in Electronics and IT-ITeS Sector under NSQF

The Institute developed courseware of 06 job roles in Electronics and IT & ITeS sector under NSQF. The student textbooks for class XI were reviewed and finalised during the year 2021-22 for 06 job roles viz., Field Technician – Air Conditioner, Field Technician – Refrigerator, Field Technician – Washing Machine, Field Technician – Computing and Peripherals, Domestic Biometric Data Operator and Junior Software Developer. The courseware will get utilised in schools of States/UTs implementing the courses of Electronics and IT & ITeS sectors.

4. Development of Web Applications and Support for PSSCIVE Website

To update the contents of the institute's website continuously, the Institute has undertaken the programme for development of web applications and support for institutes website.

The feasibility study and requirement analysis for the development of the web applications were conducted, on the basis of which, the relevant web applications were adopted for development. In this procedure, front end design and development was done through coding as well as by using the interface. All the developed applications were launched on the PSSCIVE website. During 2021-22, the institute's website has been transformed into a dynamic website by adding latest web applications. The web application of the institute's website will promote the activities of the institute. It will be effective as a clearing house for information, a forum for debate on Vocational Education and online resources.

5. Development of Framework and Guidelines for Implementation of 10 Bagless Days in School

The framework and guidelines for the implementation of 10 Bagless Days in schools has been developed by the Institute during the year 2021-22. 10 Bagless days activities basically encourages student to learn about different world of works in an interesting manner i.e. part by part approach. School students will also explore outside activities periodically through visits to places of historical, cultural and tourist importance including monuments, museums. Meetings with local artists and craftsmen, and visits to higher educational institutes in their respective village, tehsil, district, or state will also be encouraged. Various schools in the country are applying this concept with No-Bag day in a week in their respective schools. There are umpteen advantages of no-bag day which include the child is allowed to be free of stress at least once in a week, it helps the child to relax and play, extra-curricular activities can be cultivated in children will result into a better teacher-student relationship and managing student-student relationship. Hence, various schools are trying out this concept. The school authorities have also been directed to ensure lessons on life skills and encourage students to participate in extra co-curricular activities, games and sports to make schools a more joyful place of learning. The framework and guidelines would have a great impact on school students in this direction.

6. Development of Modules on Fun-Based Learning Activities Classes 6 to 8

Learning is not always one-way event. It constantly requires continuous repetition and dedication from the learner's side. If the learning experience stimulates fun and curiosity in the learners, s/he will keep coming back for more of those stimuli. Fun learning motivates the student to come to the class and experience the same feeling over and over again. In line to this the Fun Based Learning Activities (FBLA) has been developed by PSSCIVE to encourage pre-vocational elements for the students.

The FBLA has been developed with the objectives to promote vocational learning among school students studying in grades VI-VIII. The FBLA comprises three aspects: the fun-based teaching and learning pedagogy; 21st century skills and pre-vocational education. It is through these 10 bagless days that are mentioned in NEP 2020 that the 21st century skills and pre-vocational education will be delivered to the students through the fun-based teaching and learning pedagogy. The activities designed in the FBLA will educate the students about the importance of vocational skills; will show them how the knowledge can be transformed into money; and allow one to develop interest in the vocations for earning a better livelihood. Also, a student must understand the strength of self in the context of skills so that s/he may adopt an appropriate and available vocational course in grade IX.

7. Review and Finalisation of Skill-Based Aptitude Test for Students of Class X

As per the instructions of the MoE through NCERT, PSSCIVE identified eight outside experts and two internal experts Sh. A. Palanivel and Prof V.S. Mehrotra for developing the **Skill-Based Aptitude Test (SBAT)**. Online and offline meetings were held with experts for developing Vocational Interest Inventory for class 8 students and Skill-Based Aptitude test for Class 10 students. The test portal developed for Vocational Interest Inventory for class 8 (indosoftservices.tech/psscive8) was sent to NCERT for the comments. The observations given were incorporated and the test portal for class 8 was finalised. A video was also created for this purpose.

The test portal developed for Skill-Based Aptitude Test for class 10 (indosoftservices.tech/psscive10) was sent to NCERT for the comments and the observations were incorporated. A video was also made for this purpose. Before sending both final test portal to MoE it was decided to send again the SBAT test portal to NCERT and it was again sent to NCERT. NCERT once more reviewed and pointed-out that the SBAT portal tests only the general aptitude of the class 10 students and not the skills. The specific skill-based aptitude test portal will also be developed as per the observation of the NCERT.

8. Review and finalisation of student textbooks of different job roles under Apparel Made-ups and Home Furnishing Sector

The Institute developed student textbooks for 06 job roles under Apparel Made-ups and Home Furnishing Sector. Academicians, representatives from Industry and freelancers in Apparels sector contributed in the review and finalisation of these textbooks for classes 11th and 12th. The student textbooks on Inline Checker, Assistant Fashion Designer, Store Keeper, Embroidery Machine Operator, Export Assistant and Packer will be published and would be utilised in schools for implementing States/UTs for the students studying these job roles under NSQF.

B. Development activities under PAB

The Institute undertook the major task of development of Students textbooks and teacher handbooks for 52 job roles in 18 sectors under NSQF approved by The Project Approval Board (PAB), Samagra Shiksha Abhiyan, Ministry of Education (MoE), The Government of India. During the year 2021-22, the institute organised 30 working group meetings in online as well as contact mode for development of students textbooks on various job roles of different sectors under NSQF under PAB which include Guest-House Caretaker, Irrigation Service Technician, Small Poultry Farm, Field Technician- Air Conditioner, Agriculture Machine Operator, CRM Domestic Voice, Field Technician – Refrigerator, Assistant Hair Stylist, Inline Checker, Fabric Checker, Optical Fibre Technician, Storyboard Artist, Solar Water Pump Technician, Junior Software Developer, Individual Sales Professional, Citrus Grower, Mango Grower, Spices Crop Grower, Pulses Crop Cultivator etc.

TRAINING PROGRAMMES

During 2021-22, the institute organised 29 PAC approved training programmes which included four types of training programmes:

(1) Orientation Programme of Key Functionaries on NEP 2020 to Strengthen Vocational Education and Training in Schools

The institute had organised 09 orientation programmes for the states of Uttarakhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Rajasthan, Bihar, West Bengal, North Eastern States, Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Puducherry, Andhra Pradesh, Telangana, Odisha including one programme for Minority Institutions. In total, 859 key functionaries attended these programmes and got benefitted. The programmes were organised in virtual mode due to the Covid-19 guidelines. Reports for the programmes have been prepared by the concerned coordinators.

The list of Orientation programmes for key functionaries of States/UTs on NEP 2020 to strengthen Vocational Education and Training (VET) in schools organised by the Institute in virtual mode during the year 2021-22 is given below:

S. No.	Title of the Programmes	Dates and Venue*	No. of participants
1.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Assam, Arunachal Pradesh, Meghalaya and Tripura.	25-29 October, 2021	120
2.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Andhra Pradesh, Telangana and Karnataka.	08-12 November, 2021	38
3.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of West Bengal and Odisha.	08-12 November, 2021	122

1.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Gujarat, Daman & Diu, and Dadra and Nagar Haveli.	08-12 November, 2021	114
2.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Punjab, Himachal Pradesh and Chandigarh.	22-26 November, 2021	120
3.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Uttar Pradesh, Uttarakhand and Haryana.	22-26 November, 2021	70
4.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Jammu & Kashmir and Nagaland	03-07 January, 2022	133
5.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Goa, Kerala, Manipur and Mizoram.	10-14 January, 2022	58
6.	Orientation programme for key functionaries on NEP 2020 to strengthen Vocational Education and Training in schools for the states of Tamil Nadu and Puducherry.	06-10 December, 2021	84

* All the programmes were organised in PSSCIVE, Bhopal in virtual mode due to Covid-19 Pandemic

(2) Training programmes for developing Master Trainers on Vocational Pedagogy and Employability Skills

The institute organised 09 training programmes for developing Master trainers on vocational pedagogy for the states of Uttarakhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Rajasthan, Bihar, West Bengal, North Eastern States, Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Puducherry, Andhra Pradesh, Telangana, Odisha, Andaman & Nicobar Islands, Jammu & Kashmir and Lakshadweep. In total, 948 Teachers attended these programmes and got benefitted. The programmes were organised in virtual mode due to the Covid-19 guidelines. Reports for the programmes have been prepared by the concerned coordinators.

The list of teachers training programmes for Master Trainers on vocational pedagogy and employability skills organised by the Institute in virtual mode during the year 2021-22 is given below:

S. No.	Title	Dates and Venue*	No. of participants
1.	Training programme for developing master trainers on vocational pedagogy for the state of Andhra Pradesh, Telangana and Karnataka	22-26 November, 2021	120
2.	Training programme for developing master trainers on vocational pedagogy for the state of Assam, Arunachal Pradesh, Meghalaya and Tripura	11-16 November, 2021	110
3.	Training programme for developing master trainers on vocational pedagogy for Andaman & Nicobar Islands and Lakshadweep	22-26 November, 2021	79
4.	Training programme for developing master trainers on vocational pedagogy for the state of Punjab, Himachal Pradesh and Chandigarh	06-10 December, 2021	102

1.	Training programme for developing master trainers on vocational pedagogy for Uttar Pradesh, Uttarakhand and Haryana	06-10 December, 2021	180
2.	Training programme for developing master trainers on vocational pedagogy for the state of Jammu & Kashmir and Nagaland	17-21 January, 2022	95
3.	Training of Vocational teachers (Minority Institutions) on ICT application in vocational education	14-18 February, 2022	30
4.	Training programme for developing master trainers on vocational pedagogy for the state of Goa, Kerala, Manipur and Mizoram	21-25 February, 2022	137
5.	Training programme on Student Support System for the Kaushal Mitra Teachers of Rajasthan State	10-14 January, 2022	95

* All the programmes were organised in PSSCIVE, Bhopal in virtual mode due to Covid-19 Pandemic

(3) Teachers Training on Different Vocational Subjects (Job Roles) Implemented under Samagra Shiksha Abhiyan

The institute organised 06 training programmes for teachers of job roles Automobile Technology, Solanaceous Crop Cultivator, Sales Associate, Dairy Worker/ Animal Health Worker, Texturing Artist and Unarmed Security Guard. Total 499 teachers participated in these programmes and were acquainted with the latest technology and trends in the area of the concerned job roles of different sectors. The programmes were organised in virtual mode due to the Covid-19 guidelines. Reports for the programmes have been prepared by the concerned coordinators.

The list of teachers training programmes on different job roles organised by the Institute in virtual mode during the year 2021-22 is given below:

S. No.	Title	Dates and Venue *	No. of participants
1.	Capacity building programme for teachers on Employability skills for vocational education in North-Eastern Region	10-14 January, 2022	212
2.	Capacity building programme for teachers on Employability skills for vocational education in Central Region	10-14 January, 2022	48
3.	Capacity building programme for teachers on Employability skills for vocational education in Western Region	31 st January-04 February, 2022	30
4.	Capacity building programme for teachers for using ICT in vocational education in NE region	14-18 February, 2022	210
5.	Capacity building programme for teachers on implementation of Pre-vocational education from classes 6 to 8	22-26 November, 2021	131
6.	Capacity building of vocational teachers on teaching of Employability skills for Women	10-14 January, 2022	38

RESEARCH

The Institute conducted four research programmes during 2021-22. Out of these, one research is on-going and will be completed in the first quarter of 2022-23. The details of the three research projects are as follows:

1. A Study on Green Practices amongst Vocational School Students

The study was undertaken with the objective to study the awareness about Green Practices amongst vocational school students; to examine the teaching-learning on Green Practices in vocational schools; to identify the Green Practices followed by vocational students; to find the reasons behind good/bad green practices by vocational students; and to suggest strategies for the improvement of Green Practices by vocational school students. The methodology employed for the project was development of questionnaire, online/offline Survey through questionnaire/interview, selection of 10 Schools involved in the Project on “Innovative Model of Vocational Education and Training in Schools’ for the study, analysis of the data collected, inferences to be drawn from the analysis and preparation of final report of the project including the findings of the study. This study will help the policy makers to make informed decisions to expand the implementation of green skills pan India. The vocational teachers can organise and incorporate various activities in the teaching-learning process to raise the environmental awareness of students particularly those who have not yet imbibed the habit of implementing green practices.

The school heads can monitor the implementation of green practices in their schools. Considering the assumption followed in various research studies that “strong agreements later convert to the actions and translate into behaviour” it can be inferred from this that adding Green Skills as a part of the employability skills in the curriculum of different job roles by the PSSCIVE has been an exceptional step. The teaching-learning of green skills to vocational students have turned out to be fruitful as vocational students are following green practices in their daily life. Thereby enabling the students to contribute towards preservation and conservation of environment at an early stage.

2. A Study on Apprenticeship Training in Vocational Education at School Level in India

The study has been undertaken by the Institute with the objective to study the present status of work-based learning provided by Vocational Education Schools (from Classes IX to XII) of the state; to identify the challenges and issues faced by the Vocational Education Schools and to suggest strategies and recommendations for enhancing Apprenticeship Training in Vocational Education Schools.

The methodology used for the study was the data was collected from head of the institutions, students, teachers of government schools offering vocational subjects from Classes IX to XII under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of Madhya Pradesh, Chhattisgarh, Delhi, Goa, Sikkim, Himachal Pradesh, Assam, Maharashtra, Rajasthan and Karnataka states and also from representatives of SSCs, VTPs and industry representatives. Questionnaires and structured interviews were utilised to collect information on various parameters of the study. The data collected through structured questionnaire was analysed qualitatively. After analysing the data inference were drawn from the study and it gave the present status of work-based learning provided by Vocational Education Schools (from Classes IX to XII) of the states. It also identified the challenges and issues faced by the Vocational Education Schools and suggested strategies and recommendations for enhancing Apprenticeship Training in Vocational Education Schools. The study will have a great impact on the assessment of the current status of the Apprenticeship training in vocational education schools of ten states of India. The suggestions/ recommendations emanated from the study would help in the overall quality improvement of vocational education in the state.

3. A Study on Health and Hygiene Practices amongst School Students of Different Blocks Adopted by NCERT

The research project was taken up with the objective to assess the health and personal hygiene practices amongst school students of different blocks adopted by NCERT; to compare the status of health and personal hygiene practices amongst school students of these blocks and to suggest strategies for the improvement of their health and personal hygiene practices.

For studying the health and hygiene practices of school's students of class 6 to 12 from all the blocks adopted by NCERT (Regional Institute of Education) were selected for the data collection from the area of Ajmer, Bhopal, Bhuvaneshwar, Mysore and shillong. Both primary and secondary data was collected from the students and school authority through questionnaires and interview schedules to correlate the impact of health and hygiene practices of students. The Schedule/Questionnaires consisted of section of general information, anthropometric measurements, health habits, dietary pattern, eating habits, hygiene behaviour, menstrual hygiene and physical activeness of the high school students. The parameters were utilised to evaluate hygiene and healthy behaviour of school students of class 6th to 12th. Data was analysed for percentage, mean values, ANOVA and Co-relation test on SPSS software. A comparative study and report have been generated on five aspects viz., Personal hygiene practices of the school students; Dietary pattern and eating habits of school students; Physical activeness of school students; Health practices of school students and Menstrual Hygiene Practices of school girls.

The study says that unhealthy dietary and personal hygiene practices prove to be impediments to academic achievements. Relationship between health and education plays determinant role in school education. It communicates certain core messages like healthy students are better learners, school can influence eating, physical activity and behaviour, healthy and successful students can build strong community and health education programmes may be incorporated on topics like nutrition, hygiene practices and mental health. The study will have an impact on health, nutrition and hygiene which contribute to the overall development of the child and this needs to be part of curriculum on “Health and Physical Education” at the primary, secondary and higher secondary schools as school is an important channel to promote healthy lifestyles not only to students but also to their families and communities.

EXTENSION

1. Extension Lecture Series

The Institute organised three lectures under the series. The lectures were delivered by eminent educationists on the topics “Enhance your Work Efficiency”, “Emotion, Creation and Reflection of Life” and “Developing Positive Attitude for Professional Efficiency”. The first two lectures were organised in virtual mode and the third lecture was conducted in offline mode. The lectures were attended by all the faculty, staff, contractual staff and DVET students for the session 2021-22.




2. National Meeting-cum-Workshop for Alignment of Vocational Education from Higher Secondary to Higher Education

The Institute conducted a National Meeting-cum-Workshop for Alignment of Vocational Education from Higher Secondary Education to Higher Education. The meeting was attended by more than 500 participants including TVET administrators, policymakers, officials from various departments, researchers, academic professionals, representatives and experts from various Sector Skill Councils and national organisations, teachers, vocational trainers and other stakeholders. Six technical sessions were organised in the two day meeting-cum-workshop with the objectives to exchange the information regarding vocational courses implemented at Higher Secondary and in Higher Education; to identify the career opportunities to meet the demand of industries of our country through vocational courses run at School Education and Higher Education; to find out the vertical mobility of vocational education from the schools to courses in higher education; and to suggest the introduction of vocational courses at higher education to align with the vocational courses running in schools. The meeting came out with the conclusion that the key points on aligning Vocational Education to Higher Education are building relevant competencies, the demand of automation and digitalisation, life-long

learning, horizontal and vertical mobility for vocational education graduates to higher education will open up a new avenue for skilling, upskilling, reskilling of youth of the country. The recommendations were to creating an ecosystem of skilling, upskilling, and reskilling for vocational education pass-outs, flexible and promotion of lifelong learning, close cooperation and consensus between stakeholders, skill mapping based on local opportunities to identify the vocational courses, evidence-based research is needed for better planning and monitoring of career mobility, strengthening of career guidance and counselling system at an institutional level and lastly inclusive access for women, differently-abled persons and disadvantaged learners have been recommended.

3. Diploma in Vocational Education and Training (DVET)

The first batch of Diploma in Vocational Education and Training programme in distance mode graduated this year and 40 Students from all over the country were awarded the Diploma on 21st January, 2022 in an online graduation ceremony. The second session has already been started and first trimester is going on.


Diploma Awarding Ceremony
21 January 2022, 10.30 AM
Online: meet.google.com/dvz-htcr-gyr
Diploma in Vocational Education and Training (DVET)
(Distance-cum-Contact Mode)
(Batch 2020-2021)

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(A constituent unit of NCERT, under Ministry of Education, Govt. of India.)
SHYAMLA HILLS, BHOPAL - 462002
www.psscive.ac.in

Diploma in Vocational Education and Training (DVET) awarded to 40 students for the session 2020-21 in an award ceremony by PSSCIVE

PAB Programmes

(1) Regional Consultation Meeting-cum-Workshop for Implementation of Vocational Education in Schools under Samagra Shiksha Abhiyan for the States

The Institute organised a Regional Consultation Meeting-cum- workshop for the implementation of vocational education in schools under Samagra Shiksha Abhiyan for Southern, Western and North-Eastern Regions on 19-21 January, 2022. The meeting was organised for reviewing the status of implementation of Vocationalisation of Education in Schools and to develop an action plan for effective implementation of the recommendations of the National Education Policy 2020 for Reimagining Vocational Education. This programme was inaugurated by Prof. R.P. Khambayat, Joint Director, PSSCIVE, NCERT, Bhopal, Dr. Biswajit Shah, Director (Skill Education & Training), CBSE, New Delhi and Dr. P.P. Gupta, Assistant Director (Voc.), Ministry of Education, New Delhi gave keynote addresses during the inaugural session. In the inaugural programme Dr. S.K. Sinha, Director (VE); Dr. Gauri Kalara, MHRD (Voc.), Ms. Anitha Nair, DD (Voc.), NIOS, New Delhi and Ms. Deepika, NIOS, New Delhi; Dr. Manju Gupta, JD (Voc.) and Dr. Praveen Chauhan, AD (Voc.) and Prof. V.S. Mehrotra, Head, Dept. of Agriculture and Animal Husbandry, PSSCIVE, NCERT, Bhopal were present.

Prof. R.P. Khambayat gave presentation on “NEP 2020- Reimagining of Vocational Education”, Dr. V.S. Mehrotra expressed his thoughts through presentation on “Planning and implementing VEP in Schools as per NEP – 2020” and Dr. P. Veeraiah shared his views on the topic “Vocationalisation of School Education under Samagra Shiksha Abhiyan with reference to NEP, 2020”. All the state representatives gave presentation on the topic like “Good Practices and Current Status of VE in States/ UTs”. Prof. P. Veeraiah and Dr. V.S. Mehrotra explained the facts regarding “Introducing Pre-Vocational Education from Classes 6-8”. Management and Monitoring of VE in Schools under Samagra Shiksha Abhiyan was introduced by Mr. Chiranjiv Guha, Senior Analyst, NSDC, New Delhi. New Initiatives in Skill Development were discussed by NSDC group. Considerable topics like Emerging Future Directions in VET – Industry 4.0, Artificial Intelligence, etc. was highlighted by Dr. Biswajit Shah, CBSE, New Delhi. New Initiatives for VE were discussed by different Sector Skill Councils.

A total of 28 senior Executives from MoE, NIOS, CBSE, NCERT and State Coordinators from different States and UTs of Southern Region, Western Region and North-Eastern Region attended the regional consultation meeting.

During the meeting, lectures were given by faculty members on Vocationalisation of School Education under Samagra Shiksha Abhiyan-Priorities and Challenges, Planning and Implementing Vocational Education, Introducing Pre-vocational Education from Classes 6-8 and Integrating Employability Skills in VE. The guest speakers also gave presentations during the programme on the following topics - Enhancing Quality of VE through Industry Linkages, Apprenticeship Training, Accreditation, etc., Emerging Priorities in VE and Skill Mapping Presentation and Management and Monitoring of VE in Schools under Samagra Shiksha Abhiyan.

(2) Innovative Model of Vocational Education in Schools

The Institute taken up a project on Innovative Model of Vocational Education in Schools. Under this, four Demonstration Multipurpose Schools (DMSs) of NCERT located in Ajmer, Bhopal, Bhubaneswar and Mysuru and six schools affiliated to the State Boards of Madhya Pradesh, Tripura, Meghalaya, Rajasthan, Karnataka and Odisha have been involved in the project. With a motive to assist students with exceptional infrastructure, the furniture and equipment in labs have been installed in all 10 schools. An Online meeting with the Heads of the Schools and Vocational Teachers was organised by the PSSCIVE on 6th Sept. 2021, to review the progress of the project and to provide contributions for future planning and implementation.

OTHER ACTIVITIES

- 1. Meet the Author Series:** The Institute launched the state-of-the-art online “Meet the Author” series in collaboration with the Central Institute of Educational Technology, NCERT. Till date 57 sessions have been completed and the programmes has been very effective and is being appreciated widely.
- 2. NISHTHA:** The Institute is in the process of launching the first online NISHTHA programme in the coming months. A module on Pre-vocational Education under the School Leadership Programme has already been developed by the Institute and implemented through the NISHTHA programme. In this connection, 03 video films for introducing Pre-Vocational Education for NISHTHA programme (online portal) were used for the training of SRGs and Teachers for introducing the Pre-vocational education programme from Classes VI to VIII across the country.
- 3. Skill e-Labs:** A proposal has been submitted by the Institute for development of Skill-eLabs (Virtual Labs) for Vocational Education and Training. This will enable the students to perform activities online to pick up key components of a particular skill.
- 4.** The entire Institute campus is connected by a campus-wide LAN and Wi-Fi connectivity and high security surveillance.

5. In encouragement of greening skills, the Institute is in the process of setting-up of solar panels from which 100W power will be generated by the Institute.
6. The Institute launched a series of important milestones on 26th January, 2022 to commemorate the Republic Day celebration which includes the launching of new website of the Institute, launching of first job role on Miro-Irrigation on Diksha Portal, release of the Mega issue of the Indian Journal on Vocational Education, release of 26 new videos on various job roles and the Programme Catalogue of the Institute 2021-22.
7. On the occasion of 28th Foundation Day of the Institute, **a webinar on Accelerating Vocational Education in Schools: Post COVID 19**, was organised .
8. On the occasion of World Youth Skills Day, i.e., 15th July 2021, the institute conducted a webinar on “Reimagining Youth Skills post Pandemic”. The World Youth skills Day provided an opportunity to governments, policymakers, TVET institutions, and other stakeholders to discuss the importance of vocational education and training (VET) in equipping young people with the skills required for the future.
9. **A Webinar on the theme “Re-imagining Vocational Education: The Way Forward”**, was conducted on 9th August 2021 for celebrating One-year of National Education Policy 2020. Lectures were taken by faculty of the institute in two sessions highlighting the Integration of Vocational Education with General Education and Preparing Teachers and Students for Reimagining Vocational Education.
10. **34th Institute Advisory Board (IAB) Meeting:** The Institute has conducted its 34th Institute Advisory Board (IAB) meeting on 28 January, 2022 at PSSCIVE, Bhopal in virtual mode for formulation of new programme proposals for the year 2022- 23 and forwarding them for approval of the Programme Advisory Committee (PAC) of NCERT on the recommendation of IAB.

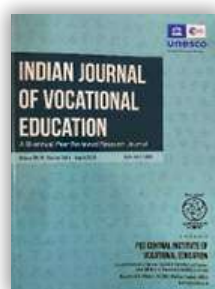


Image : Release of Publications of PSSCIVE during the year 2021-22

Quarterly Bulletin April 2021 to March 2022



Image: Launching of Diksha portal of PSSCIVE during 2021-22



Vocationalisation of School Education
Online Series "Meet the Author"

Join us for the Live Session on Skill Development brought to you by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), NCERT, Bhopal, Madhya Pradesh

from Nov.15 to Nov.19, 2021
at 12:30 PM to 01:30 PM
(PMeVIDYA CHANNELS #9-12)

Live Telecast Schedule for the Week

Sl No	Sector	Class	Title of the Book/Job Role	Name of the Author/Expert	Date
1.	Construction	IX	Assistant Mason	Dr. Saurabh Prakash	15.11.2021
2.	Retail	IX	Cashier	Dr. P. Veeralah	16.11.2021
3.	Agriculture	XI	Floriculturist	Dr. R.K. Pathak	17.11.2021
4.	Media & Entertainment	XI	Texturing Artist	Dr. V.S. Mehrotra	19.11.2021

Image : Innovative Series "Meet the Author" launched by PSSCIVE, Bhopal

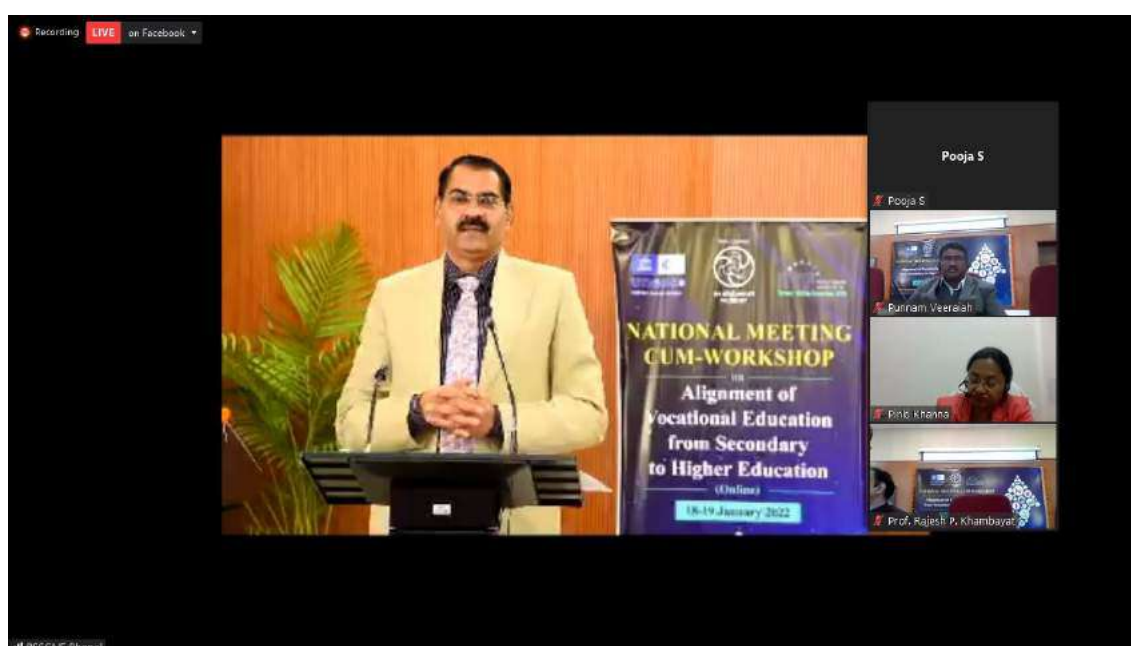


Image : National Meeting-cum-Workshop for Alignment of Vocational Education from Higher Secondary to Higher Education



Image : Online course on Micro Irrigation launched by PSSCIVE during 2021-22



Image : Online series on various job roles in vocational education uploaded on PM's eVidya channel



Image : Online Vocational Interest Inventory for the students of Grade 8 launched by PSSCIVE during 2021-22



Image : Republic Day celebration in PSSCIVE

Visitors to PSSCIVE and Foreign visits of PSSCIVE faculty

Members of the Committee constituted by the Government of Maharashtra for conversion of the scheme of Minimum Competency-based Vocational Courses (MCVC) to NSQF aligned vocational courses in schools visited PSSCIVE, Bhopal on 20th and 21st September 2021. The Chairperson of the Committee Shri. Vikram Kale, Hon. MLC and the members of the committee, namely Dr. Suvarna Kharat, Joint Secretary, Department of Skill Development, Employment and Entrepreneurship, Shri. D.A. Dalvi, Director DVET, Shri. Nitin A. Nikam, Deputy Director, DVET and Shri. Dnyaneshwar Gopatwad, ADO, DSDE&E, Govt. of Maharashtra interacted with Prof. Rajesh P. Khambayat, Joint Director, PSSCIVE, Prof. Vinay Swarup Mehrotra, Head, Curriculum Development and Evaluation Centre, PSSCIVE, and the faculty members of PSSCIVE.

Awards

(1) ETF Green Skill Award:

The Institute has been felicitated with the Green Skills Award 2021 by the European Training Foundation (ETF) for its contributions in developing curriculum and textbooks on Green Skills for Grades 9 to 12. The Green Skills Award is given for the best practices in teaching and learning of green skills.



Image 02 PSSCIVE has been felicitated with the Green Skills Award 2021 by the European Training Foundation (ETF) for its contributions in developing curriculum and textbooks on Green Skills for Grade 9 to 12.

(2) National Award for Innovative Training Practices

PSS Central Institute of Vocational Education (PSSCIVE), Bhopal gets the prestigious National Award for Innovative Training Practices from the Indian Society for Training and Development (ISTD) in an award function held on 28th February 2022.

The ISTD established in 1970 is a national level professional & non-profit society registered under the Societies Registration Act, 1860. It is affiliated to the International Federation of Training and Development Organisations (IFTDO), Geneva and Asian Regional Training and Development Organisations (ARTDO), Manila.

The ISTD 'Innovative Trainer Award', which was given by Shri Awadesh Pratap Singh, Principal Secretary, Madhya Pradesh Legislative Assembly and received by Prof. Rajesh P. Khambayat, Joint Director, PSSCIVE is intended for organisations which have adopted innovative practices on human resource development during the year 2021-2022.



Image 01 PSSCIVE received the prestigious award for National Award for Innovative Training Practices from the Indian Society for Training and Development (ISTD)

Publications by the faculty

I. Research Paper/ Articles

Dr. P.Veeraiah, Sunil S. Desai, and Geeta Tomar (March, 2020) “Skill Development and Vocational Education Programmes Enhances the Employment Opportunities in India – A Study”, Published in a Bi-annual Peer Review Research Journal “Indian Journal of Vocational Education, PSSCIVE, Bhopal Vol.26-28 pp 135-151 (ISSN:0972-5830)

ii. Books/ Chapters in Books:

Dr. P. Veeraiah (As Member Coordinator), 2021, Trainee Associate, Textbook for Class XI, Published by National Council of Educational Research and Training (NCERT), New Delhi (ISBN:978-93-5292-077--).

iii. Supervision of Ph.D./ M.Phil Theses (awarded only)

Dr. Punnam Veeraiah, Mrs. Hemlata Shakya, December, 2021, सार्वजनिक क्षेत्र के बैंकों का वित्तीय मूल्यांकन भारतीय स्टेट बैंक भोपाल संभाग के विशेष संदर्भ में, Department of Commerce, Barkatullah University, Bhopal.

Other Major Activities of the Institute

PUBLICATIONS

1. Students Textbooks on Vocational Courses

The Institute undertook the major task for the development of Students textbooks and teacher handbooks for job roles in various sectors under NSQF approved by the Project Approval Board (PAB), Samagra Shiksha Abhiyan, Ministry of Education (MoE), Government of India for the year 2021-22.

The institute established Curriculum for 152 job roles in last two years and Student textbooks for 59 job roles under NSQF approved by Project Approval Board (PAB). Out of these, 57 Student Textbooks have been published in 19 sectors viz., 1. Agriculture, 2. Apparel, Made-ups and Home Furnishing, 3. Automotive 4. Beauty and Wellness, 5. Banking, Financial Services and Insurance, 6. Construction, 7. Electronics, 8. Food Processing, 9. Healthcare, 10. IT-ITeS, 11. Retail, 12. Physical Education and Sports, 13. Plumbing, 14. Power, 15. Private Security, 16. Telecommunication, 17. Tourism and Hospitality, 18. Transportation, Logistics and Warehousing, 19. Media and Entertainment. The textbooks have also been uploaded on the e-pathshala and website of NCERT, including the Institute’s website www.psscive.in

Student Textbooks Published

S. No.	Sector	Name of the Job Role	Class
1.	Common for All Sectors	Employability Skills	Class 9 - 12
2.	Agriculture	Solanaceous Crop Cultivator	Class 9 & 10
		Animal Health Worker	Class 9 -10
		Dairy Farmer I	Class 11
		Dairy Farmer II	Class 12
		Dairy Worker	Class 10
		Floriculturist (Open Cultivation)	Class 11 -12
		Floriculturist (Protected Cultivation)	Class 11 -12
		Gardener	Class 11
		Paddy Farmer	Class 9 & 10
		Microirrigation Technician	Class 11
3.	Apparels, Made-ups & Home Furnishing	Hand Embroiderer (Addawala)	Class 9
		Hand Embroiderer	Class 9
		Sewing Machine Operator	Class 9
4.	Automotive	Automotive Service Technician	Class 9 & 11
5.	Beauty & Wellness	Assistant Beauty Therapist	Class 9
		Beauty Therapist	Class 11
6.	Electronics	Installation Technician Computing and Peripherals	Class 11
		Field Technician Wireman Control Panel	Class 12
		Wireman Control Panel	Class 11
7.	Health Care	Vision Technician	Class 11
		General Duty Assistant	Class 11
8.	IT/ITeS	Domestic Data Entry Operator	Class 9
		Domestic Biometric Data Operator	Class 11
		CRM Domestic Voice	Class 11
9.	Plumbing	Plumber	Class 9
		Plumber	Class 10
		Plumber General II	Class 11
		Plumber General (Hindi)	Class 9
10.	Private Security	Unarmed Security Guard	Class 9
11.	Power	Distribution Lineman	Class 11
		Cable Jointer - Electrical Power System	Class 11
		Consumer Energy Meter Technician	Class 9
12.	Retail	Cashier	Class 9
		Store Operations Assistant	Class 9
		Sales Associate	Class 11
13.	Tourism and Hospitality	Food and Beverage Service Trainee	Class 9
		Customer Service Executive	Class 11
		Housekeeping Attendant Manual Cleaning	Class 9
14.	Construction	Assistant Mason	Class 9-10
		General Mason	Class 11
15.	Food Processing	Baking Technician	Class 9
16.	Telecom	Optical Fibre Splicer	Class 9
17.	Media & Entertainment	Texturing Artist	Class 11
18.	Logistics	Warehouse Binner	Class 9

2. Quarterly Bulletin on Vocational Education

The institute published combined issue of Quarterly Bulletin “Vocational Education” for the period January-December, 2021. The Bulletin comprises the events and activities organised in the institute and other important news during that period.

3. Indian Journal on Vocational Education

The Institute published two issues of the ‘Indian Journal of Vocational Education’ (ISSN 0972-5830) Volume 26-28 and Volume 29-31 during the year 2021-22.

4. Complete list of faculties with designation as on 31st March 2022

1.	Prof. Rajesh P. Khambayat	-	Joint Director
2.	Dr. Saurabh Prakash	-	Professor
3.	Dr. Rajiv Pathak	-	Professor
4.	Dr. V.S.Mehrotra	-	Professor
5.	Dr. Abhijit Nayak	-	Professor
6.	Dr. Pinki Khanna	-	Professor
7.	Dr. P.Veeraiah	-	Professor
8.	Dr. Deepak Shudhalwar	-	Professor
9.	Dr. Vipin Kumar Jain	-	Associate Professor
10.	Dr. A. Palanivel	-	Associate Professor
11.	Dr. R. Ravichandran	-	Associate Professor

“Brief Report of National Meeting-cum-Workshop on Alignment of Vocational Education from Secondary to Higher Education”

The virtual National Meeting-cum-Workshop on Alignment of Vocational Education from Secondary to Higher Education was held during 18th - 19th January 2022 organised by Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal. This meeting was inaugurated by Dr. Nirmaljit Singh Kalsi, Chairman, National Council of Vocational Education and Training (NCVET), Ministry of Skill Development and Entrepreneurship (MSDE), Government of India on 18 January 2022 to discuss the various challenges and issues related to horizontal and vertical mobility of vocational students and strategic actions to be taken for facilitating horizontal and vertical mobility of the vocational students and implementation of the recommendations of National Education Policy 2020 for reimagining vocational education.

In this meeting approximately 500 attendees across the country including officials of the Ministry of Education, the Ministry of Skill Development and Entrepreneurship, University Grants Commission (UGC), All India Council for Technical Education (AICTE), the National Council for Vocational Education and Training (NCVET), the National Skill Development Corporation (NSDC), Central Board of Secondary Education (CBSE), Faculties of National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS), Indira Gandhi National Open University (IGNOU), State Open Universities, Regional Institutes of Education (RIEs), State Skill Universities, Community Colleges, VET educators and Administrators, Representatives of Sector Skill Council (SSC), education department and skill development departments of states/UTs registered for the event and simultaneously joined by nearly 5000 viewers on the official YouTube channel of PSSCIVE, Bhopal.

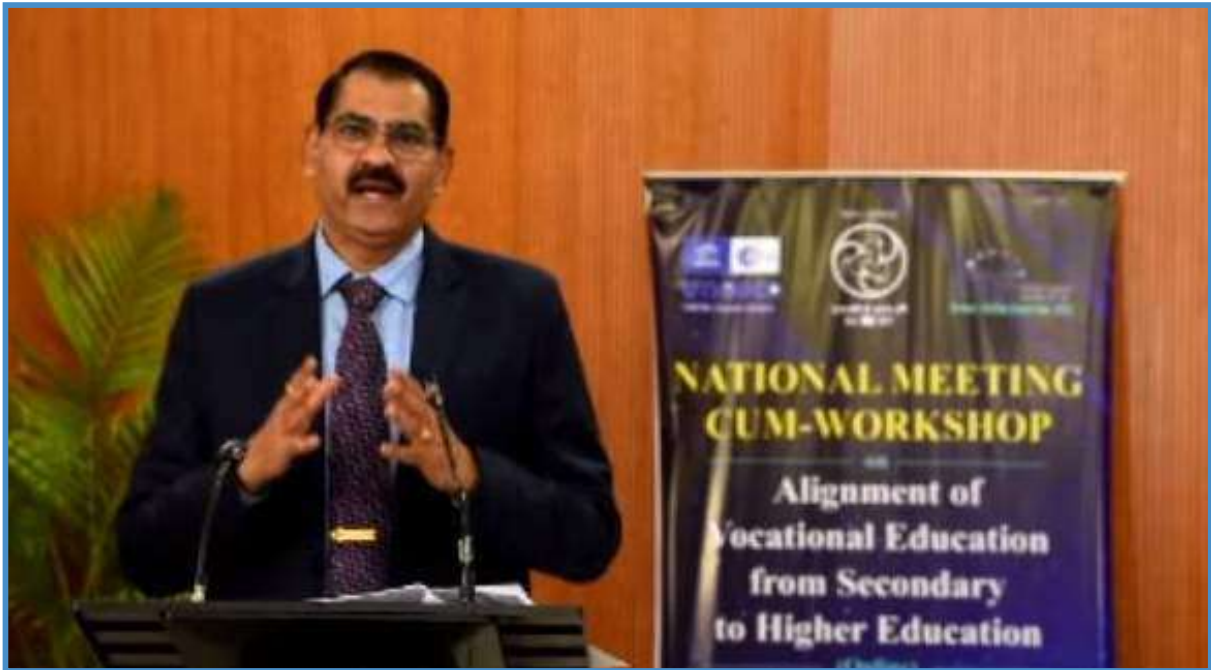
The event started with the lighting of the lamp and Saraswati Vandana. Dr. P. Veeraiah, the Programme Coordinator, gave an overview of the meeting-cum-workshop. Dr. V.S. Mehrotra, Master of the Ceremony, compered the event and introduced the esteemed guests and distinguished speakers in inaugural session following which the participants were taken to a virtual tour of PSSCIVE campus. Dr. Rajesh P. Khambayat, Joint Director, PSSCIVE welcomed the eminent dignitaries Dr. Nirmaljit Singh Kalsi, Chairman, NCVET, Shri Santosh Kumar Yadav, Additional Secretary, Ministry of Education, Govt. of India and Dr. Sridhar Srivastava, Director, NCERT and all the distinguished speakers. In the inaugural session, Shri. A. Palanivel proposed the vote of thanks to the esteemed dignitaries and extended his appreciation to the team members for all their efforts. In the two days meeting, two keynote sessions on Building pathways in Vocational Education from Schools to Higher Education and Innovative Practices in Aligning Vocational education to Higher Education were conducted. five technical sessions on Vertical Mobility for Vocational Graduates in Higher Education: Challenges and Issues, Facilitating Horizontal Mobility in Education and Breaking New Grounds for Skill Adaptation in Higher Education were also conducted. To find out the recommendations four groupwork sessions were conducted parallelly, on Integrating VET for Aligning to Higher Education, Role of Stakeholders in Aligning Vocational Education to Higher Education, Institutionalising Alignment of Vocational Education to Higher Education and Creating Framework for Facilitating Horizontal and Vertical Mobility.

In the closing ceremony, Dr. P. Veeraiah, Professor, PSSCIVE, Bhopal presented the report of the proceedings of the two-day National Meeting-Cum-Workshop. Prof. V. S. Mehrotra, Professor, PSSCIVE, Bhopal presented the draft recommendations that emerged out from this two-day deliberation to take the actions forward on Vertical Mobility of Vocational Education to Higher Education. Prof. Rajesh P. Khambayat, Joint Director, PSSCIVE, Bhopal in his concluding remarks highlighted the key points on aligning Vocational Education to Higher Education such as building relevant competencies, the demand of automation and digitalisation, lifelong learning, horizontal and vertical mobility for vocational education graduates to higher education will open up a new avenue for skilling, upskilling, reskilling that emerged during the two-day meeting. In this closing ceremony Dr. Pinki Khanna, Professor, PSSCIVE, Bhopal proposed the vote of thanks.

GLIMPSES OF NATIONAL CONFERENCE

National Meeting-cum-Workshop On
“Alignment of Vocational Education from Secondary to Higher Education”







About the Institute

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organisation in the field of vocational education. It is a constituent unit of National Council of Educational Research and Training (NCERT), established in 1993 by the Ministry of Education (MoE), Government of India. The Institute has a picturesque 38-acre campus at Shyamla Hills in Bhopal. It comprises six academic disciplines, namely Agriculture and Animal Husbandry, Business and Commerce, Engineering and Technology, Health and Paramedical Science, Home Science and Hospitality Management and Humanities, Science, Education and Research with 05 Centres.

The Institute is also a UNEVOC (International Project on Technical and Vocational Education) Network Centre in India, which coordinates all the activities, including communication with UNESCO-UNEVOC International Centre, Bonn, Germany. Through the network, the Centre shares knowledge and experiences related to all aspects of VET, exchange country experiences, and discuss issues of common relevance.

The vision of the institute is to be a leading organisation to strengthen vocational education and training system to meet the skills needs of the current and future workforce. For this, the institute is engaged in multifarious activities under broad categories viz., development, training, research and evaluation and extension activities. It provides academic and technical support for the realisation of the national goal of vocational education in fulfilling the human resource requirement for national development and the social requirements of employment. The institute works in collaboration with many national and international institutes like UNEVOC, CBSE, NIOS, NSDC, SSCs, State boards, etc.

The goal of the Institute is to promote vocational education and training, to enhance the socio- economic development of the country; enhance the quality of vocational education and training system through systemic policy interventions; foster lifelong learning through delivery of employability and 21st Century skills; design and offer programmes for professional development of Vocational Teachers to enhance the quality of vocational education and training in school; and to enhance synergic partnership and networking with organisations, institutions and agencies for delivery of VET products and services.

The strategies to achieve the goal and vision of the Institute are to develop learning outcome based curricula for NSQF (Class 9th to 12th); conduct and promote research in vocational education; devise multiple approaches to address training needs of different stakeholders; networking with national and

international organizations for promotion of vocational education; popularise vocational education; providing employability skills and establishing student support system to ensure better employment opportunities; increase the reach of institute and establish mechanism for quality training to vocational teachers; up-skilling vocational educators improving access, efficiency and equity in vocational education and training at all levels of education; and collecting maintaining and disseminating information and popularise vocational education amongst society at large.

The institute is mandated to develop curricula and courseware for vocational subjects (job roles) for Classes IX to XII in 21 different sectors of the economy like Retail, Automobile, Security, Media & Entertainment, Travel & Tourism, Beauty & Wellness, Agriculture, Health Care, etc. as the MoE has mandated NCERT for the development of curricula and courseware of NSQF courses. It is mandatory for all states to follow the curricula and courseware developed by the PSSCIVE. The institute is also responsible for training teachers and capacity building of state key functionaries for effective implementation of NSQF.



PSSCIVE in News

www.vijaymat.com
गोपाल, गुरुवार, 20 जनवरी 2022

विजयमत

पीएसएससीआईबीई में दो दिवसीय राष्ट्रीय बैठक सह कार्यशाला का समापन

शिक्षा में वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत: डॉ. लीना

डॉ. लीना, चीन



पीएसएससीआईबीई में दो दिवसीय राष्ट्रीय बैठक सह कार्यशाला का समापन। डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की। बैठक में डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।

डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।

डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।

Central Chronicle Bhopal, Friday, January 21, 2022

Need to implement credit based framework

Bhopal: The reluctance of the students to join vocational courses in schools is also due to the lack of a career pathway for moving to higher education (vertical mobility), besides the social stigma attached to it. To address this issue, the PSS Central Institute of Vocational Education (PSSCIVE), Bhopal conducted a two-day Online National Meeting-cum-Workshop on Alignment of Vocational Education from Secondary to Higher Education on 18 & 19 January 2022. The meeting was inaugurated by Dr. Nirmaljeet Singh Kalsi, Chairman, National Council of Vocational Education and Training (NCVT), Ministry of Skill Development and Entrepreneurship, Government of India. He spoke about leveraging ICT and developing linkages between various institutions, including Industrial Training Institutes, Polytechnics, Pradhan Mantri Kaushal Vikas Yojna Kendras, etc. through Hub and Spoke Model for imparting Vocational Education and Training (VET) and making provisions for educational mobility of students between schools, higher education institutions, and universities. Throwing light on the need for digitization in VET, the Joint Director of PSSCIVE, Prof. Rakesh P. Khambayat highlighted the role that the Institute is playing in promoting vocational education in schools. The need for creating an enabling environment and mechanism to encourage students to take up vocational education was highlighted by Santosh Kumar Yadav, Additional Secretary, Ministry of Education, Govt. Dr. Sridhar Srivastava, Director, NCERT stated the need for bringing vocational education to the forefront in the educational system so that all the students are benefited from skill acquisition through VET. The Vice-Chancellor of Vishwakarma Skill University, Haryana Prof. Raj Nehru gave a brief about the B. Voc. degree courses being run by the University and the strategies for providing flexibility in terms of multi-entry and multi-exit provisions for students. Dr. Vinita Aggarwal, Executive Member, NCVET highlighted the need for introducing the credit-based framework for building pathways in vocational education. The national meeting-cum-workshop was coordinated by Dr. P. Veeraliah, PSSCIVE, Bhopal.

राज एक्सप्रेस गुरुवार, 20 जनवरी 2022

शिक्षा में वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत: डॉ. लीना

पीएसएससीआईबीई में दो दिवसीय राष्ट्रीय बैठक सह कार्यशाला का समापन



पीएसएससीआईबीई में दो दिवसीय राष्ट्रीय बैठक सह कार्यशाला का समापन। डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।

डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।

डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।

डॉ. लीना ने वर्टिकल और हॉरिजेंटल मोबिलिटी पर ध्यान देने की जरूरत को लेकर एक वृत्तचित्र सह कार्यशाला आयोजित की।



भोपाल 16-04-2022

एजुकेशन इंफो

एनसीईआरटी के निदेशक ने शिक्षकों से कहा- चुनौतियों को अवसर के रूप में देखें

सिटी रिपोर्टर | एनसीईआरटी नई दिल्ली के निदेशक प्रो. दिनेश प्रसाद सकलानी अपने तीन दिवसीय शासकीय भ्रमण के लिए भोपाल पहुंचे। पहले दिन शुक्रवार सुबह उन्होंने क्षेत्रीय शिक्षा संस्थान, भोपाल के नवनिर्मित बालिका छात्रावास और विवेकानंद पार्क का लोकार्पण किया। इसके बाद संस्थान के सदस्यों के साथ बैठक की। बैठक के दौरान प्रो. सकलानी ने कहा कि प्रकृति प्रेम और प्रकृति का संरक्षण करने के साथ सभी को अपनी जड़ों से हमेशा जुड़े रहना चाहिए शिक्षक को जीवन पर्यन्त सीखते रहना चाहिए। जीवन लम्बा नहीं बल्कि बड़ा होना चाहिए। चुनौतियों को बाधा न बनाकर उन्हें अवसरों के रूप में देखें। प्रो. सकलानी ने अपने उद्बोधन में कैम्पस को ग्रीन कैम्पस और प्लास्टिक मुक्त कैम्पस के रूप में विकसित करने पर बल दिया। उन्होंने अपशिष्ट पदार्थों के प्रबंधन संस्थान में सोलर पैनल लगाने, वर्षा के जल के संरक्षण करने के लिए कहा।

सौर ऊर्जा प्रणाली का उद्घाटन

भोपाल। पीएसएस सेंट्रल इंस्टीट्यूट ऑफ बोकेशनल एजुकेशन (पीएसएससीवीई), भोपाल में एनसीईआरटी के निदेशक प्रो दिनेश प्रसाद सकलानी द्वारा 100 केवीए क्षमता की सौर ऊर्जा प्रणाली का पीएसएससीवीई के संयुक्त निदेशक प्रो. राजेश पु. खंवायत की उपस्थिति में उद्घाटन किया गया। अपने संबोधन में, प्रो. सकलानी ने व्यवसायों में नैतिकता और मूल्यों के महत्व पर जोर दिया और कहा कि व्यावसायिक शिक्षा को इस तरह से लागू किया जाना चाहिए कि यह न केवल लोगों को सशक्त बनाये बल्कि पर्यावरण की देखभाल सहित उनके जीवन पर मूल्य-आधारित प्रभाव डाले। उन्होंने सुझाव दिया कि हमारे प्राकृतिक संसाधनों के उपयोग के साथ बुनियादी कौशल को एकीकृत करने के लिए योजनाओं को विकसित किया जाना चाहिए, ताकि हम बढ़ती आबादी की जरूरतों को पूरा करने में सक्षम हों। उन्होंने सुझाव दिया कि कृषि, वर्षा जल संचयन सहित अन्य देशों, उदाहरण के लिए इजराइल और जापान द्वारा अपनाई गई अच्छी प्रथाओं को सभी स्तरों पर बढ़ावा दिया जाना चाहिए। भारतीय ज्ञान प्रणाली (लोक विद्या) पर आधारित व्यावसायिक विषयों को बच्चों को पढ़ना चाहिए। कार्यक्रम से पहले निदेशक, एनसीईआरटी ने प्रदर्शनी हॉल का भी उद्घाटन किया, पीएसएससीवीई के नए प्रकाशनों का विमोचन किया और परिसर में पौधरोपण कर प्रकृति संरक्षण का संदेश दिया। कार्यक्रम का संचालन करते हुए प्रो. विनय स्वरूप मेहरोत्रा ने एनसीईआरटी के निदेशक प्रो. दिनेश प्रसाद सकलानी का आभार व्यक्त किया।

पीपुल्स समाचार

भोपाल, गुल्वार, 20 अप्रैल 2022

भोपाल पीएसएस संस्थान शुरू करेगा ई-स्किल्स लैब और सर्टिफिकेट कोर्स

रिपोर्टर • IamBhopal
Mobile no. 9827080406



पीएसएस केन्द्रीय व्यावसायिक शिक्षा संस्थान में दो दिवसीय कार्यशाला का आयोजन किया गया। माध्यमिक स्कुल से उच्च शिक्षा तक छात्रों को व्यावसायिक शिक्षा उपलब्ध कराने में आने वाली चुनौतियों और पवित्र की रणनीति को तय करने के लिए इसका आयोजन किया गया। होते जा रहे हैं। आज हमें व्यावसायिक शिक्षा में वर्टिकल के साथ हॉरिजेंटल मोडलिटी पर भी ध्यान देने की जरूरत है। केवल 8.3 प्रतिशत शहरी छात्र ही व्यावसायिक पाठ्यक्रमों को चुनते हैं, यह कहना था वीवीकेडीएवी कॉलेज फॉर विमेन, अमृतसर की प्रचार्य डॉ. पुष्पेन्द्र वालिया का। उन्होंने कहा कि एनसीई 2020

अनिवार्य करती है कि 2025 तक, स्कुल और उच्च शिक्षा प्रणाली के माध्यम से कम से कम 50 प्रतिशत शिक्षार्थियों को व्यावसायिक शिक्षा का अनुभव होगा, जिसके लिए लक्ष्य और समथरीमा के साथ एक स्पष्ट कार्य योजना विकसित करनी होगी। डॉ. वालिया ने सुझाव दिया कि आवश्यकता-आधारित कार्ययोजना जैसे पाठ्यक्रम सामग्री कौशल-उन्मुख होनी चाहिए।

संस्थान के संयुक्त निदेशक प्रो. राजेश पु. खंवायत ने कहा कि हमारे संस्थान ने 17 क्षेत्रों के 150 से ज्यादा रोजगारपरक पाठ्यक्रम विकसित किए हैं। साथ ही व्यावसायिक शिक्षकों के लिए निष्ठा तथा व्यावसायिक शिक्षाशास्त्र पर ऑनलाइन सर्टिफिकेट कोर्स तैयार किए गए हैं।

प्रो. खंवायत ने बताया कि अगले कुछ माह में पीएसएससीआईवीई शिक्षार्थियों के लिए बचुअल ई-कौशल प्रयोगशालाएं तथा डिजिटल पाठ्य सामग्री प्रस्तुत करेगा। इस दौरान एनसीईआरटी निदेशक डॉ. श्रीधर श्रीवास्तव ने कहा कि रटकर सीखने से अनुभववात्मक शिक्षा और 21वीं सदी के कौशल में आवश्यक बदलाव लाने की आवश्यकता पर प्रकाश डाला।



Book Post

To,

Executive Editor : Prof. R.K. Pathak
& Incharge Production
Editing Support : Akansha Dubey
Production Assistant : Shivam Arya
Page layout & Design : Mohd Shafeeq
Cameraman : Akshay Choubey

If undelivered, please return to:
PSS Central Institute of Vocational Education (NCERT)
Shyamla Hills, Bhopal- 462002 Madhya Pradesh, INDIA

विद्यया ऽ मृतमश्नुते



Published by
JOINT DIRECTOR

PSS Central Institute of Vocational Education,
Shyamla Hills, Bhopal – 462002 Madhya Pradesh, INDIA
Ph. : +91 755 2660691 Fax +91 755 2927347
Email : jdpscive@gmail.com Web : www.psscive.ac.in