

i.	Name of the Institute	V.V. Giri National Labour Institute
ii.	Title of the Course	International Training Programme on “ <i>Skill Development and Employment Generation</i> ”
iii.	Proposed dates and duration of the Course in Weeks/Months	September 02-20, 2018
iv.	Eligibility Criteria for Participants	
	a) Educational	Graduation
	b) Work Experience	Minimum two years of work/research experience in the field of vocational/technical education and training, skills development and labour market issues.
	c) Target Group/ Segment	Govt. Officers, Policy Makers involved with implementation of vocational /technical education and skill training programmes, trainers and instructors, research institutes, organizations/institutions involved in imparting vocational/technical education and Skill training. This programme is for foreign nationals sponsored by Ministry of External Affairs, Govt. of India.
v.	a. Aim of the Course b. Objectives	<p>The course aims to acquaint the participants from different countries with the emerging issues of employment and the role of skill development and share knowledge, prospects of skill development with effective planning, designing and implementation in generating employment, enhancing employability, entrepreneurship of the labour force in general and youth in particular.</p> <ul style="list-style-type: none"> • Situate the importance of skill development for employment and employability, entrepreneurship in general and for youth in particular in the Emerging Economy; • Understand the linkage between vocational /technical education and skill training with growth and employment; • Acquire knowledge about the vocational/technical educational and training systems around the world along with Indian Initiatives, its various components and good practices; • Understand the challenge of employment generation and designing appropriate active

		<p>labour market and skill development policies to meet those challenges;</p> <ul style="list-style-type: none"> • Enable the participants to play larger role along with enhancing individual capacity
vi.	Justification and Rationale	<p>Generating more and quality employment is a common challenge faced by the countries world over. The challenge is more pronounced in case of developing countries with large informal economy and with problems of unemployment and underemployment. To face these challenges, governments are emphasising on enhancing the education and skill levels of its population in general and that of labour force in particular to increase their employability, Entrepreneurship and to facilitate them to get decent employment and prepare to face the future of work challenges. The 2030 agenda for sustainable development also emphasizes the same. The Goal no.4 quality education envisages for ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all with the targets specifying affordable and quality technical and vocational education, tertiary education including university, increase the number of youth and adults who have relevant skills including technical and vocational skills for employment, decent jobs and entrepreneurship, eliminating gender disparities in education and ensure equal access to all level of education and vocational training for vulnerable including persons with disabilities, indigenous people and children in vulnerable situations.</p> <p>Successful learning and skill ecosystems need to be put in place. The skill ecosystem cutting across multiple sectors requires involvement of stakeholders like provincial and national governments, training providers, employers and other social partners, industry and knowledge partners, assessment and certification bodies and the beneficiaries- trainees. For creating synergies between stakeholders and streamlining multiple skill development initiatives</p>

		<p>of the governments, coordinated actions among various ministries along with the International Organizations are required.</p> <p>It is in this context that the V.V. Giri National Labour Institute is organizing this international training programme on Skill Development and Employment Generation.</p>
vii.	Detailed Course Content	<ul style="list-style-type: none"> * Understanding Skill and its importance from Employment, Employability, Decent Work and Sustainable Development Perspectives * Employment Challenges in the informal Sector with special reference to Skill Development * Growth and Employment – Interlinkages between Vocational/Technical Education and Skills Development * Skill Development Initiatives from International and Indian Perspectives * Demographic Dividend and the Youth Bulge: Implications for Employment Policy * Promoting Youth Employment through Vocational /Technical Training and Skills Development * An Overview of Vocational /Technical Training System in India and the Skill Ecosystem *Promoting Women Employment, Entrepreneurship through accessibility to Vocational Training, Skills Development and Finance. * Public Sector Interventions for Skills Development: Best Practices * Vocational/Technical Training & Skills Development: International Trends and Regional Development * Planning, Designing & Implementing Vocational Training Programmes * Skill Development of informal Women Workers *Challenges of Job and Skill in Indian Economy: Issues and Perspectives * Linking Skill Development to Industry Needs – How to Conduct Skill Gap Analysis? *Managing Vocational Education and Skill Training Projects: Key Issues

		<ul style="list-style-type: none"> * Leading Employment Generation Programmes Role of Industry in Skill Development, *Labour Market Information System: Concepts, Data Requirement, and Usage *Private Sector in Vocational /Technical Training * Skills for Self Employment and Entrepreneurship. *Skill Development for Indigenous People, Persons with Disabilities and vulnerable groups: Issues and Prospects. *Role of Social Partners in Skill Development. *Skill, Technology and Future of Work. * Formulating National Policy on Skills Development, * Employability Skills, Behavioral Skills * Field Visits, Experience Sharing, Group Works, Presentations, General Discussions, and Action Plans.
viii.	Profiles/CVs of the Faculty	<p>Mr.Priyadarsan Amitav Khuntia Associate Fellow (Faculty) & Course Director, VVGNLI</p> <p>He is a first class post graduate in Economics and Public Administration with M.Phil degree in Public Administration. He coordinates training programmes on themes like Skill Development for Youth Employability and Entrepreneurship, Promoting Skill Development for Women Workers in North-Eastern States, Good Governance for Effective Implementation of Development Programmes, Research Methods in Labour Studies, Promoting Decent Work in Construction Industry , Managing livelihood and Social protection in the Hill Regions, Managing Livelihood and Social Protection in Coastal Regions, Orientation Programme on Labour and Development Issues, Leadership Development Programme for Media Sector, Developing Positive Attitude for Excellence at Work as Course Director. He coordinates the International Training Programme on Skill Development and Employment Generation under the ITEC/SCAAP Programme of Ministry of External Affairs, Govt. of India (for last four years). He has so far conducted 76 training</p>

programmes including 14 collaborative programmes with reputed institutes and universities as Course Director. He has introduced Eleven new training programmes in the institute. Along with delivering lectures, he conducts group works, problem identifications, audio visual presentations, moderates presentations and action plans and undertakes field visits with participants in training programmes.

His major published works are; Skill Development of Youth in North East India: Way Forward (NLI Research Studies Series No.124/2017), Employment Generation and Enhancing Employability in North East through Skill Development: Emerging Issues and Prospects (December 2013 Labour and Development Special Issue on Labour, Employment and Social Protection in North East India, VVGnLI), Opportunities and challenges before the construction workers in the globalised era: The Indian case in the NLI Research Studies Series

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OTHER RESOURCE PERSONS:

Ms. Sunita Sanghi is Adviser, Skill Development and Employment at NITI Aayog. An officer from the Indian Economic Service and currently working at the senior management level in the Government of India. She has worked in various sector including Agriculture, Finance, Capital Market, Petroleum, Education, Minorities, Voluntary Action, Labour, Employment and Skill development. For the last about a decade she is deeply involved with labour sector and has been actively associated with the work relating to Skill Development. She has the experience of coordinating and putting in place the 12th Plan document and drafting reports like restructuring of Centrally Sponsored Schemes (Chaturvedi Committee) and Subgroup of Chief Minister on Skill Development which have wider ramification on the economy. She is

an enthusiastic and self-motivated person and strive to contribute in the areas which affects the life of millions of fellow countrymen. She has contributed number of policy papers both in national and international journals on various issues.

Mr. Jayant Krishna is the Executive Director & Chief Operating Officer of the National Skill Development Corporation (NSDC). He has over 30 years of rich experience, encompassing more than two decades with Tata Consultancy Services (TCS), where he held various key positions, including Director, Life Sciences & Healthcare, Europe; Principal Consultant; Regional Director, UK & Ireland; Global Delivery Centre Head; and Global Relationship Manager for one of TCS's largest accounts worldwide.

He has previously served as the CEO of NSDC, on secondment from TCS. 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 served as the Chairman of the Ministry's Special Task Force on Apprenticeship Rationalization. He has also led the Confederation of Indian Industry (CII)'s Task Force on Apprenticeship Reforms.

Mr. Clement Chauvet is a Chief, Skill and Business Development, UNDP. Experienced Business Development with a demonstrated history of working in the international affairs industry. Skilled in Corporate Social Responsibility, Humanitarian, Philanthropy, Proposal Writing, and Fundraising. Strong program and project management professional with a MBA focused in Management from HEC.

His professional responsibilities include: Handling all aspects of UNDP Skill project funded by Ikea Foundation: Relationship with central and State Governments; Project

management with teams in 5 States (Delhi, Haryana, Karnataka, Maharashtra and Telengana): strategic planning, monitoring, HR, procurement; Coordination with other core partners of the project (Ikea Foundation, Xynteo and IDF); Create PPP to ensure bridge the gaps between the demand for skilled work force from the private sector and the supply of skilled people by the public sector. Work with governments, private sector, association of industries, NGOs/CSOs/CBOs, etc. and Target of one million women to be skilled in less than 3 years.

Prof.(Dr.) Ashok K Gaba is a Director & Professor, School of Vocational Education & Training (SOVET), IGNOU is having about 28 years' experience as a faculty/researcher/trainer in ODL System. Before joining to SOVET (2009), Dr. Gaba was associated with Staff Training and Research Institute of Distance Education (STRIDE), IGNOU (1997-2009), National Institute of Open Schooling (NIOS) formerly known as NOS (1992-97), National University of Educational Planning and Administration (NUEPA) formerly known as NIEPA (1990 and 1992) and Association of Indian Universities (1989 and 1991). He specialized in Instructional Design/Curriculum Development, Research Methodology, Training, Open, Distance and Blended Learning Approach and Economics of Vocational Education. At present, he is developing B.VoC programme in the area of Banking, Finance and Insurance and Vocational Pedagogy. He has also coordinated 15 vocational programmes (62 courses) in collaboration with industry, contributed in course writing/revision of distance learning programmes. He is a supervisor of number of Ph.D. student.

Dr. Krishnan Srinivasaraghavan is a Coordinator, Asian and Pacific Centre for Transfer of Technology (APCTT) of the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), New Delhi. His

		<p>core areas of specialization include sustainable development, multilateral diplomacy and technical cooperation; proven track record in the design and delivery of regional and sub-regional technical cooperation programs in the following areas: new and emerging technologies, climate change, energy security and food security; leadership in establishing specialized regional cooperation frameworks in countries in the Asia-Pacific region; experienced in the entire gamut of project management including planning, implementation, monitoring and evaluation and impact assessment; experience in conceptualizing and managing web-based knowledge platforms; and highly developed communication, networking and interpersonal skills.</p>
ix.	Expected Outcomes	<p>The course is designed holistically so that the participants acquire domain knowledge, Behavioral Skills/Employability Skills for better work performance. Knowledge from field visits (generally 3-4 field visits related to the subject are undertaken during the course) can help them in relating the recent developments to the serve back in their home country . The participants get equipped with the National and International initiatives, sector specific issues and prospects. Learned resource persons from Academics, Practitioners (Senior Official from Ministries, International Organisations, Corporate, National Skill Development Corporation, NGOs, Behavioral Scientists, Faculties of the institute including the Course Director delivers sessions through Lectures, Audio Visual, Group Activities, Participatory modes). Ultimately their capacities are developed to deliver effectively at individual level as well as inspiring others in their respective departments and ministries.</p> <ul style="list-style-type: none"> - One aspect of presentations by participants is that they start their presentations with their respective country profiles which include historical, geographical, demographic, cultural, socio-economic, facts and figures. In a

		<p>way it also helps them to revisit and explore things about their country as well as making others aware. Secondly they bring out policies and programmes of their own country with any good practices. Apart from country presentations, the participants are divided in to 3-4 groups where they prepare some slides on the common experiences in policy /programme implementations and takeaways from each other country practices.</p> <ul style="list-style-type: none"> - During the three weeks programme the institute organizes two get together (Welcome Evening and Farewell Evening). Participants showcase their art and culture, ethnic dresses thereby knowing each other's' rich culture including Indian side with the active participation of Course Director and other faculties and officers in the presence of Director General. <p>A comprehensive feedback is also filled up by the participants at the end of the Course to evaluate the course which is used for improving the Course further.</p>
x.	Mode of Evaluation of Performance of the ITEC Participant.	<p>The course will be subject to a weekly evaluation through a feedback system. In addition, the participants will be required to make a presentation on specific issues listed in the course content with respect to their country.</p> <ul style="list-style-type: none"> - In the first week, the groups are formed (about 3 groups) among the participants to give assignments so that at the end of the three weeks programme there is group presentations and Individual county presentations. For the purpose of group presentations the following points are discussed and brought out. One or two members from the group present the output then floor is open for any clarification and discussions - Similarities in the Employment Generation

		<p>Programmes, Skill Development / Vocational Education Systems in the group members' respective countries.</p> <ul style="list-style-type: none"> - Dissimilarities or learning points from different systems. - In case of Individual Country Presentation, the participants of each country prepare and present the policies, practices of their own country along with highlighting any good practice or model thereof. They also highlight what they learnt from the entire three week programme including Indian practices and initiatives. - After every country presentation clarifications, comments, discussions take place. Experts are invited to witness the presentations. - From setting of context and group formation to the final presentation a midterm review is also conducted. - Experience from field visits are also shared and discussed.
xi.	Course Director	Mr. P. Amitav Khuntia, Associate Fellow p.amitav.vvgnli@gov.in