

Implementation of
Centrally Sponsored Scheme
of Vocationalisation of
Higher Secondary Education
in Schools



Under
National Skills
Qualification
Framework

Sharpening Skills for Brighter Future





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CONTENTS

• Requirement for Skilling in India	1
• Introduction of CSS of VHSE	3
• About AISECT	5
• AISECT under CSS of VHSE	13
• Approach for Implementation by AISECT	15
• Activities for Students under NSQF	17
• State wise Status of CSS of VHSE	18
• Critical Factors for NSQF Implementation by AISECT	29
• Guest Lecturers & Students : In their own words	30
• Principal & Officer : In their own words	32
• Photo Gallery	34
- Awareness Campaign	
- Training of Trainers	
- Students Projects and Industry Visit	
• Media Coverages	38



AISECT'S PREAMBLE


India's leading Social Enterprise, AISECT has been instrumental in delivering quality Education, Skill Development, Financial Inclusion and other ICT-based services that builds careers for students and brings about inclusive changes in the previously untapped semi-urban and rural areas of the country. Established in 1985, AISECT has been working towards bridging the skill and ICT gap between urban and rural India and creating local opportunities for the rural youth. Focused on creating an inclusive society, AISECT has been untiringly reaching out to the remotest corners of the country to empower people, generate employment for the youth and unfold entrepreneurial initiatives.

AISECT's determined efforts towards social development had been published earlier as series named "PEHEL". These initiatives were:

1. MULTIPURPOSE ELECTRONICS AND INFORMATION TECHNOLOGY CENTRES-Promoting I.T. Entrepreneurship Employment and Maintenance in Rural Areas
2. INDIRA SUCHNA SHAKTI YOJNA – One of the Biggest Computer Education Projects in Schools in India
3. INFORMATION TECHNOLOGY FOR WOMEN -Empowering Women with Skills in Information Technology
4. SUCHNA MITRA – Making People Partners in E-Governance
5. I.T. YATRA – A Campaign for Taking Information Technology to People
6. AISECT PUBLICATIONS – Creating Contents in Indian Languages
7. ENTREPRENEURSHIP DEVELOPMENT PROGRAMS

AISECT has been working towards its mission of delivering its services to every nook and corner of the country in the past years and is dedicated towards bringing a social change through its initiatives. AISECT will continue to publish these new initiatives in the field of education, skill development and services by the name "SAMARTH".

AISECT is aligned to the Government of India's key Missions of Digital India, Skill India, Start Up Stand Up, Financial Inclusion, Women Empowerment and will continue to work towards developing a New India. AISECT is committed towards spreading its array of services to reach the unreached and will continue to deliver quality Education, Skill Development, Financial Inclusion and other ICT-based services.

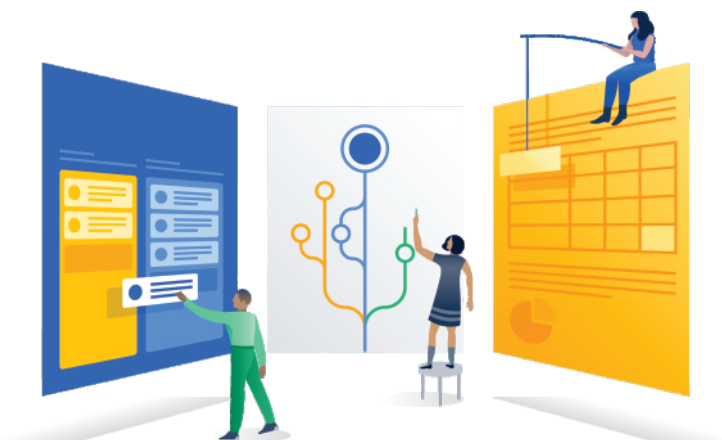


Requirement of Skilling in India

India is one of the youngest nation in the world with around 62% of its population in the working age group (15-59 years) and more than 54% of the total population is below 25 years of age. The nation will have the biggest manpower resource in the coming years. A need for 109.73 million skilled manpower by 2022 in twenty four key sectors also indicate that skills and knowledge will play an important role in shaping this manpower pool in India in turn contributing to economic growth and social development for the country.

Realising the importance of skills in the times to come, the first National Policy on Skill Development was notified in 2009. In the aftermath of this policy, National Skill Development Corporation (NSDC) was established in 2009 to promote private sector participation via innovative funding models. NSDC also supported and incubated 37 Sector Skills Councils (SSCs) which are intended to facilitate much needed participation and ownership of industry to ensure needs based training programmes. National Skills Development Agency (NSDA) which was created in June 2013 has been working with State governments to rejuvenate and synergise skilling efforts in the States. National Skills Qualification Framework (NSQF) was also launched for aligning skilling and education outcomes with the competency based NSQF levels for easy vertical and horizontal mobility.

The revised National Policy on Skill Development and Entrepreneurship was launched in 2015 to boost the skill ecosystem of the country with an emphasis on Operationalisation of NSQF across schools.



The main objectives of this policy were :

1. Make quality vocational training aspirational for both youth and employers whereby youth sees it as a matter of choice and employer acknowledges the productivity linked to skilled workforce by paying the requisite premium.
2. Ensure both vertical and horizontal pathways to skilled workforce for further growth by providing seamless integration of skill training with formal education.
3. Focus on an outcome-based approach towards quality skilling that on one hand results in increased employability and better livelihoods for individuals, and on the other hand translates into improved productivity across primary, secondary and tertiary sectors.
4. Increase the capacity and quality of training infrastructure and trainers to ensure equitable and easy access to every citizen.
5. Address human resource needs by aligning supply of skilled workers with sectoral requirements of industry and the country's strategic priorities including flagship programmes like Make in India.
6. Establish an IT based information system for aggregating demand and supply of skilled workforce which can help in matching and connecting supply with demand.
7. Promote national standards in the skilling space through active involvement of employers in setting occupational standards, helping develop curriculum, providing apprenticeship opportunities, participating in assessments, and providing gainful employment to skilled workforce with adequate compensation.
8. Operationalize a well-defined quality assurance framework aligned with global standards to facilitate mobility of labour.
9. Leverage modern technology to ensure scale, access and outreach, in addition to ease of delivering content and monitoring results.
10. Recognise the value of on-the-job training, by making apprenticeships in actual work environments an integral part of all skill development efforts.
11. Ensure that the skilling needs of the socially and geographically disadvantaged and marginalized groups (like the SCs, STs, OBCs, minorities, differently abled persons etc.) are appropriately taken care of.
12. Promote increased participation of women in the workforce through appropriate skilling and gender mainstreaming of training.
13. Promote commitment and ownership of all stakeholders towards skill development and create an effective coordination mechanism.

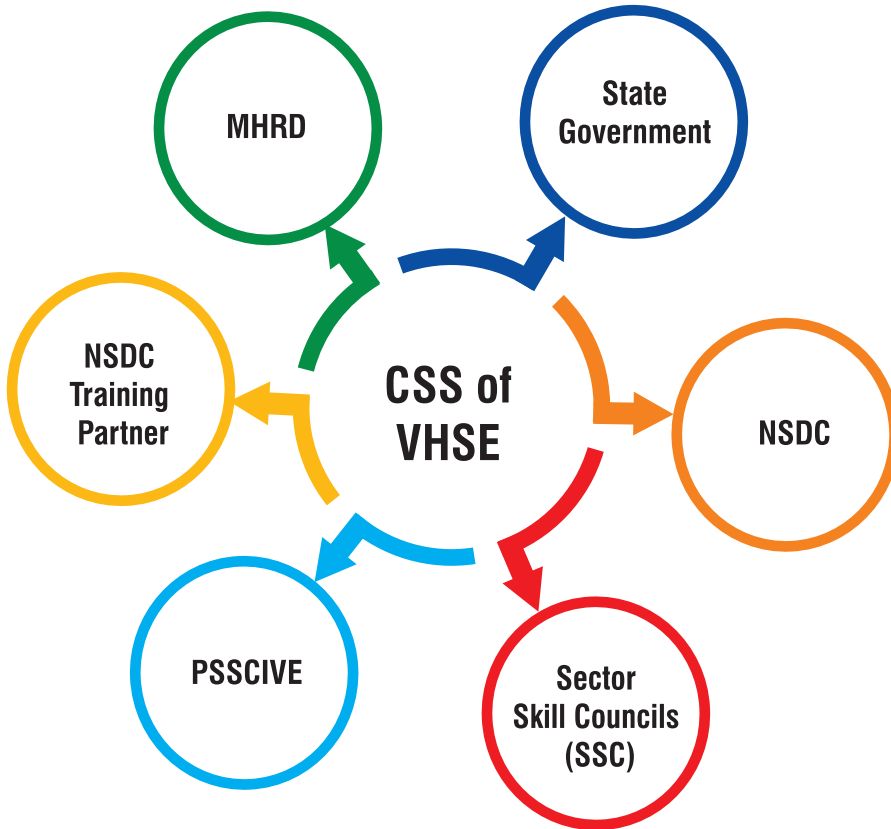
Centrally Sponsored Scheme of Vocationalisation of Higher Secondary Education

Introduction

The Central Government launched the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSS of VHSE) in 2013. It was initiated as a part of Rashtriya Madhyamik Shiksha Abhiyan Scheme, 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. This scheme has been revised under the erstwhile National Vocational Education Qualifications Framework NVEQF which is now subsumed to be NSQF (National Skill Qualification Framework)

The training done under Centrally Sponsored Scheme of Vocationalisation of Secondary & Higher Secondary Education of Ministry of HRD, Government of India is based on the National Occupational Standards (NOS) set by NSDC through its Sector Skill Councils (SSCs). Under this scheme Vocational Education is introduced from Class IXth onwards i.e. at the secondary stage.

The Stakeholders and Their Responsibilities



1. **MHRD** : Ministry of Human Resource Development, Government of India is the ministry under which this scheme is being implemented. The Ministry is responsible for releasing the funds, monitoring the progress and addressing all policy level issues.
2. **PSSCIVE** : PSS Central Institute of Vocational Education is responsible for developing the content aligned with the curriculum of the state which is then being taught by our trainers in the school.
3. **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.
4. **NSDC** : Conceptualize and operationalise the project, selection of NSDC partners in various trades to implement the project across schools, setting standards & quality processes, MIS and monitoring, management review
5. **Sector Skill Councils** : Identification of trades, accrediting curriculum, recommendation for appointment of vocational (Industry) coordinator, quality control of training, student assessment and certification, and facilitating industry interface.
6. **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.

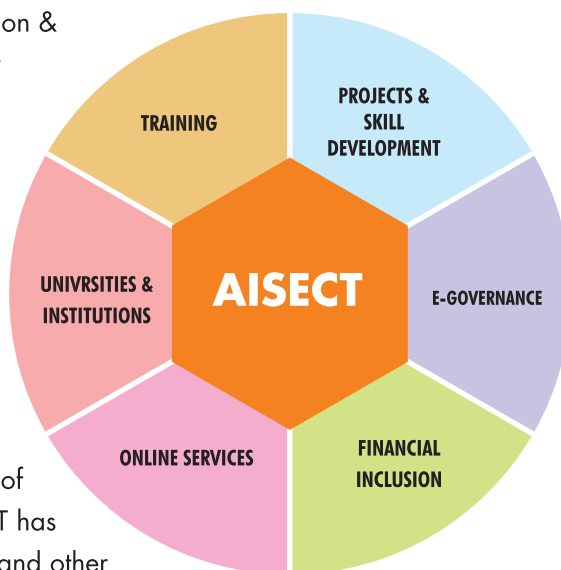
■ ABOUT AISECT

India's **leading Social Enterprise**, AISECT has been instrumental in delivering quality **Education, Skill Development, Financial Inclusion** and other **ICT-based services** that builds careers for students and brings about inclusive changes in the previously untapped semi-urban and rural areas of the country. Established in 1985, AISECT has been working towards **bridging the skill and ICT gap between urban and rural India and creating local opportunities for the rural youth**. Focused on creating an inclusive society, AISECT has been untiringly reaching out to the remotest corners of the country to empower people, generate employment for the youth and **unfold entrepreneurial initiatives**.

With a PAN-India presence of **20,000 Centres across 29 States and 3 Union Territories, 12 State offices and 28 Regional offices**, Adopting the **most self-sustainable, demand-led model**, the AISECT model reflects the demand side of communities for various skills and services required in the unorganized sector. Having successfully set up **India's biggest entrepreneurial driven network at the district (475), block (1500) and Panchayat (7200) levels**, AISECT has **generated more than 15,000 rural entrepreneurs** with an annual income ranging from Rs. 2 lakh to 1 crore.

Pioneering the 'Multipurpose Centre' Model,

AISECT utilized their existing Education & Training Centre infrastructure to offer numerous services including skill development, capacity building, information window, maintenance and repair, sale of allied products and services, e-Governance through Common Service Centres (CSC), banking and insurance services, etc. Initiating strategic innovations to reach out to its target audience which comprises primarily of semi-urban and rural masses, AISECT has initiated IT content creation in Hindi and other regional languages.



AISECT Network



-  Headquarter
-  Delhi Office
-  Skill Knowledge Provider Centres
-  State Offices

PAN-India Presence:

29 States

3 Union Territories

475 Districts

1,500 Blocks

7,200 Panchayats

Offices:

20,000 Centres

12 State Offices

28 Regional Offices

Connected with:

20 Lakh people trained

15,000 Rural entrepreneurs generated

11 Lakh recruitments

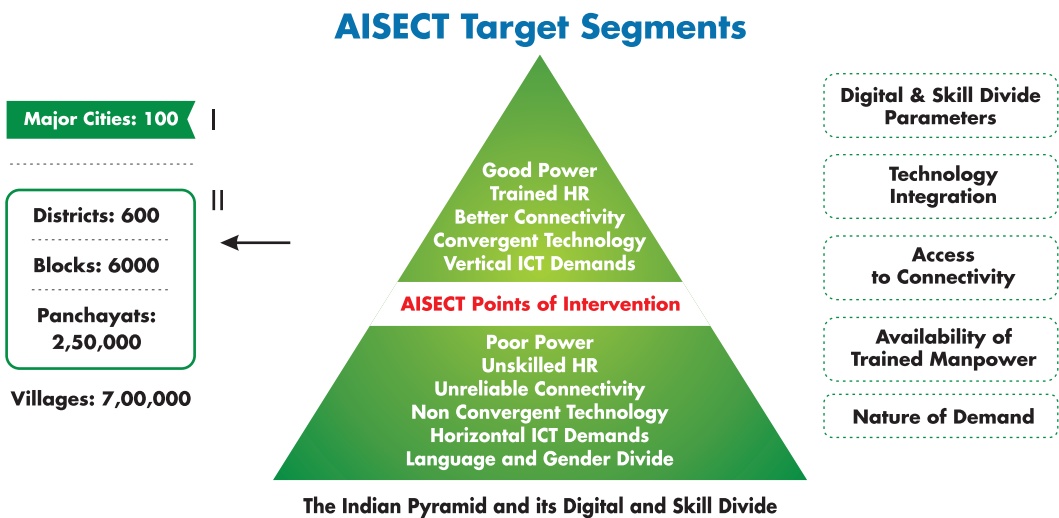
50 Lakh people empowered

AISECT primarily works in seven verticals. In their endeavour to uplift and empower the rural and semi-urban masses, AISECT's unique value proposition has helped in the advancement of Educational Academies, Skill Development, Capacity Building Projects, Common Service Centres, Banking Services, Rural Job Placements and Higher Education Institutions.



Skill Development and Vocational Education :

AISECT has been working in the field of skill development and training for the past 31 years and have reached the remotest corners of the country. It is a pioneer in imparting skill development courses in local language which explains its reach at the grassroots. AISECT's reach within the country is aptly showcased through a Demographic Pyramid whereby the penetration of AISECT's various activities is highest at the bottom.



The Indian Pyramid and its Digital and Skill Divide

With the evolution of AISECT by working in the field of skill development some major learnings which differentiated it are as follows :

AISECT's Differentiating Factors and Learnings in the field of Skill Development

Pioneering 'Multipurpose IT Centre' Model	Course Material creation in Local Languages	Creation of an Entrepreneurial & Demand led Model	Innovative Mobilization Campaigns
Forging Developmental Linkages with ongoing Government Initiatives	Creating an 'Access Anywhere' MOOCs: aisectionline.com	Creating an innovative online & offline Placement support portal: Rojgarmantra.com	Integrating Skill Development within the Higher Education Framework
Launching India's first Community Radio station by a University	Introducing Online Live Lectures through Distance Learning Centres	Continuous addition of Emerging Vocations	In summary trying to Organize the Unorganized Sector



AISECT – NSDC Partnership:

AISECT joined hands with NSDC with the mission to skill around 1.3 million youth across rural and semi-urban India in 2012, in seven of the twenty-one priority sectors identified by NSDC. The seven sectors identified by AISECT for training the youth are IT and ITES, Electronics and Hardware, Banking and Financial Services, Teacher and Assessor Training, Textiles, Organised Retail and Agri skills. These are the sectors which are estimated to have the highest contribution towards the requirement of skilled workforce in the country over next ten years. Under this partnership AISECT has also been affiliated with 12 Sector Skill Councils formed under NSDC.

The main objectives of this partnership were :

- To **expand the skilling and training facilities of AISECT**, first in the rural and backward regions of states such as Madhya Pradesh, Chhattisgarh, Jharkhand, Bihar, Rajasthan, Uttar Pradesh, Orissa, Maharashtra and Punjab and then expand across the country.
- To **undertake massive “Training of Trainers”** program to improve the quality of skill training and to up skill the technology utilization of trainers in training.
- To **utilize the nearly 6,000 Common Service Centres (CSCs)** set up by AISECT at the Panchyat Level across Madhya Pradesh, Chhattisgarh & Punjab for skilling youth.
- To **link skill development programs with university education** and to set up Vocational Academies or Skill Resource Centers within the two AISECT Universities.
- To **support the skill development training programs by providing placement** services both online and offline to the trained manpower.
- To **expand and develop the AISECT Content Creation Center** as the backbone of the ongoing skill development efforts.

Thus, AISECT has been contributing to the Skill India Mission through the following initiatives :

SSDM	NULM/SUDA	CENTRAL MINISTRIES	NSQF
STATES (11)	STATES (12)	SCHEMES : STATES	STATES (11)
RSLDC	MP	DDUGKY: MP	HARYANA
OSEM	UP	DDUGKY: GUJARAT	RAJASTHAN
BSDM	CG	DDUGKY: HARYANA	DELHI
UPSDM	BIHAR	DDUGKY: PUNJAB	JHARKHAND
CSSDA	JHARKHAND	EDCIL	MP
GLPC	GUJARAT	MoMA, MoD	CG
PSDM	MIZORAM	MANAS	PUNJAB
JSDM	MAHARASTHRA	NEEM	W BENGAL
APSSDC	PUNJAB	MSSDC	H P
ASDM	ARUNACHAL PRADESH	SILF	ODISHA
PBSSDM	J & K		ANDHRA PRADESH
	WEST BENGAL		



Higher Education :

A path-breaker in the field of ICT and skill-based education and training, AISECT has positively empowered millions of lives through their educational initiatives over the last 33 years. The Group has established several premier higher education institutions at locations which were in dire need of quality higher education institutions. In 2006, **Dr. C. V. Raman University, central India's first private university,** was established in **Chhattisgarh** and has empowered thousands of students with industry-oriented skills. Moreover, **India's first skill-based private University, Rabindranath Tagore University, Bhopal, Madhya Pradesh** strives to impart skill-based quality education and promote research driven advancement of knowledge for creating successful professionals. Established by the AISECT Group in 2010, it has carved a niche for itself in **Madhya Pradesh**. This need of imparting skill based higher education motivated to established **AISECT University, Jharkhand, Dr. C. V. Raman University, Bihar** and **Dr. C. V. Raman University, Madhya Pradesh**. Furthermore, **SCOPE Group of Institution** (SCOPE College of Engineering and SCOPE College of Education) has been established in Bhopal. With strong industry linkages, AISECT's focus lies in the holistic learning and development of a student in order to ensure the effective application of knowledge for a secure future.



AISECT School Services :

AISECT's rich experience in the education sector has led to the establishment of a series of educational ventures, **Brainy Bear Activity Club & Pre-School**, Brainy Bear Publications and multimedia school content for students from kindergarten to class 12th that provides cost-effective, interactive learning solution to children.

AISECT has successfully integrated itself in the pre-school segment by establishing **Brainy Bear Pre-school and Activity Club chain**, aimed at providing first-of-its-kind affordable pre-schooling chain in tier 2 and 3 cities. It has also included other programs like, Mother Toddler Program and After School Program. AISECT's pre-schooling chain in the rural areas was initiated as Brainy Bear Prarambh. With over 16 centres launched within 1 year, AISECT's Brainy Bear Pre-school and Activity Club chain has successfully enrolled more than 500 students in an attempt to provide affordable and quality early childhood education to students of semi-urban and rural India.



Online Education :

Giving shape to AISECT's endeavor to support the Skill India and **Sarva Shiksha Abhiyan** movements, **aisectmoocs.com was established as India's largest free online open learning platform**. AISECT in association with Ireland-based ALISON, offers inclusivity in education by giving students in the remotest corners of the country easy and free access to world-class course curriculum with over **2000 free certificate/diploma courses available in both English and Hindi**. In a blended model students enrolled for an AISECT MOOC course will have the choice of studying at home or coming to the AISECT Centre to make use of the available facilities.

AISECT has also launched a portal '**aisectonline.com**' to empower students in the remotest corners of the country with anywhere, anytime access to education.

AISECT has also initiated concentrated efforts in various B2C services such as mobile and DTH recharge, examination form download and submission, railway ticket booking, data entry operations etc., to make such services more accessible to the common man by integrating with government departments, private businesses and other organizations.



Financial Inclusion and e-Governance Services :

Keeping in mind the urgent need for **Financial Inclusion** in the country, AISECT has successfully established a Financial Inclusion model that has been synchronizing more and more services through the AISECT's Multi-purpose ICT enable centres in rural areas. AISECT has set up over **4000 banking kiosks** in association with **3 nationalized banks and 2 regional rural banks with 88 lakh accounts opened so far and transactions worth Rs. 5000 crores**, initiated mobile ATM services, and started offering renewal premium collection services for reputed insurance companies.

AISECT's prestigious Common Service Centre Project, under the Government of India, was a resonating success and led to the establishment of 2926 CSCs in Madhya Pradesh, 1487 in Chhattisgarh and 585 CSCs in Punjab. Apart from AISECT's core education, training & B2C services, these CSCs provided services under schemes like Jan Sunwai Kendra, Farmer Registration, PFRDA, MP Online, National Population Register, MNREGA, PAN Card as well as Suvidhaa Online. The AISECT's CSCs in M.P, Chhattisgarh and Punjab also functioned as the permanent UID (Aadhar) Card Enrolment Centres. Recently AISECT has also established 300 E-Mitra Kiosks in Rajasthan which are providing government services to the citizens

11



Placement :

Focused on bridging the demand and supply gap in the job market, AISECT has established India's biggest rural job portal, **Rojgar Mantra**. Rojgarmantra.com is a one-of-a-kind job portal focused on providing relevant employment opportunities and related services to the job seekers while at the same time providing a medium for employers to recruit suitable skilled and semi skilled manpower. With over 3 lakh job seekers already registered with the portal, Rojgar Mantra is poised to be the biggest rural job placement initiative of India.



Award & Accolades :

A true path-breaker in terms of its vision, reach and passion for spreading education, technical expertise, generating employment as well as revenue opportunities for the previously untapped semi-urban and rural areas of the country, AISECT has won numerous awards and recognitions at national as well as international platforms. Recognized as “the most sustainable and scalable form of IT penetration & popularization in India” by the World Bank-IIM (A) Joint Report, AISECT has been working towards bridging the skill and ICT gap between urban and rural India. It has also been recognized by UNDP for its innovative ICT based vocational training to youth in rural and semi-urban India. The organization has been a recipient of prestigious awards like the Schwab Foundation's Social Entrepreneur of the Year Award instituted by the World Economic Forum as well as the Ashoka Senior Fellowship for AISECT's Chairman & Managing Director Mr. Santosh Choubey, Indian Innovation Award, Manthan Award South Asia & Asia Pacific, Skoch Corporate Leadership Award, NASSCOM I.T. Innovation Award, ASSOCHAM Excellence in Education Award, NASSCOM EMERGE 50 Leader Award, Golden Icon National e-Governance Award, TiE Lumis Partners Entrepreneurial Excellence Award, World Education Summit Award, Inc India 500 Award, Asian Forum i4d Award and Best Practice Recognition Award by the National Skill Development Corporation (NSDC).



eGov India
Award 2011



TIE Lumis Partners
Entrepreneurial
Excellence Award 2009



Indian Innovation
Award 2005



Social Entrepreneur
of the Year Award 2010



Shiksha Ratna
Award 2012



Skoch Corporate
Leadership Award 2013



Golden Icon National
E-Governance Award 2005



Financial Inclusion
& Payment Systems
Award 2013



Bihar Innovation
Forum Award



27th amongst the
fastest growing mid-size
businesses in India 2013



ASSOCHAM National
Education Excellence
Awards (AISECT University)



NASSCOM Emerge
50 Leader Award 2009



ASHOKA Senior
Fellowship 2011



The National CSI
Award 2011



NASSCOM I.T.
Innovation Award 2006



Manthan Award South Asia
& Asia Pacific 2012



Voted amongst
the top 100 franchises
in 2010 and 2013



Elets Smart City
Award, 2015 for Skill
Development initiatives



Asian Forum i4d
Award 2007

AISECT under CSS of VHSE

AISECT being a pioneer in vocational education has been selected as NSDC training partner to implement the scheme in eleven states namely Haryana, Rajasthan, Madhya Pradesh, Delhi, Jharkhand, Chhattisgarh, Odisha, Punjab, West Bengal, Himachal Pradesh and Andhra Pradesh covering 752 schools in total.

S.No.	State	Trade	Schools	Total
1.	Madhya Pradesh	IT/ITes	70	70
2.	Chhattisgarh	BFSI IT/ITes	24	74
			50	
3.	Jharkhand	IT/ITes Retail	45	50
			5	
4.	Himachal Pradesh	IT/ITes Retail BFSI	34	66
			20	
			12	
5.	Punjab	IT/ITes Retail	14	29
			15	
6.	Delhi	IT/ITes	42	42
7.	Odisha	IT/ITes Retail	76	106
			30	
8.	West Bengal	IT/ITes Retail	39	67
			28	
9.	Haryana	IT/ITes BFSI	81	106
			25	
10.	Rajasthan	IT/ITes Retail	77	104
			27	
11.	Andhra Pradesh	Telecom	11	38
		BFSI	27	
		Total		752

States where AISECT is implementing the Project



Approach for Implementation by AISECT :

1. **Formulation of Core Project Management Team:** AISECT has State Resource Centre in each project implementation state and thus the project starts with setting up the Core Project Management team at the state level at the state resource centre. A project coordinator is designated at state level to coordinate with the State Board and State Government and the schools where the project is being implemented. Field level team is also formed for specific areas from the state resource centre.
2. **Call for Application and CVs:** The backbone of this project is on quality trainers having experience in vocational education in the applied sectors, therefore AISECT stresses on recruiting trainers from a large pool and interacting with the trainers before finalising them. The CVs are invited through open advertisements in newspapers and on AISECT web portal.
3. **Recruitment of VTs – Interview and Selection:** The shortlisted candidates are then called for interviews where they undergo a written test first. The candidates scoring above cut-off marks are then shortlisted for the interview process where the panel of interviewers consist of officials from AISECT as well as State Government to ensure quality trainers being recruited.
4. **Allocation of Schools and Orientation of Selected Teachers:** After the selection of Vocational Trainers, the schools are then allotted to them with specific guideline and counseling on the conduction of project which is then followed by issuance of offer letters from AISECT. After this, an elaborate training of trainers is conducted for them.
5. **Conduction of TOT for Vocational Trainers:** This is a significant part of the project as this defines the quality of training being imparted. The main aim of conducting a TOT for the Vocational Trainers is to make them aware of the NVEQF (National Vocational Education Qualification Framework) and the way it has been designed to transform the vocational education scenario in the country. The trainers try to imbibe the key elements of NVEQF in their teaching methodology to make the project more effective which are:
 - i. National principles for providing vocational education leading to international equivalency
 - ii. Multiple entry and exit between VE, general education and job markets
 - iii. Progression within VE
 - iv. Transfer between VE and general education and
 - v. Partnership with industry/ employers

The trainers are introduced to the intricacies of the project in their state and to the way the classes need to be conducted with a balance of both theory and practical classes. The content developed by PSSCIVE is shared for their reference. The importance of e-learning, guest lectures, role plays, extracurricular activities and industry visits is also elaborated as this is an integral part of the project. The reporting structure is also defined for smooth functioning of the project.

6. Support from AISECT :

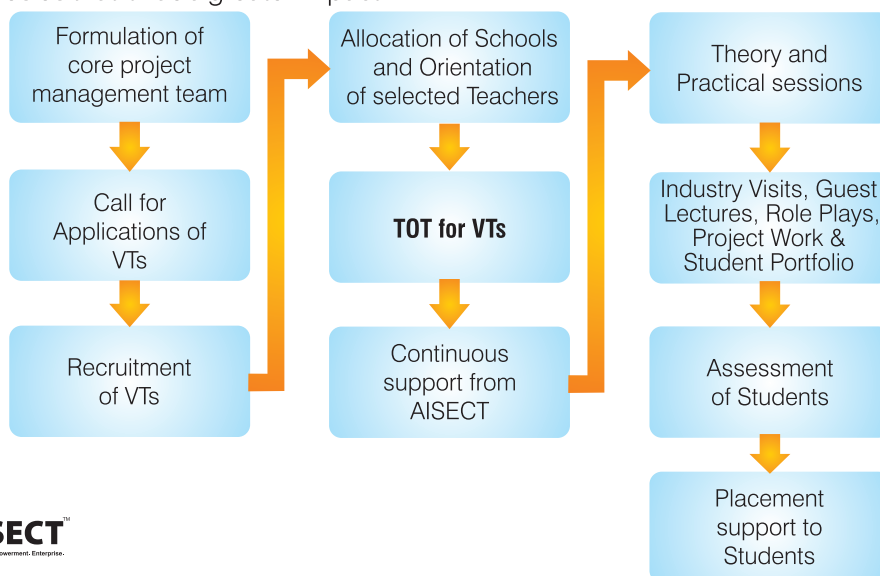
- AISECT itself has its huge library of online content which is used by the trainers in conduction of classes
- As AISECT is implementing the CSS of VHSE in eleven states now, therefore it has a rich experience to be imparted to the trainers, thus supporting them through conducting various learning workshops
- There is a proper monitoring and reporting structure established by national project department at HO project which enables the AISECT officials under the project to support and monitor the VTs regularly.

7. **Theory & Practical Sessions** : Once the Vocational trainers are in place the theory and practical sessions, as per the curriculum, are conducted. Continuous evaluation also takes place on the project work, activities students do which indicate the learning status of the students. This is integrated with the subject knowledge also so that it has a greater impact.

8. **Industry Visits, Guest Lectures, Role Plays, Project Work and Student Portfolio** : This is a part of the course curriculum where students are taken for industry visits to give them a real life feel of the industry and work environment. We also organise guest lectures from industry experts so that students know about the latest developments in the industry. Some innovative ways for teaching like role plays, projects making are also introduced for effective dissemination of knowledge. Student portfolios are also made to facilitate placements.

9. **Assessments of students** : After the course completion assessments are done by third party and students are certified through the same.

10. **Placement support to students**: AISECT has been working in the area of skill development and employment for the past 33 years and therefore has a one of its kind rural placement portal name d Rojgarmantra.com which facilitates placements for all the students associated with AISECT.





State wise Status of CSS of VHSE

Andhra Pradesh

The project commenced here in February 2017 with 15 schools under BFSI trade. AISECT has provided experienced and qualified trainers as per the norms of government. Looking at our good work in the state the no of schools have been increased to 38 with 11 under Telecom and 27 under BFSI.



Industry Visit



TOT



Guest Lecture

State wise Status of CSS of VHSE



Industry Visit



Seminar presented by student



Awareness Campaign

Chhattisgarh

The project in Chhattisgarh started in December 2017 with 74 schools, 50 under IT/ITes and 24 under BFSI. AISECT has provided experienced and qualified trainers as per the norms of government. 3008 students received vocational training during 2016-17.

State wise Status of CSS of VHSE

Delhi

The project started in Delhi in September 2015.

AISECT currently has 42 schools under the project.

All schools are being governed under IT/ITes trade itself. 4383 students received the vocation training during 2016-17.



Play and Learn Activities



Conducting counseling session



Discussion among the teachers

State wise Status of CSS of VHSE

Haryana

The First State for AISECT to start CSS of VHSE was Haryana. The project started in June 2014.

Currently AISECT is having a total of 106 schools, 81 in IT/ITes and 25 in BFSI. Around 2951 students have received vocational training during 2016-17 session.



Students in conversation with the teacher

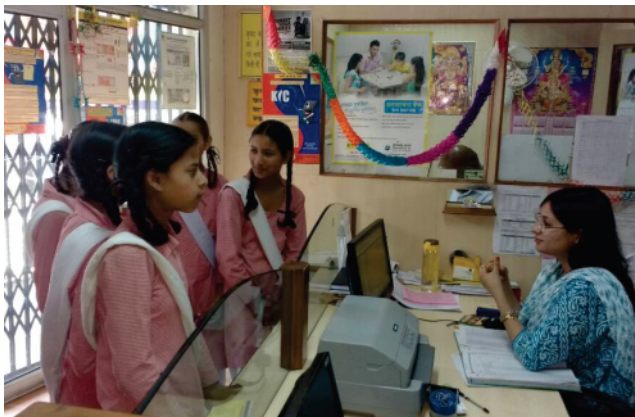


Spreading awareness about the course



Training the students

State wise Status of CSS of VHSE



Industry Visit



Role Play



Theory Classes

Himachal Pradesh

The project commenced in the year 2016. The schools covered in the state are 66 till 2017-18 with 34 under IT/ITes, 20 under Retail and 12 under BFSI. 948 students were trained in different vocational trades in 2016-17.

State wise Status of CSS of VHSE

Jharkhand

Looking at our performance and experience in the scheme, AISECT was awarded 15 schools in Jharkhand during 2015-16 which has been increased to 50 schools. All schools were under IT/ITes trade in the state. The project started in October 2015. 1400 students received vocational training during 2016-17.



Industry Visit



Theory Classes



Guest Lecture

State wise Status of CSS of VHSE



Theory Classes



TOT



Industry Visit

Madhya Pradesh

The project started in Madhya Pradesh in March 2015. We were allotted 10 schools under IT/ITes trade which later raised to 70 schools. We have been pioneer in IT/ITes in Madhya Pradesh and therefore had a great pool of experience on conduction of classes, importance of guest lectures, activities and field visits. 1981 student received vocational training during 2016-17.

State wise Status of CSS of VHSE

Odisha

The Project started in Odisha in November 2016 with 62 schools. The number has now increased to 106. We have been implementing the project under two trades, IT/ITes in 76 schools and Retail in 30 schools in the State. 1841 students were trained during 2016-17 under the project.



VT Training



Industry Visit



Guest Lecture

State wise Status of CSS of VHSE



Discussion with the students



Students of a Punjab school during the session



Conducting counseling session

Punjab

AISECT started the project in Punjab in September 2015. The number of schools allotted to AISECT are 29 in 9 districts and have been working under the trade IT/ITes for 14 schools and Retail for 15 schools. 1427 student received vocational training during 2016-17.

State wise Status of CSS of VHSE



Industry Visit

Rajasthan

AISECT implemented CSS of VHSE in Rajasthan in December 2014. We have implemented the project in 87 schools which have now increased to 104, 77 under IT/ITes and 27 under Retail.

Management of trainers/teachers is an on-going process under which AISECT is carrying out all the activities like submission of weekly progress report, guest lectures, and industry visits etc regularly and on time. 2610 students were trained during 2016-17.



Poster Competition



Teachers implementing CSS of VHSE

State wise Status of CSS of VHSE



Theory Classes



Play and Learn activity

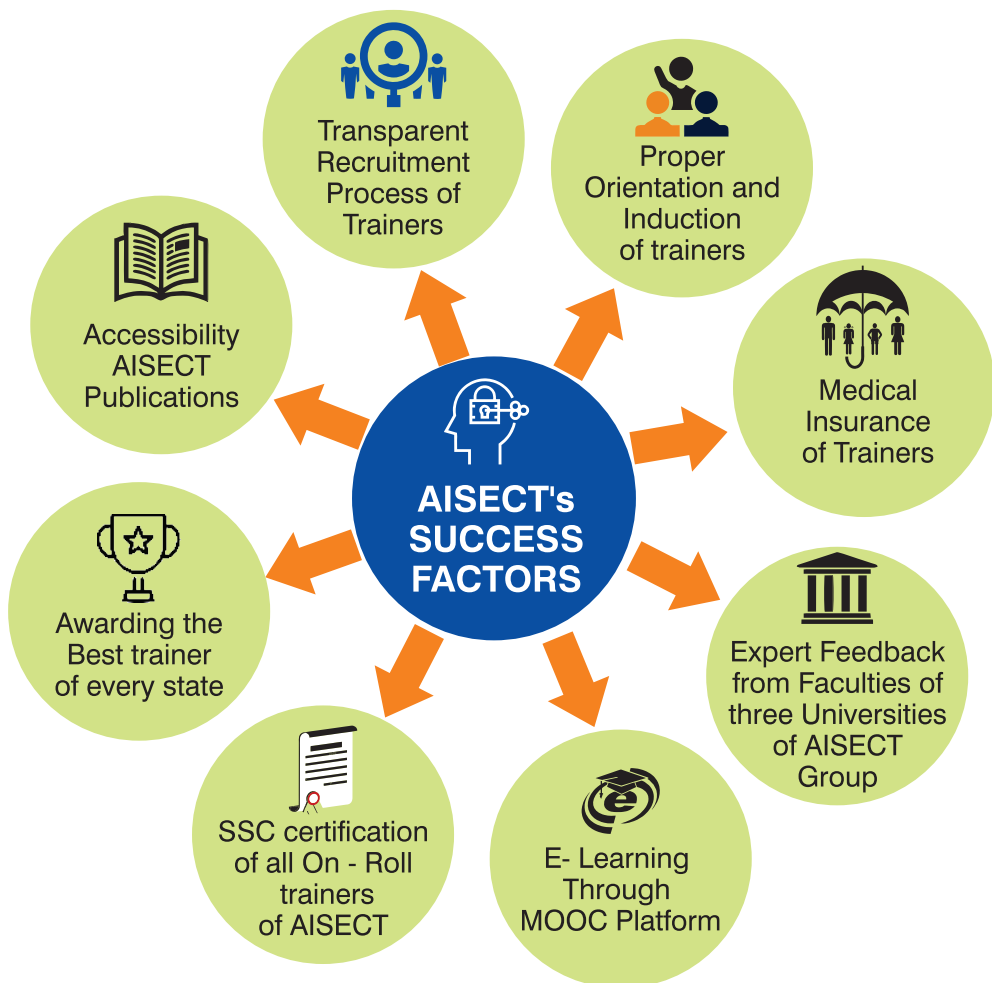


Industry Visit

West Bengal

AISECT started the project in West Bengal in March 2016 with 66 schools and currently implementing the project in 67 schools, 39 in IT/ITes and 28 in Retail. 2824 students received vocational training during 2016-17.

Critical Success Factors of NSQF Project Implemented by AISECT



Guest Lecturers : In their own words



Vatsalya Chauhan

IIT, Kharagpur

“ Meeting with the students of a government school was enthralling for me. All thanks to AISECT Vocational Teacher, Parul Sehgal Saxena who invited me for a Motivational Talk at the school. I feel that this scheme under Skill India will not only make the students IT Savvy but will also be a milestone towards Digital India Campaign. I wish to thank the Government of India and AISECT for their wonderful efforts.

Message to the young minds: Never stop learning & never stop sharing because your knowledge is your power and without sharing it you are wasting it. ”



Kheraj Ram

Pursuing MBBS, SNMC Jodhpur

“ It was indeed a pleasure for me to meet the students of Maharani Govt. School, Kota. I was amazed to know that students from such a humble background can become a self-independent individual by completing such vocational courses at their school.

I congratulate Hon'ble PM of India, Shri Narendra Modi, who has initiated the project, Skill India programme and AISECT for their efforts and strengthening the youth of the nation.

Message to the students: Never stop learning as winning ends with the end of learning. ”

Students : In their own words



Anjali Bhardwaj

Mob.: 8386077559
Class 10, Rajkiya Maharani
UMA.V., Bikaner

“ मेरा नाम अंजली भारद्वाज है। मैं महारानी रा.बा.उ.मा. विद्यालय बिकानेर की कक्षा 10वीं की छात्रा हूँ। मैं शुरू से ही कम्प्यूटर सीखना चाहती थी पर समझ नहीं आया कि कहा से सीखूँ। फिर मुझे 9वीं कक्षा में इस सरकार की योजना के बारे में पता चला और मैंने इस वोकेशनल कोर्स में दाखिला ले लिया। इस योजना के कारण मेरी फीस और समय दोनों बच गये, क्योंकि 12वीं के साथ ही हमें डिप्लोमा भी मिल गया।

आज मेरा अपना ई-मेल एकाउण्ट है, मुझे इंटरनेट भी चलाना आता है। और साथ ही ई-कॉमर्स और वेबसाइट की जानकारी भी है। इस कोर्स को शुरू करने के लिए मैं आपका धन्यवाद करना चाहती हूँ। ”



Krishna Das

Mob.: 9529025688
Class 9, UMA.V.
Sheopur

“ मेरा नाम कृष्णा दास है। मैं रा. कृ. मा. विद्यालय, श्योपुर की कक्षा 9वीं में पढ़ता हूँ। इस वोकेशनल कोर्स की वजह से मुझे कम्प्यूटर सीखने का मौका मिला और अपना शौक पूरा करने का भी। अब मुझे एम.एस. ऑफिस पर काम करना आता है और मेरा जी-मेल पर अपना एकाउण्ट भी है। 12वीं के साथ ही हमें डिप्लोमा भी मिल जायेगा और इससे नौकरी मिलने में भी आसानी रहेगी।

हमारी मैडम बहुत अच्छा पढ़ाती है। इस योजना के लिये धन्यवाद। ”

Principal & Officer : In their own words



Principal

Govt. Ex. H. S. School
Vjayraghavgarh, Dist Katni

“Information Technology & Health care were introduced as vocational subjects in class IX & X under NSQF in the School in 2016-2017. Every Student has to choose one subject out of two as their vocational subject in class IX and X. and Student choose IT or HC as per their choice. Vocational Trainer by AISECT were provided to school to teach the subjects. The response of the students regarding both the vocational subjects is very encouraging. Students by way of regular industrial visit and guest lectures by the professional . I hope it is continued in future as well. So that students get benefit from the scheme.”



Nodal Officer, Vocational Training

Govt. Jagannath Navratan Ex. School
Mandla

“विद्यालय स्तर पर संचालित नवीन व्यावसायिक शिक्षा अंतर्गत आई.टी. एवं सुरक्षा ट्रेड संचालित है। जो कि विद्यालय में अध्ययनरत बच्चों में तकनीकी शिक्षा एवं कौशल के प्रति जागरूकता बढ़ाने में विशेष योगदान है।

1. कक्षा 9वीं से कक्षा 12वीं तक एक विषय के रूप में यह पठन-पाठन तकनीकी एवं कौशल के साथ-साथ रुचिकर है
2. बच्चों को अतिथि व्याख्यान के माध्यम से उक्त विषय पर पकड़ मजबूत होती है।
3. शैक्षणिक भ्रमण के द्वारा बच्चों में कौशल व तकनीकी विकास में महत्वपूर्ण भूमिका है।
4. इस वर्ष बच्चों को ग्रीष्मकालीन अवकाश में आनंद जाब ट्रेनिंग (ओजेटी) के द्वारा विद्यार्थियों को शैक्षणिक स्तर से ही नौकरी व व्यवसाय के लिए तैयार करने में बेहद महत्वपूर्ण है।
5. यह पाठ्यक्रम विद्यालय स्तर पर बहुत ही मूल्यवान है। चूंकि विद्यालय स्तर पर ही बच्चों को विशेष ट्रेड के शिक्षण सह प्रमाण पत्र भी प्राप्त होता है।
6. यह पाठ्यक्रम वीटीपी आईसेक्ट के द्वारा कोआर्डिनेट होने से शैक्षणिक गुणवत्ता व सभी कार्य समय पर संचालित हो रहे हैं।
7. विशेषकर आई.टी. ट्रेड बेहद महत्वपूर्ण हैं। चूंकि वर्तमान समय में सभी कार्य ऑनलाइन व कम्प्यूटर से ही संचालित हो रहे हैं।

अतः शासकीय विद्यालय स्तर पर यह पाठ्यक्रम संचालित करने से आर्थिक व निर्धन विद्यार्थियों के लिए अमूल्य है।”



Neelam Sharma (Vocational Trainer IT/ITES)
M.PHIL, M.Tech, MCA, PGDCA
Training Experience : 7 Years
Seth Anandi Lal Poddar Deaf and Dumb School, Jaipur

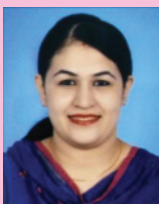
“

I am Neelam Sharma, working as Vocational Trainer (AISECT) in IT/ITES, since August 2015. In my first year of working I was in GGSSS, Bagru, Jaipur. Later, in session 2016-17 I was transferred to Anandi Lal Poddar Deaf and Dumb School, Jaipur. When I commenced, the environment was extremely challenging as the students were deaf and dumb and I had to train them in the technical field.

I was not skilled in sign language and started learning it. Many time I faced challenges and I was protested by the students shouting and clapping and many times their aggression.

During such difficult times our institutions i.e. AISECT and school administration helped me a lot. Our coordinators made me understand various novel techniques to instruct specially challenged students by which I received amazingly good results. My motto in life now is to train these students in a way that they are able to earn a respectable living.

Mr. Mahesh Wadhvani (Principal, Seth Anandi Lal Poddar Deaf and Dumb GGSSS, Jaipur) Says “Our IT trainer is self motivated and enthusiastic, I hope vocational education will fill the gaps in our education system and will help our special children.” ”



Parul Sehgal Saxena (Vocational Trainer IT/ITES)
M.Tech (CS), BE(CS)
Training Experience : 4 Years
GGSSS, Rampura, Kota

“

I joined AISECT on 7th August 2015 as a Vocational Trainer (IT/ITES) and was posted in GGSSS, Rampura, Kota. In this duration, I analyzed that the students in school had a passion for learning but they didn't have resources. The “Skill India” mission has opened the doors for them to become proficient and independent and earn their livelihood. I feel that by skilling the girls of our society, I am stepping ahead for girl empowerment.

Teaching the students through practical approach has always been my objective. So, I teach them by relating the topics to real-life examples so that the examples leave a lifetime impression on their minds. I conducted a field visit to 94.3 MY FM radio station and arranged for guest lecture by

Mr. Vatsalya Chauhan from Microsoft which proved to be a great source of inspiration for the students. I would like to thank AISECT for giving me such a great opportunity to skill the youth and serve our nation. ”

PHOTO GALLERY

■ Awareness Campaign



Skill Development Awareness Rally in Chhattisgarh



Educational & Industrial Visit in Madhya Pradesh



Interview & Placement



Industrial visit in Madhya Pradesh



Theory Class in HARYANA



Demonstration by student in HARYANA

Training of Trainers



TOT in Andhra Pradesh



Best Vocational Trainers MP



TOT in Delhi



TOT in Himachal Pradesh



TOT in Himachal Pradesh



TOT in Madhya Pradesh



TOT in Madhya Pradesh



TOT in Odisha

Students Projects and Industry Visit



Chart preparation by students



Computer Model prepared by student



Poster demonstration



Model presentation



Play & Learn activity



Model demonstration



Exhibition



Role Play

Students Projects and Industry Visit



Industrial Visit in Andhra Pradesh



Industrial Visit in Andhra Pradesh



Industrial Visit in Himachal Pradesh



Industry Visit in Madhya Pradesh



Industry Visit in Madhya Pradesh



Industry Visit in Madhya Pradesh



Industry Visit under NSQF in West Bengal

38



CHHATTISGARH | MADHYA PRADESH | JHARKHAND | BIHAR

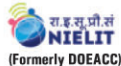


AISECT GROUP

AISECT Skill Development Academies



AISECT Partnerships



AISECT School & Technologies



AISECT Products & Services



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