

Report

Open Polytechnic
KURATINI TUWHERA



National Institute of Open Schooling (NIOS), INDIA

(An Autonomous Institution of Ministry of Human Resource Development, GOVT. OF INDIA)

In collaboration with

Open Polytechnic of New Zealand

Organizes

International Symposium

on

“Flexible Models for Skill Development”

Dated: 17th October, 2012 (Wednesday)

Venue: Silver Oak-1, India Habitat Centre, New Delhi

International Symposium on “Flexible Model in Skill Development”

REPORT

Rationale:

The theme on **Flexible models for skills development** focuses on the shared interest between NIOS and the Open Polytechnic i.e. vocational education by distance. The symposium aimed to draw on the experience of India and New Zealand to understand flexible models for skills development that could enable India to meet its up skilling challenges over the next decades.

The institutions imparting vocational and technical education need to employ variety of strategies and techniques for teaching specialised as well as generic and soft skills. Since most of these skills cannot be learned through only reading books and within four walls of classrooms, hence, there is need to develop a flexible models of skill training which can offer wider choice and more flexibility based on the principles of adult learning in a workshop based situation in alignment with the industry partners. This would not only make education relevant, inclusive and creative, but would also link education with livelihood.

National Institute of Open Schooling and Open Polytechnic of New Zealand organized a one day International symposium on **Flexible Models for Skills Development at India Habitat Center, New Delhi** . The symposium was inaugurated by **Hon’ble Shri Kapil Sibal, Minister of Human Resource Development, Govt. of India and Hon’ble Shri Steven Joyce** Minister of Tertiary Education, Skills and employment, Minister of Economic Development, Minister for Science and Innovation and Associate Finance Minister, New Zealand and Dr. D. Purandeshwari Hon’ble Minister of State, MHRD, Govt. of India. Shri R Bhattacharya, IAS Secretary, School Education and Literacy (SE&L), MHRD, Govt. of India and Mr. Doug Standring Executive Director, Marketing and Communications, Open Polytechnic of New Zealand, were also present at the occasion.

The main objectives of the International Symposium were to:

- examine the industry relevant skill development process in India and New Zealand,
- identify processes of curriculum design, development of training packages, delivery of courses and assessment system for skill development,
- examine the issues related to flexibility in the curricular organization process and extent of using technology for enhancing skill development of the target groups.

- explore the possibility to start a open polytechnic system under the aegis of NIOS for skill development using open and distance learning mode, and
- prepare such action plan for the open distance learning (ODL) institutions for developing industry relevant curriculum of an acceptable quality.

Inaugural Session:

At the outset, Dr. S. S. Jena welcomed the Hon'ble guests. In his address, Dr Jena, gave a background and the objectives of hosting the symposium. He pointed out that the main objective for holding this symposium is to find alternative models for skill development in India and take necessary steps to start Open Polytechnic in India.



Mr. R. R. Bhattacharya, IAS in his address reiterated that Alternative skill Developments Models should be created which are flexible and in this regard NIOS can play a vital role. The symposium is therefore, a one step forward by drawing the experience of Open Polytechnic New Zealand.

Mrs. (Dr) D. Purandeshwari, in her address stated that National Policy on Education, 1986 emphasised on systematic and planned vocational education which should clearly be a distinct stream. Vocational Education helps in attaining sustenance in life and development of socio-economic as a whole. In 21st century India has developed as an emerging economy with India being the 3rd largest education system in the world demands skill and competent manpower to sustain its economic growth. Around 2 million graduates pass every year; therefore developed worker is required every year. There is a shortage of 14 million work forces in India. In this emerging era, India has the largest young population. New economy demands new competency and new skills. Man power shortage is a global phenomena and India can bridge this gap by providing correct and updated skill education.

Changes in technology is a continuous process and is important in today's concept. All institutions therefore should be ready with these new changes. Skill development is taking place in un uniform way. She further emphasized that the skill acquired by way of traditional

inheritance and family occupation is very important and cannot be ignored. Such skills should be recognised.

The Open Polytechnic of New Zealand and NIOS have signed MOU wherein it is agreed to work together and develop new models. To establish Open Polytechnic in India with professional support is an innovative idea. The Hon'ble Minister of State concluded by saying that this international symposium should come out with strategies in skilling unorganized sector manpower by 2020.

Mr. Steven Joyce, in his address said that this symposium has created lot of opportunity to discuss issues on skilling and up skilling with new methods. **Collaboration** is a crucial word to be used. This symposium is a very important opportunity to learn from each other's experiences. It is a big challenge for India to skill 5 million people by 2020. New Zealand has adequate experience in skilling, therefore these experiences can be shared with India by way of this symposium, lot can be achieved. Mr. Steve Joyce concluded by saying that it is important to have '**Right skills at Right time**'.

Mr. Kapil Sibal in his speech threw light on the present Indian scenario. He said that the



workforce in the country has increased by 1.7% and the population has increased by 1.2%. The workforce has thereby far outstripped the increase in population. By 2030, 30% of world's new workforce will be provided by India. India has therefore enormous potential. New Zealand has enormous skills but has less population, and on the contrary, India has large population and less skill.

In India we are able to provide skills development of 3 million annually. Capacity of vocational training is limited to 3 million though annual need of skill development is 9-10 million. So there is a gap of 6-7 million which needs to be bridged. Also the basic issue is not alone of developing a skill but also honing that skill, since technology becomes redundant. **So the mantra is "Learn – Unlearn – Relearn"**.

The skill learning shouldn't be robotic skill but flexible skill, so there should be ample scope of flexibility in the model for skill development. Sh Kapil Sibal pointed out that a nation like India

cannot have one model for all the states like New Zealand, since in India we have diversified skills which are local specific. All states in India have their own trade specialisation. Therefore development of one national skill standard is impossible. We will have to develop local skill standards than national skill standards. Development of such standard is a difficult task to obtain without collaboration and rethinking of our existing models.

Sh. Kapil Sibal concluded by saying that **‘Collaboration is the Key word’**. Time and distance does not matter due to advent of new information and technology. NIOS should collaborate with Open Polytechnic New Zealand to create flexible models for skill development so that India is able to bridge the gap of skilled manpower and unemployment.



Vote of Thanks for this session was proposed by Mr. Doug Standring. He thanked the guest of Honour and the dignitaries for the wonderful thoughts, ideas and showing pathway for this international symposium. He was hopeful that by this symposium, a road map will be drawn for further collaboration between NIOS and New Zealand. He welcomed and thanked the members from New Zealand and other participants for attending the symposium.

The deliberations of the symposium, focused on the following sub-themes:

Subtheme I : Developing Flexible, Industry-relevant Curriculum for VET

Rapporteurs : Dr. Praveen Chauhan, AO(H. Sc.) & Dr. Neelima Pant, AO(Agriculture)

Session Chair: Dr. Vinay Pathak, Vice, Chancellor, Uttarakhand Open University, Uttarakhand.

Speakers :

- Tim Fowler, Deputy Chief Executive, Quality Assurance, New Zealand
- Mr. Mark Oldershaw, Chief Executive, Industry Training Federation, New Zealand
- Mr. Basab Banerjee, Head Standards & QA, National Skill Development Corporation, New Delhi

- Prof. R.G. Chouksey Head, Vocational Edu. and Entrepreneurship department, NITTTR , Bhopal

The session started by the video message, by Dr. Caroline Seelig, Chief Executive, Open Polytechnic of New Zealand. She congratulated Dr. S.S. Jena, Chairman, NIOS and his staff for this innovative venture and also informed that Open Polytechnic New Zealand has provided two scholarships to the NIOS staff. She also said that in this transformational period of skill development, these innovative collaborations will go a long way.

The first presentation of the session was by Tim Fowler, Deputy Chief Executive, Quality Assurance, New Zealand on “Lessons from 20 years by NQF including TRoQ.

At the outset he informed that the New Zealand has adopted integrated approach to tertiary education. The New Zealand has a qualification framework since 1990 and in 2000 it expanded to include higher degrees and university degrees. New Zealand has 6000 qualifications for a country of 4.4 million people. He focused on the key issues of the qualification system ,as the qualification system is not understood by the learners, there are too many qualifications and duplication, the pathways to further education and employment are not clear etc. he emphasized that the qualifications will not improve if it does not meet the industry needs. It was also pointed out that certain fundamental shifts are required and the qualifications must meet the industry or community needs and the program design should be much more flexible.



The second speaker for the session was Mr. Mark Oldershaw, Chief Executive, Industry Training Federation, New Zealand. He gave an overview of the Industry Training Federations experience in developing flexible industry relevant curriculum for TVET.

He said that the Industry Training Act of 1992 led to the development of Industry Training Organizations in New Zealand. The impact is that in 1991, they had 20,000 trainees and today they have increased to 2,00,000. He also gave a brief idea on how the ITO’s are being funded by

both the industry and the government. In 2010, approx. \$70 million in cash was invested by industry and industry firms in skill development and \$198 million by Govt.

The third presentation was given by Mr. Basab Banerjee, Head Standards & QA, National Skill Development Corporation, New Delhi on “Process of creating industry relevant curriculum”. He gave a picture of Indian Education Scenario, and how it earlier focused only on Education but now the employability and the employment factors are also being taken care of. He said that the first reform in the Indian Education system in the creation of Sector Skill Councils(SSC) which are autonomous bodies under industry sector with CEO and other staff. The National Occupation Standards have been developed under these SSC’s. The next step is the implementation of NVEQF. He said that in the changing system knowledge remains but the person should be able to transfer that knowledge to skills.

The last presentation in this session was given by Prof. R.G. Chouksey Head , NITTTR , Bhopal on the topic Competency based modular curriculum, training and Assessment.

Prof. Chouksey while discussing over the competency based modular curriculum pointed out the major revolutions of the recent past which brought about the changes in the country.

He said that now as per the guidelines of 12th five year plan we are shifting from “training” to “skill” in vocational education. There is need to develop competency based training and it should have flexibility. He mentioned that according to a study, only 20% of the students are employable who come from conventional schooling system. That is why there is a need of modular skill based teaching and training. He said by giving good quality competency based vocational education and training we will have competent trained youth with good employment opportunities, high productivity, high economy growth, good quality of life and finally the prosperity of the nation.

To summarize it can be said that the curriculum so designed should be an industry led, demand driven curriculum with flexibility to include rapid technological changes. Further, there is a need to explore in developing collaborative model of curriculum design process with specific aim to producing self learning material, placing assessment and certification mechanism, and assigning responsibilities to industry as training provider and joint assessor.

Subtheme II : Flexible Design and Delivery of Courses for TVET

Rapporteurs : Mrs. Radhika B., AO(ICT) & Mr. Parthish Paul, AO(Tech.)

Session chair : Dr. Paul Comyn, Senior Vocational Training & Skills Development Specialist ILO Decent Work Team for south Asia I.L.O. New Delhi

Speakers :

- Doug Standring, Executive Director Marketing and Communications, OPNZ
- Don Campbell, Chief Executive, Whitireia, New Zealand
- Padamshre (Dr.) Uma Tuli, Founder and Managing Secretary, Amar Jyoti Charitable Trust, New Delhi.
- Dr. Ajay Mohan Goel, Foundation of Wadhvani, New Delhi

The session chair Dr Paul Comyn started the session with opening remarks he appreciated the initiatives of the Government of India on establishment of National Skill Development Councils and on National Occupation Standards and the flexibilities in vocational training. He further commented on the role of recognition of prior learning. Dr Paul Comyn emphasized that flexibility is very important aspect in vocational education.

The first presentation of the Session was on the Open Polytechnic of New Zealand Experience in flexible design and delivery for TVET by Doug Standring, Executive Director Marketing and Communications, OPNZ. He stated by saying that there are lots of challenges in skill training. There is challenge of equality and equivalence. The extended axis is unevenly spread



in groups. Up scaling and rescaling is important. The major challenges in technical and vocational education and training include 1) the scale of huge and growing demand, 2) affordability, 3) equity and outcomes, 4) employability, and 5) the informal economy. The major challenges in ODL include accessibility, cost effectiveness and quality. OPNZ includes a wide range of settings and form, viz. basic to higher, foundation to degree, from distance to F2F and blended modality. OPNZ offers dis-aggregated value chain. Doug emphasized the application of ICT in TVET to optimize F2F modality and to maximize Virtual Training. The transformation from industrial age to ICT age is quantitatively elaborated by Doug. Eventually, world is converging to Akash Tablet. Doug added that the age of open education resources is knocking the door of educational systems. Doug finally, concluded that OPNZ and NIOS can collaborate to extend vocational open schooling.

The second presentation on the theme was from Mr Don Campbell, Chief Executive, Whitireia, New Zealand on Whitireia New Zealand's experience in flexible design and delivery for TVET.

In his presentation, he outlined the chronological growth of Whitireia since its inception in 1986. Whitireia as an institution is leading the communities through tertiary education. He briefed the chronological growth of Whitireia since its inception in 1986. Today, institute has 8000 students on roll with 31% foreign students. The strong support system and industry ready training is the strength of the institute. The institute offers degrees in health, business, arts, service sector and technical trades. Mr Don has taken the case studies of retail and first line management, early childhood teacher training and paramedical areas. Whiteria offers online learning and e-learning.

The third presentation on the theme was on Skill development initiatives for sustainable livelihood by Padamshre (Dr.) Uma Tuli, Founder and Managing Secretary, Amar Jyoti Charitable Trust, New Delhi on the *Skill development initiatives for sustainable livelihood*. She emphasizes that the need for a strategic but flexible framework for skill development for unorganized sector, school-dropouts, women, disadvantaged groups and persons with disability, above the age of 14 years is the need of the hour. She also added that to ensure a steady flow of semi-skilled and skilled manpower in different trades in industry and for self-employment and to raise the quality and quantity of industrial production. She appreciated the role being played by the National Institute of open Schooling (NIOS) in both academic and vocational through flexible learning model.

She continued and said that identify age and appropriate marketable skills in consultation with industry/market requirement. She also pointed out the Amar Jyoti model, and SETU - THE BRIDGE TO ARTISANS and MAST(Marked Aligned Skills Training). She suggested (i) to identify skills in consultation with government, corporate, private sector, small and medium industries and for self employment. (ii) Establish linkages with industry for developing training programmes and adjunct appointments. Curricula to be market demand oriented. (iii) Promote pre-vocational training at school level. (iv) Promote flexibility to Facilitate credit based vocational courses and distance learning in vocational training.

The last presentation on the theme was by Dr. Ajay Mohan Goel, Foundation of Wadhvani, New Delhi on the topic Technology Enabled Open Access content – A Key Enabler .Dr. Ajay Mohan Goel started his topic with the outline of Learner Centric Model for TVET. He said that use of Technology to enable Skill Development at scale & quality. He mentioned that National Career & Skill Knowledge Network (NCSK) a Learner Centric model which focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of

learning. It also encourages not just Subject Learning, but also Self and Social Learning. He also said that in Learner centric model, with lots of hands on, self-driven, resource based learning, students get self motivated and learn “how to self learn” throughout career. He also explained about the applicability of technology to skill development for desk knowledge jobs, field / people knowledge jobs, Hands on jobs with technical / knowledge request. He also said the Textual, multimedia, interactive and teaching aids are the different learning objects can be in teaching.

To sum up the session it can be said that the aim should be to develop the modular curriculum along with a network of specialized institutions. The whole process of delivery of courses is essentially be based on the blended learning approach with suitable integration of ICT, and thereby making learner centric and flexible .Blended learning focusing upon the use of Open Educational Resources through wiki educator, integration of audio-visual aids in addition to using print material, dedicated web portal with online discussion facility shall help in reaching out to the large number of learners. Apprenticeship programme need to be an integral part of TVET.

The delivery of TVET also needs to be made flexible suiting to the demands of the various types of learner in open distance learning context. Programme delivery to be made flexible by placing capacity building initiatives for functionaries’ for improving quality in teaching and learning process. Vigorous advocacy efforts about the potential of ICT and ODL to support TVET shall create enabling environment with robust institutional structure. Hence a paradigm shift is required towards resource based flexible learning and delivery.

Subtheme III: Developing Flexible Assessment System for TVET

Rapporteur : Dr. Rajendra K. Nayak, AO(Maths) and Dr. Piyus Prasad, AO (Accountancy)

Session chair : Mr. Grant Mc Pherson, Chief Executive, Education, New Zealand.

Speakers :

- Dr. Sandhya Chintala, CEO/ED NASSCOM
- Dr. V.S Mehrotra, Head curriculum design and Evaluation, PSSCIVE, Bhopal
- Rick Ede, Chief Executive, Unitec, New Zealand
- Donovan Wearing, Chief Executive, Taratahi Agricultural Training centre, New Zealand.

Four eminent experts in the field of vocational education were expressed their voice on different assessment system for TVET. At the beginning of the session, chair person introduced

the speakers and highlighted need of flexible assessment in general and assessment for TVET in particular.

First speaker of this session **Dr. Sandhya Chintala**, CEO/ED NASSCOM discussed on Blending assessment processes based on occupational standard. In her discussion Dr. Chintala suggested following points on assessment system for TVET:

- Learner centred pedagogy and technology spaced assessment is require for TVET
- Training for faculty member is essential component to assess competency of learners.
- Different job industries require different strategy of assessment. Therefore multifarious assessment strategy should be followed in TVET rather a common form of assessment.
- Focused on continuous assessment, more than 70% credence should be given in the form of formative assessment in TVET.

She also spoke about different strategies of assessment that need to be integrated with TVET. The strategies like linear process of assessment, online and offline assessment, peer assessment, self-regulatory assessment and assessment through submission of paper/video/audio records should be incorporated with TVET.



The second speaker on the theme **Dr. V.S Mehrotra**, Head curriculum design and Evaluation, PSSCIVE, Bhopal discussed in this technical session on “integration of flexible assessment strategies with delivery of technical and vocational education and training”. In his discussion Dr. Mehrotra suggested following points as:

- assessing skill development in educational process from beginning of the schooling
- qualification of the faculty should be occupational standard credit based and competency based curriculum design is necessary for TVET
- in TVET, more focus on skill based assessment rather cognitive and attitude component of the learners.
- focused on Recognized Prior Learning (RPL) to be integrated in TVET

He also identified suggested following key issues of assessment in TVET as:

- selection and customization of assessment tools
- flexible assessment policy
- open book examination

Dr. Mehrotra stressed in his lecture on integration of assessment with teaching learning process and suggested feedback analysis mechanism should be implemented in TVET.

The third presentation was done by Mr Rick Ede, Chief Executive, Unitec, New Zealand, who shared on United's experiences in flexible assessment and discussed on "learners' voices for learning". In his discussion he suggested following points:

- Assessing non-cognitive soft skill of the learners particularly in TVET
- Assessment need to flexible, adaptable and living feature
- Learner choice is more important in the assessment process of TVET
- Self assessment and peer assessment need to be integrated with teaching process of TVET. He also briefly discussed on how to assess and what to assess in TVET. He remarked that success of learning not on depends flexible assessment but also flexible teacher. Both flexible teacher and assessment need to together for success of flexible learning.

The last presentation of the symposium was done by Mr Donovan Wearing, Chief Executive, Taratahi Agricultural Training centre, New Zealand briefly presented different case studies on flexible assessment for TVET. He shared Taratahi Agricultural Training centers experiences that they have followed in their assessment processes. He particularly highlighted on Observation over time is an important tool to assess for TVET.

During the third technical session of the symposium, mainly two questions were raised by participants. One is how flexible assessment system can be simplified with national standard? and other one is how different framework can be developed for different courses in vocational education? Different opinions and suggestions were specified by the participants on the above questions and session was concluded with certain annotations of Chair person.

In the end it could be sum up that Assessment is the tool to determine a learners' level of competence, the skill to apply knowledge and readiness for market. Assessment is effective when it is continuous; competency based and endeavors to expose the students to a range of real life situations and practices. Both on the job and off the job assessment process are to be adopted for assessing the pre-decided competencies. Thus, due consideration needs to be given to Recognition of Prior Learning. It is proposed to give credits for the skills acquired in situations other than in the formal set-ups.

Expected Outcomes:

The symposium focuses on the following outcome:

- Sharing of good practices available in New Zealand the context of TVET suiting to the requirements of industry.
- Understanding of the current scenario related to skill development in the country for achieving the set target in a definite timeframe.
- Understanding the industry requirement on the role of educational institutions for supporting manpower requirement for economic growth.
- Assessing the process of skill development in the institutional context suiting to the needs of industries.
- Understanding the processes involved in entrepreneurship development and role of educational institutions.
- Action Plan for development of a flexible TVET framework for skill development in the country using open distance learning institutions.

Recommendations and action points for NIOS

1. NIOS needs to study and examine the skill development process of New Zealand and then to contextualise in its present set up.
2. NIOS needs to emphasize on the development of flexible and modular curriculum by involving relevant industry partners in TVET curriculum or by involving relevant sector skill councils.
3. NIOS needs to update and develop mechanisms and tools to identify current and future skills needs, to ensure the relevance of TVET programmes to rapidly-changing labor markets, economies and societies.
4. Promote the integration of information and communication technologies (ICTs) in TVET to reflect the transformations taking place in the workplace and in society at large so as to enhance the skill development of the target group.
5. Support flexible pathways and the accumulation, recognition and transfer of individual learning through transparent, well-articulated outcome-based qualifications systems;

6. Link TVET with general education to ensure flexible pathways at all levels and facilitate the progression of TVET learners to higher levels of education as part of lifelong learning strategies in the light of NVEQF .
7. In order to widening the reach of TVET i.e. Providing TVET access for all , Distance Education is one of the feasible and appropriate methods in doing so. Therefore NIOS needs to establish the Open Polytechnic like institution under its aegis for providing skill development .
8. Develop flexible and reliable measures for assessment, recognition and validation of qualifications, including at the international level; exchange of information and development of trust; and partnerships among all relevant stakeholders.
9. Orienting TVET to include skill needs of informal sector and developing demand driven TVET system to reduce mismatch with creating opportunities for vertical mobility in TVET.



FLEXIBLE MODELS IN SKILL DEVELOPMENT
List of speakers for 17th Oct 2012.

Sl. no		
1.	Tim Fowler Deputy Chief Executive, Quality Assurance, New Zealand	tim.fowler@nzqa.govt.nz
2.	Mark Oldershaw Chief Executive, Industry Training Federation, New Zealand	mark@itf.org.nz
3.	Mr. Basab Banerjee Head – Standards & QA National Skill Development Corporation D-4, Clarion Collection (Qutab Hotel) Shaheed Jeet Singh Marg New Delhi-110 0016	basab.banerjee@nsdcindia.org
4	Prof R.G Chouksey Head, Vocational Edu. and Entrepreneurship department NITTTTR, Bhopal	rgchouksey@nittrbpl.ac.in
5	Doug Standring, Executive Director Marketing and Communications, Open Polytechnic of New Zealand	Doug.Standring@openpolytechnic.ac.nz
6	Don Campbell, Chief Executive, Whitireia, New Zealand.	Don.Campbell@whitireia.ac.nz
7	Dr. Uma Tuli Amar Jyoti Research & Rehabilitation Centre Karkardooma, Vikas Marg, Delhi 110 092	umatuli@yahoo.com
8	Mr. Ajay Mohan Goel Director – Skills Wadhvani Foundation	ajay.goel@wadhvani-foundation.org
9	Dr. Sandhya Chintala Executive Director – Sector Skills Council NASSCOM 4E-Vandana Building(4 th Floor) 11, Tolstoy Marg New Delhi-110 001.	sandhya@nasscom.in

10	Dr. Vinay Swarup Mehrotra, Associate Professor, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills BHOPAL-462013	drvs.mehrotra@gmail.com
11	Rick Ede, Chief Executive, Unitec, New Zealand	rede@unitec.ac.nz
12	Donovan Wearing, Chief Executive, Taratahi Agricultural Training Centre New Zealand	Dovan.wearing@taratahi.ac.nz
	Session Chairperson	
1	Dr Vinay pathak V.C Uttrakhand Open University Uttrakhand	
2	Dr Paul Comyn Senior Vocational Training & Skills Development Specialist ILO Decent Work Team for South Asia I.L.O	
3	Mr. Grant Mc Pherson, Chief Executive, Education, New Zealand	

FLEXIBLE MODELS IN SKILL DEVELOPMENTList of participants for 17th October 2012

S. No.	
1.	Dr. Ghandi Doss, an Educationist (formerly Director of Social Work, Bangalore University) Bangalore-560084 (Karnataka)
2.	Col . N.B.Saxena Regional Training Head L&T Construction 211, Okhala Industrial Estate Phase-III, New Delhi- 110020
3.	Ms Bhawana kataria [Deputy Director] skill training Confederation of Indian Industry CII Office, 249-F Sector 18 , Udyog Vihar Phase -IV Gurgaon Haryana
4.	Mr. Inder Ghelot Saksham Bharat President A28-29 Okhla, Institutional Area, Phase –I New Delhi -110 020
5.	Dr Ashok Gaba Reader (SOVET) IGNOU, Maidan Garhi New Delhi-110 068
6.	Mr. D.K. Bhawsar Dy. Education Officer, Dept. of Education, Ministry of HRD, Shastri Bhawan, New Delhi
7.	Dr. Veeneta Sirohi NUEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016
8.	Dr Huma Masood , UNESCO India Office
9.	Mr Lokesh Mehra Director education Microsoft Corporation (India) ltd Eros Corporate Towers 5 th Floor, Nehru Place New Delhi 110019

10.	Dr. Sanjaya Mishra Director CEMCA 8/4 Sarvpriya Vihar New Delhi -110 016
11.	Mr. Arun Varma Sub-Head – Education & Training International & Corporate Training, CMC PTI Building 5 th Floor , 4 Sansad Marg New Delhi-110 001
12.	Col (RTD) Tapesesh .C. Sen Manager (North) Security Skills Council of India A-28 & 29, Okhla Industrial Area Phase – I, New Delhi-110 020.
13.	Mrs. Sudha Chandra Dy. GM(HRD), ITDC AIM&TM C-12/A, Qutab Institutional Area New Delhi-110 003
14.	Prof Om Vikas C-15 Tarang Apartments, 19 IP Extension Patpargang 110092
15.	Mr. Vipul Rastogi Head (Govt. Vocational Business PGS) IndiaCan Education Pvt. Ltd. 7 th Floor, Knowledge Boulevard A-8(A), Sector 62, Noida 201-309
16.	Dr. A.P. Verma Consultant, Vocational Education B-2/13, Vasant Vihar New Delhi-110057
17.	Dr. M.M. Pant
18.	Mrs Neelu Jain Director JSS Delhi
19.	Dr Shabistan Gaffar Chairperson NCEMI

FLEXIBLE MODELS IN SKILL DEVELOPMENT
17th October 2012

NEW ZEALAND SYMPOSIUM SPEAKERS

S. No.	Name
1.	Dr Doug Standring, Executive Director Open Polytechnic of New Zealand
2.	Ms Terry Neal, Flexible Learning Manager Others· Open Polytechnic of New Zealand
3.	Mr Mark Oldershaw, Executive Director, Industry Training Federation
4.	Mr Don Campbell, Chief Executive, Whitireia
5.	HE Jan Henderson, New Zealand High Commissioner
6.	Mr Grant McPherson, Chief Executive, Education New Zealand
7.	Ms. Jenny Alford, Board Member, Education New Zealand
8.	Ms Melanie Chapman, Education Counsellor, Education New Zealand
9.	Mr Andrew Falloon, Ministerial Advisor
10.	Mr Tim Fowler, Deputy Chief Executive, New Zealand Qualifications Authority
11.	Ms Belinda Clark, Chief Executive, Tertiary Education Commission
12.	Ms Anne Jackson, Deputy Secretary Education – International, Tertiary and Strategy
13.	Dr Shruti Jain, Project Coordinator, Education New Zealand Delegates
14.	Mr Edwin Paul, Executive Member, India-New Zealand Business Council
15.	Mr Paul Chalmers, Chair, International Education Group
16.	Mr Feroz Ali, Director, New Zealand Career College
17.	Mr Hone McGregor, Chief Executive, PINZ
18.	Neville Menezes, PINZ GM Middle East, PINZ
19.	Mr Donovan Wearing, Chief Executive, Taratahi Agricultural Training Centre
20.	Mr Trevor Goodwin, Chair, UCOL
21.	Dr Rick Ede, Chief Executive, Unitec (TBC)
22.	Prof Margaret Noble, Chief Executive Waiariki Institute of Technology University Delegation (TBC)
23.	Hon. Steve Maharey, Vice-Chancellor, Massey University
24.	Ms. Penny Fenwick, Executive Director, Universities New Zealand
25.	Assoc. Professor Aditya Malik, University of Canterbury
26.	Professor Sekhar Bandyopadhyay, Director INZRI, Victoria University of Wellington
27.	Professor Roy Crawford, Vice-Chancellor University of Waikato
28.	Ms Manpreet Kaur, Market Manager India, University of Waikato

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National Institute of Open Schooling

S. No.	Name
1.	Dr. SS Jena Chairman
2.	Shri U.N. Khaware Secretary
3.	Dr. Kuldeep Agarwal Director(Acad.)
4.	Dr. Sanyam Bharadwaj Director (SSS)
5.	Dr. K.P. Wasnik Director (VED)
6.	Shri C. Dharuman Director (Eval.)
7.	Sh. Sunil Kaura Jt. Director
8.	Dr. Mamta Srivastava Dy. Director (VED)
9.	Ms. Manju Gupta Dy. Director (Vocational)
10.	Shri S.K. Prasad Systems Analyst & Programmer
11.	Shri B.L. Bhatla Dy. Director (Admin)
12.	Mrs Neelam Gautam Dy. Director (Accounts)
13.	Mr S.K. Anand Dy. Director (SSS)
14.	Shri. D.N Uperti Publication Officer
15.	Ms Anitha Nair Assistant Director (SSS)
16.	Mrs. Sonia Bhel Assistant Director (Acad.)
17.	Mrs. Koushalya Barik Assistant Director (VE)
18.	Sh. S.P. Selvin Assistant Director (Eval.)

19.	Sh. R. Mahapatra Assistant Director (Eval.)
20.	Mrs. Asheema Singh PO(AEP)
21.	Dr. Rachana Bhatia Assistant Director(SSS)
22.	Ms. Shivali Chawla Academic Officer (Secretarial Practice)
23.	Sh. V. Shatish Academic Officer (Paramedical)
24.	Dr. Praveen Chauhan Academic Officer (Home Science)
25.	Dr Neelima Pant Academic Officer (Agriculture)
26.	Mrs. Radhika Academic Officer (Computer and IT)