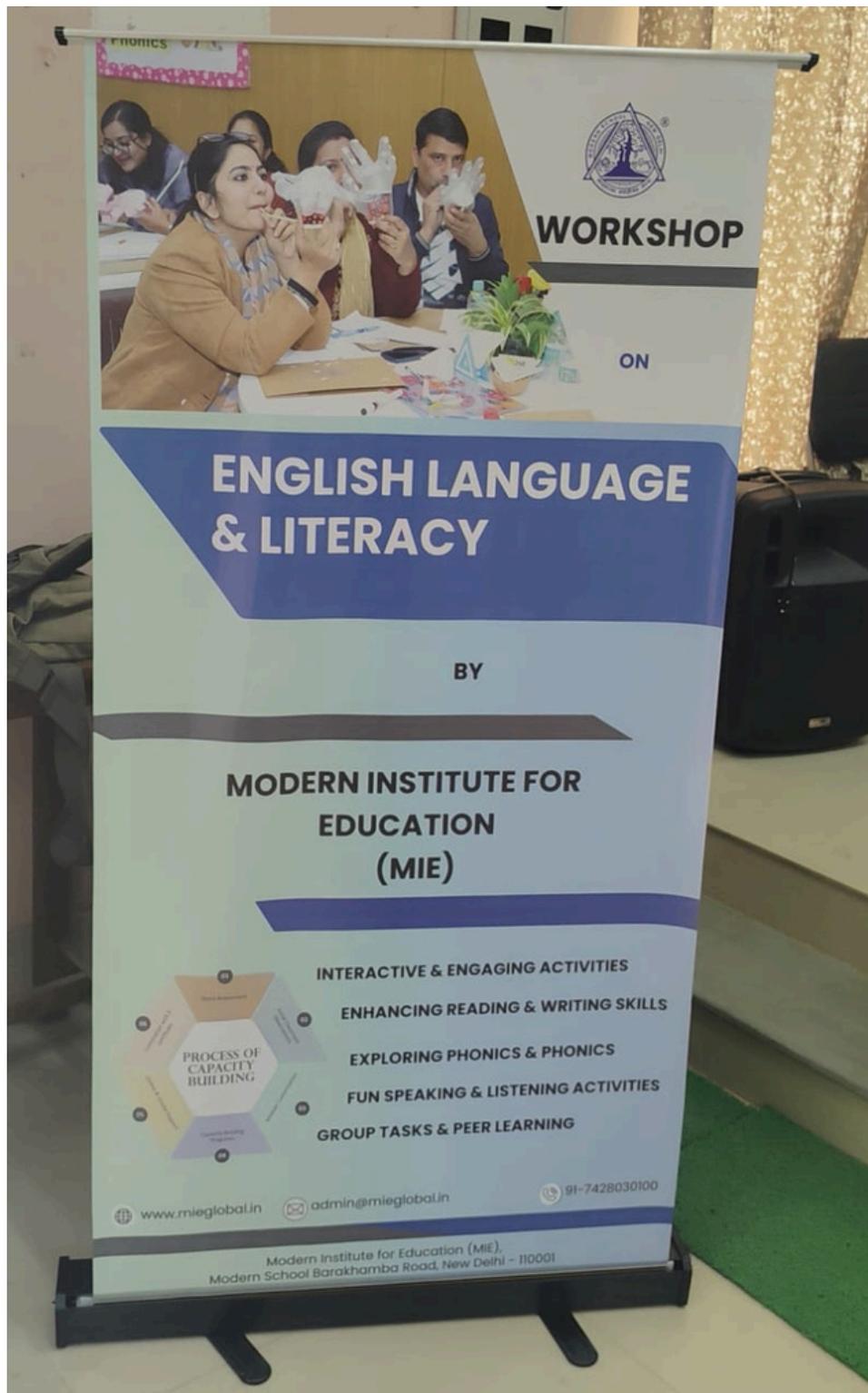




NEWSLETTER

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**MIE
COMPASS**

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EDITOR'S NOTE

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Dear Readers,

It's a pleasure to share this edition of MIE Compass Vol 2, No 2 of 2025. This edition showcases our commitment to transformative learning experiences. The issue captures the concluding session of the Capacity-Building workshop for government school teachers. Additionally, the issue covers the Social, Emotional, and Ethical Learning workshop. The workshop emphasised the crucial role of emotional intelligence in education.

This edition also covers a two-day workshop of MIE on language and literacy skills at the District Institute of Education & Training (DIET), Gautam Buddha Nagar, Greater Noida. The aim of the workshop was to conduct an interactive model for developing phonics skills with specific reference to English Language Literacy among students.

In the edition, you will come across the article written by Dr Anviti Singh & Ms Abha Sadana, "After High School: The school, the course, and the career? Dilemma, challenge, and Opportunities." The article argues on the current scenario of the dynamic nature of the job market, which is transforming due to changes in technology. The article delves into how these changes are impacting the youth in search of employment opportunities after completing their school education. The article also provides some suggestions on how schools can help their children and prepare them for the changing and ever-evolving labour market.

At the end, the issue covers the YaRI Project. YaRI – Yamuna River Initiative launched with the intention of raising environmental awareness among young learners. To begin with, MIE come up with the story book that narrates the story of River Yamuna in her own voice and the Teacher's handbook to guide the teachers about the implementation of the curriculum. Interactive games were also created to engage children with the educational resources.

We extend our gratitude to all contributors, educators, and institutions who continue to support and collaborate with us. Your feedback continues to be invaluable as we work together to create a brighter educational landscape. Thank you for being part of this transformative journey!

Happy Reading!

Feroz Khan

Reports

Report on Concluding Session with NDMC Teachers

Date: 9th May 2025

Venue: *Atal Adarsh Vidhyalaya (AAV) Lodhi Estate*

Introduction -

The session was conducted by MIE in collaboration with NDMC which was a final stage of a series of offline as well as online capacity building programme for teachers. These programmes recognise the important role of teachers in creating better classroom environment to help children reach their optimum level through enhanced pedagogical practices and hands-on activities. The initiative is in the line of National Education Policy (NEP) 2020, and Public-Private-Partnership (PPP) to enhance teacher's skills and competencies.



This concluding session marked the final phase of the capacity building workshops aimed at enhancing the pedagogical practices among the government school teachers, with a specific focus on English Language and Literacy instruction as well as the integration of play-based pedagogy. Earlier sessions were designed to build teacher's competency in foundational areas such as phonemes, phonics and reading comprehension empowering them with effective strategies to strengthen language acquisition.

Hence, this concluding workshop served as a reflective and evaluative platform bringing teachers together who participated in the earlier training sessions. The primary objectives were to gather feedback, hear ground-level experiences from them and understand the extent to which the training had informed and influenced their classroom practices. The workshop was intended to encourage the teachers to share the changes they had implemented in their pedagogy, the outcomes they observed and any challenges and insights that they might have encountered.



Objectives of the Concluding Session

- To accumulate suggestions and feedbacks from the teachers regarding the capacity building training workshops.
- To assess the effectiveness of capacity-building programme in bringing about pedagogical changes.
- To evaluate and understand the practical challenges and successes teachers might have experienced while implementing the strategies in the classroom.
- To encourage peer learning and sharing of best practices among participating teachers.

This session was hosted by the Director of MIE, Ms. Abha Sadana, along with Dr. Anviti Singh and Mr. Pramod Kumar. Ms. Abha Sadana then commenced the session with a warm welcome and by giving salutation to all the participants. She emphasized the importance of being reflective practitioners while encouraging teachers to continually evaluate themselves and evolve their teaching methods. She also addressed her heartfelt condolences and extended warm prayers for the survivors and the families of victims who have been affected by the India-Pakistan conflict, invoking a moment of collective consciousness, reflection and empathy.

Following this, Ms Sadana also introduced the underlying theme of the session, imparting the importance to the critical role teachers play in shaping the classroom experiences for children directly and indirectly also influencing student learning outcomes. Moreover, she also highlighted that by empowering teachers through continuous professional development, is a key to create inclusive, engaging and effective learning environments. By addressing to all these points, she also emphasized the gravity of hearing the firsthand accounts and experiences from the educators about how they have implemented the strategies that they have learned during the session into their classroom and what impact it had on the student learning.

Before diving deep into the session and the discussions, attendance was recorded by Mr. Ashok Yadav to maintain the transparency and a comprehensive record of the participants to track their assignment submissions in both written and video formats. Participants who had not yet submitted were given gentle reminder and were encouraged to do so, especially their classroom teaching videos which also serve as a valuable and indelible tools to observe their teaching practices in real time.

After finalizing all the administrative formalities, Pramod sir also delivered a motivating speech highlighting the significance of continuous learning development for teachers. He also emphasized on the fact that teaching is dynamic, ever-evolving and a two-way approach where both the teachers as well as students actively engage and participate in the process of mutual and effective learning. He also addressed and underscored the importance of such workshops in encapsulating professional growth and enhancing their teaching effectiveness.

Sharing Classroom Experiences

The core of the session was to involve the participants to share their real classroom experiences, the challenges that they faced and how did they later overcome it. Teachers were then invited to present the lesson plans that they made and to demonstrate how did they actually integrate the activities learned during the workshops into their teaching practices. Individual sharing of the lesson plans allowed deeper and shared understanding of the practical application of the training content.

Participants reflected on how the activities promoted critical thinking and created a more engaging, interactive and enjoyable learning environment. Calling the teachers individually also helped to delineate the shift from traditional teaching methods to more interactive and student-centered approaches. This approach also gave other participants to learn from the experiences of their peers giving them coherent environment. Hence the learning was mutual and was done with the help of active discussions. This approach not only highlighted the impact of the training but also facilitated peer learning among participants.

Building a Peer Learning Community

Thus, we can proudly say that the session nurtured a collaborative atmosphere where teachers could learn from each other's experiences and their valuable insights. By sharing their success stories, their challenges, participants contributed in building a supportive peer learning community, and it is expected that this community continue to grow beyond the workshop also serving as an active resource for continuous professional development and exchanging of best practices.



Report: SEEL Workshop – A Journey into Social, Emotional, and Ethical Learning

Venue: Modern School, Vasant Vihar

Date: 28 June, 2025

Facilitated by: MIE Team and Ms. Pratima Mittal



Purpose of the Workshop

- Focused on integrating Social, Emotional, and Ethical Learning (SEEL) into classrooms.
- Aimed at shifting the definition of success in education from purely academic performance to overall well-being.

Key Themes and Concepts Discussed

- **Emotional Intelligence (EQ):**

Inspired by the work of Daniel Goleman.

EQ helps in decision-making, problem-solving, and managing classroom behavior effectively.

- **Ancient and Global Wisdom:**

Reference to Mahakavyas for understanding emotional intelligence.

African greeting "Sawubona" ("I see you") used to emphasize human connection and empathy.

- **Emotion Shaming vs. Awareness:**

Comparison drawn between body shaming and emotion shaming. Importance of teaching children a vocabulary for emotions. Use of the Mood Meter activity to help teachers and students identify how they are feeling.

- **Clarifying Emotional Terms:**

Activity: “Emotion Charades” helped distinguish similar emotions (e.g., anxiety vs. worry). And not create a universal impact that being sad means being depressed only. Hence it is important to address children’s right emotion in right degree and in right kind.

Discussed how children today often experience emotions in extremes and need help learning subtle differences.

Activities and Interactive Sessions

- **Mood Meter:** Participants identified and discussed their emotions.
- **Emotion Charades:** Helped in understanding the range and nuance of emotions.
- **Discussion on Confirmation Bias:** Highlighted how assumptions about students can shape their behavior. The workshop also explored the Pygmalion Effect, emphasizing how high expectations from teachers can positively influence student performance and its efficacy and vice versa. Participants were encouraged to be mindful of confirmation bias which is very common in schools and traditional classroom practices. The participants were asked to look into the tendency to label and generalize student behaviour based on their past experiences. For instance, repeatedly blaming a mischievous childlike “Rahul” for disruptions without evidence reinforces unfair labels and hinders growth, this impacts their learning process.



Curiosity vs. Conformity

- A lively conversation around the idea that "School kills curiosity". Because after increasing industrialization and globalisation, schools have often started creating schools and students as commodity. And due to this industrialisation, teachers and schools have also started producing homogenised kids with homogenised emotions, making them so unaware about their feelings and emotions.
- Explored whether the current system encourages true learning or just rote memorization.
- Discussed the need to make space for questioning, creativity, and emotional growth. It emphasised that feelings and emotions must be catered in a positive way to help children attain a successful and content life.



Scientific Foundations of SEEL

- Howard Gardner's Theory of Multiple Intelligences: Recognizing different kinds of learners. This discussion made teachers to discuss upon the fact that no learner is same and hence teaching and expecting the same thing out of every child would be an unfair practice. Therefore, it is important to acknowledge the needs of every learner.
- **Emotional vs. Rational Brain:** How emotional hijacking happens and how neuroplasticity helps students grow emotionally.
- **E = MC² Model for Empathy:**
E for Empathy
M for Mindfulness
C² = Critical Inquiry + Compassion

Compassion and Ethics

- Shift from theory to "Compassion in Action."
- Real-life classroom dilemmas were analyzed to explore ethical decision-making.
- Teachers practiced mindful responses and reflected on how to help students do the same.

Why SEEL Matters

- **Better Academic Results:** Students do better when emotionally supported. We can't claim the intelligent quotient is only necessary to lead a successful life, hence equal importance should be given to emotional quotient.



- Improved Mental Health: Builds resilience, confidence, and a supportive school environment.
- Foundation for a Better Society: Compassion, empathy, and ethics help build stronger communities.

Closing Reflections

- The workshop ended with a soulful rendition of “Humko Man Ki Shakti Dena,” reinforcing the emotional tone of the program.
- Teachers left feeling inspired, recharged, and ready to make a deeper impact in their classrooms.

The experience was more than just training—it was a shift in mindset.

Final Thoughts

- Modern School Vasant Vihar has taken a defining step in restructuring the meaning of education by placing empathy, ethics, and emotional awareness at the core.

Teaching English - Fun Phonics & Comprehension

Introduction:

MIE organized a two-day workshop on Language and literacy skills at District Institute of Education & Training (DIET) Gautam Buddha Nagar, Greater Noida. The aim of the workshop was to conduct and model interactive and engaging sessions on classroom practices that emphasizes the importance of developing phonic skills and reading comprehension skills with specific reference to English language and literacy among students.



Highlights of the workshop

Joyful Environment:

The workshop focused on enhancing students' capacity to learn English in a joyful environment focusing on right pronunciation, fluent reading with comprehension, and enabling students to differentiate between letter names and letter sounds. It emphasised that these basic understanding are critical for reading with comprehension. Differentiating between phoneme and phonics is an important aspect of teaching as well as understanding reading or rather language and literacy skills. It was observed that children their has difficult in pronouncing even basic words which might feel easier and very basic for other children.



Hence through this session the aim was not only to impart correct pronunciation, but to also build their confidence and make the language look more familiar to them, rather than distant. The session aimed to encapsulate the zeal in them to learn English not with fear but with curiosity and excitement. Hence all the drills and activities that were done during the session

was to engage them in playful and interactive manner showcasing that learning language should not be a boring and tiresome practice rather it can be way more engaging and cohesive.

Activity-based learning:

The entire workshop was designed around hands-on activity-based learning giving children an active formula where it offers a welcome respite from the rote repetition of “book learning” or lecturing. Hands-on learning also uproots this overstepped, traditional classroom instruction, allowing students to move, discuss, interact with each other, and truly engage with in the lesson.



Students were presented with engaging activities that were not only informative but also somewhat joyful, which gave them ample of space to practice what they have learned. These activities were intended to provide content matter to children within joyful environment. Through these activities, it was aimed to achieve that they will be able to get themselves immersed in the correct pronunciation of letters, identify action words, phrases, and related words.

Venue and Time:

The workshop was held at DIET Auditorium, Gautam Budh Nagar on 29th and 30th May 2025.

Participants & Resource Person

The workshop was attended by 32 students who are pursuing D.El.Ed. the resource persons were Ms. Megha Brar & Ms. Shivangi Verma.

Workshop session and discussion

DAY-1 Learning New Words Everyday- THE BANANA SONG

By displaying her thumb, the facilitator asks the participants to pretend that it is actually a banana. She then asks the participants to join her while she recites a banana song, gradually quickening the rhyme to make it more entertaining for the participants. Peel bananas, Peel-peel bananas! Peel bananas, Peel-peel bananas! Chop bananas Chop-chop bananas! Chop bananas, Chop-chop bananas! Smash bananas, Smash-smash bananas! Smash bananas, Smash-smash bananas! Mix bananas, Mix-mix bananas! Mix bananas, Mix-mix bananas! Eat bananas, Eat-eat bananas! Eat bananas, Eat-eat bananas! GO BANANAS! GO-GO BANANAS! GO BANANAS! GO-GO BANANAS!

Learning Objective

The participant gets introduced to new words like peel, smash, chop etc. through actions and gestures in a fun and interactive manner. This will underline the fact that comprehension of a language can be ensured through gestures and body language also, instead of just rote memorisation.

Blending activity

The facilitator then distributed one word to each participant and asked them to position themselves while holding the word in their hands, in order to construct and complete a simple sentence displayed on the Screen. After every group was able to formulate a sentence, she initiated a discussion where she told them that in order to read a sentence, one must be able to read the words. The facilitator then again distributed each participant a part of word and discover the remaining parts of the word among the fellow participants to complete the entire word. (words will be displayed on the screen).

The facilitator then explained to them that these component elements of a word are known as syllables. Syllables are blended to read a word. It was made clear to children that how each syllable can be easily decoded into letters, which will eventually enable the children to form words and go from

words and go from reading words to sentences in the future. In order to help the students to read words, she explained to them that letter is the tiniest and most crucial component of English language.

Learning Objective

Through this activity, the participants were able to identify that reading can be ensured through the knowledge letters and phonic sounds and also correct understanding of syllable blending.

Decoding Language Sounds through introducing phoneme and phonics:

The facilitator then further instructs the group to close their eyes and concentrate on the sound they hear and to identify source of the sound. Below mentioned is a list of the facilitator's audio cues.

1. Sound of thunder storm
 2. Water gurgle sound
 3. Snake hissing sound
 4. Drum beat sound
 5. Buzzing bee sound
 6. Car honking sound
 7. Be quiet sound
- The facilitator outlines the fact that how each participant was able to connect a sound with its source simply by hearing it, and similarly each letter has its unique sound.



The facilitator then introduces the alphabet A to Z along with their sounds. There was immense focus on the actions also, which will help children to remember it in future, and will also make the recapitulation process way more interesting and engaging. She continues to teach them how to make learning letters and their phonic sounds fun for the kids by introducing the letters C, S and W with a story and a jingle, followed by some activities like making castanets, letter S scavenger hunt and Mr. Windy using a piece of paper.

Day-2

Magic bag game

To revise the syllables that we did on the first day, the facilitator brings with her the magic bag with few objects. She then goes to each group asking them to choose an item from the bag and say the word aloud counting the number of syllables.



For example- pen has one syllable in it.

Learning Objective

It shall help the students read 3- 4 syllabic words fluently by decoding and blending.

Tongue Twisters

The facilitator gives the participants a few tongue twisters as a fun way to revise phonic sounds done in the session the other day and she also explains to them how these tongue twisters are an excellent practice for public speaking because they also improve speech clarity.



Learning Objective

The purpose of the activity is to introduce the participants to the unique names of the letters and the sound of the letters. It will ensure that the foundation of reading is laid. The facilitator then introduces the third sound concept while blending two vowels, including long and short sounds (ai, ee, ie, oa, ue, oo, oo, ow, aw, oy). During this the facilitator also gives an example of magic “E”, to show how by adding ‘e’ a short vowel sound can transform into long vowel sound by giving examples like hid transforms into hide and rip into ripe and so on. Third sound concept while blending two consonants (make the participants familiar with the action and sound of each diagraph).

Consonant diagraphs (sh, ch, th, ng, z and schwa) sound The facilitator then explains them about the concept of consonant blends which is- when two or more consonants are blended together, but you can still hear the sound of each consonant separately, such as in the words black and mist. The facilitator also Consonants blends- Bl, cl, pl, fl, gl, sl, tr, br, pr, cr, fr, dr, gr, sc, sp, sm, st, sk, sn.

Learning Objective

Through this the participants will be able to know about the 44 sounds.

Conclusion

The positive feedback received from the participants underscores the success of the activities and underlines the significance of engaging hands-on teaching strategies. It shows the need for regular follow up sessions, workshops on phoneme phonics, Mathematics, and other pedagogical interventions. Therefore, MIE is looking forward to collaborate with DoE for upskilling teachers based on their needs.



dividend is expected to persist at least until 2055–56 and will peak around 2041, when the share of the working-age population 20–59 years is expected to hit 59%. But UNICEF report for 2019 indicated that about 70 percent of Indian youth may lack the necessary education and skills for employment by 2030, which will affect their productivity.

Analysing the above data, it can be concluded that India has a vast potential advantage, especially at a time when countries around the world are facing declining birth rates and tight labour markets. India's abundant labour force cannot only achieve domestic needs but also tap into opportunities in the global market. Realizing both of these possibilities would enable India to make a significant place in the geopolitical global map. The need for an hour is to accelerate labour upskilling and to strengthen women's participation in the workforce if India has to achieve its economic potential.

New Education Policy to Cater to the Dynamic Employment Landscape and Global Ecosystem

After partition, the Indian education system remained the inheritance from the colonial era placing a heavy emphasis on examinations and marks. The execution of the policies left gaps in its vision and the focus remained on a rote-based approach to learning rather than fostering critical thinking and practical skills. The curriculum did not keep pace with time and hence did not align with the needs of a rapidly evolving global economy. Disparities in access to quality education were prevalent, with urban areas having better facilities and resources compared to rural regions. Additionally, there was a perceived lack of flexibility in the system, limiting students' choices in terms of subjects and career paths.

In the global scenario, automation and technological revolution driven by artificial intelligence are changing the employment and industrial landscape of the world economy. Moreover, the shrinking workforce in developed countries leads to labour shortages, prompting a shift towards global talent acquisition and migration to fill skill gaps. The introduction of the National Education Policy 2020 marked a significant step towards revamping and

modernizing the Indian education system to make it more inclusive, flexible, and aligned with contemporary needs. The focus has shifted not only to what children learn but also to how they learn – emphasizing critical thinking, problem solving, creativity, interdisciplinarity, and the ability to involve, adapt, and absorb new material in novel and changing fields. It is not only about academics but also about building character and imparting values to learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment.

The NEP 2020 has also catered to those set of students who might like to drop out of the stereotyped academic streams and opt for some vocational courses due to family and financial reasons or for their interests. It is putting a lot of emphasis on the integration of vocational education in the education system which will help in reducing the dropout rate of children from mainstream education and making it skill-based and vocational to take advantage of the demographic dividend India is going to have in the coming years.

The NEP has a clear mandate to expose at least 50% of the students from class six onwards to vocational education, by including vocational education in mainstream schooling systems. Skill labs are set up in collaboration with polytechnics and local industries in schools to give them near real experience. Many vocational courses have started through online mode also by Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS) etc.

Government's Initiatives Towards vocationalisation of Education

Governments at the Central and State levels are undertaking several initiatives to give due recognition to vocational education in preparing students for the job market and enabling them to contribute to economic development. The efforts made by them are aimed at creating a workforce that is skilled, adaptable, and ready to find meaningful livelihood pathways. They need to be equipped with a range of skills, from transferrable core competencies to highly technical industry-specific knowledge to enter the new sectors.

The National Skill Qualification Framework (NSQF) compliant vocational modules were introduced e.g. vocational modules are offered to the students as an additional subject in secondary level classes (IX & X) and as a compulsory (elective) subject in Sr. Secondary classes (XI & XII). The employability Skill module has been made a mandatory part of the vocational Courses consisting of Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Entrepreneurship Skills, and Green Skills.

The government's decision to establish the Ministry of Skill Development and Entrepreneurship (MSDE) in 2014 demonstrated its intent to address the skills gap. The MSDE's mandate includes the coordination of skills development efforts nationwide and the establishment of a vocational and technical training framework. Prime Minister Narendra Modi also launched the Skill India Mission in 2015, with an ambitious initial target of training 400 million Indians in various skills by 2022. This goal was divided across several different programs. One of them, the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) program, has helped 13.7 million individuals receive training since April 2016. The National Skill Development Corporation has acted as a catalyst for PMKVY, working with 538 training partners to set up about 10,000 training centres across 36 sectors.

On 25 July 2022, the then Minister of State for Education, Smt. Annapurna Devi gave a written reply in the Lok Sabha that the Government of India has initiated various convergence efforts across the skill ecosystem under the "Skill India Mission (SIM)". Under the Mission, more than 20 Central Ministries/Departments are implementing Skill Development Schemes/Programmes to enhance the skill levels of millions of people including School Children on pan Indian basis to create a skilled workforce as per the needs of the industry. The Ministry of Skill Development and Entrepreneurship (MSDE) in association with the Ministry of Education (MoE) is implementing the 'Skill Hub Initiative' scheme under Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0) under which the skill hubs are being created which are providing industry-relevant skill training to eligible candidates free or at subsidized rates that are aligned with industry standards and demands. The objective of this Skill Certification Scheme under PMKVY is to enable a large number of Indian youth to take up industry-relevant skill

training that will help them secure a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

<https://www.mescindia.org/pradhan-mantri-kaushal-vikas-yojana>

In January 2022, the National Council for Vocational Education and Training (NCVET) has also been set up to standardize and regulate the skill development ecosystem. By ensuring vocational education meets industry standards and expectations, it seeks to bridge the gap between education and employment. A few of NCVET's primary objectives are to enhance the quality and relevance of vocational education in India, regulate assessment and certification processes, promote industry integrated learning, promote flexibility, and ensure quality assurance. Through standardized assessments and certifications, NCVET aims to enhance employability and global competitiveness. Its job is to recognize skills in demand at national and international levels and prepare curriculum, set standards, and training mechanisms to popularise, elevate the quality, and make it relevant in the domain of vocational education.

The National Policy on Skill Development and Entrepreneurship 2015 laid out the Skill India Mission and envisaged the creation of Sector Skill Councils (SSCs). Priority sectors have been identified based on the skill gap analysis. To date, the NSDC Board has approved 40 Sector Skill Councils. SSCs are responsible for creating Occupational Standards, competency frameworks, and qualification packs relevant to their sectors.

It is to be noted here that the efforts are proving fruitful as the India Skill Report 2023 reveals an improvement in overall employability among young people, increasing from 46.2 percent to 50.3 percent this year. Additionally, the employable women workforce has risen significantly to 52.8 percent, surpassing the employability rate of men at 47.2 percent.

However, Bridging the skills gap should not just be limited to the formal sector wherein only 9% of the workforce is employed. The skilling mission needs to reach out to the vast informal sector. According to a report titled

'India's Booming Gig and Platform Economy' released by NITI Aayog, India is heading towards the Fourth Industrial Revolution wherein the gig workforce (people engaged in the informal sector and working on online software apps or digital platforms), which stands at about 77 lakhs in 2020-21, is expected to go up to 2.35 crore by 2029-30. Acknowledging their existence, upskilling them, and giving due consideration to this job market is essential.

Challenges that children face while opting out for innovative career streams after high school

Despite the good intentions and efforts put in by the government and the policymakers, children studying in schools are facing teething issues in taking benefit of various schemes coming up for vocationalisation of education. One of the biggest challenges is the lack of awareness as well as access to comprehensive information about available courses and the institutes offering them. Indian parents act as primary decision-makers or influencers in their children's career paths. They prioritize stability, financial security, and social prestige when guiding their children toward career paths and hence prefer their children to choose conventional career paths. Further, insufficient guidance from school aggravates the concern, leaving children uncertain about their options. The unavailability of information regarding career options also acts as a barrier to making informed decisions regarding career choices and courses. Many students, most of them being first-generation high school graduates and belonging to marginalized sections of the society may not be aware of the career opportunities as well as various government schemes and affirmative policies to reap its benefit. Besides peer pressure of following conventional choices also influence the students in their decision making. As many innovative careers do not still have clear roadmaps or standardized qualifications hence students are indecisive to take risk and opt for the opportunities of these sectors.

Hence, to be able to zero in on a suitable course that aligns with not only their interest and abilities but also market needs appear to be a herculean task. Another important aspect is the cost of courses as students are unable to pay such hefty fees. Lack of information about the provisions of scholarships and financial concessions as well as the downgraded societal perceptions towards

these options wherein the general opinion of people treats vocational education as the poor cousin of the mainstream education system also restricted the easy existence out of the traditional schooling.

A way forward

Schools need to establish a robust career counselling system to help students evaluate their aptitudes, interests, and abilities. Key components include aptitude assessment, interest exploration, skills evaluation, information on career options, guidance on educational pathways, mentorship programs, personalized counselling sessions, skill development workshops, psychometric testing, and regular follow-ups and updates. Schools must organise orientation sessions for parents in order to bridge the gap between conventional mindsets and new opportunities coming due to changing career landscape. They can also either hire teachers having different professional backgrounds or arrange for their in service training to help students understand the dynamic employment landscape.

Besides setting the career counselling system, school can collaborate with the local industries and businesses to provide internships and apprenticeships. Schools in collaboration with other schools and industry can also set up skill labs and can function them as hub and spoke model wherein the nearby schools can bring their students to do practical training in the skill lab. The skill labs can be provided with gamified learning tools and virtual reality simulations to make vocational training engaging and realistic. The curriculum of the skill subjects should incorporate indigenous knowledge and skills, promoting local crafts and traditions through internships or projects.

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Project

YaRI

YaRI – Yamuna River Initiative programme is the brain child of Honorary Secretary, Board of Trustee, Modern School Ms. Ambika Pant. The aim of the programme is to raise awareness among children about river conservation in particular and protection of natural environment in general.

Under the YaRI project, team MIE has achieved a major milestone. The storybook – “The River Speaks” and the teacher’s handbook – “The Yamuna River: Its Future and You” were published. The aim of the storybook is to generate interest among children towards the Yamuna River’s rich legacy. The stories tell the journey of the river in her own voice. Through these stories, the Yamuna River reminisces about her past glory and the present adversities she is facing. It makes the reader think critically about the present condition of the river and contribute to restoring its pure flow and beauty. Whereas, the teacher’s handbook is launched as a guide for teachers to implement this interdisciplinary river curriculum. The book explains that teachers need not put extra effort into implementing the YaRI programme. Each subject contains the hidden treasure of water, and teachers need to explain it with the help of examples and lesson plans. The efforts of the teachers will help the students understand the importance of the river and how we have to protect it for our own future.

Games on YaRI Website

To generate interest among children, team MIE developed different games for children on the YaRI website. The games are related to crosswords, quiz, board game, snake and ladder, Guess the Words, Sudoku, and riddles. All the games are related to the Yamuna River or the natural environment. Each game is designed to make the children aware of their natural surroundings and the conservation of the river through games and learning. It also helps them visit the website and look at their own work and efforts they put into making YaRI a movement of children and by the children.



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