

BLENDED LEARNING SKILLS, SCALE AT SPEED

Opportunities for UK–India Partnerships

(Volume II)



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List of abbreviations

DGR	Directorate General of Resettlement
F2F	Face-to-face
FCO	Foreign and Commonwealth Office
FELTAG	Further Education Learning Technologies Action Group
MoD	Ministry of Defence
MOOC	Massive Open Online Course
MOODLE	Modular Object-oriented Dynamic Learning Environment
MoU	Memorandum of Understanding
MSDE	Ministry of Skill Development and Entrepreneurship
NIACE	National Institute of Adult Continuing Education
NOS	National Occupational Standards
NSDC	National Skill Development Corporation
NVQ	National Vocational Qualification
NVQF	National Vocational Qualification Framework
SSC	Sector Skill Council
UK	United Kingdom
UK IBC	UK India Business Council

This report has been divided and printed in two volumes. While Volume I provides an overview of the patterns of blended learning usage in the UK and India, Volume II specifically highlights the models for implementation and the opportunities that exist for UK providers.

VOLUME II

**MODEL FOR BLENDED LEARNING
IMPLEMENTATION IN INDIA AND
OPPORTUNITIES FOR UK PROVIDERS**

BUSINESS MODEL IN INDIA

This segment primarily outlines the opportunities for the UK in blended learning in India. This has been presented across the typical blocks in the skilling value chain in India including:

- Platform for content development/customisation/ deployment
- Mapping of learning outcomes
- Assessment of learning outcomes
- Training of trainers
- Capacity building
- Implementation support.

Value chain	Sub-stage (if any)	Current practice	Opportunities for UK provider
Content	Development	New skilling:	The UK expertise in blended learning can occur across:
		Content is developed in-house where the provider has expertise and in the case of lack of in-house expertise the same is developed by engaging the Subject Matter Expert (SME) who is paid per hour.	1. Well-researched and planned content is essential for a successful blended course. The UK partner expertise here can be charged per hour of course and module development.
		Up-skilling:	
	Currently, there are limited dedicated training providers for up-skilling with this predominantly being done by companies themselves.	2. Another model here would be to take the content and pay the IPR fee for the same for a fixed number of years until the Indian partner is able to gain the expertise. 3. UK providers can also engage with training providers/corporates to provide customised up-skilling content.	
	Updation	The provider builds the expertise internally and updates the content after a period of typically 3–4 years.	The Indian provider would require knowledge-sharing to build the expertise in-house.
	Accreditation	The provider gets the content accredited with SSC.	The accreditation is with the Indian SSCs where the opportunity for joint accreditation may be explored by UK providers.



Value chain	Sub-stage (if any)	Current practice	Opportunities for UK provider
Training of trainers	Nil	The Indian providers plan ToT sessions at frequent intervals to ensure the trainers are aware of what they need to disseminate.	ToT is a key area where UK partner expertise can be leveraged.
Course design	Infrastructure	Infrastructure is typically planned based on the sectors targeted and content developed.	<p>The UK providers can lend their expertise with Indian training partners on how the infrastructure outlay has to be planned for hosting blended learning for fresh skilling and up-skilling.</p> <p>UK service providers can play a role in sector-specific facility planning.</p>
	Pedagogy	The pedagogy is formulated based on the sector, content and infrastructure planned.	Blended learning pedagogy planning would require UK expertise, as the online:teacher hours need to be defined (among other factors). The SME from the UK partner can be charged per hour in the initial phase.
Assessment	Nil	The assessment tools are currently a mix of theory and practical based on the sector and course.	<p>The UK expertise in blended learning can occur across two models:</p> <ol style="list-style-type: none"> 1. Assessment tools can be taken from the UK partner paying fee for fixed number of years. 2. The same can be developed by using the UK partner expertise with charges per hour of development.
Certification	Nil	Given by the Indian provider by aligning with SSCs or other authority bodies.	Joint certifications in areas applicable may be explored.

OPERATING MODEL FOR BLENDED LEARNING

Going forward, this report will essentially carry forward the learnings from the previous phases' analysis contours, namely:

- the concept of blended learning
- key models of blended learning and how they can be adapted for the Indian context
- key learnings from the UK journey for adapting blended learning as a pedagogy
- key sectors where the UK is strong in implementing blended learning

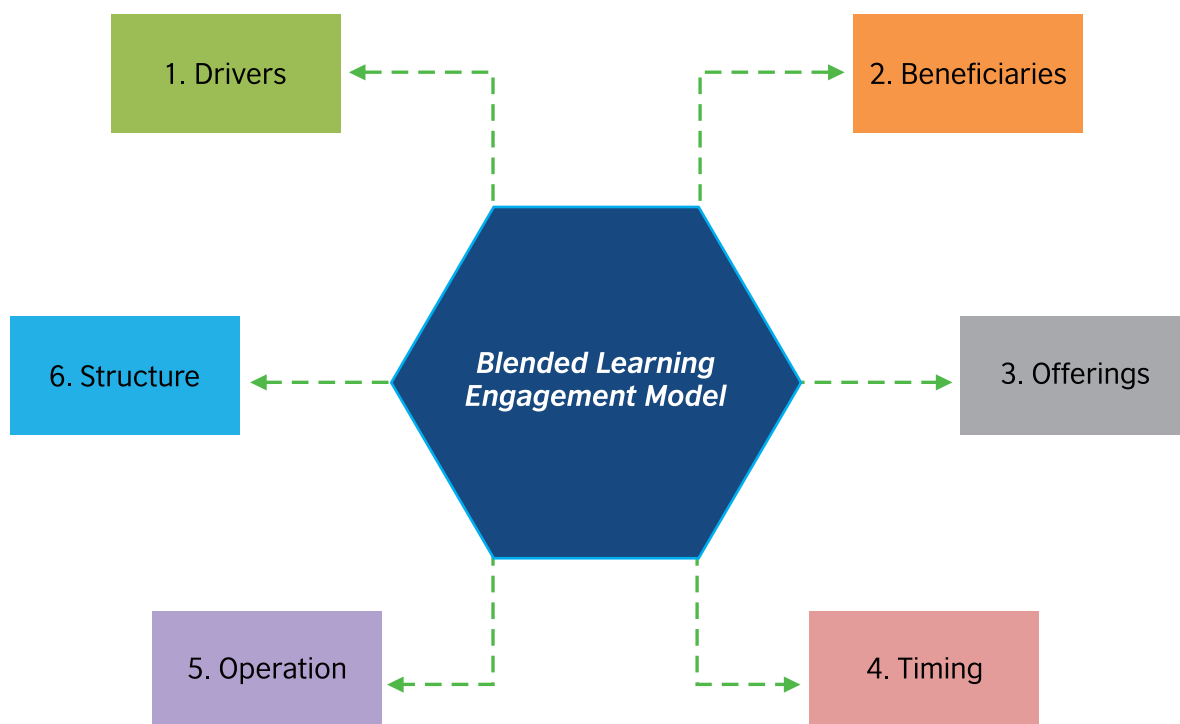
- the skill scenario in India and how blended learning (which is structured correctly) can make a difference
- the areas of interventions that need to be addressed to make large-scale blended learning a reality
- opportunities for UK providers in India and how the same can be explored for a viable model.

Based on the above, the operating model will be outlined. The key focus of the outlined model is:

- **To outline strategies for large-scale blended learning engagement model implementation with employability as the focus**
- **The engagement models will not be a parallel stream for learning. Rather, this would be complementary to the Ministry of Skill Development and Entrepreneurship (MSDE) efforts**
- **To outline opportunities for UK providers in these large-scale blended learning engagement models.**

To outline the model, the key contours of the model shown in Figure 8 have been adopted by IMaCS.

Figure 8: Contours of proposed engagement model



These contours essentially define the key ideologies around which the various details pertaining to the model have been enumerated, as mapped in Table 6.

Table 6: Contours of blended learning model in India

Element	Brief
Driver	Drivers represent the key reasons why blended learning as a pedagogy could work in the skilling context
Beneficiary	Beneficiaries represent the target segment who will be targeted for the blended pedagogy-based skilling
Offering	Offerings represent what skills will be offered in the proposed engagement model for blended learning
Timing	The aspect of when these blended pedagogy-based skilling initiatives should be offered to the beneficiaries will be covered in this contour
Operation	The detailing of the engagement model in terms of how exactly the implementation will be done will be covered in this contour
Structure	The role of key stakeholders in this engagement will be outlined in this contour (the structure for the implementation will depend on the above factors)

Based on the above contours, we propose two models which are based on blended learning pedagogy which address twin skilling challenges in India:

- **taking skilling initiatives to grass-root level – the employability model**
- **cultivating trainers to address the paucity of trainers in India’s skill landscape – the trainer model**

Going forward, the two key aspects of the models – the employability and the trainer models – will be outlined in detail.

Blended learning engagement model for employability

There is a need to build market-oriented employable skill sets in India. The enormous skilling

target of 11.92 crore people by 2022 reiterates the fact that innovative and out-of-the-box pedagogies also have to be adopted in addition to the traditional skilling avenues. This need to embrace innovative approaches brings to the fore another essential fact – resources can be leveraged to bring about optimal solutions to the skill conundrum in India.

In line with the contours outlined previously, namely driver, beneficiaries, offerings, timing, operation and structure, the various aspects related to the employability model have been outlined.

Drivers

The key drivers that outline the need for alternative employability-focused training initiatives are:

- **Emergence of ‘personal’ technology:** The preference towards using the equipment/technologies increases among the people wanting customisation and self-expression.
- **Managing diversity:** The learner categories are mixed and diverse across geographic locations, so blended learning study provides a variety of activities involved in the study leaning towards the preference of the students.
- **Need for industry-relevant course:** With the need for high-quality, market-oriented skills, blended learning offers standardised modules that ensure the trainees are able to have the right skills.

- **Presence of industry clusters:** There are formal and informal clusters in India. Blended learning can aid in peer-to-peer learning
- **Resource constraint:** The skilling challenge is of a magnitude that needs tremendous resources in terms of capacity creation, teaching aids and trainers. The use of blended learning ensures that capacity is created where it is required.

These drivers also belabour key aspects about how the skill landscape in India can slowly transition with blended pedagogy with some key aspects like applying blended learning leading to a higher proportion of ‘prepared’ trainees who walk in to the training centres, and training solutions could become more customised/industry relevant.

Beneficiaries

The target beneficiaries for the employability model using blended pedagogy will be:

- **typically hailing from semi-urban and rural areas in India**
- **in the skill pyramid (composed of minimally skilled, semi-skilled and skilled) this segment predominantly is at minimally skilled and semi-skilled**
- **graduates who hail from poor backgrounds looking**

for skill augmentation for enhanced employability.

What needs to be intrinsically understood about the beneficiaries is that they might have perceptual challenges related to vocational skilling which can be normalised to a large extent using innovative pedagogies like blended learning. This is essentially a diverse segment but focused on employability, but may be constrained to travel long distances for just taking the VET course. This segment also expects recognition/reward for the course they have attended. The various other cohort-specific features are outlined further in the timing contour.

Timing

The target cohort typically ranges from 16 years to 35 years. This is due to:

- **typically the segment in the age group will be digitally comfortable (even if not native) in India**
- **this age group looks for ‘experiences’**

- **this age group looks to experiment**
- **this age group is comfortable with social media usage and networking**
- **this segment appreciates the need for employable skills.**

Based on the beneficiary profile and timing, the offerings have been outlined below.

Offerings

The offerings look to give discrete learning objectives which can explore self-learning, F2F and collaborative learning for the target. The basic skills as well as some sector-specific functional skills will be offered.

Of course, the above skill sets for the envisaged employability model will:

- **build on UK expertise**
- **look to offload the necessary theoretical aspects via self-learning modules**

Basic Skills	Functional Skills
<ul style="list-style-type: none"> • Literacy • Numeracy • Soft • IT • Entrepreneurship 	<ul style="list-style-type: none"> • Sector-specific skills

- look to be holistic in terms of the coverage to create digitally empowered trainers.

Operational model – detailing

The operational aspect for the employability model will detail how the various arms of blended

learning pedagogy – self-learning, F2F learning and collaborative learning – will converge as an actionable model in Figure 9.

There are three key operational blocks – self-learning through platform, contact centres and knowledge centres.

Essentially the self-learning will happen either through the platform or at the contact centres and the F2F and collaborative will happen at the knowledge centre.

Figure 9: Employability model – schema

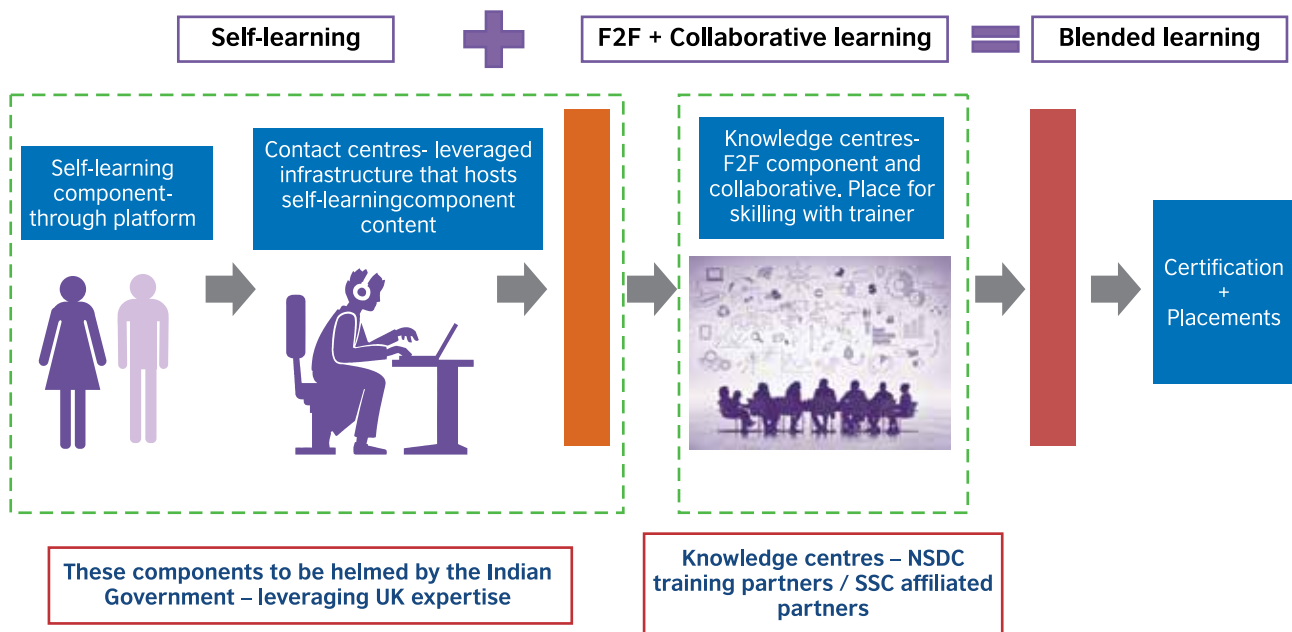
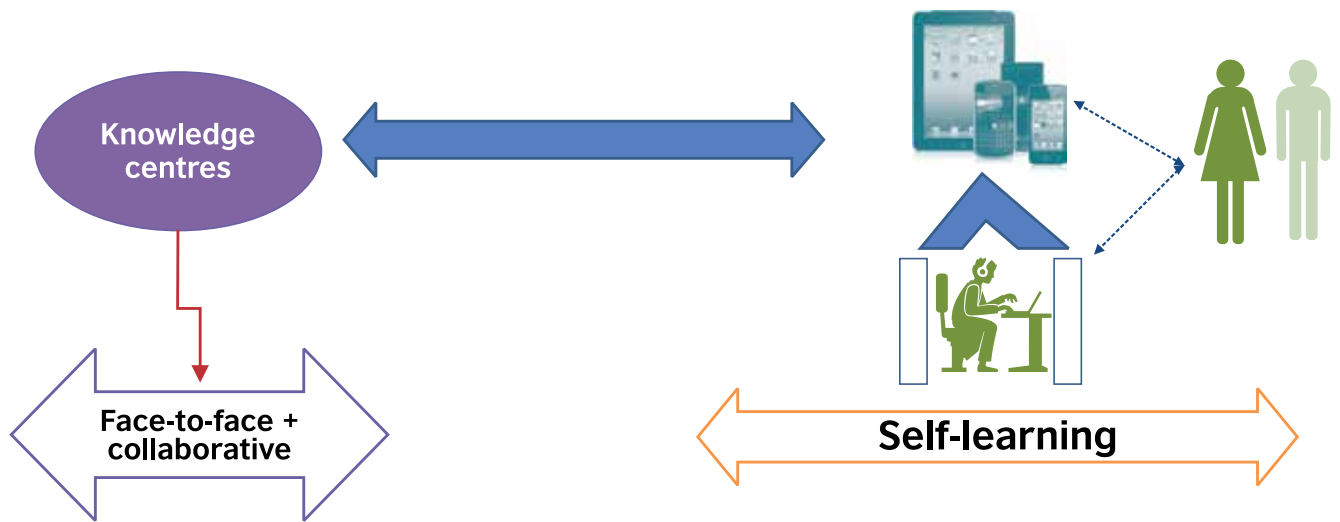


Figure 10: Employability model – structuring the engagement



Self-learning	Contact centre	Knowledge centre
The self-learning component will be through the platform.	The contact centre essentially provides the same content as the self-learning. This can be used by trainees when they do not have individual access to self-learning content. These centres will leverage the existing infrastructure.	The knowledge centres will host the collaborative learning and face-to-face components.

i) Self-learning

The self-learning occurs over the platform where a set of learning objects are given to students who register for a particular course. The key operational details of self-learning are as below:

ii) Contact centres

Contact centres are essentially leveraged infrastructure locations where the self-learning content can be accessed by trainees (for those trainees who cannot access via the platform).

These are thus developed with the purpose of ensuring that the training infrastructure is never too far away from the trainees and designated locations from where trainees can be reached at the grass-root level. The leveraged infrastructure can be explored on a PPP basis.

Objective:

- To give the self-learning modules of the course

Pre-requisite:

- On registration with NSDC/ SSC affiliated training provider or on registering at a contact centre, the trainee will be able to access the self-learning components which will have no/minimal trainer interface.

Coverage:

- Self-learning component will have learning objective modules across common topics like literacy, numeracy, basic IT skills, soft skills, etc.

- It will also have some theory modules across sectors (for trainees registered at a contact centre).

Technology:

- The self-learning will be through the platform – either online or through mobile.

Monitoring:

- There will be monitoring tools that use logs to see the individual trainee activity. In the event of no activity for a prolonged time, the training provider representatives will touch base with the trainees.

Assessments:

- Each self-learning component will have quizzes that gauge the comprehension level of the student.
- Only on completion of the self-learning will the trainee be allowed to engage with the collaborative and F2F components at the knowledge centre.

Follow-up:

- The trainees who have walked in may be prompted to approach the knowledge centre to further their skills.

Across India there are several key infrastructures that can be leveraged, as in Table 7.

Table 7: Some options for leveraging infrastructure

Infrastructure	Network size	Ministry
Railway stations	7,112 across India	Ministry of Railways
SSA schools	~ 13,00,000	Ministry of Human Resource Development
ICDS centres	~12,41,750 Anganwadi centres In these about 75% have pucca buildings 59% have no toilet facilities 41% Anganwadi centres at district level	Ministry of Health & Family Welfare
KVK	641 – all have training facilities and rooms	Ministry of Agriculture
ITI	10,344 14,68,736 seating capacity	Ministry of Skill Development and Entrepreneurship
Post office	154,866 post offices 139,040 in rural areas 15,826 in urban areas Around 25,000 computerised post offices	Ministry of Communications and Information Technology
District Hospitals	5,615 sub centre 34,641 primary health centre 172,375 community health centre	Ministry of Health & Family Welfare
LIC branches	8 zonal offices, around 109 divisional offices, 2,048 branches and 992 satellite offices and corporate offices Also has 54 customer zones and 25 metro-area service hubs located in different cities and towns of India.	Ministry of Finance
Colleges	Central Universities (Public) - 44 State Universities (Public) - 306 State Universities (Private) - 154 Deemed Universities (Private or Public) - 129 Institution of National Importance (Public) - 67 Total Degree-granting Institutions - 700 Affiliated Colleges (Public or Private) - 35,539	Ministry of Human Resource Development

Infrastructure	Network size	Ministry
Common Service Centres	~ 90,000 – about 1 CSC for 6 villages proposed	Department of Electronics and Information Technology
Government guesthouses	676 - at least one in each district	Ministry of Tourism
Police station	~14,000	Ministry of Home Affairs
Fire station	~1,705 (284 fire stations operating in industrial sectors)	Ministry of Home Affairs
Courts	24 High Court and 600 District Court	Ministry of Law and Justice
Panchayat Office	Number of gram panchayat is 238,617 Gram panchayat with ghar is 180,032	Ministry of Panchayati Raj

Source: Secondary research

Though the infrastructure may be leveraged, to start with, the best possible infrastructure needs to be identified. Some of the parameters that can be used for this are:

Network size:

- The spread of the infrastructure

Available infrastructure:

- such as room, computer, etc.

Infrastructure amenable for training:

- ability of the infrastructure to be amenable and be customised for vocational training

Safety for infrastructure:

- available provisions to keep the training infrastructure secure during idle time

Power:

- availability of steady power source

Connectivity:

- availability of provisions for internet connectivity

Hygiene:

- availability of water, sanitation/toilet

Accessibility for trainees:

- near/proximity to trainee location

Accessibility for trainers:

- proximity/accessibility for trainer's intervention (based on need)

Existing MoU:

- already existing MoU for infrastructure leverage

Based on the above, the infrastructure listed are analysed and presented across a heat map. The above-indicated infrastructure may be utilised for reaching the grass-root level for delivering the self-learning components.

Figure 11: Infrastructure leverage – heat map analysis

Infrastructure	Factors								
	Network size	Available infrastructure (such as room, computer, etc)	Infrastructure amenable for training	Safety for infrastructure	Power	Connectivity	Hygiene (WASH)	Accessibility for trainees	Accessibility for trainers
Railway stations	Green	Green	Green	Green	Green	Green	Orange	Green	Green
SSA schools	Green	Green	Green	Green	Green	Green	Green	Green	Green
ICDS centres	Green	Green	Orange	Orange	Orange	Orange	Orange	Green	Green
Govt guest-houses	Red	Orange	Red	Red	Green	Orange	Green	Orange	Orange
Police station	Green	Green	Red	Green	Green	Green	Green	Orange	Orange
Fire station	Red	Green	Red	Green	Green	Green	Green	Orange	Orange
Courts	Red	Green	Orange	Green	Green	Green	Green	Orange	Orange
Panchayat office	Green	Orange	Red	Orange	Red	Orange	Orange	Yellow	Yellow
KVK	Green	Green	Green	Green	Green	Green	Green	Green	Green
ITI	Green	Green	Green	Green	Orange	Green	Green	Green	Green
Post office	Green	Green	Orange	Orange	Green	Orange	Orange	Green	Green
District hospitals	Green	Green	Orange	Green	Orange	Green	Green	Green	Green
LIC branches	Green	Green	Green	Green	Orange	Green	Green	Green	Green
Colleges	Green	Green	Green	Green	Orange	Green	Green	Green	Green
Common Service Centres	Green	Green	Green	Green	Orange	Green	Green	Green	Green

One of the infrastructures that can be leveraged immediately, building on the existing MoU, are the railway stations, for

reach at grass-root level. Some specific details on the available infrastructure at railway stations are indicated in Table 8 which

may be ramped-up suitably to host blended training.

Table 8: Snapshot of railway infrastructure at stations

Indicative parameters	Infrastructure readiness	
Network size	7,112 railway stations in India (excluding block hut and no halt stations)	
Available infrastructure (such as room, computer, etc)	<ol style="list-style-type: none"> 1. Toilets 2. Lounges and cafés 3. Concession stands for retail and food 4. Vending machines 5. Waiting room furniture (reserved/unreserved) 6. Lounge furniture 7. Platform furniture 8. Ticket/inquiry booths 9. Rubbish receptacles 10. Counters 11. ATMs 12. Station Information Centres 	
Infrastructure amenable for training	Yes. The infrastructure available can be customised for training.	
Safety for infrastructure	Yes	
Power	Yes	
Connectivity/Communication infrastructure	<ol style="list-style-type: none"> 1. Help-Point Intercom (HPI) 2. Public address devices 3. Customer information displays 	<ol style="list-style-type: none"> 4. Station Information Centre (SIC) 5. CCTV cameras 6. Public telephones
Hygiene (WASH)	Yes	
Accessibility for trainees	Yes	
Accessibility for trainers	Yes	
Existing MoU	Yes	

Source: Ministry of Railways

Thus, the contact centres which can be established at railway stations can have the following infrastructure:

- **Training infrastructure** – computer, headsets, table, chairs

- **Human resource**

- **Counselor:** who guides the trainees on what options there are at the centre
- **Support staff:** who act as the custodian of the

training infrastructure

- **Other infrastructure** which may include display of dynamic demand for job roles in the area, small play area for children, internet connectivity, etc.

The key operational details of contact centres are:

<p>Objectives:</p> <ul style="list-style-type: none"> For trainees who do not have access to the platform at an individual level – the contact centres will be used. The contact centres will also be accessible to trainees who are ‘walk-ins’. These trainees, on registration, will be able to take the self-learning modules. The contact centres will be the railway stations. <p>Pre-requisite:</p> <ul style="list-style-type: none"> On registration with NSDC/ SSC affiliated training provider, the trainee will be able to access the own-learning components which will have no/minimal trainer interface in the contact centres. Walk-in trainees, after registration and a session with the counselor, will be able to access the self-learning components which will have no/minimal trainer interface. <p>Coverage:</p> <ul style="list-style-type: none"> Contact centres will essentially host the same content as that of individual 	<p>learning.</p> <ul style="list-style-type: none"> However, the difference here is that these centres will be actual physical locations in places where the infrastructure can be leveraged. In the case of walk-in students, the content will be restricted to common skills bouquet and will not have the off-loaded role-specific theory concepts. <p>Technology:</p> <ul style="list-style-type: none"> The government will host the individual learning content in contact centres using leveraged infrastructure – railway stations. The contact centres will be located at about 50–60 kms radius from trainees' homes to ensure that they need not travel exclusively to access the content. Computers, headsets, tables, chairs will be put up/ leveraged. <p>Monitoring:</p> <ul style="list-style-type: none"> The trainee needs to register with the support personnel at the contact centre for usage of the infrastructure. 	<ul style="list-style-type: none"> Only registered trainees will be allowed to use the facilities, which will be logged. <p>Assessments:</p> <ul style="list-style-type: none"> Each self-learning component will have quizzes that gauge the comprehension level of student. Only on completion of the self-learning will the trainee be allowed to engage with the collaborative and F2F components at the knowledge centre. The trainee also has an option to stop the training after completing the self-learning components and take the certification. <p>Follow-up:</p> <ul style="list-style-type: none"> The trainees who have arrived through the NSDC/ SSC partners will be guided to the nearest and most relevant knowledge centre to continue with the course The walk-in trainees will be counselled to either continue on to the knowledge centre or will be certified for the courses taken.
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iii) Knowledge centres

The knowledge centres are NSDC/SSC affiliated training centres where F2F and collaborative learning take place. The key operational details about these centres are:

<p>Objectives:</p> <ul style="list-style-type: none">• For trainees who have successfully completed the self-learning components, knowledge centres will be accessible. <p>Pre-requisite:</p> <ul style="list-style-type: none">• These centres will be accessible to students who have completed the self-learning modules.• Up to the contact centres, the trainee needs to only register with the training provider. Starting from the	<p>parts of the course at the knowledge centres, the trainees will be expected to pay the course fee.</p> <p>Coverage:</p> <ul style="list-style-type: none">• Knowledge centres will be the nodal locations where the collaborative learning and face-to-face modules will be conducted. <p>Technology:</p> <ul style="list-style-type: none">• The knowledge centres will typically be NSDC training providers/SSC affiliated providers.	<ul style="list-style-type: none">• Course-relevant technology will be used. <p>Assessments:</p> <ul style="list-style-type: none">• After the completion of the face-to-face and collaborative modules, the trainees will undergo assessments which will be by independent assessment bodies, those that have been approved by the SSC. <p>Certification:</p> <ul style="list-style-type: none">• Appropriate certification will be given to the trainees.
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The operating model detailed above reiterates the role of multiple nodal stakeholders. The same has been outlined in detail in the structure contour.



Structure

This contour outlines the role of key stakeholders who will be involved in the implementation of the employability model.

Table 9: Role of stakeholders in proposed employability model

Stakeholder	Envisaged role
Indian Government - MSDE	<ul style="list-style-type: none">• Creation of systems for ease of execution• Funding mechanisms• Paving way for resources leverage• Ensuring the self-learning component is subsidised• Engaging with UK partners and being the custodian of the IP
Indian SSC	<ul style="list-style-type: none">• Play the role of the anchor for the respective sector• Offer suggestions on how the curriculum and content can be customised• Essentially act as the Project Management Unit• Incorporate blended aspects in the QP template
UK Provider(s)	<ul style="list-style-type: none">• Offer assistance and knowledge as per defined scope of work• Hand-holding for the requisite period• Workforce development
Indian provider(s)	<ul style="list-style-type: none">• Develop courses in line with requirements from SSC• Customise courses to suit local preferences• Establish right infrastructure at knowledge centre• Build network for placements
Employer	<ul style="list-style-type: none">• Aid in building industry-relevance into the courses• Offer internships
Assessment bodies	<ul style="list-style-type: none">• Build independent assessment methodologies in line with the SSC assessment criteria

In the above outlined roles, the opportunities for the UK providers will be in the following areas:

- in the Programme Management Unit (PMU) where a groups of UK experts will work alongside an Indian partner in capacity building of MSDE and SSC
- in content deployment/customisation cost per subject - including customisation of NOS, curriculum development of blended learning, assessment criteria/assessments, and identification of learning outcome and pre-assessment of students, etc.
- in course design planning.

As the employability model has been outlined, the trainer model will also be outlined for large-scale grass-root skill-building by leveraging existing infrastructure.

Blended learning engagement model for trainer

The trainer model aims to create appropriately skilled trainers who can aid the overall skill landscape in India and also play a role in shaping large-scale blended learning initiatives in the nation. Why this arm of the model is important is because the trainers are the vital cogs who ensure that the end beneficiaries are appropriately skilled. As outlined previously in the report, in the context of blended learning the role of the trainer morphs from the traditional didactic role to becoming a mentor/facilitator for the learning process. With the vast skill mandate in India, creating the pipeline for trainers assumes great significance.

In line with the contours outlined previously, namely driver, beneficiaries, offerings, timing, operation and structure, the various aspects related to the trainer model have been outlined.

Drivers

The drivers outline the key reasons/need for trainer creation. The key drivers are:

- Overall in India, there is a

paucity of competent and skilled trainers

- In blended learning, the trainer becomes a designer, facilitator, supporter and encourager
- The role also slowly morphs into the trainer being a mentor
- Additionally, the traditional role of ensuring each student progresses as expected is also expected of the trainer
- The trainer in the context of blended learning also needs to understand the various learning technologies and how they are applied in the skilling context
- The trainer needs to appreciate how the training becomes slowly issue-specific rather than being generic.

The above drivers reiterate the importance of developing a system for the creation of a trainer pool in India which can look beyond the traditional modalities of trainer creation.

Beneficiaries

The beneficiaries contour outlines who will be the target

for the proposed trainer model. Predominantly it will be Ex-servicemen (ESM) and soon-to-be-ESM. In order to maintain a youthful profile of the Armed Forces, approximately 60,000 service personnel are retired /released every year at a comparatively young age. The majority of the service personnel at the time of retirement are at an age where they have numerous unfinished domestic responsibilities, which necessitate their taking up a second occupation⁸.

The Directorate General Resettlement (DGR) is an inter-service organisation functioning directly under the Department of Ex-Servicemen Welfare (Ministry of Defence). It is the endeavour of DGR to provide opportunities to service personnel and ESM for their reorientation.

The ESM/soon-to-be ESM belong to the beneficiary segment that already possesses the softer aspects like discipline, overall aptitude, etc. Also, they might already be highly skilled. However, they might require initiation into the trainer skill sets like use of technology and social media. The idea of using ESM across various walks of life has already been explored in India. One of the case studies has been outlined in the highlighted box:

⁸ Source: DGR

Case study: Ola cabs partnering with DGR

Cab aggregator Ola has partnered with the Directorate General Resettlement (DGR) to make 60,000 ex-servicemen driver-entrepreneurs.

'Ola Sainik will bring ex-servicemen on board as entrepreneurs on its platform. Like tens of thousands of driver-entrepreneurs on its app, Ola will help them with training, technology and a consistent revenue opportunity by giving access to the millions of customers on its platform,' said a press release from Ola. By getting ex-servicemen on board through the Ola Sainik programme, Ola is allowing top-notch talent available amongst us to serve the nation again. 'We believe this will go a long way in improving the lives and careers of those who have dedicated their lives to the security of the nation,' said joint director of Directorate General of Resettlement Col Vipin Patpatia.

Source: The Times of India

Timing

The ESM/soon-to-be ESM represent a cohort that typically is aged 35 years and above. Some salient characteristics of this segment in the context of becoming blended learning master trainers are:

- **typically the segment in the age group may not be digitally comfortable**
- **this age group might need reinforcements to adapt to playing the role of trainers**
- **this age group might not be comfortable with social media usage and networking.**

Following the beneficiary profile and timing, the offerings will be outlined.

Offerings

The following can be the set of indicative offerings that can be explored to create trainers from the ESM/soon-to-be ESM. The indicative modules that have

Blended Learning Trainer Skills

<ul style="list-style-type: none"> • Master trainer theory modules • IT Skills • Soft skills 	<ul style="list-style-type: none"> • Assessment skills • Social media management skills
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been outlined marry the trainer skill sets with emerging areas like IT, social media management, etc. which essentially empower trainers to fit in with the blended learning landscape.

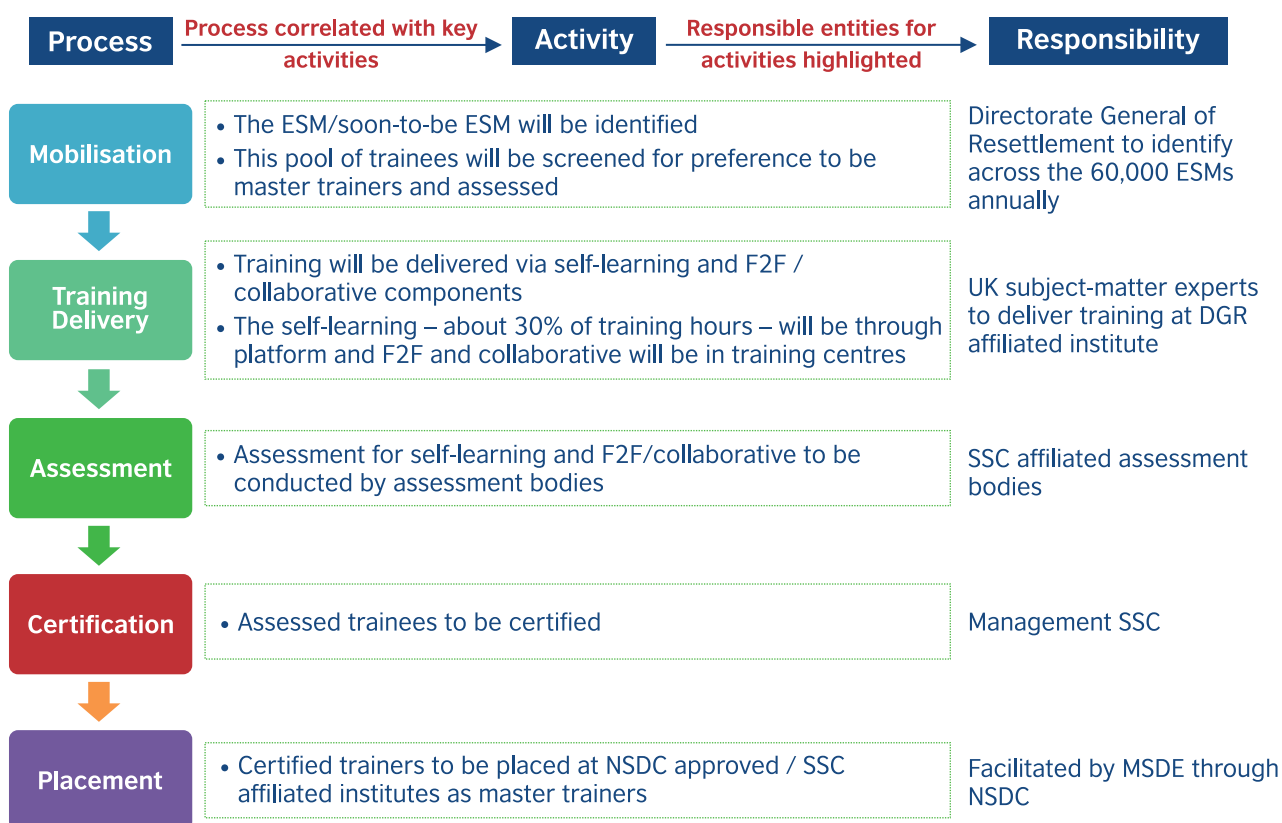
Of course, the above skill sets for the envisaged trainer model will:

- **build on UK expertise**
- **look to offload the necessary theoretical aspects via self-learning modules**
- **look to be holistic in terms of the coverage to create digitally empowered trainers**

Operational model – detailing

This contour outlines the details of the operational model for skilling the ESM/soon-to-be ESM. Any training model has the following key blocks, namely mobilisation, training delivery, assessments, certification and placement. With reference to the target segment, this model will have the following key activities and the nodal responsibilities outlined in Figure 12.

Figure 12: Trainer model – operating model



The operational model outlined above builds on close working with the several entities involved. Of course, the structuring of the engagement in detail will be outlined as part of the next contour. However, some of the key aspects of the operating model for the trainer model are:

- **Mobilisation** – The ESM/ soon-to-be ESM who show interest to in becoming trainers for blended learning have to be identified by

the DGR and need to be screened for preference and ability to become trainers

- **Training delivery** – the delivery will be a combination of self-learning backed by technology and face-to-face (F2F) components, as is the case with any blended learning pedagogy. As per DGR rules, the training can be for 89 days. These can be customised for this segment by either opting for

a full time trainer course or 60-day trainer course + any sector-specific refreshers, in line with the respective SSC requirements

- ♦ **Self-learning** - Self-learning component will have learning object modules across common topics like assessment, IT, soft skills, social media, etc. The self-learning will be through the platform – either online

or through mobile. There will be monitoring tools that use logs to see the individual trainee activity. In the event of no activity for a prolonged time, the training provider representatives will touch base with the trainees. Each self-learning component will have quizzes that gauge the comprehension level of the student. Only on completion of the own learning will the trainee be allowed to engage in the collaborative and F2F components.

- ♦ **F2F and collaborative components** - For trainees who have successfully completed the self-learning components,

these components will be accessible. These will be in DGR affiliated institutes / NSDC training partners institutes where course-relevant technology will be used.

- **Assessments** – After the completion of the face-to-face and collaborative modules, the trainees will undergo assessments which will be by independent assessment bodies, those that have been approved by the management SSC. On successful completion they will be certified as trainers.
- **Certification** – Assessed trainees will be certified in line with SSC norms.
- **Placements** – The certified trainers will be placed

at NSDC approved / SSC affiliated training centres to become a part of the skilling landscape.

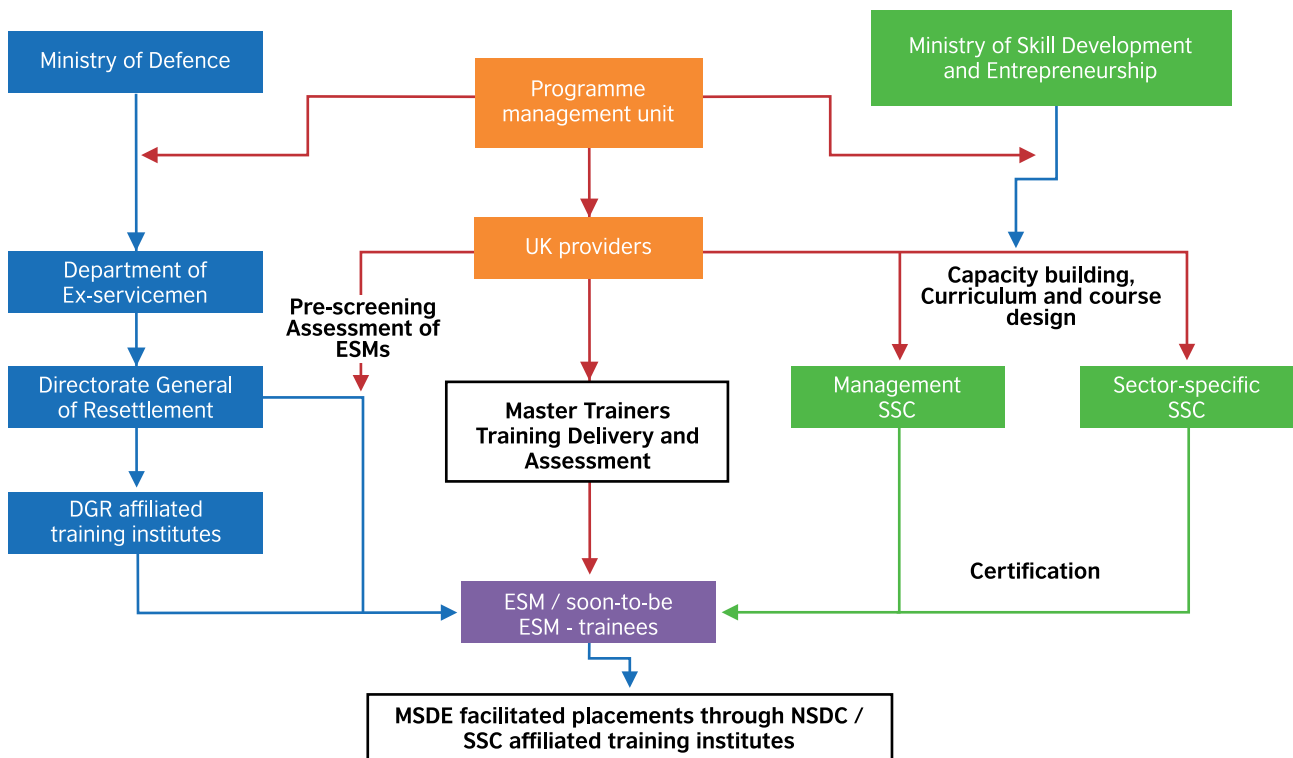
The operating model detailed above reiterates the role of multiple nodal stakeholders. The same has been outlined in detail in the structure contour.

Structure

The model, as outlined above, will focus on creating a pool of trainers. The beneficiaries here are the ex-servicemen (ESM) who will be given the skill set to be a trainer. After the training and assessments the ESM trainees will be certified appropriately and placements will be facilitated. This is diagrammatically outlined in Figure 13.



Figure 13: Structure of trainer model



The ESM/soon-to-be ESM are identified with input from the Directorate General of Resettlement (DGR). These trainees are pre-screened and assessed for their willingness and ability for the trainer programme. The selected trainees are trained in modules encompassing trainer skills, social media skills, IT

skills, soft skills and assessment skills which will enable them to become trainers. This training will be in line with the National Occupational Standard (NOS) developed by the Management SSC. On completion of these modules, the trainers can also undergo sector-specific training modules in line with NOS of sector-specific SSCs.

After completion of the training, there will be assessments and certification. Then, the certified personnel will be placed in NSDC / SSC affiliated training institutes facilitated by MSDE. The current profile of the nodal stakeholders involved is outlined in Table 10.

Table 10: Current profile of stakeholders

Stakeholder	Current status
DGR	<p>The Directorate General Resettlement (DGR) is an inter-service organisation functioning directly under the Department of Ex-Servicemen Welfare (Ministry of Defence). In order to maintain a youthful profile of the Armed Forces, approximately 60,000 service personnel are retired/released every year at a comparatively young age. Majority of the service personnel at the time of retirement are at an age where they have numerous unfinished domestic responsibilities, which necessitate their taking up a second occupation. DGR assists Ex-Servicemen to train and acquire additional skills and facilitate their resettlement through a second career.</p>
DGR affiliated training institutes	<p>DGR has its own institutes as well as institutes that have been approved by the DGR to conduct courses for the servicemen which are located pan-India. The approval is usually for a period of one year. The training institute need to ensure that employment assistance to the candidates who underwent training for a period of two years is provided from the date of concluding of the course and will forward a six-monthly report to DGR informing of the placement/ present status of the candidates reflected in their placement assistance roster.</p> <p>There are about 200 institutes affiliated to the DGR.</p>
Indian SSC – Management	<p>This SSC needs to develop NOS for 47 job roles related to management and affiliate 202 institutes over a period of 10 years.</p>
Other Indian SSCs	<p>There are about 40 SSCs that have been approved and are in various stages of operation. These SSCs, on an average, have about five people who manage all the SSC activities.</p>

The role of the stakeholders in the implementation is outlined in Table 11.

Table 11: Role of stakeholders in proposed trainer model

Stakeholder	Envisaged role
MSDE	<ul style="list-style-type: none"> • Creation of systems for ease of execution • Funding mechanism • Engaging with UK partners and being the custodian of the IP • Facilitate in placements of certified trainers in NSDC/SSC affiliated training centres
MoD	<ul style="list-style-type: none"> • Steering the overall policy and implementation • Direct DGR to provide ESM/soon-to-be ESM for training
DGR	<ul style="list-style-type: none"> • Provide the ESM/soon-to-be ESM • Provide the list of accredited institutes for training • Accredite the master trainer content
PMU	<ul style="list-style-type: none"> • This will have representatives of the UK provider and the Indian government • Essentially acts as the nodal body to ensure the implementation • Helm and monitor the overall implementation
Indian SSC - Management	<ul style="list-style-type: none"> • Play the role of the anchor for the respective sector • Develop NOS for master trainer incorporating blended learning elements • Accredite the master trainer content in line with NSQF framework • Aid in placements of certified trainers in SCC affiliated training centres

In the above-outlined roles, the opportunities for the UK providers will be in the following areas:

- **Training of Indian SSCs**
- **Customisation of NOS for blended learning of trainer with Management SSC**
 - ◆ NOS for trainer job role
 - ◆ sector-specific NOS
 - ◆ review of the NOS created
- **Content design, development, customisation and updating for blended learning of trainer**
 - ◆ inclusive of trainer modules and sector-specific module
 - ◆ includes creation of study plan and learning outcomes
- **Assessments framework development for blended learning of trainer**
- **Training delivery – combination of technology aspect and face-to-face aspects**
 - ◆ delivery through technology – 30%
 - ◆ in classroom – 70%
- **Assessment and certification including pre-screening of potential trainees**

Thus the outlined employability and trainer models aim to create a MSDE concurrent skilling environment with both trainers and employable youth as the potential learners.



ANNEX

List of contributors

The following **Indian stakeholders** have been interfaced with for the report:

- Ministry of Skill Development and Entrepreneurship – Dr Divya Nambiar and Mr Narasimman (Consultants)
- Ministry of Skill Development and Entrepreneurship – Mr Tutan Ahmed (Consultant)
- Mettl – Mr Ketan Kapoor (Co-Founder and CEO)
- Premier Centre For Competency Training – Dr M. K. Padmanabhan (Director)
- Knorish Frameworks – Mr Kinner Sachdev (Co-Founder and Director) and Ms Rakhi
- Skill Train – Mr Ganesh (Founder)
- Liqvid – Mr Manish Upadhyay (Co-founder and Chief Evangelist) and Mr Vivek Agarwal (CEO)
- Qustn Technologies – Mr Mrigank Tripathi
- Institute for Consultancy and Productivity Research – Dr Sunil Abrol (President)
- TESS India – Mr Yogesh Jadhav (Country Project Manager)
- IL & FS – Ms Pooja Gianchandani and Mr Subhadip
- Retailers Association of India – Mr Kumar Rajagopalan (CEO)

- Gems and Jewellery Skill Council of India – Mr Binit Bhatt (COO)
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Institutional structure for skilling in India

The detailed institutional structure for skilling is as in Table 12.

Table 12: Institutional framework for skilling in India

Stakeholders	Key role in the skill ecosystem in India
Ministry of Skill Development and Entrepreneurship (MSDE)	The Ministry of Skill Development and Entrepreneurship has been created to fulfil the vision of a 'Skilled India' where human resource development is in primary focus. The Ministry will be responsible for coordination with all concerned for evolving an appropriate skill development framework, removal of disconnect between the demand for and supply of skilled manpower through vocational and technical training, skill upgrading, building of new skills, innovative thinking and talents not only for the existing jobs but also the jobs that are to be created. The Ministry will also play a lead role in ensuring the implementation of the National Policy for Skill Development and Entrepreneurship 2015.
National Skill Development Agency (NSDA)	The NSDA was set up as a society in June 2013. The NSDA is majorly responsible for the following activities: <ul style="list-style-type: none"> operationalise and implement the National Skills Qualification Framework quality assurance framework embedded in NSQF design and implement the National Labour Market Information System (till NSRI is constituted) establish and operationalise a QA framework embedded in NSQF to improve consistency of outcomes in the skills landscape, which will include laying down a framework for training, assessment and certification processes and agencies in the country. promote the use of the 'Skill India' logo on skill certificates by the SSCs/ Agencies adhering to the QA framework. anchor the Prime Minister's Skill Development Fellow Programme discharge any other function as may be assigned to it by the Ministry.
National Skill Development Fund (NSDF)	NSDF has been set up by the Government of India with the desired objective of encouraging skill development in the country. A public Trust set up by the Government of India is the custodian of the Fund
National Skill Development Corporation (NSDC)	The National Skill Development Corporation (NSDC), a Public Private Partnership, was set up in 2008. It will be the nodal organisation for all private sector initiatives in the short-term skilling space. It has recently been brought under MSDE.
Sector Skill Councils (SSCs)	In order to ensure that the skill development efforts being made by all the stakeholders in the system are in accordance with the actual needs of industry, Sector Skill Councils (SSCs) are being set up. NSDC has been facilitating the setting up of SSCs in various sectors. Sector Skills Councils are industry-led and industry-governed bodies, who will complement the existing vocational education system for the Industry Sector in meeting the requirements of appropriately trained manpower.

Source: MSDE

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