Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training

PROJECT carried out by
the School of Vocational Studies, NETAJI SUBHAS OPEN UNIVERSITY (NSOU)
in association with Commonwealth Educational Media Centre for Asia (CEMCA), COL

2018

Introduction

The School of Vocational Studies, NSOU is working on a three-year project titled *"Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training"* with the active support of Commonwealth Educational Media Centre for Asia (CEMCA). **The objectives** of the project are to up-skill trainees to get into job market and make them employable with job ready skills.

General Objective

Increase Access and Improve Institutional Capacity for Sustainable Development.

Specific Objectives

1. Development and delivery of online training programmes through MOOCs.
2. Increasing the women and first-generation participation in training programmes through outreach programme.
3. Enhance Capacity of faculty members and trainers for development of quality learning materials (as OER) and online learning facilitation to learners.
4. Improvement of learner support system (online support through a dedicated web portal etc.)
5. Development of a network of prospective employers and linking the learners to the prospective employers through web portal for sustainable development.

To reach-out to more learners with more learner friendly packages, the School has already taken following activities during the three years (2017-20) for successful implementation of COL-CEMCA integrated higher education model with the support of CEMCA.

For 2nd phase of the project i.e. 2018-19, school has taken following broad activities:
- 👉 Three-Day Capacity Building workshop on content Development for Vocational Courses (Clause 3.1.1);
- 👉 Upgrading online interface & OER Repository (Clause 3.1.2);
- 👉 Four outreach program (Clause 3.1.3);
- 👉 Developing A/V lecture with E-Text (Clause 3.1.4);
- 👉 Job-Fair (Clause 3.1.5);
- 👉 Study on Learners' Enrolment (Clause 3.1.6);

Five job oriented vocational courses have been identified for revision and content development in print and non-print version and will be further uploaded at NSOU-OER repository. 2nd Phase of the project work is quite robust in nature in comparison to 1st year project work. The current year's activities included the following activities as per clauses:

The current year's activities started with 3-day workshop on *"Curriculum Revision and Content Development (print & non-print)"* held on 25-27 July 2018 at the University Headquarters.

Report of the Workshop on Curriculum Revision and Content Development (Print & Online) 25-27 July 2018

The 3-day workshop on "*Curriculum Revision and Content Development (print & non-print)*" held on 25-27 July 2018 at the University Headquarters. Twenty-two subject experts from four selected courses attended the workshop. The Inaugural session was graced by Hon'ble Vice Chancellor, Prof. Subha Shankar Sarkar, Dr. Manas Ranjan Panigrahi, Program Officer, Commonwealth Education Media Centre for Asia and the Registrar, Sri Mohan Kumar Chattopadhyay.

In the inaugural session, Professor Anirban Ghosh, Project Director informed all the participants about the current project which has been started in 2017-18. Last year the School developed the e-content for i) Diploma in Pre-Primary Teachers' Education, ii) Needlework, iii) Modern Office Management, iv) Travel and Tourism, and v) Safety and Security Management. This workshop was particularly meant for the subject experts who would be engaged in curricula revision and content development. The workshop was designed to revise curriculum and development of content both print material and audio video material. Most of us are engaged in conventional institutes where we teach mostly in face to face mode but in ODL mode we have an obstacle, the students are not available for day to day interaction. Therefore, we have to depend on the technology, we are using this technology to bridge the gap between the students and the teachers and the students and the University, we are trying to minimize the distance between them. So, in this case CEMCA is supporting both in financial terms and technical terms. They have extended their support for the benefits of the society, for the benefit of the students because the students and the institute are the part of the society. If we reach our students directly through use of ICT that is Information and Communication Technology, ultimately the students will be benefited. So that is our motive, that is our objective and this year during 2018-19, we have selected another 5 courses. As I have mentioned, last year we developed e-content for 5 courses which are on roll, this year we have selected i) Entrepreneurship Development, ii) Disaster Risk Management, iii) Human Rights, iv) Organic Agriculture and v) Consumer Rights and Awareness. For these 5 courses, selected and invited the subject experts have been selected and invited who would be involved in the curriculum revision and content development.

Dr. Barnali Roy Choudhury highlighted the importance of the current project in reaching out to maximum number of learners for successful implementation of CEMCA integrated higher education model. In these three years' period, NSOU will implement and test this higher educational model to increase access and improve quality of higher education by decreasing cost. Main objective of this project is to increase access and improve institutional capacity for sustainable development. There are some sub-objectives viz. development and delivery of online training program through MOOCS, increasing women and first generation participation in training programs through outreach programs and enhance capacity of faculty members and trainers for development of quality learning materials which is regarded as OER in our University and online learning facilitation to learners, improvement of learner support system through online mode as well as in offline mode and development of a network of prospective employers and linking the learners to prospective employers through web portals for sustainable

development and to generate skilled human resources for the job market and make them employable.

Dr. Manas R. Panihrahi in his lecture stressed upon increasing employability and entrepreneurship in development of economic condition not only in west Bengal but also in nation as a whole. He also requested all the participants to involve themselves in the process of development of course materials both print and non-print version.

On this occasion, a two minutes' video on NSOU's activities was released by Hon'ble Vice Chancellor, NSOU.

Professor Subha Sankar Sarkar, in his presidential address told that this is a sequel of last year's program. Two types of things have been integrated- one is e-content development and the second is curriculum revision. These two things are integral parts of all sorts of courses undertaken by any open distance learning institution. it is a hybrid mode of education depending on 4 important issues viz. i) e-content development, ii) the SLM one of the backbone of open distance learning, third is ICT development that is ICT intervention and 4th one is face to face mode of interaction. So these are the 4 pillars of education on the basis of which we can actually design and develop our courses. Always keep in mind that you should have access to these 4 types of delivery mechanisms- one is your PCP that is Personal Contact Program, the second is obviously the Self Learning Material, the third one is the access of students to OER repository and the 4th one is the ICT intervention where synchronous and asynchronous type of interaction can be done. So these are the 4 pillars of open distance learning in the scenario of vocational courses. It is mainly due to CEMCA's constant encouragement that we could start the institutional OER program in our University and we happened to be one of the pioneer universities in India to develop OER repository. We are really indebted because with the constant support of CEMCA we have come to the OER map of India, we can see our presence in the OER map of India.

The inaugural session ended with the vote of thanks proposed by Mrs. Kasturi Sinha Ghosh.

The entire three-day workshop was divided into six sessions excluding the inaugural session and valedictory session.

Session I started with a presentation of Dr. Panigrahi where Four-quadrant approach was discussed in detail.

Session II was based on Activity –I: In this session the participants were divided in four groups for each subject for deliberations on the existing syllabus. Each group prepared a chart highlighting the distribution of papers/ modules for each course incorporating the new ideas on respective subject. The session ended with their presentation.

2ⁿᵈ Day:
Session III started with a presentation by Shri Ashim Sekhar Paul, Asst. Professor, Satyajit Ray Film and Television Institute, Kolkata. His topic of lecture was "***Digital Storytelling: Amusement with Education".***

Session IV: This session was dedicated for group activity to identify the hard spots in the curriculum for which video contents and additional resources are required.
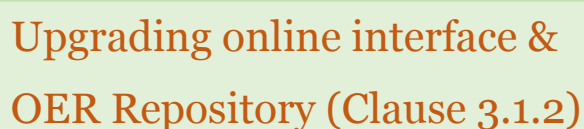
Session V: In this session a live demonstration on NSOU- LMS was presented by M/S Schoolguru.

3ʳᵈ day:
Session VI: The groups were engaged in identification of **various** components viz. PPT, Script, e-text, voice over etc. for the e-content. The session ended with the group presentation.

Valedictory session: The valedictory session was chaired by Hon'ble Vice-Chancellor. He expressed his happiness with the involvement of the participants in the 3-day workshop.

The workshop ended with distribution of certificates to the participants.
Full report of the same is being attached as Annexure 1.

Upgrading online interface & OER Repository (Clause 3.1.2)

Updation of the OER Repository with available resources is a continuous process and the project team has already taken initiatives to improve its accessibility for all stakeholders.

☞ Four outreach program (Clause 3.1.3);

The most focused objective of this three-year project is to increase enrolment in different vocational courses of the university so that the disadvantaged rural people can get access to skill development programmes of this university. The students are able to take the advantages of skill enhancement programme by which they can increase their skills and competencies in a particular trade. In the second year of the project CEMCA-NSOU

conducted four (4) outreach programs at its study centre namely **Nari Siksha Samity** dated 31st July 2018; **Pranabananda Institute of Management & Technology** dated 2nd December, 2018; **Vidyasagar Foundation school of Education and Training** dated 26th May, 2019 and last one was at **Sriniketan-*Shantiniketan Development Authority***, *Prantik* on 14th June 2019. More than 350 learners attended said programs. All academic counsellors of the centres also attended the programme.

On behalf of the Project Team, Prof. Anirban Ghosh, Dr. Barnali Roy Choudhury, Assistant Professor, NSOU and Shri Sudarshan Roy, Assistant Professor, NSOU facilitated the programme. The Team members interacted with the Academic Counsellors, Coordinators and the Students of the study centre. The team members met with the learners of the study centre and elucidated the vision of project as a whole and acquainted learner on different types of courses being offered by NSOU. They also demonstrated use of NSOU OER repository and ICT services to access the available educational resources for better learning. In this program NSOU team met all the participants individually to make them understand the accessibility of ICT and NSOU-OER repository. During the program a semi structured questionnaire was circulated among the learners and counsellors to get their feedback on various issues like ICT support, teaching learning methods, practical sessions, etc. on respective courses. Dr Manas Ranjan Panigrahi attended the first outreach program at **Nari Siksha Samity** dated 31st July 2018. News report of all outreach program have been submitted. Details report is going to be submitted within framed date. (Annexure 2)

☞ **Developing A/V lecture with E-Text (Clause 3.1.4);**

E-content (text and A/V lecture) of the following two courses have been developed during the period

i)   Entrepreneurship Development and Small Business management

ii)   Organic Agriculture and Horticulture

☞ **Job-Fair (Clause 3.1.5);**

One job fair has been organized at Anjali Institute of Management and Technology at Panskura on 31/3/19. 55students students of tailoring and dress designing participated in the job fair. 7 trainees were selected by the garment company (HP Cotton & Kothari Hosiery Pvt. Ltd., Howrah) for placement.

> 👉 **Reporting on Learners' Enrolment (Clause 3.1.6);**

Conclusion:

The University is working with CEMCA on different collaborative projects since 2014-15. The present three-year project (2017-20) aims to increase the accessibility of educational content for the learners of vocational and skill development programmes of the University. As the outcome of the project in the 2nd year it is evidenced that the learners' enrolment has been increased significantly except some cases over the last academic year due to ICT intervention. With the active support of CEMCA, the School is able to provide the online support to its registered learners of courses under project. Through the NSOU OER repository, the learners can access the e-text and audio-video lectures of the respective course. They can also register and upload their names in the "Placement Facilitation Service" online.

In the third year we propose to organize i) capacity building programme for faculties and trainers, ii) outreach programme, iii) job fair and iv) to develop e-content of the remaining courses.

Workshop on Curriculum Revision and Content Development (Print & Non-print)25-27 July 2018

Organized by
School of Vocational Studies, NETAJI SUBHAS OPEN UNIVERSITY Kolkata
in association with
Commonwealth Educational Media Centre for Asia (CEMCA), COL

Venue: Netaji Subhas Open University, Kolkata, WB, India

Introduction:

The School of Vocational Studies, NSOU is working on a three-year project titled "*Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training*" with the active support of Commonwealth Educational Media Centre for Asia (CEMCA). Five job oriented vocational courses have been identified for revision and content development in print and non-print version and will be further uploaded at NSOU-OER repository. The current year's activities started with 3-day workshop on "*Curriculum Revision and Content Development (print & non-print)*" held on 25-27 July 2018 at the University Headquarters. Twenty-two subject experts from four selected courses attended the workshop. The Inaugural session was graced by Hon'ble Vice Chancellor, Prof Subha Sankar Sarkar, Dr. Manas Ranjan Panigrahi, Program Officer, Commonwealth Education Media Centre for Asia and the Registrar, Sri Mohan Kumar Chattopadhyay.

In the inaugural session, Professor Anirban Ghosh, Project Investigator informed all the participants about the current project which has been started in 2017-18. Last year the School developed the e-content for Needlework, Modern Office Management, Travel and Tourism, export & import management and Safety and Security Management. This workshop was particularly meant for the subject experts who would be engaged in curricula revision and content development. The workshop was designed to revise curriculum and development of content both in print form and audio/video form. Generally, in conventional institutions, teaching-learning process is nurtured in face to face mode but in ODL, learners are not available for day to day interaction. Therefore, ODL system has to depend on the technology enabled learning, to bridge the gap between the learners and the teachers in a University setup. In view of foregoing, CEMCA is playing a pro-active role towards empowerment of the entire educational system through its diversified activities. The CEMCA is supporting NSOU to reach the unreached learners and to include the excluded. They have extended their support for the benefits of the society and learners as well. He shows his expectation of reaching the unreached learners of the university by using Information and Communication Technology for fruitful accomplishment of the project and initiatives, this year during 2018-19, SVS, NSOU

selected another 5 courses. As he mentioned, last year School of Vocational Studies, NSOU developed e-content for 5 courses which are on roll, this year they have selected i) Entrepreneurship Development, ii) Disaster Risk Management, iii) Human Rights, iv) Organic Agriculture and v) Consumer Rights and Awareness for the same. The selected and invited subject experts will be involved in the curriculum revision and content development.

Smt. Barnali Roy Choudhury, Assistant Professor in Library and Information Science and Co-Project Investigator, highlighted the importance of the current project in reaching out to maximum number of learners for successful implementation of CEMCA integrated higher education model. In her deliberations, Mrs. Roy Choudhury briefing on the Workshop objective, expected outcomes, and explained the need of quality development of higher education through Vocational Courses by stressed upon the improvement of human resources, women empowerment and capacity building. She has been focused on this three-year period planning in which NSOU will implement and test this higher education model to increase access and improve quality of higher education by avoiding duplication of cost. She also emphasis on the main objective of this project i.e., to increase access and improve institutional capacity for sustainable development. She highlighted the other important objectives viz. development and delivery of online training program through MOOCS; increasing women and first generation participation in training programs through outreach programs and enhancement of capacity for faculty members and trainers to develop quality of learning materials which are actually OER by its nature. These OER materials of NSOU are meant for promoting online learning for their further improvement through learner support system in online mode as well as in offline mode; and development of a network of prospective employers and linking the learners to prospective employers through web portals for sustainable development to generate skilled human resources for the job market and make them employable.

Dr. Manas R. Panigrahi in his lecture stressed upon increasing employability and entrepreneurship for not only in west Bengal but also for the nation as a whole. He also requested all the participants to involve themselves in the process of development of course materials both print and non-print version.

On this occasion, a two minutes' video on NSOU's activities was released by Hon'ble Vice Chancellor, NSOU.

Professor Subha Sankar Sarkar, in his presidential address voiced that this is a sequel of last year's program which actually was the initiation of this process. This workshop was meant for subject experts and two things have been integrated- one is e-content development and the second is curriculum revision. These two things are integral parts of all sorts of courses undertaken by any open distance learning institution. As per the deliberations of Hon'ble Vice-chancellor, NSOU, ODL system follows hybrid mode of education depending on 4 important issues viz. 1. e-content development, 2. the SLM one of the backbone of open distance learning, 3. ICT that is ICT intervention and 4. face to face mode of interaction. By concentrating upon these four pillars of education SVS is planning for the development of courses as mentioned. Main focus of his eloquent speech was about the access to these four types of delivery mechanisms i.e., PCP that is Personal Contact Program, Self-Learning Material (SLM), OER repository and ICT intervention where synchronous and asynchronous interaction can be done. And he is highly positive to cater education with constant support of OER and ICT intervention which will bring success in near future. He also expressed his words of gratitude for CEMCA's constant encouragement to develop institutional OER Repository which is happened to be one of the pioneer universities in India in OER map.

The inaugural session ended with the vote of thanks proposed by Mrs. Kasturi Sinha Ghosh.

The entire three-day workshop schedule was divided into six sessions excluding the inaugural session and valedictory session.

Session I started with the interaction among the participants to know each other and to enhance self-confidence. Dr. M. Panigrahi CEMCA, Consultant, presented his esteemed organisation, CEMCA, COL by focusing on its vision and mission as follows:

- Linkage and exchange of information on educational issues.
- Promotes Media enabled learning for sustainable development with slogan "let no one left behind".
- Quality materials, Learning objectives, mixed method, face to face teaching and ODL.
- ICT Technology enabled learning.
- Community learning program.
- Skills and livelihood.
- We do make our learners to develop skills and livelihood.
- How skills be integrated in higher education.
- Gender mainstreaming, Inclusive education, education for disadvantageous and disabled students.

Initiatives taken by CEMCA, COL are stressed upon higher education; Skill Development – technical and Vocational Skill Development and Community Media.

1)   Then he continued his knowledgeable talk on e-content development and its integration with the Four-quadrant approach in Open and Distance learning environment. Four quadrant viz. **E − Tutorial** which includes instruction, video along with the transcript; **E − content**, includes self − instruction materials, case studies, presentations, web Resources, references etc.; **Assessment** includes question and exercises for assessment and lastly **Discussion Forum** – includes forum for discussions and doubts and clarification on real term basis.

In this session he also expressed his plan of action for the entire workshop. He started with group activity 1 which was conducted and continued up to session II as per course of action given below:

Group Activity – 1
At the very first beginning the entire participants were divided on the basis of their subject domain and the directed to do Course wise issues for Revision of course curriculum and syllabus. For this what is needed is Identification of challenges –Topics needs to add and Topics need to remove Industry Linkage Vocational and Processional activities.
 Participants were divided into four groups and they were asked to identify the issues in each topic pertaining to the courses. (Vocational) Courses are –
1)   Disaster Risk management
2)   Human Right.
3)   Consumers Affairs
4)   Entrepreneurship Development.

Format was given by the workshop facilitators particularly by Dr. M. Panigrahi and Mrs. Barnali Roy Choudhury to be followed by the participants.

1.	Paper/Modules	4.	Topic Add or Remove
2.	Challenges	5.	Industry / VDC
3.	Strength	6.	Remarks.

Course Name, Duration of the course, Total marks need to be mentioned. participants were asked to follow the instructions given by the facilitators. Presentation on Group Activity 1. Each group presented their paper on course wise issues for revision of course curriculum and syllabus.

EDBSM	Disaster Risk Management

In a nutshell, Session II was started with group Activity number 1 as per the schedule. In this activity, total number of participants were segregated into four groups for each subject viz., Human Rights, Consumer Affairs, Entrepreneurship and Disaster Risk Management on the basis of their subject domain. They have started their work on the existing syllabus provided by the university. Each group prepared a chart highlighting the distribution of papers/ modules for each course incorporating new ideas. The session ended with the presentation of the revised and proposed curriculum.

The day ended with the prior plan of the second day.

Day – 2, 26ᵗʰ July 2018:

Session III was started with the thought-provoking speech and presentation by Shri Ashim Sekhar Paul, Assistant Professor, Electronic digital Media Management, Satyajit Ray Film and Television Institute, Kolkata on topic "*Digital Storytelling: Amusement with Education*". Through the entire session he has nicely spell out the journey of educational video lecture from inception to the present day. He exposed different aspects relating to electronic media (specially videos) viz. Amusement with Education; Blending Education and Entertainment; Defining Edutainment; Audio Book and Materials; Video Lesson. etc. by stressed upon respective factors. Education and entertainment goes hand on hand. He spells out that traditional education involves lot of modalities like traditional entertainment, internet, movies, T.V etc. **blending education and entertainment through** Knowledge, Media and Edutainment and also highlighted factors looking into consideration at the time of developing video lectures viz. Neutral, Scalable, decentralized, Collaborative, Flexible, Expressive, Extensible and create efficient understanding of social content. Mr. Paul also told that presentation is important parameter for users' engagement.

Sri Paul showed first educational video/film entitled Tommy Tucker's tooth (1922) by walt Disney, for Dencer Dental Institute. He mentioned the importance of creating Video Training in view of marketing forum; Video and learning – parameters they are using; planning etc. which was supported by Technical patterns. He also added impact of smart phone and internet coverage to enrich the power of digital learning.

That session was ended with the healthy discussion between participants.

Session IV was dedicated for group activity to identify the hard spots in the curriculum for which video contents, PPTs, Animations, Tables and Figures and other resources are required. In **Group Activity – 2** Participants were asked for identifying hard spots in the syllabus and courses and to mention requirements of video contents and an additional resource. Format was given by the workshop facilitators to be followed by the participants. Each group formed followed by the earlier instruction and performed their work seriously. They were asked for presentation of their papers.

Course :	Course Name:	Duration Total marks :			
Paper / Modules	Hard Topics	Video Lectures	PPTS	Additional Resources	Story on your video content

Presentation on Group Activity 2

Each group of the participants presented their paper after identifying hard spots and mentioning the requirements of video contents, additional resources. Figure: is given below as an example of the same.

| DRM | EDSBM |

After presentation, discussion and suggestion from the facilitators took place which definitely helped the participants to their course Development.

In **Session V** a live demonstration on NSOU- LMS was presented by M/S Schoolguru who are technically engaged with NSOU for development and dissemination of ICT supports. They have extended their enormous supports to Participants for widening up the use and accessibility of ICT enabled learners support system. After Lunch School guru discussed the Guide line for A/V lectures (technical issues related with recording). After Tea Break same issues was discussed and Group discussion were held so that participants can upgrade their selves with the equipped knowledge in terms of topic and contents of the subject domain.

At the end of the day Review of day – 2 and planning for day – 3 was held.

Day – 3, 27th July 2018:

In **Session VI** defined groups were engaged in identification of various components viz. PPT, Script, e-text, voice over etc. to develop respective e-contents. The session ended

with the presentations from each group. All group members were participated in an enthusiastic mode for better understanding of the new plethora of educational system.

3-day workshop on *"Curriculum Revision and Content Development (print & non-print)"* was ornamentally ended with the valedictory session which was chaired by Hon'ble Vice-Chancellor, Prof. Subha Sankar Sarkar.

He expressed his gratefulness to all participants for their active participation throughout the entire workshop and expressed his hope for the future attire. He also greeted project team members for their active work plan. Dr Panigrahi also greeted participants and shows his highest expectations to the participants for fruitful execution of the initiatives. The valedictory session as well as the workshop ended with distribution of certificates to the participants.

Conclusion:

Through this workshop, University is trying to focus its emphasis on capacity building of university functionaries, faculties in creating and delivering digital learning materials as SLMs/ AV lectures to strengthen student support systems for Asynchronous communication. Through these three days we will revise and development Five existing need-based courses with four-quadrant approach by focusing subjects on **Entrepreneurship development**, **Disaster Risk Management**, **Organic Agriculture and Horticulture**, **Human Rights** and **Consumer Affairs** by focusing on preparation of video lecture. Hope such initiative of NSOU will help learners in their future endeavour.

Follow-up Action

Meeting of the Expert Committee for finalization of under CEMCA Project dated 09.08.2018

Meeting of the expert committee was organised by School of vocational studies as a continuation of the workshop. Fifteen (12) participants from different reputed institutions were attended the meeting.

Among which 2 are from **Entrepreneurship development**, 3 are from **Disaster Risk Management**, 2 are from **Organic Agriculture and Horticulture**, 3 are from **Human Rights** and 2 are from Consumer **Affairs along with PI and Co-PI as following table:**

Sl. No.	Name & Mobile no., E-mail	Institute	Subject
1.	Amritapa Basu 9903133210 amritapa.basu@gmail.com	Inst. Of Advanced Studies	Human Rights
2.	Dr Champak Bhattacharji	IPS	Human Rights
3.	Upasana Singh 9830566770 advocateupasanasingh@gmail.com	S.S. Educational Inst.	Consumer Affairs
4.	Sri Sudarshan Roy professorsudarshan@gmail.com	NSOU	Entrepreneurship & Consumer Affairs
5.	Sri Gopal Bhattacharyya M-9830068026 gkb1509@gmail.com	Ex DG, Fire, GoWB	Disaster Risk Mgt.
6.	Sri Utpal Chowdury, Ph. 8013484259 utpal.aig@gmail.com	Fire Sub Officer, Dept. of Atomic Energy, GoI	Disaster Risk Mgt.
7.	Joydeb Bhownik-9733827810 jaydevbhaumik999@gmail.com	PIMT	Disaster Risk Mgt.
8.	B. B. Das, M – 9830062422	Liebigs Agro Chemical Pvt. Ltd.	Organic Agriculture
9.	R. C. Nath M – 9836739482	Dy. M.D. Liebigs Agro Chemical Pvt.	Organic Agriculture
10.	Mr Subha Kumar Bhaduri Mob :98300-36095 bhaduriskb@gmail.com	EDI	Entrepreneurship
11.	Dr. Anirban Ghosh	NSOU	PI
12.	Mrs. Barnali Roy Choudhury	NSOU	Co-PI

They had framed final curricula of their respective subject and submitted to the project team at the end of the day as follows:

SYLLABUS

Consumer Affairs (CoA)

Eligibility: 10+2

Duration   : 6 Months

Full Marks: 400

Course Structure

Module I: An Introduction to Consumer Affairs

Module II: Business Environment

Module III: Legislation

Module IV: Project Work

Module I: An Introductory to Consumer Affairs

1) An Introduction to History and Development of Consumer Movement;
2) An introduction to International Organizations and Agreements;
3) Product Liabilities Including Tortious Liabilities;
4) Role of Non-Government Organizations (NGOs) and Voluntary Consumer Organizations (VCOs);
5) Assignments and few Sample Question papers

Module II: Business Environment

1. An introductory to Various Economy;
2. Nature and Evolution of Business Environment;
3. Globalization and it's Consequences;
4. E- Commerce;
5. Unfair Trade Practice;
6. Assignments and few Sample Question papers.

Module III: Legislation

1. Features and Aim of Consumer Protection Act;
2. Consumer Protection Act;
3. Comparison between Pre and Post Legislation Period;
4. Land Mark Judgement;
5. Assignments and few Sample Question papers.

Module IV: Project Work

1. An Introduction to the Project Work;
2. Contents of a Good Project;
3. Probable Ares of Project Work;
4. Sample Projects

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Post Graduate Diploma in Disaster Risk Management (PGD DRM)

Level : Post Graduate Diploma

Eligibility: Graduate Degree (10+2+3)

Duration: 1 Year

No. of Paper: 6

Full Marks: 600

Course Structure:

Paper 1:
Module A: Basic Concepts of Disaster Management
Module B: Disaster Risk Management

Paper 2:
Module A: Emergency Response and Crisis Management
Module B: Disaster Risk Mitigation

Paper 3:
Module A: Government interventions and Institutional Mechanism for Disaster Management
Module B: Practical
(Each module will have 50 marks)

Paper-4: Natural Hazards Risk Management
Paper-5: Climate Variability & Disaster Risk and Urban-Rural Risk Management
Paper-6: Industrial Hazard Risk Management

Detailed Syllabus

Paper 1:
Module –A: Basic Concepts of Disaster Management:
Objective: To familiarize the Students with the concepts, terminologies and developments in the field of Disaster Management and to inform them about the prospects of a Disaster Manager.

i)   **Introduction** – the necessity of studying Disaster Management (DM); the scope for a Disaster Manager

ii) **Disaster** – Definition; Types of disasters; History of disasters; Components of disaster; Dimension of disasters; Phases of disaster.

iii) **Hazard** – Definition; types of hazards; characteristic features, occurrence and impact of different types of hazards viz. natural hazards (including geo hazards), human induced hazards, environmental hazards, bio hazards; Hazard map of India.

iv) **Vulnerability** – Definition; Types of vulnerability – physical vulnerability, socio-economic vulnerability, vulnerability related to gender and age, rural & urban vulnerability; Vulnerability analysis with special reference to India.

v)   **Disaster Risk** – Definition; Significance; Factors of disaster risk; Disaster Risk analysis (with special reference to the Indian context) – Inter-relationship between Hazard, Vulnerability and Disaster Risk; Global disaster risk

situation; Disaster risk situation of India; Hazard-Vulnerability maps of India; Case studies.

  vi) **Disaster Management** – Definition; Components of DM; Crisis Management; Risk Management; Disaster Management Cycle; Impact of disaster on development; UNISDR mandate in Disaster Relief & Management; IDNDR; Yokohama Strategy and Hyogo Framework – a 'Paradigm shift' in disaster management policy (policy for reduction of disaster consequences); India's response to changes in DM Policy

Module – B: Disaster Risk Management:
Objective: To help the Students to learn how to assess disaster risk and prepare DRM Plans and how to implement them.

  i) **Assessing Disaster Risk** - Disaster Risk and Damage potential of disasters; Case studies on some major disasters and Lessons learnt there from (identification of the gaps causing the disasters); Assessment of Disaster Risk.

  ii) **Ways of minimising disaster risk** – Preparedness, Mitigation and Prevention – definition, specific interventions required for each, procedure to be followed and role of various stakeholders in each.

  a) Preparedness – Awareness generation; Information management; Early warning dissemination system; Community participation – Task force formation; Training and Capacity building; Preparedness plan preparation; Simulation.

  b) Mitigation – Knowledge of disaster specific risk; Analysing the mechanism of disaster damages and possible interventions for minimizing the impact of disaster; Preparation of Mitigation plan.

  c) Prevention – Analysing the nature of a hazard and ways of minimizing its intensity; Preparation of disaster prevention plan.

  iii) **Disaster Risk Management (DRM) plan** – Preparing Hazard-Vulnerability profile; Stakeholder analysis; Disaster risk assessment; Incorporation of Preparedness, Mitigation and Prevention plans.

  iv) **Implementing DRM plan** – Sharing DRM plan with all stakeholders; Division of Roles and responsibilities as per DRM plan; Resource mobilization; Monitoring and Evaluation.

  v) **Role of Risk transfer and insurance** in DRM

Paper 2:
Module – A: Emergency Response and Crisis Management
Objective: To help the Students to learn how to prepare Crisis Management plans how to respond to a disaster so as to restore normalcy at the earliest and how to document the whole process for guidance in future.

  i) **Crisis Management** – Rescue, relief, rehabilitation and reconstruction; Crisis Management plan; Case studies.

  ii) **Emergency response** – Standard Operation Procedure (SOP) for disaster response; Information Management System; Warning Dissemination; Evacuation; Search and Rescue operations; Relief operations; Emergency Operation Center (EOC); Resource Management & Networking – India Disaster Resource Network; Role of Disaster Response Forces and Community Based Organisations (CBO) in emergency response mechanism.

  iii) **Relief Operations** – Arranging for Temporary shelter, Food, Safe drinking water, Sanitation and Medical aids; Role of NGOs and Health workers in relief operations; Maintaining law and order.

iv) **Recovery-** Decisions and actions related to rehabilitation and reconstruction taken after a disaster with a view to restoring or improving the pre-disaster living conditions of the affected community, while encouraging and facilitating necessary adjustments to reduce disaster risk.
   a) **Rehabilitation** – Damage Assessment; Need analysis of disaster affected people; Resource mobilisation for rehabilitation; Restoration of basic amenities – housing, drinking water, sanitation, medical facilities, power supply etc.; Creating Livelihood options.
   b) **Reconstruction** – Repair and reconstruction of roads, bridges, crossways, buildings, structures and establishments damaged or destroyed in the disaster; Restoration of operations of the service sector.
   c) **Documentation** – Documenting disaster; Lessons learnt; Updating DRM Plan for risk mitigation.

Module – B : Disaster Risk Mitigation:
Objective: To help the Students learn about the nature and characteristics of major natural disasters and how to mitigate the risk involved with such disasters.
   i) **Earthquake Risk Mitigation** – Earthquake, its Causes and Characteristic features; Magnitude and Intensity of earthquake; Major earthquakes; Seismic zoning; Earthquake vulnerability of India; Earthquake risk mitigation – Seismic performance examination of RCC Buildings, Retrofitting of vulnerable buildings, Construction of earthquake resistant buildings following proper BIS codes, Earthquake preparedness; Case study – 'Bhuj Earthquake'.
   ii) **Flood Risk Mitigation** – Causes of Flood; Major floods; Flood vulnerability of India; Flood preparedness and mitigation; IT-tools and techniques of Flood Control; Preventive measures against floods (dams, barrages and embankments); Emergency response during floods; Case study – 'The Deluge 2000' (most devastating Flood in South Bengal till date).
   iii) **Cyclone Risk Mitigation** – Causes of Cyclone; its characteristics; Cyclone vulnerability of India; Cyclone preparedness; Forecast and early warning dissemination; Case study – 'Orissa Super cyclone'.
   iv) **Coastal degradation** – Coastal erosion and Marine degradation; Wave Erosion; Tidal storm; Tsunami; Coastal Risk Mitigation; Measures for sea beach protection; Protection of Marine environment.
   v) **Drought Risk Mitigation** – Causes and characteristics of Drought; drought vulnerability of India; Drought preparedness and Mitigation.
   vi) **Landslide Risk Mitigation** – Causes and Characteristics of Landslides; Landslide vulnerability of India; Mitigation measures; Prevention measures.

Paper 3:
Module – A : Government interventions and Institutional mechanism for Disaster Management:
Objective: To help the Student learn what interventions the Government is doing in the field of Disaster Management.
   i) **Disaster Management Policy Environment and local Action** – Disaster Management Act 2005; Disaster Management Authority at National, State and District levels; Roles and responsibilities of Govt. Authorities including Local Self Govt. at various levels.
   ii) **Funding for Disaster Management** – State Disaster Mitigation fund, State Disaster response fund (SDRF), National Disaster Response Fund (NDRF), Prime Minister National Relief Fund (PMNRF), Chief Minister Relief Fund and Role.

iii) **Capacity Building** – Setting up EOCs at state, district and block levels; Raising National/State Disaster Response Force; Training and Capacity building of all stakeholders – National Institute of Disaster Management (NIDM); Disaster Management Centres (DMC) in every State; Centres of Excellence.

Module – B : Practical (Hands on Experience):
Objective: To judge the mastery of the Students in preparing DM Plan and to help them acquire the skills for search, rescue and evacuation operations.

i) Hands on (Hand holding) for preparation of disaster management plan; search, rescue & evacuation; Audio-visual exercise;
ii) Project work.

Paper 4: Natural Hazards Risk management

Earthquake Risk Management:
Earthquake Risk & Impart – Examples -Japan & Sikkim; Gap between perception of people & administration; Motivating preparedness Actions; Post Disaster Recovery Experience Gujarat; Mode Drill for public

Flood Risk Management:
Rising Flood Damage; Climate variability & change; Unprecedented Demographic changes; Increasing Environmental courses; Assessing Flood Risks; Typology of Flood Risk; Flood impact Assessment; Flood Risk Analysis; Managing Flood Risk including Adoption; Integrated Flood Management

Cyclone Risk Management
Killer Cyclones / super cyclones (Typhoons?); Framework for preparedness & mitigation: Acceptable Risk & Total Risk; Early warning & Communication; Community based disaster Preparedness; Risk transfer and Risk financing; Capacity Development training; Awareness & Education; Contingency plans

Tsunami Risk Management
Magnitude & Intensity of a Tsunami; Types of Tsunami; Features of Tsunamis; Prediction of Tsunamis; Mitigation efforts Tsunamis including Hazard Maps (Warning Centre - Hyderabad); Example Chennai Coastline

Paper 5A: Climate Variabilities & Disaster Risk & Urban – rural Risk Management
Paper 5B: Interrelationship between disaster and development
Climate Disasters & Agriculture
Impart of climate Disasters; Potential impacts of climate change on Agriculture; Vulnerability of agriculture – strategies for reduction: Disaster prevention & preparedness Drought; Mitigation; for climate disasters; Mitigation & preparedness strategy for agriculture, Examples; Farmers' Adaptation to climate change on agriculture.

Risk Management of Forest Disasters

Elements detail; Productive functions of Forest resources (including socioeconomic functions); Forests, Deforestation & climate change; Desertification & Deforestation; Flooding & Deforestation; Lessons from Forest Management & Disaster Risk Reduction

Urban Disaster Risk Management
Definitions; Understanding Risk of Urban Elements; Urban Risk Reduction

Rural Livelihood & Management of Disaster Risk Reduction
Definition of Vulnerability; Case Studies

Drought Risk Management
Drought & Development; Drought Relief, Management Prevention; National Drought Policy : Indian Case Studies & Integrating Technology & people (emphasis or traditional wisdom); Industrial Disaster Risk Reduction & Emergency Management including Industrial Hazardous; Waste Management (usually in an industry it becomes an accident and emergency management); Records of disasters / accidents; Recent major accidents; Knowing the technological advances of safety features; National legal acts; Need for emergency response planning; Formation of planning committee; Survey of potential disasters known as Hazards Survey; Plan for Emergencies – formulation based on survey and past records; Training of personnel; Notification for public and Regulatory officials; Plan Implementation includes: (i) Inventory checks on a routine basis of equipment, **Personnel, hazards and population densities (ii) Auditing of the emergency procedure (iii) Training on routine basis (iv) Practice Drills**

Paper 6: Industrial hazard Risk Management
Industrial Hazardous Waste Management (Central Govt. Framed in 1989)
Hazardous Wastes (Management & Handling); Rules in 1989 and amended it in 2000 & 2003

Climate Disasters & Agriculture

Risk Reduction:

- Tsunami related events
- Storm related events
- Storm related events
- Landslide related events

Diploma in Entrepreneurship Development and Small Business Management (DEDSBM)
SYLLABUS

Level : Diploma

Eligibility: 10+2

Duration: 1 Year

No. of Paper: 6

Full Marks: 600

Course Structure
Paper I: Entrepreneurship Development

Paper II: Cost and Tax Management
Paper III: Marketing Management
Paper IV: General Management & Business Environment
Paper V: Accounting and Finance
Paper VI: Project Work and Viva-Voce

PAPER I: ENTREPRENEURSHIP DEVELOPMENT
Unit – 1   Introduction
1.1   Introduction (With some established entrepreneurs from the past)
1.2   Meaning and importance
1.3   Factors influencing entrepreneurship
1.4   Characteristics of an entrepreneur
1.5   Entrepreneur and Intrepreneur
1.6   Types of entrepreneur
1.7   Start up

Unit- 2   Entrepreneurial Motivation
2.1   Motivation
2.2   Risk taking behavior

Unit- 3   Creativity
3.1   Creativity and entrepreneurship
3.2   Steps in Creativity
3.3   Innovation and inventions
3.4   Skills of an entrepreneur
3.5   Decision making and Problem Solving (steps in decision making)

Unit - 4   Organisation Assistance
4.1   Assistance to an entrepreneur
4.2   New Ventures
4.3   Industrial Park (Meaning, features, & examples)
4.4   Special Economic Zone (Meaning, features & examples)
4.5   Export Oriented Unit
4.6   Financial assistance by different agencies-SIDBI, WBEDC, SIDC, MSIC, SFC etc.
4.7   Carry on Business (COB) license
4.8   Environmental Clearance
4.9   National Small Industries Corporation (NSIC)
4.10   Government e-Market Place (GEM)
4.11   Quality Standards with special reference to ISO
4.12   Export oriented units
4.13   Make in India Initiative, Skill India CSDCI, Destination Bengal Initiative

Unit - 5   Rules and Legislation
5.1   Factories Act, 1948.
5.2   West Bengal Shops and Establishment Act, 1963
5.3   Environment (Protection) Act, 1986
5.4   The sale of Goods Act, 1950
5.5   Industrial Dispute Act 1947
5.6   MSME Act
5.7   An Introduction to NI Act

PAPER - II: COST AND TAX MANAGEMENT

Unit - 1   Costing
1.1   Introduction (Definition, features, classifications etc.)
1.2   Cost Sheet

Unit- 2   Inventory Management
2.1   Introduction
2.2   ABC Analysis
2.3   EOQ
2.4   Stock Levels

Unit - 3   Quality Management
3.1   Quality-Concepts & tools
3.2   ISO 9000 System
3.3   Importance and need for Quality Systems

Unit - 4 Direct Taxation
4.1   Introduction
4.2   Heads of income (in brief)
4.3   How to Compute Total Income
4.4   Profit and Gains of Business or Profession
4.5   Set Off and Carry Forward of losses
4.6   E- filing of return

Unit - 5 Indirect Taxation
5.1   Introduction
5.2   Goods and Service Tax
        (Introduction, features, classifications and rates etc.)

PAPER – III: MARKETING MANAGEMENT

Unit- 1 Marketing Management
1.1   Introduction
1.2   Concept
        1.2.1   Products
        1.2.2   Exchange
        1.2.3   Marketers and Prospects

Unit - 2   Product
2.1   Introduction
2.2   Positioning and Re-positioning
2.3   Test Marketing
2.4   Product Life Cycle

Unit - 3   Consumer Behavior
3.1   Introduction
3.2   Factors influencing   Consumer Behaviour

Unit- 4   Sales Management

4.1   Introduction
4.2   Choice of Distribution Channel
4.3   Organization of Sales Personnel
4.4   Sales Analysis

Unit - 5   Product Pricing
5.1   Introduction
5.2   Nature and types of pricing
5.3   Methods of pricing strategy
5.4   Tendering

Unit - 6   Promotion and Branding
6.1   Introduction
6.2   Importance of Advertising and Sales Promotion
6.3   Branding: Concepts and benefits
6.4   Packaging & Labelling
6.5   Warranty vs. Guarantee
6.6   Sales Promotional Techniques

Unit - 7   Rural Marketing
7.1   Introduction
7.2   Potential
7.3   Problems
7.4   Strategy

Unit - 8   Export Marketing
8.1   Introduction
8.2   Potential
8.3   Problems
8.4   Strategy
8.5   Export Councils

PAPER – IV: GENERAL MANAGEMENT & BUSINESS ENVIRONMENT

Unit - 1   General Management
1.1   Introduction
1.2   Levels of Management
        1.2.1 First line Managers
        1.2.2 Middle level Managers
        1.2.3 Top Managers
        1.2.4 Span of Control
1.3   An Introduction to Functions of Management
        1.3.1 Planning
        1.3.2 Organization
        1.3.3 Directing
        1.3.4 Controlling
        1.3.5 Communicating

Unit - 2 General Business Environment
2.1   Environment

      2.1.1 Business and Environment
      2.1.2 Internal and External Environment
2.2   The Political Environment
      2.2.1 Business Environment
2.3   The Social and Demographic Environment
2.4   Business Ethics
2.5   Social Responsibility of business
2.6   The Technological Environment
2.7   Ecological Environment
2.8   Indian Business Environment

Unit - 3 International Business Environment

3.1   Globalization
3.2   Globalization in India
3.3   Foreign Trade of India
3.4   World Trade Organizations
4.5   Social & Ethical Responsibility of International Business

PAPER - V: Accounting and Finance

Unit - 1 Basics of Accounting

1.1   Introduction (process, equation)
1.2   Golden Rule with various accounts
1.3   Journal
1.4   Ledger
1.5   Trial Balance

Unit - 2 Books of Accounts

2.1   Introduction
2.2   Cash Book
2.3   Bank Reconciliation Statements (BRS)
2.4   Day Book
2.5   Journal Proper

Unit - 3 Preparation of Financial Statements

3.1   Introduction
3.2   Final Accounts
3.3   Profit & Loss Accounts

Unit - 4 Analysis of Financial Statements

4.1   Introduction
4.2   Ratio Analysis

PAPER - VI: Project Work and Viva-Voce

1. An Introduction to the Project Work;
2. Contents of a Good Project;
3. Probable Ares of Project Work;
4. Sample Projects (Both product and service).

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Certificate in Human Rights (CHR)

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SYLLABUS

Level   : Certificate
Eligibility: 10+2
Duration   : 6 Months
No. of Papers: 4
Full Marks: 400

PAPER I –   Human Rights: International Perspective
PAPER II - Human Rights in India
PAPER III – Redressal Mechanism against Human Rights Violation
PAPER IV - Group Rights

PAPER I - HUMAN RIGHTS: INTERNATIONAL PERSPECTIVE
Unit- 1: Historical Development of Concept of Human Rights at the international level;
Unit 2: UN system and Human Rights;
Unit 3: UDHR and Human Rights Treaties;
Unit 4: Human Rights Council, High Commissioner for Human Rights.

PAPER II - HUMAN RIGHTS IN INDIA
Unit 1: Concept of Dharma in Ancient India
Unit 2: Social Movement and Freedom Struggle;
Unit 3: Human Rights under Indian Constitution;
Unit 4: Statutory Protection for Human Rights in India.

PAPER III - REDRESSAL MECHANISM AGAINST HUMAN RIGHTS VIOLATION
Unit 1: National Human Rights Commission and Other Statutory Commissions;
Unit 2: Role of Judiciary;
Unit 3: Media Advocacy;
Unit 4: Role of NGOs, Human Rights Literacy and Awareness.

PAPER IV - GROUP RIGHTS
Unit 1: Disadvantaged Groups: Women, Children, Scheduled Castes, Scheduled Tribes, Physically and Mentally Handicapped etc.
Unit 2: Refugee and Internally Displaced Persons.
Unit 3: Project Work (Submission of one Project on Contemporary Human Rights within 4000 words).

Workshop on
Curriculum Revision and Content Development (Print & Non-print)
25-27 July 2018

List of participants:

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24	Mrs. Barnali Roy Choudhury	NSOU	
25	Dr. Anirban Ghosh	NSOU	

Workshop on
Curriculum Revision and Content Development (Print & Non-print)
25-27 July 2018
 Schedule

Date/Time	Activity	Activities and material support
<mark>Day-1: 25 July 2018</mark>		
10.00-10.30 hrs	**Registration**	
10.30hrs-11.15hrs	**Opening Session:** • Welcome Address: *Professor Anirban Ghosh, Director, School of Vocational Studies, NSOU* • Briefing on the workshop objective and expected outcomes: *Mrs. B. Roy Choudhury. Assistant Prof, NSOU* • Address by facilitator: *Dr Manas R. Panigrahi, CEMCA*	

	• Presidential Address by: *Professor Subha Sankar Sarkar, Vice-Chancellor, NSOU* • Vote of Thanks: Dr. P. Upadhyay, Asst. Prof, NSOU	
11.20hrs-11.30 hrs	*Tea/Coffee Break*	
11.30hrs-12.00 hrs Coordinator: *Mrs. B. Roy Choudhury*	• Know each other • Understanding of Four Quadrant Approach for eContent	
12.00hrs-13.00 hrs Coordinator: Dr. P. Upadhyay	• Course wise issues for Revision of Course Curriculum & Syllabus	**Group Activity-1:** Identification of challenges Topics need to add Topics need to remove Industry linkage Vocational and Professional activities
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	• Presentation on **Group Activity-1**	
15.30-15.45 hrs	*Tea/Coffee Break*	
15.45-17.00 hrs	• Demonstration of NSOU LMS • Preview of Model Educational Videos • Discussion	Demonstration Preview Discussion
17.00-17.30 hrs	**Review of Day-1 and Planning for Day-2**	
<mark>**DAY-2: 26 July 2018**</mark>		
10:30hrs-11.30 hrs Coordinator: *Mrs. B. Roy Choudhury*	Topic: *"Digital Storytelling: Amusement with Education"* By Shri Ashim Sekhar Paul, Assistant Professor Electronic & Digital Media Management	SRFTI
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs Coordinator: Dr. P. Upadhyay	• Hard Spots and video contents • Presentation on **Group Activity-2**	**Group Activity-2:** Identification of hard spots Requirements of video contents,

		additional resources
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	• Guideline for A/V lectures (Technical issues related with recording) Group discussion	**Schoolguru**
15.30-15.45 hrs	**Tea/Coffee Break**	
15.45-17.00 hrs	• Guideline for A/V lectures (Technical issues related with recording) • Group discussion	**Schoolguru**
17.00-17.30 hrs	**Review of Day-2 and planning for Day-3**	
<mark>**DAY-3: 27 July 2018**</mark>		
10.30hrs-11.30 hrs **Coordinator:** Dr. P. Upadhyay	• Development of Plan of Action for Course Development	**Group Activity-3:** Identification of number of video contents Preparation of PPTs, animations, simulations and story board Preparation of Time Line
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs **Coordinator:** *Mrs. B. Roy Choudhury*	Development of Plan of Action for Course Development	**Group Activity-3:** **Cont.**
13.00-14.00 hrs	*Lunch*	
14-00-15.30 hrs	Presentation and Discussion on Group Activity - 3	
15.30-15.45 hrs	Tea/Coffee Break	
15.45-16.30 hrs	**Valedictory and Way Forward**	

ANALYSIS OF OUTREACH PROGRAMME
### (Orgaginzed by NSOU-SVS in association with COL-CEMCA)
2018-19

The **School of Vocational Studies, Netaji Subhas Open University**, Kolkata, took a three-year joint project with **Commonwealth Educational Media Centre for Asia** entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training". In this regard NSOU conducted the Outreach Programme on 31/7/18 at Nari Siksha Samity (NSS), Kolkata.

A well-structured questionnaire was circulated among the learners and Counsellors to get back their feedback on various issues like ICT support, teaching learning methods, practical sessions, etc. on respective vocational courses. The feedbacks from the questionnaire were divided into four segments, namely General Information, Communication, Teaching Learning Process and Other Questions. Opinions of 66 out of 70 learners were considered in these respects. Their feedback on various issues are summarised as under-

A) General Information
i) Gender

Gender refers to the socially constructed characteristics of women and men. Gender i.e. the male-female ratio of the respondents are shown in the following graph-
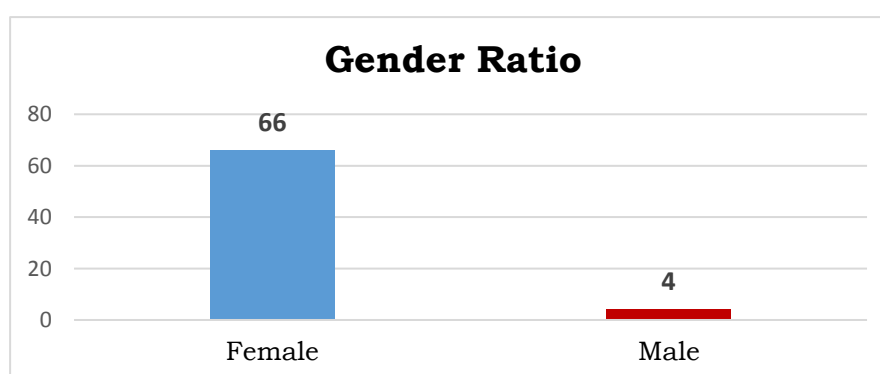
From the above figure it is clear that most of the respondents (66 out of 70) are female community which clearly indicates the demographical segments of the respondents and it may indicate that the women are more aware and curious about the programme.

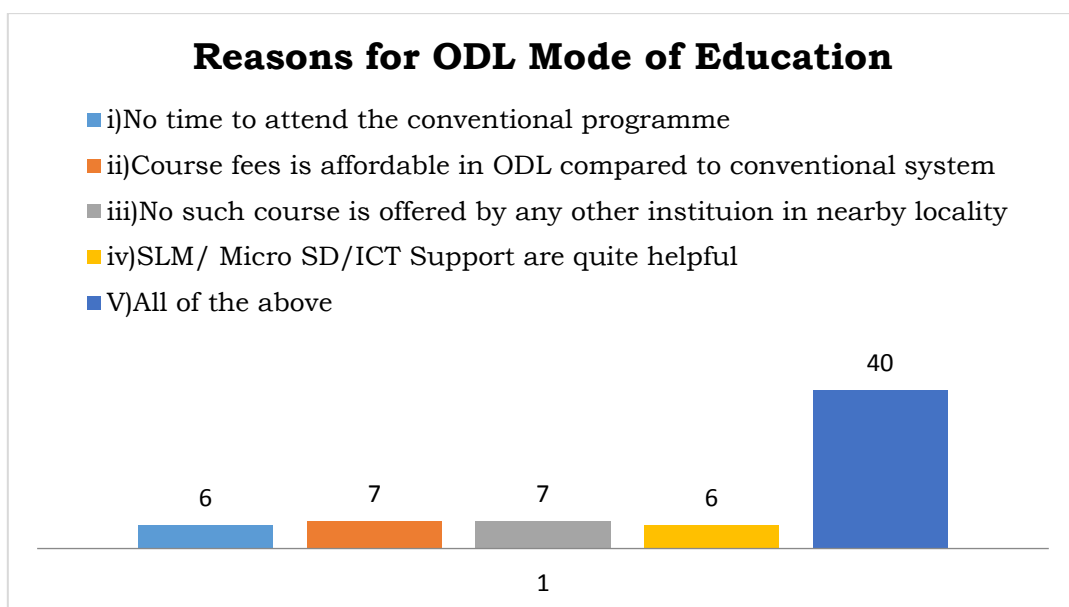## ii)   Educational Qualification

Education is a gradual process which brings positive changes in human life and behaviour. Here, the highest educational qualifications of the respondents are shown in the following graph-

Highest Educational Qualification
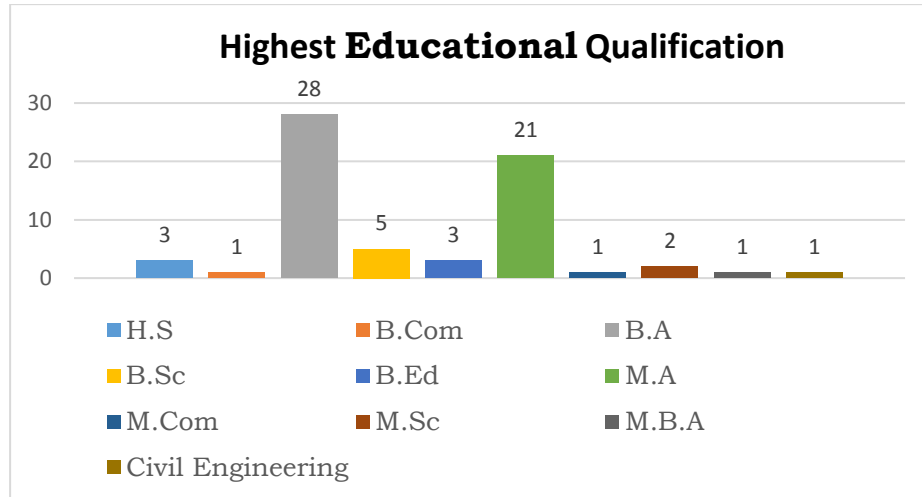
From the above figure it is clear that most of the respondents (49 out of 66) are from the Arts background (B. A. and M. A.) which may indicate that the learners from the Arts background are more aware about the programme and they need such types of programme more and more to add value particularly in their professional life.

iv)Reasons for ODL Mode of Education

Open and Distance Learning (ODL) system is a system wherein teachers and learners need not necessarily be present at the same place at the same time.

Reasons for ODL Mode of Education

- i)No time to attend the conventional programme
- ii)Course fees is affordable in ODL compared to conventional system
- iii)No such course is offered by any other instituion in nearby locality
- iv)SLM/ Micro SD/ICT Support are quite helpful
- V)All of the above

From the above figure it is clear that most of the respondents (40 out of 66) are interested to take the course for various reasons as mentioned.

**B) Communication**

i)   Information Regarding the Programme

Information is nothing but the facts provided or learned about something or someone. The way of information received by the respondents is showing in the following chart-

How Do you come to know about this programme

- i)From Friend
- ii)From previous/ present student of NSOU
- iii)From advertisement in newspaper/NSOU Website;
- iv)I am doing or have done BDP/PG Programme of NSOU

3% 2%
30%
65%

From the above diagramme it is clear that most of the respondents (65%) got the information regarding the programme from the advertisement in newspaper / NSOU website which may indicate that the effectiveness of advertisement.

ii)   Importance of Counselling Session

In teaching-learning process, counselling is very important where the counsellor and learners can interact. There is a scope of interaction with the peers too.
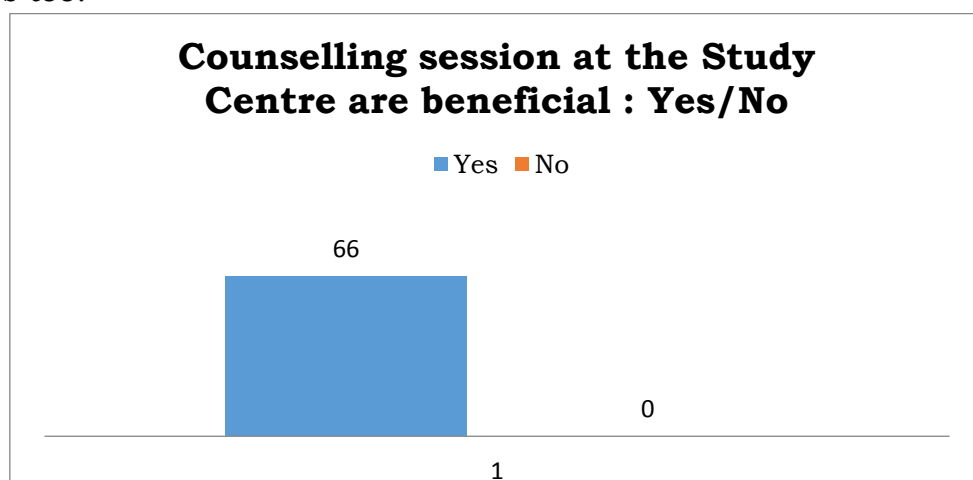
Counselling session at the Study Centre are beneficial : Yes/No

■ Yes   ■ No

66

0

1

From the above graph it is clear that the respondents are unanimously agreed and responded that the counselling session is beneficial to them which may indicate the learners wish more counselling session to enrich their learning process.

iii)   Importance of Workshop Session

Workshop plays a vital role in any vocational training. The effectiveness of the workshop session are shown in the following graph-
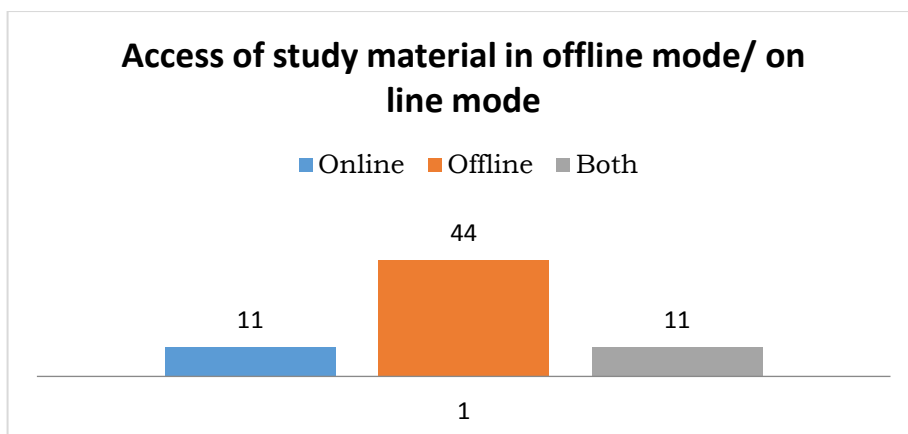

From the above graph it is clear that the majority of the respondents (91%) agreed that the workshop sessions offered by the university was satisfied.

C) Teaching Learning Process

ODL (Open and Distance Learning) is a system of education where teachers and learners need not to be present at the same place at the same time. Its four major pillars are i) Self-Learning Material (SLM), ii)Audio / Visual Lecture, iii) Information and Communication Technology (ICT) based Support and iv)Open Educational Resources (OER). The feedbacks of the respondents on these pillars are as under-

i)   Self-Learning Materials (SLM)

The self-learning materials (SLM) are written in a way that does not require any intermediary (teacher) to explain the content. This means, the content is written in simple language and in modular form to help distance learners to assimilate the content by reading and working through the instructions. The access of study material is shown in the following graph-

Access of study material in offline mode/ on line mode

■ Online ■ Offline ■ Both

44

11   11

1

From the above figure it is clear that majority of the respondents (44 out of 66) are accessing their Self Learning Material (SLM) through offline i.e. hard copy in nature which may indicate that the lesser number of respondents are accessing their study material with the help of modern technology.

ii)   Audio / Visual Lecture
Teaching–learning process through Audio-visual or multimedia-based education (MBE) is such an instruction which comes with the help of ICT, where particular attention is paid to the audio and visual presentation. The effectiveness of audio / video lectures in the Open and Distance Learning (ODL) mode is shown in the following figure-

Are Audio/Video lectures enhancing your reading skill in Open & Distance learning environment?

■ Yes ■ No

5%

95%
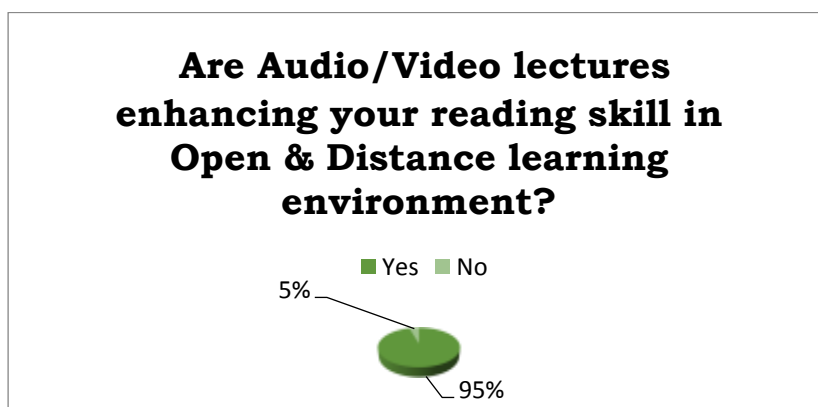
From the above figure it is clear that majoritiy of the respondents (95%) are getting enriched from the audio / video lectures which may indicate that the respondents is deeply eager to attend such lectures.

iii)   ICT Support
Information and communications Technology (ICT) based support refers to teaching-learning process with the help of technology to handle telecommunications, broadcast media, audio-visual processing etc. Having

the accessibility of the ICT support offered by the university is shown in the following figure-

Do you have accessibility of ICT supports being offered by the university

■Yes ■No

52

14

1
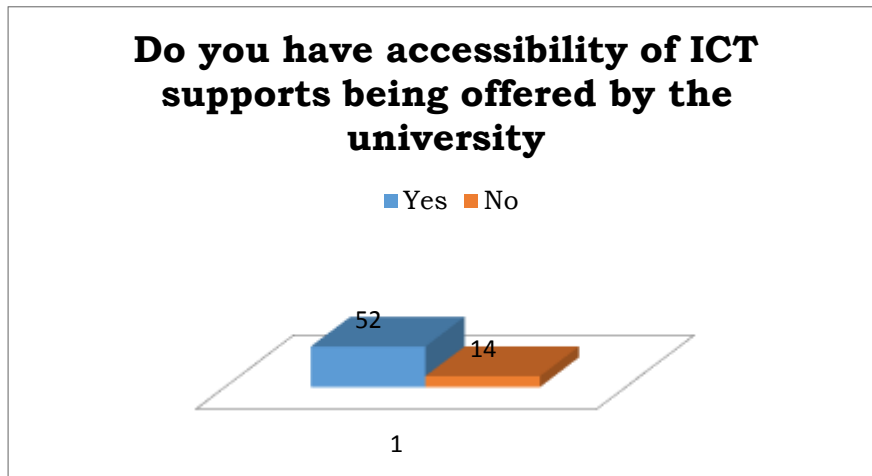
From the above figure it is clear that majority of the respondents (52 out of 66) are accessing Information and Communication Technology (ICT) based support offered by the university which may indicate that the learners uses modern tools and technology for their learning process and ICT support is beneficial to them.

iv)   OER Repository
It is said that the Open Educational Resource(s) (OER) refers to educational resources which is readily available for use, reuse, adaptation, and sharing free of cost. The awareness regarding the OER repository of the learners are shown in the following figure-

Do you know/access NSOU OER repository?

■Yes ■No

40

26

1
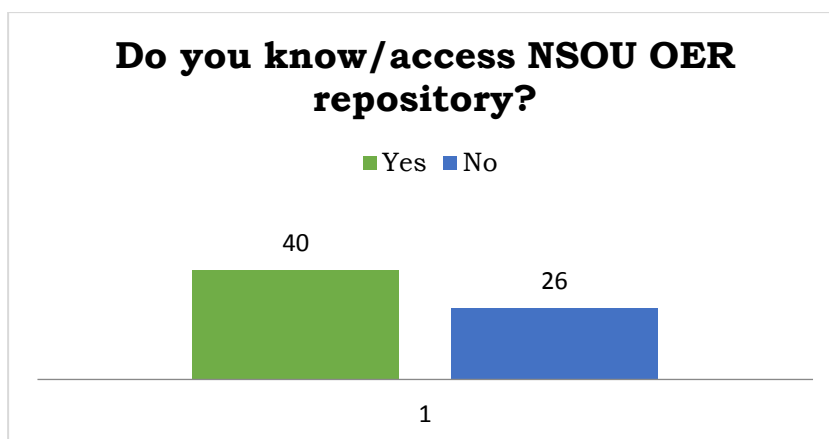
From the above graph it is clear that a majority of the students are aware of the existence of NSOU OER Repository.

D) Other Questions

i)   Searching and Browsing

Searching refers to looking for specific pieces of information in search engines whereas Browsing means looking for the website or web pages. The acquainted or conversant of the respondents regarding the searching and browsing are shown in the following figure-

Are you acquainted with searchig & browsing Internet
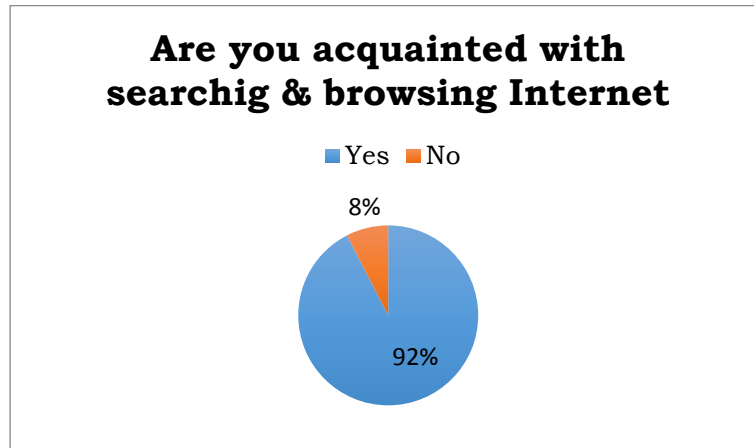
From the above figure it is clear that majority of the respondents (92%) are aware and conversant of the searching and browsing which may ensure that the respondents are much aware about the modern educational tools.

ii)   Medium of Internet accessibility

A platform where in the respondents usually do their internet accessibility. The medium of the internet accessibility of the respondents are shown in the following figure-
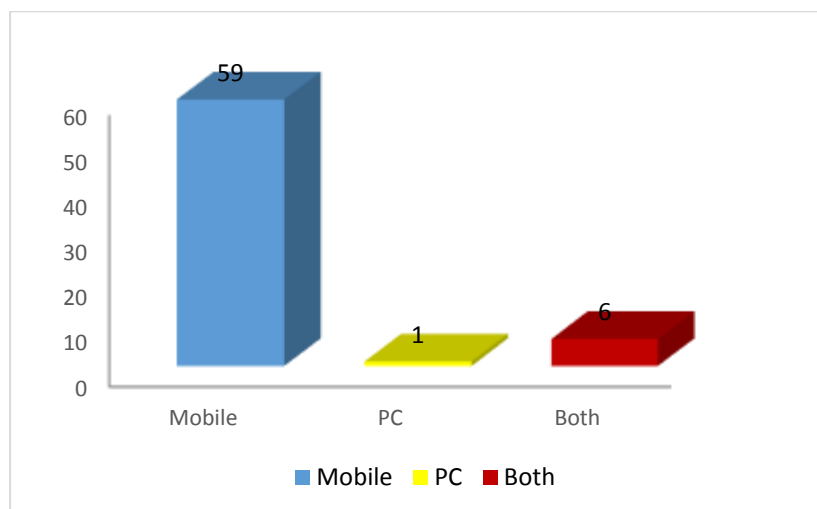
From the above figure, most of the students access the internet through their mobile.

iii)   Online Lectures

In teaching-learning process online lecture is an educational lecture designed to be posted online. Lectures are recorded to video, audio or both then uploaded and made available on a designated site. The preferences of the Online Lectures (OL) to counselling session are shown in the following pie chart-

Online lectures are preferred over attending counselling session:
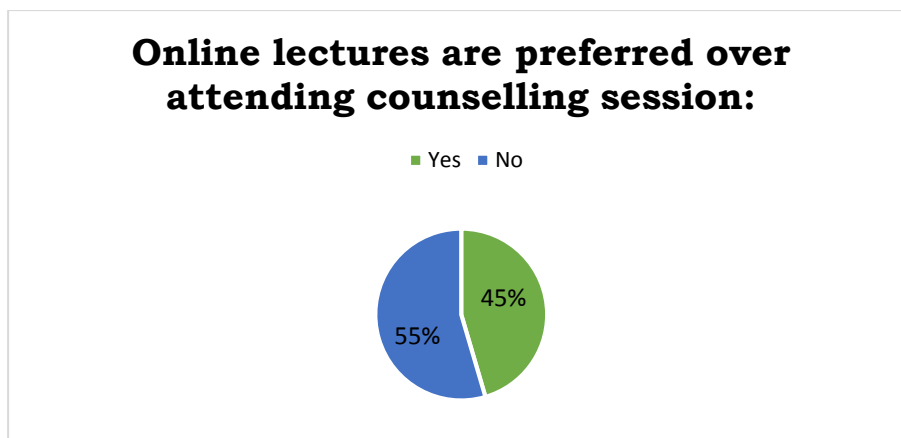
From the above figureb it is clear that most of the respondents prefer Online Lectures (OL) to counselling session which may indicate that the use of modern learning tools and techniques are gradually increasing day by day by the learners.

Concluding Remarks:

From the above diagrams / graphs it is observed that the majority of the respondents (66 out of 70) are female. **Reaching the Unreached** is a grassroots level activity of Netaji Subhas Open University (NSOU) in association with **COL-CEMCA** both in rural and urban areas of West Bengal. The Male literacy rate in West Bengal is 82.67% and Female literacy rate is 71.16 which are little bit higher than country average (82.14% and 65.46% respectively according to 2011 Census). The findings of the study are pointed out below-

i)   It is observed that the majority of the respondents were from the Hindu community (65 out of 66 respondents) and a greater portion are from the conventional education i.e. B.A./ B. Com/ B. Sc/ M.A or other (62 out of 66 respondents) which indicates the gradual movements of the society towards Vocational Courses.

ii)   Majority of the respondents (65%) had come to know the information regarding the programme from the advertisement in News Paper / NSOU Website which reveals the usefulness of the advertisement is more effective. University may consider such things before taking any decision regarding the Outreach Programme in future.

iii) Respondents also conveyed through their responses that as they do not have enough time to do the conventional study, they got admitted in such Vocational Courses in the distance mode of education. They conveyed that the SLM / Micro SD / ICT Support from the University are much helpful to them.

iv) The learners use OER Repository as and when they required. Though majority of them uses (44 out of 66 respondents) offline mode of Self Learning Material (SLM) and 55% agreed that the Online Lectures are helpful to them. They are aware of searching and browsing and most of them use their ICT Support on their Mobile (59 out of 66 respondents). Most of them agreed (95%) that audio / video lectures are more effective to their learning process.

Finally, it may be concluded that the Counselling session is very helpful to the learners.

The *School of Vocational Studies, Netaji Subhas Open University*, Kolkata, took a three-year project in support to *Commonwealth Educational Media Centre for Asia* entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training". As part of the project NSOU conducted its Outreach Programme on 2/12/18 at Pranvananda Institute of Management and Technology (PIMT), Kolkata. Maximum number of learners are from marginalised sectors in terms of 3Es economy, education and employments.

Project team has conducted a survey among the learners to retrieve actual fact relating to the learners' development to reflect on the issues relating to accessibility and skill development through vocational education. In mentioned study center student may enrol themselves in more than nine (9) vocational courses viz., ADTDD, DFSSM, DPTEM, DYE, E-TAX, PGDMOM, PGDRM, TDD.

Subject	ADTDD	DFSSM	DPTEM	DSSSM	DYE	E-TAX	PGDMOM	PGDRM	TDD
	3	32	24	4	19	2	10	2	2

Table 1:Subject-wise distribution

Study shows that out of nine offered courses, learners enrollment is high in DFSSM with 32 students, and second highest is DPTEM with 24 students followed by 19 in DYE in third position. Whereas in PGDMOM, the learners' enrollment is 10, in DSSSM it is 4, ADTDD 3, for the year 2018-19.
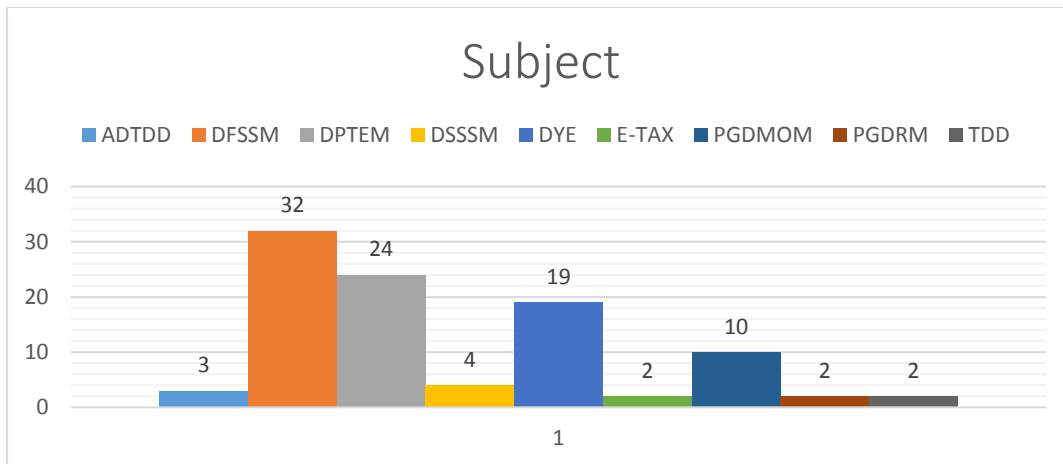
Figure: Subject-wise distribution

The study reveals a wonderful fact about Gender distribution about the participants. It is really a progressive matter that among the 98 participants 46 participants were female and 52 participants were male. It means that female participants are taking active part in the vocational course which is also comes under SDG 2030 goal.

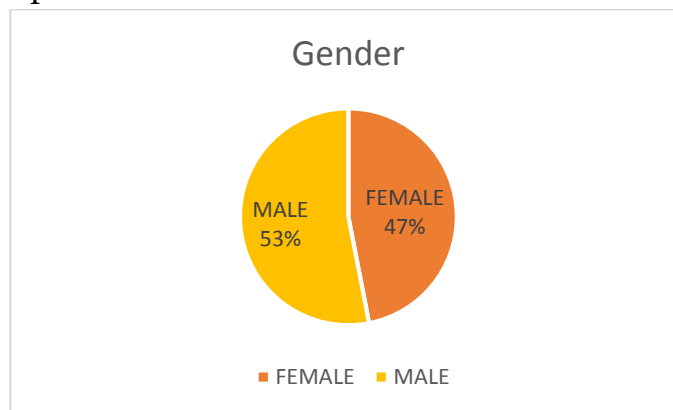We can see from figure that overall percentage of the participants were 53% male and 47% female participants.

Figure: Gender-wise distribution

Mentioned study is also trying to reveal increasing rate of accessibility and development of learners in religion based to identify unprivileged area (if any) to give more importance in future initiatives.

In qualification of participants where we can see that 54% are from bachelor's degree background and 17% from post graduate whereas 24% is from HS and 1% from B.Ed and 4% is from Diploma courses.
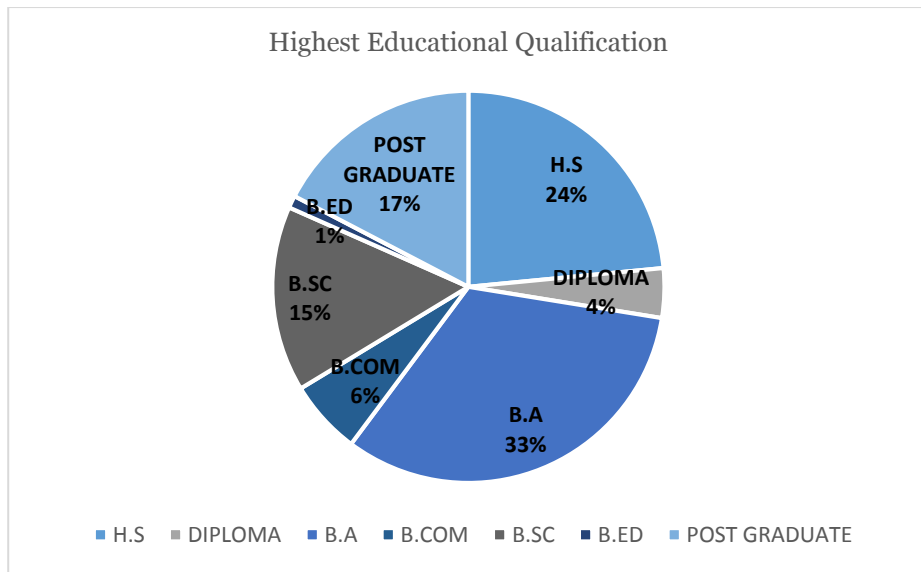
Figure 1: Distribution of Highest Educational qualification

To study the coordination among the participants as well as study centre one question had been asked to the participants that how they came to know about the even? After having their responses study shows that they have good coordination with the friend, study centres and previous passed-out students
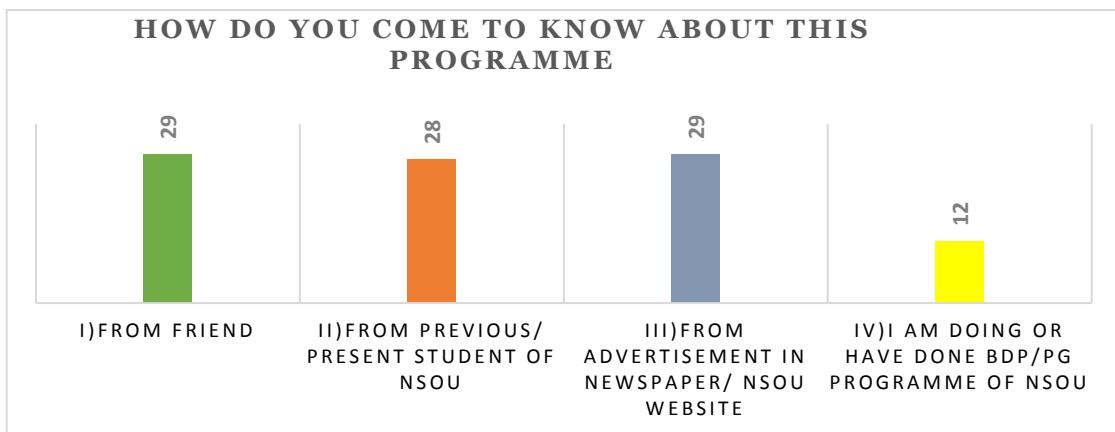

*Figure: Coordination between participants: Data distribution*

From figure shows that reasons for pursuing education through distance mode are really very valid as learners are conform to have their education due to distance, economical, medium of having accessible educational resources etc. and the most important reason is no other universities in west Bengal are offering such types of courses for their skill enhancement.

Pictorial interpretation of the same may be seen in the following figure.

Reason for pursuing education through distance mode
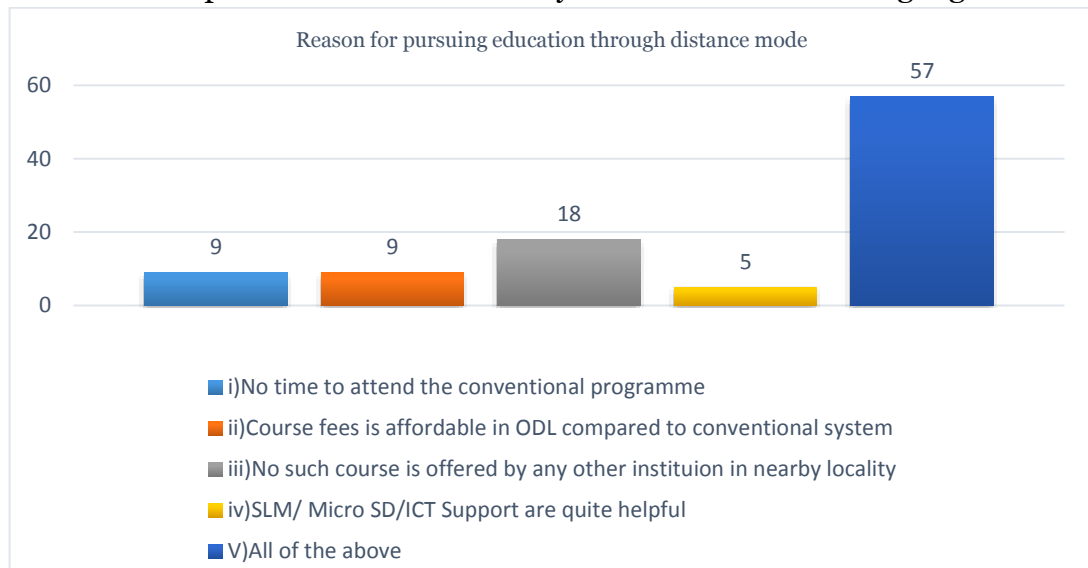
Figure:Reason to enrol in ODL system

To assess teaching learning process this study portrayed few questions relating to practice time session for respective courses, accessibility of study materials, preferable choice regrading mode of classes, ICT supports offered by university and Open Educational Resource Repository.
Keeping eyes on the first issue relating to practice classes, as per figure, maximum numbers of learners are satisfied with the sessions.

Workshop session of practical classes are conducted to the full satisfaction.
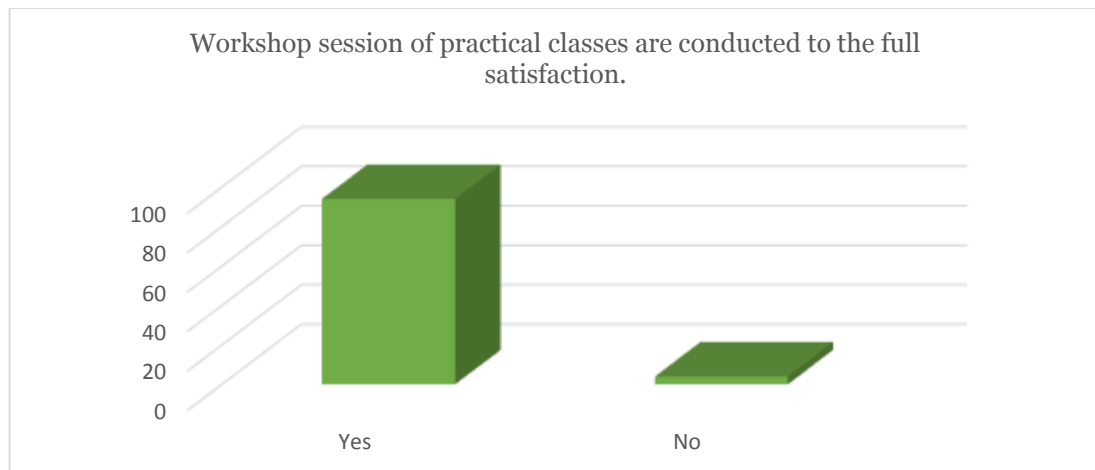
Figure: Satisfaction to avail practice classes

77% learners' responses that they are accessing study materials in offline mode where as 13% reported that they are using study materials available in online mode and 8% are using both mode.
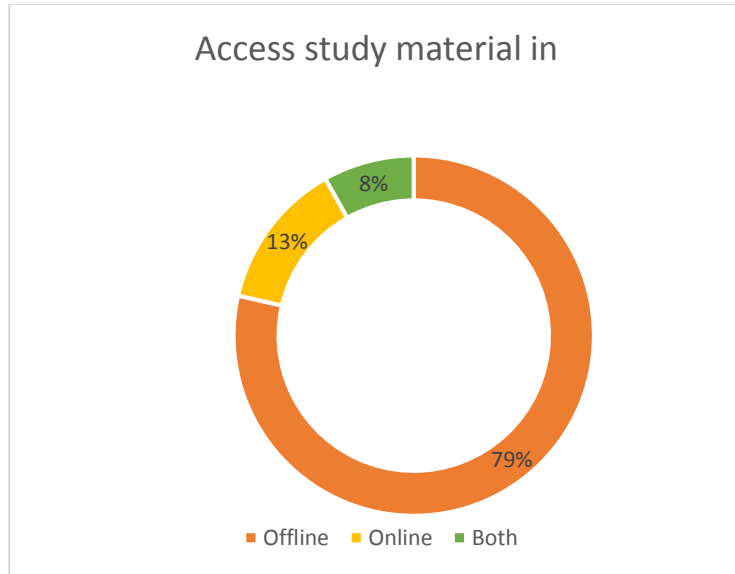
Figure: Mode of access study material

Due to time and space constraint learners preferred Online lectures over attending counselling session. On the basis of result came out the figure shows as below.
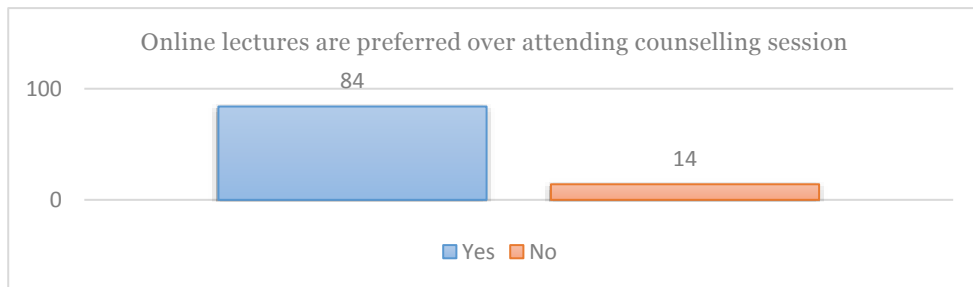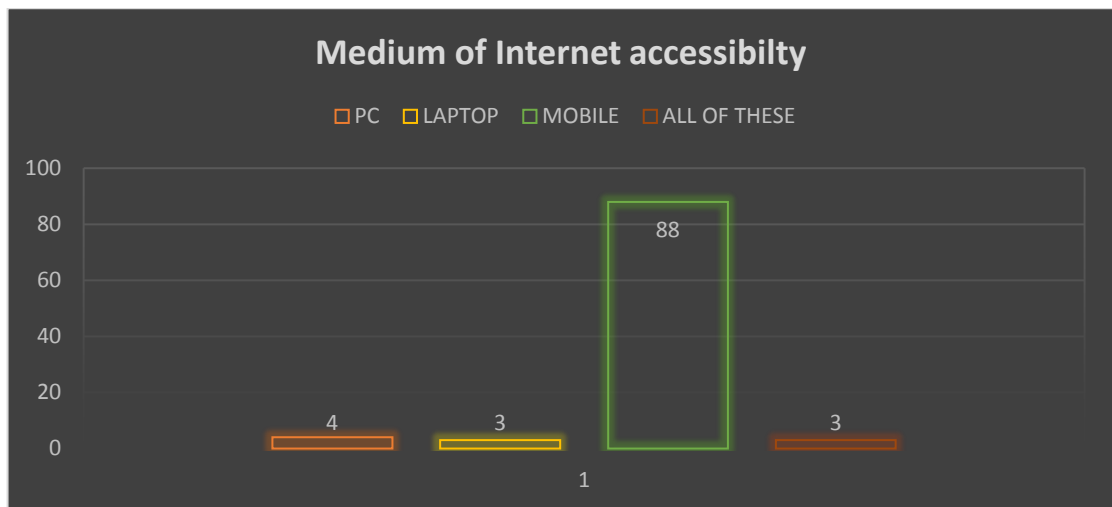

Figure: Comparative status of Online lectures and offline lectures

Regarding accessibility of ICT supports, majority of the students are getting ICT support and the students are happy with this service.
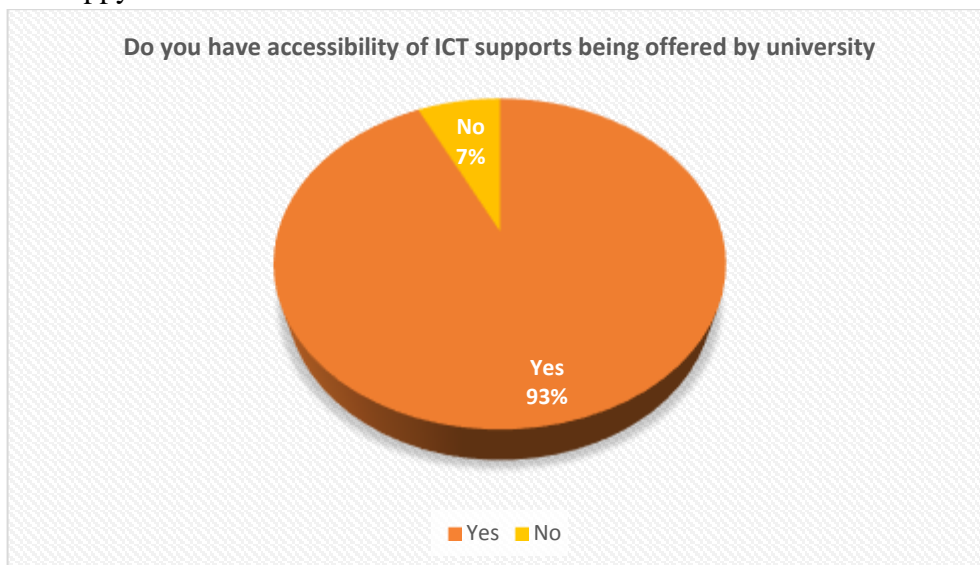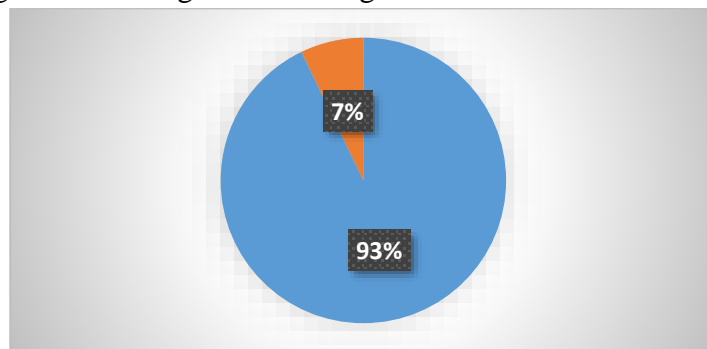

Figure: ICT support to learners

As per study, majority of the students access internet through their mobile followed by PC.


Table : Medium of Internet accessibility :

Learners of that study center are well acquainted with searching and browsing. 93% learners are posing their knowledge on searching and browsing on internet.

Figure 2: Percentage of learners having knowledge on searching and browsing

The above figure shows that learners are able to search and browse reading materials. The following figure shows most of the students prefer A/V lectures.
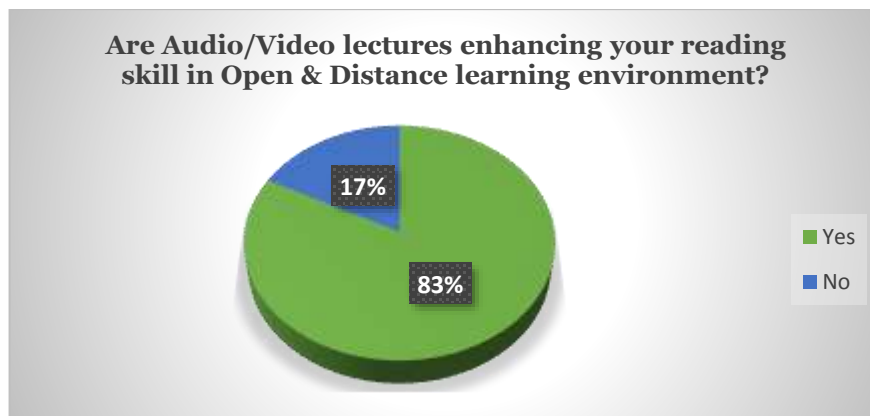
Figure: Assessment in accessing A/V lectures

And therefore they are well acquainted with NSOU OER repository and accessing the same for their learning process which is really helpful to them.

The School conducted its 3rd Outreach Programme on 26th May, 2019 at Vidyasagar Foundation School of Education & Training, Purulia, West Bengal.

The feedbacks from the questionnaire were divided into four segments, namely General Information, Communication, Teaching Learning Process and Other Questions. Opinions of 53 learners were considered in these respects. Their feedback on various issues are summarised as under-
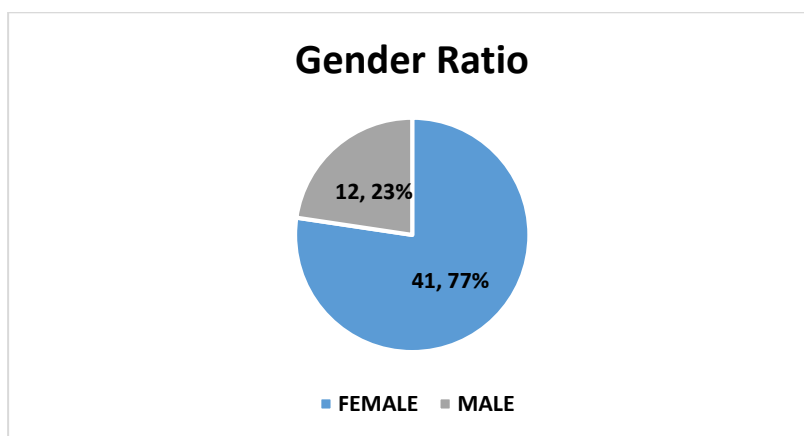
A) General Information
i) Subjects they study
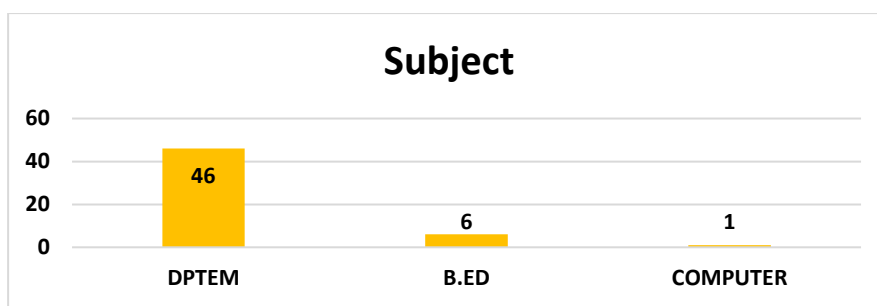
Subject

From the above figure, it is clear that most of the respondents (41 out of 53) are pursuing Diploma in Pre-primary Teachers' Education Montessori (DPTEM) which clearly indicates the subject's prefer to take the professional course like of DPTEM.

ii) Gender

Gender Ratio

From the above pie chart, it is clear that most of the respondents (41 out of 53) are female which clearly indicates the demographical segments of the respondents and it may indicate that the women are more interested to do this course.
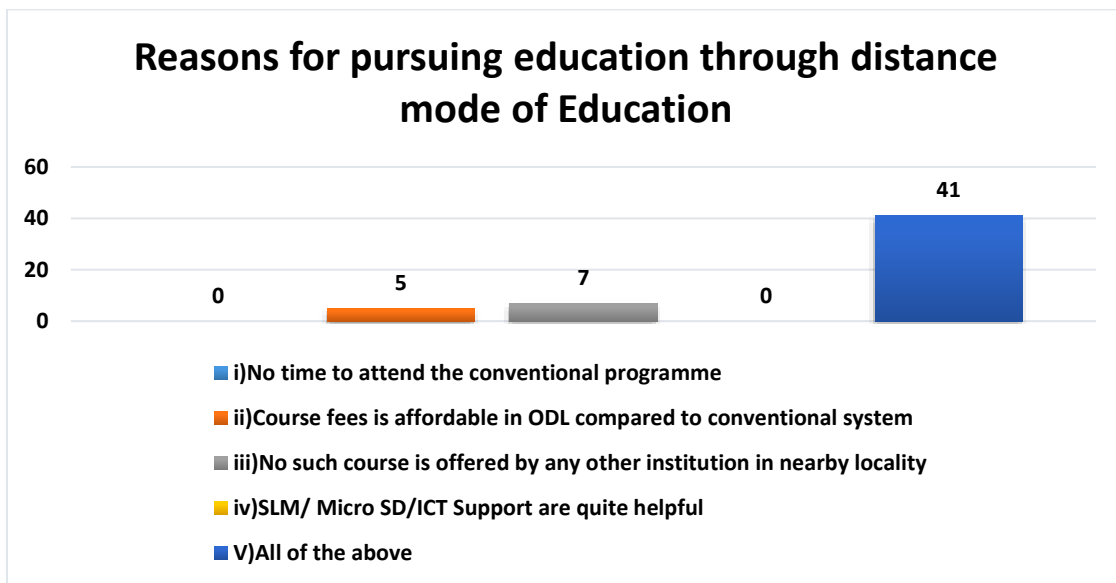
iii)   Educational Qualification

Education is a gradual process which brings positive changes in human life and behaviour. Here, the highest educational qualifications of the respondents are shown in the following figure-

Highest Educational Qualification
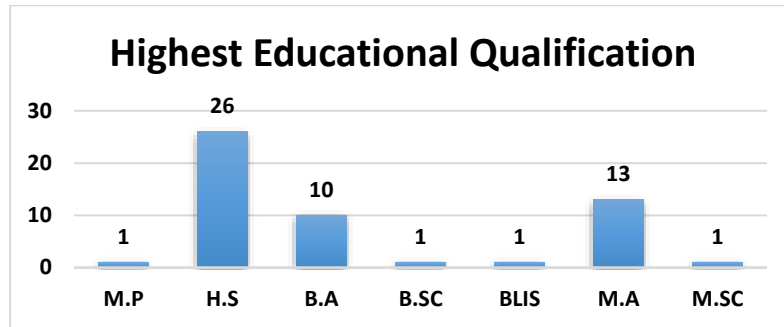
From the above figure, it is clear that most of the respondents (49 out of 53) are either H. S. pass and from Arts background (B. A. and M. A.) which may indicate that the Higher Secondary Pass learners or learners from the Arts background are more interested in the vocational programme.

iv)   Reasons for ODL Mode of Education

Reasons for pursuing education through distance mode of Education

- ■ i)No time to attend the conventional programme
- ■ ii)Course fees is affordable in ODL compared to conventional system
- ■ iii)No such course is offered by any other institution in nearby locality
- ■ iv)SLM/ Micro SD/ICT Support are quite helpful
- ■ V)All of the above

From the above figure, it is clear that most of the respondents (41 out of 53 have no time to do the conventional courses offered by the regular universities and the major reasons are here in ODL mode of education system the course fees are affordable, SLM, Micro SD / ICT support are much more interesting and helpful to their study.

B) Communication

i) Information Regarding the Programme

How Do you come to know about this programme
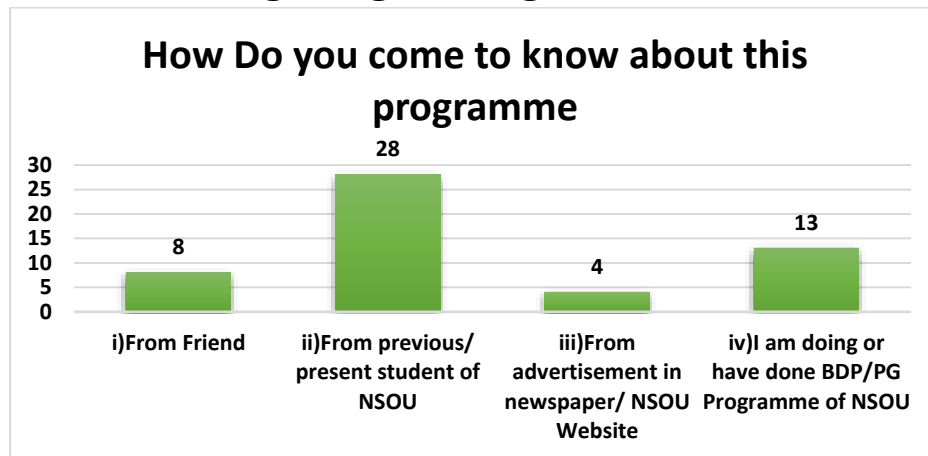
From the above figure, it is clear that most of the respondents (28 out of 53) got the information regarding the programme from either previous or present student of NSOU, which may indicate the self-awareness of the learners.

ii) Importance of Counselling Session

Counselling session at the study centre are beneficial

No, 0, 0%

Yes, 53, 100%

• Yes
• No
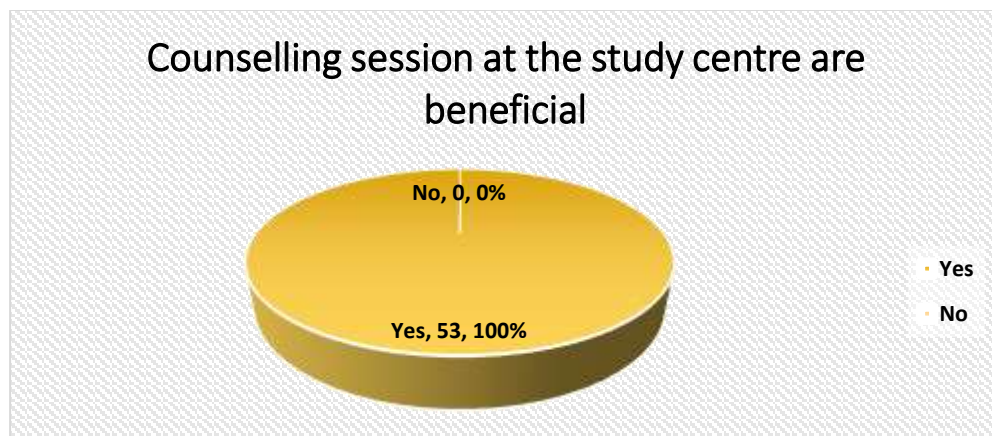
From the above pie chart, it is clear that the respondents are unanimously agreed and responded that the counselling session is beneficial to them.

iii) Importance of Workshop Session

Workshop session of practical classes are conducted to the full…

47

6

Yes   No

From the above figure, it is clear that the majority of the respondents (47 out of 53) agreed that the workshop sessions offered by the university was satisfied and effective.

C) Teaching Learning Process

In this category, the students were asked on Self-Learning Material (SLM), Audio / Visual Lecture, Information and Communication Technology (ICT) based Support and Open Educational Resources (OER). The feedbacks of the respondents on these pillars are as under-

i) Self-Learning Materials (SLM)

The self-learning materials (SLM) are written in such a way that it does not require any intermediary (teacher) to explain the content. This means, the content is written in simple language and in modular form to help distance learners to assimilate the content by reading and working through the instructions. The access of study material is shown in the following pie chart-
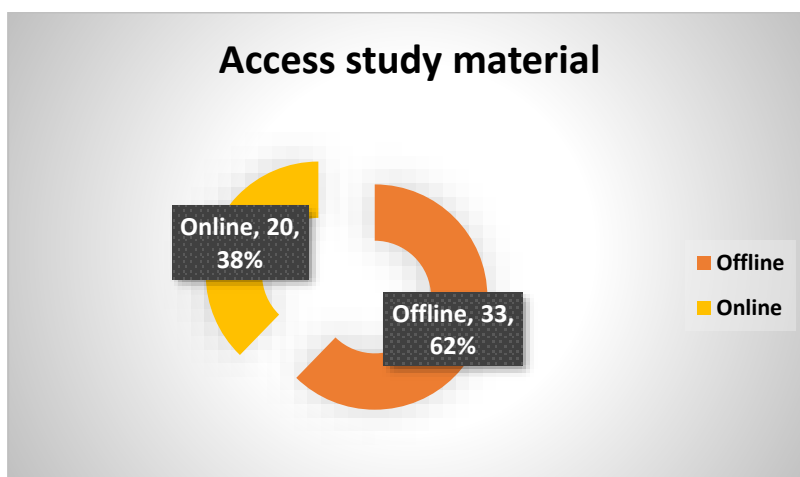
From the above pie chart, it is clear that majority of the respondents (33 out of 53) are accessing their Self Learning Material (SLM) through offline i.e. hard copy in nature which may indicate that the lesser number of respondents are accessing their study material with the help of modern technology.

ii) Audio / Visual Lecture
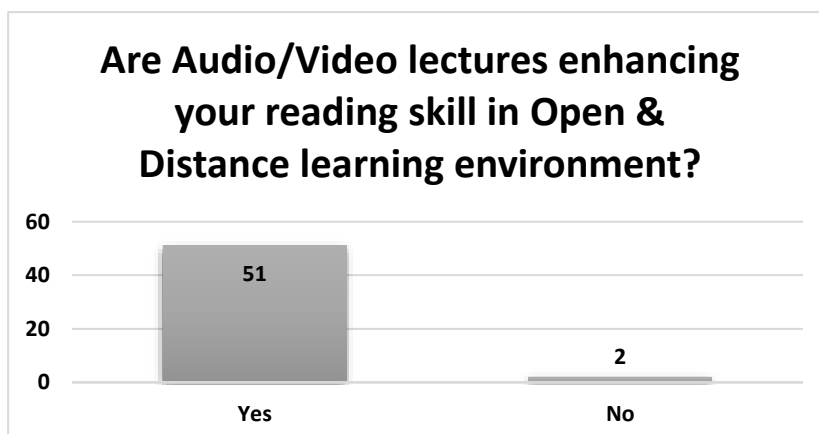
From the above figure, it is clear that most of the respondents (51 out of 53) are getting enriched from the audio / video lectures in the ODL mode of education.

iii) ICT Support

Information and communications Technology (ICT) based support refers to teaching-learning process with the help of technology to handle telecommunications, broadcast media, audio-visual processing etc. Having the accessibility of the ICT support offered by the university is shown in the following pie chart-

Do you have accessibility of ICT supports being offered by university

13, 25%

40, 75%

■ Yes ■ No
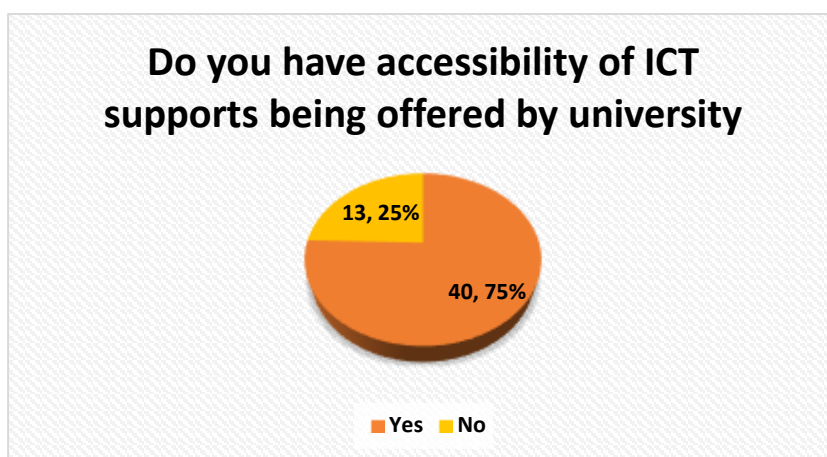
From the above pie chart, it is clear that most of the respondents (40 out of 53) are accessing Information and Communication Technology (ICT) based support offered by the university which may indicate that the learners use modern tools and technology to their learning process and ICT support is beneficial to this learning process.
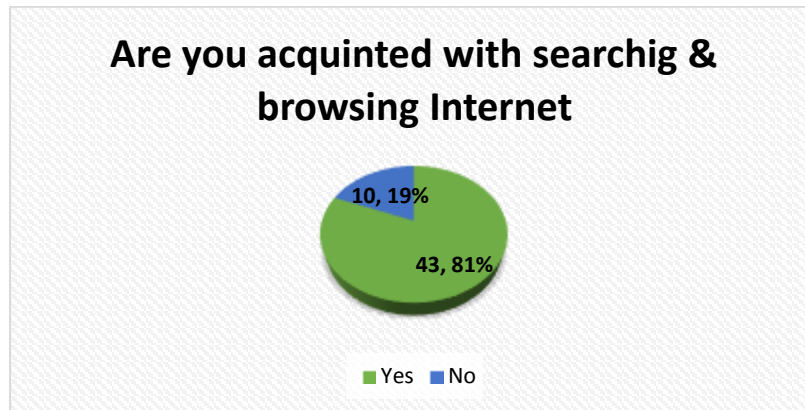
iv) OER Repository

Do you know/access NSOU OER repository?

40

30

20

23

0

■ Yes ■ No
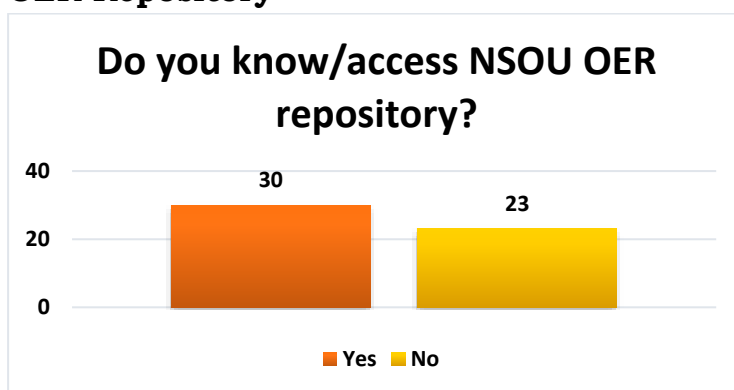
From the above figure, it is clear that most of the students present in the meeting are aware of the existence of NSOU OER Repository.

D) Other Questions

i)   Searching and Browsing

Are you acquinted with searchig & browsing Internet

10, 19%

43, 81%

■ Yes ■ No

From the above pie chart, it is clear that majority of the respondents (81%) are aware and conversant of the searching and browsing through which they can search online resources.

ii)   Medium of Internet accessibility

Medium of Internet accessibilty

| | 0 | 2 | 41 | 10 |

■ PC ■ LAPTOP ■ MOBILE ■ ALL OF THESE
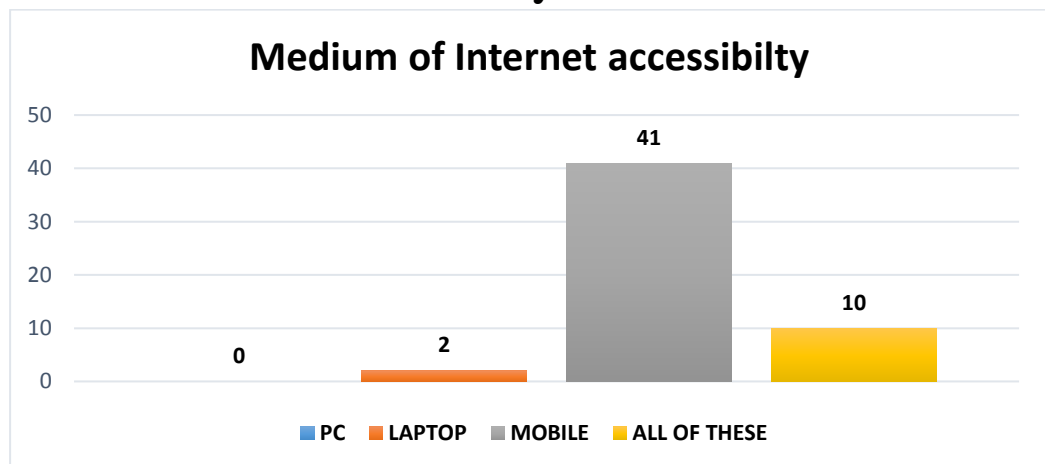
The above figure shows that our students access the ICT support through their mobile phone.

iii)   Online Lectures

Online lectures are preferred over attending counselling session

27   26

■ Yes ■ No
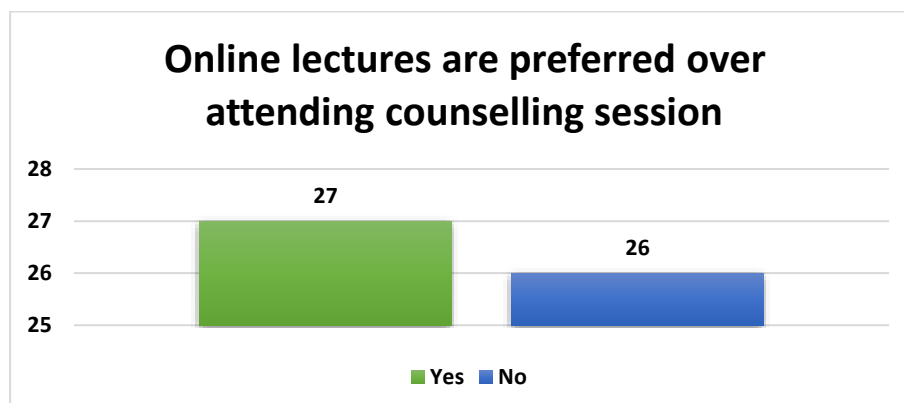
From the above figure, it is clear that a students of the university prefer Online Lectures (OL) in compared to counselling session which may indicate that the use of modern learning tools and techniques are gradually increasing day by day among the learners.

Concluding Remarks:

From the above analysis, it is observed that the majority of the respondents (41 out of 53) are female. **Reaching the Unreached** is a grassroots level activity of Netaji Subhas Open University (NSOU). The other findings of the study are given below-

- It is observed that the majority of the respondents had come to know the information regarding the programme from the previous / present students of NSOU which may indicate that NSOU learners are cooperative in sharing information among their friends. On the other hand, News Paper / NSOU Website is the least respondents which reveals that the University may take some necessary measures towards News Paper / NSOU website advertisement in future to get more awareness among the learners.

- The respondents also conveyed that as they do not have enough time to do the conventional study, they got admitted in such Vocational Courses in the distance mode of education. They conveyed that the SLM / Micro SD / ICT Support from the University are quite helpful to them.

- The learners use OER Repository as and when they required. Though majority of them uses offline mode of Self Learning Material (SLM) and 51% agreed that the Online Lectures are helpful to them. They are aware of searching and browsing and most of them use their ICT Support on their Mobile. Most of them (96%) agreed that audio / video lectures are more effective to their learning process.

****

A research-based study of the status of learners' enrolment

The School of Vocational Studies, Netaji Subhas Open University, Kolkata, took a three-year joint project with Commonwealth Educational Media Centre for Asia (CEMCA) entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training". NSOU so far completed its 1st year (2017-18) and submits the report of 2nd year (2018-19). The objective of this three-year project is to increase enrolment in different vocational courses of the university so that the disadvantaged rural people can get access to skill development programmes of this university. The learners are able to take the advantages of skill enhancement programme by which they can increase their skills and competencies in the particular trade.
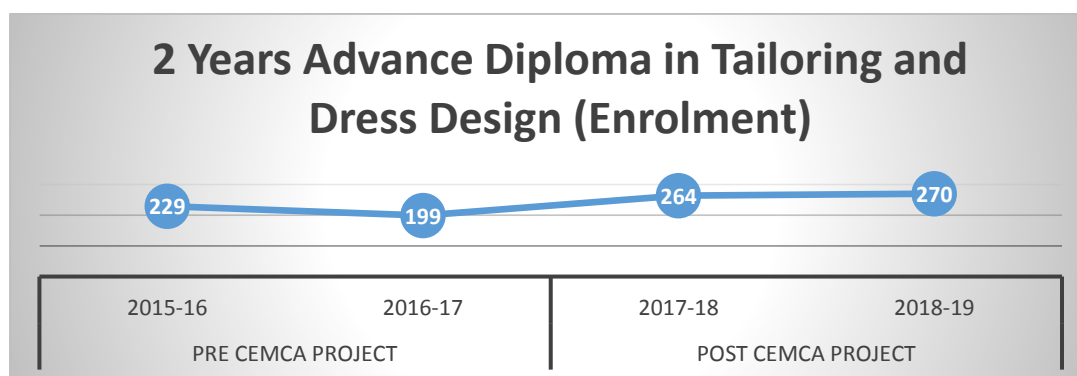
Enrolment over the year:

It is a process through which individuals get registered into a particular course with Netaji Subhas Open University. The respective courses for 2 years of Pre and post CEMCA project have been considered here to get the impact of the three-year joint project in association with Commonwealth Educational Media Centre for Asia.

- ▪ **2 Years Advance Diploma in Tailoring and Dress Design**

2 years Advance Diploma in Tailoring and Dress Designing is an effort to develop stitching skills and a sound knowledge to guide a skilled person to transform the idea in the garments. The enrolment data over the years in this Advance Diploma are shown below-

2 Years Advance Diploma in Tailoring and Dress Design (Enrolment)

2015-16	2016-17	2017-18	2018-19
229	199	264	270
PRE CEMCA PROJECT		POST CEMCA PROJECT	

From the above figure it is clear that the number of enrolment in the 2 Years Advance Diploma in Tailoring and Dress Design is increasing over the academic years from 2015-16 to 2018-19 which may indicate that the role of project with Commonwealth Educational Media Centre for Asia entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training" is effective towards learners' enrolment.

- ▪ **Certificate in Organic Agriculture and Horticulture**

Organic horticulture is the science and art of growing fruits, vegetables, flowers etc. whereas organic agriculture is a system that relies on ecosystem management rather than external agricultural inputs. The enrolment data over the year in this Certificate course are shown below-

Certificate in Organic Agriculture and Horticulture (Enrolment)

2015-16	2016-17	2017-18	2018-19
17	0	8	14
PRE CEMCA PROJECT		POST CEMCA PROJECT	
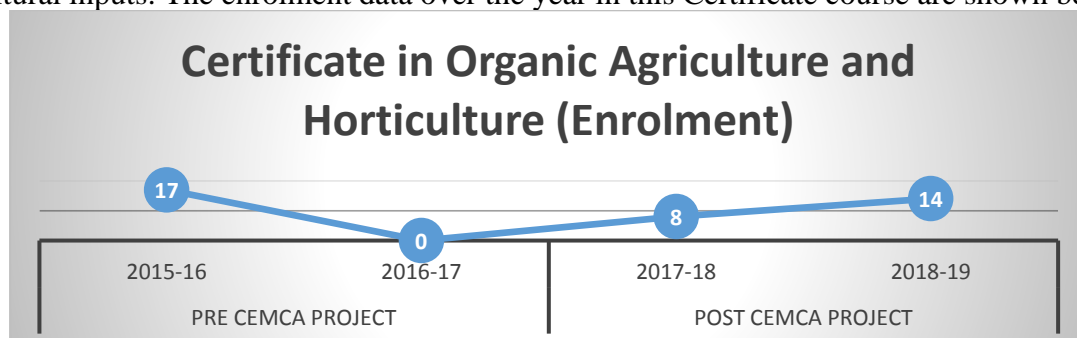
The above figure reveals that the enrolment in Organic Agriculture and Horticulture were decreased in 2016-17 substantially though in post CEMCA project it has been increased from the academic year 2017-18 which may indicate that the role of project with Commonwealth Educational Media Centre for Asia entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training" is much more effective towards the learners' enrolment.

- **Diploma in Pre-primary Teachers' Education**

The Diploma in Pre-Primary Teachers' Education is a comprehensive course for pre-school i.e. early childhood education to children before they begin compulsory education at primary school. The enrolment data over the year in the Diploma in Pre-primary Teachers' Education are shown below-

Diploma in Preprimary Teachers' Education (Enrolment)

538	443	324	368
2015-16	2016-17	2017-18	2018-19
PRE CEMCA PROJECT		POST CEMCA PROJECT	
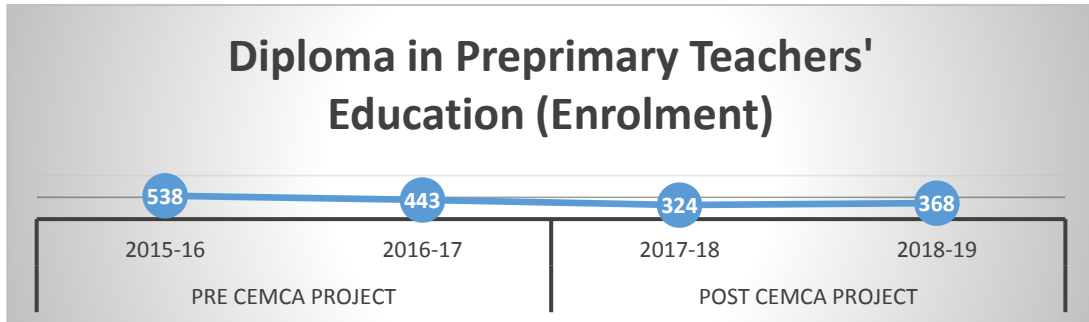
The above figure reveals that the number of learners in the Diploma in Pre-primary Teachers' Training decreased in 2016-17 compare to previous year (2015-16) though in post CEMCA project it moves upwards from the academic year 2018-19 in compare to previous year (2017-18) which may indicate that the positive effect of the CEMCA project.

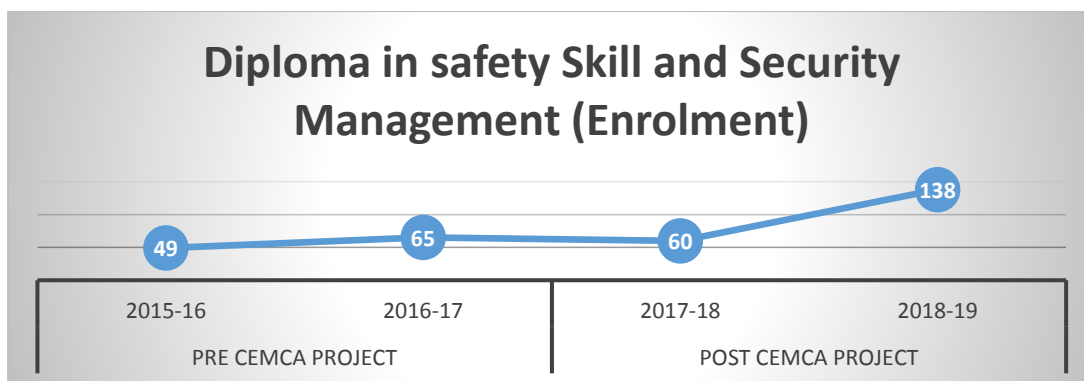- **PG Diploma in Travel and Tourism**

Travel and tourism is the growing service industry in India which provides heritage, cultural, medical, business and sports tourism etc. The enrolment data over the years in PG Diploma in Travel and Tourism are shown below-

PG Diploma in Travel and Tourism (Enrolment)

14	0	15	16
2015-16	2016-17	2017-18	2018-19
PRE CEMCA PROJECT		POST CEMCA PROJECT	
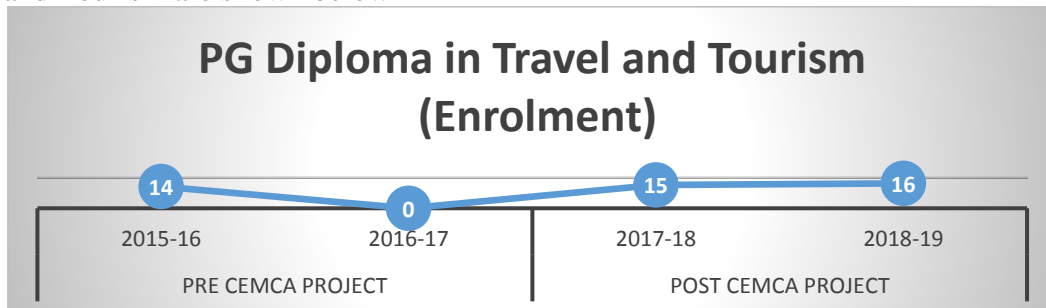
From the above figure it is clear that the enrolment in PG Diploma in Travel and Tourism decreased in 2016-17 substantially though in post CEMCA project it has been increased from the academic year 2017-18 which must indicate that the role of project with Commonwealth Educational Media Centre for Asia entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training" is effective towards the learners' enrolment in the University.

- **Diploma in safety Skill and Security Management**

The Diploma in Safety and Security Management is a comprehensive course that covers both Safety and Security related skill to the learners as there is a need for a combination of Safety and Security skills. The enrolment data over the year in Diploma in Safety Skill and Security Management are shown below-

Diploma in safety Skill and Security Management (Enrolment)

49	65	60	138
2015-16	2016-17	2017-18	2018-19
PRE CEMCA PROJECT		POST CEMCA PROJECT	

From the above data it is clear that the number of students in the Diploma in Safety Skill and Security Management is increasing over the years which may clearly indicate that the role of project with Commonwealth Educational Media Centre for Asia entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training" is effective towards learners' enrolment in the University.

▪ **Diploma in Entrepreneurship Development**

The Course on Diploma in Entrepreneurship Development and Small Business Management is the process of improving the skills and knowledge of entrepreneurs. Again, such training and classroom programs are conducted to increase the number of entrepreneurs in the society which will improve the economy as a whole. The enrolment data over the year in the Diploma in Entrepreneurship Development are shown below-

Diploma in Entrepreneurship Development (Enrolment)

18	16	10	23
2015-16	2016-17	2017-18	2018-19
PRE CEMCA PROJECT		POST CEMCA PROJECT	
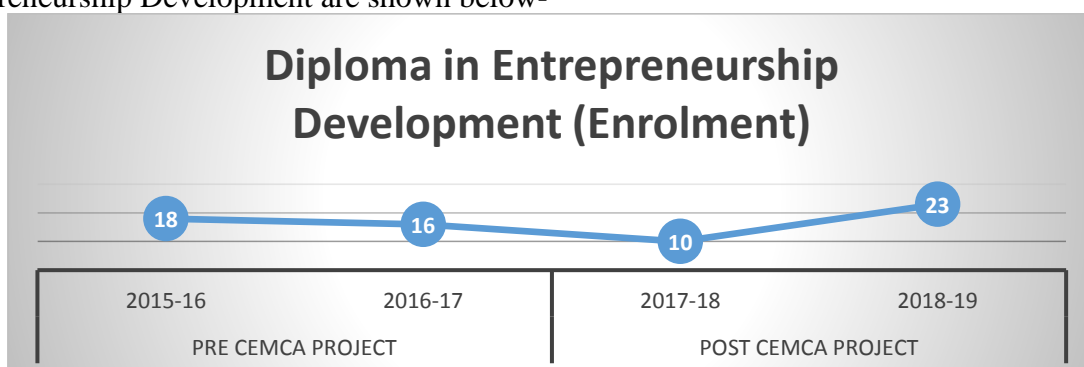
The above figure reveals that the enrolment in the course decreased marginally in 2017-18 compare to previous year (2016-17) though in the academic year 2018-19 compare to previous year (2017-18) it was increased which may indicate that the role of project with Commonwealth Educational Media Centre for Asia is effective towards the learners' enrolment in the University.

▪ **PG Diploma in Disaster Risk Management**

The PG Diploma in Disaster risk management aims to avoid the generation of new risks, improves resilience to the effects of natural events and contributes to sustainable development. The enrolment data over the year in the PG Diploma in Disaster Risk Management are shown below-

PG Diploma in Disaster Risk Management (Enrolment)
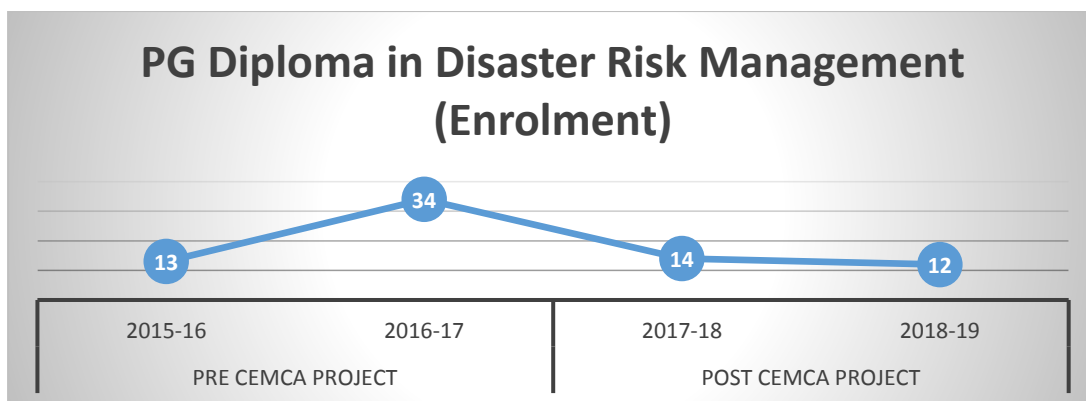
The above figure reveals that the enrolment in PG Diploma in Disaster Risk Management increased in 2016-17 in compare to previous year (2015-16) substantially though in post CEMCA project it moves downwards from the academic year 2017-18 compare to previous year (2016-17) which may indicate that the demand of such vocational courses are gradually decreasing over the year..

▪ **PG Diploma in Export and Import Management**

Export means supplying goods or products outside the country where as import means purchase or bringing in goods and products from other countries. The enrolment data over the year in the course PG Diploma in Export and Import Management are shown below-

**PG Diploma in Export and Import Management (Enrolment)**
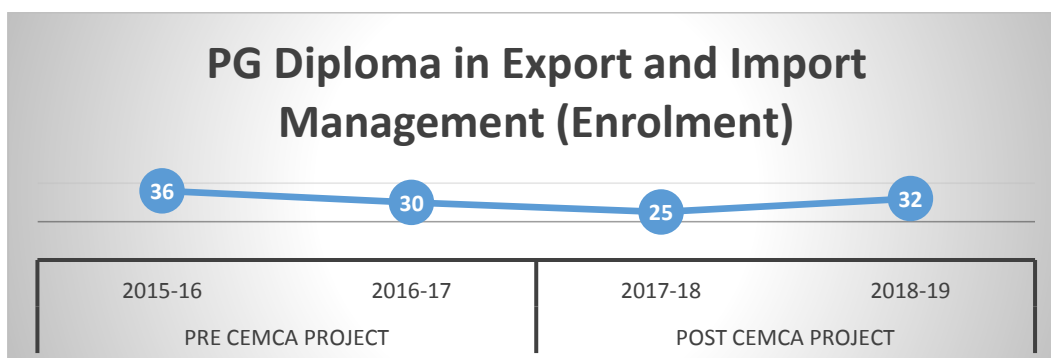
The above figure reveals that the number of enrolment in PG Diploma in Export and Import Management decreased marginally in 2017-18 in compare to the previous year (2016-17) though in the academic year 2018-19 it has been increased which may indicate that the role of project with Commonwealth Educational Media Centre for Asia is effective towards the learners' enrolment in the University.

▪ **PG Diploma in Needle Work & Knitting**

Needle Work is the art or practice of sewing or embroidery which is related to knitting, needle or simply knitting to produce knitted fabrics. The enrolment data over the year in PG Diploma in Needle Work & Knitting are shown below-

PG Diploma in Needle Work & Knitting (Enrolment)

|			
51	139	168	112
2015-16	2016-17	2017-18	2018-19
PRE CEMCA PROJECT		POST CEMCA PROJECT	
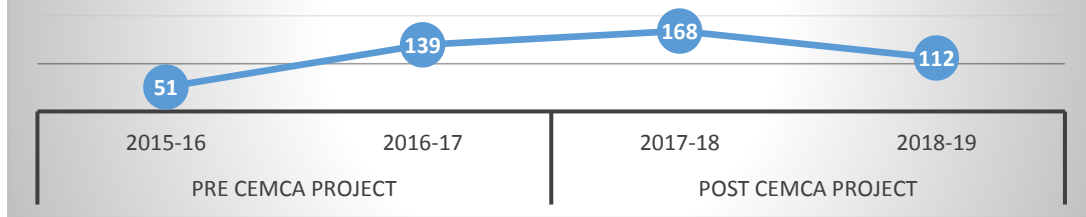
From the above figure, it is clear that the number of learners in PG Diploma in Needle Work & Knitting increased in 2016-17 compare to previous year (2015-16) substantially which was continued in the post CEMCA project period in the year 2017-18 though in the year 2018-19 the enrolment decreased little bit which may indicate that the demand of such vocational course is falling .

- ▪ **PG Diploma in Modern Office Management**

Office management is such a profession which is involved in designing, implementing, evaluating, and maintaining of the process of work within an office or any other organization. Here, Modern Office Management is a PG Diploma Level Modern Office Management course. The enrolment data over the year in PG Diploma in Modern Office Management are shown below-

PG Diploma in Modern Office Management (Enrolment)

9	14	10	17
2015-16	2016-17	2017-18	2018-19
PRE CEMCA PROJECT		POST CEMCA PROJECT	
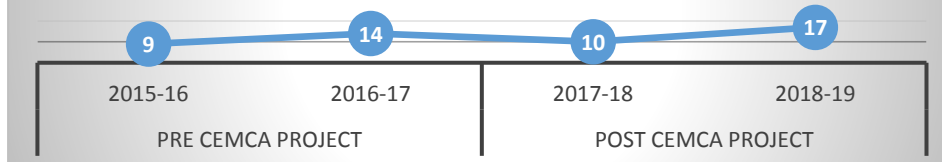
From the above figure, it is clear that the enrolment in the PG Diploma in Modern Office Management is increasing over the year which may indicate that the positive role of project with Commonwealth Educational Media Centre for Asia entitled "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training".

Concluding Remarks:

From the above figures, it is observed that the learners' enrolment in the University are increasing over the years in majority of the courses (6 out of 10) which may indicate that the grassroots level activity of Netaji Subhas Open University (NSOU) in association with COL-CEMCA both in rural and urban areas of West Bengal are effective. There is an increasing trend in the enrolment in i)2

Years Advance Diploma in Tailoring and Dress Design, ii) PG Diploma in Travel and Tourism, iii) Diploma in Safety and Security Management, iv) Diploma in Entrepreneurship Development, v) PG Diploma in Needle Work and Knitting and vi)PG Diploma in Modern Office Management during the period under study. The number of learners in 10 vocational courses under CEMCA project together were 940 in 2016-17 preceding the CEMCA project though it increased to 1002 in 2018-19 which clearly indicates that the "Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training" project has the positive impact in increasing enrolment in various vocational programmes through the blended approach of course delivery mechanism.

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