

2- Day National Workshop on “Vocational Education, Experiential Learning and Skilling”

In the NEP 2020, the National Education Policy aims to reform the Higher Education system by providing flexibility to students in terms of academic pathways and subjects to study. One of the very important recommendations of NEP, 2020 is to develop a creative combination of disciplines for study with multiple entry and exit points. In the academic programmes offered by Higher Education Institutions (HEIs), multiple entry and exit points would eliminate rigid boundaries to allow students to choose and learn their subject(s) of interest. Further, credit recognition, credit accumulation, credit transfer, and credit redemption will be formalized to allow seamless student mobility within or between degree-granting HEIs. Towards this end, a two-day national workshop on "Vocational Education, Experiential Learning and Skilling" was organized by the Faculty Development Centre, Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India on August 29th and 30th 2022.

At the National Workshop, St. Edmund's College Shillong was represented by Ms. Ainamlin Dkhar and Ms. Hazel Berret Wahlang. A central goal of the workshop is to discuss, formulate, and adopt curricular reforms in Teacher Education by integrating experiential learning, skills development, and vocational education through community engagement. Additionally, this workshop aims to empower students from rural backgrounds who find it difficult to compete in the competitive world by providing them with the necessary tools to succeed.



Dr. W. G. Prasanna Kumar, Chairman of MGNCRE, served as the main resource person for this workshop. In his remarks, he stressed that students should be prepared to become job providers rather than merely job seekers. Participants were asked to reflect on two points:

- What is our child's goal in regards to their education?
- Does our teaching align with the goals of the students we teach?

A variety of group activities and individual work was conducted to discuss skills development components that should be included in the Social Work Curriculum. Discussion points included the community's needs, the skills students should develop to meet those needs, the methodology for this skill development, the content requirements, experiential

learning to develop skills, as well as assessments and evaluations. The workshop enhances our understanding about integrating the aspect of skilling in teaching learning process.

