

# Skill Times *from* NSN

India's first e-magazine dedicated to skills, education and employability

Issue 10 | November 2022

- Reimagining higher education in Andhra Pradesh
- Naan Mudhalvan Scheme - Enhancing Youth Employability
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*Dr. Madhuri Dubey*

As a key stakeholder in making higher education and skilling relevant and meaningful, many state governments are embarking on innovative schemes like Naan Mudhalvan from the Government of Tamil Nadu. Another state that has recognised the importance of work-integrated learning is Andhra Pradesh; the employability of engineering and non-engineering graduates is a priority for APSCHE with the introduction of internships.

EdTech adoption in vocational education has been gaining ground and we're glad to share a few critical insights on the scope of scaling and accelerating its adoption. Besides, this edition also focuses on the successful implementation of degree apprenticeships through sustained awareness creation and industry connect. Other highlights include the recently launched draft of the National Credit Framework (NCrF), by the Government of India that aims to facilitate the integration of academic and vocational domains, that is open for public consultation.



## Higher Education in Andhra Pradesh

### How APSCHE is reimagining higher education in Andhra Pradesh

*S. Divya Sree*

**“The hon’ble Chief Minister, Y S Jagan Mohan Reddy, was the catalyst for the movement toward greater integration of skills and education. A mission for students to remain in higher education for a significant amount of time, with the majority of that time being spent on developing practical skills in addition to academic knowledge. Giving students this kind of real-world experience will be an essential part of making them employable.”** said Prof. K Hemachandra Reddy, Chairman, Andhra Pradesh State Council of Higher Education (APSCHE).

The Andhra Pradesh State Council for Higher Education is focusing on boosting the employability of students while also emphasising on quality, access, and future readiness of the students in higher education following the National Education Policy (NEP) 2020. To learn more about how APSCHE is reimagining higher education in Andhra Pradesh, and what are some of the initiatives in making youth employable, among others, we conversed with **Prof. K Hemachandra Reddy, Chairman, Andhra Pradesh State Council of Higher Education (APSCHE)**.

**Q: How are you addressing the emerging goals of higher education in India?**

**A.** The National Education Policy (NEP) 2020, which is driving the reforms in higher education, is being discussed throughout the nation. This has sparked an important national discourse on the improvements that higher education desperately needs. Most of us are extremely aware of the fact that since the last NEP, higher education has

begun to convey strong theoretical and foundational knowledge in the classrooms and through the network that these higher education institutions ought to have implemented with the industry. People have been talking about linkages between industry and institutions for the past 2.5 decades, but nothing has ever come of it. Our classrooms are more theory-focused.

**In Andhra Pradesh, professional education is steadily growing. The conventional educational fields are often ignored, so professional education is the first choice for both parents and students. Sector skill councils are all discussing the skills needed for students to become employable. Universities are now being advised to focus more on imparting skills so that students become employable by the time they graduate. This is in contrast to the theory-ridden teaching and learning process taking place in classrooms.**

Even while there are jobs available, there are ways to give them the necessary training to make them employable. To integrate into society and build that network, we must make progress. Whether it is commerce, science, or engineering, all courses should be treated equally, and practical components and skill development should be encouraged across the board.

**Q: How do we ensure that higher education leads to better employment and promotes entrepreneurship?**

**A.** The newly created program and launch of our curriculum with a choice-based credit system has a 40% skill component. We have replaced the previously mandated courses with 30 to 40 per cent more skill-related courses. We are aware that the capacity was not apparent in the higher education system

## How APSCHE is reimagining higher education in Andhra Pradesh



**Prof. K. Hemachandra Reddy**  
**Chairman, Andhra Pradesh State**  
**Council of Higher Education**  
**(APSCHE)**

We have been reading NASSCOM reports regarding the percentage of employable graduates that Indian higher education systems produce for some time and it has never exceeded 25%. Now is the time for all of us to take a step back and think carefully about what will happen to the remaining 75% of the students.

when we established the skill-oriented courses. The teachers are not equipped to impart the required skills in the classroom.

**A crucial component of higher education is the development of teachers' capacities.**

[Read more](#)



## Shri Dharmendra Pradhan launches draft of National Credit Framework (NCrF) for public consultation



On October 19, 2022, Union Minister of Education and Minister of Skill Development & Entrepreneurship Shri Dharmendra Pradhan launched the National Credit Framework (NCrF) draft for public consultation.

Under the dynamic leadership of Prime Minister Shri Narendra Modi, the Government of India has developed the NCrF to facilitate the **integration of academic and vocational domains in order to promote flexibility and mobility** between the two. The NCrF would change the game by providing students with a wide range of opportunities for future development and integrating formal education with experiential learning and vocational education, mainstreaming skill development and vocational education. The NCrF will also provide an opportunity for students who have left the system of traditional education to re-join.

Speaking on the occasion, Shri Dharmendra Pradhan stated that NEP 2020 also embraces the spirit of **Janbhagidari**, a key pillar of Prime Minister Narendra Modi's governance. According to Shri Pradhan, "A comprehensive, next-generation instrument under NEP, is the National Credit Framework. To make "**Janparamarsh**" more active, we are dedicating NCrF. The **National Credit Framework** is an umbrella framework for

skilling, re-skilling, up-skilling, accreditation, and evaluation that includes our people in educational and skilling institutions as well as the workforce."

Shri Dharmendra Pradhan emphasized that the National Credit Framework will be the most important element under NEP for achieving these goals, including **making India a \$5 trillion economy**, realizing the vision of a Vikasit Bharat in the next 25 years, and empowering 100% of our population. India is embracing technology at a never-before-seen rate. Reforms must be implemented to reward education, training, and experience. In the next two to three years, credits for **knowledge acquisition, practical training, and beneficial social outcomes** will be a significant step toward **achieving 100% literacy**.

Shri Dharmendra Pradhan made an appeal to all institutions, including schools, ITIs, AICTE-affiliated engineering colleges, centrally-funded HEIs, state universities, and regulatory authorities/bodies, requesting that they host the public consultation for the National Credit Framework on their websites in order to collect suggestions from citizens.

[Read more](#)

## Top 5 reasons why EdTech is here to stay

The application of digital technologies in the world of work is not only changing the way we live but also shifting gears to improve the Technical Vocational Education and Training (TVET) systems by identifying future skills demands and expanding access to skill development opportunities.

With the changing dynamics in social, environmental, and economic disruptions, TVET has also evolved to adapt itself with innovative practices with the potential to rejuvenate the future of skill development.

Back in March 2020 when the pandemic unleashed in the most unexpected manner, none of us had any idea of our potential and capabilities for sustaining incredibly tough times. This 'new normal' has truly redefined us in many ways across various facets of life by fast-forwarding our lives to 5 years in the future. For instance, while digitalization has been a part of our lives even before the pandemic by way of digital payments and a bit of digital learning, COVID-19 has accelerated its penetration in every aspect of our existence, and education could not remain untouched.

The invasion of technology into education has crafted an entirely new chapter in history and unleashed the power of EdTech in many ways.

### What is EdTech

EdTech is an amalgamation of IT tools in

the classrooms to create an even more engaging, immersive, and inclusive learning experience.

With an infinite number of gadgets around and even more outside influences of social networks (like Instagram, Facebook, Twitter etc.), it is imperative to have the sessions both engrossing and educational. Technology itself being the distraction here, it is to note that 'Technology' is the only answer to all these concerns, and we must be cognizant of the fact – Technology in education is here to stay!

### Here are the top 5 reasons why EdTech is here to stay

#### 1. Accelerated use of technology in education and skilling

Accelerated by COVID-19, technology has been driving several systems and processes in education and skilling. Many educational institutions and training organizations are extensively leveraging technology in imparting knowledge, training and also assessing the students' performances. The curriculum in training institutions has also been evolving to blend with digital platforms. Many stakeholders have been coming together and collaborating to accelerate technology uptake and build a digital ecosystem.

#### 2. The need to acquire digital skills

We must realize the fact that the intensification of technology in our lives



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has bound us to acquire digital skills which could be as basic as Computer Literacy, Data Storing, and social media to an advanced version of Artificial Intelligence, Machine Learning, Data Analytics, Digital Marketing, Internet of Things, among others.

The World Economic Forum estimates that by 2025, 85 million jobs may be displaced by a shift in the division of labour between humans and machines, while 97 million new roles may emerge adapted to the new division of labour between humans, machines and algorithms. India is best suited to embrace digital learning mainly because over 54% of the total population is in the working age group of 15-59 years. The digital skills gap is surprisingly getting more prominent across the world.

For example, Canada reported a record-low unemployment rate of 4.9% in June 2022, owing to the rising demand for digital skills and growing concerns over the shortage. Only 28% of Canadians rate their digital communication skills as 'Advanced'[1]. In the case of Australia, there is a major gap in digital skills across Australia's workforce, with 87 per cent of jobs now requiring these skills, and a need for 156,000 new technology workers to keep pace with the rapid transformation of businesses.

While the need for digital skills has been growing for years, this research shows that job changes due to the COVID-19 pandemic have accelerated the need for more training for both tech and non-tech workers on digital capabilities. Similarly, for Germany, it has been published that the IT skills gap is so large that the number of vacancies is above the level before the start of the crisis in March 2020 and the shortage is continually growing.

EdTech is also a tool to facilitate gaining these digital skills along with other proficiencies. Hence, EdTech has emerged as a primary enabler in

acquiring digital skills in an immersive and engaging manner.

### **3. Increasing adoption of the blended mode of learning**

Blended, as the term suggests is a combination of classroom (offline) learning and digital (online) learning. The term translates to overlaying of online learning tools/ technologies over physical classroom infrastructure wherein the theory segment of the syllabi is taught in digital mode while the practical skills are imparted in the practical learning centers.

For example, if the student is learning the textbook content in the exact same manner (written in paragraphs) over the tablet/any device, it's not adding value at all. However, if the same content is being taught by way of interactive methodologies like audio-visual aids, video tutorials, recorded lectures etc., it is then of some benefit to the students.

### **4. Expanded reach, accessibility and scaling of skilling initiatives**

During the pandemic, many skill training institutes started taking advantage of technology to enhance, automate and scale up their operations across various locations in the country. With the use of technology, several training programs and skilling initiatives could be measured, replicated and scaled up without compromising on quality. This has enabled the skill training institutions to leverage the opportunity to take the skilling initiatives to remote areas of the country too, which otherwise lacked access to quality training as per the local needs.

### **5. Innovative ways to make learning effective**

The influx of EdTech into the classrooms has introduced newer ways of how interacting with each other in our classrooms and with our teachers.

A personalized learning style fosters self-learning, creativity, and a sense of collaboration among students. From the educator aspect, they are now able to craft personalized learning plans for their student's basis their pace of learning. The invasion of technology into education must not only bring even more innovative ways to effective learning and must complement the existing offline education mechanism but also should assist the learning of digital skills. Hence, it is pertinent to ensure that we must have absolutely innovative strategies incorporated in the content created to be delivered via online mode.

This paradigm shift in the learning mode had earlier muddled up the people, thinking this can be the only method to teach and learn. However, we should not become oblivious that EdTech is not only online learning, remote learning, or distance learning with no wisdom at all.

We must learn from the past and should realize the fact that technology in education can and will favour us till the time we keep this paradigm shift balanced by not completely obsoleting offline classroom learning.

EdTech can assist in the reinforcement of learning if we indulge in limited capacities to take the best use of it by way of introducing tools which complement offline learning and reduce unwanted human efforts, for example – Learning Management System (to help track the student journey right from the prospect to the alumni) which got evolved to emulate real-time classroom learning experience; Digital learning (to help students with the recorded sessions, gamified learning, audiovisuals, case studies, 24\*7 doubt clearing, etc.). These new immersive ways are still evolving rapidly but while the world is witnessing

an unprecedented growth, they are only meant to deliver best-in-class quality education to the last mile and create an ecosystem of learning anytime, anywhere, on any device and in any location.

Hence, the advancement that the pandemic has brought into our lives by way of EdTech needs to be nurtured and should not be left at the discretion of any of the stakeholders (for instance – letting students find out relevant videos from YouTube – they might end up watching irrelevant content around). It should not be used only as a different dissemination medium of information but must add value by way of facilitating digital skills and augmenting the overall learning and teaching experience for both teachers and learners.

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# Naan Mudhalvan Scheme – The skill enhancement initiative for the youth of Tamil Nadu

*S. Divya Sree*

“This is a comprehensive skill-building program for all the youth of Tamil Nadu, between the ages of 18 and 35. We are integrating the skill development programs of all departments, which are offering skilling and vocational courses. The Naan Mudhalvan scheme will encompass the entire spectrum of the youth population, right from the school level to working professionals”, said Ms J. Innocent Divya, IAS, Managing Director, TNSDC, while talking about the Naan Mudhalvan scheme of Tamil Nadu.

The government of Tamil Nadu has undertaken an innovative initiative – the Naan Mudhalvan scheme, to draw youth to various skill development programs and upskill them to make them employable in the changing times. The Naan Mudhalvan scheme is a skill enhancement initiative for the youth of Tamil Nadu and is a massive upskilling platform from the government. To know more about the scheme, its objectives and more, we conversed with **Ms. J. Innocent Divya, IAS, MD, TNSDC (Tamil Nadu Skill Development Corporation)**.

**Q: Please tell us about the Naan Mudhalvan scheme that the honourable Chief Minister of Tamil Nadu has recently unveiled? What is your vision and how do you plan to achieve the objectives?**

**A:** There are numerous skill-building initiatives. Different departments implement at varying degrees for different domains, streams, and job roles. In addition to the Skill Development Corporation, several departments within the government are involved in skilling, like the rural development department, the departments of higher education and training, and



**Ms J. Innocent Divya,  
IAS, Managing  
Director, TNSD,**

MSME (Ministry of Micro, Small & Medium Enterprises), etc.

The honourable Chief Minister wanted skilling to be an over-arching program. The government wants to bring skilling under one roof so that coordination would be straightforward. Thus, “Naan Mudhalvan” which translates to “**I am first**” or “**I am going to lead**” was conceptualized.

Youth can learn about their potential, interests, and skills through this program, which also gives them the chance to develop as leaders in their areas of expertise. When the honourable Chief Minister inaugurated this portal on March 1, 2022, we first made an effort to introduce school children to the various opportunities that are available in various sectors. There are so many unexplored fields that are currently available, so we educate students in schools about the fact that there are numerous other fields and help them realize their interests and strengths, so they can make informed career decisions.

We provide them with **expert career guidance**, lucrative job opportunities and different training programs that can be pursued. We must not limit our students’ potential for their lack of awareness, so we create awareness about the opportunities and provide the resources they need. We are telling students in Tamil Nadu that they



should aspire for higher studies and premiere institutions and the government is here to help them with **training, material requirements, and financial resources**.

On August 29, 2022, the honourable Chief Minister launched the portal. In the portal, we have several colleges including **engineering colleges, arts and science colleges, polytechnics, and ITIs**. In phase 2, we will also gradually add other professional colleges, including **law colleges, fisheries, and veterinary schools**. Through this, we would like to connect academia with the industry.

We have around more than **180 organisations** on the portal, they **offer jobs, internships, training, mentor connects** (anybody willing to volunteer as a mentor for the students) and also **campus adoption** (where corporates are interested in adopting a campus). The industry would then explain the **skill gap** and why they are unable to hire the students without training. This is an example of the industry and academia interacting in real time. The **Naan Mudhalvan platform serves as a link between academics and industry**. As a result, we can identify the skill gap and provide the appropriate training to the youth.

We enrolled all engineering college students from the first semester to the eighth semester. Then, we had a team of experts meets with the industry to determine the skill gaps in various streams and domains. Finally, we came up with a set of courses. Because the program's goal is to **"skill at scale"**, we are not offering these courses as value-added courses; instead, we are making them **mandatory courses**. The reason for this is that in the past, value-added courses have only benefited the 10% of the student population who excel in academics; the remaining 90% of the student population attends rural colleges or studies in villages.

On the one side, we have graduates who are seeking employment, they look into various skill-building opportunities, learn about developing technology, and find employment. To change this, **emerging technologies** and skills required by the industry must be made available as compulsory courses in academia. This requires a rigorous process where the academic council and the board of studies must mandate that these are the courses for which credits will be granted and the ones that students must take to finish the course in their respective fields.

As a result, 18 courses are required for engineering students in this program. We have mapped these courses to world-class training partners and are offering them at no cost. Since we are making the courses mandatory, we cannot expect the student to pay for them, so the government takes care of the expense on their behalf. For office essentials, we have Microsoft, Oracle, etc. We are working with Cambridge and the British Council too. Additionally, as training partners and industries connect with more than 2000 institutions on a single portal, we provide more than **100 free courses** in addition to paid courses at subsidized prices.

The industry and the training ecosystem stand to gain a lot from this, and it will also revolutionize higher education. At the skilling level, we are working to integrate all the skilling initiatives underway with different departments into a single **skilling ecosystem** where we can accurately translate the needs of the industry to lower-level functionaries like the Panchayat President and below and get the students. Through Naan Mudhalvan, we are attempting to establish a single nodal agency.

**Q: What are some of the implementation-level challenges you foresee, and how are you going to overcome such challenges proactively?**

**A:** There are challenges, but we view them as opportunities since bringing together 12 lakh students on one platform has never been done before and this will open the door for future skill-building programs. One of the biggest challenges we had with this was that online learning has become the standard. Post-pandemic, everyone is using online learning methods, so we thought, why not take advantage of this chance to reach a larger group online. We also see that the future of education itself is about **digital learning**, so it is time to start preparing the youth for the future. Therefore, the majority of the courses we are offering are on Learning Management System (LMS) platforms.

The second challenge here was how to oversee online learning. There are issues with online training like what if the students don't register for the course? What happens if the student is not finishing the course? What will happen to the grades given that we are currently awarding course credits? These are the challenges we are battling, and we are currently training the faculty to support these 18 courses through the **TOT (Training of Trainers) program**.

Approximately 9000 faculty members are being trained, and they will make sure that students access the portal and finish the course on time. We will share the dashboards with them, let them know how the students are progressing, and mentor them as they complete the courses. And some courses will be offered physically; at the moment, we are referring to state colleges that are geographically dispersed throughout the entirety of the state of Tamil Nadu.

We are currently engaged in very intensive planning, during which every student is monitored. We **weigh certification at 25%, leaving the remaining 75% up to the**

## **mentor's internal evaluation of the projects the students submit.**

The leader board is also accessible to the industry. For instance, if industries are seeking an engineer with knowledge of blockchain technology, they can view a comprehensive list of all students who have completed that course, regardless of where they are located in the state.

## **Q: How can stakeholders from other states partner with you?**

**A:** We are willing to collaborate with everyone who is looking to improve the skills of the youth. We do not limit ourselves to the Tamil Nadu state or only India. If anyone is interested in working with us to achieve our goal of Naan Mudhalvan, they can send a proposal in soft copy to my email address at [md@nsdc.in](mailto:md@nsdc.in). We have a technical team to evaluate the plan and examine the proposal's content, syllabus, course modules, and manner of delivery before returning to us.

Since this is targeting a larger audience in Tamil Nadu as a whole and outside formal education, we are open to CSR funding too. We are also open to models where a "Center of Excellence" can be set up or centres where physical training can be provided. We are currently collaborating with 50 centres of excellence.

We also encourage large corporations to adopt campuses for investing in network connectivity, to ensure the development of the infrastructure, or if they wish to hire four or five specific campuses and train them in a certain technology. We are very flexible in this area because this is a broad framework where many models of engagement are acceptable. As a result, any corporate or training partner having a different model of skill development is welcome to join and they can also be from other states.

## NTTF participates in a one-day state-level workshop organized by NIAS

*Pratyusha Tripathy*



Nettur Technical Training Foundation (NTTF) participated in a one-day state-level workshop on “**Vocational Skill Policy, Dropout Reduction, and Employability Among Adolescent Youth**” – A Study in Odisha, organized by the National Institute of Advanced Studies (NIAS), a part of Indian Institute of Science (IISc, Bangalore).

The workshop was held on 14th October 2022 at Government High School, Gumma Panchayat, Rayagada and graced by the presence of many dignitaries including Shri Purna Chandra Bariha, District Education Officer, Rayagada, Mr. Anand B., Vice President, NTTF; Dr. Jeebanlata Salam, NIAS, Mr Pramod Kumar Pradhan CSAT, Mr Nishikant Sharma, Mr M. Rajanikanth, Head Teacher, Govt High School and others. It witnessed massive participation from the students and parents from the surrounding districts.

**Shri Purna Chandra Bariha, District Education Officer**, Rayagada in his keynote address, highlighted about NEP2020 and the importance of vocational skill development programs applicable to the high school students and he also praised the initiatives of NTTF being conducted in the field of Vocational Skill and Training programs for the benefit of needy youth.

**Dr. Jeebanlata Salam, NIAS** in her speech highlighted her research findings about Vocational Education, Dropouts and Employability, etc and expressed her concern about the very high rate of dropouts in the tribal regions. She also praised the NTTF’s NEEM (National Employability Enhancement Mission) program rolled out under the Learn and Earn model as it benefits the economically disadvantaged youth and especially the triable segment.

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## TeamLease Degree Apprenticeships: Revolutionizing youth employability in India

Team NSN



**Mr. Sumit Kumar, Chief Business Officer, Degree Apprenticeships, Teamlease**

“Through Degree apprenticeships, we wanted to integrate work with education and bring employability aspect to it. So that we can address the issue of skills mismatch between what the industry expects and the skills that students possess”, said Mr Sumit Kumar, Chief Business Officer, Degree Apprenticeships, Teamlease.

Following the developments around apprenticeships and the increasing relevance of work-integrated education, there has been a discussion regarding bringing education and employability closer and degree apprenticeships are one of the best ways to bridge the gap and address the challenge of skills mismatch. To learn more about degree apprenticeships, its benefits and how is it different from the existing apprenticeship schemes in India, we conversed with **Mr Sumit Kumar, Chief Business Officer, Degree Apprenticeships, Teamlease.**

**Q: What are degree apprenticeships? What distinguishes the Teamlease program from other apprenticeship models currently followed in India?**

A: A degree apprenticeship, is an apprenticeship that leads to a degree.

Typically, there aren't many people interested in taking an apprenticeship since they would prefer to pursue higher education instead. Degree apprenticeships were started with the objective to combine employability and education and increase interest among youth to pursue apprenticeships and ensure that employability factor among apprentices.

The New Education Policy (NEP 2020) was a blessing for us as it gave very clear-cut guidelines. The UGC also came up with guidelines on the degree apprenticeship on how they could be implemented. This is primarily a credit-based system with a blend of on-the-job training plus theory classes. Students are allotted credits for every hour that is spent learning.

The industry is now getting involved along with academia to curate the programs and has been actively involved in the implementation of these programs which help in creating a talent supply chain. On one hand, the degree apprenticeships address the youth employability crisis, while on the other, it addresses the industry's skill crisis.

**Q: How do you approach the idea of integrating work into education to make apprenticeship initiatives successful? And what are some of the benefits of degree apprenticeships?**

A: There are numerous concerns about society, students, and parents. Students drop out of school at every level of their education. Around 80 lakh students are educated, but only 15% continue to the next level of education implying that dropout occurs at every stage. [Read more](#)

# Metaverse in Vocational Education

## How Metaverse can transform vocational education and skill development

Team NSN

3D technology, Augmented Reality, and Virtual Reality are no longer only restricted to virtual gaming. The evolving technology, especially Metaverse is positively impacting many fields and industry sectors, including education, skill development and training.

Metaverse is a boon to the education sector, as it helps in creating engaging digital classrooms, retaining students' attention, provide an interactive learning environment, along with activities like workshops, projects, and experiments, that happen in real-time, enabling effective student participation.

While this positive disruption is slowly picking up, Skillveri Metaverse and XR Simulations, is using Metaverse in transforming vocational education and skill development. In this interview, we conversed with **Mr. Sabrinath C Nair, Founder and CEO, Skillveri Metaverse and XR Simulations**, who over the years, have been revolutionizing vocational training using simulators and providing smart solutions.



**12 skills, 4 verticals**



**Mr. Sabrinath C Nair,  
Founder and CEO,  
Skillveri Metaverse  
and XR Simulations,**

**Q: Please help us understand the term “Metaverse” and its components.**

A. The term “Metaverse” is intriguing because Facebook lately changed its name to “Meta”, and since then, many people have started using this term. It can be challenging to explain the terms Metaverse and meta, but in general, Metaverse have to do with immersive Virtual Reality (VR), and Augmented Reality (AR).

**The fundamental components of the Metaverse:**

- Blockchain
- Web 3.0
- Real-time collaboration skills

**Q: What are the benefits of simulation-based training?**

A. In Learning Theory Pyramid, e-learning and conventional classroom teaching methods are just 30% effective. If you look at Practice by Learning, it increases it to 75%, so that’s where Virtual Reality (VR), Augmented Reality (AR), or any type of immersive learning helps.

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# Top 3 reasons to launch a career in DevOps

Pratyusha Tripathy



DevOps is currently among the top 20 most in-demand IT jobs, according to Indeed. Many businesses, including Adobe, Amazon, Apple, IBM, Salesforce, and others, are searching for DevOps talent.

DevOps is a growing industry today, and by 2026, it is predicted that the market will be worth US\$287.9 billion. You must concentrate on developing applicable skills to advance your career.

If you're still debating whether you should pursue a career in DevOps, this article will provide you with three compelling reasons.

## 3 Reasons why you should launch a career in DevOps

**Higher-than-average salary** – When compared to other IT positions, qualified DevOps professionals can earn higher-than-average salaries. However, your salary will be determined by your experience and the job roles. So, if you have the necessary skill set, your career as a DevOps professional will be rewarding.

**Opportunities for career growth and knowledge expansion** – DevOps provides numerous opportunities for career advancement and expanding your knowledge of technologies and system architectures. You will get opportunities to learn about IT operations as a member of a development team and vice versa. This way you will acquire various skills.

**Chance to work with the latest technologies** – You will have the opportunity to work with the latest

technologies which will make your job more interesting and help you improve your resume by establishing you as a well-rounded technology worker. This can broaden career paths and open doors to other opportunities.

## Top skills companies are looking for in DevOps professionals

To build a successful career in the domain, however, you must have a few essential skill sets that will help you lay a strong foundation for any additional and niche skills and will provide you with an upper hand in an interview.

Here are some of the DevOps skills that you must possess,

- Proficiency in Python, Node.js, Git
- Linux fundamentals and scripting
- Continuous integration and continuous delivery

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# Videos

## TeamLease Degree Apprenticeships: Revolutionizing youth employability in India



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## How Metaverse can transform vocational education and skill development



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