



मौलाना आज़ाद नेशनल उर्दू यूनिवर्सिटी
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NATIONAL SEMINAR ON

ROLE OF SKILL EDUCATION IN EMPOWERING THE YOUTH FOR ATMANIRBHAR BHARAT

Report

17th February, 2026

Organised by

**Maulana Azad National Urdu University
MANUU Campus - Bhopal**

Seminar Report

A One-day National Seminar was organised by MANUU Campus Bhopal on **Role of Skill Education in Empowering Youth for Atmanirbhar Bharat** on 17 February 2026. The Chief Guest of the seminar was former IAS and Former Executive Director of Global Skill Park, M.P Bhopal Mr Shamsuddin. The guest of honour on this occasion was Prof. Ratnamala Arya Dean Extension Education, RIE Bhopal, Mr. M.W Ansari former DGP, Chhattisgarh, Dr Ayesha Ali, Registrar, MP State Council of Homeopathy, Prof. M Vanaja, Dean School of Education and Training, MANUU.



The inaugural session was started with Tilawat E-Quran followed by welcoming of Chief Guest and other Dignitaries. Thereafter, Prof. Noushad Husain, Organising Secretary of National Seminar briefly outlines the purpose and objectives of the national seminar. He further stated in his address that youth had immense potential to transform the country, if they are equipped with relevant knowledge and skill.



Prof. Arya, highlighted in her address empowering youth with requisite skill is the need of the hour. She advocated that from the early stages of school education vocational education must be compulsory by citing the example of South Korea. She was of the view that flexibility of choices must be given to the learners for selecting their career vocations. Mr. Ansari, in his address highlighted that quality skill education that meets global standard would increase prospect of employment of Indian youth. Dr Ayesha Ali, highlighted in her address to gathering spoke about youth needs to identify suitable career pathways and acquire relevant skills without wasting time. Prof. Vanja spoke in her address highlighted that in contemporary time's education and its market is changing. So youth needs to prepare according to it and teachers must play a critical role in developing the skills so that students may be gainfully employed.



At the end of the inaugural session, presidential address was given by Mr. Shamsuddin, who highlighted on 'Skill Gap Paradox'. He highlighted that vocational education is provided to nearly 52 percent population in America, 75 percent in Germany 96 percent in South Korea whereas it is less than 5 percent in India. He focused on the emerging role of artificial intelligence in the landscape of skill education and reiterated to upgrade the skills to keep oneself relevant in the employment market. The inaugural session was concluded with vote of thanks proposed by Dr Jaki Mumtaj, Seminar Convener. The inaugural session was anchored throughout by Dr Pravini Pandagle, Seminar Coordinator.



After the small tea break, plenary session was held wherein three eminent speakers from academia and industry was called to reflect upon the theme of the seminar. The plenary session was started with the speech of Prof. Rajesh P. Khambayat, Professor NITTR and former Joint Director of PSSCIVE, Bhopal. He highlighted the importance of digital literacy which is being actively promoted by Government of India. Prof. Khambayat expressed concern that due to lack of industry relevant skills many graduates remain unemployable. He further highlighted how through open and distance learning more than 27 lakhs students have already benefitted by underrating various vocational education courses. He also highlighted the initiatives taken by PSSCIVE, Bhopal by curating modules of vocational courses which are industry relevant and most of them are available online under digital e-resource initiatives of government of India. Stressing the value of skills he remarked that "Skill Hai to Kal Hai, Hunar Hai to Quadra Hai"

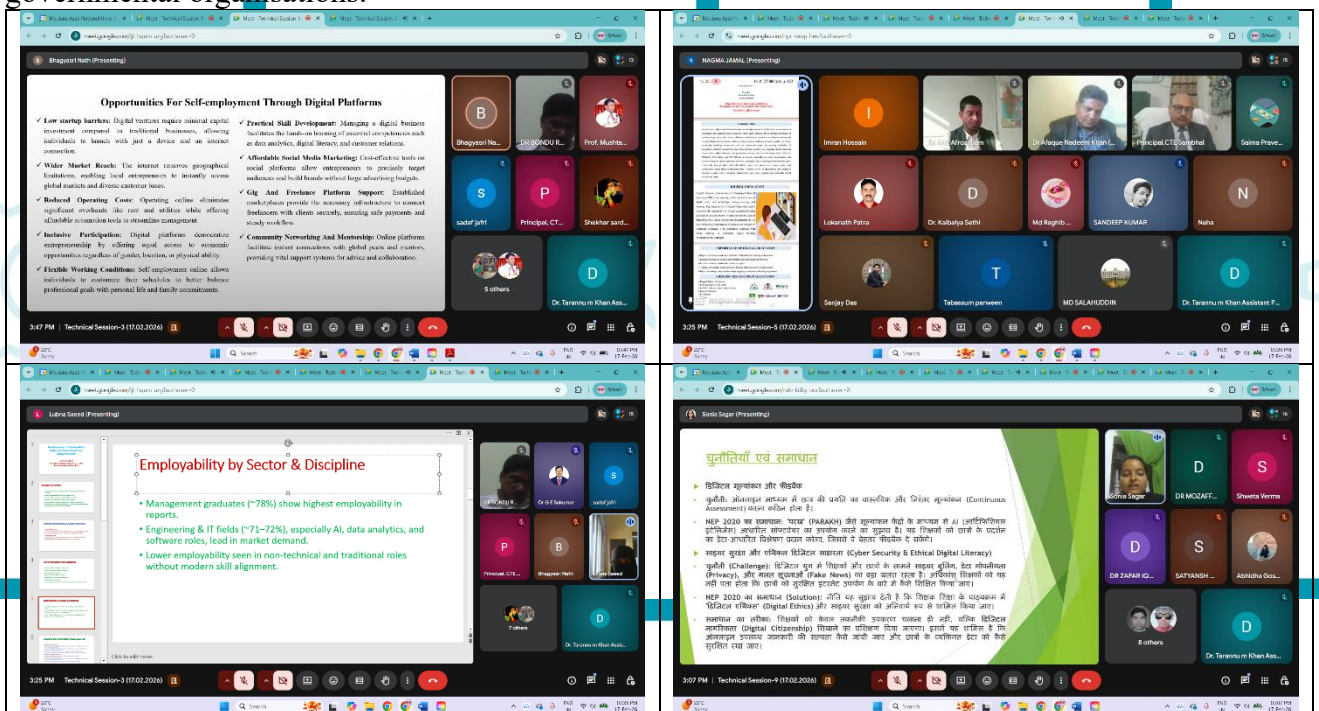
Next speaker of plenary session was Dr Hina Arshad, Head School of Design, Rabindra Nath Tagore University, Bhopal. Dr Hina who has spent long years in industry shared her experience about skilling in India and highlighted that "Skill Seekhne ki koi Umar Nahi Hoti". She advocated that instead of distributing free ration to 80 crores people, if we empowered these people with relevant market skills, it would socially and economically transform the nation.

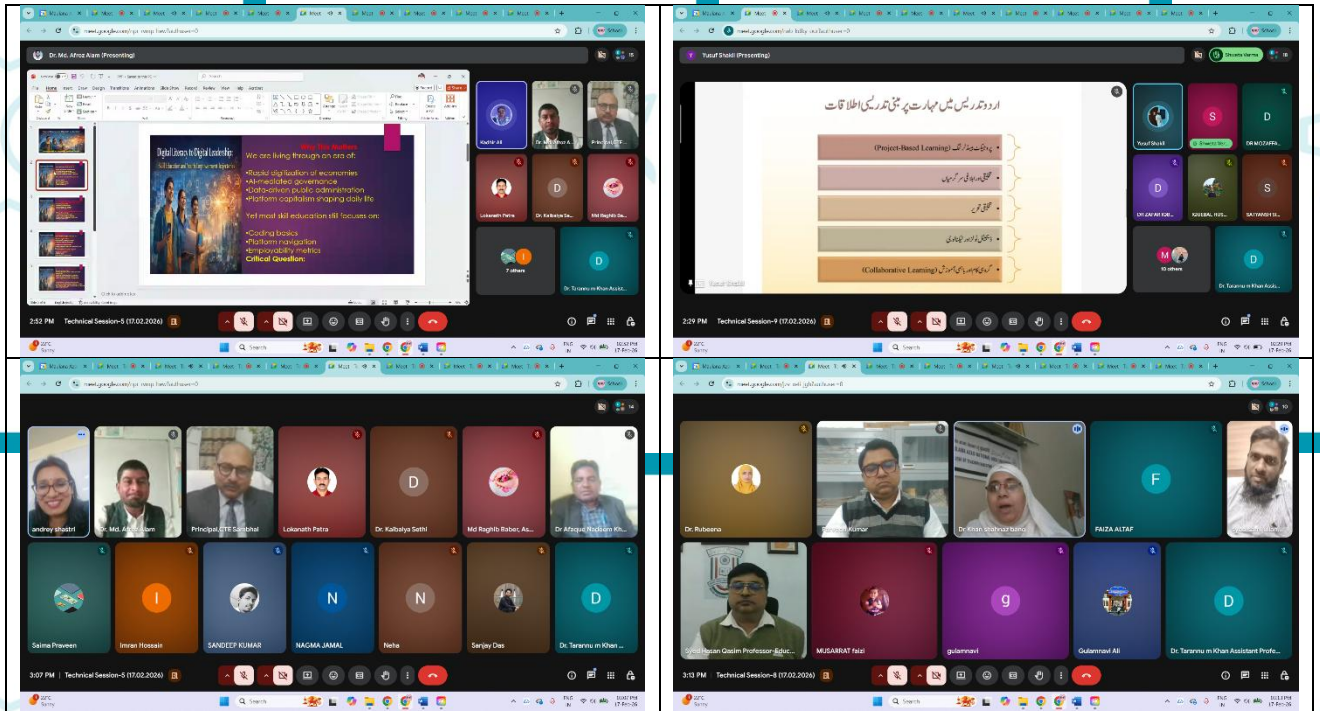
The last speaker of the plenary session was Mrs. Kuhoo Sharma Chief Financial Officer of Daulat Ram Engineering Services Ltd. stressed that does not wait for anything to happen but rather observe the surroundings, identify real life problem and work towards their solution as how their company has able to do so in the field of railway engineering. Problem solving itself is a form of skill development. The session was concluded with vote of thanks proposed by Dr. Shabbir Ahmed.

Technical Sessions

Post lunch session, one offline and nine online technical sessions were held on various sub-themes (i) Skill Development Initiatives: Policies and Programmes (ii) Skill Education in Technical and Vocational Education (iii) Skill Education and Entrepreneurship (iv) Digital Initiatives for Skill Development (v) Skill Education Curriculum Pedagogy and Assessment (vi) Academia Industry Linkage (vii) Skill Development and Teacher Education. The first online technical session was on Skill Development Initiatives: Policies and Programme wherein out of 13 presenters only 5 presenters have presented their papers. Paper presenters focused their papers on National Educational Policy-2020 with

reference to Vocationalisation of education, skill development and Atmanirbhar Bharat. In the second online technical session there were 14 presenters and out of which 6 presenters presented their papers on the theme Skill Education in Technical and Vocational Education. Most of the papers were on technical and vocational education, their relevance, challenges and barriers including employability. The third online technical session was on Skill Education and Entrepreneurship: Youth Empowerment & Employability wherein 9 presenters presented their papers and had focused was on employability skills, entrepreneurship, youth employability etc. In the fourth online technical which was on same sub-theme but most of the presenters presented their papers in Hindi were focussing on Atmanirbhar Bharat and youth employability cutting across gender, community and region. There were in all 14 presenters but only 7 of them had presented their papers. In fifth technical session which was on sub-theme Digital Initiative for Skill Development wherein 12 presenters had presented their papers. The focuses of the papers presented on the sub-theme were on Digital Skills, Digital Leadership, and Artificial Intelligence along with various digital initiatives taken by government to promote employability and empowerment. The sixth technical session was on sub-theme Skill Education, Curriculum, Pedagogy and Assessment wherein papers were on Skill –Oriented curriculum, Self-regulated learning, Kolbe’s experiential learning etc wherein emphasis was on how to integrate skill education in present curriculum, what would be the effective pedagogies to impart skill education and training to youth etc. In all 9 papers were presented by the paper presenters. In the seventh online session which was on the sub-theme Skill Education, Curriculum, Pedagogy and Assessment Academia-Industry Linkage wherein most of the papers were focused academic and industry linkage related article and papers were there. There were in all five papers were presented. In the eighth and ninth session article and research papers were on the Skill Development and Teacher Education but papers were focused on teacher education, teacher training, skill development for teachers etc. In last session 14 papers were presented in Hindi, Urdu and English language focusing once again preparing future ready teachers, their skills and competencies. There was also an offline wherein 9 papers presented wherein paper presented on mixed sub-theme which includes papers digital skills, and competencies, teacher training, youth empowerment, skill development for different groups of people etc. Thus, in all in 9 sessions total papers presented were 83 papers on identified sub-themes were presented. These papers were theoretical, empirical, case study based etc All these presenters were from different parts of the country representing different types of educational institutions and non-governmental organisations.





In the valedictory session of the day, Dr Pravini Pandagale welcomes all the participants. Dr Jaki Mumtaj presented a brief report of the seminar wherein he highlighted the details of the seminar day proceeding right from inaugural session to the technical sessions.

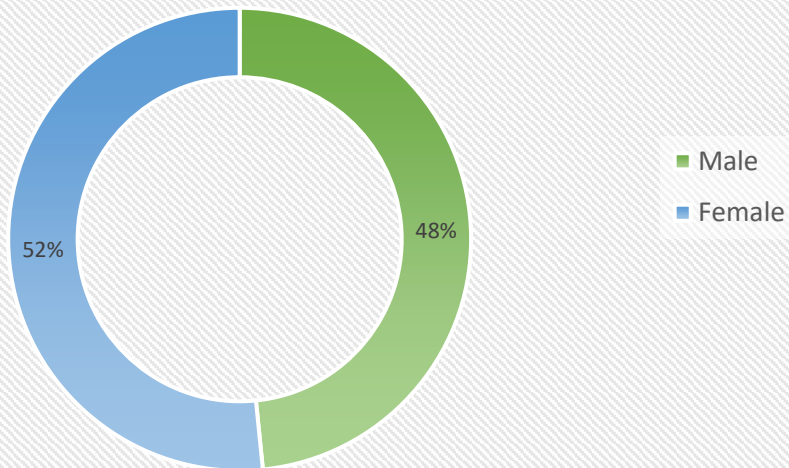


The certificates were distributed to the offline participants from the hands of Dean, School of Education and Training, MANUU; Prof. Noushad Husain, Principal, MANUU-CTE Bhopal, and others. The vote of thanks was proposed by Dr. P. Muthuswamy. The session was concluded by Reciting National Anthem. The coverage of seminar was found in the leading newspaper of Madhya Pradesh highlighting the inaugural, plenary session and technical sessions of the seminar wherein deliberations by the educationist, industry people and participants on skill education was covered extensively.

Demography

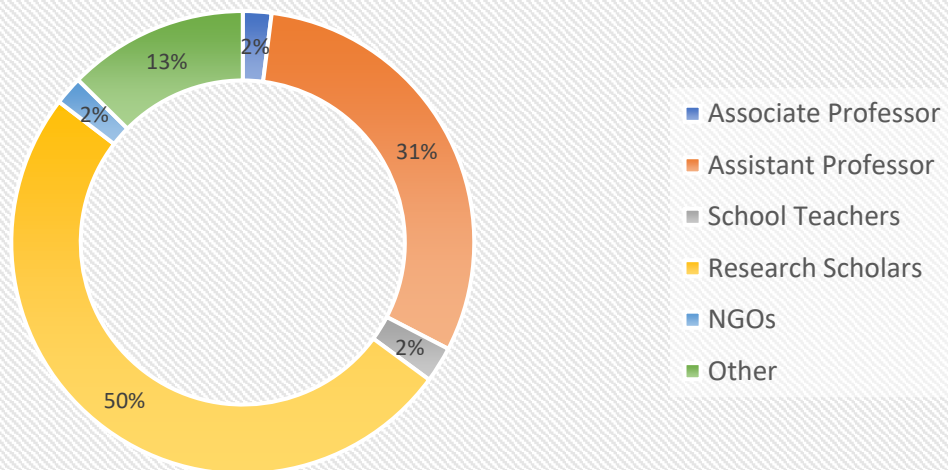
In all total number of papers presented in all the technical session were 80. The total numbers of registered participants were 157, out of which 81 (51.6%) were female's participants and rest were male participants registered for the national seminar.

Gender wise Distribution of Participants



If we look into the profile of participant's majority of them were research scholars which constitutes 50.3% of the total participants, 30.6% participants were Assistant Professors, 2% each were Associate Professors and from NGOs, 2.5% were participants teachers from school and 12.6% from other fields.

Designation wise distribution of Participants



As far as management of institutions were concerned bulk of the participants were from central institutions (36.9%), followed by private institutions (32.5%) and state institutions (24.8%). Smaller percentage (5.7%) was from other institutions. In terms of discipline was concerned majority of the participants belong to teacher education institutions (56.7%), followed by social science (19.7%), humanities (7.6%) and small percentages from other disciplines like management, IT and others.

