

# State Skill Development Project

## Preliminary Project Report



A joint initiative of

*General Education, Higher Education,  
Labour and Local Self Government  
Departments*

*Government of Kerala*



# State Skill Development Project

## Project Proposal



A Joint initiative of the

**Departments of**

**Higher Education**

**General Education**

**Labour**

**and**

**Local Self Government**

Government of Kerala, Thiruvananthapuram



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# Acronyms

<b>ASAP</b>	Additional Skill Acquisition Programme
<b>ASEP</b>	Additional Skill Enhancement Programme
<b>CC</b>	Community Colleges
<b>C/LMS</b>	Course/Learning Management System
<b>DTE</b>	Directorate of Technical Education
<b>ETD</b>	Employment and Training Directorate
<b>GED</b>	General Education Department
<b>HED</b>	Higher Education Department
<b>HSE</b>	Higher Secondary Education
<b>LBRD</b>	Labour and Rehabilitation Department
<b>LSGD</b>	Local Self Government Department
<b>L3</b>	Lifelong Learning
<b>OER</b>	Open Educational Resources
<b>VHSE</b>	Vocational Higher Secondary Education
<b>SKILL DEVELOPMENT AREAS</b>	
<b>BCP</b>	Business and Commercial Practice
<b>COM</b>	Construction Management
<b>CSB</b>	Communication Skills for Business
<b>EVM</b>	Event Management
<b>HTM</b>	Hospitality & Tourism Management
<b>ITM</b>	IT Modules (Web Programming/Animation/Multimedia)
<b>HLC</b>	Healthcare
<b>RTM</b>	Retail Management



## Project Summary

Historically Kerala has been a net exporter of trained and skilled labour force for the rest of the world. In fact, the remittances from the population who work outside Kerala, both abroad and in other States in India, has been vital to the socio-economic development in the State. It is important for the State to preserve and foster this advantage.

Though Kerala has a very rich human resource pool, the overall employability is considered generally to be below twenty five percent. If strategies for meeting the growing need of various sectors of economy for skilled manpower is not conceived and implemented on a war footing, the State will lose its advantage, as a human resource hub in the region.

The lack of working hands in different sectors of the economy even in Kerala is the cause of serious concern. As a result of this, migrant labour is being increasingly used in the State to perform various activities, hitherto done by local persons. One of the main hurdles in ensuring a readily employable talent pool is the lack of sufficient training infrastructure in the State.

One statistical estimate (table 1 below) reveals interesting insights into the unemployment situation in the state.

<b>TABLE 1</b>			
<b>Qualification Level</b>	<b>Percentage in the population</b>	<b>Percentage of unemployed in this group</b>	<b>Percentage in the population who are unemployed</b>
<b>1. Secondary</b>	37.4	12.4	4.64
<b>2. Higher Secondary</b>	10.9	33.7	3.67
<b>3. Degree</b>	9.0	26.2	2.36
<b>4. Primary Education</b>	28.8	6.1	1.87
<b>5. Technical Qualifications</b>	3.7	16.3	0.60
<b>6. Post Graduate</b>	1.9	24.7	0.47
<b>7. Professional</b>	1.5	12.0	0.18
<b>8. Illiterate</b>	4.6	6.5	0.30

State Skill Development Project is proposed to confront this problem at its source and seeks to address this crisis effectively. The State Skill Development Project is to be implemented jointly by the General Education, Higher Education, Labour (Employment & Training) and Local Self Government Departments. In order to effectively alleviate the unemployment problem in the state, the project will combine both preventive and curative approach.

On the preventive side, the General and Higher Education Departments together will implement an Additional Skill Acquisition Programme (ASAP) for Higher Secondary School Students and B.A, B.Sc., B.Com Students at the Undergraduate levels in colleges. At a later phase, a separate programme for students at the Secondary Level will be designed. The programme will focus on providing vocational training at the Higher Secondary and University levels that will be dovetailed into the National Vocational Educational Qualifications Framework. Design of courses will be done on the one

hand with the active participation of the industry and on the other hand with the facilitation and support of the Universities. This would ensure that the skill acquisition programmes enhance placement options and also qualify for certificates, diplomas and degrees of the respective Universities also, in conformity with the guidelines issued by the University Grants Commission (UGC) in this regard.

In the curative part, the Labour Department through the Employment and Training Directorate will implement the Additional Skill Enhancement Programme (ASEP) which will encompass skill development, scaling up skills of persons already employed and grooming initiatives for the 43 lakh unemployed persons registered in the Employment Exchanges across the State. This will be substantially done through the ITIs and technical facilities. Local Self Government Department through Kudumbasree Mission is already undertaking programmes to impart low-end skills to equip semi-skilled/unskilled workforce to ensure employability. These programmes shall be integrated and structured within an overall framework and scaled up substantially in a mission mode institutionalized approach. The focus of this initiative shall be particularly in areas which are dominated by migrant workers like construction or sectors which face huge shortages of manpower availability like agriculture operations and home based services sector.

The project will be implemented over the XII Five Year Plan period and will cover 15 lakh people.

# Chapter 1: Introduction & Strategy

## *1.1 Problem Statement and Rationale for implementing the Project*

India's future rate of economic growth as well as the type and number of jobs generated in the country will be determined by the knowledge and skill of our workforce. Different countries have adopted a path of providing additional skills that enhance employability of their population in their working age. Today India needs a well designed and comprehensive strategy to enhance employability of its youth including students.

The strategy has to be multi-pronged in nature and based on a realistic assessment of the demand side, i.e. the market. Simultaneously the strategy needs to focus on creating a database of vocational skills available in the country, expansion of avenues to provide employable skills including vocational training and increase the range of coverage of such courses. Conventional training programmes may be assessed on its continued relevance and appropriately restructured. Courses which will continue to have relevance in the long run would require a particular approach whereas courses which impart skills which are in great demand and having huge shortages as of now (addressing transient demand) would require a more flexible and dynamic approach. Naturally the design of the courses would have to be done not by academic institutions alone as is being done now. Given the magnitude of such a task, the industry will have to be actively involved in the task, in the design, implementation, and in quality assessment and may be encouraged to be partner to share the resources, both in terms of infrastructure and trainer manpower. The extensive work done by National Skill Development Mission, National Skill Development

Corporation and the resources now earmarked by these institutions at the national level and the bold initiative under the National Vocational Educational Qualification Framework would have to be leveraged in working out such a strategy.

It is estimated that only about five per cent of the country's labour force in the 20-24 age category have obtained the benefit of any form of vocational training. As against this, countries like Korea and Mexico have achieved levels of 96% and 78% respectively.

Kerala is traditionally known for its high quality manpower all over the World and has the highest density of science and technology personnel. As availability of trained manpower is a crucial factor for the industry to setup their business, it is necessary that Kerala should give impetus to the growth of its Human Resources. Though Kerala has a very rich talent pool, the employability of this segment is generally below twenty five percent. If the growing need of industry and services sector for skilled manpower is not met on a war footing, the State shall lose its advantage, as a human resource hub in the region. The major hurdle in ensuring a readily employable talent pool is the lack of sufficient training infrastructure in the State. Though there have been isolated initiatives by both Government and the Private sectors, it is strongly felt, a well planned and large scale initiative wherein all the potential departments/ institutions/ Universities collaborate and industry is also actively involved, is imperative to create a labour market -ready workforce in the state.

The current population of Kerala, based on the census 2011 is 3.33 crores. Out of that, 2.82 crores are literate. The literacy percentage in rural areas is 92.92 and that in urban area is 94.99. About 84 lakhs are in the age group of 6 – 25. The urban population has registered an increase of 92.72%, whereas the rural population has decreased by 25.96% during the last decade. The employment rate, as per National Sample Survey of India, is 12.6%. The registrants in our employment exchanges are 43 lakhs. The number of Graduate

engineers passing out per year is 35,000, Engineering Diploma holders 12,000 per year, ITI certificate holders 47, 000 per year and skill certified candidates through Vocational Training Providers 5,000 per year with other sectors account for 1,50,000.

As the service sector contributes to around 60% of the State GDP, there is an urgent need for improving the skill-sets of the populace, engaged in this sector. At the same time, the traditional Industries like Agriculture, Manufacturing and Construction have gone through a process of technology adoption to improve productivity levels and are in dire need of skilled man power adept at handling such technological requirements. There is a severe mismatch between the talents and skills, required by the Industry and skill-sets possessed by the population. This results in majority of the people being educated but unemployed. Hence Kerala needs to focus on skill enhancement if it has to effectively cater to the demands of the Global economy and in the process move to a stronger economic position in the country.

Traditionally, the mindset in the State is one, wherein most of the students aspire to become Engineers and Doctors, at least in the urban areas. They seldom bother about other promising options. The paradox of this attitude is that, most of these aspirants, in the absence of necessary aptitude and skill sets, fail to realize their goals to study Medicine/Engineering and eventually go for undergraduate studies in Arts and Science Colleges which are inherently lower on a scale of providing special skills that enhance employability. On the other hand, amongst the rural populace, where aspiration levels are more realistic, in the absence of options for being meaningfully skilled, these students also end up in conventional undergraduate colleges. Vocational education is looked down as an educational medium that is the last resort or the least preferred option of the student if he/she had not gained entry to the Engineering and Medical stream. This unfortunate stigma attached to the idea of

vocational education is not isolated to the State but has exercised the minds of thinkers even at the national level. However, this is one of the major reasons that cause lack of working hands in different crucial sectors of the economy in. As a result of this, migrant labour is being imported into the State to perform various activities, hitherto done by local talent at one level. Given the fact that the course options in such vocational courses are not exciting or meeting the demands of the changing economy, the possibility of students undergoing such courses entering into jobs and career in the organized sector is extremely limited which further undermines the credibility and attractiveness of such courses.

Another problem that needs to be addressed is the undue aspiration for Government jobs over Private sector jobs. An entrepreneurial culture, coupled with skill enhancement, effective training and multi-skilling needs to be taken upon a war footing, so as to increase the employability quotient of the population.

The average worker from Kerala of the present day has to cope with basic skill deficiencies stemming out of the natural limitations that the socio-economic background imposes on him or her as well as the low-end and often adhoc and unstructured training that helps a worker move up the employment ladder. Needless to say, if Kerala has to build a good work force, basic skills need to be imparted at a very early stage in their education.

Similarly de-skilling of the workforce has taken place in some of the traditional industries like coir and cashew among others. Some of these occupations have become redundant over the years, thereby resulting in retrenchment of traditional workers. This is an area where, a strategy for up-skilling and multi-skilling is to be adopted. The aspiration for blue collar jobs and an aversion of menial jobs is a trend that is noticed across the State. This issue is to be addressed by mechanisation and by popularization of various vocations through Information-Communication-Education (ICE) campaigns.

All this points to the fact that it is high time the State of Kerala has takes concerted efforts for skill development, up-skilling and grooming of its young population to meet the growing demands of the labour markets nationally and internationally.

## **1.2. Project Objectives**

The objectives of the project are:

- to create employment opportunities to unemployed youth in Kerala and to enhance the skill sets of the labour force in general, emphasizing industry linkages
- to enhance the employability of the students graduating from regular academic courses by introducing additional skill acquisition programmes along with the regular studies
- to integrate and scale up the programmes to impart low-end skills as well as to equip semi-skilled/unskilled workforce in a mission mode institutionalized approach. The focus of this initiative to be spearheaded by Kudumbasree shall be in areas which are dominated by migrant workers or sectors which face huge shortages of manpower availability like agriculture operations.

## **1.3 Stakeholders**

The Mission aims at building skills training as a mainstream activity and making it an inclusive program. This will be achieved by creating a formal arrangement among the three key stakeholders in the delivery pyramid viz. Government, Industry and Skills Providers (both public and private). For this purpose, resources of various Ministries of Government of India like Ministry of Labour and Employment, Ministry of Human Resource Development (MHRD), Ministry of Rural



Development and Ministry of Urban Development & Poverty Alleviation, along with 14 other ministries and the State Departments like General Education, Higher Education, Labour and Local Self Government will be tapped into. Various Industry associations like CII, FICCI, ASSOCHAM, NASSCOM , etc will be involved in this collaboration. The Skill Providers both in Government and private sectors will also be made stakeholders of the programme.

#### **1.4 Implementation Strategy**

The State Skill Development Project is to be implemented jointly by the General Education, Higher Education, Labour (Employment & Training) and Local Self Government Departments. Government of Kerala recognizes that the approach to finding a sustainable solution has to follow a dual pronged strategy. Table 1 above suggests the inference that total unemployment is much more prevalent among people who have already acquired either a Higher Secondary Certificate or completed an Undergraduate course from a College. If this is a predominant source of unemployment, then one logical question that arises is whether a meaningful intervention can be made while these persons are still in schools and colleges which will substantially reduce the likelihood of these persons joining the ranks of the unemployed as soon as they leave their school or college. This clearly suggests a preventive dimension to the whole approach to providing skills and enhancing employability. The second prong of the strategy to effectively alleviate the unemployment problem in the state will be to address the issues that have contributed to making the unemployed remain so. This entails equipping the existing workforce with more relevant skill sets and thereby reducing or bridging the gap between their skills and what ideally industry requires presently. This would constitute the curative dimension of the Strategy. An effective strategy in the State would have to encompass both the preventive and curative dimensions.

### **1.4.1 Preventive Dimension of the Strategy**

The current population of Kerala, as per Census 2011, is 3.33 Crores . Out of this, 43 Lakhs people have registered in the Employment Exchanges in Kerala. Thousands are being newly added to this list every year. It is an indication of the seriousness and magnitude of the unemployment problem in Kerala. As already stated, one major factor that inflates the number of unemployed in the State is the poor employability of students graduating from majority of general academic courses, especially in Arts and Science branches. These students are not adequately prepared to take up jobs in the organized sector in the fast changing economy given the related trends in the labour market. A general interaction with job providers confirms the skill deficiency in the students that we prepare for the job markets. Therefore, for a sustainable solution for unemployment, this root cause, (viz. lack of employable or skills that are amenable to further on-the-job by the employer) has to be effectively eliminated. For this, additional skill acquisition programmes have to be introduced in Higher Secondary, Vocational Higher Secondary and Collegiate Education (B.A, B. Sc, B. Com courses specifically) sectors to ensure that students passing out of the institutions have employable skills that are required by the labour market nationally and internationally. These preventive initiatives will dramatically reduce the growth percentage of unemployed population in the State.

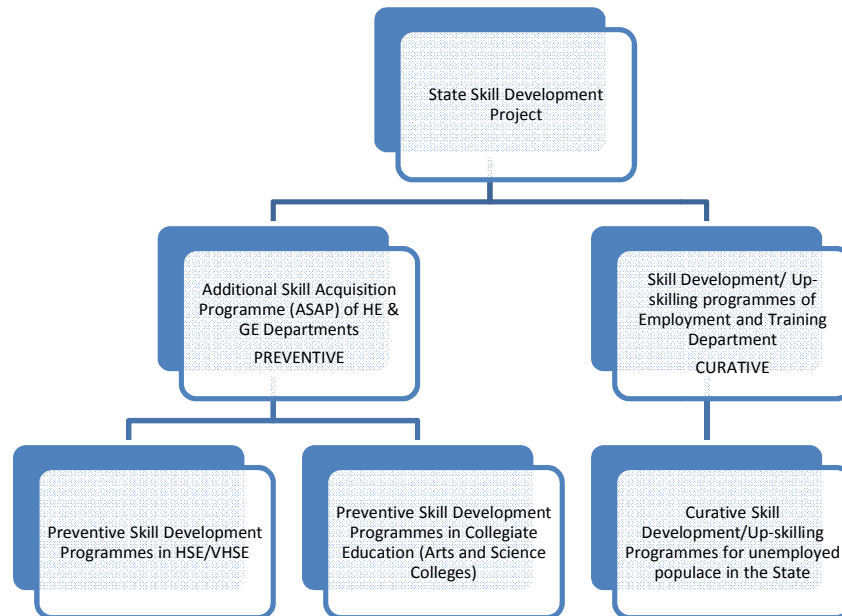
### **1.4.2 Curative Dimension of the strategy**

Along with working preventive measures as stated above, curative programmes to capacitate the 43 lakh people registered in the Employment Exchanges to find a decent job is of utmost importance. It requires well planned and continuous skill development, up-skilling and grooming initiatives to make them labour-market ready workforce. For this, the present status and nomenclature of

Employment Exchanges in Kerala will have to be changed into Employability Centres which would appropriately reflect the paradigm shift needed. These Employability Centres functioning in each District will undertake a skill mapping of all the registrants based on the skill sets and aptitude of each registrant. Skill enhancement and skill up gradation programme on PPP mode will be run in consultation with Industry. Certification and accreditation for the courses run at the Employability Centres in different domains will be given. The staff of the Employment Exchanges would be adequately trained to serve as mentors for this programme. It is a fact that, because of various socio-economic reasons, a section of the students passing out of various academic institutions would still continue to join the list of unemployed population. It means that, alongside the preventive approach, programmes on the curative dimension should also be a continuous process. Another aspect of curative approach would be to streamline, integrate and take up on a mission mode and on a larger scale programmes that focus on providing livelihood skills or attempts at providing technology enabled process/ semi-skilling among rural populace and particularly in the agricultural sector. This is already being undertaken by Kudumbasree Mission. What would be required is to provide this initiative technological and managerial support. State Skill Development Project and its Preventive and Curative interventions shall extend the requisite support to this initiative of Rural Livelihood Skill Enhancement.

The skill development programmes for the prevention of unemployment will be conducted by the Higher Education and General Education Departments. This preventive part of the programme will be named as Additional Skill Development Programme (ASAP). The skill development/up-skilling programmes on the curative part will be conducted by the Labour (Employment & Training) Department. The programmes, both preventive and

curative, will be coordinated by the proposed 'Kerala State Skill Development Mission'.



The preventive as well as the curative programmes together seek to train nearly fifteen lakh persons in the XII Five Year Plan period.

For ensuring effectiveness and labour market acceptance of each skill development/up-skilling programme, nationally as well as internationally, certification services of an independent agency like Quality Council of India would be used.

### **Skill Gap Analysis**

As the skill requirement of any industry keeps changing rapidly, it is imperative that gap analysis should be done at specified intervals. Otherwise the initiatives of the Skill Development Mission run the risk of becoming obsolete. In order to overcome this situation, every three years, skill gap analysis will be conducted by the Mission in various sectors to equip the pool of manpower at par with the industry standards/requirements. An effective mechanism for this will be instituted with the involvement of all stakeholders.

## Chapter 2: Sector Selection

### 2.1 Sector Selection

In the Budget Speech (2012 - 2013), the Hon'ble Minister for Finance, Law and Housing of Kerala on 19 March 2012, referred to the Additional Skill Acquisition Programme (ASAP) and the Additional Skill Enhancement Programme (ASEP) as 'dream projects' stating that these two programmes would be very beneficial for the advancement of Kerala.

To achieve this end, various employment sectors have been identified to be included under the curriculum of these 'dream projects'. They are:

1. Hospitality
2. Organized Retail
3. Healthcare
4. IT & ITES
5. Event Management
6. Business Services
7. Media and Entertainment Industry
8. Banking and Finance Sector
9. Construction
10. Agriculture

### 2.1.1 Hospitality

International tourist arrivals are expected to reach nearly 11.6 billion by 2020 - 1.2 billion regional and 378 million long-haul travellers. The World Travel and Tourism Council (WTTC) estimates that the World Travel & Tourism (T&T) industry is expected to post US \$ 7,340 billion of economic activity, and further forecasted that it would grow to US \$ 14,382 billion by 2019. It also estimates that T&T accounts for approximately 7.6% of global employment. At present there are 77.3 million T&T Direct Industry jobs and 219.8 million jobs in the T&T Economy (including indirect), and these will rise to 97.8 million T&T Direct Industry jobs and 275.7 million T&T Economy jobs by 2019.

In India, the T&T industry has an approximate share of 6% of GDP and 30.5 million jobs (including direct and indirect) in 2008. The Travel and Tourism Competitiveness Report 2009 by World Economic Forum, ranks India as 11th in the Asia-Pacific region and 62nd overall in a list of 133 assessed countries. India has the lowest costs for tourism and ranks 9th in the index of relative cost of access (ticket taxes and airport charges) to international air transport services.

There are numerous stakeholders involved in the tourism industry. The supply chain of the Tourism industry consists of seven distinct components viz. Transport destinations, Ground Transport, Excursions/attractions, Restaurants, Lodging, Tour operations and Transport to Origin.

Over a period of time, Indian Tourism Industry has developed a number of distinct types such as Heritage Tourism, Wildlife Tourism, Eco Tourism, Adventure Tourism, Rural Tourism, Business Tourism, Medical Tourism, Buddhist Circuit, Religious Tourism etc.

## **Sub Segments of Indian Tourism Industry**

Indian Tourism Industry consists broadly of the following sub-segments:

### **1. Hotel & Restaurants**

It is estimated that there are about 174,000 rooms spread across 8,744 hotels at 54 key tourist locations across the country. For the past few years, Hotel & Restaurant segment has been accounting for a consistent rate of 1.5% to the GDP.

The study conducted by the Ministry of Tourism estimates a huge gap in Hotel rooms by 2015. The study forecasts that approximately 868,913 rooms are required by 2015 in the place of 133,744 rooms available in 2006.

### **Trends**

Responding to the needs of new age tourist populace, new trends have emerged in India. Some of them are:

1. *Service Apartments*: Service apartments are well furnished and self catering units combining the benefits of a home along with that of hotel such as travel assistance, housekeeping etc.
2. *Spa*: Spas mostly cater to the need for particularly a segment viz the professional workforce and the high to very high income bracket.
3. *Budget Hotels*: India's positive economic and investment environment directly leads to increase in domestic travel which in turn has opened new vistas for the budget hotel segment.
4. *Wildlife Resorts*: Wildlife Resorts are the new attractions of the hospitality sector. Leisure and luxury segment hotels are entering the wildlife hotel segment.

## **2. Tour Operators**

Tour operators, travel agents and tourist transporters are integral parts of the tourism industry. Ministry of Tourism has approved around 6,000 tourist firms and companies comprising of tour operators, travel agents and tourist transporters in India.

### **Industry Demand Drivers**

#### **I. Domestic Tourism**

Domestic tourist visits to all States/Union Territories rose to 526.6 million in 2007 registering a compounded annual growth rate of 13.5%. Rapid growth of India's domestic tourism segment has been attributed to the following reasons including better Road connectivity, rapidly increasing purchasing power of the middle class and evolving life styles.

#### **II. International Tourism**

Tourism earned foreign exchange to the tune of USD 12 billion according to the Ministry of Tourism. The International Tourist Arrival (FTA) was 5.37 million in 2008 registering a growth of 5.6% in 2008 over 2007. Kerala ranked ninth in terms of the number of international tourists in 2007 accounting for 4% of the total share.

India has taken conscious steps to popularise and promote its rich heritage to the international market and this has yielded spectacular results. Major driving forces for the dynamic growth in International tourism are the development of internationally acclaimed destinations such as Kerala & Rajasthan, a favourable perception of Brand India and attractive markets that canvasses foreign business travellers.



## **Employment Pattern**

At present, Travel & Tourism Industry, accounts for one of the largest employment opportunities in the country and provides around 31 million jobs (both direct & indirect) across India. This is expected to increase to over 43 million by 2022.

## **Hotel & Restaurant Sector**

Human Resource requirement in Hotel & Restaurant segment can be broadly classified into two divisions:

1. Revenue generating Departments: Front Office, Sales Department and Food & Beverages
2. Non-Revenue generating Departments: Housekeeping, Maintenance, HR, Accounting & Security Department

## **Employment Intensity in Hotel & Restaurant Segment**

The study conducted by IMac reveals that employee intensity (employees per 100 rooms) is high (177) in Four Star / Five-Star / Heritage sector compared to other star hotels. In the Five-star and heritage category, most of the employees are highly trained and skilled with Hotel Management degrees/diplomas. Demand for trained and skilled manpower is high in this segment.

In the Three Star / Two Star / One Star Hotel segment, Managers and Supervisors are generally highly trained and skilled whereas junior staff are graduates or high school drop outs. The overall employee intensity in this sector is 122. Employee Intensity in the hotels in the unorganised sector is 22 only and most of the employees are untrained.

The size of Tourism Industry is expected to grow from Rs. 4,413 billion currently to about Rs. 21,011 billion by 2022, growing at a CAGR of 13%. National Skill Development Mission Study predicts

that around 17 million and 4.31 million trained manpower (both direct and indirect) are required in direct Industry employment and Travel & Tourism employment respectively by 2022. It is estimated that across all segments, the Tourism sector would require more than 1.1 million persons by 2022. Hotel Industry alone would require 4 million persons till 2022. The incremental Human Resource requirement in the Restaurant category is estimated to be around 0.72 million out of which 0.34 million (50%) would be in the conventional Restaurants category. 55% of employees in the tour operator segment are working in group tours, ticketing and accounting segments.

### **2.1.2 Organised Retail**

Organised retail refers to trading activities through hypermarkets, super markets and retail chains by licensed retailers. Nature of Indian retail sector is highly fragmented and organised retail is a recent phenomenon.

The Indian Retail market, ranked the second most attractive emerging market in the world, valued to be worth Rs. 130-140 million in FY 2008. Organised retail sector accounts for 5% of total retail market in the country and has been growing at an impressive rate of 35% to 40% in the last few years. This growth has been mainly driven by changing lifestyles, rising disposable incomes, favourable demographics, and easy credit availability. Between 2003 and 2008, GDP grew at a CAGR of 8.8% in real terms and 13.8% in nominal terms. During the same period, retail trade grew 9.4% in real terms and 15.4% in nominal terms. However, needless to say the traditional/unorganised retail will continue to be the backbone of the Indian retail market.

Indian retail industry employs around 35 million people, with the majority of employment in the unorganised sector. The organised

retail industry accounts for 0.3 million employment. Growth of organised retail is driven by the penetration of organised retail from current 5% to over 20 - 25% by 2022. This would require increase of retail space from current 30 million sq. ft. to about 500 million sq. ft. by 2013.

Core Processes in Retailing include Store Operation, Merchandising, Logistics & distribution, Marketing, Procurement/Purchase and Corporate Services.

Major retail formats prevalent in India are:

1. *Department Stores* stocks wide variety of merchandise ranging from apparel to Jewelry and Furniture.
2. *Supermarkets*, spread across large areas, are stores that offer a range of food and household articles.
3. *Hypermarkets*, operating in very large areas, are stores that are a combination of Department stores and supermarkets.
4. *Specialty Stores* sell specific merchandise with focus on single categories.
5. *Convenience Stores* are located at convenient locations with flexible timing.
6. *Kiosks*, located in Malls, railway stations etc are engaged in selling consumer goods, newspapers, fashion accessories etc.
7. *Discount Stores*, sell merchandise at discount rates of 10-25% or more.

### **Product Categories**

Organised retail in India largely deals with products such as Clothing, Textiles and Garments, Jewellery, Watches, Footwear, Health and Beauty Care Services, Pharmaceuticals, Consumer Durables, Home Appliances and Equipments, Mobile Handsets, Accessories, and Services, Furnishings & Furniture - Home and Office, Food and

Grocery, Out of Home Food (Catering) Services, Entertainment, Books, Music and Gifts etc..

### **1. Clothing, Textiles and Garments**

Clothing, Textiles and garment retailing accounts for 38% of total retailing in India. Due to the increase of income levels, consumers show an increasing preference for premium brands. The premium range across apparel segments has shown the fastest growth in volume and value on account of rising aspirations as well as a growing willingness to pay a premium for quality.

Penetration of Malls and hypermarkets also contributes to increase in organised retail in textile and garments. Apparels contribute a major chunk of total sales in Malls.

### **2. Jewelry**

Penetration of Organised retail in Jewellery is only 4% and continues to be dominated by the unorganised sector in the form of family Jewellers. Two major segments in this category are Gold and Diamond. This sector recorded a 31% growth in organised retail in 2007.

### **3. Watches**

This segment accounts for 3% of organised retail and its growth rate is generally in line with the growth of the economy. As watches are seen as status symbols, growth in the luxury segments has been higher.

### **4. Footwear**

The market size of the footwear industry in India is 2.63 billion pairs per annum. India also holds the position of second largest manufacturer of footwear in the world. Organised retail has higher

levels of penetration in footwear and the segment accounts for around 10% of the total organised Retail market.

#### **5. Health and Beauty Care**

Health and Beauty care services are emerging segments in service retailing and accounts for 1% of total organised retail sale. Beauty parlours and salons are the major sub segment in this category.

#### **6. Pharmaceuticals**

Indian Pharma market has over 800,000 retailers primarily dominated by small family owned neighbourhood chemists. Pharma retail accounts around 3% of total sale of organised retail.

#### **7. Consumer Durables, Home Appliances and Equipments**

Consumer durable industry has less penetration in India compared to other countries. The rural market accounts for higher growth than urban market, although the penetration level in the rural market is lower.

#### **8. Mobile Handsets, Accessories & Services**

Increasing number of mobile phones and accessories has opened up new opportunities in the Mobile handsets, accessories and services sector. Currently, India has 500 million subscribers and around 1 million retailers. This segment accounts for 3% of organised retail sector.

#### **9. Furnishing & Furniture**

Economic development and easy credit have fuelled the boom in Furniture and furnishing segment accounting for 6% of organised retail sale. The penetration of organised retail is more evident in premium categories such as modular kitchen, designer furniture etc.

## **10. Food & Grocery**

This segment is the largest contributor of India's retail industry and second largest in organised retail space (11.5%).

## **11. Out of Home Food Services**

Lifestyle changes have led to an explosion in opening up of restaurants and fast food eateries across India. Dining out as a means of recreation and relaxation is the current trend of the young generation. This segment accounts for 7% of Organised Retail Market.

## **12. Books, Music & Gifts**

This segment's contribution to overall organised retail sector is 3% and penetration is limited to urban areas only.

### **Industry Demand Drivers**

#### **1. Demographic Dividend**

Target segment of most of the markets i.e. is in the age group of 15-40 and accounts for 61% of the economically active population numbering 460 million. Working group population in India is steadily increasing and may touch 68.4% of total population by 2026.

#### **2. Rising Consumption expenditure and disposable incomes**

Food, beverages and tobacco account for the major chunk of private consumer spending (42%). Fastest growing components of household consumption is in service sector such as Healthcare, communication and education.

#### **3. Increasing Participation of Women In Workforce**

Working women have less time for household activities which in turn has led to increased demand for household durables and out of home food services.

#### **4. Increase in choices available to the customers**

With the advance in technology, entry of more players and increase of competition has provided more choice to customers.

#### **5. Penetration of Credit/Debit Cards**

The number of credit and debit card users is rapidly increasing with around 20 million credit and debit card users in India now. Since credit cards ease transaction barriers, credit card has significant effect on purchasing.

#### **6. Urbanisation**

Rapid urbanisation is one of the major driving factors of the growth of the organised retail sector.

#### **Employment Pattern in Organised Retail Sector**

Major proportion of employment in retail sector is in the front end/retail assistant category in stores. Store operation accounts for 80% of total manpower employed in Organised Retail. Different retail formats have different manpower deployment strategies. Department stores require one personnel per 200 sq ft retail space whereas Speciality stores deploy 4 persons per 100 sq ft retail space. Hypermarkets require only one person per 300 sq ft of retail space.

On analysing the present level of employment and projected growth rate, IMAcS study estimates that human resource requirement in organised retail would increase from the current level of 0.3 million to 17.6 million by 2022.

### 2.1.3 Health Care

Healthcare is one of India's largest sectors, both in terms of employment and revenue and is rapidly expanding its share in the economy. A study conducted by Price Water Coopers estimates that India's healthcare industry accounts around \$34 billion and expected to reach \$40 billion in 2012. Health care industry contributes to 6% of GDP.

Out of the total public health care spending, the private sector accounts 80% with the rest by the government sector.

#### **Opportunities in Healthcare Sector**

Today's positive economic environment provides a lot of opportunities in Healthcare sector in India. The major opportunities in the health care sector, identified by Price Water Coopers are listed below:

1. *Medical Tourism*: Medical tourism is one of the major growth driving factors for Indian Healthcare industry. Relatively low cost health expenditure, English speaking medical staff along with the state of art facilities attracts large number of people from western countries to India for their healthcare needs.

A joint study conducted by CII and global consulting giant McKinsey found that Indian medical tourism industry had a market of around \$350 billion in 2006 and has the potential to grow to \$2 billion by 2012. According to the CII study, Indian Medical Tourism has the potential to attract one million people to India each Year and can contribute \$5 billion to the economy.

Besides modern medical treatments, a substantial number of foreign people are visiting India every year looking for alternate medicines such as Ayurveda. A study reveals that the number of



people who visited Kerala, the cradle of Ayurveda in 2006 was a mere 10,000 and in 2010, the number touched around 100,000.

2. *Emerging Health Insurance Market:* Liberalisation of health insurance sector has paved the way to the emergence of private health insurance sector. Growing number of middle class with increased spending power also resulted in growth of this area. Elimination of tariff on general insurance has boosted private insurance products. This has also resulted in wider acceptance of individual health insurance coverage and has made healthcare more affordable for larger segment of populace which has in turn boosted household healthcare expenditure. It is estimated that health insurance industry is reached \$5.75 billion in 2010.
3. *Growth of Telemedicine:* Telemedicine is a fast emerging area in Indian Health care sector. Telemedicine is the remote diagnosis, monitoring and treatment of patients through video conferencing or internet. In a situation where 700 million rural people are deprived of proper health care facilities because of the lack of availability of specialised doctors in rural areas, telemedicine is a boon to the people residing in villages. India's exponential growth in Information and communication Technology coupled with the low cost telecom charges has made telemedicine more attractive and viable.
4. *Health Care Infrastructure:* To meet the needs of growing population, Indian Health care industry have to expand its present infrastructure facilities. Currently, India has only 860 beds per million people accounting for just a fifth of world average. As per WHO report, world average in terms of beds per million is around 3,960. An independent study estimates that approximately 450,000 hospital beds were required in India by the end of 2010. As government accounts for only 15-20 % of total health care infrastructure expenditure, private health care providers need to invest heavily in the health care infrastructure in India.

The advent of Health insurance and growth in medical tourism has led to a surge of growth in “super speciality” Hospitals which has teams of specialists, sophisticated equipments, link to other medical centres and the ability to treat a broad range of ailments.

5. *Medical Equipment Market:* The advent of super speciality hospitals in particular and rebuilding of Healthcare Infrastructure in general has increased the demand for medical equipments such as X-Rays, CT Scanners etc. International companies market most of the high value equipments where as in India companies concentrate more on consumable and disposable equipments. Many international companies started their operation in India and established manufacturing units to assemble equipments for the domestic market and export sales. The reduction of import duties and higher depreciation allowable on life saving machines has increased the growth of this segment.
6. *Pharmaceuticals:* India will continue as a major market for drug makers across the globe. Increasing lifestyle diseases coupled with the growing middle class with high disposable income provides great opportunities for Indian Pharmaceutical Industry.

### **Industry Demand Drivers**

Some of the major factors that have contributed to the growth of Indian Health care Industry are as follows;

1. *Growing Population:* The major factor for growth in healthcare sector is India’s booming population which is growing at a 2% rate annually. At present, India’s population is 1.1 billion and second only to China. Various agencies and studies predict that India will surpass China by 2030 as most populous country in the world.
2. *Growing Economy:* Indian economy has recorded an unprecedented growth rate in the past few years and the economy is estimated around \$1 trillion. Goldman Sachs predicts

that Indian economy will expand 5% annually for next 45 years and it will be the only economy that maintains such a robust pace of growth.

3. *Expanding middle class*: Even though India is traditionally a rural economy, its thriving economy is driving rapid urbanization and expanding its middle class population with a high disposable income to spend on healthcare.
4. *Entry of Women into workforce*: Purchasing power of households has been further boosted by the entry of women into workforce.
5. *Rising Income*: Because of increases in income, around 50 million people can afford western medicine in India and this market is only 20% less than that of UK.
6. *Increase in Diseases*: Another major driving factor for the Indian Health care industry is a rise in both infectious and degenerative diseases. Communicable diseases once thought to be controllable such as dengue, malaria, pneumonia have returned in force. Over the next 5-10 years lifestyle diseases are expected to grow at a faster pace than infectious diseases.

### **Employment Pattern**

In order to capitalise on the new socio-economic patterns, Indian Healthcare industry needs a substantial number of doctors, nurses, paramedical staff and others in various categories across the health care Industry.

#### **2.1.4 IT and ITES**

Information Technology is one of the most important Industries in the Indian Economy. India's IT industry has recorded huge growth rate in the last two decades. IT industry in India grew from \$150 million in 1990-1991 to an enormous \$50 billion in 2006-2008. In the last ten years, IT industry has recorded a 30% average annual growth rate. Indian IT and ITES sector recorded a turnover of US\$60 billion in 2009.

The liberalisation of Indian economy in the early nineties has played a major role in the growth of the IT industry of India. Deregulation policies adopted by central government have led to substantial domestic investment and inflow of foreign capital to this industry. During the first decade of post liberalisation era, Indian IT industry grew at double the rate of the US software industry.

Indian IT industry caters to both domestic and export markets. Export contributes around 75% of the total revenue of IT industry in India. Annual growth in the global IT and BPO spending is expected to be at a rate of 7% and 12% respectively. Along with this, government and service sector are also expected to increase their spending in domestic sector which will bring positive results in Indian IT/ITES sector.

Major factors that contributed to the growth of Indian IT industry include the abundant availability of skilled manpower, reduced telecommunication and internet cost, reduced import duties on software and hardware product, comparative cost advantages and favourable government policies. The progress in Indian IT Industry has taken place across its four segments viz. IT Services, Software, Hardware, ITES- BPO.

## **Market Size**

The data on India's IT industry reflects the significant growth momentum in this sector in recent years. India's IT industry has grown significantly over the year especially after 1991. CAGR of IT services Industry during the period 1992-2000 has recorded more than 50% which is highest compared to all other sectors during the period. The software industry in India accounted around \$8.26 billion during 2000-2001 and the corresponding figure was \$100 million 10 years back. A joint study conducted by NASSCOM and McKinsey notes that Indian software Industry recorded a whopping \$50 billion. The share of technology industry in India's GDP was just 1.2% in 1998 while the corresponding figure in 2008 was more than 5.5%. NASSCOM estimates around 35% CAGR for the IT industry in India.

## **Projection of Industry**

Indian IT industry will grow with the present rate in the coming year also. Although the recent recession has had its share of negative impacts on the industry, Indian IT industry has been able to sustain its rate of growth in this most difficult time of economy. Indian IT firms opened up new software markets in Middle East, Southeast Asia, Africa and Eastern Europe. The reputation that India has earned as a major destination for IT outsourcing has opened further possibilities. Many developing countries are now using the Indian model for growth in the IT sector. Recent recession also opened a new possibility for Indian IT firms. All the players working in IT and ITES sector now gives special attention to the domestic market also. While exports dominate the IT sector at present, all major players recognise the huge scope of growth in the domestic market.

Indian IT and ITES industry also faces some serious challenges broadly in the areas identified below.

- *Maintaining Performance standards:* the IT Industry needs to take certain proactive steps to maintain its position as a global leader. India should create an environment for innovation. Experts are of the opinion that such innovation should be done in three areas namely business models, ecosystems and knowledge. IT industry needs to spread its range of activities and also should look at the opportunities in other countries as well.
- *Skill level of Indian Professionals needs to be improved:* IT industry needs to work with academic circles to produce quality professionals required for the industry.
- *Legislation against outsourcing in US:* Legislations and policies against outsourcing have posed serious challenges to Indian IT Industry which traditionally reaps fruits from outsourcing.

### **Industry Demand Drivers**

Indian IT and ITES industry growth has responded to the following growth drivers:

- *Large pool of skilled manpower:* One of the major factors of Indian IT industry growth is the availability of large pool of skilled manpower. The English speaking educated workforce in the country is able to adapt to the demands and expectations of the global IT industry.
- *Low cost of Indian workforce:* The reasonably low cost of the Indian workforce has made the IT services highly cost effective. This has led to the growth of IT enabled services such as Business Process Outsourcing (BPO) and Knowledge Process Outsourcing (KPO) and the consequent expansion of Indian job market.
- *Flourishing Economy:* The flourishing Indian economy also helped the IT sector to maintain its competitiveness in global market. The

Indian IT industry has also played a pivotal role in attracting foreign investments into the domestic market.

### **Employment Pattern**

The IT boom has led to a rapid expansion of employment opportunities in the sector offering a host of job opportunities to the skilled manpower in India. The IT enabled sector of India absorbs a large number of graduates from general stream in the BPO and KPO firms. In the year 2008 alone IT industry in India provided direct employment to around 2 million skilled youths. There are approximately 2.2 million professionals employed in Indian IT industry and around 20% of this figure is added annually to the IT workforce.

#### **2.1.5 Event Management**

In any country, Event Management as an industry always keeps pace with its economic growth. This industry has contributed its share towards increase in GDP of the nation. Event Management Industry has come a long way in the last few years and today it has become major industry in India. The size of the companies in the event management sector varies from small ones that manage small events such as birthdays and weddings, to large players, who organise national and international events.

During the early part of the 1900s, the industry spent up to Rs. 200 million per annum on events. In the last few years, event management companies have been spending to the tune of approximately Rs. 18 billion per annum.

The several types of event management becoming popular in India include Corporate Event Management, Sports Events, Musical Events, Exhibition and Trade Shows, Weddings, Seminars and Conferences. Apart from these categories, there are other diverse events which are organised and taken care of event management companies such

as entertainment events, concerts, live performances, star shows, TV shows, brand and product launches, marketing events, meetings, seminars, workshops, conferences, governmental programmes, social and cultural programmes and more.

### **Employment Pattern in Event Management**

As the event management industry continues to expand, the number of jobs in this sector is also steadily increasing. The Hospitality industry has a rising demand for event managers largely due to the increase of competition among restaurants and hotels. Restaurant and hotels compete to increase their customer base by way of organising unique events with the support of professionals from the event management industry. Corporate Public Relation companies have also actively entered the field of corporate event management.

## **2.1.6 Business Services**

### **Transportation, Logistics, Warehousing and Packaging**

The global annual logistic spending is valued around \$3.5 trillion. The average international annual logistics cost varies between 9% and 20% of GDP. The global logistics industry is characterised by high costs of operations, low margins, shortage of talent, infrastructural bottlenecks and increasing customer demand for one stop solution for all their needs.

With increasing globalisation, multinationals are sourcing, manufacturing and distributing on a global scale and business services such as Transportation, Logistics, Warehousing and Packaging have more importance than in the past.

### **Industry Size**

The annual logistics cost in India is valued around \$135 billion and records an annual growth rate of 8-10%. The share of this sector is



around 13% of GDP which is much higher than that of developed countries and also the transportation cost, an integral part of total logistic cost also increasing steadily each year.

The logistics market in India is largely dominated by unorganised sector consisting of small truck drivers, intermediaries, brokers, warehouse operators etc. Organised sector accounts only for 10% of the total logistics market in India.

Logistics value chain consists of three segments namely transportation, warehousing and value added services. Different modes are used for transportation. Road/Rail and ship/air modes are used for inland and inter-country transportations respectively. Warehouse business is largely controlled by individual agents in India. Value added services include packaging, labelling, cross bundling, track and trace, express, cold storage etc.

### **Transportation**

The transport segment accounts for 6.38% of GDP with a CAGR of 10.8% growth rate. The segment recorded a total turnover of Rs. 575.30 Billion in the year 2008. India has the second largest road network in the world and road transportation accounts for 65% freight transportation. This segment is mainly dominated by small operators who are involved in the physical movements of good who depend on brokers who in turn depend on booking agents to obtain business. They do not have the capacity to the deliver the entire gamut of logistics activities and also do not have geographical reach and necessary infrastructure to tap the full potential of business.

Large fleet operators, though small in numbers generally operate throughout the country and operate on a hub and spoke model. They utilise the service of small operators to supplement resources wherever required. Average annual growth rate of road transport recorded during the 2001-2007 period is around 14.3% in India.

Rail transportation is major freight transportation as it provides a low cost option for long distance transportation. Rail freight transportation has increased at a CAGR of 8.3% during the period 2002-2008. 90% of the rail freight transportation comes from eight major commodities such as coal, petroleum products, cement, Iron ore, fertilisers, food grains, finished steel and raw material to steel plants.

Air freight transportation at present accounts a small percentage of India's total freight transportation but it is growing at a fast pace. Operations in this segment are more formalised and standardised than the other segments. Indian aviation provides direct employment to over 100,000 persons.

Sea transportation is traditionally the major mode of transportation in India. It accounts for 95% of India's international trade by volume and 70% by value. Due to its long coast, India is strategically located as a maritime nation. India's ship transportation has recorded a whopping increase from a mere 0.19 million GRT in 1947 to 899 million GRT in 2008. About 80% of volume of ship transportation is handled in the form of liquid and dry bulk. Oil and its product being the major form of liquid bulk accounts 33% of total port traffic. Iron ore and coal are other two major components. General cargo accounts 16% of total port traffic.

### **Warehousing**

The warehouse segment was expected to grow from \$20 billion to \$55 billion by 2011, constitutes 35% of total logistics industry market in India. Major players in this segments are Central warehousing corporation, State Warehousing corporations, Food Corporation of India and various private Players.

## **Value Added Services**

### **Packaging**

Indian Packaging Industry was valued around \$14 billion in 2007 and it is growing at a annual growth rate of 14-15%. Like other segments of logistics Industry, Indian Packaging industry is highly fragmented, unorganised and also dominated by small operators. It is estimated that the Indian packaging industry will reach \$60 billion market by 2014.

### **Projected Industry Size**

Indian Transport sector grew to Rs, 1,991 billion in 2008 and recorded an annual growth rate of 8.7% . National Skill Development Corporation study predicts a growth rate of 8.5 - 9% growth rate for Transport sector.

It is estimated that around 6.9 million drivers and 7.8 million assistants are required in road transport segments till 2022. The supervisors required for the same period is around 1 million.

Revenue from port sector will grow to over Rs 252 billion by 2022 with annual growth rate of 9.5%. The employment in the port sector would increase from the present level of 93 000 persons to 0.22 million persons by 2022.

Generally Airline sector grows at twice that of GDP and expects 15 - 16% annual growth rates till 2022. Around 9.7 million persons are required in airline sector by 2022.

India has around 1,900 million warehouse space of which only 8% is in the Organised Sector. Organised sector in this segment grows at an annual growth rate of 10%. 4.4 million workers and 44,000 management personnel are required in warehousing segment till 2022.

The demand for human resources in Logistics sector is expected to increase from about 7.3 million to 25 million by 2022, leading to an incremental human resource requirement for about 17.7 million persons.

### **Industry Demand Drivers**

1. *Growth of MNCs and organised retail:* Growth of MNCs increases demand for efficient logistics services. Rapid growth of organised retail is another factor that drives the growth of logistics services in India.
2. *Emergence of third party logistics:* Third party logistics are also getting prominence in India.
3. *Robust trade growth:* Economic growth and liberalisation led robust growth in India's domestic and International trade which demanded an integrated logistics solution.
4. *Streamlining of indirect tax structures:* Standardisation of tax regimes across the state was a boost to the Indian Logistics Industry.

### **Emerging Skill requirement in the sector**

1. *Technological Skills:* Deployment of technology in Logistics sector has necessitated training in handling technology at all levels.
2. *Multi-Operational Skills:* As the number of service providers dealing with more than one segment increases, people with skill in multiple areas are required.

### **Employment Pattern**

Due to the different modes of transportation, range of service providers and the activities performing, varied skill sets are required in this sector. From in-house staff who simply manage inventory to

complex third party supply management has intensified the skill gap. Specialised managerial, interpersonal and analytical skills are a must for the Indian logistics Industry today.

Indian Logistics industry currently employs around 7.3 million persons. Persons employed in Road and Rail Transport alone constitutes more than 90% of total work force in this sector. A significant proportion of the workforce is involved in operations at worker level, followed by supervisory and management personnel across functions.

### **2.1.7 Media and Entertainment Industry**

Media and entertainment Industry is one of the fast growing sectors in Indian Economy. This sector has a size of Rs. 628 billion and is experiencing a CAGR of 15% per year. Though Television, Print, Film segment dominates Media and Entertainment sector, new segments such as Animation, Gaming, out-door and internet advertising are gaining importance.

#### **Film Segment**

Indian film industry is one of the largest in the world and more than 1,000 films releases every year. The size of the industry is around Rs 117 billion and recorded a CAGR of 15% during 2005-2009. Key revenue streams for the industry are box office collection, home entertainments, movie content rights and ancillary revenues.

#### **Industry Demand Drivers**

- *Increasing Disposable Income*: Disposable income has been rising at a CAGR of 10.3% and share of recreation in disposable income has grown to 8%.

- *No of Screens: Multiples & Single Screens:* The southern states of India accounts 59% of silver screens and Multiplex screens are expected to increase around 5,000 by 2012.
- *Average Ticket Price:* Increase in Multiplex will positively influence the average ticket prize.
- *Number of Movies released:* The number of films released per year has almost reached a stable state. Along with Hindi films, other regional movies also contribute strongly to the growth of Indian Film Industry.

### **Television Segment**

Indian Television segment is the largest contributor in terms of the size to the media and entertainment sector and accounts for 40% of its revenues. The size of this segment is calculated around Rs. 258 billion and recorded an annual growth rate of 12% during the 2005 - 2009 period. Indian Television Industry contributes 35% of revenue of total Indian advertisement Industry.

Major revenue streams for the television segment are television content creation and television broadcasting. Indian Television distribution is largely controlled by local operators and highly fragmented.

### **Industry Demand Drivers**

- *Increase in number of channels and niche segments:* The number of television channels has grown to 450 from 120 channels available in 2003. Niche segments such as news channel, kids, reality shows are on the rise.
- *Increasing disposable income:* As the disposable income increases, money spends for electronic goods such as Television also on rise.

- *Emergence of digital medium of distribution:* DTH, Digital TV and IPTV are increasing its penetration in Indian soil.

### **Print Segment**

Print segment has a readership base of more than 250 million and ranked second in the world print market. The size of Indian Print market is around Rs. 184 billion and records an annual growth rate of 12%. More than 50% of the revenue to the Indian advertising market is from the Print Market and constitutes 30% of media and entertainment sector.

Print Segment comprises of newspapers and magazines. Main revenue sources are subscription and advertisement. Advertisement revenue for news papers and magazines are 60% and 70% respectively. Approximately 180 million is the total circulation of all in news paper segment.

### **Industry Demand Drivers**

- *Rising Literacy rates:* Increasing literacy rate is among the populace of India is major demand driver for print industry.
- *Increase in Ad Spends:* India's ad spends market has increased to Rs. 320 billion in 2011 with a CAGR of 15%.
- *Increase in penetration:* The readership base of newspapers is low when compared to the huge population base of India.

### **Video Gaming**

Indian gaming market constitutes a very small percentage of media and entertainment industry and size of the gaming industry was 7 million only in 2007. Even though gaming segment is in its nascent stage, it poses high growth potential. Among all the other segments in media and entertainment segment, video gaming segment records highest percentage of annual growth rate (33%).

Major segments of gaming sector are online gaming, mobile gaming and console gaming. Online gaming has huge growth potential as the number of internet subscribers are reached 100 million by 2012. With the coming of high end phones, mobile gaming also posed high growth rates in India.

### **Industry Demand Drivers**

- *Rise in internet penetration:* The numbers of internet subscribers are expected to rise to 100 million by 2012.
- *Demographic profile of Internet Users:* Two third of India's internet users are less than 35 years and this young generation may take online game as recreational option.
- *Increase in Mobile subscriber base and high end phones:* The rise in mobile subscriber base, cheap phones, availability of high end phones support the growth of mobile game market in India.
- *Affordable pricing of mobile games:* Affordable price of mobile games also supported mobile game industry.
- *Marketing efforts of Publishers:* Console makers are promoting games with Indigenous appeal.
- *Reduction in Console Price:* Console makers are taking steps to reduce console prices in Indian market.

### **Animation Segment**

Animation segment contributes 3% of total size of Indian Media and Entertainment sector. More than 200 animation companies and 40 VFX companies are working in India.

Major revenue streams for animation segments in India are entertainment, e-education and web designing. 70% revenue of the total animation industry is from entertainment animation. Growth in



usage of animation in movies may fuel the growth of VFX industry in future. Though Indian Animation Industry has cost advantage, Indian Animation Industry faces significant shortage of talent pool.

### **Employment Pattern**

At present around 1 million persons are employed in Film and Television segments which constitute 93% of total employment of Media and Entertainment Industry. Print segment employs 15,000 persons whereas radio constitutes a 43,000 strong workforce. Animation and gaming employ 10,000 and 5,000 persons respectively.

Keeping in mind the current manpower requirement and growth in various segments of the sector, Media and Entertainment Industry would require around 4 to 4.1 million people by 2022.

### **2.1.8 Banking and Finance Sector**

Global finance markets witnessed turbulent conditions during the past couple of years. International Monetary Fund calculates a decelerated growth for global GDP. Amidst this financial meltdown, China and India remained the main drivers of global growth. The Indian banking sector is growing at a faster pace.

The total assets of the scheduled banks has increased by 25% and reached Rs 4,326,5 billion in 2008. The deposits collected by the banks also increased by 23% during the same period. Economist Intelligence of India estimates the deposit as a percentage of GDP may reach to 82.7% during 2013. FICCI estimates the penetration of banking services in India around 35%, lesser than that of developed countries.

Banking & Financial systems of the country plays a pivotal role in the long term growth of the Indian economy. The major segments of this industry are Banking, Insurance and Mutual Funds. Banking and

insurance sector contributes 6% of GDP and sector contribution to GDP has grown at a CAGR of 11.5% during the period between 2001 and 2008.

## **Banking**

India has a network of 79 banks across the country out of which 28 are in public sector. Private and foreign banks are 23 and 28 respectively. Deposits mobilised by banks has reached a whopping Rs. 422 billion in 2008 registering a growth rate of 28%. During the same period, banks have increased the advance issue at a growth rate of 30%, resulting in Rs. 314 billion advance payment.

## **Industry Demand Drivers**

### *Market Dynamics*

- Increasing reach of banks into rural areas
- emergence of micro finance
- Increasing mergers and acquisitions to reap the benefit of consolidation
- Increasing competitions in terms of lower interest rates, better working capital management, increased productivity
- Growth of Indian exports and imports

## **Technology**

- Technology in banking drawing more customers for banking related products and services
- Banking sector spend about 46% of its technology budget in business continuity, 32% for new products and features and 22% for new technology.

## **Household Savings**

- Banks have played an increasingly important role in stepping up financial and physical savings.

## **Insurance**

Insurance industry in India underwent a tremendous change after the liberalisation period. This period witnessed the entry of international insurers, the proliferation of innovative products and distribution channels and the raising of standards. Total premium collected by the insurance segment for all the life and non-life insurance policies has grown at a CAGR of 24.27% over the period 2002 to 2008. LIC, being the largest player in life insurance segment contributes 74.39% of the total life insurance premium collected.

The Indian life insurance market is still under penetrated and far from maturity. Its share to GDP in 2008 was a mere 4% of total GDP of the country.

## **Industry Demand Drivers**

- Changing consumer behaviour, GDP growth rate, changing socio economic demography and natural calamities occurring from time to time
- Efforts for insurance awareness by various agencies
- Tapping the rural segment and government support for the same

## **Non Banking Financial Companies (NBFC)**

Principal business of NBFCs is that of receiving deposits, or that of a financial institution such as lending, investment in securities, hire purchase finance or equipment leasing NBFCs in India are a combination of heterogeneous entities such as Asset finance company, Investment company, loan company etc. Hire purchase accounts 46.7% of their total assets in 2008, followed by loans and

inter corporate loans with 28.3%.Investments accounted around 16.4% during the same period.

### **Mutual Funds**

India's market for mutual funds has generated substantial growth in assets under management over past 10 years. Around 30 fund houses manage couple of hundred schemes in Indian mutual fund industry.

### **Industry Demand Drivers**

- Favourable economic and demographic factors
- Under penetrated markets provides scope for penetration,
- Expanding distribution reach as insurers using multiple channels
- Private life insurers offering specialised products and unit linked schemes coupled with quality customer service

### **Employment Pattern**

India's NBFCs employ around 4-4.5 million persons across different segments. Financial intermediaries employ the largest share of total workforce in the sector (2.5-3 million) and banking sector deploys 1.1-1.2 million people. 15-20 thousand people are working in mutual fund segment.

Apart from direct employment, there is significant contractual employment across sectors through various financial intermediaries such as direct selling agents, insurance agents, Mutual fund advisors etc. These intermediaries play an important role and primarily work on commission basis and are not part of company pay rolls.

Traditionally Banking industry employs highly skilled people with specialised education for most of the positions. With the emergence

of outsourcing large numbers of jobs are created for minimally educated people. Banks started out sourcing the tele-calling / direct selling jobs to these minimally educated people.

Around 0.2-0.3 million people are employed in Insurance sector and another 2.5 million people are engaged as intermediaries in Insurance sector. These Intermediaries are selling insurance on a commission basis. Maximum numbers of people are working in sales segment. The major employment potential exists in agent/advisory function as it requires minimum knowledge on insurance and finance. 40-50% people are working on sales and customer support in NBFC Sector.

Financial intermediaries are an important category of employment and play an important role in financial sector. Insurance agents, Direct Selling agents and Mutual fund agents are the major intermediaries in the financial sector. Insurance agent category employs maximum number of people. Generally, people play multiple roles as they are not standalone.

Taking into consideration of growth in economy in general and in financial sector particular, it is expected that banking and financial industry would require around 8.4 million people and estimates the incremental human resource requirement till 2022 is around 4.2 million.

### **2.1.9 Construction**

The size of the Construction industry is around Rs. 2.1 trillion in 2008 and is the second largest economic activity after agriculture and provides employment to about 33 million people growing at a Compounded Annual Growth Rate (CAGR) of about 11.1% over the last eight years. The reasons for this growth are massive infrastructure investment and rapid rise in housing demand. The Foreign Direct Investment (FDI) inflow in this sector during 2007-08 is

estimated to be around Rs. 240 billion. The projection is that investment in infrastructure sectors such as ports, power plants and roads will be more than Rs. 2.5 trillion annually for the next six years, and the sector will require 92 million man years of labour.

### Demand drivers for Sector

- Economic growth would be around 7% CAGR over next decade
- Increased domestic investments and foreign direct investment in sectors such as communications
- Government policies with a thrust on developing infrastructure and increased government spending on transportation, urban development and utilities.

Activity	Total Rqmt in 2022 (in thousands)	Incremental reqmt in 2008-2022 (in thousands)
Road and Bridges	8,947	5,082
Railways including MRTS	7,745	4,400
Irrigation	10,681	6,068
Water Supply and Sanitation	6,061	4433
Ports	2,551	1,449
Airports	889	505
Others	1,698	964
<b>Total</b>	<b>83,270</b>	<b>47,302</b>

Source: Primary Research and IMAcS analysis

### 2.1.10 Agriculture

Agriculture is the backbone of Indian Economy. About 65% of Indian population depends directly on agriculture and it accounts for around 22% of GDP. Agriculture derives its importance from the fact that it has vital supply and demand links with the manufacturing sector. During the past five years agriculture sector has witnessed spectacular advances in the production and productivity of food

grains, oilseeds, commercial crops, fruits, vegetables, food grains, poultry and dairy. India has emerged as the second largest producer of fruits and vegetables in the world in addition to being the largest overseas exporter of cashews and spices. Further, India is the highest producer of milk in the world.

Tea, Coffee, and Natural rubber are the main plantation crops in India that contribute in Indian export to a considerable extent. India accounts 4% of global coffee production. India ranks third in rubber production in the world. The acreage under horticulture which includes fruits, vegetables, spices and floriculture accounts around 20 million hectares.

Indian Agriculture is largely characterised by small and marginal holdings. About 85% of total cultivable land has been fragmented into less than 10 – hectare land. About 60% of farmland is less than 4 hectare in size.

Mechanisation in Indian agriculture sector is still at rudimentary stage showing regional variation. Power availability for carrying out various agricultural operations has been increased from 0.3 kilowatt per hectare in 1971-72 to 1.4 kilowatt per hectare in 2003-05 (Source: Economic Survey: 2004-05)

#### Agriculture Allied Sectors

Diary, Live stocks and Fisheries are the major agriculture allied sectors. India ranks first in the world in milk production. Livestock sector contributes about 27% of the GDP, from agriculture and allied activities and India possess the second largest livestock population in the world.

Fishing, aquaculture and a host of allied activities are a source of livelihood to over 14 million people and a major source of foreign exchange earner. In 2005-06, this sector contributes about 1% of GDP and 5.3% GDP from agriculture sector.



# Chapter 3: Preventive Dimension

## 3.1 Preventive Dimension – Programme in Detail

### 3.1.1 Additional Skill Acquisition Programme (ASAP)

#### Target Groups

- Higher Secondary Students
- Vocational Higher Secondary Students
- Under Graduate (B.A, B. Sc and B.Com) Students

The Additional Skill Acquisition Programme (ASAP) falls under the preventive part of the State Skill Development Programme. The ASAP aims at providing opportunity to students studying Higher Secondary, Vocational Higher Secondary and Under Graduate (Arts, Science & Commerce) courses to acquire skills as required by the labour market along with their regular studies, right from the secondary level itself.

In the first phase, ASAP will be open to the students of Higher Secondary Schools/Vocational Higher Secondary Schools and Colleges in Government sector. In the second phase, which commences in the third year of the programme, students studying in Schools as well as Arts and Science Colleges in aided sector, too will be allowed to become beneficiaries of the ASAP.

The HSE and VHSE students will be given opportunities to attend Additional Skill Acquisition Courses in selected Skill Areas. These short duration courses will be linked to Vacation Apprenticeships and the students will be awarded certificates on completion of the course.

### **3.1.2 Certification under ASAP**

#### **Level 1:**

The common feature of the programme will be that the first level has to be necessarily undergone by every student opting for the skill programme.

The first level will be of 300 hours duration, out of which 180 hours will be devoted to modules on communications and information technology.

The other 120 hours will be devoted to the sector chosen by the student for the specialisation.

The design of all the levels will be in such a manner that the learning achieved by the student in the first level will be woven into the design of the curriculum of the second and the third levels also.

#### **Level 2:**

The second level will be of 300-500 hours duration and will be an intermediate module in the selected area of specialisation.

#### **Level 3:**

The third level will be of 300-500 hours duration and will be an advanced module in the selected area of specialisation.

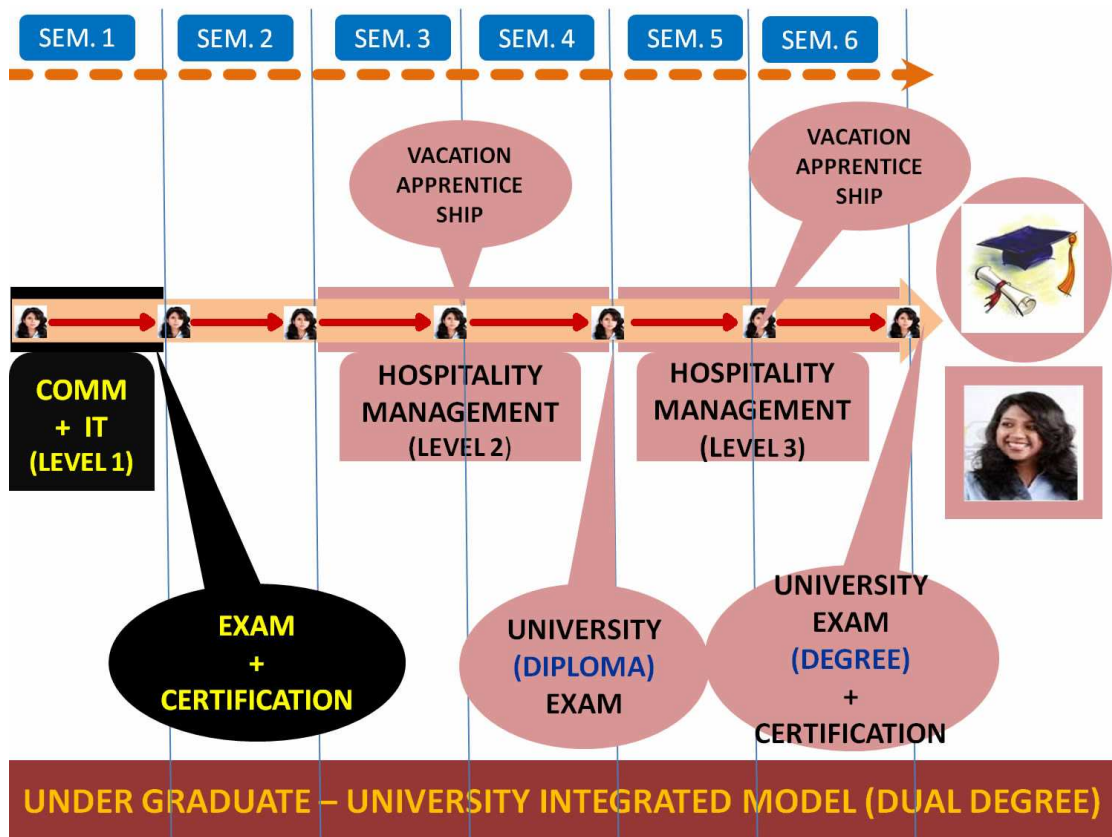
Certification under ASAP will be three-fold in nature. The most advanced form will be where the student undergoes all the three levels of the programme. This will be so designed to meet the academic requirements prescribed by the Universities in Kerala. Thereby, the student is given the opportunity to earn a dual degree awarded by the University.

At the other levels, certifications will be provided for students of Higher Secondary Schools / Vocational Higher Secondary Schools and Colleges of Government either by Government and wherever feasible the Industry Association also.

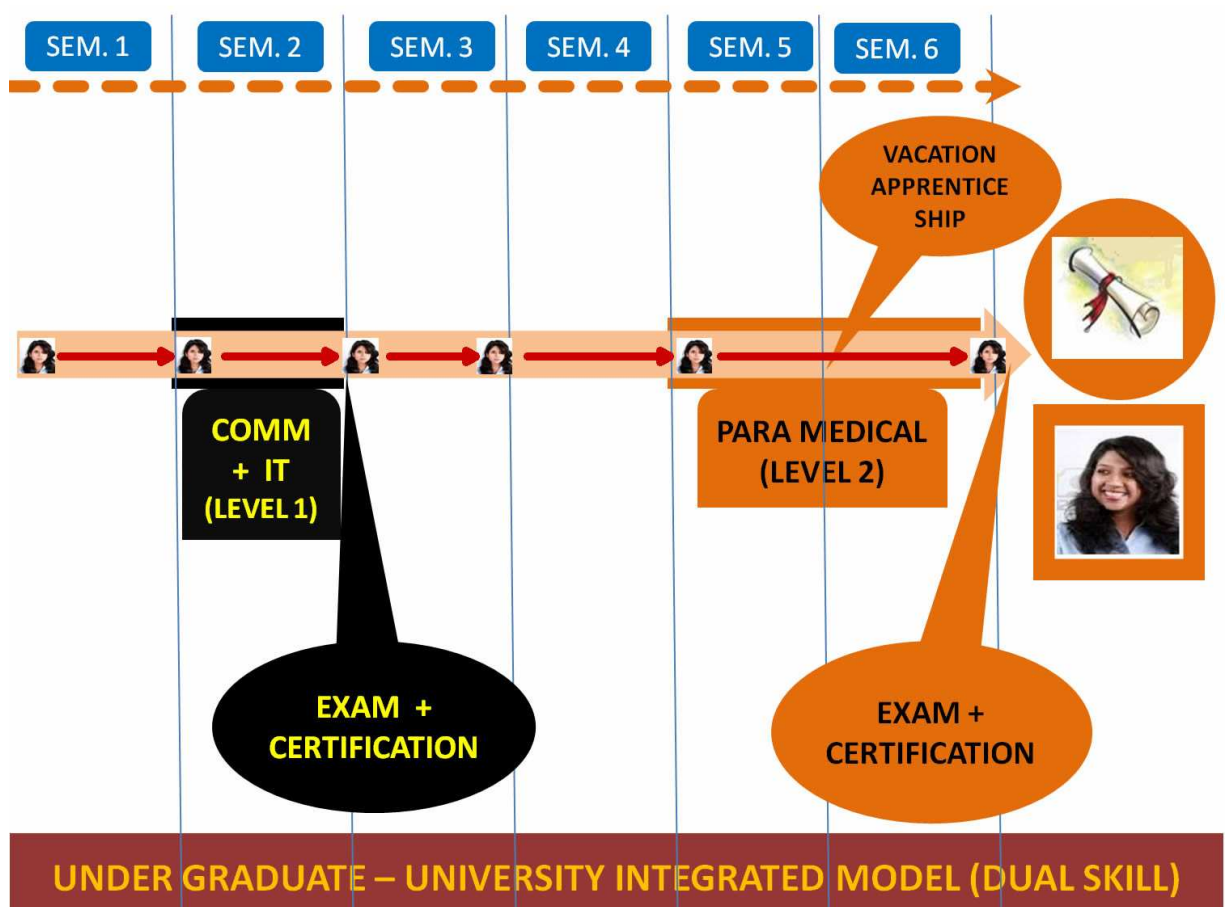
An overall diagram of the proposed three-type certification model is given below:



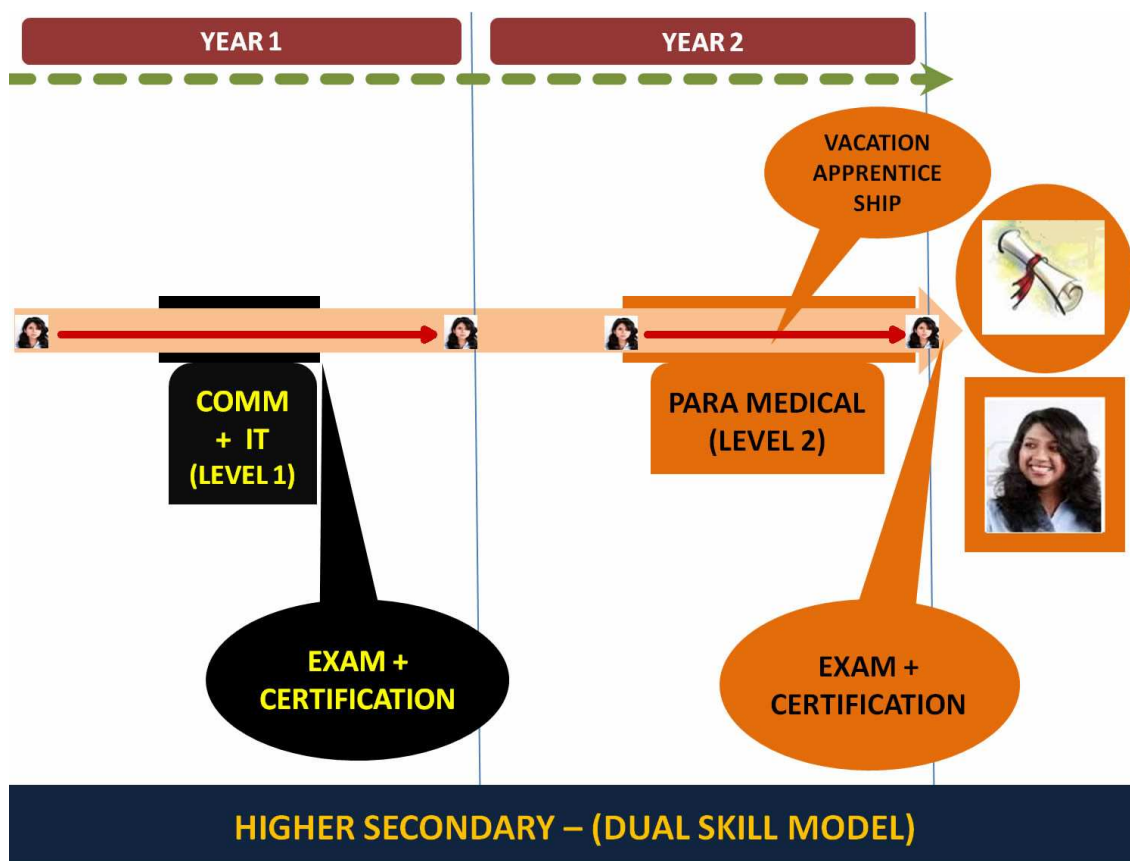
In the University Integrated Model, students will be given opportunity to attend three modules of ASAP, one in each year, with vacation apprenticeship in the first and second years and a course end apprenticeship at the end of the third year.



For Under Graduate (BA, B. Sc, B. Com) students, two kinds of ASAP courses, viz. Independent and University Integrated, will be instituted. In the Independent Model, students will be given opportunity to attend two modules of ASAP in the selected skill areas, in the first and third years respectively, with examination and certification in each year and also with apprenticeship and final certification at the end of the third year.



For Higher Secondary students, a dual skill model will be instituted. Students will be given the opportunity to attend two modules of ASAP in the selected skill areas, in the first and second years respectively, with exam and certification in each year and also with apprenticeship and final certification at the end of the second year.



The Courses will be conducted both in private training institutions identified through a normative process and facilities in Government Institutions including Colleges, Higher Secondary Schools, Vocational Higher Secondary Schools, and Polytechnics etc. The expertise of agencies like NASSCOM, CII, FICCI, and empanelled skill providers of Government of India etc will be sought for the programme.

The Examination and issue of certificates will be done by the Directorate of Technical Education, initially. The feasibility of creating a separate certifying agency under the Government will be examined.

Once the project is successfully launched, students who leave the programme should be given opportunity to get credit for the short

term courses for higher education. A specific structure for this will be developed with the approval of Universities.

### **Target**

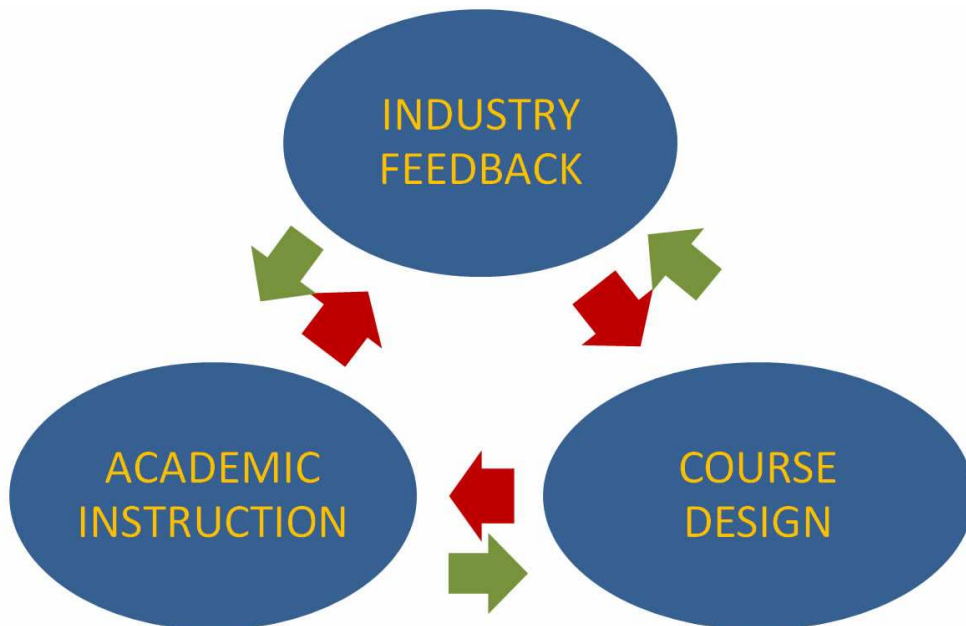
- 3,10,200 students in the XII FYP

10,680 students in the first year, 44,400 in the second year, 64,200 in the third year and 84,000 students in the fourth and 1,06,800 students in the fifth year respectively of the XII Five Year Plan

- Training Courses at an average of Rs.10,000 per student

### **3.1.3 ASAP Design Elements**

The ASAP is designed around three continuous and contiguous aspects viz. Industry Feedback, Academic Instruction and Course Design. Each of the components feeds into the design. A smooth bi-directional feedback loop from each component is intended to keep the syllabi live and relevant to industry, without at the same time diluting the academic rigour that is part of any good educational programme.



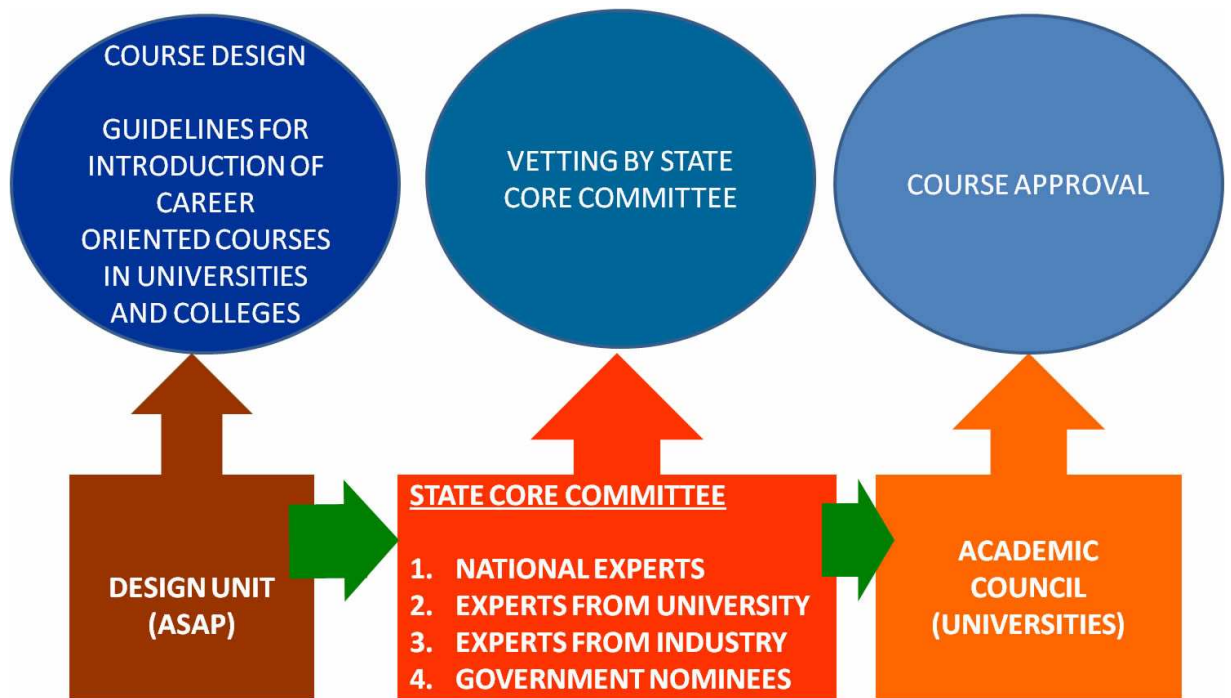
The final curriculum of ASAP will evolve after taking inputs from Industry and academic instruction of both higher secondary and university streams. After the course curriculum has been finalised, all these three elements will constantly evolve after taking inputs from best practices and lessons learnt. This will be an ongoing process in the ASAP lifecycle.

#### **3.1.4 Course Design**

The final curriculum of ASAP will be designed, finalised and evolved with the active involvement and coordination of several stakeholders such as the ASAP Design Unit; State Core Committee consisting of National Experts, Experts from University, Experts from Industry & Government Nominees; and Academic Council of Universities. The course design will be in alignment with the National Vocational Education Qualification Framework (NVEQF).

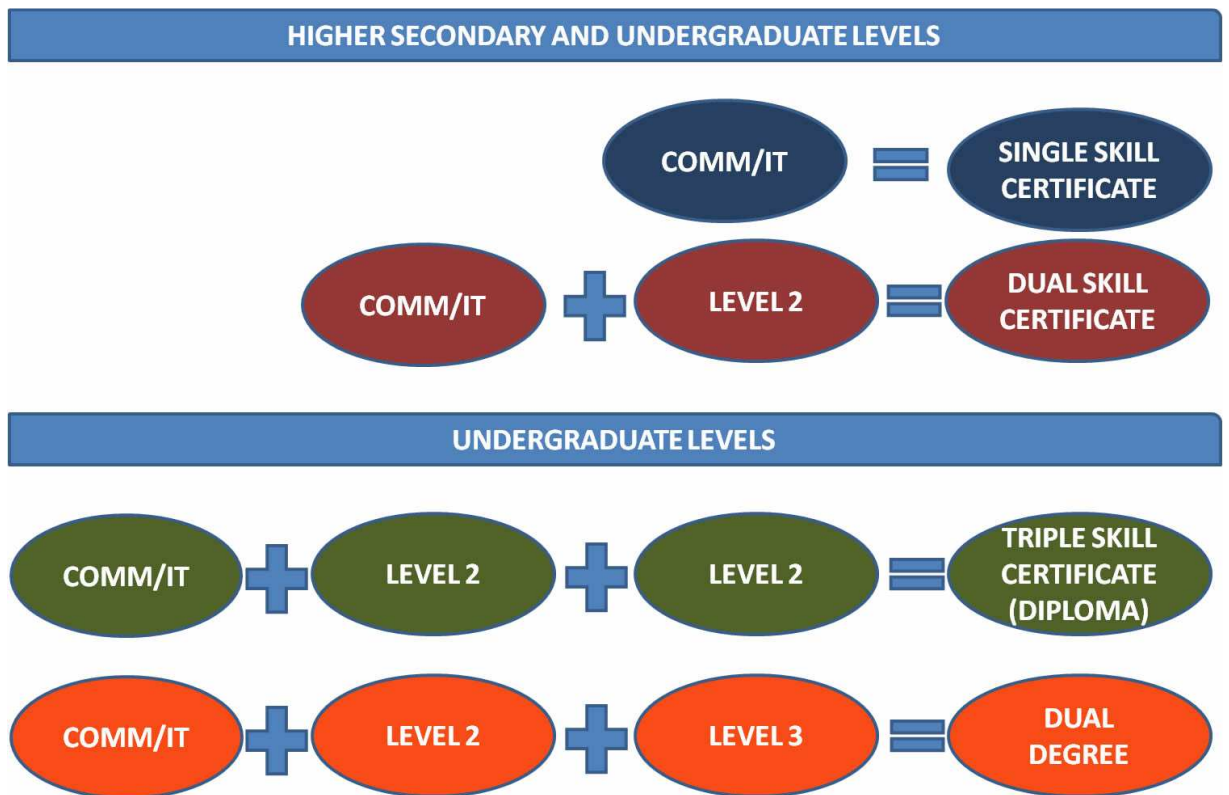


The overall structure will be as shown below:



The Design Unit will develop the Core Course Design and submit it to the State Committee for vetting. This in turn will be submitted to the Academic Council, who will approve and finalise the Course Design.

The overall Course Topology is shown below:



(For explanation of the certifications under ASAP - Section 3.1.2 Certification under ASAP.)

### 3.1.5 ASAP Skills Bouquet

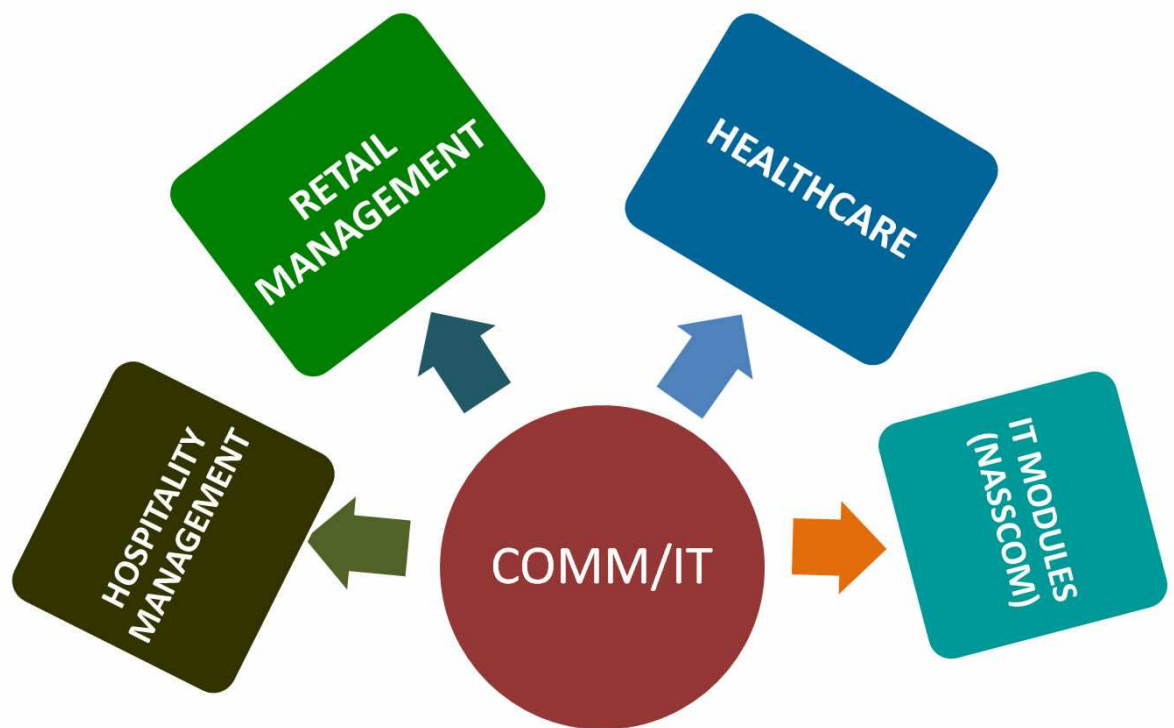
Several Sectors have been identified to be included in the ASAP Curriculum. They are:

1. Hospitality
2. Retail
3. Healthcare
4. IT & ITES
5. Event Management
6. Business Services
7. Media and Entertainment Industry
8. Banking and Finance Sector

9. Construction

10. Agriculture

Of these, in the initial phase, only the first four sectors viz. Hospitality, Retail Management, Healthcare and IT & ITES will be included in the curriculum. The rest of the sectors will be included in the curriculum in subsequent stages of the ASAP.



Detailed information of each sector and their scope of skill development and employability quotient are described in *Chapter 2: Sector Selection*.

### **3.1.6 Implementation Plan for the first year of XII five Year Plan**

In the first year 140 institutions, one Government Higher Secondary School in each assembly constituency and all the 40 Government Colleges will be selected for implementation of the programme.

The Principal/Headmaster of the Government College/School will be in overall charge of the programme in the institution. There will be a Nodal Officer in each institution drawn from among the faculty in the College/School.

There will be Skill Resource Centres in each of the 140 constituencies. Each of these centres will be manned by a team of five managers selected either by recruitment on contract basis or from among Vocational Higher Secondary School Teachers selected for their aptitude in the area of imparting skills. They will interact closely with the teachers in these institutions; identify the children who can positively benefit from ASAP, either in terms of their economic requirements or academic limitations. The children thus identified shall be counselled on the various skill programmes and the opportunities and limitations of each sector. Tools in identifying the aptitude and attitude of the students shall also be administered to help align the students and the selected programme.

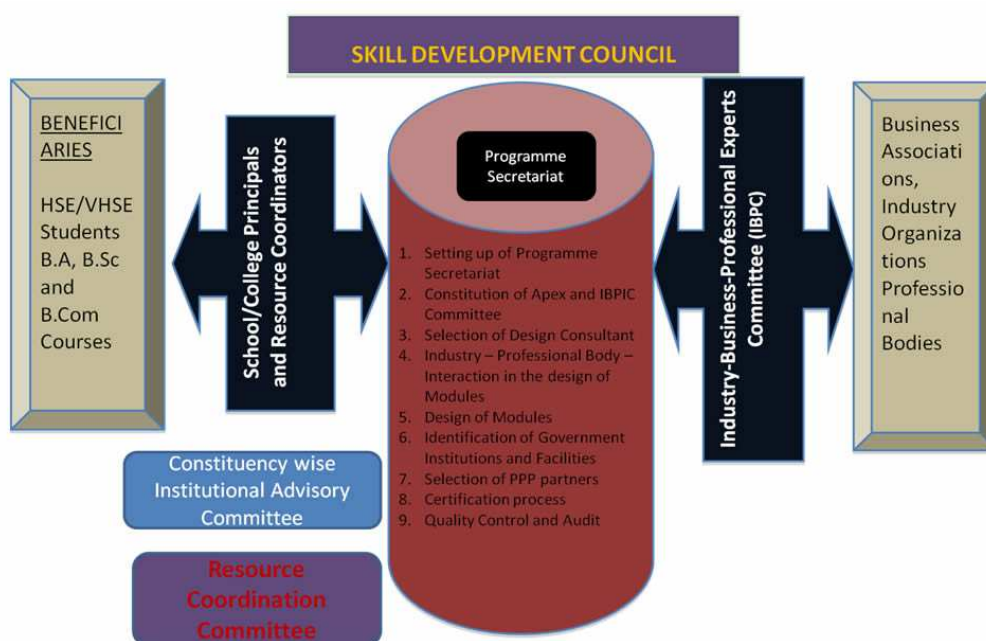
Post coursework On-the-Job Training, and placement services will also be offered which would ensure to facilitate the trainees find an entry level job and a career in the selected sector, assuring a dignified work environment and also minimum wages.

There will be an Institution Level Committee headed by the Member of the Legislative Assembly of the Constituency in which the Institution is located.

## Norms for selection of Educational Institutions

The challenges and concerns that confronts Higher Secondary students during the time in schools include the immediate need for employment due to family compulsions, academic challenges etc. For ASAP, a Higher Secondary School from every Assembly Constituency will be selected on parameters to be worked out viz. Student strength in the institution, average pass percentage over the last three years, backwardness in terms of education and demographic features, SC/ST population, BPL families, largest enrollment of students, SC/ST students, infrastructure, accessibility and location etc. The selection will be done through a transparent process based on above criteria.

## Process Map



### **3.1.7 Extended Lifelong Learning (L3) System support for ASAP programme candidates**

The ASAP programme should work with the Directorate of Employment and Training to introduce the philosophy of Lifelong Learning for the students who have been skilled under the programme.

Lifelong Learning is the continuous building of knowledge and skills throughout one's career, aimed at enhancing social inclusion, active citizenship and personal development, but also competitiveness and employability. Almost all countries in the world stress Lifelong Learning as an ideal solution in this respect for retaining the qualitative edge of the work force. The possibilities of Community Colleges (CC) will also be explored.

#### **Continuous up-skilling**

Life Long Learning process will be adapted to up-skill the trained persons so that they will be equipped with the changing environment in the industry during the course of their career. Further, once the mechanism for Life Long Learning is put in place, the validity of all Certificates issued will be restricted to a specific period, based on innovations or demand changes in that field. There will also be an option for the certificate holder to renew the certificate based on a supplementary training programme. This will encourage the certificate holder to sharpen his proficiency in the respective field.

## Chapter 4: Curative Dimension

### 4.1 Curative Dimension in Detail

Quality and relevance of skill development is key to India's global competitiveness as well as improving an individual's access to decent employment. The curative dimension will focus on providing a set of skilling inputs to any seeker to enhance his or her employability. In India, the present demographic dividend can best be harnessed by significantly enhancing levels of skills among workers. It is with this perspective that India has set an overall target of creating 500 million skilled workers by 2022.

### 4.2 Employment and Unemployment Scenario in India

As per the results of the National Sample Survey Organization (NSSO) estimates, the unemployment figures varied from 10.8 million (as per usual status - widely referred to as 'open unemployment') to 35 million (as per daily status which includes both open unemployment and underemployment). About 7 % of the total work force is employed in the formal or organised sector (all public sector establishments and all non-agricultural establishments in private sector with 10 or more workers) while remaining 93% work in the informal or unorganised sector.

The most crucial issue in the Indian scenario relates to youth unemployment. Analysis of unemployment data reveals that unemployment rates are very high in urban areas, particularly, in the age group of 15-24 years. Further, female unemployment rate in the age group of 20-24 years is the highest at approximately 27%. Among males, the highest unemployment rate is reported in the 15-19 years age group both in rural as well as urban areas. However, in the 20-24 years age group, male unemployment rates are 12% and 16% in rural and urban areas respectively. Overall, in rural areas unemployment

among youth (age 15-24 years) is approximately 12 to 15%. This highlights the need for the policy to focus on youth in the labour force, particularly to reap the benefits of 'demographic dividend'.

### **4.3 Unemployment Scenario in Kerala**

Unemployment has been a burning problem in Kerala for quite some time now. About 43 lakhs of persons, out of a total about 240 lakhs of adults, are currently registered with the Employment Exchanges in the state seeking employment. Not all of them are, however, fully unemployed. Quite a large proportion of them are partially or fully employed. According to the National Sample Survey, the current unemployment rate (unemployed as a percent of the labour force) is 20.97% percent in Kerala.

As the service sector absorbs more than 60% of the manpower in Kerala, this has led to a severe shortage of skilled manpower in many of the traditional industries such as agriculture, coir, cashew, handcrafts and plantation sectors. Some of the redundant labour in these traditional industries can be trained and retrained, so as to equip them with necessary skills to keep up with the modernization trends that are taking place. Also, with the impact of globalization and free trade in services and goods being opened up, Kerala will be able to take advantage of the opportunities thrown up by the sun rise industries which have been elaborated in Chapter 2

### **4.4 Employment Exchanges in Kerala: A new role**

Presently, there are 84 Employment Exchanges in the State in which the 43 Lakhs employment seekers are registered. Out of the total number of registrants, 22,40,000 are in the age group of 18 – 36. Their chances of employment available at the Exchanges are rare and the registrants are put to prolonged waiting for employment. Very negligible percentages of employment seekers get opportunities for



employment through Employment Exchanges. These exchanges over a period of time have confined themselves to the government/public sector market alone. The possibility of catering to the private sector has not been substantially exploited. This is primarily due to mismatch between the skills that employers need and skills possessed by potential job seekers. In this juncture, the Employment Exchanges in the State have to be converted into Centres of Skill & Employability Development.

#### **Total Number of Employment Exchanges & Offices in the State**

<b>1</b>	Directorate of Employment	<b>1</b>
<b>2</b>	RDDE Office	<b>3</b>
<b>3</b>	P&EEs	<b>3</b>
<b>4</b>	Dist. Employment Exchanges	<b>14</b>
<b>5</b>	Town Employment Exchanges	<b>60</b>
<b>6</b>	Spl. Employment Exchanges for PH	<b>6</b>
<b>7</b>	Rural Employment Exchange	<b>1</b>
<b>8</b>	SC/ST Coaching cum Guidance Centres	<b>2</b>
<b>9</b>	UEI&GBs	<b>7</b>
<b>10</b>	Employment Information Assistance Bureaus	<b>6</b>
<b>TOTAL</b>		<b>103</b>

#### **4.5 Status of Training in Kerala**

In Kerala, 73 Government Industrial Training Institutes (ITIs), 44 Scheduled Caste Development Department ITIs, 3 Scheduled Tribe Development Department ITIs and 501 Private ITIs are now functioning. Training is imparted in 80 Trades out of 120 designated trades of the DGE&T, New Delhi. Altogether 50,000 trainees are trained every year through these institutes. “Centres of Excellence” (CoE) pattern has been introduced in twelve major ITIs with, CoE sectors comprising of a cluster of Trades, 6 Basic and 3 Advanced

Modules. “Up-gradation of ITIs through PPP schemes” has already been introduced in 25 ITIs. Out of these, 8 are implementing the CoE sectors and the rest come under the general Up-gradation Scheme. “Skill Development Initiative Scheme based on Modular Employable Skills (MES)” has been introduced by the Central Government and the entire control of functions of the scheme has been handed over to the State Department. On completion of registration of the SDIS society, the scheme will be re-started in the state. This scheme provides access to NCVT skill certification to traditional workers engaged in conventional job sectors and to build appropriate skill set to unskilled or untrained candidates who are not having employability in various vocations. Apart from the above schemes, Apprenticeship training is imparted, as per the provisions under National Apprenticeship Act-1961, in Industries and several establishments in the State. About 13,000 apprentices in 68 designated Trades are undergoing Apprenticeship training, every year under this scheme. The curative aspect of Skill Development would leverage the above infrastructure and schemes substantially.

#### **4.6 Skill Gap Analysis**

The CII-KPMG study for Kerala to estimate the skill set requirement for key industries for the year 2020 have provided significant insight about the current and future skill demand for the State. The study indicates that certain industries like Retail, Tourism & Hospitality, Construction, IT and Healthcare would need a constantly increasing inflow of manpower. While these labour intensive industries would need more numbers, the skill requirements will also keep changing over time and it would be imperative to keep adapting to newer business requirements. Resource requirements of certain segments like Coir, and overseas immigration of workforce may remain stagnant or come down in the near future, only to be complemented with need of skilling and up-skilling in newer methods of production.

Thus, while the existing training infrastructure in such segments may suffice, newer courses may need to be brought in to fulfil the growth demands of such traditionally important segment. Finance, sales and customer service skills will be an integral part of Kerala's economy and their promotion remains important.

The study has estimated the total increase in the labour force at about 12 million by 2020. Accounting for the exit and inter-pool movement of resources from the workforce, an estimated 20 million people will need to be trained by 2020. The medium term strategy could involve provision of training both for new entrants as well as those already in the labour force. The training of workers in the unorganized sector would require flexible delivery models which do not bank on fixed institutional capacity / infrastructure. The study indicated that the permanent training capacity of 400,000 – 450,000 workers in the system may be sufficient for the medium term. The proportion of the population aged 20-24 with skill level – 'Minimum Education Skillable' (low-skilled category) is recommended to be increased to 50% – 60% by 2020, either through formal training (ITI / ITC /Diploma) or through informal training programmes (industry associated or through proposed NVQF). The retention rate at formal training avenues for skill level – 'Minimum Education Skillable' should reach 95% by 2020 after accounting for adjustments due to factors such as emigration, deaths and change in stream / institution. Most importantly, training institutes and ITIs / ITCs will have to deliver flexible, market driven curriculum. This will require these institutions to tap into market trends and to develop improved linkages with potential customers. English literacy and work specific English-language proficiency shall be given, which shall form part of the skill training programme.

#### **4.7 Employment vis-a-vis Training Needs**

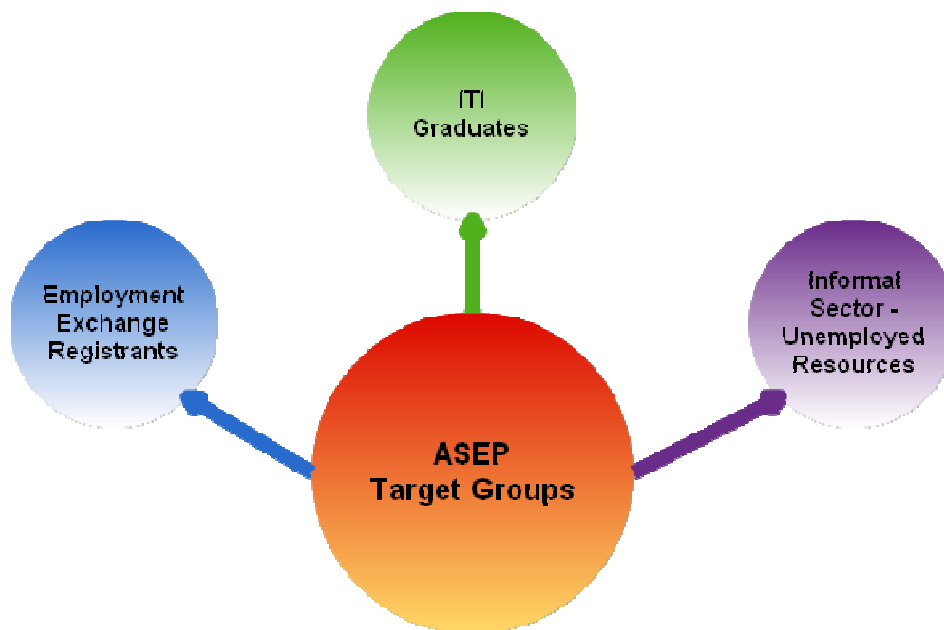
A part of the unemployment problem emanates from the *mismatch between the skill requirements of employment opportunities and the skill base of the job-seekers*. The mismatch is likely to become more acute in the process of rapid structural changes in the economy. It is, therefore, necessary to reorient the educational and training systems towards improving its capability to supply the requisite skills in the medium and long term, and introduce greater flexibility in the training system so as to enable it to quickly respond to labour market changes in the short run. The system should also be in a position to impart suitable training to the large mass of workers engaged as self-employed and wage earners in the unorganised sector for up-gradation of their skills, as an effective means for raising their productivity and income levels.

The existing 4700 training institutions like the ITIs / ITCs (Industrial Training Institutes/Industrial Training Centres) imparting training to 6.9 lakh trainees have, no doubt, been meeting a significant part of the requirements of the skilled manpower of organised industry. It, however, seems necessary that the processes of restructuring and reorientation of their courses are expected to quickly respond to the labour market. A greater involvement of industry in planning and running the training system would also be necessary for this purpose.

#### **4.8 Additional Skill Enhancement Programme (ASEP)**

##### **Target Groups**

- ITI Certificate Holders
- Registrants in Employment Exchanges
- Unemployed resources in the Informal Sector



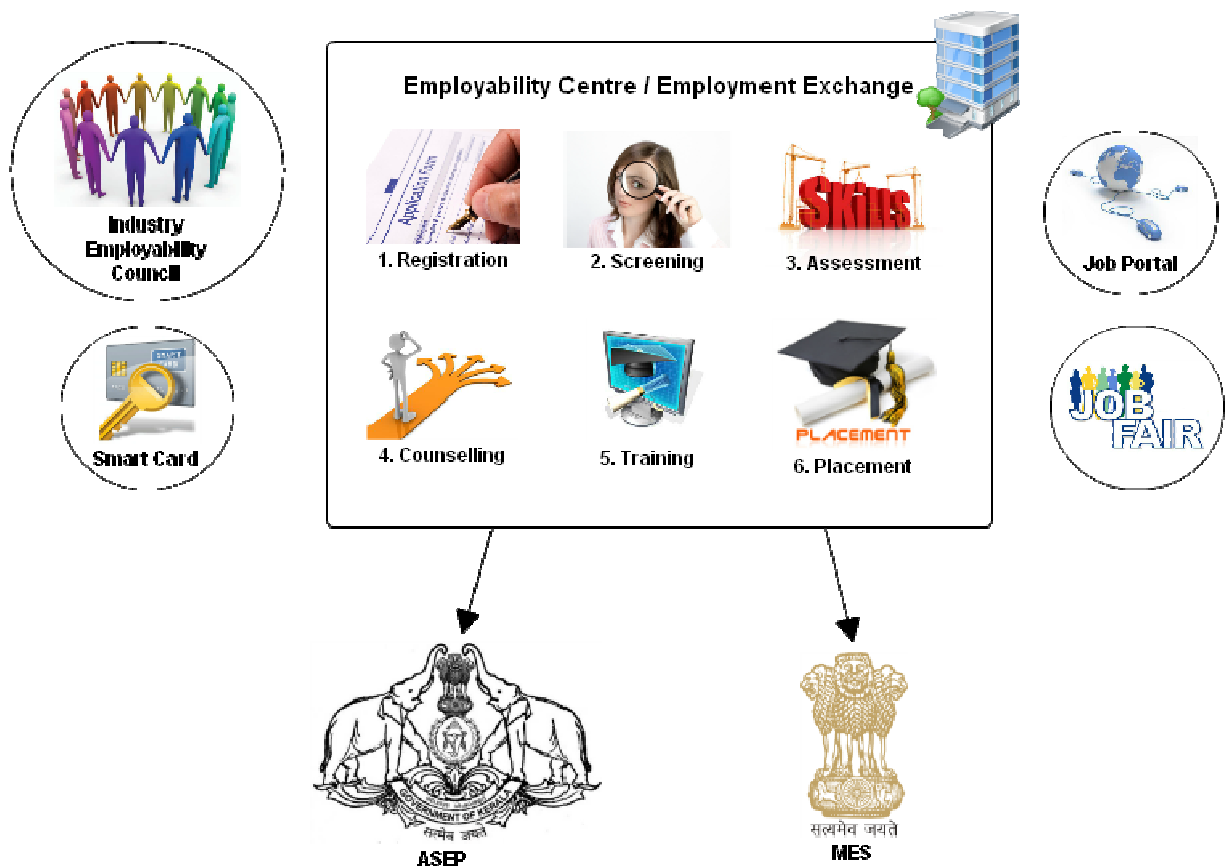
The Additional Skill Enhancement Programme (ASEP) comes under the curative part of the State Skill Development Programme. The ASEP aims to provide skill improvement training to registered applicants through skill mapping, gradation of skills and thereby increasing their placement opportunities both in the public and private sectors apart from self employment. The registered applicants, though they are technically qualified might possess basic skills in their area of expertise. Such skills need to be identified, refreshed, updated to new brand skills, thereby enhancing their employment opportunities. A large scale skill development programme is the ultimate objective of ASEP.

The scale of the problem is very crucial to a State like Kerala which has high "Human Development Index" (HDI) as compared to the rest of the states in the country. The real resource base of our state lies in its Human Capital. To take advantage of the vast economic opportunities available, the only way out is to equip our populous with adequate skill sets in tune with the emerging trends in the industry. Continuous and lifelong learning is a must in today's competitive world. The target set is to train at least four lakh persons

per year, which includes ITI Graduates as well as registrants in Employment Exchanges.

### 4.8.1 Proposed ASEP Roadmap

To instill ASEP on the horizon of Kerala's Skill Development initiatives, the following activities are envisaged:



#### 1) Up-gradation of Employment Exchanges

In the initial phase, all 84 Employment Exchanges in the State will be upgraded / converted into Employability / HRD Centres with proper infrastructure that will help them impart skill development training to registrants. This up-gradation process will be implemented in the current financial year and will be carried out through Public Private Partnership (PPP) Model.

## **2) Online Database of Registrants**

An online database of job seekers registered with the Employment Exchanges is currently being created. This activity will help in mapping the skill base of registrants with ease.

This repository of human resources will be used effectively for the ASEP. A Job Portal is being developed so that it will serve as an interaction forum for employers and potential employees. The Government Departments as well as the industry can access this database for prospective employment opportunities. The present system of manual registration / renewal etc will be discontinued once this database is online and operational. This initiative will facilitate Employment Exchanges to act as friendly citizen centres.

## **3) Up-gradation of Infrastructure Facilities**

The look and feel of employment exchanges will have to be changed to make them look more like world-class training centers with state-of-the-art facilities than just a mere facilitation center. This activity will include face-lifting of existing centres, purchase of new furniture & fittings, lighting & fixtures, up-gradation of IT hardware & software, inclusion of smart classrooms and others. A budget outlay of Rs. 15 – 20 Lakhs per centre is envisaged for this activity.

## **4) Training of Employability Managers / Mentors / Master Trainers**

Personnel of Employment Exchanges, amounting to 1,200 in the present scenario will be imparted proper training to become Master Trainers / Employability Managers / Mentors / Project Managers in various domains that will be included in the ASEP Curriculum. Such Employability Managers will act as facilitators / counsellors who will perform skill mapping, grading, assessment, training and placement for registrants in respective Employment Exchanges. All such Master Trainers / Employability Managers / Mentors / Project Managers will undergo rigorous training with

accreditation and certification that will enable them to handle trainings with ease.

### **5) Formation of Industry Employability Council**

An Industry Employability Council will be formed with participation from the industry (public and private sector), Government and Employment Exchanges that will impart advice on the relevant industry trends and skills to be taken up for training.

### **6) Encourage Skills Development Training through MES**

Modular Employable Skills (MES) is a Skill Development Initiative Scheme (SDIS) developed by the Ministry of Labour & Employment for early school leavers and existing workers, especially in the un-organised sector in close consultation with industry, micro enterprises in the un-organised sector, State Governments, experts and academia which were essential considering their educational, social and economic background. The main objective of the scheme is to provide employable skills to school leavers, existing workers, ITI graduates, etc. Existing skills of the persons can also be tested and certified under this scheme. Priority will be given to covering those above the age of 14 years who have been or withdrawn as child labour to enable them to learn employable skills in order to get gainful employment.

Training under MES is carried out through various Vocational Training Providers (VTPs) under Central Government, State Governments, Public and Private Sector and Industrial establishments. VTPs provides counselling & vocational guidance, training facilities as per norms, impart good quality training, post training support to trainees in getting employment, maintain database on trainees trained and the outcome of the training. They will track the trainees for three years or till they get gainfully employed. VTPs will also be required to have close networking with the industry for immediate placement of the trainees. VTPs



collects training fee from trainees and utilise it and funds received from DGET for meeting various expenses for imparting training and providing post training support services. They also have powers to reimburse training fee to successful trainees out of funds received from DGET.

Employability Managers will encourage Graduates / ITI Trained resources to acquire skills and certification through VTPs under the MES programme.

## **7) Skill Mapping & Grading**

A large number of applicants have technical skills but are without formal training. They gain experience in a particular field directly by engaging in that field. Though they are very much skilled in their fields, they are not able to garner decent employment without a certificate to prove their competency. Most of them are ignorant of the various opportunities around them due to lack of exposure to the industrial concerns and elsewhere. Therefore, skill gradation list will be prepared after skill mapping of aspiring applicants and they will be provided with certificates of proficiency in the concerned field of skill. Skill mapping and gradation of skills of registrants will be done with the help of an external competent agency. The skill mapping exercise will include:

- a) *Registration*: Registration of job seekers will be an easy online process once the online database is commissioned.
- b) *Screening*: Skills and application details of all job-seekers are screened and existing skills are mapped.
- c) *Assessment*: All registrants are assessed based on their current skill levels and skill gaps for each resource are identified.
- d) *Counselling*: Counselling is imparted to all registrants with regard to their skill levels after their skills have been mapped,

graded and assessed. They will be advised by Counsellor on the skill areas where they lack and the best trainings to choose to upgrade their basic skills to employable levels.

- e) *Training*: Training Need Analysis (TNA) for different categories is conducted at and ASEP syllabus and course curriculum will be followed. Job seekers can choose to upgrade their skills under the ASEP or the MES Programmes.
- f) *Placement*: After successfully upgrading their skills, job-seekers / registrants will be issued with Certificates and a Smart Card detailing their level of skills acquired. Such Certificates / Smart Cards will enable registrants to garner jobs in the private or public sector. Placement will be facilitated through periodic Job Fairs conducted in partnership with Industry Employability Councils by the Employability Centres or through the Job Portal that will be created.

## **8) Curriculum Design**

The final curriculum of ASEP will be evolved, designed, and finalised with the active involvement and coordination of several stakeholders as in the case of ASAP through an appropriate Curriculum Approval Committee under the State Skill Development Project.

## **9) Training Infrastructure**

Training under ASEP can be facilitated by using the existing infrastructure of ITIs, colleges and schools after official hours or on weekends / holidays. Training will also be imparted through the 95 Employability Centres.

## **10) Smart Cards / Skill Cards**

After acquiring skills training through ASEP or MES, registrants will be given a Smart Card / Skill Card that will facilitate easy applications for jobs. Such cards will bear the levels of benchmarked skills of incumbents as per criteria defined by National Occupational standards.

**11) Create Job Portal**

An online Job Portal will be developed for enabling job-seekers / registrants to list their skills, search and apply for jobs and for employers to post their jobs.

**12) Conduct Job Fairs**

Job Fairs will be conducted regularly / periodically for job-seekers / registrants to interact with employers and find the right job for their level of skill. Industry participation will be facilitated with the help of the Industry Employability Council.

**13) Support for self-employment Groups**

Skill Development initiatives will be designed and implemented for job-seekers such as school drop-outs, widows and underprivileged women by Employability Centres. Job-seekers under this category will be brought under the Employability Centres and trained.

Skills Development for uplifting the most backward and segregated women in the State namely widows, divorced, deserted, spinsters and unwedded mothers among the Scheduled Tribe community can be taken under Saranya, the new self-Employment scheme introduced by the State Government.

**14) KASE for high-end Skill Development**

For registrants who are looking for higher-end level of Skill Development, to get into academies of excellence, can seek the help of 'Kerala Academy for Skills Excellence (KASE) that will be established for planning and implementing schemes to impart labour skills in all sectors including traditional and technology sectors.

# Chapter 5: Organization Structure

## 5. Organisation Structure

The State Skill Development Council with the following constitution will be formed to formulate policies related to skill development initiatives in the state of Kerala and to provide over all guidance and advice to implement the skill development programmes from time to time.

1. Hon'ble Chief Minister – CHAIRMAN
2. Hon'ble Minister for Education – CO-CHAIRMAN
3. Hon'ble Minister for Industries and Information Technology – CO-CHAIRMAN
4. Hon'ble Minister for Labour – CO-CHAIRMAN
5. Hon'ble Minister for Local Self Government- CO-CHAIRMAN
6. Vice Chairman (State Planning Board)
7. Chief Secretary
8. Vice Chairman (Higher Education Council)
9. One Vice Chancellor to be nominated by Government
10. Member (State Planning Board)
11. One Eminent Educationalist nominated by Government
12. One Industrialist, preferably representing well known Industry Association nominated by Government
13. One Nominee of Professional Associations
14. One CEO of Techno parks/ Industrial Parks in the State
15. Secretary (Finance)
16. Secretary (Planning)
17. Secretary (Industries)
18. Secretary (Information Technology)
19. Secretary (Higher Education)
20. Secretary (General Education)

21. Secretary (LSGD)
22. Director of Employment and Training
23. Director of Collegiate Education
24. Director of Technical Education
25. Director of Vocational Higher Secondary Education
26. Director of Higher Secondary Education
27. Director of IT Mission
28. Director of Industries and Commerce
29. Director of IHRDE
30. Director of Public Instruction
31. Executive Director-Kudumbasree Mission
32. Director, State Skill Development Mission
33. Managing Director-ASAP
34. Secretary (Labour) – Convenor

## **5.2 Industry-Business-Professional Advisory Committee**

An Industry-Business-Professional Advisory Committee with the following composition will be constituted to provide professional advice and guidance to the State Skill Development Council.

1. Two academicians from a renowned institute such as IIM/IRMA/TISS nominated by government.
2. Five Eminent Professionals (from fields like Chartered Accountants, Hospital Management, Tourism Industry, IT Industry) nominated by the Industry Associations.
3. Three Eminent Leaders from Business community nominated by Government
4. Three Eminent Management Experts from Public Sector Companies nominated by Government.
5. Secretary (Labour)
6. Secretary (Higher Education)
7. Secretary (General Education)
8. Secretary (LSGD)
9. Director of Employment and Training– Convenor

## **Empowered Committee**

Till the detailed project of SSDPA approves by the Council of Ministers, a committee headed by Chief Secretary with the following composition will examine and approve the proposals submitted by ASAP through Principal Secretary (Higher Education) and Secretary (General Education).

1. Chief Secretary – Chairman
2. Secretary (Finance)
3. Secretary (Planning)
4. Secretary (Industries)
5. Secretary (Information Technology)
6. Secretary (Higher Education)- Convenor
7. Secretary (General Education)
8. Secretary (LSGD)
9. Secretary (Labour)

## **5.3 State Skill Development Mission**

State Skill Development Mission will be formed with a Mission Director and staff to provide general coordination to the implementation of State Skill Development Project. Director of Employment and Training will be the Mission Director for state Skill Development Project. The State Skill Development Mission will also function as the Secretariat for the State Skill Development Council and the Programme Secretariat for the Curative part (ASEP) of skill development programmes.

## 5.4 Programme Secretariats

Two Programme Secretariats will be formed under state skill development council; i.e. one for Preventive dimension (ASAP) and the second for Curative dimension (ASEP). The state Skill Development mission will act as the programme Secretariat of curative dimension (ASEP) of skill development programmes with Director of Employment and Training as its Mission Director. All the proposals under ASEP would be routed through Secretary, Labour.

A Programme Secretariat for ASAP will be separately formed directly under the control of Principal Secretary (Higher Education) and Secretary (General Education) to Facilitate, Monitor and Review the implementation of ASAP initiatives in the institutions under General Education & Higher Education Departments respectively.

The Programme Secretariat will be the Strategic Command Centre for the programme as a whole as well as the Secretariat for all Committees proposed under the Programme. The Programme Secretariat of General Education and Higher Education Departments will be headed by Managing Director-ASAP. Separate Programme Implementation Units will be formed in the secretariat to implement training in Higher Secondary and Colleges respectively.

The Programme Secretariat of ASAP will consist of:

1. Secretaries of Higher Education and General Education
2. Domain Experts
3. Managing Director of ASAP
4. Director- Programmes
5. Director- Administration & Finance and
6. Six Business units namely Strategic and Design Unit, Quality Control and Monitoring Unit, Research and Analysis

Unit, Training Management Unit, Finance and General Administration Units

### **5.5 Major Functions and compositions of Business Units**

Operation arms of Programme Secretariat will be the six business units. Each business unit will consist of one Team Lead and two programme Executives.

**Strategic and Design Unit (SDU)** : The entire gamut of programme design, from conceiving the idea to the preparation of training modules ,assessment tools, strategies for feedback mechanism and development of training strategies in consultation with Domain Experts and various committees constituted for the purpose is entrusted with Strategic and Design Unit. SDU will provide support to develop the existing Scholars' Portal Into a full-fledged Learning/Course Management System. SDU will also explore the possibilities of using Open Educational Resources (OER) for Course/Module Development.

**Quality Control and Monitoring Unit (QMU)** : The major functions of this unit is to develop tools for quality control measures in accordance with the programmes designed by strategic and design unit and ensure the same in the various stages of programme development and implementation. It is the responsibility of QMU to set standard for each training programme and schemes. QMU will monitor the progress of training programmes and will alert the TMU, if found any lag.

**Research and Analysis Unit (RAU)**: Major responsibility of this unit will be research and analysis with respect to the skill development areas in general and ASAP in particular.RAU will conduct base level surveys before the commencement of all the training programmes and the analysed reports will be shared with other units.RAU will



conduct field level studies on regular intervals. RAU will also act as MIS department of the ASAP secretariat. RAU will develop and implement a comprehensive Management Information System for ASAP.

**Training Management Unit (TMU):** TMU is the field level arm of ASAP. From Planning to execution of training, marketing to publicity and assessment to certification, the entire range of activities related to training will be taken care by Training Programme Management Unit. TMU will have two distinct units for higher secondary and Colleges separately to implement the approved training programmes in the respective streams. At the district level, Project Management unit consists of not more than five members will co-ordinate all activities related to ASAP under the supervision of TMU. District Project Management Unit will report to TMU.

**Finance and Audit Unit (FAU):** All the matters related to finance including budgeting, fees from programmes and expenditures will oversee finance unit. This unit will have two sub units for audit and resources. The finance unit will be headed by an official not less than the rank of a deputy secretary from finance department and will be assisted by one section officer and two section assistants.

**General Administration Unit (GAU):** General Administration Unit will handle matters pertaining to administration in general and human resource aspects of mission staff in particular. GAU will be headed by a serving Deputy Secretary from General Administration Department and one section officer and two section assistants will be assisted. Apart from the above functions, project Management team and Procurement team will also come under General Administration Unit.

**a) Project Management Team:** Project Management Unit will look after the day today affairs of Programme Secretariat under the

supervision of an administrative professional. PMU will also extend all IT support to the secretariat. One System Administrator will be attached to PMU to look after the IT requirements.

**b) Procurement Team:** All the purchases for the ASAP activities will be implemented through procurement team. An officer who is well versed with Store Purchase rule will look after the procurement functions with the support of other members of the General Administration Unit.

**Domain Experts Group:** ASAP will have a separate pool of Industry/Academic Professionals. A minimum of two professionals from each chosen sector will be deployed at ASAP programme Secretariat. A domain expert is a professional either from Industry or from Academic field with a minimum of 15 years experience in the selected field and have a proven track record in the selected area. Domain experts will extend support to different business units as and when necessary and also will support Managing Director of ASAP to implement the ASAP activities in a professional manner within the approved plan of action.

### **Job profiles of functionaries**

**Managing Director:** Managing Director should be from All India Services at Junior Administrative Grade level or Head of Department/Additional Director from state services with an experience in managing projects at state level or should be a person worked in corporate sector with not less than 15 years or a senior officer having proven track record in administration. In any cases, he/she should possess professional qualification such as MBA/MSW/MIB/Agriculture/MBBS/B.Tech or any other equivalent technical qualifications. Managing Director will have full power to take decisions within the approved plan of action. He/she shall look

after the day today activities of ASAP with the support of Director- Programmes and Director-Finance & Administration.

**Director- Administration & Finance:** Director Finance & Administration should be from State service not below the rank of Jt. Secretary. He/she should have a prior experience in Project preparation and monitoring. He/She will report to Managing Director and will look after the following functions such as finance, General Administration, Project Management and Procurement.

**Director- Programmes:** Director Programmes should be a Human Resource Professional from the Industry/Government. He/she should be well versed with manpower planning and Training. Director – Programmes will have to work closely with Director- Administration & Finance and will report directly to Managing Director. He/She will discharge his/her entrusted responsibilities through four independent business units namely Strategy & Design Unit, Quality and Monitoring Unit, Research & Analysis and Training Management Units.

**Team Lead-SDU:** A person with sufficient expertise in programme design and implementation of Professional skill development programme will head this unit. An Ideal Person for this position would be one who has worked in Vocational Education stream not less than the rank of Deputy Director with a minimum of 10 year of service or a professional from the Industry with similar background. He/she will supported by two Programme Executives.

**Team Lead-QMU:** The quality Control and Monitoring Unit will be headed by an Educational Quality Control Specialist and supported by two programme Executives. Minimum 10 year experience is mandatory for the QMU Lead. Preference should be given to the

officials not less than the rank of Deputy Director and worked in Vocational educational Stream.

**Team Lead – RAU:** Person not less than the rank of Deputy Director from the Department of Economic and Statistics department will be the Team Lead in this Unit. She/he should be worked in MIS departments and must be familiar with MIS activities. He/she will be assisted by One Research officer.

**Team Lead-TMU:** An ideal person to lead this unit is a person with sufficient expertise in implementation of skill development programmes at state level/corporate sector with a management/professional education background. He/she should be well versed with the strategies/techniques used in skill development arena. He/should be supported by two Assistant Leads and five Programme Executives.

**Assistant Lead:** Minimum qualification for Assistant Lead should be MBA/MSW with five year of experience, preferably in training or Skill development area.

**Programme Executives:** Candidates with MBA/MSW may be considered for Programme Executive Positions.

## **5.6 Resource Co-Ordination Committee**

1. Secretary (Higher Education)
2. Secretary (General Education)
3. Director of Public Instruction
4. Director of Collegiate Education
5. Director of Employment and Training

6. Director of Higher Secondary Education
7. Managing Director(ASAP) – Convenor
8. Director-Programmes (ASAP)

### **5.7 District Level Co-ordination Committee**

A committee headed by District Panchayat President with following composition will monitor and over see the ASAP activities and progress in each districts:

1. President District Panchayat – Chairman
2. District Collector- Convenor
3. District Planning Officer
4. Standing Committee Chairman(Education) – District Panchayat
5. District Employment Officer
6. One Municipal Chairman nominated by District Collector in consultation with District Panchayat President.
7. One Panchayat President nominated by District Collector in consultation with district panchayat president
8. One Block Panchayat President nominated by District Collector in consultation with district panchayat president
9. Deputy Director of Higher Secondary Education
10. Deputy Director Education
11. Assistant Director-VHSE
12. Principal of a Government college
13. District Social Welfare Officer
14. Youth Co-ordinator, Nehru Yuva Kendra
15. District Programme Management Unit members
16. All MLAs in the district
17. All MPs in the district

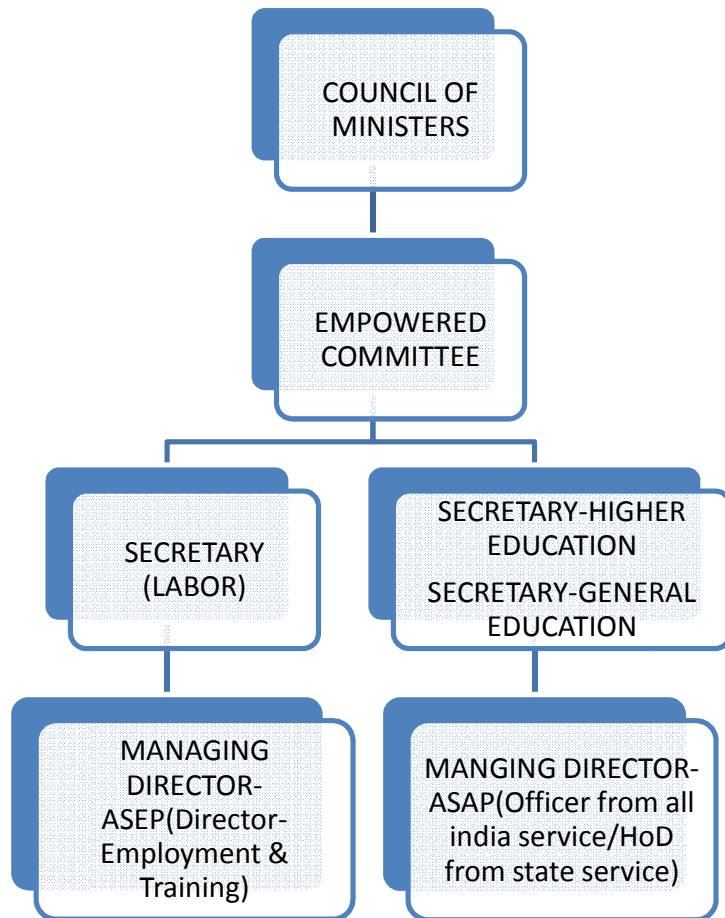
18. Standing Committee Chairperson(welfare) District Panchayat
19. Principal Agricultural Officer
20. General Manager, District Industries Centre
21. Manager, Lead Bank

### **5.8 Institutional Level Committee**

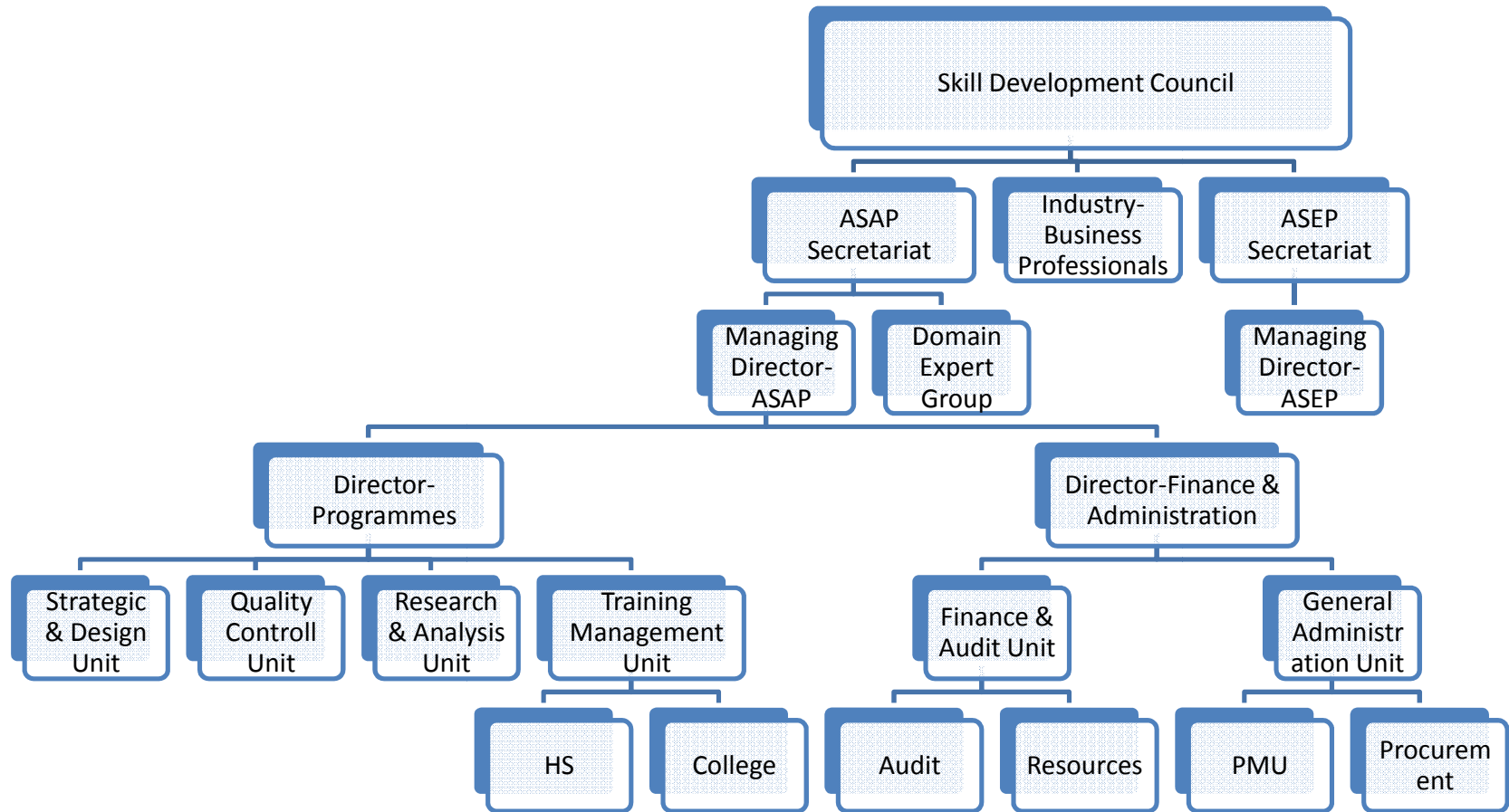
Under each vocational academy/ school, an institutional level committee will be formed with the president of the LSG where the academy/school is located as chairman to ensure the social audit of ASAP activities. The committee will provide all the necessary support for the successful implementation of the programme. The composition of the committee will be as follows:

1. President LSG- Chairman
2. Standing Committee Chairperson(Welfare)
3. Standing Committee Chairman (Education)
4. Two representatives from youth organizations
5. Two representative from NGOs/CBOs/Residential Associations
6. Secretary, LSG
7. Principal/HM of school
8. Ward Member
9. Vocational Academy/Skill Development Centre- Manager –  
Convenor

**5.9 Process Flow – SSDP**



**5.10 Organisation Structure - ASAP**





# Chapter 6: Results - Outputs & Outcomes

## 6.1 Results-Outputs - Outcomes-ASAP

The main crux of the programme would be to identify the target group of beneficiaries. This would primarily include students who are in a pressing requirement for a remunerative employment due to their socio-economic situation and also students who feel academically challenged to complete the course in which they are enrolled. The target group of students shall be administered an aptitude test to broadly identify the sectors to which the student is best attuned to. The students would be provided a realistic assessment of the choice sectors including the limitations and opportunities of the sector. This will be done by the mentor teachers and coordinated by the team positioned in the Skill Resource Centres set up in the Assembly Constituency level. The Skill Resource Centre shall ensure that all the students at the +2 level and the undergraduate level are given the option of taking up this opportunity and the needy are identified. The information asymmetry that would normally adversely affect a rural child would be absolutely negotiated by the mentor teachers. The Skill Resource Centre shall ensure the conduct of classes, optimal practical exposure, on the job training etc using the resources of the identified private sector and ensure that the course is delivered with the appropriate rigour. Placement assistance and guidance for future academic enhancement including options available in Community Collages shall also be disseminated. The Skill Resource Centre shall also be providing the necessary feedback to State Skill Development Project on the conduct of the training programme and appropriate improvements thereon.

The activity-output-outcomes of ASEP leg are also more or less similar to that of ASAP. However the initial work in this case would be done on the basis of the digital database of registrants in employment exchanges and depending on the target groups and need for re-skilling, skill up-gradation etc. the appropriate intervention strategy shall be worked out after assessing the capacity availability in ITIs and the other identified vocational training Centres.

## **6.2 Continuous Monitoring and Evaluation**

The success of any project is evaluated on its delivery of end results. The Skill Development Mission should deliver the skilled man power based on the requirement of industry. For evaluating this, developing core indicators for measuring the inputs and outcomes is essential. A mechanism with Standard Operating Procedures will be developed to monitor and evaluate the performance of the project.

## Chapter 7: Budget, Summary & Conclusion

The project targets to train approximately fifteen lakhs under both the components and its estimated outlay if Rs. 2928.90 Cr. Table 2 shows the ASAP budget and outputs. Table 3 shows the ASEP budget and outputs.

Out of this, in the ASEP component, 75% of the costs are to come from partners in the PPP mode, leaving a net public expenditure of Rs. 1208 Cr. as shown in Table 4.

### 7.1 Major Activities of ASAP

The major Activities under ASAP which requires funding are given below.

1. Programme Launch & Promotion
2. Workshops
3. Academic Instruction
4. Lifelong Learning (L3)

#### 1. Programme Launch & Advertisement

The ASAP, as referenced by the Hon'ble Finance Minister is part of the 'dream project' that will help the advancement of Kerala society. The planning of the ASAP has been done by 'thinking big'. The ASAP has been designed to help students attain 'employable resource' status at the end of their Vocational / Higher Secondary or Undergraduate study streams.

In order to create awareness of the ASAP among Vocational / Higher Secondary or Undergraduate students, and the public, a grand Programme Launch and promotional activities such as Brochure Preparation, Signature Movie, News and TV Ads, PR Consultancy etc are envisaged.

## **2. Workshops**

Enrollment of Students to the ASAP will be identified through Feeder Institutions and other selected institutions. Aptitude Tests will be conducted to gauge students' skill level and Counselling services will be imparted to students to guide and help them choose the right skill development sector.

## **3. Academic Instruction**

Academic Instruction for students is the most important aspect of the ASAP. Theory of 140 hours and Practicals of 160 hours per student is envisaged. Course Materials such as printed notes, handouts, booklets and a Netbook will be provided to students. Travel for students such as industrial visits etc will also be part of the curriculum.

## **4. Lifelong Learning (L3)**

Lifelong Learning is the continuous building of knowledge and skills throughout one's career, aimed at enhancing social inclusion, active citizenship and personal development, but also competitiveness and employability. Almost all countries in the world stress Lifelong Learning as an ideal solution in this respect for retaining the qualitative edge of the work force. The possibilities of Community Colleges (CC) will also be explored.

## 7.2 Budget for ASAP

TABLE 2 ASAP BUDGET AND OUTPUTS						
	UG Institutions (no.)	UG Trainees	HS Schools (no.)	HS Students (no.)	TOTAL	Cost Rs. L
2012-13	40	2400	140	8400	10800	2852.60
2013-14	90	10800	280	33600	44400	9938.70
2014-15	115	13800	420	50400	64200	13064.85
2015-16	140	16800	560	67200	84000	16443.00
2016-17	190	22800	700	84000	106800	21027.90
<b>TOTAL</b>		<b>66600</b>		<b>243600</b>	<b>310200</b>	<b>63327.05</b>

## 7.3 Major Activities of ASEP

The major Activities under ASEP which requires funding are given below.

1. Programme Launch & Promotion
2. Workshops
3. Academic Instruction
4. Conducting Job Fairs

### 1. Programme Launch & Advertisement

The ASEP is also part of the 'dream project' that the Hon'ble Finance Minister referenced to in his Budget speech. As in the case of ASAP, the planning of the ASEP has been done by 'thinking big'. The ASEP has been designed to help ITI Graduates; Job-seekers registered in Employment Exchanges and resources in the informal sector upgrade their skills and become 'employable resources'.

In order to create awareness of the ASEP among ITI Graduates, Job-seekers registered in Employment Exchanges, resources in the informal sector, and the public, a grand Launch and promotional activities such as Brochure Preparation, Signature Movie, News and TV Ads, PR Consultancy etc are envisaged.

## **2. Workshops**

Enrollment of Students to the ASEP will be identified through Feeder Institutions and other selected institutions. Services such as Registration, Screening, Assessment, Counselling, Training and Placement will be extended to job-seekers by Master Trainers / Employability Managers to guide and mentor them through the ASEP curriculum.

## **3. Academic Instruction**

Academic Instruction for students is the most important aspect of the ASEP. Theory of 140 hours and Practical of 160 hours per student is envisaged. Course Materials such as printed notes, handouts, booklets and a Netbook will be provided to students. Travel for students such as industrial visits etc will also be part of the curriculum.

## **4. Conducting Job Fairs**

Under the ASEP, Employability Centers / Employment Exchanges will facilitate quarterly Job Fairs as a common platform through which employers and potential employees can interact and garner a job based on their skills upgraded / acquired through the ASEP.

A total of 4 Job Fairs (Quarterly) per annum at 14 Employability Centers / Employment Exchanges is envisaged.

## 7.4 Budget for ASEP

TABLE 3 ASEP BUDGET AND OUTPUTS				
	MES TRAINEES	ASEP TRAINEES	TOTAL NO. OF TRAINEES	Cost Rs. L
2012-13	48000	72000	120000	21278.60
2013-14	63200	94800	158000	29921.00
2014-15	91200	136800	228000	44194.80
2015-16	119200	178800	298000	59182.60
2016-17	147360	221040	368400	74965.44
<b>TOTAL</b>	<b>468960</b>	<b>703440</b>	<b>1172400</b>	<b>229542.44</b>

Of this, 75% is expected to be brought in by partners and 25% by public funding.

## 7.5 Budget for SSDP

TABLE 4 SSDP - BUDGET AND OUTPUT SUMMARY			
	TOTAL TRAINEES (no.)	TOTAL PROGRAMME COSTS (Rs. L)	Of which Government share
2012-13	130940	24131.20	
2013-14	202680	39859.70	
2014-15	292620	57259.65	
2015-16	382560	75625.60	
2016-17	475900	95993.34	
<b>TOTAL</b>	<b>1484700</b>	<b>292869.49</b>	

## 7.6 Conclusion

Skill and knowledge are the driving force of economic growth and social development of any country. The economy becomes more productive, innovative and competitive if it can employ trained and skilled manpower. The availability of skilled manpower is equally important along with the level of employment and its composition in the growth of economy.

As the share of Service sector increases in the state economy, it demanded a more sophisticated man power. The severe mismatch between the talent and skills required by the industry and skill sets possessed by the population is the biggest concern for policy makers in the state.

State skill Development Project, a joint venture of Department of Higher Education, General Education, Labour and Local Self Government aims to address this issue through a multipronged strategy based on a realistic assessment of the industry requirement. State Skill Development project intends to enhance the employability of state's adult population by deploying both preventive and curative strategies. Preventive dimension of the project will enhance the employability of students of Higher Secondary and colleges where as curative dimension will focus on the rest of the working age population. The preventive as well as the curative programmes together seek to train nearly fifteen lakh persons in the XII Five Year Plan Period.



## **ANNEXURE –I**

This Memorandum of Understanding (MoU) entered into on the .....day of the month of ..... in the year 2012

Between

The Government of Kerala ‘represented by its Principal Secretary(Higher Education Department) which expression shall, where the context so admits, be deemed to include its successors including the Programme Secretariat created for implementation of Additional Skills Acquisition Programme (ASAP), executors and administrators of the ONE PART

And

National Association of Software and Service Companies (NASSCOM) having its head office at the International Youth Center, Teen Murti Marg, Chanakyapuri, New Delhi – 110021, India (hereinafter called “NASSCOM”), ‘represented by its President / Executive Director IT-ITeS Sector Skill Council NASSCOM ’ which expression shall, where the context so admits, be deemed to include its successors, executors and administrators of the OTHER PART

**ASAP** (Additional Skill Acquisition Programme) is a Program being implemented jointly by the General Education and Higher Education Departments of Government of Kerala to enhance the employability of students of Higher Secondary and Under Graduate Courses of Arts & Science Colleges in the state by equipping them with Industry / Business relevant skills; the Global Business Foundation Course (GBFS) of NASSCOM, being one of the optional modules of the program.

NASSCOM, through its Education & Skill Development Initiatives, works with it’s industry members and select academic institutions to help improve the quality and quantity of the employable workforce available to this industry. In this regard there are various short, medium and long term projects undertaken to meet this objective. The initiative detailed hereunder, is one of them.

Government of Kerala, Department of Higher Education, herein after called 'Department', and, 'NASSCOM' will hence forth be referred to as the 'Parties'.

THE MoU WITNESSED AND THE PARTIES HERETO AGREE AS FOLLOWS:

*1. Objective of the MoU*

- (a) Introduce the industry developed basic skills program called the 'Global Business Foundation Skills' (GBFS) to the students of the State covered in ASAP Programme and those specifically interested in GBFS.
- (b) Introduce, subsequently, some domain/specialisation programs in IT and ITeS which shall be mutually agreed upon.
- (c) Introduce the employment skill assessments/metrics NAC to students as a standalone to facilitate employment at the entry level for UG students and in conjunction with GBFS cycle to analyse the efficacy of the multiple skill development programs in IT and ITeS in the State.
- (d) Help facilitate FDP (Faculty Development Programs).
- (e) Facilitate teaching-learning support as when available for the pursuance of the said course/s to enhance student employability.
- (f) Recommend certain books, e-tools, e-content and websites as available to support the self paced learning for students.

## **2. Period of MoU**

This MoU shall come into force on ..... 2012 and will be valid for 3 years and is open to mutual revision and annual renewal.

## **3. Responsibility of NASSCOM**

NASSCOM through its Partner (Member) Companies agrees to:

- a) Share the courseware of GBFS (for under graduate non engineering programs i.e. Arts & Science Colleges) to be available for students joining ASAP program and opting for GBFS.
- b) Train as feasible, Department nominated Master Faculty (identified college faculty, natural language faculty co-opted by the Department and identified 3<sup>rd</sup> Party Providers), who in turn will train other faculty / students. The modus operandus of Master Faculty training is to be detailed and directed consultatively by Department and NASSCOM.
- c) NASSCOM Partner (Member) Companies to help facilitate the benchmarks for an ongoing trainer certification process to maintain standards to be developed based on mutual consensus.
- d) Provide Department with a student employment assessment tool i.e. NAC (NASSCOM Assessment of Competence) for ITeS at entry level, that is applicable pre (Diagnostic) and post (Final) the training of GBFS course program.

- e) The right to review the conduct of training sessions primarily for feedback w.r.t.:
- i. The quality of training sessions;
  - ii. Alterations to program design;
  - iii. The number of students undergoing the program (tracking process in place);
- f) To provide the guidelines on skill development cycle and the infrastructure requirements for the training program.
- g) Maintain the centralised employment portal which is aimed to facilitate the employability of students trained and assessed using NAC.
- h) Help facilitate industry participation in job fairs for under graduate non - engineering students. This will not involve any financial commitment from NASSCOM
- i) Provide User ID's and passwords which are released only as a part of the NAC Cycle i.e., NAC Diagnostic and NAC Final tests.
- j) Issue of Certificates if required, to students who undergo GBFS training & assessed by NAC Final the format of which will be mutually agreed upon.

#### **4. Responsibility of Department**

Department shall collaborate with NASSCOM to improve the skills of students via Faculty Development Program and Student Development Program. Department will use NAC Diagnostic and NAC Final i.e. pre and post training to measure the impact of skill transference and help students to be employed reaching out to the IT-ITeS Industry.

#### **Proposed Process**

Department shall:

- (a) Identify and promote institutions to undertake this Program (GBFS).
- (b) Use the Training the Trainer (TTT) model to create a scalable model in delivering the training to the students.
- (c) Schedule the course delivery in the institutions after Training the Trainers.
- (d) Monitor and ensure the smooth conductance of the training program at the Institutions.
- (e) Organize off campus placement support to the trained and certified students in various regions for which NASSCOM shall support by facilitating companies to participate in the placement drives.
- (f) Scale up the training of GBFS using NAC to adequate levels based on the success of this program
- (g) Department can start the promotion of NAC to around 180 institutions from 1<sup>st</sup> June 2012

- (h) **Department shall address** the advertisement and other promotional activities for promoting the skill development programs and use all audio visual and online media for the same. The form of advertisement and all promotional material shall be jointly agreed upon and cleared before use.
  
- (i) Department will use NASSCOM material under this MoU solely for purpose of providing knowledge to the faculty and students with the latest and relevant information, and shall not use the same for any other commercial purposes.
  
- (j) Department shall not use or permit the use of NASSCOM material for the benefit of any entity other than the State. It is expressly stated that this clause shall survive the termination of the MoU.
  
- (k) Department to provide any other assistance as may be required from time to time to further the promotion or the management of the programs concerned.

### **Key Deliverables**

\* The number of faculty and students trained, assessed and certified will scale considerable as a way forwards

<b>Department</b>	<b>NASSCOM</b>
<ul style="list-style-type: none"> <li>• Identify institutions</li> <li>• Promote training program in Institutions</li>   <li>• Train the Trainers (Identify Master Trainers and 300 identified faculty)</li>   <li>• Assess students using NAC Diagnostic</li>   <li>• Identify the GBFS course publisher and print the Facilitator Guide and Students Workbook</li>   <li>• Train the Students (</li> <li>• Smooth operational delivery</li>   <li>• Assess students using NAC Final</li>   <li>• Organize placement drives and facilitation of the same</li> </ul>	<ul style="list-style-type: none"> <li>• Share the GBFS courseware</li>   <li>• Train the Master Trainers of Department on set schedules at 2-3 locations as identified and mutually agreed to</li>   <li>• Provide the sample softcopy of the Facilitator Guide and Students Workbook to be printed via Govt ./Department identified publisher)</li>   <li>• Support placement by facilitating the participation member companies (no financial commitment)</li>   <li>• Circulate the NAC certified student database to member companies</li>   <li>• Issue of Certificates to students' i.e. NAC- Final and GBFS Participation certificates that are mutually agreed upon.</li> </ul>

## Process Highlights

<b>Action</b>	<b>Pre-Training Test</b>	<b>Training</b>	<b>Post-Training Test</b>	<b>Employment Facilitation</b>
<b>Tool</b>	NAC Diagnostic	GBFS Program	NAC Final	Employment Portal
<b>Outcome</b>	Identify trainable students at different levels. Top level students to be given 'letter of intent' by member companies.	Participation certificate (with 100% attendance)	Performance as per industry benchmarks for employment	Facilitation of employment for deserving candidates

## Key Features

### Eligibility:

- ASAP program\_norms as identified by the Department
- Under graduate courses of Arts & Science Colleges



## **5. Placement**

NASSCOM partner companies shall have the first right to offer employment to the eligible candidates at any time during or after completion of the course concerned.

## **6. Trademark**

The parties agree that NASSCOM logo, as shared by NASSCOM, shall be used in all promotion documents only post formal approval of the content concerned by NASSCOM.

## **7. Intellectual Proprietary rights in NASSCOM material**

- (a) The proprietary rights in relation to the material provided to Department w.r.t. GBFS shall rest with NASSCOM; however 'Department shall have the right to use the course material in accordance to the terms of this MoU post consultation and approval from NASSCOM
- (b) NASSCOM is the owner of all the intellectual proprietary rights with regard to the training material thus developed (teacher & the taught), and neither this MoU nor the training material shall directly or indirectly create for 'Department any right, title or interest therein.
- (c) Department acknowledges and agrees that NASSCOM owns all rights, title/s and interest in NASSCOM training material/s, including, without limitation, all intellectual property rights and goodwill therein. Department will not delete or alter in any manner the copyright, trademark and other proprietary rights, notices etc. appearing in the training material.

## **8. Indemnity**

Department also hereby agrees to indemnify and hold NASSCOM harmless from any loss, claim, damage, costs, taxes, duties, , penalties, interest thereon or expenses of any kind, including attorney's fees, to which NASSCOM may be subjected to by virtue of any finding related to the terms of the MoU or by virtue of any contravention and or non-compliance with any laws, ordinance, regulations and codes as may be applicable from time to time.

## **9. Jurisdiction and Arbitration**

In the event of any dispute or difference between the Parties hereto, the courts in Kochi /Delhi alone shall have exclusive jurisdiction to try any matter arising between the Parties here-to and accordingly both the Parties shall submit to the exclusive jurisdiction of courts in Kochi/Dehi as mutually decided at that time for this purpose.

Any dispute arising about any aspect of the MoU shall be settled through mutual consultation and agreement, by the Parties to this MoU. In case a settlement is not arrived at, the dispute/s will come under the purview of the Arbitration and Conciliation Act, 1996 of India and the area of jurisdiction will be Delhi / Kochi as mutually decided at that time.

## **10. Termination**

- (a) Either Party shall have the right to terminate the MoU, if the other Party commits a material breach of any of the terms and conditions of the MoU concerned and fails to rectify the same within 30 days of being requested to do so.

(b) In the eventuality of termination or non-renewal of MoU on expiry of MoU, it would be the responsibility of Department to complete and provide its services to all students admitted as per the regulation of Department' for the 'Program/ Course'. In such an eventuality, Department will continue to use the learning material for students already enrolled for the 'Program', subject to the official intimation of the anticipated day of closure.

### **11. Amendment of the MoU**

If during the operation of MoU, circumstances may rise which call for alteration / modification to this MoU, such alteration / modification shall be mutually discussed and agreed upon in writing with the approval of the appropriate authority of Department and NASSCOM. Such changes will be formalized in writing as an 'Addendum' to this MoU.

### **12. Force Majeure**

(a) Notwithstanding anything contained elsewhere in the contract, NASSCOM shall not be liable for liquidated damages or termination for default, if and to the extent that, it's delay in performance or other failure to perform its obligations under the contract is the result of an event of Force Majeure

(b) For purposes of this Clause, "Force Majeure" means an event beyond the control of NASSCOM and not involving NASSCOM and not involving fault or negligence not foreseeable by or beyond the control of NASSCOM. Events also include the State incapacitated by such events that include, but are not restricted to, acts in its sovereign or contractual capacity, due to wars or rebellion, strikes, fires, floods, epidemics, quarantine restrictions and freight embargoes etc.

(c) If a Force Majeure situation arises, either Party shall promptly notify the other in writing of such conditions and the cause thereof. Unless otherwise directed by 'Department in writing, NASSCOM shall continue to perform its obligations under the contract as far as reasonably practical, and shall seek all reasonable alternative means for performance not prevented by the Force Majeure event. Department or NASSCOM can opt out of this MoU on mutually agreeable terms and conditions in writing, as the case may be, prompted by a Force Majeure.

This MoU is prepared as two originals (one for NASSCOM and one for Government of Kerala (GOK)) and comes into force on the day when both Parties have signed it.

For GOK

For NASSCOM

Signature: .....

Signature: .....

Name: .....

Name.....

Designation.....

Designation: .....

Address: .....

Address: .....

Seal

Seal

Witness

Signature: .....

Name.....

Designation: .....

Address: .....

Witness

Signature: .....

Name.....

Designation: .....

Address: .....

**Part - 2**

**Memorandum of AGREEMENT**

**This Agreement entered into this.....day of .....2012**

**Between**

National Association of Software and Service Companies (NASSCOM) having its registered office at the International Youth Center, Teen Murti Marg, Chanakyapuri, New Delhi – 110021, India (hereinafter called “

First Party”), which expression shall, where the context so admits, be deemed to include its successors, executors and administrators of the ONE PART

**And**

Higher Education Department, Government of Kerala (hereinafter called "Second Party") which expression shall, where the context so admits, be deemed to include its successors in office and assignees of the OTHER PART.

- 1. Whereas NASSCOM/First Party** has agreed with the Second Party to conduct the NAC (NASSCOM Assessment of Competence), a national assessment and certifying programme for the ITES-BPO industry, pan India.
- 2. Whereas the First Party,** a non-profit industry body possesses the requisite technical expertise for providing the services. And whereas based on the technical expertise of the First Party, the Second Party wishes to avail of the services of the First Party for the project as agreed to by both the parties in accordance with terms and conditions set forth in this agreement.

The First Party and the Second Party are collectively referred to as “Parties.”

### 3. NAC Test Form Design and Matrix

Skill	Duration (in mins.)
<b>1. Speaking &amp; Listening</b> - Sentence Mastery - Vocabulary - Fluency - Pronunciation	<b>07</b>
<b>2. Analytical Ability</b>	<b>20</b>
<b>3. Quantitative Ability</b>	<b>20</b>
<b>4. Writing</b> - Grammar - Content - Vocabulary - Spelling & Punctuation	<b>20</b>
<b>5. Keyboard Skills</b>	<b>5</b>
<b><i>total duration</i></b>	<b>72 mins.</b>

#### 3.1 Score Reporting:

All relevant information required to hire a NAC candidate will be available along with the score against each skill/component, as raw scores and also as a percentage.

### 4. Scope of Work/Deliverables

#### (A) Scope of Deliverables by the Second Party

As defined in this proposal the Second Party hereby has agreed to the following undersigned:

<b>Activity</b>
<b>Student Registration and Venue Identification for the NAC</b>
The Second Party has the total responsibility of identifying the anticipated number of 2000 students to be registered and ensuring the online NAC registration for the same as per First Party specifications. The authenticity and reliability of the information entered in the registration forms by the students is the sole responsibility of the student concerned and the Second Party. The NAC Test Centers with the requisite infrastructure for the administration of NAC test is to be identified by the Second Party and made available to the First Party
<b>Promotion and Sensitization Meetings</b>
Provide all teams from all over the State to be trained only at one location by the First Party for the conduct of further 'Sensitization' meetings required
<b>Facilitate the Smooth Conduct of the Test</b>
Facilitate the smooth conduct of the NAC test
<b>Ensure Financial Compliance</b>
The Second Party will be responsible to ensure the financial compliance, promotion, advertisement and sensitization, infrastructure availability for testing and the logistics for the same, for an anticipated total number of 2000 students towards the administration of the NAC test
<b>Endorse the NAC</b>
The Second Party will ensure that all its Universities/colleges/students and related stakeholders will be made aware and utilize this pre-recruitment industry standard assessment for all its students and



Activity
promote the same by all means possible as a way forward

**(B) Scope of Deliverables by the First Party/NASSCOM**

As defined in this proposal the First Party is hereby assigned the task of:

Activity
<b>Project Planning</b>
Agree on the scope of roll out
Identify key stakeholders and agree on the work plan
<b>NAC Promotion and Sensitization Meetings</b>
Promotion along with the Second Party via a joint press meet and press releases with the key stakeholders only in one location .Other locations if required can be mutually agreed upon. (There is no financial commitment for the First Party in the execution of this point)
Conduct a sensitization meet and help train more of the Second Party teams for the same only at one location. Other if required locations can be mutually agreed upon.
<b>Preparing for Assessment</b>
Info share with key stakeholders – administrators and academicians
Help finalize all the logistics for the NAC assessment
Validate the NAC Test centres
Train Personnel (if required) provided by the Second Party for NAC assessment and invigilation
<b>Assessment Roll Out</b>

<b>Activity</b>
Conduct the assessment in the online mode
Provide feedback/assessment scores to the Second Party and the candidate
<b>Facilitate Campus Placement</b>
Facilitate the Recruitment Process via the First Party website/Online employment portal. To encourage the participation of the First Party member companies in a job fair, if conducted by the Second Party, at their own expense.
<b>Industry Interactions</b>
Determine and Provide the assessment, analysis and benchmarks to the Second Party
<b>Future Roadmap</b>
Roadmap to Future – Formalize NAC Repeats

## 5. Standards of Performance

- 5.1. The First Party shall carry out the tasks agreed upon and carry out its obligations under the agreement with due diligence, efficiency and economy in accordance with generally accepted norms, techniques and practices used in the industry.
- 5.2. The First Party shall always act in respect of any matter relating to this agreement, as faithful advisors to the Second Party and shall, at all times, support and safeguard the Second Party's legitimate interests in any dealings with a third party.

## 6. Fee Payable for the NAC Project and terms of payment for the Second Party

The Second Party will make all efforts to get 2000 students to undertake the NAC test:-

The students would be tested in the **financial year 2012-13** only. The constituent student population would be: 2011 graduates and final year UG students in the non –engineering stream and ASAP students.

### Financials for 2000 students: (A Sample) for NAC Diagnostic /NAC Final

**NAC Diagnostic /NAC Final @Rs 350/- per test (maximum cost Up to 10,000)**

**@Rs 330/-per test (10,001-50,000)**

**@Rs 310/-per test (50,001 and above)**

Name of Organization			No of Students
Project Activity	No of Students (A)	Standard Rates (Unit cost) In Rs. (B)	Net Total Amount In Rs.
Total Deliverables as indicated in the Scope of Work	2000	@350	(A) x (B) = 2000 x 350 = 7,00,000
<b>Total Cost</b>			<b>7,00,000</b>

*Except for the invoices forwarded by the First party to the Second Party, no **bills/statements** of expenditure will be provided for all or any of the above financials indicated.*

The total amount payable to the First Party by the Second Party for the NAC test, for an anticipated total of **2000 students is Rs 7,00,000 /-** (Rs Seven Lakh only).

Taxes, under various statutes i.e. 'Service tax' and others if any will be borne by the Second Party, in addition to the charges as indicated

The Second Party is expected to make all payments in the stipulated time indicated below and as per the dates indicated in the Action Plan.

**Note:**

- The Second Party will make all possible efforts for the participation of 2000 students for the NAC test.
- All the financials indicated are appropriate for only one administration cycle, for the said 2000 students.
- **50% of the total amount payable is Rs. 3,50,000/- (Rs. Three Lakhs Fifty Thousand only), is payable at the start of the initiative, at the time of the signing of this MoU.** This amount is non-refundable irrespective of the final registration count or absenteeism on the day of the NAC test. Work will commence only on receipt of this payment.
- **The following 50% of the total amount, equal to Rs. 3,50,000/- (Rs. Three Lakhs Fifty Thousand only) is payable one week before the agreed upon NAC test date**, as indicated in the Action Plan / on the First Party (NASSCOM) website.
- Any increase in the number of students participating in the NAC will attract a proportionate financial commitment from the Second Party augmenting all parts of the original pricing indicated in the financial table in Point 6 and affecting all clauses applicable thereafter

- The Second Party must provide all the following infrastructure at their own cost along with the minimum system configuration as indicated in the 'Addendum' attached for the conduct of the NAC test at the validated Test Centres only:

Requirements at a validated Test Centre	Responsibility
<ul style="list-style-type: none"> <li>• The venue/ premises/Test Centre, daily hiring charges</li> <li>• The PCs/ headphones with microphone charges</li> <li>• Server and generator charges</li> <li>• Ground and support staff, <u>invigilators</u>, system administrators charges</li> <li>• Electricity charge</li> <li>• Any other requirement at the Test centre for the smooth conduct of the test</li> </ul>	Second Party

**Note:** The following costs, pre-determined and agreed to, in co-ordination with the First Party are to be borne solely by the Second Party:

- Promotional campaigns, advertisements initiated by the Second Party are only with the explicit approval of the First Party.
- Any and all costs associated with advertisements in the media, print, radio and electronic, is to be borne solely by the Second Party

## 7. Acceptance of Deliverables

Any Deliverable(s) provided to the Second Party shall be deemed to have been accepted if the Second Party puts such Deliverable(s) to use or does not communicate its disapproval of such Deliverable(s) together with reasons for such disapproval within 1 week from the date of submission of such Deliverable(s).

## **8. Change to Services**

Either party may request a change order (“Change Order”) in the event of actual or anticipated change(s) to the agreed Scope and Deliverables, The First Party will prepare a Change Order reflecting the proposed changes, including the impact on the deliverables, schedule, and fee for formal concurrence and acceptance by the Second Party. In the absence of a signed Change Order, the First Party shall not be bound to perform any additional services on oral communication. Any change to the existing terms and conditions present in the current MOU will be done only if mutually agreed upon.

## **9. Non Disclosure**

The First Party shall not, either during the term or after expiration of this contract, disclose any proprietary or confidential information relating to the services, contract or the Second Party’s business or operations without the prior written consent of the Second Party unless it is required to disclose under any law in this country .

## **10.Information and Access**

The Second Party will supply the First Party with the following free of charge:

- 10.1 Information,
- 10.2 Documentation and
- 10.3 Data,

in a timely manner as and when required by the First Party to complete its obligations and to ensure completion of the deliverables agreed upon.

## **11.Intellectual Property Rights**

The intellectual property rights existing now or during the course of the NAC Project with the First Party and the Second Party in all its presentations/ training materials, computer programs, documentation of test content material in all formats, test administration software and other materials as well as in any method, invention, discovery, design, or concept to the extent solely conceived or developed by that Party shall belong to and be the

absolute property of that Party. Subject to the payment of all fees and expenses due to the First Party for the pilot NAC Project, the First Party will share with the Second Party; the data related to the students who appear for NAC test. Except as stated herein, none of the Parties shall claim rights in any products, materials or methodologies proprietary to any of the other Parties or a Third Party used by the other Party in performance of the project or proprietary materials or methodologies produced by any of the other Parties which are not part of the deliverables, under the project and which is not the result arising out of and in connection of the project. Any financial repercussions arising out of the proven infringement of Intellectual property rights related to all aspects of the NAC will be born solely by the Second Party, including the establishment of the appropriateness and accuracy of the infringement.

## **12.Termination**

- 12.1. Either party may, without cause, terminate any Statement of Work and/or the entire contract upon written notice of one (1) month to the other.
- 12.2. Either party may terminate any Statement of Work and/or the entire contract upon written notice to the other in the event that: the other party commits a material breach of the contract or Statement of Work and fails to cure such default to the non-defaulting party's reasonable satisfaction within thirty (30) days after receipt of notice or ten (10) days in the event of non-payment by the Second Party
- 12.3. In the event of termination of a Statement of Work hereunder, the Second Party shall pay the First Party all fees as specified in the Statement of Work up to the effective date of the termination, including work in progress. If this contract is terminated before all Statements of Work executed hereunder are terminated or completed, the terms of this agreement shall remain in full force until the termination or completion of such Statements of Work.

## **13.Applicable Law**

It is specifically agreed by the parties that the contract and the general conditions set forth herein shall be governed by, and construed according to

the laws of India, without giving effect to the principles of conflict of laws thereof and the parties hereby consent to the jurisdiction and venue of the courts of Delhi/Kochi

#### **14.Limitation of Liability**

Notwithstanding anything to the contrary elsewhere contained in this or any other contract between the Parties, neither Party shall, in any event, be liable for any indirect, special, punitive, exemplary, speculative or consequential damages, including, but not limited to, any loss of use, loss of data, business interruption, and loss of income or profits, irrespective of whether it had an advance notice of the possibility of any such damages;

Subject to the above and notwithstanding anything to the contrary elsewhere contained herein, the maximum liability of the First Party shall be, regardless of the form of claim, the consideration actually received by the First Party for the Statement of Work to which the claim arises.

#### **15.Escalation Procedure**

Should there be a dispute between the Second Party and the First Party concerning any matter arising from or in connection with this MoU, both the Parties will use their reasonable endeavors to settle the matter in accordance with the dispute resolution procedure set out below.

Any such dispute, which has not been settled between the Parties from both ends within 15 days of the matter being raised by one to the attention of the other, may be escalated by either Party to the next level by notice in writing.

If the dispute remains unresolved within a further month of such notice, either Party may pursue any remedy it may have under this MoU, including the right to terminate the MoU.

#### **16.Force Majeure**

16.1. Notwithstanding anything contained elsewhere in the contract, the First Party shall not be liable for liquidated damages or termination for default, if and to the extent that, it's delay in performance or other



failure to perform its obligations under the contract is the result of an event of Force Majeure.

- 16.2. For purposes of this Clause, "Force Majeure" means an event beyond the control of the First Party and not involving the First Party and not involving the First Party's fault or negligence and not foreseeable. Such events may include, but are not restricted to, acts of the Second Party either in its sovereign or contractual capacity, wars or revolutions, fires, floods, epidemics, quarantine restrictions and freight embargoes
- 16.3. If a Force Majeure situation arises, the First Party shall promptly notify the Second Party in writing of such conditions and the cause thereof. Unless otherwise directed by the Second Party in writing, the First Party shall continue to perform its obligations under the contract as far as reasonably practical, and shall seek all reasonable alternative means for performance not prevented by the Force Majeure event. The Second Party may terminate this contract, by giving a written notice of a minimum 30 days to the First Party, if as a result of Force Majeure, the First Party is unable to perform a material portion of the services for a period of more than 60 days.

## **17. Use of Contract Documents and Information**

- 17.1. The First Party shall not, without the Second Party's prior written consent, disclose the contract or any provision thereof, or any specification, plan, drawing, pattern, sample or information furnished by or on behalf of the Second Party in connection therewith to any person other than a person employed by the First Party or by its member organizations whose services the First Party may employ in the performance of the contract. Disclosure to any such employed person shall be made in confidence and shall extend only as far as may be necessary for purposes of such performance.

17.2. The First Party shall not without the Second Party's prior written consent, make use of any document or information. However the First Party and its member organizations whose services the First Party may use to perform this contract can use this case as a reference whenever required.

## **18. Lead Time**

Unless terminated earlier this contract would be valid from the from the date mentioned hereinabove till completion of all activities as mentioned under the scope of work, in the financial year 2012- 2013.

## **19. Dispute Resolution**

All disputes arising out of this agreement and all questions relating to the interpretation of this agreement shall be decided by the Second Party. However the First Party will have a right to pursue the matter further in whatever ways it deems fit.

If any dispute arises between the parties hereto during the subsistence of this agreement or thereafter, in connection with the validity, existence, interpretation, implementation or alleged material breach of any provisions of this agreement, both the Parties shall hereby endeavour to settle such disputes amicably. If the Parties fail to bring about an amicable settlement within a period of 30 (thirty) days, either Party to the dispute may give 10 (ten) days notice of invocation of the arbitration provisions. The arbitration proceedings shall be conducted in accordance with the provisions the Indian Arbitration & Conciliation Act, 1996 and any modification thereof from time to time. The place of arbitration shall be in Chandigarh The language of the arbitration proceedings shall be in the English Language and the decision of the mutually agreed upon arbitrator shall be final.

**20.** This Agreement has been signed in duplicate, each of which shall be deemed to be an original.

In witness whereof the parties hereto have set their hands on:-

**For: GOK**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**For NASSCOM**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**Seal**

Witness:

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**Seal**

Witness:

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

## ANNEXURE-II

### ADDITIONAL SKILL ACQUISITION PROGRAMME (ASAP)- LEVEL 1

#### Draft Syllabus

#### COMMUNICATION SKILLS (100 hrs)& ICT SKILLS (80 HRS )

**Objective of the initiative:** To facilitate the development of communication and ICT skills in students to help in employability.

**Training objectives:**

By the end of this programme the participants will be able to:

1. Develop their self concept and self esteem
2. Express oneself more clearly and completely
3. Propose a strategy for overcoming resistance to change in a situation of their choice
4. Propose a communication strategy for easing the way to effective process of change
5. Learn the business communication skills
6. Encourage active listening as listening to another person in a way is that communicates understanding, empathy, and interest:
7. Use of body language means the use of facial expression, posture of the body, the position of different parts of the body (arms, legs, eyes), gestures, space, and seating.
8. Learn the basic computer skills

## **Contents**

1. INTRODUCTION - 11HRS
2. COMMUNICATION SKILLS FOR PERSONAL EFFECTIVENESS-29HRS
3. EFFECTIVE COMMUNICATION IN ENGLISH -20 HRS
4. ICT SKILLS – 80 HRS
5. COMPUTER MEDIATED COMMUNICATION (CMC) – 10 HRS
6. PROJECT BASED COMMUNICATION ACTIVITIES -30 HRS

## **Methodology**

This training consists of lectures, exercises, and workshops designed to increase efficiency in the participant's Communication and IT Skills

The following methodology is used in this program:

1. •= Brainstorming
2. •= Experience sharing
3. •= Story analysis
4. •= Lecture method
5. •= Discussion method
6. •= Exercise Method
7. •= Role-play
8. •= Panel discussion
9. •= Games / Group Exercises / Questionnaires / Quiz
10. •= Individual and small group work & Presentations

## **MODULE OUTLINE**

### **MODULE 1- INTRODUCTION TO COMMUNICATION (11 Hrs)**

Starter – Exercise

Easy Talk, Tough Talk

Communication Skills Test & Analysis

What is Communication

Purpose of communication

Means of communication

Characteristics of Effective Communication

Types of Communication – Verbal , Non Verbal

SWOT Analysis-to identify strengths & weaknesses

I-Messages

Controlled Debate

Self-Appraisal Survey

### **MODULE 2 - COMMUNICATION SKILLS FOR PERSONAL EFFECTIVENESS (29 HRS )**

#### **A. UNDERSTANDING & OVERCOMING RESISTANCE TO CHANGE**

Barriers to Effective Communication

Understanding and overcoming resistance

How to recognize change resisters

Managing Responses /Criticism

Managing positive responses to change

Managing negative responses to change

Techniques to overcome resistances

Breathing exercise

Meditation

Ego Analysis

Facing Criticism

Preparing for Difficult Conversation and Situation

## **B. EXPRESSING ONESELF MORE CLEARLY AND COMPLETELY**

Listening skills

Interpretation of other's expression

Paraphrasing and clarification

Creative Expression

Free and creative communication

Behavioural skills for effective communication

Free Expression of idea

Voice modulation

Positive body languages

Proposing a communication strategy and presentations

## **C. INTERPERSONAL COMMUNICATION (IPC)**

Features of Effective IPC

Introduction to Meta talk

Practising Meta talk

Team building

Pragmatics: Activities and Games to develop communication skills

Commercial Communication

### **MODULE 3: EFFECTIVE COMMUNICATION IN ENGLISH (20 Hrs)**

### **MODULE 4: ICT SKILLS (80 Hrs)**

#### **1. ICT Systems a review**

- Understanding System (Systems Theory )
- Communication Systems Overview
- Computing Systems
  - Hardware and Software
  - Data processing
- Appreciating ICT System in everyday life (Case Study)

#### **2. Data and Information**

- Data and information in daily life
- From data to information
- Finding information
- Navigating WWW

#### **3. Protecting Data**

- Best Practices
- Back-Up, Network Storage
- Compression and Archival tools
- Usage of Removable Storages



#### **4. Machine Communication**

- Understanding wired & wireless LAN.
- Network Hardware
- Building a SOHO network
- Network Sharing

#### **5. Staying Safe on Network**

- Awareness on Cyber Law
- Privacy and Identity on internet
- Viruses, worms and Trojans
- Spams and Hoaxes
- Password Security
- Firewalls and Antivirus
- Anonymity and Internet

#### **6. Administrating Systems**

- Basic hardware trouble shooting
- O/S installation and configuration
- User Policy

#### **7. Internet for Communication**

- Public email services
- Email Etiquettes
- Instant Messaging
- Audio Video conferencing (VoIP)
- Web Publishing
- Social Networking

## 8. Practical usage of Office Suite

- Online Office
  - Office Productivity tools
  - Basic Project Management tools
  - CRM tools

## 9. Advanced Office Automation Tools and Techniques

- Formatting for Readability and Communication (Documentation Aesthetics)
- Creating and Using Templates (Word Processing)
- Formatting Reports and Books
- Multi Column Documents
- Versions and Collaboration
- Spreadsheet Formulae
- Spreadsheet Templates for basic finance management
- Graph and Charts
- Spreadsheet and Document Data Exchange
- Document Formats and inter operability
- Professional Presentation Template
- Modern Presentation Aesthetics
- Dos and Don't in Presentations

## MODULE 5: COMPUTER MEDIATED COMMUNICATION (CMC) (10HRS)

### Session 1: Introduction to computer for effective communication (Theory)

- How to communicate effectively using the computer interactive tools / internet.

### Session 2: Internet Communication Methods

#### Electronic mail

- Formal & Informal writing skills

- Title for Attachments of Photos, Files , Documents
- Signature & Other Settings
  
- **Instant Messaging**
- Sending instant messages
  
- **Blogs**
- Writing blogs using the creative expression skills
  
- **RSS**  
Introducing to the RSS, the latest messaging medium and shows genuine promise as a means to communicate.RSS Specifications - <http://www.rss-specifications.com>. Interacting through RSS.
  
- **Forums/Newsgroups**  
Introducing to a forum, an online discussion group. newsgroups, web-based discussion groups. Creating a forum.
  
- **Listservs**  
Introducing to Liststervs, mailing list programs for communicating with other people who have subscribed to the same list. Using e-mail.
  
- **Social Networking** – List of social networking websites  
Introducing to business and professional Social networking
- Create a social network.
  
- **Chat rooms** -Chatting using the communication skills learned – greetings

### **Session 3: - Publishing Aids**

- Video: YouTube and Mashups in Blackboard
- With a video camera or a web cam, record short videos to share content with the class. After it has been recorded, upload your video to YouTube. Then, in Blackboard, create a mashup

**Creating Website** – Using the creative expressions and communication skills learned in the previous modules

### **Session 4: Face to face communication through computer**

#### **Audio and Video Conferencing / Net meeting – 6 hrs**

Listening Comprehension – from the web

Assignments Using Voice Thread

- Voice Thread is a tool in which you can post audio or video comments in addition to traditional typed messages. Respond to at least two other participants.

Synchronous Activities

- Meet with small groups of student or individuals synchronously as well for "virtual office hours"
  - Chat - instant messaging
  - Virtual Classroom - instant messaging plus a simple whiteboard

### **Session 5 : Public speaking strategies and Presentation skills – 4hrs**

- How to communicate effectively using a powerpoint
- The positive body language required while using the ppt
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## **PowerPoint**

- Prepare PowerPoint presentations, and also add:
  - PowerPoint with Audio
  - PowerPoint with conversations.

## **Audio: Audacity**

Create audio clips to explain content.

## **Google Docs**

Google Docs to collaborate on text documents, spreadsheets, and presentations.

## **Presentations and Public speaking - Evaluation**

### **MODULE 6 : PROJECT & ACTIVITIES -30 hrs**

#### **Activities to develop communication skills in students**

1. Role play – Students to model social situations in the classroom.
2. Puppets – Students to model social situations through puppet plays and stories.
3. Take part – Students with social communication difficulties to be encouraged to take an active part in both role play and puppet activities after watching modelled situations.
4. Tell me – ask the Students to talk about personal experiences to the class. Subtle adult questioning should ensure that a child keeps to the topic and gives relevant background information.
5. Making faces – miming activities, specifically teaching Students how to show feelings through facial expression. This could be part of miming scenes from well-known stories (e.g. the three little pigs being frightened of the wolf).

6. Board games – these involve turn-taking.
7. Parachute games –these involve collaboration and need to be introduced gradually until the students can work as a team.
8. Circle time – gives opportunities to develop the ability to listen to other children's points of view, even if they have difficulty in understanding them.
9. Reactions – ask the Students to choose a reaction, from a choice of three, to a particular social situation. Then talk about the possible consequences of each reaction.
- 10.Speech bubbles – using well-known story characters. Read the Students a scene from the story and then ask them to write, in the speech bubble, what the character might say at the end of the scene.
- 11.Just a minute – ask the students to talk about a particular subject for one minute. This is good practice at keeping to the topic.
- 12.Social stories – a well-researched and published approach to help students cope with certain social situations that they find difficult.
- 13.Comic strip conversations – a well-researched and published approach to help students cope with making choices in certain social situations.

### **Communication Skill Development Games**

**(These games can be included in any of the sessions)**

1. **Helium Stick:** For this game, all you need is teamwork. You have to form two parallel lines, facing each other. Place long, thin helium long balloons on the index fingers of each group mate and you have to lower it to the ground together. But the problem is that instead of going down, the rod goes up and it is very difficult to bring it down together.
2. **Warp Speed:** This too is a group activity for building team spirit and working together on one goal. The game is, that you have to form groups and stand in circles holding hands. These groups are then challenged to juggle with either hoopla or any other objects together as fast as possible, in a given time span.
3. **Toxic Waste:** This game involves more of physical activity along with team spirit and leadership. All you have to is carry a bucket full of toxic waste and empty it. But the catch is the group of students are tied with a bungee cord and rope, and have to transport the waste without dropping it as it is mentioned as toxic.

4. **Mine Field:** You must have partners for this game, out of which one is blindfolded. There are a few objects that are scattered indoors and outdoors. The blindfolded partner is supposed to find these objects and the one who can see, is supposed to verbally guide him/her towards them.
5. **Scrabble:** This is a great word game which can be used to develop a students vocabulary as well as his/her communication skills. You have a board with squares on it and each has some points written on it. You have to make English words out of the letters provided to you and increase your score through them. You can make long words as well as short ones, but there are certain rules for making these words as well. It is a fun educative word game for Students of all ages.
6. **Pictorial Games:** Since pictures are a great way of explaining what words can't, you can help Students develop their communication skills through some picture games. Pictionary, being a great game for good communication skills development for Students in school. You can divide the class into groups and make each group member come up and draw a picture on the board, for the others to guess. Reading and explaining picture books is also one of the best ways of teaching as well as mixing the Students in a class so they get to make friends.
7. **Composition of Team: Team** building works best when the students are randomly divided into teams or a team is created by the teacher. The group assignments should consist of students with different strengths and students who are also not too familiar with each other. This will encourage the students to work and learn from individuals with different skills while solving a problem. Team building activities gear up the teens and should be designed to help students learn skills that improve their ability to work cooperatively with others.
8. **Spider's Web: Start** this activity by attaching string at various places and different heights in a room so that the string forms a spider web. Divide the students into two teams. Select one person from each team to be blindfolded. The goal of the activity is for the members to instruct the blindfolded student to go through the spider web to the other side of the room by giving commands and holding their hands. This will help the Students to communicate using team work and cooperate while building trust.

9. **Walk the Plank: Divide** the team into groups. Each group should have at least three to four students. Give each group two wooden planks to use to cross a large area. This activity is best when done in an outdoor area or a large room with enough space. Members of the group will pass forward one board while standing on the other in a single line until they arrive at the designated line or at the end of the room. No team member can step off the board. The goal of this activity is to promote communication, coordination, cooperation and team work so that they can finish the line quickly.
10. **Back Drawing:** This game is played in pairs. One student is the “artist” and sits behind their partner. The artist is given a short list of simple items and shapes (i.e. heart, star, face, etc.) that she will then use her finger to trace one at a time onto her partners back. The object is for the partner to identify as many of the shapes as possible. Each drawing can be repeated only one time. This activity forces kids to pay careful attention and use visualization skills.
11. **Blind Obstacle Course:** Set up a simple obstacle course that involves items to walk around, step over, and duck under. Students work in pairs. One member of each team is blindfolded and must rely on their partner to direct them through the course. Leaders must give clear, specific directions, and followers must rely solely on their listening skills to gather information about how to navigate the course. Another great activity for promoting teamwork.
12. **Directions:** Students work in groups of 4-6. One person starts, identifying and performing a small task (i.e. “Clap hands three times”). The next person repeats and performs the same tasks, then adds on one of their own (i.e. “Clap hands three time, stick out tongue”). Play continues around the group, with each person performing and adding a new task to the mix. Students who cannot complete the sequence correctly are out until the next round. This game requires students to follow directions, focus, listen carefully, and utilize memory skills.