



Proposal

Promoting Employable Skill Development in Higher Education
Institutions in the State of Andhra Pradesh

DEPARTMENT OF HIGHER EDUCATION, GOVERNMENT OF ANDHRA PRADESH

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TATA INSTITUTE OF SOCIAL SCIENCES



JUNE 2015

1. Background:

The State of Andhra Pradesh produces more than 80,000 general graduates (BA, BSc, BCom) every year (appendix 1). However, the employability of University graduates continues to remain weak even while there is an acute shortage of skilled manpower in an increasing number of high demand sectors. According to industry surveys, only 10 per cent of new graduates are considered 'employable'. The vast majority of them not only lack the practical skills and knowledge which industry needs but also the employability skills which will help them in their job search and, subsequently, in the workplace.

Andhra Pradesh Skill Development Mission intends to strengthen the higher education system by incorporating skill oriented courses as part of the curriculum in order to make students employable even before they complete their university education and train them as per the industry standards.

On similar lines of NUSSD (National University Students' Skill Development Programme, a programme by TISS), an Andhra Pradesh University Student Employable Skill Development (APUSESD) framework is designed so that the graduating youth acquire job related skills through immersive projects. This would involve college student engagement over three years in a multi stakeholder collaborative model involving NGOs, Universities and Corporate sector.

In this regard, a meeting was held with Higher Education Department, GoAP at TISS (Tata Institute of Social Sciences) campus, Hyderabad on 13th April, 2015 to deliberate on the model, review existing skill development programmes in the State, see convergence among various programmes, if any, and propose a holistic model that addresses some of current issues linked with skill Development and brings in the best practices from all models to set up a robust skill development programme in Higher Education Institutions in the State.

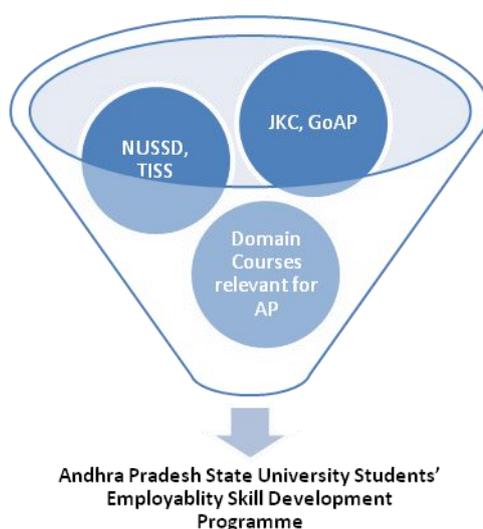
A comprehensive skill development model has been developed that will have the elements of English Communication, Digital/ Computer Skills, Analytical Skills, Financial Literacy, Legal Literacy, Entrepreneurship, Leadership Development and soft skills and also, will add on a specialisation in a specific domain skill to make the graduating youth employable. This programme will subsume Jawahar Knowledge Centre (JKC) and will bring in some of the best courses and practices from National University Students Skill Development Programme.

Objective: Enhancing Employability of College Students

To Ensure Significant, Measurable Increase in Employability of students in the University and selected affiliated colleges, wherein students are accredited in Vocational Education; in addition to their University Graduate Degree, through an education mechanism that imparts competencies required to work successfully in a regional and interdependent world.

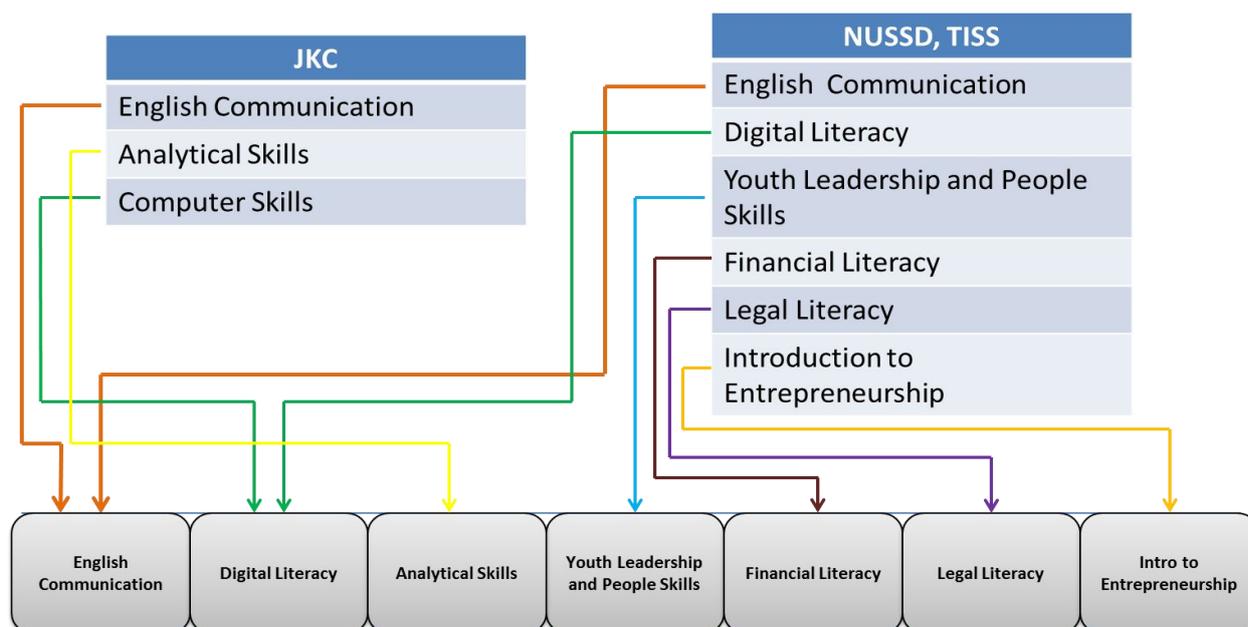
2. Proposed Model – Andhra Pradesh State University Students’ Employability Skill Development Programme (APUSESD)

APUSESD will be a comprehensive Skill development model in the State to be aimed at students in the Colleges and Universities. It will subsume the existing Soft skills and Personality Development Programme running in the State through JKC and also, will bring in some of the highly relevant courses from NUSSD, TISS. The programme will strive to build the foundation of the students and then will offer a specialised skill in a domain of high growth or emerging sector to make the youth employable in that sector.



3.1 Building Foundation Skills:

APUSESD will have a set of Foundation Courses that will be offered to the students in the first year of their graduation. The foundation package will be created by leveraging the existing courses of JKC and NUSSD. **The appropriate number of hours and credits will be decided and agreed up with relevant stakeholders including the Vice-Chancellors, Principals of participating institutions.**



APUSESD would have the following courses that are highly relevant for students to become employable.

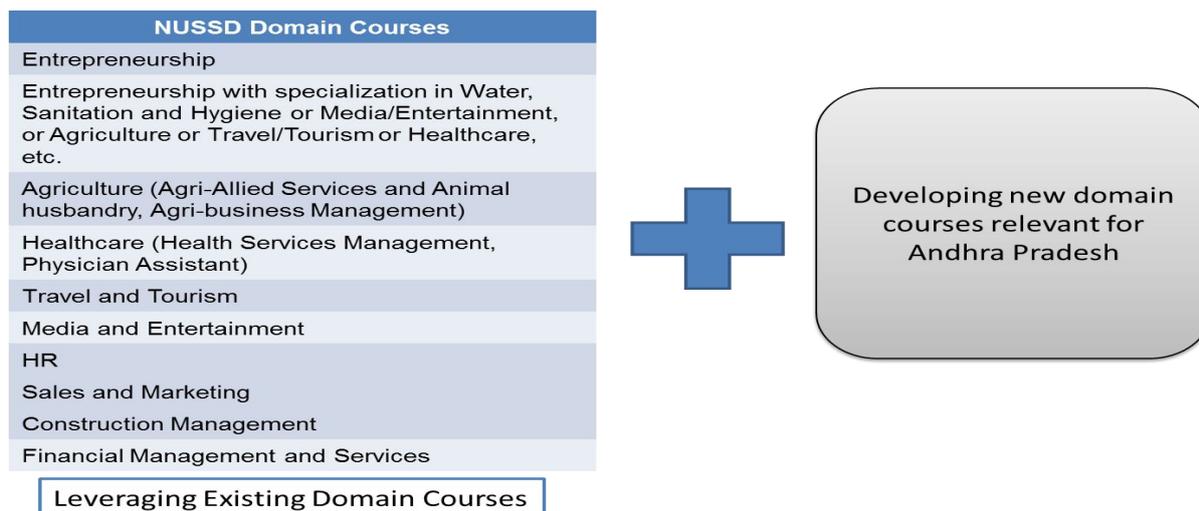
1. **English Communication:** Communication is the key differentiator in today's job market. Any "Good" job in India or elsewhere needs good communication skills preferably in a language widely spoken and understood worldwide and this language happens to be English. English Communication has become the language of the world. More importantly, the rise of Service industry in India has made it an imperative to prepare a workforce that is very well conversant in English. The APUSESD English Communication Course will enable students to understand and respond to spoken language, learn how to speak fluently and use appropriate expressions, read and comprehend different kinds of texts for different purposes and write coherently and effectively in formal and informal contexts.
2. **Digital Literacy or Computer Skills:** Nowadays, it is important for students to have basic knowledge about Computers and Information Technology (IT) because computers are used practically everywhere. It happens very often that employers hire people who are able to use PCs and may reject those who do not have at least basic computer skills. As a result, it is becoming more and more significant especially for students who study and work to develop their capability in using computer technologies. APUSESD intervention will provide the students with meaningful opportunities to interact with the digital medium and acquire skills that prove them employable.
3. **Analytical Skills:** Student's ability to examine information or a situation in detail in order to identify key or important elements, their strengths and weaknesses and use these to compile a persuasive argument, make recommendations or solve a problem is highly valued by the employers. Therefore, it is important to

develop analytical skills in students so that they could respond to day-to-day challenges at workplace or elsewhere.

4. **Youth Leadership and People Skills:** Knowing that our youth are soon to enter the world of work, the two threads that weave the different topics together are firstly the notion of self and agency, upholding dignity of self and others; and secondly, embodying values for fairness and their action in future. Overall, the Youth Leadership and People Skills (YLPS) Course will take the student on a journey of self-discovery, awareness of one's own power and agency while simultaneously valuing diversity, becoming aware of what one does and the results that come forth, and to solve problems in an interdependent and systemic manner.
5. **Financial Literacy:** Financial Literacy is the ability or understanding to make informed judgments about money or financial services that are suited to one's needs. Giving knowledge inputs on finance and financial products is the key to helping people make informed decisions. It is well established that there is a direct correlation between people who have low levels of literacy and financial difficulties they face. So, increasing literacy and numeracy is important in making people understand financial products / services.
6. **Legal Literacy:** It is important to empower citizens through education. Legal literacy is a short course that is useful in developing a basic understanding of the Indian legal system and laws, as would apply to an ordinary person. It is extremely important in empowering the students with basic rights and enlisting their involvement in ensuring rule of law and good governance.
7. **Introduction to Entrepreneurship:** This is an introductory module designed for all the students. This course provides an opportunity for the students to appreciate and understand the core of entrepreneurship. The topics covered include: understanding of the self, goal setting, working in team, and key process in entrepreneurship. The core process in entrepreneurship and an individual's journey to entrepreneurship/decision to become an entrepreneur is introduced by creating an environment of experiential learning through games, role plays and field works. Using contextual materials and proven methods, the students learn the core elements in entrepreneurship and how entrepreneurs think and act.

3.2 Building Domain / Specialized Skills:

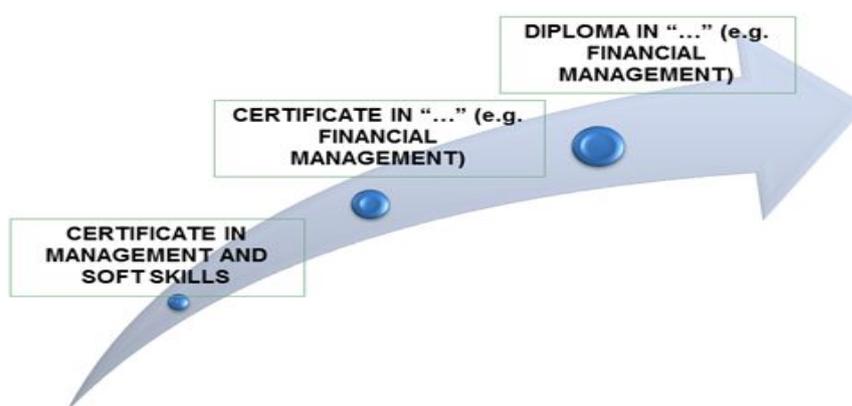
APUSESD will have a pool of domain courses to be offered to the students. It will leverage the existing NUSSD, TISS Domain courses. **New Training Partners who have expertise in new market domains will be enrolled and will be responsible for implementation of Domain Courses.** The target would be to develop courses for high growth and emerging sectors so that graduating youth can get jobs post their Bachelor's degree.



Learning / Skill Development Outcomes and Path

The APUSESD Vocational Education courses will build on the existing University Structures and add elements to enhance employability and build capacity to respond to key regional challenges and opportunities for sustained employment and well-being.

The courses will have an integrated framework that pedagogically link academic course content, skill training and application as a “credit-bearing educational experience”. In addition to imparting skills required for mastery and expertise in a vocation, the courses will also foster inner capacities of students, inculcating within them values of civic responsibility; build their competencies to work effectively in complex, inter-related environments, and prepare them to engage in meaningful work that brings out their full potential.



During the three year graduation period, students can earn a:

- Certificate in Management and Soft Skills- On Completion of 1st Year
- Certificate in Domain- On completion of 2nd Year
- Diploma- On completion of 3rd Year

The Certificate programme and the diploma provided by TISS for this programme is approved by the Academic Council of TISS and is highly recognised by the industry. Many students have got jobs based on certification by TISS.

3. Implementation Plan

The programme will be implemented in two phases:

Phase 1: Knowledge Sharing and Leadership Development (KSLD) Programme for College Teachers, Establish Systems and Frameworks, Preparing for Launch

Period: July 2015 – August 2015

- 4 Teachers from each selected college will be identified to participate in KSLD programme. Vice Chancellors of the universities will be responsible for identification of experienced, qualified and committed teachers from the colleges under their jurisdiction for this programme.
- It is envisaged that those teachers who successfully complete the said programme will anchor and teach few Foundation Courses in the APUSESD programme in the colleges
- Pre-Launch preparation to roll out APUSESD programme from coming Academic year 2015-16 will be made during this phase.
- Incentives for the trainers for teaching these courses may be appropriately decided by the GoAP.

Phase 2: APUSESD Implementation

Period: August 2015 – April 2018 and thereafter

- APUSESD Programme will be implemented in identified Government and /or aided colleges in Andhra Pradesh. This involves enrolment of students, counselling /aptitude test, scheduling the classes, assessment & evaluation, certification and placement.



SN	Name of the Activity	Responsibility	Comments
1	Counselling and Aptitude Test	College	TISS will help develop tools and methodologies to do the Counselling and aptitude test
2	Enrolment	College	TISS will help develop an MIS to manage data
3	Train the trainers Programmes	College will identify trainers	TISS will shortlist, conduct Train the Trainers Programme and certify trainers
4	Training	College	TISS will support and provide with programme management tools
5	Monitoring and Review	TISS and Department of Higher Education, GoAP	A Steering Committee will be formed to review the programme periodically. The members of the committee and the periodicity of meetings will be decided in consultation with GoAP The Programme management cell will be set up in Hyderabad and at different cluster locations to monitor the programme
6	Assessment and Certification	TISS	A pool of assessors and invigilators will be empaneled in the State
7	Placement/ Job Fair	College	TISS will facilitate in setting up placement cell and train the placement Coordinators

4. Target number and Project cost

Phase 1(Academic Year 2015-2018):

In the first phase, out of 269 Government and Aided Colleges, the programme will be implemented in 100 colleges (25 Colleges in each Zone) in Andhra Pradesh enrolling 30,000 students in the State (300 in each college).

SN	Zone	Names of Districts	No of colleges
1	Zone I	Srikakulam Vizianagaram Visakhapatnam	25
2	Zone II	East-Godavari Krishna West-Godawari	25
3	Zone III	Guntur Nellore Prakasam	25
4	Zone IV	Anantapur Chittoor Kadapa Kurnool	25

5. Plan for next 3 months

SN	Activity	By Whom
1	Agree on the framework, Organisation Structure, Courses, number of colleges, implementation plan, timeline, budget etc.	GoAP, TISS, Universities, Colleges
2	Decide on sources of Funding. The meeting with Public and Private Sector Companies may be held at Hyderabad to be chaired the CM, AP, asking companies to support this initiative through CSR. A note on CSR has been prepared and share with GoAP	GoAP
3	Set up a small fund to manage initial expenditure till a comprehensive budget is created and approved.	GoAP
4	Formalise organisation structure, Set up Steering and empowered committee, and also, a joint review and monitoring body	GoAP, TISS and Universities
5	Set up a project management office at Hyderabad and regional offices at each participating Universities	GoAP, TISS, Universities
6	Hire project staffs and form a team to drive the program in the State	TISS, GoAP
7	Identification of colleges	GoAP and Participating Universities
8	Creating 3-4 geographical clusters	GoAP and Participating Universities
9	Identification of 4 teachers (APUSESD Anchors) from each college	Participating Universities and Colleges
10	Launch of program at Hyderabad / Signing the MoU	GoAP and TISS
11	Training programs for identified APUSESD trainers (4 -5 Programs), define role and responsibilities of APUSESD trainers	TISS, GoAP, Colleges and Universities
12	Mobilization of local trainers for Foundation courses. An advertisement may be given in all state news papers	College
13	Initiate demand/need assessment study and Complete the study in 4 months	TISS, GoAP
14	Rolling out the Programme	TISS, GoAP, Universities and Colleges

Appendix 1 :

Leveraging CSR Funds for Skill Development in Higher Education Institutions in the State of Andhra Pradesh

1. Provisions in the Law:

The Ministry of Corporate Affairs, GoI notified Section 135 and Schedule VII of the Companies Act 2013 as well as the provisions of the Companies (Corporate Social Responsibility Policy) Rules, 2014 that came into effect from April 1, 2014.

With effect from April 1, 2014, every company, private limited or public limited, which either has a net worth of Rs 500 crore or a turnover of Rs 1,000 crore or net profit of Rs 5 crore, needs to spend at least 2% of its average net profit for the immediately preceding three financial years on corporate social responsibility activities. The CSR activities cannot be undertaken in the normal course of business and must be with respect to any of the activities mentioned in Schedule VII of the 2013 Act.

The activities involve the following.

- Eradicating hunger, poverty and malnutrition, promoting preventive health care and sanitation and making available safe drinking water;
- **Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects;**
- Promoting gender equality, empowering women, setting up homes and hostels for women and orphans; setting up old age homes, day care centres and such other facilities for senior citizens and measures for reducing inequalities faced by socially and economically backward groups;
- Ensuring environmental sustainability, ecological balance, protection of flora and fauna, animal welfare, agroforestry, conservation of natural resources and maintaining quality of soil, air and water;
- Protection of national heritage, art and culture including restoration of buildings and sites of historical importance and works of art, setting up public libraries, promotion and development of traditional arts and handicrafts;
- Measures for the benefit of armed forces veterans, war widows and their dependents;
- Training to promote rural sports, nationally recognized sports, para-Olympic sports and Olympic sports;
- Contribution to the Prime Ministers' National Relief Fund or any other fund set up by the Central Government for socio-economic development and relief and welfare of the Scheduled Castes, the Scheduled Tribes, other backward classes, minorities and women;
- Contributions or funds provided to technology incubators located within academic institution which are approved by the Central Government;

- Rural development projects.

2. Requesting Public and Private Companies for support through CSR:

H'ble Chief Minister of Andhra Pradesh may convey a meeting of top Corporates to seek Support, including financial help to promote Skill Development in Higher Secondary Education Institutions in the State.

Steps:

- I. Ministry of Industry, GoAP may supply the list of such companies who have mandatory spending of 2% of their CSR as mandated in the Companies Act, 2013
- II. A letter will be sent to those companies inviting them for a meeting to be chaired by the CM, AP
- III. The proposed model and an estimated budget will be shared with participating companies and support will be sought from them.
- IV. In addition to the Financial Support, the following support will also be explored;
 - a. Provide motivational speakers
 - b. Provide mentors
 - c. Provide input on course materials
 - d. Provide internships
 - e. Hire graduates
 - f. Provide equipment / IT
- V. As an outcome or follow up to the meeting, financial commitment of the companies will be recorded and expected dates of release of funds may also be noted.

SN	Name of the Cos	Person Represented the Cosand his/her Designation	Financial Support Committed for this initiative	Expected release of funds

- VI. Additionally, State Government may secure some funds for this initiate and also schemes such as RUSA will be leveraged.
- VII. A model will be developed whereby students who can afford to pay fee would be charged a minimal fee to make the model self-sustaining in long run.

Appendix-2

Students enrolment number in Andhra Pradesh

STUDENTS ENROLMENT DISTRICT-WISE PARTICULARS OF GOVT DEGREE COLLEGES (UG & PG) & AIDED DEGREE COLLEGES IN ANDHRA PRADESH FOR THE YEAR - 2014-2015				
SL No	Zone	District	GOVT DEGREE COLLEGES (UG & PG)	AIDED DEGREE COLLEGES
1	I	Srikakulam	7663	977
2	I	Vizianagaram	1738	9250
3	I	Visakhapatnam	7298	9423
4	II	East-Godavari	10279	10469
5	II	Krishna	3668	22000
6	II	West-Godawari	4995	15980
7	III	Guntur	2985	24804
8	III	Nellore	2736	5571
9	III	Prakasam	2266	3420
10	IV	Anantapur	19465	4989
11	IV	Chittoor	11024	7296
12	IV	Kadapa	5801	7374
13	IV	Kurnool	11469	11762
		TOTAL	91387	133315

Appendix 3 : An Analysis of JKC and NUSSD - SWOT Analysis of JKC

Jawahar Knowledge Centre (JKC)	
<p>Strengths</p> <ul style="list-style-type: none"> ➤ Parallel (additional) Program - while students do their Graduation, they can enrol in this training program. ➤ Short Duration of Training- Nearly 250 hrs of training is imparted on Computer Skills, English Communication, Soft Skills, and Analytical skills ➤ NO Issue of Mobility: Training is given at the college and therefore, there are no issues of mobility. A number of JKC's are operational in the State. ➤ No Investment in Physical Infrastructure - Low cost model as no money is invested to create physical infrastructure. The infrastructure of the college is leveraged for training ➤ Placement - Job fairs are organised to place students ➤ Feedback / Impact Assessment: A review of the Program was done by Centre for Innovations in Public Systems (CIPS) in 2012-13 and CIPS has appreciated the State 	<p>Weaknesses</p> <ul style="list-style-type: none"> ➤ No Domain Element / Specialized Skills: There are no domain elements or specialized skills in the curriculum. ➤ Traditional Teaching Methodology: Teaching methodology looks traditional ➤ Not Linked to University Certification: Certification is not linked to University credit system and therefore, may not give a Credit bearing experience to the students ➤ Short During of Training: Training is not very comprehensive

Government's/ JKC's efforts in the report.	
Opportunities <ul style="list-style-type: none"> ➤ JKC Courses are extremely important for college students, especially for students who come from vernacular background. ➤ High demand for Communication and Soft Skill Courses ➤ Growth of Services Sector in the State that requires people with relevant skills 	Threats <ul style="list-style-type: none"> ➤ Requirement of Specialized Skills in addition to the Soft Skills ➤ Training needs to more intensive and comprehensive considering the background the students come from.

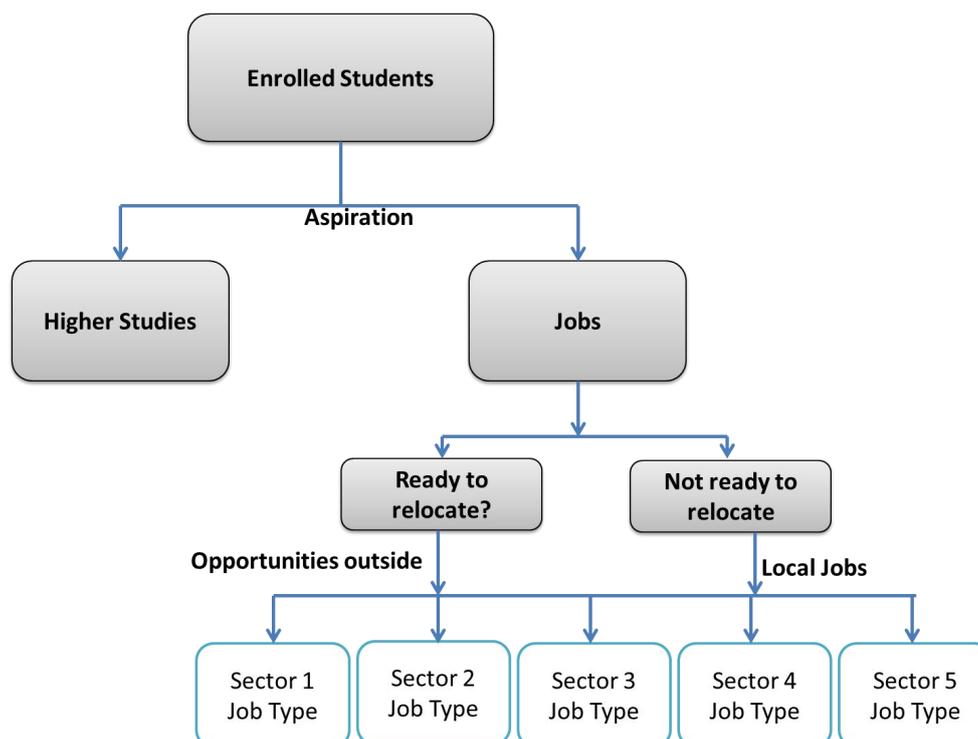
SWOT Analysis of NUSSD

NUSSD, TISS	
Strengths <ul style="list-style-type: none"> ➤ Parallel Program - while students do their Graduation, they can enrol for this training program. ➤ Training is given at the college and therefore, there are no issues of mobility. ➤ Low cost model as no money is invested to create physical infrastructure. The infrastructure of the college is leveraged for training ➤ Very Comprehensive (Nearly 1500 hrs of training is imparted to students over three years of their graduation which is needed considering the kind of background students come from) ➤ Foundation Courses include English Communication, Digital Literacy, Financial Literacy, Youth Leadership and People Skills, Legal Literacy, Introduction to Entrepreneurship, Working with Communities that lead to a field Practicum ➤ TISS has developed a number of domain courses that includes Entrepreneurship, Travel & Tourism, Sustainable Agriculture, Physician Assistant, Hospital Services Management, Entrepreneurship with specialization in Water, Sanitation and Hygiene, Printing Technologies, ➤ Contemporary teaching methodologies (Encourages participatory methodology and activity based learning) ➤ Partnership with top institutions in the country to bring in the best from the field. (For example: Partnering with TIFR for Digital Literacy Course, EFLU for English Communication Course, Bombay Stock Exchange Institute for Financial Literacy Programme etc.) ➤ The model combines Foundation and Domain/ technical Skills, thereby, prepare students for jobs in a particular sector. ➤ Mandatory internship to give hands-on 	Weaknesses <ul style="list-style-type: none"> ➤ Duration of training is long and therefore, requires more resources to implement the program. ➤ Courses such as Working with Communities may not be relevant for all students ➤ Analytical Skills is not included in the curriculum

<p>experience to the students to make them job ready.</p> <ul style="list-style-type: none"> ➤ Students gain credits for the number of hours they put in as per UGC norms, therefore, the model gives credit bearing experience to the students and enables transfer to credits and vertical mobility ➤ Programme is linked to University Certificate / Diploma and therefore, meets the aspiration of youth ➤ Job Fairs are organised to place students 	
<p>Opportunities</p> <ul style="list-style-type: none"> ➤ NUSSD Courses are extremely important for all college students pursuing general education. ➤ High demand for Communication, Soft Skill Courses ➤ Developing specialized skills in students is an imperative. As an example a BA History student could potentially also acquire a Diploma in Tourism ➤ Growth of Services and other Sectors in the State that requires people with relevant skills 	<p>Threats</p> <ul style="list-style-type: none"> ➤ College may take it as a burden and therefore, it is important to institutionalize the structure and incentivize, if required.

Appendix 4 - Counselling, APUSESD Aptitude Test and aspiration mapping

It is important to map the aspiration of students to the right opportunity available locally or outside. Some students will always aspire to pursue higher education (Masters, MPhil, Phd etc). It may not be appropriate to train a student on a specialized skill (for ex. Healthcare) if he/ she wishes to pursue higher education in a different subject of interest (for ex. History). However, the foundation courses are still relevant for the students as that provides a solid foundation for any career choice.



The issue of migration also prominently appears in the space of training/skill development and placement. Among the students who aspire to join the workforce, it is important to map their interest/ aspiration to an appropriate sector keeping an eye on migration issues (if a person is ready to relocate?). APUSESD will introduce aptitude test and career counselling for all students to map their aspiration appropriately. TISS will help develop tools that can be used for such mapping exercises.

Appendix 5 - Curriculum Development Expert Group and Accreditation

- The existing courses will be revised appropriately and used.
- For new courses, group of Skill Area Specialisation Experts drawn from academia, government and industry in each of skill areas, will develop curriculum in specific specialisations.
- This group will also evolve criteria for course delivery, assessment and accreditation.
- Once the curriculum is finalised by the Specialisation Expert Group, it will be placed before the Academic Council of the Tata Institute of Social Sciences (TISS) for approval.
- The courses will be aligned to National Occupation Standards and National Skill Qualification Framework
- Once approved, the course will also be submitted to AICTE, UGC and central certifying bodies at various levels including state, central, state, industry).
- Students successfully completing all course requirements will be awarded the appropriate level of certification by TISS.

Appendix 6 - Expert Teachers, Trainers, Internship and Field Work Facilitators

- Each college will identify four faculty members who fit the requirement of the foundation courses. They will be trained by TISS and regularly mentored.
- From the catchment area of the University and Affiliated Colleges, a large pool of experts from academia, industry, government, autonomous bodies and civil society will be enrolled who are willing to take course modules including lectures, tutorials and field work. Enrollment will be done for each of the domain areas, and specific modules. Remuneration for the services rendered will be decided and agreed up on.
- From the above, identify key resource persons to teach and mentors students for each of the domain areas, and specific skills.
- Form a cohesive group of experts for each of the vocational education specialisation to deliver the course.
- Identify and recruit NGOs and support agencies, industries and businesses to facilitate transfer of field work and internship.

Appendix 6 - Class Scheduling and Program Delivery

Since APUSESD would be an additional programme, the department of Higher Education, GoAP and the University will allocate required number of hours in the academic calendar of the participating colleges for the smooth implementation of the programme. As soon as the number of hours of training is agreed up on among stakeholders, the timetable for the coming academic year should include the APUSESD training hours.

The participating colleges will identify and appoint 4 anchor persons who will schedule the classes and run the programme in the college. A **Knowledge Sharing and Leadership Development (KSLD) Programme for College Teachers** will be organized to orient the teachers on how to teach few courses and to run the program. However, there will be a programme management and monitoring team who will visit the colleges more often to handhold and monitor the implementation of the programme.

Appendix 7 - Assessment and Certification

Assessment and evaluation will be conducted by TISS independently. The programme will deploy continuous and/or course-end assessment and evaluation methods. An independent pool of assessors and invigilators will be empanelled in the State to conduct the assessment and evaluation. The successful candidates will be certified by TISS. **The certification framework will be developed once the number of credits, courses and hours are agreed up on among the stakeholders.**

During the three year graduation period, students can earn a:

- Certificate in Management and Soft Skills
- Certificate in Domain
- Diploma

Appendix 8 - Placement Cell and Job Fair

Colleges will set up placement cells, if not present currently, and will appoint placement coordinators who will look after industry engagement and will constantly look out for new opportunities to successfully place the trained students. APUSESD will conduct skill gap analysis in and around each location from time to time and that will form the basis for introduction of new courses and revision of existing courses.

Each college will organise job fair independently or collaboratively with other colleges to facilitate the placement of students as soon as they complete their graduation.

Appendix 9 - Course Fee

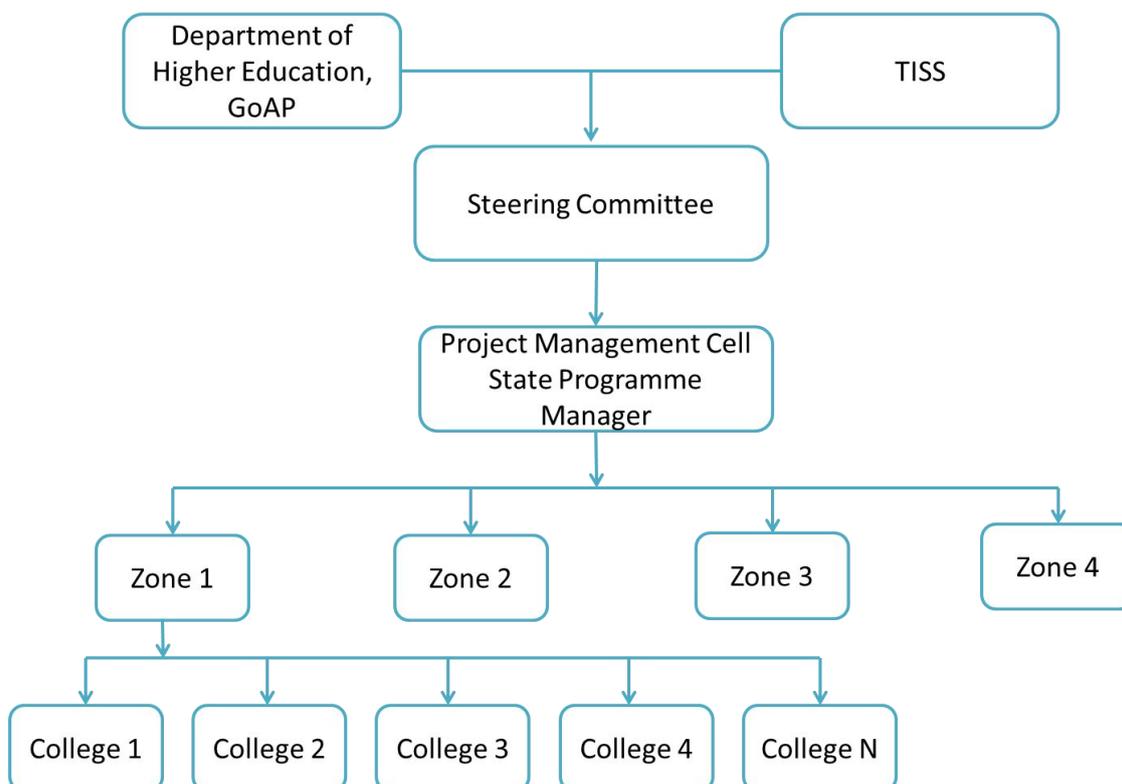
Students may be charged part of the course fee or the full amount. This decision may be taken by the Department of Higher Education, GoAP, in consultation with the Colleges after a thorough review of socio-economic profile of students. However, it is highly recommended to charge a nominal fee to the students to enrol only serious candidates in the program. The fees may be collected in the form of registration fee, tuition/training fee, assessment and certification fee etc.

Appendix 10 - Funding

The Department of Higher Education, GoAP will secure funds to run the programme in selected or all colleges in the State. The source of funding could be as follows:

- CSR Funds (Public and Private Sector Companies) (A separate note on CSR has been sent to GoAP)
- Collecting Fees (Partly or fully?) from students
- State Government's higher education budget
- Leveraging the Central Schemes such as RUSA

Appendix 11- Proposed Organisation Structure



Appendix 12 -Partnership Model

Tata Institute of Social Sciences (TISS)	Ministry for Higher Education, Government of Andhra Pradesh	Participating University and College
<ul style="list-style-type: none"> • Key knowledge partner • Curriculum and Content development • Help develop new and innovative courses based on demand from local industry • Set up project management and monitoring Cell • Development of Master Trainers and other trainers through periodic Train the Trainers programmes (ToT) • Develop technology platforms and support management of program through technology • Regularly monitor and 	<ul style="list-style-type: none"> • Administrative support, Strategy development, and Funding • Institutionalizing the Programme • Identification of participating colleges (may be based on the track record of the college and proactiveness of the College Principal) • Infrastructure including computer lab, seminar halls etc. • A Steering Committee will be constituted under the 	<ul style="list-style-type: none"> • Ownership and implementation • Setting up a working committee in each college that may include the Principal, Program Anchors, Program Officer and any other staffs as appropriate to be responsible and accountable for success of the program. • Identification of Teachers for Phase 1 implementation – Knowledge sharing and

<p>evaluate the NUSSD program across all participating colleges and submit periodic reports to GoAP</p> <ul style="list-style-type: none"> • Bring in skill development best practices • Assessment • Certification 	<p>Chairmanship of the Secretary, Department of Higher Education and its members would include Commissioner, Higher Education, Director / Dy Director, TISS, Vice Chancellors of the Participating Universities. The Steering committee will meet once in a quarter to review progress and chalk out strategies for successful implementation of the programme.</p>	<p>leadership development program for Teachers</p> <ul style="list-style-type: none"> • Identification of trainers for phase 2 implementation of NUSSD program (Skill development program for students) • Infrastructure including computer lab, seminar halls etc. • Enrol students in the program • Organize and conduct classes • Enabling industry connects and creating opportunities for internship and placement • Organising job fairs
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