

Office of the Director of
Higher Secondary Education,
Housing Board Buildings,
Santhi Nagar,
Thiruvananthapuram.
Dated :12/10/2009

No. Acd.B1/60638/2009/HSE

From

The Director

To

The Regional Deputy Director,
Higher Secondary Education,
Thiruvananthapuram/Ernakulam/Kozhikkode

Sir,

Sub:- HSE – Proposal for the establishment of Skill Development Centres --*reg.*

Ref:- (1) Government letter No.31845/K3/2009/H.Edn dated 18/09/009.

(2) Note No.92/2009/NSS/DHSE dated 30/09/2009 from
Shri.E.G.Raju– Programme Co-ordinator, NSS.


As per Government letter cited 1st we are asked to develop job training centres in our schools (Higher Secondary Schools) just like continuing Education Centres comprising of the Principal and one co-ordinator. The training is to be imparted to the students after class hours. The course and training will be based on the courses already existing in our schools. Eg.Computer Courses – animation; commerce based courses like, tax, visual communication, anchoring, IT, Medical transcription, etc. Institution wise project report (mini project reports) is to be collected and complied.

The target is to train, 60 students per school ($1267 \times 60 = 76020$) and develop 75,000 (rounded off) employable youths every year by Higher Secondary Education Department. Income generated may be divided in the ratio of 90:10 – that is only 10% is to be given to Government.

Centre of continuing Education Kerala will be the nodal agency. Shri.Mohan Abraham, Director of VHSE will compile all the projects. He will give a format in 5 days. Mini Project Reports are to be submitted within 10 days from then. The final report will be prepared in two days. The next sitting of the Skill Development Committee will be held on 21st October 2009.

You are directed to take the necessary initiative to establish job training centres/skill development centres as per the directions of Government. Copies of the proposal for the Establishment of Skill Development Centres in the state of Kerala received from Government and the Skill Development Centres (Proposed) by the NSS programme co-ordinator on behalf of the department are enclosed for reference.

Yours faithfully,



FOR DIRECTOR

Copy: Principals of All Schools

Directorate of Higher Secondary Education

Skill Development Centres(Proposed)

The main aim should be to make the student a better person to work in a competitive environment in a team understanding the corporate objectives.

Main Points

1. Try to mould each student a complete employee who is capable of understanding the corporate objective.
2. The employee should be able to work in any capacity in the organization to achieve the goals set by the company in these days of competitive business environment.
3. Employee should become a complete sales person to make his role to that of the role desired by the company.
4. He should be able to explain the product details to any potential buyer. He should not be satisfied with the role of a mechanic or an assembler, that was the order of the olden days.
5. The students shall be given lessons in the basic management principles.
6. A course on the following core areas are a must
 1. Participation- importance of team work.
 2. Effective communication- it is not only about speaking. It also involves listening and writing.
 3. stress management-
 4. Time management
 5. Emotional intelligence- this involves the ability to deal with one's own feelings and emotions and those of others.
 6. Interpersonal skills- the skill to understand , manage actions and feelings and motivate a person.
 7. Leadership skills-
 8. Multi cultural communication skills- the skill to communicate with persons from all over the globe.
7. phone etiquette- how to answer a phone call.
8. Table manners
9. Dress code –proper dressing
10. Positive personality creation
11. Business correspondence-the skill to draft proper correspondence.
12. Importance of developing soft skills.
13. Teach the importance of doing rather than waiting for perfection.
14. The management should give the opportunity to commit mistakes. Then only the employee will get the required practical skills.
15. Conduct a SWOT analysis – S-strenght, W- weakness O-opportunity, T-Threats. this will bring the strength and weakness in a person .
16. Computer literacy- Word, Excel, Powerpoint,Accounting packages.

Proposal for establishment of Skill Development Centres in the State of Kerala

The Hon. Prime Minister of India, Dr. Manmohan Singh, in his speech on the occasion of Independence Day, on August 15, 2007, at Red Fort said:-

"The vast majority of our youth seek skilled employment after schooling. Last year I spoke the need for a Vocational Education Mission. Such a Mission is ready to be launched. We will soon launch a Mission on Vocational Education and Skill Development, through which we will open 1600 new industrial training institutes (ITIs) and polytechnics, 10,000 new vocational schools and 50,000 new Skill Development Centres. We will ensure that annually, over 100 lakh students get vocational training - which is a four-fold increase from today's level. We will seek the active help of the private sector in this initiative so that they not only assist in the training but also lend a hand in providing employment opportunities.

We should seek not just functional literacy, but good quality education - education that is affordable, accessible, equitable - and available to every boy and girl who seeks to study. For the needy we will provide more scholarships.

I wish to see a revolution in the field of modern education in the next few years. It is my fervent desire that India becomes a fully educated, modern, progressive nation. From this historic Red Fort, I would like this message to go to every corner of India - we will make India a nation of educated people, of skilled people, of creative people."

In line with the announcement by the Hon. Prime Minister, the State of Kerala proposes that out of the 50000 Skill Development Centres, the State should establish at least 1500 Centres.

Need for Skill Development

The employment surveys conducted by the National Sample Survey Organisation (**NSSO**) under the Ministry of Statistics and Programme Implementation, Government of India indicates that the employment opportunities available are not in coherence with the skill set or the interest of the worker. This situation will lead to inter-job mobility which in turn will lead to high supply of unskilled labours commanding low wages. Thus there is a mismatch between the demand of workers having specific skills and the available unskilled and unemployable workforce. This necessitates a corrective measure in terms of transforming the "unskilled, unemployable workforce" to a "productive, employable workforce" by providing the required skill development training.

India has the youngest population in the world which makes the chance to complement what an ageing rest of the world needs - the most-productive workers. To optimally use this opportunity, we have to re-orient the labour structure & initiate a shift from low productivity to high productivity, in the process improves the wage structure & quality of life. To achieve this we need to,

- Skill the unskilled labour. Upgrade, standardize & benchmark training, trainers and institutions.
- Second, the skill needs to be recognized and accepted by the potential employers. This requires credible certification of the skills acquired. An added advantage of certification is that labour markets become integrated. It does not matter where the labour has been trained, or resides. It can always move, if it wants, to where it gets the highest wage. Increase competency & improving the out-put.

Scenario of the State

The State of Kerala has a vast resource of education institutions such as 84 Engineering Colleges, 48 Polytechnics, 186 Arts and Science Colleges, 375 Vocational Higher Secondary Schools, and 1267 Higher Secondary Schools. There are other institutions like Teacher Training Colleges and Arabic Colleges, where the skill development of the students to suit the industry or service sector is needed to mould the pass outs to an employable workforce. The list of Engineering, Polytechnic, Arts & Science Colleges and Vocational Higher Secondary Schools is attached. Hence, it is proposed that these institutions could be developed as the Skill Development Centres in the State. There is a gap prevailing between the skill required by the Industry and the job-seekers have acquired through their study. In order to bridge this gap and to ensure that the workforce are competent employable workforce, there should be some fine tuning in the skill set of the students with respect to the needs of the industry and the global market.

Developing the existing institutions as

Skill Development Centres

The institutions could be transformed to Skill Development Centre's by adopting the following measures:

- **adopting best practice:** for the development and delivery of coursework.
- **collaboration:** with other agencies and stakeholders so as to enhance the precision, content and reach of the Centre.
- **flexibility and adaptability:** responsiveness to the changing workforce patterns and technology.
- **innovation:** in curriculum, educational delivery and entrepreneurship.
- **evaluation:** to ensure that the courses are relevant, addressing real need.
- **sound governance:** to ensure properly skilled workforce, leadership and accountability.
- **accessibility:** to be a State-wide resource that provides services that are available even to the existing workforce across the State as well as beyond; and
- **infrastructure** - To ensure the quality of skills to be developed, the required infrastructure facilities in tune with the global standards will be made available.

By adopting these factors the Skill Development Centres can:-

- assist in the development of a more adaptable workforce particularly enhancing the ability to meet the workforce development needs occasioned by the current and projected demographic trends and labour market pressures;
- become known as a centre of excellence in the respective areas;
- collaborate with a wide range of stakeholders to expand the reach of the Centre and with universities to adopt an innovative approach to the delivery of skills;
- provide a service in, through and from the Centre to meet the needs and demands from rural and remote areas as well as other major population centres, and in doing so, match coursework to the strategic needs of the State's industrial and service sectors;
- become an innovator in training and education especially in flexible and e-learning environments;
- remain at the leading-edge of skill centre technology and leverage this advantage through commercialization;
- foster an on-going partnership with industry to secure sponsorship and access to best practice;
- develop markets inside and outside the State, and in doing so raise the profile of products developed through production-cum-training activity in these centres;
- provide a centre for the fermentation of ideas to enable the production of innovative and research-based courses, whose outcomes are properly evaluated.

Implementation of the proposal for Soft Skills Development

The implementation of the Skills Development programme has the following steps:

- 1) Identification of the Skills to be developed
- 2) Identification of the institutions which can be developed as the Skill Development Training Centres
- 3) Developing and setting standards on the Skill sets as per the requirement of the industry.
- 4) Developing Syllabus, Training Materials and standards for Assessment of skills
- 5) Train the Trainers
- 6) Conduct the training
- 7) Interim Assessment
- 8) Re-training
- 9) Final Assessment
- 10) Certification as acceptable in international level.

To foster implementation of the proposal it is requested that a **detailed study** on the following factors are to be conducted.

- 1) Existing facilities in these institutions and how they can be improved as per the requirement of the industry.
- 2) The skill requirement of the industry /service.
- 3) The skill requirement according to the geographical & regional variations – in other states of India and other countries.
- 4) Tie-ups or linkage with the industries and how the same can be effectively established.
- 5) Is the quality of training sufficient, if not how it can be improved?
- 6) Is the training now being offered are relevant for the industry / service sector, and
- 7) How the students can be given on the job-training in the relevant industries or service sectors, more effectively?

It may be noted that the area of training now available in the state is limited when compared to the requirement of the industry/ service sector. Also, the no. of industries in the state are limited when compared to the other states. Hence the skill requirement has regional and geographical variations, even within the country. This necessitates a thorough study for the State on the skill requirements before establishing the Skill Development Training Centres.

Detailed Project Report will be developed and submitted after conducting the detailed assessment study.

Conclusion

It is proposed that 1500 Skill Development Centres can be established in the existing institutional setup at the Engineering, Polytechnic, Arts & Science Colleges and at Vocational Higher Secondary and Higher Secondary Schools of the State with minimal financial investment. It is estimated that the total financial outlay for the establishment of 1500 Skill Development Centres amounts to Rs. 40595 lakhs.

Under these circumstances, It is requested that:

Government may be pleased to approve the proposal and Government may take earnest efforts to get the amount of **Rs. 40555 Lakhs** as **Central Assistance** for the establishment of the 1500 Skill Development Centres in the existing Engineering, Polytechnic, Arts & Science Colleges and at the Vocational Higher Secondary and Higher Secondary Schools of the State as proposed by the Government of India.

Financial Outlay estimated

Assumptions

1. The administration and management of the Skill Development Centres will be carried out by the institutional facilities available.
2. Each institution will be specialized in two skill sets.

I	Conducting detailed study within the state and comparison with other states (Identification of Skills to be developed) [<i>One-time for the whole state</i>]	Rs. 30.00 lakhs
II	Visit to developed countries for studying the Skill development initiatives there. [<i>One-time for the whole state</i>]	Rs. 30.00 lakhs
III	Establishment of Skill Development Training Centres in the existing institutions for 1500 institutions @ Rs. 27 lakhs	Rs.40500.00 lakhs
IV	<i>Workshop /Seminar on curriculum development, training materials [for the whole state]</i>	Rs. 25.00 lakhs
V	Train the trainer programmes	Rs. 10.00 lakhs
	TOTAL	Rs.40595.00 lakhs

Estimated cost for establishment of Skill Development Training Centre in one institution.		
a.	Building 2000 sq. ft	Rs. 12.00 lakhs
b.	Basic machinery and equipments	Rs. 5.00 lakhs
c.	Consumables	Rs. 0.50 lakh
d.	Salary and allowances	Rs. 8.68 lakhs
e.	Other administrative and establishment expenses such as Electricity, Telephone, Printing and Stationery, etc.	Rs. 0.50 lakhs
	TOTAL	Rs. 26.68 lakhs
	TOTAL [Rounded Off]	Rs. 27.00 lakhs

Break up of the salary details for each Centre			
1	Principals of the respective institutions can be spared by providing an additional monthly remuneration of Rs. 500/- per month	1	Rs. 6000/-
2	Skill Development Teachers - Two each for Two skills per institution - 30 hours per month X 2 skill sets @ Rs. 150/- per hour	4	Rs. 4,32,000/-
3	Supporting technicians / assistants 30 hours per month X 2 skill sets @ Rs. 75/- per hour	4	Rs. 2,16,000/-
4	Lab supporting staff 30 hours per month X 2 skill sets @ Rs. 50/- per hour	4	Rs. 1,44,000/-
5	Office clerks	1	Rs. 70,000/-
TOTAL			Rs. 8,68,000/-