

SKILL SETS AND EMPLOYABILITY

About Skill Development

- Academics – Industry Relevant Pooling Industry Experts as Course Content
- Proficiency in High-Compensation Core Placements
- Offering of Certificate Courses and Special Academic Programs by MNC Skill Council Sectors (Level 5 and Above)
- Skill Development Activities for Faculty and Staff in Collaboration with Academic Staff College Foreign Languages: South Korea, Japan, Germany, and More.
- Methods Employing a Top-Down Approach in Skilling International Hackathons and Skilling Competitions
- Cooperation and Certification on a Global Scale
- An element of the Design Thinking Exercise
- Continual Academic Courses for ALL, including Introduction to Engineering and The Importance of Skill
- Incorporating platforms such as LinkedIn, Adobe, Coursera, and others into the skill development activities of all programmes.
- Application of Globe-like References for Ongoing Student Progress Monitoring By All Relevant Stakeholders – Ensuring the Integration and Maintenance of Interpersonal, Management, Professionalism, Team Building, Analytical, Life, and Personal Life Skills
- Particular emphasis should be placed on the courses comprising the L-T-P-S (Skills Component).

FOCUSSED OBJECTIVES

- To guarantee the comprehensive growth and advancement of students and scholars through the provision of suitable skill development mechanisms, techniques, and platforms.
- In order to attain and strive for higher-paying employment opportunities for students in core and linked industries/companies.
- In order to equip students with the knowledge and abilities necessary to strategically navigate their professional lives toward entrepreneurship, career progression, and enhanced employability.
- The objective is to oversee and evaluate the student's development from the moment he or she enrolls, and to provide timely assistance in order to facilitate progressive growth and substantial progress through proficient professional development and upskilling in their respective fields.
- Activities requiring expertise applicable to students, scholars, teachers, and staff, as well as to stakeholders outside the scope of CSR (Entry to Exit overall skilling plans)

KEY ROLES AND RESPONSIBILITIES

- In order to achieve optimal results regarding skill development at the University Central level, it is imperative to establish robust collaboration and coordination with the Dean of Academics, the Dean of Progression and Training, the Dean of

Placements and Internships, the Director of International Relations, and any other relevant individuals.

- Determination of skill development requirements, including compilation of a cataloguing system that specifies the variety, depth, and scope of talents from which persons may select.
- Development of a plan for the development of sector skills and inventory management of skill courses in a database.
- Determining and notifying NSQF-compliant norms and qualifications for skills and competencies.
- As specified by the NSQF, standardisation of the affiliation, accreditation, examination, and certification processes in conformity with the NSQF.
- Implement certification and skill-based evaluation for training programmes.
- Active involvement in the process of establishing standards for affiliation, accreditation, examination, and certification within their particular industries.
- Develop and oversee the implementation of the Training of Trainers initiative in collaboration with the NSDC and state governments.
- Accumulation of academies of distinction.
- Emphasizing the skill development requirements of minority, differently abled, and ST/SC communities.
- Assuring those who have received adequate training and skills in conformity with established standards are secured work at reasonable wages.
- In charge of overseeing the regional offices' generation of consents, execution of the practise school, evaluation of assigned students, and report filing.

EXPECTATIONS - PLAN MODE AND MECHANISMSWITH FEW ADDITIONAL POINTS

- To strive for enhancements in all areas of continuing education and training services, including technical and professional development, as well as skills enhancement, in order to achieve higher standards among its relevant stakeholders.
- Engage in collaborative endeavours with Skill Sector Councils (SSCs) to enhance skill development initiatives at the Rajiv Gandhi Institute of Management and Science (RGIMS).
- In order to boost students' employability, generate revenue through activities associated with consulting, training, and education services (for a self-sustaining model).
- Coordinate and establish the roster of corporations, sectors, SSCs, and additional government skill divisions.
- Propose new memorandums of understanding (MOUs) to the Registrar in coordination with the Academic Divisions of various corporate companies and in the spirit of establishing a model.
- To secure the skill component of the UGC's quality mandate and to prepare for forthcoming endeavours
- To determine Global Certifications pertinent to a particular field in consultation with the necessary team of specialists.

COORDINATION AND COVERAGE

- In order to cultivate an interdisciplinary talent hub and equip individuals with the skills necessary for employment in engineering, technology, science, law, architecture, pharmacy, commerce, arts, fine arts, and related fields, as well as those at all levels of the workforce.
- In order to function as the primary repository of knowledge and establish Centres of Excellence (COE) equipped with cutting-edge research infrastructure that fosters advancements in the fields of commerce, commerce, arts, fine arts, and related disciplines, as well as any other sector within the nation.
- Establishing capacity for programme enhancement and fostering collaboration with national and international institutions in the fields of commerce, commerce, engineering, technology, science, architecture, law, architecture, pharmacy, arts, fine arts, and related disciplines.
- In order to advance consulting services that target sector-specific difficulties such as those related to efficiency, technology, policy, and institutional framework.
- To establish partnerships and alliances with preeminent academic institutions and industry leaders worldwide to facilitate the exchange of knowledge, and to provide students with internships and certificate programmes that are genuinely international in scope and will assist them in securing high-paying placement packages.
- Practice school can be utilised to incorporate new abilities, such as certificates, into the curriculum.
- In order to provide students the chance to apply theoretical knowledge acquired in the classroom to practical scenarios, companies, organisations, and industries, both through virtual and physical means.
- In order to acquaint students with the intricacies of the job, offer them time-sensitive projects inside a corporate setting.
- To foster students' understanding of their professional strengths and shortcomings in order to provide them with the opportunity to participate in practical engineering projects. The development of a network and training that will serve to improve their professional chances.
- To prepare students for the workforce, which will facilitate job placements.
- To invite industry professionals to instruct professors and students as part of Faculty Development programmes utilising Tools.

BEST PRACTICES IN ENHANCING THE SKILL ACTIVITIES

Implementing the Choice Based Skill Model (CBSM), based on student interest towards Employability, Higher Education, Social Service, Entrepreneurship, etc., After completion of first-semester student's choice considerations be recorded across all the programs.

Implementation of L-T-P-S Structure (S- Skill Component)

- Virtual Skill Internship Program(VSIP)
- Transforming from Inside Out (TIO)
- Talent Mapping – Skill Hunting(TMSH)

- On the Job Training in Application Research (OJTR)
- Earn while Learn (EWL)
- Professional (Technical) Intern Training Program(PITP)
- Industry Integrated Dual Education Program (IIDEM)
- Core Corporate Skilling Activities (CCSA)
- In-Demand or On-Demand Professional Skills (IDPS or ODPS)
- Simulated Industry Integrated Learning (SIIL)
- Prior and Authentic Learning (PAL)

In order to better prepare students for the workforce, implement and promote a virtual environment that serves as a hub for connecting university students, career counsellors, and companies. Establishment of Industry Simulated Infrastructure: Physical infrastructure is critical for the effective implementation of training programmes. By utilising industry-simulated laboratories at the centres, candidates obtain practical, firsthand knowledge of the workplace that they might not otherwise have the opportunity to acquire. These labs are technologically advanced and furnished with the most recent instructional materials, tools, and models.

SOME POINTS AND FOCUS

- Abilities in professional transitions, education, and administration
- Critical and multidisciplinary viewpoints
- A taxonomy of employable skills that is genuine
- Develop Proficiency in Collaborative Initiatives with Industry
- Developing knowledge by doing

REPORTS - SKILL DEVELOPMENT DIVISION

1. Developing a strategy for executing skill development courses, including a list of experiments, programmes, and activities to be performed as part of the skill development process.
- b. Evaluation schedule in date order.
- b. Report of justification.
2. Coordinating weekly meetings with the department head during the off-weeks.
3. Gathering and evaluating reports at the end of the semester, midterm, and fortnightly.
4. Compilation of yearly reports