

# IT industry Communique for the Academia

Issue 8

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information to  
NASSCOM IT Workforce  
Development Forum at  
[itworkforce@nasscom.in](mailto:itworkforce@nasscom.in)

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Dear Readers,

The seventh issue of the Communique has got delayed but I am sure the information in this issue will indeed be worthwhile for you.

The issue brings to you some amazing piece of information on the subject of communications/network protocols by Mobera Systems – a contract R&D company focused on offshore product development. The company shares the skill sets required to build innovative software products using communication protocols for applications, in any industry vertical. The Opinion by TietoEnator Software Technologies Pvt Ltd will make each one of us retrospect on 'what and why of Education' and the relevance of bodies such as AICTE, UGC, etc as well as the education institutes which are being set up in the country every other day. The case study on Intel India Multi-Core University Programme – its reach and impact will showcase what meaningful industry-academia collaboration means and how it should be worked out. The snapshot on NASSCOM IT Workforce Development Initiative is for all to be aware of the programmes and activities rolled out across India catalysing industry-academia interface towards strengthening quality of education being imparted, ensuring globally employable talent pool and preview of the HR practices at Aspire Systems.

As the Communique has been well appreciated by all of you, I would request you to please continue mailing your feedback and suggestions. You can access the past issues of the Communique from:

<http://www.nasscom.in/Nasscom/templates/LandingPage.aspx?id=28533>

Thanking you,

**The Editor, NASSCOM IT Workforce Development Initiative**

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## Building expertise in the communications/network protocols space

### Tapping a new world of job opportunities

*In this section, Anupama Arya, Director of Mobera Systems, a contract R&D company focused on offshore product development, talks about the skill sets required to build innovative software products using communication protocols for applications, in any industry vertical.*

## IN FOCUS

### What are communications/network protocols? How would you define the business opportunity and the percentage share which India can tap?

Communications/Network protocols are a set of standard rules for data representation, signalling, authentication and error detection required to send information over a communications channel for two or more digital devices to talk to each other. The communication protocols have many features intended to ensure reliable interchange of data over an imperfect communication channel.

We are increasingly moving towards a 'connected world' where the lines between devices, domains, verticals, and service providers are getting blurred. This is radically transforming how we live, work and entertain ourselves both as individuals and as a society. This trend is helping form entirely new industries.

The global opportunity in the communication space, and not just telecommunications is really huge. Conservative estimates from different industry sources puts the global opportunity in the hundreds of billions of dollars. While the product development space in the communications industry is still in its early stages in India.

### What is the kind of work your company is doing within the network protocol space?

Mobera Systems is focused on offshore product development in the area of communication, wireless, embedded technologies including network appliances, security, encryption, routing, compression, media streaming, protocol stacks, operating systems, medical devices and healthcare and enterprise software applications.

The company works on software projects that touch different domains and verticals. Recent projects have included working on software to control an 'intelligent home', controlling medical devices for building a conceptual 'operating room for the future', integrating voice, video and data for tele-health, working on creating a new category in mobile entertainment and publishing, over-the-air device management, patient monitoring over wireless networks, network appliances, security and encryption for both mobile handsets and wired devices.

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## IN FOCUS

### What is the kind of manpower requirement and skill set requirement for personnel wanting to work in software product development for communications and network protocols?

Software product development for communication and network protocols is an emerging area and requires multi-disciplinary skills. Product development requires a different skill set and mindset from IT services, and a good understanding and aptitude for working in the spiral software development model is a must.

We are always looking out for talented engineers who are BE/B Tech/ME/M Tech/PhD with a background in Electronics, Computer Science or Information Technology and MCAs who possess strong conceptual and fundamental programming skills.

### Typically, what are the qualifications needed for communication software product development?

At the entry level, people should have good knowledge of engineering and programming fundamentals. They should have exposure to the OSI protocol stack and should have hands-on understanding of networking protocols at more than just a conceptual level. They should have the skill set to write highly optimised codes. In addition to programming concepts, they should have good mathematical and modelling skills, be good problem solvers, and have the ability to create and evaluate different product architectures and designs.

For experienced people, at a lateral level, they should have a combination of deep technical expertise and good industry experience in the architecture, design and development of complex products.

### Did you build this manpower expertise in-house or were you able to source it from the market?

We built the expertise in-house as well as recruited people from the Silicon Valley, USA who had designed and developed complex products with network protocols before.

### In your knowledge, are there any institutions/engineering colleges offering training in network protocols?

Introduction to network concepts and the OSI stack is a part of the BE/B Tech and MCA course curriculum. However, very few courses are dedicated to this topic and is not explained very well at the conceptual level. As a result, software professionals struggle when they are faced with the challenge of implementing a protocol layer.

The pace of change in the communication industry is stupendous while the course work significantly lags behind the industry requirements. While there are courses like CCNA/CCNP/CCIE, which are geared towards implementing a physical network, there are no courses either in engineering colleges or in private training institutions that address the need for understanding, creating and manipulating protocols. In addition, there are no courses that merge the skills of a programming language with protocol implementation.

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## How can India's engineering and technical institutions gear up for the high-end software product development using communication and network protocol market?

The market for software product development using communication and network protocols is characterised by high growth and rapid innovation, leading to an increasing gap between academic course work and industry requirements. Engineering and technical institutions need to invest in network labs and provide hands-on experience in digital networks to students. They need to collaborate with industry for inputs to course work and teacher training and to organise seminars and e-learning workshops to provide knowledge to students. They need also to engage students in some research work in the network protocol product space, which will benefit the industry as well as the students.

## What is the kind of selection procedure you have adopted while inducting freshers for this niche segment?

Our engineering graduate induction process has two key elements – evangelism and selection. During the evangelising process, we talk to students about the spiral mode of software development and the difference between product and project lifecycle, and between product development and IT services. We spend significant time talking about how working on high-end software product development can benefit their long term career prospects.

Our selection process has three key tests to evaluate a fresher. The technical test evaluates a fresher on programming concepts and technical fundamentals; the aptitude test determines problem solving and communication skills; and the psychometric test assesses team and demographic mix indicators.

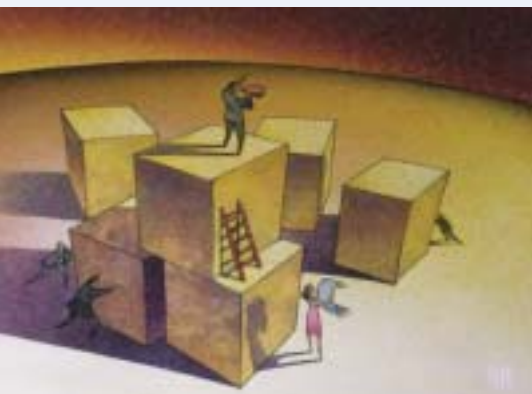
## What is the salary bandwidth for professionals?

Salaries in software product development are on the higher end of the scale as compared to IT services. Companies have to pay industry standards to attract and retain talent.

*For further details, please contact:*

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## IN FOCUS



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## OPINION

### Bridging the manpower demand-supply gap

#### On whose cost?

Since 2001, the Indian IT industry has grown more than 300 per cent. More and more companies are setting up their businesses in India. The socio-political and economical conditions permit the industry to grow and mature. The developing business demands an appropriate sized and skilled workforce. Reviewing this situation, the All Council for Technical Education (AICTE) – a body constituted by the Parliament of India to develop, monitor and control technical education in 2003, allowed many degree and post graduate degree colleges to operate and offer IT education in the market. The idea was to cater to the need of the IT industry and create a well-educated workforce, thereby bridging the gap between the industry and academia.

In the current scenario, many graduates are coming out of academic institutes but are unable to meet IT industry requirements for the following reasons:

- Academic institutes have not cared enough for their content, methods and processes to develop students tuned to the needs of the industry
- They have forgotten that IT education must be very business-oriented
- Students spend only two to three hours in an institution, making them laid back and casual. Technology learning and practicing demands for many more hours to be spent by a student in college
- The curricula/syllabi has not been updated for over five years, whereas technology, methodology and the process have changed at lot
- Teachers are generally not updating themselves on new technologies and processes, rather they oppose the addition of new subjects to syllabi
- The cost of IT education is heavy. Students spend around three lakh rupees for a degree and two lakhs on doing their Masters programme. Despite spending so much, many still do not get jobs
- A student coming out of an academic institute does not have enough marketable value. The IT industry has to scan thousands of candidates to fish out the few satisfying their needs
- The academic institutions do not put in enough effort to develop core competencies, social skills, aptitude and the right attitude in their students
- The academic institutions make too little effort to tie-up with industry players – large and small – in resolving these issues, but rather operate as profit making hubs.

There may be many more reasons why academic institutions have not delivered to meet their objectives. The IT industry has to think of solutions to resolve its manpower problems.

Many IT industry leaders have given a good thought to the issue and set up their own parallel education and training systems. The Infosys Academy, Mysore, the Tech-Mahindra Academy, Pune, the Satyam Academy,

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## OPINION

Hyderabad, Patni-BITS, Mumbai and the TE Academy, Pune are all examples of companies taking the manpower development matter in their own hands. These academies train selected youngsters immediately after their degrees, for one or two years, to convert them into job-ready IT professionals to suit international IT business requirements. A good training infrastructure, with a lot of investment, is created for the purpose.

This leads to a few key questions:

- Is training a social responsibility of the IT industry?
- Should the industry spend time, effort and money on such education, which should in fact have been undertaken by the academic institutions?
- Does such effort help in bridging the gap between the academia and the IT industry?
- Does every player in the IT industry have to invest so much to get good manpower?
- Can the IT industry wait for one or two years to make its manpower productive?

The answer to these questions is mostly, no! The fact of the matter is that academia has not delivered what students and the IT industry requires.

Meanwhile, let us not talk of the problems alone. The solution lies in academia-industry collaborations that bridge the world of learning with the world of work. Let the academic institutes come forward with their facilities, trainers and most importantly, their open attitude to working with the industry, and a difference can be made. Academia must interact with the industry, and share the costs and responsibilities to develop young talent that is employable. Such collaboration and cooperation should take place in the following areas:

- **Curriculum design:** Experts from the industry should be involved in designing the curriculum to know and influence the content
- **Teachers development programme:** Teachers should work in the industry to learn updated technology skills and practices
- **Field work and project work:** Final year students should be assigned field work/projects that should be monitored and assessed by experts from industry
- **Sessions from experts:** Experts from IT industry should contribute to academia

If these mutual activities are performed regularly, it will certainly create a bonding between the academia and industry, bringing the gap between demand and supply for IT industry.

*For further details, please contact:*

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## CASE STUDY

### Building win-win partnerships

*A look at how Intel has teamed up with 17 engineering colleges to equip faculties to deliver industry-relevant curriculum.*

**The requirement:** With the IT industry achieving record growth and the advent of multi-core technology, manpower trained on multi-core continues to remain the most crucial issue on the radar screens of the IT sector. Most companies have to spend considerable amount of time and resources on their training, so as to develop the skills required by the industry. Multi-core technology is critical to the future of computing technology, and there's an imperative need for the industry to educate tomorrow's software developers to architect, develop and debug the next generation of software for modern, multi-core platforms.

Today, there is a need for the IT industry to team up with universities (specifically the Tier IIs) providing faculties and students the hands-on experience and training to meet industry demands on multi-core based skills.

**The programme:** Intel launched a programme in January 2006 to cherry-pick top Tier I institutes, which will develop and deliver courses on multi-core. The selected institutes will then be encouraged to share their course design documents as well as any other information that could foster the growth of these courses to other universities, primarily the Tier II institutes in India.

**The implementation:** In the beginning of 2006, Intel invited proposals for developing course curriculum and teaching course(s) around multi-core technology for post graduate and undergraduate students of computer science and engineering.

IIT Kanpur and IISC submitted a proposal which was approved by Intel. Intel conducted a three-day training programme for the participating faculty members during the first week of April 2006. Faculties were also invited to participate in the multi-core workshop at Portland, Oregon during May 2006.

IIT Kanpur developed a new course, and offered the same for M Tech students and senior undergraduate students of the department of computer science and engineering during the first semester of academic year 2006-07 (August-November 2006). The course consists of 40 one-hour lectures, programming assignments, semester-long projects and two examinations. The labs are to be conducted on the hardware/software provided by Intel. IISC also developed the new course and will start offering it to their students from this month.

### Moving from Tier I to Tier II

The reach and impact of the Intel Multi-Core University Programme witnessed a gradual transformation from predominantly focusing on Tier I institutes, to moving towards Tier II institutes. This resulted in a growing emphasis on the creation of centres of excellence. Having IIT Kanpur and IISC develop a world-class curriculum and in an endeavour to proliferate multi-core curriculum adoption in India, Intel reached out to 470 faculty members from

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206 institutes at four national-level conferences held in Bangalore, Jaipur, Mumbai and Chennai. Intel shared with the faculties the direction IT industry is taking and encouraged them to submit proposals on making changes in their computer architecture curriculum.

## Intel India Multi-Core University Programme: Reach and impact

Reach	Oct 05 Aug 06	Sep 06	Sep 06	Oct 06	Nov 06	Total
		Bangalore	Jaipur	Mumbai	Chennai	
Number of faculty trained on multi-core	22	121	68	105	158	474
Number of institutes	4	52	25	36	89	206
Number of relevant proposals received	3	10	5	7	11	36

The initiative received 36 proposals for implementation of multi-core curriculum out of which the following 17 institutes were selected for future mentoring by Intel:

- HBTI, Kanpur
- TCE, Madurai
- I2IT, Pune
- NIT Trichy
- NIT Calicut
- MNIT Jaipur
- Kalasalingham University
- NIT Durgapur
- PSG Coimbatore
- IIIT Hyderabad
- CoE Guindy, Chennai
- SASTRA, Tanjore
- College of Engineering, Pune
- NIT Durgapur
- NIT Warangal
- PREC Tanjore
- VTU, Belgaum

## CASE STUDY

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## CASE STUDY

**The benefits achieved:** The above selected institutes over the next one to two years will get:

- **Mentoring:** An Intel senior technologist as mentor for the next two years
- **Training and workshops:** To give an introduction to Intel multi-core architecture and to teach computer science students how to achieve maximum performance out of their programmes on threaded, multi-core and multi-processor systems using Intel compilers and threading tools. It also covers the importance of parallelism, threading concepts, threading methodology and programming with threads (Windows\*, OpenMP\*, PThreads\*)
- **Curriculum:** Reference curriculum developed by leading universities in the US, IIT Kanpur and IISC
- **Labs and courseware:** Intel will also provide course material, laptops powered by dual-core processors for instructor use in the classroom, 10-20 core2duo PCs, as well as licenses for Intel® Software Development Products access to forums and technical support
- **Travel grants to select conferences:** In an endeavour to encourage faculties to participate more actively in research; Intel will support travel for faculties who get a paper published in conferences of international repute.

**The road ahead:** Looking ahead, the 17 institutes with mentorship from Intel technologists will change their existing curriculum on computer architecture, and start the new course by August 2007. After getting designated as the centre of excellence, these institutes will then spread this curriculum to other institutes in India. Each institute typically mentoring 10-15 institutes in their region.

The on-going multi-core university, initiative at Intel aims to change curriculum of close to 150 engineering institutes by end of 2008.

For details about the project, contact:

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## HR INSIGHT

### Focused on growth

*In this issue, we spotlight Aspire Systems and look at the HR engine that fuels the growth of the company.*

**Company:** Aspire Systems (India) Private Limited

**Background:** Aspire Systems is a leading outsourced product development company focused on helping software organisations create innovative products for the next generation. By combining proprietary methodologies with multiple delivery models, Aspire's offerings harness the dual power of outsourcing and offshoring. The organisation provides comprehensive services in the areas of new product development, product advancement, product re-engineering, product migration, product maintenance, product implementation, product testing, product support and product documentation. Aspire's solutions have outlined best practices across each of its delivery areas ensuring benchmarked quality standards and high return on investments.

**Area of expertise:** Aspire has developed expertise in the areas of product development, advancement, testing, implementation and maintenance. Its skill sets in the technology arena span the .Net, J2EE, C++ and testing platforms.

**Basic qualification of existing skilled/technical manpower:** The company has graduates and post graduates in the Engineering, Computer Applications, and Information Technology streams. We also take graduates and post graduates with a science background for specific requirements.

**Future manpower requirements:** Aspire will need people with the same qualification streams as above. The goal of the company is to grow to over 500 people in the next 9-12 months.

**Basic and specific skill sets needed/sought after (if any):** Aspire's manpower requirements revolve around the above qualification streams. However, being in the product development space, it is keenly looking for extremely high levels of analytical and logical skill capabilities in incumbents. It is on the look out for individuals who have sound fundamentals and have a high learning quotient.

From a technology perspective, Aspire will hire individuals who have strong knowledge in object-oriented concepts and its applications.

**Other, additional qualities the company is looking for in its professionals:** There are several qualities the organisation looks for in new incumbents, including the following: a consistent academic track record, good communications skills, good presentation skills, an eye for details, high commitment levels, cultural fitment, learnability and emotional quotient, focused personal objectives and goals and an outgoing personality.

**The company's training philosophy (kind of in-house training provided, etc):** Aspire provides continual learning opportunities for individuals both on-the-job and away from it. Training is viewed as a development tool. Aspire organises inbound and outbound training programmes for team members in the technical and soft skills segments. Team members are also nominated for seminars and conferences. There is a mandatory requirement for employees to take up technical certifications and Aspire sponsors half of the costs towards such training.

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Aspire also provides separate individual training budgets from where individuals can draw funds to meet their learning needs, apart from organisation-wide programmes.

Fresh incumbents are put through a three-month induction phase, where they not only learn technology but also a wide variety of soft skills required to perform their jobs. This is an intense learning exercise that equips them to get going right on day one inside a project.

**The company's HR vision:** Aspire is aiming to achieve its organisational vision by: recruiting the best talent, nurturing and growing it. Facilitating people development and career growth and making the 'Aspire experience' a truly enjoyable and memorable one for every employee.

**The career path for an individual in the organisation:** Aspire's employees have many options they can choose from. As far as the company's technical team is concerned, the members can opt for a completely technology-oriented career path or grow their careers on the managerial side. Aspire understands that fundamentally, individuals have personal and behavioural traits that suit one or the other path and that they must choose either of the two.

Aspire understands that job rotation and job enrichment play a vital part in not only individual upliftment but also organisational development and progress. In tune with this need, team members can move cross-functionally and between delivery units or even between technical and non-technical jobs.

All these options provide individuals with a great career development environment where their skills are constantly challenged and honed.

**Experience with educational institutions, faculty/students and management:** According to Aspire, colleges have been receptive to its enquiries and needs and have a permanent placement faculty that is available for coordination. The model, however, is available only in the private institutions and not in the government colleges. It is also seen that university-based colleges lack such an interaction point with the industry.

There is a lack of information dissemination to students from the placement wings, which impairs the relationship with the industry. Many times, job descriptions, job postings, job scope, career prospects, salary details, etc., are either not shared with students or not collected at all from the industry.

The Alumni base of the institutions is also in an appalling state. Institutes neither create nor maintain such a database. If there is a database, then relevant information is not available or updated.

Curriculum too needs a revamp. Faculty has to realise that theory alone will not fly. Application of knowledge has to be emphasised to students. Students have to be exposed to workshops, assignments, projects, case studies and group discussions, where there is brainstorming and knowledge sharing. Students should be encouraged to make presentations on various issues. This will not only increase their academic skills but also their soft skills.

**Exclusive programmes on offer for students and faculty in colleges:** Aspire is offering Interface, an exclusive programme that is run for new incumbents who have been hand-picked from the campuses it visits. Students and faculty participate in these programmes after campus selections but before actual induction into the organisation.

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This provides them the vital first level inputs on the kind of organisation they will be working with and also help them in understanding, well ahead of time, as to what is expected out of them. The programme is a full-time mandatory one for all fresh campus selected incumbents.

**The work culture:** Aspire has a free and flexible work atmosphere. It is an environment of learning and sharing. The company practices the concept of 'Freedom with Responsibility.'

Every team member is associated with a specific Resource Executive (RE), who guides and counsels them on their career path. These REs have regular one-on-one meetings with every single team member, to assess and address areas of concern and work actively on their resolution. As a part of this initiative, Aspire has 'HR Connect' meetings that happen periodically.

In addition, career pathing for team members is undertaken and reviewed every quarter. The organisation uses intense 'Career Development Meetings' to estimate progress of an individual against the opted career path. The organisation facilitates corrective actions to be taken well ahead of time through the career development meetings and ensures smooth career progress for the individuals.

**Activities beyond the workplace:** Aspire has a sports club called 'Oval Rings' where activities, ranging from cricket to chess; biking to badminton; marathon to mountaineering; swimming to trekking; and gymnastics to aerobics are encouraged and supported. It also has an entertainment club called 'Da Vinci', which provides employees with a window to the world of theatre, cinema, painting, sculpting, dance and music.

The recreation room with the Aspire campus houses a number of indoor activities like carom, chess, football, etc. and offers a perfect place to unwind.

## HR INSIGHT



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## NASSCOM INITIATIVE

### NASSCOM IT Workforce Development (ITWD) Initiative: Update

*Catalysing IT industry-academia interaction*

IT workforce is the key building block for continued development of the IT-ITES industry. Recognising the criticality of human resource for the industry, NASSCOM initiated the 'IT Workforce Development' programme with the aim to engage with the academia (engineering colleges/institutes beyond the well-known and recognised ones) on a sustained basis to ensure better synchronisation between IT education and the industry requirements.

#### Key activities include

- Catalysing IT industry-academia interface through workshops and conferences, faculty sabbatical and training programmes, mentorship programmes and Techno-Skill Development centres (TSDs)
- Closely working with academic bodies such as MHRD, AICTE and UGC to standardise the curriculum and pedagogy
- Encouraging research and survey-oriented projects to showcase the best practices in the area of industry-academia alliances and white paper on certain fundamental and critical requirements such as curriculum, information on engineering institutions and skills sets desired/available pan India.

Through a continued and consistent guidance and interface programme in a phased manner, the following objectives can be met:

- Address the ongoing issue of 'unavailability of quality talent pool'
- Do away with the six to eight months of in-house entry level training programme which is presently being driven to address the skill gap areas in the fundamentals in students
- High level of attrition and escalating salaries as each company tries to tap the same resource which is skilled and well-trained
- Transform few of the lesser known colleges into centres of excellence in the next two to three years, paving the way for high-end R&D and consultancy work.

By driving the initiative, NASSCOM members can play a key role in ensuring quality talent pool from all across the country for the industry. For More details, please visit <http://www.nasscom.in/itworkforce>

The IT workforce development activities are structured to address the above mentioned objective. Address the quality issues residing with approximately 1500 engineering colleges (excluding the Top 150 to 200 which are considered centres of excellence in education and known for their quality education/globally employable talent pool).

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The various activities and programmes have been conceptualised and executed keeping the issues and concerns of the industry at one end and challenges of the academia (the next rung of institutes and colleges) at the other end along with constraints of government functioning.

The ITWD initiative is focused on technical colleges and institutes (engineering) to help them get the industry interface and guidance that can assist many of the struggling colleges and institutes to review and re-engineer the present challenges with respect to curriculum (which as per the industry is not an issue contrary to the general opinion), faculty not being up to the mark – how to make the pedagogy much more vibrant and meaningful and such that the present gaps being experienced by the industry in the talent pool at the entry level is met with satisfaction benefiting both the academia and the industry at large.

The purpose of each programme is as follows:

- The one-day industry-academia workshops are aimed at catalysing industry-academia interface in that region, flow of information and discussion on the IT industry-its challenges with respect to talent pool. Sharing of successful examples of how steps are being made to address them and how the colleges/institutes of the specific region should attempt on exploring similar approach and efforts within the constraints they have
- The faculty training workshops (or sabbaticals) are aimed at getting the faculty realise the gaps in the present style of teaching and approach in the core areas, and getting industry perspective and guidance for addressing the same
- The mentorship programme is focused on ensuring a particular company providing a consistent and continuous guidance for over 12-24 months to a particular college(s)/institute(s) in transforming it into a centre where quality education is being imparted resulting in availability of employable talent (students) and faculty which is much more updated and pragmatic, and management that realises the need of quality education. Hopefully resulting in few more institutes/colleges of excellence in the next two to three years wherein industry collaboration for joint research and consultancy can then be explored and made a reality as widely prevalent internationally.

For further details, log on to <http://www.nasscom.in/itworkforce>

#### Summary of the activities rolled out:

- Faculty training programmes by the following members: ITC InfoTech, Satyam Computer Services, Accenture, SUN, Mind Tree, Microsoft and Patni on core subject areas fundamental to any IT software and service company including soft skills requirements. The faculty is given an understanding from the practical perspective and what pedagogy changes need to be made at their end to address the 'gap areas', strengthening the quality talent pool which can be globally employable.

Approximately 800 faculty covered as of February '07. Details on module / content can be learnt from the following link <http://www.nasscom.in/Nasscom/templates/NormalPage.aspx?id=48322>

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- One-day IT-ITES Industry-Academia Meet organised every quarter. Regions covered: Kolhapur, Madurai, Tirupati, NCR, Dharwad, Coimbatore, Jaipur, Vizag, Lucknow, Hyderabad, Kolkata, Pune and Chennai

Summary of the proceedings has been documented and available on

<http://www.nasscom.in/Nasscom/templates/NormalPage.aspx?id=48322>

- Techno-Skill Development Centres/(Mentorship programmes) which began as a part of the NASSCOM-UGC MoU have been taken forward by NASSCOM with the support of its members and respective institutions: Zensar with University of Sydney, Sydney; Vishwakarma Institute of Technology, Pune; Sinhgad Institute of Technology, Lonavala; SMT Kashibai Navale College of Engineering, Pune; Maharashtra Institute of Technology, Pune; University of Essex, London; Vishwakarma Institute of Information Technology, Pune; Koneru Lakshmiya College of Engineering, Vijaywada. XANSA with Jammu University, Jammu, Pixtel Technologies Mentorship with IMS Engineering College, Ghaziabad and Galgotia College of Engineering, Greater Noida; SUN Centre of Excellence at Bannari Amman Institute of Technology, and Neilsoft with COEP, Pune and BVB College of Engineering, Hubli

- IT Industry Communiqué for the Academia is being quarterly published with the seventh issue released and mailed to near to 1800 faculty who have participated in varied industry/academia workshops pan India under the NASSCOM IT Workforce Development Initiative. Also available on the following link:

<http://www.nasscom.in/Nasscom/templates/LandingPage.aspx?id=5794>

- NASSCOM ITWD initiative is involved in meaningful associations with IIFT and NEC in working out the content and industry participation for academic interface programmes with students such the IIFT symposium on IT for the last two years and with National Education Conclave wherein awareness on IT is being imparted to students at k12 level
- Suggestive list of industry representatives given to AICTE for the curriculum committee
- Pune University request for curriculum review was done with support from industry players and Soft Skills module for the 'Finishing School' project was put together
- IT-related course module coordinated with the support of CMC for the Ministry of Labour and Employment programme on 'Modular Employable Skills' for ITIs.

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