



HIM KAUSHAL - 2016



हिम कौशल - 2016

**HIMACHAL PRADESH
SKILL DEVELOPMENT POLICY**

**Planning Department
Govt. of Himachal Pradesh
Shimla - 171002**



HIM KAUSHAL

हिम कौशल

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1. INTRODUCTION

- 1.1 India, with a population of 1.21 billion¹ people, is on the cusp of a demographic opportunity by virtue of being one of the youngest nations in the world. It has more than 62 percent of the population in the working age group of 15 to 59 years. While recognizing this opportunity, India has made strides to equip its working age population with employable and upgradable skills and knowledge so that a productive contribution can be made in the nation as well as the world's economy.
- 1.2 In line with this vision, a National Skills Development Policy (NSDP) was formulated in 2009 for laying down the framework for the conduction of skills-related training for an estimated 500 million people by 2022 with the following mission "*National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the global market.*"
- 1.3 Since the launch of the policy in 2009, several significant steps have been undertaken to alter progressively the skill development scenario in the country. National Skills Development Agency (NSDA) is working with the State governments to rejuvenate and synergize skilling efforts. National Skills Development Corporation (NSDC) is promoting private sector participation and low cost funding to increase training capacity, Sector Skills Councils (SSCs) have been established as industry led organizations bringing industry, labor, academia, and government together to bridge the identified skill gaps in a defined sector, State Skill Development Missions (SSDMs) are functioning as nodal bodies in their respective States, National Skills Qualification Framework has been initiated to align all skilling and education outcomes with the competency based NSQF levels. A dedicated Ministry of Skill Development and Entrepreneurship has been created for co-ordination of all skill development efforts across the country.
- 1.4 On the demand side, a study of the Human Resource and Skill Requirement commissioned under Ministry of Skill Development and Entrepreneurship, for an understanding of the sectoral and geographical spread of incremental skill requirements across 24 high priority sectors between 2013-17 and 2017-22 reveals an estimated additional requirement of 11.92 crore skilled manpower by 2022. On the supply side, the total workforce of the country is estimated at 48.74 crore, of which only 2.3 percent has undergone formal skill training. In addition to this, the number of the entrants to the workforce age group is estimated to be 1.7 crore every year compounded with the surplus workforce from agriculture sector which will have to be skilled, up-skilled or re-skilled.
- 1.5 Recognizing the magnitude of the challenge at hand, a new National Skill Development and Entrepreneurship Policy, 2015² has been formulated which supersedes the policy of 2009 and seeks "To create an ecosystem of empowerment by skilling on a large scale at speed with high standards so as to ensure sustainable livelihoods for all citizens and to place India in the country of front ranking entrepreneurial and innovative nations."

¹ As per Census 2011

² National Skill Development Policy-2015

- 1.6 Himachal Pradesh has started its journey of economic development to emerge as a model of development of hill States in the country and also as a pioneer in the various field of development. The State has made tremendous progress in industries, power, horticulture, agriculture and allied activities due to continuous investment which has drastically changed the socio-economic indicators of the State.
- 1.7 Keeping in view the overall growth dynamics of the State, Government of Himachal Pradesh has taken up an exercise on the formulation of Action plan on Skill Development for 12th Plan (2012–17 and 2017–22). The State Government has fixed the targets under Skill Development activities according to the targets fixed by Government of India, as 4, 55,000 for 2012–17 and 5, 15,000 for 2017–22 as per the following details:

Table 1: Skill Development Targets for Himachal Pradesh³

Period	Demand for Human Resource due to new jobs created (lakhs)	Gross addition to working age population supply (lakhs)	Gross addition to labour force supply (lakhs)	Addition to labour force supply (lakhs)	Gap between demand and net supply (lakhs)
1	2	3	4	5	6
2012-17	5.76	6.41	3.37	1.21	4.55
2017-22	6.38	5.90	3.10	1.23	5.15

- 1.8 To achieve the above target, Government of Himachal Pradesh is steadfastly introducing a mechanism to institutionalize the efforts of Skill Development in the State and therefore has decided to formulate a Skill Development Policy to provide a direction to its efforts.

³ District wise skill gap study for the State of Himachal Pradesh, 2013 by KPMG Advisory Services mandated through NSDC

2. SCENARIO IN HIMACHAL PRADESH

2.1 Background of State

Himachal Pradesh, with a population about 68.65⁴ lakh (0.57% of India's population), has the reputation of being a stable, inclusive, cohesive State with positive human development outcomes like lower poverty ratio, very good per capita income, education and health indicators, which reflect the concerted effort and good governance of State Government.

- 2.1.1 The decadal rate of population growth showing declining trend and recorded 12.94 percent in 2001-2011 against the 17.54 percent during 1991-2001, the population is unevenly distributed across the 12 districts and 78 development blocks of Himachal Pradesh. Himachal Pradesh has the highest rural population of 89.96 percent in India with forest area constituting 66.52 percent of the total State area. Urban population in the State has witnessed 15.61 percent growth during 2001-11 in comparison to 12.65 percent growth in rural population during the same period. Solan, Shimla, Mandi and Kangra districts account for more than half of the total population of the State due to industrial and administrative development, migration and large geographical spread whereas Lahaul & Spiti and Kinnaur have significantly low population, and that too rural population, due to the undulating topography and relatively harsher living conditions in these districts.
- 2.1.2 A relative ease of access to public resources coupled with increasing employment opportunities across organized and unorganized sectors has played a crucial role in promoting inward migration of skilled and un-skilled workers predominantly from Uttar Pradesh, Bihar, Jharkhand and Nepal.

2.2 Efforts by State Government in Skill Development

- (i) A study on mapping the existing skill levels of the Employable Youth and Skill Gaps in Himachal Pradesh was conducted by ICRA (International Credit Rating Agency) in the year 2007.
- (ii) State Skill Development Mission (SSDM) was set-up under the Chairpersonship of Chief Secretary to the GoHP, on 6th June, 2009.
- (iii) In accordance with the announcement of the Hon'ble Chief Minister, Himachal Pradesh in his budget speech for the year 2012-13, a Skill Up-gradation Council has been set-up in the State.
- (iv) Study on improvement of Skill Development initiatives in Himachal Pradesh was conducted by Himachal Pradesh General Industries Corporation Ltd., 2013.
- (v) Himachal Pradesh Skill Development Society (HPSDS) has been set up on 27 January 2014 under the Chairmanship of Hon'ble Chief Minister as an

⁴ Census 2011 data.

independent and autonomous body under the Himachal Pradesh Societies Registration Act, 2006. The broad objective of the society is to promote development of skills as laid down under the charter of the National Skill Development Mission and State Skill Development policies.

- (vi) National Skill Development Corporation (NSDC) with the assistance of KPMG Advisory Services has independently done a study in 2013 titled District wise Skill Gap Study in the State of Himachal Pradesh for the period 2012-17 and 2017-22, with the objective of identifying district wise skilling requirements in the State for potential growth sectors.
- (vii) During the budget speech of the year 2013-14, Hon'ble Chief Minister had announced a Skill Development Allowance Scheme for the unemployed youth which is being run by the Labour and Employment Department.

2.3 Status of Vocational and Technical Education for Skill Development

In the State, main departments which are providing skill trainings are Technical Education, Education, Urban Development, Rural Development and Labour & Employment.

2.3.1 Department of Technical Education, Vocational and Industrial Training (DTE)

The State has about 234 ITIs (103 Government and 131 private) which have an annual intake capacity of approximately 40,000 students and are providing training in 54 engineering and non-engineering trades. In addition to this, there are 4 Govt. Engineering Colleges, 14 Private Engineering Colleges providing training in 12 courses, 14 B-Pharmacy colleges (one Govt. and 13 Private), about 39 Polytechnics (15 Government and 24 private including 2nd shift polytechnics and 2 D-Pharmacy colleges providing training in 14 courses) which have an annual intake capacity of about 18,000 students. The total annual intake capacity of Department of Technical Education (including Private institutions) is 58,000.

Presently 140 vocational training providers are registered under Skill Development Initiative Scheme and are imparting training in 22 sectors.



A community college under AICTE (NSQF) Scheme in automobile engineering with three specialized sub sectors i.e. engine testing, vehicle testing and auto electrical & electronics have recently been started in Government Polytechnics , Sunder Nagar, in association with private sector skill knowledge providers with intake capacity of 100 students.

The Scheme of Community Development through Polytechnics is also being implemented in six Government Polytechnics i.e. Sunder Nagar, Hamirpur, Kangra, Ambota, Kandaghat and Rohru since 2009. Under this scheme, skill development training is being provided to boys and girls in 25 various engineering / non-engineering trades. Under this scheme 8,944 candidates have been trained since 2009.

There are about 3200 seats available for Apprenticeship in Himachal Pradesh (Government/Private establishments) for Skill Training under the Apprenticeship Training Act.

In addition to this, the department is providing skill development related trainings in various schemes such as STAR scheme, Hunar Se Rozgar Tak, Work Inspectors training, Vishesh Mahila Uthan Yojana, ESDM, etc.



2.3.2 Department of Higher Education:

The Department of Higher Education runs the centrally sponsored scheme for imparting vocational education at the secondary and higher secondary levels (classes 9th to 12th) schools. Now the scheme is operated with in the National Skill Qualification Framework (NSQF), which established a system of clear educational path ways from school to higher education by providing certification of vocational skills. The project was approved for the State of Himachal Pradesh by MHRD on pilot basis. The aim of the project is to make students employable when they complete Higher Secondary Education. Currently, 500 government senior secondary schools are covered under this scheme.

For the successful and effective implementation of the scheme, tripartite MOU has been signed, between Department of Higher Education, NSDC & Wadhwani Foundation. National Skill Development Corporation (NSDC) has been set up by the Govt. of India for facilitating skill development in the country. NSDC has been mandated by the Govt. of India to set up the Sector Skill Councils in high growth and the priority sector identified by the Planning Commission and to formulate National Occupational Standard for different job roles. Wadhwani Foundation has partnership with Haryana project of NVEQF school pilot. Wadhwani Foundation has agreed to support this project in the state in the capacity of project management.

As per the provisions of the scheme the students studying vocational education under NSQF are awarded a diploma by NSDC in addition to the academic certificate issued by the H.P. Board of School Education. The assessment of practicals is conducted by NSDC through respective Sector Skill Councils and H. P. Board of School Education.

The NSDC has recommended different vocational training providers to the State for different sectors. The selection of VTPs is made by the NSDC by floating EOI or their own mechanism. Ten tripartite agreements have been signed with respective sector skill councils, ten vocational training providers (recommended by NSDC) and RMSA, H.P. for the implementation of NSQF project in H.P. Two new VTPs have been recommended by NSDC in this session.

The vocational training providers are responsible for providing vocational education and training to the students of vocational education from class 9th to 12th (Level-1 to Level-4) in the trades /sectors allotted to them. The vocational trainers for each subject are also engaged by the VTP concerned. The requisite qualification approved by the Central Institute of Vocational Education (NCERT) is strictly followed by the VTPs for the selection of vocational trainers. Two vocational trainers per subject per school are engaged by the VTPs as per the provisions of the scheme. As per the agreements with the VTPs, Rs. 15000/- per month honorarium /salary is paid to the vocational trainers through concerned vocational training providers.

About 35000 students have been enrolled under vocational education from class 9th to 12th in different subjects/trades for Level 1 to 4 in 8 different vocational subjects.



200 Vocational labs and workshops have been established in 100 schools for the practical training of the vocational students. The process for establishing 600 vocational labs for the new 300 schools is under way. These labs will be well equipped with all the equipments and tools required as per the guidelines of MHRD and NSDC. All these schools will be provided with Computer hardware and Internet Connection.

Books have been printed and delivered to all the students in 200 schools free of cost.

Labs of Automobile, Healthcare, Retail, ITeS & Security, Tourism and Agriculture have been established.

Evaluation and Assessment of the students for the session 2013-14 & 2014-15 was conducted by the NSDC & Sector Skill Councils. The Sector Skill Councils had appointed experienced examiners/assessors for this purpose from various industries of the country.

All the subjects under NSQF in H.P. have been incorporated in the scheme of studies by the H.P. Board of School Education for class 9th to 12th. Hence these subjects are being taught as elective / optional subjects.

All the 500 Schools covered under NSQF are only GSSS. Special attention has been taken by the Govt. to cover the Girls, SC, ST, OBC and minority students. The students covered under these courses are paying only the normal school fees and funds. No extra fees & funds are charged for these vocational subjects.

Monitoring of Vocational schools is being done regularly by a team of RMSA and all schools will be monitored every year regularly as a routine matter.

The Teacher training programs / workshops are being organized for Vocational Trainers by RMSA and PSSCIVE Bhopal from time to time. All Vocational Trainers are trained / oriented every year.

The field visits, industrial trainings & Guest Lectures are being organized regularly in schools by the VTP's and Principals. Special provision of budget has been made for these activities.

The planning & monitoring unit under the Chairmanship of SPD RMSA has been constituted for the review of Vocational Education program in the State.

A dedicated NSQF Cell has been established in RMSA and DHE for the successful implementation of the project in the State.

The District Coordinators have been appointed in all the Districts for the effective monitoring of the scheme under the control of the District Project Officer RMSA cum Principal DIET.

2.3.3 Department of Labour and Employment

At present, the Department of Labour and Employment is providing employment services (registration of candidates, placement activities and vocational guidance etc.) to the youth of the State through its network of employment exchanges in 12 Districts and 55 sub office employment exchanges at Tehsil level. These youth could be unemployed, self-employed, employed on part time, contract, ad-hoc, casual or tenure and those who are seeking better job prospects. A person can get his / her name registered in upto 3 trades, occupations as per qualifications and experience in the area of residence. A total

of 148,055⁵ eligible youth were registered in all employment exchanges between the period 1st April 2014 and 31 March, 2015. Keeping in view the current needs of the youth, the department is gearing towards the need to upgrade existing employment exchanges centers into model career centers for carrier counseling and vocational guidance. The process of up-gradation of District Employment Exchange Una into Model Career Centre has already been started.

This department is implementing Employment Exchanges (Compulsory notification of vacancies) Act 1959. As per the provisions of the Act, it is mandatory for all establishment (Both public and private sector), covered under the Act, to notify their vacancies to this department.

The Department of Labour and Employment also administers the “Skill Development Allowance (SDA) Scheme” with the objective of upgrading the skill level of the unemployed youth and to increase employability. An allowance of INR 1,000 (INR 1,500 to 50 percent or more permanent physically handicapped) is being given per month to the following eligible Himachali youth for the duration of skill development training subject to maximum of two years:

- (i) Applicant should be bonafide Himachali aged 16 to below 36 years,
- (ii) Unemployed (not employed in government or private sector nor self employed),
- (iii) Having minimum education qualification of eighth class pass (there will be no requirement of minimum qualification for admissibility of allowance under the scheme when applicant wants to pursue training in sectors such as masonry, carpentry, black smithy or plumbing, etc.),
- (iv) Family income of less than Rs. 2 lakhs per annum,
- (v) Registered in any Employment Exchange as on date of application, and
- (vi) Enrolled in defined skill development training.

A total amount of Rs. 53.24⁶ crores has been disbursed to 86,000 beneficiaries from the commencement of the scheme in May, 2013 upto 31st August, 2015.

2.3.4 Department of Rural Development

The Department of Rural Development is implementing various programs such as the National Rural Livelihood Mission (NRLM)/Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS), rural roads, rural sanitation and watershed development. Its role is particularly significant since 90 percent of the population of Himachal Pradesh resides in rural areas and the department has a good field network which stretches up to the Block and Panchayat levels.

⁵ http://eemis.hp.nic.in/MIS_RegMain.aspx?MIS=RegMain

⁶ Source : Department of Labour and Employment

2.3.5 Department of Urban Development:

The Department of Urban Development implements the centrally sponsored National Urban Livelihood Mission scheme for helping the urban poor and vulnerable sections such as migrant labour and street vendors in getting the required skills besides employment through skill training and placement, social mobilization and institutional development, self employment programs, capacity building and training etc. The broader objective of the employment through skill training and placement is to provide an asset to the urban poor in the form of skills for their sustainable livelihoods. Seven numbers training partners empanelled with National Skills Development Corporation (NSDC) are providing skill training in various trades like construction & plumbing, beauty & wellness, embroidery, cutting & sewing, retails / sales, tourism & hospitality, telecom, etc. in ten district headquarter ULB towns. The course contents and modules are developed as per the national occupational standards by NSDC. Entrepreneurship Development Program (EDP) for the beneficiaries of NULM is provisioned for conducting training program through various institutions/training providers which will cover basic of entrepreneurship development such as management of an enterprise, basic accounting, financial management, marketing, backward and forward linkages, legal procedures, costing and revenues, etc. In this connection proposal through RFP from reputed training providers has been invited.

The upliftment of urban poor ensured by way of formation of Self Help Groups (SHGs), among the urban poor's & their linkages with banks. The community is being mobilized and strengthened at three levels i.e. SHGs at ward level, ALFs at area level and CLF at City level and is identifying probable beneficiaries for skill training as well as Self Employment program.

The Self Employment Program provides facility of loan to urban poor for entrepreneurship activities to improve their livelihoods on a sustainable basis. The Program is facilitating urban poor in getting loans upto two lacs for individual and 10 lacs for group enterprises on an interest rate of 7% only. For women self help groups who are paying their installments well in time the applicable rate of interest is 4% only.

The Program also aims at providing shelters equipped with essential services to the urban homeless including the migrant labourers in a phased manner and also to address the concerns of urban street vendors by facilitating access to suitable spaces, institutional credit, social security and skill to the urban street vendors.

2.3.6 Department of Industries

Department of Industries organizes Rural Industries Program, Rural Artisan Program, Industrial Awareness Program, short term Entrepreneurship Development Program (EDP), short and long term product specific EDPs, rural engineering based training programs (REBT) and development of handloom industries under Special Central Assistance (SCA).

Under the Industrial Infrastructure Up-gradation Scheme (IIUS), it is implementing a Skill Development Centre at Baddi-Barotiwala-Nalagarh area through M/s Baddi Infrastructure Pvt. Ltd. (a SPV created by Baddi-Barotiwala-Nalagarh Industries Association for the implementation of Pharma and allied industries).

2.3.7 Hospitality and Tourism

Training for mini hotel management training is being run in 10 Government ITIs under which 700 students have been trained and 500 students are presently under going training under a one year program.

Under *Hunar Se Rozgar Tak* Scheme, 2500 un-employed youths of State imparting driving skill training in 16 Government ITIs of the State for becoming drivers of LMVs. Out of 2500 un-employed youths, 957 have been trained. In addition, other trainings like Adventure sports, Tourist guide, Dhaba workers, etc. are also being imparted to the un-employed youth of the State.

2.3.8 Training Organized by other Departments of the State

- (i) H.P. Handicrafts and Handloom Corporation Limited offers training courses in Weaving of Kullu/Kinnauri Shawl, Blanket, Muffler, Capret, Thanka Paintings, Chamba Rumal embroidery, Suni Rumal embroidery, Drift Wood making, Wood carving, Metal craft, Lahaul Socks & Gloves making, Paiche making, Chamba footwear making, Stone craft and Carpentry trade. The main features of the training schemes are as under:-

- | | |
|-------------------------------|------------------------------------|
| (a) Duration of training | - One year. |
| (b) Number of trainees | - 10 to 20. |
| (c) Stipend | - Rs. 950/- per month per trainee. |
| (d) Honorarium to Instructor | - Rs. 5000/- per month. |
| (e) Rent of training premises | - Rs. 2000/- to 2500/- per month. |
| (f) Cost of looms | - Rs. 10000/- per loom. |
| (g) Cost of tool-kits. | - Rs. 2500/- per trainee. |

The Corporation is providing looms/tool-kits free of cost to the weavers/artisan after completion of training in different crafts for their rehabilitation.

- (ii) Health and Medical Education Department offers courses of Dental Hygienist, Dental Mechanic, Laboratory Technician, X-ray Technician, Optometrist, Operation Theatre Technician, Pharmacist, Nursing, Midwifery, Auxiliary Nurse Midwife (ANM) etc.
- (iii) H.P.SC & ST Development Corporation offers courses on handloom khadi, motor driving, motor mechanic/ auto scooter repair, shoe making, electronics, plumber, electrician/ motor binding, welding/ steel fabrication/ black smithy, carpentry, foam making, beautician, bamboo work, barber, cutting tailoring, computers trainings etc.

- (iv) Horticulture Department offers training courses in apple development, orchardists, apiculture (bee-keeping activities), mushroom development, floriculture, medicinal and aromatic plants, exotic fruits and vegetables etc.
- (v) Agriculture Department offers courses in organic farming, adoption of new farming technology, testing for seeds, soil, pesticides, etc. The Department runs two training centres, one at Mashobra and other at Sundernagar. Besides, farmers training camps are organized at village, block and district level.
- (vi) Himachal Roadways Transport Corporation offers courses on training of drivers
- (vii) District Rural Development Agencies (DRDA) offer trainings on cutting and tailoring.
- (viii) Rural Self Employment Training Institutes (RSETIs), a joint initiative of MoRD, State Government and public sector banks, provide training to BPL families through 10 centres. RSETI trainings include 30 to 40 Skill Development Programs in a financial year; providing short-term residential self-employment training programs.

Table 2 – Tentative Physical Targets of Skill Development activities for the year 2015-16 & 2016-17

Sr. No.	Year	Tentative targets (In No.)
1	2	3
1	2015-16	104050
2	2016-17	136346

In an effort to converge, all the previous initiatives under Skill Development and to provide a clear vision for future endeavors, the Government of Himachal Pradesh has decided to frame a Skill Development Policy to guide the long term vision for the State.

3. SKILL POLICY VISION AND OBJECTIVES

3.1 VISION OF THE POLICY

- 3.1.1 The Skill Development Policy of the State will be called as “Him Kaushal” and shall be undertaken in a Mission mode.
- 3.1.2 The vision of the policy is “To empower all individuals of the State between the ages of 15 to 45 years to enhance learning and lifelong employment opportunities so as to increase the productive wage force of the State to take part in the economic growth of Himachal Pradesh and India and bridge its skill deficit”.

3.2 OBJECTIVES OF THE POLICY

The objectives of the policy are as follows:

- (i) To achieve convergence and harmonisation of different training programs run by various State departments / organisations with the aim of providing a platform for best available placement opportunities to the youth of the State.
- (ii) To prepare a prioritized road map for skill development, training and employment for the horizon years 2012-17 and 2017-22 for students passing out from higher secondary schools, school drop-outs, un-skilled workers, unemployed youth, informal sector workers, women, differently abled and other disadvantaged or marginalized groups.
- (iii) To make skill training and quality vocational training an aspirational choice in the outlook of the youth and also with employers when linked with increased productivity.
- (iv) To correct and align skilling with required competencies, including national standards, so as to create an outcome based system for skilling.
- (v) To formulate appropriate policy and measures to measure skill gaps at district and block levels.
- (vi) To create benchmarks and standards for research, development and quality of vocational and professional skill training courses including examination, certification, affiliation and accreditation.
- (vii) To establish an IT and modern technology based information system for aggregation of skill based information and efforts which will be accessible to all stakeholders
- (viii) To operationalise a well defined quality assurance framework for the skill ecosystem of the State

- (ix) To encourage self employment and entrepreneurship skills and opportunities for the youth of the State
- (x) To create a single access platform for job seekers and provide guidance in self employment opportunities
- (xi) To create tie-ups with different skill development and placement agencies in public and private sectors.
- (xii) To create an enabling environment for attracting investment in skill development domain.
- (xiii) To undertake the capacity building programs and measures for different stakeholders in skill development sector.
- (xiv) To collaborate with different ministries in Union Government, appropriate organizations, designated Skill Development Missions of other States, Sector Skill Councils, establish appropriate national/ international linkages and network etc. with the objective of optimizing resources for rapid and sustained skill development among the people of State.
- (xv) To ensure equitable access to skill training and related opportunities for all socially and geographically disadvantaged groups like SCs, STs, OBCs, women, minorities and differently-abled and backward areas of the State.

3.3 Definition and Outcomes of Skill Development

- 3.3.1 Skill Development under this policy will be defined as any outcomes-oriented activity that enables a participant to acquire skills, duly assessed and certified by an independent third party agency, and which enables him/her to get wage/self-employment leading to formal certification and increased earnings.

For fresh entrants to the job market, (incl. students of vocational courses in secondary and higher secondary educational / training institutions)	Minimum duration as compliant to NOS and QPs of relevant job roles as core training + soft skills (which would include computer literacy, language and workplace inter-personal skills)
Re-skilling or skill up-gradation of persons already engaged in an occupation	Minimum duration as compliant to NOS and QPs of relevant job roles as core training + soft skills
Persons who have acquired skills through informal, non-formal or experiential training in any vocational trade or craft	Formal recognition and certification of such skills, if necessary after imparting bridge courses.
Formal education courses	Leading to Qualifications of NSQF > Level 5 (including diplomas, degrees etc.)

3.3.2 It seeks to achieve the following outcome:

- (i) Employment (wage and self) of at least 70 percent of beneficiaries in the training batch within three months of completion of training (except for schemes designed exclusively for self-employment/ entrepreneurship).
- (ii) To enhance self employment and livelihood opportunities for the youth of the State.
- (iii) To encourage entrepreneurship skills and opportunities for the youth.

4. INITIATIVES UNDER SKILL DEVELOPMENT POLICY

To achieve its objectives under the Skill Development Policy, the following initiatives will be introduced in a phased and time bound manner.

4.1 Creation of a Skill System Harmoniser

- (i) Himachal Pradesh Kaushal Vikas Nigam (HPKVN), the newly formed corporation, will act as an overarching body for implementation of skill development policy and programs in the State.
- (ii) HPKVN will pool the resources and programs available under the State or Central government through any State department / organization and will implement all these programs in a systematic manner in consultation and co-operation with the concerned departments.
- (iii) HPKVN will seek to achieve uniformity of qualification, standards, training tools, accreditation for the State in alignment with national standards.
- (iv) In a progressive manner, HPKVN will act as the single window platform for the stakeholders for skill development within the State and from outside the State.

Meetings of Board of Directors of HPKVN





4.2 Demand-driven Training Programs

- (i) Training will be provided by the State Government Institutes and Departments, Private Sector, and Industries/Industrial Associations with :
 - a. Flexible delivery in training period.
 - b. Development of need based curricula.
 - c. Different levels of training program to match the needs.
 - d. Uniform testing & certification.
 - e. The focus of the scheme is to provide employment after training.
- (ii) This shall help to achieve economies of scale in cost of trainings and other procedures and shall help achieve uniformity of standards as well as robust accreditation system

4.3 Multipurpose Training and Marketing Centres

- (i) Multipurpose training and marketing centres will be developed in rural areas at ITIs, in a phased manner.
- (ii) These centres will function as convergence point of various schemes being implemented by the HPKVN.

- (iii) These will be aligned to the needs of the local youth for farm and non-farm activities.
- (iv) These will operate in a *Hub and Spoke Model*, with each centre being monitored by a District Skill Development Centre.

4.4 Financing of Skills Development Programme:

State Government will provide sufficient funds for improving/enhancing the skilling activities in the State. The funds for skilling activities will also be pooled from Central Government Skill Programmes.

Government of India has approved ADB, External Assistance Project, Supporting Skill Development in Himachal Pradesh, amounting Rs.640 crore to strengthen skill development activities and skill infrastructure in the State.

4.5 Initiatives under Externally Aided Skill Development Programmes:

In September 2015, GOHP established Himachal Pradesh Kaushal Vikas Nigam (HPKVN)-as a not for profit company to deliver the mandate of the HP Skill Development Mission by bringing convergence across the TVET programs being run by different departments, and aligning all training with the competency levels specified in India's National Skill Qualification Framework (NSQF) and other national quality assurance and certification norms. The External Aided Skill Development Project will modernize and reform HP,s TVET institutional framework, scale up the State's annual TVET training capacity and align it to the needs of the market so that the employment prospects of HP,s youth improves.

4.6. Changes in Vocational Education System

- (i) In order to facilitate ITI students of the State, equivalency will be granted in respect of qualification of National Trade Certificate and National Apprenticeship Certificate being awarded by the NCVT, Government of India, to that of Senior Secondary i.e. 10 + 2 level, for the purpose of seeking admission in Colleges.
- (ii) With the aim of promoting skills and improving employability of students, Vocational Education in trades like Automobiles, Retail, Security, ITeS, Healthcare, Tourism and Agriculture from 9th to 12th Class have been started from 2014- 15.
- (iii) In addition to facilitate Polytechnic students of the State, the Government will endeavor to grant equivalency of three year polytechnic diploma with 10+2 (science) to improve career opportunities and enhancement in education profile of students as well as providing them an option for vertical mobility.
- (iv) With the aim of promoting skills and improving employability of students, vocational education courses being run at floor level training in nearby

educational institutes ITIs /Polytechnics will be linked with further professional programs.

4.7 Entrepreneurship Development

Self-employment and Entrepreneurship will be encouraged in the State for creation of opportunity driven competent entrepreneurs who progress to set up sustainable enterprises for creation of employment and generation of economic growth to fulfill the following objectives:

- (i) Creation of conducive conditions for emergence of opportunity driven entrepreneurs;
- (ii) Support the development and inculcation of an entrepreneurial culture and values in the State to advocate the mind-set of people towards entrepreneurship;
- (iii) Awareness about the benefits of being self employed or an entrepreneur, especially among educated youth and technologists to consider entrepreneurship as a lucrative, preferred and viable career option;
- (iv) Support early phase of entrepreneurship development including the pre-start-up, nascent as well as early post start-up phase and growth enterprises to address the needs of the population at the 'bottom of the pyramid';
- (v) Promotion of 'social entrepreneurship' and 'inclusive entrepreneurship' by meeting specific needs of underrepresented target groups like women, minority communities, socially and economically backward communities scheduled caste and scheduled tribes and other underprivileged groups and underrepresented regions of the State within the ambit of this development;
- (vi) Creation of an eco-system by evolving an institutional framework and organizational structure to achieve the above objectives while ensuring adequate availability and flow of information to potential entrepreneurs with a business friendly, conducive regulatory and policy environment;
- (vii) Provision of support to budding entrepreneurs through mentorship, networks, provision of information, ease of doing business to foster innovation driven and social entrepreneurship.
- (viii) Introduction of suitable access to finance through soft loans / grants through government institutions

4.8 Focus Sectors

Task HPKVN will address the needs and requirement of manpower in the following sector to draw upon the strengths of the local workforce:

- (i) Agriculture
- (ii) Horticulture
- (iii) Tourism and Hospitality

- (iv) Construction
- (v) IT Enabled services
- (vi) Banking and Financial services

HPKVN will be endeavour to work out skill gaps at local level, identification of new job roles, potential opportunities, modalities of introduction of innovative technologies, engagement with private sector, introduction of pilot projects, and strategy for outreach to remote areas of the State etc.



MOUs Signing Ceremony with SSCs and Industrial Bodies

4.9 Engagement with Private Sector

The State Government and its organizations will empanel reputed private training providers to supplement the efforts of State departments and institutions in providing skill training with the following strategy:

- (i) The private sector training partners will be selected for a certain period of time to enable long term partnerships on the basis of experience in relevant sector domain, technical qualifications, track record etc.;
- (ii) A transparent method will be adopted for empanelment, assignment to districts and allocation of courses to training providers based on accreditation of National and State bodies, experience, past performance and placement records, viability etc.;
- (iii) The private providers shall be expected to collaborate with the district teams in mobilization of youth and in finalizing the district skilling plans;
- (iv) They shall be paid a pre-notified training fee linked to the placements and will also be expected to provide post placement support to trainees;
- (v) Course curriculum for these trainings shall be prepared in collaboration with Sector Skill Councils, industry / domain experts and academicians;

- (vi) Providing Training of Trainers and creating a pool of available assessors at State level for different job roles in each economic sector; and
- (vii) Use of existing Government infrastructure will also be made available to them at prescribed fee for speedier implementation.

4.10 Mobilization, Candidate Screening and Counseling

- (i) Training Partners will be responsible for mobilizing interested and eligible youth for skilling.
- (ii) Only the youth willing to be skilled and placed will be selected
- (iii) The mobilised trainees will be put through an assessment process or basic screening tests to assess the need and aptitude that are fundamental to the trades
- (iv) The candidate will be provided information on the nature of work in the sector/trade, availability of jobs, growth prospect and risk involved.
- (v) Counseling will be provided to both the candidate and his/her parents to make informed choices to match aptitude and aspiration.
- (vi) A Parent Consent Form must be provided by the parent/guardian of every trainee prior to the commencement of the training program.

4.11 Skills University

- (i) A Skill University will be set up to impart skill-based academic programs to students with higher secondary or equivalent qualification.
- (ii) It will provide vertical link to graduates of Vocational Secondary Schools as well as ITIs candidates, to synergies enrolment in the University.
- (iii) It will address the gaps in Indian higher education system in relation to curricular irrelevance, graduate un-employability, low social and economic recognition to skill based programs and apathy to the informal workforce.
- (iv) The formal and informal sectors of the employed category will be provided skill upgrade options.
- (v) Setting up of this facility will be undertaken on a PPP mode.

4.12 Skilling in Local Arts and Crafts

- (i) Special emphasis will be given to the local skills of Himachal Pradesh which are being carried forward by generations of artisans, weavers and artists.

- (ii) Creation of Master Trainers, entrepreneurship and self help groups to display, market, innovate, scale – up operations, finance will be provided to following :
 - (a) Himachali Paintings: Chamba, Kangra and Gompa styles, traditional Thanka paintings from Tabo and Manali
 - (b) Metalcraft: Traditional art of sculpting idols of Gods and goddesses, making ornaments, decorative figurines, carvings, etc
 - (c) Shawls: Kinnauri shawls, Kullu shawls, Kinnauri Dohru etc.
 - (d) Carpets: including carpets, namdhas and rugs, colourful Indo-Himalayan carpets, and Gudmas used as ornate wall hangings
 - (e) Woodcraft carvings and turnings
 - (f) Embroidery: an integral part of Pahari culture like Chamba Rumal, Sunni embroidery, framed embroidery in addition to caps, hand fans, wall hangings, etc.
 - (g) Footwear: Chambal Chappal, Grass pullan from Mandi, Kapul from Kinnaur, shoes with woolen border from Manali
 - (h) Leathercraft: leather bags, garments, pouches, travel accessories, shoes, sandals, belts and chappals
 - (i) Blankets and rugs: Pangwali Blanket (from Chamba), Kinnauri Pattoo, local wool blankets
 - (j) Woollen caps, mufflers and Knitware: Kullu caps and mufflers, Lahauli gloves, Lahauli socks, Kullu jacket etc.

4.13 Up-gradation of Employment Exchanges

All the existing Employment Exchanges in the State will be upgraded into Model Career Centres for career counselling and vocational guidance. This upgradation will involve the following:

- (i) Strengthening of physical infrastructure;
- (ii) Training of professional counselors;
- (iii) Upgradation of online mediums and libraries including tools and aids and help desks for career counseling activities;
- (iv) Provision of modern IT facilities; and
- (v) Capacity building programs for Employment Exchange Officers.

4.14 Up-gradation and Up-scaling of Existing Government ITIs/Polytechnics

Mapping of existing facilities of Government ITIs and Polytechnics will be undertaken with a view to ascertain the existing facilities, utilisation of infrastructure, outreach and programs being taught at different centres with a view to establish the following:

- (i) Increasing capacity of existing institutes to address geographical and regional disparities;
 - (a) State Government has decided to establish State of the Art ITIs as per the demand of industry in certain sectors viz: Automobile Sector, Production and Manufacturing, Power Generation, Transmission, Distribution, Wiring and Electrical Equipment Sector, Information Technology & Information Technology Enables Services Sector, Travel, Tourism and Hospitality Sector.
 - (b) Department is also planning to start demand driven and employment oriented trades in the existing Govt. ITIs which will increase the student intake by 2500 per year.
 - (c) In order to encourage establishment of new ITIs in private sector in tribal/hard areas and the backward panchayats in the State, Government has decided that any organization which sets up ITI in these areas will be considered for providing Government land on a lease on a token amount of Re. 1.00. If the ITI is setup on the private land, only 50% of stamp duty will be charged and an amount of Rs. 10 Lac shall be provided as building grant after starting of the ITI.
 - (d) In addition, it is proposed to create Placement and Mentorship cells in each Polytechnic/ITIs.
- (ii) Emphasis will be laid on improvement of training infrastructure in Government Institutes through filling up vacant positions of instructors/trainers in Government run ITIs, regular review of the functioning of Institute Management Committees (IMCs) of ITIs under the PPP scheme;
- (iii) State Government will undertake rationalization of courses in Government run ITIs with a view to remove redundant programs and to introduce courses in sectors which have high demand for skilled labour and are growing at a fast pace in the State; and

4.15 Financial Incentives

- (i) Incentive to encourage establishment of new ITIs through private sector in tribal, hard areas and the backward panchayats in the State will be encouraged through provision of the following:
 - (a) Government land on lease on a token amount of INR 1;

- (b) If the ITI is set up on private land, only 50 per cent of Stamp Duty will be charged; and
- (c) INR 10 Lakh will be provided as Building Grant after the commencement of the ITI
- (ii) Skill Development Allowance to unemployed youth will be used effectively to create greater employment opportunities
- (iii) Credit and loan facilities for availing skill education will be provided on the lines of 'Model Loan Scheme for Vocational Education and Training' with assistance of the banks.

4.16 Mapping of Existing Resources and Gaps

- (i) The complete training and related infrastructure whether in Government or private sector will be catalogued with respect to its present use and future optimal usage.
- (ii) A complete registry shall be maintained at LMIS portal especially of working group available alongwith their strengths, age, expectation and some idea of potential and inherent/innate unique caliber including retired personnel from military and para military forces for fruitful utilization.
- (iii) Proper survey and assessment of existing and skill gap will be brought out at District and Block level to leverage on strengths of an area.

4.17 LMIS Portal

- (i) A comprehensive IT portal shall be set up by HPKVN that will host the database of all potential trainees and details of all students of ITIs and other training institutions.
- (ii) Nomination of candidates for various trainings, placement tracking and post placement follow up will be made through this common database. This database shall also be shared with employers.
- (iii) All interactions with the private training providers and with government departments shall be made through this transparent on-line system.

4.18 Equity and Access

The objective of the skill development training programs will be to ensure that no person is left out of the training because of financial and infrastructural constraints.

- (i) The skill development training programs will be accessible to all residents of Himachal Pradesh between the ages of 16 to 49, both BPL and APL, both urban and rural.

- (ii) Career guidance and counseling will be provided for people with different educational qualification like 5th class or 8th class pass to improve earning levels.
- (iii) Special emphasis will be made for unskilled/semi-skilled workers seeking to enhance their skill levels.
- (iv) On the job learners who have picked up skills while working, but have no formal recognition, will be provided recognition and priority.
- (v) Geographically and socially marginalized and vulnerable sections of society will be provided special emphasis.
- (vi) Special programs for women will be conducted to include them into the skilling mainstream.
- (vii) Persons passing out from ITIs/ITCs and polytechnics will also be eligible for skill development training if the same is required to make them employable.
- (viii) Anybody who requires short duration skill development courses will be able to take advantage of entry level positions in all sectors of the economy.

4.19 Alignment to NSQF and RPL

- (i) All formal and vocational education including skill training will be aligned to National Skills Qualification Framework (NSQF) by December 2016 in line with the guidelines of GoI.
- (ii) The Quality Assessment framework for certification and assessment will set minimum standards and provide guidance for effective, valid, reliable, fair and transparent assessment within the context of the NSQF.
- (iii) As a step towards integrating the informal sector in the skilling landscape, Recognition of Prior Learning (RPL) framework shall be linked to NSQF against which prior learning can be assessed and certified.

4.20 Quality Assurance

- (i) HPKVN will adopt the Quality Assurance (QA) framework embedded in the NSQF, as and when it is rolled out.
- (ii) It will put in place mechanisms to ensure the qualifications (and related training) produce consistent quality outcomes, and are relevant to the labour market.
- (iii) It will ensure that training providers have the capacity to deliver training that meets the quality requirements.
- (iv) Multiple assessment and certification bodies will be promoted which adhere to the national QA framework

- (v) E-Assessment would be encouraged wherever feasible to scale up the capacity and increase convenience.
- (vi) Complete transparency and accountability will be ensured in the assessment process by leveraging technology like CCTV monitored examinations, biometric attendance machines will be encouraged.
- (vii) A central repository of all assessments done and certificates issued will be maintained on the State Portal which will be available to employers, candidates and the general public to enable them to track their performance and future up-skilling options.

4.21 Advocacy and Awareness

An awareness and information dissemination campaign will be launched, using print, radio, electronic, internet, social media etc. to make the target trainees and employers aware of the benefits of skill training

- (i) The use of the brand name “Him Kaushal” will be used to promote the value of a skilled force and create an inspirational choice for certified skilling
- (ii) Annual mobilization drives would be carried out at District levels for registration of trainees.
- (iii) State level skill awards will be instituted i.e. best performer block, best performer district, TP, State Department, young achievers, entrepreneurship, innovation, ideation etc.

4.22 Grievance Redressal

All trainees, certified candidates, training partners, other private stakeholders who are aggrieved by a decision or a order on part of the State Authority or District Authority will have the right to make a representation to a designated authority within HPKVN.

- (i) All such representations will be dealt within 30 days.
- (ii) A second representation can be made within 15 days of receipt of first decision for a review.
- (iii) The designated reviewing authority will take an appropriate decision within 45 days and the decision of the reviewing authority shall be final.
- (iv) The whole process shall be completed in 90 days.



The vision of the policy “Him Kaushal” is “To empower all individuals of the State between the ages of 15 to 45 years to enhance learning and lifelong employment opportunities so as to increase the productive wage force of the State to take part in the economic growth of Himachal Pradesh and India and bridge its skill deficit”.

Web Site :

1. www.hpplanning.nic.in
2. www.hpkvn.nic.in/