



सत्यमेव जयते

MIZORAM STATE POLICY ON SKILL & ENTREPRENEURSHIP DEVELOPMENT 2018



SKILL MIZORAM

Labour, Employment, Skill Development and Entrepreneurship Department
Government of Mizoram

Mizoram State Policy on Skill & Entrepreneurship Development - 2018



Labour, Employment, Skill Development and
Entrepreneurship Department
Government of Mizoram

Abbreviation

ATI	:	Advanced Training Institute
CoE	:	Centre of Excellence
CSR	:	Corporate Social Responsibility
GoM	:	Government of Mizoram
IEC	:	Information, Education & Communication
ILO	:	International Labour Organization
ITI	:	Industrial Training Institute
IT	:	Information Technology
LESDE	:	Labour, Employment, & Entrepreneurship
LMIS	:	Labour Market Information System
MCVT	:	Mizoram Council for Vocational Training
MEDMOC	:	Mizoram Entrepreneurship Development Monitoring Committee
MSCTE	:	Mizoram State Council for Technical Education
MSDS	:	Mizoram Skill Development Society
MSEDM	:	Mizoram Skill & Entrepreneurship Development Mission
MSTC	:	Multi-Skill Training Centre
MYC	:	Mizoram Youth Commission
NAPS	:	National Apprenticeship Promotion Scheme
NCVT	:	National Council for Vocational Training
NGO	:	Non-Governmental Organisation
NOS	:	National Occupational Standard
NSDC	:	National Skill Development Council
NSQF	:	National Skills Qualification Frameworks
PMIU	:	Policy Monitoring & Implementation Unit
QP	:	Qualification Pack
RPL	:	Recognition of Prior Learning
SSDM	:	State Skill Development Mission
STEM	:	Science, Technology, Engineering & Mathematics
TVET	:	Technical and Vocational Education and Training
VTP	:	Vocational Training Provider

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NOTIFICATION

No. A. 33023/1/2017-LESD&ED, the 29th June, 2018. In the interest of Public service and with the approval of the Council of Ministers in its meeting held on 04.06.2018, the Governor of Mizoram is pleased to notify the Mizoram State Policy on Skill & Entrepreneurship Development, 2018 for implementation in the State of Mizoram with effect from the date of publication of this notification in the Mizoram Gazette.

Zothan Khuma,
Commissioner & Secretary to the Govt. of Mizoram
Labour, Employment, Skill Dev. & Entrepreneurship Deptt.



CHAPTER ONE

PREAMBLE





1. Preamble

- 1.1 Skills and knowledge are the driving forces of economic growth and social development. The comprehensive Mizoram State Skill & Entrepreneurship Development Policy aims to guide skill and entrepreneurship development strategies and facilitate improved coordination of all elements of skills and entrepreneurship training and the parties involved. The Skill and Entrepreneurship Development Policy contributes to the implementation of the State's Economic Development Policy.
- 1.2 Mizoram is one of the most literated states of India (91.33% as per 2011 census). This high literacy rate has to be appropriately translated into gainful employment. The skilling is only meaningful if it is translated into gainful employment, as such, the policy feature entrepreneurship development prominently.
- 1.3 Mizoram is still a skill deficit state and the penetration of vocational education in the State has been quite low. Only 45 per 1000 persons reported any kind of vocational education¹ as compared to national average of 68 (which is also low compared to other countries).
- 1.4 Mizoram has young population of about 61.24% in the working age group (15-59 years)². Moreover, 32.45% of its population is in the age group of 0-14 years. This bulge in the Population Pyramid is expected to last the next few decades which can be made an advantage to its economy.
- 1.5 Mizoram is entering its golden age to reap the demographic dividend, and credible Skill and Entrepreneurship Development Policy and appropriate reforms in line with National Skills Qualification Framework (NSQF) is needed.
- 1.6 Moreover, labour demand within the State economy should remain a priority, and the identified growth sectors/drivers in Economic and Industrial Development Policies of the Government and Skill and Entrepreneurship Development Programmes of the Government should also be appropriately linked.
- 1.7 The policy also aims to address the necessity of coordination among departments dealing with Skill and Entrepreneurship Development at the policy level, and if necessary, creating a new Skill and Entrepreneurship Development Department or Mission Directorate to play a supervisory role to coordinate all Skills and Entrepreneurship development activities.

¹*Employment – Unemployment, Volume-III, Labour Bureau, Government of India (2013-2014)*

²*Census 2011*

1.8 Context for Skill and Entrepreneurship Development Policy

o Constitutional Provisions:

The policy is as per the provisions of the Constitution of India, which places the education, including technical education, vocational training and technical training of labour in the Concurrent List (Article 246).

o Sustainable Development Goals:

The skill and entrepreneurship development policy become important in the context of the United Nations' Sustainable Development Goals, which call upon governments to “*substantially increase the number of youth and adults having relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship*” by 2030.

o National and State Policies and Frameworks:

The policy is in line with the *National Policy for Skill Development and Entrepreneurship 2015* and *National Apprenticeship Act of 1961*. It is also aligned with the *National Skills Qualification Framework (NSQF)* and the *National Skill Development Mission (NSDM)*.


The Policy is a mandate under Policy Agenda of the New Economic Development Policy (NEDP) of the State Government.

Situational Analysis and detailed labour market study in Mizoram:

In order to identify skill gaps, demand linkages for employment opportunities and requirements for preparation of intervention plan, reports of the following studies were taken into consideration:

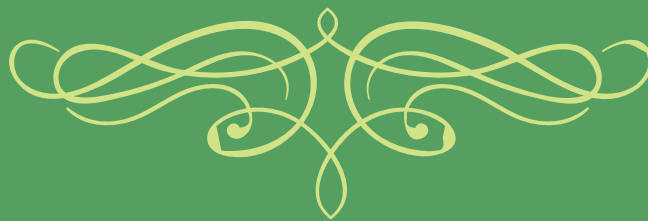
- 1) ***Study on Labour Market and Skill Development Needs in Mizoram*** along with a ***Policy Input Paper*** by ILO/DEFT;
- 2) ***Skill Gap Study of the North East (Mizoram)*** by NSDC / IMaCS;
- 3) ***Skill Development in Mizoram - A Comprehensive Study*** by North Eastern Development Finance Corporation Limited (NEDFi), September 2017.

Thus, the Mizoram State Policy on Skill and Entrepreneurship Development has been formulated to ensure the success of the Nation's policy at the State level and to address the State's own specific needs and objectives. An institutional mechanism will be set up for convergence between the objectives and initiatives of the Central and State Governments on the skills and entrepreneurship development.



CHAPTER TWO

SKILLS & ENTREPRENEURSHIP DEVELOPMENT LANDSCAPE IN MIZORAM





2. Skill & Entrepreneurship Development Landscape in Mizoram

2.1 Mizoram is one of the most literated states of India with the State's GDP growing at the rate of 8.5% annually between 2005 and 2014. In spite of this, unemployment, particularly among the educated youth of the State, is becoming an increasing concern for the State. The skill misalignments and aspirations of the present workforce to engage themselves in some of available jobs, leaves an unfulfilled supply-demand gap in the labour market. Weak institutional and physical infrastructure, lack of training facilities and quality trainers, absence of accredited vocational training programmes are key constraints to the skills and entrepreneurship development ecosystem in the State. The current scenario is presented in the following paragraphs:

Aspiration and Labour Market Misalignment:

2.2 One of the major challenges today is public perception on skilling, which is viewed as the last option meant for those who have not been able to progress or opted out of the formal academic system. A number of factors are responsible for this:

- Social and traditional view that sees status as being inversely proportional to the degree to which one works with one's hands.
- A large section of industry especially in the micro, small and medium sectors to treat skilled and unskilled persons at par, thereby depriving skilling of any meaningful economic incentive.
- A majority of students in Mizoram pursuing higher education opts for Arts as a discipline, followed by Science and Commerce. Professional and Vocational courses are opted by the least number of students. Such choices are unlikely to align job seekers to labour market needs.

2.3 Most of the vocational training programmes are not aligned to the requirements of the industry. There are also mismatches between qualification/type of skills and job roles among those employed.

Institutional Frameworks:

2.4 The lack of a clear, strategy framework for skill development in the State so far has led to multiple skills and entrepreneurship training initiatives by the public and private sectors without building systemic synergies among the stakeholders. It appears that different stakeholders are focused on their respective areas and there is no agency to direct the Government of Mizoram's overall welfare objectives.

- 2.5** Skill development programmes of the State Government and Central Government over the years have been spread across at least fourteen Departments without any robust coordination and monitoring mechanism to ensure convergence. This legacy has resulted in multiplicity of norms, procedures, curricula, certifications, etc. Further, many of skill development initiatives often remain unaligned to demand, thus defeating its entire objective.
- 2.6** While the Mizoram State Skill Development Mission(MSDM) have been launched, there is an imminent need for restructuring, empowerment and capacity building to upscale quality skill development and coordinate skill development programmes.

Capacity & Quality:

- 2.7** The various grant based, free training programmes available today, though necessary, have their own limitations especially on quality and employability. Students undergoing training for free attach little value to training whereas training providers focus on increasing their numbers rather than quality of training and employability of trained outs.
- 2.8** There is multiplicity in assessment and certification systems which leads to inconsistent outcomes and causes confusion to the employers. Further, despite concrete timelines mentioned in the NSQF notification, the process of alignment of courses/qualifications with NSQF has been delayed.
- 2.9** The availability of good quality trainers is a major area of concern. There is a lack of focus on development of trainers training programmes and career progression pathways for trainers have also not been defined.
- 2.10** While industry has started defining their skills requirements, and training methodology, commitments in terms of increased remuneration to skilled workers also need to be made by them. This is necessary to create economic incentive for skilling, and for industry to realize the productivity gains linked with skilled manpower.

Employment & Entrepreneurship:

- 2.11** The Government has been and till date the largest and dominant player in the employment market of Mizoram. However, survey showed that employment generated by the Government has declined significantly and this shrinkage in the near future drives the need for generating employment by attracting the private sector investments.

- 2.12** Job creation for skilled youth is also a major challenge. Entrepreneurship based on innovation has immense growth potential. However, the number of local entrepreneurs in Mizoram is low and empirical study revealed that being an entrepreneur is the third most preferred choice among job seekers. Accelerating entrepreneurship movement, especially which based on innovation is crucial for employment generation in Mizoram.
- 2.13** Access to funding remains the primary obstacle for entrepreneurs from all sources / markets. The public and private sector each have an important role to play in creating entrepreneurial ecosystems that, in addition to funding, are essential to promote entrepreneurial success.
- 2.14** While considering the enormity of the challenge, the overall climate of entrepreneurship appears to be relatively positive in Mizoram. Majority of the industries, establishment as well as 70% of micro enterprises surveyed in the ILO study³ opined that they could expand their business within a supportive environment. The barriers for enterprises to expand their business were high capital requirement, low market access, inadequate power supply, and lack of storage facilities.
- 2.15** This entrepreneurial spirit, if nurtured by suitable facilitation measures and removal of identified barriers through policy interventions, can become an asset for the State. Growth of such entrepreneurial business will have favourable impact on creation of gainful employment opportunities within the State.
- 2.16** Mizoram State policy for Skill and Entrepreneurship Development attempts to address these concerns. It tries to bring the world of education and training closer to the world of work to enable them together to build a strong Mizoram.

2.17 Characteristics of skill development system in Mizoram:

The existing system of Mizoram almost mirrors the prevailing systems in other parts of the country and may be represented as follows-

1. Technical and Vocational Education and Training (TVET) Institutions:

- a) Industrial Training Institutes – Aizawl, Lunglei and Saiha;
- b) Polytechnics– Mizoram Polytechnic, Lunglei and Women’s Polytechnic, Aizawl;
- c) Government Secondary and Higher Secondary Schools;
- d) Private Vocational Training Providers (VTPs)

³ILO/DEFT Study on Labour Market and Skill Development Needs in Mizoram – 30 November 2016

Table I : List of TVET Institutions			
<i>Sl. No</i>	<i>Name of Institute</i>	<i>Trades/ Job Roles</i>	<i>Capacity</i>
A. ITIs			
1	Govt. ITI, Aizawl	Electrician, Wireman, Motor Mechanic, Mechanic (Diesel), Mechanic (Auto Electricals & Electronics), Mechanic (R&AC), Fitter, Welder, Sheet Metal Worker, Electronic Mechanic, Carpentry, Plumber, Draughtsman, Radio & Tv Mechanic, Diesel, IT&ESM, Surveyor, Mason, COPA, Hair & Skin Care, Cutting & Sewing, Computer Hardware Mechanic, Bakery & Confectionery, Stenography.	512
2	Govt. ITI, Lunglei	Carpentry, Mechanic (MV), Wireman, Electronic Mechanic, Dress Making, COPA	92
3	Govt. ITI, Saiha	Electrician, Mechanic (MV), IT&ESM, Hair & Skin Care, COPA	108
B. Polytechnics:			
4	Mizoram Polytechnic, Lunglei	Civil Engineering, Electrical Engineering, Mechanical Engineering, Computer Science & Engineering	110
5	Women's Polytechnic, Aizawl	Modern Office Practice, Electronics & Telecom Engineering, Garment Technology, Beauty Culture & Cosmetology	100
C. Schools/ Colleges			
6	Higher Secondary Schools under School Education – 15 nos.	Computer Technique & Computer Software, Automobile Engineering Technology, Automobile Engineering Technology, Medical Laboratory Technology (MLT), Commercial Designing & Making, Horticulture, Sericulture	762
7	Secondary Schools under RMSA – 10 nos	IT&ITES, Healthcare, Automobile	550
D. Private VTPs			
8	Centers in Mizoram - 24	ICT, Beauty Culture & Hair Dressing, Garment Making, Hospitality, Medical & Nursing, Plastic Processing, Security, Soft Skill, Travel & Tourism, Business & Commerce, Spa Therapy, Masonry, Carpentry, Plumbing, House Wiring, Surveyor, Draughtsman (Civil) etc.	
9	Centers outside State - 31		

2. Skilling initiatives of the Central and State Government in the State:

At least 14 departments have implemented Central or State Schemes for skill development in the state as shown in the Table below:

Table 2: DEPARTMENTS' SKILL INITIATIVES			
<i>Sl. No</i>	<i>Name of Department</i>	<i>Name of Programmes/ Schemes/Institutes</i>	<i>Training Types</i>
1	Agriculture	Krishi Vigyan Kendras (KVKs), Integrated Training Centers (ITCs)	Farmers Field School, Agri-Clinics & Agri-Business Centres, Basic Agriculture & Allied
2	AH & Vety	AI Training Centres, Integrated Vety & AH Training Institute	Training in Artificial Insemination in Cattle & Pig, Elementary Science in Vety & AH
3	Commerce & Industries	State Plan scheme, Integrated Skill Development Scheme, Block Level Handloom Clusters	Knitting & Tailoring, Weaving, Cane & Bamboo, Computer Foundation Course O Level, Designing & Dyeing
4	Health & Family Welfare	Paramedic & Nursing Institutes, ASHA training	Diploma, Certificates & Short-term courses

5	Higher & Technical Education	Community College Scheme	Vocational subjects in Schools & Colleges
6	Horticulture	Extension Services, MIDH	Cultivation of Vegetables & Fruit crops, Flower Arrangement, Food Processing
7	LESDE	CTS, SDIS, PMKVY, (MYC & MBOCWWB)	National/State Trade Certificates, Short term courses
8	MEDMOC, Planning & Programme Implementation	Entrepreneurship Development Scheme under NEDP	Entrepreneurship Awareness, Skills cum Entrepreneurship Development Programme, Masters Trainer Programme, Business Plan Competition, Micro Start Up Competition, Entrepreneurship Knowledge Centre, etc.
9	Rural Development (MzSRLM)	DDU-GKY, RSETI, BADP	Livelihood related skill training under IWMP
10	School Education	Vocationalisation of School Education	Vocational subjects in Secondary & Higher Secondary Schools
11	Sericulture	Sericulture Training Institute (STI)	Silk worm rearing, Seeds Farms,
12	Social Welfare	Residential Institute & Training Centre (RITC), Vocational Training Centres (VTCs), Handicapped Training Centres, Anganwadi Worker's Training Centre	ICT, Beauty & Wellness, Garment Making, Hotel Management, Electrician, Electronics, Plumbing, Tailoring, Shoe Making, Training Anganwadi Workers & Helpers
13	Tourism	In-house, Internal & Departmental Trainings	Food Crafting & Cooking
14	UD&PA	DAY-NULM	Apparel, Automotive, Beauty & Wellness, Construction, Electronics & Hardware, Healthcare, IT&ITES, Security, Telecom, Tourism & Hospitality, Handloom & Handicrafts, Media & Entertainment, Food Processing, Knitting, Flower Making, Hair Cutting, Candle Making, Shoe Repair, Metal Work

2.18 Human resource forecasting:

According to NDSC/IMaCS estimates, Mizoram will have an incremental human resources demand of around 1.40 lakh persons between 2011 to 2021 (Sector wise details are at Table-3). Most of this demand will come from the construction sector, followed by horticulture and forest-based industry. In addition, retirement of persons in the 50-60 years age group may generate additional 10 percent vacancies in the demand sectors, although not all of it may be available for employment.

The demand is expected to fall short of supply, leaving an excess supply of 2.42 lakh persons. Projected Demand and Supply of Human Resources for various skill levels are at Table-4.

Table 3 : INCREMENTAL DEMAND OF HUMAN RESOURCES IN MIZORAM

Sl. No	Sector	2011	2021	Incremental demand
1	Construction	40,084	1,40,328	1,00,244
2	Horticulture	1,24,727	1,41,144	16,417
3	Forest-based Industry	7,688	12,388	4,700
4	Education	16,516	20,278	3,762
5	Handloom	43,528	47,252	3,724
6	Fruit Processing	7,492	10,705	3,213
7	Motor Repair	2,203	4,733	2,530
8	Handicrafts	5,580	7,500	1,920
9	IT/ITES	-	1,775	1,775
10	Healthcare	4,913	6,032	1,119
11	Hotels	609	1,118	509
12	Beauty Culture	240	516	276
	TOTAL:	2,53,580	3,93,769	1,40,189

Source: IMAcS Analysis

Table – 4 : DEMAND AND SUPPLY OF HUMAN RESOURCES IN MIZORAM

Skill Levels	Demand for Human Resources (2011-21)	Supply of Human Resources (2011-21)	Surplus (+)/Deficit (-) Supply of HR
Specialised Skills	1,402	17,934	16,532
Skill Category Level -2	10,293	2,44,000	2,33,378
Skill Category Level - 1	21,333	14,320	-7,013
Basic Skills	1,07,000	1,06,000	-1,118
TOTAL	1,40,028	3,82,254	2,42,226

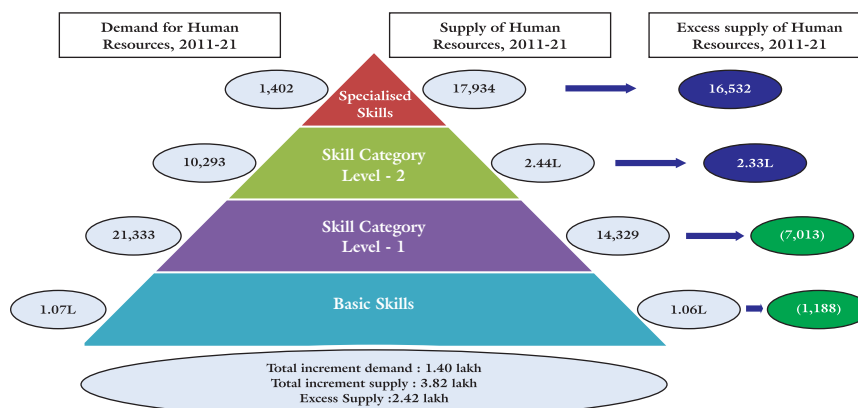
Total incremental demand – 1.40 lakh

Total incremental supply – 3.82 lakh

Excess supply – 2.42 lakh

Source: IMAcS Analysis

Fig. – 1 : DEMAND AND SUPPLY OF HUMAN RESOURCES IN MIZORAM



Specialized skills include : master weavers, food technologist PhDs, Designers, etc.

Source : IMAcS Analysis

2.19 Identification of critical growth sectors:

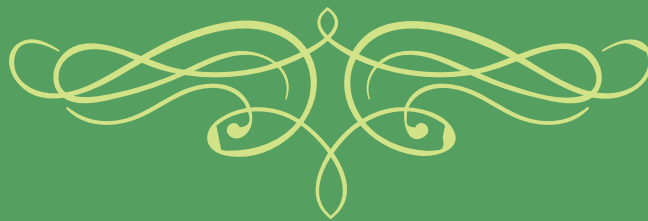
Various studies have identified the following sectors as critical growth sectors in which Mizoram can intensify its skilling efforts:

- ✓ *Agriculture & Allied Sector (Horticulture, Animal Husbandry, Floriculture & Sericulture), Food & Meat Processing Sector, Apparel & Fashion Sector, IT & ITES Sector, Forest Based Industries Sector, Handloom & Handicrafts Sector, BFSI Sector, Education & Training, Health & Allied Sector, Construction Sector [NEDFi]*
- ✓ *Handloom, Handicraft, Horticulture, Fruit Processing, Hospitality, IT/ITES, Healthcare, Education, Motor Repair, Beauty Culture, Construction, Forest-based/Bamboo [NSDC-IMaCS]*
- ✓ ILO study identified the following top eight sectors as having high hiring plan by the Industry: Automobile, Bamboo / Timber based Products, Light Fabrication, Furniture, Handloom, Beauty & Wellness, Construction, Food/Fruit Processing [ILO-DEFT]
- ✓ The following New Possibilities were also identified: Leather & Hide Industry, Media & Film Industry, Food Processing Industry, International Trade [ILO-DEFT]
- ✓ **Mizoram Industrial Development Policy 2012** also identified the following thrust sectors Industries based on value addition of locally available resources: Forest based, Food processing, Handloom, Handicraft, Plantain fibre and hill brooms, Tea/Rubber/Coffee & plantation based, Textile related, Animal & poultry feed, Entertainment/Music, Packaging.
- ✓ **The New Economic Development Policy** has identified the following sectors as potential key growth drivers of the State economy:
 - a) *Agriculture & Allied Sector: Rice, Vegetables, Fruits, Floriculture, Animal Husbandry, Dairy, Fishery;*
 - b) *Industry-Manufacturing Sector: Forest-based Industry*
 - c) *Infrastructure Development: Roads, Energy, Water Supply, ICT, Sanitation & Sewerage;*
 - d) *Service Sector: Tourism & Hospitality, Sports & Recreation, Education, Health Care, ICT, Transport, Services.*



CHAPTER THREE

AIMS AND OBJECTIVES





3. Aims & Objectives

3.1 Vision

To create an ecosystem of empowerment by Skilling with high standards to reap demographic dividend in the State and promote a culture of innovation and entrepreneurship to generate sustainable livelihood and employment opportunities for all citizens in the State.

3.2 Mission

The mission is to:

- Create a demand and aspiration for skilling in the State;
- Correct and align skilling with required competencies;
- Connect the supply of skilled human resources with sectoral demands, not only within the state but across the country and abroad;
- Certify and assess in alignment with global and national standards; and
- Catalyse an ecosystem wherein productive and innovative entrepreneurship germinates, sustains and grows leading to creation of a more dynamic entrepreneurial economy and more formal wage employment.

3.3 Objectives

- Provide information to youth, entrepreneurs and workers in the informal sector on employable skills and institutions providing such skills, and mobilise them for acquiring the skills.
- Make vocational training aspirational to both youth and employers so that youth perceive vocational training as a career choice and employers, realising the productivity potential of skills, offer remunerative employment to skilled workers.
- Standardise the curriculum in line with quality parameters and market demand, and improve certification norms to promote quality, employability and to facilitate free movement of workers.
- Strengthen and enhance the capacity of training infrastructure and trainers at all levels to provide high quality and relevant training.
- Ensure equitable and easy access to skill training programmes for every person requiring skilling in the State.
- Ensure vocational training to those completing school education, informal sector workers, low paid workers and young homemakers, to enable them to improve their employability and access to growth opportunities through skilling, re-skilling and upskilling.

- Facilitate mobility between vocational and general education by aligning degrees with the National Skills Qualification Framework.
- Provide suitable skills to improve entrepreneurship and promote social and livelihood security.
- Provide an institutional base and set up a Labour Market Information System (LMIS), which enables the potential workforce to articulate, represent and secure their interests for wage employment and self-employment options, and to use this information in the preparation of curriculum for skill training.
- Achieve convergence of existing state and non-state initiatives, provide clarity of roles of all stakeholders in the ecosystem (including the government, public and private sectors), so that they can all contribute to the achievement of goals relating to skill development for wage and self employment based on their comparative advantage.
- Achieve improved supply and quality of the workforce for industry, contributing to increased productivity.
- Provide services on career guidance and placement, and facilitate inter-states and overseas employment of skilled persons.

3.4 Coverage

- School/ Institution based training;
- Adult education and skill upgradation;
- Vocational education and training;
- Non-formal training and learning;
- Occupational research and studies;
- Workplace learning and training by industry;
- Career guidance and placement;
- Entrepreneurship development;
- Formal apprenticeship, informal apprenticeship, lifelong learning.

3.5 Equity and Access

The State Skill and Entrepreneurship Development Policy will play a positive and interventionist role in economic empowerment of women, backward classes, handicapped and minority communities. Accordingly, the focus will be on equalization of skill development and entrepreneurship opportunities for these

socially and economically disadvantaged groups along with the rest of the population. To this end, concessions and reservations applicable to the groups will be enforced and measures will be devised to ensure their full participation in skill and entrepreneurship development programmes.

3.6 Strategic Goals for Skill Development

The key enabling aspects that have been identified as Strategic Goal Reforms in Skill Development in Mizoram are:

- Strengthening the Institutional Framework currently governing the Skill Development Ecosystem of the State;
- Making Vocational Training aspirational by making extensive provisions for Career Counselling and Information Dissemination;
- Improving the Capacity, Effectiveness and Utilization of existing Technical Vocational Education and Training (TVET) Institutions;
- Making General Education provided in Schools and Colleges an integral part of Skill Development efforts by improving the Quality and Learning Outcomes of Education;
- Creating a robust ecosystem of Credible Vocational Training Providers (VTPs) to support skilling initiatives of the State Government;
- Making provisions for providing Specialised Skill Development Training in identified Sectors and Domains relevant to the State;
- Shifting the focus of skill training from Inputs to Outcome based approach for quality skilling;
- Align Demand of Industry and skilled workforce Supply in the labour market;
- Introduce right amount of Centralization to converge skilling efforts of various agencies with common norms and parameters;
- Improving linkages between the Government, Industry (both Public and Private sectors) and Institutions providing skill training;
- Ensure inclusive skill ecosystem; and
- Emphasizing and strengthening the Sectors identified as key growth drivers of the State's economy, while at the same time prioritising job roles aspired by youths.

3.7 Strategic Goals for Entrepreneurship Development

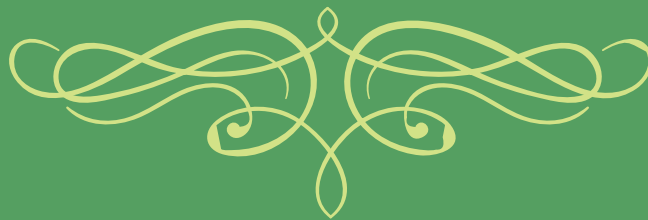
The key enablers identified as Strategic Goal Reforms in Entrepreneurship Development in Mizoram are:

- Catalyse a culture shift to encourage entrepreneurship;
- Equip and educate potential and early stage entrepreneurs;
- Connect entrepreneurs to peers, mentors and incubators;
- Improve ease of business;
- Improve access to finance through credit and market linkage; and
- Set up new industry value chains and facilitate creation of jobs.



CHAPTER FOUR

POLICY FRAMEWORK FOR SKILL DEVELOPMENT





4. Policy Framework for Skill Development

- 4.1 **Institutional Framework** : Strengthening the Institutional Framework currently governing the Skill Development Ecosystem.

It is critical that the Institutional Framework currently governing the skill development ecosystem in the State be re-structured and strengthened. Various skill development efforts undertaken by different departments and agencies shall be converged and coordinated in a Mission mode. These bodies should have sufficient administrative, financial and statutory muscles to make things happen in the skill ecosystem of Mizoram and have a dedicated Mission Directorate to discharge their functions. The enabling changes for strengthening the governance framework are:

- 4.1.1 Restructuring and strengthening the '**Mizoram State Skill and Entrepreneurship Development Mission (MSEDM)**'.
- 4.1.2 Creation of a '**Mission Directorate**' and dedicated '**Department of Skill Development & Entrepreneurship**'.
- 4.1.3 Adequate staffing and capacity building of the MSEDM and Mission Directorate/ Department.
- 4.1.4 Empowering and streamlining of the roles of Affiliating, Assessing and Certifying bodies of the State including **MSCTE & MCVT**.
- 4.1.5 Concurrent monitoring & evaluation of skill programmes.

- 4.2 **Aspiration**: Make quality vocational training aspirational.

- 4.2.1 Formal, mainstream higher education alone does not empower youth to succeed in the employment market. The lack of awareness among students and their parents (who often influence the career choices of students), their socio-cultural orientation, as well as lack of other options that can provide vertical mobility, channelize the youth into higher education often with subjects that are not in demand by the industry. These results in skills mismatch and about one-third of the graduates and postgraduates remain unemployed⁴.

⁴ILO/DEFT Study on Labour Market and Skill Development Needs in Mizoram. November, 2016.

- 4.2.2 The need of the hour is to make vocational education aspirational and make it a matter of choice for the youths of Mizoram. In order to enable this, it must provide vertical growth pathways, be associated with growth and sustainable livelihood pathways and, have causal relationship with increased income for skilled workforce.
- 4.2.3 Extensive campaign will be launched to create awareness and mobilization. IEC kits and packages shall be developed and standardized, Audio-Visual/Print/Social media shall be utilized and Educational Institutions, Private Training Providers and Community Organizations shall be involved in the campaign.
- 4.2.4 Skilling will be integrated with formal education by making general education provided in schools an integral part of skill development efforts by improving the quality and learning outcomes of school education and make skill development more aspirational to the youths than it is today.
- 4.2.5 Skilling will also be increasingly integrated with higher education with introduction of NSQF aligned vocational courses at appropriate levels.
- 4.2.6 The ITIs and Polytechnics will be modernized with courses and curriculum that are aligned to competency-based demand in the market.
- 4.2.7 The Government will promote use of certified-skilled man-power for its works and projects. *Recruitments rules* shall be amended to define eligibility criteria for various positions in terms of NSQF levels, wherever suitable. Industry will be encouraged to follow suit.
- 4.2.8 The proposed Central government initiatives such as National Skill Awards, Skill Development Fellow schemes, etc. shall be adapted, promoted and replicated.
- 4.2.9 The Government will make extensive provisions for Career counselling to different categories of population. *Counselling and Capacity Building Centre* will be set up in the LESDE Department. Infrastructure shall be set up for information dissemination to all on a robust online platform.

- **4.3 Capacity** : In the current landscape, skilling capacity is created by Government Departments, ITIs, Polytechnics, Schools & Colleges and private sector Vocational Training Providers. Steps will be taken to improve the capacity and quality of training infrastructures, and the focus will move from inputs to outcomes of skill training that include employability and placement of trained-outs.

- 4.3.1 Increase capacity, utilization and quality of existing technical vocational education and training (TVET) institutions:** Restructuring and upgradation of ITIs and Polytechnics as per the skill requirement needs of the State. Existing facilities of ITIs will be upgraded and enhanced to run vocational training programmes. A three-year, phased Capacity Development Plan for ITIs to improve and augment the existing infrastructure needs to be formulated. The plan would have a vision, address key issues such as: increasing intake capacity, restructure courses and re-orient curriculum, set-up an identified *Centre of Excellence (CoE)* and implement an *Instructors Training Program*. The execution needs to be outcome-based and get monitored at an appropriate senior level. Additionally, the ITIs can flexibly collaborate with the industry to develop and introduce new courses as per the latter's requirement.
- 4.3.2 Utilization of Education Institutes to run skill development courses:** The existing infrastructure of Schools/Colleges/Polytechnics in the State may also be taken advantage of by upgrading them. Upgradation shall cover infrastructure and human resources. This will enable them to conduct skill development course particularly NSQF level 1 to 7 to enable them to operate their classrooms during their off periods viz. in the morning/evening, so that educated/uneducated employed/unemployed will be able to avail these facilities.
- 4.3.3 Making General Education an integral part of Skill Development efforts by improving the Quality and Learning Outcomes of Education:** Create partnership with Specialized Institutions for improving learning outcomes in schools. Introducing special classes in Schools on new skill sets such as STEM skills, Learning & Innovation skills, Life & Career, IT skills, Soft and Green skills.
- 4.3.4 Capacity building of Teachers/Trainers :** Certification of the instructors is becoming critical to ensure effectiveness of the vocational training system. State to provide a window of three years for VTPs operating in Mizoram to get their instructors certified. Establishment of an *Advanced Training Institute (ATI)* in Mizoram for instructors training may also be envisioned. The ATI can also become a shared service centre for some of the adjoining North-Eastern States, if deemed appropriate. The VTPs can also benefit from the establishment of an ATI and source master trainers from the institute. The Mission can also facilitate pooling together of VTP instructors to send their instructors to the ATI for up-skilling/re-training. Sharing of resources can also help VTPs in recruiting expert faculty/master trainers from outside through recruitment agencies actively support by the ATI.

4.3.5 **Creating a robust system of credible Private Vocational Training Providers:**

The lack of infrastructure and high capital requirement has been the two major barriers for the VTPs to increase their business. Government infrastructure to be offered to private training providers for running their programmes. Often training programmes run in Government buildings have more credibility. This step will not only bring down costs but also expedite setting up of new centres. New ITIs can be made functional in PPP mode and some Schools and Colleges converted to VTP Centres in the morning/evening.

4.3.6 Multi-Skill Training Centre: The State Government shall explore building a Multi-Skill Training Centre (MSTC), may be under the State Economic Development Programme or Capacity Building scheme of *Ministry of Skill Development and Entrepreneurship*, and make the MSTC available to registered VTPs as a 'Shared Infrastructure'. This would, to an extent, ease the infrastructure challenges of individual VTPs.

4.3.7 Apprenticeships: The Government of India has brought comprehensive amendments in the *Apprentice Act, 1961* in December 2014 [the *Apprentices (2nd Amendment) Act, 2014*] to make it more attractive for both industry and youth. Increase in apprenticeship opportunities can be enhanced by structuring an appropriate policy intervention. *The National Apprenticeship Promotion Scheme (NAPS)* will be implemented to provide apprenticeship training to youths in Mizoram.

• **4.4 Quality:** The focus will move from inputs to outcome-based approach for quality skilling.

4.4.1 Quality Assurance under NSQF⁵: All formal and vocational education including skill training will have to align with *National Skills Qualification Framework* by December 2018. Immediate steps shall be taken to ensure that this mandate is adhered to by all government institutes as well as in State funded, affiliated or recognised institutes and followed by compulsory alignment to NSQF by private VTPs. This would facilitate both horizontal and vertical mobility with formal education on outcome-based equivalence linked to a uniform credit framework and leads to better skill recognition and make youths of Mizoram ready for global career.

⁵NSQF is an important institutional mechanism that ensures consistency of nationally recognised qualifications both for formal and non-formal skills-based education and training. It accommodates experiential life-long learning through mechanism such as recognition of prior learning, improve the alignment of formal and non-formal training programmes with industry requirements; and increases options for students by broadening program and progression for learners through horizontal and vertical pathways [Gazetted Notification No. 8/6/2013-Invt. Dated 27.12.2013].

- 4.4.2 Market led Standards:** The *National Occupational Standards* (NOS) and *Qualification Packs* (QPs) for various Job Roles in a sector developed by various Sectors Skills Councils under the aegis of National Skills Qualification Committee (NSQC) will be adapted in all skill training. Curricula for State specific job roles and traditional skills in sync with emerging market needs and aligned to NOS & QPs shall also be developed.
- 4.4.3 Recognition of Prior Learning (RPL)⁶:** A considerable skills exists among the local communities in the unorganised and informal sector. RPL will be introduced to map and integrate into the formal skilling landscape to provide both horizontal and vertical pathways to an individual for entry into the job market and acquire additional skills for better livelihood.
- 4.4.4 Affiliation, Assessment and Certification Framework:** A framework for affiliation, accreditation and certification governing the public as well as private Vocational Training Institutes shall be laid down by strengthening and equipping Affiliating, Assessing and Certifying bodies such as MSCTE, MCVT, etc. in line with National framework.
- 4.4.5 Employability Skills:** Skill training programmes shall include basic modules of language, basic IT, finance, soft and life skills for better employability and successful livelihood.
- 4.4.6 On the Job Training:** To enhance employment opportunities of trained youths who have no work experience and visibility of any market valuation, establish value OTJ training and apprenticeships. Apart from implementing schemes like *National Apprenticeship Promotion Scheme* (NAPS), the State shall work with support from Government of India and employers/industry to draw up State specific scheme to reach apprenticeship/internship target of at least 10% of workforce during the next 2/3 years.
- 4.4.7 Placements:** The most critical outcome of skill training is employment, whether self or wage employment. Efforts shall be taken to increase industrial absorption within and outside the State.

4.5 Labour Market Alignment: Studies shown that there is misalignment between industry demand and skilled workforce supply. The following steps shall be taken to align supply of labour with sectoral demand of the industry in the labour market:

- 4.5.1 At a macro-level, the courses offered by the VTPs need to be in accordance with the industry's future hiring plan.

⁶RPL framework is an outcome-based qualification framework linked to NSQF against which prior learning through formal/informal channels should be assessed and certified.

- 4.5.2 Institutional mechanisms for incorporating the needs and views of the employers shall be designed.
- 4.5.3 Forum where prospective or present batches of trainees get to interact with the employers and educators together to make good choices based upon their aptitude and industry requirement.
- 4.5.4 Pre-enrolment counselling will be conducted in all Training Institutes.
- 4.5.5 Support will be taken from the market leaders in each of the industry segments for certification of courses to have better credibility.

• **4.6 Synergy:** Skill development programmes implemented by various Department/ Agencies of the State Government are currently taken up independently and have different norms and parameters. This results in avoidable difficulties in implementation and evaluation of the performance of different skill programmes in the State. The following steps shall be taken to converge and coordinate them:

- 4.6.1 The *Mizoram Skill & Entrepreneurship Development Mission* (MSEDM) will be set up to supervise and oversee all skill development schemes implemented by different agencies of the State government.
- 4.6.2 The MSEDM will be empowered and equipped to introduce the right amount of centralization and convergence of all skilling efforts, based on the clear cut skill development needs of the state economy, skilling requirement in existing and upcoming sectors of each district in which people are engaged or willing to engage both in terms of wage-employment and self-employment, aspirations and skill needs of various sections of the population, decent employment opportunities available outside the state and emerging pattern in the world of work.
- 4.6.3 There shall be a comprehensive planning for skill development, which take care of duplicities, redundancies and inefficiencies present in the skill development ecosystem of the State. It shall also be linked to the broader master plan for economic development of the State. The plan shall also address the aspiration and skilling needs of various sections of the population and takes into consideration the local economy, skill requirement trends and the national and global level.
- 4.6.4 Creation of *Labour Market Information System* (LMIS) is crucial for realistic skill development planning. The government will develop a robust LMIS which will be integrated to the National system to track (i) supply side labour force statistics (ii) demand of skilled/unskilled labour (iii) market trends like wage structure and distribution, economic growth trend across sectors, focus areas for skilled manpower, occupational shortages, etc. in the local, regional, national and international levels.

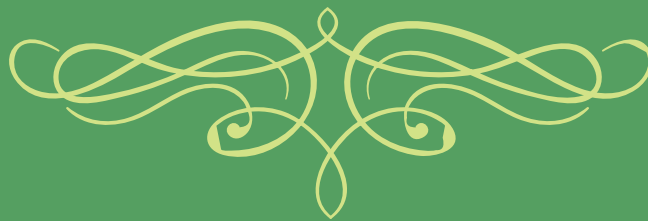
- **4.7 Mobilization and Partnership:** Skill Development is a shared responsibility of both Government and the Industry. Steps will be taken to stimulate private sector participation.
 - 4.7.1 Industry/Corporates operating in Mizoram will be encouraged to earmark a certain percentage of its CSR funds for skill development.
 - 4.7.2 Industry will be encouraged to increasingly move towards employing only certified skilled workers and pay higher wages linked to increased productivity due to higher skills.
 - 4.7.3 Social partnership with public and private sector and workers organization. Training Providers, Professional Societies, NGOs and Community Based Organisations/Civil Society Institutions will be involved in skill initiatives. They can provide support in skilling by way of physical, financial and human resources, sharing of expertise, experience, building of a conducive environment for skill development.
 - 4.7.4 The government will create partnership with specialized institutions, corporates and agencies to set up skill centres and promote training and placement of youths of Mizoram outside the state and abroad.
 - 4.7.5 To improve linkage between Industry and Institutions (Employer-Educator-Trainee linkages), every Training Provider including ITIs should tie up with industry in the relevant trades to improve placement opportunities.
 - 4.7.6 Steps will be taken to tie up with appropriate institutes for capacity building of trainers and to set up a *Centre of Excellence (CoE)*.
- **4.8 Inclusivity and Outreach:** It is necessary to promote skill ecosystem that ensure inclusivity irrespective of location, gender, caste, sector, social and economic status, etc. Inability to pay training fees should not stop any citizen from acquiring certified skill training.
 - 4.8.1 Provision for grant of scholarships, stipends, grants and loans will be made for disadvantaged groups.
 - 4.8.2 Special provisions and flexibility will be made for people living in rural areas, Persons with disabilities, women, socially and economically weaker sections, etc.
- **4.9 Emphasis on Key Sectors:** Skilling, Re-skilling and Skill upgradation with specialized trainings will be taken up emphasizing and strengthening the Sectors identified as key growth drivers of the State's economy, while at the same time prioritising job roles aspired by youths by:

- 4.9.1 Intensifying skilling efforts in identified sectors and domains relevant to the State *e.g. Agriculture & Allied, Food Processing, Fashion & Apparel, Forest/Bamboo Based, Handloom & Handicrafts, IT & ITES, Tourism & Hospitality, BFSIs, Health & Allied, Construction, Media & Music, Sports, etc.*
- 4.9.2 Emphasizing on Traditional Crafts & Skills.
- 4.9.3 Imparting Specialised Skill Training for Entrepreneurship.
- 4.9.4 Making provisions for Specialized Skill Training for enterprises working in Informal sector.
- 4.9.5 Making provisions for High-end Skill Training for Educated Unemployed Youths.



CHAPTER
FIVE

POLICY FRAMEWORK FOR ENTREPRENEURSHIP





5. Policy Framework for Entrepreneurship

- 5.1** Job creation for skilled youth is a major challenge in the State. Presence of Government and Private Sectors Industries are less significant compared to more developed states and are dominated by Small Scale Industries. The contribution of Industry sector in the State GSDP is only 25.61%, out of which 12.53% is contributed by Utility Services sector alone⁷.
- 5.2** The numbers of local entrepreneurs emerging every year in Mizoram is also very low and are not adequate to absorb skilled human resources. Studies also revealed that being an entrepreneur is the third most preferred choice among job seekers post completion of vocational education⁸.
- 5.3** The growth and prosperity of all economies remains highly dependent on entrepreneurial activities. Entrepreneurs are the essence of economic growth – they provide a source of income and employment for themselves, create employment for others, produce new and innovative products and services, and drive greater upstream value-chain activities.
- 5.4** The ideal entrepreneurial environment has five pillars – Access to funding, Entrepreneurial culture, Supportive regulatory and tax regimes, Education system that support entrepreneurial mind sets and; a coordinated approach that links the public, private and voluntary sectors. Steps would be taken to promote a culture of entrepreneurship among the youths of Mizoram.

5.5 Catalyse a culture shift to encourage entrepreneurship:

- 5.5.1** Extensive awareness campaign will be launched to encourage and promote entrepreneurship among the youths.
- 5.5.2** To promote entrepreneurship, entrepreneurship summits and interactions with stakeholders will be convened where speakers from the industry both domestic and international will be invited to share best practices.
- 5.5.3** Competitions and Awards will be instituted for young entrepreneurs, prospective entrepreneurs and achievers at the state, district and block levels.
- 5.5.4** State will promote entrepreneurship through Social enterprises, Cooperatives and Self-Help Groups in rural areas
- 5.5.5** It will promote and encourage grass-root innovations and assists such innovators to up-scale and commercialise their products and service.

⁷Economic Survey Mizoram 2016-17

⁸ILO/DEFT Study on Labour Market and Skill Development Needs in Mizoram – 30 November 2016

5.5.6 The government will create grass-root technology innovation hubs to harness potentials of grass-root innovators.

5.6 Educate and equip potential and early stage entrepreneurs:

5.6.1 Capacity building of budding entrepreneurs and on-site mentoring are critical not only for successful market ventures by the self-employed but also for sustainability and growth of the local economy. *'Start and Improve Your Business'* (SIYB) of ILO is a worldwide recognized training programme focused on starting and improving small businesses in a professional manner as a strategy for creating more and better employment. The ILO has trained the ITI faculty members and translation of the course content into Mizo has been completed. Other faculties from Polytechnics and Colleges could now be brought under the SIYB Program to achieve greater coverage and help create more mentors to aspiring State entrepreneurs.

5.6.2 The State Government would support entrepreneurs to take part in reputed institute engaged in training, consultancy and research to promote entrepreneurship, and training programs to improve technical know-how and increase efficiency in business.

5.6.3 The *'Entrepreneurship Development Scheme'* (EDS) under the New Economic Development Policy (NEDP) has been implemented by Mizoram Entrepreneurship Development Monitoring Committee (MEDMOC), Planning & Programme Implementation Department since 2016 - 17. NEDP-EDS is a very comprehensive Scheme covering Awareness programme, Master Trainers programme, Skills cum Entrepreneurship Training Programme, Entrepreneurship Knowledge Centre, Business Plan Competition, Micro Start Up Competition and Entrepreneurship Summit. The policy is expected to strengthen and improve the existing scheme.

5.6.4 The government will also explore possibilities to set up ***'Mizoram Entrepreneurship Development Institute'*** and ***'Entrepreneur Incubation Centre'*** in the State, and if required, in collaboration with reputed institutions.

5.7 Connect entrepreneurs to peers, mentors and incubators

5.7.1 Government of India has proposed *'Atal Innovation Mission'* (AIM) as a platform to promote a network of world class innovation hubs, and *'Self Employment Talent Utilisation'* (SETU), which, in essence, is a set of techno-financial incubation and facilitation programs to support all aspects of start-up businesses, and other self-employment activities, particularly in technology driven areas. The State's entrepreneurship development programmes such as NEDP / MEDMOC has been active to incubate some technology driven products and aspiring entrepreneurs, and successful in developing some prototypes.

Similar other initiatives may have been taken by other institutions and community services organizations.

- 5.7.2 It is proposed to hold at least two forums every year under the aegis of the State Government, by rotation in each of the District Headquarters where such prototypes and other innovations (which may be work-in-progress) can be demonstrated by the developers to an eminent panel of experts appointed by the State Government. The experts' evaluation and suggestions on the best way to further support such budding innovators would be considered and followed up by the State Government.
- 5.7.3 Availability of Certified Quality Trainers is crucial to impart entrepreneurial skills. Adequate numbers of *Master Trainers* shall be trained through Master Trainers Development/ToT programmes in partnership with reputed institutes.
- 5.7.4 An information handbook "*Entrepreneurship Kailawn*" has been developed by MEDMOC, which shall be utilised extensively for entrepreneurs training. Other '*Entrepreneur Information Handbooks*' and guides – in English and Mizo languages – providing relevant information associated with establishing and operating a business will be published and updated periodically. Online information support will also be provided giving information on procedures and online application forms.

5.8 Entrepreneurs support through E-Hubs:

- 5.8.1 Through this policy, it is proposed to set-up of an ***Entrepreneurship Hubs*** (E-Hubs) in the State. The Government of Mizoram will provide support to skill training institutions that takes interest in sector-specific enterprise management and integrates entrepreneurship development into technical skill training. The government will facilitate aspiring Mizo entrepreneurs get connected with accelerators in other parts of India and overseas, forge collaborations with Educational and Research Institutes of eminence, and support establishment of a digital entrepreneurial eco-system.
- 5.8.2 Within the first year of operation of the hub, the Government will hold a '*State-level Entrepreneurs Convention*' and '*Business Summits*' where budding entrepreneurs can network with experienced ones and interact among each other. Experts from the industry will be invited to speak about their experience and best practices will be shared.

5.9 Improve ease of doing business:

- 5.9.1 The National agenda for *Ease of Doing Business – Business Reforms Action Plans* will be implemented to encourage entrepreneurship.

- 5.9.2 A 'Single Window System' for all necessary clearances and certificates for setting up a business will be implemented and flexibilities will be permitted to start-ups during its initial years.
- 5.9.3 'Online application system' and "Electronic Service Delivery" for clearances and approvals from various government agencies will be developed.
- 5.9.4 Conversion of existing *District Industries Centres* (DICs) into *Business Development Centres* (BDCs) will be considered.

5.10 Improve access to financethrough credit and market linkage:

- 5.10.1 The State Government shall work out an initiative / scheme whereby appropriate facilitation measures and expert advisory support can be accessed by entrepreneurs to build their business plans and approach institutions for financing under various **Centrally Sponsored Schemes** such as the *Pradhan Mantri MUDRA Yojana (PMMY)*, *Prime Minister Employment Generation Programme (PMEGP)*, RSETI, NSCFDC, NMDFC, NSTFDC, etc.
- 5.10.2 There is also a need to incorporate the banking and financial sectors through their own schemes to create and assist entrepreneurs.
- 5.10.3 The State government has introduced a **Start-up Capital** under MEDMOC. Similar *Entrepreneurship Development Funds* shall be extended for micro enterprises, start-ups and the unorganised sector in order to engage informal sector into formal businesses.

5.11 Job-focused linkage with new industry value chains

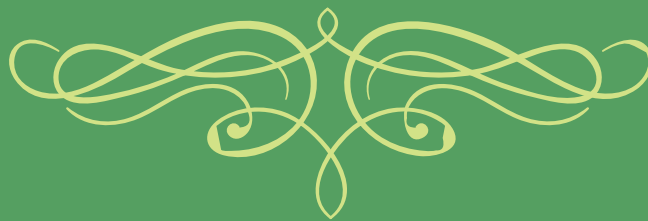
Explore setting up of new industry value chains and facilitating creation of job-focused linkages between labour markets demand and supply utilising the ITIs/ITCs/ Polytechnics/Other VTPs. The following are some examples found in ILO study:

- o Strengthening the existing small Food Processing CoE to build its capacity.
- o Leather and Hide-processing: setting up first stage processing unit.
- o Set up a Film and Television Institute for training youth.
- o Light Engineering and Construction Pre-Fabrication Industry: to service affordable housing segment and the construction industry.
- o Govt. of India's multiple international trade route initiatives through Mizoram can open regional value chains– this could generate new set of jobs requiring higher skills.



CHAPTER SIX

INSTITUTIONAL FRAMEWORK FOR GOVERNANCE & FINANCE



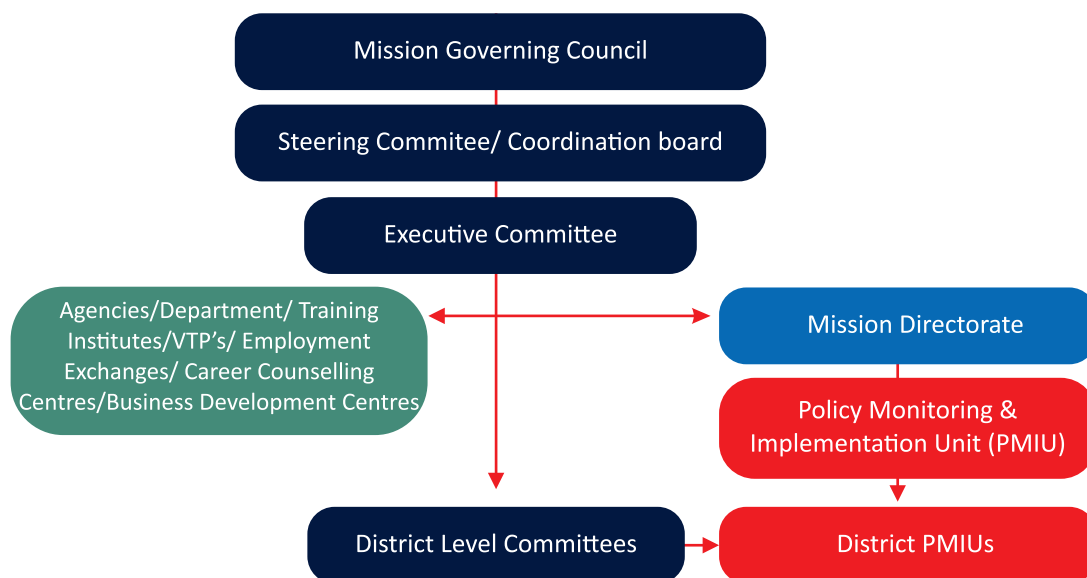


6. Institutional Framework for Governance & Finance

6.1 Mizoram Skill and Entrepreneurship Development Mission (MSEDM):

The objectives and strategic goals under the State Policy for Skill and Entrepreneurship Development shall be met in mission mode approach. The **Mizoram State Skill and Entrepreneurship Development Mission (MSEDM)** shall be Notified and restructured along the lines of *National Skill Development Mission*. The Mission will consist of a *Governing Council* at the apex level, a *Steering Committee/Coordination Board* and a *Mission Directorate* (along with an *Executive Committee*), which will in turn be supported by *District Committees* at the functional tier.

Fig. – 2 : Organizational Structure of Mizoram State Skill and Entrepreneurship Development Mission (MSEDM)



6.2 Mission Governing Council:

The Governing Council of the Mission will be headed by the Chief Minister. Constitution of the Council will be as follows:

- a) Chairman : Chief Minister
- b) Vice Chairman : Minister, LESDE
- c) Secretary, LESDE : Member-Secretary
- d) Members :

- Ministers of H&TE, School Education, Finance, Planning & Programme Implementation, UD&PA, RD, Social Welfare, Commerce & Industries, ICT, Agriculture, Horticulture, AH&Vety, Health & Family Welfare;
 - Vice Chairman, State Planning Board;
 - Chief Secretary;
 - 3 Members from Academia/Industry/Training Providers.
- e) The Governing Council may invite, from time to time, other officials and relevant persons in academia/industry, depending on the agenda for discussion.

6.3 Functions of the Governing Council:

- Provide overall superintendence, guidance and policy direction;
- Review overall progress and development of Mission activities;
- Oversee convergence of all skill development initiatives/schemes of the Central Government and State Departments with Mission objectives;
- Decide on Sub-Missions in high priority areas;
- The Governing Council shall meet at least once a year.

6.4 Steering Committee/Coordination Board:

A Steering Committee/Coordination Board, headed by the Minister in charge of LESDE will be responsible for ensuring the implementation of Mission activities as per policies and decisions laid down by the Governing Council. It will consist of the following members:

- Secretary, LESDE as Member-Secretary;
- Secretaries, Finance, Planning & Programme Implementation;
- Secretaries of Departments concerned with skilling (H&TE, School Education, UD&PA, RD, Social Welfare, Commerce & Industries, ICT, Agriculture, Horticulture; AH & Vety, Health & Family Welfare);
- Mission Director of the MSEDMD;
- Representative of NSDC;
- Members representing Academia/Industry/Training Providers.

6.5 Functions of the Steering Committee/ Coordination Board:

- Ensure implementation of Mission Policy at the State level as per the direction of the Governing Council;

- Overall Coordination and Convergence of the State Skill Development system;
- Accreditation of Assessment and Certification bodies, specifying the range of qualifications that an Assessing and Certifying Bodies (ACB) will be permitted to assess and specify;
- Drawing up guidelines on assessment procedures to be used by ACB and design training programmes for assessors;
- Correspond with NSDA, NSDC, SSCs, etc. on matters relating to Skill development and certification including registration of NSQF compliant courses;
- Build new skills and innovative thinking and talents to address the skill needs of the State;
- Set target and approve annual Mission plan;
- Monitor and Review overall progress of Mission activities on a quarterly basis.

6.6 Executive Committee:

Mizoram Skill & Entrepreneurship Development Mission will have an Executive Committee, chaired by the Secretary, LESDE. It will consist of the following members:

- Mission Director, as Member-Secretary;
- Directors of Departments concerned with skilling (LESDE, H&TE, School Education, UD&PA, RD, Social Welfare, Commerce & Industries, ICT, Agriculture, Horticulture, AH & Vety, Health & Medical Education);
- Addl. Director/ Joint Director in charge of Skill Development/Vocational Training;
- Representative of NSDC;
- 3 members from academia/industry/VTPs.

6.7 Function of the Executive Committee:

- To monitor and oversee Skilling projects and activities of all Departments;
- To converge skilling activities across all sectors with State Mission objectives and skilling gap findings;
- To resolve all inter-departmental execution issues.

6.8 Mission Directorate:

- There shall be a separate Directorate of Skill Development and Entrepreneurship headed by a Director, which will also act a Mission Directorate;

6.9 Function of the Mission Directorate:

- To implement and monitor Mission activities at the State level. It will be supported by Mission Directorate staff including administrative and financial wings;
- To coordinate implementation of all decisions of the Governing Council and the Steering Committee;
- Mission Management and Project Implementations.

6.10 District Level Committees:

There shall be a District Committee headed by the Deputy Commissioner in all Districts which will act as PMIU at the district level. It will consist of the following members:

- DLEO as Member-Secretary (SDC i/c Planning in Districts where DLEO / EO are not posted).
- Chief Executive Member (in ADC areas);
- Project Director (DRDA), DUDO, DEO, DIO, DLAO, DSWO, DAO, DHO, DFDO, DVO, CMO, Principals (Polytechnics/ ITIs/ Govt. Colleges/ Schools implementing Vocational Education), SDC i/c Planning;

6.11 Role of other Agencies:

Other Bodies and Agencies such as the following shall be strengthened, and their roles and responsibilities assigned by the Mission:

- MSCTE/ MCVT/ MEDMOC/ MYC/ MSDS;
- Govt. Departments & other stakeholders in skilling and entrepreneurship;
- Training Institutes (ITIs, Polytechnics, VTPs);
- Employment Exchanges/ Career Counselling Centres;
- District Industries Centres/ Business Development Centres.

6.12 Financing:

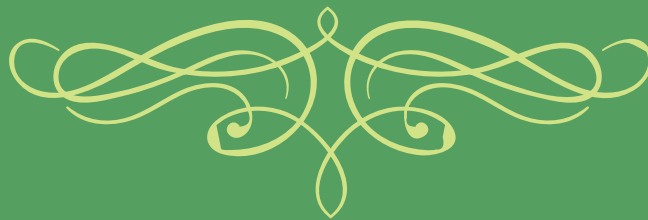
- 6.12.1 Separate Budget provision shall be made for implementation of the Policy, functioning of the *Mizoram State Skill and Entrepreneurship Development Mission* and its *Mission Directorate*.
- 6.12.2 **A 'State Skill and Entrepreneurship Development Fund'** shall be set up and Operational Guidelines of the fund shall be notified.

- 6.12.3 The possibility of apportioning a certain percentage of scheme budgets of government schemes and programmes across sectors will be explored. These funds could be utilised directly by the implementing department or through the State Skill & Entrepreneurship Development Mission/Department.
- 6.12.4 Funding of Skill Development project by outside agencies from National and International bodies shall be explored.
- 6.12.5 Companies operating in the State will be encouraged to spend their Corporate Social Responsibility (CSR) funds on skill development and entrepreneurship directly or through the Mizoram Skill & Entrepreneurship Development Mission/Department.
- 6.12.6 The Banking and financial institutions shall be encouraged to enhance financing for skills and entrepreneurship development activities and to improve their CD Ratios.
- 6.12.7 Private investments shall be encouraged on skill and entrepreneurship development activities.



CHAPTER SEVEN

IMPLEMENTATION, MONITORING & EVALUATION





7. Implementation, Monitoring & Evaluation

7.1 Policy implementation - Initial Steps:

The Policy will be implemented in the following stages-

1. The Mizoram Skill and Entrepreneurship Development Mission, with all bodies in the tiers, will be notified immediately after launching the Policy.
2. The Mission, since inception, will be strengthened through organizational structuring, empowerment, funding and will begin to work actively with key departments on capacity building interventions.
3. Top level inter-departmental consultations under the aegis of the mission for evolving policy guidance and directions shall be convened.
4. Comprehensive Plan for implementation of the Policy to converge skilling initiatives of all agencies shall be made, mapping out all actionable points with timelines for the responsible agencies.
5. The Plan shall aim to integrate different departments, converge on financial resources, optimize use of available physical infrastructure, lay down common norms and guidelines, and provide single stop to all stakeholders, engaging private partners and collaborating with the industry and the market.
6. Adequate fund for implementation of the Policy as per the Plan shall be allocated.
7. Timelines that are explicitly mentioned in the Policy for certain initiatives will supersede over other timelines.
8. Providing incentives for, or appropriate partnership with training providers.

7.2 Monitoring [PMIU]

- 7.2.1 A 'Policy Monitoring and Implementation Unit [PMIU]' to be housed in the Mission Directorate/Department will be set up to review the implementation and progress of various initiatives under this policy.
- 7.2.2 District level Committees/PMIUs will also be formed and shall report to the State level PMIU.
- 7.2.3 The PMIU will perform the following functions:
 - List all the enablers and action points mentioned in the policy on which further action is required;
 - Identify all agencies involved and map the actionable points to the responsible agency;

- To coordinate with all the agencies involved and map the actionable points to the responsible agency;
- To act as a coordinating body for all implementing agencies and support them to enhance their efficiency;
- The PMIU will also conduct monthly/quarterly review of the action points and nudge them if the progress is below par.

7.2.4 The PMIU will be responsible to the MSEDMD. It will present its reports, findings and the way forward to the Steering Committee/ Coordination Board of the Mission every quarter.

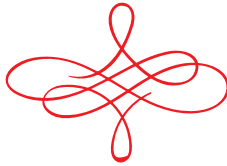
7.3 Impact Assessment:

For undertaking impact assessment, annual as well as long term (3/5 years) targets shall be set for each stake holder by the PMIU. Impact assessment will be undertaken **annually** to ensure that the targets are met satisfactorily within the time frame. The following monitoring indicators, among others, are prescribed:

- *Number/registration of youth interested in skilling*
- *Number of youth enrolled in training programmes*
- *Number of youth assessed and certified by regulatory authorities*
- *Placement rate of skilled trainees*
- *Percentage of skilled youths that are self employed*
- *Number of accredited/affiliated training providers/centres*
- *Number of certified trainers, sector-wise*
- *Number of certified assessors, sector-wise*
- *Number of job roles for which QPs & NOS have been available for State specific job roles/traditional skills*
- *Existing public infrastructure leveraged for training*
- *Number of skilled persons engaged in out-side state/overseas employment*
- *Reduction in sectoral supply and demand gap*
- *Amount of funds, both Public and Private, mobilised for skill development and entrepreneurship*
- *Percentage of socially and geographically disadvantaged groups enrolled in training programmes*

- *Percentage of socially and geographically disadvantaged groups engaged in self-employment*
- *Infrastructure dedicated to entrepreneurship support*
- *Number of schools/colleges running skill and entrepreneurship courses*

7.4 Review of this Policy shall be undertaken, from time to time, based on impact assessment by a third party or an appropriate agency.





SKILL MIZORAM

Labour, Employment, Skill Development and Entrepreneurship Department
Government of Mizoram
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