

Chandigarh Administration
Chandigarh Skill Development Mission
PEC Campus, Sector-12, Chandigarh
Website: <https://utcsdm.chdtechnicaleducation.gov.in/>
Telephone No. 0172-2740678, 2740674
E-mail- missiondirectorcsdm@gmail.com, officecsdm@gmail.com

To

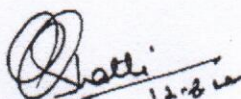
Sandesh Tilekar
Director,
Ministry of Skill Development and Entrepreneurship,
Government of India

Memo No.F.2035/MGNF/E (RA)-2022/ 731
Dated, Chandigarh, the 12/8/2022

Subject: Submission of District Skill Development Plan for the year 2022 of U.T. Chandigarh.

Reference your D.O.No.17/35/2022-IC dated 30.06.2022.

Kindly find enclosed herewith a District Skill Development Plan for the year 2022 of U.T. Chandigarh. As desired, this is to confirm that the plan has been prepared by the U.T. Chandigarh Skill Development Mission and District Skill Committee assisted by the Mahatma Gandhi National Fellow. All the information and data used in the preparation of the plan has been taken from government reports and sources.


Mission Director,
U.T. Chandigarh Skill Development Mission

U.T. CHANDIGARH SKILL DEVELOPMENT PLAN 2022-2023



**CHANDIGARH SKILL DEVELOPMENT MISSION
& DISTRICT SKILL COMMITTEE**

CONTENT

List of Tables and Figures	ii
List of Abbreviations and Symbols	iii
Executive summary	iv
CHAPTER 1 AS-IS SCENARIO	1-10
1. Topography	1
2. Climate	2
3. Demographic Profile	2
4. Socio - Economic Profile	3
5. Education Profile	4
6. Employment Profile	6
7. Mapping Current Infra	7
8. Details of various Schemes	9
9. Summary	10
CHAPTER 2 AGGREGATE DEMAND	11-18
1. Introduction	11
2. Domains with Employable Talent	12
3. Skill Development and Its Importance	12
4. Key Findings	13
5. Research on Demand Requirement	14
6. Entrepreneurship	15
7. Additional Requirements Submitted by Employers	17
8. Summary	17
CHAPTER 3 Analyse the Gap	19-24
1. Introduction	19
2. Need of District SWOT	19
3. Skill Training SWOT	22
4. Migration	23
5. Summary	24
CHAPTER 4 Action Plan	26-33
1. Introduction	26
2. Review of the Existing Skill System	27
3. The Qualitative Aspect of Deficiencies	27
4. Key Objectives	29
5. Target Group	29
6. New Courses	30
7. Incentivizing the Target Groups	30
8. Increase Placement Opportunities	31
9. Top Proposed Initiatives for District Skilling	31
Summary	34

LIST OF TABLES AND FIGURES

Table 1: Chandigarh at a Glance

Table 2: Details of Schemes

Table 3: Domains That Have More Employable Talent

Table 4: Tentative Demand

Table 5: Target Group

Table 6: Proposed Initiatives for District Skilling

Figure 1: Felicitating the Blind Students

Figure 2: Map of Chandigarh

Figure 3: GSDP, NSDP and PCI of Chandigarh

Figure 4: Education Profile of Chandigarh

Figure 5: Training Centres Across Schemes and Departments

Figure 6: Migrant Population

Figure 7: Clippings of Our Strengths

Figure 8: Status of Placements in Current Skilling System

Figure 9: Clipping of Our Achievements

Figure 10: Clipping of Our Model Centre Infrastructure

LIST OF ABBREVIATIONS AND SYMBOLS

ASSOCHAM	Associated Chambers of Commerce & Industry
BPO	Business Process Outsourcing
CSDM	Chandigarh Skill Development Mission
CII	Confederation of Indian Industry
CSC BC	Chandigarh Schedule Castes & Backward Classes
CCWDC	Chandigarh Child & Women Development Corporation
CRM	Customer Relations Management
DAY NULM	Deendayal Antyodaya Yojana-National Urban Livelihoods Mission
DTE	Directorate of Technical Education
DSDP	District Skill Development Plan
ECoS	Entrepreneur Development Centre Co-working Space
FICCI	Federation of Indian Chambers of Commerce & Industry
GSVA	Gross State Value Added
GMSH	Government Multi Specialty Hospital
GDP	Gross Domestic Product
GITI	Government Industrial Training Institute
GITIW	Government Industrial Training Institute for Women
GMSH	Government Multi Specialty Hospital
GMCH	Government Medical College & Hospital
ITI	Industrial Training Institute
NITI	National Institution for Transforming India
NIRF	National Institutional Ranking Framework
PGIMER	Post Graduate Institute of Medical Education & Research
PHDCCI	Progress, Harmony and Development Chamber of Commerce and Industry
PMMY	Pradhan Mantri MUDRA Yojana
PMKVY	Pradhan Mantri Kaushal Vikas Yojna
PwD	Persons with Disabilities
RPL	Recognition to Prior Learning
SDG	Sustainable Development Goals
STT	Short Term Training
SWOT	Strengths, Weakness, Opportunities, and Threats
SSC	Sector Skill Council
UT	Union Territory

EXECUTIVE SUMMARY

Skill and knowledge are the key driving forces of the economic growth and social development. In Chandigarh, a large number of young graduates from various educational institutions seek guidance to gain employment and entrepreneurship opportunities. Since its inception in 2017, Chandigarh Skill Development Mission is focused on connecting youth to the local employers and providing them the necessary support in terms of up-skilling and guidance.

District Skill Development Plan 2018 was planned to enhance the competencies of students through formal training to a large number of population including specially abled children and women, to offer a fair placement in the job pyramid. Our natural progression is to work at a granular level, in sync with our motto of –making skill training available for all in actual need. Achievement of the proposed targets motivated us to stride ahead.

While the pandemic has imposed several obstacles in our journey towards achievement of our key performance indicator, that was countered by digitalization to handle the situation. District Skill Development Plan 2020 totally accentuated upon upgrading the training infrastructure with inclusion of video virtual platforms to be future ready. Thus, enhancing quality training, and reach to the larger audience in the marginal groups leading to placements. The virtual platforms aided in once again achievement of our targets despite COVID 19 imposed limitations.

Currently, we are all moving towards phase of normality, through District Skill Development Plan 2022, we are in pride exhibiting our relentless efforts at Chandigarh in creating our own sustainable model, on the core principle of ‘Leaving No One Behind’. The participation of SSCs, Industry partners and all departments of UT Chandigarh have been instrumental in successful implementation of this plan. In this phase of skilling, stress is laid on Entrepreneurship, Demand Driven Skill Development courses, Digital Technology as per Industry 4.0 requirements. Our mutual aim is to watch and nourish progress on the key performance indicators, for ensuring ‘Sabka Saath Sabka Vikas’.



Figure 1: Felicitating the Blind Students

CHAPTER 1

AS-IS SCENARIO

Overview

Chandigarh - A dream city envisioned by the India's first Prime Minister, Sh. Jawahar Lal Nehru, and planned by the famous French architect Le Corbusier. Named from the deity 'Chandi', the goddess of power and a fort of 'garh' lying beyond the temple gave the city its name '**Chandigarh - the City Beautiful**'. It is the earliest city planned post-independence. It is also the political base being the capital city of Punjab and Haryana. Chandigarh is known for its architecture and buildings like Capitol Complex, High Court, Secretariat, Legislative Assembly and giant Open Hand Monument. It has not only been known but also recognized for its clean roads and green environment. The city has one of the highest per capita incomes in the country.

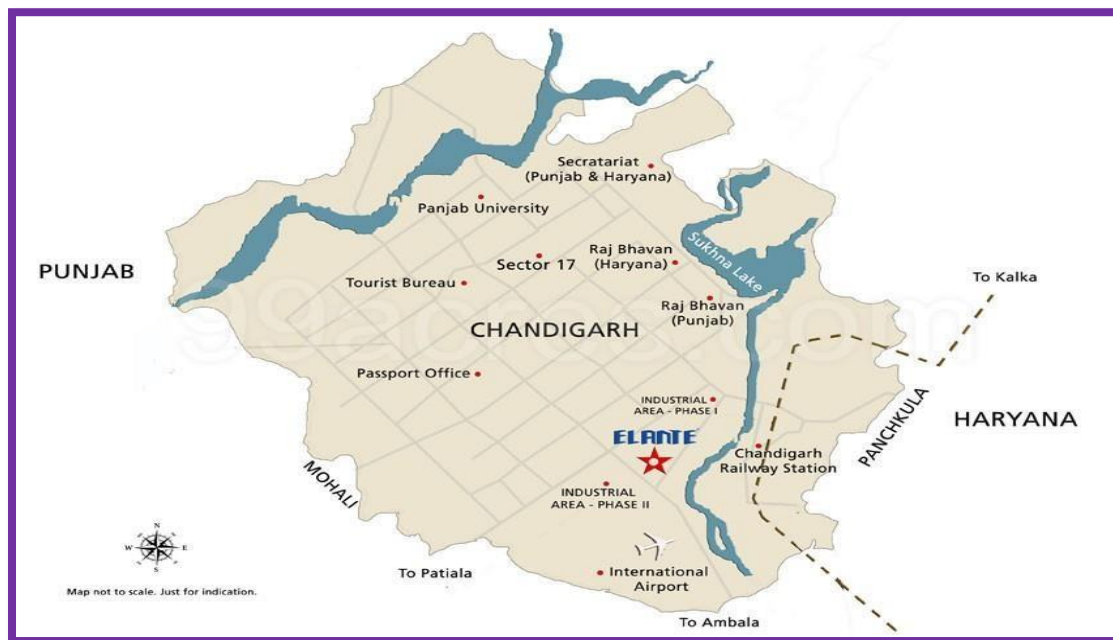


Figure 2: Map of Chandigarh

1. Topography

Chandigarh is located in the foothills of the Shivalik hill ranges in the North, which form a part of the fragile Himalayan ecosystem. The exact geographic coordinates of Chandigarh are 30.74°N 76.79°E. It has an average elevation of 321 meters (1053 ft). The city, lying in the northern plains, includes a vast area of flat, fertile land.

The subsurface formation comprises of beds of boulders, pebbles, gravel, sand, silt, clays and some kankar. The area is drained by two seasonal rivulets viz. Sukhna Choe in the East and Patiala-Ki-Rao Choe in the West.

2. Climate

Chandigarh has a humid subtropical climate (Köppen: Cwa) characterized by a seasonal rhythm: very hot summers, mild winters, unreliable rainfall and great variation in temperature (−1 to 45 °C or 30.2 to 113.0 °F). The average annual rainfall is 1,110.7 millimeters or 43.73 inches.

3. Demographic Profile

The UT of Chandigarh is a uni-district territory which came into existence on 1st of November, 1966 with an area of 114 sq. kms. During the last 6 decades (1951-2011), Chandigarh has witnessed a population increase of more than forty four times with the absolute population increasing from 24,261 in 1951 to 10,54,686 in 2011. The Union Territory recorded much lower decadal rate of increase in population with only 154051 people being added to the Chandigarh UT during the last decade. The growth rate of merely 17.10% from 2001-2011 is the slowest since its inception. This is perhaps due to the rapid pace of urbanization taking place in the neighboring towns of Mohali, Panchkula, Zirakpur, Kalka, Kharar, etc. falling within the 16 km periphery control area.

In 2018, UT administration merged 13 villages which were located within 8-km radius of the city under Chandigarh Municipal Corporation. Now, 100% population of Chandigarh comes under urban category.

Males constitute 55% of the population and females 45%. Sex ratio 818 females per thousand males have been observed in Chandigarh during Census 2011. Sex ratio in Chandigarh has improved significantly by 41 points from 777 to 818.

The child sex ratio is 838 females per thousand males.

Chandigarh has an average literacy rate of 86%, higher than the national average; with male literacy of 90% and female literacy of 81.2 %.

NO. OF DISTRICTS	CHANDIGARH	1	
AREA OF CHANDIGARH		114 sq.km	
POPULATION	PERSONS	1,054,686	
	MALES	580,282	
	FEMALES	474,404	
DECADAL POPULATION GROWTH 2001-2011		ABSOLUTE	PERCENTAGE
	PERSONS	154,051	17.10
	MALES	73,344	14.47
	FEMALES	80,707	20.50
DENSITY OF POPULATION (per Sq.km.)		9,252	
SEX RATIO (females per 1000 males)		818	
POPULATION IN THE AGE GROUP OF 0-6 YEARS		ABSOLUTE	PERCENTAGE TO TOTAL POPULATION
	PERSONS	117,953	11.18
	MALES	63,187	10.89
	FEMALES	54,766	11.54
LITERATES		ABSOLUTE	LITERACY RATE
	PERSONS	809,653	86.43
	MALES	468,166	90.54
	FEMALES	341,487	81.38

Table 1: Chandigarh at a Glance Source: <https://ssachd.nic.in>

4. Socio - Economic Profile

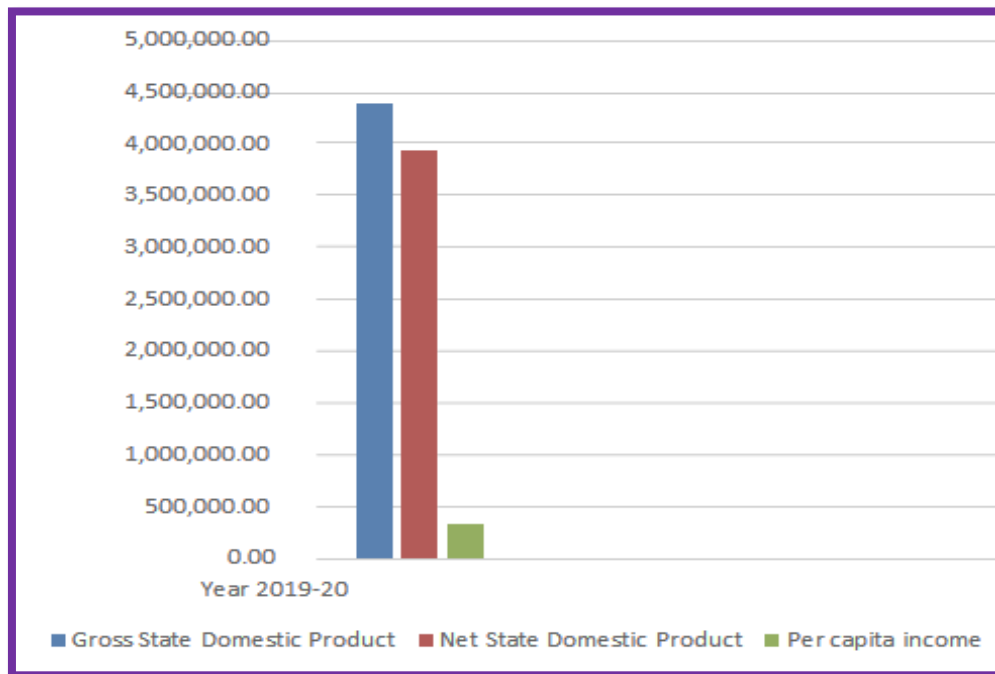
Chandigarh is a city where there is big variation in socio-economic status of the population. There is a large variation in the population leading luxurious life, employee category (Govt. & Private) and those earning their livelihood from low paid jobs.

Chandigarh is a hub of academic and professional educational institutions. That is why the students from not only Punjab and Haryana but also from Himachal Pradesh, Uttarakhand and Jammu and Kashmir come here for the purpose of education and employment. Economic dependency on men leads to the poor socio-economic status of women. The percentage of working women in Chandigarh is low which shows that the male is still dominant in economic activities. (Source: Statistical abstract of Chandigarh 2020)

There is a major chunk of unorganized sector, which constitutes majority of the workforce, which is not supported by any structural system of acquiring or upgrading skills. By and large, skill formation takes place through informal channels like family occupations, on the job training under master craftsmen with no linkages to the formal education training and certification. There is a mismatch situation in the labour market where the level of skills of individuals does not match the level of skills required in the jobs.

In 2019-20, the tertiary sector contributed 88.46% to the city’s Gross State Value Added (GSVA) at current prices, followed by the secondary sector at 10.96%. (Source: India Brand Equity Foundation Sep. 2021 report)

From following table, it clearly indicated that per capita income of Chandigarh is Rs. 3, 30,015 lakh is high than national per capita income of Rs 1, 35,050 lakh



Source: GSDP, NSDP AND PCI of Chandigarh

Figure 3: *Statistical abstract of Chandigarh 2020 and pib.gov.in*

5. Education Profile

UT Chandigarh is known as education hub of North India, the students of Punjab, Haryana, Himachal Pradesh, Jharkhand, Uttarakhand, UP, Bihar prefer Chandigarh for graduation and higher education. There are numerous schools, technical and non-technical educational institutions in Chandigarh. These range from privately and publicly operated.

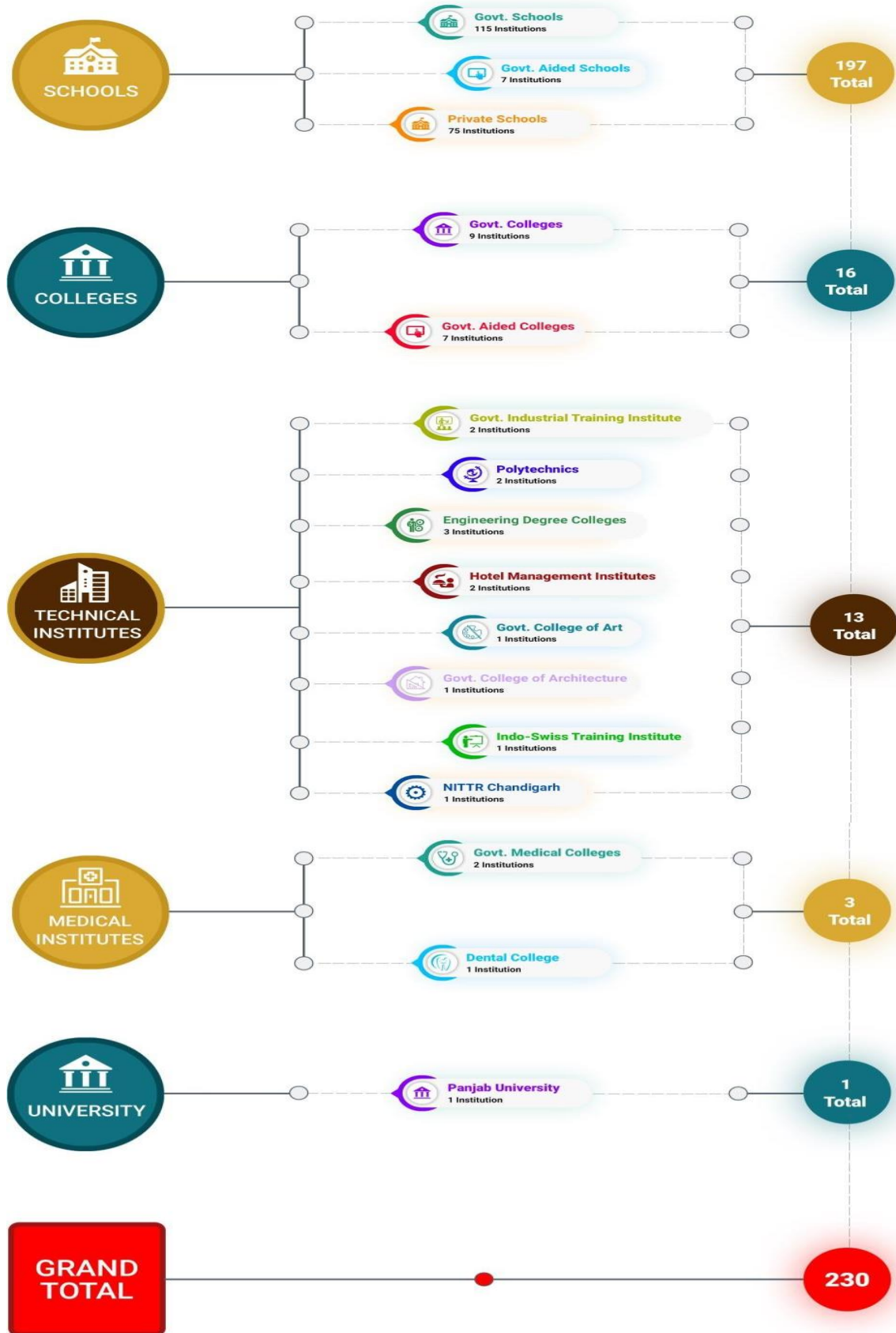


Figure 4: Education Profile of Chandigarh

Quality education is one of the major sustainable goals which ensure inclusive and equitable quality education which promotes lifelong learning opportunities for all. As evident from above, Chandigarh has a great potential to prove all, reaffirm the belief that education is one of the most powerful and proven vehicles for sustainable development. These educational institutions have aimed to provide equal access to affordable educational as well as vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. Additionally, higher educational institutions emphasize on lifelong learning opportunities in both service and entrepreneurship sector, so as to achieve the requirements of demand that is being received from employers.

6. Employment Profile

Economic growth of district helps to promote inclusive and sustainable economic growth, full and productive employment and decent work for all. It promotes higher levels of productivity and technological innovation. Encouraging entrepreneurship and job creation are crucial to this, it promotes policies, which support decent job creation and safe and secure working environments. In Chandigarh, service sector is more dominating than manufacturing. Following are details:

Schools and Colleges

230 educational institutions create the demand of teachers, supporting staff, technicians etc.

Micro, Small and Medium Enterprises

As of 2019-20, there are 6 large enterprises and 9816 MSMEs operating in Chandigarh. Ordnance factory, basic metal and alloy, machinery, food products, auto parts, machine tools, pharmaceuticals and electrical appliances are some of the sectors these enterprises are operating in.

Government and Private Hospitals

*In UT Chandigarh and the surroundings there are approx. 100 hospitals and dispensaries .
Post Graduate Institute of Medical Education and Research (PGMIER),
GMCH, Sector 32 and
GMSH, sector 16, Chandigarh are major employers.*

Government Departments

The Public Sector is a major employer in Chandigarh with three governments having their base here i.e. Chandigarh Administration, Punjab Government and Haryana Government. Approx 125 Departments have their offices here.

IT/ITES

*Chandigarh IT Park is a major hub for IT jobs.
Major ITfirms are Infosys, Tech Mahindra, Airtel, IBM, DELL.*

Hospitality

In this sector, there are major groups like Taj , Marriot, Hyatt, Lalit & CITCO and other small hospitality industries.

Retail

The major retail outlets are Elante, DLF, Berkley, Piccadilly and shopping hubs in Sector 17, 22, 19, 34 and 35 etc.

Self-employment/ trading: Trading / businesses/ self-employment are also area of employment. The big suppliers/ consultants/ contractor of repairs service, storage, financial service, real state, home delivery etc. are also major area of employment. Mobile market in sector 22, car repair market in sector 49 and 28, laptop repair services in sector 20 and Berkley business mall provides opportunity for employment.

7. Mapping Current Infra

The mapping of the infrastructure is given below which shows the skill training centres across schemes and departments in U.T. Chandigarh which are government as well as private centres.

Skill Training Centres across Schemes and Departments

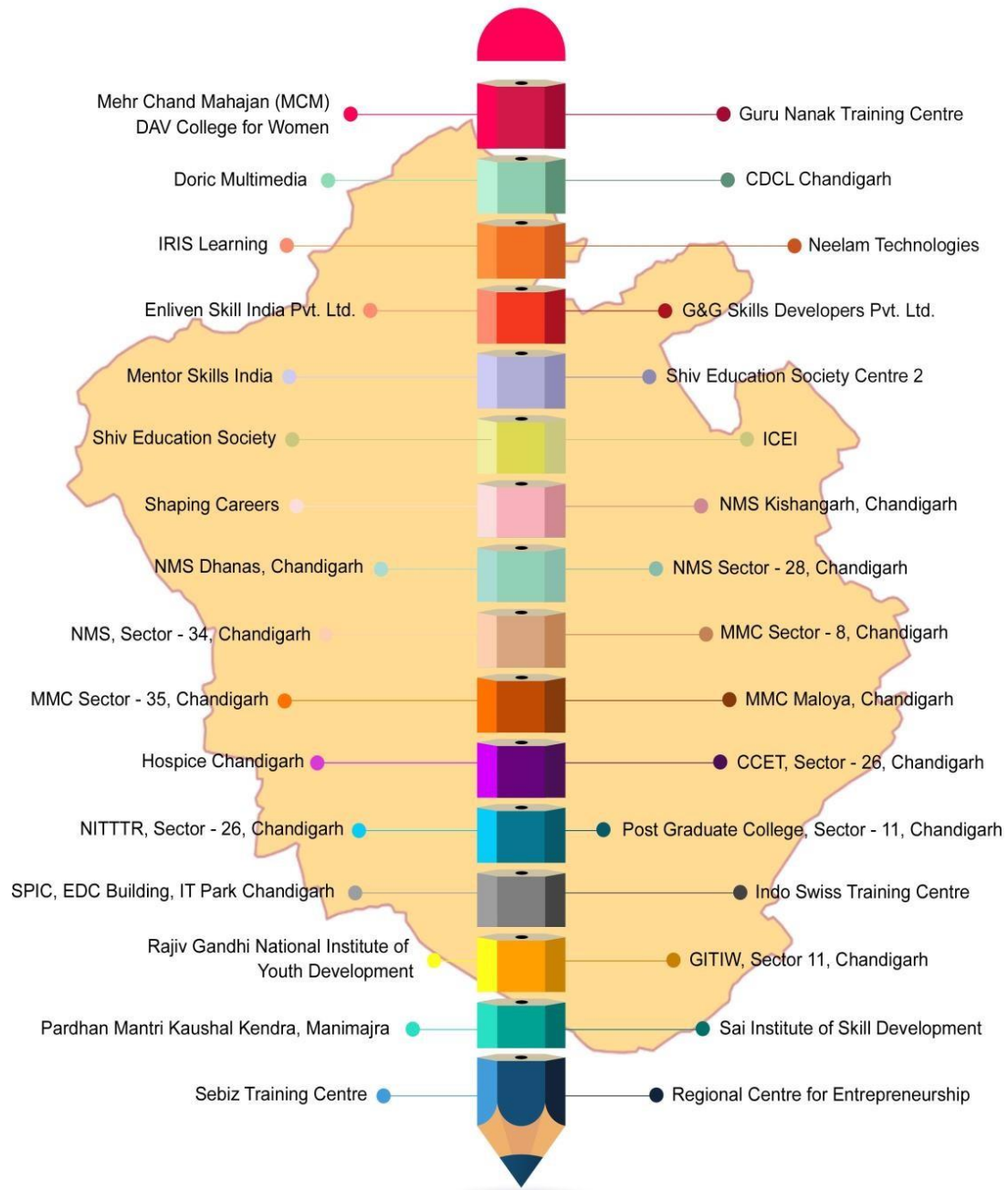


Figure 5: Training Centres across Schemes and Departments

8. Details of the various Schemes

Sr. No.	Name of Department	Name of Scheme	Participation	Placement
1.	Directorate of Technical Education, UT Chandigarh & Chandigarh Skill Development Mission	PMKVY 2.0 (STT: 6522)	Enrolled: 100% Pass %: 87%,	Placed: 87%
		PMKVY 3.0 (STT: 199 & RPL: 200)	Enrolment:100% Pass %: 90%,	Placed: 76 %
		National Apprenticeship Promotion Scheme	Enrollment:405 Students	Placed: 100%
2.	Chandigarh	SHI: Skill Hub Initiative (Jan Shikshan Sansthan, Six Schools, PMKK Centre)	Enrollment: 71%	Ongoing
3.	Municipal Cooperation	DAY-NULM	Trained: 1706/4196 (40.65%)	Placed: 33%
4.	Social Welfare Department	Skill Development Training Programme (ChdSCBC and Minorities)	Enrolled: 629	-
		Swawlamban Scheme (for women belonging to Weaker Sections and for disabled persons of U.T. Chandigarh)	Enrolled: 349	-
5.	Department of Environment	Sustain & Enhance Technical Knowledge in Solar Engineering	Enrolled: 20Students	Placed: 30%
6.	Lead Bank	Pradhan Mantri Mudra Yojana till 31.12.2021 In Accounts	Sanctioned:3931 Disbursed: 3722 Outstanding: 26722	-

Source: Details supplied by different departments

Table 2: Details of Schemes

9. Summary

This chapter clearly indicates that major source of supply side is educational Institutions. People who were in age group of 5 to 24 during 2011 census are now in age group of 15 to 34 in 2022. Hence, our target population for skill development initiatives after adjustment for Males is 230383 and for Females are 179937. The number of employer sectors (Public & private) shows that there is a lot of employment potential in Chandigarh.

In December 2021, the unemployment rate of Chandigarh was 10.30%, which is higher than national level i.e. 7.31%. (Source: Centre for Monitoring Indian Economy). It clearly indicates that there is gap in demand and supply. So, efforts are being made to reduce the Gap.

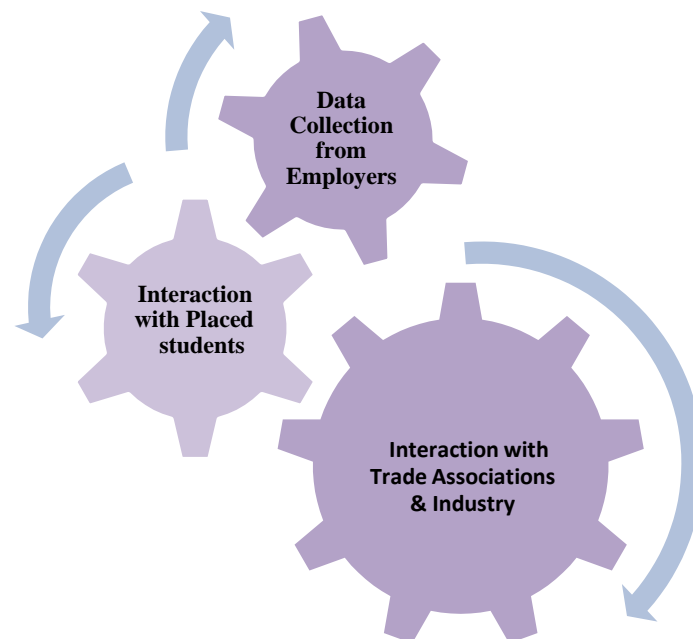
CHAPTER 2

Aggregate Demand

1. Introduction

Despite of having 230 educational Institution as source of supply and various large and small employers as a part of demand, the unemployment rate indicates that there is a gap in between demand and supply. The region has performed reasonably well in educational indicators as compared to many other states/ UTs. At the same time, there is a scope for further fast-tracking reasons that will contribute to provide fulfill the requirement of employers so that more placements may be made, that will not only improve the human development indicators of the region but also contribute to improve unemployment rate at the national level.

During this process following steps were covered:



Objectives

- Highlight infrastructure and training disparities
- Promote and create linkage between demand and supply

Goals

- Create a platform for collaboration and enable district to learn from the good practices of their peers Identify data gaps and design solutions

2. Domains with Employable Talent


In order to identify the domain/ course which have more employable talent, CII in collaboration of various agencies have conducted the survey and following is the data:


Domains	2016	2017	2018	2019	2020	2021	2022
BE/ B.Tech	52.58%	50.69%	51.52%	57.09%	49%	46.82%	55.15%
MBA	44.56%	42.28%	39.04%	36.44%	54%	46.59%	55.09%
B. Arts	27.11%	35.66%	37.39%	29.3%	48%	42.72%	44.02%
B.com	20.58%	37.98%	33.93%	30.06%	47%	40.03%	42.62%
BSc	35.24%	31.76%	33.62%	47.37%	34%	30.34%	38.06%
MCA	39.81%	31.36%	43.85%	43.19%	25%	22.42%	29.03%
ITI	40.90%	42.22%	29.46%	NA	NA	NA	31.03%
Polytechnic	15.89%	25.77%	32.67%	18.05%	32%	25.02%	21.42%
B.Pharma	40.62%	42.30%	47.78%	36.29%	45%	37.24%	44.63%
Note: Yellow: Highest Green: Lowest							

Source: India Skills Report 2022 (Wheebox)

Table 3: Domains that have more Employable talent

The demand for skilled manpower in the country during the last decade has increased enormously and resulted in extended gaps considering the fragmented supply side. The challenges in the value chain further tend to increase and lead to gaps within the sector. There also exists a lack of platform and communication channel to enable passed out students competitive enough to survive in competitive world.

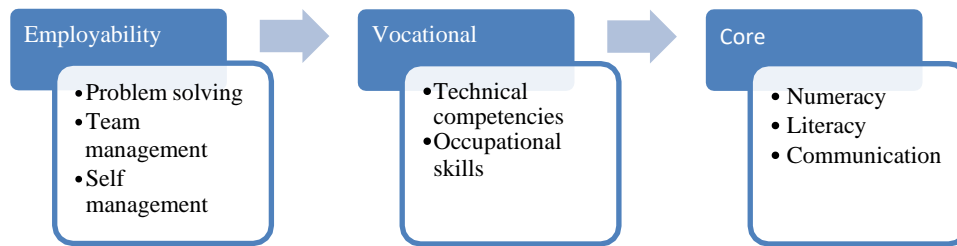
 As evident from figures above, post Covid 19, the employable talent is still highest in BE/B.Tech and MBA. Whereas, B.Arts, B Com, BSc and ITI have showed growth after Covid 19 including B Pharma. But special attention is required in case of Polytechnics and MCA. This generated the requirement of need based skills so the more students may be fitted in alignment with the demand.



3. Skill Development and its Importance

Skill development encompasses several vital attributes, including identifying one's skill gaps and enabling one to develop those skills to achieve their goal. In other words, it

refers to systematic and sustained efforts towards improving one's ability to perform job-related activities.



4. Key Findings

Digital India: Since 65% of the global GDP is forecasted to be digitized post Covid 19, hence modern-day professionals are expected to be equipped with technological skills and remote collaboration practices i.e. Work from Home. It is important to unite bold thinkers and smart marketers who work hard, learn fast, and have Impressive digital competencies.

Women Participation: As per India Skill Report 2022, the female employability competencies ratio stood at 51.4% while male employability competencies was 45.97%. But still female employability ratio is less than male.



Youth Participation: Again, as per India Skill Report 2022, the participation and competencies of youth towards employability in India has increased to 48.7% compared to the last year. The highest identified age group is 22-25 years, with 55.15%



Sectors for Freshers: Internet Business, IT, Pharma, Core and Energy sectors are expected to drive the demand for talent with no experience so that they can mould them as per the industry requirements.



Core Skills: Chandigarh is in top 10 states with available skills in numerical reasoning and computer skills.

In particular, Sustainable Development Goal 4 (Quality Education), Goal 5 (Gender Equality) and Goal 8 (Decent Work and Economic Growth) are a crucial milestone on the path to achieving global growth. Therefore, as SDGs emphasize on economic growth, it must be inclusive and should focus on improvement in the well-being of all

sections of society, especially the most vulnerable ones. SDGs also emphasize on the fact that gender equality would have a sustainable role in enhancing economic growth.

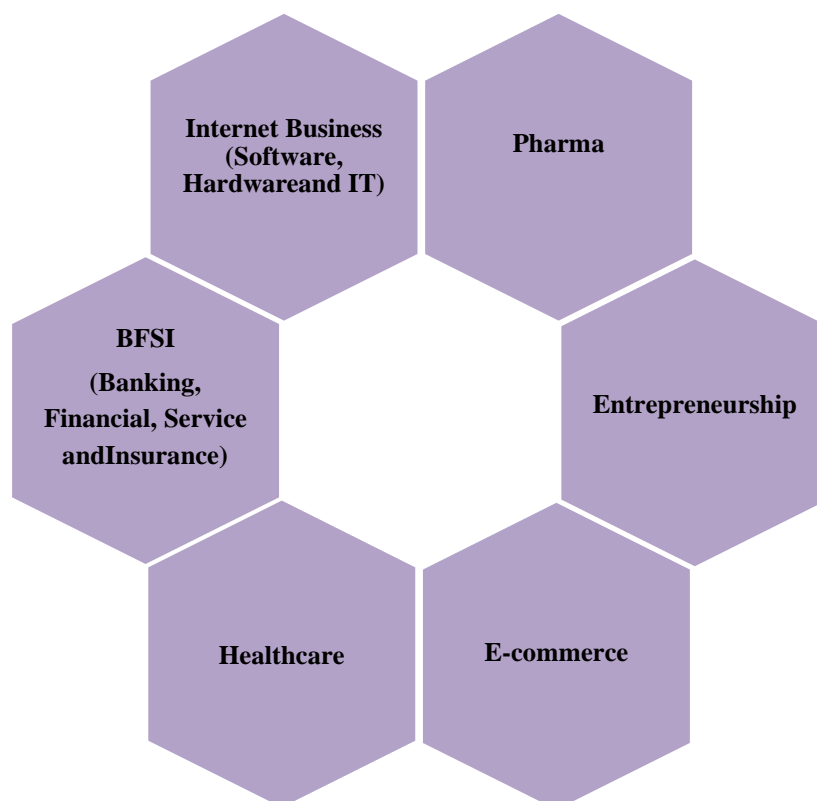
Keeping this mind, based on data, efforts are being made to find potential sectors so that women and youth may be encouraged in order to achieve Sustainable Development Goals and to achieve our Hon'ble Prime Minister Narendra Modi's Motto for Skill-India – **“Inspire, Transform, Reform, & Inform”**.

5. Research on Demand Requirement

Top Sectors for Hiring



In order to collect the demand scenario, the broad perspective was calculated from India Skill Report 2022 by CII, according to which top sectors for hiring in 2022 are as under:



6. Entrepreneurship

National Policy on Skill Development and Entrepreneurship 2015

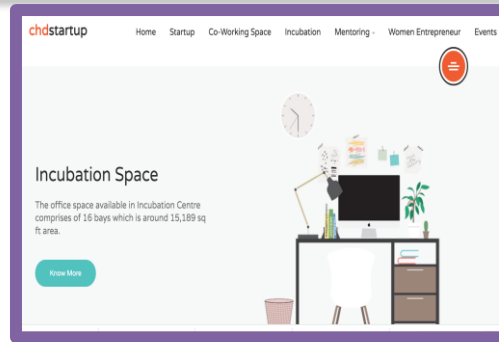
Ministry is an integral part of the government policy on "Sabka Saath, Sabka Vikaas" and its commitment to overall human resource development to take advantage of the demographic profile of our country's population in the coming years. Developing a comprehensive and holistic policy document is an integral part of the process. This requires a fresh look at the already existing National Policy on Skill Development (NPSD), 2009.

The objective of the National Policy on Skill Development and Entrepreneurship, 2015 will be to meet the challenge of skilling at scale with speed and standard (quality). It will aim to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres. In addition to laying down the objectives and expected outcomes, the effort will also be to identify the various institutional frameworks which can act as the vehicle to reach the expected outcomes. The national policy will also provide clarity and coherence on how skill development efforts across the country can be aligned within the existing institutional arrangements. This policy will link skills development to improved employability and productivity.

Scenario in Chandigarh

In addition of above, entrepreneurship has also its own path. Under Pradhan Mantri Mudra Yojana (PMMY) Rs. 9963.21 lakhs has been sanctioned to 3931 individuals in Chandigarh.

The UT Administration has launched a dedicated startup portal www.chdstartup.in.



The chdstartup is a place that is conceived by the Chandigarh Administration to assist young professionals in setting up their entrepreneurship by providing shell space with plug & play facilities. This dedicated portal serves as a single-window system for young entrepreneurs and IT-based startups by providing value-added services required to support success of startups and to strengthen the startup culture.

To give further impetus to the startup initiative and encourage entrepreneurship, state-of-the-art co-working space called ECoS (Entrepreneur Development Centre Co-Working Space) created by the Society for Promotion of IT in Chandigarh (SPIC) under the aegis of the UT Department of Information Technology has been made fully operational now at SPIC Incubation Centre, Chandigarh Technology Park.

Punjab Engineering College (Deemed to be University) in collaboration with M/s Siemens Industry Software (India) Pvt. Limited (SISW) established a Centre of Excellence (CoE). This world-class skill development Centre has infrastructure in the area of Automation, Energy and Digital Manufacturing. This has provided PEC to improve the quality of technical education & training in the region. It will provide state-of-the-art tools to match industry standards for student training, as it reduces investment of time, effort and money by the industry in providing on job training to the students. This improves student employability, as it bridges the gap between Industry needs and the available set of skills through Industry oriented learning.

The other benefits of the CoE to the region are, to provide vocational training for skill enhancement of the youth of the region, to provide training to the faculty and students of other engineering institutes/ ITI and Polytechnics in Chandigarh region. It will also lead to cluster development in collaboration with MSME industries in the region. The benefits of CoE therefore not only be highly useful for

the skill development of the youth in the region but also as a state of art facility centre for all kinds of industries in the region.

7. Additional Requirements Submitted by Employers

Then on the basis of that a Google form was circulated among various employers and on the basis of their feedback, following are the findings:

- In Chandigarh, 84.6% recruiters expect increase in the size of their work force.
- In Chandigarh, 30% recruiters indicated interest in hiring people with vocational/ high school diploma in next 5 years.
- In Chandigarh, 70% of recruiters agreed to provide internship opportunities to job seekers.

8. Summary

Skill development is a shared-responsibility for a range of stakeholders, including the Government, private sector, civil society, industries, public sector, educational institutions, and community-based organization, highly qualified/dedicated individuals of the skilling and entrepreneurship space, and trade organizations. The Government of India has specifically set up Sector Skill Councils (SSCs) to complement the existing vocational system for the industry to meet the entire value skill need and gap chain's requirements of appropriately trained manpower in quantity and quality across all levels on a sustained and evolving basis. In order to make one to one connect, the survey was conducted in which tentative demand from employers were collected and then, those requirements were tried to map with job roles of Sector Skill Councils so that result oriented mapping may be done.

Sector	Job Roles	Tentative target	Expected Employers
AS PER THE RECOMMENDATION OF INDIA SKILL REPORT 2022			
1. Internet businesses (Software Hardware & IT)	<ul style="list-style-type: none"> • CRM (Domestic Non Voice). • Domestic Data Entry Operator. • Junior Software Developer. • Web Developer. 	1250	Chandigarh IT Park, Infosys, Dell, IBM, Tech Mahindra, BPO.
2. Pharma	<ul style="list-style-type: none"> • Pharmacy Assistant. • Medical Record Assistant. 	250	Hospitals, Baddi Plants.
3. Healthcare	<ul style="list-style-type: none"> • General Duty Assistant 	350	Hospitals, Clinics, Self Employments.

4.	BFSI (Banking, financial services and insurance)	<ul style="list-style-type: none"> • Goods & Service Tax (GST) Account Assistant. • Account Executive 	500	All retails shops and Banks.
5.	E-commerce.	<ul style="list-style-type: none"> • Consignment Booking Assistant. • Document Assistant. • Inventory Clerk 	700	Flipkart, Amazon, ware houses.
BASED ON LOCAL SURVEY AND FEEDBACK ON EMPLOYERS				
1.	Apparel	<ul style="list-style-type: none"> • Sewing Machine Operator • Fashion Designer • Assistant Fashion Designer 	600	Boutiques and Self Employment.
2.	Tele communication	<ul style="list-style-type: none"> • In store Promoter 	120	Mobile Shops in Sector 22.
3.	Beauty Wellness and	<ul style="list-style-type: none"> • Assistant Hair Stylist • Beauty Therapist 	240	Salons
Total			4010	

Table 4: Tentative demand

Note: Demand is tentative which can be increased on the basis of need-based requirements.

CHAPTER 3

Analyse the Gap

1. Introduction

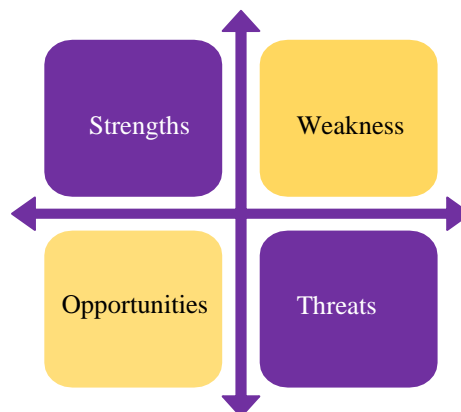
Skills gap analysis is a tool used to assess the difference (or gap) between the actual state and a future, goal state. Like other organizations we have used it to identify the skills that an individual needs. For organizations across all industries, this means that certain jobs will disappear due to automation, while others will change in terms of their core tasks and responsibilities. This is where job redesign becomes relevant; the rearranging of these tasks and responsibilities to align them with the changing reality of work.

Before you get to the redesigning of jobs, however, it's important to know *what* skills and knowledge are currently missing in your workforce and which of those skills are essential for your organization's performance.

Here need arise for SWOT. SWOT stands for **Strengths, Weaknesses, Opportunities, and Threats**, and so a SWOT analysis is a technique for assessing these four aspects of your need. SWOT Analysis is a tool that can help you to analyze what you need best right now, and to devise a successful strategy for the future.

2. Need of District SWOT

Responding to the trends outlined in the previous section requires an organizational framework that categorizes those trends and leads to development responses. We utilize said framework to understand district scenario.



Strengths:

- Chandigarh leads in Education related Indices.
- Ist Rank in School Education Quality Index(SE01) on NITI Ayog.
- 1st Rank in Performance Grading Index
- Highly reputed Colleges and University.
- Panjab University (PU) secured 23rd Rank in the University category of NIRF 2021
- Government Home Science College ranked 78th (in Top 100) – NIRF 2021.
- Computer Labs in all Educational Institutions.
- Smart Classroom setup in all Institutions.
- Chandigarh Skill Development Mission.
- A State-of-Art Skill Development Centre in PEC developed by SIEMENS having facilities to align engineering Education with latest industry trends for better training.
- Two Government ITI's Including one Women ITI running job-oriented course.
- Since the inception of WorldSkills Competition in Chandigarh. Our students have been the representing India at International Level.

Opportunities:

- Develop Chandigarh as a 'Hub' of some specific area(s)/specializations/ economic activities like Artificial Intelligence (especially in services sector)
- Rejuvenate efforts to bring digital jobs to the city. e.g. reinvent the scope of IT Park, attempts to set up a film city or a media hub.
- Chandigarh should take advantage of current attempts to set up a film city or a media hub.
- Chandigarh should take advantage of current industries/service sector and create jobs in these sectors.
- Promotion of Green Jobs; identify and promote skilling in 'greening component' within conventional jobs
- Capitalize on Education Knowledge Framework of Chandigarh
- Creating inclusive workforce: mindset shift from job to gainful engagement, bridging the gender workforce gap and make workforce ready for future jobs through skill gap analysis and upskilling initiatives
- Partner with global skills providers viz. LinkedIn, Coursera and provide credits for learning around emerging technological and soft skills

Weakness:

- Government is the major employer.
- Higher Education Institutions are very limited in Chandigarh in upgraded skills.
- Skill gap between demand and supply.
- Highly Educated youth unemployment.
- Unemployment rates in Chandigarh are higher than national average
- Youth female work participation rate is 2.5 times lower than that of males
- Lack of focus on imparting technical skills than job skills

Threats:

- Economic development without compromising the heritage of the city beautiful
- Since there is limited scope of expansion, setting up manufacturing sector jobs and industries is equally limited. Thus, focus should be on service based industries
- Despite efforts, youth unemployment stays high and therefore there are some systemic challenges that need to be addressed:
- Female participation is very low in the work force thus rejuvenated focus on female literacy and workforce participation is required
- Interventions are required for school to work transition of young population – it can be done by providing multiple benefits to both male and female students; counselling and monitoring sessions, skilling and placement programs, social entrepreneurship, etc.

3. Skill Training SWOT

It's a time where companies are increasingly looking to prepare their people for the future, it's important to know what skills and competencies your workforce currently possesses. A skills gap analysis can be a good tool to use for this; when conducted well, it gives you valuable insights into your entire work force, can help you with strategic workforce planning and improve your recruitment efforts. An effective skills gap analysis will also enable you to optimize your learning and development programs to reskill your people where needed. In Last section, we have done SWOT of District, now we are moving in depth to analyze the specific skill requirement in term of Training.

<p>Strengths</p> <ul style="list-style-type: none"> • Large number of youth. • A single-window system for young entrepreneurs. • Chandigarh is in top 10 states with available skills in numerical reasoning and computer skills. 	<p>Weakness</p> <ul style="list-style-type: none"> • Administrative issue – lack of human resources • Lack of infrastructure • Lack of funds • Limited employment opportunities • Lack of focus on imparting soft skills • 38.5% recruiters found difficulty in finding qualified applicants • 46% recruiters identified lack of communication skills among applicant.
<p>Opportunities</p> <ul style="list-style-type: none"> • More Exposure for students in termof training and Employment. • Increase the participation of female population in employment • Opening of new Skill Centers. • Sustainable platforms for SkillCompetitions • 70% of recruiters agreed to provide internship opportunitiesto job seekers • Majority of the recruiters providing in-house training 	<p>Threats</p> <ul style="list-style-type: none"> • Unemployment • Lack of awareness • Demand and supply mismatch. • Migrations

Suggestions to overcome threats

1. Inculcating the habit among youth to be educated and well skilled by adopting atleast one skill.
2. Increase the level of skilling so that unemployment reduces.
3. Advertise the projects concept well so that people become aware of it and be the part of campaign and make it a success.
4. Reduce regional disparity (Migration) by covering each and every small-to-large town, city and state.

Conclusion

To make Chandigarh globally competitive and to increase the pace of growth, a skilled and talented work-force is need of the hour. Transformation into knowledge, training, and skilling increased the need of skilled people. So that Chandigarh government can take the initiative to make India a talent and skill hub through Skill India campaign.

4. Migration: External Factor which Make an Effect on Skilling

Chandigarh is a city of opportunities and with the increase in mobility, the inward migration is high. According to the 2011 census, more than five out of 10 people in Chandigarh are migrants based on their previous place of residence i.e. 59.1% of the city's population are migrants. Of the 59.1% migrant population, 53.6% are males

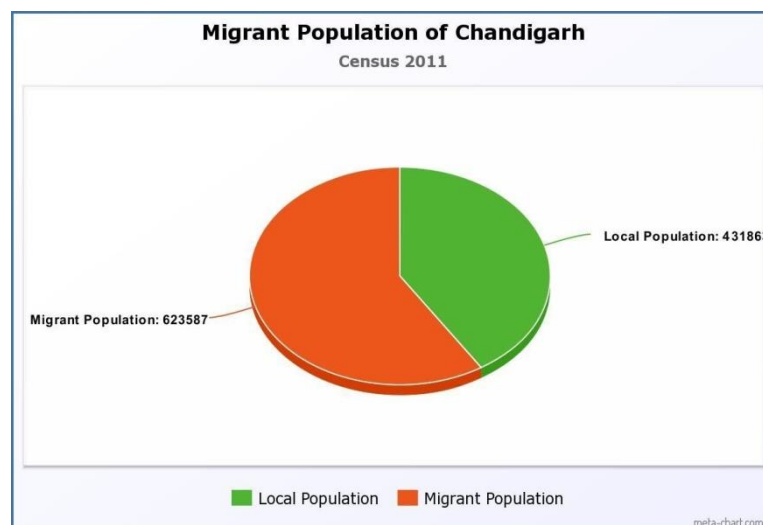


Figure 6: Migrant Population

while 46.4% are females. In Chandigarh, over 30% migrate for occupational purposes while just over 4% shift for education.

5. Summary

Skills and knowledge drive economic growth and social development of a country. Nations with higher levels and better standards of skilled workforce can deal with challenges and opportunities in the domestic and global market. India is one of the fastest-growing economies in the world. It is currently celebrating demographic dividend with two-third of 1.3 billion people under the age of 30 years. However, a big challenge lies ahead as estimates show that India has a very few skilled labour force. According to Organization of Economic Cooperation and Development (OECD), over 30% of the youth aged between 15 to 29 years are ‘not in employment’ which refers to those who are not searching for job either due to unavailability or there are no jobs that match their skills. Despite the government’s initiatives to promote jobs, unemployment is turning out to be a new norm. This is because India is facing challenges at many levels. In view of above, SWOT helped us to diagnose our need and it creates our vision i.e. to create career/employment/entrepreneurship opportunities in Chandigarh by building strategic and specialized hubs in the city that not only create opportunities for the working population but also to support the city’s path to become self-reliant. We will work on strengths and reduce weaknesses, so that we capitalize opportunities, which will help us to avoid/ minimize threats.

CONGRATULATIONS
to all the winners of the
IndiaSkills 2021 Regional Competition - North

State	Gold	Silver
Chandigarh	10	9
Delhi	12	9
Haryana	8	11
Himachal Pradesh	1	1
Jammu & Kashmir	-	1
Punjab	8	4
Uttarakhand	2	2
Uttar Pradesh	10	8

#INDIAKESKILLSTAR

ALL THE BEST
to the participants of
IndiaSkills 2021 Regional Competition - North

Chandigarh 67, Delhi 60, Haryana 56, Himachal Pradesh 16, Jammu & Kashmir 15, Punjab 90, Uttarakhand 35, Uttar Pradesh 62

#INDIAKESKILLSTAR



<p>Vinay Kumar Prashar- Gold Medal and Puru Verma- Silver Medal Skill-ITSSB</p>	<p>Aditya Agrawal , Skill- Electronics Gold Medal</p>
<p>Tanveer Singh Kochhar, Skill - Cloud Computing Silver Medal</p>	<p>Nidhanshu, Skill- Web Technologies Gold Medal</p>

Figure 7: Clippings from our Strengths

CHAPTER 4

Action Plan

1. Introduction

Skill action plan indicates that ‘Ensuring the productive and gainful employment with decent working conditions requires proper strategy to achieve inclusive growth’. It requires all planning regarding reviewing the existing training gaps, finding out gaps and massive efforts of job linkage of the right quality. Districts with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

As India moves progressively towards becoming a ‘Knowledge Economy’ it becomes increasingly important that the plan should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In old economy, skill development largely meant development of shop floor or manual skills. Even in this area there are major deficiencies in our workforce which need to be rectified. In new or knowledge economy the skill sets can range from professional, conceptual, managerial, operational behavioral to interpersonal skills and inter-domain skills.

In this chapter, however, it is proposed to focus on need-based skill development in different trades through specially developed training modules delivered by ITIs, Polytechnics, Vocational Schools, Skill Centers etc. The plan aims at improving the skilling system, launching new Initiatives and most important, placements for growth. In this direction, MSDE has started various new age courses which specially focused on skill enhancement and placements.

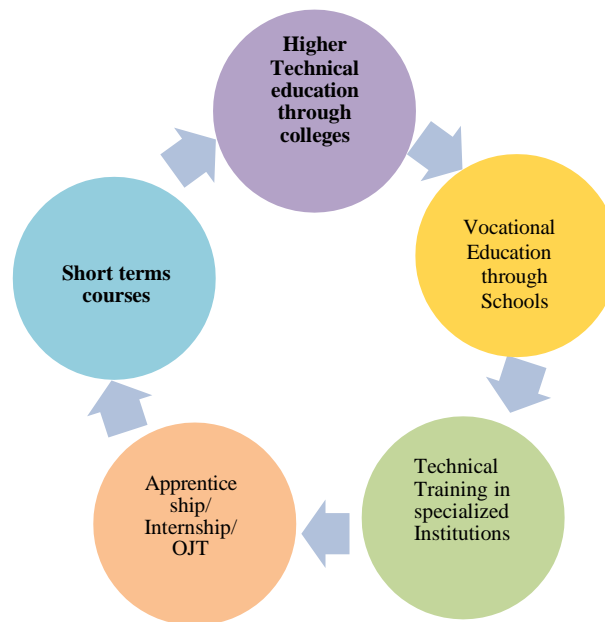
Chandigarh is an educational hub consisting of 230 institutions and around 4 lakh students. Smart skills are the key requirements to sustain livelihood and important as the technology installation in order to ensure the effective consistently. Skill training is a strategic driver of development and also very important means of generating the Sustainable Development Goals and with good reason, skill training also strengthens human rights, and promote democratic processes and good governance because it enables the individuals to understand the basic requirements of life and ultimately it fosters -greater innovation, ownership and commitment.

2. Review of the Existing Skill System

Training System

In India, skill acquisition takes place through two basic structural streams—a small formal one and a large informal one.

The formal structure includes:



3. The Qualitative Aspect of Deficiencies

A basic problem with the skill development system is that the system is non-responsive to labour market, due to a demand-supply mismatch on several counts: numbers, quality and skill types. It is also seen that the inflexibilities in the course/curriculum set-up, lead to oversupply in some trades and shortages in others. Of the trained candidates, the labour market outcomes as seen from placement/ absorption rates are reportedly very low.

The quality of the training system is also a matter of concern, as the infrastructural facilities, tool/kits, faculty, curriculum are reportedly substandard. The existing institutions also lack financial and administrative autonomy. The testing, certification and accreditation system is reportedly weak, and since the deliverables are not precisely defined, there is no effort at evaluating outcomes and tracking placements. The problem

is further complicated with lack of industry–faculty interaction on course curricula and other factors.

The training system for capital-intensive sectors and hi-tech areas has always received a highly preferential treatment in contrast to those working in the informal sector. Further there is no certification system for a large chunk of workers, who do not have any formal education but have acquired proficiency on their own or through family tradition/long experience. In the absence of a proper certificate, these classes of workers in the informal sector are subjected to exploitation and they do not get any avenues for better employment in the market and their mobility is very restricted. Following table have depicts the status of placements in current skilling system.

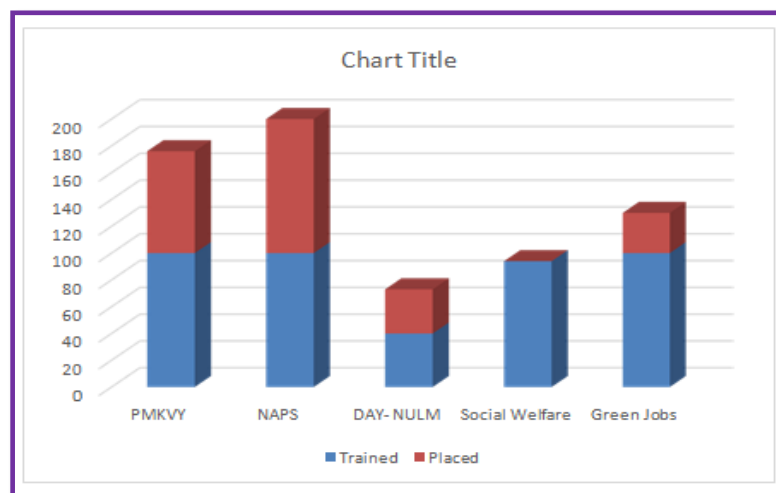


Figure 8: Status of Placements

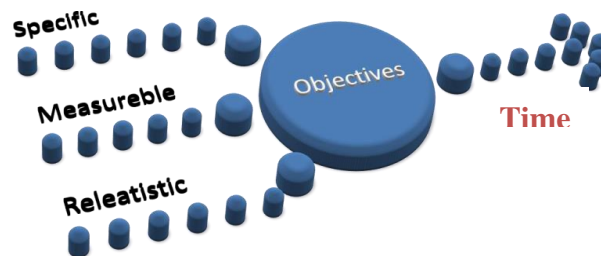
Above data is evident of gap, same has also been defined in SWOT. At national level also, according to the 2018 report by National Council of Applied Economic Research, India had about 468 million people in its workforce. Around 92% of them were in the informal sector. Around 31% were illiterate, only 13% had a primary education, and only 6% were college graduates. Further, only about 2% of the workforce had formal vocational training, and only 9% had non-formal, vocational training.

That report had also estimated that almost 1.25 million new workers (aged 15–29) were projected to join India’s workforce ‘every month’ through 2022.

Another noteworthy observation in that report was that out of the more than 5 lakh final year bachelor’s students aged 18–29 who were surveyed, around 54% were found to be ‘Unemployable’.

4. Key Objectives

On the basis of findings, a learning objective is a goal that set for relating to specific skills and targets, want to acquire.



- Increase reach of skill training from Technical Department to all Departments
- Improvement in quality of virtual training
- Improvement in Infrastructure
- Incentivizing women
- Incentivizing Person with Disabilities
- Increase in placement rate
- Introduction of new trades which are new age and job oriented.
- Design detailed Monitoring and Evaluation Plan (M&E)

5. Target Group

Sr. No	Target Group	Training		Testing & Certification of Competencies
		Skill acquisition	Skill upgradation	
1	Less educated/Out of school youth/unemployed/ persons without employable skills	✓		✓
2	Workers who have acquired the skills informally		✓	✓
3	Graduates of any Level		✓	✓

Table 5: Target Group

6. New Courses:

On basis of recommendations, following new courses will be started in addition of all previous courses which have good placement track record:

- a. Cleaner Production Assessment - Department of Environment Chandigarh
- b. Solar Panel Installation Technician - DAY-NULM
- c. Drone Technician - GITI
- d. Courses related to Electric Vehicles - GITI

7. Incentivizing the Target groups

Women: To empower the women, CSDM has set up one dedicated Women Centre in GITIW, Sector 11, Chandigarh. There is an ITI and a polytechnic dedicated to promote women in skill development initiatives.

Steps to be under taken

- Start more women centric centres.
- Support in self-employment through Mudra and other financial schemes.
- Setup panel of women entrepreneurs to create awareness and share experiences.
- Direct linkage with the Department of Industries to educate them of the available entrepreneurial facilities available.

Persons with Disabilities (PwD): CSDM understand its responsibility for skills and workforce development of Persons with Disabilities. Currently, there are two centres running exclusively for blinds and children with hearing loss.

Steps to be under taken

- Tie-ups with Education Department, Department of Industries and Social Welfare Department and resource centres will be planned to strengthen inclusive education, so that after education, beneficiaries will directly switch to employment.
- Awareness/ motivational camps will be organized
- Tie ups with industries/ organisations for better placement opportunities and industry institute interaction.

Steps to be under taken

- Tie-ups with Social Welfare Department
- Awareness/ motivational camps will be organized

- Tie ups with organisations for better

8. Increase Placement Opportunities

Placement is a final output of all these efforts. As on December 2021, the unemployment rate of Chandigarh is 10.30%, which is higher than national level i.e. 7.31%. Therefore, we need to have better convergence between industry and different departments of the administration.

Steps to be under taken

- Setting up Model Career Centre.
- Better linkage between industry and different departments.
- With the collaboration of Department of Industries, CII and Academia to organize a workshop to understand the demand and reduce the gap.
- Involving employment exchange.
- Organizing Job Fairs
- Organizing apprentice melas.

9. Top Proposed initiatives for District Skilling

S. No	Initiative	Rationale/Goal	Key Actions	Timelines	Responsibility
1	Industry Linkage	Increase in Placement	Adding a section on Chandigarh Skill Development Mission website, where recruiters can fill in their requirements	June 2022	All Departments, CSDM
2	Dual System of training	Industry ready workforce	Signing of MOUs by ITIs with industry partners	March 2023	Principal GITIs
3		Training of Trainers/ up gradation of Infrastructure.	Making Trainers up to Date With Current Industry Practices	To plan the trainings with concerned departments	March 2023
4	Promotion of Self Employment	Large number of youth present in the district	Regular awareness workshops on self employment, Mudra Scheme etc.	Once in a month	Lead Bank Office
5	Promotion of Green Jobs	Fulfill Vision 2030	Training courses in Sustain & Enhance Technical Knowledge in Solar Energy and ETP/ STP &	March 2023	Department of Environment Chandigarh

6	Setting up Model Career Centre	Increased placement and counseling	CETP operations and maintenance Signing MOU with CII and allotment of space	March 2023	Employment Exchange
7	Incentivizing Women	Female work participation rate is lower than that of males	Increased mobilization and increased enrolment	March 2023	All Departments
8	Incentivizing Persons with Disabilities (PwD)	Increased placement of persons with disabilities	Tie ups with industries/ organizations for better placement	March 2023	All Departments
9	Promotion of Entrepreneurship	To increase number of start up	Tie up with stake holders	March 2023	Entrepreneurship Development Center.
10	Monitoring Cell	To collect data and remove barriers	Collections of valid data on quarterly basis.	March 2023	All Departments
11	Launch of Skill Hub Initiatives	To engage dropout students	To complete batches under this.	December 2022	DPI (Schools) DTE
12	World Skills Competition 2022	UT Chandigarh won Gold Medal in ITSSB and will be representing India in World Skills Competitions in 2022	Training is being provided by respective SSCs	October 2022	CSDM
13	National Apprenticeship Promotion Scheme	Better industry linkage	Signing MOUs and empanelment of Industries as basic training providers and achieve target	March 2023	CSDM
14	Model GITI/ Skills Strengthening for Industrial Value Enhancement (STRIVE)	Up gradation of infrastructure	9 New Labs of Fitter, Carpenter, Fashion Technology, Electrician, RAC, Beauty Therapy, Computer Hardware, COPA, Machinist, will be created/ upgraded in Govt. ITIs	March 2023	CSDM

15.	Job Fair	To provide better placement opportunities pan India & internationally	Organizing it every year from this year onwards. To impart at at-least one skill to each student.	July 2022	DTE & CSDM
16.	Apprentice Mela	Better industry linkage		Every 3 months	GITI, Sector 28, Chandigarh
17	Skilling Labs	As per New Education policy		Polytechnics & ITIs	
18	Industry Academia Workshop	To study the gaps		September 2022	
19	International Connect	MOU with Skill India International		August 2022	CSDM

Table 6: Proposed Initiatives for Districts Skilling

SUMMARY

A functional DSDP shall include components regarding data-driven demand and supply side analysis of the skill development and livelihood ecosystem in the district, planned interventions for capacity building through innovative approaches and outcome driven programs.

Chandigarh's District Skill Development Plan was prepared with inputs from discussions with key stakeholders and surveys to identify and implement District-specific strategies. The plan analyses the District through a SWOT and mentions activities and the responsible bodies/departments to overcome the threats. It provides the resource requirement as well as proposes activities that are connected with key district challenges.

Chandigarh's District Skill Development Plan prioritises skill training as critical for enabling socio-economic development in the District. The DSDP takes into consideration the fact that most of the workers prefer to migrate rather than stay back in the District, due to the lack of opportunities. The plan discusses the intrinsic challenges of the region and provides estimations of future labour requirements. Considering the demographic and socio-economic characteristics of the District, women will be encouraged for full-time and part-time jobs, self-employment oriented training. Special training for Person with Disabilities and Transgender will be designed to upskill them and promote entrepreneurship among them. Additionally, increasing attention will be provided for placement.

Our aim of this plan is 'Let's Work' to provide effective skill training and solutions, by harnessing the potential of the private sector to create more and better opportunities in emerging and developing sectors. Skill training is a strategic driver of development. A lack of quality skill training usually leads to low paying jobs and unemployment. Youth of UT Chandigarh, has lot of potential but is not able to showcase them because of lack of opportunities. This year, we will shift focus on conversing, collaborating and co-creating a future. We will build a robust mechanism to develop a human capital pool that is future ready. Joint planning and execution with Social Welfare Department and Municipal Corporation will go a long way in addressing the socio-economic issues of the people living in the UT by empowering them through skill building, motivation and thus bring about a much needed change in their lives We are confident that like our previous performances of achieving 100% DSDP targets, this year too we will be successful.



Figure 9: Clippings from our Achievements

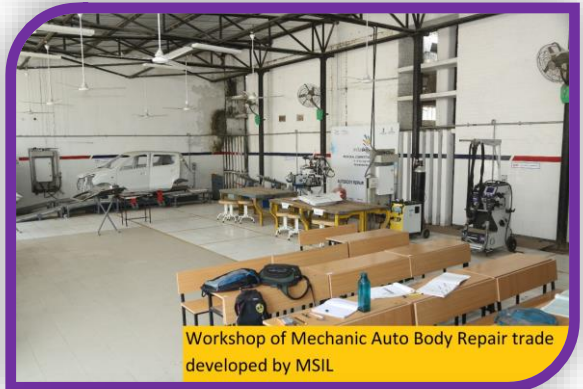


Figure 10: Clippings from our Model ITI Infrastructure