INTRODUCTION OF BACHELOR OF VOCATIONAL EDUCATION AND GRADUATE-EMPLOYABILITY PROGRAMS IN SELECTED COLLEGES OF HIMACHAL PRADESH

A. Integrating Vocational Training Programs with Formal Education

1. India’s National Policy on Skill Development and Entrepreneurship, 2015, emphasizes the need to integrate vocational training programs with formal education at both, the secondary school level (i.e. grades 9 to 12) and undergraduate college level. It aims that vocational training classes linked to the local economy should be introduced in at least 25% of the schools and 25% of undergraduate colleges over the period, 2015-2020. Since the competency requirements have to be aligned to India’s National Skills Qualification Framework (NSQF), the gradual integration of vocational training programs with formal education will enhance options for horizontal and vertical mobility for all students.

2. Himachal Pradesh is one of the first states in India to successfully pilot the integration of skilling with formal education by introducing vocational training courses at the secondary school level. As of end 2016, nearly 35,000 students of grades 9 to 12 across 500 secondary and higher secondary schools of Himachal Pradesh have opted for vocational courses (up to NSQF level 4) as electives. After graduating from school, many of these students may wish to continue with advanced vocational courses at the college level. The proposed Himachal Pradesh Skills Development Project (HPSDP) will assist the Government of Himachal Pradesh in introducing 3-year bachelor of vocational education (B. Voc.) courses in selected undergraduate arts and science colleges starting from the academic session 2017 (i.e. from July 2017). Students who successfully complete the course will be eligible for certification at NSQF level 7. It is estimated that around 2,880 students will be able to enroll for the 3-year B. Voc. degree course over the project period, 2017 to 2022. The HPSDP will also provide 5,500 undergraduate students with the opportunity of enrolling for short-term vocational training courses during their last year of college to enhance their employability. By integrating mainstream education with vocational education, the HPSDP will help college students in becoming “market-ready” by the time they graduate, expand their career choices, and reduce their dependence on public sector jobs.

B. University Grant Commission’s Scheme on Bachelor of Vocational Education

3. The University Grants Commission (UGC), which comes under the Ministry of Human Resource and Development (MHRD), Government of India, launched the B.Voc. program in February 2014 to offer NSQF-aligned vocational courses as part of college or university education. The 3-year program (comprising six semesters), will have multiple entry and exit points to increase choices for students. For example, a student completing the first 6 months of an NSQF-aligned training program may exit with a certificate (NSQF 4). He or she may continue for 1 year to get a diploma (NSQF 5) or for 2 years to get an advanced diploma (NSQF 6) or for 3 years to get the B.Voc. degree (NSQF 7). The B.Voc. program aims at:

   (i) providing an optimal mix of skills relating to a vocational career as well as the foundational competencies imparted by general education;
   (ii) ensuring that the students have adequate knowledge and skills so that they are work-ready (at different NSQF levels) at each exit point of the program;

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1 Vocational courses are being offered in job roles pertaining to agriculture, tourism, retail, security, health care, information technology and telecommunication.
2 Sector Assessment (Summary): Education (accessible from the list of linked documents in Appendix 2 of the main text).
(iii) providing flexibility to students through pre-defined entry and exit points;
(iv) integrating NSQF within the undergraduate level of higher education to enhance employability of the graduates and meet industry requirements; and
(v) providing vertical mobility to students coming out of (a) 10+2 with vocational subjects; and (b) community colleges.

**Figure 1: Academic Progression of B.Voc Program**

C. **Introduction of B.Voc. in Himachal Pradesh**

4. The Department of Higher Education (DOHE), Government of Himachal Pradesh (GOHP), will introduce the B.Voc. program in government arts and science colleges from academic year 2017 with the support of the Himachal Pradesh Kaushal Vikas Nigam (HPKVN), Himachal Pradesh University (HPU), sector skills councils (SSCs), the National Skill Development Corporation (NSDC), and industry associations. The implementation of the program will be in strict adherence to UGC guidelines for B.Voc. On 3 August 2016, the UGC passed a notification establishing the academic equivalence of B.Voc program with other degree programs such as bachelors of science, bachelors of arts, bachelor of commerce etc. (Appendix 1). This will help to popularize B. Voc. significantly, and also facilitate the vertical and horizontal movement of students.

5. **Selection of courses.** As of April 2017, it has been decided that B.Voc. courses will be offered in two sectors, namely, retail and hospitality. Vocational courses in these sectors (NSQF levels 3 to 4) are currently being offered in the secondary schools of Himachal Pradesh. Introduction of B.Voc. courses in these sectors will provide an opportunity to school graduates to continue with their vocational education at a higher level (NSQF levels 5 to 6). DOHE, in consultation with the SSCs, has decided to offer B.Voc. courses for the job roles of store manager (retail) and duty manager (hospitality) to begin with. Qualification packs and national occupational standards (NOSs) for NSQF level 5 and above for these job roles are available with the SSCs (Table 1). More trades and job roles will be identified by DOHE in consultation with the SSCs for the coming years.

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Guidelines for Introduction of Bachelor of Vocational Education (B.Voc.) Program in Universities and Colleges under the NSQF.
Table 1: Proposed Academic Progression of B. Voc Students in Retail and Hospitality Sectors

<table>
<thead>
<tr>
<th>NSQF level</th>
<th>5 (Diploma)</th>
<th>6 (Advanced diploma)</th>
<th>7 (B.Voc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job role 1</td>
<td>Team leader (retail)</td>
<td>Department manager (retail)</td>
<td>Store manager (retail)</td>
</tr>
<tr>
<td>Job role 2</td>
<td>Front office executive (hospitality)</td>
<td>Guest relations manager (hospitality)</td>
<td>Duty manager (hospitality)</td>
</tr>
</tbody>
</table>

Figure 2: Proposed Vertical and Horizontal Mobility of B.Voc Students in Retail Sector

6. The implementation modalities of the program are as follows:

(i) **Colleges.** The B.Voc program will be introduced in 12 government arts and science colleges in the state from academic year 2017–2018. However, the program will be expanded in scope and scale to include more colleges (and sectors) based on the performance and industry demand. The 12 colleges have been identified as under:

a. Government Degree College – District Bilaspur
b. Government Degree College – District Chamba
c. Government Degree College – Dharamshala – District Kangra
d. Government Degree College – Dhaliara (Nurpur) - District Kangra
e. Government Degree College – District Kullu
f. Government Degree College – District Mandi
g. Government Degree College – Sanjauli – District Shimla
h. Government Degree College – Rampur – District Shimla
i. Government Degree College – District Una
j. Government Degree College – District Hamirpur
k. Government Degree College – District Solan
l. Government Degree College – District Nahan

The key considerations for selection of colleges are as under:

a. availability of adequate infrastructure for conducting the program with a maximum strength of 40 students per year per job role;
b. availability of faculty for teaching the general education component of the program;
c. aspirational courses in the catchment area of college;
d. accessibility to the college from major town or city; and
e. presence of industrial cluster in the vicinity.

(ii) **Number of students.** The B.Voc program in 12 colleges from academic year 2017–2018 will cover around 2,880 students in the next 5 years.

(iii) **Curriculum and Courseware.** The B.Voc program provides an optimal mix of general education and vocational skills in line with UGC guidelines. Modules pertaining to general education will account for 40% of the total credits while the remaining 60% will focus on the skills component. The 60% skills component will in turn, include 40% weightage for theory, 10-20% for practical training, and remaining 40-50% for on-the-job training (OJT) or internship. It is very important that the curriculum of both general education and skills component is efficiently integrated to ensure the quality of the program. The following points should be noted with respect to the finalization of curriculum and courseware for the program:

a. Curriculum and courseware committee comprising of DOHE, HPKVN, NSDC and SSCs represented by select subject matter experts shall be responsible for finalization of curriculum and courseware;

b. The curriculum for the skills as well as general education component shall be prepared by respective SSCs; and

c. SSCs to align skills curriculum to training hours mentioned in UGC guidelines at 540 hours per semester in the following manner:

- Level 5 – 2 semesters – 1,080 hours
- Level 6 – 4 semesters – 2,160 hours
- Level 7 – 6 semesters – 3,240 hours

The curriculum for the general education component (prepared by SSCs) will be vetted by the HPU and should adhere to existing standards. This may also include the course(s) which are supportive to core trade in addition to soft skills, information technology skills, and language proficiency and literature.

The entire curriculum shall be approved by the HPU following an approval process comprising of “Board of Studies” (BoS), “Academic Council”, and “Executive Council”. The courseware will be prepared by “Training Service Providers (TSPs)” (affiliated to respective SSCs).
(iv) **Infrastructure.** In accordance with the UGC guidelines, colleges need to have adequate laboratory and workshop facilities. In the context of B.Voc program in Himachal Pradesh, the infrastructure specifications related to workshop and laboratories shall be provided by respective SSCs.

(v) **Mobilization.** Mobilization of students will be undertaken by DOHE with active support from HPKVN at each stage. HPKVN will provide support in publicity and communication campaign, counselling, entrance assessment, admission process at colleges.

(vi) **Admission Procedures of B.Voc Program.** The admission to the program will cover three categories of students as mentioned below:

   a. Category 1 – students who have already acquired NSQF certification level 4 in a particular industry sector and opted for admission in the B.Voc degree course under NSQF in same sector for which he or she was previously certified at school level.

   b. Category 2 – students who have acquired NSQF certification level 4 in a particular sector, but would like to change their sector and enter in B.Voc. course in a different sector.

   c. Category 3 – students who have passed 10+2 examination with conventional schooling but without any background of vocational training.

The basic eligibility criterion for admission to B.Voc program is that a student should have completed and successfully passed the grade 12 examination.

(vii) **Faculty.** The B.Voc course offers a mix of general education and vocational education. The colleges will use their regular faculty for teaching the general education component. For the skills component, they may call for guest lecturers from relevant industries, or avail of the services of training service providers (TSPs). The salary guidelines for adjunct or guest faculty are mentioned in UGC’s B.Voc guidelines.

(viii) **OJT or Internship.** A structured OJT or internship will be planned with technical support from SSCs. HPKVN, NSDC, SSCs and industry associations will provide the industry connect. Since NSQF level 5 onwards are supervisory roles hence, there is need for practical experience. The figure (on the side) showcases with an example (retail sector) the academic and employment progression across NSQF levels.

(ix) **Monitoring and Performance Review.** The B.Voc guidelines of UGC highlight the broader requirement for monitoring and performance review. In accordance with the guidelines, the HPU will prepare a schedule of activities with timelines. The principal or dean of the Board of Studies (BoS) and the nodal officer for B.Voc will be responsible for these milestones. The Advisory committee of the HPU will periodically monitor the performance of the course and shall submit a report to UGC. Some of the key activities to be undertaken under monitoring as stated in UGC guidelines are:
a. University or institution should develop bye-laws for running the B.Voc degree program.

b. University or institution shall utilize its existing mechanism or set up an alternate mechanism with involvement of industry representatives.

c. Schedule of activities to be carried out along with the timelines shall be prepared by the university or institution and principal or dean of studies and nodal officers will be responsible for ensuring time bound achievement of these activities.

(x)  **Credit System.** The B.Voc program allows the students to record his or her learning in the form of credits which help students in the following ways. It is very important to record these credits and maintain a ready repository for each student for future reference.

a. It provides multiple entry and exit points in the course. This enables a student to exit a course in between, acquire industry experience, and further come back and seek admission in the program.

b. The number of credits acquired is mapped to NSQF level 4 to 7 providing certificate, diploma, advance diploma and B.Voc degree at each incremental NSQF level 4 to 7. This will act as a ready report card for the industry as each NSQF level is equivalent to competencies acquired to perform a job role by student.

c. One credit point is equivalent to 14-15 periods or lectures of 60 minutes each or 20-30 hours of workshop or lab; and for internship and field work, the credit weightage for equivalent hours shall be 50% of that lecture. The credit acquired at each NSQF level from 4 to 7 and its corresponding recognition is mentioned in the table below.

**Table 2: Number of credits acquired at each NSQF level**

<table>
<thead>
<tr>
<th>Duration of Study</th>
<th>General Education Credits</th>
<th>Skill Component Credits</th>
<th>Total Credit at each NSQF level</th>
<th>NSQF level</th>
<th>Exit points (Recognition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months (one semester)</td>
<td>12</td>
<td>18</td>
<td>30</td>
<td>Level-4</td>
<td>Certificate</td>
</tr>
<tr>
<td>1 year (two semesters)</td>
<td>24</td>
<td>36</td>
<td>60</td>
<td>Level-5</td>
<td>Diploma</td>
</tr>
<tr>
<td>2 years (four semesters)</td>
<td>48</td>
<td>72</td>
<td>120</td>
<td>Level-6</td>
<td>Advance diploma</td>
</tr>
<tr>
<td>3 years (six semesters)</td>
<td>72</td>
<td>108</td>
<td>180</td>
<td>Level-7</td>
<td>B.Voc degree</td>
</tr>
</tbody>
</table>
(xi) **Assessment and Certification.** The skill component of the course shall be assessed and certified by the respective SSC. The HPU (offering B.Voc degree program) should adopt and integrate the guidelines and recommendations of the respective SSCs for the assessment and evaluation of the vocational component. The general education component shall be assessed by the HPU as per its prevailing standards and procedures. The award of B.Voc degree or Advanced Diploma or Diploma or Certificate as the case may be, would depend on acquisition of requisite credits as prescribed in the guidelines and not on the duration of the calendar time spent in pursuing the course. The certificate for skilling component shall be awarded by the respective SSCs in terms of NSQF level either singly or jointly with HPU and the general education grades will be certified along with the skill component in terms of certificate or diploma or degree awarded by the university. HPKVN shall support in facilitating assessment and the award of certification.

(xii) **Governance and Coordination.** A strong governance mechanism is important to ensure effective implementation of the program. In the context of Himachal Pradesh and in accordance with UGC guidelines, the governance and coordination mechanism will consist of following:

a. DOHE shall set up a “Program Management Cell” comprising of a) Nodal Officer, b) Program Coordinator, c) Finance Controller, and d) 2 Subject Matter Experts (one per sector).

b. DOHE shall help set up B.Voc. cell in each of the 12 colleges with a provision for adequate staff.

c. The HPU shall set up an advisory committee for effective governance and coordination of programs under the scheme. The committee shall include the representatives of HPU, relevant industries, relevant SSCs, and Nodal officer of B.Voc. program. The Vice Chancellor of HPU or his nominee or Principal of the college will be the Chairman of the committee and the Nodal Officer will be the Member Secretary. The committee will meet periodically to review the functioning of the courses, as and when required, but at least once in six months. The committee will also ensure the timely submission of information to UGC and uploading of data in skill development management system (SDMS). Nodal Officer shall submit quarterly progress report to UGC and NSDC.

d. HPU shall prepare the bye-laws for running of B.Voc. degree program.

e. HPU shall set up BoS to manage B.Voc. degree program. Refer to Box below to understand the role and composition of BoS.

f. A Standard Operating Procedures (SOPs) shall be prepared and finalized to define tasks and activities involved in execution of B.Voc degree program.
Role of Board of Studies (BoS): Each department of the university is to have a separate BoS and constitution of the same can be either as per section 23 and statute 16(2) of the Central University Act 2009 or Himachal Pradesh University act 1970. BoS as per the guidelines of Central University Act consists of:

- Head of the Department, who shall be the Chairman & Convener
- Dean of the School concerned or his or her nominee
- All the Professors of the Department or Centre (ex-officio members)
- One Associate Professor of the Department by rotation in order of seniority
- One Assistant Professor of the Department by rotation in order of seniority
- Two teachers, from amongst the faculty members of the University belonging to the allied and cognate disciplines, nominated by the Vice-Chancellor
- Two subject experts, not in the service of the university, to be nominated by the Vice-Chancellor

The composition of the BoS as per the Himachal Pradesh University act 1970 for undergraduate course shall be as under:

- Chairman - Chairman of the department of the subject concerned in the university or if there is no such department in the University, the Principal, if any, as per clause (b) below or in his absence, the senior most Assistant Professor
- One Principal, if any, teaching the subject, by rotation on the basis of seniority
- Three Assistant Professors from College affiliated to the University, by rotation on the basis of seniority
- One Assistant Professor from HPU Evening College, Shimla by rotation on the basis of seniority
- One Assistant Professor from the Directorate of Correspondence Courses, by rotation on the basis of seniority
- Not more than two experts to be nominated by the Vice-Chancellor

The BoS will be responsible for ensuring various activities as mentioned below:

- To recommend courses of studies and reading and detailed syllabi for the various courses
- To recommend books for being prescribed as text-books or books for study;
- To recommend books and learned journals for reading and to draw up list of essential books required for a college library;
- To make recommendations for the publication of text-books by the University;
- To prepare lists of minimum apparatus and equipment required for Science laboratories in the case of Science subjects;
- To make recommendations about instructional methods and evaluation procedures for the subjects concerned;
- To suggest measures for periodical assessment of the educational standards in the subject;
- To suggest measures for the improvement of the standard of teaching and research
- To frame model question papers and organize question banks;
- To act as a consultative body in regard to all Questions referred to it by the Faculty and the Academic Council;
- To carry out such other functions and duties as may be required by the Executive Council, the Academic Council or the Faculty.

(xiii) Funding. The program shall be funded by DOHE, GOHP which will include the cost of TSPs for the purpose of imparting skill training (skill component of the program); the civil works; machinery and equipment; and the operational costs such as faculty for general education component, OJT, travel, repair & maintenance, consumables, contingencies, among others.
D. Stakeholders

7. The B.Voc program involves multiple stakeholders such as DOHE, HPU, HPKVN, and SSCs in its overall implementation. Their broad roles and responsibilities are listed below:

Table 3: Roles and responsibilities of key stakeholders

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Key stakeholders</th>
<th>Roles and responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Department of Higher Education (DOHE)</td>
<td>• Identify and select target sectors and job roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and select target 12 arts and science colleges</td>
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<tr>
<td></td>
<td></td>
<td>• Lay out admission criteria and admission process for B.Voc in coordination with HPU</td>
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<tr>
<td></td>
<td></td>
<td>• Facilitate arrangement of faculty for the general component</td>
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<tr>
<td></td>
<td></td>
<td>• Provide inputs in preparation and finalization of curriculum and courseware</td>
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<td></td>
<td></td>
<td>• Record keeping of credits of the students in coordination with HPU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Establish program management cell and appoint - Nodal officer, program coordinators, finance controller and one SME per sector</td>
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<tr>
<td></td>
<td></td>
<td>• Help establish B.Voc cell at each of the target colleges with provision for adequate staff</td>
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<tr>
<td></td>
<td></td>
<td>• Monitoring and performance review of the program in coordination with HPU</td>
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<tr>
<td></td>
<td></td>
<td>• Preparation of bidding documents and procurement and selection of TSPs in coordination with HPKVN</td>
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<tr>
<td></td>
<td></td>
<td>• Preparation and finalization of operations manual, HR manual, and finance manual in coordination with HPU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Procurement of civil works, machinery and equipment, and teaching and learning materials incl. courseware for B.Voc in coordination with HPKVN, NSDC and SSCs and TSPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creation of “Vibrant Placement System” for facilitation of placements in colleges to be managed by students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Admissions notification for B.Voc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overall facilitation and support, wherever required</td>
</tr>
<tr>
<td>2.</td>
<td>Himachal Pradesh University (HPU)</td>
<td>• Formation of Faculty of Vocational Education in coordination with DOHE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Formation of BoS in coordination with DOHE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assessment and certification of the general education component</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Formation of advisory committee for governance and coordination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provision of physical infrastructure, faculty and other services for running of the B.Voc program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Approval for curriculum and courseware</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Record keeping of credits of the students in coordination with DOHE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preparation of Bye-laws for B.Voc in coordination with DOHE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notification of bye-laws and ordinance for B.Voc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Any other task required to conduct the program</td>
</tr>
</tbody>
</table>
### Key Stakeholders

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Key stakeholders</th>
<th>Roles and responsibilities</th>
</tr>
</thead>
</table>
| 3.      | Himachal Pradesh Kaushal Vikas Nigam (HPKVN) | - Support and facilitate various training processes such as:  
  - Aspiration survey  
  - Mobilization  
  - Publicity campaign  
  - Curriculum and courseware development  
  - Admissions  
  - Programme delivery  
  - OJT or internship  
  - Employment or placement  
  - Monitoring and performance management  
  - Support DOHE in procurement and selection of TSPs  
  - Data consolidation and analysis  
  - Knowledge management  
  - Industry connect  
  - Quality assurance |

| 4.      | Sector Skill Councils (SSCs) | - Assessment and certification for skill component of the program  
  - Provide specifications for lab infrastructure at colleges  
  - Prepare curriculum for both general component and skills component  
  - Facilitate preparation of courseware  
  - Facilitate OJT or internships  
  - Facilitate employment or placement |

| 5.      | Training Service Providers (TSPs) | - Development of courseware in coordination with NSDC and SSCs  
  - Training delivery for skills component |

### Risk Mitigation Plan

8. The execution of B.Voc program involves certain key risks which need to be mitigated appropriately to ensure success of the initiative. The table below highlights the key risks and the mitigation plan:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Key risks</th>
<th>Mitigation plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Industry recognition to B.Voc program</td>
<td>Business advisory committee or Industry engagement cell <em>(to be established at HPKVN)</em> need to advocate with industry for recognition of B.Voc</td>
</tr>
<tr>
<td>2.</td>
<td>Program acceptability by prospective students and community</td>
<td>HPKVN and DOHE to undertake massive publicity campaign to sensitize the students and community about the merits and future prospects of B.Voc program and clear any air of doubt around them. A transparent mechanism will go a long way in ensuring the success of the program</td>
</tr>
</tbody>
</table>

### Current Implementation Status of B.Voc in Himachal Pradesh

9. The table below highlights the current status of various activities across the value chain of implementation of B.Voc program:
Table 5: Current implementation status of B.Voc in Himachal Pradesh

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Particulars</th>
<th>Current implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Target sectors</td>
<td>Two sectors viz. retail and hospitality have been selected for the B.Voc. program from academic year 2017-18</td>
</tr>
<tr>
<td>2.</td>
<td>Target colleges</td>
<td>DOHE has identified 12 colleges for B.Voc program from academic year 2017-18</td>
</tr>
<tr>
<td>3.</td>
<td>Curriculum</td>
<td>Curricula for skill component has been finalized in coordination with SSCs and approved by HPU. The curricula for general education component is under preparation in coordination with Wadhwani foundation</td>
</tr>
<tr>
<td>4.</td>
<td>Courseware</td>
<td>Courseware aligned to approved curriculum will be developed by selected TSPs</td>
</tr>
<tr>
<td>5.</td>
<td>Infrastructure</td>
<td>Infrastructure specifications for construction of labs, equipment (sourced from respective SSCs) at 12 colleges for two sectors viz. Retail and Hospitality have been shared with DHE</td>
</tr>
<tr>
<td>6.</td>
<td>Governance and coordination</td>
<td>Ad-hoc BoS has been formed and notified by DHE and HPU</td>
</tr>
<tr>
<td>7.</td>
<td>Selection of TSPs</td>
<td>The bid evaluation process for hiring of TSPs is currently underway. Letter of award to be issued to selected TSPs in first week of May 2017 and agreement signed with them in 2nd week for May 2017</td>
</tr>
</tbody>
</table>

10. In addition to above, a field visit to “skill development center” of University of Pune has been undertaken. The key learnings drawn from field visit has been mentioned in Appendix 2.

G. Next Steps

11. The following next steps shall be carried out towards implementation of B.Voc program:

   (i) Ensure that following critical elements are addressed before commencement of B.Voc program in the state of Himachal Pradesh from academic session 2017–2018 onwards:

   a. Governance mechanism (B.Voc cell at DOHE and target colleges)
   b. Communication and awareness generation
   c. Courseware
   d. Procurement of civil works and labs & equipment
   e. Faculty for general component
   f. Fee structure
   g. Admission criteria

   (ii) Support DOHE in undertaking parents and student sensitization workshops and spread awareness about the B.Voc program.

   (iii) Enable SSCs of target sectors for the program to share list of industries who would be willing to absorb people for OJT or internship and subsequent placements within or outside the state.
(iv) Suggest a formal arrangement to HPKVN for setting up of Business Advisory Committee and conduct periodic workshops to ensure continuous industry engagement.

H. Job Oriented Program for Graduates

1. Earlier, NSQF level 5 and 6 programs in identified sectors (retail and hospitality), as per UGC guidelines on B.Voc, were proposed to begin in 10 polytechnics from academic year 2017–2018. However, during a meeting of key stakeholders on 27 September 2016, it was suggested that the proposed NSQF level 5 and 6 program in polytechnics should be replaced by “short term employability” enhancement courses in degree colleges from academic year 2017–2018.

2. The graduates who pass-out from degree colleges (Total: 168; government: 109 and private: 59)\(^4\) of Himachal Pradesh occupy sufficient general education, but lack adequate “knowledge”, “skills”, and “competence” required for today’s dynamic world of work. For example, a commerce graduate from any college in India would find it difficult to work in the field of banking, equities, financial services and insurance since, the commerce program doesn’t specifically focus on these job roles in their curriculum.

3. Therefore, it is important that graduate students of degree colleges are also exposed to new job roles so that they may also get skilled in specific sectors and job roles and choose their career vocation before they graduate.

4. Further, such a program would complement the proposed B.Voc program; the students may either opt for full-time vocational education (B.Voc) or undertake a NSQF aligned job-oriented program along with their regular graduate degree. As a result, students would be more qualified for the job market after graduation.

5. DOHE will implement the program in degree colleges from academic year 2017 with a target to impact 5,500 undergraduate students in next 5 years. The program will enroll undergraduate students of final year, while pursuing their own college degree. There will be modules on soft skills, counselling, and placement services as well. This exposure will raise the awareness of the students about various career opportunities, and enable them to prepare and compete for jobs more effectively after graduation, rather than merely pinning all their hopes on government jobs.

6. While building infrastructure, mobilization and marketing, overhead costs (such as electricity, water etc.) will be provided by colleges; the trainers, lab equipment and training consumables will be brought in by selected Training Service Providers (TSPs).

7. Initially, the program shall be introduced from academic year 2017 in 8 government degree colleges (affiliated to HPU) in 7 districts, covering 2,000 students and 5 sectors viz. BFSI, IT-ITES, Electronics, Apparel and Beauty & Wellness

8. Before commencement of program, ensure that key aspects such as procurement of TSPs; communication and advocacy; mobilization, curriculum and courseware; OJT or internship; assessment and certification; placement support; and program management are addressed.

D.O.No.F.2-7/2014(CC/NVEQF)/Misc. 3rd August, 2016

Dear Sir/Madam,

The University Grants Commission (UGC) has launched a scheme on skill development based higher education as part of college/university education, leading to Bachelor of Vocation (B.Voc.) Degree with multiple exit options such as Diploma/Advanced Diploma under the NSQF. The B.Voc. programme is focussed on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their National Occupational Standards (NOSs) alongside broad based general education.

In order to, look into new developments and consider the candidates passing out of B.Voc. Degree Programme as per eligibility requirements, it is requested to implement the following:

(i) Bachelor of Vocation (B.Voc.), a Bachelor level degree specified by UGC under section 22(2) of UGC Act, 1956 and notified in official Gazette of India dated 19th January, 2013 be recognised at par with the other Bachelor level degrees for competitive exams conducted by Unicon/State Public Service Commission, Staff Selection Commission or other such bodies where the eligibility criteria is “Bachelor Degree in any discipline”.

(ii) Students with B.Voc. Degree should be considered eligible for the trans disciplinary vertical mobility into such courses where entry qualification is a Bachelor Degree without specific requirement in a particular discipline.

With kind regards,

Yours sincerely,

(Jaspal S. Sandhu)
The Vice-Chancellor of all Universities.

Copy to:

Secretary/Principal Secretary (Higher Education), All States and UTs
The Publication Officer, UGC, New Delhi for uploading on UGC website.

(Jaspal S. Sandhu)
APPENDIX 2
KEY LEARNINGS FROM THE STUDY TOUR

1. The table below highlights key aspects of the Bachelor of Vocation Education (B.Voc) program of University of Pune:

Table 1: Current status of B.Voc. in University of Pune

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Particulars</th>
<th>Current status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of colleges</td>
<td>• 10 arts and science colleges and 5 community colleges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 660+ affiliated colleges</td>
</tr>
<tr>
<td>2</td>
<td>Regulatory or governance</td>
<td>• Dedicated skill development center and International Quality Assurance cell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Board of Studies comprises of one academic and four industry members. Chairman is from industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bye-laws for B.Voc are still to be notified by the university. This would be completed before first B.Voc batch passes out in 2017</td>
</tr>
<tr>
<td>3</td>
<td>Funding</td>
<td>• Funding support from University Grants Commission (UGC); full compliance with UGC guidelines for B.Voc</td>
</tr>
<tr>
<td>4</td>
<td>Curriculum and courseware</td>
<td>• Curriculum and courseware is developed by university; vetted by industry</td>
</tr>
<tr>
<td>5</td>
<td>Infrastructure</td>
<td>• Existing college facilities are being used</td>
</tr>
<tr>
<td>6</td>
<td>Trainers</td>
<td>• Trainers are provided by industry; no Training Service Providers (TSPs) are procured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Repository of trainers – retired industry professionals etc.</td>
</tr>
<tr>
<td>7</td>
<td>On the job training (OJT) or internship</td>
<td>• OJT or internship is of 60 hrs however, it has not commenced yet (for the first batch)</td>
</tr>
</tbody>
</table>

2. Key lessons learnt drawing experiences from Pune University are:

(i) No major dependency on Sector Skill Councils (SSCs) for infrastructure specifications, trainers etc. Connecting with SSCs is a challenge.

(ii) Strong and active involvement of industry in overall conduct of B.Voc—curriculum, trainers etc.

(iii) Trainers from industry teach over weekend. Coordination is done by skill development center of university.

(iv) Qualification Packs are not completely covered, but local industry is happy with curriculum.

(v) Design Innovation Center facilitates entrepreneurship opportunities for students.

(vi) Placements for B.Voc graduates are planned through industry connect of 53 other departments of university.