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SCHEDULED CASTE AND SCHEDULED TRIBE DEVELOPMENT PLAN

Providing Social Assessment, SC&ST DevelopmentPlan, and Gender Equality and Social Inclusion (GESI) Guidelines

UTTARAKHAND WORKFORCE DEVELOPMENT PROJECT

April 2016

ABBREVIATION

DLI	Disbursement-Linked Indicator
DTE	Directorate of Training and Employment
GDI	Gender Development Index
GDP	Gross Domestic Product
GEM	Gender Empowerment Measure
GESI	Gender Equality and Social Inclusion
GoI	Government of India
GoUK	Government of Uttarakhand
GSDP	Gross State Domestic Product
HDI	Human Development Indices
HDR	Human Development Report
IA	Industry Agreements
IEC	Information, Education and Communication
IMC	Institute Management Committee
IPPF	Indigenous People's Policy Framework
ITI	Industrial Training Institute
LFPR	Labour Force Participation Ratio
M&E	Monitoring and Evaluation
MES	Modular Employable Skills
MOU	Memorandum of Understanding
MPCE	Monthly Per Capita Expenditure
NCVT	National Council for Vocational Training
NSDA	National Skill Development Agency
NSS	National Sample Survey
NSSO	National Sample Survey Organization
OBC	Other Backward Castes
PDO	Project Development Objective
PF	Partnership Framework
PIO	Public Information Officer
PPP	Public Private Partnership
PTP	Private Training Provider
RDAT	Regional Directorates of Apprenticeship Training
RPL	Recognition of Prior Learning
SC	Scheduled Caste
SCVT	State Council for Vocational Training
SDM	Skills Development Mission
SICE	Social Inclusion and Campus Environment
SMF	Social Management Framework
SNS	Social Networking Services
SPD	State Project Director
SPIU	State Project Implementation Unit
SSDP	Scheduled Caste and Scheduled Tribe Development Framework
SSC	Skills Sector Council
ST	Scheduled Tribe
TA	Technical Assistance
TCPC	Training Centre and Placement Counselling Centre
TPV	Third Party Validation
TVET	Technical and Vocational Education and Training

UKWDP	Uttarakhand Workforce Development Project
UMSVY	Uttarakhand Mahila Samekit Vikas Yoiana
VTIP	Vocational Training Improvement Project

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EXECUTIVE SUMMARY

Introduction

The Uttarakhand workforce development project aims to to improve the quality and relevance of skills training and increase the number of skilled workers in Uttarakhand over a five-year period, from 2016 to 2021. Under the proposed Project, the GoUK will implement institutional, quality and relevance-related reforms necessary to build a stronger, efficient and labor market relevant Industrial Training Institute (ITI) system, and to increase the skilled labor force supported through Short-term training. This project aims to strengthen the overall skills development ecosystem in the state of Uttarakhand.

In order to improve the infrastructure, the project may finance limited civil works that will not involve land acquisition or involuntary resettlement; therefore, the Bank Operations Policy on Involuntary Resettlement (OP/BP 4.12) is not triggered. Since some districts are inhabited by tribal communities and will be covered under the state-wide operation, the safeguards policy on Indigenous Peoples (OP/BP 4.10) has been triggered. GoUK carried out a Social Assessment (SA) and prepared Scheduled Caste and Scheduled Tribe Development Plan (SSDP) and Gender Equity and Social inclusion (GESI) guidelines as part of the Social Management Framework (SMF). The SMF requires social screenings for all activities involving civil works and will be cleared by the SPIU, which will be responsible for implementation of SSDP and GESI. At the ITI level, principals will be the key person implementing SSDP and GESI measures in their institution.

Scheduled Caste and Scheduled Tribe Development Plan (SSDP): The action proposed under SSDP includes as follows:

- The project aims to prepare a Master Plan for the project ITIs in the first year of the project implementation and shall include a clear section on social inclusion and detail out issues with respect to SC, ST and other vulnerable groups and mitigation measures for the same including (a) how the ITI fairs in meeting the status of state reservation policy, (b) making a barrier-free environment for physically handicapped based on need, (c) tracking dropouts and mitigating measures planned to address them, and (d) making necessary provisions towards adequate drinking water and sanitation.
- Mobilisation and social interaction should be promoted more in the project for better awareness of courses run in ITIs and enhance enrolment. And shall monitor number of students enrolled in labour-market-relevant trades in priority ITIs.
- The SDM has also initiated recording of SC, ST, OBC and gender categories for each of the courses and proposed to take affirmative action in promoting social and gender inclusion in each of the courses in consultation with respective departments. And shall monitor the number of students from SC, ST and women passing out from short term courses.
- A soft skill training module shall be developed by SPIU and shall be made mandatory for all students in the project ITIs. Also a capsule of entrepreneurship development shall also be taught along with other courses will help students realise and sharpen their entrepreneurial traits.
- All staffs of ITIs and PTPs running short courses under SDM will be oriented on gender and social inclusion by the proposed TCPC centre being setup under the project.

- A proper induction programme for students after they join the ITI will be useful to orient them on courses, its prospects and the study environment.
- The project shall institute a system of tracking students and maintain a data bank on pass outs, drop outs, industry demand, and enrollment by courses etc. A tracer survey of students placed after six months or after a year will help improve the tracking and will feedback to course contents and quality of training. And track placement rate among graduates of priority ITIs after six months of training completion. Similarly, the tracking system for short term courses and tracer surveys should help in tracking of pass-out from short term courses needs to be tracked for job placement after three months of training completion.
- The design of the short courses should recognize the traditional skill sets of SC and STs and build on them to make it more market relevant, e.g. traditional handicrafts, weaving, etc.
- Though placement cell in each ITI is proposed and expert professionals are proposed to anchor them. Participation of students in placement cells and building alumnae linkages through guest lecturers etc may be useful and provide guidance to students in placement.
- Promoting greater participation of students in managing campus environments.
- Consultation framework to interact with primary stakeholders including students (especially ST, SC, otherwise disadvantaged, and women students) in preparation of ITI specific master plan for improvement in the first year of project implementation.

Gender Equity and Social Inclusion (GESI) Guideline: The action proposed under GESI guidelines includes as follows:

- The ITI specific Master Plan for the project ITIs should have a clear section on 'Gender Equality and Social Inclusion (GESI)' and detail out gender specific issues and approach for mitigation and steps planned to promote gender equality and may suggest ITIs to embed gender-friendly features through:
  (a) To bring gender equality, one of the most important aspects is to change the stereo-typed mindset of the parents as well as faculty and institutions. Although no trades are restricted for girls, an attempt shall be made to break the stereotype mindset through awareness building and affirmative action.
  (b) Mobilising parents, mothers, especially in upper-hill districts for girl-student enrolment.
  (c) Ensuring safe environment and decent sanitation facilities. Onsite and off-site actions to improve safety and mobility of girls' students such as hostel and/ or transport facilities based on need assessment to reduce barriers of girl's enrolment. And will monitor the number of girls students enrolled in labour-market-relevant trades in priority ITIs.
  (d) Introduction of trades which are marketable and can be efficiently adopted by women (atleast one). For example: Hospitality courses which could directly feed into the tourism industry, computer operators, etc.
  (e) Monitoring girl drop-outs and incentivising girl students toward course completion.

(f) Implementing Vishakha guidelines and spreading awareness amongst students.

(g) There is need to do gender sensitization of girls, boys and staffs of ITIs. Scope of Gender cell within each ITI needs to be expanded (beyond Visakha guideline) to anchor gender sensitisation activities in active manner for both girls and boys

- To scale up short course training opportunities through SDM will focus on:

  (a) Targeting women who are in the age group of 25+ or 30+ and introducing short-term courses specifically designed for them. This would give them an option of either diversifying or scaling up their livelihood activities. Examples can be courses in communication and marketing such as English speaking, or computer basics, website design. And will monitor number of girl students obtain certification from a short-term training course.

  (b) Such short-term courses can also be modelled around improving their traditional skills and help them link to the hospitality industry – such as information about how traditional weaves can be adopted to certain quality standards.

  (c) Soft skill courses for both women and girls focussed on enhancing their abilities to access opportunities.

  (d) SDM in Uttarakhand have already initiated discussions with National Skill Development Agency (NSDA) under the Ministry of Skill Development & Entrepreneurship (MSDE) to acknowledge many of these traditional artisan skills and other skills into Recognition of Prior Learning (RPL) to help initiate short term courses on these subjects.

- All project ITIs shall constitute "Gender Cell" for any kind of gender harassment in line with Vishakha guideline. Scope of Gender cell within each ITI needs to be expanded (beyond Visakha guideline) to anchor gender sensitisation activities in active manner for both girls and boys.
- All staffs of the project ITIs and PTPs running short courses under SDM will be oriented on gender inclusion by the proposed TCPC centre being setup under the project.

Implementation Arrangements: Monitoring of SSDP and GESI implementation will be an integral part of the project monitoring system. SPIU will assume the overall responsibility for adequate maintenance of the personnel and resources required to supervise, monitor and implement SMF, which includes GESI and SSDP. A responsible officer for M&E at SPIU will be responsible for monitoring of its implementation. Annual audit of SSDP and GESI implementation shall be carried out in addition to mid-term and end-term evaluations for recording lessons and ensure implementation quality with necessary capacity building measures as necessary. At the ITI level, principals will be the key person implementing SSDP and GESI measures in their institution. The SPIU shall establish an Advisory Committee to advise the SPIU regarding ways in which to enhance gender equity and social inclusion outcomes, with special attention to the needs of the tribal, physically challenged, women, and poor students. The Advisory Committee will focus on Social Inclusion and Campus Environment (SICE).

TCPC centers proposed in Dehradun and Kashipur will anchor development of training and orientation modules and training of ITI staffs on gender and social inclusion and other aspects including community mobilization and awareness building.

Grievance Redress Mechanism, Monitoring and Evaluation: GoUK will use the existing grievance redress mechanism in practice for the project, i.e. through department heads and principals shall deal with ITI specific grievances and forward to appropriate authority as deem fit. At the state level, the state government has established an online grievance helpline for registering complaints. The online Samadhan portal (http://samadhan.uk.gov.in/) acts as GRM for all government employees and addressing citizen complaints.

In addition, SPIU will also setup a help desk using call and web based facility to seek information on courses, ITIs, project activities etc. and also work as feedback and complain handling mechanism. This will help the target beneficiaries to get information about the various courses and also submit feedback/ complaints for early action by the project.

Consultation Framework: Stakeholder consultations were carried out in multiple phases in preparation of SSDP and GESI guideline with various primary and secondary stakeholders, youth and students from various social groups, faculty members, DTE, SDM, and other relevant departments and directorates, other training providing institutions, industries, and civil society members and organisations working on the issues. Further consultations are planned with primary stakeholders in preparation of ITI specific master plan for improvement in the first year of project implementation.

1. INTRODUCTION

The Government of Uttarakhand (GoUK) and the World Bank are in conversation regarding the provision of investment project financing (IPF) of USD 74 million by the latter for a Project "to improve the quality and relevance of skills training and increase the number of skilled workers in Uttarakhand" over a five-year period, from 2016 to 2021. Under the proposed Project, the GoUK will implement institutional, quality and relevance-related reforms necessary to build a stronger, efficient and labor market relevant Industrial Training Institute (ITI) system, and to increase the skilled labor force supported through Short-term training. This project aims to strengthen the overall skills development ecosystem in the state of Uttarakhand. The project would be implemented by the GoUK, led by the Department of Training and Employment, and it would be supported by the SPIU (State Project Implementation Unit).

The project proposed has a hybrid model of traditional reimbursement mode of financing and result-based financing through Disbursement-Linked Indicators (DLIs). The project would be designed based on the principle of scalability, where the number of beneficiaries and institutions would be scaled up based on successful implementation.

Under the proposed project, the government would implement institutional, quality and relevance-related reforms necessary to build a stronger, efficient and labor market relevant Industrial Training Institute (ITI) system, and to increase the skilled labor force supported through Short-term training. This project aims to strengthen the overall skills development ecosystem in the state of Uttarakhand. The project design at preparation stage consists of three components.

The Current Report

The current report presents the social assessment and Social management Framework (SMF) including an SC and ST Development Plan (SSDP) and Gender Equality and Social Inclusion (GESI) guidelines to fulfil the requirements of the World Bank's Operational Policy OP 4.10 (Indigenous People). The Social Assessment presents the analysis of key social issues, benefits, risks and impacts with attention to Scheduled Cates (SC) and Scheduled Tribe (ST) population and overall GESI aspects with reference to World Bank safeguard policies, and presents the SMF, including SSDP and GESI to address the same.

2. PROJECT SUMMARY

2.1 Project Development Objective. The Project Development Objective (PDO) would be to improve the quality and relevance of training at priority Industrial Training Institutes (ITIs) and to increase the number of labor market relevant workers through short-term training in Uttarakhand.

Following indicators have been proposed for measuring progress towards achievement of PDO:

- Job placement rate among graduates of priority ITIs after six months of training completion
- Number of students enrolled in labor-market-relevant trades in priority ITIs (% of which are female)
- Job placement rate among short course pass-outs after three months of training completion
- Number of students who obtain certification from a short-term training course (cumulative, % of which are female, % of which are ST/SC)

Component 1: Improving the Quality and Relevance of ITI Training

The primary objective of Component 1 is to (a) improve the delivery of labor-market-relevant training, and (b) increase the number of graduates in industry-relevant trades from the ITI system. This component will support the improvement of the ITI system in Uttarakhand to address critical constraints through four corresponding subcomponents: 1.1 - Comprehensive improvement of quality and relevance of priority ITIs; 1.2 - Professional development of ITI teachers and staff; 1.3 - Strengthening industry linkages; and 1.4 - Institutional capacity development of the skills development system. Subcomponents 1.1 and 1.3 focus on a selected number of priority ITIs while Subcomponents 1.2 and 1.4 will benefit all ITIs.

Subcomponent 1.1 - Comprehensive quality and relevance improvement of priority ITIs

This subcomponent aims to improve the quality and relevance of training and to increase the supply of graduates in industry-relevant trades at a selected number of strategically identified priority ITIs. The identified list of 25 priority ITIs, which are strategically located (13 ITIs in district centers and 12 ITIs in industry clusters), are well linked to industries and have the prospect of increasing the seating capacity rapidly due to evidenced industry demands. These ITIs cover 48 percent of the enrollment in 2015.[1] Two out of four women's ITIs in the state will be included in the list. This focused intervention approach has grown out of the DTE's new concept of service delivery through nodal ITIs and specialized ITIs as an alternative model of ITI service delivery to the former supply-driven small ITI provision. Through the project's support to establish larger ITIs with industry-relevant trade offers, relevant equipment and properly skilled staff, and active industry engagement, the state aims to demonstrate a new service delivery model, which could lead to the discussion of setting new size and quality criteria for opening and keeping ITIs in the state's forthcoming Skills Development Policy.[2]

This approach aims to comprehensively address the prevailing mismatch of demand and the inefficient supply-driven model of ITI training provision by (a) upgrading equipment and

[1] Disaggregation by course affiliation would be 65 percent of 6,223 NCVT enrollment and 24 percent of 4,184 SCVT enrollment.

[2] The approach is overall consistent with the anticipated national project, Skills Strengthening for Industrial Value Enhancement (STRIVE). It aims to improve the service delivery by introducing a model of large hub ITIs and satellite ITIs, which receive quality support through the hub ITIs.

facility to comply with NCVT requirements, (b) converting trades from SCVT to NCVT, (c) switching less-demanded trades with more-demanded trades based on discussions with industry and stakeholders, and (d) increasing enrollment capacity by opening new labor market demanded trades and introducing new shifts. Master Plans (MPs) for each priority ITI will be developed to articulate the scope of reforms and these plans will address and incentive more equitable access of women and socially disadvantaged groups. The priority ITIs are expected to have a larger enrollment size, a wider variety of trades offered, higher frequency and quality of interactions with industries, and better equipment and infrastructure. The results of the subcomponent will be gauged through DLI 1, which has two sub-DLIs: (a) percentage of trades in priority ITIs which meet the NCVT quality standard and (b) percentage increase in student seats for labor-market-relevant trades.[3]

Subcomponent 1.2 - Professional development of ITI teachers and staff

This subcomponent aims to address the persisting issues of low quality and relevance of teaching practices at ITIs through the design and implementation of professional development training opportunities for principals, foremen, and teachers in all public ITIs. [4] The current system offers minimum induction and qualification training as pre-service training, but negligible opportunities for continuous professional development training. This component will establish a new professional development culture of annual training to continuously develop the technical and soft skills of principals, foremen, and supervisors and to enable them receive up-to-date industry knowledge.

Training programs supported will include: (a) domain-specific training (both theoretical and practical), (b) pedagogical or management training, (c) soft-skills training, (d) industry-based training, and (e) competency-based teacher training.[5] Most of the theoretical, pedagogical, and management training will be delivered by national-level public institutions and specialized private institutions while industry-based training, practical training, and soft skill will be mainly delivered by enterprise trainers.[6] The component will support establishment of two in-service training centers at the premises of existing ITIs (which are also considered as priority ITIs) for institutionalizing practical and soft skills training. Competency-based training will be introduced in partnership with SSCs and/or foreign registered training organizations. The results of this subcomponent will be tracked through DLI 2: Labor-market-relevant professional development of ITI teachers and staff.

Subcomponent 1.3 - Strengthening industry linkages

The objective of this subcomponent is to foster a demand-driven approach to ITI training through increased engagement and collaboration between the industries and ITIs. The

[3] The MPs for each ITI will be developed in consultation with industries. Industries and the DTE will jointly ensure relevance of all the reforms and trades provided after the improvement.

[4] There are 590 teachers and 286 administrative staff in all the ITIs in 2015. Teachers are commonly transferred across different ITIs every three to five years. So covering both priority and non-priority ITIs is important for ensuring improved teaching standard at priority ITIs. Interested private ITIs are also invited to use the opportunities.

[5] The NCVT has already modified the ITI curriculum as competency-based training, but there is no clear roadmap for implementing the new curriculum at ITIs because there are no competency-based assessors available in the Uttarakhand skills development system. In partnership with authorized training partners, including SSCs and/or foreign registered training organizations, the component aims to start the process by training master trainers for competency-based training in Uttarakhand for selected trades.

[6] Main partners include national government-owned Craftsman Training Institute (CTI) and Advanced Training Institutes (ATIs).

subcomponent would build upon the GoI's national PPP which already started in 43 ITIs in Uttarakhand.[7] By developing a 'Partnership Framework' (PF) which will provide a systematic tool and legal coverage to ITIs to form legally palpable and results-oriented partnerships with industry and private sector bodies, this subcomponent aims to increase the number of industry partners per ITI and the coverage of trades benefiting from industry engagement in 25 priority ITIs,[8] to invigorate partnership activities and to increase the labor market outcomes of graduates. An industry linkage cell will be established in each of the priority ITIs to manage all the industry liaison and job placement activities. ITIs and industries are expected to have diversified activities and more output-focused engagements such as campus recruitment, apprenticeship and on-the-job training. As an outcome of increased interactions between ITIs and industry, job placement activities are expected to be invigorated and the number of job placement, including apprenticeship, will be increased. Increased numbers of actively engaged industries, job interviews and placements will be captured as main outcomes of strengthened industry linkage through DLI 3: Active industry engagement for improved labor market outcomes of ITI graduates.

Subcomponent 1.4 - Institutional capacity development of the skills development system

Subcomponent 1.4 aims to strengthen the institutional capacity of the ITI and overall skills systems. Expected results of this subcomponent will be empowered and more autonomous ITIs and an improved institutional and policy environment for the skills development sector. Through the achievement of DLI 4 (Strengthened financial management capacity of ITIs), ITIs are expected to have increased financial autonomy. The first sub-DLI ensures timely release of operating funds to the ITIs at the beginning of the fiscal year (FY). The second sub-DLI aims to foster the new operating modality of ITIs, by allowing ITIs' own initiatives to generate, retain, and use their own revenues. DLI 5 (Improved skills development environment) guides development of institutional capacity and the skills development policy environment. The activity will be supported by technical assistance (TA) under Component 3. The Skills Development Policy will be developed, covering the overall skills sector, including ITIs, higher skills (polytechnic and engineering colleges as relevant), short courses, industry-based training, recognition of prior learning (RPL), competency-based training, strategy to increase female students and their employability as well as quality professional development policies for ensuring the quality of training.

Component 2: Increasing the Supply of Skilled Workers through Short-term Training

The main objective of Component 2 is to increase the supply of labor market relevant workers in market relevant trades in Uttarakhand, trained through short-term training. The activity is primarily implemented through the scheme managed by the SDM. The scheme provides NCVT-affiliated Modular Employable Skills (MES) courses and SSC-affiliated short through PTPs that engage in a performance contract with SDM. Partner PTPs, which meet the state's quality requirements, will provide training programs based on the SDM's outcome-linked financing mechanism. Training costs will be reimbursed by the SDM upon satisfactory achievement of outcome milestones, including training completed and certified,

[7] PPP institutions have already established IMCs and have an own bank account. These institutions will continue to work with the partner industries. These institutions are expected to contribute to the reform envisaged under the MP developed under this project. Through this component, a larger number of partner industries are expected to be invited to these ITIs for covering more trades.

[8] 12 out of 25 tentative priority ITIs have PPP arrangements with the industries.

employment obtained, and workers remaining in the job for 6 months.[9] The component includes measures to incentivize female participation in short-term training and in labor force. A needs identification study will be undertaken to determine the instruments of incentives. The SDM operationalizes the state's mandate to increase the number of skilled workers in Uttarakhand through short-term training and this subcomponent will scale up the coverage of beneficiaries under this scheme for enhancing the outcome toward the state's goal of 650,000 trained workers. The result of this component is monitored by DLI 6: Increased supply of workers with labor-market-relevant skills.

Component 3: Policy and Institutional Development and Project Management

Component 3 consists of TA and institutional capacity-development activities to support the designing and implementation of Components 1 and 2 activities and to enhance the administrative capacity of the GoUK's skills and training sector. The component consists of two subcomponents: Subcomponent 3.1 - Technical assistance for institutional strengthening and Subcomponent 3.2 - Monitoring and evaluation (M&E) and project management. The TA will introduce, among others, a piloting of RPL, enhanced job placement support to students, and increased accountability of ITIs through the introduction of the ITI performance scorecard. It will support establishment of a job placement system, with introduction of career counseling, soft skills development for job search, and business start-up support to students. To feed into the Skills Development Policy, the TA will support diagnostic assessments of female enrollment and labor market participation, and administrative capacity of the DTE, and overall skills sector profile.

[9] During the first year of implementation by the SDM in 2015, successful PTPs established recruitment agreements with industries before taking new students and thus ensured employment of their trainees upon successful certification. See more details about the scheme in annex 2.

3. UTTARAKHAND: A BRIEF PROFILE

3.1 Introduction

The State of Uttarakhand was carved out of Uttar Pradesh on November 9, 2000 to become the 27th state of India. Located at the foothills of the Himalayan mountain ranges, it is predominantly a hilly state, having international boundaries with the People's Republic of China in the north and Nepal in the east. On its north-west lies the State of Himachal Pradesh, while on the south, it is bounded by Uttar Pradesh. The high Himalayan ranges and glaciers form most of the northern parts of the state while the lower reaches are densely forested (covering about 60% of the state) with rich natural resources and wildlife habitats. Two of India's major rivers, the Ganga and the Yamuna, originate from Uttarakhand.

The state, has two administrative divisions - Garhwal and Kuamon, which consists of 13 districts – Dehradun, Uttarkashi, Chamoli, Pauri Garhwal, Tehri Garhwal, Rudraprayag, Haridwar (in Garhwal Division), Almora, Pithoragarh, Nainital, Bageshwar, Champawat and Udham Singh Nagar (in Kumaon Division). It is further divided into 95 blocks, 7,555 Gram panchayats[10] and 15,745 inhabited villages.

Out of the 13 districts of the State, 3 are plain districts and the remaining 10 are hill districts. Geographically the state can broadly be divided into three zones, namely (a) Upper hills - Uttarkashi, Chamoli, Rudraprayag, Pithoragarh and Bageshwar districts, (b) Middle hills - Tehri-Garhwal, Garhwal, Almora, and Champawat, the hill regions of Nainital and Chakrata tehsil of Dehradun districts, and (3) Foothills - The remaining area of Dehradun, Haridwar, Udham Singh Nagar and the remaining area of Nainital districts.

3.2 Socio-economic and Demographic Profile

As per Census of India 2011, Uttarakhand's population has reached approximately 1.01 Crore with an increase of 19.17% from the past decade. Uttarakhand feeds approximately 0.84% of India's total population. More than 70% of them reside in rural areas of the state. The sex ratio of the state stands at 963 compare to the national average of 940 females per 1000 males. The overall literacy rate in Uttarakhand is 78.82% (with male literacy being 87.40% and female literacy being 70.01%) compared to the national average of 74.04% (with male literacy being 82.14% and female literacy being 65.46%)[11]. Overall Uttarakhand is performing better than many states in the northern Part of India on these indicators.

The population of the districts in Uttarakhand varies considerably. Four of the 13 districts, namely Dehradun, Haridwar, Udham Singh Nagar and Nainital account for 61.5 % of the state's total population. On adding Tehri Garhwal, Pauri Garhwal and Almora, this accounts for nearly 81%. This clearly shows that the concentration of population is quite high in the mid and foothills as compared to the remaining six districts of high hills. The overall population density is about 189 person per sq.km compared to national average being at 382 persons per Sq.km. However, there is enormous variation in the density of population with Haridwar, US Nagar and Dehradun having a high density of 817, 648, and 550 persons per sq.km. respectively; while, on the other hand, there are districts like Uttarkashi, Chamoli and

[10] http://sec.uk.gov.in/upload/contents/File-123.pdf
[11] Census 2011

Pithoragarh, the population density is quite low with an average of 41, 49, and 69 persons per sq. km..

The workforce participation ratio is about 38.4% with higher participation in rural areas (41%) compared to urban areas (32%). The women participation in the workforce is about 27% (33% in rural areas and 11% in urban areas). However, it is much higher in Upper hill districts (45%) and middle hill district (40%) compared to state average. Of the total workforce, about 34% are women (about 49% and 48% respectively in upper hill districts and middle hill districts).

Table (3.1): Work force participation 2011				
Region/ State	% Total Workers	% Male Workers	% Female Workers	Female as % of Total Workers
Upper Hill districts	46.4%	47.9%	44.9%	49.1%
Middle Hill districts	43.5%	46.9%	40.4%	48.4%
Foothill districts	34.4%	51.0%	16.0%	22.1%
Uttarakhand	**38.4%**	**49.7%**	**26.7%**	**34.1%**
Source: Census, 2011				

The overall literacy among scheduled castes (SC) is 74.41% and scheduled tribes (ST) is 73.88% compared to the state average of 78.80%. This also suggests the level educational equity among SC and ST population in Uttarakhand. The work participation ratio among STs is much higher, followed by SCs compared to the state average. This reflects a higher proportion of agricultural labourers among SCs and STs. Table (3.2) below presents the work participation ratio among SC, ST and total population.

Table (3.2): Work Participation Ratio Among SCs and STs			
Population	Total Workers	Male Workers	Female Workers
Schedule Caste	38.7%	48.4%	28.6%
Schedule Tribe	45.4%	54.1%	36.3%
All	38.4%	49.7%	26.7%
Source: Census 2011			

The population of the state primarily depends on agriculture for livelihood; about 70% of the population is engaged in agriculture. The economy and livelihood patterns of the people of the state are primarily built around the forests. The State of Forests Reports, 2015 of Ministry of Environment and Forests, Government of India estimated the recorded forest area of the state as 45.32% of the total geographical area. Out of the total reported area, only 14.09% are under cultivation. More than 81.0% of the cultivated land in the Hills is rain fed. The cropping intensity for hill agriculture is 152.7%. The landholdings are small and scattered. The average land holding is around 0.68 ha (that too is divided into many patches) in the hills and 1.77 ha in the plains.

3.3 Scheduled Caste and Scheduled Tribe Population

The proportion of Scheduled Caste (SC) account for 18.8% of population and Scheduled Tribe (ST) accounts for 2.9% of the population compared to national average of 16.6% and 8.6% respectively[12]. The literacy level is marginally lower in case of SC and ST population compared to state average. While the proportion of male and female workers among SCs is similar to that of the state average, the proportion of workers among STs is much higher than the state average. Both SC and ST have somewhat lower proportion of main workers (i.e. those engaged with more than 180 days or work) compared to the state average and have higher proportion of marginal workers. Women participation in the work is also high among SCs and STs.

Table (3.3): Scheduled Caste and Scheduled Tribe Population

Caste/ Tribe	All	Scheduled Caste	Scheduled Tribe
Population (in '000)	10,086	1,893	292
Literacy - Total	78.8%	74.4%	73.9%
Literacy - Male	87.4%	84.3%	83.6%
Literacy - Female	70.0%	64.1%	63.9%
Total Workers	38.4%	38.7%	45.4%
Male Workers	49.7%	48.4%	54.1%
Female Workers	26.7%	28.6%	36.3%
Main Workers	74.1%	68.6%	68.2%
Cultivators	40.8%	41.4%	54.5%
Agricultural labourers	10.4%	17.2%	19.0%
Household Industry	3.0%	2.7%	4.4%
Other Workers	45.8%	38.8%	22.1%
% Marginal Worker	25.9%	31.4%	31.8%
Women Participation in work	34.1%	36.0%	39.2%
Source: Census, 2011			

Distribution of SCs across districts is quite even and ranges from minimum of 13.5% in Dehradun district to maximum of 27.7% in Bageshwar district, while STs are largely concentrated in four districts i.e. Udham Singh Nagar, Dehradun, Pithoragarh and Chamoli.

[12] Census 2011

Table (3.4): District Wise SC and ST Population				
Sl.No.	**Name**	**Total Population**	**% SC**	**% ST**
1	Almora	6,22,506	24.3%	0.2%
2	Bageshwar	2,59,898	27.7%	0.8%
3	Chamoli	3,91,605	20.3%	3.1%
4	Champawat	2,59,648	18.2%	0.5%
5	Dehradun	16,96,694	13.5%	6.6%
6	Pauri Garhwal	6,87,271	17.8%	0.3%
7	Hardwar	18,90,422	21.8%	0.3%
8	Nainital	9,54,605	20.0%	0.8%
9	Pithoragarh	4,83,439	24.9%	4.0%
10	Rudraprayag	2,42,285	19.7%	0.2%
11	Tehri Garhwal	6,18,931	16.5%	0.1%
12	Udham Singh Nagar	16,48,902	14.4%	7.5%
13	Uttarkashi	3,30,086	24.4%	1.1%
Uttarakhand		**1,00,86,292**	**18.8%**	**2.9%**
Source: Census 2011				

Among the STs which constitute 2.9% of the total population of the state, there are total of five notified STs in the state i.e. Bhotia, Buksa, Jaunsari, Raji, and Tharu.

Table (3.5): Distribution of Tribal Groups in Uttarakhand		
Sl.No.	**Name of the Tribe**	**Districts**
1	Tharu	Udham Singh Nagar, Nainital, Pauri and Dehradun.
2	Jaunsari	Dehradun, Uttarkashi and Tehri.
3	Buksa	Dehradun, Nainital, Udham Singh Nagar, Pauri and Hardwar.
4	Bhotia	Almora, Chamoli, Pithoragarh, Bageshwar and Uttarkashi
5	Raji	Pithoragarh and Champawat
Source: http://shodhganga.inflibnet.ac.in/bitstream/10603/11218/12/12_chapter%204.pdf		

According to Census 2011, Tharu is the largest of the five scheduled tribes of Uttarakhand. They account for 31.3% tribal population of the state, followed by Jaunsari (30.4 %), Buksa (18.5 %), and Bhotia (13.4%). Raji is small in number while 6.2% tribal population is enumerated as generic and unclassified.

Table (3.6): Distribution of Different Tribes in Uttarakhand				
Tribe	**Population**	**Total**	**Rural**	**Urban**
Bhotia	39,106	13.4%	72.2%	27.8%
Buksa	54,037	18.5%	97.9%	2.1%
Jannsari	88,664	30.4%	93.2%	6.8%
Raji	690	0.2%	87.8%	12.2%
Tharu	91,342	31.3%	95.2%	4.8%
Generic Tribes etc.	18,064	6.2%	74.6%	25.4%
All Schedule Tribes	**2,91,903**	**100.0%**	**90.7%**	**9.3%**
Source: Census 2011				

The STs in Uttarakhand are predominantly living in rural areas with 90.7% rural and only 9.3% urban. Among STs in Uttarakhand, Bhotia have highest proportion of 27.8% living in urban areas followed by Rajis with 12.2%. Buksa, Tharu and Jaunsari are predominantly living in rural areas with only about 2% - 6% living in urban areas. Annex-I of the report presents the brief ethnographic details of each of these tribes.

3.4 Gender and Social Equity

Women make 49.1% of the population of the state and contribute to the economy of the state in a significant manner. The women work participation ratio is 34.1% in the state (40.2% in rural areas and 16.4% in urban areas). Despite their contribution, the women in general suffer from various kinds of deprivations. The Gender Development Index (GDI) of Uttarakhand is 0.647 compared to the national average of 0.590. The Gender Empowerment Measure (GEM)[13] score is 0.466 compared to the national average of 0.497.

Table (3.7): Gender Indices (as per HDR 2006)				
Dimension-wise GDI scores 2006				
Indicators =>	HI	EdI	YI	GDI
Uttarakhand	0.622	0.600	0.718	0.647
All India	0.573	0.494	0.702	0.590
Note: HI is the Index of 'A long and healthy life' based on Infant Mortality Rate and Life Expectancy at age 1; EdI is the Index of 'Knowledge' based on 7+ Literacy Rate and Mean Years of Education for 15+ age group; YI is the Index of 'A decent standard of living' based on Earned Income and HDI is the 'Human Development Index'; and GDI is Gender Development Index.				

[13] Gender Empowerment Measure (GEM) is intended to measure women's and men's ability to participate actively in economic and political life and their command over economic resources. It focuses on opportunities and captures gender inequality in three key areas, 'Political Participation and Decision-making Power', 'Economic Participation and Decision-making Power' and 'Power over Economic Resources'

Table (3.7): Gender Indices (as per HDR 2006)				
Dimension-wise GEM Scores 2006				
Indicators =>	PI	EI	PoERI	GEM
Uttarakhand	0.566	0.566	0.276	0.466
All India	0.625	0.546	0.319	0.497
Note: PI = Index of 'Political Participation & Decision-making Power'; EI = Index of 'Economic Participation and Decision-making Power'; PoERI = Index of 'Power over Economic Resources'; and GEM = Gender Empowerment Measure				
Source: Gendering Human Development Indices, Ministry of Women and Child Development, 2009. Available at http://wcd.nic.in/publication/gdigemSummary%20Report/GDIGEMSummary.pdf				

3.5 Urbanization

As per census 2011 the urban population of state of Uttarakhand is 30.5 Lakh including cantonments & census towns. The overall urbanisation rate in Uttarakhand is about 30.2% compared to national average of 31.2%. The population growth rate varies across districts and urban areas. Urban population of the state is mainly concentrated in bigger towns of Dehradun (5.75 Lakh), Haridwar (2.31 Lakh) and the towns located in agriculturally rich and industrially developed southern part of the state e.g. Rudrapur, Roorkee, Kashipur & Haldwani. Being a hilly state, most of the urban local bodies are located in the remote hilly area of the state. However, it is noteworthy that average annual urban growth rate of 4.0% is much high compared to rural growth rate 1.2% of the state.

Apart from the resident urban population, Uttarakhand has number of tourist destinations and places of pilgrimage e.g. Mussoorie, Nainital, Haridwar, Rishikesh, Badrinath, Kedarnath, Hamkund Sahib, Gangotri, Yamunotri, Piran Kaliar etc. Consequently, a large number of tourists and pilgrims ply throughout the year, which are nearly 3-times of the state population and reflect the 'tourist load' on urban infrastructure and urban services.

3.6 Economy

The Gross State Domestic Product (GSDP) of Uttarakhand at constant prices is estimated as Rs. 72,984 crores in 2013-14[A] as against Rs. 24,786 in 2004-05. Percentage share of GSDP of state to All-India Gross Domestic Product (GDP) has increased from 0.83% in 2004-05 to 1.27% in 2013-14[A]. Growth Rate of GSDP at constant prices of the state is observed as 9.9%, whereas national Growth Rate is 4.9% for the same year. The Per Capita Income of Uttarakhand at current prices is estimated at Rs. 112,428 compared to the national average of Rs. 74,920 in 2013-14[A].

Table (3.8): GSDP of Uttarakhand and All-India GDP at Constant (2004-05) Prices					
Year	Uttarakhand		All India		% of GSDP to National GDP
	GSDP (Rs. Crores)	Growth Rate (%)	GDP (Rs. Crores)	Growth Rate (%)	
2004-05	24,786	-	29,71,464	-	0.83%
2005-06	28,340	14.3%	32,53,073	9.5%	0.87%
2006-07	32,190	13.5%	35,64,364	9.6%	0.90%
2007-08	38,022	18.1%	38,96,636	9.3%	0.98%
2008-09	42,832	12.6%	41,58,676	6.7%	1.03%
2009-10	50,598	18.1%	45,16,071	8.6%	1.12%
2010-11	55,667	10.2%	49,18,533	8.9%	1.13%
2011-12[P]	60,870	9.3%	52,47,530	6.7%	1.16%
2012-13[Q]	66,356	9.0%	54,82,111	4.5%	1.21%
2013-14[A]	72,984	9.9%	57,48,564	4.9%	1.27%
Note: P- Provisional, Q- Quick, A- Advance Source – Directorate of Economics and Statistics (DES) Uttarakhand and MOSPI Website					

The share of the primary sector in the GDP of state is 10.3% (compare to the national average of 13.9%) in 2013-14, which declined from 23.5% in 2004-05. Agriculture and Forestry & logging sub-sector account for most of the contribution in the primary sector. The contribution of the secondary and tertiary sector in the state GDP is 37.8% and 51.9% respectively. The secondary sector has grown from 27% in 2004-05 to 37.8% in 2013-14. Manufacturing (mainly the Registered sector) accounts for most of the contribution in the secondary sector. Similarly, Trade and hospitality sector accounts for a larger growth in the tertiary sector.

Table (3.9): Gross State Domestic Product of Uttarakhand at factor cost at constant(2004-2005) prices										
Sector	2004 – 2005	2005 – 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012 (P)	2012 - 2013 (Q)	2013 - 2014 (A)
Primary Sector	23.5%	20.3%	18.5%	16.0%	13.6%	12.4%	11.9%	11.2%	10.8%	10.3%
Agriculture	16.6%	13.9%	12.9%	11.1%	9.2%	8.8%	8.4%	7.8%	7.4%	7.0%
Forestry & Logging	5.6%	4.9%	4.5%	3.9%	3.6%	3.0%	2.9%	2.8%	2.7%	2.6%
Secondary Sector	27.0%	30.0%	32.1%	33.7%	33.9%	34.5%	35.6%	36.3%	36.9%	37.8%
Manufacturing	12.7%	16.3%	18.2%	22.5%	24.2%	25.4%	26.3%	26.6%	26.6%	26.5%
Tertiary Sector	49.5%	49.7%	49.3%	50.3%	52.6%	53.0%	52.4%	52.4%	52.3%	51.9%
Trade, Hotels & Restaurants	16.9%	18.4%	18.7%	20.6%	22.2%	24.9%	25.3%	26.6%	27.0%	27.1%
GSDP (2004-05 Prices) (in Crore)	24,786	28,340	32,190	38,022	42,832	50,598	55,667	60,870	66,356	72,984
Note: P- Provisional, Q- Quick, A- Advance Source: Directorate of Economics and Statistics, Uttarakhand										

3.7 Employment

In Uttarakhand, about 38.4% of the population are working. About 74.1% of them are main workers (who are gainfully employed for more than 183 days in a year) and 25.9% are marginal workers (who get less than 183 days of gainful employment in a year). According to Census 2011, about 51.2% of the total workers are engaged in primary sectors (40.8% as cultivators and 10.4% as agriculture labourers), while remaining 48.8% work in secondary and tertiary sectors. This varies across different regions with higher proportion of workers (i.e. 72% workers) engaged in primary sector in Upper Hill region, followed by middle hills (about 67.4% workers) and lowest in foot hills (i.e. 36.3% workers). On the contrary, the proportion of people engaged in secondary and tertiary sectors are highest in foot hills (i.e. about 63.7%) and lowest in upper hill region (i.e. 28%).

Table (3.10): Proportion of Workers in Different Economic Sectors

Region/ State/ Population Group	Total Population	Total Workers	Primary Sector		Secondary and Tertiary Sectors	
			Cultivators	Agricultural labourers	Household Industry	Other Workers
Upper Hills	17,07,313	46.4%	68.7%	3.3%	2.5%	25.5%
Middle Hills	21,88,356	43.5%	63.6%	3.8%	1.6%	31.0%
Foothills	61,90,623	34.4%	20.3%	16.0%	3.7%	60.0%
Uttarakhand	**1,00,86,292**	**38.4%**	**40.8%**	**10.4%**	**3.0%**	**45.8%**
		38,72,275	**19,83,724**		**1,14,312**	**17,74,239**
Women	49,48,519	26.7%	64.0%	8.8%	3.4%	23.7%
Schedule Caste	18,92,516	38.7%	41.4%	17.2%	2.7%	38.8%
Schedule Tribe	2,91,903	45.4%	54.5%	19.0%	4.4%	22.1%

Source: Census 2011

In addition to about 3% (i.e. about 114,000) workforce engaged in household industries, the secondary sector further constitute about 85,333 (0.8%) employed in large scale industries, and another 190,277 (1.9%) employed in Micro, Small, and Medium Enterprises in Uttarakhand[14]. According to Sixth Economic Census of Uttarakhand (2014), about 10,57,021 persons (including about 20 percent women) are employed in various establishments other than agriculture, public administration and defence services. Of these, about 632,270 are salaried and 424,751 are non-salaried or hired workers. In addition, about 169,333 are the state government employees.

The skill gap analysis[14] suggests manufacturing; tourism, hospitality and trade; agriculture and allied services to diversify agriculture pattern and have integrated farming which will generate employment in allied areas like horticulture, floriculture, animal husbandry; education; and construction are top five sectors with increased demand over next 10 years. It further suggests skilled human resources required in the primary sector such as (a) organic farming methods, sorting, grading and food processing (b) horticulture and floriculture, (c)

[14] District Skill Gap Study for the State of Uttarakhand (2017-2022), National Skill Development Corporation.

food processing and post-harvest technologies (including for processing, grading, packaging), (d) Animal husbandry (including breed improvement) and dairy technologies. In secondary sector, with state government making it conditional for the industries to recruit at least 70% people from the State, industries are finding it difficult to source skilled people, and hence there is need to upgrade industry relevant skills apart from existing demand of electricians, fitters, welders, motor mechanists and machinists. In the tertiary sector, it is expected that tourism and allied industries will grow as government is also focusing in improving the same.

The state has been able to develop three Integrated Industrial Estates at Haridwar, Pantnagar and Sitarganj, one Pharma city at Salequi and an IT park at Dehradun in a short span of ten years. Uttarakhand is poised for very high growth in the coming years. The state has been able to pull huge investments in the recent years due to favourable government policies. To promote Uttarakhand as an attractive destination for industrial investments, the state policy aims to promote public private partnership to boost infrastructure and industrial development The economic agenda of Uttarakhand focuses on tourism, higher education, IT & ITES, food processing and biotech industry and will also be the potential areas to open up future employment opportunities.

Table (3.11): The Key Strategic Thrust Areas in Uttarakhand

Key Thrust Areas	Growth opportunities
Agriculture and food processing	Conducive state policy and availability of large number of seasonal fruits make Uttarakhand one of the best locations to set up Agro & food processing industry. Four Agri export zones have been developed in the state. State government provides assistance in establishing SME units for agro parks and food parks. Incentive from MoFPI for setting up units in Uttarakhand.
Floriculture and Horticulture	Uttarakhand spans across almost all the different agro-geo climatic zones making it particularly conducive for growing a wide range of fruits and flowers commercially. Floriculture and horticulture are emerging as ideal areas of investment and are being developed in a big way in Uttarakhand.
Biotechnology	Uttarakhand has one of the country's largest Pharma city located at Salequi. State government has a vision that biotechnology is poised to make significant contributions in agriculture, human and animal health care, environment management and process industries. A biotechnology park is being developed near Pantnagar to integrate resources and to provide a focused institutional set up for accelerated commercial growth of biotechnology and bio-Informatics in Uttarakhand.
IT and ITES	The vision of the State government of Uttarakhand is to promote the development of Information Technology industry in the State. It plans to develop a state-of-the-art Information Technology Park in more than 60 acres at Sahastradhara road, Dehradun.
Higher Education	122 Institutes for higher education, including 1 central, 6 state, 5 private and 4 deemed universities and one IIT at Rurkee.
Manufacturing	Strong focus on automobile industry proven by the presence of big players like Tata, Ashok leyland, Mahindra etc.
Hydroelectricity	Uttarakhand has huge potential for generating hydropower; nearly 15000 MW of hydropower can be generated in the state. The government has identified 47 small hydro sites (upto 25 MW) for allotment to the private sector,17 major hydro sites (25-100 MW) have also been taken up for development.

Table (3.11): The Key Strategic Thrust Areas in Uttarakhand	
Key Thrust Areas	**Growth opportunities**
Tourism	The state has enormous resources for cultural, pilgrimage, adventure, wildlife, and leisure tourism. Tourism industry has been accorded the status of a thrust sector in the state; several areas of Uttarakhand are already established as centres of pilgrimage tourism. Huge investment potential exists in the tourism sector in Uttarakhand. The focus is on religious tourism, wildlife tourism, eco tourism and adventure tourism. State government has come up with many schemes to promote investment in the state including rebate in the taxes for new tourism units and tax holiday for five years for new amusement parks and ropeways.
Source: Adapted from "The State Profile of Uttarakhand, 2011". PHD Research Bureau, PHD Chambers of Commerce and Industry, New Delhi. Available at http://phdcci.in/file/state%20profie_pdf/Uttarakhand-The%20State%20Profile-June%202011.pdf	

3.8 Migration

Migration has long been an important livelihood strategy for the people of the Uttarakhand region. Because of limited opportunities of economic development within the region, youth are migrating in large numbers to the urban and industrial areas in the plains in search of employment. Lack of employment and income generating opportunities in the region, food insecurity due to low agricultural productivity, and poverty are the major reasons for migration. Migration has become an effective strategy for livelihood adaptation in Uttarakhand region and almost 35% of households in the mountain region receive remittances. Remittances have helped in improving living conditions, education, and health in the origin communities, and provide insurance against income shocks. This in turn had a significant impact on reducing poverty in the region[15]. According to NSS 64th round study on migration[16] (in 2007-08) suggests from about 2.8% households (i.e. about 58,000 households) at least one person has migrated in the last 365 days.

The ICIMOD case study of Uttarakhand suggests that migration in Uttarakhand is fuelled by a combination of push and pull factors. The push factors are economic and force people to migrate from the hills, while the pull factors are mainly spatial differences, which induce people to migrate from the rural and semi-urban hill regions to the cities in the plains. Lack of employment opportunities in the rural and semi-urban areas of Uttarakhand emerged as one of the most important factors behind the high incidence of migration and account for 90% respondent citing this as the reason for migration followed by low agricultural productivity being cited by 47% of respondents, and lack of infrastructure cited by 44% of respondents as main reasons for migration[17].

The overall migration rate of female is higher because of reasons such as marriage, whereas, the migration among male is largely for better livelihood opportunities. Migration rate among

[15] Migration as a Livelihood Strategy in Uttarakhand, By Rekha Dhanani and R.S. Negi. Volume 62, Kurukshetra – A Journal on Rural Development. Available at http://yojana.gov.in/Recent_archive_english/September-14.pdf

[16] Migration in India (2007-08), NSS 64th round study on migration, National Sample Survey Organisation (NSSO), Govt. of India. Available at http://www.mospi.nic.in/Mospi_New/upload/533_final.pdf

[17] Labor Migration and Remittances in Uttarakhand, 2010, ICIMOD. Available at http://lib.icimod.org/record/8089/files/attachment_735.pdf

male was found to be lowest for the bottom monthly per capita expenditure (MPCE) decile class in both rural and urban areas and there is an increasing trend in rate of migration with the increase in level of living, with the migration rate attaining a peak in the top decile class.

Table (3.12): Migration rate in different MPCE quintile class

	MPCE quintile class					
	0-20	**20-40**	**40-60**	**60-80**	**80-100**	**All**
Rural – Male	4.1%	7.5%	11.0%	17.2%	32.7%	15.1%
Rural - Female	42.7%	49.9%	51.4%	60.5%	67.7%	53.9%
Rural – All	24.9%	29.6%	31.1%	38.0%	48.4%	34.4%
Urban - Male	15.5%	31.3%	38.9%	48.7%	61.1%	39.7%
Urban - Female	31.8%	63.5%	60.1%	70.1%	77.7%	59.4%
Urban – All	24.0%	45.0%	48.3%	58.5%	68.1%	48.6%

Source: Migration in India (2007-08), NSS 64th round, National Sample Survey Organisation (NSSO), Govt. of India

Overall about a third of the male population migrate outside state, whereas, about a third of the female population migrate within state except that more than half (about 55%) urban female also migrate outside the state.

Table (3.13): Choice of Place for Out Migration

Person	**Same District**	**Other District**	**Within State**	**Outside the State**	**Within Country**	**Another Country**
Rural – Male	13.6%	22.8%	36.4%	62.8%	99.2%	0.1%
Rural - Female	59.0%	12.5%	71.5%	28.0%	99.5%	0.1%
Urban - Male	8.4%	15.6%	24.0%	63.4%	87.4%	12.5%
Urban - Female	28.2%	17.0%	45.2%	54.7%	99.9%	0.1%
All - Male	**13.0%**	**22.0%**	**35.0%**	**62.9%**	**97.9%**	**1.5%**
All - Female	**54.9%**	**13.1%**	**68.0%**	**31.5%**	**99.6%**	**0.1%**

Source: Migration in India (2007-08), NSS 64th round, National Sample Survey Organisation (NSSO), Govt. of India

The major reason for migration among male population is employment related, whereas, the major reason for migration among female population is largely marriage and account for more than 75% of the female migrant population. About 6.1% male and 3.4% female also migrate outside the state for studies, though this proportion is relatively less within state migration. Forced migration are very few and limited to migration with state – mainly to neighbouring urban centres.

Table (3.14): Reasons for Migration						
Person	Employment-related reasons	Studies	Forced migration	Marriage	Movement of parent/ earning member	Other reasons
A. Reasons for Migration within state						
Male	44.5%	8.0%	1.3%	2.5%	31.0%	12.6%
Female	0.6%	0.6%	0.1%	75.4%	20.3%	3.0%
Reasons for Out-migration						
Male	83.6%	6.1%	0.0%	0.5%	8.4%	1.3%
Female	1.8%	3.4%	0.0%	79.2%	14.7%	0.9%
Source: Migration in India (2007-08), NSS 64th round, National Sample Survey Organisation (NSSO), Govt. of India						

Contrary to other parts of the country, a distinguishing feature of out-migration in Uttarakhand is its being of a predominantly longer duration. This is mainly due to the fact that a majority of out-migrants of Uttarakhand has salaried jobs which are generally of longer duration. Various studies suggest that migrants from Uttarakhand have comparatively better educational attainments as compared to their non-migrants counterparts[15,17]. Migrants heavily depend on social networks and informal channels to seek information about jobs and to obtain recommendations. These largely include friends and relatives at the destination. The support is mostly given by family, friends and relatives and it acts like a spiral with more and more people being helped in their migration by fellow migrants from the village/ town. The form of support includes financial help, search for job, food, accommodation, etc., at the initial stages of migration. Such social networks and support are relatively weak in case of SCs[17]. Also male outmigration has both positive and negative effects on the status, decision-making power, drudgery, and health of women[17].

However, the lack of opportunities for skill development in the place of origin forces the majority of the unskilled mountain migrants into low paid jobs in the informal sector. Despite better educational levels, youth hardly possess any skill training, and hence, most of the skilled/ semi-skilled jobs are being undertaken by people from outside the State[15].

3.9 Vocational Training

Vocational training institutions play an important role in skill building for both formal and informal industries. Provision of appropriate skills is an important intervention to increasing the productivity of this workforce. The Industrial Training Institutes (ITIs) play an important role in building skilled workforce with 1-2-year certificate courses on craftsmanship. In Uttarakhand, there are 177 governments ITIs and 46 ITIs in the state. Of the 177 government ITIs, 131 ITIs are functioning and 56 have their own buildings.

Table (3.15): Status of ITIs in Uttarakhand		
Sl. No.	ITI Details	Number
1	Total Government Industrial Training Institutes in the State	177
2	Total Private Industrial Training Institutes in the State	46
3	Functioning it is	131
4	ITIs with all Sanctioned Posts	158
5	ITIs in which posts yet to be sanctioned	19
6	ITIs functioning in Government Buildings	56
7	ITIs functioning in Rented Buildings	52
8	ITIs functioning in Other Buildings	23
9	ITIs being Constructed (SPAR+NABARD+ STATE Sector)	67
Source: SPIU, Dehradun 2016		

In the last decade, there has been number of ITIs started in the state without proper infrastructure and now almost each block (93 out of 95 blocks in the state) has atleast one ITI. Of the 131 functioning ITIs, 85 ITIs just run one - two trade trainings and have less than 50 trainees, while another 19 ITIs run 3-5 trade training and account for 50-100 trainees. Only 27 ITIs have more than 100 trainees.

Table (3.16): On Roll Trainee Details in Functioning ITIs		
Sl. No.	**Trainee Strength in ITIs**	**No. of Trainees**
1	400 and above	6
2	200 – 400	8
3	150 – 200	5
4	100 – 150	8
5	50 – 100	19
6	Less than 50	85
Total		**131**
Source: SPIU, Dehradun 2016		

In the state, there are 388 training units recognised with NCVT and have 8488 sanctioned seats. While 340 training units recognised with SCVT with 7084 sanctioned seats. In 2015,

of the total NCVT seats, about 84% were given admission, and 73% remained filled. Similarly, on 63% of SCVT seats were given admission, and 58% remained filled.

Table (3.17): Status of Functioning ITIs with NCVT and SCVT in 2015								
Sl. No.	District	No. of Functioning ITI	NCVT		SCVT		Current Filled up Seats	
			No. of Recognised Unit	Sanctioned Seats	No. of Recognised Unit	Sanctioned Seats	NCVT	SCVT
1	Almora	16	36	776	38	848	62%	50%
2	Bageshwar	5	3	73	12	262	41%	52%
3	Chamoli	9	15	350	21	392	72%	73%
4	Champawat	5	12	272	12	241	78%	52%
5	Dehradun	9	62	1357	28	535	97%	66%
6	Haridwar	8	23	493	23	541	74%	69%
7	Nanital	11	52	1122	27	607	59%	54%
8	Pauri Garhwal	16	49	1059	50	1100	77%	55%
9	Pithoragarh	9	28	598	46	911	69%	57%
10	Rudraprayag	4	12	257	8	178	61%	69%
11	Tihri Garhwal	16	36	816	30	645	64%	63%
12	Udham Singh Nagar	16	40	870	28	531	73%	58%
13	Uttarkashi	7	20	445	17	293	82%	47%
All Districts		**131**	**388**	**8488**	**340**	**7084**	**73%**	**58%**
Source: SPIU, Dehradun 2016								

The analysis of 2015 data of filled up seats suggest, 20% occupied by SCs (against 19% of reservation quota), 4% occupied by STs (against 4% of reservation quota), and 14% occupied by OBCs (against 14% of reservation quota). However, this varies across districts and some districts fair better in inclusion of marginal community than others.

Table (3.18): Current Filled-up Seat with Different Social Category in NCVT and SCVT courses in 2015					
Sl. No.	District	General	SC	ST	OBC
1	Almora	73%	19%	1.3%	6%
2	Bageshwar	66%	28%	0.6%	3%
3	Chamoli	55%	21%	2.2%	3%
4	Champawat	60%	19%	5.9%	14%
5	Dehradun	41%	17%	8.8%	17%
6	Haridwar	26%	28%	2.4%	29%
7	Nanital	67%	22%	3.0%	8%
8	Pauri Garhwal	66%	20%	0.6%	4%
9	Pithoragarh	56%	24%	4.6%	14%
10	Rudraprayag	68%	17%	0.0%	8%
11	Tihri Garhwal	63%	17%	3.3%	12%
12	Udham Singh Nagar	49%	17%	7.0%	24%
13	Uttarkashi	39%	20%	3.0%	38%
All Districts		**55%**	**20%**	**4%**	**14%**

Source: SPIU, Dehradun 2016

Analysis of various data sets on literacy, enrolment of students in schools and enrolment of students in ITIs suggests SC and ST population on par with other social categories in accessing the educational infrastructure right from primary level onwards and their enrolment is in proportion to their population. Various studies[18] also show performance of SC and ST students being on par with other social category of students. However, in line with national policy, state recognises their disadvantaged position in the society and providing support mechanism through in the form of reservation quota based affirmative action in education and employment. In addition, GoUK also have various special schemes targeting SC and ST to bring to forefront.

Analysis of 2015 data of filled up seats suggests 18% occupied by women (against 30% of the reservation quota), 0.5% occupied by disabled candidates (against 3% of quota), 1.4% occupied by ex-army personnel wards (against 5% of quota), and 0.3% occupied by Freedom fighter wards (against 2% quota) and 1.8% occupied by minority students. This further varies across districts and some districts fair better in inclusion of disadvantaged community and women candidates than others.

Table (3.19): Current Filled-up Seat with Horizontal Reservation Category in NCVT and SCVT courses in 2015

Sl. No.	District	Women	Disabled	Ex Army ward	Minority	Freedom Fighter
1	Almora	18%	0.0%	0.7%	0.2%	0.0%
2	Bageshwar	22%	0.0%	3.6%	0.0%	0.0%
3	Chamoli	18%	0.2%	2.4%	0.0%	0.2%
4	Champawat	15%	1.2%	3.0%	0.6%	0.3%
5	Dehradun	24%	1.4%	1.5%	1.8%	1.0%
6	Haridwar	10%	1.0%	0.4%	7.8%	0.0%
7	Nanital	18%	0.5%	1.0%	0.0%	0.2%
8	Pauri Garhwal	15%	0.2%	2.5%	1.3%	0.3%
9	Pithoragarh	7%	0.1%	1.4%	0.3%	0.0%
10	Rudraprayag	7%	0.7%	2.9%	0.0%	0.0%
11	Tihri Garhwal	22%	0.4%	1.2%	0.1%	0.1%
12	Udham Singh Nagar	17%	0.5%	0.6%	7.3%	0.0%
13	Uttarkashi	31%	0.2%	0.2%	0.0%	0.0%
All Districts		**18%**	**0.5%**	**1.4%**	**1.8%**	**0.3%**

Source: SPIU, Dehradun 2016

[18] http://www.azimpremjifoundation.org/pdf/LGP_Uttarakhand.pdf ; and DISE Study 2008-09, available at http://www.dise.in/Downloads/Sample%20Checking/5%25%20Sample%20Checking%202008-09/5%25%20Uttarakhand.PDF

4. STAKEHOLDER CONSULTATIONS

A Stakeholder consultation was undertaken to identify key social issues and risks and recommend actions for ensuring gender equity and social inclusion with paying special attention to the needs of the SC and ST and other vulnerable groups. It focused itself on tracking issues related to equity and inclusion and proportion of students in ITIs from disadvantaged groups.

4.1 Methodology: The stakeholder consultation was undertaken from 04 January to 12 January, 2016. During this period 7 ITIs were covered in and around Dehradun, i.e. Vishistha ITI Haridwar, Vikasnagar ITI, Dehradun boys ITI, and Dehradun girls ITI in Garhwal region, and ITI Dugadda, ITI Kashipur and ITI Almora in Kumaon region were covered. At the ITIs, apart from a physical visit to the various facilities in the institutions, stakeholder consultations were undertaken with Principal or Principal In-charge, members of faculty (both men and women), students (separately with girls and boys).

The selection of sample ITIs represents the social groups, geographical regions, hills and foothills, rural and urban, industrial and non-industrial areas, and various socio-cultural groups, including tribal population. The details of which is as follows:

Table (4.1): Characteristics of Sample ITIs

Sl.No.	Name of the Institution	District and Regional characteristics	Specific characteristics
1	Vishistha ITI, Roshnabad, Haridwar	Haridwar; Garhwal Division; Foothills	Next to State Industrial Development Corporation of Uttarakhand Limited (SIDCUL) Roshnabad; Running in PPP mode
2	Vikasnagar ITI, Vikasnagar	Dehradun district; Garhwal Division, Hilly	Rural; close to Jaunsar tribal pocket ; Running in PPP mode
3	Dehradun Yuvak ITI, Niranjanpur, Dehradun	Dehradun district; Garhwal Division, Plains/ Foothills	Urban; close to Dehradun SIDCUL; Mix population
4	Dehradun Mahila ITI, Dehradun	Dehradun district; Garhwal Division, Plains/ Foothills	Urban; Women ITI
5	Dugadda ITI	Pauri Garhwal district; Garhwal Division, Hilly	Rural; Hard to reach area
6	Kashipur Boys ITI	Udham Singh Nagar district, Kumaon Division; Foothills	Rural; tribal population; close to industrial area
7	Almora ITI	Almora district; Kumaon Division; Hilly	Urban; Mix population mainly from Kumaon region

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<td>
Discussion with girl students at Dehradun Women ITI</td>
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Discussion with boys at Vishistha ITI, Haridwar</td>
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<td>
Discussion with boy students at Vikasnagar ITI</td>
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Discussion with girl students at Vishistha ITI, Haridwar</td>
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A detailed note stakeholder consultation is presented in Annex-III of this report. Stakeholder consultation was carried out with community groups and members from civil society along with other government departments during beginning September 2015.

4.2 Framework for further consultations

The primary stakeholders of Uttarakhand Workforce Development project includes the youth and students from various social groups; and faculty members, members and staffs at ITIs. The secondary stakeholders include Department of Training and Employment, Skill Development Mission, and other relevant departments and directorates; other training providing institutions; industries; and civil society members and organisations working on the issues.

Stakeholder consultations were carried out in multiple phases in preparation of SSDP and GESI guideline with various primary and secondary stakeholders. This included consultations with various staff members of DTE, SDM and other Govt departments; Principals, faculty and other staff members at sample ITIs, and students both girls and boys from all section of society including from SC and ST.

A free prior informed stakeholder consultation was organised on March 5th 2016 at the state level to share the draft SSDP and GESI and to enlist their views and inputs, and the feedback. The suggestions given by stakeholders were incorporated in finalising the SSDP and GESI guideline. The minutes of stakeholder consultation workshop is presented in Annex-4 of this report. In addition, further consultations are planned with primary stakeholders in preparation of ITI specific master plan for improvement in the first year of project implementation. Also

follow up staff and student orientation on gender and social inclusion in planned. A committee is also proposed to be constituted to engage with target beneficiaries, their families and industry partners during the course of implementation of this project.

Master Plans to be prepared for each of the project ITIs shall be finalised based on the feedback received during ITI level consultation with relevant stakeholders.

5. LEGAL AND POLICY FRAMEWORK

5.1 Social Risks and Application of Bank Safeguards Policies: The project involves limited construction activities such as establishing/ upgrading infrastructural facilities at existing ITIs, hostel, and library buildings, etc. These activities are not expected to cause any significant social impacts. Likely environmental and social impacts, which will be limited in nature, may include temporary construction related impacts. Compulsory land acquisition has been ruled out as an option; construction activities will be carried out on existing land free from any encumbrances identified and assigned for the purpose within the existing/identified educational premises. Therefore, the Bank Safeguards Policy on Involuntary Resettlement (OP/BP 4.12) shall not apply.

Uttarakhand is inhabited by tribal communities even though a smaller percentage of the total population, and therefore, OP 4.10 has been triggered. The Bank Operational Policy 4.10 (Indigenous People) recognizes that: (i) the social identities and cultures of the tribal people are inextricably linked to land and natural resources on which they depend. This exposes tribes to different types of risks and levels of impacts from development projects. Their land based livelihoods may get affected. In case of education, the socio-cultural distance sometimes affects the reception of what is imparted in the classroom. Tribe groups are often the most marginalized and vulnerable segments of society. Poor socio-economic and legal status tends to limits their capacity to defend their interests, draw benefit from development. Therefore, separate action plans with respect to indigenous population helps to address their differential needs and vulnerabilities in a more responsive and sensitive manner.

5.1.1 Social Screening to Rule out Involuntary Risks: As explained above, the project shall not involve compulsory land expropriation. However, a local body or local government may be willing to voluntarily provide community land for upgrading or expanding an existing institution. A “social screening” will be carried out for all ITIs where any civil work is proposed to record the name of institutions, location, the nature and scope of work, positive and negative impacts, beneficiaries, key stakeholders, mitigation measures in case of adverse impacts.

5.1.2 Managing Temporary Impacts: The mandatory social screenings will be carried out for all activities involving civil works and cleared with the SPIU in order to ensure that no civil works involving any involuntary resettlement impacts is supported by the Project. The Bank team will monitor this social screening process as a part of safeguards supervision through random checks and field visits. All temporary adverse impacts including health, hygiene and occupation safety, etc. will be managed and monitored as a part of the Environment Management Framework which will provide detailed guidelines.

5.1.3 Compliance with National Laws: The Uttarakhand Workforce Development Project (UKWDP) will be undertaken by the Government of Uttarakhand consistent with the relevant

laws and policies of the Government of India and of state. The following sections summarises a few key applicable laws and policies.

Article 46, a Directive Principle of the Constitution of India says that, "the State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation."[19]

Article 15(4) was added after the first Constitutional Amendment Act in 1951 and it empowers the state to make any special provisions to safeguard the educational and cultural interests of those belonging to disadvantaged classes such as the SCs and the STs. Reservation of seats in educational institutions, including in technical, engineering and medical institutions became mandatory.

In Article 16(4), the term "backward classes" is used to cover SCs, STs, Other Backward Classes, Denotified Communities, and Nomadic and semi-nomadic communities. The Mandal Commission Report of 1980 led to reservations for OBCs in 1993.

Under Article 275(1) of the Constitution of India, funds have to be made available to State governments by the GoI for schemes to support the welfare of STs in the state.

According to the 7th Schedule of the Constitution of India, Article 246, technical education and vocational and technical training is a subject under both the Union and the Concurrent lists. Only the Central Government is entitled to legislate on subjects on the Union list while both Central and State Governments may legislate on subjects in the Concurrent list.[20]

The Right to Information Act, 2005: The Act provides for setting out the practical regime of right to information for citizens to secure access to information under the control of public authorities, in order to promote transparency and accountability in the working of every public authority, the constitution of a Central Information Commission and State Information Commission and for matters connected therewith or incidental thereto. The SPIU will have a designated Public Information Officer (PIO) as a Public Authority under the Act. The process for obtaining information and details of designated PIOs will be disclosed on the Directorate of Training and Employment website.

The Scheduled Tribes & Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006: The Act recognizes and vests the forest rights and occupation in forest land in forest dwelling Scheduled Tribes and other traditional forest dwellers who have been residing in such forests for generations but whose rights could not be recorded, and provides for a framework for recording the forest rights so vested and the nature of evidence required for such recognition and vesting in respect of forest land. The definitions of forest dwelling Schedule Tribes, forest land, forest rights, forest villages, etc. have been included in Section 2 of the Act. The Union Ministry of Tribal Affairs is the nodal agency for implementation of the Act. This will not be applicable as no civil work as explained in the preceding paragraph, will be undertaken by displacing people. However, proper consultation and documentation of consent shall be done to record donation of community land if any for the purpose of approach road etc or some addition to the existing institution.

[19] This section draw from http://ncsc.nic.in/files/ncsc/new6/261.pdf
[20] http://lawmin.nic.in/olwing/coi/coi-english/Const.Pock%202Pg.Rom8Fsss(35).pdf

Both the Eleventh Five Year Plan (2007-12) and the Twelfth Five-Year Plan (2012-17) had stressed improving access, equity and quality in vocational education and training. The idea was to vocationlise higher education in India. It was clear that Technical and Vocational Education and Training (TVET) will play a significant role in improving the economic as well as social scenario of India. The thrust was to improve the overall quality of teaching-learning and to ensure that those belonging to disadvantaged backgrounds were not left behind. It also ensured that the marginalised sections of the society, including women, SC/ ST and OBC, get adequate representation in these courses.

5.1.4 Reservation Policy: In line with the national reservation policy, the state reservation policy for is also applicable to job placements and enrolment in education in Uttarakhand and is an action designed to improve the wellbeing of backward and underrepresented communities defined primarily by their caste. Reservation is a form of quota based affirmative action and is governed by constitutional laws, statutory laws, and local rules and regulations. SC, ST and OBC are the primary beneficiaries of the reservation policies in the state.

In Uttarakhand, reservations in government institutions for jobs and in education institutions including ITI for SCs is 19% (compared to national policy of 15% for SCs), for STs is 4% (compared to national policy of 7.5% for STs), and 14% for OBC (compared to national policy of 27% for OBCs). In addition, the horizontal reservation in Uttarakhand is 2% for freedom fighters ward, 5% for ex-army wards, 3% for physically handicapped candidates, and 30% for women.

The reservation policy is applicable to all students in ITIs as also for all faculty positions. All ITIs are supposed to monitor whether the policy is being implemented or not. They are also supposed to have an SC/ST cell where grievances can be registered. The following table lists the reservation quotas for Uttarakhand.

Table (5.1): Reservation Details for Admission in ITIs, Uttarakhand

Sl. No.	Social group/ Caste	% Reservation
1	Scheduled Caste (SC)	19%
2	Scheduled Tribe (ST)	4%
3	Other backward Castes (OBC)	14%
Horizontal Reservation Details		
4	Freedom Fighter	2%
5	Ex Army	5%
6	Physically Handicapped	3%
7	Women	30%
Source: SPIU, Dehradun 2016		

5.1.5 Special Support Schemes: Uttarakhand government has a range of special support schemes for students coming for the SC and ST families. The social assessment takes note of these support schemes and recommends continuation and expansion of similar schemes. Some of the ongoing schemes include the following.

A. The Scholarships/Schemes for the Disadvantaged: SC and ST candidates are given Application Form for admission in ITI on subsidised rate i.e. at Rs. 250 instead of Rs. 425 as applicable for general and backward caste candidates. Also a monthly fee of Rs. 40 per month is also waved off for SC and ST candidates.

SC, ST, OBC and disabled candidates will get scholarship as per the norms of Department of Social Welfare. While ex-army candidates will get scholarship from District Sainik Welfare Board as per their norms.

Students have to apply for scholarship online at the http://escholarship.uk.gov.in/Home.aspx portal and attach attested photocopies of necessary documents including Domicile certificate,, Caste Certificate, Address/Residential Proof, good academic record mark sheet of passing, Income Certificate of father/mother income, and his/her back details for receiving scholarship etc. All interested candidates of SC, ST, and OBC category can fill application form for posts matric scholarship scheme (Dashmottar Chatravriti Yojana) at the official of Uttarakhand Scholarship online portal. The income band for scholarship is as follows:

Sl. No.	Scholarship Scheme Name	Approved Income bands
1	Post Matric ST Scholarship Scheme	0 – 250,000 (upto two lakhs fifty thousand only)
2	Post Matric SC Scholarship Scheme	0 – 250,000 (upto two lakhs fifty thousand only)
3	Post Matric OBC Scholarship Scheme	0 – 100,000 (upto one lakh only)

The Scheme of Scholarship is operated by union Ministry of Social Justice and Empowerment through State Governments to disabled persons from the 9th class onwards for general technical or professional education. The scholarship is awarded all kinds of handicapped students subject to their obtaining of atleast 40% marks at the last annual examination.

The children with disabilities and also children of disabled parents are entitled to scholarships at the rates given below for the period of 12 months for all standard/class.

1. For classes 1 to 5: Rs 50 per month
2. For classes 6 to 8: Rs 80 per month
3. For classes 9 and 10: Rs 170 per month
4. For classes 11 and 12: Rs 85 and 140 per month for day scholar and hostellers respectively.
5. For graduation: Rs 125 per month Rs 180 month for day scholar and hostellers respectively.
6. For post-graduation: Rs 170 and 240 per month for day scholar and hostellers respectively.
7. For professional courses: Rs 170 and 240 per month for day scholar and hostellers respectively.

The scholarship is awarded all kinds of handicapped students subject to their the monthly income of the parents of the children (children with disability or children of parents with disability) must not exceed Rs 2000, having disability above 40%, resident of the state, and student should have scored passing marks in the previous annual examination.

In addition, the scheme of state disability pension is known as Viklang Bharan Poshan Anudaan and given to the people with disabilities for their maintenance. This is fusion of state as well as Indira Gandhi National Disability Pension Scheme(IGNDPS). State contribution is Rs. 400/- and IGNDPS contribution is Rs 300/- per month. Total amount of the pension is Rs 700/- per month.

B. Assistance to Disabled Persons for Purchase / Fitting of Aids and Appliances (ADIP Scheme): Assist the persons with disability to procure durable, sophisticated and scientifically manufactures, standard aids to promote the rehabilitation by reducing the effect of disabilities and enhance their economic potential.

The Scheme also include essential medical/surgical correction and intervention, prior to fitment of aids and appliances, as per the following norms:

(i) From Rs.500/- to Rs.1,000/- for hearing & speech impaired.
(ii) From Rs.1000/- to Rs.2,000/- for visually disabled.
(iii) From Rs.3000/- to Rs.5,000/- for orthopedically disabled.

The eligibility for assistance under the ADI scheme includes a person with disabilities fulfilling the following conditions:

(i) An Indian citizen of any age.
(ii) Holds a 40% Disablement Certificate.
(iii) Has monthly income from all sources not exceeding Rs. 20,000/- per month.
(iv) In case of dependents, the income of parents/guardians should not exceed Rs. 20,000/- per month.
(v) Who have not received assistance during the last 3 years for the same purpose from any source. However, for children below 12 years of age, this limit would be one year.

Quantum of Assistance:
(i) For aids and appliances costing upto Rs. 10,000. Aids/appliances which do not cost more than Rs. 10,000/- are covered under the Scheme for single disability. However, in the case of SwDs, students beyond IX class, the limit would be raised to Rs.12,000. In the case of multiple disabilities, the limit will apply to individual items separately in case more than one aid/appliance is required.
(ii) For providing modern assistive devices for all categories of PwDs both physical and mental and multiple disability impaired groups, the items will be decided by an Expert Committee constituted in the Department of Disability Affairs with the approval of Minister for Social Justice & Empowerment. The extent of financial support would be limited to Rs. 10,000 for each disability and Rs. 12,000 for students with disabilities in respect of devices costing upto Rs. 20,000.

The amount of assistance will be as follows:

Total Income	Amount of Assistance
(i) Upto Rs. 15,000/- per month	(i) Full cost of aid/appliance
(ii) Rs.15,001/- to Rs. 20,000/- per month	(ii) 50% of the cost of aid/appliance

6. SCHEDULED CASTE AND SCHEDULED TRIBE DEVELOPMENT PLAN

The SC & ST Development Plan (SSDP) is in place of Indigenous People's Policy Framework (IPPF) and intends to fulfil the World Bank's operational policy 4.10 requirements. It seeks to address the differential needs and vulnerabilities in a more responsive and sensitive manner. The SSDP has been prepared in consultations with various primary and secondary stakeholders and is informed by the Social Assessment. The SSDP seeks to ensure that SC and ST population benefit from prior, informed consultation and participation in the project. SSDP seeks to ensure that the SC and ST people get full respect for their dignity, human rights and cultural identity in the development process. The SSDP emphasizes consultation with the community to take their views on the project and to ensure that the community receives benefits from the project.

6.1 Analysis of Key Social Issues with SC, ST and other Vulnerable Groups

A Social Assessment was undertaken to identify key social issues and risks, and recommends actions for paying special attention to the needs of the SC and ST and other vulnerable groups. The social assessment along with stakeholder consultations focused itself on tracking issues related to equity and inclusion and proportion of students in ITIs from disadvantaged groups. This analysis is based on review of secondary information, primary stakeholder consultations and discussion with various stakeholders. The Key points emerged is presented as follows:

1. Distribution of students across different reservation categories: The analysis of 2015 data of filled up seats suggest, 21% occupied by SCs (against 19% of reservation quota), 4% occupied by STs (against 4% of reservation quota), 15% occupied by OBCs (against 14% of reservation quota). Though the proportion of filled up seats are reflection SC and ST population in the district, however, some districts fair better in inclusion than others.

Table (6.1): Current Filled-up Seat with SC, ST and OBC reservation Category in NCVT and SCVT courses in 2015

Sl. No.	District	Proportion to total population		Filled up seats by		
		%SC	%ST	SC	ST	OBC
1	Almora	24.3%	0.2%	19%	1.3%	6%
2	Bageshwar	27.7%	0.8%	28%	0.6%	3%
3	Chamoli	20.3%	3.1%	21%	2.2%	3%
4	Champawat	18.2%	0.5%	19%	5.9%	14%
5	Dehradun	13.5%	6.6%	17%	8.8%	17%
6	Haridwar	17.8%	0.3%	28%	2.4%	29%
7	Nanital	21.8%	0.3%	22%	3.0%	8%
8	Pauri Garhwal	20.0%	0.8%	20%	0.6%	4%
9	Pithoragarh	24.9%	4.0%	24%	4.6%	14%
10	Rudraprayag	19.7%	0.2%	17%	0.0%	8%
11	Tihri Garhwal	16.5%	0.1%	17%	3.3%	12%
12	Udham Singh Nagar	14.4%	7.5%	17%	7.0%	24%
13	Uttarkashi	24.4%	1.1%	20%	3.0%	38%
All Districts		**18.8%**	**2.9%**	**20%**	**4%**	**14%**

Table (6.1): Current Filled-up Seat with SC, ST and OBC reservation Category in NCVT and SCVT courses in 2015						
Sl. No.	**District**	**Proportion to total population**		**Filled up seats by**		
		%SC	**%ST**	**SC**	**ST**	**OBC**
Source: SPIU, Dehradun 2016						

Though vertical reservations are met in most districts with respect to SC, ST and OBC reservations, it may still a challenge at many ITI level as that may be a reflection of local population representation in and around ITIs.

In both NCVT and SCVT, the current filled up seats account for only 73% and 58% respectively of the sanctioned seats and 87% and 93% against the enrolled, there is ample scope to improve upon and meet the necessary reservation quota as per state norms. Discussion with students from marginalized groups, especially from STs suggests cost of living outside to join the courses at ITI and absence of hostel facilities often becomes a hurdle in joining these technical courses.

2. Reasons for dropouts: The dropout rate is about 13% under the NCVT trade courses and about 7% under the SCVT trade courses. Discussion with Principals, faculty and students suggests that dropouts are largely due to students getting other jobs or some took admission to do the courses while continuing the job and without meeting the necessary attendance requirements. However, a small proportion of dropout is also because some of the economically weaker students not able to afford cost of living outside in rented facility in the absence of hostels, even though expenses towards fees are met through scholarship. A broad estimate by Principals and faculty suggests that this account for about 1-2% of the dropouts.

3. Difference in performance across social categories: Discussion with Principals, faculty and students suggests no differences observed between general, SC, ST and other categories of students belonging to different social groups in the class. However, special attentions were given to weak students irrespective of caste or community they belong to.

4. Scholarship: Scholarship is applied online through the portal started by Department of social welfare, Govt. of Uttarakhand. The existing mechanism of scholarship offered by the state for students belonging to different category of social groups and for the economically weaker section is able to meet the necessary requirement of fees for taking admission and other academic expenses through online applications[21] and facilitated by the institute in applying the same. However, in some cases students face delay in receiving the scholarship and hence need streamlining.

5. No discrimination reported: Discussion with various stakeholders, including students from SC and ST community suggests that there is no discrimination faced by the students while in enrolment or in carrying forward their studies in ITI.

6. Access to physically handicapped students: The enrollment of physically handicapped students is currently at 0.5% against the reservation quota of 3% as per the state norm. Discussions with Principals of ITIs suggests that admission to physically handicapped students are generally not given in the hard trade or where handling of heavy machineries is involved, but they are allowed to take up all other trades. Primary visit made to the sample

[21] http://escholarship.uk.gov.in/Home.aspx

ITIs suggest a lack of infrastructural facilities to make them disabled friendly, e.g. none of them have ramps for physically challenged students and faculty. Instituting suitable infrastructural facilities based on specific need of the ITI to facilitate physically handicapped may be important to improve their enrollment.

7. Lack of common basic facilities: Discussion at ITIs, especially with students (both girls and boys) suggests that many of the institutes lack common facilities such as the adequate number of toilets for girls and boys, drinking water, canteen or cafeteria, first aid, and recreation and sports facilities. Although they do not act as a barrier for enrollment, it poses different degrees of inconvenience and concern to students. An improvement in these basic facilities based on specific needs of each ITI and in consultations with students will certainly improve overall environment.

8. Lack of soft skills among students: Discussion with faculty and students suggests not all students are at par with social skills required for job placement. Many of the students coming from rural background or from interior areas lack them a lot.

6.2 Other Issues emerged during stakeholder consultations

In addition to specific social issues mentioned above, following issues emerged as concerns among primary stakeholder are presented below:

1. **Lack of Tools and Equipments**: Stakeholder consultations with students suggests many ITIs and courses run lack in availability of tools and equipment in adequate numbers and with changing industry standards, e.g. using CNC lathe instead of manual lathe which are now being used in industries than conventional manual lathe.

2. Issues related to Placement: Placement has been reported as a major concern among most of the students including boys and girls in many of the ITIs visited. The process adopted for placement and the mechanism for placement have not been seen as adequate and need to be improved.

3. No student forum to voice concerns: Discussion with students (both boys and girls) suggests that there is no student's forum to voice their concern to ITI management. The current mechanism used is to speak to class teacher or Principal. Many students feel that there should be a joint forum of students and faculty will help streamline this.

4. Training courses need to be market oriented: Discussion with students (both boys and girls) and faculty members suggests that many trades are not market oriented and needs to be reviewed and modified or closed or re-positioned as market demand changes. In addition, there are many trades where employment opportunities exist but are not being taught in ITIs and need to be brought under the training courses being offered at ITIs and includes trades related to organic farming methods, sorting and grading, post-harvest technologies, horticulture and floriculture, food processing (including for processing, grading, packaging), Animal husbandry and dairy technologies, biotechnologies, tourism and allied industries, and IT and ITES.

5. Limited exposure to industry: There is limited exposure to industries as part of the course. Though apprenticeship helps provide that exposure, it is not mandatory for

completing the course and hence it is not a responsibility of ITIs to ensure that all students go through apprenticeship to be fully trained for the job placement.

6. Recruitment of Principals: Stakeholder consultations with Principals and faculty members suggest Principal level recruitment/ promotion have not happened for quite some time and are under process. At present there are 21 Principals against 60 posts and many of them look after minimum of 3-4 ITIs to as many as more than 20 ITIs. It becomes humanly impossible to give adequate time to the ITIs to even meet the day-to-day administrative requirements let alone oversee its smooth functioning and academic progress by the in-charge Principals. However, it is hoped that this may be addressed in near future as the process of recruitment is in progress.

6.3 Recommended Action

1. The draft design of the project recommends each of the project ITIs[22] to make a master plan for their improvement as per component -1 of the project. It is recommended that the Master Plan should have a clear section on social inclusion and detail out issues with respect to SC, ST and other vulnerable groups and mitigation measures for the same. This should include but not limited to the following:

a. How the ITI fairs in meeting the status of state reservation policy – both vertical reservations for SC, ST and OBC and horizontal reservations for physically handicapped and women. In case of not able to meet the reservation quota, steps planned to ensure meeting them, including building awareness among SC, ST and marginalised population residing in the neighbourhood on technical/ vocational education through ITIs.

b. Undertake a need assessment for making a barrier-free environment for physically handicapped students and faculty members. Based on need assessment, clear steps planned to make the environment barrier free.

c. Analyse proportion of students dropped out after enrolment disaggregated with caste category and gender along with the potential reason for dropout. And key mitigating measures planned to address dropouts.

d. The ITI specific master plan should look into the necessary provision towards adequate drinking water and sanitation. This may include assessment of current provision followed with up-gradation and planning for creation of additional facilities as deemed necessary.

e. Current mechanism for students to take active part in decision making and day-to-day management of the project ITIs. The ITI specific master plan should have a sub-section on involving students in decision making and day-to-day management. If felt necessary, consider constituting a joint committee of management (including faculty members) and students to recommend on day-to-day functioning of the institutions, upkeep of infrastructural facilities, act as anti ragging cell (if required) and works as a student support systems, help the institute in forging linkages with the industry and

[22] This includes one ITI in each district, two women ITIs and remaining close to industrial areas/ pockets. A tentative list of the same is enclosed in the Annex-IV.

student placement for training and employment, and be a coordinating body for organising various events, etc. This committee shall report to the Principal and work under his/ her guidance.

2. Though the state guideline is silent about reservation norms for short term courses run by SDM, the SDM has recently initiated recording/ documentation of SC, ST, OBC and gender categories for each of the courses and proposed to take affirmative action in promoting social and gender inclusion in each of the courses in consultation with respective departments. However, it is important to note that so far the overall women/ girls participation in short term courses is about 48%, which is way above the state quota for women. It will be important to monitor the number of students from SC, ST and women passing out from short term courses.

3. Many of the students coming from rural background and remote areas, including SC and ST students lack in social skills. ITIs should strengthen the mechanism to upgrade their soft skills in communication (verbal and written), personality development and presentation, and interview, etc. among others to suitably prepare them for job placement. A small soft skill training module should be developed to address this and shall be made mandatory for all students in the project ITIs.

4. A capsule of entrepreneurship development shall also be taught along with other courses will help students realise and sharpen their entrepreneurial traits. This can be easily adapted from existing modules developed by Entrepreneurship Development Institute of India (EDII), Ahmadabad and customised to Uttarakhand situation.

5. As part of the component-1 of the project, all the project ITIs staffs should undergo orientation on social inclusion to be sensitive to issues related to social inclusion and take appropriate measures to address them.

6. Many students who join ITI are not fully aware of the course and its prospects. A proper induction programme for students after they join the ITI will be useful to orient them on courses, its prospects and the study environment.

7. Currently no documentation and tracking of students done after they pass out. The project shall institute a system of tracking students and maintain a data bank on pass outs, drop outs, industry demand, and enrollment by courses etc. A tracer survey of students placed after six months or after a year will help improve the tracking and will feedback to course contents and quality of training. And track placement rate among graduates of priority ITIs after six months of training completion.

Similarly, the tracking system for short term courses and tracer surveys should help in tracking of pass-out from short term courses needs to be tracked for job placement after three months of training completion.

8. SPIU should review the current courses being offered through ITIs (especially among the project ITIs if not for all) and plan taking necessary steps towards modifying, closing and/or repositioning existing courses to be market oriented. Also, the design of new courses should recognise the changing and potential industry demands for skilled staffs.

9. The current focus of courses/ trades under ITIs are manufacturing based. Whereas, hill economy is agro-based and shall be brought to focus under this project and hill trade shall be given priority especially under the MES courses.

10. Mobilisation and social interaction should be promoted more in the project for better awareness of courses run in ITIs and enhance enrolment.

11. The design of the short courses should recognize the traditional skill sets of SC and STs and build on them to make it more market relevant, e.g. traditional handicrafts, weaving, etc. SDM in Uttarakhand have already initiated discussions with National Skill Development Agency (NSDA) under the Ministry of Skill Development & Entrepreneurship (MSDE) to acknowledge many of these traditional artisan skills and other skills into Recognition of Prior Learning (RPL)[23] to help initiate short term courses on these subjects. Similarly, agro-based and horticulture based short term courses are being also designed in consultation with respective departments to promote local economy.

12. Though placement cell in each ITI is proposed and expert professionals are proposed to anchor them. Participation of students in placement cells and building alumnae linkages through guest lecturers etc may be useful and provide guidance to students in placement.

13. Many of the other issues emerged during stakeholder consultation and mentioned in section 6.2 above are already being addressed through component -1 of the project and shell be kept in mind while detailing the same.

6.4 Proposed Action Plan for implementing SSDP

The action plan for implementing SSDP includes the following:

1. The project aims to have all the Master Plan for the project ITIs to be prepared in the first year of the implementation by a consulting team. All the Master Plan for the project ITIs shall have the section on social inclusion and follow the recommended actions as above. The Master Plan preparation will involve consultations with primary stakeholders in specific ITIs and to be conducted. The social development specialist in the master plan team will undertake necessary assessments and help prepare the social inclusion section in the Master Plan.

2. SPIU to develop the module for soft skill development as recommended in the first year of the project implementation and follow it with the Directorate to make it mandatory for all project ITIs (if not for all ITIs in the state) with provision of necessary staffs (in house or hired). SPIU should take all necessary steps to ensure that it is rolled out from the following session. Principal at the ITI level will be responsible for rolling out the same in their ITI.

3. The proposed two Training Centre and Placement Counselling (TCPC) centre being set up under the project in Dehradun and Kashipur will develop a short module for induction

[23] RPL is a way to improve access to training for people who may not have previously considered themselves qualified even to begin further learning. RPL works on framework of outcomes-based qualifications against which prior learning can be mapped, in order to produce a form of recognition that can be interpreted by training providers and employers as well as the learner herself.

of students and which will be used by all ITI as uniform mechanism to orient new students. This will also include aspects of gender and social inclusion. The proposed TCPC cell in-charge at project ITIs will be responsible for implementation of the same in their ITI. Staffs of Private training Providers (PTPs) running the short term courses under the SMD are also proposed to be trained through TCPC Centre.

4. Deputy Project Director in SPIU will be responsible for organising orientation on social inclusion to all project ITI staffs using TCPC facility in the first year of the project implementation and prepare a small module for orienting any new person recruited and ensure that it should be part of the induction programme for the newly recruited staff.

5. The review of the current courses being offered through ITIs (especially among the project ITIs, if not for all) is already under the purview of component -1 of the project and should follow the actions as planned under the same. However, SPIU should ensure that the design of the short courses recognizes the traditional skill sets of SC and STs and build on them to make it more market relevant, e.g. traditional handicrafts, weaving, etc..

7. GENDER EQUALITY AND SOCIAL INCLUSION (GESI) GUIDELINE

The Gender Equality and Social Inclusion (GESI) guideline forms the part of Social Management Framework (SMF) for the project. It seeks to address the gender concern in a more responsive and sensitive manner. The GESI has been prepared in consultations with various primary and secondary stakeholders and is informed by the Social Assessment. The GESI seeks to ensure that women population receive due benefit from the project and with prior, informed consultation and participation in the project.

7.1 The Context

7.1.1 Socio-economic characteristic

The population of the state primarily depends on agriculture for livelihood; about 70% of the population is engaged in agriculture. The economy and livelihood patterns of the people of the state are primarily built around agriculture and the forest. The State of Forests Reports, 2015 of Ministry of Environment and Forests, Government of India estimated the recorded forest area of the state as 45.32% of the total geographical area. Out of the total reported area, only 14.09% are under cultivation.

The State of has more than 70% of the population residing in rural areas of the state. The sex ratio of the state stands at 963 compare to the national average of 940 females per 1000 males. However, the drop in the child sex ratio from 920 to 890 (below 900) is a cause of alarm. The overall literacy rate in Uttarakhand is 78.82% (with male literacy being 87.40% and female literacy being 70.01%) compared to the national average of 74.04% (with male literacy being 82.14% and female literacy being 65.46%)[24]. The workforce participation ratio is about 38.4% with higher participation in rural areas (41%) compared to urban areas (32%). The women participation in the workforce is about 27% (33% in rural areas and 11% in urban areas).

7.1.2 Migration: A significant social characteristic

Migration has become an effective strategy for livelihood adaptation in Uttarakhand region and almost 35% of households in the mountain region receive remittances. Remittances have helped in improving living conditions, education, and health in the origin communities, and provide insurance against income shocks. This in turn had a significant impact on reducing poverty in the region[25].

The ICIMOD case study of Uttarakhand suggests that migration in Uttarakhand is fuelled by a combination of push and pull factors. The push factors are economic and force people to migrate from the hills, while the pull factors are mainly spatial differences, which induce people to migrate from the rural and semi-urban hill regions to the cities in the plains. Lack of employment opportunities in the rural and semi-urban areas of Uttarakhand emerged as one of the most important factors behind the high incidence of migration and account for 90% respondent citing this as the reason for migration followed by low agricultural

[24] Census 2011

[25] Migration as a Livelihood Strategy in Uttarakhand, By Rekha Dhanani and R.S. Negi. Volume 62, Kurukshetra – A Journal on Rural Development. Available at http://yojana.gov.in/Recent_archive_english/September-14.pdf

productivity being cited by 47% of respondents, and lack of infrastructure cited by 44% of respondents as main reasons for migration[26].

However, the lack of opportunities for skill development in the place of origin forces the majority of the unskilled mountain migrants into low paid jobs in the informal sector. Also male outmigration has both positive and negative effects on the status, decision-making power, drudgery, and health of women. Increasing out-migration by men implies that girls need to be identified as a priority group in the project design.

7.1.3 State Policy Context

The Uttarakhand Government has two key departments planning, implementing and coordinating various schemes addressing gender and social inclusion concerns. These include the Departments of Women and Child Development and Department of Social Welfare. The state government is implementing a range of schemes to encourage participation of women in vocational and higher education. These include Uttarakhand Mahila Samekit Vikas Yoiana[27] (UMSVY) and several other schemes which are merit linked female student support schemes. The Project emphasizes ensuring adequate attention to ensuring greater participation of women in vocational training and higher education.

In addition, Girls Student Pass Scheme is provided by Uttarakhand Transport Corporation to promote girl's education. Under this, all girl students of uttarakhand can travel in the bus of Uttarakhand Transport Corporation free from her residence to her school/college within the state.

7.1.4 Vocational Training

Skill training is increasingly being viewed as a policy tool for bridging the gaps of productivity, employability, opportunities and empowerment. In the context of Uttarakhand, were women are predominantly involved in primary sector activities, vocational training programmes that provide girls with marketable skills gain prominence. The Industrial Training Institutes (ITIs) play an important role in building skilled workforce with 1-2-year certificate courses on craftsmanship. The current enrolment figures for 131 functional ITIs across Uttarakhand depict that only 51 (including enrolment for NCVT and SCVT courses) meets the women's quota.

Table (7.1): Women Participation in ITIs Vs. Women Labour Force Participation Ratio (LFPR)

Sl. No.	District	Women	No. of Functional ITIs	Female as % of Total Workers
Upper Hill Region				
1	Bageshwar	22%	5	49.1%
2	Chamoli	18%	9	
3	Pithoragarh	7%	9	

[26] Labor Migration and Remittances in Uttarakhand, 2010, ICIMOD. Available at http://lib.icimod.org/record/8089/files/attachment_735.pdf

[27] http://wecd.uk.gov.in/pages/display/154-uttarakhand-mahila-samekit-vikas-yojana

Table (7.1): Women Participation in ITIs Vs. Women Labour Force Participation Ratio (LFPR)				
Sl. No.	**District**	**Women**	**No. of Functional ITIs**	**Female as % of Total Workers**
4	Rudraprayag	7%	4	
5	Uttarkashi	31%	7	
Mid Hill Region				
6	Almora	18%	16	48.4%
7	Champawat	15%	5	
8	Nanital	18%	11	
9	Pauri Garhwal	14%	16	
10	Tihri Garhwal	22%	16	
Foothill Region				
11	Dehradun	24%	9	22.1%
12	Haridwar	10%	8	
13	Udham Singh Nagar	17%	16	
All Districts		**18%**	**131**	**34%**

It is interesting to know that the workforce participation rate for women is much higher in Upper hill districts (45%) and middle hill district (40%) compared to the state average of 27%. The table above clearly shows that all the districts that are classified as upper hills (except Uttarkashi) have ITIs with below 20% of participation by girl students. Understanding the sectors where the workforce participation of women is concentrated across these districts will help in influencing the project's design.

7.2 Analysis of key issues with gender equality and inclusion

A social assessment along with stakeholder consultations was undertaken to identify key issues and risks to gender equality and social inclusion in ITIs, and recommends actions for paying special attention towards the same. This analysis is based on review of secondary information, primary stakeholder consultations and discussion with various stakeholders. The Key points emerged is presented as follows:

The Gender and Rural Empowerment Policy Brief[28] identifies various barriers to the participation of women and girls in income-generating actives and employability. For instance, it states that women make less use of formal or informal apprenticeship systems which are often dominated by male trades, lower work status traps women in a vicious circle with limited development perspectives and crucially vocational education and training for rural women are often limited to a narrow range of female-dominated fields that reinforce their traditional roles and responsibilities.

[28] Investing in skills for socio-economic empowerment of rural women, ILO 2010

The consultation process was beneficial in identifying some barriers to the participation of girls in ITIs:

1. Mobility and accommodation:

- Travel time to reach the institute takes almost 35 - 45 minutes, using public transport. Difficulty in travelling and travelling during late hours, especially in winters, dissuades girls to enrol.
- In order to facilitate girls' attendance, some institutes informally allowed the girls to go home 30 minutes before the end of the session during winters. This measure though is temporary and was put in place to prevent the girls from dropping out.
- Accommodation: The ITIs do not have hostel facilities which is a major cause of concern for girls who are outstation students as they have to hunt of safe accommodation facilities. For instance, in an all-girls ITI, 15%-20% are outstation students. The major barrier for them is decent accommodation facilities.

2. Specific trade training:

- Girls are inclined towards specific training categories such as fashion designing, computer operations, data entry, steno course, draftsman courses, etc **which are not always available at the ITIs. Both the girls and the institutes do not 'perceive' them to be fit to take up core vocations such a fitter, hardware, turner, etc..** It will be important to monitor the number of girls students enrolled in labour-market-relevant trades in priority it is.

3. Vishakha guidelines:

Vishakha guidelines are being followed to set up gender harassment cells in ITIs, however it is still not constituted in many ITIs. More importantly, lack of awareness among students of such cells is an issue.

4. Improper sanitation facilities, such as, no disposal system for sanitary pads was identified.

5. Other issues emerged during stakeholder consultations are similar to that presented in SSDP and includes (a) lack of tools and equipment in adequate numbers and with changing industry standards, (b) inadequate placement coordination, (c) no student forum to voice concerns, (d) many courses offered are not market oriented, and (e) limited exposure to industry while completing the course.

7.3 Recommended Gender Action Plan

1. Gender criteria for the Master plan: Given the draft design of the project recommends each of the project ITIs to make a master plan for their improvement as per component-1 of the project. It is recommended that the Master Plan should have a clear section on 'Gender Equality and Social Inclusion (GESI)' and detail out gender specific issues and approach for mitigation and steps planned to promote gender equality.

Introducing a gender and inclusion criteria in selection of priority ITIs. Comprehensive quality and relevance improvement of priority ITIs. The project team could suggest ITIs to embed gender-friendly features through:

1. To bring gender equality, one of the most important aspects is to change the stereo-typed mindset of the parents as well as faculty and institutions. Although no trades are restricted for girls, an attempt shall be made to break the stereotype mindset through awareness building and affirmative action.
2. Mobilising parents, mothers, especially in upper-hill districts for girl-student enrolment.
3. Ensuring safe environment and decent sanitation facilities. Onsite and off-site actions to improve safety and mobility of girls' students such as hostel and/ or transport facilities based on need assessment to reduce barriers of girl's enrolment.
4. Introduction of trades which are marketable and can be efficiently adopted by women (atleast one). For example: Hospitality courses which could directly feed into the tourism industry, computer operators, etc. And will monitor the number of girls students enrolled in labour-market-relevant trades in priority ITIs.
5. Monitoring girl drop-outs and incentivising girl students toward course completion.
6. Implementing Vishakha guidelines and spreading awareness amongst students.
7. There is need to do gender sensitization of girls, boys and staffs of ITIs. Scope of Gender cell within each ITI needs to be expanded (beyond Visakha guideline) to anchor gender sensitisation activities in active manner for both girls and boys.

2. Short term courses specifically designed for women

Scaling-up short-term training opportunities: This sub-component aims to support the state Skills Development Missions (SDM) to scale up short course training opportunities. This could focus on:

1. Targeting women who are in the age group of 25+ or 30+ and introducing short-term courses specifically designed for them. This would give them an option of either diversifying or scaling up their livelihood activities. Examples can be courses in communication and marketing such as English speaking, or computer basics, website design.
2. Such short-term courses can also be modelled around improving their traditional skills and help them link to the hospitality industry – such as information about how traditional weaves can be adopted to certain quality standards.
3. Soft skill courses for both women and girls focussed on enhancing their abilities to access opportunities.

SDM in Uttarakhand have already initiated discussions with National Skill Development Agency (NSDA) under the Ministry of Skill Development & Entrepreneurship (MSDE) to acknowledge many of these traditional artisan skills and other skills into Recognition of Prior Learning (RPL) to help initiate short term courses on these subjects.

7.4 Proposed Action Plan for implementing GESI

The action plan for implementing GESI includes the following:

1. The project aims to have all the Master Plan for the project ITIs to be prepared in the first year of the implementation by a consulting team. All the Master Plan for the project ITIs shall have the section on GESI and follow the recommended actions as above. The Master Plan preparation will involve consultations with primary stakeholders in specific ITIs and to be conducted. The social development specialist in the master plan team will undertake necessary assessments as mentioned above and help prepare the social inclusion section in the Master Plan.

2. Deputy Project Director in SPIU will be responsible for ensuring that all project ITIs shall constitute "Gender Cell" for any kind of gender harassment in line with Vishakha guideline. Scope of Gender cell within each ITI needs to be expanded (beyond Visakha guideline) to anchor gender sensitisation activities in active manner for both girls and boys. Help develop communication material to make students aware of its functioning and remit and ensure through Principals of ITIs, that these communication materials along with circulars and posters in both English and Hindi are also placed at prominent places within the ITI campus to make student aware of the gender cell. Names and contact numbers/ details of each of the members shall also be displayed on the notice board for students to approach them as and when required.

3. Deputy Project Director in SPIU will be responsible for organising orientation on gender sensitisation in all project ITIs using in-house or hired experts in the first year of the project implementation and prepare a small module for orienting students coming in new sessions. The proposed in-charge of TCPC cell at ITI level will anchor this at ITI level.

4. All staffs of PTPs running short term courses under the SDM will also be oriented on gender inclusion by the TCPC centre.

5. Though the overall participation of women/ girls in short term courses run under Uttarakhand SDM are about 48%, the proposed tracking mechanism adopted by SDM in order to record caste and gender will help track the same at the PTP and courses level and affirmative action can be planned in case of any gaps and report on number of girls students who obtain certification from a short-term training course.

6. The review of the current courses being offered through ITIs (especially among the project ITIs, if not for all) and through short term courses by SDM is already under the purview of component -2 of the project and should follow the actions as planned under the same. This should include the introduction of trades which are marketable and can be efficiently adopted by women and short term courses specifically designed for women. Deputy Project Director in SPIU will be responsible for ensuring that review and design of new courses have used gender criteria and include women specific courses. Also tracking system shall report on number of girl students enrolled in labour-market-relevant trades in priority ITIs.

8. IMPLEMENTATION ARRANGEMENTS, MONITORING AND DISCLOSURE

8.1 Implementation Arrangements

The overall implementation of the Project will be supported by the SPIU (State Project Implementation Unit), which was set up by VTIP and located in Dehradun. The SPIU will be headed by the Director of Training as ex-officio and will be responsible for the day-to-day operation and implementation of the Project. It is proposed to be staffed with 10 dedicated staff and consultants, including 1 project director, 4 deputy project directors, 1 financial management, 1 procurement, 1 M&E, 1 communication, and 1 liaison officer for Kumaon Division to be located in Haldwani, as well as necessary supporting staff.

The institutional arrangements for implementing the project will integrate capacity and professional expertise to plan and implement actions in fulfilment of the SSDP and GESI. At the SPIU level, a Deputy Project Director will be in-charge of implementing SSDP and GESI under the guidance of Deputy Project Director and the State Project Director. Given that the Department of Training has, however, no previous experience in managing safeguards in a Bank assisted project. The SPIU will hire an Information, Education and Communication and Social Specialist (IEC and Social Specialist), who will be in-charge of coordinating and monitoring the implementation of the SSDP and GESI.

Two TCPC centers are proposed (in Dehradun and Kashipur) to anchor development of training and orientation modules and training of ITI staffs on gender and social inclusion and other aspects including community mobilization and awareness building. These TCPC centers are proposed to be run by professional subject experts and practitioners. TCPC centre will work under the guidance of SPIU to ensure timely development and scheduling of trainings as recommended under the SSDP and GESI guideline.

At the ITI level, Principal will be the key person implementing SSDP and GESI measures in their institution. The Gender cell and TCPC cell incharge at ITI level will help implement the GESI and SSDP activities and will report to the Principal and work under his/ her guidance.

Advisory Committee: The SPIU will appoint a five member advisory committee to advise the SPIU regarding ways in which to enhance gender equity and social inclusion outcomes, with special attention to the needs of the tribal, physically challenged, women, and poor students. The Advisory Committee will focus on “Social Inclusion and Campus Environment (SICE)," and will comprise representation from civil society having experience and expertise in gender and social inclusion issues, representation from Uttarakhand State Women Commission (USWC) or other organization working on gender mainstreaming and women’s issue among others. The SICE Committee will meet one in a quarter and shall discuss the key social inclusion, gender and campus environment issues in the project ITIs and advise the SPD regarding actions on subjects brought to its notice. The committee will meet on a quarterly basis and will monitor the implementation of SSDP and GESI.

Summary of Institutional mechanism for implementation of SSDP and GESI is as follows:

Institution/ Person	**Key Responsibility in implementing SSDP and GESI**	**Monitoring and reporting**
State Project Implementation Unit (SPIU)	• Responsible for overall implementation of SSDP and GESI in project ITIs. A Deputy Project Director at SPIU will be in-charge for implementation of SSDP and GESI. • Developing market relevant short courses for women and courses relevant to supporting and promoting local economy and traditional trades. • Developing soft skill modules, entrepreneurial development modules, and social inclusion and gender sensitisation modules for ITIs and implementing them in project ITIs. • Setting up Advisory committee on Social Inclusion and Campus Environment at SPIU level; and other committees such as Student-faculty committee, Gender Cell, and TCPC cell at project ITIs. • Ensuring that Master Plan for ITI development has separate section on SSDP and GESI with actionable activities listed and budget. • Developing mechanism for data bank on pass outs, drop outs, industry demand, enrollment by courses etc.. by gender, SC and ST. And undertaking tracer studies to track placements. • Setting up a help desk cum feedback and complaint handling mechanism at the project level at SPIU. • Ensuring facilitating all necessary guidelines, government directions and orders, and other institutional, budgetary and implementing requirements for effective and efficient implementation of SSDP and GESI guideline.	• Responsible for setting up necessary monitory mechanism for implementation of SSDP and GESI guideline. • Setting up mechanism for self reporting by ITIs on key monitoring and result Indicators. • Quarterly monitoring report to Government and World Bank on implementation of SSDP and GESI guidelines.
Advisory Committee on Social Inclusion and Campus Environment at SPIU	• Advise SPIU regarding ways in which to enhance gender equity and social inclusion outcomes, with special attention to the needs of the tribal, physically challenged, women, and poor students.	• Meet quarterly and review quarterly and annual progress reports and recommend actions on SSDP and GESI implementation.
Skill Development Mission (SDM)	• Responsible for helping SPIU in designing and implementing short courses for women relevant to local economy and traditional skill set.	• Prepare quarterly monitoring report on key indicators and implementation of SSDP

Institution/ Person	Key Responsibility in implementing SSDP and GESI	Monitoring and reporting
	• Ensuring SSDP and GESI guidelines are followed in implementation of short courses.	and GESI measures.
TCPC Centre at Dehradun and Kashipur	• Help in development of training and orientation modules on social inclusion and gender sensitization. • Conduct training of ITI staffs and PTPs supported by SDM on social inclusion and gender sensitization. • Provide necessary capacity building support to ITI TCPC cell and Gender cell on implementation of SSDP and GESI measures. • Orient ITI staffs, Gender cell and TCPC cell at ITIs on outreach with community for implementing SSDP and GESI measures.	• Quarterly reviewing of TCPC cell activities at ITIs • Quarterly reporting to SPIU
Principals at ITIs	• Responsible for planning and addressing SSDP and gender concerns in Master Plan for their ITI. • Responsible for implementing SSDP and Gender measures in their ITI.	• Prepare quarterly report on implementation of SSDP and GESI guideline and forward to SIPU.
Gender Cell at ITI	• Responsible with dealing any kind of gender harassment issues in the ITI following Vishakha guidelines. • Anchor gender sensitisation activities in active manner for both girls and boys. • Make students aware of functioning and remit of the gender cell along with contact details of its members for reporting any gender harassment. • Participate in outreach activities for mobilisation and awareness building on gender concerns and promoting enrolment of girls students in ITI.	• Prepare quarterly report on implementation of activities and activities as planned under the Master Plan and send it to Principal.
TCPC Cell at ITI	• Responsible for anchoring training and placement counselling of students. • Anchor building relationship with industries and placement activities. • Ensuring populating data bank on pass outs, drop outs, industry demand, enrollment by courses etc.. by gender, SC and ST as the tracking system developed by SIPU. • Participate in tracer studies for tracking placements. • Take outreach activities as planned under the Master Plan.	• Prepare quarterly report on implementation of activities and activities as planned under the Master Plan and send it to Principal.

Institution/ Person	Key Responsibility in implementing SSDP and GESI	Monitoring and reporting
Student-Faculty Committee at ITI	• Participate and recommend in day-to-day functioning of the institutions, upkeep of infrastructural facilities, act as anti ragging cell (if required) and works as a student support systems. • Help the institute in forging linkages with the industry and student placement for training and employment and under the guidance of TCPC cell in the ITI. • Help TCPC cell in building and maintaining linkages with Alumuni. • Help ITI in coordinating for organising various events including social and sports events. • Work under the guidance of TCPC cell and report to the Principal.	• Help ITI prepare quarterly report on implementation of activities as planned under the Master Plan.

8.2 Citizen Engagement Strategy

8.2.1 Stakeholder Consultations: The key elements of project's citizen engagement strategy include: (i) consultations with primary stakeholders during project planning and implementation especially while preparation of ITI specific master plan, (ii) information disclosure and dissemination with disclosure of the ITI master plan among students and faculty, (iii) grievance redress mechanisms, and (iv) feedback through third party monitoring. Primary stakeholders include tribal students and communities, students, community groups, people likely to be affected by any temporary impacts of civil work, and civil society. Secondary stakeholders include the Directorate of Training and Employment, Uttarakhand Skill Development Mission, faculty and staff of the project ITIs, academics, and works department.

As part of the social assessment and preparation of SSDP and GESI guideline, stakeholder consultations with students (SC, ST, OBC and general; and with girls and boys), faculty and management of ITIs and officials at the Directorate, and SPIU was already undertaken. During this process interaction with more than 200 students and 20 faculty members were conducted across seven sample ITIs.

8.2.2 Helpdesk cum Feedback and Complaint Handling Mechanism: SPIU will setup a help desk using call and web based facility to seek information on courses, ITIs, project activities etc. and also work as feedback and complain handling mechanism. This will help the target beneficiaries to get information about the various courses and also submit feedback/ complaints for early action by the project.

8.2.3 Grievance Redress Mechanism: In addition to Helpdesk and feedback and complaint handling system, the existing grievance redress mechanism in practice, i.e. through department heads and Principals shall deal with ITI specific grievances and forward to appropriate authority as deem fit. The joint student-faculty committee proposed at the ITI level shall act as an anti-ragging cell, and an SC and ST cell. In addition, the proposed

gender cell for addressing sexual harassment as per Vishakha guideline shall act as the cell for redressing all gender harassment issues. Information about the composition of the cells shall be put up on the notice boards with telephone numbers of the members in charge of a particular cell.

At the state level, the state government has established an online grievance helpline for registering complaints. The online Samadhan portal[29] acts as GRM for all government employees and addressing citizen complaints. At the SPIU level, the Deputy Director incharge of SSDP and GESI implementation will address any complaints relating to implementation of the SSDP and GESI guideline and report to SPD.

8.3 Budget

SSDP and GESI is a cross-cutting area of the Project implementation, and therefore, no specific budget is earmarked for implementing the same. The costs of implementing SSDP and GESI will be borne out of the Project management costs and allocation towards implementation of SSDP and GESI will be made in its overall and annual projections. This will include necessary allocation towards the following activities:

a) Development of soft skill modules
b) Development of Entrepreneurial skill modules
c) Helpdesk and Feedback and Complaint Handling System
d) Student Tracking mechanism and managing data bank on students
e) Tracer studies on placement (Annual/ Bi-annual)
f) Outreach Activities for community awareness
g) Outreach activities for forging linkages with industry and with alumnae
h) TCPC training on social inclusion and gender sensitization
i) IEC on gender and social inclusion
j) Other activities as emerge for implementing SSDP and GESI guideline and as planned under the ITI specific Master Plans

8.4 Monitoring

Monitoring of SSDP and GESI implementation will be an integral part of the project monitoring system. It is the responsibility of the project to conduct regular monitoring of the SSDP and GESI implementation. The nodal officer for M&E at SPIU will be responsible for monitoring of the same. The monitoring results will indicate the appropriateness of mitigation measures. The SICE Committee will meet one in a quarter and shall discuss the key social inclusion, gender and campus environment issues in the project ITIs and advise the SPD regarding actions on subjects brought to its notice.

The monitoring indicators shall be informed by social and environment considerations and shall include but not limited to:

- Gap in enrolment of SC, ST and girls students in the project ITIs
- Proportion SC, ST and girls dropouts in project ITIs
- Number/ proportion of SC and ST students receiving scholarship and beneficiaries of other support schemes in the project ITIs
- Proportion of the project ITIs having clear steps planned with regard to SSDP and GESI and progress on steps planned.

[29] http://samadhan.uk.gov.in/

- Number of staffs trained on social inclusion and gender sensitization.
- Number of gender sensitization workshop and social inclusion orientation workshops organised in the project ITIs.
- Number of project ITI with gender cell and had quarterly meetings in a regular manner
- Number of placement events organised; number of industries came; and trade-wise number (and proportion) of student placed
- Number and type of outreach activities performed
- Number of project ITIs with display of gender sensitization material, including information about gender cell and its members.
- Number of students from SC, St and women enrolled in labour-market-relevant trades in priority ITIs
- Number of students from SC, ST and women passing out from short term courses.
- Placement rate among graduates of priority ITIs after six months of training completion.
- Placement rate among students passing out from short terms courses after three months of course completion.

Regular performance monitoring of SSDP and GESI implementation will be carried out by the internal oversight mechanisms of the project. Annual audit of SSDP and GESI implementation shall be carried out in addition to mid-term and end-term evaluations for recording lessons and ensure implementation quality with necessary capacity building measures as necessary.

8.5 Disclosure

The SSDP and GESI guideline shall be disclosed prior to project negotiations on Directorate of Training and Employment, Government of Uttarakhand's website (http://rojgar.uk.gov.in/) and on the World Bank Infoshop. An executive summary in Hindi shall be disclosed too. The project shall have a system to disclose the lists of student beneficiaries of different support schemes at the ITI level. The project implementing agencies will disseminate project information brochures among key stakeholders in English and local language (i.e. Hindi) and inform details of GRM.

Further the Right to Information Act, 2005 provides for setting out the practical regime of right to information for citizens to secure access to information under the control of public authorities, in order to promote transparency and accountability in the working of every public authority, the constitution of a Central Information Commission and State Information Commission and for matters connected therewith or incidental thereto. The process for obtaining information and details of designated officials shall be posted on the Directorate of Training and Employment website.

8.6 Procedure for Revision of SSDP and GESI guideline

The SSDP and GESI guideline is a "live document" enabling revision, when and where necessary. The contents and agreed actions listed in the SSDP and GESI guideline can be reviewed and altered in order to enhance the outcomes and accelerate the implementation process based on a mutual agreement between Government of Uttarakhand and the World Bank.

ANNEX – I: A BRIEF ETHNOGRAPHIC PROFILE OF TRIBES IN UTTARAKAHND

A brief ethnographic introduction about tribes in Uttarakhand is presented below[30]. The tribes in Uttarakhand can be divided into two groups, i.e. Hill Tribes – Bhotia, Jaunsari and Raji; and Tarai Tribes: Tharu and Buksa.

Bhotia: Bhotias, a Mongoloid ethnic community, traditionally lived in the high Himalayan region, close to the Tibetan border. The term Bhotia comes from "Bo" which is the native Tibetan word for Tibet. In the winter, they migrate to southern climes, although recently, many have begun settling permanently in the mid-Himalayas. Bhotias are subdivided into three main categories: The Jadhs of Uttarkashi, the Marchas (once mainly traders) and Tolchas (farmers) of Chamoli, and the Shaukas of Pithoragarh (near Dharchula). Apart from cultural differences, the three Bhotia groups resemble one another in their distinctive Tibetan-like physical appearance. Furthermore, the Jadhs are followers of Buddhism and the Shaukas hold to their own Hindu- Buddhist faith, although both rely on Lamas to conduct ceremonies and rituals. The central Marcha/Tolcha group are the most Hinduized, sharing Rajput sects (family names) with their Garhwali neighbours. Bhotias observe some aspects of the caste system as they like their Garhwali and Kumaoni counterparts, depend on lower castes (Doms) for many services.

Trade has been the mainstay of the Bhotia economy. This community is known as the international traders' community who used to perform their trades between China (Tibet) and India. But today a considerable number of the Bhotia population is engaged in government services and also in settled business pursuits. The Bhotia is an agricultural cum pastoral community. Weaving of woolen yarn and making woollen stuffs like carpet, blanket, sweater and also their traditional costumes have been the specialty of the Bhotias**.** This art is handed over to the daughter by her mother. They rear goats and sheep which have multipurpose uses in Bhotia community. They can get raw wool and meat from the goat and sheep and also use them as transport animals. They also rear yaks.

The staple food of the Bhotia consists of millets, potatoes, barely, rice and wheat. They are very fond of eating rice. All Bhotia are fond of drinking liquor, both fermented and distilled. There is hardly any socio-religious ceremony in which liquor is not used. They also smoke *beedis*, tobacco and cigarettes. All Bhotia groups are multi-lingual. They can speak Tibetan, Kumaoni, Garhwali and Hindi.

Jaunsari: Jaunsaris are a Central Himalaya tribe. Jaunsaris claim themselves as the descendents of Pandava of Mahabharat. They inhibit Jaunsar-Bawar (Upper Dehra Dun district) and Rawain (present day Uttarkashi) are distinct from their Garhwali neighbours in their style of dress and unique cultural practices in Uttarakhand and Purola region of Uttar Pradesh. As a collection of smaller tribes, Jaunsari society is caste stratified with the indigenous Koltas as the main service caste and Khasa Brahmins and Rajputs as the main cultivators. The Jaunsaris are well known to be one of the few polyandrous societies in the world, although this practice is receding into history. Marriage and sexual mores also tend to be more liberal, with women enjoying greater freedom to choose and divorce. Jaunsaris are also famous for their colourful clothes and festivals**.** They speak Jaunsari among themselves

[30] Adapted from http://shodhganga.inflibnet.ac.in/bitstream/10603/11218/12/12_chapter%204.pdf

and their common language of communication is Hindi. Jaunsaris are known to be Hindu but they do not worship Hindu Gods. They have their own God, the principal one being Mahasu**.** The Jaunsaris are basically an agricultural cum pastoral community. Its economy has been based on a crude type of cultivation and animal husbandry. With the introduction of education and other welfare measures by the Government, the traditional economic system is transforming gradually and their dependence on agriculture and animal husbandry is decreasing day by day. Yet the remote rural areas of Jaunsar-Bawar still follow their traditional pattern of subsistence. They extract wool from the sheep and manufacture woolen stuffs for their own use. The secondary occupations of Jaunsaris are labour, business, service, etc. The traditional craft of Jaunsaris is weaving. A cooperative system is followed in agricultural and other social activities and religious functions. They have their own folk culture and traditions.

Raji: Rajis are a primitive and numerically very small tribal community in northern India with a very meagre material culture and crude form of technology. They have been recognized as one of the primitive groups among the 75 groups declared by the government of India. The Rajis, socially and economically, are the most underdeveloped tribal community of the region. They were recognized as a scheduled tribe in 1967 and as a primitive tribe in 1975 by the government of India. They are also described as Van- Rawat (King of forest), Van- Raji (Royal people of forest) or Van – Manush (Wild man or man of forest), who claim themselves to be Rajputs and the original inhabitants of Central Himalaya, though anthropologically they belong to Tibeto- Burman family and until recently they were a community of nomadic hunters and gatherers. Land and forests are the primary economic resources of the Raji. At present, they are engaged in agriculture, animal husbandry, tailoring and some other occupations. Their traditional occupation of hunting and gathering now occupies a secondary position. Many of them work as agricultural or forest labourers.

The Rajis have their own dialect, which is quite different from that of neighbouring tribal and non-tribal communities. However, they can speak and interact in Kumauni-Pahari dialect as well as in broken Hindi language. The Raji religion also reflects their unique world view that keeps them aloof from most others around them. For their own gods and some adopted Hindu ones, the Raji construct simple open-air altars with prayer flags and cloth swaying in nearby trees. Their marriage rites are also simple, without Brahmin or priest.

Tharu: Tharu is a dominant tribe of the state. The major concentration of the Tharu tribal population has been observed in the Tarai region of both states. There are many beliefs about their original habitats. Some believe that Tarai is not original home of Tharus but the Thar desert of Rajasthan as the name suggests**.** They claim themselves to be the descendants of Ranas of Chittor. Agriculture is the main occupation of the Tharus and they grow rice, maize, wheat, barley, lentil, peas, potatoes, sugarcane and mustard as their main crops. Vegetables, tobacco and bananas are grown in kitchen gardens along with chillies and spices. They keep cows, buffaloes, sheep, goats, pigs, fowls and pigeons. They are fond of dogs as pets. Women do the largest part of the sowing, weeding and harvesting. While the men are engaged in fishing and hunting of boars and deer, etc.

Foraging and gathering is done extensively to collect wild berries, nuts, wild bulbous and tuberous roots and leaves as vegetable food, and a variety of herbs and plants for medicinal use. They are skilled craftsmen. They collect a variety of grasses and wood for various miscellaneous purposes like weaving of baskets, mats construction of houses, rope making, herbs for brewing drinks, and for religious ceremonies**.** They have also keen interest in

carpentry, masonry and manufacturing of agricultural equipments. Now, the Tharus have opted for Government service, private jobs, agricultural labourer and business of small scale are some subsidiary sources of their income.

Tharu society is patriarchal. In spite of the patriarchic system, the women have a dominant role. They have respectable position in the family and have a full authority to run the house freely. Tharus prefer a joint family system, especially among the families holding big lands. Tharu have strong traditional *panchayat* organization to settle their disputes on the basis of a common code of conduct. Among the Tharus, child marriage is common and socially sanctioned practice. Divorce has a social approval. Widow re-marriage is also permissible. Tharus have monogamous marriages, which are usually settled with negotiations**.** Tharus are Hindu by religion. They worship all deities of the Hindus along with a pantheon of their own ancient gods.

Buksa: Buksa tribe are a formidable for constituting a majority in Ramnagar, Bajpur, and Kashipur blocks of the Nainital and Udham Singh Nagar districts. Claim to be related to Parwar Rajput community, they are hindi speaking populace. They live in small clusters with a majority in Udham Singh Nagar (Former Nainital district) district and remaining in the district Dehradun. In Dehradun and Bijnor districts, they are known as Mehra, which is said to be a corruption of the Hindi word *mehram*, which means a knowledgeable person. They are said to have acquired this name on the account of the fact that they were the only community that was employed as guides by travellers in the Terai. The Buksa tribe is a sub part of Tharu tribe but as a lowest clan of The Tharus. Tharu and Buksa both have same socio-cultural specialties.

The Buksa are now Hindu, having abandoned earlier animist traditions, and this is seen by their use of Brahmin priests. However, they maintain a tribal deity, Shakumbari Devi, to which they place a special relevance. The Buksa now speak Hindi, and have customs similar to other neighbouring Hindu communities. The Buksa still occupy distinct settlements, which they do not share with any tribal or caste grouping. They are now cultivators, with many maintaining their secondary occupation as mountain guides.

The Buksa are strictly endogamous, and practice clan exogamy. Their main clans are the Chauhan, Pundir, Tonwar, Chambaval, Kutiyala, Panwar, Phalsane, Katheriya, Tumbewar, Banwarbatti, Lakkiwal, Malanhas, Khasam, Kotwal and Chad. All these clans are of equal status, and intermarry.

ANNEX – II: CHECK LIST FOR STAKEHOLDER CONSULTATION AT ITI

1. Trade wise number of boys and girls students. Reason for particular trade preference (if any)? Number of students from local and outside.

2. Status of enrolment of students as per reservation quota? What are the issue around filling up seats?

3. Status of faculty positions and vacancy? Key issues (if any) around adequacy of number of teaching staffs and management positions?

4. Is the ITI under any specific programme e.g. PPP or VTIP etc? What have been the advantages and disadvantages of this association in providing benefits to students from marginalised community and students in general?

5. What are the basic infrastructural facilities and are there any issue with respect to its provision, adequacy and upkeep?

6. What proportion of student dropout every year? What are the reasons for dropout - specific to girl and boys student? Is there any specific reason of dropout for SC and ST students?

7. Specific to SC/ST/Backward/ Minority/ Women students
   - Specific factors affecting their enrolment (e.g. economic, social ……if any).
   - Academic performance of different caste and marginalised groups.
   - Specific factors affecting their academic performance
   - What are the special efforts to enhance performance of weak students? Is that limited to specific category of students or for caste groups and gender?
   - What are the specific incentives provided/ schemes operational for improving enrolment and performance of marginalised group and girls students in ITI?
   - Are they treated equally? Are the girls and boys treated equally?
   - What are the suggestions for improving greater involvement of marginalised groups and girls students in the ITI?
   - What are the key concerns of SC and ST students?
   - Are there any physical, social, cultural, and/or economic barriers for SC, ST and other marginalised group students to join ITI
   - What are the potential options/ suggestions for mitigating the above

8. What kind of problems being faced by students in general? What are the potential options/ suggestions for mitigation?

9. Gender specific issues
   - What are the key gender concerns? How are they being viewed and addressed?
   - Are there any committee for redressing gender harassment? How is that being handled now?
   - Are there issues related to physical spaces for girl students/ women faculty? Are there separate toilets in adequate numbers?
   - What are issues related to MHM? Are there disposal mechanism? What kind of problem students/ faculty have to face in this regard?
   - What are the key concerns of girl students and women faculty members?

- Are there any physical, social, cultural, and/or economic barriers for girls to join ITI?
- What are the potential options/ suggestions for improving gender equality within ITI?

10. What is existing system of grievance redressal for students and faculty? How that operates? What are the suggestions for improving the same?

ANNEX – III: STAKEHOLDER CONSULTATIONS

The details of key points emerged from each of the consultation is presented in the table below.

Table (A.1): Key Points Emerging from Stakeholder Discussions

Sl. No.	Location/ ITI and Date for holding	Key participants and Number	Key concerns regarding		
			Social Inclusion	**Gender**	**Technical/ other issues**
1	Government Stakeholders, Dehradun. 04-Jan-2016 and 08-Jan-2016	Various Government officials	• State has its own quota for various castes and marginalised groups including SC, ST and women. It is applicable to students' enrolment as well as faculty recruitment. Though somewhat difficult to maintain at ITI level, one tries to maintain it at district and state level. Often if not filled by the vertical reservation, it is left unfilled. • Special provision of scholarship has been made for SC, ST and backward caste group students. Also the application fee and admission fee waiver are given to SC and ST students to promote their enrolment. This is being supported by Department of Social Welfare in the state. The online application is filled by the candidate and facilitated by ITIs. •	• There is 30% horizontal reservation for women in the state and the same is for students in ITI. Women/ girl students are there in most of the ITIs except may be few small one which are still being set up or recently started. In addition, there are 4 women ITIs in the state (i.e. in Hadwani, Kashipur, Almora and Dehradun). However, except women ITIs and few more ITIs, women quota has not been met. Similarly, except one or two districts, women quota has not been met even at district or state level. • Over the last 3-4 years there have been some enrolments of girls in hard trade like fitter, turner, electrician etc. which were seen as boys domain, however, the preferences still remains towards softer trade courses. Also they don't prefer to join distant places/ ITI. Also, there are no girl's hostels in any of the ITI in the state. • Vishakha guideline being followed to set up gender harassment cells in ITIs, however it is not constituted in many ITIs.	• Principal level recruitment/ promotion have not happened for quite some time and are under process. At present there are 21 Principals against 60 posts and many of them look after more than 3-4 ITIs. • Many trades are not market oriented and needs to be reviewed and closed or re-positioned as market demand changes. • Many of the ITI needed to upgrade its tools and equipments to meet the market standards. • Though 43 ITIs are working under PPP scheme, only a small number shows success. •

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
2	Vishistha ITI, Roshnabad, Haridwar 05-Jan-2016	Girl Students • 5 girl students • Mix caste group including 2 SC	• The study environment is inclusive and no specific incidence of discrimination reported	• Enrolment of girls students are just 7% (mainly in Computer operator course) • Some girls student have to travel from far which takes anywhere from 35 - 45 minutes to reach using public transport. Difficulty in travelling and travelling in late hours acts as barrier for other girls in the community to join. A direct transport facility will help reduce the time by half. • No gender harassment committee in the ITI. Minor incidence of gender harassment reported in the past and dealt at the level of class teacher/ women instructors. • Women specific trade are few in this ITI. Starting women specific trade may help increase girls enrolment/ participation. • No mechanism for disposal of sanitary napkins in the toilet – students go out and dispose off in a ditch outside	• Equipments are outdated and not in adequate numbers
3		Boy Students • 10 Boys students • Mix caste group including 1 ST and 3 SCs	• A third of students are from SC community and another 21% are from OBC. No specific issue of social inclusion reported. • Special attention given to weak students	• Not aware of any gender harassment committee.	• Equipments are outdated and not in adequate numbers • Exposure to industries are limited • Some students are from different districts/ towns and face problem in staying outside. • Industries/ people not aware of this ITI – hence difficulty in getting placements • No student forum to voice concerns

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
					and works collectively. A joint committee of students and faculty may work better.
4		Principal and Faculty Members - 4	• Preference give to SC/ ST students and other reservation category • Special attention given to weak students • No differences observed between general, SC, ST, women and other categories of students belonging to different social groups in the class	• Of the 15 faculty positions, 3 are women. • Girls enrolment from urban areas are better compared to rural areas. Major challenge from them is accommodation and travel distances. • In order to facilitate girls attendance, have informally allowed them to go home early by 30 minutes during winter so that they don't dropout. • Many private industries in SIDCUL and around don't prefer to appoint girls as being predominantly a male set up and needed to change/ modify their system, processes and working space to suit women (except in case of public sector industries).	• The institute is running in PPP mode since 2010-11 with another Engineering college (instead of industry) and the owner of the Engineering college is the chairman of the management committee). Till now about one crore (out of 2.5 crore loan from Govt of India) has been spent on purchase of equipments and establish some workshops). Coordination with Chairman has been an issue. • Not enough resources to upgrade and add existing trade workshops.
5	Vikasnagar ITI, Vikasnagar, District Dehradun 06-Jan-2016	Girl Students and Faculty member • 10 girl students and 1 women Faculty member • Mix caste group including 3 ST and 2 SC	• A mix group of students from different caste groups and there is no discrimination against anyone. • Weak students were given special attention from teachers and sometime extra teaching hours	• No major gender issues reported in the past. There has been some incidence of minor gender harassment by boys and were dealt at the level of class teacher/ women instructors. • No gender harassment committee or such provisions that the students are aware off. • Girls enrolment is more than 20% and more in the soft trades like Draftsman, hospital housekeeping etc, very few in	• Availability of tools and equipments poses limitation to teaching/ learning. • Relevance of courses like Hospital Housekeeping is questionable as there is no apprenticeship or placement available. This may need to be expanded to Hospital attendant course or Sanitary Inspector. • Toilet facility for girls is insufficient and upkeeps are not proper. No

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
				hard trade like fitter, turner etc. Most of the girls are local or neighbouring areas except a few who come from outside (including from Jaunsar tribal region). The major barrier for more girls to join is safe accommodation at Vikasnagar to continue study. • Even those who are local, face transportation problem. • Most of the girl students feel that women specific trade e.g. Fashion designing, Computer operator, HR assistant etc will help improve enrolment.	mechanism set up for disposal of sanitary napkins poses problem to girls students. • No cafeteria/ canteen – have to go out for snacks and tea after taking permission. •
6		Boy Students • 25 boys students and 4 girls student • Mix caste group including 8 ST (mostly from Jaunsari tribe) and 7 SC students. About a fifth from outside the town.	• No discrimination reported against anyone and especially to SC and ST students. • Some SC/ST and other students dropouts because of poverty and difficulty in affording accommodation outside (in absence of hostel) as it costs anywhere from 2000-3500 per month. • There has been substantial delay in reimbursement of scholarship (more than a semester)	• Not aware of any gender harassment cell or its provisions, though welcome such mechanisms to respond to any harassment issues. •	• Appropriate machine tools not there for training e.g. CNC lathe etc. • Adequate number of instructors required • Adequate drinking water and toilet facilities not available • No cafeteria/ canteen – have to go out for snacks and tea after taking permission. • Campus is open to anyone coming from outside to use it – students feel that there should be a student – management committee to address such issues including upkeep of the premises, conducting events etc.
7		Acting Principal and faculty – 4	• Equal preference given to all and try to fill as per quota. Given this is	• No major gender issues came to notice till now. There is no gender	• This ITI is also under PPP mode and have utilised all the 2.5 crore in

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
			nearer to tribal and backward pocket, more SC, ST and OBC students enrol. However, meeting women quota becomes difficult in absence of women specific trade courses or softer courses. • About 80% students are local (including nearby areas) and 20% from outside. The outside students live in rented facilities in attend courses. There is about 1% who dropout as can't afford staying outside in rented facility. Most of the dropouts are either because students get other opportunities or job or want to do the course without proper attendance. • There is no difference in performance of SC, ST and others. In fact STs are doing better as they are more hands on working with tools from their childhood.	harassment cell but the process laid down is in case of any such issue a committee will be set up under the guidance of Principal. • Girls are allowed to go home bit early (about 30 minutes) especially during winter so that they can reach home before dusk.	upgrading workshops, establishing new trade units on Fitter and electrician, AC mechanic and Draftsman. • About 20% students in every trade are filled up from IMC quota (Institute Management Committee) where 10,000 – 15,000 are charged as admission fees and about Rs.500 monthly fees. This acts as a local revenue generation mechanism and helps meet the cost of raw materials as the budgetary allocation for raw material is very low and does not the basic requirements. In current financial year about Rs. 116,200 has been generated through this.
8	Dehradun Yuvak ITI, Niranjanpur, Dehradun 07-Jan-2016	Girl Students and Faculty member • 12 girl students and 1 women Faculty member • Mix caste group including 2 ST and 3 SC	• A mix group of students with a good number from SC, ST and backward castes. This distribution is also among girl students though the proportion of SC and STs are bit less among girls as most of them being local from Dehradun.	• Though the gender harassment cell is constituted two years ago and many of the faculty members are aware of the same, students are not aware of it and its working. • No major incidence of gender harassment reported. Minor issues as and when reported are dealt at the class teacher/ Instructor level. • Many students come from various parts of Dehradun and use own/ public	• Drinking water and toilets are not is adequate numbers and upkeep is poor. • Not enough machinery and tools available for training. Also many machinery are old and outdated while industry uses new system and standards whereas teaching is still on old equipments/ machinery. • Not enough class rooms are there. •

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
				transport and face the inconvenience – feel that the ITI should have its own Bus for girls and that may help improve girls enrolment. • Girl students from outside feel that many girls from their community/ village may like to join provided there is a safe accommodation available.	
9		Boy Students • 15 boys students and 4 girls student • Mix caste group including 8 SC/ST students.	• More than half the students are from SC, ST, and OBC categories and there is no feeling of discrimination among the students. • About 30% students are from outside the district and stay in private rented facilities on their own, and which comes at an additional cost of 2000 – 3500 per month. • About 1-2% student drop out because not able to afford cost of living outside and pay for transport facility.	• Though the gender harassment cell is constituted two years ago none of the students were aware of the same.	• Tools and machinery are old and not adequate in numbers. Also not updated with changes in industry standards and hence being taught on old (and in some cases obsolete) system of production. Need an urgent upgrade of tool and machinery to be more market friendly and meets industry standards. • No parking shed for two-wheelers or cycle. • No canteen or cafeteria for tea or snacks. Face difficulty in going out during breaks. • Drinking water and toilets are not in adequate numbers.
10		Vice Principal and faculty – 3	• Equal preference is given to all including SC, ST, OBC and other categories of reservation. • There is no distinct difference in the performance of SC, ST or backward castes. • Girls enrolment is relatively less	• Gender cell in accordance with Vishakha guidelines were constituted in November 2013 with 5-6 faculty members (all women). However, no incidence has been reported or handled so far by the committee. •	• Lot of efforts being made for placement of students and invite many industries for placement. This needs further streamlining for all trade courses. • Additional class rooms and workshops are also being

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
			than quota but it may be because there is separate girls ITI at Dehradun. • Hard trades are not allowed for physically handicapped but all other courses are allowed.		constructed to address space concern. • Two hostel facilities are also being constructed/ renovated. May need to designate one for girls students based on need assessment.
11	Dehradun Mahila ITI, Dehradun 08-Jan-2016	Girl Students - 40 girls Mix caste group including 3 ST and 2 SC	• No discrimination reported including based on caste groups	• No gender harassment issues reported in the past. • Not aware of any gender harassment cell or its provisions, though welcome such mechanisms to respond to any harassment issues. • Being girls ITI, all students are girls. Most of them from local Dehradun area and nearby places. About 15%-20% from outside. The major barrier from outside being safe accommodation as there is no hostel facility. • Most of the students use public transport and feel that an institute bus may help more girls from neighbouring areas can join the ITI. • Most of the girl students feel that women specific trade that has market demand e.g. Fashion designing, HR assistant etc will help improve enrolment.	• Tools and machinery are old and not adequate in numbers. Also not updated with changes in industry standards and hence being taught on old (and in some cases obsolete) system of production. Need an urgent upgrade of tool and machinery to be more market friendly and meets industry standards. • No canteen or cafeteria for tea or snacks. Face difficulty in going out during breaks. • Drinking water quality is a problem and there is no filter/ RO system. Toilets are not in adequate numbers. • There is no placement coordination and hence often the job placements are delayed or not happen. There is a requirement to have a placement cell coordinating apprenticeship and job placement and also building relationship with industries.
12	Dugadda ITI, Pauri Garhwal	Girl Students - 20 girls	• No discrimination reported	• No gender harassment cell and not aware of its provision. Minor	• Tools and machinery are old and not adequate in numbers.

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
	district. 07-Jan-2016	Mix caste group		incidence of gender harassment reported in the past and dealt at the level of class teacher/ women instructors. • Most of the girl students feel that women specific trade will help improve enrolment.	• Drinking water availability and toilets are not in sufficient numbers. • No mechanism for disposal of sanitary pads in girl's toilet.
13		Boy students – 45 Mix caste group	• No discrimination reported against anyone and especially to SC and ST students.	• Not aware of any gender harassment cell or its provision	• Machinery and tools are not in adequate number and old. • Placement is poor • Drinking water problem
14	Kashipur Boys ITI, Udham Singh Nagar district 11-Jan-2016	Gil students - 20 Mixed caste group	• No discrimination reported	• Incidence of minor gender harassment is reported which is dealt at the level of women class teacher/ instructor. So far one incidence of gender harassment reported and handled by the committee constituted. However, not aware of the remits of the gender committee. • Preference for girls has been towards softer trade courses. Hence women specific trade may help improve the girls enrolment.	• Drinking water availability and toilets are not in sufficient numbers. •
15		Boy students – 60 Mix caste group	• No discrimination reported against anyone and especially to SC and ST students.	• Aware of gender harassment cell/ committee but not clear about its remit	• Machinery and tools are not in adequate number and old. • Drinking water availability and toilets are not in sufficient numbers. • Placement coordination is not upto

Table (A.1): Key Points Emerging from Stakeholder Discussions					
Sl. No.	**Location/ ITI and Date for holding**	**Key participants and Number**	**Key concerns regarding**		
			Social Inclusion	**Gender**	**Technical/ other issues**
					the mark and often delayed or not happens.
16		Faculty Members - 6	• There is a good mix of SC, ST and backward class students. It goes beyond the quota norms.	• Gender harassment cell constituted and have also handled one case so far in that. • Girls are allowed to go home 30 minutes early especially during winter to avoid any issues.	•
17	Almora ITI, Almora 12-Jan-2016	Gil students - 20 Mixed caste group	• No discrimination reported against anyone.	• Not aware of any gender harassment cell or its provisions. • Girls mostly from Almora and neighbouring areas. Distance and time taken to travel every day deters girls to join especially in absence of hostel or safe accommodation facilities. • Currently most of the girls are in Hindi steno course. Other such softer course may increase girl enrolment.	• Toilet facilities are not adequate and there is no provision for disposal of sanitary napkins. •
18		Boy students – 30 Mix caste group	• No discrimination reported against anyone and especially to SC and ST students.	• Not aware of any gender harassment cell or its provisions, though welcome such mechanisms to respond to any harassment issues. •	• Adequacies of machine and tools for training are a major concern. • Placement is poor and needs to be coordinated well. There is need for a placement cell..

ANNEX – IV: TENTATIVE LIST OF PROJECT ITIs

TABLE (A.2): TENTATIVE LIST OF PRIORITY ITIs TO BE CONSIDERED UNDER THE PROJECT																	
Sl. No.	District	ITI	NCVT/ SCVT	NCVT/ SCVT recognised Unit	Sanct-ioned Seats		Current filled up seat with details									Population	% of Project ITI
						Total	General	SC	ST	OBC	Disabled	Ex Army	Minority	Women	Freedom Fighter		
A. Tentative List of Priority ITIs																	
1	Bageshwar	Kanda	NCVT & SCVT	6	141	40%	66%	25%	0.0%	9%	0.0%	1.8%	0.0%	25%	0.0%	17%	20%
2	Chamoli	Karnprayag	NCVT & SCVT	8	188	46%	56%	35%	1.2%	8%	0.0%	2.3%	0.0%	19%	0.0%		
3	Pithoragarh	Pithoragarh	NCVT & SCVT	20	435	55%	59%	18%	4.6%	18%	0.0%	4.6%	1.2%	11%	0.0%		
4	Rudraprayag	Rudraprayag	NCVT & SCVT	12	252	62%	75%	16%	0.0%	8%	1.3%	5.2%	0.0%	1%	0.0%		
5	Uttarkashi	Barkot	NCVT & SCVT	18	393	72%	45%	20%	3.9%	31%	0.0%	0.0%	0.0%	24%	0.0%		
Upper Hill Region				**64**	**1409**	**58%**	**58%**	**20%**	**2.8%**	**19%**	**0.2%**	**2.7%**	**0.4%**	**15%**	**0.0%**		
6	Almora	Almora	NCVT	30	635	65%	65%	25%	2.4%	7%	0.0%	0.2%	0.0%	8%	0.0%	22%	28%
7	Champawat	Tanakpur	NCVT & SCVT	14	293	73%	51%	20%	9.3%	19%	1.4%	3.7%	0.0%	17%	0.0%		
8	Nainital	Haldwani Boys	NCVT & SCVT	25	510	66%	68%	16%	5.0%	11%	0.6%	1.8%	0.0%	9%	0.6%		
9		Kaladungi	SCVT	2	42	60%	72%	20%	0.0%	8%	0.0%	0.0%	0.0%	64%	0.0%		
10	Pauri Garhwal	Duggada	NCVT & SCVT	12	267	66%	67%	29%	0.0%	5%	0.0%	3.4%	10.7%	14%	1.1%		
11		Srinagar	NCVT & SCVT	23	483	63%	64%	23%	2.0%	11%	0.7%	2.9%	0.0%	8%	0.3%		
12	Tihri Garhwal	New Tihri	NCVT & SCVT	19	409	65%	58%	18%	8.7%	15%	0.4%	1.5%	0.0%	17%	0.0%		
Mid Hill Region				125	2639	66%	63%	22%	4.4%	11%	0.5%	2.0%	1.1%	12%	0.3%		

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Sl. No.	District	ITI	NCVT/ SCVT	NCVT/ SCVT recognised Unit	Sanct-ioned Seats		Current filled up seat with details									Population	% of Project ITI
						Total	General	SC	ST	OBC	Disabled	Ex Army	Minority	Women	Freedom Fighter		
13	Dehradun	Dehradun Boys	NCVT & SCVT	27	587	91%	59%	21%	4.3%	16%	3.8%	3.6%	0.0%	25%	3.2%	61%	52%
14		Dehradun Girls	NCVT & SCVT	14	314	66%	63%	17%	4.4%	16%	0.0%	0.0%	0.0%	100%	0.0%		
15		Doiwala	NCVT	4	89	70%	42%	23%	4.8%	31%	0.0%	0.0%	0.0%	16%	0.0%		
16		Vikasnagar	NCVT & SCVT	15	330	76%	37%	19%	14.8%	30%	1.2%	1.6%	6.8%	13%	0.0%		
17	Haridwar	Delna	NCVT	2	42	93%	21%	46%	0.0%	33%	2.6%	0.0%	0.0%	0%	0.0%		
18		Narsan	SCVT	1	42	57%	13%	25%	0.0%	63%	8.3%	0.0%	45.8%	0%	0.0%		
19		Pirankaliyar	NCVT & SCVT	7	157	66%	22%	18%	4.9%	54%	1.0%	0.0%	26.2%	11%	0.0%		
20		Visistha ITI	SCVT	10	195	73%	46%	33%	2.1%	19%	0.0%	0.0%	0.0%	0%	0.0%		
21	Udham Singh Nagar	Bajpur	SCVT	5	100	60%	48%	20%	6.7%	25%	0.0%	0.0%	0.0%	12%	0.0%		
22		Kashipur Boys	NCVT & SCVT	24	504	77%	56%	18%	5.7%	21%	0.3%	1.0%	12.2%	10%	0.0%		
23		Kashipur Girls	NCVT & SCVT	7	167	40%	73%	12%	0.0%	15%	0.0%	0.0%	31.3%	100%	0.0%		
24		Sitarganj	NCVT	3	63	103%	22%	18%	27.7%	32%	1.5%	0.0%	0.0%	0%	0.0%		
25		Visistha ITI, Pantnagar	NCVT	3	63	100%	21%	18%	27.3%	32%	1.5%	0.0%	0.0%	0%	0.0%		
Foothills				122	2653	75%	49%	21%	7.1%	23%	1.5%	1.3%	6.1%	25%	0.8%		
B. Tentative List of Additional ITIs																	
1	Chamoli	Gopeshwar	NCVT & SCVT	5	115	74%	84%	13%	1.2%	2%	0.0%	2.4%	0.0%	29%	0.0%		
2	Uttarkashi	Uttarkashi	NCVT & SCVT	4	94	81%	21%	21%	0.0%	58%	1.3%	1.3%	0.0%	45%	0.0%		

TABLE (A.2): TENTATIVE LIST OF PRIORITY ITIs TO BE CONSIDERED UNDER THE PROJECT																		
Sl. No.	District	ITI	NCVT/ SCVT	NCVT/ SCVT recognised Unit	Sanct-ioned Seats		Current filled up seat with details									Population	% of Project ITI
						Total	General	SC	ST	OBC	Disabled	Ex Army	Minority	Women	Freedom Fighter		
3	Almora	Brightin Cornor	NCVT & SCVT	2	42	55%	61%	39%	0.0%	0%	0.0%	8.7%	0.0%	57%	0.0%		
4	Nainital	Haldwani Girls	NCVT	3	73	51%	65%	24%	2.7%	8%	0.0%	0.0%	0.0%	100%	0.0%		
5		Ramnagar	NCVT & SCVT	9	189	60%	59%	22%	4.4%	14%	0.9%	1.8%	0.0%	19%	0.0%		
6	Dehradun	Shahpur	Not Functioning														
7	Haridwar	Khanpur	SCVT	3	63	56%	20%	17%	0.0%	63%	2.9%	0.0%	2.9%	37%	0.0%		
8	Udham Singh Nagar	Dineshpur	NCVT & SCVT	13	268	64%	60%	14%	9.9%	16%	1.2%	0.6%	0.0%	8%	0.0%		
9		Jaspur	NCVT & SCVT	6	131	59%	23%	23%	0.0%	53%	1.3%	1.3%	1.3%	0%	0.0%		
10		Vishist ITI Sitraganj	Not Functioning														

ANNEX – V: MINUTES OF STAKEHOLDER CONSULTATION WORKHOP

Minutes of Stakeholder consultation on Social and Environment Management Framework for Uttarakhand Workforce Development Project

Venue: Government ITI (Women), E.C. Road, Dehradun
Date: 5th March 2016

Participants: Participation from various stakeholder groups included from various government departments such as Social Welfare Department, National Rural Livelihood Mission, Skill Development Mission, Directorate of Training and Employment, Forest Department, SWAJAL - Department of Drinking Water Supply Health and Family Welfare; members from civil society organizations such as Mahila Samakhya, Institute of Development Studies Uttarakhand, Jan Shikshan Sansthan Tehri Garhwal, and HIFEED (also an industry partner with ITI); Principals and staffs from more than ten ITIs, Students (both boys and girls) from more than five ITIs, SPIU officials and colleges from World Bank. A detail list of participants is enclosed as Annexure-I of this minute.

Key Suggestions

The workshop was initiated by Mr. Anil Kumar Tripathy, Dy. Director, SPIU with a detailed presentation on proposed Uttarakhand Workforce Development project and going over the presentation on Social Management Framework (SMF) and Environmental Management Framework (EMF). Key suggestions emerged from the discussion following the SMF presentation includes as follows:

On Gender Equality

- To bring gender equality, one of the most important aspects is to change the stereo-typed mindset of the parents as well as faculty and institutions. Although no trades are restricted for girls, an attempt to break the stereo type mindset through awareness building and affirmative action will be useful.
- Ensuring safety of girls is an important aspect to reduce the barrier of girls' enrolment. Hostel and transport facilities for girls are important element to ensure this and shall be considered in the project especially for bigger ITIs.
- There is need to do gender sensitization of girls, boys and staffs of ITIs. Scope of Gender cell within each ITI needs to be expanded (beyond Visakha guideline) to anchor gender sensitisation activities in active manner.
- Short courses for women are important to build on traditional skills.
- Implementation of gender measures shall be monitored closely to ensure adherence.

On social inclusion and overall improvement

- Mobilisation and social interaction should be promoted more in the project for better awareness of courses run in ITIs and enhance enrolment.
- The current focus of courses/ trades under ITIs are manufacturing based. Whereas, hill economy is agro-based and shall be brought to focus under this project and hill trade shall be given priority especially under the MES courses.
- A capsule of entrepreneurship development shall also be taught along with other courses will help students realise and sharpen their entrepreneurial traits. This can be easily adapted from existing modules developed by Entrepreneurship Development Institute of India (EDII), Ahmadabad and customised to Uttarakhand situation.
- Many students who join ITI are not fully aware of the course and its prospects. A proper induction programme for students after they join the ITI will be useful to orient them on courses, its prospects and the study environment.
- Currently no documentation and tracking of students done after they pass out. Under this project an attempt is also being made to develop tracking system of students. A survey of students placed after six months or after a year will help improve the tracking and will feedback to course contents and quality of training.
- Though placement cell in each ITI is proposed and expert professionals are proposed to anchor them. Participation of students in placement cells and building alumnae linkages

through guest lecturers etc may be useful and provide guidance to students in placement.

List of Participants

उत्तराखण्ड शासन

कौशलम बलम

Stakeholder Consultation on Social and Environmental Management Framework for Uttarakhand Work Force Development for Modern Economy Project

Date: 05.03.2016
Venue: Govt. ITI (Women), Campus, Survey Chowk, Dehradun

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Venue: Govt. ITI (Women), Campus, Survey Chowk, Dehradun

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Date: 05.03.2016
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79	Poorna Nand Saklani	Forest on Forest Dept.		
80	Anil Dobhal	Teacher Samaj Kalyan Dept	9411130319	
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