Skill India
कौशल भारत-कुशल भारत

सत्यमेव जयते
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP
GOVERNMENT OF INDIA

ANNUAL REPORT
2016-2017

“Let's make
India the Skill Capital
of the World.”

Narendra Modi
Prime Minister

CONTENTS

01 Introduction 07-09

1.1 The Ministry
1.2 Allocation of Business
1.3 Budget Allocation

02 Skilling and Entrepreneurship Landscape in India : Overview 11-16

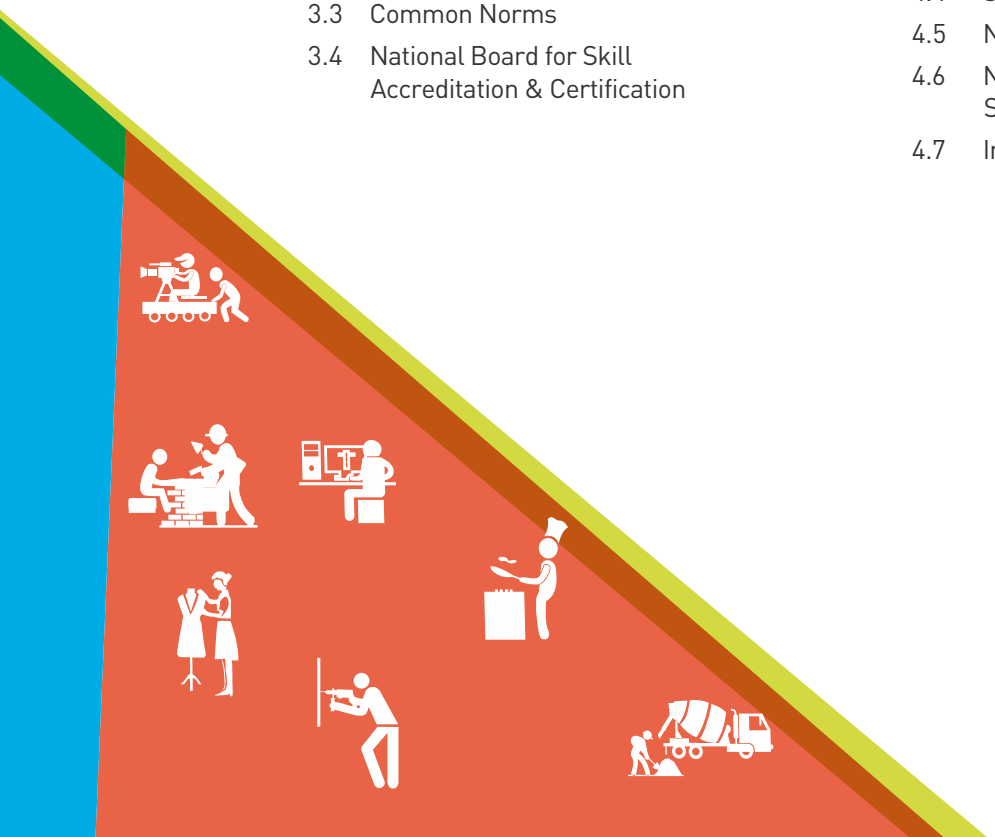
2.1 Challenges in Skilling and Entrepreneurship Landscape in India
2.2 Incremental Human Resource Requirement across Sectors
2.3 Skill Action Plan
2.4 National Priority Skill Action Plan (NPSAP)

03 Policy Interventions by MSDE 19-21

3.1 National Skill Development & Entrepreneurship Policy 2015
3.2 National Skill Development Mission
3.3 Common Norms
3.4 National Board for Skill Accreditation & Certification

04 Major Institutions of the Ministry 23-46

4.1 Directorate General of Training
4.2 National Skill Development Agency
4.3 National Skill Development Corporation
4.4 Sector Skill Councils
4.5 National Skill Development Fund
4.6 National Institute for Entrepreneurship & Small Business Development
4.7 Indian Institute of Entrepreneurship



05 Schemes & Initiatives 49-81

A. Schemes& Initiatives through NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
5.2 Pradhan Mantri Kaushal Kendras (PMKK)
5.3 Udaan

B. Schemes & Initiatives through DGT

5.4 Craftsmen Training Scheme
5.5 Craftsmen Instructor Training Scheme
5.6 Skill Development Initiative Scheme
5.7 Apprenticeship Training
5.8 NAPS
5.9 Advanced Vocational Training Scheme (AVTS)
5.10 Women's Vocational Training Programme
5.11 Schemes for Upgradation of ITI
5.12 Flexi MoU
5.13 Trade Testing
5.14 Initiatives in the North East and LWE Regions
5.15 Space based Distance Learning Programme (SDLP)
5.16 Academic Equivalence to Vocational Qualifications
5.17 New Institutions
5.18 Indian Institute of Skills (IIS)
5.19 Dual System of Training
5.20 Grading of ITIs
5.21 Indian Skill Development Services

C. Schemes related to Entrepreneurship

5.22 Pradhan Mantri 'YUVA' Yojana

D. Other Schemes

5.23. Skill Loan Scheme

E. Projects in Pipeline

5.24 SANKALP
5.25 STRIVE
5.26 Multi Skill Training Institutes (MSTI)

06 Competition and Awards 83-86

6.1 India Skills &World Skills
6.2 Skill Awards (CTS)
6.3 Skill Awards (Apprenticeship)
6.4 Entrepreneurship Awards

07 Skill Engagements 89-93

7.1 Engagements with Central Ministries
7.2 International Engagements
7.3 Engagement with DGT

08 Organizational Chart 95

09 Annexure (1-5) 97-114

Introduction

Automobile Repairing

1. Introduction

1.1 Establishment of the Ministry and its Role in Skill Development

Skill development and entrepreneurship efforts across the country have been highly fragmented so far. As opposed to developed countries, where the percentage of skilled workforce is between 60% and 90% of the total workforce, India records an abysmal 4.69% of workforce with formal vocational skills. There is a need for speedy reorganization of the ecosystem of skill development and entrepreneurship promotion in the country to suit the needs of the industry and enable decent quality of life to its population.

Currently, over 40 Skill Development Programmes (SDPs) are being implemented by over 18 Ministries/Departments of the Government of India. (List of Schemes at Annexure-I). However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector. Recognizing the need and urgency of quickly coordinating the efforts of all concerned stakeholders in the field of Skill Development and Entrepreneurship, according to the needs of the Industry, Government of India notified the formation of the Department of Skill Development and Entrepreneurship on 31st July, 2014. The department was subsequently upgraded to a full fledged Ministry of Skill Development and Entrepreneurship on 9th Nov, 2014

Hon'ble President of India, Shri Pranab Mukherjee inaugurating
India Skills 2016 National Level Competition at Vigyan Bhawan on 15th July 2016

1.2 Allocation of Business

i. Coordination with all concerned for evolving an appropriate skill development framework, removal of disconnect between the demand for and supply of skilled manpower through vocational and technical training, skill up-gradation, building of new skills, innovative thinking and talents not only for the existing jobs but also the jobs that are to be created

ii. Mapping of existing skills and their certification.

iii. Expansion of youth entrepreneurship education and capacity through forging strong partnership between educational institutions, business and other community organizations and set national standards for it.

iv. Role of coordination relating to skill development.

v. Doing market research and devising training curriculum in important sectors.

vi. Industry-Institute linkage.

vii. Bringing Public Private Partnership element in this activity - partnership with the industry who need the skilled manpower.

viii. Making broad policies for all other Ministries/Departments with regard to market requirements and skill development.

ix. To frame policies for soft skills.

x. Large scale Skill Development related to Information Technology and computer education.

xi. Academic equivalence of skill sets.

xii. Work relating to Industrial Training Institutes.

xiii. National Skill Development Corporation.

xiv. National Skill Development Agency.

xv. National Skill Development Trust.

xvi. Skilling for entrepreneurship development for Science and Technology.

xvii. National Institute for Entrepreneurship and Small Business Development, NOIDA.

xviii. Indian Institute of Entrepreneurship, Guwahati

Narendra Modi, Prime Minister of India and Rajiv Pratap Rudy, Minister of State for Skill Development and Entrepreneurship (I/C) felicitating a PMKVY RPL candidate at Kanpur Kaushal Mela 2016

1.3 Budget Allocation

Table 1 : Budget Allocation- 2017-18

Ministry of Skill Development and Entrepreneurship										
Details of Budget Allocated to Ministry (Rs. in crores)										
	Budget Estimates 2016-17			Revised Estimates 2016-17			Actual Expenditure 2016-17 (13th Feb 2017)		Budget Estimate 2017-18	
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Total
MSDE	1425	41	1466	1610	39.50	1649.50	710.35	19.33	729.68	1824.74
DGT	275	63.28	338.28	460	63.50	523.50	154.83	71.23	226.06	1191.40
Total	1700	104.28	1804.28	2070.00	103	2173	865.18	90.56	955.74	3016.14

Display of hair styling expertise at the IndiaSkills Competition 2016

Skilling and Entrepreneurship Landscape in India

Prime Minister Interacting with Differently Abled Skill Volunteer

2. Skilling and Entrepreneurship Landscape in India

2.1 Challenges in Skilling and Entrepreneurship Landscape in India

Skills and knowledge are driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. The country, however, has a big challenge ahead as it is estimated that only 4.69%[1] of the total workforce in India has undergone formal skill training. While the debate on the exact quantum of the challenge continues, there is no disputing the fact that it is indeed a challenge of formidable proportion.[2]

There exist several challenges in the skilling and entrepreneurship landscape in the country; a few of the many are enumerated below:

i. Public perception that views skilling as the last option meant for those who have not been able to progress/ opted out of the formal academic system.

ii. Skill development programmes of the Central Government are spread across more than 18 Ministries/ Departments without any robust coordination and monitoring mechanism to ensure convergence.

iii. Multiplicity in assessment and certification systems that leads to inconsistent outcomes and causes confusion among the employers.

iv. Paucity of trainers, inability to attract practitioners from industry as faculty

v. Mismatch between demand and supply at the sectoral and spatial levels

vi. Limited mobility between skill and higher education programs and vocational education

vii. Very low coverage, poorly designed apprenticeship programs devoid of industry linkages

viii. Narrow and often obsolete skill curricula

ix. Declining labour force participation rate of women

x. Pre-dominant non-farm, unorganized sector employment with low productivity but no premium for skilling

xi. Non- inclusion of entrepreneurship in formal education system

xii. Lack of mentorship and adequate access to finance for startups

xiii. Inadequate impetus to innovation driven entrepreneurship

2.2 Incremental Human Resource Requirement Across 24 Sectors (2017-22)

The Human Resource Requirement Reports were commissioned by the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship. The objective of these Reports was to understand the sectoral and geographical spread of incremental skill requirements across 24 high priority sectors between 2013-17 and 2017-22.

The research provides a detailed overview of the sector from a skills perspective, assesses the demand for skills, highlights key job roles, maps the available supply side infrastructure and suggests actionable recommendations for the stakeholders in the system. The studies were conducted through extensive primary interaction with key stakeholders including industry, training providers, trainees, sector skill councils and government. These included more than 1000 industry experts, 500 job roles and 1500+ trainees.

The Environment Scan of 2016 updated the findings of the earlier Reports by factoring in the likely impact of major flagship initiatives of the Government on human resource requirement. The study estimated incremental human resource requirement of 103.4 million during 2017-2022 across these 24 sectors. A summary of the findings are presented in the Table below.

[1]Extrapolated based on formal skilling data for working age population from NSSO (68th Round)2011-12

[2]Source: Global Education Digest, UNESCO, 2012; Education at a Glance Report, OECD 2014, NSDC, Economic times Jul 5 2014, Eleventh Five Year Plan 2007-2012

Table 2 : Break Up of Incremental Human Resource Requirement across 24 Sectors

(Estimates in millions)

S.No	Sector	Projected Employment		Incremental Human Resource Requirement
		2017	2022	(2017-2022)
1	Agriculture	229	215.5	-13.5
2	Building Construction & Real Estate	60.4	91	30.6
3	Retail	45.3	56	10.7
4	Logistics, Transportation & Warehousing	23	31.2	8.2
5	Textile & Clothing	18.3	25	6.7
6	Education & Skill Development	14.8	18.1	3.3
7	Handloom & Handicraft	14.1	18.8	4.7
8	Auto & Auto Components	12.8	15	2.2
9	Construction Material & Building Hardware	9.7	12.4	2.7
10	Private Security Services	8.9	12	3.1
11	Food Processing	8.8	11.6	2.8
12	Tourism, Hospitality & Travel	9.7	14.6	4.9
13	Domestic Help	7.8	11.1	3.3
14	Gems & Jewellery	6.1	9.4	3.3
15	Electronics & IT Hardware	6.2	9.6	3.4
16	Beauty and Wellness	7.4	15.6	8.2
17	Furniture & Furnishing	6.5	12.2	5.7
18	Healthcare	4.6	7.4	2.8
19	Leather & Leather Goods	4.4	7.1	2.7
20	IT & ITeS	3.8	5.3	1.5
21	Banking, Financial Services & Insurance	3.2	4.4	1.2
22	Telecommunication	2.9	5.7	2.8
23	Pharmaceuticals	2.6	4	1.4
24	Media and Entertainment	0.7	1.3	0.6
	Total	510.8	614.2	103.4

Source: Environment Scan Report, 2016 (NSDC)

2.3 Skill Action Plan

Based on the findings of the above Studies, protracted discussions were held across 34 sectors with the Ministries/Departments concerned from October, 2015 to September, 2016 under Secretary, MSDE to validate the employment projections, identify the sectoral training needs up to 2022 and develop a Skill Action Plan. The estimated training need in 34 sectors is given in the Table below.

Table 3 : Estimated Training Need across 34 Sectors (2017 to 2022)

S. No.	Sector	Training Need (2017 to 2022) (In Lakhs)
1	Agriculture	24.5
2	Animal Husbandry	18
3	Fertilizer	1
4	Textile Handloom and Handicraft	60
5	Automotive, Auto Components & Capital Goods	41*
6	Gems & Jewelry	35
7	Food Processing	33.7
8	Leather	25
9	Pharmaceuticals	14
10	Chemicals & Petrochemicals	12
11	Steel	7.5
12	Rubber Manufacturing	6.7
13	Road Transport & Highways	62.2**
14	Ports & Maritime	25
15	Aviation & Aerospace	14.2
16	Railways	0.12
17	Power	15.2
18	Oil & Gas	7.3
19	Renewable Energy	6
20	Coal & Mining	2.6
21	Construction	320**
22	Furniture & Fittings	52.6
23	Paints & Coatings	9
24	IT-ITeS	16
25	Electronics	53
26	Telecom	38.2
27	Retail	107**
28	Beauty & Wellness	82
29	Media & Entertainment	13
30	Tourism & Hospitality	49
31	Banking, Financial Services and Insurance (BFSI)	12
32	Logistics	42.9**
33	Healthcare	32
34	Security	31
	Total	1268.72

*Capital Goods – 19lakh, Automotive – 22 lakh
** Overlaps with other sectors

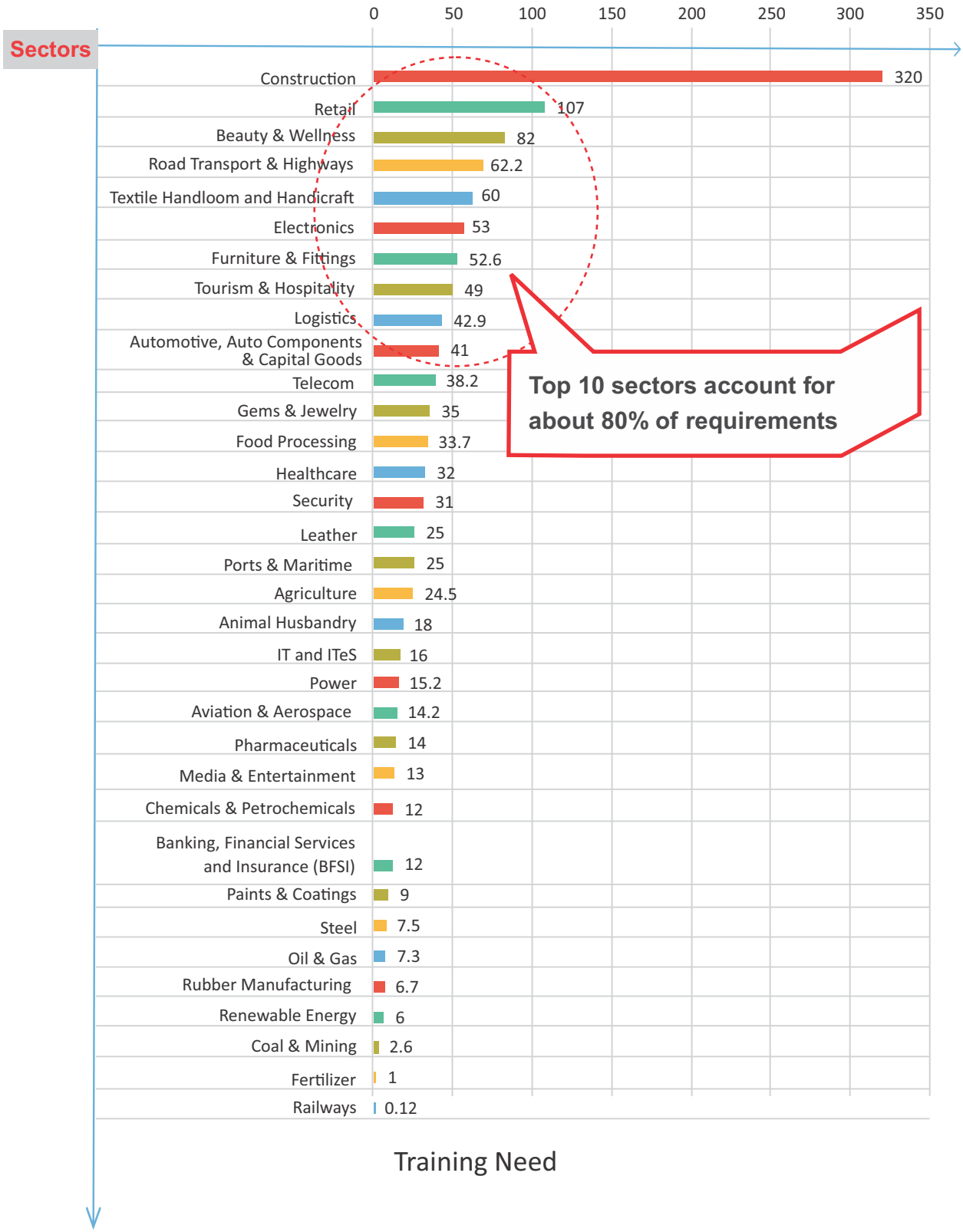
Growing Skill Gap Estimated Training Need (2017 to 2022)

Construction	Retail	Beauty & Wellness	Electronics and IT-ITeS	Road Transport & Highways
320 lakhs	107 lakhs	82 lakhs	69 lakhs	62.2 lakhs

Textile Handloom and Handicraft	Furniture & Fittings	Tourism & Hospitality	Logistics	Automotive, Auto Components & Capital Goods
60 lakhs	52.6 lakhs	49 lakhs	42.9 lakhs	41 lakhs

Leather Goods and Footwear Training

Estimated Training Need (2017 to 2022) : 1268.72 lakhs



2.4 National Priority Skill Action Plan (NPSAP)

A National Priority Skill Action Plan is being developed by fine tuning the Skill Action Plan, further defining the job roles and the implementation strategy for achieving the targets envisaged in the Skill Action Plan. The NPSAP is being prepared in consultation with 41 Ministries/Departments across 25 sectors. The first volume of the National Priority Skill Action Plan comprising seven sectors (Agriculture, Electronics, IT & ITes, Telecom, Textiles, Food Processing & Logistics) was brought out on 31st January, 2017.

2.5 Human Resource Requirement at State level

Various studies were conducted to assess the incremental human resource requirement across States. This is given in the Table below.

Table 4 : Incremental Human Resource Requirement across States (2013-22)

S. No.	State	Incremental HR Requirements (In Lakh)
1	Andhra Pradesh	108.71
2	Arunachal Pradesh	1.47
3	Assam	12.34
4	Chhattisgarh	30.44
5	Delhi	63.42
6	Goa	2.27
7	Gujarat	57.57
8	Haryana	34.85
9	Haryana	0.93
10	Himachal	12.06
11	Jammu and Kashmir	11.23
12	Jharkhand	44.53
13	Karnataka	84.76
14	Kerala	29.57
15	Madhya Pradesh	78.16
16	Maharashtra	155.22
17	Manipur	2.33
18	Meghalaya	2.49
19	Mizoram	1.40
20	Nagaland	0.97
21	Odisha	33.46
22	Punjab	28.99
23	Rajasthan	42.42
24	Sikkim	1.48
25	Tamil Nadu	135.52
26	Tripura	2.59
27	Uttar Pradesh	110.11
28	Uttarakhand	20.61
29	West Bengal	93.43
	Grand Total	1203.34

Source: Studies by NSDC

Policy Interventions

Gems & Jewellery Training at a Skill India Training Institute

3. Policy Interventions

3.1 National Policy for Skill Development & Entrepreneurship, 2015

Background

The first National Policy on Skill Development (NPSD) was notified in 2009. The NPSD 2009 laid out the broad framework as well as objectives and outcomes for the skilling landscape in the country. Given the paradigm shift in the skilling ecosystem in the country and the experience gained through implementation of various skill development programmes in the country, there was an imminent need to revisit the earlier policy. Moreover, the 2009 Policy itself provided for review every five years to align the policy framework with the emerging trends in the national and international milieu.

Accordingly the new **National Policy on Skill Development was notified on 15th July 2015** & this replaces the policy of 2009.

Vision Statement

"To create an ecosystem of empowerment by skilling on a large scale at speed with high standards and to promote a culture of innovation based entrepreneurship which can generate wealth and employment so as to ensure Sustainable Livelihoods for all citizens in the Country."

Skill Component of Policy

The skill component of the Policy addresses key issues in the skill landscape: low aspirational value, non-integration with formal education, lack of focus on outcomes, quality of training infrastructure and trainers - among others. The Policy aims to align supply with demand, bridge existing skill gaps, promote industry engagement, operationalise a quality assurance framework, leverage technology and promote apprenticeship to tackle the identified issues. It also aims to promote equitable skilling opportunities for socially/geographically marginalised and disadvantaged groups as well as women.

Entrepreneurship Component of Policy

In the entrepreneurship domain, the Policy seeks to promote entrepreneurial culture through advocacy and integration of entrepreneurship education as part of formal/skill education, enhance support for entrepreneurs in terms of credit and market linkages, foster innovation driven and social enterprises and improve ease of doing business. It also suggests ways to further fillip entrepreneurship among women besides endeavoring to meet the entrepreneurial needs of socially/geographically marginalized and disadvantaged groups.

3.2 National Skill Development Mission

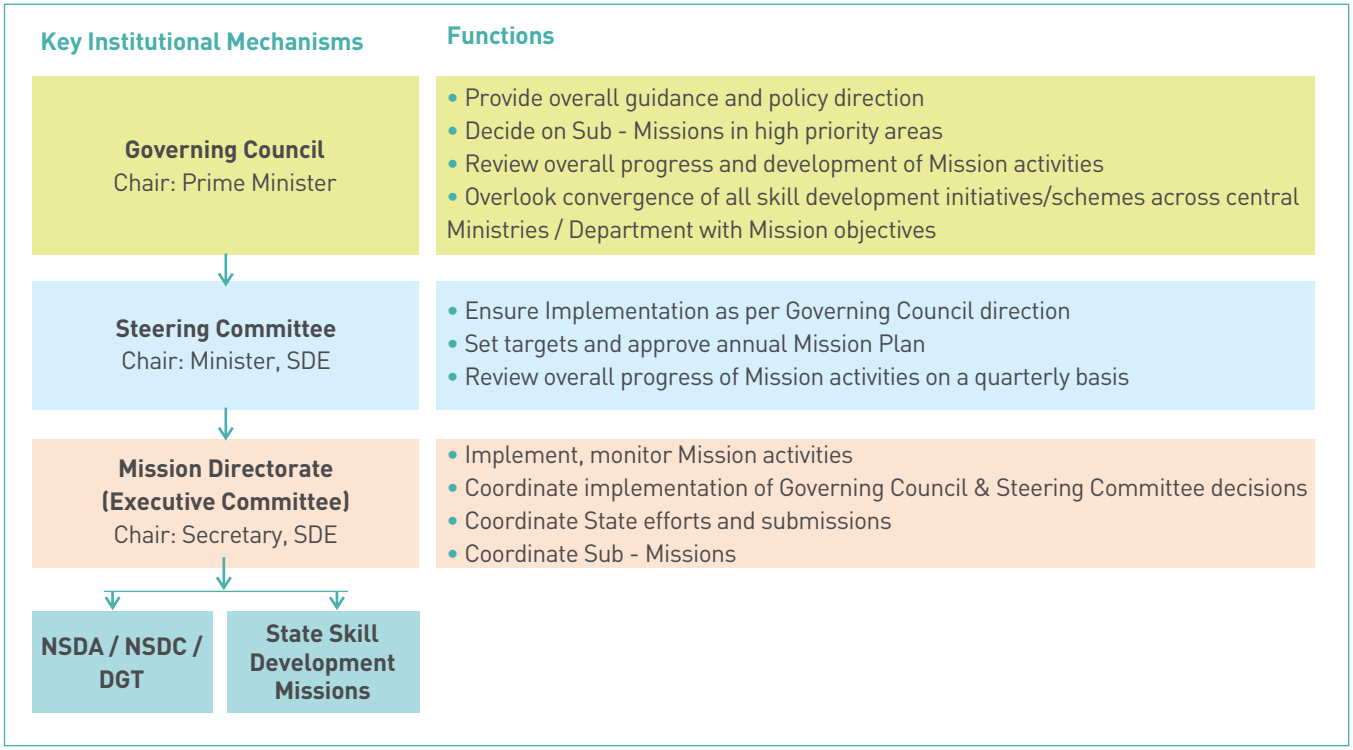
National Skill Development Mission **aims** to create convergence and expedite cross-sectoral decisions through a high powered decision making framework. It is expected to converge, coordinate, implement and monitor skilling activities on a pan-India basis.

The Mission consists of a **three tier institutional structure,** where the cascading functions of the bodies consist of providing policy directives and guidance, reviewing and monitoring overall progress, and actual implementation in line with Mission objectives. The Mission will also run select sub-missions in high priority areas. The power to identify sub-missions will lie with Governing Council. At the outset, seven sub-missions have been proposed in the following areas:

(i) Institutional Training, (ii) Infrastructure, (iii) Convergence, (iv) Trainers, (v) Overseas Employment, (vi) Sustainable Livelihoods, (vii) Leveraging Public Infrastructure

The composition of the Governing Council, Steering Committee & Executive Committee of NSDM was notified on 27th Nov, 2015. The first meeting of the Governing Council of the National Skill Development Mission was held under the Chairmanship of Hon'ble Prime Minister of India on 02. 06. 2016. Two Meetings of Executive Committee of NSDM were held during the year on 16. 02. 2016 and 12. 08. 2016 to take forward the decisions of the Governing Council.

Chart 1: Institutional Framework of NSDM



3.3 Common Norms

The Government of India had constituted a 'Committee on Dovetailing/ Rationalization of Central Government Schemes on Skill Development' under the chairmanship of the Chairman, National Skill Development Agency (NSDA) vide Notification dated 02.12.2013 for providing norms for skill development schemes implemented by Government of India. After several rounds of deliberations, the Committee came up with its recommendations on norms across the various skill development programmes while allowing flexibility to meet the requirements of different parts of the country/ different socio economic groups. The Committee in its report covered the whole spectrum covering skill development, inputs/output, funding/cost norms, third party certification and assessment, cost committee etc. The report of the Committee was put on the website for public awareness and comments. On the basis of the Report of the Committee and the inputs/feedback received from the stakeholders, Ministry of Skill Development & Entrepreneurship has framed the Common Norms for Skill Development Schemes implemented by Government of India. The Common Norms have been notified by Government of India and all Central Skill Development Schemes implemented across Ministries need to be aligned to Common Norms by April 2016. To facilitate aligning the various skilling schemes being run by Ministries/ Departments, three meetings of the Common Norms Committee were held on 11.12.2015, 29.09.2016 and 20.01.2017.

3.4 National Board for Skills Assessment and Certification

Assessment processes in the country so far have been highly fragmented and varied. Poor regulation procedures and non-uniformity in assessment guidelines has called the entire skill assessment ecosystem into question.

- The Ministry is working on a concept for a National Board for Skills Assessment and Certification which will bring together the industry-led SSC certification processes and government authorized NCVT certification.
- The Board will act as a one stop shop for examinations, assessments and awarding national level certificates in compliance with National Skills Qualification Framework (NSQF) for skill development courses in the country.
- A budget of Rs. 25 Cr has been allocated of FY 2017-18 to set up the Board as an autonomous organization and ensure that the skills assessment ecosystem in the country is maintained at a high standard.

Driver Training at Skill India Centre

Major Institutions of the Ministry

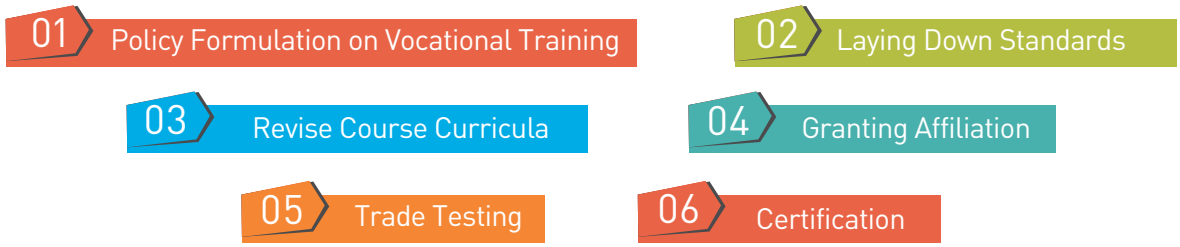
Bar Bending Training in the Construction Sector During on the Job Training Program

4. Major Institutions of the Ministry

4.1 Directorate General of Training (DGT)

Directorate General of Training (DGT) in Ministry of Skill Development & Entrepreneurship is an apex organization for development and coordination of the vocational training including Women's Vocational Training of the employable youth in the country and to provide skilled manpower to the economy. In pursuance of the Cabinet Secretariat Order No. 1/21/9/2014-Cab dated 16th April, 2015 & Ministry of Labour & Employment Order No. DGE&T-A-22020/01/2015-Adm-II dated 21.04.2015; two verticals of Directorate General of Employment & Training (DGE&T) working under Deputy Director General (Training) & Deputy Director General (Apprenticeship Training) along with their support systems were transferred to Ministry of Skill Development & Entrepreneurship.

Major roles of DGT include-



4.1.1 Functions

DGT affiliated institutions offers a wide range of training courses catering to the needs of different segments in the Labor market. Courses are available for school leavers, ITI pass outs, ITI instructors, industrial workers, technicians, junior and middle level executives, supervisors/foremen, women, physically disabled persons and SC/STs. It also conducts training oriented research and develops instructional media packages for the use of trainees and instructors etc.

DGT acts a secretariat and implementing arm of National Council for Vocational Training

4.1.2 Training Institutes under DGT

- 13350 Industrial Training institutes (ITIs)
- 31 Central Institutes:
  - 10 Advanced Training Institutes (ATIs)
  - 2 ATI-EPIs (Advanced Training Institutes-Electronic Process Instrumentation)
  - 2 Foremen Training Institutes (FTIs)
  - 1 Central Training Institute (CTI)
  - 1 National Vocational Training Institute (NVTI) for Women
  - 15 Regional Vocational Training Institutes (RVTIs) for Women
- 12 Private Institute for Training of Trainers (IToTs)
- 2 State Government IToTs
- Central Staff Training and Research Institute (CSTARI)
- National Instructional Media Institute (NIMI)
- Apex Hi-Tech Institute

4.1.3 National Council for Vocational Training (NCVT)

National Council for Vocational Training (NCVT) a tripartite body was set up through a resolution by Ministry of Labour in 1956, to advice on issues relating to "vocational training" including Craftsmen Training Scheme such as designing of curricula, maintaining quality standards, deciding norms for affiliation, granting affiliation to institutes, trade testing and certification.

After being transferred to MSDE, NCVT has been partially modified and re-constituted under the Chairmanship of Hon'ble Minister of State(IC), Skill Development and Entrepreneurship, w.e.f. 13/05/2015 .

The Council consists of representatives of Central Ministries, State Governments, Employers Organizations, Employees' Organizations, Secretarial support to NCVT is provided by DGT. Professional Learned Bodies, Experts and representatives of SC/ST.

4.1.3.1 The major functions of the NCVT are:

- Establish and award National Trade Certificates in engineering and non engineering trades
- Prescribe standards in respect of syllabi, equipment, and scale of space, duration of courses and methods of training;
- Arrange trade tests in various trade courses and lay down standards of proficiency required for a pass in the trade test
- Arrange for ad-hoc or periodical inspections of training institutions in the country
- Lay down conditions & to recognize training institutions run by government or by private agencies for purposes of the grant of National Trade Certificates;
- Prescribe qualification for the technical staff of training institutions;
- Prescribe the standards and conditions of eligibility for the award of National Trade Certificates;
- Recommend the provision of additional training facilities wherever necessary and render such assistance in the setting up of additional training institutions or in the organisation of additional training programmes as may be possible;

From L to R - Jitendra Singh, Minister of Science and Technology; Smt. Smriti Irani, Minister of Textiles; Venkaiah Naidu, Minister of Urban Development; Shri Pranab Mukherjee, Hon'ble President of India; Rajiv Pratap Rudy, Minister of State for Skill Development and Entrepreneurship (I/C); Prakash Javadekar, Minister of Human Resource Development and Rohit Nandan, Secretary Minister of Skill Development and Entrepreneurship at the 1st Anniversary of Skill India Mission at Vigyan Bhawan on 15th July 2016

Similar Councils known as State Council for Vocational Training (SCVT) are constituted to advice respective State Governments on issues relating to skill development. These SCVTs have been advised by NCVT to be registered as societies under Society Registration Act 1861.

4.1.3.2 NCVT MIS Portal: Directorate General of Training has launched the NCVT MIS portal to access online information related to ITIs including :

- Information of all affiliated Government & Private Industrial Training Institutes (ITIs).
- Candidates seeking skilling Training/apprenticeship and Training
- Employers seeking skilled workers
- Citizen information & feed back
- ITI & approved courses
- Enrolment transparency
- Training / academic schedule
- Visibility on self-profile and training progress
- On-line access to e-mark sheet & e-certificates
- E-mail & SMS alerts
- Placement facilitation
- STAR Grading of ITI s

More details related to NCVT-MIS portal is available at. www.ncvtmis.gov.in

4.1.4 Regional Directorate of Apprenticeship Training (RDAT)

Regional Directorates of Apprenticeship Training (RDATs) are responsible for monitoring the implementation of the Apprenticeship Act for trade apprentices in Central Government Undertakings/ Departments

At present, there are 6 RDATs which are located at Chennai (Tamilnadu), Faridabad (Haryana), Hyderabad (Andhra Pradesh), Kanpur (Uttar Pradesh), Kolkata (West Bengal), and Mumbai (Maharashtra).

4.2 National Skill Development Agency

The National Skill Development Agency (NSDA) is a quality assurance and policy research body of Ministry of Skill Development and Entrepreneurship in the skilling ecosystem. The National Skill Development Agency was notified in June 2013 by subsuming the Prime Minister's National Council on Skill Development, the National Skill Development Coordination Board and the Office of the Adviser to PM on Skill Development. NSDA is an autonomous body registered as a society under the Society's Registration Act 1860. Ministry of Skill Development and Entrepreneurship is the nodal ministry for the NSDA.

4.2.1 As per the Gazette Notification dated 6th June, 2013 the functions assigned to the NSDA include:

- Take all possible steps to meet skilling targets as envisaged in the 12th Five Year Plan and beyond
- Ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently able persons are taken care of
- Nodal agency for State Skill Development Missions
- Coordinate and harmonize the approach to skill development among various central Ministries and departments, State Governments. NSDC and private players
- Anchor and operationalize the NSQF

- Raise extra-budgetary resources for skill development
- Evaluate existing skill development schemes to assess their efficacy, and to suggest corrective action
- Create and maintain a national data base related to skill development including development of a dynamic Labour Market Information System (LMIS)
- Affirmative action for advocacy
- Discharge any other function entrusted by the Government

Additional Functions of NSDA as per National Policy for Skill Development & Entrepreneurship, 2015 are as under:

- To establish and operationalise a Quality Assurance Framework (QAF) embedded in NSQF to improve consistency of outcomes in the skills landscape, which will include laying down a framework for training, assessment and certification processes and agencies in the country .
- Establishment of a National Skill Research Division (NSRD) housed under NSDA which will serve as a think tank for inputs on research related to skill development and evolve as a credible research organization in skill development at the national level. It aims to serve as an authentic, qualitative and accessible think tank for research related to skill development in India.
- Develop national protocols for registration and accreditation of private training providers.
- Promote use of 'Skill India' logo on skill certificates by SSCs/Agencies adhering to the QA framework.

4.2.2 National Skills Qualifications Framework (NSQF)

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning.

NSQF in India was notified on 27th December 2013. All other frameworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, have been superseded by the NSQF. Government funding is also expected to be on preferential basis for NSQF compliant training/ educational programmes/courses.

The NSQF would facilitate a paradigm shift from education focused on inputs to an outcomes/competency-based education – which would help in the Recognition of Prior Learning, and simultaneously enable the alignment of the Indian qualifications with international ones.

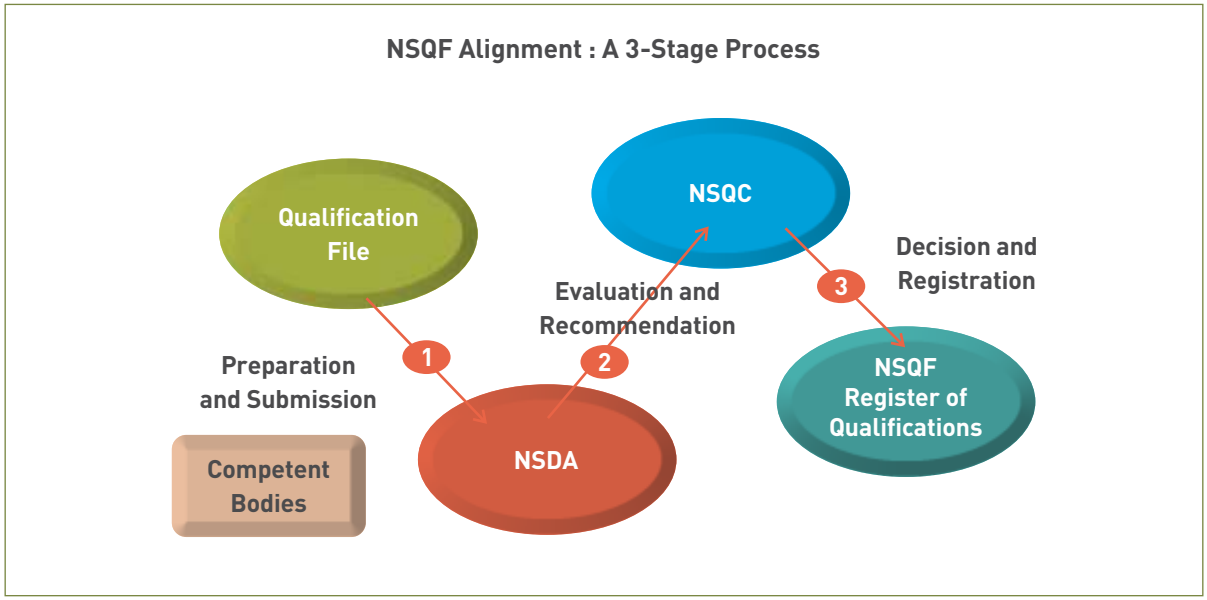
It is a competency based framework that organizes qualifications into ten levels, with the entry level being 1, and the highest level being 10. Each of these levels is characterised by the following categories of competencies:

1. **Professional knowledge** – what the person must know at that level
2. **Professional Skills** – what the person should be able to do at that level
3. **Core skills** – which include soft and interpersonal skills
4. **Responsibility** – the degree of supervision that needs to be exercised over the person while doing the job, or the degree of supervision that person is capable of exercising over others.

4.2.3 Process of NSQF Alignment

Awarding bodies submit their qualifications/courses to NSDA in order to seek approval from NSQC for NSQF alignment. The awarding bodies submit their information in a template called Qualification File. The Qualification File is the means by which awarding bodies present evidence to the National Skills Qualification Committee that their qualifications are NSQF compliant.

Chart 2 : Process of NSQF Alignment



A Qualification File captures all necessary information to establish NSQF compliance for a Qualification. The Qualification File is a folder which contains:

- A summary sheet in which headline information about the qualification must be entered.
- A structured document in which Information showing that the qualification meets the NSQF requirements must be entered.
- Supporting evidence attached to the Qualification File – i.e. already-existing documents which are included to back up the information in the completed File.

Chart 3 : Qualification File Template

Qualification	TitleEnter the full title of the qualification as it well appear on certificates title should be as clear and informative as possible. Any identification number which has been Formally allocated to the qualification by the certificating body should be included here.
Nature and purpose of the qualification	Indicate the nature of the qualification. For Example, a qualification Pack (QP), a trade certificate aligned to QP, a diploma which incorporates National occupational standers (NOS), or a Qualification which is not directly linked to any QP or NOS . Indicate the main purpose of the qualification and the target learners –eg designed to get people in to work, a qualification intended for people already in work, a qualification to allow people to add new skills based on technological change.
Body/bodies whishes will award the qualification	Enter the name (s) of the body/bodies here. This is the body which ultimately decides who should be awarded a qualification and ensures that no unjustified or fraudulent certificates are issued. If this body will delegate the issuing of certificates to candidates, this should be noted here details of these arrangements can be given in your response to selection 1, below
Body which will accredit provider to offer courses leading to the qualification	Enter the name (s) of the body/bodies here Only a Name/Names required here. Further details can be given in selection 1, below , ef appropriate
Body which will be responsible for assessment	This means assessment which will count towards certification. The response here will vary depending on the qualification. it may be in two parts: (i) Enter the name of the body that is responsible for the ensuring the quality of assessment for the qualification ie making sure that the assessment is valid, consistent / reliable, fare, etc. (ii) If the actual assessment of candidates is delegated to a large number

4.2.4 NSQF in States

NSDA plays a crucial role in operationalizing NSQF in the states. In the process of operationalizing of NSQF, e-kit of NSQF is delivered to the State nodal agency or State Skill Development Missions (SSDMs). Workshop on NSQF is done with the stakeholders of the state. Following this a core committee on NSQF is constituted by the State which works out the alignment of state specific qualifications to NSQF. Core Committee on NSQF has been formed in 11 states i.e. Assam, Haryana, Meghalaya, Punjab, Puducherry, Odisha, Nagaland, Tamil Nadu, Tripura, Uttarakhand and Uttar Pradesh. Core Committee is a Committee comprising representatives from various state departments of the state which are expected to work on operationalizing NSQF in the state. This committee identifies state specific qualifications and submits all the relevant information in a Qualification File template and submit it to NSQC for approval.

NSQF workshops have been conducted across 26 states and UTs, which are Assam, Andhra Pradesh, Chandigarh, D & N Haveli, Daman, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Rajasthan, Punjab, Sikkim, Tamil Nadu, Telengana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.The states of Odisha, Telengana, Mizoram and Haryana have also submitted few qualification files to NSDA for NSQF alignment.

4.2.5 Present Status of NSQF in Central Ministries

i. 6 ministries have started the process of submitting Qualifications:

1.	DGT under MoSDE:	141 Qualifications
2.	Ministry of Textiles:	50 Qualifications
3.	M/o IT & Communication:	30 Qualifications
4.	M/o Chemicals & Fertilizers:	36 Qualifications
5.	M/o MSME -	23 Qualifications
6.	M/o Rural Development	1 Qualification

ii. 4 ministries have issued notification to impart trainings as per NSQF:

1. Ministry of Social Justice & Empowerment
2. Ministry of Women & Child Development
3. Ministry of Rural Development
4. Ministry of HUPA

iii. 3 ministries have constituted Core Committee on NSQF:

1. Ministry of Tourism
2. M/o MSME
3. M/o Chemicals and Fertilizers

iv. Capacity building of State Skill Development Missions:

NSDA is also engaged with various State Skill Development Missions namely Chandigarh (UT) regarding the restructuring structural formation of SSDM in UT, developing skill policy for Himachal Pradesh etc.

Workshop on National Skill Qualification Framework Organized by Meghalaya State Skills Development Society & Directorate of Employment and Craftsmen Training

4.2.6 **Approval of NSQF aligned Qualification**

The NSQF is being implemented through the National Skills Qualifications Committee (NSQC). NSQC approves qualifications submitted by various submitting bodies. NSQC has started the approval process of NOS/QPs from the meeting of 4th NSQC held on 26th March 2015. A total of 1722qualifications were approved as NSQF aligned by NSQC from March 2015 to Jan 2016.

4.2.7 **Development of National Qualifications Register (NQR)**

A National Qualifications Register has been developed which is the repository of all approved qualifications with their corresponding NSQF levels. The register comprising of approved qualification is online for public viewing at www.nqr.gov.in.

4.2.8 **National Quality Assurance Framework (NQAF)**

Quality lies at the heart of effective education and training / skills programmes. Learners, employers and the public need to be assured that the training and qualifications provided through education and training / skill programmes are of high quality, regardless of where they are delivered and assessed. The National Quality Assurance Framework (NQAF) aims to improve the quality of all education and training/skills programmes in India.

The NQAF provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited to provide education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications

There are 8 components of the framework in the form of eight manuals. The NQAF Manuals provide guidance for different groups of organisations, describing what each needs to do to meet the quality criteria.

Manual 1: Overview Manual - The Manual provides the following information

- An introductory Overview of National Quality Assurance Framework (NQAF) that underpins the NSQF
- It contains the NQAF objectives, principles and indicators.
- It also provides the synopsis of the other seven Manuals that form a sub-set of the NQAF

Manual 2: Registration of NSQF Qualifications - The manual covers the following components in detail:

- Qualification File
- Registration of Qualifications
- Principles of NSQF levelling
- Methods of NSQF levelling
- Purpose of Qualification and how to capture evidences for the same
- Functions and composition of NSQC
- Qualification Review Process

Manual 3: Accreditation of Training/Education Institutions - This manual is designed for Training/ Education Institutions. It provides information and guidance about:

- The four levels of NQAF accreditation- provisional accreditation level and NQAF Accreditation, Skill India Accreditation, Centre of Excellence
- The NQAF quality criteria, like Legal Status, Management of Learning Services, Facilities and Resources, Teaching and learning services , Student Support Services, Data Management,
- The types of evidence which is needed for accreditation
- The accreditation process
- Prescribed format for Accreditation Application for Training/Education Institution

Manual 4: Accreditation of Assessment Bodies and QA in assessment - The Manual is the key document for monitoring and guiding the assessment for NSQF qualifications. It provides:

- Three levels of NQAF accreditation
- The NQAF quality criteria on Organisational structure and management, Administration and resources, Assessment Staff, Management of Assessment services, Complaints, appeals and malpractices
- The types of evidence needed for accreditation
- The accreditation process
- Prescribed format for Accreditation Application for Training/Education Institution
- Summary of the key principles guiding effective assessment
- Information and guidance at all stages of the assessment process

Manual 5: NQAF Auditor's Manual - to assist auditors with the process of auditing Training/ Education Institutions and Assessment Bodies. It contains:

- Audit principles
- Audit processes

Manual 6:NQAF Risk Assessment Framework Manual - A risk assessment approach helps to reduce the audit burden for competent bodies and reward Training/Education Institutions and Assessment Bodies that are committed to providing high quality services through fewer audits. The manual covers:

- Operating principles and protocols
- Risk assessment process
- Risk indicators

Manual 7: Quality Assurance of Industry Led Bodies(Sector Skill Councils) - The manual covers the quality assurance aspects of Sectors Skills Councils role in developing NSQF qualifications and the implementation of the NSQF with their particular industry sector.

- NOS development
- Industry consultation
- Aligning groups of NOS to the NSQF
- Information on communications about the NSQF
- Data requirements on NSQF implementation in the sector

Manual 8: Quality Assurance for National and State-level Bodies - Processes, roles and responsibilities to be followed by various stakeholders at National and State Level

- National bodies like National Council of Vocational Training (NCVT), NSDC, Ministries, and other regulatory bodies
- State skill development Missions
- Roll out of NQAF, Quality indicators for national and State bodies

The First Six Manuals have been approved at the National Skill Qualification Committee (NSQC). An implementation Plan for NQAF is also being developed for implementation across all the stakeholders.

4.2.9 National Labour Market Information System (N-LMIS)

NSDA has developed a single window platform to aggregate supply and demand trends in the Indian vocational education and training space, referred to as the National Labour Market Information System (LMIS). The portal was formally launched by Honourable President of India on the 15th of July 2016. It is now known as **Skill Exchange Labour Market Information System.**

LMIS is an integrated set of institutional arrangements, procedures, mechanisms and data systems designed to produce labour market information as per global standards and best practices. The system brings together statistical (quantitative) and non-statistical (qualitative) information concerning labour market actors and their environment and generate key analysis and reports which can be used for various policy interventions by different government stakeholders, as well as by the industry at large.

The data on the National LMIS is displayed in the form of 10 National Repositories namely Trainers, Training Centers, Training Providers, Assessors, Assessment Agencies, Employers, Trained Candidates, Courses and Prospective Candidates each contributing to build a holistic picture of the skill development ecosystem in the country. As on date, 65 lakh trained candidate data from 4 different central ministries are reflected on the LMIS which includes 7 major central skill development schemes.

NSDA has developed a roadmap for integrating all remaining data sources including States, Central Ministries and other Agencies working in the sill development space. The first step in this direction is to undertake a scoping study of all skill development MIS systems in the country which will be completed by June 2017. Following this study, NSDA will develop an action plan for state integration and roll out which will include strengthening of state and institutional MIS systems in a systematic phase wise approach.

The employment linkage on the LMIS has been facilitated through integration with the National Career Services Portal maintained by the Ministry of Labour and Employment. Through this integration, candidates trained and certified through Government Schemes and programs will reflect as potential job seekers on the NCS portal. NSDA has also initiated the process of signing MoUs with all major employment agencies and Job portals for sharing of candidate data available on the National LMIS. As on date, NSDA has signed MoUs with Town Labour Technologies Ltd., Baba Jobs, Monster.com and Saral Rozgar. This will ensure that candidates have multiple avenues facilitating employment linkages through the system.

The LMIS will make citizen services accessible over the Internet, through mobile phones, kiosks, and call centres as well as through personal computers, setting forward a vision for electronic service delivery that does not do away with the need for personal contact, but rather supports better management with the infusion of technology. The system provides a consolidated and unified view of various stakeholders at any given point of time and empowers the Government and agencies to take informed decisions by providing intelligent and insightful reports, as required.

4.2.10 Compilation of Skill Targets

NSDA follow up with different Central Ministries and compiles month wise achievement of skill targets as allocated by Ministry of Skill Development & Entrepreneurship. The detail of the number of people trained under the skill development schemes/programmes during 2015-16 is attached as Annexure 2.

4.2.11 International Engagements of NSDA

i. India-EU Skills Development Project (NSDA)

The India-EU Skills Development Project has assisted NSDA with a mixed international and Indian expert team in the implementation of the various skill initiatives. Key policy tools, such as the National Skill Qualification Framework (NSQF), Labour Market Information System (LMIS), have been made operational with the project assistance.In addition, support in the development of a strong National Quality Assurance Framework (NQAF) for quality of skilling was also provided. The project also promoted training and assessment methodologies based on international practice. This work involved considerable institutional and individual capacity building through workshops, training and expertise development sessions.

NSDA signs MoU with Saral Rozgar for Linking Trained Candidates with Employers

Table 5 : Events under the Project during June–November 2016

S.No.	Event	Date	No. of Participants	Project Experts
1	Workshop on NSQF, NQAF and LMA for NSDA consultants	7 June	12	V Klenha, A Saluja
2	Visit of NSDA to CNCP, France	28–30 June	2	JM Castejon
3	NSDA capacity development session on NQAF	30 August	20	JM Castejon, K Adams, B Smith
4	NSDA capacity development session on NSQF	2 September	20	JM Castejon K Adam
5	Workshop with NSDC for industry partners	9 September	50	JM Castejon K Adams
6	Project Steering Committee Meeting	14 September	30	V Klenha and team
7	Fourth batch of training of trainers in logistics sector	26–30 September	25	A Siboni, S Sengupta, D Eichenlaub
8	Visit with NSDA to Nagpur, Maharashtra, on unorganised sector	3 October	1 + 1	S Runacres
9	Workshop on training of trainers for all SSCs	5 October	50	A Siboni, S Sengupta, D Eichenlaub
10	National workshop on gender equity in skills development	6 October	50	J Mudge
11	Workshop with NSDA on sustainability planning	20 October	15	V Klenha and team
12	Training of assessment designers and developers	8–10 November	26	I Sutcliffe
13	Workshop on NSQF implementation in the unorganised sector	11 November	50	K Adams S Runacres
14	NSDA capacity building and organisational development workshop	15 November	20	S Nielsen S Sengupta
15	Training of heads of assessment	15–16 November	15	I Sutcliffe
16	Final conference of the project	17 November	150	V Klenha and team
17	Capacity building session on assessment and on the qualification file for NSDA consultants	18 November	20	K Adams, J Hart I Sutcliffe
18	Workshop on competency based curriculum development	22–23 November	50	A Siboni, S Sengupta, D Eichenlaub
19	Workshop for ASAP Kerala on assessment	28–30 November		K Adams
20	Training of master trainers in construction and plumbing sectors (tbc)	28 November–2 December	22	D Baber M Palmer

ii. Collaboration with CNCP, France

A Memorandum of Understanding (MoU) was signed between CNCP (Commission Nationale de la Certification Professionelle), Government of France and National Skill Development Agency (NSDA) under Ministry of Skill Development, Government of India (GoI) dated 31st March 2015 to work together in various areas of skill development. .

As part of this MoU, the parties of the MoU shall meet at least once in every six months to review the progress made under the collaboration. Under the MoU, 2 representatives of NSDA participated in a three day visit to CNCP, Paris from 28th-30th June 2016.

The study visit inter-alia helped to gain insight of French TVET system on various areas like industry engagement, the process of registering of qualifications, French qualifications framework.

iii. Collaboration with ADB

Implementation of NSQF:

Asian Development Bank has provided support in implementation of NSQF in 8 states (Rajasthan, Odisha, Tamil Nadu, Punjab, Haryana, Meghalaya, Uttarakhand, Kerala) and 4 central ministries (Ministry of IT and Communication, Ministry of Agriculture, Ministry of Industry & Commerce & Ministry of Small & Medium Enterprises)through series of workshops and hand-holding support the various State Departments in filling up Qualification File (QF) template for seeking NSQC approval.

Evaluation Study of GoI scheme:

The Technical Assitance (TA) has also supported an evaluation of the GoI scheme 'Hunar Se RozgarTak', a skill development scheme of Ministry of Tourism. The evaluation study in the selected States i.e. Uttarakhand and Punjab in 10 institutions has been completed.

Development of a national monitoring and evaluation framework for evaluation of skill development schemes:

- Landscape analysis of current M&E practices of Central and State Governments of India
- Understanding International and National best practices in M&E
- Development of National M&E framework
- Preliminary desk research has been completed along with a round of discussion with NSDA consultants to design the baseline.
- A workshop cum meeting has been conducted with 14 central Ministries on 16th September to discuss the baseline and design of M&E framework.
- The process of consultation with the individual ministries is undergoing

Partnership with International Vocational Development Agencies:

One of the agreed components of the TA is to facilitate cross-learning between NSDA and similar agencies of advanced countries such as Japan. A visit was conducted for officials of NSDA, MSDE, DGT and a few states to Japan to interact with the Japan Vocational Ability Development Association (JAVADA), and learn about their assessment processes.

The Asian Development Bank TA Project organised a study visit to Japan from 05.09.2016 to 10.09.2016. A delegation of 12 members from the State of Odisha, Madhya Pradesh, Himachal Pradesh and MSDE, DGT, NSDA and ADB were part of this study visit. The key objectives of the study visit was to gain insights from Japan VET system in terms of industry linkages, assessment practices, Skills Evaluation System Promotion Program, research to build a strong skilling ecosystem in India.

Japan Vocational Ability Development Agency (JAVADA) was established in 1979 by Human Resources Development Promotion Law under the jurisdiction of Ministry of Health & Labour Welfare (MHLW). JAVADA is mainly responsible for implementation of Vocational Ability Evaluation Tests through National Trade Skill Testing & Certification (NTSTC), Strengthening of the Manufacturing Base, Strengthening of Foundations for Career Development and Promotion of International Cooperation through Skills Evaluation System Promotion Program (SESPP).

4.2.12 National Skills Research Division (NSRD)

National Skill Research Division has been established within NSDA at the national level to serve as a think tank and evolve as a credible research organization in skill development. Its mission is to serve as an authentic, qualitative and accessible think tank for research related to skill development in India. The mandate for creating this division has come from the National Policy for Skill Development and Entrepreneurship 2015 which states that NSRD, under NSDA will be established to serve as an apex division for providing technical and research support to the Mission.

Presently, under NSRD three verticals have been setup:

1. Core Research and evaluation: This vertical primarily undertakes either in-house, outsourced or joint research studies. These studies may also guide the policy makers. The evaluation studies focus on evaluating the skill development schemes so that necessary changes in the skill development efforts may be undertaken as per the need of the target community
2. Data Analytics: This vertical focuses on the data analytics from different sources like that from secondary one like LMIS, NSSO etc and based on the primary surveys that NSRD may undertake in due course of time.
3. National and International partnerships: These collaborations help in institutional capacity building and strengthening the research mechanisms, in particular, for skill development in the country. It will also help in understanding best practices and developing a knowledge portal for exchange of ideas across the sector. Joint research studies will also be undertaken as a part of these collaborations.

These verticals will be expanded after NSRD is fully functional.

The organizational structure of NSRD will consists of one Research Director who reports to DG-NSDA. The Research Director, in turn, will have different teams working under him and each team will be headed by a team lead and assisted by a research analyst and research associate. Currently one research associate has joined NSRD and recruitment of two research analysts will be completed by March 2017.

Some of the key collaborations undertaken under NSRD are as follows:

1. **British Council:** NSDA (NSRD) has signed an MoU with British Council on 10th Nov 2016 to undertake joint research on one mutually agreed topic one per year over a period of three years. The topic for the first research study is future skills.
2. **NCVER, Australia**: This collaboration forms part of the agreed work plan of 2016-2018 of Australia India Education Council (AIEC). As a part of this collaboration, a four week programme on 'Research Capacity building program' and 'Statistical Capacity Building Program' has been mutually agreed between NSDA and NCVER for four participants .
3. **BiBB, Germany**: The collaboration is in the areas Identification of skills, understanding best practices of dual system and development of qualifications. Capacity building workshop on 'Industry Connect and Development of Qualifications' was organized on 15th Dec 2016. Study visit for understanding the best practices is also planned and approval process of nominations for the same is under process .

4. **ISB**: The collaboration with Indian School of Business is for being a knowledge partner for NSRD in the areas like analysis of LMIS data and evaluation of other skill development initiatives to provide inputs to policy makers. The MoU between NSDA and ISB was signed on 10th Feb 2017.

4.3 National Skill Development Corporation

NSDC is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. It has a target to skill 150 million Indians by 2022. It is now part of the Ministry of Skill Development & Entrepreneurship.

In its efforts to scale up skill development efforts, NSDC strives towards the following-

N·S·D·C National Skill Development Corporation
Transforming the skill landscape

- Develop low cost, high-quality, innovative business models
- Attract significant private investment
- Ensure that its funds are largely "re-circulating"; i.e. loan or equity rather than grant
- Build a strong corpus

To ensure superior decision-making with speed and scale, the NSDC has a structure and governance model that provides it with autonomy, stature and continuity. Thus, the organisation has a tiered decision-making structure comprising of the Board of Directors, Board Sub Committees and the Executive Council. The Board of Directors of NSDC comprise of 15 members with 6 from the government (including 2 nominees from the private sector) and 9 (including the MD & CEO) from the private sector. NSDC works in the three main areas as mentioned below-

- Provide Debt and Equity support to Private Training Centres
- Sector Skill Councils
- Skills training with the help of schemes such as PMKVY, UDAAN and STAR

Students under going Skill Development Training for Electrician at ITI

4.3.1 NSDC's Performance

Table: 6 NSDC's Performance (2016-17)

S. No.	Item	Details
1	Proposals Approved	290
2	SSC Approved	40
3	Candidates Trained This Year (data includes Loan model TPs, PMKVY- 1, Udaan, Innovation TPs and SSC Non-PMKVY certifications till 30th Nov'16)	10,18,572
4	Centers Active (Break Up) (This includes 625 mobile centers)	4,821
5	States Covered	29
6	UT Covered	5
7	Placement Percentage	49%
8	Districts Covered	540
9	Courses Active (as on 8th Dec'16)	2,263

*Placement percentage is based on trainings through NSDC funded training partners and does not include trainings under special schemes such as STAR and Udaan.

4.3.2 NSDC's CSR Engagements for Skill Development:

1. Power Grid Corporation of India Limited
2. NTPC I
3. NTPC II
4. Rural Electrification Corporation Limited (REC)
5. Hindustan Copper Limited (HCL)
6. Mineral Exploration Corporation Limited (MECL)
7. National Aluminium Company Ltd. (NALCO)
8. Coal India Limited (CIL)
9. Airports Authority of India (AAI)
10. JCB Limited
11. MOIL Limited
12. KIOCL Limited
13. Uber India
14. Rashtriyalspat Nigam Limited (RINL)
15. Steel Authority of India Limited (SAIL)
16. Schneider India
17. Cholamandalam Investment and Finance Company Limited (CIFCL) – Completed
18. Computer Age Management Services (CAMS) – Completed

4.4 Sector Skill Councils

Sector Skill Councils (SSCs) are set up as autonomous bodies and Not-for-Profit organizations by the National Skill Development Corporation and are led by industry leaders in respective sectors. They create Occupational Standards, develop competency framework, conduct Train the Trainer Programs, affiliate Vocational Training Institutes, conduct skill gap studies in their sector leading to a Labor Market Information System and most importantly Assess and Certify trainees on the curriculum aligned to National Occupational Standards developed by them.

Sector Skill Councils are designed to be national partnership organizations that bring together all the stakeholders – industry, labor and academia. As on date 40 Sector Skill Councils are approved covering all the priority and high growth sectors like Automotive, Retail, Healthcare, Leather, Food Processing, etc. and informal sectors like Beauty & Wellness, Security, Domestic Workers & Plumbing. The list includes 20 High Priority Sectors identified by the Government and 25 of the sectors under make in India.

4.4.1 Development of Content & Curriculum:

NSDC with the help of its Sector Skill Councils has developed content and curriculum across 34 sectors. At present NSDC has curriculum for 348 Job Roles and content for 234 Job Roles. Each Model curriculum & content is mapped to a specific Qualification Pack, covering modules aligning with the specific National Occupational Standards. In addition, Equipment, Theory and Practical duration for each module is detailed. Trainer Prerequisites and Assessment Criteria for the targeted Qualification Pack are also included. This will ensure standardization and quality assurance across trainings conducted in these Qualification Packs.

Brick Laying Training at the Skill India Training Center

Table 7 : Sector wise Details of Developed Model Curriculum

S.No	SSC Name	No of Model Curriculum Developed	No of Books Created
1	Agriculture	19	10
2	Apparel	12	10
3	Automotive	7	5
4	Beauty & Wellness	10	7
5	BFSI	11	6
6	Capital Goods	10	6
7	Construction	14	9
8	Domestic Worker	4	4
9	Earthmoving & Infrastructure Building	13	9
10	Electronics	12	10
11	Food Processing	20	5
12	Furniture & Fittings	5	3
13	Gems & Jewellery	14	8
14	Green Jobs	5	5
15	Handicrafts	13	8
16	Healthcare	13	8
17	Iron & Steel	12	10
18	IT-ITES	14	7
19	Leather	15	14
20	Life Science	10	6
21	Logistics	10	10
22	Media & Entertainment	8	8
23	Mining	12	9
24	Paints & Coatings	1	1
25	People with Disability	1	1
26	Plumbing	6	4
27	Power	8	6
28	Retail	7	4
29	Rubber	9	10
30	Security	4	2
31	Sports SSC	3	3
32	Telecom	12	10
33	Textile	21	7
34	Tourism & Hospitality	13	9
	Total	**348**	**234**

4.4.2 Achievements of SSCs:

- 36 SSCs have created 1826 qualification packs with 4886 unique National Occupational Standards which are validated by over 2028 companies.
- Sector Skill Councils have assessed and certified 27,70,723 trainees
- SSCs have tie-ups for in-house training of organization employees – like Retail, Rubber, Plumbing; Automotive etc. over 500 companies have indicated that they will prefer SSC certificate holders.

4.5 National Skill Development Fund

The National Skill Development Fund was set up in 2009 by the Government of India for raising funds from Government and Non-Government sectors for skill development in the country. The Fund is contributed to by various Government sources, and other donors/ contributors to enhance, stimulate and develop the skills of Indians. A public Trust set up by the Government of India is the custodian of the Fund. The Trust accepts donation, contribution in cash or kind from the Contributors for furtherance of objectives of the Fund. The Fund is operated and managed by the Board of Trustees. The Chief Executive Officer of the Trust is responsible for day-to-day administration and management of the Trust.

The Fund meets its objectives through National Skill Development Corporation (NSDC) which is an industry led 'Not For Profit Company' set up for building skill development capacity and forging strong linkages with the market. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. Till January, 2017, NSDF has released over Rs. 3800 crore to NSDC towards skill development programmes including Skilling, STAR, PMKVY, and UDAAN Scheme (J&K oriented). As on 6.2.2017, NSDC with 290 training partners and 4526 training centres have trained around 91.91 lakh persons across India.

Accounts of the Trust are subject to CAG Audit and are also audited by a Chartered Accountant for every financial year and in such manner as may be directed by GOI. The Trust has engaged SBICAP, a wholly owned subsidiary and the Investment Banking arm of State Bank of India (SBI), the largest commercial bank in India, for providing micro prudential oversight on the implementing partners and monitoring the interests of Trust.

National Skill Development Fund has been incentivized by the Government through various tax and non tax Policies. It is registered under section 80G of Income Tax Act: This allows Trust to work more effectively in skill development sector by allowing tax incentives to donors of funds, Further NSDF is exempted from FCRA regulations to accept funds from foreign sources. Secretary, MSDE is the trustee of NSDF while JS, MSDE (handling NSDF) is the CEO.

4.6 National Institute for Entrepreneurship and Small Business Development (NIESBUD)

The National Institute for Entrepreneurship and Small Business Development (NIESBUD), a Society registered under the Societies Registration Act, 1860, has been functioning since 6th July 1983

The objectives of the Institute are: functioning as a catalyst in the area of promotion of entrepreneurship and self employment; aiding and assisting acceleration of establishment of micro & small enterprises and livelihood projects in the country and promoting interventions/measures for providing sustenance to operations of the existing micro and small enterprises.

The administrative affairs of the Institute were transferred to this Ministry in May, 2015.

4.6.1 Functions/Activities

The role and functions/activities of the Institute have undergone complete transformation since its coming over to the Ministry of Skill Development and Entrepreneurship. Apart from being a training provider, the institute is also groomed to be a catalyst in promotion of entrepreneurship; development of start-ups & self-employment and sustenance of economic ventures, encompassing diverse roles of a facilitator, co-ordinator and guide through different interventions of training, research, mentoring, hand-holding and other facilitative interventions.

The broad components of the functions/activities of the Institute are listed below:

- Accelerating introduction of Entrepreneurship in formal education (general, technical, skill and management) streams.
- Developing promotional material; designing motivational campaigns and undertaking related activities for creating conducive environment for entrepreneurial efforts through removal of prevalent misconceptions.
- Facilitating provision of Business Development Services for prospective start- ups/self-employment ventures
- Putting into place an e-mechanism for providing Mentoring Support; monitoring and follow up.
- Leveraging the schemes of other Central Ministries/Departments aimed at entrepreneurship development with a view to fill the gaps therein and improve the success rates through appropriate interventions including Action and Policy Research.
- Co-ordinating/ Facilitating activities under "Pradhan Mantri Yuva Yojana" including Assessment and Certification of the beneficiaries.
- Organising research and other interventions for ascertaining effectiveness of the initiatives aimed at Ease of Doing Business by Start-ups and Self-employed in the country.
- Creating and hosting a Knowledge Repository of information, support materials, government policies etc. for use by potential Start-ups, New Entrepreneurs and MSMEs.

4.6.2 Training Programmes during 2016-17

The Institute has been operating from its own integrated Campus spread over 2.5 acres in Sector 62, NOIDA. The Institute also has a Regional Centre in Dehradun. It has been financially self reliant for the last more than a decade now. The Institute has organised 2,022 training programmes with 60,097 participants So far. The category-wise details of the training programmes conducted during April-November, 2016 are given below:

Table 8 : Details of Training Programs

S.No	Category of Program	No. of Program	No. of Beneficiaries
1	ToTs/MDPs	29	579
2	EDPs/ESDPs (Sponsored)	197	14876
3	EDPs/ESDPs (Paid)	163	3198
4	Video Based Entrepreneurship Orientation Program	1587	37103
5	Conference/Workshops	39	4187
6	International Programs	7	154

During the remaining four months of the year, the Institute has plans to train a total of about 1 Lakh participants through 4000 training programmes.

4.6.3 Salient Features of the Training Programmes

- Enrolment of 37,103 persons under the e-based Entrepreneurship Orientation. The program is a 15 day program, with 1 day of orientation and 14 days of self-learning. This is followed by an online examination and certification subject to candidate receiving minimum of 50 % in the exam.
- Continued focus on fee-based, market driven training activities. Out of the total such programmes, 163 were EDPs/ESDPs organized for 3198 beneficiaries.
- Organising Entrepreneurship Development Programmes (EDPs) in 11 States for Village Level Entrepreneurs (VLEs) under the auspices of CSC E-governance India Ltd.
- Organising 07 International Training Programs sponsored by the Ministry of External Affairs, Government of India with 154 participants hailing from 42 different countries under the Fellowship Schemes of the Ministry.

4.6.4 Specialised Services

- Assistance to the Khadi and Village Industries Commission (KVIC) towards preparation of the Qualification Packs (QPs) and National Occupational Standards (NoS) for 38 different job roles.
- Preparation of 10 QP/NoS of multi-skilling Entrepreneurs and 5 QP/NoS on Entrepreneurship.
- Production of Motivational Film(s) for promoting the cult of entrepreneurship among different target groups.
- Initiation of work on two Entrepreneurship CD's, one each for students of ITIs and NSDC, which would integrate Entrepreneurship with Skill. The Institute's CD on EDP is also being revamped.
- A National Consultation on Mentorship Support for Entrepreneurship Development was organized in association with UNDP. 60 participants from different NGOs, Financial Institutions, Banks, Ministries, Multi lateral financial Institutions and other prominent persons from the field of Mentorship and Entrepreneurship Development, participated in the Consultation.

4.6.5 Other Activities during 2016-17

- Functioned as Certifying and Assessment Agency under the National Digital Literacy Mission.
- Assisted Ministry of Skill Development & Entrepreneurship in undertaking preparatory work towards launch of the Pradhan Mantri YUVA Yojana. The Institute houses the National E-Hub and Regional E-Hub for North India under the Scheme.
- Offered assistance for Skill Development Missions of three States- Odisha, Haryana and Chhattisgarh for integration of Entrepreneurial Orientation into their respective skill training programmes.
- Undertook 100% Physical Verification of PMEGP beneficiaries for 2012-13 for the State of West Bengal.
- Facilitated participation of the cluster actors from Brass Cluster, Moradabad in the India International Trade Fare, 2016 organised in New Delhi.

4.6.6 Facilitative Interventions

- Established Mentor Support Network for facilitating interaction between the Mentors and prospective Entrepreneurs with a view to facilitate the setting up enterprises by the trained persons of the Institute and others.
- Engaged with i-create, Bangalore for extending Mentoring/Hand-holding Support to the Institute's beneficiaries.

- MoU with Indian Bank for providing loans to the persons trained by the Institute in NCR, Uttarakhand and Western Uttar Pradesh.
- Assisted in development and marketing of Aipan based souvenirs, a traditional art of Uttarakhand, by the Institute's trained persons
- Facilitated Exhibition-cum-Sale by the Institute's trained persons in three different places in Uttarakhand. The products marketed included Bags, Decorative Items, Folders, Paper, Jewelry, Bed Covers, and Ladies Suits etc.
- Assisted State Government of Uttarakhand in developing an integrated Model of Tourism Entrepreneurship in Raithal, Uttarakashi encompassing a wide range of occupations through capacity building of stakeholders.
- Explored the possibility of engaging 18 MFIs and Small Finance Banks during the two days National Conference organized by Sa-Dhan.

4.6.7 Memoranda of Understanding/Agreements

i. NIESBUD & International Finance Corporation (IFC)

The period of existing Co-operation Agreement with the International Finance Corporation (IFC), a member of the World Bank Group, extended for a period of 03 years w.e.f. 19.04.2016

ii. NIESBUD & Government of West Bengal for MSME Facilitation Centre Project (Phase 2) - in process

Signed a Memorandum of Understanding with the Department of Micro, Small and Medium Enterprises and Textiles, Government of West Bengal, towards implementation of Phase 2 of the MSME Facilitation Centres

During Phase 1, the Institute had facilitated creation of 23 MSME Facilitation Centres (MFCs), one each in every District of the State of West Bengal and at Asansol. While emphasis during the Phase 2 is on strengthening the capabilities of these newly set-up MFCs in general, the Institute's specific responsibilities during this phase are on the following lines:

- Providing on-site Hand-holding support at MFCs through one Visit per quarter per MFC. Provision of Remote Hand-holding support from MFC, Kolkata to all the MFCs Officials on a rotating basis.
- Provision of Help Desk Support through Toll Free Telephone to Entrepreneurs from MFC, Kolkata.
- Observing the functioning of Single Application Gateway (SAG) facility, identifying challenges/bottlenecks and suggesting remedial measures for removal thereof.
- Facilitating discussions between SAG developers and other Government Departments for integration of the SAG with their proprietary Systems.
- Developing capacity development modules for MFC Officials and IDOs and facilitating/conducting at least 02 such programmes in a year.
- Providing Information System and Data Analysis Support for generating Summary Reports on MFCs' operations

4.6.8 Administrative Restructuring

The exercise aimed at administrative restructuring which commenced last year consequent upon transfer of the Institute to the Ministry of Skill Development and Entrepreneurship was duly completed during 2016-17. The exercise which aimed at enabling the Institute to effectively discharge its new evolved role, inter-alia, covered the aspects of determining the mix of activities of the Institute in light of financial self-sufficiency; streamlining organization structure; assessing manpower requirements; reallocating the jobs/functions

among different functionaries on considerations inter-alia of aptitude and competence; strengthening administrative procedures/systems; formulating guidelines for collaborative activities etc.

4.7 Indian Institute of Entrepreneurship (IIE)

The Indian Institute of Entrepreneurship (IIE) was established in the year 1993 in Guwahati by the erstwhile Ministry of Industry, Department of SSI & ARI, and Government of India as an autonomous national institute with an aim to undertake training, research and consultancy activities in small and micro enterprises focusing on entrepreneurship development. Subsequently, it came under the fold of Ministry of Micro, Small and Medium Enterprises (MSME) and is at present under the Ministry of Skill Development and Entrepreneurship (MSDE) since 22nd May 2015.

The Institute is located at Lalmati, BasisthaChariali, 37 National Highway Bypass, Guwahati. It consists of two Administrative Blocks, two hostels, 24 staff quarters and a residential quarter for the Director inside the campus of IIE. It also has 12 flats for officers in a prime location in the city, Ganeshguri. Besides, the institute has its branch offices in seven states - Nagaland, Sikkim, Arunachal Pradesh, Mizoram, Manipur, Tripura, and Meghalaya.

4.7.1 Objectives

- To promote and develop entrepreneurship.
- To conduct research and provide consultancy for entrepreneurship development.
- To coordinate and collaborate with other organizations in undertaking training, research and other activities to increase outreach of the institute.
- To provide consultancy and monitoring service to potential entrepreneurs and enhancing employability of participants.
- To promote greater use of information technology in the activities/ functions of the IIE.

4.7.2 Functions

- Designing and organising training activities for different target groups and undertaking research in the relevant field.
- Improving the efficiency, effectiveness and delivery of the change agents and development practitioners i.e. trainers, support organizations engaged in enterprise building. etc.
- Provide consultancy service to the prospective and existing entrepreneurs.
- Increasing the outreach of activities of the institute through collaborative arrangements and increasing their effectiveness through use of different tools of information technology.

4.7.3 Major Activities

- Training Programmes: The Institute organises training programmes for prospective entrepreneurs, students, teachers, development functionaries. These programmes are classified as: Entrepreneurship Development Programme (EDP); Entrepreneurship Awareness Programme/Camp (EAP/EAC); Entrepreneurship Orientation Programme (EOP); Skill Development Programme (SDP); Entrepreneurship and Skill Development Programme (ESDP); Training of Trainers (TOT); Faculty Development Programme (FDP); Management Development Programme (MDP); and Incubation Training.
- Research: The Institute undertakes research and studies either on its own or on sponsored basis and provides consultancy in the field of growth and development of SME across North East India. The Institute also acts as a catalyst and a resource centre for providing various inputs on policy formulation for promoting entrepreneurship and skill development in SME sector. Another major focus area is evaluation of various Central and State government organisations and schemes. Action Research is also undertaken on development of SMEs.

- Consultancy: It offers advice and consultancy in the various areas of entrepreneurship, including, Enterprise planning; Enterprise Management; Enterprise Expansion, Diversification & Growth; Management Consultancy; Marketing consultancy with specialization on export and border trade; Technology sourcing; Technology propagation; Project and Reports.
- Seminars and Workshops: The Institute organizes Seminars and Workshops to share experiences on implementation of programmes of self-employment and entrepreneurship, on current topics and awareness generation. Besides, the institute organizes Entrepreneurs Meet to understand and appreciate their problems in launching projects and managing them successfully.
- Projects: It has also undertaken various projects such as, Centre for Sustainable Livelihood Promotion (CSLP); Regional Resource Centre (RRC) for Cluster Development; Science and Technology Entrepreneurship Development (STED) Project; and Rural Industries Programme (RIP); Model Village Adoption Programme; COMPELO (Consortium for Micro Planning and Enhancing Livelihood Opportunities) and also NULM (National Urban Livelihood Mission) project, etc.
- Publications: The Institute publishes Newsletters, Books, Annual Reports, Studies, Research and Survey Reports.

4.7.4 **The Indian Institute of Entrepreneurship (IIE) signed Memorandum of Understanding with:**

I. Ministry of Youth Affairs and Sports (NSS Cell);

ii. National Backward Classes Finance & Development Corporation (NBCFDC);

iii. Nehru Yuva Kendra Sangathan (NYKS);

iv. Nodal Agency for SFURTI – (MSME);

v. Technical Agency for ASPIRE and SFURTI – (MSME) RRC;

vi. National Scheduled Tribes Finance and Development Corporation (for IIFCL –NSTFDC, CSR implementation);

vii. Oil India Limited (OIL –Duliajan); Central Silk Board;

viii. National Centre for Design & Product Development.(NCDPD);

ix. Export Promotion Council for Handicrafts (EPCH);

x. National Skill Development Corporation(NSDC);

xi. Rajiv Gandhi National Institute of Youth Development (RGNIYD);

xii. PHD Chamber of Commerce and Industries (PHDCCI);

xiii. Guwahati University(GU);

xiv. Assam Rajiv Gandhi University of Cooperative Management(ARGUCM); and

xv. North Eastern Regional Institute of Science & Technology (NERIST).

Schemes & Initiatives

Showcasing of Electronics Skill at the WordSkills International Competition 2015 in Sao Paolo, Brazil

5. Schemes & Initiatives

A. Schemes & Initiatives through NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

PMKVY is the flagship outcome-based skill training scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youth to take up outcome based skill training to become employable and earn their livelihood. The Union Cabinet had approved India's largest Skill Certification Scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), on 20 March, 2015. The Scheme was subsequently launched on 15 July, 2015, on the occasion of World Youth Skills Day by Honourable Prime Minister, Shri Narendra Modi. Owing to its successful first year of implementation, the Union Cabinet has approved the Scheme for another four years (2016-2020) to impart skilling to 10 million youth of the country with an outlay of Rs 12,000 crores. It is being implemented through the National Skill Development Corporation (NSDC).

5.1.1 The PMKVY (2016-2020) Scheme shall be implemented by the Centre along with the States. It shall have two components

- Centrally Sponsored Centrally Managed (CSCM): 75% of the PMKVY (2016-2020) funds shall be available to MSDE for skilling through National Skill Development Corporation (NSDC).
- Centrally Sponsored State Managed (CSSM): 25% of the funds of PMKVY 2.0 shall be allocated to the States.

5.1.2 The Centrally Sponsored Centrally Managed (CSCM) has three components as presented below:

i. Short Term Training

The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), TCs shall also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of the training varies per job role. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the Government. Pay-outs shall be provided to the TPs in alignment with the Common Norms. Trainings imparted under the Short Term Training component of the Scheme shall be NSQF Level 3 or 4.

ii. Recognition of Prior Learning

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme. RPL aims to align the competencies of the unregulated workforce of the country to the NSQF. Project Implementing Agencies (PIAs), such as Sector Skill Councils (SSCs) or any other agencies designated by MSDE/NSDC, shall be incentivised to implement RPL projects in any of the three Project Types (RPL Camps, RPL at Employer's Premises and RPL centres). To address knowledge gaps, PIAs may offer Bridge Courses to RPL candidates.

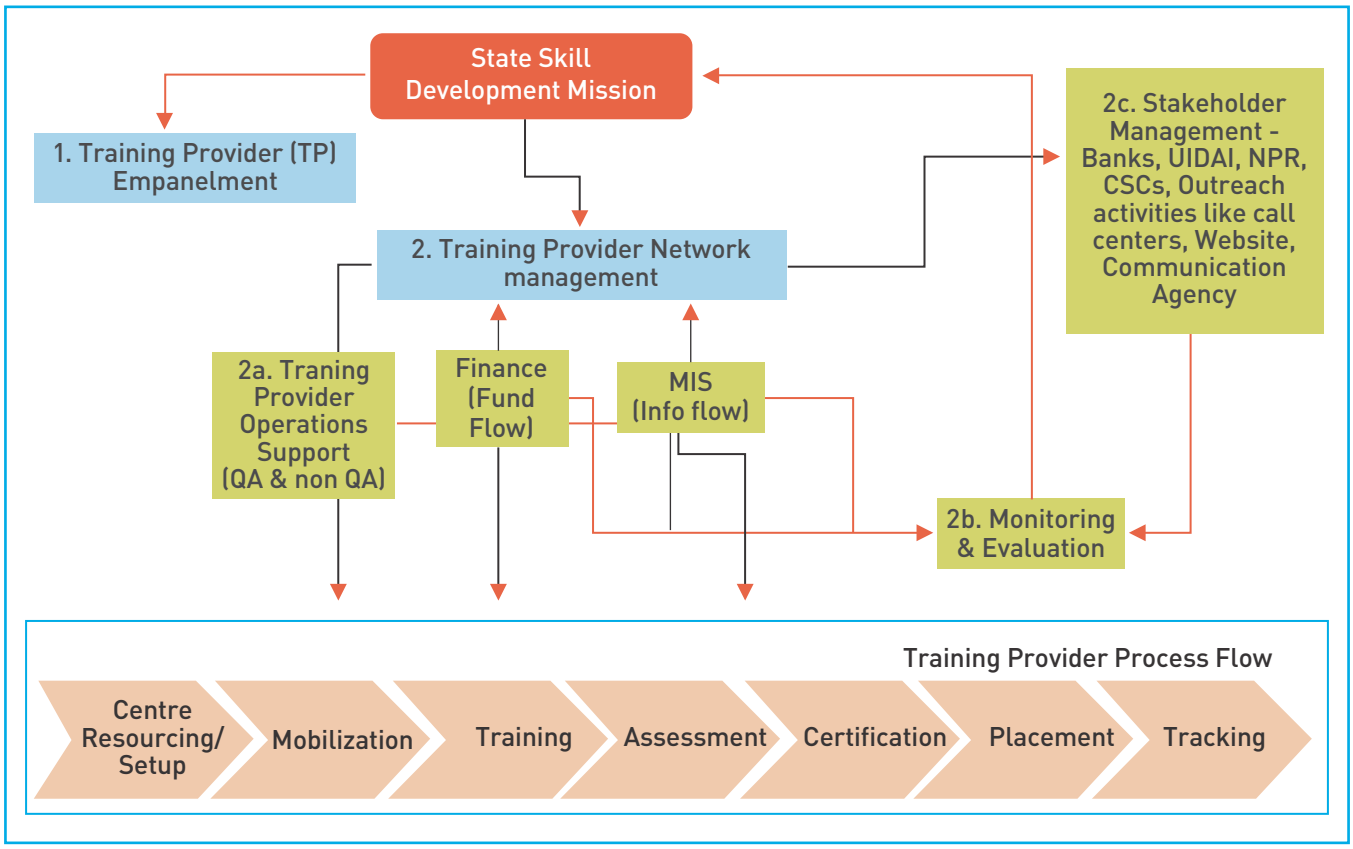
iii. Special Projects

The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporate or Industry bodies, and trainings in special job roles not de ned under the available Qualification Packs (QPs)/National Occupational Standards (NOSs). Special Projects are projects that require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder. A proposing stakeholder can be institutions of Central or State Government(s)/Autonomous Body/Statutory Body or any other equivalent body or corporate who desire to provide training to Candidates.

5.1.3 For the Centrally Sponsored State Managed (CSSM) a.k.a. state engagement component of PMKVY (2016-2020), 25% of the total funds and its equivalent physical targets have been allocated to State Governments / Union Territories with an objective to build institutional capacity for skill development at state/local level.

Under the CSSM component, State Skill Development Missions shall play a role of network manager (diagram below) to execute the program.

Chart 4 : Role of State Skill Development Missions



SSDM shall perform the following processes to support the implementation and monitoring of PMKVY 2.0.

a. Training Provider Empanelment

b. Training Provider Network Management

   i. Training Provider Operations Support (QA and non QA)

   ii. Monitoring and Evaluation through MIS

   iii. Stakeholder Management

State Governments shall undertake the training programs through their respective state skill development missions (SSDMs). Under CSSM, states will have to recruit/ depute a dedicated team of up-to 5 persons to oversee the implementation of the scheme.

States through a dedicated monitoring committee (as proposed in the state engagement guidelines), shall oversee the scheme and will provide support to SSDMs as and when required.

5.1.4 **Progress so far**

Proposals are being received by MSDE from the state skill development missions/ nodal skill agency in the state. The status of the proposals is mentioned below:

Table 9 : PMKVY Status of Proposals

S.No	State Proposals	Received (Y/N)	Status	Initial Desk Evaluation	Clarification sent from MSDE	Recived on Date	Comments
1	Punjab	Y	Evaluated by PAC	Done	Sent	20-Dec-16	Sanction order to be issued
2	Uttar Pradesh	Y	Evaluated by PAC	Done	Sent	26-Dec-16	Sanction order to be issued
3	Rajasthan	Y	Evaluated by PAC	Done	Sent	20-Dec-16	Sanction order to be issued
4	Chhattisgarh	Y	Evaluated by PAC	Done	Sent	4-Dec-17	Sanction order to be issued
5	Madhya Pradesh	Y	Evaluated by PAC	Done	Sent	3-Jan-16	Sanction order to be issued
6	Tripura	Y	Evaluated by PAC	Done	Sent	5-Jan-17	Sanction order to be issued
7	Punducherry	Y	Yet to be Evaluated by PAC	Not Done	Not Sent	30-Jan-17	Desk Assessment under progress
8	Tamil Nadu	Y	Yet to be Evaluated by PAC	Not Done	Not Sent	31-Jan-17	Desk Assessment under progress
9	Arunachal Pradesh	Y	Yet to be Evaluated by PAC	Not Done	Not Sent	1-Feb-17	Desk Assessment under progress
10	Andhra Pradesh	Y	Yet to be Evaluated by PAC	Not Done	Not Sent	27-Jan-17	Desk Assessment completed by MSDE PMU

5.1.5 **Budgeted Amount:** Budget for each state shall be calculated based on total targets and considering an average training cost per trainee (approx. INR 14,100/-). In addition to this, each state shall be provided with funds equal to 4% of the training funds to pay for the administrative expenses.

The detailed State Engagement Guidelines for PMKVY may be referred through the link below:

http://pmkvyofficial.org/App_Documents/News/State_Engagement_Guidelines_PMKVY_Guidelines_Booklet_NEW_SIZE.pdf

5.1.6 **Targets** distributed amongst various categories under PMKVY has been presented in the table below:

Table 10 : Targets Distributed under PMKVY

Category	Target (2016-20)	Annual Target
RPL	40,00,000	10,00,000
Centrally Sponsored Centrally Managed	39,50,000	9,87,500
-Short Term Training	35,55,000	8,88,750
-Special Projects	3,95,000	98,750
Centrally Sponsored State Managed	20,50,000	5,12,500

5.1.7 Comparison of PMKVY (2015-2016) and PMKVY (2016-2020) has been presented in the following section:

i. Short Term Training

Parameters	PMKVY (2015-2016)	PMKVY (2016-2020)
Centre Validation	Done by Sector Skill Council	Done by QCI
Placements	Placement Tracking and Incentivizing introduced in 2nd half of the scheme	20% of Pay-out based on placement performance linked incentives
Disbursements	Successful candidates received reward money in their Bank accounts	Disbursements to TPs as per Common Norms
Job Roles	All Job roles across level 1 to level 5	Trainings on Job Roles of Level 3 and Level 4 only
Target Allocation	Sector wise, Constituency wise and Center wise	Job-role wise at the Training Center level
Trainee Handbook	No standard trainee handbook	Standard Trainee Handbook being provided to all Candidates
Certifications	Certificates and skill card generated through third party integration	Digital locker for storage of Certificates and mark sheets
Attendance	Paper based attendance at TC of trainees only	Aadhar Based Biometric attendance of Trainees, Trainers and Assessors Though Encouraged but not mandatory for TCs in J&K and North-East region

ii. Recognition of Prior Learning

Parameters	PMKVY (2015-2016)	PMKVY (2016-2020)
Mode of Execution	Training Partners via Training Centers (Target Allocation: NSDC – SSC – TP)	Project Mode: Type 1. RPL Camp, Type 2. RPL @ Employer's Premises &Type 3. RPL Centers PIA (SSC/NSDC Designated Agency)
RPL Process	3 STEP process Mobilization & Counseling, Assessments and Certification, Payouts	5 STEP process: Mobilization, Counseling & Pre-Screening, Orientation (Bridge Course option), Final Assessment, Certification & Payout
Assessment & Certification	Certification against candidates clearing passing percentage (50-70% on the QP) Issuance of mark sheet against candidates not PASSING but scoring above 25%	QP into "Core NOSs" & "Non-Core NOSs" Certification against candidates scoring 50% in Total Marks calculated as Weighted Average (70% score from Core NOSs + 30% score in Non-Core NOSs) Mark-sheet given to all candidates (PASSED & FAILED)
Financials	Direct Payout to Certified/Mark-sheet Candidates (Rs 500) Direct Payout to TP [Organized sector - Rs 1600 (S)/1800(M) and Unorganized sector - Rs 2600 (S)/2800(M)] Includes Assessment fees: Rs 600/800	Direct Payout to Assessed Candidates: Rs 500 Direct Payout to PIA : Rs. 1400 (Type II) Rs. 1600 (Type III) Rs. 1700 (Type I) Direct Payout Assessment fees: Rs. 600/800 (Services/Manufacturing) Payment to PIA in 2 tranches (30% on Enrolment, 50% on Successful Certification, 20% on Successful submission of evidence based proof of certificate distribution ceremony)

5.1.8. **Current Status (as on 14th Feb 2017)**

Table 11 : PMKVY (2015-16)

Parameters	Fresh Trainings	RPL
Enrollments	18,04,141	1,80,690
Training Completed	18,03,453	1,80,690
Results Uploaded	17,67,619	1,75,222
Certified	12,97,550	1,10,773

Table 12 : PMKVY (2016-20)- as on 14th Feb 2017

Parameters	Short Term Training	RPL	Special Projects	Total
Targets Allocated	7,41,953	5,73,552	33,606	13,16,775
No. of TCs	1,471	-	-	1,471
No. of PIAs	-	53	12	65
Number of Candidates Enrolled	1,17243	52,778	491	1,70,512

Table 13 : Funds Transfer from NSDF to NSDC

Particulars	2013-14	2014-15	2015-16	2016-17 (till 05-12-2016)	Total
STAR	585.00	415.00	-	-	1,000.00
PMKVY	-	-	435.00	900.00	1,335.00
PMKVY-2	-	-	-	550.00	550.00
Total					2,885.00

5.2 Pradhan Mantri Kaushal Kendras (PMKK)

Skill India कौशल भारत-कुशल भारत Pradhan Mantri Kaushal Kendra

5.2.1 **Background**

The Ministry of Skill Development and Entrepreneurship through National Skill Development Corporation (NSDC), implements PradhanMantriKaushal Kendra (PMKK) Scheme for setting up of model skill centre in every district of the country while ensuring coverage of all the parliamentary constituencies.

5.2.2 **The PMKK envisages to:**

- Create benchmark institutions that demonstrate aspirational value for competency based skill development training at district level to ensure wider reach of program
- Focus on elements of quality, sustainability and connect with stakeholders in skills delivery process
- Transform from a mandate driven footloose model to a sustainable institutional model

5.2.3 Salient features of PMKK

- State of the art infrastructure
- PMKK specific External and Internal Branding
- Smart Classroom- Every PMKK is required to have at least one classroom equipped with audio-visual facilities to conduct virtual trainings, interactive sessions and industry seminars / webinars.
- Mandatory training in the manufacturing trades
- Model course curriculum and trainers as per SSC specifications

5.2.4 Current Status

- 36 Training Providers (TPs) have been shortlisted for setting up of PMKK in 463 PMKKs in 443 districts (341 Parliamentary constituencies) of India
- PMKK Phase 1: 269 districts were allocated to 24 training providers (TP)
- PMKK Phase 2: 194 PMKKs in 174 districts were allocated to 22 TPs (10 TPs have been selected in both Phase 1 and Phase 2)
- As of February 7, 2017, 78 PMKKs have been set up and location for setting up of PMKK has been finalized for 197 additional PMKKs
- Out of 78 PMKKs, 62 PMKKs have been inaugurated by the Hon'ble MPs
- Target of 1,72,360 has been allocated under PMKVY II to 59 PMKKs
- Out of the 341 PCs allocated for setting up of PMKK, TPs have been able to meet the MP's in 254 constituencies
- Based upon roll out plan received from the TPs, 130-140 PMKKs shall be set up by March 2017

5.2.5 Way Forward

Pradhan Mantri Kaushal Kendra (PMKK) is envisioned to evolve into a hub for delivery of skill development training having a network of training spokes in the district. Each hub shall operate multiple spokes to create access to skill development training and provide localized delivery. The Hub would support the spokes in terms of quality control, training of trainers, training content, internal assessments, mobilization, operations and placement linkages.

Worker Undertaking Training in the Filed of Welding with a Help of Welding Simulator

5.3 Udaan

The Special Industry Initiative (SII) for J&K is funded by Ministry of Home Affairs and implemented by National Skill Development Corporation (NSDC). The program is a part of the overall initiative for addressing economic issues in J&K. Udaan program is a special initiative to address the needs of the educated unemployed in J&K. Udaan program is focused on youth of Jammu & Kashmir (J&K) who are graduate, post graduate and three year diploma engineers. The aim is to provide skills and job opportunities to the youth. Simultaneously, the aim is also to provide exposure to corporate India towards the rich talent pool available in J&K. The target was to reach out to 40,000 youth in J&K over a period of 5 year.

5.3.1 Objectives of the Scheme:

- To provide exposure to the graduates and post graduates of Jammu and Kashmir to the best of corporate India
- To provide corporate India with exposure to the rich talent pool available in the state

As on 30th November, 2016 – 84 leading corporate across different sectors like Retail, IT, ITES, Manufacturing, BFSI, Auto, Real Estate, Infrastructure, and Textiles etc. have committed to train 19, 245 youth by 31st March, 2017 as the scheme has been extended till the said time. 84 corporate like Titan, Schneider, TCS, Infosys, Accenture, KPMG, Indian Overseas Bank, Yes Bank, Apollo Medskills, Frost & Sullivan, Bajaj Allianz, Tata Motors, Genpact, Cognizant etc. have so far under the scheme have taken part in 113 Udaan Mega selection drives, selecting 24,312 candidates for training under different sectors in current year. Udaan Mega Drives act as a platform where multiple corporate go together to mobilize youth of J&K for Udaan training program and are organized across the state.

As on 30th November 2016, 24,312 candidates have joined training of which 5,480 are currently undergoing training in 18 cities across India. 17,111 candidates have completed training of which 9,632 candidates have been offered job in various sectors. .

5.3.2 Significant Initiatives taken during 2015-16:

- Rigorous marketing campaign in support of state government of J&K
- Outreach to corporate including Titan, Schneider, Tech Mahindra, M&M and many more to be the part of Udaan program and to train candidates.
- Aadhaar integration with the database on the portal – Enrolment camps being held at Udaan mega drives to ensure Aadhaar compliance from entry point
- Engagement of local bodies from the state – Active involvement of College Principals, BDOs, DCs, Employment exchange, student ambassadors, and Udaan Mission Management Unit further strengthens the scheme implementation
- 80+ centre visits done so far in the year to ensure smooth implementation of the scheme

B. Schemes & Initiatives through DGT

5.4 Craftsman Training Scheme

Directorate General of Training

The Scheme: The Craftsmen Training Scheme (CTS) was introduced by the Government of India in year 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production by systematic training, to reduce unemployment among the educated youth by providing them employable skills, to cultivate and nurture a technical and industrial attitude in the minds of younger generation. The Scheme being the most important in the field of Vocational Training, has been shaping craftsmen to meet the existing as well as future manpower need, through the vast network of ITIs spread over various States / Union Territories in the country. The day-to-day administration of ITIs under the Craftsmen Training Scheme was transferred to the State Governments/ Union Territory administrations with effect from the year 1956. From 1st April, 1969, the financial control of the Industrial

Training Institutes in the State as well as in the Union Territories was transferred to the respective State Governments / Union Territory. The financial assistance was granted to them in the form of bulk grant in consultation with the erstwhile Planning Commission and the Ministry of Finance.

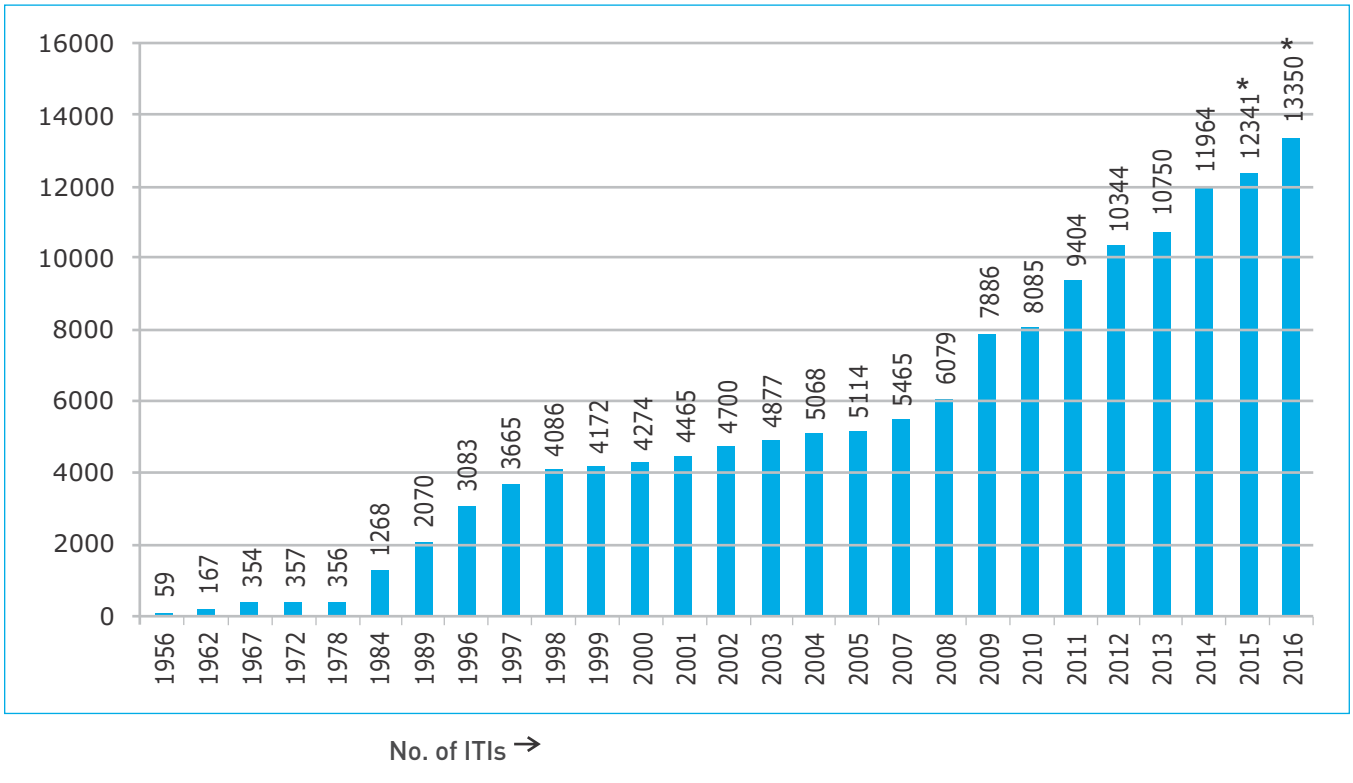
5.4.1 **Growth of ITIs in country:**

Craftsmen Training Scheme (CTS) was initiated, in 1950 by establishing about 50 Industrial Training Institutes (ITIs) for imparting skills in various vocational trades to meet the skilled manpower requirement for industrial growth of the country. Several new private ITIs were established in 1980's in southern states mostly in Kerala, Karnataka and Andhra Pradesh, from where trained craftsmen found placement in the Gulf countries. In year 1980, there were 831 ITIs and the number of Training Institutes rose to 1887 in year 1987. It was during this period that private training institutes were distinguished from government training institutes by naming them as "Industrial Training Centres". However, recently amendment have been done and Industrial Training Institutes (ITIs) and Industrial Training Centers are uniformly known as Industrial Training Institutes (ITIs) while adding "Government" or "Private" word along with the name as the case be.

During last two decades the growth of Government and Private ITIs had been steep and during last five years these are growing with average growth rate of 15% every year. Presently (up to December 2016) there are 13,350 Government and Private Industrial Training Institutes (2,150 in Government and 11,200 in Private ITIs) having a seating capacity of 28.47 lakh (including supernumeraries)

Figure below shows the growth of Government and Private ITIs in the country over the last about five decades:

Chart 5 : Growth of ITIs



Training courses under Craftsmen Training Scheme are being offered through a network of 13350 Government and Private Industrial Training Institutes (ITIs) located all over the country with total seating capacity of 28.47 Lakh with an objective to provide skilled work force to the industry in 126 trades. Candidates with 14 years and above can be enrolled under this scheme. There is no upper age limit.

The training infrastructure in terms of Government & Private Industrial Training institutes saw a significant increase to reach a level of 13,350 in Twelfth Five Year Plan from about 5,114 in the beginning of the Eleventh Five Year Plan. The seating capacity also increased from 7.42 lakhs in 2007 to 28.47 lakhs as on 31.12.2016.

5.4.2 **Responsibility of Central & State Government for implementation of CTS**

i. Central Government:-

- Framing overall policies, norms, and standards for Skill Development.
- Formulation of new training schemes for Skill Development of youth.
- Expansion of training infrastructure.
- Development / revision of course curriculum
- Affiliation of Industrial Training Institutes
- Trade testing & certification
- Conducting instructor training course for serving & potential instructors of ITIs.
- Conducting courses for skill up gradation of instructor in specialized/new areas.
- Organizing vocational training programmes for women.
- Bilateral agreements and cooperation in the field of vocational training, to make training at-par within international standards.

Training in Apparel and Garment Manufacturing Technology at a Skill India Centre

ii. State Government:-

- Day-to-day administration of Industrial Training Institutes.
- Conducting training courses in ITIs
- Setting up new institutes, addition of trade units in the existing institute as per the requirement of local industries.
- Actual conduct of trade test & distribution of certificates to successful trainees.
- Implementation of Central Schemes for up gradation of ITIs.
- Deputation of instructors for training at DGET institutes.

5.4.3 **Objectives of the Scheme:**

- To provide life long career through skill training
- To equip the work force with appropriate skills / multi skills as per requirement of various sector of economy.
- To make youth productive by providing employable skills, both for wage and promote entrepreneurship
- To produce craftsmen of high quality.
- To ensure steady flow of skilled workers in industrial /service sectors.
- To raise the quality and quantity of industrial production by systematic training of potential workers.

5.4.4 **Salient Features of the Scheme:**

- Aspirants of age 14 years and above are eligible to seek admission in Government and Private ITIs. There is no upper limit.
- Admissions in Government and Private ITIs are done in month of August every year
- Tuition fee in the ITIs is decided by the respective State Government as deemed fit based on the recommendation of the concerned State Council for Vocational Training. Tuition fee in case of institutes under DGE&T / UT Administration is Rs.100/- per month per trainee. However no fee is being charged from SC/ST candidates and persons with special abilities.
- Trainees are also provided with library, sports and medical facilities.
- Seats are reserved for SC/ST candidates in proportion to their population in respective State/UT. Guidelines for reserving 3% seats for persons with disability and 30% for women candidates have been issued to State Governments and these could be filled based on the general reservation policy of each State/UT and total reservation is limited to 50%. Seats are also reserved for the wards of defense personnel. Seats for OBC candidates have also been reserved in proportion to the seats reserved for them in Government Services in the respective States.
- There is a provision of second and third shifts in Government and Private ITIs with segregated timing, for optimum utilization of infrastructural facilities, they are encouraged to introduce second shift by appointing one additional trade instructor and additional trainee kit for trainees.
- A "Placement Cell" in every Government and Private ITIs is set up to facilitate the graduates in getting placement in different industries.
- Institute Management Committee (IMCs) have been formed for ITIs' in consultation with apex Industry bodies to improve cooperation between Industry and Industrial Training Institutes (ITIs).

Students Under Going Electrician Training at Skill India Training Institute

5.4.5 **Structure of Training Programme:**

- Training under the scheme is imparted in 126 trades. List of engineering and non- engineering trades under CTS is at Annexure 3. The period of training for various trades is one year and two years. The entry qualification varies from class 8th class pass to class 12th pass, depending on the trades.
- Structure of training Programme has been converted into semester system in place of long term, w.e.f August, 2013
- The courses have been designed to impart basic skills and knowledge in the trades so as to prepare trainee for employment as a semi-skilled worker or for self-employment.
- As 70% of the training period is allotted to practical training and the rest to subjects relating to Trade Theory, Workshop Calculation & Science, Engineering Drawing, therefore, emphasis is on skill building.
- For over all personality development of trainees, a course on "Employability Skill" is being taught to trainees. The subject covers topics introduced on Occupational safety and health, Quality tools, Communication Skills, Team work, Entrepreneurship, Environment Education, IT Literacy &Labour Welfare legislation

5.4.6 **Measures to ensure Quality and Relevance of CTS:**

With the objective of maintaining quality of training in Government and Private ITIs, a number of measures have been prescribed by NCVT including guidelines for starting new institutes / trades and their affiliation to NCVT.

- Strict norms prescribed for affiliation of ITIs with NCVT are adhered to, ensuring that the infrastructure facilities, qualified staff, etc.

- NCVT affiliation is granted to only those Government & Private ITIs which conforms to norms prescribed by NCVT that too only for 5 years.
- There is a well-defined procedure for evaluation of affiliated Government and Private ITIs & also there is a procedure for de-affiliation of Institutes / trades that are found not complying with the prescribed norms.
- To ensure transparency, it has been made mandatory for ITIs to host their website and link all necessary information relating to training programme being offered for affiliated NCVT trade units, placement of trainees, infrastructure facility etc.
- Syllabi of various trades are periodically revised to keep pace with the rapidly changing technology in industry.
- Obsolete trades are dropped and new trades are introduced under the scheme as per the need of the industry.

5.5 Crafts Instructor Training Scheme

5.5.1 **Background:** Training of Craft Instructors is mandated responsibility of DGT and it is operational since the inception of the Craftsmen Training Scheme. Comprehensive training both in skills and training methodology is imparted to the instructor trainees to make them conversant with techniques of transferring hands-on skills, to train skilled manpower for the industry.

In the current scenario, about 13350 ITIs having seating capacity more than 28 lakhs need about 90,000 instructors. But, only about 15% of these are currently trained under CITS. NCVT has mandated that all trainers in ITIs need to be CITS trained. Present capacity in central institutes (CFIs) for training of trainers is 5168 per annum while the total seating capacity **is 8648 (including pvt. ITOTs –12,128).** In 2016-17 a total of 3627 candidates have taken admission (70% seats filled) in CFIs.

Under the CITS programme, the eligible candidates are those who possess NTC / NAC / Diploma /Degree qualifications. Training in 27 Engineering trades and 9 non-engineering trades is being offered in the Central Institutes.

5.5.2 **New Initiatives for the expansion of CITS:**

Trainers are required for increasing number of ITIs and for other vocational training scheme. According to enhance the capacity the Government has taken following new initiatives which would expand the capacity to 27,000:

- 12 new Institutes of Training of Trainers in private sector have been granted affiliation by NCVT adding up 8000 seats.
- 4 MITIs are upgraded to ATIs
- 4 Institute of Training of Trainers (ITOTs) under VTIP
- 4 ITOTs are being set up State Government
- 27 ATIs in PPP to be set up

5.5.3 **Outline of the CITS Courses**: Admission is done through a Centralized Entrance Examination (CEE) and it follows the semester pattern.

5.5.4 **Craft Instructor Training Institutes:**

A. Training is conducted in the following Central Institutes:

- ATIs at Hyderabad, Mumbai, Chennai, Kolkata, Kanpur, Ludhiana
- ATI-EPIs at Dehradun and Hyderabad.
- FTI at Bangalore

- CTI at Chennai
- ATIs at Choudwar, Calicut, Haldwani, Jodhpur(erstwhile MITIs)
- NVTI for Women at Noida
- RVTIs for Women at Panipat, Indore, Jaipur, Allahabad, Thiruvananthapuram, Bangalore, Kolkata, Mumbai, Vadodara
- New RVTIs for Women at Mohali, Shimla, Patna, Agartala and Tiruchirappally

B. The list of 12 private institutes of Training of Trainers (ITOTs) is as below:

Sl. No.	Name of the Institute
1.	SDM IToT, Hissar, Haryana
2.	Modern Pvt. IToT, Kangra, Himachal Pradesh
3.	SBS IToT, Kalanwali, Sirsa, Haryana
4.	S. Gita Ram IToT, Matloda, Hisar, Haryana
5.	SyadwadIToT, Baghpat, Uttar Pradesh
6.	Jain IToT, Fazilka, Punjab
7.	SaraswatiIToT, Bhatinda, Punjab
8.	ShivalikIToT, Patiala, Punjab
9.	SR IToT, Ambala, Haryana
10.	KhattujiIToT, Fazilka, Punjab
11.	BagarIToT, Jhunjhunia, Rajasthan
12.	Centurion ITOT, Jatni, Khurda, Odisha

5.6 Skill Development Initiative Scheme (SDI Scheme)

The SDI Scheme was launched in May 2007 with an aim to provide vocational training to develop skilled manpower for the industry through a network of Vocational Training Providers (VTPs) located across the country. During the Eleventh Five Year Plan period (2007-12), against an approved outlay of Rs 500 Crore, an amount of Rs 407 Crore was spent and 13.67 lakh persons were trained or directly tested under the scheme. The scheme was continued for the Twelfth Five Year Plan period with some changes and an outlay of Rs. 2000 Crore was kept for the scheme for 12th plan period with an estimate of 25 lakh people to be skilled & certified during the period. Presently, most of the activities of SDI Scheme are executed through its web portal. At present there are 629 modules developed in 70 sectors under the scheme. Out of these 129 modules are NSQF compliant and the rest are in process of alignment.

5.6.1 **Funds** to States/UTs to meet expenses towards reimbursement of training cost and assessment cost to VTPs and Assessment Bodies (ABs) respectively and administrative expenses were provided by DGT under the SDI Scheme. No funds were allocated to the SDI Scheme during F.Y.2016-17 for distribution to States/UTs; therefore no training was conducted in most of the States. However, Direct Candidate Assessment (DCA) of persons trained under different schemes of State & Central Government is still being conducted and executed through a new portal of SDI Scheme. Under this DCA option, persons with prior experience can enroll and appear for assessments to be conducted at testing centers empanelled as Assessing Bodies (ABs) under the SDI Scheme and are assessed for competencies as per module for which they are being assessed. 5, 03,007 persons have been assessed directly so far during F.Y. 2016-17.

Keeping this in view, 275 more Assessing Bodies have been empanelled in addition to the existing 180 ABs. Past liabilities of State Govts./ UTs for training conducted in FY 2015-16 are to the tune 241.50 Crore, which needs to be reimbursed to them.

5.6.2 Training of workers in the Construction sector is being conducted under the 'Recognition of Prior Learning (RPL) of construction workers' scheme under SDI and is being monitored through the new web portal. Skills acquired by workers through informal means are also assessed on pre-determined parameters & skill gap training is given to workers on the project sites. Successful candidates are awarded NCVT certificate. Under this RPL Scheme, training of workmen in the Highway Construction Sector (in projects undertaken by Ministry of Road Transport & Highways) and for Rural Masons under Pradhan Mantri Awaas Yojna- Gramin (PMAY-G) has also been initiated. Training and assessment expenditure for these schemes to be borne by respective Departments/ Ministries.

5.7 Apprenticeship Training under Apprenticeship Act, 1961

5.7.1 Background

Development of human resource is crucial for the industrial development of any nation. Up-gradation of skills is an important component of Human Resource Development. Training imparted in institutions alone is not sufficient for acquisition of skills and needs to be supplemented by training at the workplace. The Apprentices Act, 1961 was enacted with the prime objective to utilize fully the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry. Initially, the Act covered the apprenticeship training for the trade Apprentices and subsequently amended in 1973, 1986 and 2014 to bring the Graduates, Technician, Technician (Vocational) and Optional Trade Apprentices respectively under its purview.

5.7.2 Objectives

The Apprentices Act, 1961 was enacted with the following objectives: -

- To regulate the programme of training of apprentices in the industry so as to conform to the prescribed syllabi, period of training etc. as laid down by the Central Apprenticeship Council; and
- To utilize the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry.

5.7.3 Categories of Apprentices: There are five categories of apprentices:

1. Trade apprentices
2. Graduate apprentices
3. Technician apprentices
4. Technician (Vocational) apprentices
5. Optional trade apprentices

5.7.4 Monitoring of the Implementation of the Act

- The Directorate General of Training (DGT) under Ministry of Skill Development and Entrepreneurship is responsible for monitoring the implementation of the Act in respect of Trade Apprentices in the Central Government Departments & Undertakings. The monitoring is done through six Regional Directorates of Apprenticeship Training located at Kolkata, Mumbai, Chennai, Hyderabad, Kanpur & Faridabad.
- State Apprenticeship Advisers are responsible for the implementation of the Act in respect of Trade Apprentices in State Government Undertakings/ Departments and Private Establishments.
- Department of Education under the Ministry of Human Resource Development is responsible for implementation of the Act in respect to Graduate, Technician & Technician (Vocational) Apprentices.

The monitoring is done through four Boards of Apprenticeship Training located at Kanpur, Kolkata, Mumbai & Chennai.

5.7.5 **Coverage**

- As laid down in the Act, employers having manpower strength of 40 or more and having requisite training infrastructure are obligated to engage apprentices.
- Employer shall engage apprentices in a band of 2.5% to 10% of total manpower strength of the establishments including contractual staff.
- The total engagements of apprentices in the band width of 2.5% to 10% include all categories of apprentices engaged by establishment.
- The establishments /Employers can decide the categories of apprentices and trade(s) depending upon the facility available with them for imparting on-the- job training/ practical training at his workplace.

5.7.6 **Training of Trade Apprentices**

- Minimum age of Apprentice/candidate is 14 years.
- Qualifications vary from class VIII pass to XII class pass under 10+2 system of education.
- Period of training varies from 1year & 3 months to 2 years.
- Apprenticeship training comprises basic training component and practical training as per prescribed syllabus for each trade.
- Basic training consists of theoretical and practical instructions relating to the trade in which on-the-job-training is to be imparted. It is mandatory for those who have not done any formal training in an ITI or in those courses under PMKVY/MES which have been granted equivalence with basic training.
- The duration of basic training is 1/5th to 1/4th of the overall duration of apprenticeship training. Remaining period will be utilised for practical training.
- Basic training can be done in Basic Training Centre (BTC) set up by the industry/employer having required facilities/infrastructure for providing basic training. All such BTCs will have to go through a verification process before being designated as a BTC.
- Basic training can also be imparted in government or private industrial training institutes provided these institutes have spare seats (within overall affiliation) for running basic training. Spare shifts may also be used for basic training. In case these institutes have the required capacity to conduct basic training, they will be designated as BTCs. It can also be imparted in BTCs set up/supported by Industry clusters.

5.7.7 **Stipend**

Rates of stipend payable per month to the trade apprentices have been enhanced vide gazette notification dated 22nd September, 2014. The minimum rate of stipend per month is as follows, namely:-

First year	70% of minimum wage of semi-skilled workers notified by the respective State or Union territory
Second year	80% of minimum wage of semi-skilled workers notified by the respective State or Union territory
Third and fourth year	90% of minimum wage of semi-skilled workers notified by the respective State or Union territory.

5.7.8 **Training of Graduate, Technician & Technician (Vocational) apprentices**

- 163 subject fields have been designated for the category of Graduate & Technician apprentices.
- 137 subject fields have been designated for the category of Technician (Vocational) apprentices.
- Period of post qualification training for these categories is one year.
- Training programme is prepared in joint consultation between Apprenticeship Adviser & Establishment concerned.
- Certificates are awarded on completion of training by the Department of Education, Ministry of Human Resource Development.

5.8 National Apprenticeship Promotion Scheme (NAPS)

Apprenticeship is one of the most efficient ways to develop skilled manpower for industry by using training facilities available in existing production establishments. NAPS was launched with the objective to increase engagement of apprenticeship from 2.3 Lakhs to 50 Lakhs cumulatively by 2020.

5.8.1 **A brief chronology of key milestones has been included below:**

Approval of Expenditure Finance Committee	01.07.2016
Approval of Cabinet	05.07.2016
Notification of guidelines	19.08.2016
Portal Launch	15.08.2016

5.8.2 **The scheme comprises of**

- Reimbursement of 25% of prescribed stipend subject to a maximum of Rs. 1500/- per month per apprentice to all apprentices with the employers.
- Sharing of cost of basic training in respect of fresher apprentices (who come directly for apprenticeship training without formal training)

5.8.3 **The allocated targets under this scheme have been included below:**

Target under the scheme shall be 5 lakh apprentices in 2016-17, 10 lakh apprentices in 2017-18, 15 lakh apprentices in 2018-2019, and 20 lakh apprentices in 2019-20. The engagement of fresher apprentices shall be 20% of total annual target. Realistic target for FY 2016-17 may vary between 2.5 Lakhs to 3 Lakhs.

5.8.4 **Key features of an on-line portal to facilitate the scheme have been included below:**

A user-friendly on-line portal (www.apprenticeship.gov.in) has been designed to facilitate easy processing of entire apprenticeship cycle. The Portal facilitates the following:

- Registration of establishments, candidates and basic training providers
- Establishments can declare their apprenticeship seats/vacancies
- Establishments can search & shortlist candidates specific to sector, trades, region etc.
- Establishments can submit their on-line returns and records along with their claims.
- Apprentices can receive and accept the offer letters from establishments online
- Process all necessary contractual obligations on-line.
- Time bound approval of apprenticeship contracts.
- Creation of centralised database for compliance and monitoring
- On-line examination system including generation and issue of hall tickets.

5.9 Advanced Vocational Training Scheme (AVTS)

In order to upgrade and update the skills for industrial workers, the AVTS was launched by the erstwhile DGE&T, Ministry of Labour & Employment in collaboration with UNDP/ILO in 1977. The scheme was launched at the then 6 Advanced Training Institutes (ATIs) under DGE&T and 16 ITIs of the 15 State Governments.

Under the Scheme, training in selected skill areas is being imparted through short-term modular courses of one to six weeks' duration. Tailor-made courses suiting to the specific requirements of industrial establishments are also offered. Over 3.5 lakh industrial workers/technicians have made use of the training facilities at the ATIs since Sept., 2007. With financial assistance from World Bank, training facilities in additional areas were created at ATIs and the existing training facilities were also strengthened.

ATI-EPI Hyderabad was established in 1974 with the assistance from the Swedish International Development Authority (SIDA), ILO and the second ATI-EPI at Dehradun has been set up to cater to the training requirement of industries / organizations by offering both short and long term courses especially in the field of Electronic & Process Instrumentation.

5.10 Women's Vocational Training Programme

5.10.1 Introduction and Overview

Development policies, plans and programmes of Government have always aimed at women's advancement in different spheres. In this endeavour, erstwhile DGE&T, being the nodal agency looking after vocational training in the country, has taken a number of steps for providing training to women candidates as well as women instructors under various skill training programs. Women Training Cell under DGT is providing technical guidance and monitoring progress of Women ITIs in the States as well as central institutes.

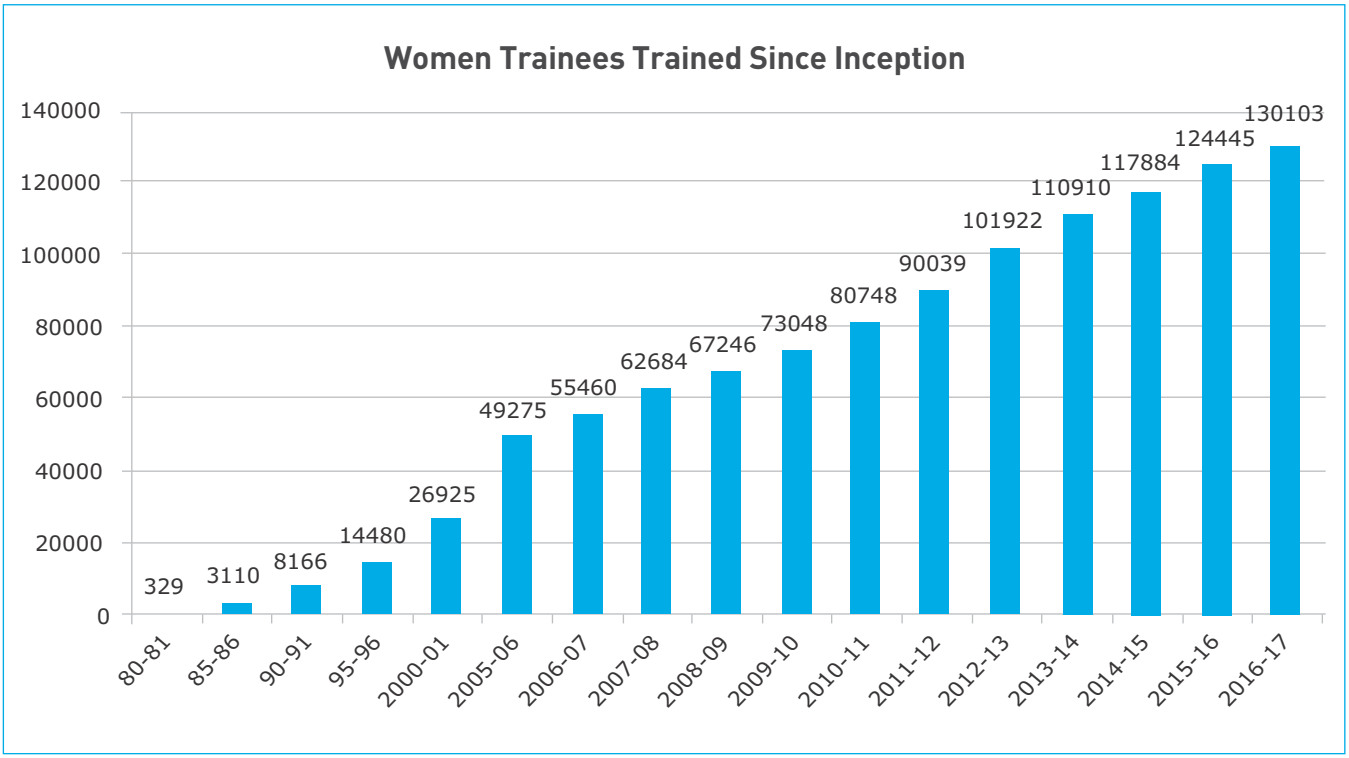
5.10.2 Institutional Network

A network of Institutes, both under the Central & State Governments has been set up for extending skill training facilities to women, which aims at stimulating employment opportunities among women of various socio- economic levels and age groups.

i. Central Sector

- Under the Central Sector, the Institutional Network includes 16 central Institutes viz National Vocational Training Institute for Women at Noida & 16 Regional Vocational Training Institutes for Women, providing training facilities exclusively for women in skills which may provide high wage-employment and self-employment potential. Besides this women Instructors TrainingTraining of Trainers programmes are also imparted in these institutes.
- The NVTI is located at NOIDA and RVTIs are located at Bangalore, Thiruvananthapuram, Jaipur, Allahabad, Kolkata, Tura, Panipa, Vadodara, Indore, Mumbai, Shimla, Mohali, Trichy, Agartala and Patna
- A total of 4436 regular seats (2936CTS+1500CITS) have been sanctioned in the NVTI/RVTIs in 2016-17 as on January 2017.
- The training facilities for women have been steadily growing in NVTI/RVTIs. The growth of women trained can be seen below in the Chart -I: -

Chart 6 : Growth of ITIs



ii. State Sector

- Vocational training facilities for women at Craftsmen level (CTS) are also provided in the states sector through a network of Women Industrial Training Institutes (WITIs) / Women wings in general ITIs by the State Governments. As per the information furnished by the respective State Governments, there are about 405 Women ITIs and 1003 women wings in general ITIs/ITCs having a total of 83,270 Training seats as on December, 2016. The Women Industrial Training Institutes (WITIs) / Women's wings in general ITIs offer training in Basic Skill Courses (under Craftsmen Training Schemes) in selected trades out of the 67 engineering & 60 non-engineering trades approved by the NCVT.
- To further promote participation of women in Craftsmen Training, provision has been made by NCVT to reserve 30% seats for women in general ITIs .

Details of Training Seats Sanctioned in National/Regional Vocational Training Institutes for Women (During Session 2016-17)- Course wise is at Annexure 4 and State wise distribution of WITI is at Annexure-5

5.11 Schemes for Up gradation of ITIs

Modernization of training programme as well as infrastructure of ITIs is a continuous activity in DGT. A brief on these activities is as under:

5.11.1 **Updation of Curricula:**

- Efforts are made on regular basis to update the curricula of trades implemented through ITIs. New trades are introduced and obsolete trades are removed from the scheme. These activities are carried out through a well-established system of trade committees. Trade committees suggest changes in

curriculum, requirement of equipment, duration, pedagogy, assessment systems; modern ways of training including distance education, technology enabled training and identifying infrastructure improvements etc. Trade committees have representation from industry, field institutes of DGT, State Governments.

- Soft skills including English speaking, computer literacy has been made an integral part of all skill development trainings.
- With the cabinet notification of National Skills Qualification Framework (NSQF) action has been initiated to align curricula under CTS to comply with NSQF. So far, curricula for 33 CTS trades have been aligned to NSQF.
- Instructors of ITIs are also imparted training in new areas based on the revisions in the curricula. For this purpose DGT conducts refresher training programmes for instructors of ITIs through distance learning mode.
- In order to strengthen the quality of Vocational Training, standardization of the infrastructure for establishment of ITIs, reforms in civil norms (Building norms) and procedural norms (Three stage affiliation process), are proposed to meet the international standards.
- To ensure that infrastructure of ITIs is upgraded along with the addition of new equipment and machinery, new ITIs are affiliated only for a period of five years.

5.11.2 **Up gradation and Modernization of infrastructure of ITIs:**

Infrastructure of ITIs has been modernized by up gradation of ITIs through the following schemes:

A. Up-gradation of 400 Government ITIs - Externally Aided Project (EAP) - World Bank assisted Vocational Training Improvement Project (VTIP) :

The Vocational Training Improvement Project (VTIP) envisages up gradation of 400 Government ITIs. 34 State Governments/UTs are participating under the project. About Rs. 2 to 3.5 cr. has been allocated to the ITIs for up-gradation depending on the industrial sector. The scheme objective also includes enhancement of knowledge and skills of ITI instructors, strengthening facilities in 14 central institutes, strengthening curriculum development, capacity building etc.

Key institutional reform introduced under the project is constitution of Institute Management Committee (IMC) at ITI level with a chairperson from the industry. All major trades are to be covered by the representatives of industry in IMC. IMC is to be empowered for its efficient functioning. Physical component consisted of, setting up of new classrooms and workshops, training of trainers, modernization of tools, equipment, machinery and ensuring a congenial environment.

The project started in December 2007 and extended closing date is September 2018. So far, Rs. 1792 cr. has been released to the States/UTs and centrally funded institutes against which about Rs. 1708 cr. has been utilized till October 2016.

B. Up gradation of 1396 Government ITIs through PPP

Under the scheme of upgradation of 1396 Government ITIs through PPP, 1227 Government ITIs have been covered and an Industry Partner (IP) is associated with every ITI covered under the scheme. Interest free loan of Rs. 2.50 crore per ITI was released by the Central Government directly to the IMC Society of the ITI. Financial and academic autonomy has been given to the IMC society. The interest free loan is repayable by the IMC with a moratorium of 10 years and thereafter in equal annual instalments over a period of 20 years. 31 States/UTs have been covered under the scheme and Rs. 3067.50 crore has been released to 1227 Government ITIs throughout the country during the XI Plan period.

C. Up gradation of Government ITIs into Model ITI

Under this Scheme, an existing ITI in a State is being upgraded as Model ITI which will be evolved as an institution showcasing the best practices, efficient and high quality training delivery and sustainable and effective industry relationship by:

- Becoming a demand centre for local industries for its expertise and best performance in training.
- Better engagement with local industries
- Signing flexi MoU with industry to conduct training program to meet specific skill requirement of the Industry. For such approved courses, examination/assessment and certification will be done by NCVT
- Training of unorganized sector workers.
- Training of existing industrial workforce

The scheme was approved in December. 2014 for a total cost of Rs 300 crores. Implementation period for the Scheme is 3 years i.e. until FY 2016-17. So far under the Project, 25 ITIs have been identified from 24 States and an amount of Rs. 78.87 crore has been released including State share.

5.12 Flexi MoU

Directorate General of Training, Ministry of Skill Development & Entrepreneurship erstwhile part of DGE&T, and Ministry of Labour and Employment have allowed industries to take advantage of various schemes for conducting training programmes in higher employment potential courses according to the needs of industries. Doors have been opened under Craftsmen Training Scheme to be used by the industries for training and employment of youth. MoUs have been signed between Directorate General of Training and Industry/ Employer or any eligible organization, to take the advantage of this opportunity. The courses are in high potential areas as per specific needs of industries.

So far, 18 MoUs have been signed with organizations which are listed below:

Sl. No.	Organization with which Flexi - MoU has been signed
1.	Flipkart Internet Private Limited
2.	Gujarat Industries Power Company Limited (GIPCL)
3.	LabourNet Managed Services (LabourNet)
4.	STIR (Skilled Tailoring Institute by Raymond)
5.	Cadila Pharmaceuticals Limited
6.	Maruti Suzuki India Limited
7.	TATA Group
8.	Apparel Training and Design Centre (ATDC)
9.	India Yamaha Motor Pvt. Ltd
10.	Indo - German Tool Room
11.	Raymond Limited
12.	Yashaswi Academy of Skills
13.	Trident Limited
14.	Centurion University of Technology and Management
15.	JN Tata Vocational Training Institute
16.	Driving Skill Institute and Research (DSIR)
17.	Directorate of Industrial Training, Government of West Bengal and The West Bengal State Council of Technical and Vocational Education and Skill Development
18.	DS Kulkarni Developers Ltd

5.13 Trade Testing

- All India Trade Tests (AITT) are conducted by the DGT under the aegis of National Council for Vocational Training (NCVT) for their various schemes.
- AITT for Craftsmen Training Scheme (CTS) is conducted twice a year for more than 20 lakh candidates. The trainees of NCVT affiliated trades/units and eligible private candidates can appear in this exam. Admission, hall ticket generation and result declaration are conducted through NCVT MIS portal w.e.f. August 2014.
- Online examination for CTS scheme has been introduced in Madhya Pradesh as a pilot project to make the system faster and improve transparency w.e.f. 2016.
- Examinations under Flexi MOU are being conducted as per demand.
- National Trade Certificates (NTCs) are awarded to the successful candidates of AITT of CTS. National Trade Certificate is a recognized qualification for recruitment to relevant posts and services in Central/State Government/Private establishments.
- E-Certification has been introduced to make the system faster and overcome the pendency of the certificates. Now Mmark sheets/NTCs are being issued through NCVT MIS Portal.

5.13.1 The details of different Trade Tests conducted under the aegis of NCVT in the 2016 are given below:

Table 14 : Trade Tests in 2016

S.No	Name of the Scheme	Year 2016	
		Trades	Tests
1.	All India Trade Test of Craftsmen under Craftsmen Training Scheme (CTS) (Conventional, Semester and Mentor Council)	112	3
2.	All India Trade Test of Apprentices under the Apprentices Act, 1961 (ATS)	154	1
3.	All India Trade Test of Craft Instructor Training Scheme-Modular Pattern new for (Engg. and Non-Engg.) and WT (CITS)	29	4
4.	All India Trade Test of Craftsmen under Restructured Pattern Scheme (RP)	22	1
5.	All India Trade Test of Craftsmen under the scheme "Centre of Excellence (C.O.E)	21	2
7.	Regional Competition of Apprentices (RCA)	15	2
8.	All India Competition of Apprentices (AICA)	15	2
9.	All India Skill Competition of Craftsmen (AISCC)	14	1

5.14 Initiatives in the North East and LWE Regions

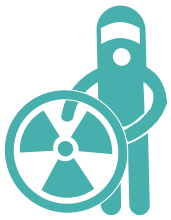
5.14.1 **'Skill Development in 47 Districts Affected by Left Wing Extremism'**

The scheme envisages creation of skill development infrastructure closer to the people of left wing extremism (LWE) affected districts. As advised by MHA, 13 new LWE districts have been added and the revised scheme now covers 47 LWE districts in 10 states. The details of states and districts covered under the scheme are given in the Table below. The revised cost of the scheme is Rs 407.85 crore with duration of implementation upto 31 March 2019.

The revised scheme, inter alia, envisages creation of infrastructure for 47 Industrial Training Institutes (ITIs) (one ITI per district). The Skill Development Centres (SDCs) which were part of the pre-revised scheme will be supported where the construction activities have been started. So far central share of Rs. 123.63 crore has been released to 9 states under the scheme.

Table 15 : State -wise Details of Districts under "Skill Development in 47 Districts Affected by Left Wing Extremism"

S.No	States	No. of Dist.	Districts. covered earlier		Additional Districts added	
			Name	Nos.	Name	Nos.
1	Andhra Pradesh	1	-	0	Vishakhapatnam	1
2	Telangana	1	Khammam	1		0
3	Bihar	9	Jamui, Gaya, Aurangabad, Rohtas, Jehanabad, Arwal	6	Muzzafarpur, Banka and Nawada	3
4	Chhattisgarh	9	Dantewada, Bastar, Kanker,Surguja, Rajnandgaon, Bijapur, Narayanpur	7	Sukma and Kondagaon	2
5	Jharkhand	16	Chatra, West Singhbhum, Palamau, Garhwa, East Singhbhum, Bokaro, Lohardaga, Gumla, Latehar, Hazaribagh	10	Girdih, Khunti, Ranchi, Dumka, Ramgarh and Simdega	6
6	Madhya Pradesh	1	Balaghat	1		0
7	Maharashtra	2	GadchiroliandGondia	2		0
8	Orissa	6	Gajapati, Malkangiri, Rayagada, Deogarh, Sambalpur	5	Koraput	1
9	Uttar Pradesh	1	Sonebhadra	1		0
10	West Bengal	1	Paschim Midnapur (Lalgarh Area)	1		
	Total	47		34		13



5.14.2 **Enhancing Skill Development Infrastructure in North Eastern States and Sikkim**

The scheme envisages enhancing the existing infrastructure of skill development in North Eastern States. The scheme is aimed for:

- Up- gradation of 20 ITIs by introducing three new trades per ITI;
- Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment;
- Establishment of 22 new ITIs in 8 North Eastern States.

The total cost of the scheme is Rs. 298.13 crore. The duration of the scheme is upto 31st March, 2017. So for central share of Rs. 131.88 crore has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura and Sikkim.

5.15 Space based Distance Learning Programme (SDLP) for Ministry of Skill Development and Entrepreneurship (MSDE)

5.15.1 **Background**

MSDE has an ambitious target for increasing skill development in the country for creating a large workforce with appropriate skill sets as a large mismatch exists between supply and demand of the skilled workforce. The vocational training facilities in the country have grown substantially in the last few years. There are around 2200 government and 10800 private ITIs (Industrial Training Institutes), which is the biggest vocational training infrastructure in the country. Hence, there is clear need to nurture these institutions so that they are strengthened for providing relevant employment ready skills to trainees. MSDE plans to extend distance learning to all ITIs in the country, which has potential to benefit around 14 lakh students attending courses in different fields.

To address the requirements of capacity building through education and training of ITIs, MSDE is presently running DLP (Distance Learning Programme) limited to 193 nodes (Spokes) and 10 ATI (Advanced Training Institutes) known as Hubs, connected through terrestrial communication network. For wider coverage, it is now planned to make use of space technology for increasing the reach to thousands of ITIs spread across the country, including remote and difficult areas.

Display of Autobody Repair Skills at the IndiaSkills Competition 2016

5.15.2 **Concept**

In order to cater the requirements of MSDE, it is proposed to enhance the reach of Distance Learning Programme (DLP) by establishing Satcom based network for imparting training and outreach to number of ITIs spread across the country.

The proposed Satcom network Hub is to be established at National Instructional Media Institute (NIMI), Chennai. Initially, the network is to be configured using 9.1M Ku-Band Hub, Studio/Teaching end with one interactive and one broadcast channel. The programme may be transmitted on both interactive and broadcast channel so that all terminals deployed under this network will receive the same programme. There are around 10 to 20 Advance Training Institutes (ATIs) which are proposed to be connected to Ku-band Hub located at NIMI, Chennai as rotating Teaching end/Studio. For this, these ATIs need to be connected through fiber optic/leased line (from any service provider like BSNL, MTNL, RailTel, NKN etc.) for bringing the programme/content generated from ATIs to Hub.

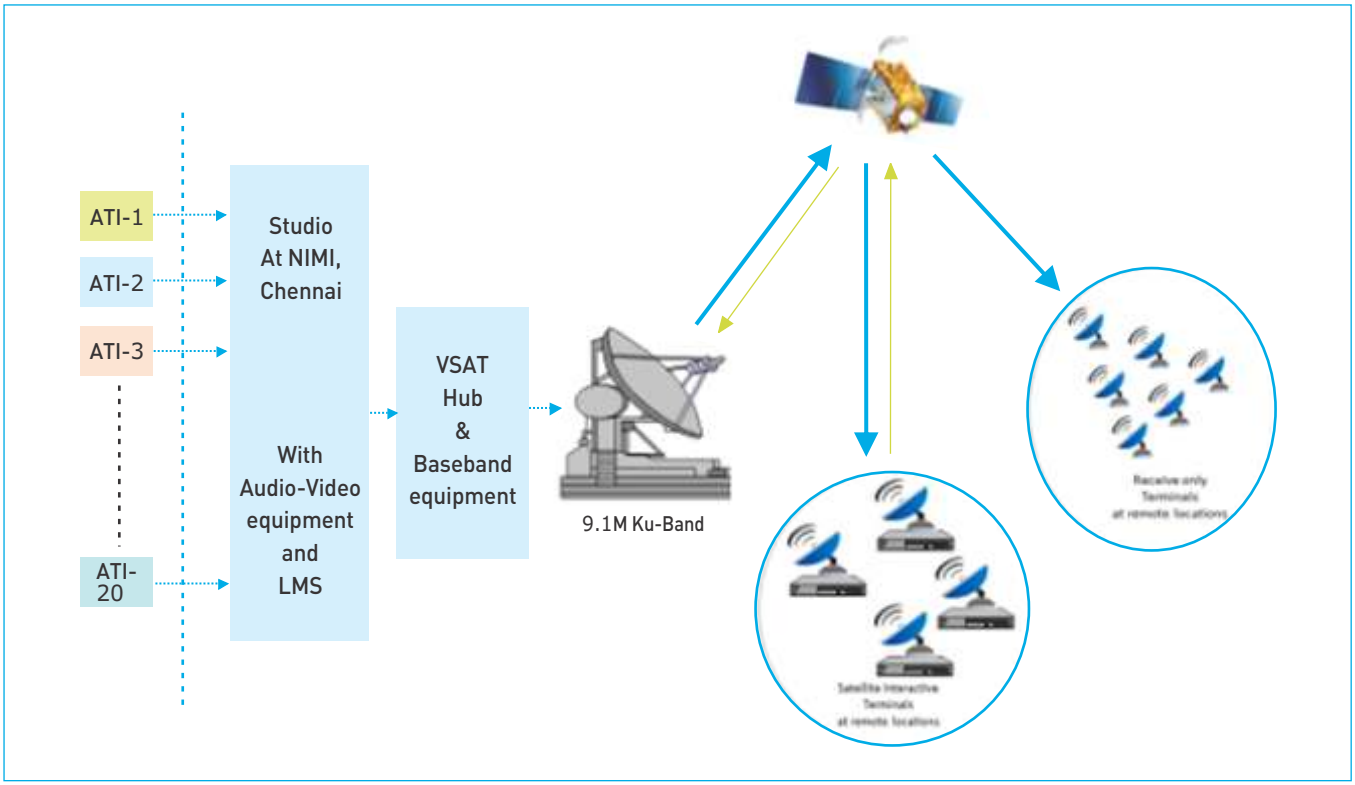
5.15.3 **Interactive Channel**

Wherever interactivity is required, it is proposed to provide VSAT connectivity (Satellite Interactive Terminals – SITs) from Hub to that particular ATIs/ITIs. These SITs shall be in Ku-Band (1.2M) and will be able to have audio and video interaction with teaching end/Studio.

5.15.4 **Non-Interactive/Broadcast Channel**

Wherever interactivity is not required, it is proposed to provide Receive only Terminals (ROTs) or IP-ROTs, which do not require separate DTH BW on Satellite, at the respective sites. These ROTs shall be in Ku-Band (0.9M/1.2 M) and will only be able to receive programmes transmitted from teaching end/Studio (similar to Direct to Home - DTH reception).

MSDE presently has plans to deploy total 100 SITs (15 ATIs, 01 NVTI, 15 RVTIs, 16 ITOTs and 52 major State Government ITIs.) and ROTs at 1000 ITIs spread across the country.



5.15.5 **Network Configuration**

This network comprises of four elements: (1) Network Hub (2) Teaching end/Studio (3) Satellite Interactive Terminals (SITs) and (4) Receive only Terminals (ROTs-DTH types) and/or (5) IP-ROTs. The studio at NIMI, Chennai can function as main Teaching end for the network. In case, the training has to be conducted from any of the ATIs, those ATIs (rotating Teaching end/Studio) will be connected to the Hub at Chennai via leased line (from any service provider like BSNL, MTNL, RailTel, NKN etc.) for bringing the programme/content generated from ATIs to Hub.

The Interactive network will be configured in star topology. The Transmission from Hub shall be received by all the SITs in the network (Outbound). The interaction from the SITs deployed at ITIs will be through inbound carriers. The teaching /training is in structured manner using Learning Management System (LMS). The Teacher at studio will normally interact with one ITI at a time. However, this interaction is seen and heard by all the ITIs (SIT terminals) deployed in the network. The entire network is technically managed by Network Management System. Around 10 KVA online UPS ensures an uninterrupted supply to Hub.

5.16 Academic Equivalence to Vocational Qualifications

Directorate General of Training and National Institute of Open Schooling (NIOS) under Ministry of Human Resource Development, have signed a MoU on 14th July, 2016 to put in place a system for academic equivalence to vocational/ITI qualification, thereby opening options to meet aspirations of those candidates of ITI system who want to attain high academic qualification in addition to their skills.

5.16.1 The MoU will open path ways for those holding National Trade Certificate (NTC) to earn secondary/senior secondary qualification. Under the MoU following arrangements have been made:

- NIOS will enroll the pass outs of ITIs/ undergoing training in ITI in NSQF compliant trades
- Class VIII pass with two Years of ITI courses will be considered for award of Secondary School Certificate. Similarly, Class X pass with two years of ITI courses will be considered for award of Senior. Secondary School Certificate.
- For Secondary Course, the learners will have to take academic subject offered by NIOS including course on Employability Skill and entrepreneurship at Secondary and Senior Secondary level
- 60 percent of the total credit will be transferred from ITI (equivalent to vocational courses) and 40percent will be earned by learner from NIOS.
- Learner will take public examination of NIOS held twice a year or On Demand Examination at Regional Centers.

5.16.2 Fifteen Central field Institutes of DGT have been registered with NIOS as Special Accredited Institution for Academic and Skill Development (SAIASD) so that they support the learners in the admission process and their participation in the examination of NIOS to avail benefit of the above arrangement. The first examination especially for ITI learners was successfully conducted on 10th -11th December, 2016 and 949 learners appeared in the exam.

5.17 New Institutions approved and sanctioned

- 27 ATIs in PPP mode, 8 new RVTIs, 3 new RDATs and a centrally funded National Institute for Skill Development have also been planned. This includes modernisation and up gradation of central training institutes under DGT.
- 4 ATIs to be upgraded to Indian Institute of Skills (IIS).

5.18 Indian Institute of Skills (IIS)

There is an urgent need to establish high - end skill training centres which will enable trainees to acquire cutting edge training relevant to the current industrial requirements. These training centres would extend the skill pyramid beyond the ITIs.

ITIs play a pivotal role in providing basic technical/vocational training to a large number of Indian youth. The training at IIS would provide an opportunity to trainees to sharpen their hands-on skills in specialized areas such as CNC machining, automotive technology, welding, plumbing, construction etc. Training in these centres would involve a significantly higher proportion of practical hands-on inputs and specialization. One fourth of the training period would be in the form of an industrial attachment.

The overall infrastructure including the building and equipment would match the best in the world. They will have a very favourable machine to student ratio. Initially four such centres would be established within the campuses of Advanced Training Institutes ATIs at Kanpur, Mumbai, Bhubaneshwar and Chennai.

The foundation for first such institute is laid in Kanpur. A new state of the art training facility will be created. All the equipment and machinery will be benchmarked with international standards. It will offer Advanced Diploma programs in the following fields

1.	Milling	6.	Additive Technology
2.	Turning	7.	Mechatronics
3.	CNC Milling	8.	Electronics (Industrial, Consumer, Medical)
4.	CNC Turning	9.	Programmable Logic Controller (PLC)
5.	Advanced Welding	10.	Automobile Technology

These courses will be NSQF complaint (Level 5) and will consist of training in core skills, elective subjects and training in the industry. A basket of elective courses will be developed which will give a wide range of options to trainees. One of the elective subjects may be on pedagogy which will allow the trainees to become Instructors. The trainee will spend six months time in the industry (On-the-Job Training) which will give him/her valuable practical experience.

Higher level training programs proposed in these institutes will facilitate vertical mobility of trainees providing them academic equivalence for progression. Higher level trainings/courses in the vocational sector will define clear cut career pathways and in turn will lead to production of sectoral experts.

5.19 Dual System of Training

Dual System of Training will enable industries to partner with (government and private) Industrial Training Institutes (ITIs) for conducting training programmes under high employability courses to fulfil the needs of industries. The theory portion and basics about safety and tools, equipment along with foundation practical will be conducted in the ITI. For providing the industrial training relevant to practical/ lab training portion of the curriculum, the trainee will be trained in the industry.

5.19.1 Need of Dual System of Training

- Dual System combines practical training in the industry and theoretical training in ITI(s) which gives better ITI – Industry linkage.
- Better hands on experience for students on latest/ updated technology as available in the industry.

5.19.2 **MoU:** Before admitting trainees under Dual System, MoU to be signed between an (Government and Private) ITI and an industry partner under information to respective state government. The industry partner must be a registered MSME and above.

5.19.3 **Delivery Structure**

- For a two year course it is expected that nine months training would be in the industry and remaining period would be in the ITI. The last three months of the training duration would necessarily be in the ITI to complete the training. This period would be also used for conducting assessment and final examination of the students.
- Similarly, for one year courses, it is expected that five months training would be in the industry and remaining period would be in the ITI. The last two months would be necessarily in the ITI to complete the training.

5.19.4 **Stipend**

- Industry to pay a stipend equal to 70% of minimum wages for semi-skilled worker notified by the respective State Government/ Union Territory as payable to apprentices
- Sharing of 25% of prescribed stipend subject to a maximum of Rs. 1500/- per month per apprentice to the employers (as per National Apprentice Promotion Scheme)

5.19.5 **Trades**

Presently, there are a total of 126 trades running under Craftsmen Training Scheme (CTS). The dual system training is currently available for the following 10 popular trades:

I. Electrician
ii. Fitter
iii. Machinist
iv. Turner
v. Electronics Mechanic
vi. Welder
vii. Mechanic Diesel
viii. Mechanic (Motor Vehicle)
ix. Cosmetology
x. Tool and Die Maker (Dies and Mould)

5.19.6 **MoUs signed till date**

15 ITIs have signed MoUs with different industry partners for running courses in Dual training mode.

5.20 Grading of ITIs:

The scheme aims at providing benchmark for comparison amongst various institutes and trades offered with an objective to increase completion and quality among the laggard institution. This would also enable students and employers to make an informed choice about quality of training and facility in the ITIs.. For DGT, the grading of ITIs will also serve as a management tool to identify problem areas, and design appropriate polity interventions. It will also help the DGT in targeting benefits under its various development schemes to ITIs appropriately.

Technical Training being Imparted to Trainees at Madhya Pradesh ITOT

5.20.1 **The Scheme:**

- Self-Assessment – This shall be online process for all the ITIs to carry out their self-assessment against defined parameters. The exercise is voluntary.
- Crowd Sourcing – The trainees, their parents, industry/employers and instructors of institute shall also participate in online assessment of ITI.
- The assessment submitted by ITI and Crowd Sourcing shall be compiled.
- Internal committee at DGT will evaluate the above.
- Auditor of external agency will visit ITI and shall assess ITI based on physical evaluation.
- Final approval by DGT for award of Grades to ITI.

5.21 Indian Skill Development Services

The Government has notified establishment of "Indian Skill Development Service" for the Training Directorate of the Ministry of Skill Development and Entrepreneurship. It has come into force with effect from 4th January, 2017. This will be an exclusive and dedicated Group 'A' service.

The Directorate is involved in implementation of various schemes like Craftsmen Training Scheme (CTS) covering 126 trades, Apprenticeship Training Scheme (ATS) covering 259 trades and Skill Development Initiative Scheme (SDIS) for Modular Employable Skill (MES) covering 578 modules, conducting examination and awarding certificates under National Council of Vocational Training (NCVT) and organising and conducting Advance Skill Training, Supervisory Training, Staff Training and Vocational Research through its various field institutes spread across the country.

The status of organised Group 'A' service and induction at the cutting edge level through Indian Engineering Service Examination conducted by Union Public Service Commission will attract young and talented officers. The knowledge acquired by the engineers so recruited will give a new impetus to the initiative of the Government to the skill development and also efficient and effective implementation of the schemes.

The Cadre shall comprise of 3 posts at Senior Administrative Grade, 28 posts at Junior Administrative Grade, 120 posts at Senior Time Scale and 112 posts at Junior Time Scale.

C. Schemes Related To Entrepreneurship

5.22 Pradhan Mantri Yuva Yojana

5.22.1 **Introduction**

The - Scheme aims at creating an enabling eco-system for entrepreneurship promotion among youth through entrepreneurship education and training, advocacy, easy access to entrepreneurship support network and promotion of social entrepreneurship. The scheme Pradhan Mantri Yuva Udyamita Vikas Abhiyan (YUVA) Yojana was launched by hon'ble Minister, MSDE on 09-11-2016.

The Entrepreneurship Education Programmes under the Scheme will be rolled out in early part of the next financial year.

The specific objectives of the scheme are as follows:

a) Educate and equip potential and early stage entrepreneurs;

b) Connect entrepreneurs through networks of peers, mentors, incubators, funding and business services

c) Support entrepreneurs through Entrepreneurship Hubs (E-Hubs) and

d) Catalyze a culture shift to support aspiring entrepreneurs.

The Scheme is being implemented in partnership with both public and private stakeholders.

5.22.2 **Outcomes**

The Scheme involves an estimated expenditure of Rs. 499.94 crore and is likely to create approximately 30,000 start-ups over five years resulting into creation of approximately 2, 60,000 direct and indirect jobs.

Besides, the Scheme would witness setting up of a total of 360 Social Enterprises. In the process, a strong Pool of Mentors' and 'Faculty Facilitators' will be created under the Scheme.

5.22.3 **Governing Mechanism**

a) Project Steering Committee headed by the Secretary, Ministry of SDE, will oversee the operational delivery of the Project.

b) Project Implementation Unit shall be responsible inter-alia for release of Funds under the Scheme and submit the Progress Report (Physical and Financial) to Project Steering Committee.

c) Monitoring and Evaluation Unit will monitor and evaluate the progress of the Scheme.

d) Financial Management Unit shall be responsible for facilitating and monitoring flow of Funds to the National E-Hub; Regional E-Hubs, Nodal E-Hubs and Project Institutes.

While the Project Steering Committee and Project Implementation Unit have already been set-up, the process of selection of Organisation for overseeing Monitoring and Evaluation Unit and Financial Management Unit, is underway.

5.22.4 **Technical Knowledge Partner**

The Wadhwani Foundation, a California base, not for profit Organisation is the technical knowledge partner for implementation of the scheme.

The in kind contribution of the Wadhwani Operating Foundation totalling 10% of the scheme cost, will be in the form of right to access (via a link) and use the Learning Management System and entrepreneurship training content for different beneficiaries; participation of Institutes of Higher Learning in its annual Event; grant of access to the Faculty to an electronic version of the Handbook

for Entrepreneurship Campus Eco-system Development and need-based advisory/ training/ consultancy services towards implementation of the Scheme.

The Agreements with the Foundation in respect of its contribution under the Scheme are in advanced stage of finalisation.

5.22.5 **Entrepreneurship Courses**

a) Institutes of Higher Learning: The six levels, each of six months' semester, map to 6 Phases in the recommended journey for learning entrepreneurship which are: Orientation, Discover, Practice, Start-up, Growth and Expansion. The first three levels of entrepreneurial learning will be compulsory for every student enrolled. Besides, selected Institutes of Higher Learning will be encouraged to offer Courses on Social Entrepreneurship of 15 hours' duration.

b) Schools (10+2): The students enrolled in schools (10+2) will be offered two Courses, (i) Foundation Course: Exploring Entrepreneurship and (ii) Advanced Course: Getting ready to start a venture, each of 15 hours' duration.

c) Industrial Training Institutes: the students enrolled in ITIs will also be offered the same courses as at school level but with duration of 3 months (15 hours) and 6 months (60 hours) respectively.

d) Entrepreneurship Development Centres: The30 hour course will be spread over 3 months, beside sshort-duration Modular Courses for specific business skills

5.22.6 The Implementation Mechanism

The Scheme in close co-ordination with the State Governments will be implemented through a Network of Entrepreneurship Resource and Co-ordination Hubs. This network will have National Entrepreneurship Resource and Co-ordination Hub (National E-Hub) as the apex body established at NIESBUD, NOIDA. Further, there will be 05 Regional Entrepreneurship Resource and Co-ordination Hubs (Regional E-Hubs) at NOIDA, Hyderabad, Kolkata, Ahmedabad and Guwahati and 50 Nodal Entrepreneurship Resource and Co-ordination Hubs (Nodal E-Hubs) set-up throughout the country.

The Institutions for establishing 05 Regional E-Hubs have been identified. A total of 09 Nodal E-Hubs will be set-up during first year of the Scheme.

5.22.7 **The Entrepreneurship Hubs at Institution Level**

The entrepreneurship education programs will be delivered through establishing 3,050 Entrepreneurship Hubs at selected / identified existing institutions based on pre-defined criteria: 2200 E-Hubs in Institutes of Higher Learning; 300 in Schools; 500 ITIs and 50 EDCs.

A total of 260 Project Institutes have been enrolled under the Scheme so far. Besides, the process of empanelling about 140 Government ITIs, in consultation with the DGT, there are about 100 late applications under different categories, which are under process.

5.22.8 **Financial Assistance to Project Institutes**

All the Government Project Institutes and Entrepreneurship Development Centres will be given financial assistance for a maximum amount of Rs. 3, 00,000 /- towards setting up infrastructure under the Scheme besides annual maintenance charges in respect of the equipment.

All the empanelled Project Institutes will be given financial assistance towards training of identified faculty facilitators under the Scheme and Honorarium for Faculty Facilitators.

D. Other Schemes

5.23 Skill Loan Scheme

A Skill Loan Scheme was launched by Hon'ble Prime Minister on 15.07.2015 with a view to support youth who wish to go through skill training programmes in the country. This Scheme aims at providing financial support, through financial institutions, ranging from Rs 5000 to 1.5 lakh to any individual enrolled for NSQF aligned training program at eligible institutions. The Scheme provides for collateral free loans with a moratorium period of six months to one year and easy repayment options ranging from three to seven years depending upon the duration of the course. The National Credit Guarantee Trustee Company (NCGTC) provides credit guarantee for loans under the Scheme.

E. Projects in Pipeline

5.24 Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)

SANKALP is a $1 Bn USD World Bank supported project with an objective to- enhance system capacity and effectiveness to increase access to improved quality and market relevant skills training

- The SANKALP project was formulated by the Ministry of Skill Development and Entrepreneurship (MSDE) with the broad objective to strengthen the overall skilling ecosystem, capacity building and scaling of various sub-components under the National Skill Development Mission (such as Trainers, Overseas Engagement, Leveraging Infrastructure).
- Currently the Ministry has no functional scheme to operationalize the NSDM. SANKALP addresses short term training needs(as opposed to the ITI system) which will help India meet its labor market requirements through rapid response mechanisms.
- The budgetary allocation already made to MSDE are tied to Schemes/Programs and therefore, barely any fund is available for areas such as institutional strengthening, involvement of private sector to develop new skilling infrastructure, incentive-based convergence with States, improving technology systems and ICT initiatives, ensuring quality assurance and market relevance, etc. These are all vital components of NSDM.
- In principle approval of NITI AAYOG was obtained on 14.12.2015 at the time of seeking the approval of the Screening Committee of Department of Economic Affairs (DEA). The proposal was approved by DEA on 21st November, 2015.
- The proposal it to seek loan assistance of $ 500 mn. from the World Bank. States and Industry (mainly through CSR) would contribute $100 Million and $ 75 Million respectively. The various activities and components under the proposed scheme have also been appropriately scaled down in line with the observations of Expenditure Finance Committee (EFC)meeting held earlier. The project will be implemented over a span of four years.
- The proposal is being processed further for obtaining the approval of EFC, Department of Expenditure.

5.25 Strive

Skills Strengthening for Industrial Value Enhancement (STRIVE) is a new World Bank funded project that has been approved by Expenditure Finance Committee (EFC) in November 2016 for a total cost of Rs. 2200 crore (US $ 318 million). The project falls under the Programme for Results (P4R) based category of World Bank that ensures outcome driven funding. The project aims at creating awareness through industry clusters/ geographical chambers that would address the challenge of involvement of Small and Medium-sized Enterprises (SMEs). The Project would also aim at integrating and enhancing delivery quality of ITIs. There would be competitive selection among ITIs for upgradation under the scheme. After negotiations with the World Bank, STRIVE Project will be placed before Cabinet Committee for Economic Affairs (CCEA) for approval.

5.26 Multi Skill Training Institutes

The scheme to set up 1,500 MSTIs in PPP mode in unserved blocks of the country has been circulated and supported by Ministry of Finance

- The scheme envisages that access to long-term skill training opportunities is available to all individuals in the country through high quality; government supported Industrial Training Institutes in all unserved blocks of the country. Currently, there are over 2,500 unserved blocks in India.
- The PPP element of the scheme will ensure that there is buy-in from the private training partner in addition the government grant in-aid.

Training in Fashion Technology at a Skill India Centre

Competition and Awards

Hospitality Management

6. Competition and Awards

6.1 India Skills and World Skills

To make India the "Skill Capital" of the world, it is essential to showcase the country's excellence in different skill sets across the globe. To realize this dream of making India an "Skill Capital" an internal The overall objective of "Skills Competitions" is to showcase and inspire excellence in skills which in turn introduce youth to potential career in skills. Competitions provide an opportunity to see a skilled profession in action and inspire options for a vocational career. The motivational aspects of skill competitions make it an excellent platform for advocacy. Across the world, skill competitions are held at local, regional, national and international levels. It is, therefore, essential to give adequate thrust to skill competitions so that it can permeate at all levels and make the youth to benchmark their capabilities including enhancement in awareness and productivity.

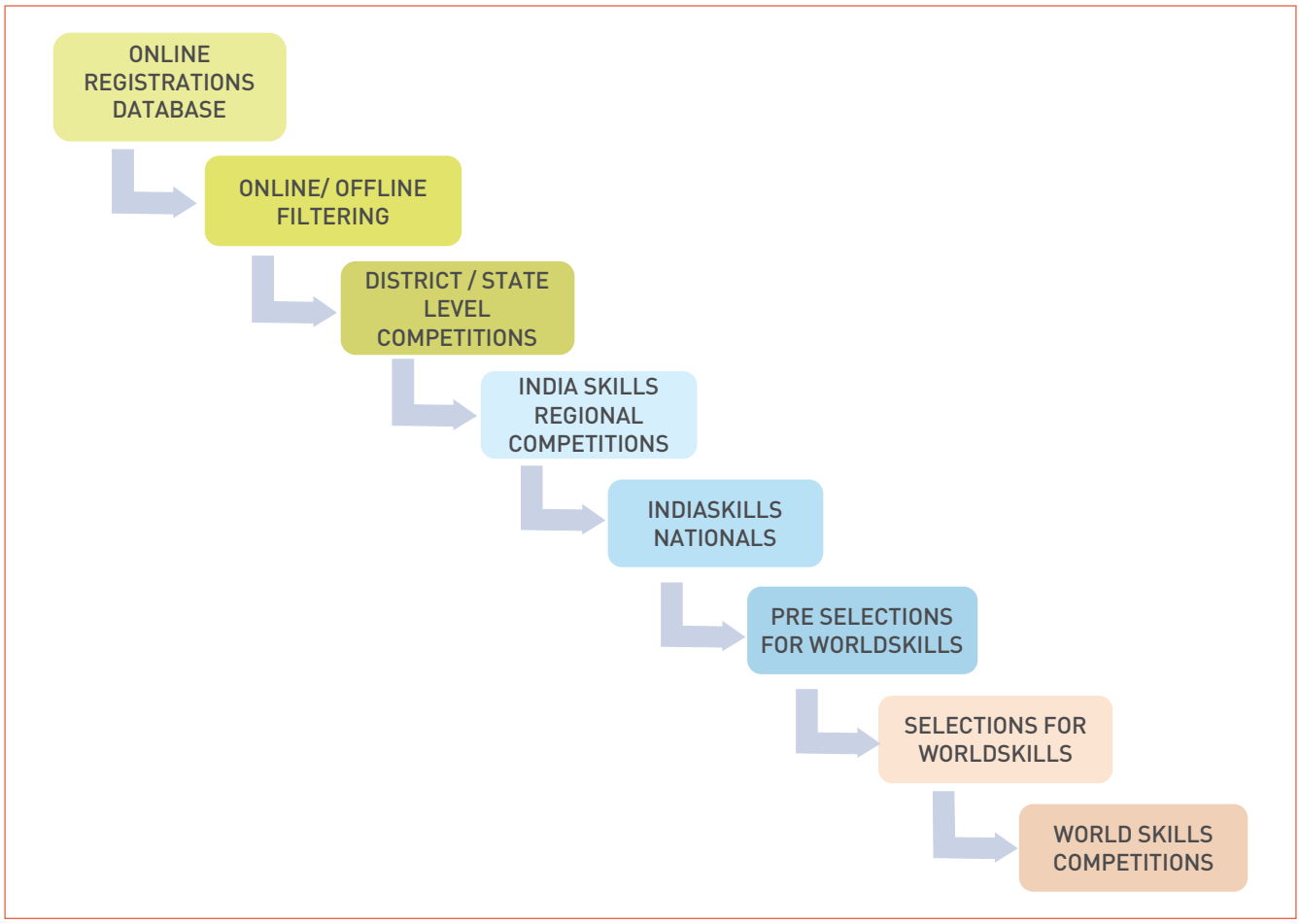
India Skills, a National Skills Competition organised by the Ministry of Skill Development and Entrepreneurship (MSDE) and the National Skill Development Corporation (NSDC) to showcase and select talent to lead India's participation at the biennial World Skills International Competition. The participants of India Skills will emerge from winners of State Level and subsequently Regional Level competitions. The winners of India Skills, 2016 go through a process of selection for representing India at World Skills and other international competitions. India Skills will deepen and widen the talent pool which will lead to better performance in national and international skill competitions.

The first edition of the competition was organized in collaboration with DGT, corporate partners, SSCs, industry associations and academic institutions from 15th to 17th July 2016. The competition was inaugurated by Shri Pranab Mukherjee, President of India, on the occasion of World Youth Skill Day on July 15, 2016.

6.1.1 India participated in World Skills International Competition, Sao Paolo in 27 skills and won eight medallions of excellence awards in the following skills:

- Welding
- Graphic Designing
- Plastic Die Engineering
- Hairdressing
- Beauty Therapy
- Bricklaying
- Prototype Modelling
- Jewellery

6.1.2 **Flow of Competition**



6.2 All India Skill Competition for Craftsmen Scheme:

It was introduced in the year 1964 to foster a healthy competition among the trainees of ITIs.

The competition is now held every year in 15 trades viz. Instrument Mechanic, Electronic Mechanic, Welder, Fitter, Turner, Machinist, Mechanic Motor Vehicle, Foundry man, Electrician, Cutting and Sewing, Computer Operator and Programming Assistant, Draughtsman (Civil), Draughtsman (Mechanical), Mechanic Diesel and "Mechanic Refrigeration and Air- Conditioner".

6.2.1 The best trainee of each of the above trades at the state level competition competes at the All India Skill Competition. The best craftsmen in each of the above 15 trades at the All India level are awarded merit certificates and a cash prize of Rs. 50,000/- each. Winner at the All India Skill Competition is awarded a merit certificate and his/her ITI is declared as best.

The State whose trainees secure the highest total marks among all trades is awarded a merit certificate and a shield.

6.2.2 The "Best State Award" winners during last 3 competitions are as under:-

S. No.	Skill Competition	Result
1.	50th Skill Competition	West Bengal
2.	51st Skill Competition	Maharashtra
3.	52nd Skill Competition	West Bengal

6.3 Skill Competition of Trade Apprentices

- With a view to fostering healthy competition among apprentices as well as establishments, skill competition is organized at local, regional and All India level.
- Skill competition is held for 15 trades namely; Fitter, Machinist, Turner, Welder (Gas and Electric), Electrician, Mechanic (Motor Vehicle), Tool and Die Maker (Die andMoulds), Tool and Die Maker(Press Tool, Jigs and Fixture), Instrument Mechanic, Draughtsman (Mechanical), Mechanic Machine Tool Maintenance, Wireman, Mechanic (Diesel), Refrigeration and Air-Conditioning Mechanic and Electronics Mechanic.

6.4 Entrepreneurship Awards

There is a large scale entrepreneurial ecosystem beyond technology, advanced and high impact innovation. The responsibility of developing entrepreneurship, businesses and large scale employment, based on continuous/incremental innovation or existing know how is equally important. In this domain, the Ministry of skill Development and Entrepreneurship plays an important role to promote this large scale entrepreneurial ecosystem, together with the Skill development initiatives for entrepreneurship. The Ministry has focused on entrepreneurship promotion among socially and geographically disadvantaged groups like women, SCs, STs, minorities anddifferently abled.

To make the ecosystem aspirational and to produce the desired results The Ministry of Skill Development And Entrepreneurship, in line with National Policy for Skill Development and Entrepreneurship 2015, has instituted the annual 'National Entrepreneurship Awards' to recognize the efforts of outstanding entrepreneurs and their ecosystem builders.

National Entrepreneurship Awards 2016

The major thrust of this event is on institutionalization of robust framework for 'National Entrepreneurship Award' to support and inspire the young entrepreneurs' and encourage their ecosystem builders. To make the scheme more aspirational for youth, the Ministry has formed core committee, by partnering with premier institutes of higher learning across the country, like IIT Delhi, IIM Ahmedabad, IIT Mumbai, TISS Mumbai, IIT Chennai, XLRI Jamshedpur and IIT Kanpur. IIT Delhi is the main partner for implementing the scheme.

6.4.1 **A total of 19 awards have been proposed under two selection tracks –**

- Award Track: Total of 16 first generation entrepreneurs in emerging sector specific domain will be awarded. This category also includes Special Category segments dedicated to women, SC/ST, PwD, difficult areas and social entrepreneurship
- Recognition Track. Efforts of three eminent ecosystem builders - institutes, educators, mentors, and hand holding organizations engaged in entrepreneurship development - will be recognized.

6.4.2 Winners will be given a trophy, certificate and cash prize of Rs. 10,00,000 (organizations) and Rs. 5,00,000 (individuals). To implement the scheme a Core Committee of Implementing Partners comprising of seven premier institutes, will be nominated. Each year one of these institutes could be nominated as the Lead Institute for implementing the awards while others will support the Lead Institute in this process. At least one knowledge partner will be identified from each zone of the country – North, East, West, South and Central. IIT-Delhi has been nominated as the lead institute for the National Entrepreneurship Awards 2016-17.

Shri Rajnath Singh, Minster of Home Affairs giving Away Entrepreneurship Award 2016

Skill Engagements

Electrical Fitting Training at a Skill India Centre

7. Skill Engagements

7.1 Engagement with Central Ministries

MSDE has signed MoU with 16 Central Ministries for effective implementation of skill initiatives across the skilling ecosystem. Ministry of Defence (MoD) and Ministry of Railways (MoR) have demonstrated considerable progress in taking forward the MoU. The list of MoUs is detailed in Table 16.

Table 16 : MoUs with Central Ministries

S.No	Name of the Ministry	MoU signed
1	Ministry of Defence	13.07.2015
2	Ministry of Railways	14.07.2015
3	M/o Health and Family Welfare	11.07.2015
4	Ministry of Steel	10.07.2015
5	Ministry of Mines	10.07.2015
6	Dept of Heavy Industries	08.12.2015
7	Ministry of Power	15.09.2015
8	Department of Fertilisers	09.07.2015
9	Department of Chemicals and Petrochemicals	09.07.2015
10	Department of Pharmaceuticals	09.07.2015
11	Department of Empowerment of Persons with Disabilities	21.03.2015
12	Department of Telecommunication	21.01.2016
13	Ministry of Textiles	07.08.2016
14	Ministry of External Affairs	02.07.2016
15	Ministry of Civil Aviation	20.10.2016
16	M/o Petroleum and Natural gas	28-11-2016

7.1.1 Ministry of Defence

MoU between the Ministry of Defence and Ministry of Skill Development & Entrepreneurship was signed in July, 2015. Under the strategic tie up of MSDE and MOD, NSDC is working with the Armed Forces-Indian Army, Indian Navy and Indian Air Force to skill retiring personnel for second career options and utilizing their services as trainers and assessors for skill development ecosystem. As on date around 2000 Army personnel, 129 Indian Air force personnel and 70 Navy personals have gone through training and placed as assessors/ trainers.

Short Term Training (STT): An initiative has also been rolled out for the defence wives and wards by upgrading the existing Army infrastructure into Army Skill Training Centres (ASTC). As of now, 4 such centres, providing trainings in Handicrafts, Beauty & Wellness , Apparel and IT sector are operational.

Defence Public Sector Undertaking (DPSU): Discussion is underway on Amendment of Recruitment Rules of DPSUs and Ordinance Factory Board (OFB). 187 Unique Job Roles being mapped to QP-NOS of various sectors. SSCs are currently in the process of aligning job roles to QP-NOS for alignment to NSQF.

Directorate General Resettlement (DGR): Alignment of courses offered by DGR to NSQF is also underway.

Skill Certification Ceremony for Retring Indian Navy Personnel in the Presence of Shri Rajiv Pratap Rudy, Minister of State for Skill Development and Entrepreneurship (I/C)

7.1.2 Ministry of Railways

MSDE and MoR have signed an MoU in July 2015 to partner for skill development initiatives. One of the key activities of the MoU is usage of sparable infrastructure at Railway Locations for skilling activities. MSDE has identified locations for setting up skill training centres using sparable Railways Infrastructure and Nodal NSDC Training Partners have been identified for the location.120 candidates have been trained in Danapur Railway Center under PMKVY-2 and another 120 candidates are undergoing training. 200 candidates are undergoing short term skill trainings in Maharajganj railway center under PMKVY-2.

7.1.3 RPL Trainings for Railway Sahayak

Recognition of Prior Learning was undertaken for porters working at 4 railway stations namely Ambala, Ludhiana, Moradabad, Lucknow of the Northern Railways on pilot basis. The project has been designed with an emphasis on training porters in subjects pertaining to soft skills and Ergonomics. The objective of the training is to ensure better service through improved environment for negotiation and better health through adoption of good posture practices while lifting luggage.

At the end of this exercise, the porters would be rebranded as Sahayak as per the announcement made by Hon'ble Minister for Railways, in the Railway Budget of 2016-17.211 candidates from across the pilot locations were enrolled (and assessed) under RPL. Based on the positive feedback received from the four pilot locations, project is now scaled to all the 18 locations of the Northern Railways.

7.2 Key International Engagements

i. United Kingdom

A MoU was signed between MSDE and the Department of Business Innovation and Skills UK in April 2015. Key areas of collaboration were identified and a number of workshops, exchange visits and training programmes have already taken place under UKIERI II. In addition, collaborations have been initiated with over 15 Indian Sector Skills Councils and their UK counterparts to benchmark Indian training standards with UK standards. UKIERI II ended on 31 March 2015. MSDE has joined the UKIERI III initiative for institutional partnerships in Skills, developing occupational standards, technology enabled training, apprenticeship and employer engagement and sharing of best practices between UK and India.

ii. Germany

MSDE participated in the Hannover Messe in April 2015 and set up the Skill Pavilion. In October 2015, a MoU was signed between the two countries to collaborate in a number of areas which included: scaling up workplace based training in industrial clusters, training of trainers, upgradation of curricula, upgradation of existing institutions etc. Roadmap for the way forward has been agreed on by the two sides and joint activities have started .

iii. Australia

NSDC is working with many Australian institutions to operationalise this collaboration. A MoU was signed between NSDC and TAFE SA and Heraud in January 2015 for establishing a centre of excellence. A study tour to Australia was organized for key officials working on skills training to understand Australia's skills ecosystem and document lessons for India.

iv. Canada

NSDC signed 13 MoUs with some of Canada's key skill training institutions, during the Hon'ble Prime Minister of India's visit to Canada in April 2015. The MoUs are focused on sharing best practices, international recognition of standards and creating new Centres for Excellence in India.

v. European Union

A MoU was signed between Department of Economic Affairs, Ministry of Finance and EU in June 2014 for implementation of the skill development policy of GOI. A number of capacity building activities have been undertaken within this India-EU skills development project which includes study tours, delegation visits training of trainers, assessors etc have taken place through this collaboration. This project was completed in January 2017.

vi. France

MoU between NSDA and CNCP (Commission Nationale de la Certification Professionnelle – CNCP), France was signed on January 2015 to understand the knowledge base of developing and implementing the Qualification Register in France and India. Exchange visit was undertaken by CNCP representative to India and NSDA representatives to France under this collaboration.

vii. UAE

A MoU was signed between MSDE and The National Qualifications Authority, UAE on 29th April 2016 to collaborate in the area of mutual recognition of qualifications. This collaboration will specifically benefit Indians who aspire to work overseas. The first joint working group meeting has been held on 29th April 2016.

viii. China

A MoU was signed with China in May 2015. The first Joint Working Group Meeting was in April 2016.

ix. Switzerland

A MoU signed on 22 June 2016 in Winterthur, Switzerland. The purpose of the MOU was to support India's massive skill requirements as well as to strengthen Swiss vocational and professional education and training in international context. Bilateral meetings have been held for the same.

x. Qatar

A MoU signed on 5th June 2016 between Qatar and India. First Joint Working Group (JWG) meeting is scheduled to be held soon

xi. Japan

A MoU was signed between Japan and India. On First Joint Working Group (JWG) meeting is scheduled to be held soon.

7.3 International Engagements of DGT

7.3.1 Engagement Between DGT and Germany

Subsequent to the transfer of two verticals of DGE & T to Ministry of Skill Development and Entrepreneurship a new MoU for cooperation in area of "Skill Development and Vocational Education and Training" (SD & VET) was signed, between MSDE and Federal Ministry of Education and Research and

Federal Ministry for Economic Co-operation and Research ,during the visit of German Chancellor to India on 5th October,2015.

Subsequent to signing of above MoU, the first meeting of Indo-German Joint Working Group on SD &VET was held on 26th July,2016 . Various ongoing projects under the MoU and their Status were reviewed in this meeting.

On-going engagement with Germany under the MoU:

i Medium term engagement between DGT institutes and German service provider institutions in four sectors. Welding, ii. Mechatronics CNC Maintenance, iii. Automobile Car Mechatronics and iv. Electronics

- The project deals with Medium term engagement between DGT institutes and German service provider institutions in Welding and Mechatronics and CNC Maintenance sectors, to be completed in two phases. Training and Development Centres of the Bavarian Employers Association (bfz) was selected as German partner for medium term collaboration in Welding and Mechatronic sectors with two institutes of DGT namely Foremen Training Institute Bangalore for Welding and Apex Hi-tech Institute Bangalore in Mechatronics and CNC Maintenance.
- Phase I (4 months) is the planning phase and Phase II (32 months) is the implementation phase. The phase- I of the project is completed and phase-II is under implementation. Ten Master Trainers each in Welding and Mechatronics were trained in 8 week training programme include 2 weeks of training in pedagogy in India and 6 weeks of training in Germany. These Master trainers are faculty from Central Field Institutes of DGT. These trained Master Trainers would contribute toward development of their institute as "Centre of Excellence" in their sector.

ii. Setting up of Training Facilities in Energy Efficient Construction Technology in the Campus of ATI Howrah and FTI Jamshedpur"

The project is proposed to be implemented in 05 Work Packages (WPs). As part of WP 1, five member team from DGT, MSDE visited BFW Germany in January 2016 to familiarize themselves with the facilities, concept and standards of training facilities of the Dresden Training Centre of BFW (Tour of the Training Centre). As part of WP 2, German Delegation consisting of 02 members visited India in March 2016 and visited ATI Howrah and FTI Jamshedpur to receive an impression of the locations and identify requirement and visions in compliance to WP 1 and 2. WP 3 is in progress. As per the agreement, WP1 and WP2 are fully financed by the German side while proposed WP 3, 4 and 5 is to be funded by DGT/MSDE.

iii. Work place based training held in 3 industrial clusters (in collaboration with GIZ)

- The "Implementation Agreement" on Workplace based training in 3 industrial clusters was signed between MSDE and GIZ on 22nd August, v2016.
- The overall objective of the "Indo-German Programme for Vocational Education and Training" is that -Actors from the public and private sectors work together to create conditions conducive to improving cooperative vocational training in India.

  The programme is expected to develop and test cooperative workplace based approaches in three industry sectors in three locations (cluster approach): automobile suppliers industry in Aurangabad, Maharashtra; the electronics industry in Bangalore, Karnataka; the construction industry in Bhiwadi, Rajasthan

7.3.2 Engagement Between DGT and Japan

i. Manufacturing Skill Transfer Program:

A Memorandum of Cooperation (MoC) on the Manufacturing Skill Transfer Program between India and Japan has been signed on 11 November 2016. The MoC is aimed to support Japanese companies to

train Japanese standard shop floor leaders and engineers in manufacturing with the goal of training 30 thousand persons in the next 10 years through the projects listed below:

ii. Japan-India Institute for Manufacturing (JIM)

MSDE will provide recognition / accreditation of curriculum / courses through NCVT to Japan-India Institute for Manufacturing (JIM) set up by Japanese companies to train future shop floor leaders of Japanese standard level in India with Japanese style key elements such as KAIZEN, 5S, and Japanese working methods. MSDE will provide

iii. Japanese Endowed Courses (JEC)

To establish Japanese Endowed Courses will be established with engineering colleges in India to train future candidates for middle management engineers in manufacturing sector. The courses for middle management level will add components to four year duration courses in engineering colleges.

iv. Technical Intern Training Program (TITP) by Japan International Training Cooperation Organization (JITCO):

The program is aimed to transfer skills through Technical Intern Trainees in technical skills, technology, and knowledge from Japan to India. The Japanese government has created the "Technical Intern Training Program", an initiative that provides training for a specific period in industrial society to both youth and adult workers from other countries.

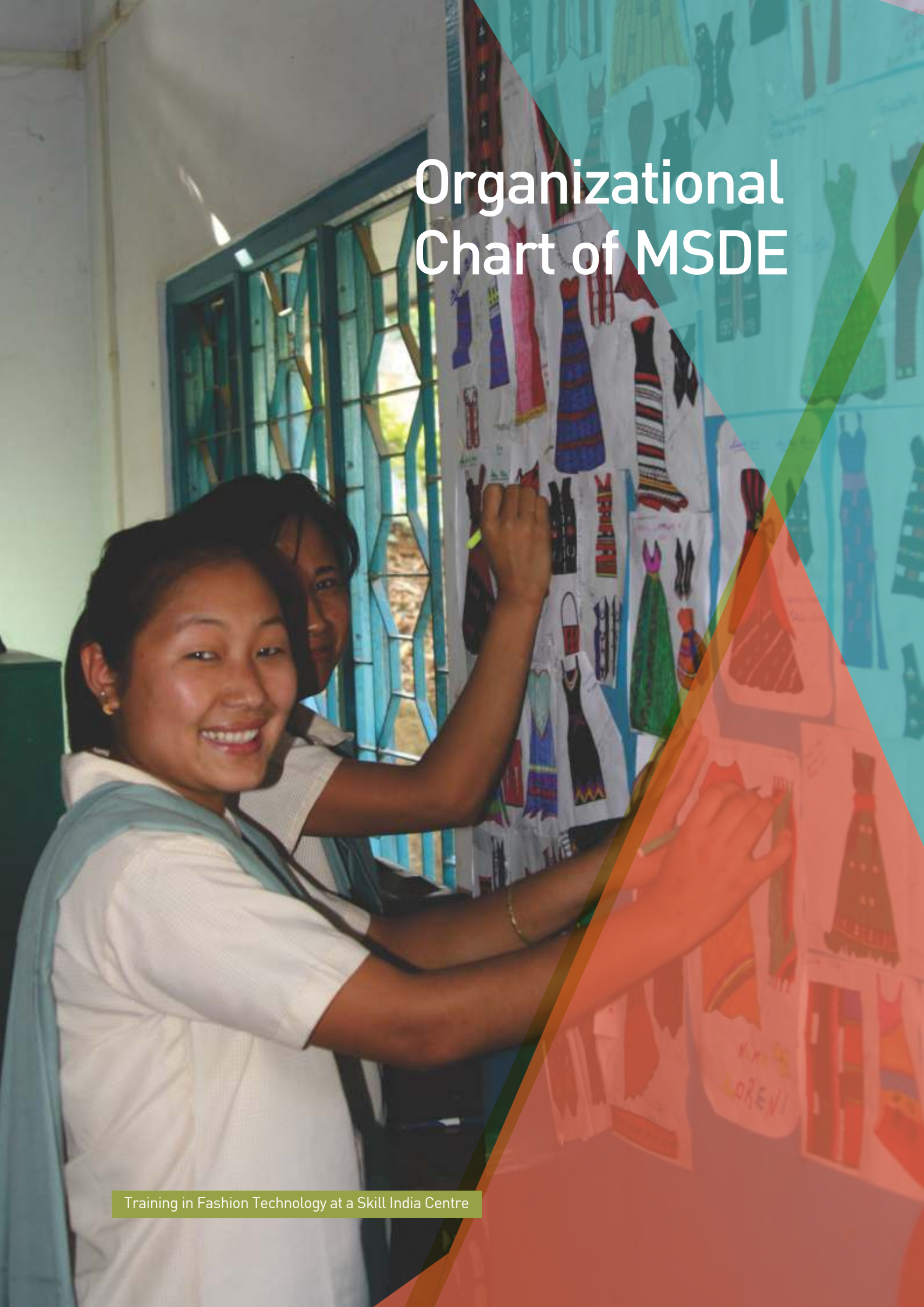
A Record of Discussions between DGT, MSDE and JITCO for implementation of Technical Intern Training Program (TITP) was signed on 30th November 2015. Six organizations have been nominated by DGT, MSDE for sending technical interns to various implementing organizations in Japan.

v. JAVADA (Japan Vocational Ability Development Association):

Skills Assessors Training and Skills evaluation trails on Electronic equipment Assembly (Grade 3) and Public Private Joint Committee (PPJC) was conducted in December, 2016 at Advanced Training Institute (ATI) - Hyderabad, one of the field institutes of DGT, MSDE at New Delhi respectively.

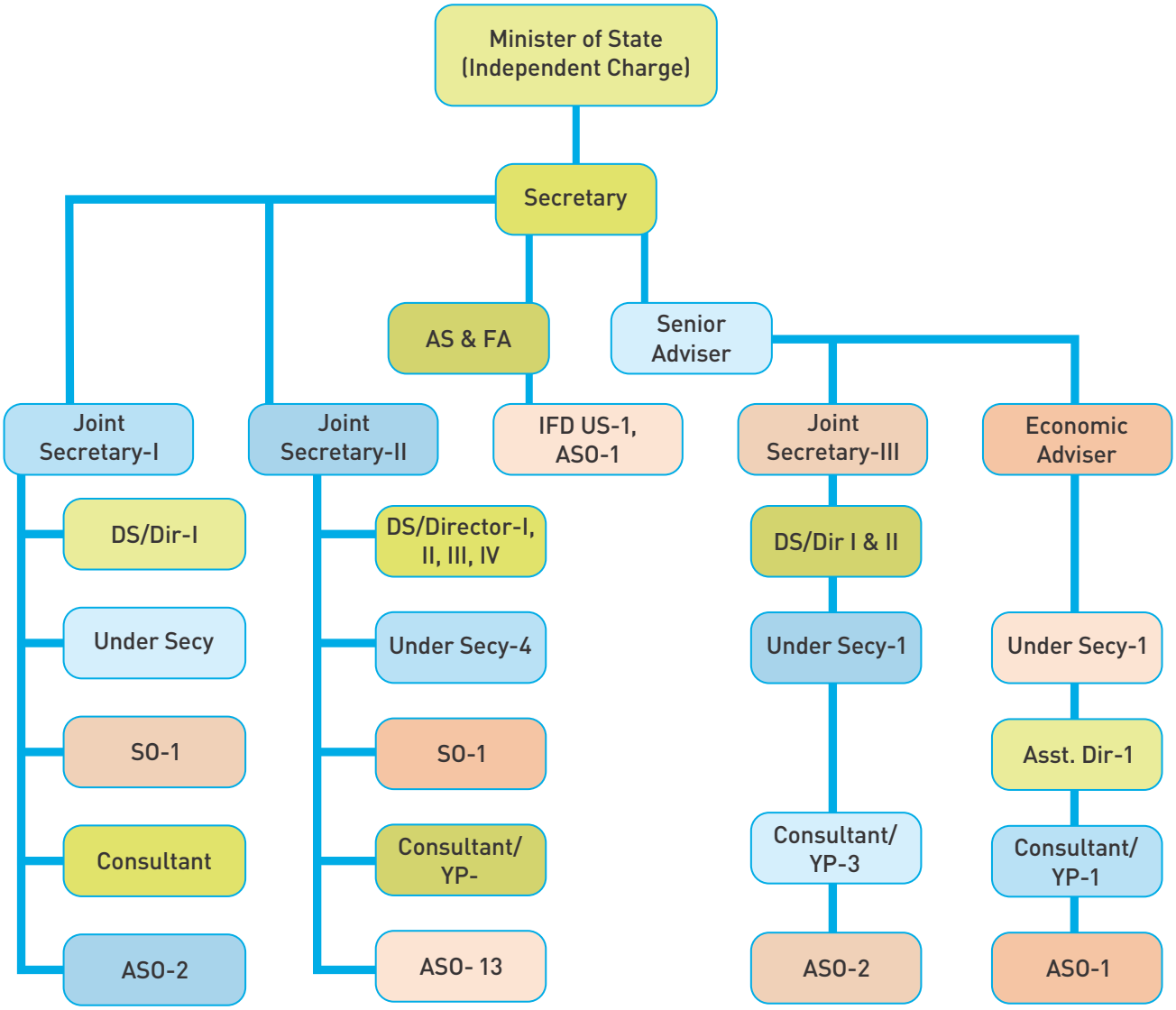
Established in 1979, based on the Human Resources Development Promotion Act of Japan, JAVADA is a specialist institution for evaluation of vocational ability in Japan.

Organizational Chart of MSDE



Training in Fashion Technology at a Skill India Centre

8. Organizational Chart of MSDE



Annexure 1-5

Construction Training at ITI Tamil Nadu

Annexure-1

Details of Schemes for Skill Development of various Ministries/Departments

S.No	Name of Ministries/Department	Name of the Scheme
1.	M/o Skill Development and Entrepreneurship	Pradhan Mantri Kaushal VikasYojana (PMKVY)
		Apprenticeship Training Scheme (ATS)
		Craftsmen Training Scheme
		Craftsmen Instructor Training Scheme
		Skill Development Initiative Scheme (SDIS)
2.	M/o Rural Development	Deen Dayal Upadhyaya Grameen KaushalyaYojana (DDU-GKY)
		Rural Self-Employment Training Institutes (RSETIS)
3.	M/o Housing and Urban Poverty Alleviation	National Urban Livelihoods Mission (NULM)
4.	M/o Textiles	Integrated Skill Development Scheme (ISDS)
5.	M/o Agriculture and Farmers Welfare	National Food Security Mission – Farmers Field School
		Agri-Clinic and Agri-Business Centres Scheme
		Extension Reforms - Farm School
		Krishi Vigyan Kendras (KVKS)
		Skill training to Agri-graduates
		Promotion of farmer to farmer extension
6.	M/o Micro, Small and Medium Enterprises	Entrepreneurship Development Programmes (EDPS)
		Entrepreneurship Skill Development Programmes (ESDPS)
		Management Development Programmes (MDPS)
		Assistance to Training Institutions
		Scheme (ATI SCHEME)
		Skill Upgradation and Quality Improvement and Mahila Coir Yojana (MCY)
		Tool Rooms
		Central Manufacturing Technology Institute (CMTI)
7.	M/o Tourism and Culture	Scheme of Capacity Building for Service Provides
		Hunar se Rozgartak Initiative
8.	M/o Human Resource Development	Vocationalization of School Education
		Scheme of Community Development through Polytechnics
		National Institute of Open Schooling Distance Vocational Education Programmes (Practical Learning through Accredited Vocational Institutes (AVI)
		National Apprenticeship Training (NAT) Scheme
		Jan Shikshan Sansthan

Continued

Details of Schemes for Skill Development of various Ministries/Departments

S.No	Name of Ministries/Department	Name of the Scheme
9.	M/o Electronics and Information Technology	Scheme for Financial Assistance to States for Skill Development in Electronic System Design and Manufacturing (ESDM) Sector
		Skill Development in ESDM for Digital India
10.	M/o Tribal Affairs	Vocational Training for Tribal Youth
11.	M/o of Women and Child Development	Support to Training and Employment Programme for Women (STEP)
12.	M/o Commerce and Industry	Indian Leather Development Programme
13.	M/o Development of North Eastern Region (DoNER)	Capacity Building and Technical Assistance
14.	M/o Home Affairs	UDAAN
15.	M/o Minority Affairs	Seekho aur Kamao
		Nai Roshini (The Scheme for Leadership Development of Minority Women)
16.	M/o Social Justice and Empowerment	Financial Assistance for Skill Training of persons with Disabilities
		Special Central Assistance (SCA) to Scheduled Castes Sub Plan (SCSP)
		National Scheduled Castes Finance and Development Corporation (NSFDC)
		National Safaikaramcharis Finance and Development Corporation (NSKFDC)
		National Backward Class Finance and Development Corporation (NBCFDC)
17.	M/o Food Processing Industries (MFPI)	Skill Development Programmes under NIFTEM and IICPT
18.	D/o Chemicals and Petrochemicals (DCPC)	Central Institute of Plastics Engineering and Technology (CIPET)
19.	D/o Industrial Promotion and Policy (DIPP)	Indian Leather Development Program (implemented by Footwear Design and Development Institute)
20.	D/o Youth Affairs (DYAS)	Skill up gradation Training Programme (SUTP) implemented by Nehru Yuva Kendras Sangathan
		Skill Development Training Programme under NCVT Scheme
		Skill Development training for Nation
		Service Scheme volunteers

Annexure-2

Number of Persons Trained in 2016-17 (upto Dec 2016)

S.No	Ministry / Organization	Tentative Targets 2016-17 (Persons)	Targets accepted by Ministry/Department	Cumulative Achievement for 2016-17 reported till	
				Number	% of Annual Target
	1	2	3	4	5
1	Ministry of Skill Development and Entrepreneurship	25,00,000 12,50,000	20,00,000 12,50,000	4,63,221	18.52%
2	Ministry of Skill Development and Entreprenuership (Entrepreneurship Training)	13,75,000	13,75,000	8,14,000	59.20%
3	Ministry of Agriculture	17,60,000 DACandFW (606130), DAHDandF (250000), DARE/ICAR (903870)	17,60,000		
4	National Skill Development Corporation (Projects apart from PMKVY include NSDC Partners, Udaan Scheme and assessments done by SSCs)	40,26,000	19,10,500	3,34,199	17.49%
5	Ministry of Rural Development	5,80,800	5,99,987	3,44,938	57.49%
6	Ministry of Micro, Small	6,12,700	5,57,000		
7	Department of Higher Education and Medium Enterprises	5,36,866	4,88,060		
8	Department of Electronics and Info Technology	3,96,000	3,60,000		
9	Ministry of Housing and Urban Poverty Alleviation	3,30,684	3,30,684	2,88,744	87.32%
10	Ministry of Women and Child Development	36,322	33,020		
11	Ministry of Textiles	4,40,000	4,40,000	33,430	7.59%
12	Ministry of Social Justice and Empowerment	95,480	95,500	11,643	12.19%

Continued

Number of Persons Trained in 2016-17 (upto Dec 2016)

S.No	Ministry / Organization	Tentative Targets 2016-17 (Persons)	Targets accepted by Ministry/Department	Cumulative Achievement for 2016-17 reported till	
				Number	% of Annual Target
	1	2	3	4	5
13	Ministry of Tourism	1,10,000	1,10,000	23,909	21.74%
14	Ministry of Minority Affairs	62,700	57,000		
15	Ministry of Tribal Affairs	94,600	86,000		
16	Ministry of Home Affairs	7,700	7,000		
17	Ministry of Road Transport and Highways	19,250	17,500		
18	Ministry of Chemicals and Fertilizers	88,000	80,000	22,539	28.17%
19	Ministry of Commerce and Industry	1,58,400	1,44,000	60,705	42.16%
20	Department of Heavy Industry	44,000	44,000	16,298	37.04%
21	Ministry of Development of North Eastern Region	4,400	4,000	2,809	
22	Ministry of Food Processing Industries	1,219	1,219	5,509	
	Total	1,34,20,121	99,35,470	19,58,723	

Annexure-3

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
1.	Architectural	2 Semesters	Passed class X under 10+2 system with minimum of 40% independently in Science and Mathematics	2013	2014
2.	Attendant Operator (Chemical Plant)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
3.	Carpenter	2 Semesters	8th class passed	2013	2014
4.	Draughtsman (Civil)	4 Semesters	10th class Passed	2013	2014
5.	Draughtsman	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
6.	Domestic Painter	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
7.	Electrician	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
8.	Electronic Mechanic	4 Semesters	Passed 10th class examination under 10+2 system of education	2013	2014
9.	Electroplater	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
10	Fitter	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
11.	Foundry man Technician(Old Name	2 Semesters	Passed 10th Class with Science and Mathematics under 10+2 Foundry man) system of Education or its equivalent	2013	2014
12.	Gold Smith	2 Semesters	Passed 8th class Examination	2013	
13.	Information Communication Technology System Maintenance (Old Name – IT and ESM)	4 Semesters	Passed 10th with Science and Maths as subjects.	2013	2014

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
14.	Industrial Painter	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
15.	Instrument Mechanic	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
16.	Instrument Mechanic (Chemical Plant)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
17.	Interior Decoration and Designing	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
18.	Laboratory Assistant (Chemical Plant)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
19.	Lift and Escalator Mechanic(Old Name - Lift Mechanic)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
20.	Machinist	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
21.	Machinist (Grinder)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
22.	Maintenance Mechanic (Chemical Plant)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
23.	Marine Engine Fitter	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
24.	Marine Fitter	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
25.	Mason (Building Constructor)	2 Semesters	8th class passed under 10+2 system.	2013	2014
26.	Mechanic Diesel Engine Old Name Mechanic (Diesel)	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
27.	Mechanic Mining Machinery with	4 Semesters	Passed 10th class examination under 10+2 system of education Science and Mathematics or its equivalent.	2013	
28.	Mechanic Motor Vehicle	4 Semesters	Passed 10th class examination with maths and Science.	2013	2014
29.	Mechanic (Refrigeration and Air-Conditioner)	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
30.	Mechanic (Tractor)	2 Semesters	Passed 10th class examination with Maths and Science	2013	2014
31.	Mechanic Agricultural Machinery	4 Semesters	Passed 10th class examination with Maths and Science	2013	2014
32.	Mechanic Auto Electrical and Electronics	2 Semester	Passed 10th class examination with maths and Science	2013	2014
33.	Mechanic Lens/Prism Grinding	2 Semesters	Passed 10th class examination under 10+2 system of ducation with Science and Mathematics or its equivalent.	2013	
34.	Mechanic Motor Cycle (Old Name - Mech. Repair and Maintenance of Two Wheelers)	2 Semester	Passed 10th class examination with maths and Science.	2013	2014
35.	Mechanic Machine Tools Maintenance	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
36.	Mechanic Mechatronics	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
37.	Mechanic Medical Electronics	4 Semesters	Passed 10th class examination under 10+2 system of education with Physics, Chemistry and Mathematics	2013	
38.	Operator Advanced Machine Tools	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
39.	Painter General	4 Semesters	8th Passed	2013	
40.	Physiotherapy Technician	2 Semesters	10th class passed	2013	
41.	Plastic Processing Operator	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
42.	Plumber	2 Semesters	10th Passed or failed	2013	2014
43.	Pump Operator-cum-Mechanic	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
44.	Radiology Technician (Old Name - Radio Diagnosis and Radiotherapy)	4 Semesters	10th Class Passed	2013	
45.	Rubber Technician	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
46.	Sheet Metal Worker	2 Semesters	8th class passed	2013	2014
47.	Spinning Technician	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
48.	Stone Processing Machines Operator	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
49.	Stone Mining Machine Operator	2 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
50.	Surveyor	Two Semesters (1Year)	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
51.	Textile Mechatronics	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
52.	Textile Wet Processing Technician	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
53.	Tool and Die Maker (Dies and Moulds)	4 Semesters	Passed 10th Class with Science and Mathematics under 10+2 system of Education or its equivalent	2013	2014
54.	Tool and Die Maker (Press Tools, Jigs and Fixtures)	4 Semesters	Passed 10th Class with science and Mathematics under 10+2 system of Education or its equivalent	2013	2014
55.	Turner	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	2014
56.	Vessel Navigator	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.	2013	
57.	Welder Old Name Welder (Gas and Electric)	2 Semesters	Pass 8th Class Examination.	2013	2014
58.	Weaving Technician	4 Semesters	Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent..	2013	2014
59.	Wireman	4 Semesters	Passed 8th Class examination	2013	2014
	New Engineering Trades				
60.	Mechanic Auto Body Repair	2 semester	Passed 10th class examination with maths and Science.	2014	-
61.	Mechanic Auto Body Painting	2 semester	Passed 10th class examination with maths and Science.	2014	-

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
62.	Mechanic Air-conditioning Plant	4 semester	Pass in 10th Class under 10+2 system of Education	2014	-
63.	Civil Engineer Assistant	4 semester	Pass in 10th Class under 10+2 system of Education	2014	-
64.	Technician Power Electronic System	4 semester	Passed 10th class examination under 10+2 system of education	2014	-
65.	Mechanic Consumer Electronics Appliances	4 semester	Passed 10th class examination under 10+2 system of education.	2014	-
66.	Welder (GMAW and GTAW)	2 semester	Pass 8th Class Examination	2014	-
67.	Welder (Fabrication and Fitting)	2 semester	Pass 8th Class Examination	2014	-
68.	Welder (Structural)	2 semester	Pass 8th Class Examination.	2014	-
69.	Welder (Pipe)	2 semester	Pass 8th Class Examination.	2014	-
70.	Welder (Welding and Inspection)	2 semester	Pass 8th Class Examination	2014	-
71.	Information Technology	4 semester	Passed 10th with Science and Maths as subjects.	2014	-
72.	Computer Hardware and Network Maintenance	2 semester	Passed 10th with Science and Maths as subjects.	2014	-
73.	Refractory Technician	4 Semesters	Passed 10th Class with Science and Mathematics under 10+2 system of Education or its equivalent	2014	-
74.	Architectural Draughtsman	2 semester	Passed 10th class examination under 10+2system of education with Science and Mathematics or it equivalent.	2014	-
	Non Engineering Trades				
75	Baker and Confectioner	2 Semesters	Passed 10th class examination	2013	2014
76	Computer Operator and Programming Assistant	2 Semesters	Passed 10th class examination	2013	2014
77	Food Production (General) (Old Name Craftsman Food Production).	2 Semesters	Passed 10th Class Examination	2013	2014

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
78	Sewing Technology Old Name - Cutting and Sewing	2 Semesters	Passed 10th class Under 10+2 System of examination	2013	2014
79	Computer Aided Embroidery And Designing (Old Name Computer Aided Embroidery and Needle Work)2014	2 Semesters	Passed 10th class Under 10+2 System of examination	2013	
80	Dairying	2 Semesters	Passed 10th class Examination	2013	-
81	Dental Laboratory Technician	4 Semesters	Passed 10th class Examination	2013	-
82	Desk Top Publishing Operator	2 Semesters	Passed 10th class examination	2013	2014
83	Digital Photographer	2 Semesters	Passed 10th Class examination	2013	-
84	Dress Making	2 Semesters	Passed 10th class Under 10+2 System of examination	2013	2014
85	Surface Ornamentation Techniques (Embroidery) (Old Name Embroidery and Needle Work)	2 Semesters	Passed 10th Class	2013	2014
86	Fashion Design Technology(Old Name Fashion Technology)	2 Semesters	Passed 10th class examination	2013	2014
87	Floriculture and Landscaping	2 Semesters	Passed 10th class examination	2013	-
88	Front Office Assistant	2 Semester	Passed 10th class examination	2013	2014
89	Basic Cosmetology (Old Name Hair and Skin care)	2 Semesters	Passed 10th class Examination	2013	2014
90	Health Sanitary Inspector	2 Semesters	Passed 10th Class Examination	2013	-
91	Horticulture	2 Semesters	Passed10th class examination	2013	-

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
92	Hospital House Keeping	2 Semesters	Passed 10th Class Examination	2013	-
93	Leather Goods Maker	2 Semesters	8th class passed	2013	-
94	Footwear Maker	2 Semesters	Passed 8th Class examination	2013	-
95	Old Age Care	2 Semester	Passed 10th Class examination	2013	2014
96	Photographer	2 Semesters	Passed 10th Class examination	2013	-
97	Pre/Preparatory School Management (Assistant)	2 Semester	Passed 10th Class examination	2013	2014
98	Fruit and Vegetable Processor	2 Semesters	Passed 10th Class Examination with Science and Mathematics	2013	2014
99	Process Cameraman	2 Semesters	passed 10th Class examination	2013	-
100	Secretarial Practice (English)	2 Semesters	Passed 10th Class examination	2013	2014
101	Stenographer and Secretarial Assistant (English)	2 Semesters	Passed 10th Class Examination	2013	2014
102	Spa Therapy	2 Semesters	Passed 10th Class Examination	2013	2014
103	Stenographer and Secretarial Assistant (Hindi)	2 Semesters	Passed 10th Class Examination with Hindi as compulsory subject.		2014
104	Food and Beverages Guest Services Assistant Old Name Steward	2 Semesters	Passed 10th Class examination	2013	2014
105	Weaving Technician for Skill and Woolen Fabrics Old Name Weaving of Silk and Woolen Fabrics	2 Semesters	Pass in 8th Class examination	2013	2014
106	Catering and Hospitality Assistant	2 Semesters	Passed 10th Class examination	2013	-
107	Travel and Tour Assistant	2 Semesters	Passed 10th Class examination	2013	2014
108	Multimedia Animation and Special Effect	2 Semesters	Passed 10th Class examination	2013	2014

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
109	Health, Safety and Environment	2 Semesters	a) Passed class 10 Examination b) The minimum physical requirements are i. Height - 165 cm ii. Weight - 52 kg iii. Chest - Normal 81 cm - Expanded 85 cm iv. A registered MBBS doctor must certify that the candidate is medically fit to undertake the course	2013	-
110	Fire Technology and Industrial Safety	2 Semesters	a. Passed class 12th Exam. Under 10+2 system of education or its Management equivalent. b. The minimum physical requirements are i. Height - 165 cm ii. Weight - 52 kg iii. Chest - Normal 81 cm - Expanded 85 cm iv. A registered MBBS doctor must certify that the candidate is medically fitto undertake the course	2013	-
111	Human Resource Executive	2 Semesters	Passed 10th Class Examination	2013	-
112	Marketing Executive	2 Semesters	Passed 10th Class Examination	2013	-
113	Finance Executive	2 Semesters	Passed 10th Class Examination	2013	-
114	Tourist Guide	2 Semesters	Passed 10th Class Examination	2013	2014
115	Bamboo Works	2 Semesters	8th Pass	-	2014
116	Milk and Milk Products science and mathematics.	2 Semesters	Passed 10th Class Examination with	-	2014
117	Agro Processing	2 Semesters	Passed 10th Class Examination with science and mathematics.	-	2014
118	Food Beverage science and mathematics.	2 Semesters	Passed 10th Class Examination with		2014
119	Data Base System Assistant	2 Semesters	Passed 12th Standard with Science and Maths		2014
120	Software Testing Assistant	2 Semesters	Passed 12th with Science and Maths		2014

Continued

List of Engineering and Non- Engineering trades under Craftsmen Training Scheme (Semester Pattern) w.e.f. July, 2014

S.No	Name of the Trade	Duration	Entry Qualification	Introduced during the year	Revised during the year
	1	2	3	4	5
Trades for Visually impaired					
121	Metal Cutting Attendant (for Visually Impaired Persons)	2 Semesters	Passed 10th Class with Science and Mathematics under 10+2 system of Education or its equivalent	February - 2014	July - 2014
122	Computer Operator and Programming Assistant	2 Semesters	Passed class X examination of 10 + 2 pattern or an equivalent Examination. Candidate should be Visually impaired /Hearing impaired /other Disabled	2014	
123	Desktop Publishing Operator	2 Semesters	• Passed class X examination of 10 + 2 pattern or an equivalent examination. • Candidate should be of low Vision/ Orthopedically Disabled/Hearing impaired /other Disabled	2014	
124	Cutting and Sewing	2 Semesters	Passed Class-8th	2014	
125	Hair and Skin Care	2 Semesters	• Passed class X examination of 10 + 2 pattern or an equivalent examination. • Candidate should be of low Vision/ Orthopedically Disabled/Hearing impaired /other Disabled	2014	

Annexure-4

Details of total Training Seats Sanctioned in National/Regional Vocational Training Institutes For Women (During Session 2016-17)

S. No	Institute	NVTI Noida	RVTI Mumb	RVTI Bang	RVTI Tvm	RVTI Panip	RVTI Kolkata	RVTI Tura	RVTI Allah	RVTI Indore	RVTI Vad	RVTI Jaipur	RVTI Shimla	RVTI Rajpura	RVTI Trichy	RVTI Agartala	RVTI Patna	TOTAL
	Courses sanctioned	(Per Annum Capacity)																
1.	CTS COURSES																	
1.	Secretarial Practice (eng)	20	20	40	20	20	20	20	20	20	20	20						240
2.	Basic Cosmetology	40	20		20	40	40	20	40	20	40	40		20		20		360
3.	Dress Making		16	16	16	32	16	32	32	64	32	32				16		304
4.	Fruit and Vege. Processor					20												20
5.	Electronic Mechanic	20	40	60	60	20			40	20	20			20	20		20	340
6.	C.O.P.A	40	40	40	40	40	40	40	40	20	40	40						420
7.	Architecture Draughst' Manship	40	20	40	40		40			20		40	20					260
8.	Desk Top Publishing Operator	20	20	20	20		20		20		20	20	20			20		200
9.	Front Office Assistant	20																20
10.	Stenography and Secretarial Assistant(hindi)	20				20			20	40		20						120
11.	Fashion Design Technology	32		16		16	16	16	16		32	32	32	16	16		16	256
12.	Interior Decoration and Designing	20		20		20	20				20			20	20		20	160
13.	Food Production (general)	20							20				20					60
14.	Computer Aided EMB. and Designing	16				16				16	16							64
15.	Travel and Tour Assistant						20										20	
16.	Food and Beverages Service Assistant											16					16	
17.	Computer Hardware and Networking Maintenance					20											20	
18.	Spa Therapy	20																20
19.	Bamboo Works															20		20
20	Surface Ornamentation Technique					16												16
	TOTAL	328	176	252	176	280	252	148	228	220	240	244	108	76	56	76	76	2936

Continued

Details of total Training Seats Sanctioned in National/Regional Vocational Training Institutes For Women (During Session 2016-17)

S. No	Institute	NVTI Noida	RVTI Mumb	RVTI Bang	RVTI Tvm	RVTI Panip	RVTI Kolkata	RVTI Tura	RVTI Allah	RVTI Indore	RVTI Vad	RVTI Jaipur	RVTI Shimla	RVTI Rajpura	RVTI Trichy	RVTI Agartala	RVTI Patna	TOTAL
	Courses sanctioned (Per Annum Capacity)																	
II	CITS COURSES: SEMESTER -I (Trade Skill/Trade Technology –I and VCandS) , SEMESTER -II (Trade Skill/Trade Technology –II and TM)																	
1.	Office Management	20	20	20	20		20	20	20	20	20	20				20		220
2.	Cosmetology	40				40	20	20	40		20	40		20		20		260
3.	Dress Making	40	20	20	20	20	20	20	40	20	20	40				20		300
4.	Sewing Technology	40				20		20										80
5.	Fashion Design Technology	40									20	20	20	20	20		20	160
6.	Surface Ornamentation Technique	40				20												60
7.	Electronic Mechanic	20	20	20	20				20	20	20				20		20	180
8.	Architectural Assistantship	20	20	20	20		20			20		20	20					160
9.	Draughtman Civil												20					20
10.	Office Management (hindi)										20						20	
11.	Catering and Hospitality							20										20
12.	Desk Top Publishing Operator			20														20
	TOTAL	260	80	100	80	100	80	100	120	80	100	160	60	40	40	60	40	1500

Annexure-5

State-Wise Distribution of Women Industrial Training Institutes and Wing for Women in ITI's / Private WITI's

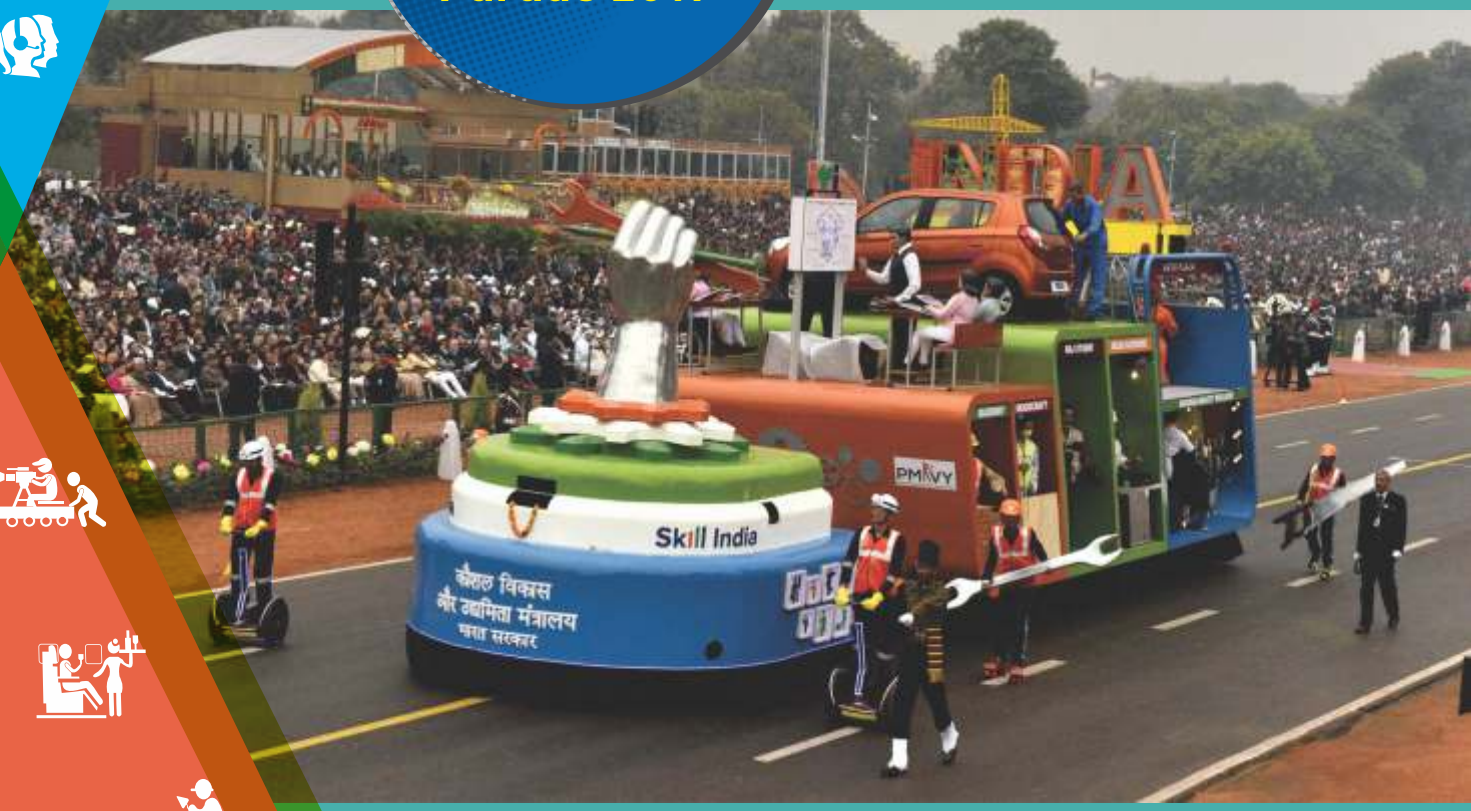
Region	Government		Private		Total (2+3+4+5)	Total Seats
	WITIs	Women Wings	WITIs	Women Wings		
1	2	3	4	5	6	7
Northern Region						
Delhi	5	10	13	0	28	2757
Himachal Pradesh	9	0	0	0	9	1491
Rajasthan	8	3	3	0	14	2588
Chandigarh	1	0	0	0	1	424
Uttar Pradesh	11	48	18	0	77	4444
Uttarakhand	4	5	0	0	9	592
Haryana	30	0	7	0	37	3556
Punjab	48	61	18	88	215	11820
Jammu and Kashmir	11	46	0	0	57	3106
TOTAL	**127**	**173**	**59**	**88**	**447**	**30778**
Southern Region						
Karnataka	22	0	14	0	36	6061
Kerala	14	0	1	0	15	2974
Tamil Nadu	12	3	6	0	21	2869
Andhra Pradesh	23	10	4	17	54	3980
Puducherry	2	4	0	0	6	451
Lakshwdweep	0	1	0	0	1	16
TOTAL	**73**	**18**	**25**	**17**	**133**	**16351**
Eastern Region						
Nagaland	1	4	0	0	5	340
Meghalaya	1	0	0	0	1	63
Bihar	10	0	1	0	11	861
Jharkhand	6	0	0	0	6	544
West Bengal	4	7	1	0	12	1037
Orissa	10	0	5	0	15	1215
Assam		5	23	0	0	28 1743
Manipur	1	0	0	0	1	80
Mizoram	0	0	0	0	0	0

Continued

State-Wise Distribution of Women Industrial Training Institutes and Wing for Women in ITI's / Private WITI's

Region	Government		Private		Total (2+3+4+5)	Total Seats
	WITIs	Women Wings	WITIs	Women Wings		
1	2	3	4	5	6	7
Tripura	1	0	0	0	1	320
Andaman and Nicobar	0	1	0	0	1	26
Arunachal Pradesh	1	0	0	0	1	105
Sikkim	0	0	0	0	0	0
TOTAL		40	35	7	0	82 6334
Western Region						
Gujarat		25	44	3	0	72 9288
Madhya Pradesh	14	0	0	0	14	2987
Chattisgarh	9	0	0	0	9	884
Maharashtra	15	525	8	102	650	16632
Dadra and Nagar Haveli	0	1	0	0	1	16
Goa	0	0	0	0	0	0
Daman and Diu	0	0	0	0	0	0
TOTAL	63	570	11	102	746	29807
GRAND TOTAL	303	796	102	207	1408	83270

Central Ministry Tableau in Republic Day Parade 2017



सत्यमेव जयते

Ministry of Skill Development and Entrepreneurship
Government of India

2nd Floor, Shivaji Stadium Annexe Building, Shaheed Bhagat Singh Marg
Connaught Place, New Delhi 110001
Telephone 01123450841 • Email contactmsde@gov.in
www.msde.gov.in • www.skilldevelopment.gov.in