



सत्यमेव जयते
MINISTRY OF SKILL DEVELOPMENT
AND ENTREPRENEURSHIP
GOVERNMENT OF INDIA



Skill India

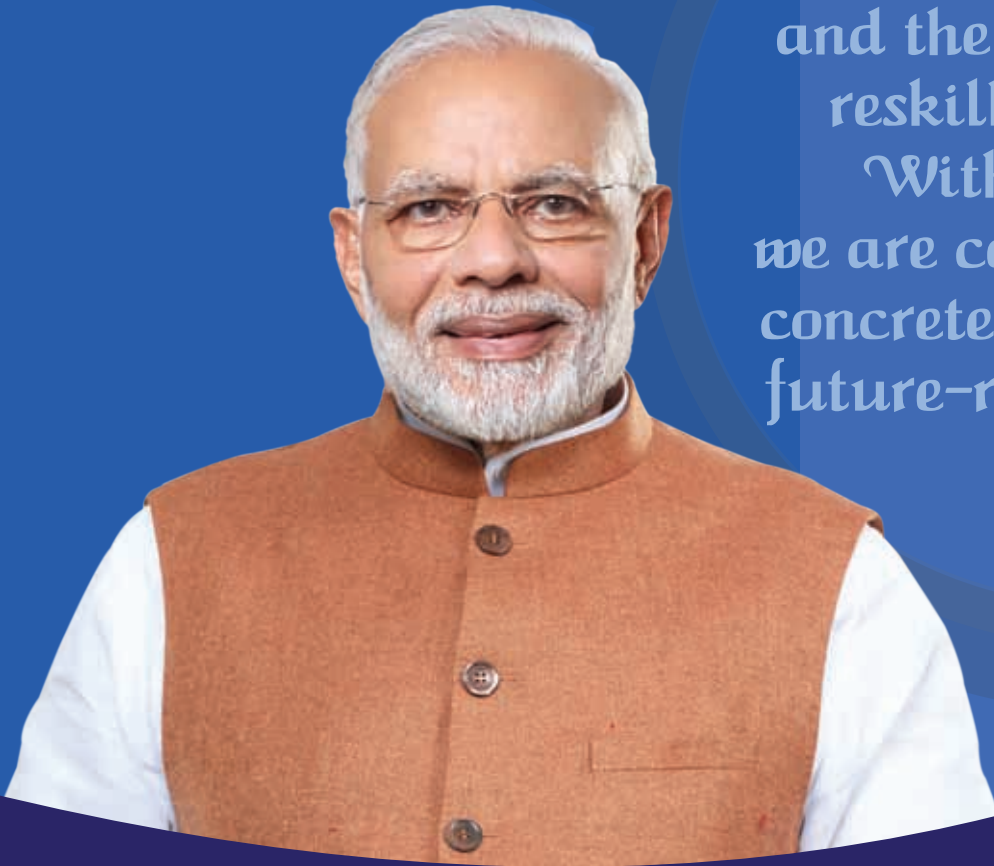
कौशल भारत - कुशल भारत

Annual Report

2019-20



**MINISTRY OF SKILL
DEVELOPMENT AND ENTREPRENEURSHIP**



“The mantra to remain relevant in today's rapidly changing business and the market is skill, reskill, and upskill. With this vision, we are constantly taking concrete steps to build a future-ready workforce.”

NARENDRA MODI
Prime Minister

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1.1 Establishment of the Ministry and its Role in Skill Development and promotion of Entrepreneurship

India is paving the way towards becoming the Skill Capital of the world. With one of the youngest populations in the world, India can realise its demographic dividend through a workforce that is trained in 'employable' skills and is industry-ready. Harnessing this potential into a positive force for development, Ministry of Skill Development and Entrepreneurship (MSDE), has collaborated with Central Government Ministries, State Governments, Industry, Non-Profits and Academia to synergize and accelerate the skilling efforts across geographies. The collective efforts by all stakeholders has steered positive outcomes with substantial growth in skill training.

This year, MSDE has entered into its 6th successful year since its inception in 2014. The Department of Skill Development was notified on 31st July 2014 under Ministry of Sports & Youth Affairs which later got notified as Ministry of Skill Development & Entrepreneurship in November 2014 (9.11.2014). Annually, more than One Crore youth, have been joining and benefitting from the Skill India programme, a mission under the Ministry to equip youth with skills for better livelihood.

Over time, MSDE has taken up several additional roles through multiple organizations and skilling schemes, namely PMKVY (Pradhan Mantri Kaushal Vikas Yojana), PMKK (Pradhan Mantri Kaushal Kendra), NSDC (National Skill Development Corporation), NCVT (National Council for Vocational Training), JSS (Jan Shikshan Sansthan), NIESBUD (National Institute for Entrepreneurship & Small Business Development), IIE (Indian Institute of Entrepreneurship), Directorate General of Training (DGT). The details on various schemes implemented by MSDE and its Attached and Subordinate Organizations have been provided in the subsequent chapters.

India is one of the fastest growing economies in the world and a need was felt to expand the scope in services sector and to integrate training courses with apprenticeship. With a view to foster apprenticeship in the country, Apprenticeship Act was reformed in December 2014 and subsequently National Apprenticeship Promotion Scheme (NAPS) was launched in August 2016 to incentivize the employers to take on more apprentices. The efforts have borne fruit during the last five years with significant improvements in apprentices' enrolment.

Skill development alone is not going to matter, unless it is complemented with employment generation, therefore, there is a need for the government to generate enough employment. And to do that it has to focus on industries that are labour intensive and not merely capital-intensive or technology-driven.

Supporting the growth and development of the SME sector can play a pivotal role in creating the additional employment opportunities required to absorb and engage the entire workforce.

Keeping in view the mandate of MSDE, entrepreneurship orientation module has been integrated under the Employability, Entrepreneurship and life Skills as one of the NOS (National Occupational Standard) in the PMKVY courses. In ITI courses, the module on Entrepreneurship is already integrated as a section in the employability skills. To promote a culture of entrepreneurship among youth, Ministry instituted National Entrepreneurship Awards (NEA) in 2016 to recognise and honour outstanding entrepreneurs and ecosystem builders. The award seeks to highlight model of excellence for others to emulate and improve upon. The 4th edition of NEA was held in New Delhi on 9th November, 2019.

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

1.3 Budget Allocation

1.3.1 Gender Budget Statement

Table - 1

Grant No.90- Ministry of Skill Development and Entrepreneurship			
Format for furnishing information on Gender Budgeting			
100% provision towards women			
Rs. In crore			
Details of Scheme	BE 2019-20	RE 2019-20	BE 2020-21
National Skill Training Institutes (Women Training)	47.95	36.00	45.00
TOTAL	47.95	36.00	45.00
Pro-women (at least 30% of provision)			
Details of Scheme	BE 2019-20	RE 2019-20	BE 2020-21
Directorate General of Training	0	0	0
Jan Shikashan Sansthan*	0	0	0
Pradhan Mantri Kaushal Vikas Yojana	0	0	0
*The coverage of female beneficiaries under JSS Schemes is around 89%, irrespective of the fact that the Scheme is not a female-centric scheme. Hence no specific allocation of fund under gender budgeting is needed for JSS Scheme			

1.3.2 Budget Allocation- 2019-20

Table - 2

GRANT NO.90-Ministry of Skill Development and Entrepreneurship												
Details of Budget Allocated to Ministry (Rs. in crore)												
	BE 2019-20			RE 2019-20			Actual Expenditure 2019-20 (upto 25.01.2020)			BE 2020-21		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
MSDE	2800.96	63.10	2864.06	2353.04	85.72	2438.76	1969.55	74.80	2044.35	2837.03	79.18	2916.21
DGT	125.15	0.00	125.15	92.28	0.00	92.28	62.75	0.00	62.75	86.00	0.00	86.00
Total:MSDE	2926.11	63.10	2989.21	2445.32	85.72	2531.04	2032.30	74.80	2107.10	2923.03	79.18	3002.21

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. As per NSSO, 2011-12 (68th round) report on Status of Education and Vocational Training in India, among persons of age 15-59 years, about 2.2% reported to have received formal vocational training and 8.6% reported to have received non-formal vocational 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.

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/have opted out of the formal academic system.
- ii. Skill development programmes of the Central Government are spread across more than 20 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 programmes and vocational education.
- vii. Very low coverage of apprenticeship programmes.
- 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 Requirements 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 million during 2017-2022 across these 24 sectors. A summary of the findings are presented in Table below.

Table 3: Break Up of Incremental Human Resource Requirement across 24 Sectors

(Estimates in millions)

Sl. No	Sector	Human Resource Requirement Estimates		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 finding 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 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 4: Incremental Training Need across 34 Sectors (2017 to 2022) (in lakh)

Sl. No.	Sector	Incremental Human Resource Requirement and Training Need
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 (by 2025)
12	Rubber Manufacturing	6.7
13	Road Transport & Highways	62.2**
14	Ports & Maritime	25
15	Aviation & Aerospace	14.2
16	Railways	0.12 (by 2018)
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	Electronics and IT-ITeS	69 #
25	Telecom	38.6
26	Retail	107**
27	Beauty & Wellness	82
28	Media & Entertainment	13
29	Tourism & Hospitality	49
30	Banking, Financial Services and Insurance (BFSI)	12
31	Logistics	42.9**
32	Healthcare	32 (by 2025)
33	Security	31
34	Media & Entertainment	13
	Total	1282.12

*Capital Goods – 19 lakh , Automotive – 22 lakh

** Overlaps with other sectors

Electronics – 53 lakh, IT-ITeS –16 lakh

2.4 Human Resource Requirement at State level

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

Table 5: Incremental Human Resource Requirement across States (2013-22)

(in lakh)

Sl.No.	State	Incremental HR Requirements
1	Andhra Pradesh	108.71
2	Arunachal Pradesh	1.47
3	Assam	12.34
4	Chhattisgarh	30.43
5	Delhi	63.41
6	Goa	2.27
7	Gujarat	57.57
8	Haryana	34.84
9	Haryana	0.93
10	Himachal	12.06
11	Jammu and Kashmir	11.22
12	Jharkhand	44.52
13	Karnataka	84.77
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	33.45
22	Punjab	28.99
23	Rajasthan	42.42
24	Sikkim	147.82
25	Tamil Nadu	135.52
26	Tripura	2.59
27	Uttar Pradesh	110.11
28	Uttarakhand	20.61
29	West Bengal	93.42
	Grand Total	1203.34

3.1. National Policy for Skill Development & Entrepreneurship, 2015

3.1.1 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 and Entrepreneurship was notified on 15th July, 2015 and supersedes the policy of 2009. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centres.

3.1.2 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.”

3.1.3 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, operationalize 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.

3.1.4 Entrepreneurship Component of Policy

In the entrepreneurship domain, the policy seeks to promote an entrepreneurial culture through advocacy and integration of entrepreneurship education as a part of formal/skill

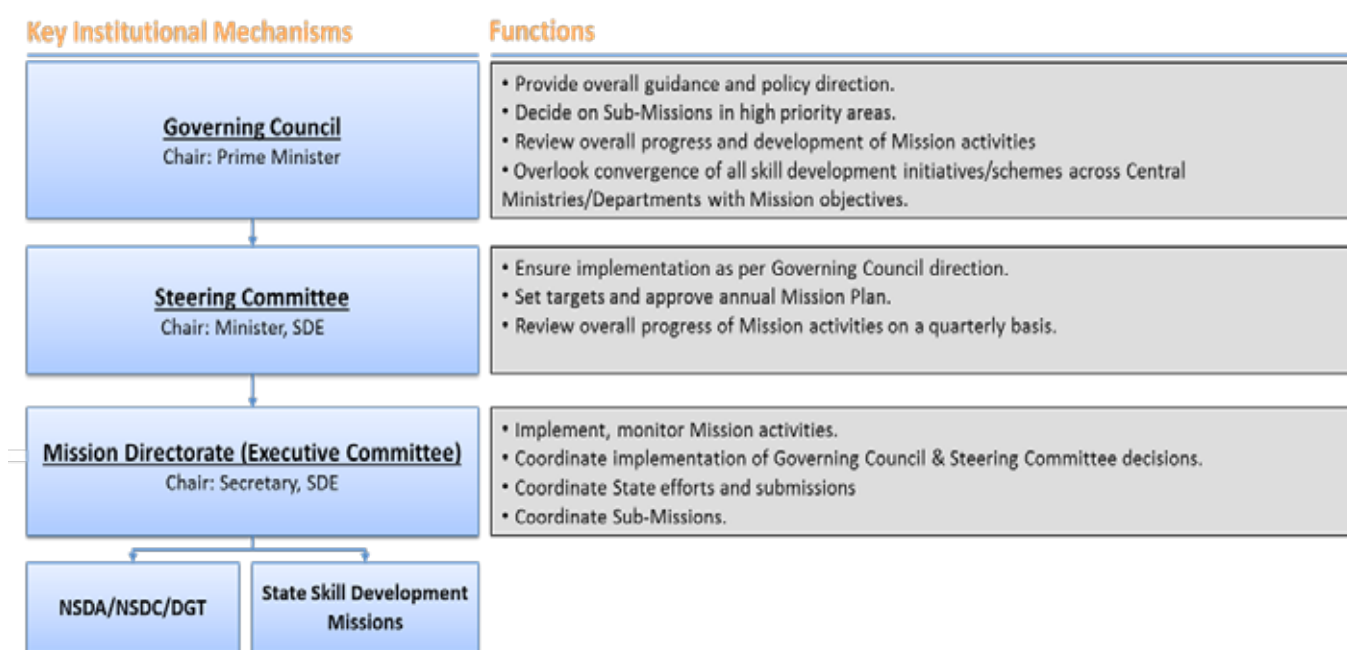
education, enhance support for entrepreneurs in terms of credit and market linkages, foster innovation-driven and social enterprises and improve ease of doing business. It also suggests ways to further fillip entrepreneurship among women besides endeavouring to meet the entrepreneurial needs of socially/geographically marginalised and disadvantaged groups.

3.2 National Skill Development Mission

The National Skill Development Mission (NSDM) was launched by the Hon'ble Prime Minister on 15th July, 2015 on the occasion of World Youth Skills Day. It 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 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 Institutional Framework of the NSDM is given in the chart below.

Chart - 1: Institutional Framework of NSDM



The first meeting of the Governing Council under the Chairmanship of Hon'ble Prime Minister of India was held on 2nd June, 2016. The first meeting of the Steering Committee under the Chairmanship of Hon'ble MoS (I/C), SDE was held on 24th March, 2017. So far, three meetings of Executive Committee of NSDM have been held on 16th February, 2017, 12th August, 2016 and 10th October, 2017 respectively, to take forward the decisions of the Governing Council.

Under the National Skill Development Mission, one of the major elements was convergence of all skilling initiatives within the ecosystem comprising of all central ministries concerned. Skill

development is being undertaken by 21 Ministries/ Departments of Government of India. This has led to need for a convergence framework due to multiplicity of effort, lack of synergies and improved outcomes. For this purpose, a highest level monitoring/ review has been initiated where in the skilling efforts along with challenges being faced and future steps are discussed with Cabinet Secretary in consultation with all the Secretaries of the Skilling Ministries.

Starting from January, 2018 to April, 2019, ten such review meetings were held and the actions taken based on these major decisions are as follows:

- 1) **National Skills Qualification Framework alignment** – The Ministry has taken requisite measures and is in the process of completing the NSQF alignment of courses. The Ministry is also examining all courses on the National Qualification Register (NQR) as part of the de-duplication exercise.
- 2) **Pendency in Assessments and Certifications** –The Ministry is reconciling data to liquidate pending assessment and certification cases with the concerned Ministries/Departments (especially Ministry of Rural Development and Ministry of Housing & Urban Affairs).
- 3) The possibilities of convergence with existing training infrastructure of other Ministries/ Departments are also being explored.
- 4) **Exemption from Common Norms**- Various Ministries & Departments has been raising concerns regarding compliance to common norms. As per the directions of Cabinet Secretary, the Ministry has reviewed the proposals of Ministries/Departments for exemption from Common Norms. Appropriate decisions were taken after due consultations.
- 5) **Common skilling portal**: The Ministry has put efforts in creating a common unified portal-Skill Development Management System (version 2.0) portal for capturing skilling related information. The portal will capture skill training related data of various schemes of Ministries/Departments, CSR funding and fee-based training provided by institutes in their respective domains.
- 6) **Apprenticeship**: The Ministry is in the process of integrating all short-term courses with apprenticeship training to ensure placements. The embedded apprenticeship programme will be starting in the coming year.
- 7) **Regional skill development**: The Ministry is encouraging all states to create separate Departments of Skill Development. At present, 32 States have State Skill Development Missions and 4 States have separate departments for implementing skill development programmes. Further, it has been decided that ITIs shall be the nodal point for skilling in the districts. A District Skill Development Committee (DSDC) is to be established by States for looking after skill development & entrepreneurship at the district level and Principals of Nodal ITIs to be the convener for DSDC.

- 8) The Ministry is focusing on **promoting self-employment** by linking Pradhan Mantri Kaushal Kendras with Rural Self Employment Training Institutes and Small Industries Development Bank of India.

3.3 Common Norms

The Government of India had constituted a Committee on Dovetailing/Rationalisation of Central Government Schemes on Skill Development' under the chairmanship of the Chairman, National Skill Development Agency (NSDA) vide Notification dated 2nd December, 2013 for providing norms for skill development schemes implemented by the 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 stakeholders, the Ministry of Skill Development & Entrepreneurship has framed the Common Norms for Skill Development Schemes implemented by the Government of India. The Common Norms have been notified by Government of India and all Skill Development Schemes implemented across Ministries need to be aligned to Common Norms. To facilitate aligning the various skilling schemes being run by Ministries/ Departments, six meetings of the Common Norms Committee have been held on 11th December, 2015, 22nd March, 2016, 29th September, 2016, 20th January, 2017, 16th February, 2018, 5th November, 2018 and 5th August, 2019 where 3rd meeting took place in two parts. Common Norms Committee has amended the notification three times dated 20.05.2016, 28.02.2017 and 31.12.2018.

In the third amendment, the base cost for different sectors is further increased to 10% rounded off to next 10 paisa, with effect from 01.04.2019. Current base cost for different sectors will be as under with effect from 01.04.2019.

- Rs 46.70 per hour of training for trades/sectors listed in category I of Schedule-II
- Rs 40.00 per hour of training for trades/sectors listed in category II of Schedule-II
- Rs 33.40 per hour of training for trades/sectors listed in category III of Schedule-III

3.4 National Council for Vocational Education and Training (NCVET)

In an effort to realize India's demographic dividend, India's workforce needs to be equipped with employable skills and knowledge so that they can contribute to economic growth in a substantive manner. In the past, most of the country's skill training needs were met through courses offered by the Industrial Training Institutes (ITIs) and under the Modular Employable

Scheme (MES), regulated by the National Council for Vocational Training (NCVT). Since this infrastructure was not enough to meet the increasing skill requirements of the country, the Government took a number of initiatives to scale up the skilling efforts. These efforts resulted in a large expansion of training infrastructure, much of which is in the private sector. At present, there are more than 20 Ministries/ Departments implementing skill development programmes mostly using private sector training providers.

However, in the absence of adequate regulatory oversight, numerous stakeholders have been offering training programmes of varying standards with multiplicity in assessment and certification systems which are not comparable, with serious consequences for the vocational training system and thus the employability of the country's youth. A step in this direction was taken with the establishment of National Skill Development Agency (NSDA), to coordinate and harmonize the skill development efforts of the government and the private sector. The primary role of NSDA has been to anchor and operationalize the National Skills Qualification Framework (NSQF) to ensure that quality and standards meet sector specific requirements.

However, a need was felt for an overarching regulatory authority which could tend to all aspects of skill-based training. Keeping this in view, the Ministry of Skill Development & Entrepreneurship (MSDE) notified the National Council for Vocational Education and Training (NCVET) on 5th December 2018 to function as an overarching regulator mandated to regulate both long and short-term vocational training in the country. NCVET is being setup by merging the existing NCVT and NSDA. NCVET was operationalized on 04.11.2019 through assumption of additional charge by Secretary, MSDE and Senior Economic Advisor, MSDE as Chairperson, NCVET and Executive Member, NCVET respectively.

The NCVET will regulate the functioning of entities engaged in vocational education and training, both long & short-term, and establish minimum standards for the functioning of such entities. The major functions of NCVET would be recognition and regulation of Awarding Bodies, Assessment Agencies and Skill related Information Providers; approval of Qualifications; monitoring and supervision of recognized entities and grievance redressal.

The Council would be headed by a Chairperson & will have Executive and Non-Executive Members and a Nominated Member. Members will be selected based on recommendation of a Search-cum-Selection Committee headed by the Cabinet Secretary. A General Body to be chaired by Minister, SDE would be constituted with representatives from States and industry, for providing overall guidance to the NCVET.

The NCVET will enable integration of fragmented regulatory system and infuse quality assurance across the entire training value chain, leading to better outcomes.

3.5 Centres of Excellence

Centre of Excellence (CoE) is a body that provides leadership, best practices, research,

support, training of trainers and skill training for a specific sector/s. The literal meaning of a Centre of Excellence is – ‘A place where the highest standards are maintained.’

Centre of Excellence in skilling ecosystem is envisioned to be one-stop resource centre, established and working in partnership with industry to raise training standards, boost productivity, address emerging skill gaps and align training & research with industry needs.

With the intent to overcome skill demand-supply mismatch, to have continuous supply of skilled workforce and disseminate best practices, “Centre of Excellence” would be recognized by Ministry of Skill Development & Entrepreneurship (MSDE). In this regard, the Ministry has formulated the guidelines for recognition as CoE vide Notification dated 9th August 2019. As per the guidelines, the core functions of CoE should be to focus on areas like:

- To conduct high Quality Training in specific sectors with special focus on emerging technologies.
- To develop association between academia and industry for the benefit of the skill development sector.
- To conduct Research and Development in related fields and disseminate the results of the R&D and other activities through filling of patents and transforming them into sustainable business proposals/ solutions.
- To upgrade the Centre’s technical capacity, information architecture.
- To support creative and innovative proposals in terms of functions and facilities.
- To establish a sound new institutional base for executing the programmes/projects by strengthening the existing infrastructure.
- To foster relations across countries, between governments, workers, chambers of commerce, academia, industry and other Industrial associations in establishing collaborations of various projects of Institute/Organizations.
- To create network of nearby institutes for capacity building and mentoring support.
- To preferably establish an Entrepreneurship cell.

In pursuance of the directives under para 4.1.3 and 4.9.6 of the National Policy on Skill Development and Entrepreneurship 2015 and the CoE guidelines framed thereunder, the School of Vocational Education and Training (SoVET) under the Centurion University of Technology & Management, (CUTM) Odisha, has been recognised as a Centre of Excellence in the field of Skilling Ecosystem in the country vide Notification dated 18th November 2019.

3.6 Skill Universities

National Skill Policy- 2015 envisaged National Skills Universities and institutes to be promoted

in partnership with States as Centres of Excellence for skill development and training of trainers, either as de-novo institutions or as a part of existing university landscape.

A Committee of Secretaries (CoS) meeting was held on 29.07.2016 wherein it was decided that a model framework needs to be developed by MSDE as a guideline for the State Governments to adopt for setting up Skill Universities in their respective States.

Skills-based education differs from its general counterpart in terms of curriculum, pedagogy, faculty, mode of delivery, eligibility and assessment criteria, etc. and thus, would require a separate set of norms. Accordingly, MSDE has formulated guidelines in consultation with multiple stakeholders and existing Skills Universities to lay down minimum standards for the establishment and working of Skill Universities and bring uniformity in their functioning and the same have been forwarded to University Grants Commission (UGC) for adoption.

4.1 Directorate General of Training (DGT)

Directorate General of Training (DGT) in Ministry of Skill Development & Entrepreneurship is an apex organisation for the 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 21st April, 2015; two verticals of Directorate General of Employment & Training (DGE&T) working under the Deputy Director General (Training) & Deputy Director General (Apprenticeship Training) along with their support systems were transferred to the Ministry of Skill Development & Entrepreneurship.

Major roles of DGT include-

- Policy formulation on Vocational Training
- Laying down standards
- Revising course curricula
- Granting affiliation
- Trade testing
- Certification

4.1.1 Functions

DGT affiliated institutions offer a wide range of training courses catering to the needs of different segments in the labour 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 as secretariat and implementing arm of the National Council for Vocational Training

4.1.2 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 advise on issues relating to vocational training, including Craftsmen Training Schemes 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. 13th May, 2015.

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

4.1.3 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 to pass in the trade test.
- Arrange for ad-hoc or periodical inspections of training institutions in the country.
- Lay down conditions & to recognise training institutions run by the 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.

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

4.1.4 NCVT MIS Portal

Directorate General of Training has launched 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 & feedback.
- ITI & approved courses.
- Enrolment transparency.
- Training /academic schedule.
- Visibility on self-profile and training progress.
- Online access to e-marksheet & e-certificates.
- E-mail & SMS alerts.
- Placement facilitation.
- STAR Grading of ITIs.

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

4.1.5 Regional Directorate of Skill Development and Entrepreneurship (RDSDE)

The Government of India in the Ministry of Skill Development and Entrepreneurship have had under consideration the question of further improving skill training and apprenticeship training and ensure effective integrated development and monitoring of these programmes at State level. After careful consideration, it has been decided to set up Regional Directorates of Skill Development and Entrepreneurship (RDSDEs) for each State / UT. Proposed RDSDEs as per territorial jurisdictions given in **Annexure-I** would subsume the existing activities, personnel, assets and liabilities including lands and buildings of erstwhile Regional Directorates of Apprenticeship Trainings (RDATs) located at Bhopal, Chandigarh, Chennai, Faridabad, Guwahati, Hyderabad, Kanpur, Kolkata and Mumbai and hence office of RDATs would cease to exist. However, the existing Central Field Institutes viz; National Skill Training Institutes (NSTIs) / NSTI (W) would be an integrated subordinate formation under respective RDSDEs. Heads of RDSDE would be known as Regional Director and there would not be any separate post of Directors for CFIs. RDSDEs would be Attached Offices of the Ministry.

2. Details of RDSDEs along with their territorial jurisdiction are given in **Annexure-I** and functions assigned to RDSDEs are given in **Annexure-II**. Separate order would be issued designating the Regional Directors of RDSDEs as **Regional Apprenticeship Advisor** in terms of Section 27 of the Apprentices Act, 1961.

4.2 National Skill Development Agency (NSDA)

The National Skill Development Agency (NSDA) is a quality assurance and policy research

body of the 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 Prime Minister on Skill Development. It is an autonomous body registered as a society under the Societies 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 June 6, 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 marginalised groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of.
- Nodal agency for State Skill Development Missions.
- Coordinate and harmonise 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 database 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.

The NSDA would be merged with NCVT to form the NCVET

(Source: NSDA Gazette Notification dated June 6, 2013)

4.2.2 National Skills Qualifications Framework (NSQF)

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organises 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 only available for NSQF compliant training/courses.

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

It is a competency based framework that organises 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.
5. Process is a general summary of the other four domains corresponding to the level.

4.2.3 Composition of NSQC

The NSQF is anchored in National Skill Development Agency (NSDA) and is implemented through National Skill Qualification Committee (NSQC). A permanent secretariat for NSQC is set up in NSDA for this purpose. The National Skill Qualification Committee (NSQC) is the final apex Body for approving Qualifications for NSQF alignment, in addition to performing other functions like approving accreditation norms, prescribing guidelines to address the needs of disadvantaged sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks.

The NSQC is headed by Chairman, NSDA and comprises of representatives from Central Ministries, NITI Aayog, Mission Directors of select SSDMs, concerned Sector Skill Council and sectoral representatives of the qualifications being discussed.

4.2.4. Process of NSQF Alignment

Awarding bodies submit their qualifications/courses to the NSDA in order to seek approval from National Skill Qualification Committee (NSQC) for NSQF alignment. In an effort to formalise this process, the NSDA had introduced a Standard Operating Procedure (SOP), laying down timelines for the various steps involved in the same. The SOP needs to be adhered to for scrutinising all qualifications submitted for alignment to the NSQF. The awarding

bodies submit their information in a template called Qualification File. A Qualification File captures all necessary information like need of the qualification, relevance of the job role, estimated uptake etc. to establish NSQF compliance for a Qualification and submit it with necessary and relevant documents like model curriculum, industry validations, assessment and accreditation norms etc .

In order to strengthen the process NSDA has revised its SOP for NSQF alignment and for conducting NSQC. The SOP for stakeholder engagement, as a part of process of NSQF alignment, was formulated to ensure that there is appropriate representation of industry, academia, Govt. Bodies and expert organisations in helping NSDA take an informed view on relevance of the Qualification in question.

NSDA has developed an 'Operational Manual' to have a standardised approach in dealing with different kinds of qualifications like those relating to up skilling, adoption, extension of review date of qualifications approved, academic etc. received by NSDA.

4.2.5 Interaction of NSDA with States

NSDA guides and supports States for development of qualifications and their alignment to NSQF. To spread awareness about NSQF, NQAF and other initiatives of NSDA, State workshops are held from time to time. These workshops also help in understanding the States initiatives and addressing the challenges and issues that the States are facing. These workshops have been conducted in most of the States/ UTs of the country.

4.2.6 Present Status of NSQF

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. So far 23 meetings of NSQC have been held. The status of NSQF alignment of qualifications, after the 23rd meeting of NSQC held on 22nd August 2019, is as below:

Table - 6

S. No	Submitting Body/Scheme	No. of qualification Aligned
1	Sector Skill Councils	2250
2	Directorate General of Training (DGT)	625
3	Central Ministries (Self Run courses) and Institutes	682 (677+5for institutions)
4	State Governments	70
	Total	3627

4.2.7 Status of NSQF aligned Qualification from Central Ministries

So far a total of 677 Qualification files from Central Ministries have been approved. The details of NSQF aligned qualifications is as given below:

Table - 7

S.No	Name of the Ministry	Institute	No. of Qualifications aligned till date
1	Ministry of Textiles		128
2	Ministry of Electronics and Information Technology	NIELET	125
		CDAC	40
3	Ministry of Rural Development	RSETI	56
4	Ministry of Chemicals and Fertilizers	CIPET	81
		Deptt of Fertilizer	1
5	Ministry of Environment, Forest and Climate Change		25
6	Ministry of Commerce and Industry	DIPP	8
		FDDI	7
7	Ministry of Defence	Indian Air Force	113
8	Ministry of Health		5
9	Directorate of Shipping		1
10	Ministry of Micro, Small and Medium Enterprises		78
11	Ministry of Corporate Affairs	Institute of Company Secretaries of India	1
12	Ministry of Science & Technology	CSIR_ CLRI	8
		Total	677

4.2.8 Linking of NSQF Qualifications and their Levels to NCO Codes

National Classification of Occupation helps in determining the industry relevance of the qualification submitted by the submitting bodies for NSQF alignment. During the examination of the QFs, the mapping of the qualifications with NCO codes done by the submitting body was found to be irrelevant. In order to ensure that the qualifications are mapped correctly to NCO, a format titled “Linkage of QF & NSQF levels with NCO codes” has been developed by NSDA after the due diligence and discussions with stakeholders like Ministry of Labour

and Employment, ILO, NSDC, DGT and others. Orientation workshops were also organized for the stakeholders with the help of Ministry of Labour and Employment. A directory of equivalence of NSQF aligned qualifications to NCO will be developed which would also cover the mapping of skill levels of NCO to NSQF levels.

4.2.9. Development of National Qualifications Register (NQR)

A National Qualifications Register has been developed which is the repository of all NSQF aligned qualifications with their corresponding NSQF levels. The register comprising of approved qualification is online for public viewing at www.nqr.gov.in. The NSQF aligned qualifications are listed in the portal sector wise. A Standard Operating Procedure (SOP) for uploading of approved NSQF aligned qualification on NQR has been revised with clear processes and timelines.

A new segment of 'archive' has been added to the current design of NQR where the Qualifications which have been discontinued will be stored. This will help in retention of institutional memory and promote better record keeping.

In order to facilitate identification of the qualifications, maintenance of records and data management of approved files, a need was felt for allocating NSDA Codes for each NSQF aligned qualifications as approved by the NSQC. Accordingly, an exercise was undertaken in NSDA, to devise a coding system for the qualifications. After due deliberations, a coding system has been evolved which is alpha-numeric in nature and reflects the year of the NSQF alignment, sector, submitting body and a serial qualification file number.

4.2.10. Addition of new Assessment & Certification Bodies.

The National Skill Development Agency (NSDA) notified the recognition of the following three organizations as Assessment & Certification Bodies on 05.12.2019, for training conducted in NSQF compliant Qualifications.

- i) Centurion University of Technology and Management, (CUTM), Odisha
- ii) Sri Vishwakarma Skill University (SVSU), Haryana
- iii) National Power Training Institute (NPTI)

4.2.11. Guidelines for Adoption of NSQF aligned Qualifications by various Awarding Bodies

The National Skill Qualification Framework (NSQF) gazette notification dated 27th Dec 2013 defines Qualification as 'a formal outcome of an assessment & validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards'. National Skill Development Agency (NSDA) receives Qualifications from various Awarding Bodies for NSQF alignment along with details of

assessment and certification. Qualifications across various Awarding Bodies are aligned to NSQF and uploaded on National Qualification Register (NQR). At multiple occasions the qualifications received at NSDA are similar to those already approved.

In order to have a more standard approach while giving better choices to the learner on one hand and to avoid duplication of qualification and promote optimum use of the resources on the other, a mechanism has been framed to facilitate adoption of already approved Qualifications by multiple Awarding Bodies. These guidelines have been framed for facilitating such adoption of Qualifications by different Awarding Bodies that can enable an awarding body/ies to adopt qualifications already developed and NSQF aligned (approved by NSQC) while ensuring the maintenance of the quality of Qualification/ Standards and adherence to the Assessment Norms /criteria of the original Qualifications. The information regarding the awarding body offering such qualification will also be made available on NQR for learners keeping in view the spirit of the NSQF notification

4.2.12. Guidelines for NSQF alignment of Upskilling and Bridge courses

Upskilling means short-term targeted training typically provided following initial education or training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training, whereas, “Bridge Course” is a course designed to equip students to take up a new subject or course by covering the gaps between the students’ existing knowledge and skills and the subject or course prerequisites and assumed knowledge.

NSDA receives a number of Upskilling and Bridge courses for NSQF alignment. NSQF alignment is one of the prime mandates of NSDA wherein qualifications received are scrutinised against a number of parameters like assessment, entry criteria, industry requirements etc.

Upskilling or Bridge qualifications due to their unique structures may not be fulfilling all such parameters, thus specifying their relationship with the NSQF may be difficult.

Accordingly, whether or not a qualification falls under the scope of upskilling or bridge course, a Screening Matrix has been developed by NSDA, which would help NSDA & Awarding Body to determine that whether such a qualification would need NSQF alignment or not.

4.2.13. 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/skills programmes are of a high quality, regardless of where they are delivered and assessed.

In this direction, the National Skill Development Agency (an autonomous body under Ministry of Skill Development and Entrepreneurship) has developed a national quality assurance

framework which includes a set of manuals on quality assurance for each stakeholder involved in the process of vocational educational and training.

The manuals are:

1. NQAF Overview Manual
2. Registration of NSQF Qualifications Manual
3. Accreditation of Training and Educational institutes
4. Accreditation of Assessment Bodies and Quality Assurance in Assessment Manual
5. NQAF Auditors Manual
6. NQAF Risk Assessment Manual

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.

The NQAF was launched by Shri Arun Jaitley, the then Hon'ble Finance Minister on the occasion of 3rd Anniversary of the Ministry of Skill Development and Entrepreneurship i.e. 9th November, 2017.

These six manuals have been translated in four languages namely Hindi, Gujarati, Kannada and Odiya.

Brief about manuals:

The first manual i.e. the **Overview Manual** provides an introductory overview of the entire regulatory framework and the quality standards covered for each stakeholder in the remaining manuals of the framework.

The second manual i.e. **Registration of NSQF Qualification** lays down the important aspects of a qualification, the process of aligning the same with the NSQF, and registration on the National Qualification Register. The manual defines the role of competent bodies in alignment of qualifications, and describes the parameters and tools for alignment and review of qualification under NSQF.

The third manual is on **Accreditation of Training/Education Institutions** which lays down the norms and standards against which a training/education institute should be assessed in order to impart quality training services. It proposes a tiered approach with four tiers of accreditation, depending upon the quality of services and operations. This provides the

training provider with an inclusive accreditation framework and an opportunity of continual improvement in the VET space.

The fourth manual, **Accreditation of Assessment Bodies and Quality Assurance in Assessments** lays down norms and standards against which Assessment bodies will be accredited to conduct assessments in VET space. The manual provides best practices at each stage of assessment and acts as a guide to assessors for delivering high quality assessment.

The fifth and the sixth manuals i.e. the **NQAF Auditor's Manual and the Risk Assessment Framework Manual** provide processes and indicators for evaluation of compliance to NQAF Standards by service providers. While the Auditor's Manual provides information on Audit processes under the NQAF, the Risk Assessment Framework highlights the compliance status of service providers, measured against risk indicators and how the same will be used for monitoring and continuous improvement of the TVET system.

With NSDA's merger into NCVET, NQAF manuals will guide and largely form part of NCVET guidelines.

4.2.14 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 - A Labour Market Information System.

The data on the National LMIS is displayed in the form of ten National Repositories namely Certified Candidates, Trainers, Training Centres, Training Providers, Assessors, Assessment Agencies, Employers, Courses and Prospective Candidates. Each repository contributes in building a holistic picture of the skill ecosystem in the country. Data of 99, 44,385 certified candidates are being reflected on the National LMIS.

Presently, the data of five central ministries, which includes eight major central skill development schemes (table below), is reflected on the National LMIS.

Table - 8

S.No.	Name of Ministry	Name of Scheme
1	Ministry of Skill Development & Entrepreneurship (MSDE)	Skill Development Initiative Scheme (SDIS)
		Schemes under National Council for Vocational Training
		Standard Training Assessment and Reward (STAR)
		Pradhan Mantri Kaushal Vikas Yojana (PMKVY 1.0)
		Pradhan Mantri Kaushal Vikas Yojana (PMKVY 2.0)

2	Ministry of Micro, Small and Medium Enterprises (MSME)	MSME-Advanced Training Institutes
		MSDE Development Institutes
		MSME-Tool Room
3	Ministry of Minority Affairs	Seekho Aur Kamao
4	Ministry of Housing & Urban Affairs (Earlier known as MoHUPA)	Employment through Skill Training & Placement (ES&TP) under DAY-NULM component.
5	Ministry of Textile	Integrated Skill Development Scheme

4.2.15. Implementation of Swachhata Action Plan (SAP) 2019-20

National Skill Development Agency (NSDA) had been giving due importance to the Swachhata Action Plan and had been maintaining its building, lawn and other premises in neat and clean manner. During Swachhata Pakhwada 2019 the official of the North Delhi Municipal Corporation had visited the premises of NSDA to assess the implementation of guidelines by the Govt. to maintain overall Swachhata/cleanliness. NSDA was awarded a “Certificate of Appreciation” and 1st position for outstanding performance as a good will Ambassador in the city for Swacch Bharat Mission, by North Delhi Municipal Corporation.

4.3 National Skill Development Corporation (NSDC)

NSDC is a one of its kind Public Private Partnership in India that aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. NSDC is a not-for-profit company set up by the Ministry of Finance, under Section 25 of the Companies Act, 1956 corresponding to Section 8 of the Companies Act, 2013. The present equity base of NSDC is Rs.10 crore, of which the Government of India through the Ministry of Skill Development & Entrepreneurship (MSDE) holds 49%, while the private sector has the balance 51%.

NSDC plays three pivotal roles:

- **Funding and incentivizing:** This involves providing financing through loans or equity, providing grants and supporting financial incentives to select private sector initiatives to improve financial viability of skill training ecosystem. This includes schemes and initiatives like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK) and National Apprenticeship Promotion Scheme (NAPS).
- **Enabling support services:** A skills development institute requires a number of inputs or support services such as curriculum, faculty training standards, quality assurance, technology platforms, student placement mechanisms, advocacy support and so on. NSDC thus facilitates quality skill training by setting up standards and accreditation systems in partnership with industry associations (sector skill councils).

- **Shaping and creating:** NSDC proactively provides momentum for large-scale participation by private players in skill development. NSDC aims to identify critical skill groups, develop models for skill development and attract potential private players to foster these efforts.

NSDC has established a pathway, framework for short-term skilling VET in India through a network of more than 11000 centres and 37 Sector Skill Councils. It has trained about 2.53 Crore individuals across its grant-based and fee-based trainings. Over the past year, NSDC has also implemented many new technology platforms, conducted several research studies and expanded into international partnerships with various countries such as Singapore, Japan and UAE.

**Table - 9:
NSDC performance (2019-20)**

Highlights	Achievement
Candidates trained under PMKVY 2.0 as of Dec '19	72.56 lakh
Reported Placement Percentage (PMKVY 2) as of Dec 2019	51.20%
Rozgar Melas in FY 19-20	496
Training Partner Proposals approved as of Dec'19	628 (402 Funded and 226 Non-Funded)
PMKKs established as of Dec '19	710
Total QPs created as of 31 st Dec '19	2504
Teaching learning Materials created Dec '19	1439 Model Curriculum, 532 unique Participant Handbooks, total 919 Participant Handbooks including 263 in Hindi and 137 in other regional languages and 165 Guides for trainers
CSR Commitment in skill development	Over INR 263 Cr
Candidates counseled under Skill Saathi as of Dec '19	37 Lacs*
Trainings under market-led model as of Dec '19	1.31 Cr
Trainers and assessors	15,981 trainers and 6,273 assessors

4.4. Sector Skill Councils (SSCs)

Sector Skill Councils (SSCs) are set up as autonomous bodies and not-for-profit organisations by the National Skill Development Corporation and are led by industry leaders in the respective sectors. They create occupational standards, develop competency framework, conduct train

the trainer programmes, affiliate vocational training institutes, conduct skill gap studies in their sector, leading to a Labour Market Information System and most importantly, assess and certify trainees on the curriculum aligned to the National Occupational Standards developed by them.

SSC functions as defined by National Skill Development Policy, 2015 developed as part of Skill India Mission, are as follows:

- Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them.
- Development of a sector skill development plan and maintaining skill inventory.
- Determining skills/competency standards and qualifications and getting them notified as per NSQF.
- Standardization of affiliation, accreditation, examination and certification process in accordance with NSQF as determined by NSQF. May also conduct skill based assessment and certification for QP /NOS aligned training programmes.
- Participation in the setting up of affiliation, accreditation, examination and certification norms for their respective sectors.
- Plan and facilitate the execution of Training of Trainers along with NSDC and States.
- Promotion of academies of excellence.
- Paying particular attention to the skilling needs of ST/SC, differently abled and minority groups
- Ensuring that the persons trained and skilled in accordance with the norms laid down are assured of employment at decent wages

All SSC are to showcase their achievements in their functions through Annual Business Plan submitted to NSDC every year. The major parameters for grading the SSCs are as follows:

1. Placement support and achievement
2. Apprenticeship promotion & participation
3. Assessment & Certifications
4. Standards, Curriculum & Content
5. Adherence to good governance practices
6. Activities to increase industry connect

4.5 National Skill Development Fund (NSDF)

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 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 present composition of the Board of Trustees of NSDF is as under:

- a. Secretary, MSDE – Chairman;
- b. Additional Secretary, Department of Financial Services - Trustee;
- c. Adviser, NITI Aayog - Trustee;
- d. Shri T.V. Mohandas Pai, Chairman, Manipal Global Education Services (as representative from Industry) - Trustee; and
- e. Additional Secretary, MSDE - CEO cum Executive Trustee.

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.

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 M/s Vistra ITCL to undertake oversight activities of NSDC in terms of Investment Management Agreement (IMA) between NSDC and NSDF. The Monitoring Agency furnishes periodical reports as per the agreed framework.

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.

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

4.6.1 Introduction

The National Institute for Entrepreneurship and Small Business Development (NIESBUD) has been functioning from 6th July 1983 as a registered Society. The Ministry of Skill Development and Entrepreneurship, Government of India is looking after the administrative affairs of the Institute since May, 2015. Presently, the activities of the Institute focus upon Mentoring and Hand-holding the middle layer of Entrepreneurs/Prospective Entrepreneurs enabling them to start their enterprises/scale-up scale of the operations besides performing the existing revenue generating functions of training, research/evaluation and consultancy.

The Campus of the Institute spread over 2.5 acre is situated in Sector 62, Noida, the Regional Centre of the Institute at Dehradun operates from its own premises. The major areas of intervention (past and present) of the Institute are training, research, Development and Standardisation of Course Curriculum, Development and Standardisation of Course Curriculum. The major activities of the Institute include Training of Trainers, Management Development Programmes, Entrepreneurship-cum-Skill Development Programmes, Entrepreneurship Development Programmes and Cluster Intervention. NIESBUD has provided training to 11,46,209 persons as of March 31, 2018 through 44,035 different training programmes since inception. This includes 4,384 international participants hailing from more than 141 countries throughout the globe.

4.6.2 Major activities of the Institute during April-December, 2019

The institute has organized a total of 587 Training Programmes for 15296 participants from different categories as per the details given below during the first nine months of the current financial year:-

Table - 10

Category of training	Number of training programmes conducted	Participants Trained
EOP	20	815
EDP (Paid)	13	190
EDP (Sponsored)	51	1339
ESDP (Paid)	20	449
ESDP (Sponsored)	347	8977
FDP	1	20
ITP	5	164
MDP	42	1046
TOT DGT	18	418

TOT PMKVY	58	1677
TOT (IHM)	5	71
Workshop (IPR)	2	35
TOT (Biz-Sakhi)	5	95
TOTAL	587	15296

4.6.3 Certificate Course Curriculum and Training Manual for Biz-Sakhis (Community Based Mentors for Women Entrepreneurship Promotion and Empowerment)

NIESBUD in association with UNDP, NIRDPR and TISS jointly developed a certificate course curriculum for training a cadre of community mentors called Business Sakhis (Biz-Sakhis). The course curriculum will provide mentorship support services of both psycho-social and business support. The mentors will provide backward and forward linkages. A first round of training for identification, selection and certification of Master Trainers have been initiated by NIESBUD and 5 such training programmes were organized in Uttarakhand, Uttar Pradesh and Delhi-NCR and around 100 participants have received the first level of Training of Trainers and orientation workshop for 5 days.

4.6.4 Swavlamban Ki Ore – Part II

The Institute has launched “Swavlamban Ki Ore – Part II”. The book is a compilation of 50 successful stories of entrepreneurs from diverse fields, who have been trained and mentored by NIESBUD in the year 2018. It highlights the entrepreneur’s journey, achievements and challenges faced by first generation entrepreneurs to establish and lead successful ventures.

4.6.5 Entrepreneurship Development in 3 Holy Cities under Ministry’s project Development of 6 Holy Cities

Initiated pilot project on entrepreneurship promotion and mentoring of small business in 3 temple towns in the Country namely Varanasi, Haridwar and Pandharpur. The project aims to support the locals through setting up and expanding micro and small enterprises, manufacturing and service enterprises.

4.6.6 Other social programmes for vulnerable society by NIESBUD

Under the Special project by NSDC, NIESBUD will identify, train and upskill 10,000 women to enable them to establish and run their own enterprises. This is a PAN India project. Entrepreneurship and Skill development programme have been initiated for Transgenders and Beggars community to enable them to look at meaningful and potential livelihood opportunities and enable them to acquire relevant entrepreneurial skills. Evaluation studies of Prime Minister’s Employment Generation Programme (PMEGP) have been completed in 2 States and has been initiated in 7 States.

4.7 Indian Institute of Entrepreneurship (IIE), Guwahati

4.7.1 Introduction

The Indian Institute of Entrepreneurship (IIE), is an ISO 9001 : 2015 Certified autonomous Organisation and is functioning as a National Apex body for Entrepreneurship Development through Training, Research and Consultancy Services with its Head quarter at Guwahati, Assam. The Institute has been playing a pivotal role in the process of promoting entrepreneurship since 1979, initially as the North Eastern Regional Branch of SIET and subsequently NISIET (1984). IIE started functioning as an independent Institute from 1st April 1994, which was established by the erstwhile Ministry of Industry, Department of SSI & ARI, Government of India. Later it came under the fold of Ministry of Micro, Small and Medium Enterprises (MSME) in 2007 and is presently under the Ministry of Skill Development and Entrepreneurship (MSDE) since 22nd May 2015.

The Institute is located at Lalmati, Basistha Chariali, National Highway-37, Bypass, Guwahati. The Institute has an infrastructure of approx 77000 sq. ft consisting 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 the other North Eastern states.

4.7.2 Major Activities during FY 2019-20

4.7.2.1 Training Programmes

The Institute organises training programmes for prospective entrepreneurs, students, teachers, development functionaries. These programmes are classified as: Entrepreneurship Development Programmes (EDP); Entrepreneurship cum Skill Development Programmes (ESDP); Management Development Programmes (MDP) and other programmes including Entrepreneurship Orientation Programmes (EOP), Training of Trainers (TOT), Faculty Development Programmes (FDP), Business Incubation Training etc.

During FY 2019-20 (upto December. 2019), 121 programmes were carried out by IIE across different programme categories with a thrust on participation of women and socially disadvantaged sections of the society.

Table - 11

Programmes	Programme	No of Persons Trained					
		SC	ST	W	OBC	Others	Total
EDPs	21	101	342	348	30	60	533
ESDPs	69	125	588	1469	1030	224	1967

MDPs	5	22	61	24	03	08	94
Others	26	745	394	1152	400	274	1813
Total	121	993	1385	2993	1463	566	4407

In addition to the above programmes, IIE has also ventured into innovative approaches towards training entrepreneurs through a “Design Thinking Methodology” in collaboration with Luftthansa and SAP, Germany. 22 coaches from Germany and India conducted the programme with local team of coaches covering around 100 students/entrepreneurs under this programme. At the end of the programme 15 teams pitched and 5 teams were selected for further mentorship. The methodology was liked immensely by the participants because of its hands-on approach of problem solving and iterative process.

4.7.2.2 Academic – Studies/Research

The Institute is undertaking different research studies for different sectors for gaining an insight and understanding of the entrepreneurial and skill ecosystem.

IIE has made an attempt to promote smooth access to finance for the FPOs especially in North Eastern Region in collaboration with ICCSPL by developing a FPO Rating Tool envisaging assessment, rating and grading of FPOs for easier understanding of their credit worthiness.

4.7.3 Projects and Consultancy Assignments.

4.7.3.1 Regional Resource Centre (RRC) – for Cluster Development :

Handholding and monitoring activities have been carried out for setting up of CFCs in Six IIE intervened Clusters in NER for which ‘Final Approval’ has been received from the office of DC-MSME, Government of India. The Extension of RRC activities has been accorded in-principle approval by the Ministry of MSME for another 3 years to cover around 100 new cluster in NER.

4.7.3.2 “Scheme of Fund for Regeneration of Traditional Industries (SFURTI).

As a Nodal agency of the Ministry of MSME for implementation of SFURTI scheme the Institute has expanded this portfolio substantially by covering 27 clusters and targeting to cover 40 clusters across East and NE India by March 2020 with an aim to enhance the productivity, income and marketability of the cluster produce.

4.7.3.3 Assam State Rural Livelihood Mission Scheme (ASRLMS)

One of the new initiatives undertaken by the Institute, in the last one year is the pilot sustainable livelihood initiative in three (3) locations across three (3) sectors viz., Handloom, Food Processing and Bee Rearing & Honey Processing in Assam sponsored by Assam State

Rural Livelihood Mission, ASRLM. Under these initiatives, 100 BPL SHG Members in each pilot were identified, provided training to enhance their income for a sustainable gainful livelihood. In addition the Institute had conducted 6 Nos. of Beekeeping and Honey Processing Training and trained 180 Participants.

4.7.3.4 OIL Jeevika

The OIL Jeevika project is a joint initiative between OIL India and IIE under the CSR Programme of Oil India Ltd. The primary objective of this project is to impart skill development and up-gradation training to the targeted households of Diyun circle (Arunachal Pradesh) on beekeeping & honey processing and mustard, buck wheat and local pulse processing and also to provide handholding support to them for generation of alternate source of income and formation of self-sustaining livelihood clusters covering more than 400 beneficiaries.

4.7.3.5 NBCFDC Cluster Development Project

As entrusted by the NBCFDC with the responsibility of developing clusters into artistic craft clusters, the Institute has completed the initial activities under the cluster development project which includes base line survey, preparation of DPR/DSR, formation of SHGs, identification of artisans and linking/opening of SHG bank accounts, issue of artisan cards for all the nine (09) targeted Clusters. The crafts undertaken in the Clusters are development of Handlooms in Assam, Cane and Bamboo in Tripura, in Haryana Ceramic Pottery and Teracotta, in Khurja (Uttar Pradesh) Ceramic Pottery and Teracotta, and Hand Block Printing in Sanganer of Rajasthan. The NBCFDC Cluster Development activities of IIE have benefited around 3300 beneficiaries so far.

4.7.3.6 Gwalior Smart City Incubation Centre

IIE along with All India Institute of Local Self Government, New Delhi as a Implementation partner set up a business incubation centre under Gwalior Smart City Project to provide requisite ecosystem to the budding entrepreneurs to replicate their business ideas. IIE is assisting in designing and organizing training & research activities and also providing expertise in short listing of applicants, driving their startups and decide milestones for incubates.

4.7.3.7 Pilot Project on Entrepreneurship Development in the Holy City of Puri

The Ministry of Skill Development and Entrepreneurship, Government of India desires to implement a Pilot Project on Entrepreneurship Promotion and Mentoring of Micro and Small Businesses in six Temple towns - Puri, Varanasi, Haridwar, Kollur, Pandharpur and Bodh Gaya in the country. Indian Institute of Entrepreneurship (IIE) implementing the project at the Holy City of Puri. The primary objectives of the proposed project is to catalyse the entrepreneurial activities of the temple town through resumption of existing livelihood activities and/or by

supporting existing enterprise to scale up and to tap the potential entrepreneurs, mentoring them to identify, set up enterprises and management of the enterprises.

The Institute has received funds for initiating the first project at Puri. The preliminary activity of on-boarding the Knowledge partner and Local Implementing Agency has been completed. The project is supposed to be launched by February, 2020. It is expected that at the end of the project there will be an expansion and setting up of Micro and Small enterprises in - Manufacturing sector , Service enterprises and Trading which will result in growth of economic activities , income & saving , self employment etc. in the temple town.

4.7.3.8 ToT for NSDC Training Partners on Employability, Entrepreneurship and Life Skill Conducted by IIE

In accordance to the National Skill Mission to empower the youth with skill sets and Entrepreneurial zeal, which make them more employable and more productive in their work environment, the Institute imparted 08 (Seven) Trainer's Training Programme on Employability, Entrepreneurship and life Skills for the NSDC training partners of North Eastern Region and trained 216 participants.

4.7.3.9 Mentorship Programme

IIE at the aegis of the German Impact Week team have started the mentoring initiative by empanelling a pool of mentors from different areas of expertise to guide business start-ups and have connected various start-ups with the relevant mentors for mentorship. This initiative is proving to be of great support for the start-ups and going ahead, IIE plans to increase the scale of this mentorship programme.

4.7.3.10 North East Regional Entrepreneurship Summit (NERES)

IIE in collaboration with FINER is organizing the 1st of its kind NER Entrepreneurship & Start Up Summit "NERES 1.0" under the sponsorship of North Eastern Council (NEC). NERES 1.0 is aimed to boost the entrepreneurial minds across the NER states and promote start-up entrepreneurs by offering them with a platform to pitch their business ideas and also addressing various challenges faced by the start ups. At the final stage 20 start-up entrepreneurs would be selected for an award of Rs 5.0 lakhs each.

4.7.4 Skills Development Programmes

4.7.4.1 Capacity Building for ST & SC Beneficiaries under ST-SC Hub

With the objective to promote entrepreneurship and skill development among the social disadvantaged section, IIE has undertaken a series of training programme Under SC/ST Hub, Ministry of MSME GoI and conducted 35 (Thirty Five) Programmes so far to train 855 (Eight Hundred Fifty Five) Participants.

4.7.4.2 Skill Development Training Programme under Ministry of DoNER, NBCFDC and Sector Skill Council

IIE have been conducting various awareness programmes and campaigns, MDPs, EDPs to educate the entrepreneurs. In addition to these, IIE have also been engaged in conducting Skill Development Training in various trades in different parts of the regions under Ministry of DoNER, NBCFDC and Sector Skill Council, PMKVY in the states of Assam, Meghalaya, Tripura, Arunachal Pradesh and Sikkim. Till November, 2019 a total of 31 programmes was conducted where 1,110 participants were trained. Beside the above there are 20 ongoing training programmes where 630 participants are enrolled.

4.7.4.3 Diploma in Fashion & Textile Technology

In order to create a complete entrepreneur who will acquire complete knowledge of the textile and fashion sector to independently handle any fashion or textile related project or start on their own the Institute has started a one (1) year Diploma course in Fashion & Textile Technology at its campus.

4.7.4.4 Collaborations

Indian Institute of Entrepreneurship (IIE) signed Memorandum of Understanding (MoU)s with the following agencies DURING 2019-20 with the aim of promoting entrepreneurship in the region:

- Assam Kaziranga University, Assam
- Pragjyotish College, Guwahati, Assam
- Start Up The Nest, Government of Assam
- Assam Plain Tribes Development Corporation Ltd. (APTDC).

4.8 National Instructional Media Institute (NIMI)

National Instructional Media Institute (NIMI) was set up in the name of Central Instructional Media Institute (CIMI) in Chennai in December 1986 by the Government of India as a Subordinate Office under Ministry of Labour and Employment, Directorate General of Employment and Training (DGE&T) with the assistance from Government of Germany through GTZ (German Agency for Technical Co-operation) as the executing agency. After the approval of the Cabinet for the Grant of Autonomous status to CIMI, the Institute was registered as a society on 1st April 1999 under the Tamil Nadu Societies Registration Act 1975 with a new name National Instructional Media Institute.

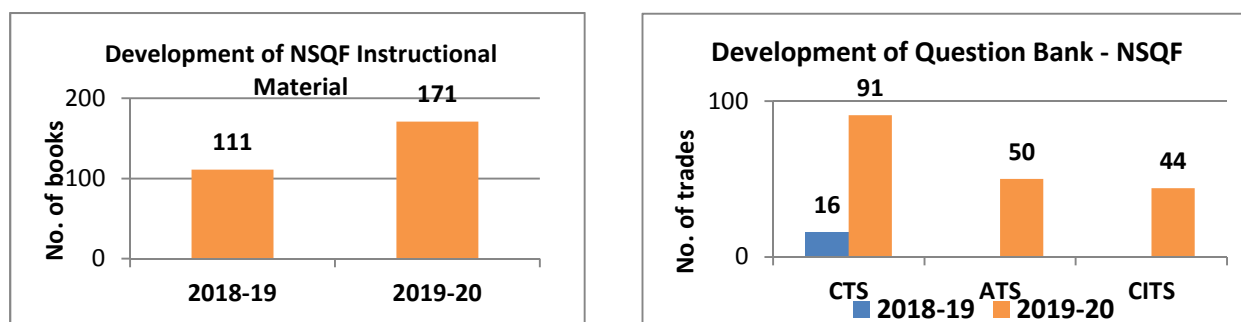
Presently it is functioning as an Autonomous Institute under the Govt. of India, Ministry of Skill Development & Entrepreneurship (MSDE), New Delhi.

The main objective of the National Instructional Media Institute (NIMI) is to make available well prepared instructional material for the use of the trainees and trainers for acquiring overall improvement in the standard of training imparted in Industrial Training Institutes (ITIs), short term skill development courses and also for industries/establishments implementing the Apprenticeship Training programme. NIMI is functioning as a service oriented registered society with facilities, infrastructures and competencies to design, develop, produce and disseminate Instructional Media for long and short term courses in our skill eco-system. In addition to development of Instructional Media Packages (IMPs), NIMI is also mandated to develop Question Bank (QB), Translation of content/QB in Hindi and other Regional languages and also developing e-Content to facilitate new age learners and enhance its reach to masses in pace with the fast growing IT.

In 2019-20, NIMI expanded its wings in this way:

1. Development of National Skill Qualifications Framework (NSQF) Instructional material for Craftsman Training Scheme (CTS) Question Bank under different schemes:

Chart - 2



2. Conducted **NSQF Implementation** training programme for Tamilnadu & Anadam & Nicobar islands as allotted to NIMI
3. For the first time, **Syllabus of Employability Skills** was developed by NIMI, Chennai involving different stakeholders and **Training Methodology** book for CITS in English and Hindi Language.
4. Provided Orientation to **250+** experts from NSTIs and different State Directorates towards development of **Question Bank** and Instructional Materials.
5. **To make learning more exciting with QR & AR codes**, integrated with **videos** were embedded in books at the end of practical in some popular books.
6. In addition, **Interactive eBooks** with various features developed for 07 trades and uploaded in **website of Bharat Skills** for free access.
7. Integrated IT in various areas of Skill ecosystem viz., **online testing site, Centralized Online admission portal for Instructors admission and Principles of Teaching (POT)**

Online course for Crafts Instructor Training Scheme (CITS) to provide transparency and better access to all across the country.



Dr. Mahendra Nath Pandey, Hon'ble Minister, SDE at NIMI Chennai to attend General Body Meeting



Hon'ble Minister, SDE chairing General Body meeting held on 13.07.2019 at NIMI Chennai

4.9 Central Staff Training and Research Institute (CSTARI), Kolkata

The Central Staff Training and Research Institute (CSTARI) was established in the year 1968 by the Directorate General and Training (DGT) under Ministry of Labour & Employment, Government of India in collaboration with the Government of the Federal Republic of Germany. At present, it is functioning under Ministry of Skill Development and Entrepreneurship (MSDE) under Government of India.

At CSTARI, the various operational activities are executed by two different wings namely **Research and Training**.

4.9.1 Research Wing: It conducts skill analysis and prognosis for the purpose of identifying occupational profiles for the existing and future vocations/ trades in which training could be imparted.

Based on such analysis, CSTARI aims:

- i) to design and develop trade curricula for the various trades.
- ii) to organize suitable training programmes in institutes/ industries.
- iii) to conduct study and analysis for the development of appropriate methods, techniques, procedure and systems related to the Vocational Training.
- iv) to develop curricula as per outcome based format and align the same with National Skill Qualification Framework (NSQF) for different flagship schemes of DGT viz., Craftsman Training Scheme (CTS), Apprenticeship Training Scheme (ATS) & CITS and revise the same on continuous basis.

During the year 2019-20, CSTARI revamped 137 curricula under Craftsman Training Scheme (CTS), Redesigned 41 courses under Craftsmen Instructor Training Scheme (CITS), 10 courses under Apprenticeship Training Scheme (ATS), 04 courses under CTS (Flexi MoU) of Maruti Gurgaon & 04 Advanced Diploma (Vocational) courses.

4.9.2 Training Wing:

It conducts various In-house training as per schedule and off campus training programmes based on requests for faculty and principals on training methodologies, Training of Trainers (TOTs), Managerial and supervisory development programmes. CSTARI conducts various levels of National Skill Qualification Framework (NSQF) for Master Trainers, Directors and Principals from National Skill Training Institutes (NSTI), Industrial Training Institutes (ITIs) including Directors from State Directorates. CSTARI has been appointed as the nodal agency for monitoring NSQF training at different NSTIs /ITOTs /ITIs across the nation.

As part of synergy among CSTARI, National Instructional Media Institute (NIMI) and National Skill Development Corporation (NSDC), a meeting was organised in 2019 for Sector Skill Councils (SSCs) at CSTARI, Kolkata to familiarise with curriculum development process adopted by CSTARI for mutual collaboration on curriculum and content development. NIMI is involved in the trade committee meetings for curriculum development so that content development can start concurrently with inputs from the domain experts. NIMI has been allotted space at CSTARI, Kolkata for setting up their regional office.

4.10 Directorate of Jan Shikshan Sansthan (DJSS)

4.10.1 Introduction

In compliance with the instructions of Ministry of Finance, Department of Expenditure, issued vide their O.M.No.66 (39)/PF.II/2018 dated 2nd December, 2016, the Department of School Education, Ministry of Human Resource Development transferred “as is where is basis” the Jan Shikshan Sansthan component of Scheme of Support to Voluntary Agencies for Adult Education and Skill Development to Ministry of Skill Development and Entrepreneurship vide OM No.8-23/2017-NLM-3 dated 1st January, 2018.

4.10.2 Directorate of Jan Shikshan Sansthan (DJSS)

has been declared as Subordinate Office of Ministry of Skill Development and Entrepreneurship vide its Order No.A-36017/2/2017-Estt. dated August 21, 2018. The role of the Directorate of Jan Shikshan Sansthan as given in the scheme guidelines are as follows:

- Approval of Annual Action Plan of JSSs
- Recommendation for Release of Grants to JSSs
- Facilitating and coordinating technical support services.
- Supervision and Monitoring the performance of JSSs
- Facilitating and ensuring evaluation of JSSs
- Training and orientation to the programme/administrative staff.
- Periodical visits
- Clearing house services
- Providing guidance to the members of Board of Management/Executive Committee and programme/administrative staff
- Conducting Half yearly /Annual review meetings
- Development of Curriculum
- Coordination with NSTI, NSDC and NSDA

- Publicity and Media
- Organization of national level meetings/workshops/seminars
- Undertake other activities / programmes which are necessary for promotion of objectives of the scheme and goals of Skill India

4.10.3 The following activities have been undertaken during the year 2019-20:

4.10.3.1 Annual Review Meetings

Six batches of Annual Review meetings of JSSs were organized on different dates and venues during the month of April & May, 2019 to review physical, financial progress for 2018-19 and annual action plan for the year 2019-20 of Jan Shikshan Sansthan.

The objectives of the annual review meetings were:

1. To review the Annual progress made by JSS from April, 2018 -March,2019
2. To review the Annual action plan for the year 2019-2020.
3. To discuss the administrative issues such as Regular Director and re constitution of BoM.
4. To discuss Evidence Base Assessment and PFMS.
5. Discussion on curriculum of local traditional skills.



4.10.3.2 Visit of Secretary to Jan Shikshan Sansthan

Dr. K.P. Krishnan, Secretary, MSDE visited JSS Kancheepuram and Tiruchirapalli on April 6-7, 2019. He visited the campus based vocational courses and interacted with the beneficiaries and resource persons of Cutting & Tailoring, Beauty Culture, Computer Application, Electrical Technician and Handicrafts.



He also interacted with the successful beneficiaries and asked JSS to mobilize bank loans for these beneficiaries so that they can start their own business and earn income for their families.

Dr. K.P. Krishnan, Secretary, MSDE visited JSS Lahaul & Spiti, Himachal Pradesh, on May 13-14, 2019 and interacted with the beneficiaries and resource persons of vocational courses in Cutting & Tailoring, Carpentry Training Center at Rangrik, Carpet Making, Thangka Painting and Fashion Designing Training center at Kaza.

4.10.3.3 Proposal to establish new JSSs

- Scrutinized 728 proposals received from 454 agencies for setting up of 83 new JSSs in the country.
- NGOs made presentation before the Selection Committee on June 12-13 & August 8-9, 2019.

4.10.3.4 Swachhata Pakhwada

Ministry of Skill Development & Entrepreneurship, Government of India observed “Swachhata Pakhwada” from July 16-31, 2019 through its institutions/organisations in the country. The objective of the Swachhata Pakhwada was to bring a fortnight of intense focus on the issues and practices of Swachhata.

4.10.3.5 Kaushalacharya Awards

Ten Resource Persons of JSSs were awarded “Kaushalacharya” on the occasion of Teacher’s Day on September 5, 2019 by Dr. Mahendra Nath Pandey Hon’ble Minister of Skill Development & Entrepreneurship at New Delhi.



4.10.3.6 Half yearly review meetings

Half yearly review meetings of Directors of JSSs were conducted in six batches in the month of October & November, 2019. The agenda of these meetings was to review the progress made by JSS in the first six months of the current year. In these meetings capacity building of Directors of JSSs was also undertaken by inviting Resource Persons / Experts from banks and PFMS, etc. The dates and venue of the meetings is given below:

Table- 12

Batch	Dates	Venue
1	October 17 - 19, 2019	Dehradun
2	October 22-24, 2019	Delhi
3	October 29-31, 2019	Tirupati
4	November 5-7, 2019	Goa
5	November 13-15, 2019	Bhopal
6	November 19-21, 2019	Puri



4.10.3.7 Setting up of Sub Center of JSS Sonipat at Bidhal Village

A sub center of JSS Sonipat at Bidhal village was inaugurated by Dr. K.P. Krishnan, Secretary, MSDE on November 2, 2019. In the training centres, Cutting & Tailoring, Beauty Culture & Healthcare and Basic Computer Application courses will be conducted.





4.10.3.8 Awards

The following awards were presented to JSS Web Portal:

- **Governance Now Digital Transformation Awards 2019** in the category Digital Transformation in Skill Development on 6th November 2019.
- **IDC Insight Awards 2019** in the category of Excellence in Operations on 6th December 2019
- **Semi Finalist SKOCH Order of Merit Award 2020** by SKOCK Group on 11th January, 2020
- **CSI SIG eGovernance 2019 Award of Appreciation** on 17th January, 2020 by Computer Society of India



A. SCHEMES & INITIATIVES THROUGH NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana – PMKVY (2016-2020)

5.1.1 Background

PMKVY was launched as a pilot in 2015, as a reward based scheme providing entire cost of training as reward to successful candidates. During its pilot phase, PMKVY trained over 19 Lakh candidates in 375 job roles. 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 1 Crore youth of the country with an outlay of Rs.12,000 crores.

5.1.2 PMKVY (2015-16):

The scheme was designed as a skill certification and reward scheme with an aim to enable and mobilize a large number of Indian youth to take up skill training and become employable for sustainable livelihood. Under the scheme, monetary reward was provided to successfully trained candidates. The scheme was initially approved for the FY 2015-16 only. The scheme was implemented by MSDE through National Skill Development Corporation, Sector Skill Councils and Training Providers. Under PMKVY 2015-16, 19.85 lakh candidates were trained.

5.1.3 Pradhan Mantri Kaushal Vikas Yojana (2016-2020)

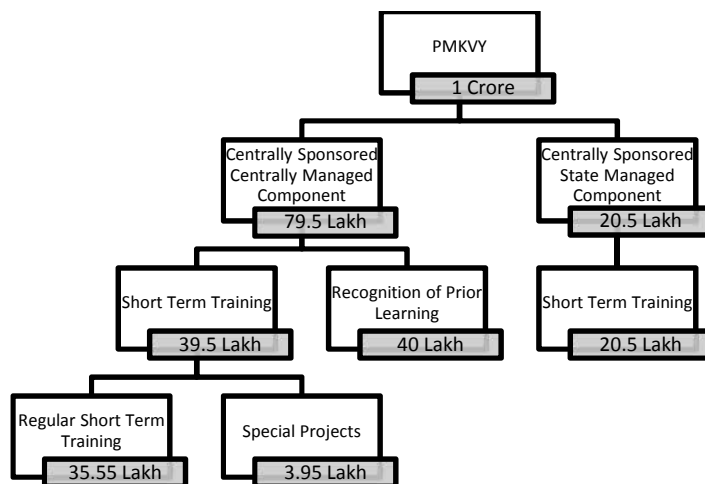
PMKVY (2016-2020) is a grant based scheme, providing free of cost skill development training and skill certification in 371 job roles to increase the employability of the youth. The scheme was launched on 2nd October 2016 with the following objectives:

- i. Provide fresh skill development training to school dropouts, college dropouts and unemployed youth through short courses of 200 - 300 hours
- ii. Recognise the skill available of the current work force through skill certification
- iii. Engage States in the implementation of the scheme leading to capacity development of the states
- iv. Improved quality of training infrastructure along with alignment of training with the needs of the industry
- v. Encourage standardization in the certification process and initiate a process of creating a registry of skills.

5.1.4 Approach

The PMKVY (2016-2020) Scheme is being implemented by the Centre along with the States. The distribution of targets among various components of PMKVY is provided below:

Chart - 3



5.1.4.1 Centrally Sponsored Centrally Managed (CSCM)

This component consist of 75% of the PMKVY (2016-2020) targets and are implemented centrally through National Skill Development Corporation (NSDC). It constitutes the following:

- Short Term Training** - Provision of 200 to 500 hour long skill-oriented training, both core and soft, at PMKVY affiliated and accredited training centres to school/college dropouts or unemployed.
- Recognition of Prior Learning** - Recognition of existing skills after a 12 to 80 hours orientation cum bridge course by provision of PMKVY certificate to candidates.
- Special Projects** - PMKVY Special project is a component of PMKVY, wherein PMKVY short/fresh term trainings are provided to candidates in NSQC approved job roles. Special Projects are different from short term training component of PMKVY by the virtue of it being a project/need based with more flexibility in terms of compliances which are hard to be met for successful training of target beneficiaries in remote areas.

The progress under CSCM component is provided below (as on 31.12.2019):

Table - 13

Component	*Sector	*Job Role	Target Allocated	Enrolled	Trained	Assessed	Certified	Reported Placed
Short Term	35	252	47,36,834	34,00,299	32,97,244	30,38,747	27,00,358	14,77,822

RPL	37	647	83,95,327	33,26,231	32,78,515	27,44,742	25,53,221	NA
Special Projects	34	183	3,46,372	1,71,511	1,59,092	1,27,105	1,06,162	45,349
Total			1,34,78,533	68,98,041	67,34,851	59,10,594	53,59,741	15,23,171

*Values are basis where enrolment has been done on SDMS

5.1.4.2 Centrally Sponsored State Managed (CSSM)

The CSSM component of PMKVY was launched with release of State engagement guidelines on 09.11.16. This component is being implemented by State Skill Development Missions / State Governments. Under this component, after evaluation of proposal received from of 36 States/UTs, Ministry has given in-principle approval of a total target of 20.18 lakh candidates and corresponding financial allocation of Rs. 3,050 Cr. for FY 2016-20. However, due to slow performance of States/UTs and keeping in the mind that the scheme is going to end by March'2020, the financial allocation was rationalised to Rs. 2,419 crore (approx.) with the corresponding physical target of 12.43 lakh. The role of the states/UTs includes;

- The support and monitoring is expected to significantly improve the effectiveness and efficiencies of these initiatives
- The states are better placed to articulate the skilling needs for state specific economic activities. Their involvement would enable taking up specific skill development training that cater to the local demand and aspirations
- It would increase the capacity and capability of the existing nationwide skill development system thus supporting equitable access for all
- It will support the training and capacity building initiatives for state specific traditional skills

Table - 14
State wise details of target allocation and funds disbursement is as under
(as on 31.12.2019):

S. No.	State Name	Initial Physical Targets	Revised Physical Target	Funds Approved in-principle	Revised funds (2016-20)	Funds disbursed
1.	A & N Islands	4,108	2,583	6,32,51,698	5,27,12,315	2,10,78,767
2.	Andhra Pradesh	64,608	28,500	94,74,11,712	79,55,58,784	28,84,26,464
3.	Arunachal Pradesh	29,510	14,434	43,27,34,640	32,45,50,980	14,42,49,768
4.	Assam	47,258	31,193	72,76,40,878	63,81,13,859	36,95,32,800
5.	Bihar	89,664	34,000	1,38,05,74,540	1,12,88,53,416	36,81,62,449

6.	Chandigarh	10,288	6,522	15,84,06,394	13,30,93,397	6,15,88,800
7.	Chhattisgarh	48,532	15,980	71,16,73,248	53,37,54,936	35,57,76,000
8.	Dadra & Nagar Haveli	4,000	3,380	6,15,88,800	5,00,40,900	1,10,85,984
9.	Daman & Diu	4,000	2,760	6,15,88,800	6,15,88,800	3,00,24,540
10.	Delhi	81,000	58,000	1,24,71,73,200	97,38,72,900	15,39,72,000
11.	Goa	46,951	30,942	72,29,13,937	56,89,41,937	10,70,25,937
12.	Gujarat	77,824	64,205	1,19,82,71,693	98,85,77,226	35,94,93,826
13.	Haryana	56,036	38,560	86,27,97,499	70,11,26,899	21,56,99,375
14.	Himachal Pradesh	49,499	40,012	76,21,46,003	63,51,19,103	21,55,60,800
15.	Jammu & Kashmir	47,302	23,240	72,83,18,354	59,89,66,477	22,94,18,280
16.	Jharkhand	57,668	40,000	88,79,25,730	73,99,35,542	29,59,64,978
17.	Karnataka	94,164	54,000	1,38,08,20,896	1,03,34,34,463	21,43,95,135
18.	Kerala	71,450	35,611	1,10,01,29,940	88,01,03,952	22,00,25,988
19.	Lakshwadeep	2,400	1,800	3,69,53,280	3,69,53,280	1,23,17,760
20.	Madhya Pradesh	84,058	54,065	1,23,26,26,512	92,44,69,884	21,46,66,296
21.	Maharashtra	1,67,127	1,28,747	2,57,32,87,845	2,14,44,06,538	85,77,62,615
22.	Manipur	32,472	22,763	49,99,77,879	43,74,80,644	24,99,88,939
23.	Meghalaya	33,642	14,673	51,79,92,602	43,79,27,162	12,77,96,760
24.	Mizoram	36,671	9,444	56,46,30,721	44,91,51,721	10,88,73,601
25.	Nagaland	33,021	13,928	50,84,30,941	42,36,92,451	16,94,76,980
26.	Odisha	58,046	46,954	89,37,45,871	74,74,72,471	27,71,49,600
27.	Puducherry	10,619	7,703	15,57,17,016	11,67,84,096	7,34,51,280
28.	Punjab	55,028	47,256	80,69,30,592	67,49,54,592	26,39,52,000
29.	Rajasthan	64,526	41,000	94,62,15,130	70,96,61,348	14,19,35,789
30.	Sikkim	4,900	3,598	7,54,46,280	6,15,88,800	2,00,16,360
31.	Tamil Nadu	1,40,880	67,000	2,06,58,64,320	1,54,93,98,240	34,43,10,720
32.	Telangana	59,611	44,383	91,78,42,489	71,13,27,544	22,94,64,472
33.	Tripura	36,875	20,869	54,07,35,000	40,84,10,730	8,37,68,100
34.	Uttar Pradesh	48,236	32,000	74,26,99,339	61,99,06,669	52,26,00,000
35.	Uttarakhand	1,42,552	90,809	2,09,04,00,000	1,56,78,06,552	35,01,78,040
36.	West Bengal	1,23,550	75,082	1,90,23,24,060	1,33,16,26,842	38,04,64,812
Total		20,18,076	12,45,996	30,50,71,87,839	24,19,13,65,450	8,08,96,56,015

Table – 15: State-wise status of PMKVY - CSSM component (2016-20):

S.N	State/UTs	Enrolled	Trained	Assessed	Certified	Reported Placed
1	Andaman and Nicobar Island	945	592	395	263	0
2	Andhra Pradesh	36,297	32,388	28,762	25,466	16,004
3	Arunachal Pradesh	6,972	5,232	3,943	3,508	865
4	Assam	21,667	21,277	18,015	16,202	6,655
5	Bihar	6,544	5,444	3,158	2,666	123
6	Chandigarh	5,154	3,125	2,381	2,024	805
7	Chhattisgarh	13,755	13,735	10,704	7,747	3,323
8	Dadra and Nagar Haveli	508	508	419	327	20
9	Daman and Diu	1,826	1,464	1,162	933	493
10	Delhi	10,321	7,517	6,293	5,516	601
11	Goa	1,669	1,028	615	496	28
12	Gujarat	39,007	31,629	25,216	21,959	9,022
13	Haryana	31,654	29,643	24,807	21,451	4,432
14	Himachal Pradesh	14,849	9,616	7,509	6,757	1,373
15	Jammu and Kashmir	15,525	15,375	9,756	8,813	1,236
16	Jharkhand	10,191	5,066	3,906	3,173	619
17	Karnataka	9,374	4,761	3,920	3,338	16
18	Kerala	15,441	11,853	9,867	8,685	1,700
19	Lakshadweep	90	0	0	0	0
20	Madhya Pradesh	27,352	25,267	20,995	17,119	6,491
21	Maharashtra	32,652	16,860	14,014	12,377	1,148
22	Manipur	16,620	13,741	11,990	11,175	2,876
23	Meghalaya	2,998	2,237	1,864	1,611	918
24	Mizoram	8,460	7,996	7,076	6,333	2,803
25	Nagaland	6,640	4,820	4,075	3,522	529
26	Odisha	7,160	6,022	4,849	4,259	243
27	Puducherry	7,467	6,926	5,798	5,463	2,487
28	Punjab	30,340	18,657	15,538	13,323	5,275
29	Rajasthan	25,389	24,394	18,664	16,906	143
30	Sikkim	3,128	2,738	2,317	1,925	155
31	Tamil Nadu	42,292	38,780	33,232	29,944	13,312

32	Telangana	19,433	16,512	13,432	11,709	4,983
33	Tripura	11,362	11,034	10,223	9,122	951
34	Uttar Pradesh	81,040	78,883	68,597	60,533	9,556
35	Uttarakhand	37,856	24,977	21,984	19,509	7,131
36	West Bengal	25,214	21,517	18,972	16,977	3,413
Total		6,27,192	5,21,614	4,34,448	3,81,131	1,09,729

Source: Data as per SDMS report on 31-Dec-2019

Table - 16: Summary Table: Achievements of the Skill Development programme:

Scheme	Trained				Total Certified	Reported Placed
	STT	RPL	Special Projects (SP)	Total Trained		
PMKVY 1.0	18,04,170	1,81,767	0 (No SP in PMKVY)	19,85,937	14,51,285	2,51,689*
PMKVY 2016-20 CSCM	32,97,244	32,78,515	1,59,092	67,34,851	53,59,741	15,23,171**
PMKVY 2016-20 CSSM	5,21,614	--	--	5,21,614	3,81,131	1,09,729

*Placement tracking was not mandatory

**Placement figures applicable to certified candidates under STT & SPL i.e. 28,06,520. (RPL orients Candidates and doesn't train them hence placement is not mandatory).

5.1.5 The key features of the scheme are as follows:

PMKVY (2016-2020) incorporated the learnings from PMKVY (2015-16) and was launched as a grant based scheme with an increased focus on quality of training. Some of the salient features of the scheme are as follows:

5.1.5.1 Accreditation and affiliation of training centres

- The Accreditation and Affiliation of Training Providers and Training Centres happens through an integrated IT portal i.e. Skill India Portal. The portal is a one stop window for entire Training Provider/ Centre lifecycle where all Training Providers (TPs) upload their Centre details and submit application(s) for Centre Accreditation and Affiliation process for NSQF aligned Job Roles
- The Centres for which applications are submitted on this portal are being inspected by empanelled Inspection agency(s)

- Accreditation Standards Grading Metrics has been developed to benchmark the Training Centres (TCs) across the country in a transparent manner. The grading metrics contain mandatory and scoring parameters with respect to Training infrastructure. Basis the score, Star rating is granted to Training Centres from 1 Star to 5 Star with 1 being lowest.
- The Accreditation and affiliation of training centres through Skill India Portal is necessary for any Training Centre that has been selected by NSDC to conduct trainings under PMKVY central and state component.

5.1.5.2 Standardization of course content:

Sector Skill Councils have published model content curriculum for trainings prescribed under PMKVY (2016-2020) thereby ensuring standardized quality of text books. **Standard Trainee handbook** and **Induction Kits** are being provided to all trainees.

5.1.5.3 Mandatory Training of Trainer:

Trainers have to mandatorily undergo the 'Train the Trainer' programme of the concerned Sector Skill Councils.

5.1.5.4 Unique enrolments and Aadhar based attendance system

- Aadhar ID of all trainees are validated at the time of batch creation which prevents bogus enrolments including duplication check to check is being trained under any other scheme
- Attendance through Aadhar Enabled Biometric Attendance System (AEBAS) is mandatory under PMKVY except states of North East and J&K, where Aadhar penetration is low.

5.1.5.5 Mobile application for assessments:

The Assessment of candidates under PMKVY are through a mobile based application for transparent assessment process and quick reporting of the assessment results.

5.1.5.6 IT System – SDMS:

The whole PMKVY workflow ranging from enrolment of candidates to disbursement of tranche based payments to training providers and certificates to candidates is managed by Skill Development Management System.

The process of integration of SDMS with other agencies such as Income Tax Dept. Database for verification of PAN Card for N.E and J&K candidates and NPCI for DBT of reward to candidates in their Aadhaar Linked Bank Account is currently under way.

5.1.5.7 Placement:

70% Placement made mandatory under the scheme as per the Common Norms.

5.1.5.8 Monitoring Guidelines (2016-2020):

To ensure that high standards of quality are maintained by PMKVY TCs, NSDC and empanelled Inspection Agencies shall use various methodologies, such as, call validations, surprise visits, and monitoring through the Skills Development Management System (SDMS). These methodologies shall be enhanced with the engagement of latest technologies. It is to be noted that the implementation of PMKVY as per these guidelines is likely to be reviewed periodically, depending upon the feedback from stakeholders and learning as the Scheme progresses. All updates shall be published on NSDC website (www.nsdcindia.org) and PMKVY website (www.pmkvyofficial.org).

Mechanism for Continuous Monitoring

In order to monitor PMKVY, various methodologies as mentioned in the *Skills Ecosystem Guidelines*, such as Self-Audit Report (SAR), call validations, surprise visits, and monitoring through SDMS shall be used. The States shall also be empowered to monitor the Scheme, the details of which shall be defined in the Monitoring Framework of PMKVY.

In addition to all what is mentioned in *Skills Ecosystem Guidelines*, these guidelines shall observe the features mentioned below.

- (a) **Grading of the Training Centres:** As grading of the TC is one of the outcomes of Continuous Monitoring, it is pertinent to note that under PMKVY, the Target Allocation Framework is linked to the grade of the centre to ascertain that high quality TCs get higher targets. This process shall also ensure continued focus on the quality of training by the TCs. The target allocations under PMKVY are linked to the Accreditation Grade of the TC and requirements of the job roles within the particular geographical location of the centre. The details pertaining to grading of TCs, as described in *Skills Ecosystem Guidelines*, shall be applicable to PMKVY. In addition to that, a TC is required to score a minimum of 40% as per the Compliance as well as Performance Standard Metrics.
- (b) **PMKVY Monitoring Committee:** The PMC shall be constituted to take decisions on the non-compliance and non-performance related issues of stakeholders, such as TCs and SSCs. The Assessment Agencies (AA) shall be monitored through the SSCs.
- (c) **PMKVY Monitoring Structure:** The Scheme shall be monitored through a multi-layer checking. The Inspection Agency, along with the PMKVY Monitoring Team shall be responsible to continuously monitor all the TCs based on the Compliance and Performance Standard Metrics. While the monitoring of each TC shall be done by the Inspection Agency, the PMKVY Monitoring Team shall monitor the overall Scheme. PMKVY Monitoring Team shall also monitor the performance of the Inspection Agency by periodically checking a

sample base to ensure that the Inspection Agency is monitoring the TCs in the right and desired manner.

The PMC shall monitor the overall Scheme progress, and the performance of PMKVY Monitoring Team on a fortnightly basis. States shall also be empowered to monitor the Scheme, the details of which will be defined in the Monitoring Framework of the Scheme.

(d) Monitoring Investigation Procedure: In the event of any discrepancy found against a stakeholder, the PMKVY Monitoring Team or the PMKVY Inspection Agency will investigate the case through various means/sources of data.

(e) Key parameters to be monitored under PMKVY: The PMKVY Monitoring Team shall monitor the Scheme on the basis of the key parameters described below. As stated earlier, the detailed monitoring framework shall be formulated, based on the learning of the first three months of the operation of PMKVY.

The key parameters to be monitored under PMKVY are:

- Fake Enrolments
- Mass Enrolments
- TC not found at the address
- Unethical Practices

(f) Consequence Management System

i. Suspension and Blacklisting of Stakeholder under PMKVY: Suspension indicates that the concerned stakeholder will not be allowed to operate under PMKVY. Suspension shall be temporary, for a limited period for six months or more, as decided by the PMC on case to case basis. Blacklisting indicates that the concerned stakeholder will not be allowed to operate under PMKVY under any circumstances. The concerned stakeholder will be permanently debarred from the PMKVY.

ii. De-Accreditation of Training Centre: In addition to the monitoring issues, the following cases shall also be reported to the PMC for non-performance/non-compliance. PMC may decide to escalate the matter to the Accreditation Committee for further action.

- Improper/misleading use of accreditation/affiliation status
- Imparting training in the job role for which the TC was not accredited/affiliated
- Non-payment of fees, as and when required
- Refusal/repeated delays by the TC to conduct Continuous Monitoring through SAR
- Failure of the TC to maintain a minimum monthly Compliance Score and/or Performance score.
- Any other condition deemed appropriate by PMC.

5.2 Pradhan Mantri Kaushal Kendra (PMKK)

To further the “Skill India Mission”, Ministry of Skill Development and Entrepreneurship (MSDE) has initiated the establishment of state of the art, visible and aspirational model training centres in every district of India, ensuring coverage of all the parliamentary constituencies (PCs). These model training centres are referred to as “Pradhan Mantri Kaushal Kendra” (PMKK). PMKK is MSDE’s initiative towards creation of standardized infrastructure for delivery of skill development training which are equipped to run industry-driven courses of high quality with focus on employability and create an aspirational value for skill development training. PMKK envisions to transform the short-term training ecosystem from a mandate driven delivery model to a sustainable institutional model.

- Under this project, the private training partners selected through RFP, can avail a secured loan of up to Rs 70 lakhs per PMKK at a subsidized interest rate to procure and setup labs, training-relevant machinery, training aids, etc.
- PMKK centres will also be given a dedicated training mandate for three years under PMKVY Scheme, till the time the scheme exists
- As on 31-Dec-2019, 812 PMKKs have been allocated covering 707 districts and 540 PCs. Out of the 812 allocated PMKKs, 710 PMKK’s centers have been established across 36 States /Union territories.

5.2.1 State/UT-wise number of allocated and established PMKKs:

Table - 17

S.No	State	No. of Districts	Districts Covered	No. of PMKK's Allocated	No. of PMKK's Established
1	Andaman and Nicobar Islands	3	2	2	1
2	Andhra Pradesh	13	13	25	24
3	Arunachal Pradesh	21	20	20	8
4	Assam	33	33	33	26
5	Bihar	38	38	49	48
6	Chandigarh	1	1	1	1
7	Chhattisgarh	27	27	27	27
8	Dadra & Nagar Haveli	1	1	1	1
9	Daman & Diu	2	1	1	1
10	Delhi	11	11	11	9
11	Goa	2	2	2	1

12	Gujarat	33	33	34	34
13	Haryana	22	21	23	23
14	Himachal Pradesh	12	12	12	11
15	Jammu and Kashmir	22	21	22	18
16	Jharkhand	24	24	24	24
17	Karnataka	30	30	36	35
18	Kerala	14	14	20	15
19	Lakshadweep	1	1	1	0
20	Madhya Pradesh	51	51	52	51
21	Maharashtra	36	36	50	42
22	Manipur	16	16	16	10
23	Meghalaya	11	8	8	4
24	Mizoram	8	6	6	2
25	Nagaland	11	11	11	2
26	Odisha	30	30	30	27
27	Puducherry	4	4	4	4
28	Punjab	22	22	24	24
29	Rajasthan	33	33	35	34
30	Sikkim	4	4	4	1
31	Tamil Nadu	32	32	40	32
32	Telangana	31	31	32	26
33	Tripura	8	8	8	3
34	Uttar Pradesh	75	75	88	86
35	Uttarakhand	13	13	13	13
36	West Bengal	23	22	47	42
	Total	718	707	812	710

5.2.2 State/UT-wise training at PMKKs under the PMKVY (2016-20) scheme:

Table - 18

S.No	State	Enrolled	Trained	Assessed	Certified	Reported Placed
1	Andhra Pradesh	43,259	39,507	36,616	32,539	18,574

2	Arunachal Pradesh	390	180	30	0	0
3	Assam	38,998	34,971	29,369	25,256	14,766
4	Bihar	92,232	85,743	78,062	64,329	38,452
5	Chandigarh	1,619	1,511	1,397	968	648
6	Chhattisgarh	34,533	32,896	29,597	24,443	10,429
7	Dadra and Nagar Haveli	210	210	209	196	157
8	Daman and Diu	150	150	118	130	120
9	Delhi	12,564	10,854	9,259	8,116	4,759
10	Goa	152	87	59	50	30
11	Gujarat	33,288	30,250	26,841	23,299	11,612
12	Haryana	55,495	52,314	46,427	39,633	26,253
13	Himachal Pradesh	12,249	9,810	8,727	7,718	3,680
14	Jammu and Kashmir	16,403	14,127	12,306	10,355	5,903
15	Jharkhand	24,474	21,493	18,328	14,722	6,669
16	Karnataka	70,381	67,131	62,380	54,746	28,002
17	Kerala	18,437	17,507	15,407	13,356	7,730
18	Madhya Pradesh	1,00,806	93,603	83,973	69,891	45,013
19	Maharashtra	51,245	48,261	43,682	36,238	19,221
20	Manipur	2,865	1,665	1,545	1,082	712
21	Meghalaya	3,781	3,486	3,284	2,859	1,710
22	Nagaland	3,112	2,965	2,480	2,221	1,224
23	Odisha	57,823	55,707	49,787	44,682	26,010
24	Puducherry	1,275	797	708	590	291
25	Punjab	30,970	27,171	24,159	20,117	11,677
26	Rajasthan	58,776	55,649	49,993	43,316	24,208
27	Tamil Nadu	49,587	46,541	39,385	33,082	20,613
28	Telangana	29,357	27,569	22,793	18,641	10,642
29	Tripura	4,020	3,585	3,029	2,522	1,506
30	Uttar Pradesh	1,92,253	1,75,550	1,60,145	1,33,990	79,670
31	Uttarakhand	31,910	28,025	24,196	20,195	12,806
32	West Bengal	1,03,323	97,287	89,346	77,178	50,017
	Total	11,75,937	10,86,602	9,73,637	8,26,460	4,83,104

5.3 Rozgar Mela:

To give impetus to the employment initiatives in the country, National Skill Development Corporation (NSDC) under the aegis of Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India has been organizing Rozgar Melas across the nation for providing suitable job opportunities in private sector to the unemployed youth. With initiatives like Rozgar Melas, the Government is ensuring a parallel growth in the private/ industrial sector. There is no end to the potential for industry to flourish across the States with big corporates partnering the government and pledging to invest.

ANSDC Rozgar Mela is a 1/2-day event where several employers and job seekers come together for the purpose of applying and interviewing for jobs. Defined more precisely, a Rozgar Mela is an employment strategy to fast-track the meeting of job seekers and employers. For the execution of Rozgar Melas, NSDC seeks support from the respective Sector Skill Councils (SSCs) & Pradhan Mantri Kaushal Kendras (PMKKs) for sourcing the employers i.e. private companies for the Rozgar Mela. Generally, a Rozgar Mela witnesses the participation on an average of 40-50 employers from 10-12 high economic growth sectors. These sectors are generally identified based on the aspiration of youth & availability of industries in the target State or the nearby areas.

These Rozgar Melas generally cater to the youth in the age group of 18-35 Years with an academic qualification covering 8th/10th/12th Pass, ITI, Diploma, Graduates etc. including the trained and certified candidates conforming to National Skills Qualifications Framework. The jobseekers for the Rozgar Mela are sensitized & mobilized through various channels including Print Advertisement, Bulk SMS, Social Media & through workshops at College & University Level in & around the districts of the Rozgar Mela.

The Rozgar Melas are generally accompanied by other activities including Counselling Session for the jobseekers & their parents, Kaushal Melas for the registration of youth under fresh skill development training (PMKK/PMKVY), Mudra Loan Facilitation Counters & Skill Exhibition (where SSCs demonstrate the training model, equipment, job roles of their respective sectors). In addition to the NSDC Rozgar Mela, the concerned agencies of NSDC like Sector Skill Councils, Pradhan Mantri Kaushal Kendra, Pradhan Mantri Kaushal Vikas Yojna Training Partners also conduct Rozgar Melas of different scale & magnitude for the youth in the age group of 18-35 years on PAN India basis. From 1st January, 2019 to 31st December, 2019, more than 700 Rozgar Melas have been organised in 28 states/UTs by NSDC, SSCs, PMKKs, PMKVY, fee-based model training partners etc. There have been approx. 2.18 lakh registrations and around 93 thousand candidates have been selected by the private companies in the Rozgar Melas. The overall status of the Rozgar Melas conducted from 1st Jan'19 to 31st Dec'19 is mentioned as under:

Table - 19

Sr. No.	Organization/ Particulars	No. of Rozgar Melas Reported	No. of Candidates Registered	No. of Employers Participated*	No. of candidates Shortlisted
1	NSDC	34	82991	1436	38662
2	Pradhan Mantri Kaushal Kendra (PMKK)	432	75364	2593	32969
3	Sector Skill Council (SSC)	231	50833	1260	17966
4	Placement Partner	6	8939	140	3734
5	PMKVY	4	223	7	78
6	Fee Based Model	3	601	39	212
Grand Total		710	218951	5475	93621

*A sum of Rozgar Mela wise participation of Employers

**Table - 20 : The State-wise breakup of the Rozgar Melas is mentioned as under
(1st Jan'19 to 31st Dec'19):**

Sr. No.	State	NSDC	SSC	PMKK	PMKVY	Placement Partner	Fee Based Model	Total
1	Andhra Pradesh	0	3	17	0	0	0	20
2	Assam	0	4	3	0	0	0	7
3	Bihar	7	6	25	0	1	1	40
4	Chandigarh	0	6	0	0	0	0	6
5	Chhattisgarh	0		21	0	0	0	21
6	Delhi	2	37	10	0	0	0	49
7	Goa	1		0	0	0	0	1
8	Gujarat	2	9	16	0	0	0	27
9	Haryana	1	20	23	0	2	0	46
10	Himachal Pradesh	2	0	15	0	0	0	17
11	Jammu & Kashmir	0	1	3	0	0	0	4
12	Jharkhand	1	12	0	0	0	0	13
13	Karnataka	4	18	7	0	0	1	30
14	Kerala	0	6	0	0	0	0	6
15	Madhya Pradesh	0	5	55	0	0	1	61
16	Maharashtra	6	15	11	0	0	0	32

17	Meghalaya	0	3	1	0	0	0	4
18	Nagaland	0	1	2	0	0	0	3
19	Odisha	1	11	16	0	0	0	28
20	Puducherry	0	0	1	0	0	0	1
21	Punjab	0	13	27	0	0	0	40
22	Rajasthan	1	7	26	0	1	0	35
23	Tamil Nadu	0	5	15	4	0	0	24
24	Telangana	0	4	9	0	0	0	13
25	Tripura	0	3	4	0	0	0	7
26	Uttar Pradesh	5	20	63	0	2	0	90
27	Uttarakhand	1	2	15	0	0	0	18
28	West Bengal	0	20	47	0	0	0	67
Grand Total		34	231	432	4	6	3	710



Bikaner Rozgar Mela (12th-13th Oct'19)

Surat Rozgar Mela (14th Dec'19)

5.4 Capacity Building Scheme

Under convergence policy of Ministry of Skill Development and Entrepreneurship (MSDE), Capacity Building (CB) component of the Capacity Building & Technical Assistance (CB & TA) Scheme of Ministry of Development of North Eastern Region has been transferred to the MSDE for conducting skill development training for unemployed youth of NER. Under this Scheme, residential training is being provided to the youth of NER with a budget of Rs. 25 Cr. All the courses/ Job Roles that were taken up under the scheme were NSQF aligned while the payouts/ disbursement of funds to the TPs was made according to standard Common

Norms. The Target was to train around 9,681 candidates. The scheme has now closed with a total enrolment of 9,435 candidates, out of which 6,686 candidates have been certified and 3,638 candidates have been reported placed. The data on CB scheme (as on 31.12.2019) is as under:

Table - 21

Targets allotted	Enrolled	Trained	Certified	Placed
9,681	9,435	8,603	6,686	3,638

5.5 Udaan

The Udaan Scheme, a Special Industry Initiative (SII) for the state of Jammu and Kashmir (J&K), is funded by the Ministry of Home Affairs and implemented by National Skill Development Corporation (NSDC). Based on the recommendations of the Rangarajan Committee, the scheme has been a major initiative of the central government towards making the educated youth – graduates, post-graduates and three-year diploma holders in engineering – of J&K employable. The Rangarajan Committee was formed in August 2010 and the report by the committee was submitted in February 2011, post which the Udaan scheme was promptly launched in financial year 2011-12. The aim of the Udaan scheme is capacity building of the youth in J&K through skill development and subsequently exposing them to the best of corporate in India. The initiative also aims at providing the corporate sector in India access to the rich talent pool in J&K.

The Ministry of Home Affairs is the funding and monitoring authority for the scheme. As a state specific scheme under the Ministry of Home Affairs (MHA), Udaan is a considerably funded initiative. The total fund allocation for the scheme by MHA was to the tune of INR 750 Crore. The scheme is now in its closure.

5.5.1 Objectives of the Scheme

- 1) To provide exposure to the graduates and post graduates of Jammu and Kashmir to the best of the Corporates India
- 2) To provide Corporate India with exposure to the rich talent pool available in the state

5.5.2 Scheme Achievements

44,369 candidates have joined training. Of these, 38,798 candidates have completed training and 24,184 have been offered jobs across different sectors. 115 corporates have been part of the programme.

Leading corporates across different sectors like TCS, Apollo Medskills, KPMG, Yes Bank, Frontline Business Solutions, Tata Motors, Future Learnings, Graziano, IL&FS, IISD, Spectrum,

MBD, Rooman, Vision India etc. have taken part in 204 Udaan Mega selection drives. Udaan Mega Drives act as a platform where multiple corporates help mobilise youth of J&K for Udaan training programme that are organized across the state in different districts.

5.6 School Initiatives and Higher Education

In the school education space, NSDC expanded its footprint to 2 new states of Andhra Pradesh and Tamil Nadu, taking the total count of states and UTs engaged to 28 with a total of 9182 schools. NSDC has worked with MHRD to restructure the implementation model of skill development trainings in schools from 4-year (1 entry at 9th class and 1 exit at 12th class) to 2-year model (entry at 9th and exit at 10th; again entry 11th and exit at 12th class). 73 Job roles (pegged at NSQF Level 2 to 4) were identified across 21 Sectors will be offered in schools. NSDC also roped-in Delhi Public School to initiate implementation of Skill Development courses. NSDC partnered with Kunskapsskolan (Swedish multinational school education organization) and Manav Rachna International University – a unique model of imparting education & learning in India. NSDC ran a pilot project in 100 schools of Haryana in 3 Sectors - Beauty & Wellness, IT-ITeS & Retail. Model IT Labs have been developed in 5 schools across 5 districts in Haryana. We have facilitated placements of students, successfully completed training, through 'Job Melas', organized along with Education Departments across 5 States viz. Punjab, Chhattisgarh, Rajasthan, Haryana and West Bengal.

In the higher education space, NSDC is working with All India Council for Technical Education (AICTE) for facilitation of its flagship initiative of PMKVY-TI (Pradhan Mantri Kaushal Vikas Yojana – Technical Institute). Post, completion of 28,204 training SSC-Job Roles in the first phase; in 2018-19, the second phase of this scheme experienced an ambitious 171,879 training targets allocation across 1,577 Colleges, based on proposals received by AICTE from several Colleges. No new allocations have been made under this programme. NSDC initiated to work with Department of Higher Education, MHRD-GoI in developing an Apprenticeship model for regular general graduates / undergraduates. Under the initiative of Apprenticeship for Exiting Graduates, Apprenticeship opportunity was provided for exiting graduates in select job roles from May 2019 onwards. 9 sectors and approx. 100 job roles were shortlisted for the phase 1 implementation. This will increase the employability of the general graduates considerably as the student will be having professional experience on the shop-floor, after their graduation. The entire project will be funded through NAPS. NSDC also worked with MHRD to restructure the BVOC programme and introduce new Degree programme with mandatory embedded apprenticeship. In BVOC and degree programmes, apprenticeship is an embedded component and the pilot was rolled out from academic year 2019-20 in 3 sectors and 20 colleges under NAPS.

5.7 NSDC Collaborations

5.7.1 Collaboration with Google on a Jobs Portal through GooglePay

The application was launched at Google for India Summit, held in September 2019. Thus far, over 50,000 jobs have been aggregated on the platform with the help of NSDC and Sector Skill Councils. We have also facilitated training of master trainers to drive candidate adoption of the application with IL&FS and Orion.

5.7.2 Collaboration with Britannia

NSDC have successfully engaged with **Britannia** in launching PAN India level joint campaign to fulfil Women's aspirations of embarking on an entrepreneurial journey and finding financial independence. NSDC is expected to touch base over **1.5 million** applicants of which **10,000** would be shortlisted and supported in skilling them through our eSkill India portal. This engagement is also first of its kind where we are monetizing the overall engagement up to a value of **36 lacs** to facilitate **Innovative Digital Skills** – Content, Assessment & e-Certification on entrepreneurship.

Britannia biscuit packs will carry Skill India logo and eSkillIndia URL, <https://eskillIndia.org>





The campaign would run between Feb -April 2020.

Two PR events would also be planned:

- Flag off the partnership and announcement of the event for women homemakers, powered by online learning support from NSDC's eSkillIndia
- Result announcement and eCertification by eSkillIndia, in addition to honoring the top 10 who get the seed capital from Britannia

5.7.3 Collaborating of NSDC with the World Economic Forum on Closing the Skills Gap Accelerator initiative - i.e. the Indian Task Force

NSDC is collaborating with World Economic Forum on operationalizing the Indian chapter of the Closing the Skill Gap Accelerator, a global initiative of the Forum. The Hon. Minister of MSDE is a Co-chair of the Accelerator, and CEO, NSDC is on the Leadership Group. NSDC hosts the Secretariat of the Task Force, entrusted with coordinating the operations of the Indian Task Force, and is also proactively contributing to informing the action plan and expanding the membership of the Task Force.

5.8 India International Skill Centres (IISC)

Government of India is keen to bridge the global shortage of labour force in the coming years by reaping the demographic dividend of young Indian labour force. To meet this objective, Ministry of Skill Development & Entrepreneurship (MSDE) under the "Skill India Mission" has set up India International Skill Centre (IISC) to provide skill training and certification

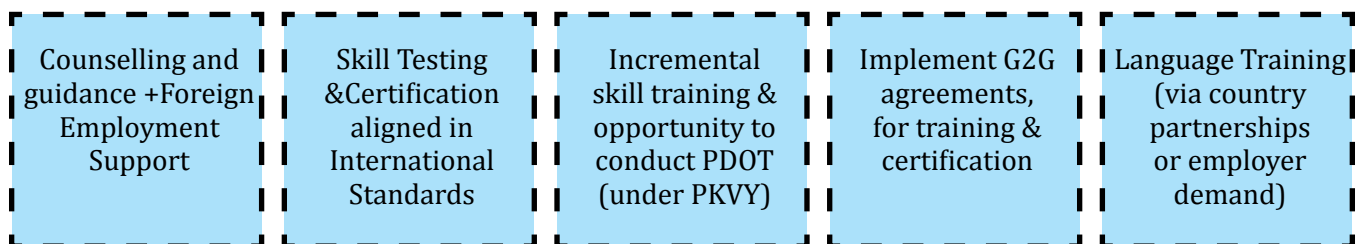
benchmarked to international standards. In the pilot phase, IISCs were set up through the National Skill Development Corporation (NSDC) to implement two schemes namely Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Pravasi Kaushal Vikas Yojana (PKVY) for youth seeking global mobility for jobs. As part of IISC Programme, both domain skill training on international standards and Pre-Departure Orientation Training (PDOT) are being imparted to candidates.

The Pilot phase was executed and successfully completed on 02nd July, 2018 which also provided few learnings such as a) utilizing the already existing market driven methodology of overseas placement, b) enhanced understanding of Indian labour supply and overseas demand and c) ways of incentivizing to build quality in the operational value chain. Based on the above learnings and changing scenario of international labour mobility a revised model for IISC is being proposed.

Learning from the pilot and based on MSDE's policy guidance, a new market demand driven operational model titled the 'IISC Network' has been developed. However, PDOT, as developed under PKVY continues to be a part of the New IISC Network concept.

Building blocks of India International Skill Centres (IISC) Network

Chart - 4



- Assessment and Certification on international standards as per best practices and recognition in different countries.
- IISCs to have Career Guidance and Counselling centres within them vis-à-vis international training and employment and act as resource centres facilitating foreign employment support. The counselling centres would help students to understand the various overseas employment opportunities available and match their interest and talent with the most relevant opportunities.
- IISCs as per new policy are expected to provide only incremental skill training if found lacking in candidates.
- Opportunity to conduct PDOT will be as sponsored by MEA under PKVY, will be provided to IISCs.

Key Achievements of the IISC Pilot

- 14 centers with 593 candidates enrolled and received domain training on international standards across 9 job roles in 8 sectors
- 459 candidates assessed, and 286 candidates certified on domain skills on international standards (62% passing percentage)
- 180 candidates placed (offline data)- 63 in overseas locations (35% of total placement), 117 in domestic locations (65% of total placement)
- In terms of overseas placement, candidates were placed in UAE (26% of candidates), Oman (60% of candidates), Qatar (8% of candidates), Singapore (6% of candidates)
- Out of the total enrolled candidates in IISC, 430 candidates received 160hours of Pre Departure Orientation Training along with domain training on international standard.

Next Steps

Learning from the pilot and based on MSDE's policy guidance, a revised sustainable, market-driven operational model has been developed. The selection of IISC Network members under the market driven model would be done through a Request for proposal (RFP).

5.9 Pre-Departure Orientation Training (PDOT)

Given the need to orient potential migrant workers with regards to language, culture, do's and don'ts in the destination country, the emigration process and welfare measures, PDOT programme has been launched. Ministry of External Affairs (MEA) in collaboration with Ministry of Skill Development and Entrepreneurship (MSDE) is conducting the PDOT programme. NSDC is the implementing agency for this programme.

Till now in Pre Departure Orientation Training:

- PDOT programme is delivered by trainers who have undergone Training of Trainers (ToT) programme organized by MEA. So far, 68 trainers have been certified under PDOT.
- Pre-Departure Orientation Training (PDOT) modules were launched and the first ever Training of Trainers (ToT) for IISC Trainers was conducted by MEA and India Centre for Migration in March 2017. Since 2017, 4ToT programmes have been organised.
- Pilot phase of 1-day PDOT programme with NSDC as implementing agency has commenced from 10th January 2018 for migrant workers. PDOT is operational in 9 centres across 7 cities (2 locations of Mumbai and Delhi each, 1 location in Kochi, 1 location in Lucknow, 1 location in Chandigarh, 1 location in Gorakhpur, 1 location in Chennai):
 - Delhi- Orion EdutechPvt. Ltd, Mandir Marg and Don Bosco Technical Institute, Okhla
 - Mumbai- Asmacs, Sakinaka and Asmacs, Videsh Bhavan

- Kochi – Espoir Academy (Eram Skills), Ernakulum
- Lucknow – Mahendra Skills
- Chennai – Confederation of Indian Industry (operationalised in November 2019)
- Chandigarh - Regional Centre for Entrepreneurship Development (Operationalised in November 2019)
- Gorakhpur - IL&FS Skills - PMKK Gorakhpur (Operationalised in November 2019)
- Total number of candidates trained across the 9 centres are 79,604 as on 24th Dec 2019
- The operations at the centres in Chennai, Gorakhpur and Chandigarh were started in the month of November 2019

B. SCHEMES & INITIATIVES THROUGH DGT

5.10 Craftsmen Training Scheme

5.10.1 Introduction

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 States 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.

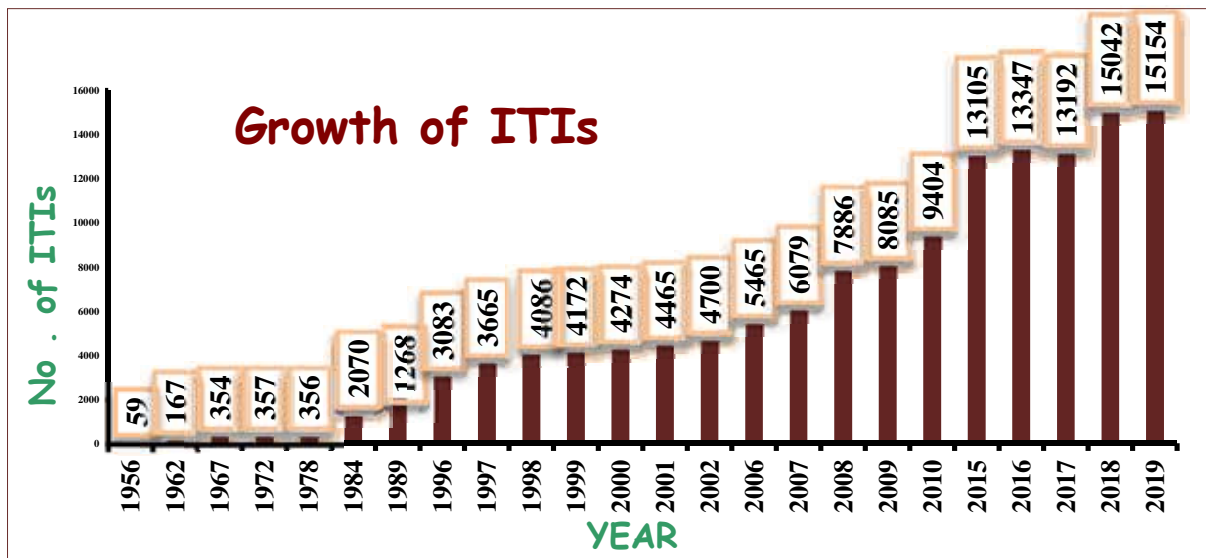
Vocational Training is a concurrent subject of both Central and State Governments. The development of training schemes at National level, evolution of policy, laying of training standard, norms, conducting of examinations, certification, etc. are the responsibilities of the central government, whereas, day to day administration including admission in ITIs rests with the respective State Governments / UTs.

5.10.2 Growth of ITIs in the country

The ITIs play a vital role in growth of GDP of the country in terms of providing skilled manpower to the industry. 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 1980s in southern states mostly in Kerala, Karnataka and Andhra Pradesh, from where trained craftsmen found placement in the Gulf countries.

Chart - 5



Presently, training courses under Craftsmen Training Scheme are being offered through a network of 15,154 ITIs (Govt. 3262 + Private 11892) located all over the country with total seating capacity 26.58 lakhs (in the trades of 1 year and 2 year durations) on NCVTMIS portal with an objective to provide skilled work force to the industry in 137 NSQF compliant trades. List of all trades is at **Annexure-III**.

Names of the 13 new ages trades introduced under CTS:

1. Geo Informatics Assistant
2. Aeronautical Structure and Equipment Fitter
3. Additive Manufacturing Technician (3D Printing)
4. Remotely Piloted Aircraft (RPA)/Drone Pilot
5. Electrician Power Distribution
6. Technician Mechatronics
7. Solar Technician (Electrical)
8. Internet of Things (Smart Agriculture)
9. Internet of Things (Smart Healthcare)

10. Internet of Things (Smart City)
11. Smartphone Technician Cum App Tester
12. Fireman
13. Soil Testing and Crop Technician

5.10.3 Responsibility of Central & State Governments for smooth implementation of CTS across country

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.
- Implementation of special schemes for North East States, Jammu & Kashmir and States affected by Left Wing Extremism (LWE).
- Skills Strengthening for Industrial Value Enhancement (STRIVE) - a new World Bank funded project.
- Bilateral agreements and cooperation in the field of vocational training, to make training at-par with international standards.

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 upgradation of ITIs.

- Deputation of instructors for training at DGT institutes.

5.10.4 Objectives of the Scheme are as under:

- 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.

5.10.5 Salient Features of the Scheme:

- Aspirants of age 14 years and above are eligible to seek admission in Government and Private ITIs.
- 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. 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 defence 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).

- All the data of ITIs is captured on NCVTMIS portal at link <https://ncvtmis.gov.in/Pages/Home.aspx>

5.10.6 Structure of Training Programme:

- Training under the scheme is imparted in 137 trades. List of 137 Trades (71 Engineering, 56 Non-Engineering, 05 for Divyangs and 05 new introduced trades) under Craftsmen Training Scheme has been placed at **Annexure-III**. 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 class pass, depending on the trades.
- Structure of training Programme has been reverted back in 2018 from semester system to Annual system which was introduced in the year 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 overall personality development of trainees, a course on “Employability Skill” is being taught to trainees. The subject cover topics introduced on Occupational safety and Health, Quality Tools, Communication Skills, Team Work, Entrepreneurship, Environment Education, It Literacy & Labour Welfare Legislation.

5.10.7 Initiatives for Quality Improvement of ITIs

i. Reforms in affiliation norms and procedures

Key features of new ITI affiliation Norms.

- ITI with minimum 4 trades & 08 units (Area 4291.4 sq. metre i.e. approx. 1.07 acres allowed).
- The requirement for ownership/lease for minimum 10 years, of the building is mandatory and well defined.
- The Local building bye laws are being adhered to, for affiliation of ITIs. The Building Completion (BCC) as per local building Bye-Laws are being enforced.
- The land requirement specifications and an integrated building complex has been prescribed. However in case of separate building maximum distance of 01 km is permitted.
- The requirement for common areas i.e. Principal Room, Staff Room, Drawing Room, Store

Room, Library, Wash room, canteen etc., is being strongly emphasized and the size of each is prescribed.

- Basic amenities like toilets, parking area, drinking water facility and playground etc. is mandatory to provide as per local building bye laws.
- The Fire and Safety Norms and Green building norms have been emphasized.
- The Accreditation and affiliation procedure has been clearly defined in 3 steps with definitive timelines.
- Applications which conform to all the requirements as per NCVT norms will be recommended by a committee comprising a DGT representative , a member (Gazetted Officer) from State Directorate Dealing with CTS, a member from polytechnic/Engg College and a member from industry, accredited by the State Directorate and affiliated by NCVT through DGT.
- General guide lines for equipment/machinery have been emphasized, for details please refer “New Affiliation Norms 2018” available on www.ncvtmis.gov.in

ii. Grading of ITIs:

The grading of ITIs aim to establish a quality assurance mechanism for both Government and Private ITIs in India. The grading results aimed to help stakeholders (trainee, employers, parents etc.) make informed choices about the institutions.

DGT has recently launched the Phase-2 of grading which is mandatory for all the NCVT affiliated ITIs in the country. The phase I of ITI grading was launched in Jan 2017 and 4811 ITIs were graded in phase –I. Further the parameters of grading have been revised and it has been reduced from 43 to 27 to make it more outcome focussed by incorporating feedback from ITIs, state directorates, industry partners, and members of the Core Grading Committee. The grading process involves online self-grading by ITIs on NCVT MIS portal followed by validation by an external agency and subsequently the final grade is given by core grading committee. ITI grading process also here grievance redressal mechanism to address the grievance of ITIs if any.

Additionally, all the ITIs covered in Phase-1 of grading are also given a chance to improve upon their existing grading under Phase-2. The grading result will be valid till academic session of 2022- 23.

In the phase 2 of ITI grading, it is estimated that approximately 14,000 ITIs (government and private) across India will be physically visited and graded.

The Grading score of ITIs will be used to provide graded autonomy to them. Additionally, top graded ITIs will also be suitably incentivized. The incentives based on the grading scores will be decided by MSDE from time to time.

iii. Updation of Curricula (under CTS):

- 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 notification of National Skills Qualification Framework (NSQF) by National Skill Development Agency (NSDA), action has been initiated to align curricula under CTS to comply with 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), 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 Crafts Instructor Training Scheme (CITS)

5.11.1 Background:

Training of Craft Instructors is the mandated responsibility of DGT and it is operational since the inception of the Craftsmen Training Scheme (CTS). 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.

During admissions in academic session 2019, it was assessed that about 15,000 ITIs with seating capacity of more than 28 lakhs and the skill ecosystem have more than 95,000 instructor positions. 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 National Skill Training Institutes (NSTIs) for training of trainers is 7776 per annum with total seating capacity being 11556 (including of govt. and pvt. ITOTs – 3780). During academic year August 2019, a total of 9317 candidates have taken admission (81% seats filled) in NSTIs.

Under the Crafts Instructor Training Scheme 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.

5.11.2 Outline of the CITS Courses: Admission is done through Centralized Entrance Examination (CEE) and the structure of training programme is as under:

- Trade Technology I (TT-I) - trade specific
- Trade Technology II (TT-II) – trade specific
- Engineering Technology (ET) - common for similar trades
- Training Methodology (TM) - common for all trades.

For non-engineering trades, training is being offered in following subjects:

- Trade Skill-I
- Trade Skill-II
- Training Methodology
- Vocational Calculation & Science

5.11.3 Craft Instructor Training Institutes:

Training is conducted in the following Central Institutes:

- NSTIs at Hyderabad (Vidya Nagar), Hyderabad(Ramanthapur), Mumbai, Chennai, Kolkata, Kanpur, Ludhiana, Dehradun, Bengaluru, Choudwar, Calicut, Haldwani, Jodhpur and Jamshedpur .
- NSTIs for Women in Noida, Panipat, Indore, Jaipur, Allahabad, Thiruvananthapuram, Bengaluru, Kolkata, Mumbai, Vadodara and Tura.
- New NSTIs for Women at Mohali, Shimla, Patna, Agartala, Tiruchirappally, Hyderabad, Goa and UT of Jammu.
- Training is also conducted in the following Government ITOTs:
- Government ITOTs at Lucknow (UP), Talcher (Orissa), Bhopal (Madhya Pradesh), Rohtak (Haryana) ,Davangere (Karnataka) and Malavalli (Karnataka).

The following private Institutes of Training of Trainers (ITOTs) have also been set up:

Table - 22

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

5.11.4 Easy accessibility to trainees under CITS:

Extension centres of NSTIs in 14 State/UTs have been supported by existing NSTIs so that the trainees have the opportunity to undergo Crafts Instructor Training within the state/UT.

The scheme of Recognition of Prior Learning (RPL) under Craft Instructor Training Scheme has been approved for recognizing and certifying the skill of in-service instructor having experience of 3 years or more in teaching in ITIs for issuance of National Craft Instructor Certificate (NCIC).

5.11.5 Advanced Diploma (Vocational) in 'IT, Networking and Cloud Computing'

Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship (MSDE) has signed a Memorandum of Understanding (MoU) with M/s IBM India Private Limited in Feb. 2018 to offer Advanced Diploma (Vocational) in 'IT, Networking and Cloud Computing'. The duration of the course is 2 years and the first batch of Advanced Diploma Course will be completed by March 2020.

Presently 446 trainees (271 Male & 175 Female) are undergoing training in 16 National Skill Training Institutes (NSTIs) including 7 NSTIs exclusively for women (NSTI(W)) in the country that are offering the said course for the session 2019-21.

5.12 Skill Development Initiative Scheme (SDI Scheme)

Skill Development Initiative Scheme (SDIS) based on Modular Employable Skill (MES) was launched by then Directorate General of Employment & Training (DGE&T) now DGT in the year 2007 to provide skill training mainly to school leavers and un-employed youth to improve their employability. Under this scheme, free of cost training was provided in

different modules under different sectors through various registered Vocational Training Providers (VTPs) the assessment of candidates to assess the skill gained by them through these programmes was assessed through a panel of Assessing Bodies (ABs). The Scheme was implemented jointly with DGT (then DGE&T) and State Governments through a dedicated Portal (SDIS Portal). The Scheme was discontinued w.e.f 31st March, 2017. Around 42.84 including Training Candidate Assessed & Direct Candidate Assessment (TCA & DCA) were benefited under this scheme.

Other than the training under the budgetary provisions of this Ministry, the facility of SDIS Portal was spared as a Direct Candidate Assessment (DCA Mode) for other Central Ministries and State Government run Schemes.

The Assessment and Certification of MES Course under DCA Mode has been migrated from SDIS Portal to NSDC/SDMS Portal w.e.f 15th August, 2018.

5.13 Apprenticeship Training under the Apprentices Act, 1961

5.13.1 Background

Apprenticeship Training in India is governed under the Apprentices Act, 1961 (amended upto 2014) and Apprenticeship Rules, 1992 (amended upto 2019). Acknowledging the fact that the training imparted in institutions is not enough for acquisition of employable skills and needs to be supplemented by training at workplace, **the Apprentices Act, 1961** was enacted with the following objectives to fully utilize the facilities available in industries for imparting practical training and thus developing skilled manpower for industries.

The main objective of the Apprentices Act is;

- To regulate and promote the programme of training of apprentices in the industry; and
- To utilize the facilities available in the industry for imparting practical training with a view to meet the requirements of skilled manpower for the industry.

The onus of administering the Apprentices Act, 1961 was on the Ministry of Labour and Employment till 2014. In April 2015, the mandate of administering the Apprentices Act, 1961 was moved to Ministry of Skill Development and Entrepreneurship.

5.13.2 Evolution:

National Apprenticeship Scheme started in 1959 on voluntary basis to develop skilled manpower for the industry. When the desired result was not achieved from the voluntary apprenticeship scheme, it was thought of to modify the existing scheme and to implement the same through regulation.

The Apprentices Act was enacted in 1961 and came into force on 01.03.1962 with its initial

focus on trade apprentices. The Act was amended in 1973 and 1986 to include training of graduates and technicians and technician (vocational) apprentices respectively under its purview. It was further amended in 1997 and 2007 to amend various sections of the Act with regards to the definition of 'establishment' and 'worker', termination of apprenticeship contract, number of apprentices for a designated trade, practical and basic training of apprentices, penalty for contravening the provisions of the Act and cognizance of offences, reservation of candidates belonging to Other Backward Classes (OBCs) etc.

In the year 2014, the Government of India introduced comprehensive amendments in the Apprentices Act, 1961 to make it more attractive for both industry and the youth. Major changes introduced in the amendment include replacing the outdated system of trade wise and unit wise regulation of apprentices with a flexible need-based quota of 2.5% to 15% of the total workforce, introduction of optional trades as required by industry, inclusion of service sector, and linking short-term skill development programmes to apprenticeship.

5.13.3 Fields and Categories of Apprenticeship Training:

Apprentices can be categorized into 3 categories on the basis of courses opted by them:

- i. **Designated trade apprentices** - It implies apprentices pursuing any trade or occupation as has been notified by the Government.
- ii. **Optional trade apprentices** – It implies apprentices pursuing any trade or occupation as may be determined by the industry.
- iii. **Degree apprenticeship apprentices** - It implies apprentices pursuing a degree course under any recognized institution or university and undergoing apprenticeship training as an integrated and embedded component of the curricula.

Apprentices are categorized into 6 further categories on basis on entry level qualifications possessed by them:

- i. Trade apprentices
- ii. Optional trade apprentices
- ii. Fresher Apprentices
- iv. Technician (Vocational) apprentices
- v. Technician apprentices
- vi. Graduate apprentices

Administration of Trade, Optional, Fresher and Technician (Vocational) categories of Apprentices is under Ministry of Skill Development and Entrepreneurship (MSDE) and that

of Technician and Graduate categories of apprentices under Ministry of Human Resources and Development (MHRD).

5.13.4 Organizations responsible for implementation of the Act

Directorate General of Training (DGT) through Regional Directorates of Skill Development and Entrepreneurship (RDSDE) and National Skill Development Corporation (NSDC) under Ministry of Skill Development and Entrepreneurship (MSDE) is responsible for implementation and monitoring of the Act in respect of designated trade and optional trades respectively, for the Central Government Departments & Undertakings and Establishments which is operating business or trades from different locations situated in four or more States.

State Apprenticeship Advisers are responsible for implementation and monitoring of the Apprentices Act 1961 in respect of designated as well as optional trades in State Government Undertakings/ Departments and Private Establishments of their respective states.

Department of Education in the Ministry of Human Resource Development is responsible for implementation of the Act in respect of Graduate, Technician & Technician (Vocational) Apprentices. The monitoring is done through four Boards of Apprenticeship Training (BOAT) located at Kanpur, Kolkata, Mumbai & Chennai.

5.13.5 Eligibility Criteria

- Apprentice must possess minimum of 14 years age, educational and physical qualifications as prescribed for the trade and other requirements of the Apprentices Act, 1961. For trades in hazardous areas, the minimum age is 18 years.
- Qualifications vary from class V pass to XII class pass under 10+2 system of education depending upon the entry level qualification required for the trades.

5.13.6 Structure of Training

Apprenticeship Training consists of Basic Training and On-the-Job-Training (OJT)/Practical Training at workplace in the industry. **Basic training is an essential component of apprenticeship training for those who have not undergone any institutional training/skill training before taking up on-the-job-training/practical training.** Apart from basic training, there is a component of **on-the-job training which is performed in the establishments and undertaken by the establishment itself.** Basic Training usually accounts for 20-25% of the duration of the overall apprenticeship programme but can vary depending on the specific requirement of the curriculum. The basic training and on-the-job training component can run simultaneously or sequentially one after the other, in accordance with the arrangement between employer and SSC/ training partner. However, for sequential mode basic training will precede OJT.

5.13.7 Stipend

- Rates of stipend payable per month to the trade/optional trade apprentices have been revised vide gazette notification dated 25thSeptember 2019. The minimum rate of stipend per month under various categories is as under:-

Table - 23

Category	Prescribed minimum stipend amount
School pass-outs (class 5th- class 9th)	₹ 5000 per month
School pass-outs (class 10th)	₹ 6000 per month
School pass-outs (class 12th)	₹ 7000 per month
National or State Certificate holder	₹ 7000 per month
Technician (vocational) apprentice or Vocational Certificate holder or Sandwich Course (Students from Diploma Institutions)	₹ 7000 per month
Technician apprentices or diploma holder in any stream or sandwich course (students from degree institutions)	₹ 8000 per month
Graduate apprentices or degree apprentices or degree in any stream	₹ 9000 per month

- Skill certificate holder to get stipend as per his/her educational qualification
- 10% & 15% hike in 2nd and 3rd year respectively for apprenticeship training

5.13.8 Duration of Apprenticeship training

Apprenticeship Training consists of Basic Training at training institute and on the-Job-Training/Practical training at the workplace in the industry. Duration of apprenticeship training depends upon the trade and it varies from 6 months to 3 years. However, duration of basic training is 3 months.

5.13.9 Testing and certification of apprentices

After completion of apprenticeship training, apprentices will need to go through an assessment to be conducted by the DGT/SSC/Establishment. Certificates are awarded to apprentices on the basis of mark secured by an apprentice. In case of DGT/SSC exam, practical assessment will be conducted by the establishments engaging the apprentices and theory paper will be conducted by DGT/SSC as per the norms prescribed by them.

5.13.10 Central Apprenticeship Council (CAC)

Central Apprenticeship Council (CAC) is an apex statutory body under the Apprentices Act, 1961. The functions of the CAC includes to assist and advice the Central Government for the implementation of Apprentice Act, 1961 in the country. Section 24(1) of the Apprentices Act,

1961 empowers the Central Government to establish the CAC, by notification in the official Gazette. The present CAC was reconstituted under the chairmanship of Hon'ble Minister of Skill Development and Entrepreneurship vide S.O. 1348(E) published in part-II, section-3, sub-section (ii) of the Gazette of India (Extraordinary) w.e.f. 8th March, 2019 for a period of three years. Minister of State for Skill Development and Entrepreneurship is Vice Chairman of the council. Other members of council include representatives of the establishment in the PSUs, Private Sector, representative from Central Ministries and State /UT Governments, persons having special knowledge and experience on the matters relating to industries and persons having special knowledge and experience on the matters relating to Labour and representatives of the All India Council of Technical Education and UGC.

5.13.11 Policy level reforms through Amendments in Apprenticeship Rules, 1992

In order to boost apprenticeship training, various policy level reforms were discussed and approved during the 36th Central Apprenticeship Council meeting held on 10th July 2019 in New Delhi.

- i. The upper limit of engagement of apprentices by establishments was raised from the existing 10% of total employee strength of establishment to 15%, subject to a minimum of 5% of the total being reserved for fresher and skill certificate holder categories of apprentices, so that more training seats are added for Apprenticeship Training in big industries
- ii. The size-limit of an establishment eligible to engage apprentices was reduced from 6 to 4 so that smaller companies can be actively encouraged and supported to take up apprentices and train them.
- iii. To bring more establishments under mandatory obligation for engaging apprentices as per Apprentices At 1961, the size-limit of an establishment was changed from 40 workers to 30 workers.
- iv. To resolve anomaly in stipend paid to apprentices, fixed rates of stipend were approved for different category of Apprentices depending upon their educational/technical qualification and 10% and 15% increase during second and third year of training.

5.13.12 Communication and outreach programmes for Apprenticeship training

- i. **Celebration of "Apprenticeship Pakhwada"**: Keeping in view the importance of apprenticeship training, MSDE has taken various initiatives to sensitize the need and importance of engaging apprentices among all establishments by organizing various events, workshops, seminar and apprenticeship Pakhwara. The said activities were well taken and responded by establishments and other key stakeholders of apprenticeship ecosystem, resulting to multiple MoUs with MSDE with commitment

to engage apprentices and boost apprenticeship in the country.

- ii. **Organized National Seminar for Promotion and Expansion of apprenticeship among Public Sector Undertakings (PSUs):** In order to give tap potentials of PSUs, a National Seminar for Promotion & Expansion of Apprenticeship among PSUs in collaboration with Standing Conference of Public Enterprise (SCOPE).

5.13.13 National Apprenticeship Promotion Scheme (NAPS).

Objective of the Scheme

The main objective of the scheme is to promote apprenticeship training and to increase the engagement of apprentices by establishments.

Components of the Scheme: The scheme has the following two components

- i. Sharing of 25% of prescribed stipend subject to a maximum of Rs. 1500/- per month per apprentice with the employers. The stipend support would not be given during the basic training period for fresher apprentices
- ii. Sharing of basic training cost in respect of apprentices who come directly to apprenticeship training without any formal trade training, limited to 20% of the yearly target under NAPS. Government share in basic training cost is limited to Rs.7500/- for a maximum of 500 hours (calculated @ Rs 15 per hour).

Scheme Targets: Target under the scheme was 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

Implementing Agencies for NAPS

The Regional Directorates of Skill Development and Entrepreneurship (RDESE) under the control of Directorate General of Training (DGT) are the implementing agencies in their regions in respect of all “Designated Trades” under the Act for all establishments falling under the Central Government jurisdiction. National Skill Development Corporation (NSDC) and CEOs of the Sector Skill Councils under the control of NSDC are the implementing agencies in their sectors in respect of “Optional Trades” for the establishment under the Central Government jurisdiction.

The respective State Governments are the appropriate authorities in respect of any establishments other than those falling under the Central Govt. jurisdiction. State Apprenticeship Advisers (SAA) are implementing agencies in their regions in respect of all “designated trades” as well as “optional trades” for State Public Sector Units and private establishment falling under their jurisdiction as per the Apprentices Act 1961. They may also

appoint the “Mission Directors” of the respective State Skill Development Missions (SSDMs) to act as implementing agency for all establishments under the State Government jurisdiction, in respect of “Optional Trades”.

Present Status of NAPS:

Till December, 2019 around 7.64 lakh youth have availed/undergoing apprenticeship training under NAPS. Presently more than 2.08 lakh apprentices are engaged in various companies and more than 12 lakh youth have registered themselves on the apprenticeship portal to be engaged by various companies as apprentices.

As on December, 2019, around 69 thousand companies have registered on the portal to engage apprentices under NAPS.

Recent initiatives to stream line the implementation of NAPS:

Following initiatives have been taken to stream line the implementation and to promote NAPS.

- **Pilot Project to provide incentives to Third Party Aggregators and Sector Skill Councils:**
As TPAs and SSCs act as a catalyst for promotion and advocacy of apprenticeship training, they were not incentivised earlier. In order to reach maximum establishments including micro, small and medium enterprises it was decided to give incentives to them so that they help establishments understand the benefits of engaging apprentices and handholding them to engage apprentices to the maximum limit as allowed in the Apprentices Act, 1961 and Apprenticeship Rules, 1992. The incentives provided to the TPAs and SSCs are provided below:
 - i. **For TPAs:** Rs. 1000/- for male apprentices per facilitation of signing contracts between apprentices and employers and Rs. 1250/- for female apprentices per facilitation of signing contracts between apprentices and employers
 - ii. **For SSCs:** Rs. 500/- per facilitation of contract between apprentices and employers
 - iii. Additionally, SSCs examination and certification cost is subsidized at Rs. 300/-
- Multiple workshops and events have been held across the states to give momentum to apprenticeship ecosystem
- Convergence of NSDC and DGT portal for apprenticeship to make it convenient for employers to register for apprenticeship related activities

5.14 Advanced Vocational Training Scheme (AVTS)

In order to upgrade and update the skills of serving industrial workers, the AVTS is in operation since 1977. The scheme was launched by erstwhile DGE&T, Ministry of Labour and (now Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship) in

collaboration with UNDP/ILO in 1977 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 NSTIs (erstwhile 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.

NSTI (Ramanthapuram) (erstwhile ATI-EPI) Hyderabad was established in 1974 with the assistance from the Swedish International Development Authority (SIDA), ILO and the second NSTI (erstwhile 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.

Table - 24: Brief about NSTIs under DGT along with courses

Sl.no	Name of the Institute	Trade conducted under CITS and no. of trainees in role in session 2019-20	Trainees under CITS in 2019-20	Diploma (Dip), New Age (NA-CTS) & High End Courses (HEC-CTS)	Trainees under NA-CTS, HEC-CTS & DIP 2019-20
1.	NSTI Mumbai	Computer Software & application Draughtsman Mechanical Electrician & Wireman Electronic Mechanic Fitter Instrument Mechanic Machinist MMV Turner Welder	616	ADIT IoT Technician (SHC) Machinist Solar Technician Electrical Technician Mechatronics	135
2.	NSTI Kanpur	Computer Software & application Dress Making Electrician & Wireman Electronic Mechanic Fitter Machinist MMV Sewing Technology Turner Welder	699		

3.	NSTI Howrah	Carpenter Computer Software & application Draughtsman Civil Draughtsman Mechanical Electrician & Wireman Fitter Foundryman Instrument Mechanic Machinist Machinist Grinder Mech MTM Mech Ref. & A/C MMV RODA Sheet Metal Worker Turner Welder	540	ADIT Foundryman IoT Technician (SA) Machinist Machinist Grinder Technician Mechatronics	137
4.	NSTI Hyderabad (V)	Electrician & Wireman Fitter Machinist MMV Turner Welder	283	ADIT Geo Informatics Assistant Machinist Solar Technician Electrical	80
5.	NSTI Chennai	Carpenter Computer Software & application Draughtsman Civil Electrician & Wireman Electronic Mechanic Fitter Machinist Mechanic Diesel MMV Plumber RODA Sewing Technology TDM Press Tools, Jigs & Fixtures Turner Welder	799	ADIT IoT Technician (SA) TDM Press Tools, Jigs & Fixtures Technician Mechatronics	48

6.	NSTI Hyderabad (R)	Computer Hardware & Networking Maintenance Computer Software & application Electronic Mechanic	144	ADIT IoT Technician (SHC) Remotely Piloted Aircraft (RPA) / Drone Pilot	65
7.	NSTI Ludhiana	Computer Software & application Electrician & Wireman Fitter Machinist MAM / Farm Mechanic Mechanic Diesel MMV Tractor Mechanic Turner Welder	424	IoT Technician (SA) Turner	22
8.	NSTI Dehradun	Computer Hardware & Networking Maintenance Computer Software & application Electrician & Wireman Electronic Mechanic	249	ADIT IoT Technician (SA) IoT Technician (SHC) Solar Technician Electrical	65
9.	NSTI Haldwani	Draughtsman Mechanical Fitter Machinist RODA Turner	255	Solar Technician Electrical	20
10.	NSTI Jodhpur	Computer Software & application Electrician & Wireman Fitter Mechanic Diesel MMV Welder	271	Solar Technician Electrical	24
11.	NSTI Calicut	Electrician & Wireman Electronic Mechanic Mech Ref. & A/C RODA Welder	132	ADIT Electrician - Power Distribution IoT Technician (SHC) Solar Technician Electrical	84
12.	NSTI Bhuvneshwar	Welder Electrician & Wireman Fitter	70	ADIT IoT Technician (SA) Solar Technician Electrical	50

13.	NSTI Bangalore	Turner Welder Computer Software & application Electrician & Wireman Electronic Mechanic Fitter Machinist	233	Welder ADIT IoT Technician (SA) Solar Technician Electrical	89
14.	NSTI Jamshedpur	Fitter	49		

5.15 Vocational Training Programme for Women

Women Training under Ministry of Skill Development & Entrepreneurship takes care of providing skill training to women in the country which aims at stimulating employment opportunities among women of various socio-economic levels and different age groups.

Women's Vocational Training Programme (WVTP) was designed and launched in 1977 to mainstream women into economic activities. This project on women's vocational training was formulated with the assistance of Swedish International Development Authority (SIDA) and the International Labour Organization (ILO) in March, 1977. Under this project, vocational trades were identified that were particularly suitable for women and their implementation planned.

Women's Vocational Training Programme promotes Vocational Training for women for wage-employment in industry, as instructors and also promotes their self-employment.

The Programme offers

- Industrial skill training under Craftsmen Training Scheme(CTS)
- Instructor skill training under Craft Instructors Training Scheme(CITS)
- Demand-driven Short-term courses
- Special programmes for training the Instructors of ITIs
- Tailor-made courses as per industry's demand

5.15.1 National Skill Training Institutes(erstwhile National/Regional Vocational Training Institutes) for Women under Women Training, DGT

The vocational training to women, Directorate General of Training, Ministry of Skill Development & Entrepreneurship was implemented through a network of 11 institutes – One National Vocational Training Institute (NVTI) at Noida (1977) and ten Regional Vocational Training Institutes (RVTIs) at Mumbai (1977), Bengaluru (1977), Thiruvananthapuram (1983), Kolkata (1986), Tura (1986), Panipat

(1986), Allahabad (1991), Indore (1992), Vadodara (1993), and Jaipur (1994). **The Names of these women Institutes have been changed as “National Skill Training Institutes for Women” (NSTIs for Women).** These are functioning directly under the control of Central Government. The Skill Training is provided through CTS (Craftsmen Training Scheme) and CITS (Craftsmen Instructor Training Scheme) courses under Vocational Training Programmes.

The NSTIs(W) (erstwhile NVTI/RVTIs) organize NCVT approved skill training programmes under Craftsmen Training Scheme (CTS) and Craft Instructors’ Training Scheme (CITS) in areas such as Office Management, Electronics, Secretarial Practice, Architecture, Computer, Dress Making, Cosmetology, Fruits and Vegetables Processing, Desk Top Publishing, Surface Ornamentation Techniques, Fashion Design & Technology, Catering and Hospitality, Sewing Technology, Travel & Tour, Computer Aided Embroidery & Designing, Food and Beverages Service Assistant, Food Production (General), Draughtsman Civil and Interior Decoration & Designing etc. besides Long Term training, Short Term training is also provided in the 18 NSTIs(W) in the above mentioned trades.

A total of 4445 regular seats (2731 CTS+1714 CITS) have been sanctioned in these NSTIs(W) in 2019-20 in various training courses under CTS and CITS. These courses are of one to two years duration and conducted on annual pattern.

Placement support is also provided to the passed out trainees by organizing on Campus Interviews.

Support is also being extended to the trainees to facilitate them for Apprenticeship Training.

Off Campus Short Term training programmes are being conducted by the NSTIs(W).

All NSTIs(W) are registered as Basic Training Provider (BTP) to provide Basic Training for Apprentices.

5.15.2 Setting Up Of New NSTIs (erstwhile RVTIs) for Women

To enhance the skill training facilities for women in India, in addition to the existing 11 institutes, eight new NSTIs(W) are being set up, one each in the states of Tamil Nadu, Punjab, Himachal Pradesh, Tripura, Bihar, Goa, Telangana and Jammu & Kashmir.

Training in 8 new institutes viz NSTIs at Shimla, Mohali, Patna, Trichy, Agartala, Hyderabad, Goa & UT of Jammu & Kashmir have been started from the temporary accommodation.

5.15.3 List of the Institutes under WT (Women Training) course details and trainees trained

The training facilities for women have been steadily growing in NSTIs(W). The growth of women trained can be seen below in the Chart:

Sl.No	Name of the Institute	Trades conducted in session 2019-20	Trainees enrolled during 2019-20 Trainees enrolled during 2019-20	Diploma (Dip) New Age (NA-CTS)	Trainees under NA-CTS, DIP 2019-20
1	NSTI (W) Noida	CITS Surface Ornamentation Technique Architectural Assistantship Computer Software & application Cosmetology Dress Making DTPO Electronic Mechanic Fashion Design & Technology Office Management Sewing Technology CTS Stenographer & Secretarial Assistant Hindi Architectural Draughtsman Basic Cosmetology Computer Aided Embroidery & Designing COPA DTPO Fashion Design & Technology Front Office Assistant Interior Design & Decoration Secretarial Practice English	682	ADIT IoT Technician (SHC) Solar Technician Electrical	68
2	NSTI (W) Mumbai	CITS Architectural Assistantship Dress Making CTS Architectural Draughtsman Basic Cosmetology COPA Dress Making Electronic Mechanic	167	IoT Technician (SC)	12

3	NSTI (W) Bangalore	CITS Computer Software & application DTPO Fashion Design & Technology CTS Architectural Draughtsman Basic Cosmetology COPA Dress Making DTPO Fashion Design & Technology Interior Design & Decoration	187		0
4	NSTI (W) Trivandrum	CITS Architectural Assistantship Computer Software & application Dress Making CTS Architectural Draughtsman COPA Dress Making DTPO Electronic Mechanic Secretarial Practice English	252	Additive Manufacturing Technician(3D Printing) ADIT IoT Technician (SC) Smartphone Technician Cum App Tester	76
5	NSTI (W) Panipat	CITS Surface Ornamentation Technique Cosmetology Dress Making Sewing Technology CTS Stenographer & Secretarial Assistant Hindi Basic Cosmetology Computer Aided Embroidery & Designing COPA Dress Making Electronic Mechanic Fashion Design & Technology Fruits &Vegetables Processing Secretarial Practice English	377	ADIT Geo Informatics Assistant	38

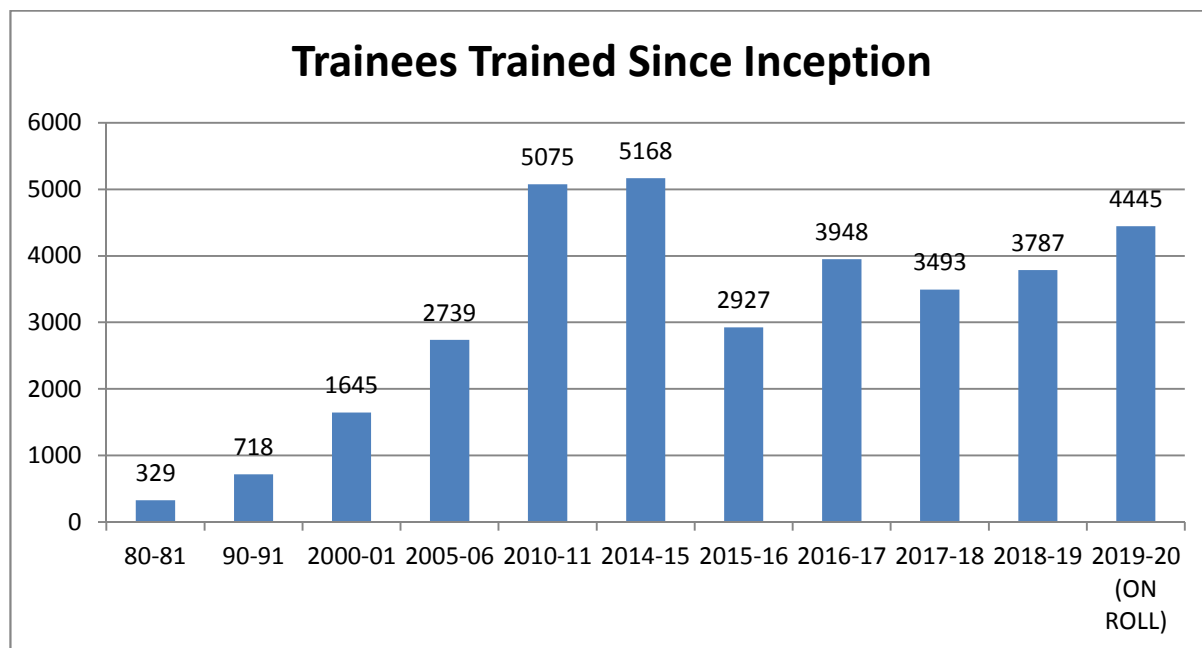
6	NSTI (W) Kolkata	CITS Architectural Assistantship Computer Software & application Cosmetology Dress Making Fashion Design & Technology CTS Architectural Draughtsman Basic Cosmetology COPA Dress Making Fashion Design & Technology Interior Design & Decoration Secretarial Practice English	291	ADIT IoT Technician (SC) Smartphone Technician Cum App Tester	29
7	NSTI (W) Tura	CITS Computer Software & application Dress Making Sewing Technology CTS Travel & Tour Assistant Basic Cosmetology COPA Dress Making Fashion Design & Technology Secretarial Practice English	174	Soil Testing and Crop Technician	24
8	NSTI (W) Allahabad	CCITS Catering & Hospitality Assistant Computer Software & application Cosmetology Dress Making Electronic Mechanic Fashion Design & Technology CTS Stenographer & Secretarial Assistant Hindi Basic Cosmetology Catering & Hospitality Assistant COPA Dress Making DTPO Electronic Mechanic Fashion Design & Technology Food Production General Secretarial Practice English	532	ADIT IoT Technician (SC)	39

9	NSTI (W) Indore	CITS Computer Software & application Dress Making Fashion Design & Technology CTS Stenographer & Secretarial Assistant Hindi Architectural Draughtsman Basic Cosmetology COPA Dress Making Secretarial Practice English	213	ADIT IoT Technician (SC)	27
10	NSTI (W) Vadodara	CITS Computer Software & application Cosmetology Dress Making Electronic Mechanic Fashion Design & Technology Office Management CTS Basic Cosmetology Computer Aided Embroidery & Designing COPA Dress Making DTPO Fashion Design & Technology Secretarial Practice English	353	ADIT IoT Technician (SC) Solar Technician Electrical	42
11	NSTI (W) Jaipur	CITS Architectural Assistantship Computer Software & application Cosmetology Dress Making Fashion Design & Technology Office Management English Office Management Hindi CTS Stenographer & Secretarial Assistant Hindi Architectural Draughtsman Basic Cosmetology Draughtsman Civil Dress Making Fashion Design & Technology Secretarial Practice English	456		0

12	NSTI (W) Shimla	CITS Draughtsman Civil Fashion Design & Technology CTS Stenographer & Secretarial Assistant English DTPO Fashion Design & Technology	127		0
13	NSTI (W) Mohali	CITS Cosmetology Fashion Design & Technology CTS Basic Cosmetology Fashion Design & Technology	83		
14	NSTI (W) Trichy	CTS Fashion Design & Technology Secretarial Practice English	37	IoT Technician (SC)	11
15	NSTI (W) Agartala	CTS Basic Cosmetology Dress Making Secretarial Practice English	32		0
16	NSTI (W) Patna	CITS Electronic Mechanic CTS Electronic Mechanic	37	IoT Technician (SC)	19
17	NSTI (W) Goa	CTS Basic Cosmetology	12		0
18	NSTI (W) Hyderabad		0	IoT Technician (SA) Soil Testing and Crop Technician	48

The training facilities for women have been steadily growing in NSTIs(W). The growth of women trained can be seen below in the Chart:

Chart - 6



In the Year 2010-11 and 2014-15, Modular System was followed

2015 onwards Semester system was followed

5.15.4 State Sector: Women ITIs

Vocational training facilities for women at Craftsmen level (CTS) are being 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 June, 2017. The Women Industrial Training Institutes (WITIs) / Women Wings in general ITIs offer training under Craftsmen Training Schemes in selected trades out of the engineering & 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.

5.16 Schemes for Upgradation of ITIs

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

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

The Vocational Training Improvement Project (VTIP) envisages upgradation 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 upgradation depending on the industrial sector identified by the ITI. 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 reforms introduced under the project are constitution of Institute Management Committee (IMC) at ITI level with a chairperson from the industry. 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 Dec. 2007 and closed in September 2018. An amount of Rs. 1812 cr. has been released to the States/UTs and centrally funded institutes against which about Rs. 1754 cr. has been utilized till date.

B. Upgradation 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. Institute Management Committee (IMC), registered as a society, has been constituted in each ITI and is headed by the Industry Partner. 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. Letter has been issued by DGT for all State Governments for repayment of the interest free loan to the Government of India through online portal “bharatkosh.gov.in”.

C. Upgradation 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 programme 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

Institute Management Committee (IMC) society is to be formed for each ITI with chairperson from Industry. All major trades are to be covered by the representatives of industry in IMC. IMC is to be empowered for its efficient functioning.

The scheme was approved in Dec. 2014 for a total cost of Rs 300 crore. Implementation period for the Scheme was 3 years i.e., till FY 2016-17. The scheme has now been extended by the Standing Finance Committee (SFC) for a total cost of Rs. 300 crore, in its meeting held on 09.08.2018 under the chairpersonship of Secretary (MSDE) till March 2020. So far, an amount of Rs. 245.30 crore (including State Share) has been allocated to 27 States for upgradation of 29 ITIs into Model ITIs and Rs. 119.46 crore (including State Share) has been released, so far.

5.17 Flexi MoUs

The scheme allows industries to train candidates as per their skill set requirements and provides trainees with an industry environment aligned with the market demand and latest technology to undergo training. It is designed to cater to the needs of both industry as well as trainees. The scheme, as an Employer Skiller model, envisages prospective employer (industry) with established infrastructure, robust training facilities, as well as trained faculty; to conduct in-house skilling of prospective employee to add industry ready trainees to its workforce.

The scheme offers flexibility to Industry, for their tailored & customized courses, having market relevant content that meets the industry requirements. These courses developed by ITP are intended to provide more weightage towards industrial training and are high employment potential. For IT/ITES and similar sectors, purely online courses may be developed. Duration of training including classroom and industry training ranges from 6 months, upto 24 months (2 years). While training is the sole responsibility of ITP, assessment is jointly done by ITP and DGT. Industry conducts practical and formative assessments, with ensured placement of at least 50% of the total successful trainees trained.

The participating entities need to enter into agreement or MoU with DGT, as an Industrial Training Partner (ITP). ITP can be Industry/Organization, Industry Cluster/ Association, Skill University. ITP has flexibility of selecting the trainees according to their criteria over and above the prescribed criteria. Admission time and training cycle has been kept flexible. Training in industry relevant courses with high employment potential, interactions with experienced industry experts/professionals and exposure to industry shop-floor environment & latest equipment are benefits to trainees with increased employment avenues in multiple industries in that sector. The pass out trainees are Industry ready, with exposure to best practices, latest machines, tools, and equipment.

Following MoUs have been signed under the revised scheme guidelines released in March

2019, as on 1st Jan 2020:

1. Maruti Suzuki India Limited, Gurugram
2. Centurion University of Technology and Management Odisha
3. Suzuki Motors, Gujarat
4. NMDC Chhattisgarh,
5. KaushalyaKameshewar, Jharkhand
6. GTTC Bengaluru
7. Navgurukul Bengaluru

5.18 Skills Strengthening for Industrial Value Enhancement (STRIVE)

Skills Strengthening for Industrial Value Enhancement (STRIVE) project is a World Bank assisted-Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships. The financial agreement was signed between Government of India and International Bank for Reconstruction and Development (IBRD) on 19th December, 2017 and the closing date of the project is November, 2022. It is an outcome focused scheme marking shift in government's implementation strategy in vocational education and training from inputs to results. It is aimed at institutional reforms and improving quality & market relevance of skill development training programmes in long term vocational education training. It shall incentivize ITIs to improve overall performance including apprenticeship by involving SMEs, business association and industry clusters. The project aims to develop a robust mechanism for delivering quality skill development training by strengthening institutions such as State Directorate of training & Employment, CSTARI, NIMI, NSTIs, ITIs etc.

It is a Central Sector Scheme (CSS) with a budget outlay of INR 2200 Crore (US \$ 318 million) covering the following 4 result areas:

- Improved performance of ITI.
- Increased Capacities of State Governments to support ITIs and Apprenticeship Training
- Improved Teaching and Learning.
- Improved and Broadened Apprenticeship Training.

Progress so far

- i. 31 States/UT have signed agreement to implement STRIVE.
- ii. A total of 314 ITI from 23 States have been selected to participate in the programme

- iii. 211 ITIs have signed Performance based grant agreement
- iv. 13 Industry Clusters(IC) from 8 states have been selected in pilot phase to promote Apprenticeships
- v. An external agency has been hired to identify key constraints in female participation in skills training so that remedial action can be taken to enhance female participation.
- vi. Capacity building workshops organized for ITI principals, IMC chairman, ICs and State officials. Till date 16 states and over 150 ITI representative have been trained and briefed in detail on the nuances of the project
- vii. Baseline collation and correction is completed for the project ITI and state departments
- viii. Creation of Monitoring portal to capture the financial disbursement and track the KPIs for ITI is completed and now live
- ix. Industry cluster/Associations have been physically visited to build their capacity on implementation of project.
- x. 18 Private ITI have been physically visited to build their capacity on implementation of the STRIVE project
- xi. Workshop on Environmental and Social aspects under STRIVE for 17 state level nodal officers has been conducted
- xii. Over 25 workshops on STRIVE for various stakeholders in Delhi and various regional locations have been completed till date
- xiii. More than INR 67.83 crore have been disbursed to various implementing agencies
- xiv. 13,394 officials have been trained under NSQF compliance
- xv. 2 Disbursement linked results have been achieved so far viz approval of Operations Manual and signing of agreements by 200 ITI

5.19 Initiatives in the North East and LWE Regions

5.19.1 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 revised cost of the scheme is Rs 407.85 crore with duration of implementation upto 31 March 2020.

The revised scheme interalia, envisages creation of infrastructure for 47 Industrial Training Institutes (ITIs) @ one ITI per district. Creation of infrastructure for 68 Skill Development

Centres (SDCs) @ 2 SDCs per districts, which were part of the pre-revised scheme, will be continued to be supported, only where construction work has been started. Establishment of SDCs in added 13 districts in the revised scheme has not been taken up. In addition to that, funding to 47 Institute Management Committee (IMC) @ Rs. 1.00 crore/ IMC in 47 ITIs established under the scheme is supported. So far central share of Rs.206.08 crore out of total central share allocation of Rs.319.56 crore has been released to 10 states under the scheme.

The state wise details of districts covered under the scheme “Skill Development in 47 Districts Affected by Left Wing Extremism” are given in the table below:

Table - 26

Sl. 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	Gadchiroli and Gondia	2		0
8	Orissa	6	Gajapati, Malkangiri, Rayagada, Deogarh, Sambalpur	5	Koraput	1
9	Uttar Pradesh	1	Sonebhadra	1		0
10	West Bengal	1	PaschimMidnapur (Lalgarh Area)	1		
	Total	47		34		13

5.19.2 Enhancing Skill Development Infrastructure in North Eastern States and Sikkim

- The scheme envisages to enhance the existing infrastructure of skill development in North Eastern States. The scheme is aimed for:
- Upgradation of 22 ITIs by introducing three new trades per ITI with 100% Central funding;
- Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment with 100% Central funding; and

- Establishment of 34 new ITIs in 8 North Eastern States with 90% Central and 10% State funding.
- The total cost of the scheme is Rs. 420.24 crore. The duration of the scheme is upto 31st March, 2020. So for central share of Rs. 183.77 crore out of total central allocation of Rs. 385.97 crore has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim.

5.20 Trade Testing

- All India Trade Tests (AITT) are conducted by the DGT under the aegis of National Council for Vocational Training (NCVT) for its various schemes.
- AITT under Craftsmen Training Scheme (CTS) is conducted twice a year for more than 25 Lakh candidates. The trainees of NCVT affiliated trades/units and eligible private candidates appear in this exam. Admission, Hall Ticket generation, Result Declaration and issuance of marksheets & Certificates are done through NCVT MIS portal w.e.f. admission session August 2014.

Table - 27

Sl. No.	Name of the Scheme / Tests	Year 2019	
		Trades	Tests
1.	All India Trade Test of Craftsmen under Craftsmen Training Scheme (CTS)	164	2
2.	All India Trade Test of Apprentices under the Apprentices Act, 1961 (ATS)	259	2
3.	All India Trade Test of Craft Instructor Training Scheme (CITS)	34	2
4.	All India Trade Test under Craftsmen Training Scheme (CTS Dual Mode)	17	2
5.	All India Trade Test of Craftsmen under the scheme "Centre of Excellence (C.O.E)(BBBT & Advance Modules)	21 sectors	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)	15	1

- Online examination for CTS scheme has been introduced in Madhya Pradesh w.e.f. year 2016 and Online examination for ATS and CITS scheme has been introduced on pan India basis w.e.f. year 2017 to make the system faster and with improved transparency.
- Examinations under Flexi MOU also being conducted through CBT 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 Mark sheets/National Trade Certificate (NTC)/National Craft Instructor Certificate (NCICs)/National Apprenticeship Certificate (NAC) are being issued through NCVT MIS Portal.
- The details of different Trade Tests conducted under the aegis of NCVT in the year 2019 are given in the above table.
- All India Skill Competition for Craftsmen scheme at national level 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 & Sewing, Computer Operator & Programming Assistant, Draughtsman (Civil), Draughtsman (Mechanical), Mechanic Diesel and Mechanic Refrigeration & Air-Conditioning.
- 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. ITIs whose trainee stands first in the competition at the All India Skill Competition is awarded a merit certificate and is declared as best ITI.

Table - 28

S. No	All India Skill Competition	Best State
1.	51 st All India Skill Competition	Maharashtra
2	52 nd All India Skill Competition	West Bengal
3.	53 rd All India Skill Competition	Delhi
4.	54 th All India Skill Competition	Maharashtra
5.	55 th All India Skill Competition	Tamil Nadu

- The State whose trainees secure the highest total marks among all trades is awarded a merit certificate and a running shield.
- The “Best State Award” winner during last 5 competitions are as in the above table.

5.21 Academic Equivalence to Vocational Qualifications

The President’s address to both houses of the Parliament on 9.6.2014 included the following:

“With the motto of “Har Haath Ko Hunar”, my government will strive to break the barriers

between formal education and skill development, and put in place a mechanism to give academic equivalence to vocational qualifications. With the goal of Skilled India, my government will also launch a National Multi-skill Mission”

To implement the above commitment, the ministry has taken proactive measures and as a result Directorate General of Training under M/o Skill Development and Entrepreneurship 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, there by opening options to meet aspirations of those candidates of ITI system who want to attain high academic qualification in addition to their skills.

This MoU also open path ways for ex-trainees of ITI, holding National Trade Certificate (NTC) to earn secondary/senior secondary qualification. Under the MoU following arrangements have been made-

- (i) NIOS will enrol the pass outs of ITIs/ undergoing training in ITI in NSQF compliant trades.
- (ii) Class VIII pass with 2 years of ITI courses will be considered for award of Secondary School Certificate. Similarly, Class X pass with 2 years of ITI courses will be considered for award of Sr. Secondary School Certificate.
- (iii) For Secondary Course, the learners will have to take one language from the group of languages offered by NIOS at Secondary and Senior Secondary level and one academic subject offered by NIOS including course on Employability Skill and entrepreneurship at Secondary and Senior Secondary level
- (iv) 60% of the total credit will be transferred from ITI (equivalent to vocational courses) and 40% will be earned by learner from NIOS.
- (v) Learner will take public examination of NIOS held twice a year or On Demand Examination at Regional Centres.
- (vi) 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.

A Working Group has been constituted for introduction of Credit Framework for recognizing skill and education as a part of an integrated learning system under the mandate of the National Skill Qualification Framework (NSQF).

5.22 Dual System of Training (DST)

The scheme **Dual System of Training**, with the revised guidelines, has been launched by **DGT** in Feb. 2019, in order to provide Employable Skills to the trainees who pass out from ITI in various trades. The revised guidelines are effective from academic year 2019. DST encourages ITI and industry partners to adopt/participate within the regular training duration of specific trade and within the ITI ecosystem, which strengthens industry connect of ITI and trainees viz a viz imparts industry relevant quality training to the trainees.

Under DST scheme, the admission to ITI, courses offered, their duration, examination and certification are same as the courses offered under Craftsmen Training Scheme. Under the DST scheme, **On the Job Training (OJT)**, is conducted in the industry environment, in order to meet the skilled workforce requirements of industry, while theoretical component is covered in the ITI itself. The students appear in regular examination under Craftsman Training Scheme (CTS) and awarded e-certificate under CTS like other ITI students. DST is applicable in **all affiliated ITIs** and covers **all existing trades offered under CTS**. After the completion of training, the trainees who are awarded E-National Trade Certificate (**E-NTC**) under the scheme have an edge over regular ITI pass outs in terms of employability and employment opportunities in industry.

As on **1st Jan 2020**, a total of **748 MoUs** have been signed under the DST scheme by ITIs under State Directorates, NSTIs under DGT and by industrial clusters under STRIVE scheme. The details are given below:

Table - 29

S.No	Category of MoUs under DST	No. of MoUs signed
1.	Between National Skill Training Institutes under DGT and Industry Organizations	132
2.	Between Govt & Private ITIs of State & UT and Industry Organizations	448
3.	Between Industry Clusters and ITI (Under STRIVE Scheme)	32
4.	Earlier Existing MoUs of DST now revised under revamped scheme	136
Total		748

5.23 Sub-Mission on Polytechnics under the Coordinated Action for Skill Development

The following four components of Polytechnic schemes were transferred from Ministry of Human Resource Development (MHRD) to Ministry of Skill Development & Entrepreneurship

(MSDE) in the year '2017 and further to Directorate General of Training (DGT) in September '2018:

- (i) Setting up of 300 new Polytechnics in un-served and under-served districts
- (ii) Construction of Women's Hostels in 500 selected existing polytechnics
- (iii) Up-gradation of 500 selected existing polytechnics
- (iv) Community Development through Polytechnics (CDTP) being implemented in 518 polytechnics

Later, scheme for "Integrating Persons with Disabilities in the Mainstream of Technical and Vocational Education' was also transferred from MSDE to DGT.

Government of India provides grant-in-aid to the State/UT governments to carry out activities under the schemes.

5.24 IT Activities in DGT

In the month of Sept 2018, DGT has created an IT cell in the DGT Hqrs with an objective to bring major transparency and efficiency in the DGT Skill ecosystem and to implement the digital transformation.

5.24.1 Some of the Activities carried out by the IT Cell:

5.24.1.1 Administrative Set up:

Table - 30

S.no	Website/URL	Description	Managed By
1	DGT Skill Attendance https://cndgt.dgtskillattendance.ac.in/	To monitor the regular attendance of trainees under CITS and CTS in National Skill Training Institute (NSTI)-14, NSTI(W)-19 and Institute for Training of Trainers (IToTs)-18 At present 51 NSTI/NSTI(w)/IToTs with about 14000 candidates are registered in the portal.	IT Cell of DGT Hosted by NICS
2	DGT BAS Attendance Portal https://cndgt.attendance.gov.in	The DGT portal manage attendance of DGT employees (Government & Non-Government) including all field institutes/offices – 64 locations	IT Cell of DGT Hosted by NIC
3	SPARROW (https://sparrow-dgt.eoffice.gov.in)	All the employees upto VI level (590) has been onboarded on SPARROW portal for online APAR process. Also last 10 years manual APARS of all officers are being uploaded on SPARROW.	IT Cell of DGT Hosted by NICS

5.24.1.2 DGT Website & Portals (newly launched)

Table - 31

Sno.	Website/URL	Description	Managed By
1	DGT Website and Employee Corner https://dgt.gov.in	Website provides complete information about DGT, Schemes, latest orders, press releases etc. Employee corner have profile of all the employees under DGT. Also provides platform to all employees to raise their transfer requests, grievances, upload news events etc. for social media.	IT Cell of DGT Hosted at NIC Cloud
2	Bharat Skills http://bharatskills.gov.in/	It is a Central Repository for skills (Learning Management System) which provide NSQF curriculum, course material, videos, question banks and mock test, eLearning courses etc. under CITS, CTS and apprenticeship. It also provides links to various Learning portals of MoU partners of IBM Skillsbuild , Amrita, Quest Alliance, Adobe etc. all at free.	IT Cell of DGT Hosted at NIC Cloud

Table - 32

ITI Trainees

- Tailored courses for ITI trainees.
- Study Materials (English, Hindi and other regional languages) Question Banks, E- books, Video, Blended Learning courses, Mock Test etc.,

ITI Trainers

- Access ToT courses under Trainers Module

Others

- Add-on trade related courses
- Soft skills
- Custom courses from MoU partners such as IBM, Cisco-Quest Alliance, Amrita, Adobe etc., (free)

AMRITA, CISCO, IBM

5.24.1.3 Management of Online portals for ITI Management system (NCVTMIS), Apprenticeship

Table - 33

S.no.	Website/URL	Description	Managed By
1.	National Council for Vocational Training (NCVT) https://www.ncvtmis.gov.in	This portal is a one-stop information source for all Institutes and courses under the purview of the National Council of Vocational Training (NCVT). The portal manages ITIs candidate's registration, training, examination and certification under CTS. At present about 15000 ITIs and 25 lakhs students are registered in the portal.	Wipro/ DGT Hosted at NIC Cloud
2.	Apprenticeship Training Portal http://apprenticeship.gov.in	Portal manages Apprenticeship Registration, Training, examination and certification under NAPS for Designated Trades (181). Total no of establishment registered: 68143 and about 2 lakhs apprentices registered. Note: Apprentices under Optional Trades are registered by NSDC SMART Portal.	Wipro/ DGT Hosted at physical servers at NDCSP
3.	Skill Development Initiative Scheme (SDIS) https://sdis.gov.in/SDI/	The portal managed the Registration, Training, assessment and certification under SDI scheme which was closed in March 2017. Currently provides support to 9 other Ministry and State training schemes like DDU-GKY, NULM/SUDA, Integrated Skill Development Scheme, Jan Shikshan Sansthan, adbhavna Skill Development Scheme, Seekho Aur Kamao (Learn & Earn), Skill Program On Renewable Energy, RPL and State Skill Development Scheme in training and certification.	DGT Hosted at NIC Cloud

- Introduced Local Government (LD) Directory standard in the portal
- Mobile and email OTP verification for all ITIs and Apprenticeship establishments, for faster communication through SMS and email
- Mobile and email OTP verification for students to inform them directly about Admissions, Exam dates, results and other announcements related to recruitments, informative portals such as the LIMS portal, NCS portal etc.

5.24.1.4 Field Institutes Communication:

Established cost effective video conferencing system i.e ZOOM in connecting DGT Hqrs, all the field institutes (NSTIs, RDSDEs, CSTARI and NIMI) with proper internet bandwidth, hence reducing the need for holding physical meetings. This led to an improved system for tracking the progress and other activities in the field institutes in a faster and effective way.

5.24.1.5 Reforms Undertaken for improving Quality of Long Term Training Courses (Industry Standard 4.0)

DGT is in process of constantly upgrading and modernizing the NSTIs/ ITIs in terms of infrastructure, pedagogy, curriculum and technology interventions. Accordingly, new-age courses in Internet of Things (Smart City, Health Care, Agriculture), Renewable Energy, Additive Manufacturing Technology (3-D Printing), Mechatronics, Drone Technology, Geo-Informatics Assistant etc. have been recently introduced in the ITIs.

5.24.1.6 Examinations Reforms

- Computer based examination for CITS and CITS-RPL
- Supplementary exam on demand from students
- Recognition of Prior Learning (RPL) for ITI Instructors with 3 or more years' experience
- Digitally signed certificate with QR Code for verification for all.
- Adoption of the Electronics Skill Credential Standard (ESCS), first time in the country.
- DGT Public Registry with complete information of the skilling ecosystem including training centres, courses, teachers and students)
- Provision for storing digital certificates in the Digilocker is being worked on.

5.24.1.7 Other IT initiatives undertaken

- eProcurement and online procurement through GeM.
- Adopting e-gov standards regarding name, date of birth, photograph etc
- Location of standards – Local Government (LG)Directory in portals
- Geo-tagging and creating dashboard for ITIs.
- SMS gateway for NCVTMIS and Bharatskills for skilling info to students
- .gov.in /.dgt.gov.in email for all officers across DGT upto MTS level for secure official communication
- Dashboard for Ministry through Web API
- DGT Sub-domain for all NSTIs and RDSDE's (64 sub-domain) in dgt.gov.in
- News Letters for DGT
- DGT in social media like twitter, facebook and Instagram
- Periodic press release of DGT initiatives
- SDI legacy certificates (~42 lakhs students) on SDIs portal for verification
- Implementation of NIC Govt Instant Messaging System (GIMS)
- Migration of NCVT Portal to NIC Cloud

5.24.2 DGT in the Digital Technology Area partnering with Tech companies

Over five million young people are expected to enter India's labour force every year over the next decade. Paired with the emergence of technology, such a transition calls for all stakeholders - be it educators or even policy makers - to kindle reform in education and labour market systems. To provide a thoughtful discourse on new transformations in the

world of work, the role of AI and inclusive equitable education in the digital economy through the lens of gender.

Digitisation is accelerating the transformation of every industry in India. With most of our skilled workforce coming from vocational sector, we need to ensure that the students in Industrial Training Institutes (ITIs) are digitally fluent and are well-equipped to enter the workforce.

The Directorate General of Training (DGT – <https://dgt.gov.in>) under the aegis of Ministry of Skill Development and Entrepreneurship (MSDE) has been striving ahead in this technological age hand holding the youth across the country and at the same time ensuring their digital skilling and industry readiness.

Over the past year DGT has collaborated with IBM, Adobe India, Microsoft, SAP, Accenture, CISCO, Quest Alliance etc to digitally revolutionise the vocational training system in India



To keep in pace with in this digital technology age, it has ensured the Digital skilling and industry readiness of the 23.15 lakh trainees in the ITI ecosystem by making “Employability Skills” as a mandatory component of their curriculum.

In order to upkeep the skills to suit the new age technology/jobs, many active steps have taken to ensure industry linkages for the institutes at state and regional levels under CSR initiatives.

With an endeavour to make skills aspirational, MoUs for collaboration between DGT and various Tech companies have been signed for 21st Century digital skill set training programmes. These MoU’s have enabled and initiated several tech trainings across the country.

5.24.2.1 Initiatives with IBM under CSR

The Directorate General of Training (DGT) & IBM have entered into a partnership in Feb 2018 to make digital skill aspirational for youth in the country.

Under this Initiative DGT and IBM has rolled out 3 programmes, namely –

1. A Two Year Advanced Diploma (Vocational) in IT, Networking & Cloud Computing (NSQF Level 6)
2. Train the Trainer Campaign (in Basic Artificial Intelligence)
3. SkillsBuild – A digital Learning Platform



IBM CEO meeting with Hon'ble Prime Minister

i) A Two Year Advanced Diploma (Vocational) in IT, Networking & Cloud Computing (NSQF Level 6)

Objectives

1. Enhance employability
2. Create industry pathways
3. Self employment Opportunities in Cloud Maintenance, Computer Hardware Maintenance
4. Wage Employment Opportunities as system technician, cloud developer, web designer and trainers on future skills

Status

Table - 34

Batch No	Month of Launch	No. of NSTIs	No. of Students
1 st Batch	Feb 2018	1	19
2nd Batch	Sep 2018	5	71
3 rd Batch	Nov 2019	16	446
4 th Batch (planned)	April 2020	21(Govt ITIs)	264

Target

1. 40 Institutes / 800 Trainees. Shortly will be expanded to State ITIs
2. Admission every alternate year for 800 students

Eligibility

Selection through online common Entrance Test by DGT for ITI /12th Pass with 60% Marks

Features

1. Duration (24 Months)

- 7 Modules(320 Hrs each) - 2240 Hrs
- Employability Skills - 160 Hrs
- OJT - 800 Hrs
- Total - 3200 Hrs

2. Stipend

- Trainees will get Rs.3000/- per month as stipend (1 ½ years) – IBM
- OJT Stipend - Rs. 15000/- month during OJT (5 Months) - IBM
- Placement support - IBM Channel Partners
- Full Time faculty support by IBM

ii) Train the Trainer Campaign (in Basic Artificial Intelligence)

Objectives

Enabling & Empowering the ITI trainers with basic approach, workflow and application of artificial intelligence in day to day activities.

Target

10,000 ITI trainers on Basic artificial intelligence skills by Aug 2020

Status

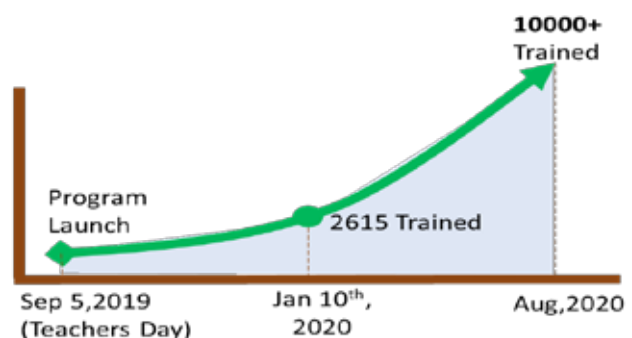
- Started in Sep 2019
- 2615 ITI Trainers Trained(24% Female)
- 500+ ITI Institutions Covered

Eligibility

- ITI/NSTI Instructors

Features

1. Two day Face to Face Training
2. 120 Hrs online content
3. Online Assessment and DGT-IBM Dual Certification
4. Being Conducted in 7 National Skill Training Institutes(NSTIs)
5. 14 Faculty engaged by IBM to train 10000+ Instructors
6. 200+ Training sessions planned



iii) IBM SkillsBuild – A digital Learning Platform aligned with DGT-Bharat Skills Platform

Objectives

- Provide further free online learning experience to ITI students and teachers on future skills with Global certification standards.

Status

- Started in Nov 2019

Plan

- 10000+ AI trained instructors and IBM Diploma students shall be onboarded as pilot for the future learning

5.24.2.2 Initiatives with CISCO

Digital Learning at ITIs - Memorandum of Understanding between DGT & CISCO India signed on 30th Sep 2019

Courses offered @ free:

1. Basic IT Skills for all ITI Instructors – 1 week virtual classroom – Open for all Instructors
2. Cisco Certified Entry Level Network Associate - 1 week classroom – 6 NSTIs
3. Cisco Certified Network Associate (CCNA) (\$300 worth) - 2 week classroom – 6 NSTIs

Key Features

- Establish Cisco Networking Academies in 6 NSTIs
- Master Trainer Training by CISCO to NSTI Instructors
- Master Trainers to conduct training programmes for ITI trainers (Instructors)
- Additionally, globally-recognised Networking and ICT courses on



DGT & CISCO sign a MoU on 30th November 2019 in the presence of Hon'ble Minister, MSDE and MoS, MSDE.

bharatskills.gov.in for ITI Trainers and students for free

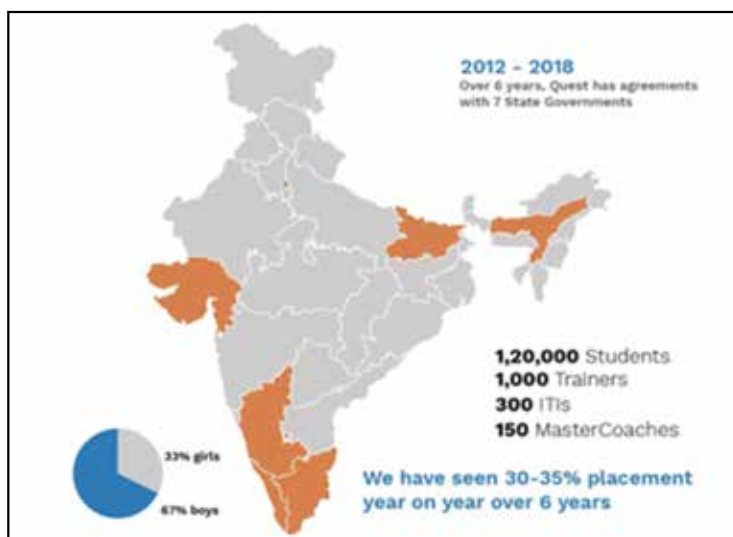
- CCNA certificate (worth of \$300) free for all ITI students
- Anytime-Anywhere-Any Device digital learning platform for all participants.
- Target to cover more than 20,000 ITI Teachers /students per year in the initial stage with a scale up plan in Basic IT Skills.

Status

- Master Training Completed (16-20th Dec at @NSTI Noida).
- Setting up NetAcademy Lab @2.5 crore (under CSR) in 6 NSTIs expected to complete by end Feb 2020.

5.24.2.3 Initiatives with Quest Alliance

QUEST Alliance – a non profit based in India works with children and youth for seamless school to work transition. Their work includes building capacities of the eco-system including teachers, principals and governments. Their target is to play with technology to reach the 4 million learners to impact in the next 5 years. Currently, they operate in 9 states with an outreach of 250,000 children and young adults.



Quest's intervention in ITIs focuses on employability skills and helping young people build a growth mindset. Through a blended learning approach, to help young people understand their aspirations, changing realities of the world of work and develop the knowledge, attitude and skills required for 21st century careers.

The Quest started the work with ITIs in 2012. Over the last 7 years they have partnered with Directorate General of Training (DGT) and Departments of Employment and Training in several states to change the way employability skills are conceptualized and delivered. At present Quest has developed a network of more than 300 Govt. ITIs spread across 7 states.

Programme – To Establish of Modern Employability Skills Lab at 6 NSTI (Women)

MoU signed – July 2019

Status

Quest Alliance has completed the task of setting up of Modern Employability skills labs at 5 NSTIs and training already started.

- NSTI (Women), Noida
- NSTI (Women), Allahabad
- NSTI (Women), Vadodara
- NSTI (Women), Trivandrum
- NSTI (Women), Mumbai
- NSTI (Women), Bengaluru
- (Part of MoU, supplied 15 computers, e-learning Pi server, full time faculty for one year under CSR)
- DGT requested the Quest Alliance to expand the project to 8 NSTI (w) in 2nd Phase, remaining NSTIs in 3rd Phase.
- Trained more than 3200 students till date
- Course duration - 160/240 Hrs

5.24.2.4 Initiatives with Adobe

Programme

- Training for preparation Digital CVs, Graphics, Videos, Presentations, Web pages and Resumes
- Duration – 2 days face to face training
- MoU signed in September 2018

Features

- Adobe is offering free licenses of Adobe Spark premium free of cost to all the ITI students under its programme 'Adobe Digital Disha
- This application can be used to prepare Digital CV's, Graphics, Videos, Presentations, Web Pages and resumes

Status

- Master Trainers Trained :~7000
- Trainees Trained :17,200
- Adobe Spark Free License issued to 8 Lakhs ITI trainees



Adobe Spark Skill Training conducted at Government Industrial Training Institute

5.24.2.5 Initiatives with SAP

SAP India has signed a Memorandum of Understanding with DGT to work jointly with an objective to create a chain of learning to reach the youth and providing them exposure to Data Science and Enterprise software and help enhancing their employability.

- Programme rolled out at identified NSTIs in Bhubaneshwar, Bengaluru, Dehradun and NOIDA and have trained 150 master trainers.
- planned to train a total of 300 master trainers by March 2020 by expanding to NSTIs in other locations in consultation with DGT under the MoU.
- the master trainers trained by SAP will run the programme autonomously for youth at the National Skill Training Institutes.

DGT and SAP India are also collaborating to introduce a **6-month “Diploma Programme in Advanced Computing”** with identified Industrial Training Institutes (ITIs) in India. This programme is being introduced with an aim to impart employable/ vocational IT skills to students.

- The programme is structured for the students passing out from one year “Computer Operator and Programming Assistant” (COPA) programme and 2-year certification courses in Electrical/ Electronics.
- This programme entails the practical (hands-on) and theoretical training.



Felicitation ceremony for Microsoft Training Assistant Program at NSTI Noida

- The programme is designed to attract students from other vocational courses at ITIs with a background of Mathematics & Statistics Background till class X in school with an aptitude for Data Science.

5.24.2.6 Initiatives with NASSCOM and Microsoft

Programme - The Microsoft Technology Associate (MTA) for ITI COPA students

Duration - 3 Months

Features

- MTA Training and certification on cloud fundamentals
- 180 hours training on core behavioural skills
- Faculty by NASSCOM
- **Status**
- 513 Trainees undergone training - 496 Certified
- Training at 2 NSTIs and 9 ITIs(W)

5.25 Current initiatives in the DGT landscape

The following initiatives have already been approved and sanctioned under the DGT domain:

- 15 Apprentices cell being opened at different establishment city of the Country. These are Lucknow, Pune, Visakhapatnam, Jabalpur, Koraput, Cuddalore, Tiruchirappalli, Mysuru, Nagpur, Anugul, East Singhbhum, Valsad, Surat and Aurangabad.
- A new extension centre of National Skill Training Institute (NSTI) at Manipur and Leh.
- New batch of Indian Skill Development Officers (ISDS) inducted.
- Creation of 22 Regional Directorate of Skill Development and Entrepreneurship (RDSDEs) and 15 no. of NSTIs extension centres by way of restructuring of existing Regional Directorate of Apprenticeship Training (RDAT) & National Skill Training Institutes (NSTIs) so as to monitor the activities of all types of Skill Training across all the 37 States/UTs.
- A new initiative has also been taken to form **District Skill Committees (DSCs)** to work (especially of local skill requirements based upon the resources available) in active participation with local industries, District authority and Administration etc.
- Grant of affiliation to first two ITIs for Divyangs at Ahmadabad & Kolkata and affiliation for one ITI for Army at Pune, Maharashtra.
- Grading of ITIs - phase-II running.
- Relaxation of Affiliation Norms for establishing ITIs in Unserved Blocks

- Launching of Bharat Skills- Learning Management System (LMS) – a central repository for skills which provides NSQF Curriculum, course material, videos, Question Banks, Mock Tests, etc. for students and Instructors.
- Rozgar Melas at different locations have been introduced.
- Introduction of Advanced Diploma (Vocational) courses on ‘IT, Networking and Cloud Computing’ in 16 National Skills Training Institutes (NSTIs) in collaboration with M/s IBM India Private Limited. The objective of private public partnership is to promote higher qualification for pass-outs from Industrial Training Institutes (ITIs) or XII pass outs and to enable such candidates to get an opportunity to work with the emerging advanced technology.
- In addition, Advanced Diploma (Vocational) courses in Welding technology, Industrial Electronics and Automation, Automotive Technology, Manufacturing Technology and Construction Technology are being introduced in NSTIs during Academic Session 2019-20.

C. SCHEMES RELATED TO ENTREPRENEURSHIP

5.26 Pradhan Mantri Yuva Yojana

A Pilot Project on Pradhan Mantri- Yuva Udyamita Vikas Abhiyaan (PM-YUVA) 2.0 has been approved by the Ministry and is under implementation from November, 2019 to March, 2020. The Scheme has objective to provide support to budding entrepreneurs and scale up the existing entrepreneurs and make an individual self -reliant and create employment opportunities for himself/herself and the youth of the country. These objectives are achieved by providing end to end entrepreneurship education, handholding and mentoring support to potential and existing entrepreneurs who aspire to start or scale –up their existing enterprises. The project is implemented through the institutes of Skill Ecosystem functioning under the governance of this Ministry i.e. Pradhan Mantri Kaushal Kendras (PMKKs), Industrial Training Institutes (ITIs), Polytechnics, Jan Shikshan Sansthan (JSS) and Recognition of Prior Learning (RPL) Training Centres. The project aims to provide entrepreneurship orientation to 74550 beneficiary and enrolment of 45450 beneficiaries to entrepreneurship development programmes. The scheme is likely to create 600 new and 1000 scale-up enterprises and has the coverage of 10 States i.e. Uttar Pradesh, Uttarakhand, Bihar, West Bengal, Assam, Maharashtra, Tamil Nadu, Telangana, Kerala and Delhi. So far 327 institutes have been empanelled under the scheme across these states and UTs as break-up below:

Table - 35

State	Assam	Bihar	Delhi	Kerala	Maharashtra	Tamil Nadu	Telangana	Uttarakhand	Uttar Pradesh	West Bengal	Total
Total Number of institutes empanelled	31	31	28	37	36	41	28	20	37	38	327
Number of ITI	15	19	17	27	26	27	17	15	24	20	207
Number of Polytechnic	4	4	6	4	3	6	7	3	7	4	48
Number of JSS	3	3	3	3	3	4	3	1	3	2	28
Number of PMKK/PMKVY	9	5	2	3	4	4	1	1	3	12	44

5.27 Entrepreneurship Development in Six Holy Cities

Recently, Ministry of Skill Development and Entrepreneurship, has implemented Project on Entrepreneurship Development in six Holy Cities of the Country (Puri, Varanasi, Haridwar, Kollur, Pandharpur and Bodh Gaya). The objective of the project is to enhance the entrepreneurial activities, Entrepreneurship Promotion and Mentoring of Micro and Small Businesses/enterprises of the select cities through resumption of existing livelihood activities and/or by supporting existing enterprise i.e. Manufacturing, Service and trading to scale up. The project shall have been implemented by Indian Institute of Entrepreneurship (IIE), Guwahati and National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida in collaboration with qualified Knowledge Partner(s) and Local Implementing Agencies located in respective Temple Towns. The expected outcome of the project within a time frame of 18 months starting from November, 2019 are;

- a) Growth of economic activities in the respective Temple Towns
- b) Growth of income & savings of the local residents
- c) Growth in employment opportunities
- d) Increased number of self-employment
- e) Growth in business of Banks and micro-financing institutions
- f) Development of a validated Model for Economic Rejuvenation of Smaller Towns through focused intervention in entrepreneurial activities.

5.28. Economic Empowerment of Women Entrepreneurs and Start-ups by Women (WEE)

To improve the framework conditions for women-led enterprises in India and help them in setting up or scaling up their business, “Economic Empowerment of Women Entrepreneurs and Start-ups by Women” (WEE) Project has been launched in 2018 for a duration of 3 years (2018-21) in collaboration with GIZ, Government of Germany. The project has the target to

pilot the incubation programmes with 250 women and the acceleration programmes with 100 women. The first cohort for both incubation and acceleration for support programme in Assam, Rajasthan and Telangana, has already been launched and a total of 151 women entrepreneurs are being supported under the cohort. The second cohort of incubation and acceleration for support programme is expected to be started in mid-2020.

D. OTHER SCHEMES AND INITIATIVES:

5.29 Skill Loan Scheme

The Skill Loan Scheme was launched in July 2015 to provide institutional credit to Individuals for skill development courses aligned to National Occupations Standards and Qualification Packs and leading to a certificate/diploma/degree by training institutes as per National Skill Qualification Framework (NSQF).

This scheme is applicable to all member banks of the Indian Banks' Association (IBA) and any other banks and financial institutions as may be advised by the RBI. The scheme provides broad guidelines to the banks for operationalizing the skilling loan scheme.

Salient features of the guidelines to banks for operationalizing the scheme:

- Eligibility –Any individual who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognized by Central or State education Boards or in a college affiliated to a recognized university, training partners affiliated to National Skill Development Corporation (NSDC) / Sector Skill Councils, State Skill Mission, State Skill Corporation
- Courses – Aligned to NSQF
- Quantum of Finance – Rs 5000-1,50,000
- Duration of Course – No minimum duration
- Rate of Interest – Base rate (MCLR) + an add on typically up to 1.5%
- Moratorium – Duration of the course
- Repayment Period – Between 3 to 7 years basis the amount of loan
- Loans upto ₹ 50,000 - Upto 3 years
- Loans between ₹ 50,000 to ₹ 1 lakh - Upto 5 years
- Loans above ₹ 1 lakh - Upto 7 years
- Coverage – Course Fees (directly to the training institute) along with expenses towards completion of the course (assessment, examination, study material, etc.)

- The scheme does not allow for a collateral to be charged from the beneficiary.
- MSDE, through a November 2015 notification, brought into force the Credit Guarantee Fund for Skill Development (CGFSSD) for all skill loans sanctioned on or after 15 July 2015, to be administered by the National Credit Guarantee Trust Company (NCGTC).
- Banks can apply to the NCGTC for credit guarantee against defaults and NCGTC will provide this guarantee at nominal fee which shall not exceed 0.5% of the amount outstanding. The guarantee cover will be for a maximum of 75% of the outstanding loan amount (including interest, if any).

As per the information provided by Indian Bank's Association (IBA) in respect of 21 Banks, a total skill loan of Rs 29.06 crore was disbursed during the year 2018-19 (as on September 2018).

5.30 Setting up of Indian Institutes of Skills (IISs)

- IISs are being established in the country to enhance training standards beyond the current programmes available in the skill eco-system and to provide 'hands on skills' training to trainees in specialised areas in collaboration with industry, catering to local/regional industry requirements.
- The IISs will conduct NSQF compliant 2-year diploma courses in identified sectors/domains. Such courses will have a mix of conventional and more advanced areas providing vertical mobility to trainees. This way, trainees of vocational training system can aspire to become supervisors/managers in their respective fields.
- IISs will impart higher level training programmes which will facilitate vertical mobility of trainees providing them academic equivalence for progression and the programmes will define career pathways for trainees and in turn will lead to creation of sectoral experts.
- Pursuant to the decision taken in the Cabinet Meeting held on 24.10.2018 it was decided to set up Indian Institute of Skills (IISs) at three locations, namely, Maharashtra (Mumbai), Gujarat (Ahmedabad) and Uttar Pradesh (Kanpur) in Public Private Partnership (PPP), which will be explored for promotion of IIS at selected locations based on demand and available infrastructure. It shall augment the global competitiveness of key sectors of Indian economy by providing high quality skill training, applied research education and a direct and meaningful connection with industry.
- It will provide opportunity to aspiring students across the country to have access to highly skilled training, and enhance the scope of accountability through its linkage with industry and global competitiveness across sectors. By leveraging advantages of private sector enterprise and public capital in terms of Government land, it would create new institutes of expertise, knowledge and competitiveness.

- f. For IIS, an Inter-Ministerial Empowered Committee (IMEC) on setting up of IIS has been constituted under the Chairmanship of Secretary, MSDE. First meeting of the Empowered Committee was held on 20.12.2018. Thereafter, two more meetings of IMEC were held on 19th June, 2019 and 29th August, 2019.
- g. The major functions of Empowered Committee are: To decide on matters such as setting parameters and criteria for selection of private partners; Selection and setting up of IISs as per place/location/trade, need for viability gap funding of government, subject, expertise and commitment of private partner; and Allocation of land as per guidelines, details of governance mechanism for each IIS, applicable rules and agreements and all other aspects of regulation and monitoring of the scheme.
- h. At present land for setting up of IIS at Mumbai and Ahmedabad has been identified and Tata Education and Development Trust (TEDT) has been selected as private partner for establishment of IISs at these places. Further, the foundation stone for the IIS, Mumbai has also been laid by the Hon'ble Minister for Skill Development and Entrepreneurship on 11th September, 2019 in the presence of high dignitaries.



Foundation stone laying ceremony of Indian Institute of Skills, Ahmedabad



Dr. Mahendra Nath Pandey, Hon'ble Minister, SDE addressing at the Foundation stone laying ceremony of IIS, Ahmedabad

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

Introduction

In order to strengthen institutional mechanisms for skill development and increase access to quality and market-relevant training for youth across the country SANKALP was launched on 19th January 2018. SANKALP has a six year implementation period till March, 2023. SANKALP aims to address the ongoing challenges like bringing about convergence, infusing quality in skill development programmes and making them market relevant and accessible while ensuring private participation in the context of short-term training.

Result Areas: SANKALP has four key result areas viz: (i) Institutional Strengthening at Central, State & District level; (ii) Quality Assurance of skill development programmes; (iii) Inclusion of marginalized population in skill development programmes; and (iv) Expanding Skills through PPPs.

Financial: SANKALP is funded through three major parts: (i) World Bank loan assistance of \$ 500Mn (Rs. 3300 cr); in two tranches of \$ 250Mn each; under Programme for Results (PforR) instrument which includes Programme funding and Technical Assistance (TA); (ii) States' contribution \$100 Million (Rs. 660 cr); and (iii) Industry contribution of \$75 Million (Rs 495 cr). At present agreement between Government of India and World Bank is signed for \$250 million.

Disbursement Linked Indicators: SANKALP is a strategic reforms programme in the domain of skill development and the loan disbursement from the World Bank shall be against achievement of results. The DLIs are supplemented with a Verification protocol that define how achievement against each DLI will be measured. The seven DLIs are as under:

- a) **DLI 1:** Trainees who have successfully completed the NSQF-aligned market-relevant short-term SD programmes and were certified.
- b) **DLI 2:** Percentage of graduates who are wage employed or self-employed within six months of completion of short-term SD programmes.
- c) **DLI 3:** NSQF aligned QPs translated into model curriculum, trainers guide, and teaching learning resource packs.
- d) **DLI 4:** Number of trainers and assessors trained/retrained.
- e) **DLI 5:** Improved performance of states on institutional strengthening, market relevance of SD programmes, and access to and completion of training by marginalized populations.
- f) **DLI 6:** Increase in percentage of women participating in SD programmes (certified)(not including self-employment and RPL)
- g) **DLI 7:** Joint public and private sector funding successfully channelized and utilized into priority SD initiative

Major Interventions/ Achievements

- **State Grants under SANKALP:** SIG Baseline has been completed for 32 States/UTs based on 11 identified indicators. This baseline exercise has been done for the first time by the Ministry. Further, in 2019-20, Rs 159 crore was released to 15 States as State Grants. Also, periodic video conferences were held with States to monitor the progress/ support States under SANKALP. State specific Monitoring formats have been developed and shared with States to monitor the progress on various approved initiatives. Quarterly Monitoring report under SANKALP has also been designed to compile various monitoring activities under SANKALP.
- **Mahatma Gandhi National Fellowship (MGNF):** MGNF has been launched to support the District administration in improving skill development programme delivery as well

as developing a cadre of committed and competent development leaders. MGNF is a two-year academic programme with an in-built component of on-ground practical experience with the district administration. In the pilot phase, fellows will be deputed in identified districts across six States for a span of two years. IIM-Bangalore has been onboarded as the academic partner for the fellowship programme. Fellow will be awarded a Certificate in Public Policy and Management from IIM-Bangalore upon completion of the fellowship programme.

- **Award for Excellence in District Skill Development Planning (DSDP Award):** To promote decentralized planning, District Skill Development Plan (DSDP) Award have been constituted by the Ministry under SANKALP. Out of the 700+ districts in the country, 225 districts participated by submitting their DSDPs to MSDE. The DSDPs thus submitted were evaluated and out of these 225 districts, 7 districts were identified for Award, 6 districts for Certificate of Excellence and 7 districts for Letter of Appreciation. The representatives from the awarded 7 districts were given an international exposure visit (funded by the World Bank) to study the TVET system in South Korea.
- **SANKALP Regional Workshop:** Acknowledged as the Lighthouse Event by The World Bank, SANKALP regional workshop acts as a platform wherein States/ UTs exchange their experiences in Skill Ecosystem. The workshops promote awareness about SANKALP and the various initiatives being undertaken. The group of participating States represents different Geographic region of the country to bring in heterogeneity to the group.
- **Gender Action Plan (GAP):** To align the various women related initiatives under SANKALP a Gender Action Plan (GAP) has been prepared for promoting inclusion of women in Short term skilling and livelihood opportunities.
- **SANKALP Best Practices Portal:** MSDE with support from World Bank has developed and launched a portal to capture best practice in Skill Development. States submit their Best Practices on the portal in the form of videos, case studies, testimonials and photographs showcasing the emerging best practices and innovations in skill development.
- **Thematic Workshops:** To build the capacity of the District Skill Committee (DSC) members and the district functionary, thematic workshops are planned under SANKALP. These workshops cover different themes like district skill planning, mobilization, counselling, M&E, etc. Workshops have been held with DSC members of Maharashtra, Nagaland, Tamil Nadu and Uttar Pradesh for development of District Skill Development Plan (DSDP).

5.32 Jan Shikshan Sansthan (JSSs)

5.32.1 History of Jan Shikshan Sansthan

Jan Shikshan Sansthan (JSS) formerly known as Shramik Vidyapeeth (SVP) is one of the

popular schemes in non-formal vocational education sector crafted by the then Ministry of Education and Culture, Government of India. Initially the focus of scheme was to cater the needs of the industrial workers and urban slum dwellers. Polyvalency of the SVP scheme means that SVP programmes were designed to cater to vocational cum general education needs of the target group. The polyvalent (multifaceted) approach to adult education of workers represents an attempt to provide knowledge and impart skills simultaneously and in an integrated manner.

The first Shramik Vidyapeeth was established at Worli, Mumbai in March 1967 and was commissioned by the Bombay City Social Education Committee, a voluntary organization engaged in the field of Adult Education for several years. After the success of the project, the Govt. of India developed a scheme for setting up a network of Shramik Vidyapeeth in the country in a phased manner. For establishment of more such institutions, specific provisions have been made in the plan and it is envisaged that this programme will be extended to all the States and UTs.

With the emergence of millions of neo-literates through the Total Literacy Campaigns launched across the length and breadth of the country and the transformation that has taken place in the economic and social set up over the years, the role and scope of these polyvalent vocational educational institutions have widened manifold. In the changed scenario, the focus of Shramik Vidyapeeth [SVP] has been shifted from industrial workers in urban areas to the numerous neo-literates and unskilled and unemployed youth throughout the country especially underprivileged people in the rural areas. The SVPs were accordingly renamed as Jan Shikshan Sansthan [JSS] w.e.f. 2000. It concentrates on the socio-economically backward and educationally disadvantaged groups of urban/rural population such as non-literates, neo-literates, school dropouts, SC, STs, women and girls, slum dwellers, migrant workers. etc. Now these Sansthans act as district level resource support agencies especially in regard to organization of vocational training and skill development programmes for the neo-literates and other target groups of the continuing education programme.

The Number of JSSs (formerly known as SVPs) gradually increased from 17 in 1983 to 40 by 1986. The numbers further increased to 58 by the end of 8th five-year plan (1996-97). The 9th five-year plan during the year 2001-02 brought a further increase in the numbers of JSSs to 108. And subsequently the next five-year plans increased the numbers to 198 by the end of 10th five-year plan (2006-07) and 271 by 2008-09 during 11th plan period. On account of non-satisfactory performance/financial irregularities, some 23 JSSs were closed by Ministry of Human Resource and Development and the total number of JSSs were reduced to 248 by the close of year 2017.

5.32.2 Objective of the Scheme

The primary objective of Jan Shikshan Sansthan Scheme is to supplement the income level

of the underprivileged and marginalised section of the society in the rural and urban slums including non-literates, neo-literates, unskilled and unemployed youth particularly from SC/ST/OBC/Minority/Divyangjan/Women throughout the country.

5.32.3 Coverage of Scheme

At present 248 Jan Shikshan Sansthan in 27 States and 2 UTs are active out of which 17 JSSs are not functional. A decision of setting up of 83 new Jan Shikshan Sansthan was taken as per the recommendations of Standing Finance Committee. The selection process of sanctioning of JSSs was formalised and Expression of Interest was floated in the month of February 2018. The new JSSs were proposed in 83 districts in 19 States and 4 UTs of Hilly areas and the Naxal affected regions. The process of selection of 83 new JSSs are underway in the Ministry. Coverage of beneficiaries under the Scheme during the last three years is as under:

Table - 36

Financial Year	Male Beneficiaries	Female Beneficiaries	Total
2017-18	16,801	1,56,675	1,73,476
2018-19	18,982	1,48,281	1,67,263
2019-20*	21,655	1,76,426	1,98,081

(As on 31.12.2019)

5.32.4 Scheme Implementation

The Scheme of Support to Jan Shikshan Sansthan is a Centrally Sponsored and Centrally Monitored Scheme. The scheme was transferred from Ministry of Human Resource Development to Ministry of Skill Development & Entrepreneurship on 2nd July 2018. The scheme was transferred from MHRD to MSDE along with few officers and staff of Directorate of Adult Education for effective implementation of the scheme a new Directorate of Jan Shikshan Sansthan was formed which is a Sub-ordinate office of MSDE for JSS scheme. The Directorate of Jan Shikshan Sansthan is the implementing arm of the ministry.

5.32.5 Vocational courses and activities

JSSs are encouraged to run vocational courses which are relevant to the clientele and they have capacity to administer such courses. The courses are comparatively cheaper in terms of per trainee cost, having maximum demand and highest anticipated income of the beneficiary.

A large number of vocational courses are being organized by Jan Shikshan Sansthan, which vary both in contents and duration from one Jan Shikshan Sansthan to another. Over the years, Jan Shikshan Sansthan have found a number of new courses, which have market driven demand for wage employment and self-employment. Some of few Popular Courses under

JSS scheme are: Dress Making & Embroidery, Beauty Culture & Health Care, Carpentry & Furniture making, Electrical Technician, Fashion Designing, Food Processing & Preservation, Maintenance & repair of Automobiles, Plumbing, Refrigeration & Air Condition mechanism, Welding & Fabrication, Rexene/Jute Bag Making, Bamboo Craft, and Artificial Jewellery.

The Jan Shikshan Sansthan are expected to organize not only vocational programmes but also activities which related to general issues and local conditions.

5.32.6 Financial Pattern for Grant-in-Aid to JSS

The annual grant of the JSS has been approved to Rs. 40 Lakhs for 2018-19. The same has been revised to 50 lakhs from the FY 2019-20.

The revised financial assistance for recurring and non-recurring expenditure of JSS are as under: -

(i) Recurring expenditure in the form of two half yearly instalments

Table - 37

BUDGET HEAD	2018-19 (Rs. In lakh)	2019-20 (Rs. In lakh)
Programme Expenses	19	24
Emoluments*	16	20
Office Expenses	5	6
Total	40	50
*Included employer's subscription towards EPF and gratuity subject to actual expenditure- 100% assistance		

(ii) Non- Recurring Expenditure: One-time grant of Rs. 20 Lakh for infrastructure and equipment are as under:

Table - 38

S. No	Particulars	No.	Amount (in Lakh)
1.	Vehicle	1	6.00**
2.	Computer with printers	5	3.00
3.	Audio Visual Equipment	1	1.00
4.	Photocopier	1	1.50
5.	Office Furniture		1.25
6.	Course related material/equipment		7.00
7.	Misc. Expenses		0.25
	Total		20.00

5.32.7 Initiatives taken by Ministry of Skill Development and Entrepreneurship to revamp JSS Scheme:

- After transfer of the Scheme to MSDE, the Guidelines of the Scheme has been revamped
- Categorisation of JSSs removed – Grants to all JSSs increased to Rs. 50 lakhs w.e.f. 2019-20
- BoM of JSSs re-structured to give more participation to women and active participation of States
- Age limit of beneficiaries revised from 15-35 years to 15-45 years
- Fee for SC, ST, Divyangjan & BPL categories of beneficiaries completely waived
- Fee from general category of beneficiaries restricted to Rs. 100/- per month
- Guidelines for assessment and certification formulated
- One course on local traditional skill in each JSS made mandatory
- Each JSS has been given a target of 1800 beneficiaries during 2019-20
- JSSs allowed to undertake fee based NSDC course after achieving their assigned targets
- Creation of Livelihood Cells in all JSSs for linkage with self & wage employment made mandatory
- To add quality in training, 3% of budget earmarked for training of trainers/up-gradation of tools & equipment
- The process for Selection of new JSS has been formalized
- Process for selection of 83 new JSSs particularly in Hilly/tribal areas and aspiration districts in final stage
- Financial & Performance Audits of all JSSs underway by CAG empanelled audit firms
- JSS logo and Unique Branding has been created
- Strong web-based central monitoring mechanism put in place. This MIS portal of JSS received Governance now Digital transformation award 2019, IDC insight award 2019, Skoch award 2019 and CSI e-Governance award 2019.

5.32.8 Expansion plan of JSS

After transfer of JSS Scheme, MSDE has decided to expand the JSS network in each district of the country by the year 2024 in a phased manner with the proposed of the JSS network, the present training capacity of JSS will be increased from 4,15,000 to 10,00,000 beneficiaries by the year 2024.



(Glimpses of some ongoing trainings at JSSs)

5.33 Aspirational Districts

5.33.1 Aspirational Skilling Abhiyan (ASA) 2018-19 of MSDE

The programme to Mainstream Aspirational Districts through Skill Development was launched by Mr. Anantkumar Hegde, Hon'ble Minister of State, Ministry of Skill Development and Entrepreneurship (MSDE) on 3rd October 2018. The programme is being implemented in 117 Districts across 28 States. The programme involves identification of challenges for skill development and co-creating customized solutions to help the districts overcome these challenges. More than 150 officials from MSDE, DGT, NSDC and NSDA were involved in field visits to the Aspirational Districts through the programme, MSDE endeavours to facilitate strengthening of governance and institutional strengthening for skill development at the district level.

5.33.2 Objective

The aim of the mission is to uplift and transform the aspirational districts by mainstreaming skill development as under:

- To assess the current skill profile the district

- To interact with stakeholders in the district and understand enablers and challenges in skill development
- To identify gaps and potential areas of support required in the district
- To formulate a support strategy for the districts in order to improve skills development outcomes
- To support the implementation of identified measures

5.33.3 Status of the visits

Visits to aspirational district under ASA started on 10th October 2018, so far 97 districts have been visited by nodal teams. The first phase of ASA was completed on 10th November 2018. Following is the summary of status of visits.

Table - 39

Status of visits	Number of districts
Visits completed	97

5.33.4 Strategy for second phase of ASA

A review meeting for ASA was held on 21st December 2019, under the Chairmanship of Secretary, MSDE to discuss the status of district visits, observations from data collected so far, technical assistance from expert agencies and way forward for second and third phase.

The second phase will focus on strengthening skills value chain through technical assistance in following areas:

Table - 40

Technical assistance	To be done by
Capacity building module for District Skill Centre	SANKALP
District Skill gap study and Mobilisation strategy	DFID
IEC Campaign/Communication Strategy	UNICEF

5.33.5 Way forward

Initially, 5 Aspirational districts in select states will be selected as a pilot for implementing technical assistance.

5.34 Swachh Bharat Abhiyan

MSDE has been working seamlessly to contribute towards the flagship scheme of Swachh Bharat Abhiyan being implemented through Ministry of Jal Shakti (Department of Drinking Water and Sanitation). The Ministry had prepared a Swachhta Action Plan for 2019-20, which included the following:

Table - 41

S.No.	Ministry	Activity Name	SAP Categories	Financial Year	Description	Fund Allocated (Rs. in lakhs)
1	Ministry of Skill Development	Mason Training on Twin pit and Retrofitting on Toilets	Workshop & Seminar/ Training,	2019-20	Mason Training on Twin pit and Retrofitting on Toilets	1430

MSDE also observes Swachta Pakhwada, a 15 day cleanliness drive, under the flagship scheme of **Swachh Bharat Mission**, Ministry of Skill Development also launched a campaign '**Skill se Sampurn Swachhta**' on the occasion of Swachhta Pakhwada that commenced from 15th July to 31st July 2019.

This campaign was extended as an all-round initiative, with some long term goals, and not confined to a fortnight. Apart from this MSDE also observes "**Swachhta Hi Seva**", campaign every year since 2017. This year Swachhta Hi Seva, 2019 campaign was held from 11th September to 2nd October and the theme of this year's SHS was Plastic Waste Management.

6.1 WorldSkills

6.1.1. Background

WorldSkills International is a membership organization like International Olympics Association with 80 member countries. It is registered in Netherlands as a not-for-profit organization. It started in 1947 in Spain. It is governed by a General Assembly where each member country has two delegates. WorldSkills International functions through a 8 member Board of Directors lead by President Simon Bartley of UK and a secretariat headed by CEO – David Hoey.

6.1.2 World Skills Competition is the largest skill competition in the world, held once every two years in one of the WSI member countries. These competitions provide both a benchmark for high performance and an objective way to assess vocational excellence. Objective is to promote world class standards in over 50 skills under six skill strands as under:

- i. Construction and Building Technology
- ii. Transportation and Logistics
- iii. Manufacturing and Engineering Technology
- iv. Information and Communication Technology
- v. Creative Arts and Fashion
- vi. Social and Personal Services.

6.1.3 More than 1000 contestants below the age of 23, compete over a span of four days working on test projects (16-22 hours) which are based on contemporary industry standards and infrastructure. The competition is equivalent of Olympic Games for skills amongst youth across the world.

6.1.4 India has been a member since 2007. NSDC took over the membership in 2010 and the membership was transferred to MSDE in 2016. India won 3 medallions in Germany in 2013, 8 medallions in Sao Paulo in 2015 and 11 medal and medallions (1 silver and 1 bronze medal) in Abu Dhabi in 2017.

6.1.5 The 45th WorldSkills Competition was held in Kazan Russia from 22nd August 2019. The next 46th WorldSkills Competition will be held in Shanghai, China in 2021.

6.2 IndiaSkills

6.2.1 Background

India's excellence in different artistic and culinary skill sets is described in our ancient and

contemporary literature and it will not be an exaggeration to say that it is still ingrained in the soil of remotest part of the country. Further, after globalization India has also developed its niche particularly in IT related skill sets like web designing, graphic design technology, IT software solutions for business, mobile robotics etc. To make India the “Skill Capital” of the world, it is essentially required to showcase the country’s excellence in different skill sets across the globe. To penetrate these competitions to the remotest part of the country and to encourage Indian youth to participate in these competitions and get selected to participate in WorldSkills and other International competitions, the IndiaSkills competitions have been organized at State and Regional levels for the first time which lead up to IndiaSkills Nationals 2018.

6.2.2 Aims and objectives:

- a) To create a transparent and organized system for preparing India’s talented youth for World Skills Competitions;
- b) Access of knowledge and awareness for India Skills and World Skills competitions to the remotest part of the country;
- c) To revive India’s local/ domestic skill sets like pottery, chikankari, embroidery, painting and many others;
- d) To encourage Indian youth for harnessing their skills;
- e) To make skill aspirational and rewarding which can create a sense of proud and achievement in Indian youth;
- f) To decentralize the process of skill development by involving States in the process;
- g) To provide financial support to the States on the basis of Scheme/ project implementation plans;
- h) To create adequate infrastructure and capacity for organizing such competitions;
- i) To showcase India’s skill sets to the world in a more systematic and organized manner.

6.3 45th WorldSkills Competition at Kazan, Russia 2019

6.3.1 Journey to WorldSkills Kazan 2019

6.3.1.1 The selection of Team India for WorldSkills Kazan 2019 began in January 2018, with the lay down of Guidelines for WorldSkills and IndiaSkills Competitions. More than 22 states collaborated and organized close to 500 district and state level competitions between March and April 2018. The winners at these events, competed at four regional competitions organized at Jaipur, Lucknow, Bangalore and Bhubaneswar.

6.3.1.2 The winners from the regional competitions further competed at the National Competition organized from 2nd to 7th October 2018 at Aerocity Grounds in Delhi. Since then, the selected candidates have been undergoing rigorous training and have also participated in international competitions in order to hone their skills and gain the required experience. Most competitors have also received training at international centers which has significantly enhanced their skills.

6.3.1.3 The Team India includes participants from all over the country. 70% of these come from tier 2 and tier 3 cities and can speak 10 different languages. Most of these competitors come from a very humble background, with 35% have their parents either employed in the agriculture sector or are working as daily wage earners.



Team India Send Off Ceremony for WorldSkills Kazan, 2019

6.3.2 Performance of Indian contingent

6.3.2.1 Blazing a trail of glory for India at the global stage, the 47 member Indian Team who competed in 43 Skills returned with the best-ever finish at the 45th WorldSkills International Competition 2019 in Kazan, Russia by winning 19 medals and Medallions of Excellence including One Gold, One Silver and Two Bronze medal. More than 1,350 Competitors from 63 countries and regions competed in 56 skills in WorldSkills Kazan 2019 to win prestigious medals. We ranked 13th among all participating nations which is several notches up from the last time when India won 11 medals and finished in the 19th position in the 44th WorldSkills Competition at Abu Dhabi in 2017. In this regard, detailed information of winners of WorldSkills Kazan 2019 may be seen at **Annexure-IV**.



Felicitation ceremony for the winners of 45th WorldSkills competition held at Kazan, Russia from 22nd August to 27th August 2019



Medal Winners from Team India in WorldSkills Kazan, 2019

6.3.2.2 Further, Dr. Mahendra Nath Pandey, Hon'ble Minister, SDE also urged nations to leverage India's demographic dividend for strengthening their respective economies at the Ministers' Summit held during WorldSkills Competition 2019 in Kazan, Russia.



Dr. Mahendra Nath Pandey, Hon'ble Minister, SDE addressing at the Ministers' Summit held during WorldSkills Competition Kazan, 2019.

6.4. WorldSkills Shanghai 2021

6.4.1 The 46th WorldSkills Competition will be held in September 2021 at the National Exhibition and Convention Center in **Shanghai, China** as confirmed by the WorldSkills General Assembly in October 2017. The slogan for WorldSkills Shanghai 2021 is *"New Youth, New Skills, New Dream"*.

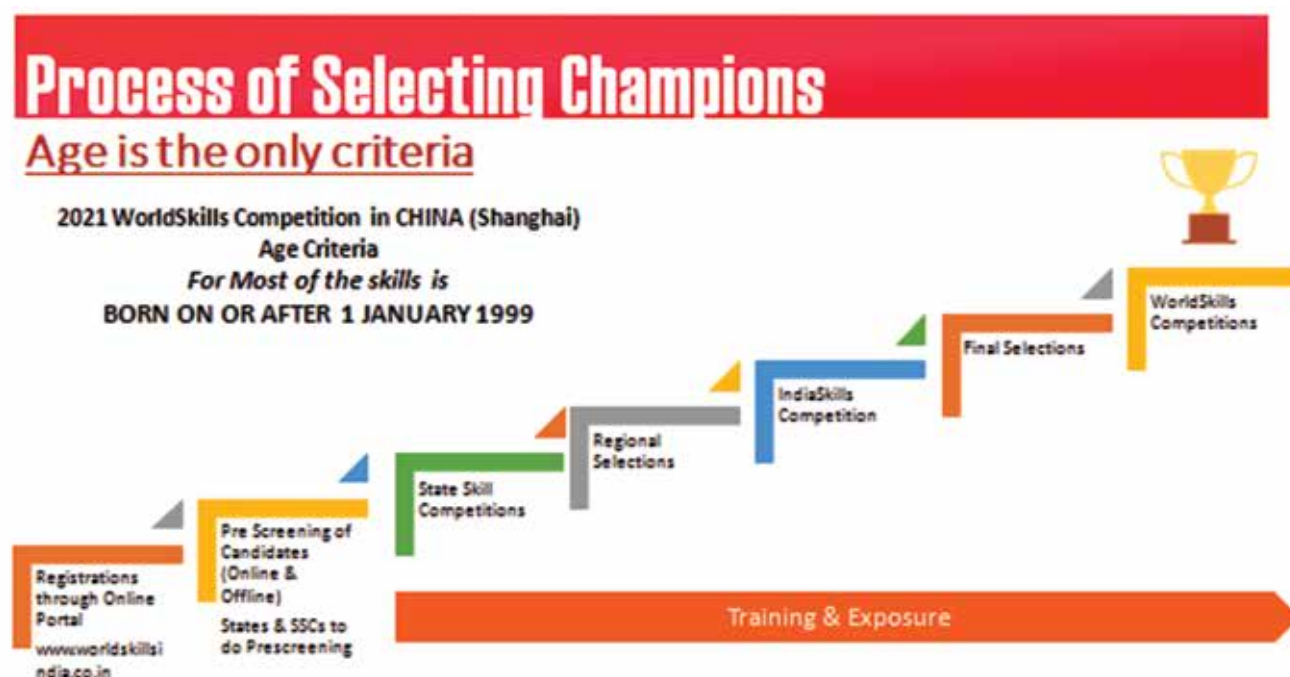
6.4.2 The roadmap to WorldSkills Shanghai 2021 is as under:

Chart - 7



6.4.3 Process for selecting the candidates for WorldSkills Shanghai 2021 is as under:

Chart - 8



6.5 National Entrepreneurship Awards

With an aim to promote a culture of entrepreneurship among India's youth and inspire them to set-up their own enterprise and create employment opportunities for others, Ministry of Skill Development & Entrepreneurship, Govt of India, instituted National Entrepreneurship Awards (NEA) Scheme in 2016. The premier awards conferred under NEA scheme seek to recognize and honour the efforts and achievements of exceptional young entrepreneurs and those individuals and organizations who are working in the field of entrepreneurship development. These Awards also seek to highlight models of excellence for others to emulate and improve upon.

The 4th edition of National Entrepreneurship Awards was held at the Pravasi Bharatiya Kendra, Chankyapuri, New Delhi on 9th November, 2019. The ceremony was concluded with conferring the Awards by Minister (Dr. Mahendra Nath Pandey) for Skill Development and Entrepreneurship, Government of India, Hon'ble to 30 outstanding entrepreneurs from across 9 sectors and 6 ecosystem builders. The winners could emerge from wide geographies and from varied socio-economic backgrounds which reflects the power of diversity of our nation and unwavering commitment and potential of its trailblazer citizens towards changing the face of the nation with their entrepreneurial aspirations.

NEA-2019 for Young Entrepreneurs were divided into three categories – A1 (with initial investment up to Rs 1 lakh), A2 (with initial investment above Rs 1 lakh and up to Rs 10 lakh), and A3 (with initial investment above Rs 10 lakh and up to Rs 1 crore) with 9 sector/industry based individual Awards in each category. The Ecosystem Builder Award has been

categorized into 4 Award Categories awards (total 6 awards), namely, Entrepreneurship Development Institute/ organization, Incubation Centres (1 each in Public and Private), Mentors (1 each in Public and Private), and Promoter Rural Producer Group Enterprise.

This year there is substantial increase in the number of nomination in NEA-2019 has been observed in all three categories which collectively helped create a resounding effect to bring seriousness in completing applications. The number of completed applications grew from 2379 last year to 4134 this year. This 73% increase in the number of complete applications is a reflection of the improved strategy and on ground efforts of the Ministry and the partner institutes and organisations in persuading the applicants to complete their forms.

Ministry itself spearheaded the advocacy campaign by sending personal letters to 5075 Zila Panchayats and 3255 Urban local bodies. Ministry also reached out to every relevant Central Ministry/ State Government and State Departments with a personal request to promote NEA 2019. Ministry in association with MyGov conducted a national My Gov Quiz competition and received participation from 113476 people. Also organised a competition on Success Stories and received 2204 entries, Pledge with participation from 2204 people and 3 blogs were written in Hindi & English language on the past successful National Entrepreneurship winners.

Further, Ministry generated awareness through 1 lakh messages to Start-ups and MSMEs groups and sent over 40 lakh mass e-mailers to start-ups & MSME, co-working spaces, banks, MFIs, NBFC's, DFI, DICs, incubators, mentors, e-cells, local NGOs and other stakeholders via e-sampark to promote the Awards in their relevant network. An outreach radio campaign was executed through 34 community radios. Print advertisement and articles were also published in national and regional newspapers.

Over the last editions, the structure and the process of the National Award has undergone transformation to make it increasingly inclusive with the understanding that entrepreneurship is a key component of the Skill India Mission. In the 4th Edition of NEAs, there has been a fine balance of male and female awardees in both General and Special Categories Awards (SC/ST, Difficult Areas and PWD). Out of 30 Awards conferred to the enterprises in the general category, National Entrepreneurship Awards were conferred to 13 enterprises whose one of the founder member is women entrepreneur in different categories from various parts of the country. This also includes 02 awards which were conferred to women entrepreneurs in special category. It is interesting to note that, although, only 17.23% of the total nominations were from women, 43.4% of the total Awards in the awards track category were conferred to women. This is a major signal of the emerging power of women as change makers in the economy and society of New India. The inclusive process adopted for the National Award has helped the Ministry to identify and promote role models for lakhs of women across the country. Further, 2 awards were presented to entrepreneurs from SC/ST category, 2 from Persons with Disability (PwD) category and 4 from Difficult Area.

Ministry's attempt at making the Awards process inclusive has helped highlight the achievement of outstanding young entrepreneurs from different socio-economic backgrounds across sectors/ industries in varied geographies. This has helped create easily relatable youth icons that the common aspiring youth of India can emulate and improve upon.



Dr. Mahendra Nath Pandey, Hon'ble Minister, SDE with awardees of NEA 2019



Presentation of award to one of the awardees at NEA 2019 by Hon'ble Minister, SDE

6.6 Kaushalacharya Awards

On the eve of Teacher's day, the Ministry of Skill Development and Entrepreneurship honored 53 trainers from diverse backgrounds with the Kaushalacharya Awards for outstanding contribution in creating a future-ready and skilled workforce. The ministry further announced that Kaushalacharya Awards will become an annual affair.

A total of 53 trainers from diverse backgrounds including experts of World Skills Competition winners, trainers from National Skill Training Institutes (NSTIs), Industrial Training Centres (ITI), Jan Sikshan Sansthans (JSS) and trainers from reputed Corporate houses were honored at a gathering of government and industrial experts held on the occasion of Teachers' Day by Skill India," said a release from the ministry.

6.7 All India Skills Competition under Craftsmen Training Scheme

6.7.1 Levels of Competition

The All India Skills Competition is conducted in two levels—State level and All India level.

- **State-Level Competition:** The best trainees in each of the 15 trades from each ITI are eligible to participate in this competition. Based on this competition, the best trainees amongst the qualified trainees in each of the 15 trades are selected at the state level.
- **All India Level Competition:** The best trainees in each of the eligible 15 trades at the state-level competition are eligible to compete in the All India competition. The best trainees amongst the qualified trainees in each of the 15 trades are selected based on this competition at the All India level.
 - All India Skill Competition for Craftsmen scheme at national level 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 & Sewing, Computer Operator & Programming Assistant, Draughtsman (Civil), Draughtsman (Mechanical), Mechanic Diesel and "Mechanic Refrigeration and Air- Conditioner".
 - 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. ITIs whose trainee stands first in the competition at the All India Skill Competition is awarded a merit certificate and is declared as best ITI.

- The State whose trainees secure the highest total marks among all trades is
- awarded a merit certificate and a running shield.
- The “Best State Award” winner during last 4 competitions are as under in the Table below:

Table – 42

S. No	Skill Competition	Result
1.	51 st Skill Competition	Maharashtra
2.	52 nd Skill Competition	West Bengal
3.	53 rd Skill Competition	Delhi
4.	54 th Skill Competition	Maharashtra
5.	55 th Skill Competition	Tamil Nadu

6.7.2 Declaration of the Best Trainee at all India Level Competition

The competitor, who stands first, after qualifying in the competition, will be declared the best trainee (winner) in his/her trade, provided he/she scores a minimum of 70% of the maximum marks in the practical test.

6.7.3 Awards under the Scheme

The following awards shall be given under the scheme:

- Merit Certificate to the best trainee in each of the 15 trades in each Industrial Training Institute
- Merit Certificate to the best trainee in each trade at the state—level competition.
- Merit Certificate and cash prize of Rs. 50,000 to the best trainee of each trade.
- Merit Certificate to the best ITI in each trade whose trainee stands first in the All India Level Competition in the respective trade.
- Running shield to the state whose trainees secure highest total marks in all the trades in the All India Level Competition.
- The Silver Trophy is allowed to be retained by the winning state who wins the Best State Award during All India Skill Competitions for Craftsmen consecutively for three years.

6.7.4 Incentives Offered to the Instructional Staff of ITIs Under the Scheme

- A cash award of Rs. 3000/- and a Merit Certificate to the concerned ITI instructor of the

trade, whose trainee is declared the best trainee in the skill competition at the state level.

- ii. A cash award of Rs. 1500/- and a Merit Certificate to each ITI instructor (Allied Trade, Workshop Calculation and Science and Engineering Drawing) whose trainee is declared the best trainee in the skill competition at the state level .
- iii. A cash award of Rs. 6000/- to the concerned ITI instructor of the trade whose trainee is declared the best trainee in the skill competition at the All India level.
- iv. A cash award of Rs. 3000/- to each ITI instructor (Allied Trade, Workshop Calculation and Science and Engineering Drawing) whose trainee is declared the best trainee in the skill competition of all India level.

6.8 All India Skill Competition for Apprentices under Apprenticeship Training Scheme

- With a view to fostering the spirit of healthy competition among the apprentices and also the establishments where apprentices receive training under the Apprentices Act, 1961, throughout India. The skill competition for apprentices are organised at local, regional & all India levels.
- The Regional Skill Competition for Apprentices and All India Skill Competition for Apprentices held in the 6 regions throughout the country i.e. National Skills Training Institutes (Formerly known as Advanced Training Institutes), Ludhiana, Mumbai, Kanpur, Hyderabad, Kolkata and Chennai in 15 trades viz. Electrician, Mechanic (Diesel), Machinist, Instrument Mechanic, Turner, Tool & Die Maker(Press Tools, Jig & Fixture), Electronic Mechanic, Refrigeration & Air Conditioning Mechanic, Fitter, Draughtsman (Mechanical), Mechanic Machine Tool Maintenance, Welder (G&E), Mechanic (Motor Vehicle), Wireman, and Tool & Die Maker(Dies & Moulds).
- Regional Skill Competition for Apprentices (held twice in a year).
- All India Skill competition for Apprentices (held twice in a year).
- The best and runner-up apprentices are selected region wise in each of the concerned trades on the basis of their results in the final trade test conducted under the aegis of NCVT. Hence in each trade 6 best apprentices and 6 runner-up apprentices may be selected in the Regional Skill Competition for Apprentices. Similarly, in each trade one best apprentice and one runner-up apprentice may be selected in the All India Skill Competition for Apprentices.
- **Declaration of the Best Apprentices and Runners-Up at the regional Level Competition/All India Level Competition in each trade:**

The competition(s) who stands first and second after qualifying Regional Level Competition/All India Level Competition will be declared the best apprentice and runner-

up apprentice in the respective trade they score minimum of 70% of the maximum marks in the trade practical subject.

- **Declaration of the Best Establishment:**

Declaration of the best establishment at the Regional Level & All India Level will be based on the highest total of marks secured by the apprentices of the concerned establishment, in all the trades.

- **Awards under the Scheme:**

- (i) Awards for Establishment**

- (a) A trophy and Certificate of Hon'ble mention from the President of India for the best establishment in all the trades, in the All India Competition. The establishment winning the award consecutively for three years will be allowed to retain the silver trophy.

- (b) Merit certificate for the best establishment at the Regional Competition in all the trades.

- (ii) Awards for Apprentices:**

- (a) Merit Certificate to the best apprentice in the Local Centre Competition.

- (b) Merit Certificate and cash award of Rs.10000/- to the best apprentices in each trade in the each region at Regional Level Competition.

- (c) Merit Certificate and cash award of Rs.5000/- to the runner-up apprentices in each trade in the each region at Regional Level Competition.

- (d) Merit Certificate and cash award of Rs.50000/- to the best apprentices in each trade in the each region at All India Level Competition

- (e) Merit Certificate and cash award of Rs.25000/- to the runner-up apprentices in each trade in the each region at All India Level Competition

7.1. Key International Engagements

This Ministry has taken up new initiatives for vocational education and training domain activities under the skill development through signing and reviewing of Memoranda of Understanding (MoUs)/ Partnership Agreements with various foreign countries with special focus on neighbourhood countries.

Some of the countries like Germany, Japan, UK, Australia & Maldives have been recently collaborated to excel new initiatives in Skill domain. MSDE has also developed mechanism to speed up skilling activities to achieve the target of Skill India Mission. Further scheme for International Cooperation for skill development have been introduced to facilitate international mobility of youths towards exploiting emerging employment opportunities in different countries. World Skill gap studies and analysis modules have also been put in place to render input for policy interventions in this direction.

The International Collaboration Policy of MSDE has taken more definite shape over the past year. In order to achieve the desired outcome through International Cooperation (IC), the Ministry's Policy to that end is intended to be built upon the following four pillars:

- i. Seek assistance from other countries for improving our skilling system involving Government of India and States. The States should be supported for necessary capacity building;
- ii. Providing assistance to other countries in skills, through Government of India and States;
- iii. Cooperation for export of skilled manpower involving:
 - a. Mutual acceptance of alignment of assessment/certification standards between India and the other countries; and
 - b. Agreement to enable export of manpower (like Technical Internship Training Programme (TITP) agreement); and
- iv. Participation in multilateral forum (like International Labor Organization i.e. ILO) for the purpose of receiving fund and knowledge-augmenting skill diplomacy.

New Emigration Management Bill 2019 (Ministry of External Affairs)

MSDE has conveyed to MEA that role of MSDE will be as nodal agency in skill domain to align and harmonize with global qualifications and skill recognition.

7.2 International Cooperation with different countries:

7.2.1 MSDE- United Kingdom

- Implementation Agreement on the joint operation of the activities under UK India Education and Research Initiative (UKIERI) between MSDE and the Department for Business, Energy and Industrial Strategy on behalf of the Govt. of United Kingdom of Great Britain and Northern Ireland was signed on 06.09.2016 with the objective to promote and expand bilateral relations in the field of skill development and to build an internally competitive skills base, create a dynamic and efficient skills system with informed, empowered learners and employers served by responsive colleges and other providers.
- This Agreement is in continuation to the MoU signed between the Ministry of Human Resource Development, Government of India; and the Department for Business, Innovation and Skills in 2015, on the framework for UKIERI from 2016-2021 and aims to lead on implementation of Strand 2 of UKIERI.
- UKIERI Phase II (2011-2016) focused on thematic areas agreed by both countries which included Leadership Development, Innovation Partnerships, Skills Development and Enhancing Mobility.
- UKIERI Phase III (2016-2021) focuses on review of the SSC partnership and initiating new partnership in area of apprenticeship, assessment and content development (broadly referred to as thematic partnership).
- 7 projects have been initiated jointly under MSDE-UKIERI Skills Thematic Institutional Partnership in multi- dimensional areas like Curriculum Development, TOT and PwDs etc.
- To implement the UKIERI project, the first installment has been released for all 7 implementing organizations of UKIERI.
- DGT official attended the programme on UKIERI Project relating to Employability Skills for Industry 4.0, at Brunel University, London from 26.06.2019 to 27.06.2019.
- To strengthen these efforts further, a Memorandum of Understanding (MoU) has been signed between Ministry of Skill Development & Entrepreneurship and the Government of United Kingdom of Great Britain and Northern Ireland on Cooperation in the Field of Skill Development, Vocational Education and Training on 17.04.2018 for a period of 3 years. The MoU is focused on promoting the following key areas:
 - a) To engage in the skills sector and also consolidate its (existing and future) interventions under a structured Government to Government (G2G) mechanism.
 - b) To ensure sharing of expertise and experience of both the countries to benefit the portfolio and deliver greater impact.

- c) To provide a high-level strategic platform to foster India and UK partnership on skills and to discuss areas of collaboration
 - d) To address challenges in skills sector and promote areas of business cooperation in the sector.
 - e) To ensure that private sector investors in the skills sector are provided adequate support by the G2G mechanism to perform more efficiently based on the feedback from the industry on the operational challenges faced by them.
 - f) Any other areas of cooperation in the field of skill development to be mutually agreed by the parties.
- Joint Steering Committee for India-UK Cooperation in the field of Skill Development, Vocational Education and Training was constituted on 31.05.2019. So far as, two Joint Steering Committee meetings held in New Delhi on 17.06.2019 & 09.01.2020. The Committee discussed on the issues related to counselling and career guidance; integrating vocational education at school level; design course curriculum for service sector trades; capacity building by training of trainers and master trainers; promoting use of new age technology in skill delivery; gender and disability inclusion work under Skills for Jobs; and India-UK Knowledge Exchange on Skills & Vocational Education.

7.2.2 MSDE- Germany

- Prime Minister of India and the German Chancellor Merkel signed a Memorandum of Understanding (MoU) in November, 2014 for bilateral cooperation on Vocational Education and Training (TET).
- Consequent to transfer of two verticals of DGE&T to MSDE, a new MoU was signed on 5th October, 2015 for cooperation in the area of SD&VET between MSDE and Federal Ministry of Education and Research (BMBF) and Federal Ministry of Economic Cooperation and Development (BMZ). The areas of cooperation are dual apprenticeship, development of competence based curricula, training of master trainers, support for cooperation of German companies, building up a national institute for skill development, training in energy-efficient construction technology; and development of training, assessment and certification standards. On expiry of this MoU, a new version of this MoU as Joint Declaration of Intent (JDoI) between MSDE and BMBF & BMZ was signed on 01.11.2019 in New Delhi. The following are areas of the cooperation under this Agreement:
 - Dual apprenticeships and workplace-based skill development at cluster level and policy level,
 - Establishment of cluster-oriented structures for vocational education and training

- Support for cooperation between German companies operating in India and the Indian Government as well as between German companies and Indian companies in the field of SD & VET,
- Development of competence-based curricula and their dissemination within the training system,
- Training of master trainers to build up capacities in training institutes and within micro, small and medium-sized enterprises,
- Technical support for the development of a national institute for skill development,
- Investigation and implementation of training measures in SD & VET,
- Cooperation and consulting on the further development of training, assessment and certification standards
- Cooperation on skill development in new, innovative and sustainable technologies such as renewable energy, e-mobility and energy-efficiency.

In addition to above, the following agreements have also been signed under the Umbrella Joint MoU:

(i) Implementation Agreement (IA) on IGVET: an Implementation Agreement (IA) on the project Indo-German Programme for Vocational Education and Training (IGVET) (Project cost EUR 3 million) was signed on 22nd August, 2016 between MSDE and GIZ with the objective that actors from the public and private sectors work together to create conducive conditions to improve cooperative vocational training in India. Initially, the IGVET project was valid up to 30.04.2019.

In early 2019, IGVET team proposed to extend the project to three new clusters at Mumbai for retail and e-commerce, Pune for green energy sector; and Hyderabad for pharmaceutical. MSDE proposed close collaboration between GIZ-IGVET and the World Bank funded “Sankalp project” in the area of Training of Trainers (ToT). MSDE would be sharing further details of the project after which IGVET team would explore the ways for collaborations and MSDE would convene a separate meeting. Accordingly, an **IGVET Project Steering Committee** under the Chairpersonship of Additional Secretary, MSDE was constituted. The Committee has members from different Ministries, State Governments and private sector. Its first meeting was held on 25th February, 2019 in New Delhi. The Second meeting was held at IGVET cluster location, Bhiwadi on 30th April 2019. In this meeting, PSCs terms of reference were discussed. The third meeting was at Aurangabad on 24th September 2019. And the fourth meeting was held at New Delhi on 20th January, 2020. The project has been extended upto 30.04.2020 by signing a **Supplementary Agreement** (Project cost EUR 1 million) on 08.11.2019.

(ii) Joint Declaration of Intent was signed between BMBF and MSDE on 30th May, 2017 for the advancement of dual VET and collaboration on training of VET Cluster Managers and Indian Skill Development Service (ISDS) officer. Under this JDoI, twenty Master Trainers, Ten each in Welding and Mechatronics were trained in 8 week training programme including 2 weeks of training in pedagogy in India and 6 week of training in Germany during October-November 2016. These Master trainers are faculty from Central Field Institutes of DGT. Syllabi of “Technician Mechatronics” and “Advanced Welding” were drafted by the above Master Trainers. CSTARI had finalized these syllabi and were also vetted by the German Master trainers. The course on Technician Mechatronics is being implemented in NSTI- Mumbai, Chennai, Kanpur and Howrah at present. The Master Trainers, replicated the course in two workshops held at NSTIs at Mumbai and Hyderabad, with feedback and corrective actions from the German training provider in the month of August-September, 2019.

A workshop with the support of DGT and GIZ was held at Chamber of Marathwada Industries and Agriculture (CMIA) cluster, Aurangabad on 25-26 September, 2019 with aim to develop a common understanding about the functioning of this cluster. The workshop was attended by the stakeholders of ten so far identified clusters, officials of state governments, DGT and the Ministry.

(iii) Memorandum of Agreement (MoA) between DGT and Association of German Chamber of Industry and Commerce (IGCC) on Dual certification was signed on 18th September, 2018 with focus on cooperation including support for cooperation between German companies operating in India and the Indian Government as well as between German companies and Indian companies in the field of SD&VET. Under this MoA, GIIVET Committee has been constituted. NCVT Affiliation norms developed and shared with German side. A meeting with DGT and German side was held on 16.12.2019, wherein modalities related to the examinations and certification were further discussed. DGT has conveyed its agreement for implementation of programme. On 23rd March, 2018, the NCVT Sub-committee on Norms & Courses approved four NSQF compliant courses (Tool & Die Maker (Dies & Moulds), Tool & Die Maker (Press, Tools, Jigs & Fixtures), Machinist and Technician Mechatronics) for implementation in GIIVET dual certification course. These courses are also approved by DIHK/ IGCC and German Chambers.

(iv) Joint Declaration of Intent was signed between BMZ, Siemens Limited and MSDE on 01.11.2019 on Skills for Sustainable Growth. The area of cooperation includes vocational training for inclusive and sustainable growth, IGVET cluster approach and dual VET. Under this JDoI, GIZ and Siemens intend to sign a cooperation agreement for the implementation of a joint project called ‘Skills for Sustainable Growth’ with support from MSDE. The aim of the project is to implement elements of the German Dual Vocational Education and Training (VET) methodology in key trades in a significant

amount of Government Industrial Training Institutes (ITIs) across India to make the trainees industry-ready. DGT, GIZ and Siemens shall establish a JWG with all stakeholders to develop an interactive mechanism between industry and ITIs with coordination in different geographical areas in the field of implementation of Dual VET initiatives through applicable models.

Further Developments:

During the meeting between German Ambassador and Secretary, MSDE on 7th January, 2019 the following points were discussed:

- (i) Requirement on an alliance between Indian industries (not a mix of Indo-German industries) and other stake holders to implement dual VET methodology in India.
 - (ii) Different components/ design & alignment aspects of dual VET system to be tightly programmed to achieve better outcome.
 - (iii) Dual VET to be implemented in DGT eco-system in identified trades (30-40 numbers) in the initial phase.
 - (iv) Dual VET system as followed by alliance Indian partners like TATA Strive, SIEMENS, TVS motors and others to be considered.
 - (v) A group of members from alliance, MSDE and German Embassy officials to be formed with a view to discuss and deliberate upon the entire outcome in the forthcoming JWG meeting.
 - (vi) A special emphasis to be on the benefits of SMEs in dual VET system.
 - (vii) Fund to be shared in a mix of grant and low interest loan to implement the dual VET programme in India.
- A meeting between MSDE and German mission members was held on 12th March, 2019 at MSDE. The German side explained its working in the areas of SD like IGVET, German dual VET programme, cluster approach (BMBF), skill funds (KfW) and possible areas of collaboration and exchange of ideas in the field of SD, Apprenticeship training and industry led approach. The Indian side informed the German side of various programmes like Short Term & Long Term Training, SANKALP, PMKVY, apprenticeship trainings, training of trainers, State Skill Development Plans, Grass-root level approach, Allocation of resources, Migration within the country, etc. Besides, the operations of various arms of the Ministry, namely, DGT, NSDC, CSTARI, NIESBUD, Sector Skill Councils and NIMI. MSDE also explained that each State has different requirements of skill set for agreement with international agencies.
 - A Technical Meeting between the Federal Ministry of Education and Research (BMBF)

and the Federal Ministry for Economic Cooperation and Development (BMZ) of the Republic of Germany and the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India on the Indo-German Cooperation in Vocational Education and Training (VET) was held on 14th June, 2019 at National Skill Development Agency, Kaushal Bhawan, New Delhi.

- IGVET Study to Germany is being organized by GIZ, Germany time to time. Representatives from MSDE and State Governments have been participating in the Study tour.

Issues handled by DGT on Indo-German Cooperation

i. **Medium term engagement between DGT institutes and German service provider institutions in Welding and Mechatronics CNC Maintenance:**

The project deals with Medium term engagement between DGT institutes and German training provider institutions in Welding and Mechatronics & CNC Maintenance sectors, to be completed in two phases. Training & Development Centres of the Bavarian Employers Association (bfz) was selected as German partner for medium term collaboration in Welding and Mechatronic sectors with two erstwhile institutes of DGT namely Foremen Training Institute Bangalore for *Welding* and Apex Hi-tech Institute (now NSTI) Bangalore in Mechatronics & CNC Maintenance. Subsequently, ATI, Hyderabad, Chennai and Mumbai were also included under the project. The project has been divided in two Phases. Phase-I (4 months- already executed) was the planning phase and Phase II (32 months) the implementation phase which is being executed.

ii. **Joint/ dual certification by NCVT and Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelskammertag, DIHK) by setting up of new institutes namely German Indian Institute for Vocational Education and Training (GIIVET).**

MSDE, GoI and German Government have taken initiatives to set up German Indian Institute of Vocational Education and Training (GIIVET) with an objective of systemic transfer of German Standards of training and assessment process in Indian Skilling ecosystem. These institutes will be imparting training at German standards, jointly with NCVT. The trainees of these institutes will be undergoing training programme as per curricula jointly agreed by NCVT and German Chamber. The successful trainees will be awarded two certificates, one from German Chamber (equivalent to Grade-B certificate from DIHK/ IGCC) and other is the 'National Trade Certificate' by NCVT.

7.2.3 MSDE- Japan

- In September 2014, during the visit of Honorable Prime Minister of India to Japan, Prime Minister Shinzo Abe and Prime Minister Narendra Modi announced "the Japan-India

Investment Promotion Partnership” under which the two Prime Ministers decided to set a target of doubling Japan’s foreign direct investment and the number of Japanese companies in India within five years.

- In view of this, on 30th November 2015, the Directorate General of Training, Ministry of Skill Development and Entrepreneurship (MSDE) of India and Japan International Training Cooperation Organization (JITCO) concluded a Record of Discussion (RoD) regarding India’s participation in the TITP.
- TITP, implemented by Japan International Training Cooperation Organization (JITCO) is aimed to transfer skills through Technical Intern Trainees in technical skills, technology, and knowledge from Japan to India. As part of this, Government of India has accredited 5(five) Sending Organizations (namely CII, ASSOCHAM, NSDC, Teamlease and Centurion University) to dispatch technical interns to Japan under TITP.
- In November 2016, MSDE, Government of India and the Ministry of Economy, Trade and Industry, Government of Japan signed a Memorandum of Cooperation (MoC) for a period of 10 years on the “Manufacturing Skill Transfer Promotion Programme”. Under this, it was decided that Japan-India Institute for Manufacturing (JIM) will be 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. Japanese industry based in India has already set up 4 JIM (Japan-India Institute for Manufacturing) in Mehsana (Gujarat), Bangalore (Karnataka), Neemrana, Rajasthan and Chennai, Tamil Nadu. As on date, the Japanese Industry based in India has launched 12 JIMs and 4 JECs (Japanese Endowed Course) under Manufacturing Skill Transfer Programme.
- Further, a Memorandum of Cooperation was signed between India and Japan in October, 2017 and in **November 2017**, the Japanese Government included “Care worker” as a new Job category under TITP. The purpose of this MoC is to transfer technical skills from Japan to India by way of “Technical Intern Training Programme (TITP)”. First batch of Interns has been landed in Japan on 17.07.2018 and the second batch is in the pipeline. A Delegation from Japan visited on 29.08.2018 to review progress of TITP for “Care-Worker”. A seminar on TITP was held in Japan in September, 2018. Recently on 04.12.2018, a private delegation from Japanese Functional Recovery Care visited NSDC with objective of establishing collaborative model with a trusted partner in India; hiring candidates for training to work as Care-Worker etc.
- In total 28 sending Organizations have been empanelled. A Record of Discussion (ROD) was signed between NSDC and JITCO in Feb 2018 which outlined mechanism for cooperation and exchange of information between both the parties. A total of 161 Candidates have already been placed in Japan as Technical Interns. 555 candidates are ongoing trainings in 11 locations and 24 Centers across India. India-Japan conference on TITP was held on 21st -22nd November, 2019 in Japan.

7.2.4 MSDE- China

- MSDE and the Ministry of Human Resources and Social Security, the People's Republic of China signed a MoU on cooperation in the field of Vocational education and Skill Development starting from 15.05.2015 and ending on 15.05.2020.
- 1st Joint Working Group meeting with China was held in Beijing on 15.4.2016. The 2nd JWG meeting was held on 20 to 21 February, 2019 at New Delhi.

7.2.5 MSDE- UAE

- An MoU was signed between MSDE and The National Qualifications Authority, UAE on 29th April 2016 valid for 3 years 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 was held on 29th April 2016.
- An Indian delegation led by Dr. K.P. Krishnan, the then Secretary, MSDE visited USA and UAE from 18.04.2018 to 24.04.2018 for addressing a roundtable on Skills Development in India- A Global Imperative, participation in Spring Meetings and discussions on the implementation approach for the World Bank assisted MSDE's project SANKALP.
- Further, a MoU was signed between NSDC and Youth Chamber of Commerce, UAE valid from June 2018 to June 2021 to enable skilling and capacity building for disadvantaged youth with a special focus on Indian migrant workers in UAE.
- Delegation of Ministry of Human Resources and Emiratization, Government of UAE led by Dr. Omar Alnuaimi, Assistant Under Secretary visited India to collaborate for various skill development initiatives during 19th -21st September, 2019.
- Under the G2G partnership, NSDC is working with Abu Dhabi Quality & Conformity Council (ADQCC) to benchmark qualifications between two countries. NSDC is also in discussion with Road & Transport Authority and Emirates Driving Institute to set up Driving Training Institutes in India to deliver RTA approved driver training programmes. NSDC is working on a model of International Employer led skill development training centres in India. 20 locations are being identified based on trends of migration.
- Further, NSDC is in discussion with Ministry of Human Resources and Emiratisation, Govt. of UAE to design a programme for Skill Cooperation on new emerging technologies along with IT-ITeS SSC, NASSCOM. Post G2G meeting in September 2018, ADQCC shared 16 qualifications for benchmarking with Indian QPs across Construction and Automotive. During the meeting held with officials of ADQCC on 25th February 2019, it was informed that they are currently in the process to get the MoU vetted and approved through their official channels and will get back on the proposed date for signing.
- A meeting was held on 29.03.2019 at New Delhi between delegation of Ministry of Human

Resources and Emiratization (MoHRE), UAE, MSDE, MEA and NSDC to take forward the ongoing bilateral discussions on benchmarking of skill qualifications, assessment & certification. The meeting was followed with a meeting with the then Secretary, MSDE to de-brief on the agreed next steps of cooperation in New Emerging Areas of Technologies and preparation for Abu Dhabi Dialogue (ADD).

- Benchmarking of Skill Qualifications
 - Under the G2G partnership, NSDC is working with Abu Dhabi Quality & Conformity Council (ADQCC) to benchmark qualifications between two countries. In the first analysis, 15 Indian QPs mapped to 13 UAE Qualifications shared.
 - NSDC – ADQCC: More than 130 migrant workers certified under the new India – UAE Skill framework in September 2019
- Mutual Recognition of Indian Skill Certificate by UAE Authorities
63 Indian candidates selected by Employer identified by Govt. of UAE.

7.2.6 MSDE- France

- An MOU between MSDE and French Ministry of Education, Higher Education and Research of the Govt of France was signed in October 2016 valid till October 2019 with following key areas of collaboration:
 - (i) Development of competence-based curricula
 - (ii) Training of Master Trainers,
 - (iii) Support for cooperation between French companies operating in India
- The then Secretary, Ministry of Skill Development and entrepreneurship, Government of India Visited France (Paris) in November, 2018 to attend Global strategy Group (GSG) conference at the OECD Headquarters at Paris. The conference provided insights into the possible way ahead for the future of skill training and jobs.
- A subsequent MoU was signed between NSDC, PSSC, Schneider Electric India Foundation & 'Fondation de France' valid from October 2016 to October 2019 with following key highlights:
 - i. Setting up of a Centre of Excellence (CoE) to train trainers in the field of electricity, automation, solar energy (in NCR)
 - ii. Setting up and running of 100 basic electrician labs to train unemployed youth in the field of electricity

- The MoU between MSDE and French Ministry of Education, Higher education and Research has been renewed and an Administrative Agreement between MSDE and Ministry of education and Youth, Government of French Republic for cooperation in Skill Development and vocational Training was signed on 22.08.2019.

7.2.7 MSDE- Qatar

A Memorandum of Understanding for Cooperation in Skill Development and Mutual Recognition of Qualifications to facilitate skill training and employment of certified Indian workforce in Qatar was signed between MSDE and the Government of the state of Qatar valid from 05.06.2016 to 05.06.2019 and it will be renewed automatically for a similar period. Both sides have ratified the MoU and it has come into force with effect from 21.01.2019.

7.2.8 MSDE- Belarus

A Memorandum of Understanding in the field of “Vocational Education and Training” (VET) was signed on 12th September 2017 valid for 5 years by the Union Minister of Skill Development and Entrepreneurship, Government of India and the Minister of Education of the Government of Republic of Belarus during the State visit of Mr. Alexander Lukashenko, President of Belarus to India.

7.2.9 MSDE- Mauritius

A meeting was held on 13th August 2018 regarding the India- Mauritius Comprehensive Economic Cooperation and Partnership Agreement (CECPA). MSDE was requested to provide information on possible sectors/ sub sectors of collaboration in Mauritius. Inputs were taken from NSDC and DGT on this. As per the exercise carried out with Sector skill councils by NSDC, it was suggested that since Mauritius has a TVET structure in place including National Qualifications Framework both the countries can jointly work towards mapping of competencies required by Mauritius. DGT can also collaborate with Mauritius in terms of setting of Skill Centres in collaboration with the government and also have exchange programmes of trainers/Students.

7.2.10 MSDE- Switzerland

- A Memorandum of Understanding signed on 22nd 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.
- A delegation of officers headed by the then Secretary, Dr. K.P. Krishnan, Ministry of Skill Development & Entrepreneurship, Govt. of India and its agencies visited Switzerland from 3rd to 6th July, 2018 for the ILO Conference on Apprenticeship held on the 4-5 July 2018 at the ILO HQ Geneva. Alongside this the delegation also visited a few well known

institutes and establishments associated with Apprenticeship training in Switzerland.

- Visit to the Swiss VET Institutions (3rd and 6th July 2018): The delegation visited three Swiss VET institutions:
 - (i) Schindler Vocational Training, Ebikon on 3rd July, 2018 forenoon.
 - (ii) Swiss Federal Institute of Vocational Education & Training Zollikofen (Berne)-on 3rd July, 2018 afternoon.
 - (iii) ENH Lausanne Hospitality Centre on 6th July, 2018.

7.2.11 MSDE- Morocco

A Partnership Agreement in the field of Vocational Training has been signed between Office of Vocational Training and Employment Promotion of the Kingdom of Morocco and the National Skill Development Cooperation (NSDC) on 07.02.2019.

7.2.12 MSDE- Sweden

The then Secretary of MSDE, Dr. K. P. Krishnan, visited Sweden in November 2018 for meeting with the Chambers of Commerce and Government of Sweden in connection with discussion on a programme similar to Technical Intern Training Programme (TITP) at Stockholm, Sweden.

7.2.13 MSDE-Australia

Australian High Commissioner in New Delhi met Hon'ble Minister, SDE on 26.09.2019 to discuss India-Australia skills engagement. During the course of meeting, it has been decided to form a close working group to explore the skilling opportunity through India-Australia Skills Engagement. Accordingly, a draft MoU is being finalized in consultation with all stakeholders including MEA.

7.2.14 MSDE-Sri Lanka

Hon'ble Minister of Foreign Relations, Skill Development, Employment and Labour Relations of Government of Sri Lanka met with Hon'ble Minister, SDE on 09.01.2020 to discuss possible co-operation in skill sector between both the countries. During the course of meeting, it has been decided that an MoU on skill development between both the countries could be signed covering the entire gamut of cooperation. Accordingly, a draft MoU is being finalized in consultation with all stakeholders including MEA.

7.2.15 MoUs/Agreements with different countries under process:

- Republic of Korea
- Quebec (A Province of Canada)

- Russia
- Sri Lanka
- Japan- Specified Skill Workers Scheme
- India-Brazil-South Africa (IBSA)
- Australia

7.3 International Engagements of NSDC

7.3.1 International Engagements

The international division, which is housed under the Corporate Strategy Function, coordinates efforts among various internal stakeholder and works closely with the MSDE International Division. The Progress of NSDC's International Partnerships:

Table - 43

MoU/Agreement	Start Date	End Date	Brief of the MoU/ Agreement	Status	Remarks
<p>Country: UAE</p> <ul style="list-style-type: none"> • G2G MoU b/w National Qualifications Authority, Govt. of UAE & MSDE • B2B MoU between NSDC and Youth Chamber of Commerce (YCC), UAE 	<p>April 2016</p> <p>June 2018</p>	<p>April 2019</p> <p>June 2021 (3 yrs)</p>	<ul style="list-style-type: none"> • G2G MOU signed to pave the way for trained and skilled Indian workers to access employment opportunities overseas • B2B MoU to enable skilling and capacity building for disadvantaged youth with a special focus on Indian migrant workers in UAE 	<p>Active</p>	<p>Benchmarking of Skill Qualifications</p> <ul style="list-style-type: none"> • 15 Indian QPs mapped to 14 UAE Qualifications • Mapping Assessment & Certification protocols for mutual recognition of Indian certification. • MOU is proposed to be signed between ADQCC and NSDC for undertaking the above initiatives • A pilot under the programme is currently being conducted where 100 workers are to be certified and placed in UAE by September 2019 <p>Driver Training Institutes in India</p> <ul style="list-style-type: none"> • NSDC is in discussion with Road & Transport Authority to set up Driving Training Institutes in India to deliver RTA approved driver training prog. <p>Placement of Skilled Manpower</p> <ul style="list-style-type: none"> • NSDC is working on a model of International Employer led skill development training centres in India. • YCC creating an online portal for linking employers with skilled certified candidates from NSDC.

					<p>Future of Skills</p> <ul style="list-style-type: none"> NSDC is in discussion with Ministry of Human Resources and Emiratization, Govt. of UAE to design a programme for Skill Cooperation on new emerging technologies along with IT-ITeS SSC, NASSCOM.
<p>Country: KSA MOU between Takamol Holding, KSA and NSDC</p>	Nov 2019	Nov 2020	<p>Under the MoU, NSDC to support KSA's Skills Verification programme. A network of Assessment Centres (Trade Test Centres)/ Skill Verification Centres across India will be established to deliver assessments in the identified benchmarked qualifications to potential migrant workers from India to KSA</p>	Active	<p>In the first phase, out of 10 occupations, 5 have been benchmarked between India and KSA. Pilot programme for 100 workers is being launched for Electrician, Plumber, Electrical Automotive, Mechanical Automotive and HVAC</p>
<p>Country: Japan MOC signed between MSDE, India & Ministry of Justice, the Ministry of Foreign Affairs and the Ministry of Health, Labour and Welfare (Ministry of Japan)</p>	October 2017	-	<p>MOC Objective-</p> <p>To allow the participation of Indian youths in TITP, MSDE and the Govt of Japan signed an MoC in October 2017.</p> <p>NSDC has been appointed as a monitoring and implementing agency for TITP on behalf of MSDE</p>	Active	<ul style="list-style-type: none"> 28 Sending Organizations have been empanelled Record of Discussion (ROD) was signed between NSDC and JITCO in Feb 2018 161 Candidates have already been placed in Japan Second phase of Empanelment has been initiated on 30th November 2018 Tour for a 5-member delegation from Japan led by the founder of Functional Recovery Care (FRC) was organized in the states of Rajasthan (Jaipur), Delhi, Manipur and Assam for the 'Care Worker' Jobrole. The delegation also met with Hon'ble CM of Manipur and the Chief Secretary of the Government of Assam Workshop on FRC concept held at multiple nursing institutes in Manipur in the month of April 2019.

					<ul style="list-style-type: none"> • One Supervising organization and five implementing organizations visited Manipur on 4th- 5th June 2019 to select candidates for Japanese language training. 15 candidates shortlisted and provided selection letters. The selected candidates will undergo training at NDIM, Delhi from February 2020 • A two-member delegation from the Japan International Training Cooperation Organization (JITCO) visited India from 9th -15th December 2019. • In collaboration with the NSDC, JITCO is planning to arrange an On-Site Tour in Feb-march 2020 for Supervising Organizations (SVOs) who consider accepting Technical Intern Trainees from India
Country: Singapore Temasek Foundation International and Singapore Polytechnic	31 st May 2018	8 th May 2020	Singapore Polytechnic (SP) with the support of grant from Temasek Foundation International (TFI) is collaborating with NSDC to uplift the competency of trainers and assessors across India under Short Term Training Ecosystem and develop Quality Assurance Frameworks for the performance monitoring of the Trainer and Assessor Academies	Active	<ol style="list-style-type: none"> Component 1- Singapore Study Trip for 30 Delegates from India Skills Ecosystem conducted in May 2018 Component 2 – Development of Structure Guidelines launched by Hon'ble Minster on 15th July 2018 in Bhubaneshwar Component 3a– Elaborated on the structure Component 3b- Developed the system and workplans for Trainer and Assessor Academies Component 4 - Preparation of Lead trainers Standard Operating Procedures for the revised framework created and launched Multiple workshops organized and orientation for 37 NSTIs and selected public and private institutions with the revised framework Pilot launch under the new TOT/TOA framework has been launched at various locations like NSTI Hyderabad, NSTI Dehradun, L&T Maharashtra with construction, electronics, BFSI SSCs

					j. Piloted a combined programme for training of Master trainer and Lead assessor
Country: Singapore National University of Singapore (Institute of System Sciences)	31 st May 2018	May 2021	NUS and NSDC and National University of Singapore's Institute of System Sciences (NUS-ISS) to collaborate in skilling India's workforce in emerging technologies.	Active	A Knowledge Exchange Workshop on emerging technologies and the future of work was held between NUSS-ISS, NSDC and IT/ITES SSC on 15 th November 2018 at NUS-ISS Singapore.
Country: Singapore Enterprise Singapore	31 st May 2018	May 2020	NSDC is collaborating with Enterprise Singapore to provide Singapore companies with an opportunity to connect with investors and partners in India's skill development ecosystem.	Active	This has facilitated a collaboration between the Singapore Spa Institute and Beauty and Wellness Sector Skill Council of India, and collaboration between a Singapore Training Provider, SkillsSG Ventures Pvt. Ltd and Indian Training Provider, Synchroserve Global Private Solutions.
Country: Sweden NSDC, Kunskapsskolan Education Sweden AB and Manav Rachna International University	19 th September 2019	Sept 2020	MoU amongst NSDC, Kunskapsskolan Education Sweden AB and Manav Rachna International University to collaborate for varied Skill Development projects using innovative KED methodology and tools through Public Private Partnership (PPP) and using CSR funds sourced from Indian businesses and Corporate. NSDC-Kedman's project which was piloted in 100 schools in the State of Haryana using KED methodology will also continue under this MOU.	Active	Under the earlier NSDC-Kedman's project, following were undertaken: <ul style="list-style-type: none"> • NSDC collaborated with Kunskapsskolan Education Sweden AB (KED) and Manav Rachna International University (MRIU) to impart 'Student-Centric' learning using KED methodology along with the Government of Haryana. This model was piloted across 100 schools in IT-ITeS, Retail, Beauty & Wellness Sectors. • KED created model 'State of the Art' computer labs in 5 of the 100 schools. The 5 Model lab schools are NIT-01 Faridabad, GMSSSS (SARTHAK) SEC-12 A, Panchkula, GSSS Sector 4/7, Gurugram, GGSS Bahadurgarh and GGGSS Mahendargarh.
Country: Sweden Stockholm Chamber of Commerce (SCC)	13 th Feb 2018	Feb 2023 (5 yrs)	NSDC signed a MOU with SCC to provide IT and Telecom Indian professionals till 2022 for Swedish companies.	Active	The then Secretary, MSDE and representatives from NSDC visited Sweden from 21 st -22 nd November 2018 to discuss the contours of the project with SCC.

Country: Sweden/ UAE MoU between NSDC and Sweden based, Education First	26th November	Nov 2020	Areas of collaboration under the MOU include Sharing of international best-practices in skilling, in particular regarding large-scale, technology-enabled training programmes , Language assessment and training with all modalities – face-to-face, online and abroad, Leadership assessment and training and Customized, sector-specific training for large-scale skilling programmes.	Active	Discussions for implementation underway
Country: Sweden/ UAE MOU amongst NSDC, UAE based Xtramix Group of Companies, KEDMAN Skilling Private Limited and Infrastructure Equipment Skill Council	25th Nov 2019	Nov 2020	Collaboration to identify sectors and qualifications to conduct RPL Assessment and Certification for the existing workforce of Xtramix Group of Companies	Active	Preparation for implementation underway
Country: Finland Finnish National Agency for Education (EDUFI) and NSDC	23rd Jan 2019	Jan 2022	The areas of collaboration under the MoU include: <ul style="list-style-type: none"> • Promote and facilitate the exchange of knowledge and new innovations and connect providers within the vocational education and training sector • Strengthening collaboration in vocational education and training in sectors such as Tourism, catering, domestic services, health, sports, technology, communications, transportation 	Active	Post MoU signing, NSDC and EDUFI proposed to explore the possibility of organizing a Skills Festival in the above-indicated sectors with the National Skills Competition to be held in 2020 in Finland. This maybe taken forward by NSDC in collaboration with Confederation of Indian Industries (CII) as highlighted in the next section. NSDC is also in discussion with Talent Boost, Finland which is willing to support in organizing the Skills Festival

			<ul style="list-style-type: none"> • Collaboration in strengthening Vocation Teacher education and staff development • Promoting partnerships in digital learning innovations in the field of TVET 		
Country: Finland NSDC and Omnia Education Partnerships, Espoo Finland	2nd May 2019	May 2021	An MoU was signed between NSDC and Omnia (international commercial arm of four Finnish organizations with outstanding expertise in education, training, and development cooperation) for capacity building workshops, development of entrepreneurship modules, joint certification courses, etc.	Active	Discussions for implementation under way
Country: Russia WorldSkills Russia-Union Agency of development communities and skilled workers	October 2017	October 2022	NSDC signed MOU with WorldSkills Russia to ensure cooperation between the Parties to enhance the quality of skills development in both India and the Russian Federation.	Active	<ul style="list-style-type: none"> • 7-member team from Russia were in Bangalore from 13th – 21st June for training in Patisserie & Confectionery trade • WorldSkills Russia experts & competitors participated in India Nationals in Oct 2018 • Workshop was held on 5th Oct 2018 with WS Russia and NSDA and NSDC Standards team • India participated in 5 trades with 10 competitors in WS HiTech Russia in Oct'18 & won 2 silver,4 bronze • Training of Indian team in Concrete Construction in Moscow April-May 2019 • Meeting with CEO & Technical Delegate of WorldSkills Russia on 14th April 2019 with JS RA and Prakash Sharma to review collaboration and plan for visits etc. during WS Kazan 2019.

					<ul style="list-style-type: none"> India participated in WS Russia National Competitions from 20-24th May 2019. In 12 trades, Two Indian competitors scored 1st positions and two scored 2nd positions. Joint training, Mobile Robotics, IT Network Cabling, Web Technology, IT SSB, Graphic Design Technology at WS Russia Training Center in Kazan for 1 week Indian Business delegations led by CII and FICCI attended seminars, training institute visits, B2B meetings during WS Kazan in Aug 2019
Country: Far East Russia National Skill Development Corporation (NSDC) and an Autonomous non-commercial organization 'Far East Investment and Export Agency	12 Aug 2019	Aug 2021	Non-funded arrangements for Skill development, Vocational training and Movement of Skilled Manpower from India to the FER region	Active	Under this umbrella MOU, two partnerships have been facilitated. One is a tripartite MoU between NSDC, Magic Billion and LS-Ruspacific (Russia) and Tripartite MoU signed on 4th Sept 2019 MOU signed between NSDC, Manav Rachna Vidyantariksha Pvt. Ltd and JSC 'ROBBO.

7.3.2 Other initiatives under International Collaborations:

7.3.2.1 Dual TVET:

- A note on Adopting the Dual TVET System in India was shared with Hon'ble Ambassador to Germany in October 2018 by NSDC after detailed discussions with German stakeholders.
- Indore Global Skills Park: Approach note has been developed by MP SSDM, NSDC has provided relevant industry partners contacts for further discussion.
- NSDC is working closely with GIZ on developing manuals for adopting Dual TVET in India.

7.3.2.2 Empanelment of International Advisors:

Basis various requests received by NSDC for procuring consultancy services for setting-up skill universities across India, NSDC empanelled 7 International Advisors who could provide TVET consulting services through EOI process. The following international consultants were empanelled:

- Institute of Technical Education (ITE) Education Services Pvt. Ltd., Singapore
- Colleges and Institutes Canada
- National Open College Network (NOCN), UK
- Technical And Further Education (TAFE) NSW, Australia
- Singapore Polytechnic, Singapore
- Dudley College, UK
- City and Guilds, UK

8. RTI CELL

The Ministry received total 918 RTI Applications and 11 First Appeals through electronic (RTI-MIS portal) and physical mode, during the year 2019-20 (from 01.04.2019 to 31.12.2019). Central Public Information Officers (CPIOs) and First Appellate Authorities (FAAs) in the Ministry have been designated for the effective implementation of the RTI Act, 2005. The notification, designating CPIOs/FAAs is revised periodically as and when there is change in the work among CPIOs/FAAs and the list of CPIOs/FAAs of the Ministry is also uploaded on the Ministry's website. All Autonomous Bodies and Attached & Subordinate Offices under this Ministry have been aligned with DOPT's – RTI online portal except NIMI Chennai.

9. PUBLIC GRIEVANCE CELL

The Ministry is implementing the Centralized Public Grievances Redress and Monitoring System (CPGRAMS), an online grievance redressal mechanism, developed and monitored by the Department of Administrative Reforms and Public Grievances (DARPG). During the period 1st April, 2019 to 31st December, 2019, the Ministry received 1673 grievances on its CPGRAMS portal out of which 1608 (nearly 96%) grievances were disposed of. The Grievances received on the CPGRAMS portal of the Ministry are forwarded to various Divisions for examination and redressal. The grievances which do not pertain to this Ministry are forwarded to the concerned Ministries/Departments and the petitioner is informed accordingly.

10. VIGILANCE DIVISION

The Vigilance set-up of the Ministry of Skill Development and Entrepreneurship is under the overall supervision of the Secretary who, in turn, is assisted by Chief Vigilance Officer in the rank of Joint Secretary, a Deputy CVO in the rank of Director in the Ministry and other supporting staff.

The Vigilance Section in the Ministry functions as per the guidelines and manuals prescribed by the CVC to ensure transparency and accountability in public administration.

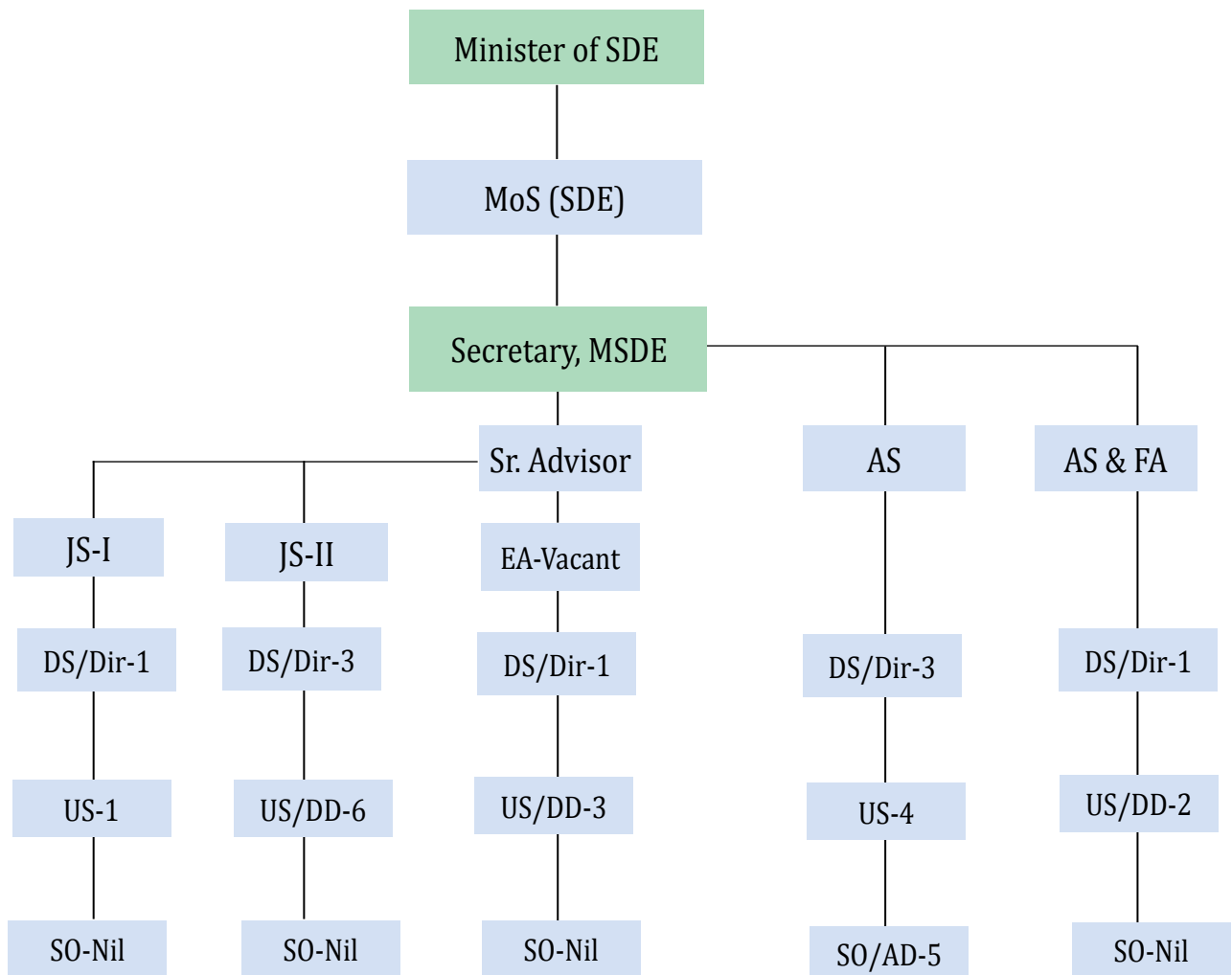
During the period under report, sustained efforts were continued to tone up the vigilance administration and to maintain integrity and professional discipline amongst the staff members of the Ministry, both at the headquarters and in the Attached and Subordinate Offices as well as Autonomous organisations.

The Ministry of Skill Development and Entrepreneurship and its organisation observed Vigilance Awareness Week from 28th October to 2nd November, 2019 with the theme "Integrity- A way of life".

The complaints received from CVC and other sources were looked into and reports have been requisitioned from the concerned organisations under the Ministry. In the year 2019, total 9 complaints related to Regular Departmental Proceedings are being processed and are at various stages. Out of these, 2 were disposed of this year.

11. ORGANISATIONAL CHART OF THE MSDE

Chart - 9



Details of RDSDEs along with their territorial jurisdiction

Sl.No.	Name of RDSDE	Headquarters	Territorial Jurisdiction (Names of States/ UTs)	Names of Central Field Institutes (CFIs) under RDSDE
1.	RDSDE Andhra Pradesh	Vijayawada	Andhra Pradesh	
2.	RDSDE Assam	Guwahati	Assam Arunachal Pradesh Meghalaya Mizoram, Manipur Nagaland Tripura	NSTI (W) Tura, NSTI(W) Agartala,
3.	RDSDE Bihar	Patna	Bihar	NSTI (W) Patna
4.	RDSDE Chhattisgarh	Raipur	Chhattisgarh	
5.	RDSDE Gujarat	Gandhi Nagar	Gujarat Dadra and Nagar Haveli, Daman and Diu	NSTI (W) Vadodara
6.	RDSDE Haryana	Chandigarh	Haryana Chandigarh (UT)	NSTI(W) Panipat
7.	RDSDE Himachal Pradesh	Shimla	Himachal Pradesh	NSTI(W) Shimla
8.	RDSDE Jammu & Kashmir	Jammu	Jammu & Kashmir	NSTI(W) Jammu
9.	RDSDE Jharkhand	Ranchi	Jharkhand	NSTI Jamshedpur
10.	RDSDE Karnataka	Bengaluru	Karnataka	NSTI-1 Bengaluru, NSTI-2 Bengaluru, NSTI (W) Bengaluru
11.	RDSDE Kerala	Thiruvananthapuram	Kerala Lakshadweep	NSTI (W) Thiruvananthapuram NSTI Calicut
12.	RDSDE Madhya Pradesh	Bhopal	Madhya Pradesh	NSTI(W) Indore
13.	RDSDE Maharashtra	Mumbai	Maharashtra Goa	NSTI Mumbai, NSTI(W) Mumbai, NSTI(W) Goa

Sl.No.	Name of RDSDE	Headquarters	Territorial Jurisdiction (Names of States/ UTs)	Names of Central Field Institutes (CFIs) under RDSDE
14.	RDSDE Odisha	Bhubaneswar	Odisha	NSTI Bhubaneswar
15.	RDSDE Punjab	Ludhiana	Punjab	NSTI Ludhiana NSTI(W) Mohali
16.	RDSDE Rajasthan	Jaipur	Rajasthan	NSTI(W) Jaipur, NSTI Jodhpur
17.	RDSDE Tamil Nadu	Chennai	Tamil Nadu Puducherry, Andaman & Nicobar Islands	NSTI Chennai, NSTI (W) Trichy
18.	RDSDE Telangana	Hyderabad	Telangana	NSTI 1 Hyderabad NSTI 2 Hyderabad NSTI (W) Hyderabad
19.	RDSDE Uttarakhand	Dehradun	Uttarakhand	NSTI Dehradun NSTI Haldwani
20.	RDSDE Uttar Pradesh	Kanpur	Uttar Pradesh	NSTI Kanpur, NSTI(W) Allahabad,
21.	RDSDE West Bengal		West Bengal Sikkim	NSTI Kolkata, NSTI(W) Kolkata
22.	RDSDE Delhi	Delhi	New Delhi	NSTI(W) Noida

Broad Functions / Activities of RDSDEs

I. **Implementation, Monitoring and Coordination of all Scheme (General and Women Training) of DGT**

A) **Craftsmen Training Scheme**

- Giving inputs viz. addition of courses, deletion of courses etc. as per DGT Hqrs. instructions from time to time.
- Ensuring Dual System of Training (DST) in all ITIs in the States.
- Ensuring that all ITIs in the state participate in grading exercise.

B) **Craft Instructor Training Scheme**

- Training of Craft Instructors in the techniques of transferring hands-on skills.

C) **Advanced Vocational Training System**

- Design and run the short term training programme in association with industry as well for ITI instructors of the State(s)

D) **Apprenticeship Training Scheme**

- Registration of contracts of apprenticeship.
- Promoting Apprenticeship Training at in the State(s).
- Arranging Trade Committee Meeting and Regional Apprenticeship Advisory Committee meeting in accordance with the directives of Hqrs.
- Assistance and advice to State Apprenticeship Advisers and Private sector industries within the region
- Ensuring BTPs in association with industry and good graded ITIs.

E) **National Apprenticeship Promotion Scheme**

- Receiving claims from employer for reimbursement
- Claim clearance
- Monitoring of NAPS to know whether the apprentices are actually undergoing apprenticeship training

F) **Skill Strengthening for Industrial Value Enhancement Operation (STRIVE)**

- Physical Progress and Financial Utilization with respect to the Industrial Training Institutes (ITIs) (400 Govt. and 100 Pvt) to be selected under STRIVE, spread over to

36 States and Union Territories.

- Coordination with the State Project Implementing Units (SPIUs) on the Progress and Process of STRIVE.
- Physical Progress and Financial Utilization with respect to 100 Industrial Clusters (ICs) to be selected from among 36 States and Union Territories.
- Coordination with the State Apprenticeship Management Committees (SAMCs) on the Progress and Process of Apprenticeship programmes under STRIVE.

G) Upgradation of Model ITIs

- Review of progress of implementation quarterly which include fund released vs. utilized
- Submission of audit report to DGT
- Review of civil works, procurement of tool & equipments, progress in trainees data: enrollment, drop-outs, pass-outs and placement

H) Upgradation of 1396 Government ITIs through Public Private Partnership.

- Review of progress of implementation quarterly which include fund released vs. utilized, seed money, interest earned, revenue earned, new trades opened, upgradation of existing trades, details of IMC meetings etc.
- Half/yearly audit reports, field inspections, financial assessment
- Identification of shortcomings to improve the implementation process and report to the Hqrs.

I) Enhancing Skill Development Infrastructure (ESDI) in NE States and Sikkim (Applicable only for Regional Director(Skill Development) for those States.

The Scheme has provision for Central assistance to States in following four components:

- Upgradation of ITIs by introducing three new trades per ITI;
- Supplementing infrastructure deficiencies in ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment;
- Funding Monitoring Cells at Central & State Level; and
- Establishment of New ITIs in 8 States

The activities & responsibilities for this Scheme are as follows:

- Scrutiny of proposal received.
- Monitoring the status of construction of classroom & workshop and purchase of tools
- Monitoring of funds released vs. utilized
- Physical progress of upgradation of ITIs by introducing three new trades per ITI.
- Status of construction of new ITIs
- Identification of shortcomings to improve the implementation process and report to the Hqrs.

J) Skill Development in 47 districts affected by Left Wing Extremism”

Infrastructure to be created for:-

- 47 Industrial Training Institutes (ITIs) @ one ITI per district
 - 68 Skill Development Centres (SDCs) @ two SDCs per district
- The responsibilities of this Scheme may be as follows:
- Scrutiny of proposal received.
 - Monitoring the status of construction new ITIs and Skill Development Centres
 - Monitoring of funds released vs. utilized
 - Monitoring of skill training of youth for long term, short term and instructor training.
 - Identification of short comings to improve the implementation process and report to the Hqrs.

II. Trade Testing Cell for examinations of all schemes (CTS, ATS, CITS)

- Uploading the hall ticket eligibility criteria, practical marks of apprentices' undergone training in all establishments under their jurisdiction on the apprenticeship portal.
- Coordination with States/UTs for uploading the hall ticket eligibility criteria, practical marks of apprentices' undergone training in State Sector and Private Establishments on the apprenticeship portal.
- Coordination with ITIs for uploading of hall ticket eligibility criteria on NCVT portal.
- Coordination with State Directorates for examination centre mapping, hall tickets generation and uploading of marks of Practical and Engineering Drawing on NCVT portal.
- Supervision/coordination regarding Engineering Drawing examination checking at

district Nodal ITI & uploading these marks in time bound manner.

- Coordination with Trade Testing Cell at DGT as well as with States for smooth conducting of Trade Tests.

III. Handling of Court Cases of All Scheme (Legal Cell)

Handling of Court cases of all Schemes. Coordination with legal cell of DGT Hqrs. for the same.

IV. Coordination the activities of Prime Minister Kaushal Kendra (PMKK) Prime Minister Kaushal Vikas Yojana (PMKVY) Centres.

V. Coordination with Central/State Ministries / Departments for Central / State Sector schemes on Skill Development and Entrepreneurships such as DDU-GKY and NULM etc.

VI. Coordination with District Skill Nodal Centre and District Skilling Committee under the Chairmanship of District Collectors in the State

VII. Scheme of Polytechnic

- Setting up of new polytechnic in un-served and under-served districts
- Construction of women hostel in existing 500polytechnics
- Upgradation of 500 existing polytechnics
- Community Development through polytechnics

VIII. Coordination with Skill Universities under Central/State Government Act for various activities.

IX. Supervision of all activities of NSTI Extension Centres/ Apprenticeship Cell wherever ii exists.

X. Any other functions :-As may be assigned by the Government in the Ministry of Skill Development and entrepreneurship from time to time.

List of Annual Pattern trades of CTS (total:137)

(A) Engineering Trades : 73

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
1	Power	<u>Electrician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2015	2019
2	Electronics & Hardware	<u>Electronics Mechanic</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2015	2019
3	Capital Goods & Manufacturing	<u>Fitter</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2015	2019
4	Capital Goods & manufacturing	<u>Turner</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2015	2019
5	Capital Goods & Manufacturing	<u>Welder</u>	Passed 8 th class examination	20	Level - 4	1 Year (1600 Hr.)	2015	2019
6	Construction	<u>Draughtsman (Civil)</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2017	2019
7	Construction	<u>Carpenter</u>	Passed 8 th class examination	24	Level - 4	1 Year (1600 Hr.)	2018	2019
8	Capital Goods & Manufacturing	<u>Draughtsman Mechanical</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2016	2019
9	Construction	<u>Domestic Painter</u>	Passed 10 th class examination or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2019
10	Chemical & Petrochemicals	<u>Electroplater</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
11	Capital Goods & Manufacturing	<u>Foundryman</u>	Passed 10 th class examination	24	Level - 4	1 Year (1600 Hr.)	2018	2019
12	Construction	<u>Industrial Painter</u>	Passed 10 th class examination or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2019
13	Electronics & Hardware	<u>Instrument Mechanic</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
14	Construction	<u>Interior Design and Decoration</u>	Passed 10 th class examination with Science & Mathematics or its equivalent	24	Level - 4	1 Year (1600 Hr.)	2018	2019
15	Capital Goods & Manufacturing	<u>Machinist Grinder</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2016	2019
16	Capital Goods & Manufacturing	<u>Machinist</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2016	2019
17	Capital Goods & Manufacturing	<u>Marine Engine Fitter</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
18	Capital Goods & Manufacturing	<u>Marine Fitter</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
19	Electronics & Hardware	<u>Mechanic Consumer Electronic Appliances</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
20	Automotive	<u>Mechanic Two and Three Wheeler</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
21	Automotive	<u>Mechanic Auto Body Painting</u>	Passed 10 th class examination or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
22	Automotive	<u>Mechanic Auto Body Repair</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
23	Capital Goods & Manufacturing	<u>Refrigeration and Air Conditioner Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
24	Automotive	<u>Mechanic Agricultural Machinery</u>	Passed 10 th class examination with Science and mathematics	24	Level - 5	2 Years (3200 Hr.)	2016	2019
25	Automotive	<u>Mechanic Auto Electrical and Electronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2016	2019
26	Automotive	<u>Mechanic Diesel</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2016	2019
27	Automotive	<u>Mechanic Tractor</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2016	2019
28	Capital Goods & Manufacturing	<u>Mechanic Machine Tool Maintenance</u>	Passed 10 th Class Examination with Science and Mathematics or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2016	2019
29	Capital Goods & manufacturing	<u>Operator Advance Machine Tool</u>	Passed 10 th Class examination with Science and Mathematics	16	Level - 5	2 Years (3200 Hr.)	2018	2019
30	Construction	<u>Painter (General)</u>	Passed 10 th class examination.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
31	Chemical & Petrochemicals	<u>Plastic Processing Operator</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
32	Automotive	<u>Pump Operator cum Mechanic</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2016	2019
33	Power	Electrician Power Distribution	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
34	Capital Goods & Manufacturing	<u>Sheet Metal Worker</u>	Passed 8 th class examination	20	Level - 3	1 Year (1600 Hr.)	2016	2019
35	Environmental science	<u>Solar Technician (Electrical)</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
36	Construction	<u>Surveyor</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
37	Capital Goods & Manufacturing	<u>Tool & Die Maker (Dies & Moulds)</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2016	2019
38	Capital Goods & Manufacturing	<u>Tool & Die Maker (Press Tools, Jigs & Fixtures)</u>	Passed 10 th Class with Science and Mathematics under 10+2 system of education or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2016	2019
39	Electronics & Hardware	<u>Technician Medical Electronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
40	Capital Goods & Manufacturing	<u>Technician Mechatronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
41	Electronics & Hardware	<u>Technician Power Electronics Systems</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
42	Capital Goods & Manufacturing	<u>Vessel Navigator</u>	Passed 10 th Class with Science and Mathematics	20	Level - 5	2 Years (3200 Hr.)	2018	2019
43	Capital Goods & Manufacturing	<u>Welder (GMAW & GTAW)</u>	Passed 8 th class examination	20	Level - 3	1 Year (1600 Hr.)	2016	2019
44	Capital Goods & Manufacturing	<u>Welder (Pipe)</u>	Passed 8 th class examination	20	Level - 3	1 Year (1600 Hr.)	2016	2019
45	Capital Goods & Manufacturing	<u>Welder (Structural)</u>	Passed 8 th class examination	20	Level - 3	1 Year (1600 Hr.)	2016	2019
46	Capital Goods & Manufacturing	<u>Welder (Fabrication & Fitting)</u>	Passed 8 th class examination	20	Level - 3	1 Year (1600 Hr.)	2016	2019
47	Capital Goods & Manufacturing	<u>Welder (Welding & Inspection)</u>	Passed 8 th class examination	20	Level - 3	1 Year (1600 Hr.)	2016	2019
48	Power	<u>Wireman</u>	Passed 8 th class examination	20	Level - 4	2 Years (3200 Hr.)	2016	2019
49	Chemical & Petrochemicals	<u>Attendant Operator (Chemical Plant)</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
50	Chemical & Petrochemicals	<u>Instrument Mechanic (Chemical Plant)</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
51	Chemical & Petrochemicals	<u>Laboratory Assistant (Chemical Plant)</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
52	Chemical & Petrochemicals	<u>Maintenance Mechanic (Chemical Plant)</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
53	Automotive	<u>Mechanic Motor Vehicle</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2016	2019
54	Construction	<u>Architectural Draughtsman</u>	Passed 10 th Class examination under 10+2 system of Education with science and mathematics.	24	Level - 5	2 Years (3200 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
55	Capital Goods & Manufacturing	<u>Central Air Condition Plant Mechanic</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2017	2019
56	Construction	<u>Civil Engineering Assistant</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
57	IT & ITES	<u>Information and Communication Technology System Maintenance</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
58	IT & ITES	<u>Information Technology</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
59	Power	<u>Lift and Escalator Mechanic</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
60	Construction	<u>Mason (Building Constructor)</u>	Passed 8 th class examination	24	Level - 4	1 Year (1600 Hr.)	2018	2019
61	Capital Goods & Manufacturing	<u>Mechanic Lens/ Prism Grinding</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	16	Level - 4	1 Year (1600 Hr.)	2018	2019
62	Capital Goods & Manufacturing	<u>Mechanic Mining Machinery</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
63	Plumbing	<u>Plumber</u>	Passed 8 th class Examination	24	Level - 4	1 Year (1600 Hr.)	2018	2019
64	Rubber Industry	<u>Rubber Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2019
65	Textile & Handloom	<u>Spinning Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year of NSQF approval	Year Revision
66	Textile & Handloom	<u>Textile Wet Processing Technician</u>	Passed 10 th class examination with Science and Mathematics	20	Level - 5	2 Years (3200 Hr.)	2018	2019
67	Textile & Handloom	<u>Weaving Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
68	Capital Goods & Manufacturing	<u>Refractory Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
69	Mining	<u>Stone Processing Machine Operator</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2018
70	Mining	<u>Stone Mining Machine Operator</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2019
71	Capital Goods & Manufacturing	<u>Textile Mechatronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
72	Capital Goods & Manufacturing	Additive Manufacturing Technician (3D Printing)	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
73	Capital Goods & manufacturing	Aeronautical Structure and Equipment Fitter	Passed 10 th Class examination with Science and Mathematics	20	Level - 5	2 Years (3200 Hr.)	2018	2019

(B) List of Non-Engineering Trades: 59

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
1.	Aerospace & Aviation	<u>Remotely Piloted Aircraft (RPA)/ Drone Pilot</u>	Passed 10 th Class Examination with Science and Mathematics of its equivalent	24	4	6 Months (800 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
2.	Agriculture	<u>Floriculture & Landscaping</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
3.	Agriculture	<u>Horticulture</u>	14 years as on first day of academic session.	24	4	One year(1600 Hr.)	2018	2019
4.	Agriculture	<u>Soil Testing and Crop Technician</u>	14 years as on first day of academic session.	24	4	One year(1600 Hr.)	2018	2019
5.	Apparel	<u>Computer Aided Embroidery & Designing</u>	Passed 10 th class examination	24	4	One year(1600 Hr.)	2018	2019
6.	Apparel	<u>Dress Making</u>	Passed 08 th class examination	20	4	One year(1600 Hr.)	2015	2019
7.	Apparel	<u>Fashion Design and Technology</u>	Passed 10 th class examination	20	4	One year(1600 Hr.)	2018	2019
8.	Apparel	<u>Sewing Technology</u>	Passed 8 th class examination	20	4	One year(1600 Hr.)	2015	2019
9.	Automotive	<u>Driver cum Mechanic</u>	Passed 8 th Class Examination	20	3	6 Months (800 Hr.)	2018	2019
10.	Beauty & Wellness	<u>Cosmetology</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2015	2019
11.	Beauty & Wellness	<u>Spa Therapy</u>	Passed 10 th class examination.	24	4	One year (1600 Hr.)	2018	2019
12.	Banking, Finance Service & Insurance	<u>Finance Executive</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
13.	Education Training & Research	<u>Early Childhood Educator</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
14.	IT & ITES	<u>IoT Technician (Smart Agriculture)</u>	Passed 10 th class examination with Science and Mathematics	24	4	One year (1600 Hr.)	2018	2019
15.	IT & ITES	<u>IoT Technician (Smart City)</u>	Passed 10 th class examination with Science and Mathematics	24	4	One year (1600 Hr.)	2018	2019
16.	IT & ITES	<u>IoT Technician (Smart Health Care)</u>	Passed 10 th class examination with Science and Mathematics	24	4	One year (1600 Hr.)	2018	2019
17.	Electronics and hardware	<u>Smartphone Technician Cum App Tester</u>	Passed 10 th Class Examination	24	3	6 Months (800 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
18.	Food Industry	<u>Baker & Confectioner</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
19.	Food Industry	<u>Dairying</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
20.	Food Industry	<u>Agro Processing</u>	Passed 10 th Class examination	24	4	One year (1600 Hr.)	2015	2019
21.	Tourism & Hospitality	<u>Food and Beverage Service Assistant</u>	Passed 10 th class examination	20	4	One year (1600 Hr.)	2018	2019
22.	Food Industry	<u>Food Beverages</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent	24	4	One year (1600 Hr.)	2015	2019
23.	Food Industry	<u>Fruits and Vegetables Processing</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent	24	4	One year (1600 Hr.)		2019
24.	Food Industry	<u>Milk and Milk Product Technician</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
25.	Office Administration & Facility Management	<u>Marketing Executive</u>	Passed 10 th class examination	24	4	One year(1600 Hr.)	2017	2019
26.	Handicrafts & Carpets	<u>Bamboo Works</u>	Passed 8 th Class Examination	24	3	One year (1600 Hr.)	2018	2019
27.	Healthcare	<u>Radiology Technician</u>	Passed 10th Class examination with Science and Mathematics or its Equivalent.	20	Level - 5	Two Year (3200 Hr.)	2018	2019
28.	Healthcare	<u>Dental Laboratory Equipment Technician</u>	Passed 10 th class examination	24	5	Two Year (3200 Hr.)	2018	2019
29.	Healthcare	<u>Health Sanitary Inspector</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
30.	Healthcare	<u>Physiotherapy Technician</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
31.	Healthcare	<u>Old Age Care</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
32.	IT & ITES	<u>Geo-Informatics Assistant</u>	Passed 12 th class examination with Mathematics in matriculation	24	5	One year (1600 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
33.	IT & ITES	<u>Computer Hardware & Network Maintenance</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent	24	4	One year (1600 Hr.)	2018	2019
34.	IT & ITES	<u>Computer Operator and Programming Assistant (COPA)</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2017	2019
35.	IT & ITES	<u>Database System Assistant</u>	Passed 12 th class examination with Science & Mathematics or equivalent.	24	5	One year (1600 Hr.)	2018	2019
36.	IT & ITES	<u>Desktop Publishing Operator</u>	Passed 10 th class examination or its equivalent. (Candidate should be of low Vision)	12	3	One year (1600 Hr.)	2018	2019
37.	IT & ITES	<u>Multimedia, Animation & Special Effects</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
38.	IT & ITES	<u>Software Testing Assistant</u>	Passed 12 th class examination with Science & Mathematics	24	5	One year (1600 Hr.)	2018	2019
39.	Leather	<u>Footwear Maker</u>	Passed 8 th Class Examination	20	3	One year (1600 Hr.)	2018	2019
40.	Leather	<u>Leather Goods Maker</u>	Passed 8 th Class Examination	20	3	One year (1600 Hr.)	2018	2019
41.	Office Administration & Facility Management	<u>Secretarial Practice (English)</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
42.	Office Administration & Facility Management	<u>Stenographer Secretarial Assistant (English)</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
43.	Media & Entertainment	<u>Digital Photographer</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
44.	Media & Entertainment	<u>Photographer</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
45.	Media & Entertainment	<u>Video Cameraman</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
46.	Office Administration & Facility Management	<u>Human Resource Executive</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
47.	Office Administration & Facility Management	Stenographer Secretarial Assistant (Hindi)	10th passed under 10+2 System	24	4	One year (1600 Hr.)	2018	2019
48.	Safety & Security	Fire Technology and Industrial Safety Management	Passed class 10 th class Examination.	24	4	One year (1600 Hr.)	2018	2019
49.	Private Security	Fireman	Passed class 10 th Class Examination	24	3	6 Months (800 Hr.)	2018	2019
50.	Healthcare	Health, Safety and Environment	Passed class 10 Examination.	24	4	One year (1600 Hr.)	2018	2019
51.	Apparel	Surface Ornamentation Techniques (Embroidary)	Passed 8 th Class examination	20	4	One year (1600 Hr.)	2015	2019
52.	Textile and Handloom	Weaving Technician for Silk & Woolen Fabrics	Passed 8 th class examination	20	3	One year (1600 Hr.)	2018	2019
53.	Tourism & Hospitality	Front Office Assistant	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
54.	Tourism & Hospitality	Catering & Hospitality Assistant	Passed 10 th class examination	20	4	One year (1600 Hr.)	2018	2019
55.	Food Industry	Food Production (General)	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
56	Tourism & Hospitality	Hospital Housekeeping	Passed 10 th class Examination	24	4	One year (1600 Hr.)	2018	2019
57	Tourism & Hospitality	Housekeeper	Passed 10 th class Examination	24	4	One year (1600 Hr.)	2018	2019
58	Tourism & Hospitality	Tourist Guide	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
59	Tourism & Hospitality	Travel & Tour Assistant	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019

(C) List for Divyang Trades : 05

Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
1	IT & ITES	Computer Operator and Programming Assistant	Passed 10 th class examination (Candidate should be Visually impaired)	12	Level - 3	1 Year (1600 Hr.)	2018	2019
2	Apparel	Cutting and Sewing	Passed 8 th class examination (Candidate should be of visually impaired)	12	Level - 3	1 Year (1600 Hr.)	2018	2019

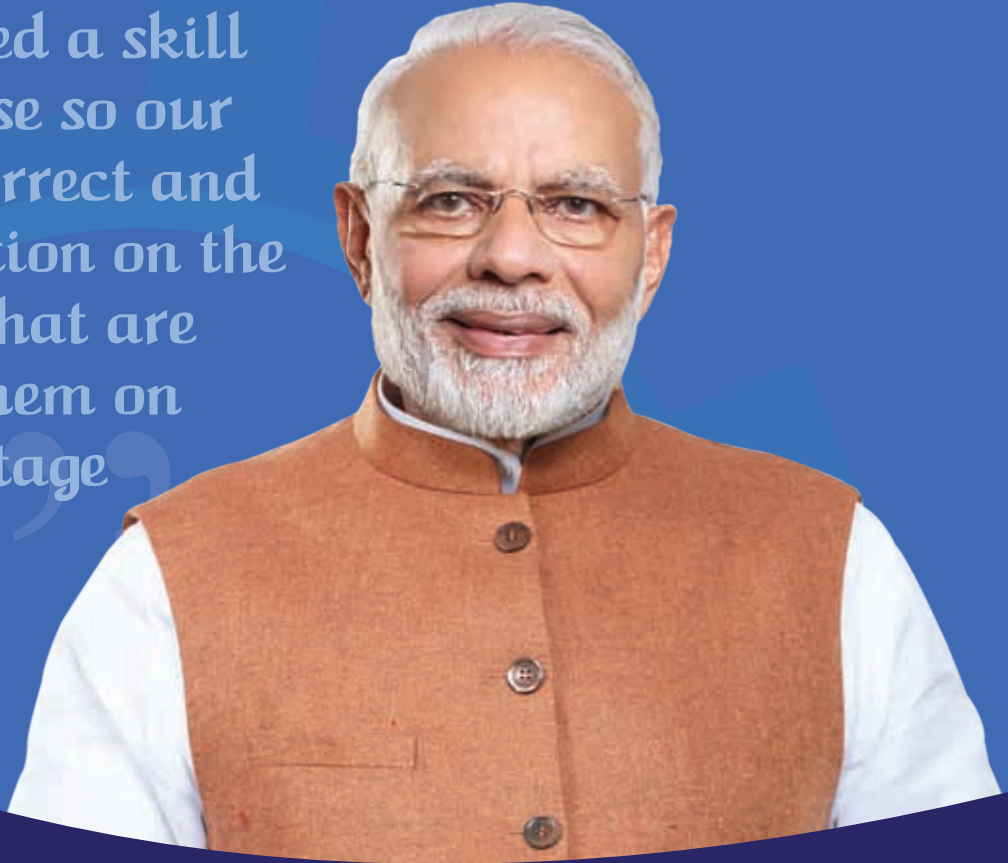
Sl. No.	Sector Name	Name of the Trade	Entry Qualification	Unit/ Batch Size	NSQF Level	Duration	Year for NSQF approval	Year Revision
3	IT & ITES	<u>Desktop Publishing Operator</u>	Passed 10 th class examination or its equivalent. (Candidate should be of low Vision)	12	Level - 3	1 Year (1600 Hr.)	2018	2019
4	Beauty & Wellness	<u>Hair and Skin Care</u>	Passed 10 th class examination (Candidate should be of visually impaired)	12	Level - 3	1 Year (1600 Hr.)	2018	2019
5	Capital Goods & Manufacturing	<u>Metal Cutting Attendant</u>	Passed 10 th class examination with Science and Mathematics or its equivalent (Candidate should be visually impaired).	12	Level - 3	2 Years (3200 Hr.)	2018	2019

Detailed information of winners of WorldSkills Kazan 2019

S.no	Candidate	State Represented	Medal	Skill
1	Aswatha Narayana Sanagavarapu	Odisha	Gold	Water Technology
2	Pranav Udayark Nutalapati	Karnataka	Silver	Web Technologies
3	Shweta Ratanpura	Maharashtra	Bronze	Graphic Design Technology
4	Sanjoy Pramanik	West Bengal	Bronze	Jewellery
5	Sumanth Santemavathuru Chikkabettiah	Karnataka	Medallion of Excellence	Mechatronics
6	Manjunatha Desurakara			
7	Mohammed Rabith Kunnampalli	Kerala	Medallion of Excellence	Wall and floor tiling
8	Govind Kumar Sonkar	Uttar Pradesh	Medallion of Excellence	Car Painting
9	Faruk Ahmed	Tripura	Medallion of Excellence	Bakery
10	Tushar Tukaram Phadatare	Maharashtra	Medallion of Excellence	Automobile Technology
11	Shubham Singh	Punjab	Medallion of Excellence	Cyber Security
12	Swapnil	Delhi		
13	Nidhin Prem	Kerala	Medallion of Excellence	3D Digital Art Game
14	Thasleem Mohideen	Tamil Nadu	Medallion of Excellence	Health and Social Care
15	Suraj	Uttarakhand	Medallion of Excellence	Autobody Repair

S.no	Candidate	State Represented	Medal	Skill
16	Omkar Shivaling Gurav	Maharashtra	Medallion of Excellence	Mobile Robotics
17	Rohan Ravindra Hanagi			
18	Koteshwar Reddy Golipally	Telangana	Medallion of Excellence	Welding
19	Md Ramjan Momin	West Bengal	Medallion of Excellence	Bricklaying
20	Saurabh Baghel	Uttar Pradesh	Medallion of Excellence	Patisserie and Confectionary
21	Ankit Anand	Bihar	Medallion of Excellence	Visual Merchandising
22	Gursheesh Singh Chawla	Chandigarh	Medallion of Excellence	IT Software Solutions for Business

“ There is huge demand for skilled workers in many key sectors around the world. We have initiated a skill mapping exercise so our youth receives correct and accurate information on the opportunities that are available to them on the global stage.”



NARENDRA MODI
Prime Minister



**MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP
GOVERNMENT OF INDIA**

Shram Shakti Bhawan, Rafi Marg, New Delhi-110001
Tel.: 011-23465999 | www.msde.gov.in