



सत्यमेव जयते

MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP
GOVERNMENT OF INDIA



Skill India
कौशल भारत - कुशल भारत

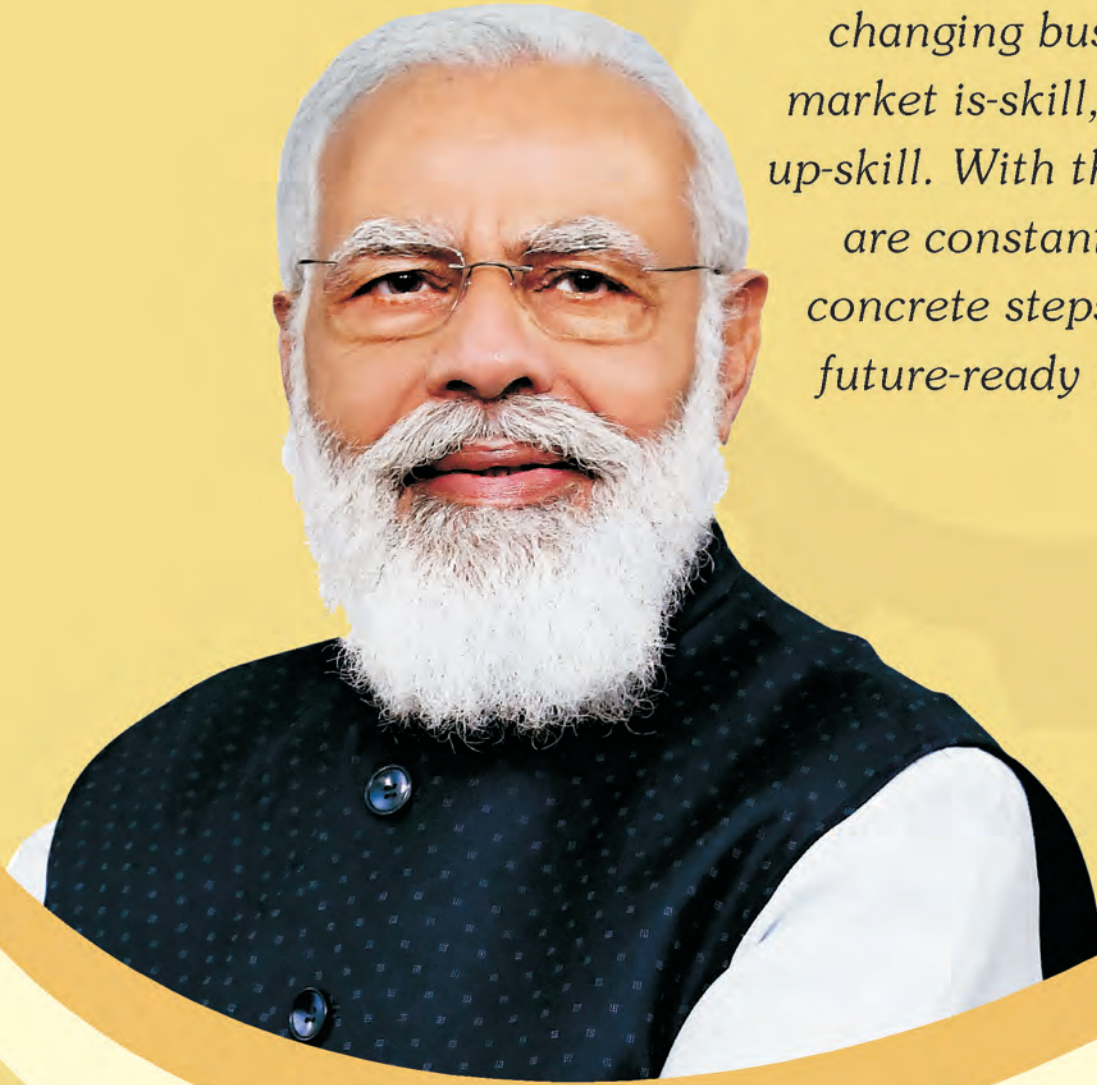
ANNUAL REPORT

2020 - 21



**MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP**

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



NARENDRA MODI
Prime Minister

**Ministry of Skill Development
& Entrepreneurship**

**Annual Report
2020 - 21**

Table of Contents

1. Introduction	5-7
1.1. The Ministry	
1.2. Allocation of Business	
1.3. Budget Allocation	
2. Skilling and Entrepreneurship Landscape in India : Overview	8-12
2.1. Challenges in Skilling And Entrepreneurship Landscape in India	
2.2. Incremental Human Resource Requirement across Sectors	
2.3. Skill Action Plan	
2.4. Human Resource Requirement at State Level	
3. Policy Interventions by MSDE	13-16
3.1. National Policy for Skill Development & Entrepreneurship, 2015	
3.2. National Skill Development Mission	
3.3. Common Norms	
3.4. Centres of Excellence	
3.5. Skill Universities	
3.6. Academic Equivalence to Vocational Qualifications	
4. Major Institutions of the Ministry	17-58
4.1. Directorate General of Training (DGT)	
4.2. National Council for Vocational Education and Training (NCVET)	
4.3. National Skill Development Corporation (NSDC)	
4.4. Sector Skill Councils (SSCs)	
4.5. National Skill Development Fund (NSDF)	
4.6. National Institute for Entrepreneurship & Small Business Development (NIESBUD)	
4.7. Indian Institute of Entrepreneurship (IIE)	
4.8. National Instructional Media Institute (NIMI)	
4.9. Central Staff Training and Research Institute (CSTARI)	
4.10. Directorate of Jan Shikshan Sansthan (DJSS)	
5. Schemes & Initiatives	59-91
A. Schemes & Initiatives through NSDC	
5.1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)	
5.2. Pradhan Mantri Kaushal Kendras (PMKK)	
5.3. Rozgar Mela	
5.4. Capacity Building Scheme	
5.5. School Initiatives	
5.6. Higher Education	
5.7. NSDC Collaborations	
5.8. India International Skill Centres (IISCs)	
5.9. Pre Departure Orientation Training (PDOT)	
B. Schemes & Initiatives through DGT	91-135
5.10. Craftsmen Training Scheme (CTS)	

5.11.	Crafts Instructor Training Scheme (CITS)	
5.12.	Skill Development Initiative Scheme	
5.13.	Apprenticeship Training under the Apprentices Act, 1961 and NAPS	
5.14.	Advanced Vocational Training Scheme (AVTS)	
5.15.	Vocational Training Programme For Women	
5.16.	Schemes for Up gradation of ITIs	
5.17.	Flexi MoUs	
5.18.	STRIVE	
5.19.	Initiatives in the North East and LWE Regions	
5.20.	Trade Testing	
5.21.	Academic Equivalence to Vocational Qualifications	
5.22.	Dual System of Training (DST)	
5.23.	Polytechnics	
5.24.	IT Activities in DGT	
5.25.	Current initiatives in the DGT landscape	
C.	Schemes for Entrepreneurship Development	135-137
5.26.	Pilot Project on Entrepreneurship Development	
5.27.	Entrepreneurship Development in Six Holy Cities	
5.28.	Economic Empowerment of Women Entrepreneurs and Start-ups by Women (WEE)	
D.	Other Schemes and Initiatives	137-169
5.29.	Skill Loan Scheme	
5.30.	Indian Institute of Skills (IISs)	
5.31.	SANKALP	
5.32.	Jan Shikshan Sansthan (JSS)	
6.	Competition & Awards	170-175
6.1.	WorldSkills	
6.2.	IndiaSkills	
6.3.	45th WorldSkills Competition at Kazan, Russia 2019	
6.4.	WorldSkills Shanghai 2022	
6.5.	Kaushalacharya Awards	
6.6.	All India Skill Competition under Craftsmen Training Scheme	
6.7.	All India Skill Competition for Apprentices under Apprenticeship Training Scheme	
7.	International Skill Engagements	176-190
7.1.	Key International Engagements	
7.2.	International Cooperation with different countries	
7.3.	International Engagements of NSDC	
8.	Right to Information	190
9.	Public Grievance	190
10.	Vigilance	190
11.	Organizational Chart of MSDE	191
12.	Annexure - I to IV	192-211

1

INTRODUCTION

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 7th 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 5th 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.91- Ministry of Skill Development and Entrepreneurship			
Format for furnishing information on Gender Budget Statement			
100% provision towards women			
Rs. In crore			
Details of Scheme	BE 2020-21	RE 2020-21	BE 2021-22
National Skill Training Institutes (Women Training)	40.23	42.00	42.00
TOTAL	40.23	42.00	42.00
Pro-women (at least 30% of provision)			
Rs. In Crore			
Details of Scheme	BE 2020-21	RE 2020-21	BE 2021-22
Directorate General of Training	0.00	0.00	0.00
Jan Shikashan Sansthan*	0.00	0.00	0.00
Pradhan Mantri Kaushal Vikas Yojana**	0.00	0.00	0.00
*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.			
**There are no provisions for Gender Budgeting under PMKVY 2016-20, however, there are certain incentives under PMKVY to encourage women participation in the skill training.			

1.3.2 Budget Allocation- 2020-21

Table - 2

GRANT NO.91-Ministry of Skill Development and Entrepreneurship												
Details of Budget Allocated to Ministry (Rs. in crore)												
	BE 2020-21			RE 2020-21			Actual Expenditure 2020-21 (upto 31.12.2020)			BE 2021-22		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
MSDE	2270.96	52.50	2323.46	2070.82	47.04	2117.86	1493	0.02	1493.02	2106.3	45.17	2151.47
DGT	652.07	26.68	678.75	579.32	26.68	606.00	447.68	20.46	468.14	605.23	28.53	633.76
Total:MSDE	2923.03	79.18	3002.21	2650.14	73.72	2723.86	1940.68	20.48	1961.16	2711.53	73.70	2785.23

2

SKILLING AND ENTREPRENEURSHIP LANDSCAPE IN INDIA

2.1. Challenges in Skilling and Entrepreneurship Landscape in India

Skills and knowledge are driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. 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 & Jewellery	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

POLICY INTERVENTIONS BY MSDE

3.1. National Policy for Skill Development & Entrepreneurship, 2015

The National Policy for Skill Development and Entrepreneurship 2015 was launched by the Hon'ble Prime Minister on 15th July 2015. . The Policy acknowledges the need for an effective roadmap for promotion of entrepreneurship as the key to a successful skills strategy.

The Vision of the Policy is “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”.

To achieve this Vision, the Policy has four thrust areas. It addresses key obstacles to skilling, including low aspirational value, lack of integration with formal education, lack of focus on outcomes, low quality of training infrastructure and trainers, etc. Further, the Policy seeks to align supply and demand for skills by bridging existing skill gaps, promoting industry engagement, operationalising a quality assurance framework, leverage technology and promoting greater opportunities for apprenticeship training. Equity is also a focus of the Policy, which targets skilling opportunities for socially/geographically marginalised and disadvantaged groups. Skill development and entrepreneurship programmes for women are a specific focus of the Policy. In the entrepreneurship domain, the Policy seeks to educate and equip potential entrepreneurs, both within and outside the formal education system. It also seeks to connect entrepreneurs to mentors, incubators and credit markets, foster innovation and entrepreneurial culture, improve ease of doing business and promote a focus on social entrepreneurship.

A number of initiatives have been taken by the Government to meet the objectives of the Policy. These, inter-alia, include -

- Launching of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), for imparting short-term skill training to the youth.
- Notification of common norms for bringing about uniformity and standardization in implementation of various skill development schemes by different Central Ministries/ Departments.
- Setting up of Sector Skill Councils (SSCs) as industry-led bodies to develop National Occupation Standards (NOSs).
- Implementation of Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP), an outcome-oriented World Bank supported project for strengthening institutional mechanisms at both national and state levels
- Implementation of Skills Strengthening for Industrial Value Enhancement (STRIVE) scheme, a World Bank assisted project launched with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and

apprenticeships.

- Launching of Skill India Portal to provide information of trainees, training providers and trainers.
- Mobilisation/ outreach activities through Kaushal/Rozgar Melas, Skills Career Counselling Scheme in making skilling aspirational.

Vision Statement 2025

“Unlock human capital to trigger a productivity dividend and bring aspirational employment and entrepreneurship pathways to all”

MSDE’s Vision 2025 adopts an ecosystem-enabling lens to transition India to a high-skills equilibrium and help create positive outcomes for individuals, enterprises and the economy. The three outcomes to be achieved through vision:

- Enable individual economic gains and social mobility;
- Create a skills market that is learner-centric and demand-driven; and
- Facilitate aspirational employment and entrepreneurship generation, improve overall productivity for enterprises, and catalyse economic growth.

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. The National Skill Development Mission seeks to provide a strong institutional framework at the Centre and States for implementation of skilling activities in the country. The Mission has a three-tiered, high-powered decision-making structure. At its apex, the Mission’s Governing Council, chaired by the Prime Minister, seeks to provide overall guidance and policy direction. The Steering Committee, chaired by Minister in Charge of Skill Development, envisages review the Mission’s activities in line with the direction set by the Governing Council. The Mission Directorate, with Secretary, Skill Development as Mission Director, ensures implementation, coordination and convergence of skilling activities across Central Ministries/Departments and State Governments. The Mission also has selected sub-missions in high priority areas.

A meeting of the Executive Committee of NSDM has been held on 28th July 2020 in which the following issues have been addressed:-

- ❖ Review the progress under seven sub-missions under NSDM
- ❖ Detailed discussion on key features of upcoming scheme PMKVY 3.0
- ❖ Discussion on Online and blended learning model to address challenges of disruption in training and challenges in global mobility
- ❖ Strengthening Training of Trainers/Assessors

3.3 Common Norms

Common Norms were notified on 15.07.2015 for uniformity & standardization of skill development programmes. Previous to introduction of Common Norms, there were over 70-odd Skill Development Programmes (SDPs) being implemented by Government of India, each with its own norms for eligibility criteria, duration of training, cost of training, outcomes, monitoring and tracking

mechanism etc. This multiplicity of norms and parameters had created a diffusive effect of SDPs, which needed to be streamlined in order to achieve the final outcomes envisaged. Common Norms seek to rationalise the whole spectrum of skill development processes and systems including inputs, outputs, funding/cost norms, third party certification and assessment, monitoring/tracking mechanisms, and empanelment of training providers.

Common Norms define the activities constituting 'Skill Development' in the country, skill development courses and their alignment with the National Skills Qualification Framework, broad input standards for training programmes and the outcomes expected from these programmes. The outcomes of skill training programmes have been defined in terms of placement achieved in wage and self-employment, both for fresh trainees as well as existing workers who have undergone Recognition of Prior Learning. Since the common norms are aimed at being outcome focused, the cost norms and fund flow mechanism for skill development programmes have also been linked to specific outcomes achieved. Cost norms include support for components like mobilisation of candidates, trainers' training, placement expenses, post-placement tracking/monitoring and infrastructure costs.

The proposal envisages the creation of a Common Norms Committee under the Chairmanship of Secretary, Ministry of Skill Development and Entrepreneurship to bring about uniformity and standardisation among the skill development schemes of the Central Government. The Committee will also consist of eight other representatives from relevant Central Ministries/Departments, State Governments, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC), with a provision for inviting experts and other significant stakeholders who may be necessary in the decision-making process. It will be empowered to revise/amend the common norms, schedules of the notification, training costs and funding norms for skill development programmes.

While the common norms would be applicable to the skill development schemes of the Government of India being implemented through various Ministries/Departments, the State Governments are also expected to align their skill development schemes with the common norms so as to bring in uniformity and standardization. It provides *common input norms* like:- cost norms, minimum hours of training, NSQF alignment, training infrastructure etc., *common outcome norms* in terms of specified wage and self-employment and *commonality of process* like:- fund flow mechanism, assessment norms, empanelment of TPs/ Assessors, monitoring & tracking of candidates etc. Common Norms are applicable to the Skill Development Schemes of the Government of India being implemented through various Ministries/Departments and the State Governments are also expected to align their skill development schemes.

To facilitate aligning the various skilling schemes being run by Ministries/ Departments, eight 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, 5th August 2019, 26th February 2020 and 12th November 2020 where 3rd meeting took place in two parts. Common Norms Committee has amended the notification five times dated 20.05.2016, 28.02.2017, 31.12.2018, 11.11.2020 and 01.01.2021.

In the Fifth Amendment, the base cost for different sectors is further increased to 5% rounded off to next 10 paisa, with effect from 01.01.2021. Current base cost for different sectors will be as under with effect from 01.01.2021.

- (i) Rs. 49.00 per hour of training for trades/sectors listed in Category I of **SCHEDULE-II**.
- (ii) Rs. 42.00 per hour of training for trades/sectors listed in Category II of **SCHEDULE-II**.

(iii) Rs. 35.10 per hour of training for trades/sectors listed in Category III of **SCHEDULE-II**.

3.4 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’

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.

So far, the Ministry has been recognised two institutes viz the School of Vocational Education and Training (SoVET) under the Centurion University of Technology & Management, (CUTM) Odisha, and the State Institute for Development of Arts and Crafts (SIDAC), Odisha, as Centre of Excellence in the field of Skilling Ecosystem in the country vide Notification dated 18.11. 2019 and 10.12.2020 respectively.

3.5 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. The first National Skill University in the country is being envisaged to be set up in Varanasi, Uttar Pradesh.

3.6 Academic Equivalence to Vocational Qualifications

In present scenario of Indian education ecosystem, there is no system defined for lateral mobility and equivalency between vocational education and general education. In order to make ‘Vocational Education’ more relevant and to have its acceptance in the society, it is required to introduce credit based modular programs where accumulation of credit is permitted so as to enable learner’s multiple entry and exit.

To develop the framework, it is required to have a consensus between key stakeholders (MSDE, MoE, AICTE, CBSE, UGC, NSDC, SSCs and DGT). Thereby, a Core Committee with 3 Sub –Committees have been constituted for formulation of the Credit Framework with all relevant stakeholders. Consultative meetings with stakeholder are undergoing for all sub-committees and the work is in progress.

4

MAJOR INSTITUTIONS OF THE MINISTRY

4.1 Directorate General of Training (DGT)

Directorate General of Training (DGT) in Ministry of Skill Development & Entrepreneurship is an apex 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
- Carry out Skill Gap Analysis and ascertaining the skill workforce required as per latest technological changes of Industries
- Designing new curricula
- Revising course curricula
- Granting affiliation
- Trade testing
- Certification
- Conducting Training of Trainers for ITI Instructors under Craftsmen Instructor Training Scheme(CITS)
- Reskill and upskill the Instructors
- Reskilling and upskilling workers of Industries
- Conduct courses in participation of industry under ATS/DST/FLEXIMOU to provide industry ready work force.
- Monitor the quality of Vocational Training as well as functioning of all the vocation training schemes.
- Develop content and blended learning materials for Vocational Training

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 (NTC) 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.

Directorate General of Training (DGT) as an Awarding Body and Assessment Agency for Institutes under Skill Training Ecosystem"

In pursuance to the notification of National Council for Vocational Education and Training (NCVET) as a regulator vide F. No: 32001/14/2020/NCVET/234 dated 10th June 2020; the working of the Directorate General of Training (DGT) has been recognized as Dual Awarding Body and Assessment Agency for both long term and short term Vocational Training. In this context the DGT's key functions

of Curriculum Development, Accreditation and Affiliation of Industrial Training Institutes (ITIs), examination & certification of trainees has been aligned to the standard workings of various Boards. The realigned functioning has been approved by the Hon'ble Minister of Skill Development and Entrepreneurship on 28th Oct. 2020 to create an Apex Committee to provide institutional oversight towards proposals relating to accreditation, affiliation, de-affiliation and setting curriculum for different trades/courses, and conducting assessments, in long duration as well as short duration training, for institutes under Skill Training Ecosystem.

The DGT will have an Apex Committee at the highest level and at least three empowered Standing Committees to support various functionalities, in accordance with the NCVET framework. The Apex Committee would help DGT to function through a consultative approach, for the purpose of affiliation, curriculum and assessments. The DGT Apex Committee shall be the formal structure for providing institutional policy oversight to guidelines/protocols relating to accreditation, affiliation, curriculum and conducting assessments. The Apex Committee shall ensure quality, & standards, in conformity with NCVET guidelines and orders. The key roles and responsibilities will be discharged through its three empowered Standing Committees and a new independent Quality Assurance Unit of DGT which will play a supportive role, through DG, to the standing committee.

With the purpose of making standard processes and systems for development of Norms, Policies & Guidelines for the affiliation of Training Institutes, setting curriculum for different trades/ courses and conducting assessments; the DGT will function through following three empowered Standing Committees, and one independent Quality Assurance & Grievance Redressal Unit; which will be making decision on regular basis within their respective domains. These three committees will be:

- i. Standing Committee on Curriculum & Standards (SCCS),
- ii. Standing Committee on Accreditation & Affiliation (SCAA) and
- iii. Standing Committee on Assessment (SCA)

The above three standing committees will be supported through:

1. Sectoral Trade Course Committee,
2. Inspection Cum verification Committee,
3. Scrutiny cum Recognition Committee and
4. Result Review Committee

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 DGT under the Ministry.

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 Council for Vocational Education and Training (NCVET)

- (i) The National Council for Vocational Education and Training (NCVET) was notified as an overarching skills regulator on 5th December 2018. This institutional reform is to be brought about by merging the existing skill regulatory bodies- National Skill Development Agency (NSDA) and the National Council for Vocational Training (NCVT).
- (ii) The NCVET is mandated to 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. As outlined in the notification, the primary functions of NCVET, include regulation and recognition of awarding bodies, assessment agencies and skill information providers; approval of qualifications; monitoring and supervision of recognized entities; and grievance redressal.
- (iii) The merger of NCVT and NSDA was completed in order to fulfill the mandate of NCVET vide Notification of 05.12.2018. NCVET became functional with effect from 01st August 2020.
- (iv) In order to ensure smooth transition to NCVET, following steps have been taken for its operationalization:
 - a. NCVT Merger- NCVT was merged with NCVET vide NCVET Order dated 10.06.2020. By this order DGT was also recognized as an Awarding and Assessment Body for long term and short term trainings and training of trainers with respect to all qualifications created by DGT and approved by NSDA/ NCVET.
 - b. All the existing Awarding Bodies and Assessment Agencies vide Order No. 11011/08/2019-NCVET

dated 30.07.2020 were granted a transition period of maximum one year and will continue to exist till the new NCVET guidelines for recognition of Awarding Bodies and Assessment Agencies are implemented or till expiry of their respective approval period, whichever is earlier.

- c. NCVET logo was finalized to give a visual identity to the newly established skills regulator and subsequently launched by Hon'ble Minister SDE on 10th September 2020.
 - d. For standardization of certificates in skilling programs, uniform formats of certificate for short term and long-term training respectively have been finalized after multiple stakeholder consultations. Further, to ensure authenticity, the certificates will include a unique code which reflects year of certificate issuance, State/UT of training conducted, category and code of Awarding body, qualification code and serial number of certifications. The same was launched by Hon'ble Minister SDE on 27th October 2020 and are in implementation stage.
 - e. To standardize norms for functioning of entities in the skilling ecosystem, the Guidelines for recognition and regulation of Awarding Bodies along with an Operational Manual were formulated in consultations with Central Ministries, States/UTs, DGT, NSDC, SSCs and other stakeholders. The same was launched by Hon'ble Minister SDE on 27th October 2020 and are in implementation stage.
 - f. To create uniformity among the assessment processes in the skilling ecosystem, the Guidelines for recognition and regulation of Assessment Agencies along with an Operational Manual were formulated in consultations with Central Ministries, States/UTs, DGT, NSDC, SSCs and other stakeholders. The same was launched by Hon'ble Minister SDE on 27th October 2020 and are in implementation stage.
 - g. As per the NCVET Notification dated 05th December 2020, the regulator envisions to digitize all its activities/functions/processes to maintain transparency and minimize human intervention. In this regard, the development of technical platform for NCVET in consultation with National Information Centre (NIC) is under developmental stage.
- (v) Meetings of the Council: -

During 2020-21, two meetings of the Council have been held on 21.07.2020 and 20.10.2020 respectively.

4.2.1 National Skill Qualification Committee (NSQC)

The NCVET vide Order No. 2001/01/2019/NCVET dated 03rd August, 2020 has reconstituted National Skill Qualification Committee (NSQC) an apex body for approving Qualifications for NSQF alignment. The NSQC is Co-Chaired by Secretary, MSDE & Chairperson, NCVET and comprises of representatives from Central Ministries, NITI Aayog, AICTE, UGC, CBSE, Mission Directors of selected SSDMs, Executive Members-NCVET, DGT, nominee from MSDE, selected industry representative and sectoral representation from concerned submitting body of the qualifications being discussed. So far, 25 meetings of NSQC have been held under erstwhile NSDA and 4 meetings under NCVET have been held.

4.2.2 National Skills Qualifications Framework (NSQF)

National Skills Qualifications Framework (NSQF) which is competency-based framework that organises all qualifications according to a series of levels of knowledge, skills and aptitude through National Skill Qualification Committee (NSQC). So far, 4111 qualifications have been aligned to NSQF alignment. The details are given below:

Table-6

S. No	Submitting Body/Scheme	No. of qualification Aligned
1.	Sector Skill Councils	2427
2.	Directorate General of Training (DGT)	839
3.	Central Ministries (Self Run courses) and Institutes	757
4.	State Governments	88
	Total	4111

4.2.3 Recognition of New Assessment & Certification Bodies.

In pursuance of the powers conferred upon the National Council for Vocational Education and Training (NCVET) vide Notification of Government of India dated 05th August 2020, the West Bengal State Council of Technical & Vocational Education and Skill Development (WBSCTVE&SD) was recognized as Awarding Body for short term NSQF aligned Qualifications and conduct assessment and certification of NSQF aligned Qualifications for which approval has been obtained from NCVET.

4.2.4 Guidelines for Recognition and Regulation of Awarding Body (AB) and Assessment Agency (AA)

In order to ensure quality for functioning of entities in the skilling ecosystem and bring uniformity in assessment and certification processes, the Guidelines for Recognition and Regulation of Awarding Bodies and Assessment Agencies were formulated respectively and launched by Hon'ble Minister SDE on 27th October 2020. The Guidelines lay down minimum standards through well-defined parameters, processes and templates with fixed responsibility and timelines for the recognized entities.

In this connection, several advocacy workshops were also conducted with Central Ministries, States, and exiting Awarding Bodies & Assessment Agencies to orient and spread awareness on the functions of NCVET and the processes involved in recognizing entities to fulfil the mandate of NCVET.

4.2.5 Uniform Certificate with Unique Coding for Skill Trainings

The NCVET has developed uniform formats of certificate for short term and long term training and launched by Hon'ble Minister SDE on 27th October 2020. The certificates include a unique code which reflects year of certificate issuance, State/UT of training conducted, category and code of Awarding Body, qualification code and serial number of certifications.

4.2.6 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. At present, there are 55 sectors in which NSQF aligned qualifications are listed in NQR. 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.

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 involve 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-7: NSDC performance (2020-21)

SNo.	Highlights	Achievement																								
1	Candidates trained and Placed under PMKVY 2.0 as on 31 st Dec '20	<p><i>PMKVY (CSCM & CSSM) 2016-20 Update as per SDMS and SIP Reports dated 31-Dec-2020</i></p> <table border="1"> <thead> <tr> <th>Component</th> <th>Training Type</th> <th>Trained</th> <th>Reported Placed</th> </tr> </thead> <tbody> <tr> <td>CSCM</td> <td>Short Term Training (STT)</td> <td>36,25,999</td> <td>16,43,796</td> </tr> <tr> <td>CSCM</td> <td>Special Projects (SPL)*</td> <td>1,86,745</td> <td>67,994</td> </tr> <tr> <td>CSCM</td> <td>Recognition of Prior Learning (RPL)</td> <td>60,44,032</td> <td>NA</td> </tr> <tr> <td>CSSM</td> <td>Short Term Training (STT)</td> <td>7,27,090</td> <td>1,59,889</td> </tr> <tr> <td>CSSM</td> <td>Special Projects (SPL)</td> <td>5,634</td> <td>NA</td> </tr> </tbody> </table> <p><i>Source: Data as per SDMS and SIP reports till 31-Dec-2020</i></p>	Component	Training Type	Trained	Reported Placed	CSCM	Short Term Training (STT)	36,25,999	16,43,796	CSCM	Special Projects (SPL)*	1,86,745	67,994	CSCM	Recognition of Prior Learning (RPL)	60,44,032	NA	CSSM	Short Term Training (STT)	7,27,090	1,59,889	CSSM	Special Projects (SPL)	5,634	NA
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CSSM	Special Projects (SPL)	5,634	NA																							

2	Rozgar Melas as on 31 st Dec '20	214
3	Training Partner Proposals approved as on 31 st Dec' 20	706 (417 Funded and 289 Non- Funded)
4	PMKKs established as on 31 st Dec '20	738
5	Total QPs created as on 31 st Dec '20	2453
6	Teaching learning Materials created as on 31 st Dec '20	MCs - 1642
7	CSR Commitment in skill development 31 st Dec '20	209.36 Cr
8	Candidates counselled under Skill-Saathi as on 31 st Dec '20	37,24,748 candidates
9	Trainings under market-led model as on 31 st Dec '20	4.48 lakh trainings and 1.64 lakh placements
10	Trainers and assessors 31 st Dec '20	13,972 Trainer and 13,222 Assessor Certifications

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 NSQC. 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 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 like demand aggregation, industry membership, etc.

The table below has the list of active sector skill councils.

Table - 8

S. No.	Sector Skill Councils
1	Agriculture Skill Council of India
2	Apparel, Madeups & Home Furnishing Sector Skill Council
3	Automotive Skills Development Council
4	Aviation & Aerospace Sector Skill Council
5	Banking, Financial Services & Insurance (BFSI) Sector Skill Council of India
6	Beauty & Wellness Sector Skill Council
7	Capital Goods Skill Council
8	Construction Skill Development Council of India
9	Domestic Workers Sector Skill Council
10	Electronic Sector Skill Council of India
11	Food Industry Capacity & Skill Initiative
12	Furniture & Fittings Skill Council
13	Gems & Jewelry Skill Council of India
14	Handicrafts & Carpets Sector Skill Council
15	Healthcare Sector Skill Council
16	Hydrocarbon Sector Skill Council
17	Indian Iron & Steel Sector Skill Council
18	Indian Plumbing Skills Council
19	Infrastructure Equipment Skill Council
20	Instrumentation, Automation, Surveillance & Communication Sector Skill Council
21	IT-ITeS Sector Skill Council

22	Leather Sector Skill Council
23	Life Sciences Sector Skill Development Council
24	Logistics Skill Council
25	Management & Entrepreneurship and Professional Skills Council
26	Media & Entertainment Skills Council
27	Paints and Coatings Skill Council
28	Power Sector Skill Council
29	Retailers Association's Skill Council of India
30	Rubber Skill Development Council
31	Skill Council for Green Jobs
32	Skill Council for Mining Sector
33	Skill Council for PwD
34	Sports, Physical Education, Fitness and Leisure Sector Skill Council
35	Telecom Sector Skill Council of India
36	Textile Sector Skill Council
37	Tourism & Hospitality Skill Council

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. Additional Secretary, 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 Statutory Audit 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), is an organization under the administrative control of Ministry of Skill Development and Entrepreneurship, engaged in Training, Consultancy, Research and Publications in order to promote entrepreneurship. The Institute started functioning from 6th July, 1983 as a Society registered under the Societies Registration Act, 1860 (XXI of 1860). The administrative affairs of the Institute are being looked after by the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India since May, 2015.

Its activities include training, conducting research/evaluation studies, developing course curricula/ syllabi for Entrepreneurship Development Programmes, and undertaking development programmes in clusters. The institute is designing and organizing entrepreneurship development programmes for different target groups.

The Institute is operating from an integrated Campus in A-23, Sector-62, Noida, Uttar Pradesh. It is established in an area of 10,000 sq. meters with about 40,000 sq. feet of built-up area. The infrastructure comprises of 8 class rooms, 1 auditorium, and 1 conference hall, besides a well-stocked library. There is also a hostel consisting of 32 rooms, and other facilities. The institute has a Regional Office at NSTI Campus, Dehradun, Uttarakhand.

4.6.2 Major Activities of the Institute during FY2020-21

4.6.2.1 Training Programmes

During FY 2020 -21 (upto **December 2020**), **242** programmes were conducted by NIESBUD across different programme categories in areas of stimulation, support and sustenance of entrepreneurship development. A total number of 10579 participants attended these programmes.

Table - 9

Program Type	Programs	SC	ST	W	OBC	others	Total
EDP	39	78	17	565	364	663	1726
ESDP	79	321	28	2187	444	410	3469
MDP	7	40	3	41	11	66	168
ToT	33	37	13	184	98	284	649
Workshop	1			16	1	1	19
EAC	19	1392	8	1377		66	2862
EDP Expert Session (PMYUVA)	61	268	46	300	457	456	1588
Faculty Mentor Training (PMYUVA)	3	7		8	18	62	98
Total	242	2143	115	4678	1393	2008	10579

The conventional training activities were affected this year at the Institute due to COVID-19 pandemic, therefore, NIESBUD adopted flexible training and learning approach in its training delivery mechanism with a shift to online learning. The institute geared up to embrace the challenges and has engaged in customizing and redesigning its earlier approach and methodology of conducting various activities through its Online Learning Management System too.

The key training activities conducted by the institute include the following:

4.6.2.2 Trainers Training Programme on Employability, Entrepreneurship and Life skills

The Institute conducted 33 Trainers Training Programmes on Employability, Entrepreneurship and Life skills for the 649 trainers of NSDC partners during April – December 2020 through online mode. The purpose of Programme was to build the capacity of the trainers to make them able to encourage, guide, and motivate the PMKVY beneficiaries from the very initial stages of the program towards entrepreneurship & self-employment.

4.6.2.3 Certification programme on Strategic Marketing for Start-Ups

The Institute organised a two-day online certification programme on Strategic Marketing for Start-Ups for 43 (Fourty Three) participants comprising of senior Government Officials of Directorate of Industries from Madhya Pradesh, Orissa, and Owners of Start-ups & Small Business Entrepreneurs.

4.6.2.4 Online Entrepreneurship Development Programmes

The Institute conducted online Entrepreneurship Development Programmes on How to Start Your Own Business, How to Raise Finance for your Business Ideas, New Age Enterprise Management Skills, Comprehensive Agri Business, Urban Framing, Organic Farming & Dairy Farming and How to Raise Finance for Beauty and Wellness Enterprise, in order to promote self-employment and entrepreneurship among the budding and existing entrepreneur to set up and scale up their enterprise in an effective manner respectively. A total of 476 participants attended these EDPs.

4.6.2.5 Agriprenurship Development Program

Keeping in mind the opportunities available in the Agricultural sector, NIESBUD conducted 2 programmes on Agriprenurship Development. A total number of 52 Government Officials of State Agriculture Department, Faculties of State Agriculture University/ KrishiVaigyanikKendras, students of Agri business management attended the programme.

4.6.2.6 Business Opportunities in Uttarakhand

With the Covid crisis changing the concentration of labour force and resulting in reverse migration, there was a demand for understanding opportunitites and ecosystem for entrepreneurs. In this context, the institute organized special training programme targeting individuals seeking business opportunities. The institute organized 04 (Four) training programmes on Business Opportunities in Uttarakhand. The objective of the training programmes was to create sources of livelihood and supplement their family income by establishing enterprises and business in the evolving ecosystem of the state. A total Of 90 (Ninety) participants attended these programmes.

4.6.2.7 Forestry-based Entrepreneurship Development programme

The institute organised forestry-based entrepreneurship development programme for Forest Research Institute. The programme was organized through online mode and a total of sixty (60) participants connected from all parts of the country seeking entrepreneurial inputs in their respective subject matter and agro and forest-based entrepreneurship.

4.6.2.8 Online EDP on Export-Import Procedure & Documentation

The Institute designed and conducted Online EDP on Export-Import: Procedure & Documentation to equip the exporters and entrepreneurs with comprehensive knowledge and skills on various aspects of international business including the structure of international trade operations, regulatory guidelines, documentary formalities, shipping documents, packaging, security in international trade, transaction cost, freight forwarding, logistics and role of the other intermediaries etc. A total number of 18 (Eighteen) trainees participated in the programme.

4.6.2.9 Faculty Development Programme on Entrepreneurial Education as a Tool for Promoting Women Employment in India

NIESBUD organized Faculty Development Programme on Entrepreneurial Education as a Tool for Promoting Women Employment in India sponsored by School of Education, Sharda University, Greater Noida. 28 (Twenty Eight) faculties participated in the programme which was spread over 5 (Five) days.

4.6.2.10 Entrepreneurship-cum-Skill Development Programmes

The Institute conducted Entrepreneurship and Skill Development Programmes (ESDPs) sponsored by National Backward Classes Finance and Development Corporation (NBCFDC), National Scheduled Caste Finance and Development Corporation (NSFDC), and PMKVY Special Project on different job roles at Pan India level. The institute imparted training to 3469 trainees through 79 different programmes.

4.6.3 Supporting an Inclusive and Multi-Sectoral Response to COVID 19 and addressing its Socio-Economic Impact in India

NIESBUD with the support of United Nations Development Programme (UNDP) India is conducting entrepreneurial development activities in the states of Uttar Pradesh, Madhya Pradesh and Maharashtra for the migratory population, affected by COVID 19 Crisis. The institute conducted 4 batches of Biz Sakhi Master Trainer Development Programme and imparted training to 81 (Eighty One) trainees through capacity building to provide mentorship support services of both psychosocial and business supports. The programme aimed to create a 'cadre of mentors' from the local population who could encourage migrant population and women from their local community towards entrepreneurial activities and handhold them in terms of business- related technical inputs and psychosocial support.

The institute also conducted 3 orientation workshops with State Government Officials of Uttar Pradesh, Madhya Pradesh and Maharashtra for discussing the modalities of the NIESBUD-UNDP initiative for migratory population in respective States. NIESBUD will be conducting Entrepreneurship Awareness programmes (EAP), Entrepreneurship Development Programme (EDP) followed by mentoring and handholding for migratory population for helping them in creation of nano and micro enterprises and the State Government is envisaged to play the pivotal role to support NIESBUD in successfully executing the programme. Officers from Labour Department, Skill Development and Entrepreneurship, Social Welfare Department, Rural Livelihood Mission, Urban Development participated in these workshops.

4.6.4 Research

Research Studies is one of the core areas of NIESBUD portfolio. Studying problems and conducting researches /review studies for generating knowledge for accelerating the process of entrepreneurship development culminating into establishment of new economic ventures, has been

one of the focused area of intervention of the institute. The Institute has undertaken Evaluation Study on Physical Verification of PMEGP Units in Uttarakhand, Goa, Odisha and Andhra Pradesh.

4.6.5 Cluster Development

NIESBUD has intervened in various clusters under different Schemes of Government of India to capacitate and enhance competitiveness of Cluster Actors (Artisans/Entrepreneurs). The Institute is constructing common facility centre at Village Mirjapur Bangarur and Ganjalpur in District Bijpur (Uttar Pradesh). The key strategy for this Cluster Interventions is to enhance the productivity and competitiveness through capacity building of cluster actors.

4.6.6 Mentoring and Handholding

Institute has installed a Mentor Support Network for facilitating interaction between the Mentors and prospective Entrepreneurs with a view to facilitate setting up enterprises by the trained persons. The details about mentors are available on website of NIESBUD.

The Institute provided mentoring support to 956 (Nine Hundred Fifty Six) prospective entrepreneurs during April-December, 2020

4.6.7 Collaborations

- The Institute has signed an MoU with the Forest Research Institute, Dehradun, a premier institute in of the Ministry of Environment and Forests, Government of India for offering Entrepreneurship Development programmes for its trainees and faculties.
- NIESBUD entered into MoU with NBCFDC for conducting Entrepreneurship Development Programme for 3000 (Three Thousand) participants from OBC and EWS Categories.
- NIESBUD has signed MoU with TRIFED for providing marketing support to the participants.

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, functioning 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 administrative control of Ministry of Skill Development and Entrepreneurship (MSDE) since 22nd May, 2015.

The Institute is located at Lalmati, Basistha Chariali, National Highway-37, Bypass, Guwahati has an infrastructure of approx 77000 sqft 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 2020-21

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 2020-21 (upto **December, 2020**), **111** programmes were carried out with **4788 participants** by IIE across different programme categories with a thrust on participation of women and socially disadvantaged sections of the society.

Table – 10: The ongoing/ completed training programmes of IIE for the Financial Year 2020-21 (up to December, 2020)

Sl No	Programmes	Achievement	No of Persons Trained						
			SC	ST	W	Minority	OBC	Others	Total
1	EDPs	10	43	31	245	14	77	110	261
2	ESDPs	43	188	560	904	8	238	185	1171
3	MDPs	0	0	0	0	0	0	0	0
4	Others	58	55	2637	2970	0	359	305	3356
	Total	111	286	3228	4119	22	674	600	4788

4.7.3 Academic – Studies/Research

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

- (i) The institute has completed nearly 99 studies from its inception.
- (ii) Recently, IIE has developed a Rating tool for Farmer producer organisations (FPOs) in collaboration with ICCSPL to promote smooth access to finance for them.
- (iii) IIE has carried out almost 20 Diagnostic Study Report & Detailed Project Report.
- (iv) IIE has carried out verification of PMEGP units of Assam, Mizoram, Nagaland & Tripura. During FY 2020-21 IIE has conducted verification of 12169 units in Assam & Tripura.

4.7.4 Cluster Development Programme under MSE-CDP:

Under MSE-CDP scheme of the Government of India, IIE have implemented six clusters in Sikkim, Manipur, Meghalaya and Mizoram. Out of these six clusters, hard intervention has been made initiated in five clusters. The CFCs are being set up in these five clusters. One of those five clusters is the Okhrey Carpet Making Cluster of Sikkim. Here, the CFC construction has been completed and machinery set up is in process.

4.7.5 Scheme of Fund for Regeneration of Traditional Industries (SFURTI)

IIE as the Nodal Agency of the “Scheme of Fund for Regeneration of Traditional Industries (SFURTI)”, a central sector scheme of Ministry of MSME, Govt. of India has been approved forty-five (45) clusters in total so far. Out of the 45 clusters 16 are Handloom clusters, 12 are Handicraft clusters, 5 clusters

have both Handloom and Handicraft activities and 13 clusters have Agro based activities. These 45 clusters are spread across the Northern, Eastern and North Eastern Region of India. During the financial year 2020-21 a total of 19 clusters of IIE have been approved by the SSC of SFURTI and 12 clusters have been made functional with completion of the construction of the Common Facility Centers (CFCs) and procurement of machineries including distribution toolkits. Out of these 12 clusters, 6 clusters have already clocked export orders or received buyer inquiry for from exporters.

4.7.6 Assam State Rural Livelihood Mission Scheme (ASRLMS)

One of the new initiatives undertaken by the Institute during the period, 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 and provided training to enhance their income for a sustainable gainful livelihood. In addition, the Institute had conducted 7 Nos. of Beekeeping and Honey Processing Training and trained 215 Participants at Baksa district

Of late in the month of January, 2021 one more pilot livelihood initiatives on handloom has been initiated at Kotoki papong village of Charaideo district of Assam

4.7.7 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. During the financial year 2020-21, following major activities were carried out:

- Identification of 15 agro products from the project area for branding, packaging and marketing.
- CFBIC construction at Diyun has been initiated.
- Procurement process for the machineries for processing of the various agro products in the CFBIC has been initiated.
- Formation of SPV for smooth functioning of the CFBIC and further strengthening of the institution.

4.7.8 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 program.

4.7.9 North East Regional Entrepreneurship Summit (NERES)

IIE in collaboration with FINER organized 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 address various challenges faced by the start ups.

4.7.10 Livelihood Business Incubation centres under the MSME-ASPIRE Scheme

Three Livelihood Business Incubation (LBI) Centres with total investment Rs. 1.90 Cr have been laid down in Guwahati and Dikhowmukh, Sivsagar under the sponsorship of MoMSME, Govt. of India, ASPIRE scheme. The incubation centres are:

1. Wood working LBI Centre, IIE, Guwahati
2. Food Processing LBI Centre, IIE, Guwahati
3. Dairy Processing LBI Centre IIE, Dikhowmukh, Sivsagar

All these centers are meant for incubating eligible youth on various skill sets in Wood craft, Food processing and Dairy processing and to provide the opportunity to set up their own business enterprise. These incubation centers also provide mentoring and handholding with facilitation for production with a view to empower them to set up own business enterprise. All total 55 incubates were trained and incubated in these centres during the FY 2020-21.

4.7.11 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 Micro, Small and Medium Enterprises and conducted 46 (Forty six) Programmes so far to train 1129 (Eleven Hundred twenty six) Participants.

4.7.12 Skill Development Training Programme under NSDC, NBCFDC, NSFDC 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 NSDC, NBCFDC, NSFDC and Sector Skill Council in the states of Assam, Meghalaya, Tripura, and Mizoram. Till November, 2020 a total of 108 programmes was conducted where 1249 participants were trained.

IIE also implemented the pilot project on PMYUVA in 31 empanelled institutes in Assam and Meghalaya where 33 nos. of programmes were conducted and 4757 beneficiaries were trained on various components of .Entrepreneurship Awareness Program and Entrepreneurship Education.

4.7.13 National Scheduled Caste Finance and Development Corporation (NSFDC)

During the months of July to December, 2020, 150 Scheduled Caste beneficiaries have been trained in trades such as Jacquard Weaver Handloom, Cane and Bamboo Utility Handicraft Assembler, Jam, Jelly Ketchup Processing across various districts of Assam right after the Ministry had announced to resume all the training programmes. The programme has been sanctioned by the National Scheduled Caste Finance and Development Corporation (NSCFDC), Ministry of Social Justice and Empowerment, Govt. of India.

4.7.14 Skill Development Training on Lifestyle Accessories and Products

Development of various lifestyle products and accessories using the simple techniques of paper mache, crochet and hand embroidery can be a huge opportunity in North east Region, as it is cost effective, and doesn't require any prior skills to make it into a business. With the objective of creating a sustainable workforce in this line of business, IIE conducted a two (2) months Skill Development training in lifestyle products and accessories. The training primarily focused on developing a wide range of lifestyle products such as magnets, key chains, jewellery boxes, trays, lamp shades, storage

boxes/baskets as well as jewellery such as earrings, pendants, cushion covers, napkins, runners etc. using the techniques of, paper mache, hand embroidery, glass art and DIY art of recyclable materials. The curriculum for Skill Development Training on Lifestyle accessories & products was implemented by Indian Institute of Entrepreneurship, Guwahati sponsored by Indian Oil Corporation Limited (IOCL), Noonmati. Educational objectives are specified to imparting skill and knowledge on paper Mache, hand embroidery and crochet to develop life style products & accessories with design interventions to enable enterprise creation for a sustainable livelihood. Assessment of competencies is structured to reflect the pathway of learning required throughout the training. The participants were also taken for an exposure visit for a market diversity to understand packaging, labelling, pricing and the design aspects of the products. The programme was initiated on 2nd November, 2020 and was concluded with an exhibition

4.7.15 The Pradhan Mantri Van Dhan Yojana (PMVDY)

PMVDY was launched in Assam on 5th November, 2019 at Indian Institute of Entrepreneurship (IIE). TRIFED in Assam has sanctioned 128 Van Dhan Vikash Kendra (VDVK's) under the scheme covering 24 Districts of the State. The Directorate of Welfare of Plain Tribes & Backward Classes, Assam (WPT&BC) is the State Nodal Agency and Assam Plain Tribes Development Corporation Ltd (APT&DC Ltd.), Govt. of Assam is the Implementing Agency for the scheme in Assam. IIE, Guwahati is the Resource Agency providing technical supports in the effective implementation of the scheme and supported the beneficiaries by purchasing the resources such as 'Jackfruit Seeds', 'Joha Rice' and 'Hill brooms' under the Minimum Support Price (MSP) scheme. Covering all VDK's in Assam, procurement of 4275 kg of jackfruit seeds, 2001 kg of joha rice, 45 metric ton hill broom from Karbi Anglong, 2700 kg black rice, 200 kg king chilli (dry), 300 kg mushroom, 1750 kg mustard seed, 1500 kg bamboo broom and 2000 liter of wild honey from Baksa was done during Covid pandemic period. Through this initiative, the programme has been able to not only provide the market for the tribal communities but also a source of income and succour for the poor tribal households.

4.7.16 Diploma in Fashion & Textile Technology

One Year Diploma Course in Fashion and Textile Technology had to be paused due to pandemic situation. The classes began on September, 2020 wherein the participants made their final collection. The first batch was successfully concluded on 11.01.2021, with a fashion show and an Advisory Committee meeting. Out of the 10 graduating batch of students, few of them have started their own brands and few have been placed in fashion start-ups.

4.7.17 Collaborations

Indian Institute of Entrepreneurship (IIE) signed Memorandum of Understandings (MoUs) s with the following agencies during 2020-21 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)
- Down Town University, Assam
- Mayang College, Assam
- Pragjyotish College

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 Directorate General of Employment and Training (DGE&T) under Ministry of Labour and Employment, 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 (NIMI). Presently it is functioning as an Autonomous Institute under the Ministry of Skill Development & Entrepreneurship (MSDE), Government of India.

The main objective of the National Instructional Media Institute (NIMI) is to prepare instructional material for the use of the trainees and trainers as well in order to acquire 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. In addition to the 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 technology.

In 2020, NIMI expanded by undertaking different activities:

1. NIMI added substantial number of titles for different trades under Craftsman Training Scheme (CTS) even in the pandemic scenario by engaging experts & operators doing work from home and has proposed to add more titles in the remaining period of FY20-21 to facilitate trainees in their learning process.
2. Simultaneously, NIMI took all efforts to translate books in regional language as per 8th schedule and penetrated in most of the regional language for translation.
3. To provide trainees to assess their learning during this pandemic situation robust online learning facility created to test their learning, NIMI provided online platform for mock test with 10,29,455 registered users and uploaded 2,30,270 questions (including different regional language).
4. To facilitate the trainees to continue their learning during the present scenario, Portal for streaming live Virtual classes from home by Rock-star Instructors was created with short notice. The number of virtual classes conducted 3080 during the period April to July'2020 with total participants 16,55,953.
5. Integrated IT in various areas of Skill ecosystem viz., online Mock testing site, Centralized Online admission portal for Instructors admission for Crafts Instructor Training Scheme (CITS) to provide transparency and better access to all across the country.
6. Initiated Blended learning platform and on initial phase developed content for first 06 popular trades under CTS. The Master trainers also trained accordingly and facilitated development of online portal for registration of trainees across the country and same portal will be used to provide end to end training service.
7. Conducted CBT based exam for state of Arunachal Pradesh and till now conducted National Trade Certificate exam for 48 trades in two phases. The next phase is in the pipeline for examination to cover different trades.

8. For the first time, Syllabus of Employability Skills 2nd year was developed by NIMI, Chennai involving different stakeholders and
9. Provided Orientation to more than 150 experts from NSTIs and different State Directorates towards development of Question Bank and translation of Instructional Materials through online meeting applications during lockdown.

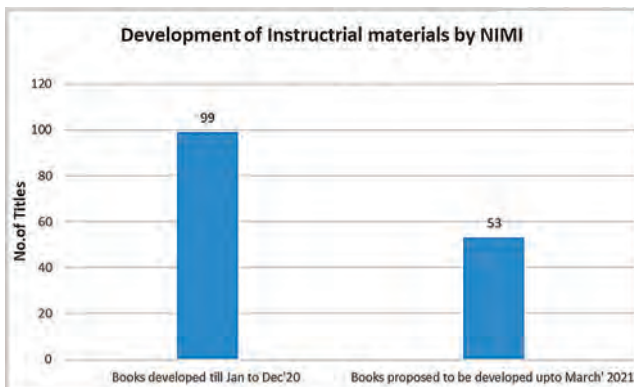


Chart - 1

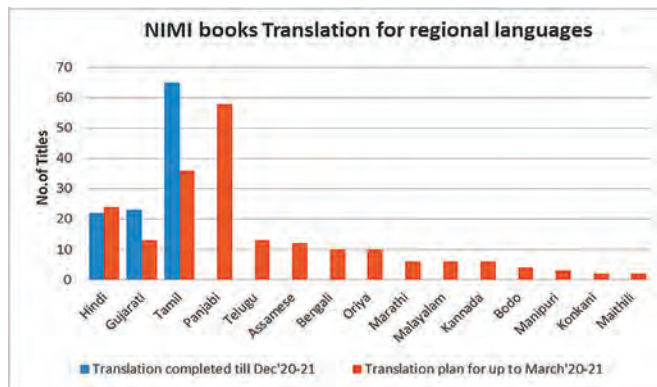


Chart - 2

Virtual classes in Pandemic situation		
No. of Virtual Classes	Period	Total participants
3080	April to July,2020	16,55,953

CBT exam for NTC @Arunachal Pradesh



Establishment of SANKALP Cell

Ministry of Skill Development and Entrepreneurship identified National Instructional Media Institute as the implementing partner for Mahatma Gandhi National Fellowship (MGNF) and signed a MoU. The Mahatma Gandhi National Fellowship (MGNF) is an opportunity for young, dynamic individuals to enhance skill development and promote economic development. The two-year Fellowship seeks to combine classroom sessions (Academic Module) at IIM, Bangalore with an intensive field immersion at the district level to create plans and identify barriers in raising employment, economic output, and promote livelihoods in rural areas. It is an initiative of MSDE that is designed and implemented by IIM, Bangalore in collaboration with State Skill Development Missions (SSDMs).

In this regard, a Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) Cell was established in NIMI to take care of the Human Resources, payroll and other activities for MGNF. An IT Portal exclusively to capture details of the MGN Fellows, their activities, attendance, etc. was designed by the IT team of NIMI and has been put to good use from March 2020 when MGNF Phase 1 was launched in IIM, Bangalore. Total 74 Fellows were deployed in 74 districts covering 6 States, viz. Gujarat, Karnataka, Meghalaya, Rajasthan, Uttar Pradesh, Uttarakhand.

NIMI has been preparing for launch of MGNF Phase 2 in 2021 to cover the entire country. Total 669 districts are to be covered across the country deploying 662 Fellows with 7 Fellows covering 2 districts each in Uttar Pradesh.

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. From the year 2014, 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. Recently, 40 STCC (Sectoral Trade Curriculum Committee) with Strong Industry Connect have been constituted by DGT to carry out Skill Gap Analysis for Introduction of New Courses and also to Revise/Revamp the existing curricula as per Industry needs.

Based on STCC recommendations, CSTARI undertakes:

- i) design and develop trade curricula for the various trades.
- ii) organize suitable training programmes in institutes/ industries.
- iii) conduct study and analysis for the development of appropriate methods, techniques, procedure and systems related to the Vocational Training.
- iv) 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), DST, Flexi-MoU, Apprenticeship Training Scheme (ATS), & CITS, and revise the same on continuous basis.

As of now, CSTARI has revised/revamped 140 curricula under Craftsman Training Scheme (CTS), designed/revamped 48 courses under Craftsmen Instructor Training Scheme (CITS), 206 courses under Apprenticeship Training Scheme (ATS), 16 courses under CTS (Flexi MoU) & 04 Advanced Diploma (Vocational) courses. Earlier DGT used to conduct Short Term Training Courses under AVTS Scheme which was not in operation for some time as the courses were not NSQF aligned. Recently 11 NSQF aligned short term reskilling courses were designed based on STCC recommendation.

4.9.2 Training Wing: Conducts various in-house training programme as per schedule and off campus training programmes based on request for faculty and principals on training methodology, Training of Trainers (TOTs), Managerial and supervisory development.

In line with the demand for Online Training due to COVID-19 Pandemic, CSTARI has Introduced Online Training and in this process 13 NSQF Programmes have been conducted for States of Bihar, West Bengal and U.P. and 561 Instructors have been Trained so far. Scheduled courses can also be conducted online based on demand.

CSTARI has also started Online Blended Learning Programme for Master Trainers of Various States across India and so far 10 courses have been conducted and 1088 Master Trainers have been trained.

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

Ministry of Skill Development and Entrepreneurship vide Order No.A-36017/2/2017-Estt. dated August 21, 2018 set-up Directorate of Jan Shikshan Sansthan as a subordinate office of MSDE with the transfer of the Scheme of Jan Shikshan Sansthan from the Ministry of Education (erstwhile MHRD).

The following are the functions of the Directorate of Jan Shikshan Sansthan:

- Monitoring and evaluation of the Scheme of JSS and training of programme functionaries.
- Provide technical information for the policy formulation as well an executive direction of the Ministry for its implementation.
- Parliament matters including replies to questions concerning the subjects allotted to DJSS.
- All other matters not otherwise assigned to MSDE

4.10.3 Role of Directorate of Jan Shikshan Sansthan

The Ministry of Skill Development & Entrepreneurship vide office order No.F.3/1/2019-JSS (MSDE) dated 10th July 2019 assigned the following role to DJSS:

- ✓ Approval of Annual Action Plan of JSSs

- ✓ Recommendation of release of grants to JSSs
- ✓ Facilitate and coordinate technical resource support services to JSSs
- ✓ Supervision and monitoring of JSS progress through periodical visits
- ✓ Training and orientation of programme/administrative staff of JSSs
- ✓ Creation of pool of master trainers
- ✓ Clearing house services
- ✓ Providing guidance to the members of Board of Management/Executive Committee and Programme/Administrative staff
- ✓ Conduct half yearly/annual review meetings
- ✓ Development of course curriculum
- ✓ Monitoring of Livelihood Cells of JSSs
- ✓ Collaborate and coordinate with other stakeholders in the field of skill development
- ✓ Operationalisation of new JSSs
- ✓ Matters related to JSS Portal, viz. its periodical updation, maintenance, etc.
- ✓ Publicity and media
- ✓ Organisation of national level meetings/workshops/seminars
- ✓ Activities needed for promotion of the objectives of the scheme
- ✓ Scrutiny of proposals of Board of Management of JSSs
- ✓ Grievances on Public Grievance Portal
- ✓ RTI matters in respect of JSS on functional issues
- ✓ Providing input on court cases on functional issues of JSS
- ✓ Any other work assigned to the Directorate for the promotion/ implementation of JSS Scheme or the matter related to it

4.10.4 Activities undertaken from January, 2020 to December, 2020

1. Mobilization of beneficiaries and exhibition of JSS products

Shri Amit Shah, Hon'ble Home Minister, Union Government of India laid the stone foundation of Indian Institute of Skill (IIS) at Gandhinagar on 15th January 2020 in the presence of Hon'ble Minister of SDE, Government of India, Shri Ratan Tata, Chairman, Tata Trust and other dignitaries of Government of Gujarat and MSDE. On this occasion mobilized 2000 beneficiaries of JSSs of Gujarat for this function. On this occasion, live demo and products made by the JSSs beneficiaries were exhibited.



2. Participation in Kaushal Mahotsav

During the visit of Dr. Mahendra Nath Pandey, Hon'ble Minister of Skill Development & Entrepreneurship to Varanasi, a Kaushal Mahotsav was organised on February 12-13, 2020. On this occasion, exhibition of products of selected JSSs of Uttar Pradesh and live demo of the products made by the trainees was show-cased.

Five trainees of the JSS (BSS), Varanasi were given offer letters in vocational trade 'Helpers for Hospital & Nursing Homes' by the Dr. Mahendra Nath Pandey, Hon'ble Minister of SDE on February 13, 2020.



3. International Women's Day

Lauding women achievers empowered by programmes and initiatives of the Skill India Mission, the Ministry of Skill Development and Entrepreneurship (MSDE) marked International Women's Week at New Delhi on March 5, 2020.



Dr. Mahendra Nath Pandey, Hon'ble Union Minister, Skill Development and Entrepreneurship, was Chief Guest at the event attended by hundreds of women to celebrate stories of transformation, women who braved insurmountable odds to emerge as examples of the success of Skill India Mission.

Senior officials and dignitaries including Shri Praveen Kumar, Secretary, MSDE, and other officers of the MSDE were part of the event that not only acknowledged women for their achievements but also for the impact they made on the entrepreneurial ecosystem of the country.

Dr. Mahendra Nath Pandey handed out certificates to the winners of several competitions held especially for women across multiple trades and various programs initiated under Skill India Mission. Best from waste, webpage designing, short video making and debate competition are some of the categories in which the competitions were organised.



Among the many inspirational stories of grit and strength were Farah Naaz, a beautician from Jan Shikshan Sansthan, Jahangirpuri, New Delhi. Ms Naaz narrated the hardships she had to overcome to rise above adverse circumstances and carve an identity for herself. Farah, who was abandoned by her husband and her in-laws, trained as a beautician and now works in a salon, is raising her son with dignity.



4. Progress made by JSS in training beneficiaries in skill development courses

Beneficiaries trained by JSSs during 2019-20

I. Coverage of Beneficiaries

Table - 11

Year	Target	Enrolled	Trained	Assessed	Certified
2019-20	4,20,402	4,15,332	4,15,322	4,08,739	4,06,497

II. Gender-wise coverage

Table - 12

Trained				Assessed			
Male	Female	Trans gender	Total	Male	Female	Trans gender	Total
60,938	3,54,126	258	4,15,322	59,191	3,49,295	253	4,08,739
14.67%	85.27	0.06		14.48%	85.46%	0.06	

Beneficiaries trained by JSSs during 2020-21

I. Coverage of Beneficiaries

Table - 13

Year	Target	Enrolled	Trained	Assessed	Certified
2020-21	4,01,104	2,02,860	21,627	13,673	13,530

II. Gender-wise coverage

Table - 14

Trained				Assessed			
Male	Female	Trans gender	Total	Male	Female	Trans gender	Total
24,916	1,77,831	113	2,02,860	2,378	11,290	4	13,673
12.28%	87.66%	0.06%		17.39%	82.58%	0.03%	

5. Activities undertaken during Lockdown Period

Due to COVID-19, all the countries of the world were affected. On 24th March 2020, the Prime Minister announced nationwide lockdown for 21 days, limiting movement of the entire 1.3 billion population of India as a preventive measure against the COVID-19 pandemic in India. It was announced after a 14-hour voluntary public curfew on 22nd March 2020 followed by enforcement of a series of regulations in the country's COVID-19 affected regions. The lockdown was placed when the number of confirmed positive corona virus cases in India was approximately 500.

The Government of India extended lockdown to 68 days in phases. The first unlock 1.0 was started from June 1, 2020. On March 17, 2020, the teaching-learning classes of the Jan Shikshan Sansthan were suspended as State Governments have suspended teaching classes in educational institutions and coaching institutes.

5.1 Preparation and distribution of masks

JSSs are conducting skill training at the doorsteps of the beneficiaries and involved with the local community in various activities. DJSS played a proactive role in creating awareness to break the chain of COVID-19 across the country through Jan Shikshan Sansthan. DJSS motivated Jan Shikshan Sansthan to prepare face masks and distribute them to the needy persons in their operational areas using its own resources as there was a scarcity of masks in the market. JSSs prompted resource persons / beneficiaries in the villages to produce the masks from their houses to help the public to fight corona virus. JSSs had started the production and distribution of masks after the announcement of lockdown by the Government of India. In the initial stage, JSSs produced the limited number of masks and supplied to the District Administration on free of cost. Some NGOs / Corporates also sponsored the JSSs to produce the masks on a large scale.



The masks were made out of waste teaching-learning material available with the JSSs. In addition, some of the resource persons/beneficiaries of JSSs also got orders from reputed NGOs/Corporate for production of masks. The resource persons/beneficiaries sold masks to these agencies between Rs.2/- to Rs.10/- depending on the quality of mask.

JSSs also conducted training on preparation of masks in consultation with the District Administration in Jails and Juvenile Homes.

The details of masks prepared and distributed by 218 JSSs in 25 States and 3 UTs is given below:

Table - 15

No. of face masks prepared	32.22 lakh
No. of face masks distributed free	16.69 lakh
No. of face masks supplied on nominal cost to State Government/District Administration/ Corporate/Local NGOs/ Others No. of face masks supplied on nominal cost to State Government/ District Administration/ Corporate/Local NGOs/Others	15.53 lakh



5.2 Hand Wash Promotion through liquid soap & Safety Precautions : Jan Shikshan Sansthan took steps to promote the importance of hand wash and use of sanitizers in the houses / workplaces in the initial stage of COVID-19. JSSs also published and distributed wall posters, handouts and other publicity material on COVID-19 to create awareness among the masses. Some JSSs conducted training on preparation of liquid soap and phenyl and also provided sanitizers in public places for hand wash.



5.3 Distribution of Food Packets

With the announcement of lockdown in the country, the migrant labourers were withheld at the places of their work. JSSs distributed food packets and dry ration kits to the migrant labourers, health workers, police officials and needy persons in their localities with the support of local administration. They continued this activity till un-lockdown 1.0.



5.4 Arogya Setu app

JSSs also motivated beneficiaries to download ArogyaSetu in their mobile. The Resource Persons and staff explained benefits of ArogyaSetu and downloaded app in beneficiary's and public mobile phones.

5.5 Extended helping hand to needy during lockdown

During a live programme in AajTak channel, Hon'ble Minister of Skill Development & Entrepreneurship briefed about various activities undertaken by the MSDE during lockdown. During this programme, one lady from Indore wanted financial and economic help from MSDE. The lady was running her household by stitching clothes. Due to lockdown, she was facing financial hardships. JSS, Indore acted quickly and placed order with that lady for preparation of masks. She was helped by JSS. This story was later telecasted on the AajTak channel.



आपने प्रयासों से आत्मनिर्भर भारत अभियान को गति दे रहा कौशल विकास एवं उद्यमशीलता मंत्रालय

नई दिल्ली। प्रधानमंत्री श्री नरेंद्र मोदी के आह्वान के पश्चात कोरोना संकट के खिलाफ आम पुरुष एकजुटता के साथ खड़ा दिखाई दे रहा है। यह देशवासी प्रयत्नशीलता जो इतना दिनों तक निरंतर रही थी, अब भी जारी है, यह भी मंत्री ने बताया है। उन्होंने कहा कि सरकार को मंत्री की सहायता हो या फिर अन्य दिशा-निर्देशों का अभाव। इस क्रम में कौशल विकास एवं उद्यमशीलता मंत्रालय भी देशवासी एकजुटता के इस काल में लोगों को हार्दिक सहायता उपलब्ध करने की दिशा में कई ठोस कदम उठा रहा है। मंत्रालय अपनी कौशल योजनाओं के माध्यम से जनता को इस चुनौतीपूर्ण स्थिति का उत्तरक मुहैया कराने के लिए भी सक्षम प्रयास कर रहा है।

एक नवीन चैनल के ई-एजेन्डा कार्यक्रम में महेंद्र नाथ पांडेय, मन्त्री कौशल विकास एवं उद्यमशीलता मंत्रालय ने बताया कि वे किस तरह से लॉकडाउन की इस चुनौतीपूर्ण अवधि में भी युवाओं को निकलने में सक्षम प्रेरणा के साथ ही उत्साह प्रदान करने की दिशा में कार्य कर रहे हैं। कार्यक्रम के दौरान पांडेय जी ने युवाओं, महिलाओं एवं अन्य वर्गों के कौशल विकास के बारे में अपनी योजनाओं तथा उनके क्रियान्वयन पर खुलकर बताया। चर्चा के दौरान उन्होंने बताया कि ग्रामीण महिलाओं के उत्थान एवं बेरोजगारी के दिना में उनके कौशल विकास एवं उद्यमशीलता मंत्री महेंद्र नाथ पांडेय जी से संपर्क कर बेरोजगारी संकट का समाधान की मांग की थी।

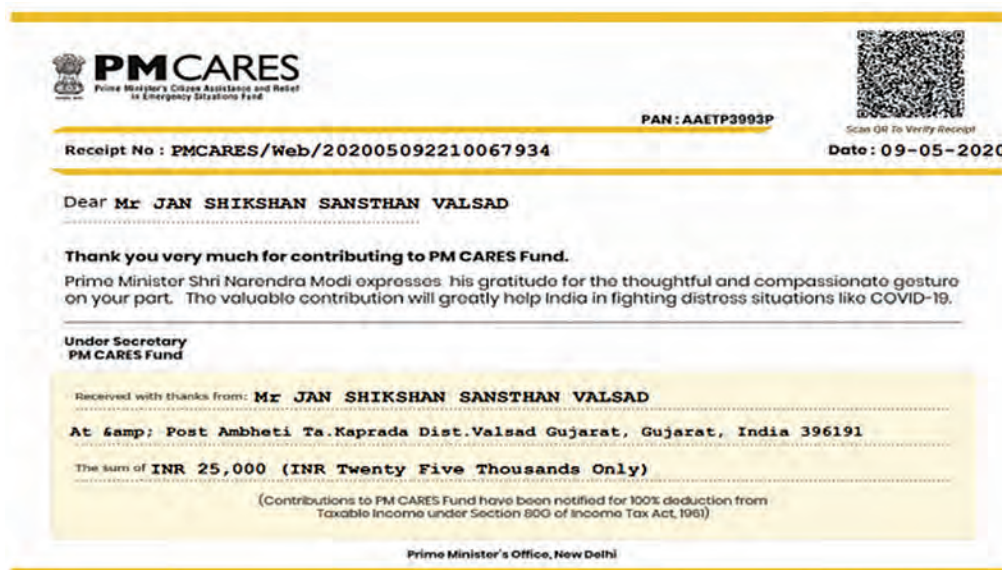


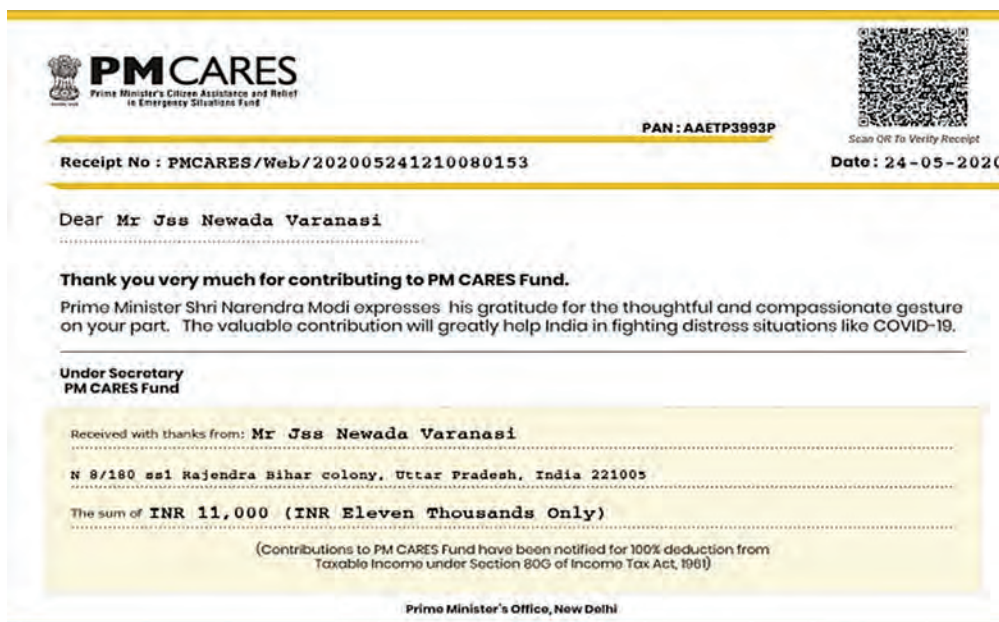
अधिक मास्क बना चुका है, जिसमें वह करीब महिलाओं का बहुत बड़ा योगदान है। उन्होंने महिलाओं के व्यवसाय पर चर्चा के साथ ही देश के अर्थीजनों सक्षमता के उत्कृष्ट कार्यों के बारे में भी बताया। उन्होंने बताया कि किस तरह हमारे मंत्रालय से सम्बन्ध स्थापित करके इस संकटकाल में सम्बन्ध स्थापना के संकल्प को पूर्ण करने के लिए अपने महत्वपूर्ण भूमिका निभा रहे हैं।

इंदौर निवासी युवा वर्मा जी जो जीवनविकास के लिए मिलाई-कपाई का कार्य करती हैं। उनके साथ परिवार में एक विवाहित पति भी हैं, जिन्हें उनके पति ने फेब्रुअरी इस बात के छोड़ दिया क्योंकि उन्होंने एक बेटे को जन्म दिया था। अपने सम्बन्ध स्थापना के अर्थीजनों का भरण-पोषण कर रही युवा जी के लिए इन सभी को पालना एक बहुत जिम्मेदारी साबित हो रही थी। युवा जी में दुःख था, आत्मनिष्ठा या लौकिक उनके पास किसी तरह का काम या रोजगार नहीं था। उन्होंने चैनल पर ऑनलाइन हुए इस कार्यक्रम की दौरान कौशल विकास एवं उद्यमशीलता मंत्री महेंद्र नाथ पांडेय जी से संपर्क कर बेरोजगारी संकट का समाधान की मांग की थी।

5.6 Donations in PM CARES Fund

As the nation faces myriad crises from an economic slowdown due to lockdown and corona virus outbreak, Hon'ble Prime Minister Shri Narendra Modi made an appeal to the nation to donate generously to PM CARES Fund in order to mitigate the current situation. PM said any such donation will strengthen the government's "disaster management capabilities" as the nation reels from a lockdown necessitated by a public health emergency.





JSSs are working at grass-root level in villages and involved with the community. They motivated community to donate in PM CARES Fund. An amount of Rs.56.57 lakh was contributed by 222 Jan Shikshan Sansthans in PM CARES Fund.

6. Online Trainings

The COVID-19 taught several lessons to the human being for its survival. The lockdown experience has impacted our lives in many ways. Global lockdowns have required many of us to stay at home or at the very least, physically distance ourselves from others. The workforce had a challenge to manage their affairs and contribute their part in the country economy. There was a need arose for the organizations and institutions including Government to change their style of functioning from offline to online.

Jan Shikshan Sansthans were compelled to adopt online platform to orient / train their Staff and Resource Persons during unlock period. There are eight JSSs which have imparted theory part of the vocational courses through online mode to the beneficiaries. Around 65 JSSs have conducted 125 online programmes on orientation / capacity building / awareness on COVID-19 etc.

7. Offline Training Programmes

Jan Shikshan Sansthans have conducted offline capacity building programmes, orientation and awareness on COVID-19 for staff, resource persons and target group during unlock period. All JSSs have started skill training programmes in offline mode from November 2, 2020 while maintaining strict adherence to the SoP of the Ministry of Health & Family Welfare.

8. Expert Committee to suggest the way forward to support the Scheme of JSS

The Ministry of Skill Development and Entrepreneurship has constituted an Expert Committee under the Chairpersonship of Smt. Vandana Kumari Jena, IAS (Retd), Ex-Secretary, Government of India to suggest the way forward to support the Scheme of Jan Shikshan Sansthan (JSS) vide letter No.F.No.20/4-JSS (MSDE)/2020 dated 5th May 2020. The objective of the Expert Committee was to examine the JSS scheme and suggest the way forward for strengthening the scheme of the JSS under the Ministry of Skill Development and Entrepreneurship.

The following were the members of the Expert Committee:

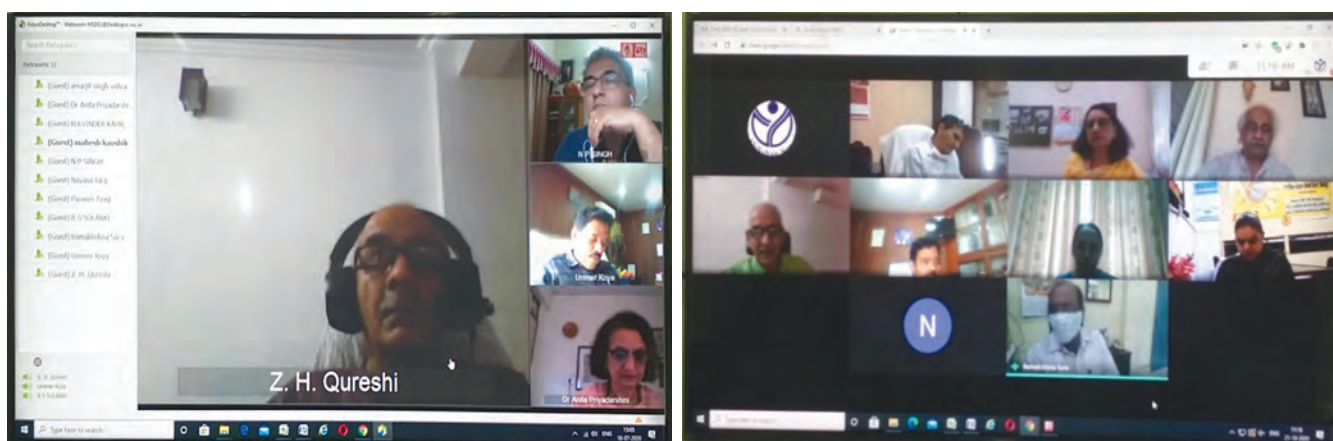
1. Ms. Vinita Aggarwal, Director General, National Skill Development Agency & Executive Member, National Council for Vocational Education and Training
2. Shri Deepankar Mallick, Deputy Director General, Director General Training, MSDE
3. Shri Jaikant Singh, Head of Strategy & Programme Development, NSDC
4. Shri Abhay Mahajan, Chairman, JSS, Chitrakoot, Uttar Pradesh
5. Shri Asthbhuja Prasad Shukla, Ex-MP and Ex-Chairman, JSS, Basti, Uttar Pradesh
6. Prof. S. Nayana Tara, Consultant & Ex-Professor, IIM, Bangalore
7. Shri Anoop M.R., Chief Operating Officer, Kerala State Skill Development Mission, Kerala
8. Shri Akhilesh Shukla, Director, JSS, Mirzapur, Uttar Pradesh
9. Shri V. Ummar Koya, Director, JSS, Malappuram, Kerala
10. Dr. Ramakrishna Sura, Director, Directorate of JSS & Member Secretary

The meetings of the Expert Committee were held on May 26, June 4, 12 & 30, 2020 through video conferencing. The Committee submitted its report to the MSDE on 4th July 2020. The recommendations of the Expert Committee were discussed with the Secretary, MSDE through video conferencing on July 30, 2020.

9. Guidelines on Grading of Jan Shikshan Sansthan – Framework and Methodology

A Committee was constituted by the DJSS to design and develop grading parameters to determine the performance of JSSs. The members of the committee were experts from Management Institutes, Universities, Director General Training, Field of Research /Adult Education and Directors of selected JSSs. The following were the members of the Committee:

The members of the Committee were circulated draft parameters along with an exhaustive list of metric for grading. The first meeting of the committee was held on 10th July, 2020 through video conferencing in which draft parameters and metrics for grading of JSSs were discussed in detail. The second meeting of the Committee was held on 21st October 2020 in which the parameters were finalized. The draft 'Guidelines on Grading of Jan Shikshan Sansthan – Framework and Methodology' along with parameters and weightage assigned to each parameter was prepared and submitted to MSDE for approval.



10. Evaluation of the Scheme of Support to Jan Shikshan Sansthan for Skill Development

The evaluation study of the Scheme of Support to Jan Shikshan Sansthan for Skill Development has been conducted by the Indian Institute of Public Administration (IIPA), New Delhi. Directorate of Jan Shikshan Sansthan was made nodal agency for coordination with IIPA and the Directorate provided academic, technical resource support and guidance to them in conducting evaluation study. All the information and data required by the evaluating agency was provided by the DJSS. DJSS also coordinated with the Jan Shikshan Sansthans in organizing field visits of the evaluators to training centres and meetings with the stakeholders.

IIPA has conducted evaluation study in 53 JSSs and submitted the final report to MSDE. IIPA has recommended the continuation of the scheme for the next cycle of five years.

11. Shortlisting of NGOs to establish new Jan Shikshan Sansthans

The meeting of the Selection Committee for second phase of technical presentations of 89 NGOs to establish new JSSs was held under the Chairperson of Ms. Sunita Sanghi, Senior Advisor, MSDE through video conferencing from July 23-30, 2020.

The meeting of the Selection Committee to select 83 new JSSs was held on December 23, 2020 under the chairmanship of Shri Atul Kumar Tiwari, Additional Secretary, MSDE. The recommendations of the Selection Committee were submitted to MSDE.

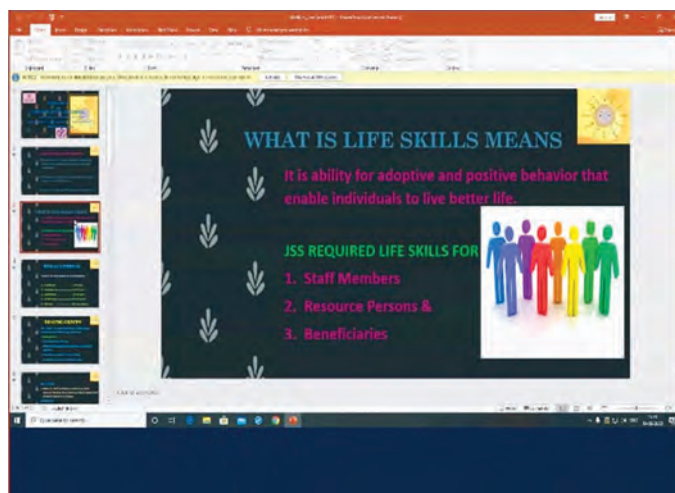
12. Online Programmes for the Directors of JSSs and Programme Functionaries

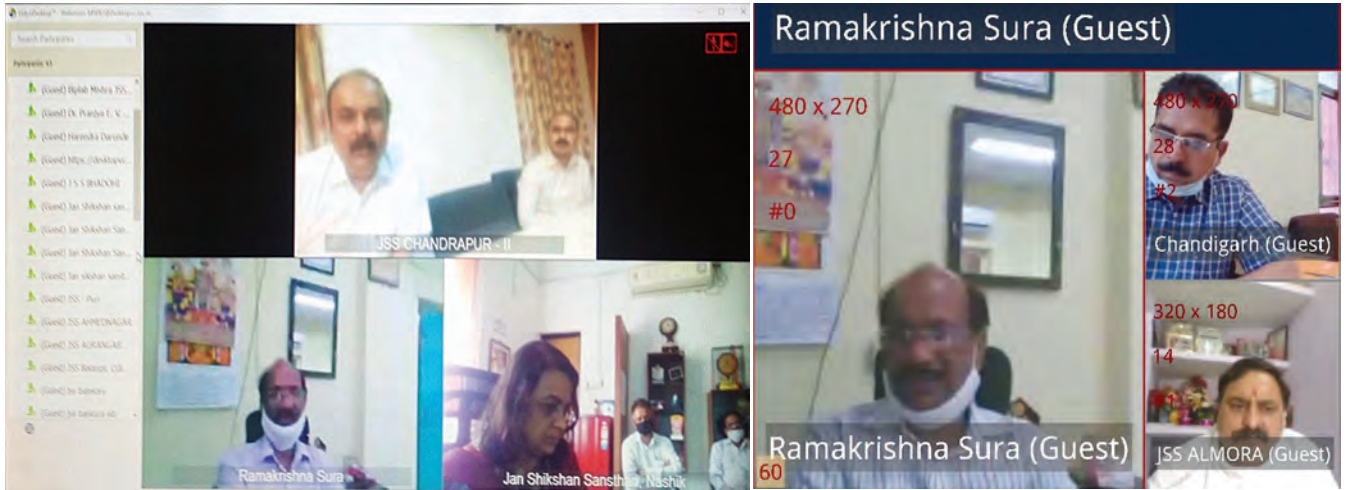
a) Meeting with the Directors of JSSs

With the announcement of nation-wide lockdown on March 25, 2020, all the activities of the JSSs were affected. In order to take stock of the situation in different parts of the country where JSSs are functional, a meeting with the Directors of JSSs was held through video conferencing on 13th May 2020 to discuss field situation and chalk out further strategies for redesigning and re-planning of JSS activities.

b) Orientation Programme on Life Skills

An orientation programme for the Directors and Programme Functionaries of JSSs was organized on June 18 & 19, 2020 through video-conferencing. The agenda of the orientation programme was to discuss current situation in the district; preparedness of post corona strategies for implementation of action plan and presentation on life skills during COVID-19.





13. Kaushalacharya Awards-2020

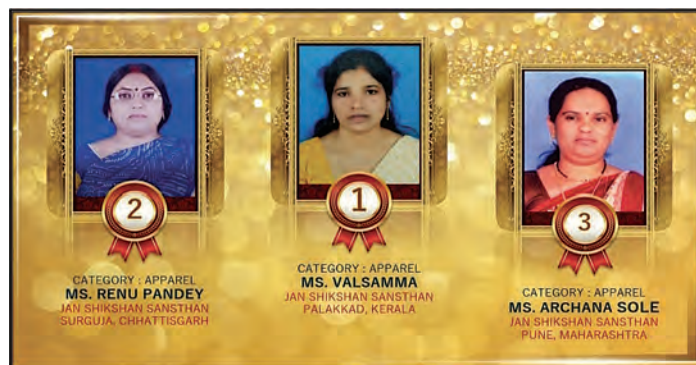
The Ministry of Skill Development and Entrepreneurship (MSDE) organized a digital conclave for the second edition of **Kaushalacharya Samadar** on 10th September, 2020. The trainers across different sectors were felicitated for their exceptional contribution in building country's skilling ecosystem and preparing a future-ready workforce. The occasion was addressed by Hon'ble Prime Minister Shri Narendra Modi's addressing note for the country's trainers appreciating their persistent hard work and the tenacity in ensuring that the aspirations of today's youth are kept alive with apt skill training for their bright tomorrow.

Shri Praveen Kumar, Secretary, MSDE gave opening address in the Samadar. Shri R.K. Singh, Minister of State (I/c) for Power, Renewable Energy & Minister of State for Skill Development & Entrepreneurship was the Guest of Honour.

Dr. Mahendra Nath Pandey, Hon'ble Minister Skill Development & Entrepreneurship was the chief guest of the event. All JSSs were participated in the webinar through different social media channels like Facebook, Youtube etc.

On this occasion, 15 Resource Persons/Trainers/Instructors of JSSs in five categories of job roles i.e. Apparel, Beauty Wellness & Health Care, Handicrafts, Food Preservation and Processing and Technician (Electrical, A.C. & Plumbing, etc) were felicitated Kaushalacharya Award 2020 at a digital conclave.

Dr. Mahendra Nath Pandey felicitated the Gurus of JSS and appreciated their innovations in the field of Skill Development. The following resource persons/instructors of JSSs were awarded on this occasion:





14. Visit of Jan Shikshan Sansthans of Delhi

Shri Atul Kumar Tiwari, Additional Secretary, Ministry of Skill Development & Entrepreneurship, Government of India visited Jan Shikshan Sansthan West Delhi and Jahangirpuri on 30th December 2020.

Shri Atul Kumar Tiwari, Additional Secretary, MSDE explained the purpose of his visit. He interacted with the Board Members, Resource Persons, JSS Staff and beneficiaries and requested to offer their views and suggestions for better implementation of the scheme.



15. Workshop on Jan Shikshan Sansthan Portal

A workshop on Jan Shikshan Sansthan Portal was organized on January 5, 2021 in DJSS, New Delhi. The workshop was a follow-up of the meeting held with Shri Atul Kumar Tiwari, Additional Secretary, MSDE regarding JSS portal. The workshop was attended by the Technical Director, NIC, MSDE, representative of M/s NetProphets Cyberworks Private Limited (A NICSI approved vendor), Director & PO of JSS, Peeragarhi, Computer Operator, JSS, West Patel Nagar and Director, Programme Officer, Consultant and Executive Assistant of DJSS. The objective of the workshop was to know the problems faced by the JSSs in feeding data in the portal, generation of different reports from the portal and further improvements to be introduced in the portal.



16. Other Activities

o World Youth Skill Day

Ministry of Skill Development and Entrepreneurship celebrated World Youth Skill Day on 15th July 2020. This year, 15th July marked as the 5th anniversary of the Skill India Mission, which has been working towards the vision of our Hon'ble Prime Minister for this sector. On this occasion, a virtual event in the presence of Dr. Mahendra Nath Pandey, Hon'ble Minister of SDE and Shri R.K. Singh, Hon'ble State Minister of SDE was organized.

On this occasion, Union Minister of Skill Development and Entrepreneurship, Dr. Mahendra Nath Pandey said that our youth is the biggest asset and an important force in the economic growth, and social development of the country. We will focus our energies on increasing the versatility of different skills, making them suitable to meet the industry demands with the support of new technologies, nationally and globally.



The ceremony was virtually witnessed by the resource persons and trainees of JSSs.

o **Homemade Rakhis (Vocal for Local)**

Hon'ble Prime Minister of India announced the '**Atmanirbhar Bharat Abhiyan**' in May, 2020 and said that "Aatmanirbhar Bharat is not about being self-contained or being closed to the world, it is about being self-sustaining and self-generating. The Mission focuses on the importance of promoting "local" products. He said that we should appreciate our local products, if we don't do this then our products will not get the opportunity to do better and will not get encouraged.

As the restrictions of COVID-19 eased down by the Government after lockdown 2, the Jan Shikshan Sansthan were encouraged and motivated to promote Homemade Rakhis on the occasion of Raksha Bandhan by Directorate of JSS, MSDE. JSSs put stalls for the sale of homemade Rakhis in their locations.



o **Pledge on Rashtriya Ekta Diwas / National Unity Day (31st October)**

Rashtriya Ekta Diwas or National Unity Day on 31st October is not only commemorates the birth anniversary of Sardar Vallabhbhai Patel, the architect of national integration of independent India, but also re-affirms the inherent strength and resilience of our people to withstand threats to the security, unity and integrity of the country.

200 Jan Shikshan Sansthan across the country participated in the programme with great zeal and enthusiasm. The staff, resource person and beneficiaries of Jan Shikshan Sansthan took the pledge in their operational areas by following the preventive measures such as maintaining social distancing, wearing of masks etc. The event was widely publicized through newspapers, TV channels and social media platforms.



o **Promotion and support of local textile and handicraft businesses (#Local4Diwali)**

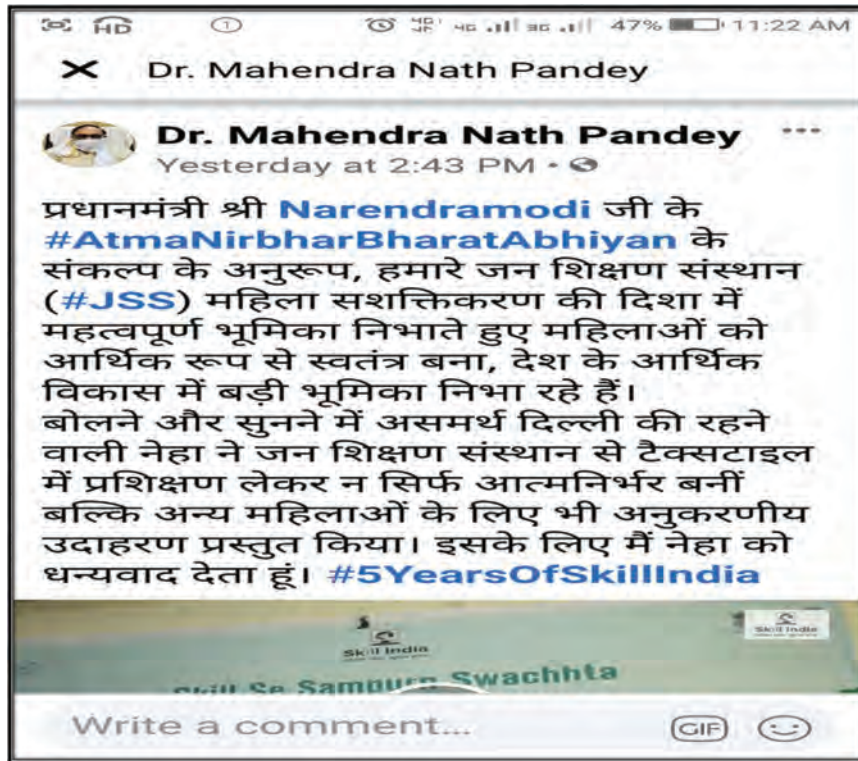
Hon'ble Prime Minister of India, has given a call to the public on 9th November, 2020 that let's come together to show our support for local textile & handcraft businesses. Be it the humble earthen Diya, the desi drape, home furnishings like bed sheets, curtains or handcrafted goods that you gift your near and dear ones; this Diwali make every purchase count.

In response to PM's call, Ministry of Textiles launched a Social Media Campaign from 9th November, 2020 to promote and support local textile and handcraft businesses. Hon'ble Minister of Textiles appealed to the nation including different Ministries, Departments, Agencies to promote the campaign.



JSSs not only participated in this campaign but took this as an opportunity to boost the confidence of their beneficiaries which was badly affected due to this COVID-19 pandemic.

JSSs encouraged their resource persons and beneficiaries to set-up a stall or small exhibition at their locality for sale of the textile products, traditional products of local artisans or handcrafted goods made by them. They also participated in the exhibitions organized by different agencies in their districts. It provided chance to earn some income in the festive season which helped them in current scenario.



o **Preamble of Indian Constitution (26th November)**

Constitution Day is celebrated on 26th November to commemorate the adoption of the Constitution of India. Every year, as part of celebrations, a number of activities aimed at highlighting and reiterating the values and principles enshrined in the Constitution are organised. Reading of the Preamble to the Constitution is an important part of the celebrations and reaffirming our commitment to uphold its ideology.



Hon'ble President of India lead the reading of the Preamble on 26th November, 2020 at 11: 00 AM during the Conference of the All India Presiding Officers at Kevadia, Gujarat

The staff and resource persons of Jan Shikshan Sansthan also witnessed the event by reading the Preamble of the Constitution at their offices alongwith other stakeholders in the country.

❖ **Jan-Jagrukta Andolan" #Unite 2 Fight Corona" on COVID-19**

As Unlock 5 has been implemented across the country, Hon'ble Prime Minister of India has launched a Jan-Jagrukta Andolan" #Unite 2 Fight Corona" on COVID-19 to ensure that our practices stay in conformity with the highest standards of safety and hygiene.



It emphasized on "Unlock with Precautions" and highlights the COVID-19 appropriate behaviour that we must practice during the new normal. This was the high-intensity campaign driven by people participation, which promoted across the country using all social media platforms.



Jan Shikshan Sansthan actively involved in this activity and helped to raise awareness around the campaign. JSSs promoted the messages of Government at prominent locations by way of posters, banners & billboards and shared the collaterals on social media for greater reach and awareness. JSS staff and Trainers took the COVID-19 pledge online on <https://pledge.mygov.in/janandolan-covid/> and also in person at their office and centers. JSSs also promoted the campaign "#Unite2FightCorona" on social media by uploading pictures and videos of the pledge ceremony.

o **World AIDS Day (1st December)**

Every year 1stDecember is celebrated as World AIDS Day all over the world. The main motive of celebrating the day is to raise public awareness about AIDS. This activity was also organized by the Jan Shikshan Sansthan every year so that the people can understand the causes, effects, prevention and cure of AIDS.

This year also Jan Shikshan Sansthan celebrated the day on 1st December, 2020 and organized awareness programmes in their operational areas. Jan Shikshan Sansthan acted as “Social Agents” and dispersed the message in the society that the fight against HIV is not over yet and we have to join hands together as we done in this pandemic of COVID-19.

o **Recognition of Efforts**

❖ **Kerala Chief Minister’s remarks on Jan Shikshan Sansthan activities**

The Hon’ble Chief Minister of Kerala, Sri Pinarai Vijayan admired the activities of Jan Shikshan Sansthan of Kerala in COVID -19 in his daily press briefing on 16/04/2020 and it was telecasted by all national and local channels. He pointed out that, the production of mask and sanitizers, awareness among the local communities, willingness to share the training centres for quarantine etc. are innovative and model.



❖ **Appreciation by Hon’ble Minister of Skill Development & Entrepreneurship**

In the meeting chaired by Dr. Mahendra Nath Pandey, Hon’ble Minister of SDE on 13.4.2020 to review the skill training programme during COVID-19, it was decided that Directorate should identify those JSSs who have actively contributed towards preparation of masks, etc. during the ongoing Covid19 spread so that letter of appreciations may be issued to them.



Accordingly, 123 Jan Shikshan Sansthan, who have prepared and distributed face masks (more than 2,000) and undertook other activities, such as, publicity through material, dry ration items, food packets to needy persons were issued appreciate letters.



Hon'ble Minister of Skill Development & Entrepreneurship, Dr. Mahendra Nath Pandey also appreciated the activities carried out by the Jan Shikshan Sansthan to break the chain of COVID-19 in online meeting held with skill institutions of the country held on 28.4.2020. Directors of 9 JSSs also participated and interacted with the Hon'ble Minister.

5

SCHEMES & INITIATIVES

A. SCHEMES & INITIATIVES THROUGH NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana

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 around 19.85 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 short term skilling to 1 Crore youth of the country with an outlay of Rs.12,000 crores under Short Term Training (STT) courses and Recognition of Prior Learning (RPL). As on 31.12.2020, 45.45 lakh candidates have been trained under STT and 60.44 lakh candidates have been oriented under RPL.

Now, PMKVY 3.0 (2020-21) has been launched on 15th January, 2021 which is a new and modified version of PMKVY 2.0 (2016-20) to train 8.00 lakh people pan India in one year with an outlay of Rs. 948.90 Cr.

5.1.1 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 youths 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.

A summary of achievements under PMKVY 2015-16, as on March 2018 is as follows:

Table - 16

S. No.	Particulars	Fresh Training	RPL
1	State/UT	29/6	24/3
2	Districts Covered	623	265
3	Constituencies	564	278
4	Sectors	33	25
5	Job Roles	411	187
6	Active Training Partners	1,151	230
7	Active training Centres	12,218	1,059
8	Training Completed	18,04,170	1,81,767

9	Results Uploaded	17,73,468	1,77,957
10	Certified Candidates	13,32,153	1,19,132
11	Kaushal Melas	410	

State-wise details of PMKVY (2015-16)

Table - 17

State Name	Trained	Assessed	Certified	Placed*
Andaman and Nicobar Islands	194	164	20	
Andhra Pradesh	1,35,920	1,33,439	1,08,394	18,589
Arunachal Pradesh	1,017	881	611	88
Assam	33,378	32,365	19,649	3,686
Bihar	92,018	90,492	60,655	12,015
Chandigarh	5,032	4,976	3,964	396
Chhattisgarh	37,302	36,730	26,109	1,340
Dadra and Nagar Haveli	258	258	163	96
Daman and Diu	230	230	180	111
Delhi	1,05,682	1,04,724	70,877	5,222
Goa	569	499	284	213
Gujarat	43,999	43,313	31,089	3,117
Haryana	86,884	83,832	63,431	8,441
Himachal Pradesh	22,891	22,377	17,966	2,157
Jammu and Kashmir	18,177	18,033	12,904	274
Jharkhand	28,773	28,722	21,450	1,855
Karnataka	77,226	75,889	56,002	13,852
Kerala	15,339	15,098	11,570	1,487
Madhya Pradesh	1,68,868	1,66,655	1,25,347	21,624
Maharashtra	1,09,435	1,07,479	77,532	10,742
Manipur	1,603	1,577	1,195	499
Meghalaya	1,899	1,554	480	110
Mizoram	1,030	1,030	694	93
Nagaland	1,271	1,271	838	77

Odisha	61,357	59,940	40,802	10,430
Puducherry	7,301	7,221	6,288	904
Punjab	84,624	83,192	63,228	10,620
Rajasthan	1,33,567	1,32,538	1,03,644	13,170
Sikkim	886	856	409	13
TamilNadu	1,69,206	1,65,039	1,29,082	44,729
Telangana	1,09,478	1,07,794	86,322	20,860
Tripura	15,140	14,930	10,664	5,235
Uttar Pradesh	2,72,002	2,67,256	2,01,041	24,184
Uttarakhand	14,301	14,108	9,984	1,170
West Bengal	1,29,080	1,26,963	88,417	14,290
Total	19,85,937	19,51,425	14,51,285	2,51,689

[* Placement tracking was not mandatory under the scheme]

5.1.2 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. Scheme is being implemented by the Centre along with the States. Central component is being implemented by National Skill Development Corporation (NSDC) and State component is being implemented by State/UT/State Skill Development Missions (SSDMs). 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 - 500 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.

5.1.2.1 Centrally Sponsored Centrally Managed (CSCM)

Under this component, 75% of the PMKVY (2016-2020) targets are being implemented centrally through National Skill Development Corporation (NSDC). It constitutes the following:

- a. **Short Term Training** - Provision of 200 to 500 hours skill-oriented training, both core curriculum and soft skilling, at accredited and affiliated training centres (TC) to school/college dropouts or unemployed.

- b. 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.
- c. 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 31.12.2020):

Table - 18

Component	Sectors	Job Roles	Enrolled	Trained	Assessed	Certified	Reported Placed
Short Term Training (STT)	36	268	40,42,440	36,25,999	32,83,103	29,20,897	16,43,796
Recognition of Prior Learning (RPL)	38	823	62,10,185	60,44,032	48,41,965	45,06,008	NA
Special Projects (SPL)	34	179	2,30,443	1,86,745	1,51,281	1,25,697	67,994
Total			1,04,83,068	98,56,776	82,76,349	75,52,602	17,11,790

Source: Data as per SDMS and SIP reports till 31-Dec-2020

5.1.2.2 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 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 the closure date of the scheme, the financial allocation was rationalised to Rs. 2,419 crore (approx.) with the corresponding physical targets of around 12.71 lakh (as received from the States/UTs). The role of the states/UTs includes;

- The support and monitoring are 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

The update under the CSSM component is provided below (as on 31.12.2020):

Table - 19

S. No.	Particulars	Achievement
1	Proposals received from States/UTs	36
2	Proposals evaluated and approved by the Project Approval Committee (PAC) under scheme	36
3	Physical training target approved for 2016-20	20.18 lakh
4	Revised physical training targets for 2016-20	12.71 lakh
5	Funds approved for 2016-20	INR 3050 Cr.
6	Revised Funds approved for 2016-20*	INR 2419 Cr.
7	Funds Disbursed by MSDE	INR 978 Cr (approx.)
8	States/UTs Started training	36
9	Total Enrolment	8,65,537
10	Total Trained	7,32,734

[* Funds rationalized and revised based on the performance of the States]

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

Table - 20

State	Enrolled	Trained	Assessed	Certified	Placed
Andaman and Nicobar Island	1,259	1,015	484	345	0
Andhra Pradesh	49,328	42,538	36,576	31,401	17,424
Arunachal Pradesh	14,362	12,372	6,682	5,886	1,455
Assam	32,045	26,295	21,262	19,046	8,400
Bihar	8,239	6,946	4,236	3,601	187
Chandigarh	6,924	5,860	4,923	4,056	1,789
Chhattisgarh	13,972	13,366	10,791	7,825	3,559
Delhi	23,440	14,128	11,733	9,861	1,788
Goa	2,139	1,521	1,235	1,001	64
Gujarat	52,797	42,243	32,940	29,425	15,241
Haryana	36,151	30,069	26,124	22,590	6,511
Himachal Pradesh	17,012	15,235	10,496	9,481	2,059
Jammu and Kashmir	20,611	18,401	15,121	13,812	3,131

Jharkhand	19,685	17,807	5,788	4,959	1,289
Karnataka	17,056	14,847	12,326	10,198	547
Kerala	25,141	16,188	12,710	11,131	2,628
Ladakh	0	0	0	0	0
Lakshadweep	150	150	124	0	0
Madhya Pradesh	34,729	30,754	23,081	18,648	6,824
Maharashtra	69,421	50,151	34,016	27,063	2,016
Manipur	21,457	20,168	16,480	15,152	8,031
Meghalaya	14,087	10,667	6,126	4,483	1,419
Mizoram	12,496	11,917	8,265	7,094	5,388
Nagaland	14,070	11,554	8,471	6,669	1,656
Odisha	8,716	7,583	5,928	5,205	502
Puducherry	7,467	7,295	7,001	6,606	3,722
Punjab	47,110	37,412	31,601	26,426	11,314
Rajasthan	30,191	27,600	20,567	18,500	144
Sikkim	3,456	3,343	2,591	2,183	675
Tamil Nadu	47,805	43,367	38,658	34,035	15,110
Telangana	26,457	22,780	18,370	15,761	7,088
The Dadra and Nagar Haveli and Daman and Diu	2,334	2,257	2,088	1,722	770
Tripura	16,684	14,352	11,537	10,025	2,135
Uttar Pradesh	88,081	79,877	70,493	62,187	12,321
Uttarakhand	48,509	46,492	38,629	33,376	10,718
West Bengal	32,156	26,174	22,008	19,820	3,984
Grand Total	8,65,537	7,32,724	5,79,461	4,99,573	1,59,889

Source: Data as per SDMS/SIP report till 31st December 2020

Summary Table: Achievements of the Skill Development programme:

Table - 21

Scheme	Fresh Training					Recognition of Prior Learning (RPL)	
	<i>STT Trained</i>	<i>Special Projects (SP)</i>	<i>Total Trained</i>	<i>Certified</i>	<i>Reported Placed</i>	<i>Oriented</i>	<i>Certified</i>
STAR	14,00,844	0 (No SP in STAR)	14,00,844	8,68,880	NA*	0 (No RPL in STAR)	0 (No RPL in STAR)
PMKVY 1.0	18,03,516	0 (No SP in PMKVY)	18,03,516	13,32,153	2,51,689*	1,81,798	1,19,132
PMKVY 2016-20 CSCM	36,25,999	1,86,745	38,12,744	30,46,594	17,11,790	60,44,032	45,06,008
PMKVY 2016-20 CSSM	7,27,090	5,634	7,32,724	4,99,573	1,59,889	—	—

*Placement tracking was not mandatory

Source: Data as per SDMS/SIP report till 31st December 2020

5.1.2.3 The key features of PMKVY 2.0 (2016-20) 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:

5.1.2.3.1 Accreditation and affiliation of training centres

- The Accreditation and Affiliation of Training Providers and Training Centres are being done 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. Subsequently, centres have to be inspected by empanelled third party 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.

5.1.2.3.2 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.

5.1.2.3.3 Mandatory Training of Trainer: Trainers have to mandatorily undergo the ‘Training the Trainer’ programme of the concerned Sector Skill Councils.

5.1.2.3.4 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.

5.1.2.3.5 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.

5.1.2.3.6 English, Employability and Entrepreneurship Training (EEE): Introduced EEE module in all the courses as a mandatory training of 40 hours. This covers Digital Literacy, Financial Literacy, Employability and Entrepreneurship. MSDE and NSDC identified a need to strengthen the existing curriculum on Employability and Entrepreneurship and embedded English and soft skills curriculum also into the vocational training sector to meet the expectations of employers and increase the chances of employment for the candidate both in India as well as abroad.

5.1.2.3.7 IT System – Skill India Portal (SIP): SIP is an end-to-end training lifecycle management information system. SIP has been designed to scale up horizontally as well as vertically using elasticity at infrastructure level and micro services at application level on public cloud to serve as a unified skill management platform. Skill India Portal supports automatic application deployment, scaling and management; reporting and analytical dashboard; easier integration and building web applications, etc.

Skill India Portal supports automatic application deployment, scaling and management; reporting and analytical dashboard; easier integration and building web applications, etc. It performs Aadhaar Authentication and De-duplication check of candidate at the time of enrolment. It also records real-time candidate's attendance Aadhaar Enabled Biometric Attendance System (AEBAS). SIP is integrated with Public Financial Management System (PFMS) platform to enable e-payments under Direct Beneficiary Transfer (DBT) for all eligible stakeholders. Portal is scalable and flexible to adapt changes to related to migrant labours.

5.1.2.3.8 Placement: Business and technical capacity has been built in the domains of target allocation, verification, and formulizing industry partnerships to enable employment opportunities. Training Partners receive performance-based re-allocation of work and job roles under the scheme, in an attempt to encourage sustainability. There is empanelment of placement partners to link the aptitude, aspiration and knowledge of the skilled workforce with demands in the market PMKVY has a rigorous placement and post placement verification process. The last tranche of payment to training providers i.e. 20% of total cost, is linked with placement. A candidate's placement is tracked for a period of 12 months, and it undergoes 3 level of verification.

5.1.2.3.9 Industry engagement and partnership: RPL with Best-in-Class Employers (BICE), has ensured industry engagement on a large scale. It has enhanced industry acceptability of RPL certification and extend the outreach of the scheme directly to reputed employers/ industries across sectors. Till now, around 25 lakh beneficiaries have been certified with engagement from around 500 employers such as L&T, UrbanClap, JSW, Mahindra Logistics, etc.

5.1.2.3.10 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 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.

5.1.2.4 ASEEM (Aatmanirbhar Skilled Employee Employer Mapping): In order to enable employment opportunities for the skilled workforce pan India, the artificial intelligence (AI)-based Aatmanirbhar Skilled Employee-Employer Mapping or ASEEM portal was launched on 10th July 2020. It has been designed to act as a workforce market policy instrument to improve the information regarding all the data, trends and analytics that describes the workforce market and map demand of skilled workforce to the supply available from all the States in the country. The migrant workers will also be aligned to jobs in and around their hometowns using this SMIS system.

ASEEM is designed in a way that it will help close the skill gaps and address mismatch that exist between the supply of and demand for workers in the market. So far, 1.2 Cr. candidates and around 1350 companies / industry partners have been registered on the portal.

5.1.2.5 Skilling initiative for Return-Migrants under PMKVY2.0:

The Government of India has launched “Garib Kalyan Rozgar Abhiyaan (GKRA)” with a mission to address the issues of returnee migrant workers and similarly affected rural population by Covid-19 pandemic through a multipronged strategy of providing immediate employment & livelihood opportunities to the distressed and enhance long term livelihood opportunities by giving focus on 25 works in 116 selected districts across 6 States.

In order to support Garib Kalyan Rozgar Abhiyan, the Ministry of Skill Development and Entrepreneurship (MSDE) has decided to impart skill development training to migrants returned due to pandemic in 116 districts of 6 States namely Bihar, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh. Accordingly, a target of 3 lakh candidates (1.5 lakh each for Short Term

Training and Recognition of Prior Learning) for skill development training under Centrally Sponsored Centrally Managed (CSCM) component of PMKVY 2.0 has been allocated. Ministry has taken up District specific demand driven skilling for sustainable livelihood opportunities in these identified districts under PMKVY 2.0 and Apprenticeship. The GKRA scheme under STT-CSCM was further extended to 3 districts (Nalbari (Assam) and Dibrugarh (Assam) and Chandauli (Uttar Pradesh)) and the additional training targets for these 3 districts were set as 1,000 for Nalbari (Assam) and Dibrugarh (Assam) each and 567 for Chandauli (Uttar Pradesh).

Demand Driven Job-role training

While selecting Job Roles for fresh training under STT/certification under RPL, the following factors has been considered:

- Placement/job opportunity at the local/district level
- Facilitation of bank loan to support self-employment
- Matching of existing job roles available at the local Training Centers (TCs) and approved under PMKVY 2016-20 job roles list
- Selection of suitable beneficiaries who are intending to stay in the district for at least 1 year.

District to play a key role

Given the focus on demand driven skilling/ orientation, the District administration has to play an important role. The key roles of the Districts are:

- Share details of a Training Centre with good Training infrastructure available in the District other than PMKVY or Pradhan Mantri Kaushal Kendra (PMKK), for consideration.
- Share contact details of one Nodal contact person on their behalf for close coordination with MSDE nodal officers appointed for each state, NSDC, State Engagement Officer of NSDC, Regional Director of RDSDE, SSCs etc. for finalizing job roles, conduct of training and any other issues/ assistance.
- Share the format used by them for collection of details of Reverse Migrants and upload the database on portals of MSDE
- Identify and provide details of local job opportunities.
- identify local establishments and ensure engagement of apprentices as per provisions of Apprenticeship Act
- Submit regular reports for information dissemination and quick follow up actions at MSDE/ NSDC level

State wise Target Allocation Summary:

Table - 22

States	No. of GKRA districts	Short Term Training		Recognition of Prior Learning	
		GKRA State Target as per MSDE	Targets Allocated	No of Districts where targets were allocated	Target allocated
Assam	2	2,000	2,000	02	2,000
Bihar	32	52,824	50,340	31	48,320
Jharkhand	3	2,442	2,130	03	2,390
Madhya Pradesh	24	23,902	23,100	19	13,494
Odisha	4	4,888	4,830	04	4,450
Rajasthan	22	26,964	26,180	14	1,22,47
Uttar Pradesh	32	39,545	35,997	19	18,261
Total	119	1,52,565	1,44,577	92	1,01,162

5.1.2.6 Prayas Portal: A unified and robust technology driven digital platform to update and review ongoing flagship programs of Government of India. It is a dashboard uniquely designed for Hon'ble Prime Minister of India and it is regularly monitored by Prime Minister Office. It is also known as 'Dashboard of Dashboards'. Prayas portal and Skill India Portal have been integrated and live data is updated every month. PMKVY is the only flagship scheme that was selected from MSDE for the Prayasportal.

5.1.2.7 Umang: UMANG (Unified Mobile Application for New-age Governance) is developed by Ministry of Electronics and Information Technology (MeitY) and National e-Governance Division (NeGD) to drive Mobile Governance in India.

UMANG provides a single platform for all Indian Citizens to access pan India e-Gov services ranging from Central to Local Government bodies and other citizen centric services.

PMKVY scheme has been successfully on-boarded on the UMANG platform. Any person interested in training under PMKVY can register himself/herself via UMANG mobile application, track the nearest training centre and job role of interest.

5.1.2.8 PMKVY during COVID – 19 Pandemic: The organisations, PMKVY training partners and PMKK centres are making efforts to support immediate and long-term relief and recovery in vulnerable communities during one of the most challenging times we have collectively faced. These projects include efforts to stop the virus's spread, awareness initiatives, distribution of food and essentials as well as education initiatives focused on prevention. The PMKVY partners have made their contributions individually and directly to PM-CARES fund. The cumulative amount is INR 150 crore contributed by 180+ training partners.

5.1.3 Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 3.0 (2020-21)

PMKVY 3.0 is a new and modified version of PMKVY 2.0 (2016-20) to train 8.00 lakh people pan India during the year with an outlay of Rs. 948.90 Cr. PMKVY 3.0 has been approved and launched on 15th January, 2021.

5.1.3.1 Modifications in the scheme: PMKVY 3.0 (2020-21) scheme shall encourage and promote skill development throughout the country under short term skilling space. The new scheme shall be upgraded based on learning from the previous schemes with the basic premise of creating a skilled and certified Indian workforce, who not only contribute towards the growth of India but also drive India to become the global skill capital.

Some of the key features of the scheme are:

- i. Demand driven scheme with bottom-up approach for identification and mapping of job roles. District level plan shall be the fundamental level of implementation.
- ii. District Skill Committee (DSC) shall be the focal point of implementation of PMKVY 3.0. DSC shall play major role in preparation of District level plan, mobilization and counselling of candidates, formation of training batches, monitoring of quality assurance and post training support.
- iii. The scheme will be aligned with Common Cost Norms and National Skill Qualification Framework (NSQF).
- iv. Payment to Training Providers will be broken into tranches namely 30% on commencement of training batches, 40% on successful certification and 30% on placement verification subject to revisions by Common Cost Norms Committee.
- v. Other incentives like boarding & lodging, post-placement support, conveyance and other support will be as per Common Cost Norms. The Boarding and Lodging cost, Conveyance cost, One-time placement travel cost, Post placement stipend and Career progression support would be limited to people coming under deprived group (*D1, D5, D6, D7 category – as mentioned in the socio economic and caste census 2011*), Women, Persons with Disabilities (PwD) and Transgenders. Additional support towards assistive devices, aid and appliances would also be provided to PwD candidates.
- vi. A phase-wise introduction of vocational courses in schools shall be initiated in coordination with Ministry of Education (MoE). This component shall be implemented for class 9 to 12 aimed to expose students to skill development avenues.
- vii. Ministry of Skill Development and Entrepreneurship (MSDE) shall coordinate with Central Ministries and State Governments for recognition of NSQF certification as a pre-requisite for hiring of contractual employees and mandating the vendors/contractors to hire NSQF certified workforce as a part of their contract.
- viii. National Skill Development Corporation (NSDC) shall provide the IT and technical support for the implementation of both Central and State Component of the Scheme.
- ix. As far as possible, endeavour will be made to establish Common Assessment Centres (CACs) so as to ensure quality and transparency during the assessment process.
- x. Focus will be given for on-line/blended mode of training for wider coverage.

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).

- 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-2020, 812 PMKKs have been allocated covering 707 districts and 540 PCs. Out of the 812 allocated PMKKs, 738 PMKK's centers have been established across 36 States / Union territories.

Table - 23

Categories	Achievement
Allocated PMKKs	812*
Allocated Districts	707
PCs Covered	540
PMKKs Established	738
States/UTs covered	36

** inclusive of closed and Re-allocated PMKKs.*

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

Table - 24

S. No.	State	No. of Districts	Districts covered	No. of PMKK's Allocated	No. of PMKK's Established
1	Andaman Nicobar	3	2	2	1
2	Andhra Pradesh	13	13	25	24
3	Arunachal Pradesh	25	20	20	8
4	Assam	33	33	33	29
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	10
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 Kashmir	22	21	22	20
16	Jharkhand	24	24	24	24
17	Karnataka	30	30	36	35
18	Kerala	14	14	20	19
19	Lakshadweep	1	1	1	0
20	Madhya Pradesh	52	51	52	52
21	Maharashtra	36	36	50	43
22	Manipur	16	16	16	13
23	Meghalaya	11	8	8	4
24	Mizoram	8	6	6	2
25	Nagaland	12	11	11	3
26	Odisha	30	30	30	29
27	Puducherry	4	4	4	4
28	Punjab	22	22	24	24
29	Rajasthan	33	33	35	35
30	Sikkim	4	4	4	2
31	Tamil Nadu	37	32	40	34
32	Telangana	33	31	32	28
33	Tripura	8	8	8	4
34	Uttar Pradesh	75	75	88	87
35	Uttarakhand	13	13	13	13
36	West Bengal	23	22	47	44
Total	731	707	812	738	

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

Table - 25

State/UT	Enrolled	Trained	Assessed	Certified	Reported Placed
Andaman And Nicobar Islands	547	90	0	0	0
Andhra Pradesh	59,199	48,835	44,057	37,745	23,235
Arunachal Pradesh	3,870	2,433	1,857	348	0
Assam	54,431	46,202	37,618	29,920	18,345
Bihar	1,21,553	1,07,687	95,872	74,202	46,468
Chandigarh	1,794	1,735	1,573	1,101	699
Chhattisgarh	40,903	38,642	31,993	26,670	12,134
Dadra and Nagar Haveli	210	210	209	196	157
Daman and Diu	150	150	148	130	120
Delhi	18,028	14,315	13,099	10,252	6,111
Goa	152	152	141	120	30
Gujarat	45,968	40,630	34,688	27,786	18,651
Haryana	65,600	60,070	54,129	44,622	31,423
Himachal Pradesh	19,399	16,155	14,007	10,583	5,367
Jammu and Kashmir	25,191	19,779	16,108	12,829	7,394
Jharkhand	32,375	29,673	21,684	17,575	8,433
Karnataka	1,03,056	85,204	73,789	61,377	33,446
Kerala	24,564	20,170	17,548	15,106	9,798
Madhya Pradesh	1,26,550	1,12,398	99,140	79,023	55,546
Maharashtra	75,878	60,872	51,468	40,895	25,495
Manipur	9,087	5,358	3,309	1,902	873
Meghalaya	5,097	4,259	3,620	3,138	1,984
Mizoram	1,067	438	309	0	0
Nagaland	4,569	3,504	2,877	2,381	1,345
Odisha	74,363	63,084	55,808	48,164	30,146
Puducherry	2,563	2,048	1,550	1,151	764
Punjab	45,574	36,869	32,713	24,883	15,092

Rajasthan	71,004	64,710	58,890	48,769	35,482
Sikkim	590	391	149	0	0
Tamil Nadu	66,659	54,779	46,730	37,847	23,506
Telangana	40,690	33,002	27,714	21,195	13,437
Tripura	6,437	5,220	4,207	3,113	1,699
Uttar Pradesh	2,40,933	2,16,470	1,94,857	1,53,525	1,03,536
Uttarakhand	35,888	33,348	29,204	24,145	15,629
West Bengal	1,30,786	1,09,545	99,572	86,856	58,014
Grand Total	15,54,725	13,38,427	11,70,637	9,47,549	6,04,359

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 youth. With initiatives like Rozgar Melas, the Government is ensuring a parallel growth in the private/ industrial sector.

A NSDC 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 Kendra's (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 agencies associated with NSDC like Sector Skill Councils, Pradhan Mantri Kaushal Kendra and Pradhan Mantri Kaushal Vikas Yojnatraining 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 October 2016 to December 2020, more than 2200 Rozgar Melas have been organised in 25+ States/UTs by NSDC, SSCs, PMKKs, PMKVY, Fee-based model training partners etc. There have been

approx. 7.90 lakh registrations and around 3.34 lakh candidates have been shortlisted by the private companies in the Rozgar Melas. The overall status of the Rozgar Melas conducted from October 2016 to December 2020 is mentioned as under:

Organization-wise break-up of Rozgar Melas

Table - 26

Sr. No.	Organization	No. of Rozgar Melas Reported Registered	No. of Candidates	No. of Employers Participated*	No. of Candidates Shortlisted
1	National Skill Development Corporation (NSDC)	75	308601	3560	130830
2	Pradhan Mantri Kaushal Kendras (PMKK)	985	181703	6096	77604
3	Pradhan Mantri Kaushal Vikas Yojna (PMKVY) Centres	539	50636	3848	26005
4	Sector Skill Councils (SSC)	538	186533	3138	83668
5	Market-Led Fee Based Model Training Partners	124	53982	1223	12196
6	Placement Partners	6	8939	140	3734
	Grand Total	2267	790394	18005	334037

*A sum of Rozgar Mela wise participation of Employers (data as on 31-12-2020)

The State-wise breakup of the Rozgar Melas is mentioned as under (October 2016 to December 2020):

Table - 27

Sr. No.	State	NSDC	PMKK	PMKVY	SSC	Fee Based Model	Placement Partners	Total
1	Andhra Pradesh	0	35	12	6	0	0	53
2	Assam	0	36	11	14	9	0	70
3	Bihar	17	69	33	12	5	1	137
4	Chandigarh	0	0	4	8	1	0	13
5	Chhattisgarh	0	47	15	3	3	0	68
6	Delhi	2	14	31	65	10	0	122
7	Goa	1	0	0	0	1	0	2
8	Gujarat	2	27	6	12	4	0	51

9	Haryana	2	59	30	42	12	2	147
10	Himachal Pradesh	3	18	3	4	0	0	28
11	Jammu & Kashmir	0	7	11	3	2	0	23
12	Jharkhand	2	9	3	29	2	0	45
13	Karnataka	7	27	7	32	12	0	85
14	Kerala	0	5	7	7	0	0	19
15	Madhya Pradesh	3	109	36	50	9	0	207
16	Maharashtra	8	24	9	33	9	0	83
17	Manipur	0	0	0	0	1	0	1
18	Meghalaya	1	5	2	3	0	0	11
19	Nagaland	1	5	1	1	0	0	8
20	Odisha	4	53	15	24	2	0	98
21	Puducherry	0	1	0	0	0	0	1
22	Punjab	0	43	44	25	1	0	113
23	Rajasthan	3	45	44	16	7	1	116
24	Tamil Nadu	0	35	27	18	2	0	82
25	Telangana	0	14	47	19	5	0	85
26	Tripura	0	5	1	9	2	0	17
27	Uttar Pradesh	18	138	112	56	9	2	335
28	Uttarakhand	1	23	7	12	0	0	43
29	West Bengal	0	132	21	35	16	0	204
	Grand Total	75	985	539	538	124	6	2267

(data as on 31-12-2020)

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 was transferred to the MSDE for conducting skill development training for unemployed youth of North Eastern Region (NER). Under this Scheme, residential training was 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 National Skills Qualification Framework (NSQF) aligned while the payouts/ disbursement of funds to the TPs was made according to standard Common Norms.

In the duration of the scheme a total of 9,681 target (candidates) were allocated to 11 Government Training Providers. Out of the total allocation, the reported enrolment under the scheme was 9,449 candidates, out of which 7,460 candidates have been certified and 4,848 candidates have been placed. The data on CB scheme (as on 31.12.2020) is as under:

Table - 28

Targets allotted	Enrolled	Trained	Certified	Placed
9,681	9,449	8,836	7,460	4,848

Impact Assessment of the CB Scheme findings:

Respondents under the study reported their interest in training under CB scheme so as to improve their job prospects. One of the most popular reasons why the candidates took up training was their desire to start their own business. Post training, there was an increase in the number of people who got employment, though some of them did not take up employment and opted for their own business. A significant change of 7% was reported in the earnings of the candidates post – training. Women trainees on an average showed a 27.8% increase in earnings, and it was also noticed that there was a reduction in income disparity between the average male and female trainees.

5.5 School Initiatives

In the school education space, NSDC is working closely with Ministry of Education (MoE), facilitating implementation of ‘Vocationalization of School Education’ program under ‘Samagra Shiksha’ in more than 11,000 schools (out of 12,875 schools across Country, approved under the said scheme) across 31 States and Union Territories. Along with Central Govt, NSDC is also working closely with respective State / UT School Education Departments and Boards for facilitating on-ground operations, under this scheme. This scheme is reportedly benefitting more than 10 Lakh students every year. More than 125 job role-aligned courses are being identified across 21 Sectors, which are being offered to 9th to 12th standard students, in phases, under this initiative. Students can opt for a job-role aligned vocational course along with their regular academic subjects in 9th standard with an exit option at 10th, followed by another job role in 11th standard, exiting at 12th standard; provisioning both vertical as well as horizontal mobility options. Sector Skill Councils support the States / UTs in Identification of Trades/ Occupations, Accrediting curricula with PSSCIVE (/CBSE), Quality Control of Training by conducting Training of Trainers, Student Assessment and Certification (jointly with concerned school education boards / councils) along with facilitating Industry-interface. Till date, more than 16.35 Lakh students have already undergone the joint assessment-certification process, across the Country. Across various States/UTs, NSDC-approved Training Partners have been entrusted with the responsibility of entire Training Delivery including deploying and managing Trainers, setting up of labs, organizing Guest Lectures, Industry Visits, On-the-Job-Trainings, wherever / whenever desired by respective State authorities. For successful candidates, who look for job opportunities, NSDC in association with respective State Departments, is facilitating them by conducting ‘Job Melas’ and linking them to Apprenticeship opportunities, through its SSCs and Training Partners. During pandemic, NSDC has also facilitated students with ‘Work From Home’ Internship opportunities in association with *Internshala*, providing an e-platform for internship opportunity aggregator. Piloted with 8 States / UTs, gradually this internship intervention got replicated in various parts of the country.

5.6 Higher Education

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 shopfloor, 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.

ToT/ToA

In FY20-21, to adapt to restrictions and protocols under COVID-19, NSDC introduced online ToT-ToA programs for selected job roles. The online programs followed an advisory that delineated the modalities of training delivery, including synchronous and asynchronous learning, and the curriculum and content

Furthermore, through collaboration with Singapore Polytechnic and Temasek Foundation, NSDC initiated the establishment of Trainer Assessor Academies to facilitate Training of Trainer and Assessor programs aligned to a new framework, approved by MSDE. Trainer-Assessor Academies are envisaged to be fully equipped, state-of-the art, multi-Sectoral centers of excellence established in collaboration with reputed industry partners and sector leaders across the country. The Academies and SSCs work together to make high quality ToT and ToA programs available to aspiring trainers and assessors and recognize successful applicants. These Academies act as focal points for training and continuous development of trainers and assessors for India's TVET programs. The following Academies have been established in various regions:

1. **L&T Leadership Development Academy, Mumbai (Maharashtra)** conducting ToT programs with Construction, Capital Goods, BFSI, and Electronics Sectors. 138 Trainers and Master Trainers have been impacted through this effort.
2. **TATA Strive** is conducting online ToT programs with Tourism & Hospitality, Automotive and Telecom Sectors. 43 Trainers and Master Trainers have been impacted through this effort.
3. **NAC, Hyderabad** (Construction), **ATDC** (Apparel), **NITRA** (Textiles) and **SITRA** (Textiles) have also been established as Trainer-Assessor Academies, and batches shall be conducted with these industry leaders in the near future.

5.7 NSDC Collaborations

Digital and Technology Innovation



eSkill India is an NSDC's e-learning aggregator portal, the first of its kind eSkilling platform that leverages digital skilling opportunities by integrating eContent from various providers across the ecosystem thus bridging the gap between the supply and demand. Collaborating with multinational organizations, academic institutions, Government and non-

government organizations, eSkill India aggregates courses through a network of specialized and experienced Knowledge Partners. Offering high-quality, new, and emerging courses in diverse sectors and languages, it aims to reach skill seekers via a single learning platform.

eSkill India Wins SKOCH Award

eSkill India wins SKOCH Order of Merit and SKOCH Silver Award under the Education & Skill Development category. With more than 3000% growth in course enrollments during the last year, eSkill India has been instrumental in aggregating digital skilling avenues from the leaders in the field of digital skilling.



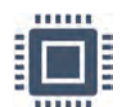
eSkill India Snapshot



eSkill India has been able to catalogue 850+ e-courses through 35 Knowledge Partners. 16 lakh minutes of online content that has been made available, in 10 languages.



240 courses are linked to 82 QPs – of which, 42 relate to PMKVY QPs. It may be noted that no eContent is presently supposed to address the skilling of a QP in a self-paced manner by the student, unattended. Hence, eContent available does not cover the QP end-to-end.



The next-generation technology related courses have also been made available on Big Data, Machine Learning, Hadoop, Artificial Intelligence and many more



Additionally, 4500+ e-courses have been made accessible through alliances with Learning aggregators such as Salesforce, Fair n Lovely, IBM Skills where the courses, though not catalogued at Eskillindia, but available at a clickthrough from eSkillIndia.



Online Digital live sessions conducted for over 9500+ Trainers -Enabling trainers to leverage digital resources and conduct online classes. Additionally, impacting 36500+ students through 40+ webinars on various Microsoft products – OneDrive, Cybersecurity, Office 365, Excel etc.



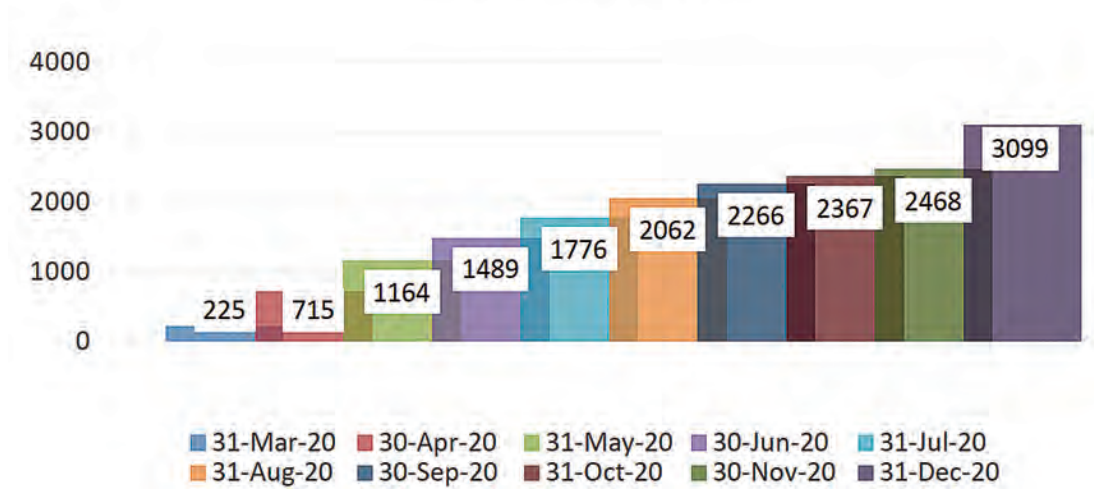
More than 100 Employability Enhancer courses related to Communication and Digital Skills, English Language, Financial Literacy, Life skills and Soft skills etc have been catalogued on eSkill India.

The course enrolments on eSkill India has increased by **3000%** since Feb 2020.

Chart - 3

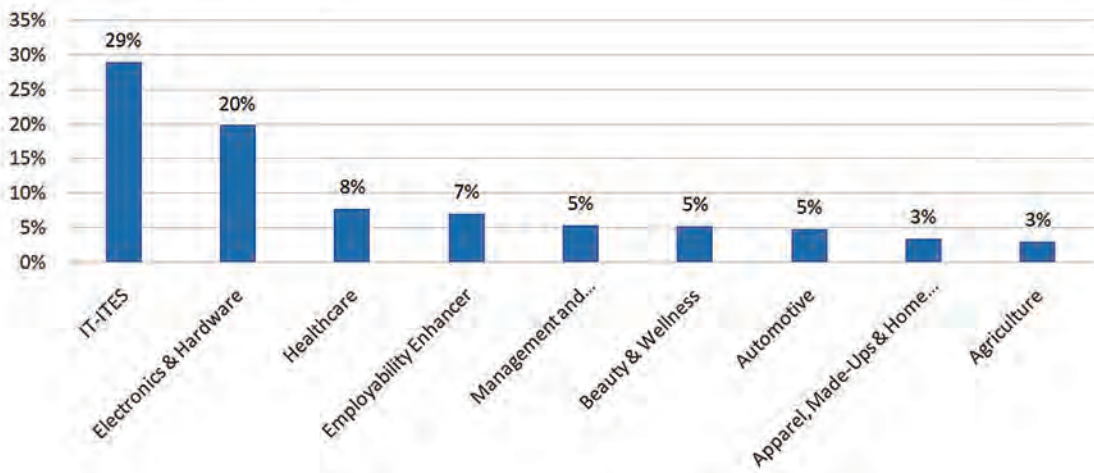
% increase in course enrolments

*baseline 28 Feb 2020



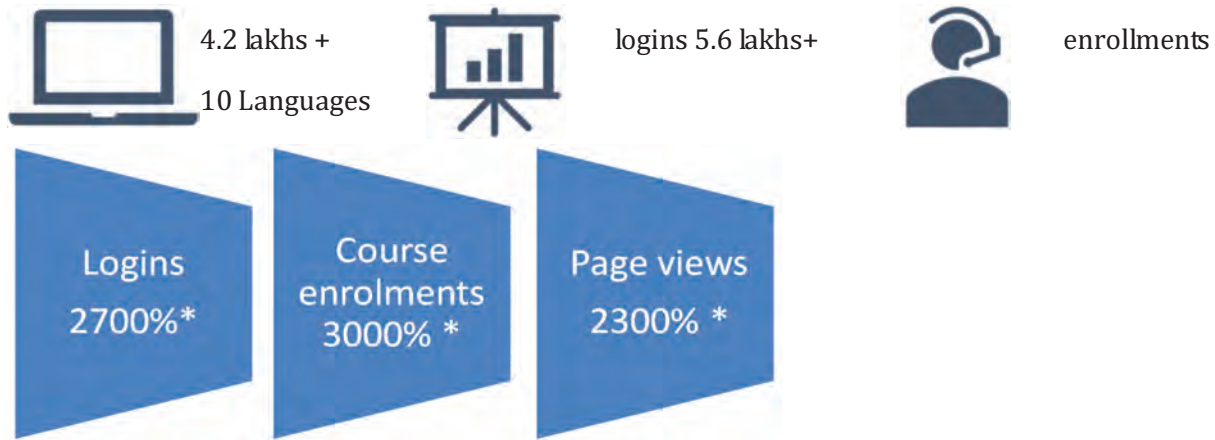
Top 3 sectors are IT-ITES, Electronics and Healthcare contributing ~60% of the total enrolments on eSkill India.

Chart - 4



Outreach and Advocacy:

eSkill India is reaching out to skill-seekers at large through training partner ecosystem and through NSDC and partner portals, social media to evangelize the opportunity available to the skill seekers, to enable momentum continues digital skilling.



* Baseline February 2020

Mobile Learning

Users can also access eSkill India through Android mobile App. They can download the app through Playstore and get their learning momentum going while on the move.

More than 3 lakh app downloads have already been done.



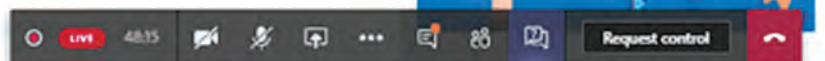
eSkill India Webinars

1. **Session for Trainers and Centre Staff: Orientation towards Online Skilling and how to leverage digital tools for Online trainings:** eSkill India enables trainers to leverage digital skilling resources and online class tools. The Learning Resources, Digital Skills and Technology vertical at NSDC conducted over 17 webinars in the last 5 months with more than 9500 participants, for various stakeholders to take forward the digital skilling momentum in the ecosystem.
2. During the pandemic, regular online workshops **focusing on candidates** were held on varied topics. This included the importance of online learning, how to leverage online resources for skilling. Candidates are briefed on various digital tools available to support their skilling. The details of eSkill India and eBook reader app registration and course enrollment process were provided to the candidates. The candidates were also made aware about accessing eBooks related to the QPs. Sessions on Socio-Emotional learning were also conducted in collaboration with experts for the candidate's well-being.
3. Additionally, over 36000 students have been trained in digital skills and tools through various live sessions conducted in collaboration with Microsoft.



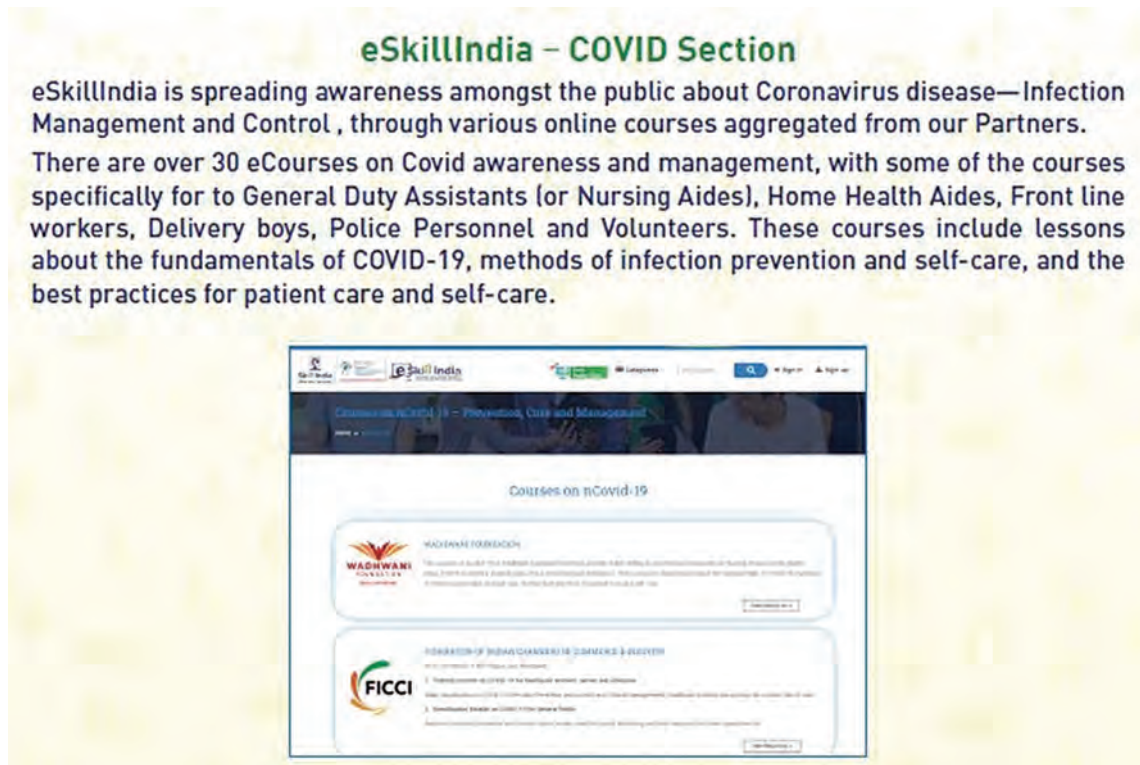
Class from anywhere anytime

- Faculty can conduct classes from home
- Students can attend classes from home
- Students can interact with peers
- Students collaborate and learn online
 - (Collaborate in groups & share with peers)
- Students can interact with faculty





4. **Webinar on Awareness and Sensitization of COVID-19 among Students and the Training Ecosystem:** eSkill India along with its Knowledge Partner, Wadhvani Foundation, organized a session on Awareness and Sensitization of COVID-19 among Students and the Training Ecosystem. The aim of the session was to spread awareness about the preventive and safety measures during the pandemic, especially during the festive season, to ensure safety of oneself and one's family against COVID-19 infection. The webinar session covered topics such as fundamentals about COVID-19, methods of infection prevention and self-care and best practices for patient care. The session was attended by over 180 participants.

5. **Intellectual Property Awareness: What is IP and why it is important in the Skilling Ecosystem?:** Organized a Webinar for our SSCs and skilling ecosystem on Intellectual Property Awareness: What is IP and why it is important in the Skilling Ecosystem? in collaboration with Sagacious IP to create awareness amongst people about content protection, copyright violation, plagiarism, etc. The webinar was attended by 250 + stakeholders and colleagues.



Strategic Partnerships

- a) **Partnership with Microsoft:** The partnership aims at providing digital skills to over 1 lakh youth in the country over the period of 12 months and will help in creating a digital skills ecosystem which will prepare India's workforce for jobs of the future. Microsoft Learn a learning resource center of Microsoft will be integrated with the eSkill India digital platform to offer access to personalized learning paths and resources. 
- b) **Partnership with LinkedIn:** Skilling ecosystem will be able to access free resources on LinkedIn to learn future-ready skills under the new collaboration between the National Skill Development Corporation (NSDC) and LinkedIn — an online professional network. Under the partnership, 10 free LinkedIn Learning paths which consist of 140 courses will be available for free at eSkill India digital platform until March 31, 2021. 
- c) **Partnership with IBM:** Offers free digital education platform focused on emerging technologies and professional development skills. As a part of the collaboration, IBM has catalogued over 30 FREE online courses from Open P-Tech platform on emerging technologies like cybersecurity, blockchain, artificial intelligence and machine learning, cloud and Internet of Things along with professional skills like design thinking on NSDC's eSkill India portal to empower Indian youth on various skills to succeed in future careers. 

- d) **Partnership with Khan academy:** Offer free foundational mathematics courses for Indian youth. The courses focus on a range of foundational math concepts and numeral literacy that are applicable in major vocations and professions. Beginning from the basics of numbers and integers to more advanced topics like fractions, statistics and geometry are covered. Khan Academy has curated 2100 minutes of online course. Course is offered in English and conversational Hindi language. These courses are offered free of cost.



- e) **Enabling Women Entrepreneurs:** A first of its kind initiative to skill 10,000 homemakers digitally training them to become entrepreneurs has been undertaken. This is being done under partnership with Britannia industries. Over 1.5 million entries have been received



- f) **Enabling English and Communication Skills:** British Council's English Score app, an English language assessment app to provide global standard of English proficiency to the Indian youth. The collaboration brings not just free app access to the Indian youth, but also enables free certification for 1 lakh candidates



- g) **Globally accredited e-courses to Indian youth:**

With Saylor Academy, non-profit headquartered in Washington DC, NSDC opens another gateway to prime quality and global-level skilling opportunities from leading research and academic universities.



- h) **Data Science with global leader SAS:**

SAS®, the analytics powerhouse, to offer a range of courses on data analytics, machine learning, predictive modeling, statistical business analytics that are useful across all industries like IT, Retail, Pharma, Banking and Finance, Retail, Manufacturing, etc.



- i) **With Wadhvani foundation,** a plethora of employability enhancers have been launched.



- j) **Partnership with Amazon:** In an endeavour to raise public awareness and further mitigate the spread of the coronavirus in the country, NSDC has partnered with Amazon India, to launch a digital campaign "Combat COVID-19 Digital Campaign". The campaign aims to complement Government's efforts and provide support in intensifying outreach amongst public about coronavirus via digital platforms and online community engagements. This is fully aligned with communication and guidance from Ministry of Health and Family Welfare and the Aarogya Setu app.



- k) **Simplilearn:** With a range of FREE and paid courses getting extended to our students, across AI and Machine Learning, Big Data, Data Science and Business Intelligence, Cyber Security, Project Management, and Digital Marketing.



l) **Partnership with Salesforce:** Salesforce, an industry leader in customer relationship management, partnered with eSkill India to offer free digital skilling for the Indian candidates.



m) **Partnership with Airtel Payment Banks:** Partnership with Airtel focuses on leveraging digital technology and resources to spread financial inclusion across India. eSkill India and Airtel Payments Bank will co-create special learning modules on spreading awareness about digital financial services and Airtel Payments Bank will also provide hands-on practical awareness. The partnership targets to skill youth across India enabling them to find employment opportunities within the financial services industry.



n) **NSDC has partnered with Khan Academy India** to offer free courses on mathematics foundation and numeral literacy skills for Indian youth. As part of the collaboration, Khan Academy has curated 2100 minutes of online courses in English and conversational Hindi language, which will be available to learners through NSDC's eSkill India portal. The courses focus on a range of foundational math concepts and numeral literacy that are applicable in major vocations and professions.



o) **NSDC and Larsen & Toubro (L&T)** are well-aligned when it comes to skilling initiative, the parties have mutually agreed to collaborate and create new skilling models in the construction sector as a pilot using digital content, digital platform and technology to enable remote support for on-field training activities, as master trainer.



p) **NSDC partners with KEDMAN Skilling Private Limited** to offer QP-aligned digital courses related to retail and beauty & wellness sectors. As part of this collaboration, eLearning courses available on KEDMAN's Learning Management System would be made available to Indian youth through eSkill India portal.



q) **NSDC collaborated with 21CC Education** to offer to its ecosystem high quality eContent from Logistics sector at affordable prices. The knowledge partner has catalogued over 40 interactive eCourses mainly on the in-demand job roles such as Warehouse Operations and Management, Air Cargo, Cold Chain Transportation and Management, etc. 21CC Education has created compelling training content for the transportation and logistics industry using visuals, gamification and humor. They have customers in North America, Northern Europe, India and Thailand.



r) **NSDC partners with KnackApp** to provide its AI-powered gamified mobile app to Indian youth to unlock their untapped career potential and develop their skills for the future. KnackApp helps users identify their talent, irrespective of education, experience, gender, age or ethnicity. Upon playing KnackApp games, a user gets instant personalized feedback about her/his strongest skills, occupational directions, education and skill development pathways. KnackApp informs individuals of their hidden talents, how to develop their



innate talent into valuable human capital and how they can use it to build the most promising economic future.

- s) **NSDC and TrueTest** have joined hands for enabling the youth to discover their latent talent orientation and align that to appropriate skill development programs and relevant career opportunities through their assessment solution. TrueTest has agreed to offer 1 lakh free 'True Career Profiler Test' to NSDC Skilling ecosystem till 31st March 2021 through eSkill India Platform along with 3 free online group counselling sessions to the students undertaking the career profiler test and 3 free employability enhancer webinars will also be conducted for skill seekers.



- t) **NSDC has partnered with Manipal Business Solution (MBS)** for digital skilling enablement to facilitate livelihood creation and promotion of nano entrepreneurship for financial inclusion. SahiPay has provided content of eCourse on Digital Financial Literacy and Creation of Nano-Entrepreneurs. The course will be curated and cataloged by NSDC on eSkill India portal. This partnership will focus on creation of nano entrepreneurs who will be equipped to offer Payment Services, Banking Services and other Value Added Services. Through this strategic partnership NSDC aims to create a perfect balance between Government of India's Skill Development Mission and Financial Inclusion Drive.



- u) **NSDC joined hands with edtech major Byju's** to support skilling of teachers, trainers. Byju's will share its digital educational content (scholastic and non-scholastic) as free licenses with the NSDC ecosystem to equip teachers as well as students for a quality learning experience.



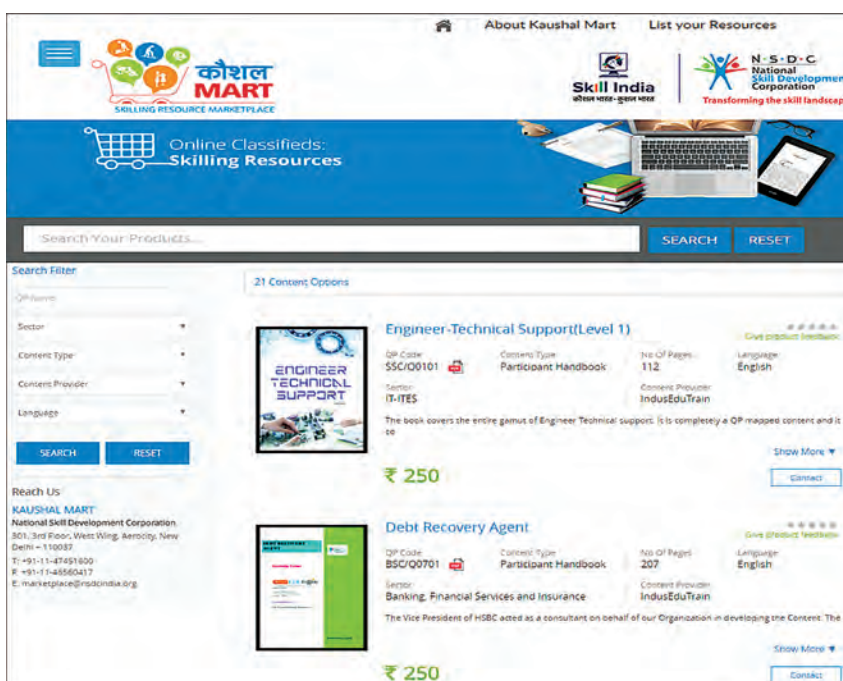
- v) **NSDC has partnered with California State University Long Beach (CSULB)** to offer more than 200 free courses for skill seekers in India. As part of the partnership, the CSULB Skills Commons platform and MERLOT will also be integrated into eSkillindia.org to promote e-learning among the country's youth.



Facilitation of Learning Resources

- Skilling Content- Participant Handbooks for the candidates. This includes facilitating SSCs in creating and designing a takeaway handbook for each candidate based on the curriculum for the targeted job role. **Total 942 Participant Handbooks covering 576 unique QPs** have been released so far.
- Trainer Guide with detailed Training Delivery Plan to assist the training facilitators with structured approach towards training. **Total 178 Facilitator Guides** have been made available on NSDC portal for free.
- Enabling of the above-mentioned Skilling Content in various regional languages, based on need received from specific regions. **Total 261 Participant Handbooks in Hindi and 135 handbooks in other regional languages: Marathi, Gujarati, Bangla, Oriya, Tamil, Telugu, Kannada, Assamese.**
- **Free Resources aggregated**
 - Over 4 terabytes of free content

- o Language training resources: English, Arabic
- o Video content
- o Job role-based resources
- o Scheme-Focused resources:
 - Digital Literacy
 - Arogya Mitra
 - Point of Sale Setup
 - Employability
- o More than 60% of digital resources aggregated on eSkill India are also free. This is the reason of most of the enrolments for digital skilling. NSDC-owned free resources have been made web-playable and launched as free courses in various languages. This has catapulted the usage and contributed 20% of the enrolments.
- **Kaushal ePustakalaya, an Android-based eBook Reader app**
 - o Enabling access to digital content through Kaushal ePustakalaya, an Android-based eBook Reader app. This app enables participants to access and read skilling content while they are on the move. It has all the advanced features to read digital books in an effective way and make the student's learning experience great. eBooks for **more than 280 PMKVY QPs** have been uploaded on the app.
- **Kaushal Mart**
 - o Enabling Kaushal Mart, a Skilling Resource Classifieds Marketplace. Kaushal Mart is a live platform for exchange of skilling resources existing with training and content vendors. It is aimed at bringing the supply and demand side together for skilling resources. Resources may include books for trainers & trainees, powerpoint slides, technical reference material, equipment, training-consumables etc. **More than 680 Skilling Resources** have been made available through the portal.



Skilling Content & Pedagogy

Constructive learner-centric approach towards instructional design and content-development for skilling content was identified. Through consultative workshops, a model framework for development of skilling content across sectors and NSQF levels was designed. While serving as a broad guideline, this framework keeps ample space for flexibility as needed across sectors, NSQF levels, learner-profiles, and instructional approaches.

The guideline contributes towards quality, consistency, and structured approach into the generation of vocational skilling resources.

- A framework to assist stakeholders engaged in the commissioning and creation of skilling content. It has been prepared to provide guidelines, framework, and methodology to source, develop, and publish skilling content to assist content creation and/or commissioning bodies (including SSCs), training partners, content developers, and other related stakeholders in the skilling ecosystem.
- The guidelines document emphasises learner-centricity throughout the skilling content development approach for any job role. This helps to balance focus on all three learning domains—cognitive, psychomotor, and affective.
- Capacity building workshops of **'Instructional Design for VET| Skilling Content Development Guidelines'** conducted. More than 70 participants from SSCs, Content Vendors and TPs participated in the workshop.
- Online Capacity Building workshops conducted covering **400+** participants from SSCs, Training Partners, Content Vendors in the **Instructional approaches and Designing of digital learning content for VET in India.**



5.8 India International Skill Centres (IISC)

Ministry of Skill Development & Entrepreneurship (MSDE) and Ministry of External Affairs (MEA) signed a Memorandum of Understanding (MoU) on 2nd July 2016 to implement Pravasi Kaushal Vikas Yojana (PKVY), a scheme designed to offer skill development to Indians seeking jobs overseas. The MoU institutionalized a framework to provide skill training to lakhs of Indians who aspire to go abroad to work every year.

In the pilot phase, IISCs were set up through the National Skill Development Corporation (NSDC) and implemented the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Pravasi Kaushal Vikas Yojana (PKVY) to youth seeking global mobility for jobs. As part of IISC pilot Program, both domain skill training on international standards and Pre-Departure Orientation Training was imparted to candidates. The Pilot phase was executed and successfully completed on 2nd July, 2018. Under the pilot program, 583 candidates were trained, and 459 candidates were certified on domain training as per international standards and Pre-Departure Orientation Training (PDOT) was delivered.

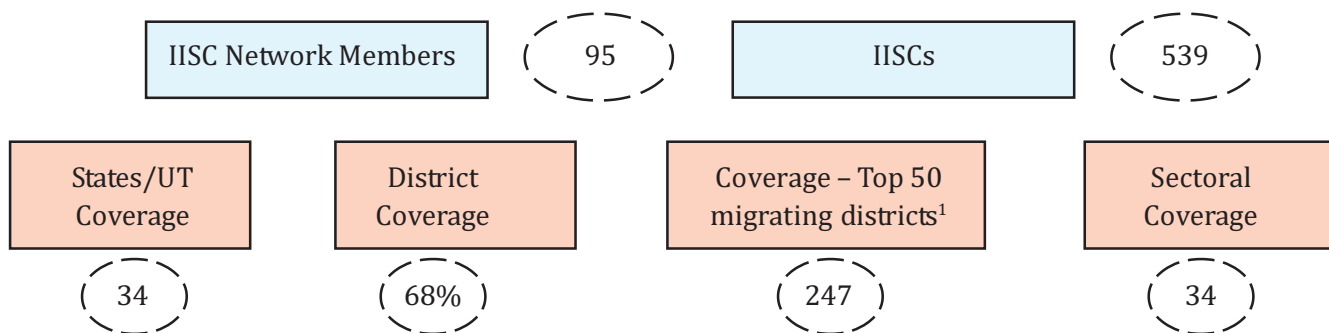
Based on the learnings of the pilot program, NSDC has initiated a fee based, market driven model called the India International Skill Centre(IISC) Network. This network will be central to the GOI's vision to make India the skill capital of the world. It comprises of Member Organizations operating

through several fixed centres referred as IISCs. Through the IISC Network, Member Organizations will be supported to work across various country clusters as discussed above: Gulf cooperation council (GCC); Japan, Russia, South East Asia; North America; Australia, New Zealand; and Europe. To facilitate placement of candidates across clusters, the IISCs deliver counselling and guidance, incremental skill training, international skill testing & certification, Pre-Departure Orientation and international language training based on the requirements of the countries.

NSDC provides access to the following benefits to the members of the IISC Network:

- Knowledge and Research to facilitate International Workforce Mobility
- Government-to-Government/Business-to-Business facilitation
- Advocacy and Branding
- International Skill Standard Benchmarking & Harmonization
- International Workforce Facilitation – Employer Connect
- Assessment and certification processes
- Funding Support – Candidate and Business loans
- Technological Support through IT platform –Data Management and Monitoring system

As of December 2020, 95 organizations are part of the network operating through 539 IISCs across more than 300 job roles. Following infographic presents the geographical and sectoral coverage under the IISC Network¹:



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 under Pravasi Kaushal Vikas Yojana (PKVY). 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, more than 65 trainers have been certified under PDOT.

1-day PDOT programme with NSDC as implementing agency commenced from 10th January 2018 for migrant workers. As on December 2020, PDOT is operational in 9 centres across 7 cities (Delhi, Mumbai, Kochi, Lucknow, Chandigarh, Gorakhpur and Chennai):

Table - 29

S.No	PDOT Centre Name	Location
1	Asmacs Skill Development Pvt. Ltd, Videsh Bhawan	Mumbai
2	Asmacs Skill Development Pvt. Ltd, Sakinaka	Mumbai
3	Don Bosco Technical Institute, Okhla	Delhi
4	Orion Edutech Pvt. Ltd, Mandir Marg	Delhi
5	Espoir Academy, Eram Technologies Pvt. Ltd.	Cochin
6	Mahendra Skills Training & Development Pvt. Ltd.	Lucknow
7	Confederation of Indian Industry (CII), Model Career Centre (MCC)	Chennai
8	PMKK Gorakhpur (Learnnet Institute of Skills)	Gorakhpur
9	Regional Centre for Entrepreneurship Development, Mohali	Chandigarh

- 5 additional Training centres for PDOT training at Kolkata, Bhubaneswar, Jalandhar, Amritsar and Thiruvanthapuram have been approved by MEA and are in the process of institutionalisation.
- Since inception PDOT has been imparted to more than 93,000 candidates across the 9 centres as on December 2020.

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 including following 13 new age trades for industry 4.0.**

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 4% 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 137NSQF compliant 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 70 to 80% skills and knowledge in the trades so as to prepare trainee for employment as a semi-skilled worker or for self-employment.
- As 70% to 80% 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 DGT 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
- Online affiliation portal www.nimionlineadmission.in/iti launched by DGT for inviting and processing applications for establishing New ITI, increasing Trades/Units in existing ITI and Shifting of ITIs.
- Inspection teams through “Random generation” by system for transparent process

- DGT introduced Mobile Application for inspection of ITIs which records Geo tagged information of infrastructure.

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.

Sectoral Trades Course Committee (s) (STCC) in 40 sectors have been constituted on dated 09th April, 2020 to work on different sectors of economy and further revitalize the large networks of ITIs and NSTIs under DGT as well as to standardize the processes of training, assessment and certification system of a particular sector area and to review the job roles and tools & equipment of existing long term & Short term vocational courses awarding by DGT and to suggest & develop the new courses in emerging area or skill requirements of industries.

5.11 Crafts Instructor Training Scheme (CITS)

5.11.1 Background:

Training of Trainer (ToT) i.e. 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 methodology of teaching and techniques of transferring hands-on skills, to produce 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 8125 per annum with total seating capacity being 12305 (including of govt and pvt ITOTs - 4180). 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 passed through ALL India Craftsmen Entrance Test (AICTE). Training in 27 Engineering trade group and 9 non-engineering trade groups are being offered covering 63 CTS trades.

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

- Trade Technology - 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
- Training Methodology
- Vocational Calculation & Science

On successful completion training and passing the AITT the candidates are awarded National Craft Instructor Certificate (NCIC). This NCIC is made mandatory to be Instructor in ITI/NSTI.

5.11.3 National Skill Training Institutes (NSTI):

Training is conducted in the following Central Institutes:

- NSTIs at Hyderabad(Vidya Nagar), Hyderabad(Ramanthapur), Mumbai, Chennai, Kolkata, Kanpur, Ludhiana, Dehradun, Bengaluru, Bhubaneshwar, 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 Extension Centres:

- Puducherry, Leh, Ladakh and Srinagar

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 - 30

Sl. No.	Name of the Institute	Sl.No.	Name of the Institutes
1.	SDM IToT, Hissar, Haryana	7.	Saraswati IToT, Bhatinda, Punjab
2.	Modern Pvt.IToT, Kangra, Himachal Pradesh	8.	Shivalik IToT, Patiala, Punjab
3.	SBS IToT, Kalanwali, Sirsa, Haryana	9.	SR IToT, Ambala, Haryana
4.	S. Gita Ram IToT, Matloda, Hisar, Haryana	10.	Khattuji IToT, Fazilka, Punjab
5.	Syadwadi IToT, Baghpat, Uttar Pradesh	11.	Bagar IToT, Jhunjhunja, 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 introduced 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)

To give vertical mobility to ITI pass outs in collaboration with Industries 4 Advanced Diploma (Vocation) courses have been introduced

1. Advanced Diploma (Vocational) in IT, Networking, and Cloud Computing

2. **Advanced Diploma (Vocational) in Automotive Technology**
3. **Advanced Diploma (Vocational) in Electronics and Automation**
4. **Advanced Diploma (Vocational) in Welding Technology**

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 and “National Apprenticeship Promotion Scheme”

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 program 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 transferred to Ministry of Skill Development and Entrepreneurship.

5.13.2 Evolution:

Apprenticeship training started formally 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. Apprenticeship Rules, 1992 were subsequently changed in 2015 through a Gazette notification dated 16th June, 2015 and 25th September, 2019. Some of the major reforms under taken and advantage from those reforms are listed below. These reforms indicate the shift in the government's approach from regulatory to promotional one.

- i. **Bringing Service sector under the ambit of Act:** Services Sector accounts for nearly 54% of India's Gross Domestic Product (GDP) and has potential for training in upcoming and evolving job roles. This has resulted in inclusion of sector like Banking, Retail, Logistic under the preview of Apprentices Act and creation of lot more apprenticeship opportunity for youth.
- ii. **Empowering employers' - introduction of "Optional trade" category:** Employers/establishments have given power to determine qualification, period of apprenticeship training, undertake assessment, issue certificate.
- iii. **Ease in engagement of apprenticeship:** In order to ease the process of engagement of apprentices, the jurisdiction of establishments which are operating in 4 and more states were changed to Central Government. This reform allowed them to work with one Government instead of approaching to four different State governments.
- iv. **Simplification of processes and procedures through digital interphase:** Online system was introduced replacing the offline system of engaging apprentices. A dedicated web-portal (www.apprenticeshipindia.org) was launched for the management of apprenticeship training. The portal monitors the apprentices' lifecycle starting from registration of establishments and apprentices, contract approval, execution of training, examination and award of certificate to apprentices after completion of training programme. This has also resulted in reducing the compliances burden on establishments as all returns are filled on portal itself and no separate information are required to be submitted by them.
- v. **Removal of stringent penalty clauses:** The penal provisions of the Apprentices Act, 1961 such as **imprisonment** by financial penalties only were removed so as to bring confidence amongst establishments and encourage them to participate in apprenticeship training.

- vi. **Permission to outsource basic training component:** To reduce the burden of infrastructure requirement by establishments for imparting classroom training to apprentices, employers were permitted to out-source the component of basic training to fresher candidates.

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
- iii. 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 Education.

5.13.4 Responsible organizations 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 Education is responsible for implementation of the Act in respect of Graduate and Technician Apprentices. The monitoring is done through four Boards of Apprenticeship Training (BOAT) located at Kanpur, Kolkata, Mumbai and 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 25th September 2019. The minimum rate of stipend per month under various categories is as under:-

Table - 31

Category	Prescribed minimum stipend amount
School pass-outs (class 5th- class 9th)	¹ 5000 per month
School pass-outs (class 10th)	¹ 6000 per month
School pass-outs (class 12th)	¹ 7000 per month
National or State Certificate holder	¹ 7000 per month
Technician (vocational) apprentice or Vocational Certificate holder or Sandwich Course (Students from Diploma Institutions)	¹ 7000 per month
Technician apprentices or diploma holder in any stream or sandwich course (students from degree institutions)	¹ 8000 per month
Graduate apprentices or degree apprentices or degree in any stream	¹ 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 in a year.

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 marks secured by an apprentice. In case of examination conducted by DGT/SSC, 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 include to assist and advise the Central Government for the implementation of Apprentices 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 brought in 2019.

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. The size-limit of an establishment was changed from 40 workers to 30 workers to bring more establishments under mandatory obligation for engaging apprentices as per Apprentices Act 1961,
- iv. 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 to resolve anomaly in stipend paid to apprentices

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 Pakhwada. 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 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).

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, 2020 around 10.7 lakh youth have availed/undergoing apprenticeship training under NAPS. Presently more than 2.2 lakh apprentices are engaged in various companies and more than

16 lakh youth have registered themselves on the apprenticeship portal to be engaged by various companies as apprentices.

As on December,2020, around 97,000 companies have registered on the portal to engage apprentices under NAPS.

The scheme had a sunset date of 31st March 2020 originally. It has been extended till 31st March 2021 .

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 the two separate portal for designated trades and optional trades in to a single portal, www.apprenticeshipindia.org, to make it convenient for all stakeholders for apprenticeship related activities

Impact created by the reforms in Apprenticeship and NAPS

Growth of Optional Trades post reforms:

With the introduction of “optional trade” category, apprenticeship is serving as a connecting bridge between the short term and long term skilling. Now, a candidate after undergoing short term skill training can join apprenticeship to gain industry experience and can further progress in the field. Since, small establishments can engage apprentices now, this has helped them addressing their challenge of skilled manpower.

Today, Optional Trades comprises ~30 per cent of all apprenticeships in India (from a 7% share in 2018). Because of its characteristic flexibility and simplicity, it has evolved into a benchmark program that is recognized and accepted by industries and employers. BIBA apparels, Burger King, Danske, Spencer’s, and Lemon Tree Hotels are few of the big companies that have hired apprentices as full-time employees post apprenticeship training.

Indicators of growth of Optional Trades:

Table - 32

Indicators	FY 2018-19	FY 2019-20	FY 20-21 (till Dec 2020)
Apprentices Engaged	14,668	88,343	97,078

Overall growth in apprentices' engagement:

These reforms and NAPS have also shown significant achievements in the apprenticeship training post implementation. The number of establishments (cumulative for designated and optional trade) registered a remarkable increment from 5657 establishments in 2015-16 to 119168 establishments in 2020-21. Similarly there is a significant achievement in the apprentices enrolled in apprenticeship training over the years. **The apprentices enrolled witnessed hike from 1.11 lakh apprentices in 2015-16 to 2.37 lakh apprentices in current FY 2020-21 (till Dec 2020).**

Chart - 6

Establishment Registered on portal (Cumulative)

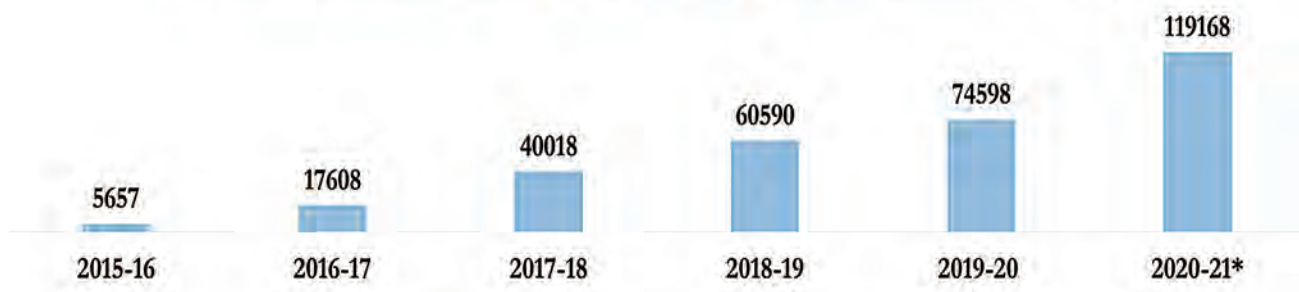
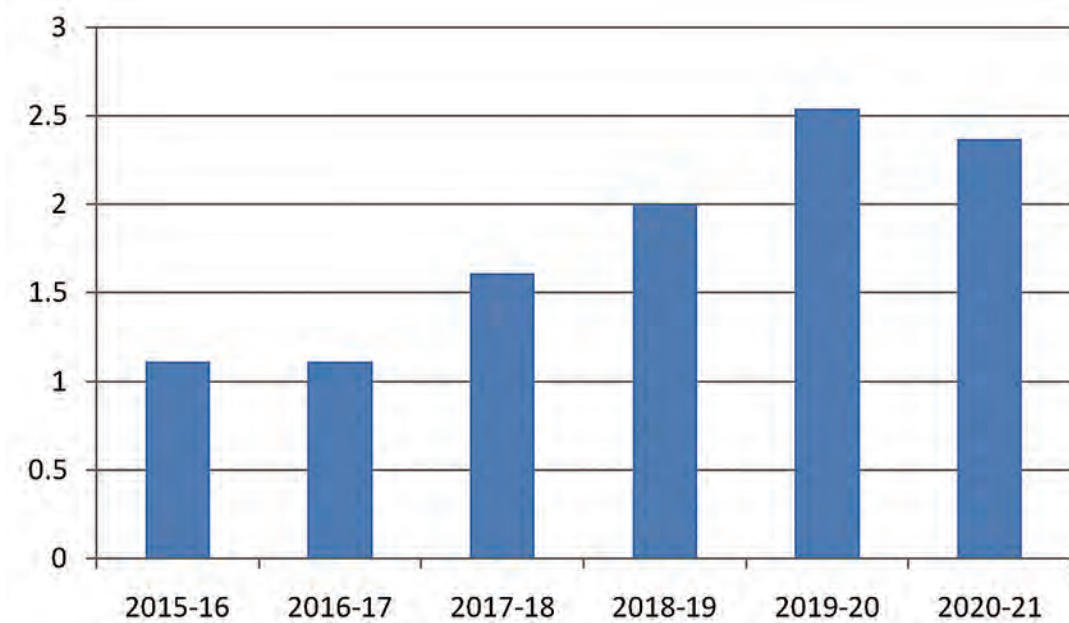


Chart - 7



- *Figure for 2020-21 is up to Dec 2020*

- **Apprentice Enrolled during the year**

5.13.14 Apprenticeship Training during the challenging times of COVID-19 pandemic:

Apprenticeship training continued unabated during the challenging times of COVID-19 pandemic except for the period of nationwide lockdown. Guidelines for opening Apprenticeship training facility post COVID-19 lockdown was released for use of all stake holders. Instructions were issued vide O.M. No. MSDE- 1(3)/2020AP(PMU) dated 3rd March 2020 for payment of stipend during the period of lockdown and the Government support under NAPS was also provided keeping the interests of the apprentices and employers in mind.

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 - 33: Brief about NSTIs under DGT along with courses

SI. 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			699

		Dress Making Electrician & Wireman Electronic Mechanic Fitter Machinist MMV Sewing Technology Turner Welder			
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	799	ADIT IoT Technician (SA) TDM Press Tools, Jigs & Fixtures Technician Mechatronics	48

		TDM Press Tools, Jigs & Fixtures Turner Welder			
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

Table - 34

Sl. No	Name of the Institute	Trades conducted in session 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	682	ADIT IoT Technician (SHC) Solar Technician Electrical	68

		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			
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) Trivan- drum	CITS Architectural Assistantship Computer Software & application Dress Making CTS Architectural Draughtsman COPA Dress Making DTPO Electronic Mechanic	252	Additive Manufacturing Technician (3D Printing) ADIT IoT Technician (SC) Smart phone Technician Cum App Tester	76

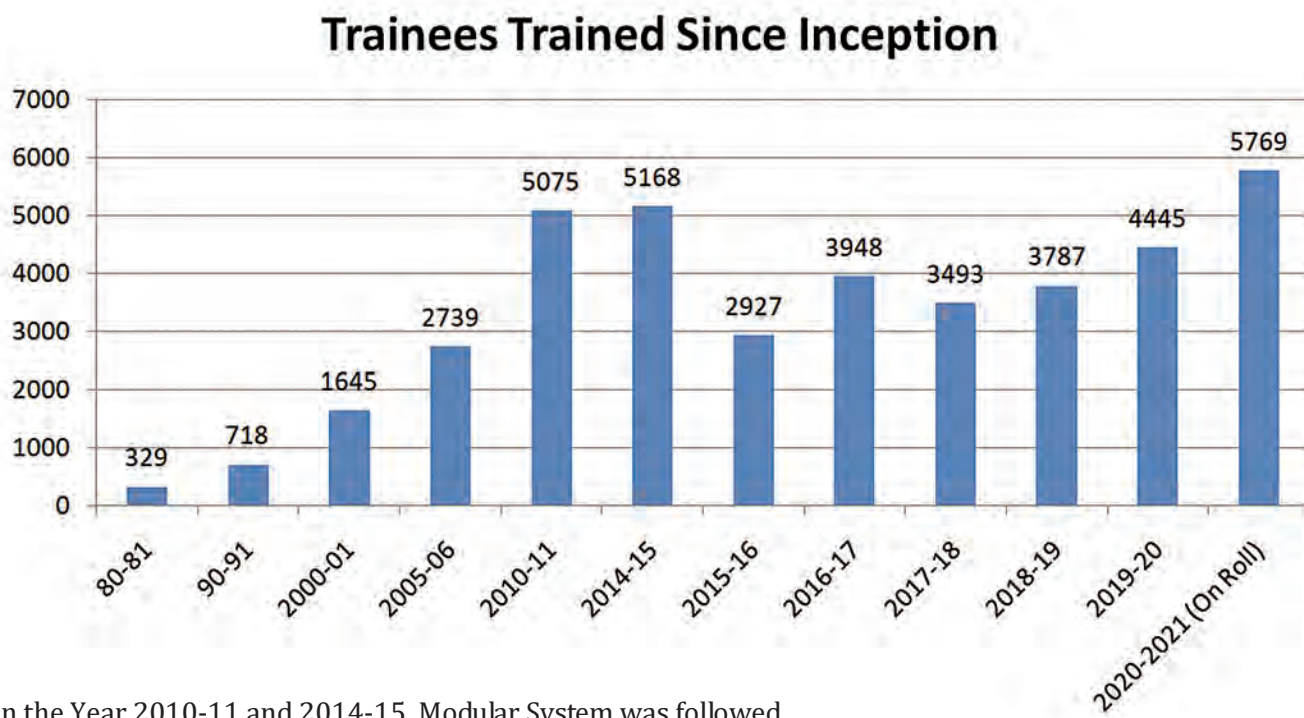
		Secretarial Practice English			
5	NSTI (W) Panipat	CITS Surface Ornamentation Technique Cosmetology Dress Making Sewing Technology CTS Stenographer & Secretarial Assistant Hindi Basic Cosmetology Computer Aided Embroidery & Designing COPA Dress Making Electronic Mechanic Fashion Design & Technology Fruits & 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	CITS Catering & Hospitality Assistant Computer Software & application	532	ADIT IoT Technician (SC)	39

		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			
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	456		0

		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			
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 - 8



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. Kaushalya Kameshwar, 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. 34 States/UT have signed agreement to implement STRIVE.
- ii. A total of 299 ITI from 23 States have been selected to participate in the programme
- iii. 288ITIs have signed Performance based grant agreement
- iv. 11 Industry Clusters(IC) from 7 states have been selected in pilot phase to promote Apprenticeships
- v. Gender Study was conducted by an external agency is 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 23 states and over 250 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 325.52 crore have been disbursed to various implementing agencies
- xiv. 13,394 officials have been trained under NSQF compliance
- xv. 4 Disbursement linked results have been achieved so far viz approval of Operations Manual, signing of agreements by 200 ITI, conduct of pilot tracer study and increase in female enrolments in 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 inter alia, 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 - 35

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	Paschim Midnapur (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 far 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 - 36

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
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 - 37

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 amerit 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 Craftsmen 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 December 2020**, a total of **1,051 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 - 38

S.No	Category of MoUs under DST	No. of MoUs signed
1.	Between National Skill Training Institutes under DGT and Industry Organizations	234
2.	Between Govt& Private ITIs of State & UT and Industry Organizations	649
3.	Between Industry Clusters and ITI (Under STRIVE Scheme)	32
4.	Earlier Existing MoUs of DST now revised under revamped scheme	136
	Total	1051

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 - 39

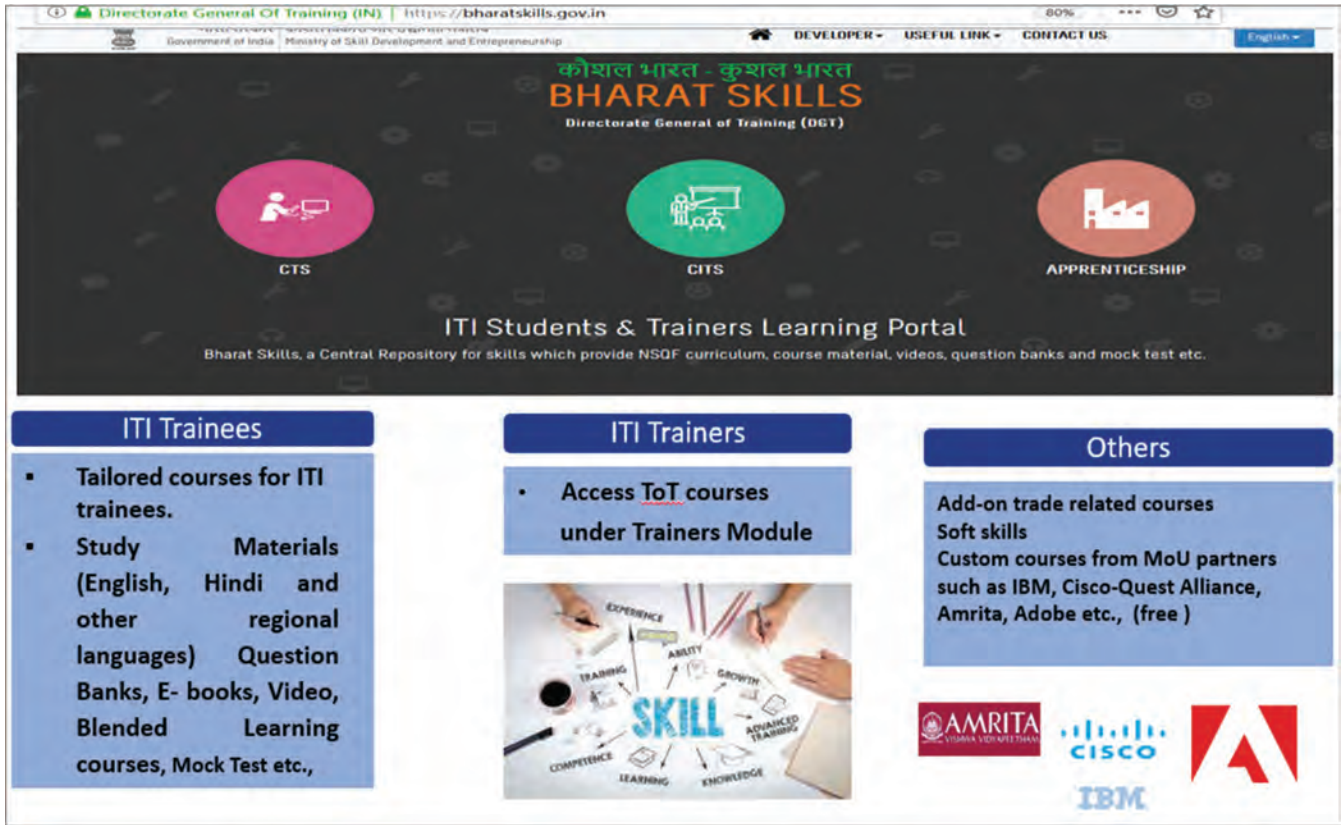
S.No.	Webeite/URL	Description	Managed By
1.	DGT Skill Attendance https://cndgt.dgtskillattendance.ac.in/	To monitor the regular attendance of trainees under CITS and CTS in National Skill Training Institute (NSTI)-14, NSTI(W)-19 and Institute for Training of Trainers (IToTs)-18 At present 51 NSTI/NSTI(w)/IToTs 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.eoitice.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 - 40

S.No.	Webeite/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 employees to raise their transfer requests, grievances, upload news events etc. for social media,	IT Cell of DGT Hosted at NIC Cloud
2.	8 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 – 41



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

Table - 42

S.N.	Webeite/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 NDC SP
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 - 43

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



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



- Master Trainers to conduct training programmes for ITI trainers (Instructors)
- Additionally, globally-recognised Networking and ICT courses on 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.

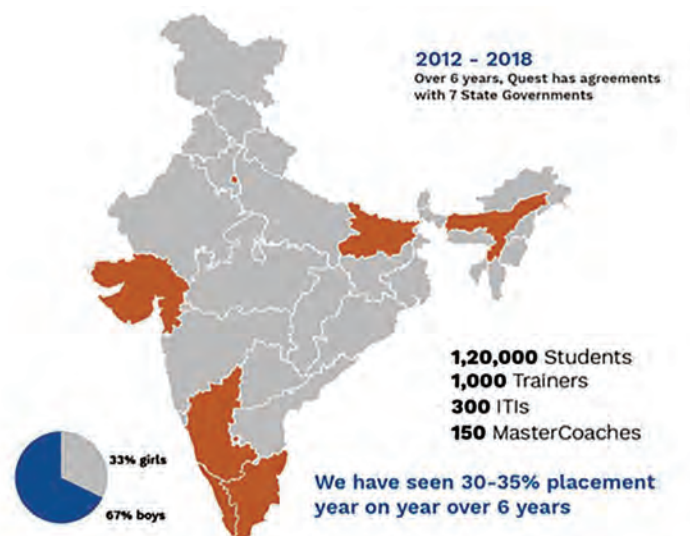
Programme – To Establish of Modern Employability Skills Lab at 6 NSTI (Women)

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 Bhubaneswar, 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.



Felicitation ceremony for Microsoft Training Assistant Program at NSTI Noida

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.
- 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 (RDSEs) 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.
- RozgarMelas 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 FOR ENTREPRENEURSHIP DEVELOPMENT

5.26 Pilot Project on Entrepreneurship Development

A Pilot Project has been approved by the Ministry and is under implementation from November, 2019 through NIESBUD, Noida. 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 envisages 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 per the break-up given below:

Table - 44

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

The progress of the project is given in the table below:-

Table - 45

	No. of Institutes	ITI	PMKK	Polytechnic	JSS
Number of Institutes Empaneled	318	212	35	45	26
Entrepreneurship Awareness & Mobilization					
Activity	Beneficiary Achieved				
Principals' Orientation	397				
Entrepreneurship Awareness Program (Student Orientation)	33583				
Community Awareness Program	3640				
Entrepreneurship Education					
Activity	Beneficiary Achieved				
TOT	433				
Faculty Mentor Training	239				
EDP Student Registration	17817				
Mentoring & Handholding					
Activity	Beneficiary Achieved				
Mentoring Camp	810				
Creation of New Enterprises	310				
Scaled up Enterprises	249				

5.27 Entrepreneurship Development in Six Holy Cities

In November, 2019, Ministry of Skill Development and Entrepreneurship, has implemented the 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 outcomes of the project, are;

- (i) Growth of economic activities in the respective Temple Towns
- (ii) Growth of income & savings of the local residents
- (iii) Growth in employment opportunities
- (iv) Increased number of self-employment
- (v) Growth in business of Banks and micro-financing institutions
- (vi) 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 by the Govt. of India (MSDE) in 2018 initially for a duration of 3 years (2018-21) in collaboration with GIZ, Government of Germany, which has been extended by one year to July, 2022. The project has the target to pilot the incubation programmes with 250 women and the acceleration programmes with 100 women. 144 beneficiaries had been graduated in 1st cohort in March 2020. 179 Women enterprises registered for second cohort in NER, Telangana & Rajasthan.

D. OTHER SCHEMES AND INITIATIVES:

5.29 Skill Loan Scheme

A Skill Loan Scheme was launched by the Hon’ble Prime Minister on 15.7.2015 with a view to support youth who wish to go through skill training programmes in the Country. This Skill Loan Scheme replaced earlier Indian Banks Association (IBA) Model Loan Scheme for Vocational Education and Training. Bank of India has been the first bank to notify such a skill loan scheme. The important features of the Scheme, inter-alia, are as follows:

- Any Indian National who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognised by Central or State education Boards or in a college affiliated to recognised university, training partners affiliated to National Skill Development Corporation (NSDC) Sector Skill Councils, State Skill Mission, State Skill Corporation can avail loan for the purpose.
- No processing fee is charged by Banks.

- Amount of loan ranges from Rs. 5,000 to Rs.150, 000/- depending on the course; and is having a repayment period of 3 to 7 years.
- Simple rate of interest @ 11% and 12% per annum is charged during the period of study.
- No minimum course duration.
- No specific restriction with regard to age.
- Risk of banks covered through Credit Guarantee Fund Scheme for Skill Development (CGFSSD) Under the scheme of CGFSSD, interest rate to be charged by Member Lending Institution (MLI) should not be more than 1.5% per annum over Base Rate.
- Borrower must enter into an agreement with National Credit Guarantee Trustee Company (NCGTC) for providing guarantee against default in repayment of the loan extended by lending institutions.
- The fund shall provide guarantee cover to the extent of 75% of the amount in default.
- The loan is sanctioned without any collateral security or third-party guarantee.

Table - 46

Sl No.	Amount of Loan	Tenure
1	Loan upto Rs.50,000/-	Up to 3 years
2	Loans between Rs.50,000 to Rs 1 lakh	Up to 5 years
3	Loan above Rs.1.00 lakh	Up to 7 years

As per available information, an amount of Rs. 52.74 crores have been sanctioned under Skill Loan Scheme till 31-03-2020

5.30 Setting up of Indian Institutes of Skills (IISs)

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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. So far, five meetings of the Empowered Committee have been held. Fifth meeting of IMEC was held on 29th September, 2020.
- 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 has been identified and Tata Education and Development Trust (TEDT) has been selected as private partner for establishment of IISs. 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.
- i. Operations Agreement for establishing IIS at NSTI, Mumbai has been signed amongst MSDE, DGT and TATA IIS on 11th November, 2020.
- j. Hon'ble Minister for SDE launched the first batch of trainings at the Tata-Indian Institute of Skills, Mumbai on 25.12.2020 to provide an impetus to Skill India programme through private sector participation. Temporary classes have started w.e.f 25 Dec, 2020 for IIS Mumbai.
- k. The private operating partner selected for establishing IIS at Gandhinagar/Ahmadabad is Tata Education and Development Trust (TEDT). The selection of private operating partner has been done on the basis of open RFP process. The land was provided by Government of Gujarat at NASMED, Gandhinagar/Ahmadabad. On 15.01.2020, Shri Amit Shah, Hon'ble Home Minister, Government of India laid the foundation stone of Indian Institute of Skills (IIS) at Gandhinagar/Ahmadabad in the presence of Hon'ble Minister (SDE), Shri Ratan Tata, Chairman Tata Trust and other senior dignitaries of Gujarat Government and MSDE.
- l. Operations Agreement to be signed amongst MSDE, Government of Gujarat and TATA IIS for establishing IIS at NASMED, Gandhinagar is under finalisation.
- m. Kanpur Development Authority had granted lease over the plot to the DGT, MSDE for construction of an institute building, administrative building, workshop and hostel. RFP for IIS Kanpur has been approved by IMEC in the 5th meeting held on 29th September 2020. No Objection Certificate (NOC) for construction of IIS Building at NSTI, Kanpur campus has been obtained from KDA, Kanpur.

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

Introduction

The skilling ecosystem has evolved in India with and has achieved significant scale, quality and

convergence at the central level with the creation of a dedicated Ministry of Skill Development and Entrepreneurship and through its different agencies like Directorate General of Training (DGT), National Skill Development Corporation (NSDC), National Skill Development Agency (NSDA) and others achieving convergence with all central ministries and departments. This convergence is replicated at the state level with the creation of State Skill Development Missions across the state. However, such convergence needs to reach each district as well to ensure quality and consistency across the skilling ecosystem.

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

SANKALP is a first of its kind, outcome-oriented project that is being implemented in mission mode and aligns with the overall objectives of the National Skill Development Mission (NSDM). It is designed to assess the existing systems' proficiency to handle skill development initiatives and develop targeted pilots to help test scalable solutions to different challenges in the ecosystem. These outcomes are measured through the Results Framework and Disbursement Linked Indicators (DLIs) agreed between MSDE and the World Bank. The World Bank has so far undertaken one mid-term review mission, five implementation support missions and two restructuring missions for the project. The project is currently rated as "Satisfactory¹" by the World Bank.

Result Areas: SANKALP has three key result areas viz: (i) Institutional Strengthening at Central, State & District level; (ii) Quality Assurance of skill development programmes; and (iii) Inclusion of marginalised population in skill development programmes. Apart from these, a few special projects have been taken up in specific areas to enable local Technical & Vocational Education & Training (TVET) bodies at the state and district level to meet their goals and targeted projects to identify and certify skilled labour at the grassroots.

Financial: SANKALP is funded through a World Bank loan assistance of \$250Mn as per the agreement between Government of India and World Bank. The Total funds disbursed by the World Bank is USD 143.38 Million. The total expenditure incurred till date is INR 423.61 crores out of which INR 273.50 crore have been released to 30 States as State Incentive Grant (SIG).

Disbursement Linked Indicators: SANKALP is a strategic reforms programme in skill development, and the loan disbursement from the World Bank shall be against the achievement of results. The Disbursement Linked Indicators (DLIs) are supplemented with a Verification protocol that defines how achievement against each DLI will be measured. During the mid-term review in May 2020, the need for a second restructuring of the project to further strengthen institutional capacity to address the skilling needs during the COVID-19 pandemic and the post-COVID-19 period for recovery and resilience was felt. To facilitate the same two new DLIs, 7 and 8, respectively, were introduced. The eight DLIs now, 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 completing short-term SD programmes.

- c) **DLI 3:** NSQF aligned QPs translated into a model curriculum, trainers guide, and teaching-learning resource packs.
- d) **DLI 4:** Number of trainers and assessors trained/retrained.
- e) **DLI 5:** Improved states' performance on institutional strengthening, market relevance of SD programmes, and access to and completion of training by marginalised populations.
- f) **DLI 6:** Increase in the percentage of women participating in SD programmes (certified)(not including self-employment and RPL)
- g) **DLI 7:** Improved service delivery at the Gram Panchayat (GP) level by linking skill certified individuals to local employment
- h) **DLI 8:** Strengthened capacity of District Skills Committee (DSC) to implement short-term skill programs

The list of projects that have been taken up under each Result Area of SANKALP are given below.

1. **Result Area 1: Institutional Strengthening at the National and State Levels for Planning, Delivering, and Monitoring High-quality Market Relevant Training**

a. **Decentralisation of Skill development management**

The main focus for SANKALP is to achieve decentralisation through District Skill Committees (DSC). These DSCs are mandated to do planning and skill training to reach maximum people in their respective geographies vertically and horizontally. They would also play a crucial role in District Skill Planning and adequately reflect the local needs for skilling and aspirations. Our pilots targeted towards strengthening these DSCs are mentioned below.

- i. **Establishing District Skill Committees to Decentralise Skilling Initiatives:** With a focus on creating a decentralised skill planning and implementation model, District Skill Committees (DSC) were established across India. SANKALP is working with DSCs by conducting capacity-building sessions to increase participation.

Recognising that DSCs are a multi-department setup, the need for the hour is for capacity development to support the standardisation of templates, processes, and operational know-how. SANKALP is working to ensure that these needs are met by developing a District Baseline Measurement Matrix and Toolkits.

District Skill Committees (DSC) will oversee planning, implementation, and monitoring of skill-building efforts aligned with district skill requirements. These committees' capacity-building is being done in multiple ways through workshops, webinars, and development of toolkits and other capacity-building initiatives for DSCs. Close to 300 districts have been covered so far. All state missions were covered in a virtual capacity building session in April 2020.

To facilitate the same during the pandemic, an online version of the DSC Toolkit was launched on the SANKALP Web-portal on 24 September 2020. The Toolkit will assist the District officials in planning, implementing, and monitoring the skill development initiatives in their Districts. The Toolkit comprises of (i) DSDP planning template; (ii) District skill matrix; and (iii) Skills book Vol 1, 2, 3 & 4 **(Footnotes)**



DSC Toolkit SIG Assessment Report Workshop Report Training Documents Research Documents

DSDP Toolkit and Skills Book

The DSDP Toolkit and Skills Book Volumes have been made under the World Bank funded SANKALP project to support the District Skill Committees in preparation of their annual work plan and also its implementation and monitoring

This pilot version consists of the following:

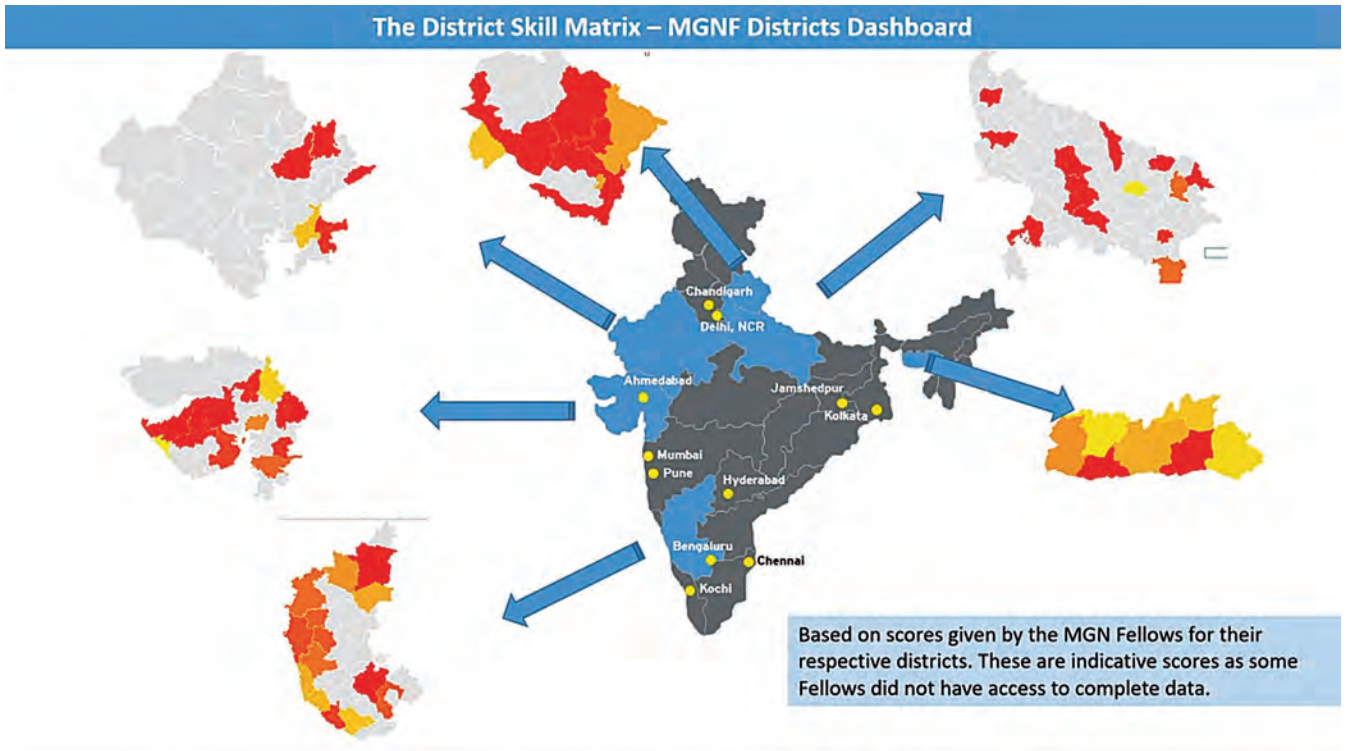
1. Skills Book Volume 1 - which explains the role of the DSC and its sub committees
2. Skills Book Volume 2 - which explains the District Skill Matrix
3. Skills Book Volume 3 - which is the User Guide for the Excel based DSDP Toolkit to help in preparation of the annual work plan for the district - The District Skill Development Plan (DSDP)
4. Skills Book Volume 4 - which provides inputs and know-how for the DSC to support it in implementation of the DSDP.

These are pilot versions and based on user feedback revised volumes will be released. Users are requested to send their feedback to sankalp-msde@gov.in

[Download](#) ↓

DSDP Toolkit on the SANKALP Web Portal

A session to aid understanding and promote optimal use of the DSDP Toolkit was conducted for the MGN Fellows on 27th October 2020 to take these learnings to their respective District Skill Committees and encourage adoption of these guidelines.



MGNF is a two-year academic programme which combines classroom sessions at IIM Bangalore with an intensive field immersion at the district level. In the districts, the Fellows are attached to District Skill Committees to help them manage the skill development planning at the district level through the mechanism of formulating District Skill Development Plans (DSDPs). Fellows get a stipend of Rs. 50,000 per month in the first year and Rs. 60,000 per month in the second year. National Instructional Media Institute (NIMI) as the implementation partner has designed an IT portal for efficient management of HR and other operations of the Fellows.

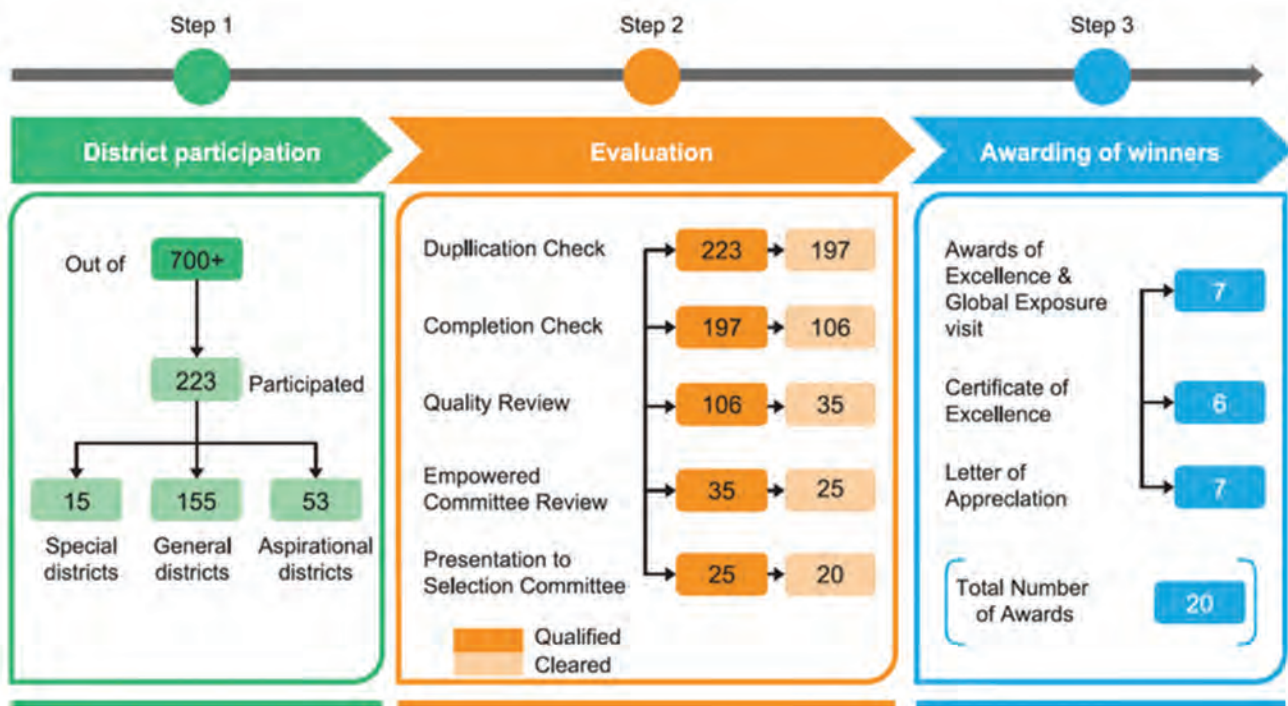
The design and initial implementation of MGNF has witnessed great success and is expected to spearhead the skill development planning in 70 districts through direct interventions at the level of District Skill Committees (DSCs) to promote decentralised planning and governance.

The first Phase of MGNF is currently operational on-ground with 70 Fellows deployed in 70 districts across six States. With the successful launch of MGNF in the first pilot (MGNF-I) and based on Phase - I learnings, MSDE is planning to expand MGNF to the remaining 662 districts in the country. For retaining the standard of academic excellence and reputation of MGNF, MSDE will be engaging with eight more IIMs as implementation partners for the expansion. IIM Bangalore will continue to be engaged as one of the Academic Partner with the additional responsibility of managing admissions, selecting process, and performing coordination/anchoring with other IIMs for the entire batch of Fellows in MGNF Phase-II. The signing of the MoU with the IIMs is under progress. The Ministry also organised an orientation workshop on MGNF for the Phase II States/UTs on 3rd December 2020, and the signing of the MoU with those States/UTs is also under progress. Given the current progress, it is expected that the Phase II of MGNF will be launched by April 2021 and the Fellows will be placed in the districts by May - June 2021.

- iii. Award for Excellence in District Skill Development Planning (DSDP Award):** Breaking the silos that exist in skill development initiatives, MSDE continues to recognise the efforts and determination of districts through the 'Awards for Excellence in District Skill Development Planning (DSDP Awards), instituted under SANKALP in June 2018. It aims to empower district officials through a bottom-up approach allowing them to play a crucial role in shaping future policies.

The Awards celebrate innovative best practices resulting in enhanced access, quality, and capacity in skill development. They further provide an opportunity for a meaningful exchange of ideas & innovative techniques and promote peer learning for developing skill development plans.

In the first edition of DSDP Awards 2018-2019, MSDE saw 223 districts across the country submitting their District Skill Development Plans. Of these, representatives from 25 districts presented their plans to the selection committee. The following figure showcases the evaluation process and the number of shortlists after each level.



A brief summary of the Year-1 awards and shortlists at different stages

After the final evaluation, the Committee announced seven awardees for the 'Awards of Excellence'; six districts received the 'Certificate of Excellence', and seven districts received the 'Letter of Appreciation'. Representatives of the seven primary award-winning districts were awarded a Global Exposure Visit, in partnership with the World Bank, to the Republic of Korea, promoting cross-border learning and sharing best practices.



Launch of guidelines for Year-2 Awards for excellence in District Skill Development Planning 2020-2021

Year-2 awards are also underway and the number of districts participating this year has more than doubled from last time. (450+ entries received). Proposals were sought from venerated educational institutions to join as evaluation partners for these awards. IIT Delhi and IIT Kharagpur are being onboarded as evaluation partners. They will take up the evaluation as well as the development of subsequent reports with respect to the project.

b. Development through Skill training:

MSDE implements many skill-training programs that can be broadly classified into long-term and short-term trainings. SANKALP is specifically focussed on strengthening the short-term training programs. The duration of these courses may vary from 3 to 6 months. Our ongoing pilots strengthening the skill training at the grassroots are given below.

i. Partnering with Ministry of Panchayati Raj for taking skill development to gram panchayats. :Ministry of Skill Development & Entrepreneurship & Ministry of Panchayati Raj (MoPR) embarked on a ground-breaking partnership with MSDE to address the needs of skill training at the district & gram-panchayat level empowering local government agencies.

This idea of taking skill development opportunities to rural India got the much-needed fillip with the interim recommendations of the Fifteenth Finance Commission (FFC) being tabled in the Parliament recently. The recommendations identified Drinking Water and Sanitation as national priority areas for Rural local bodies (RLBs). Also, they highlighted the importance of operation and maintenance (O&M) of the assets and facilities used for providing Water sanitation and Hygiene (WASH) related services to the rural citizenry.

The implementation of the recommendations of the FFC will require a cadre of skilled resources who would find employment prospects closer home. It opens a tremendous opportunity for skill development machinery in the country to skill and link people to livelihood opportunities emanating from such services. With rural citizenry getting exposed to services in general and WASH services in particular, it is expected that it will give rise to many market-oriented models of skilling and providing sustainable livelihood opportunities locally. It will also help position villages as consumers of skilled resources rather than mere providers of skilled workers. Thus, it comes under the purview of SANKALP as Result Area 2 under the program is about improving the relevance and market orientation of skills.

To action the recommendations of the FFC and to integrate skill development planning at the Gram Panchayats (GPs), MSDE and MoPR have partnered to identify the existing and emerging skill requirements at the GP and test out various models for addressing this need.

While SANKALP has been working at developing and strengthening skill development avenues at the State and District levels, it is critical that these efforts reach the lowest rung, that is, the villages to be genuinely effective. Through this unique partnership, we aim to attempt large scale pilots that focus on the following outcomes.

- I. Ensure that skill development programs reach the grassroots level to ensure a positive impact in the lives of our target audience
- II. Improve the quality of local developmental activities and create benchmarks for skills acquired through informal training and practice. A vast majority of skilled labourers bear no proof for their qualifications and expertise. This becomes a challenge in stressful times as they may be expected to change their trade not based on their knowledge, but based on the available work

opportunity. Thus, we must empower these workers and give them an opportunity for fair assessment and certification so that they can drive their ambitions

To achieve the above, the following three initiatives have been undertaken:

- I. Recognition of Prior Learning (RPL) for workers under Department of Panchayati Raj in Chandauli and Varanasi:** This pilot is being implemented in the districts of Varanasi and Chandauli in Uttar Pradesh. Two blocks from each of these districts have been identified for this pilot. These are Sewapuri (rural) & Baragaon (rural) in District Varanasi; Niyamatabad (rural) & Sahabganj (rural) in District Chandauli.

At a virtual event held on 21st December 2012, Dr Mahendra Nath Pandey, Hon'ble Union Minister of Skill Development and Entrepreneurship felicitated over 900 workers who have successfully completed their RPL training with skill certification and announced the launch of Phase II of the programme. Shri Bhupendra Singh Chaudhary, Hon'ble Minister of Panchayati Raj, and Shri Kapil Dev Agrawal Hon'ble Minister Vocational Education and Skill Development Department, Uttar Pradesh were the special guests in the event. Secretary and Additional Secretary MSDE and Joint Secretary Ministry of Panchayati Raj, gave a special address in the event.





In a first, plumbers, painters and masons to get govt certificates in UP

Pilot Project Launched In Kashi, Chandauli

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New Delhi: In a first, Union skill development ministry has launched a pilot project to formally certify already-skilled workers in gram panchayats (GP) that will give them "recognition and respect" to use their expertise while working in government and private industries.

The project was rolled out on Monday across 167 GPs in Prime Minister Narendra Modi's constituency

'RECOGNITION & RESPECT'

<ul style="list-style-type: none"> ➤ Skilled workers in UP to have "respect" certifications ➤ Joint initiative between World Bank, skill development ministry ➤ Varanasi, Chandauli chosen as pilot districts 	<ul style="list-style-type: none"> ➤ Programme to recognise and bring respect to skilled workers ➤ Includes painters, carpenters, sanitation workers, plumbers ➤ UP Panchayati Raj department to aid Centre
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Varanasi and neighbouring Chandauli district. The programme, a joint initiative between World Bank and Centre, is known as Recognition of Prior Learning (RPL) under the Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP). The imple-

menting agency for the programme is National Skill Development Corporation (NSDC). Over 900 candidates were awarded the certificates under this programme on Monday while 2,250 have been enrolled for training.

▶ 7,500 workers, P 7

Target to issue certs to 7,500 skilled workers in Varanasi, Chandauli

▶ Continued from P 1

About 70% of our country's population resides in rural India. The inclusion of gram panchayats is crucial for the success. This programme will be used to align the competencies of an already pre-existing workforce of the country to the standardised framework. The certification will help build confidence, respect and recognition to the candidates in the society," Union skill development minister Mahendra Nath Pandey told TOI.

The pilot in addition to recognising the skills of the trainees shall also link them with work opportunities emanating from GPs development work. The target for the project is to issue certificates to 7,500 such skilled workers in Varanasi and Chandauli under the programme in the pilot. The certification process will also involve a 48-hour to a week-long workshop to help eliminate bottlenecks and use of craftsmanship with the help of trainers.

"The RPL training has helped me immensely in understanding the significance of following standard practice to maintain cleanliness of our surroundings. Such as me and other sanitation workers learnt the importance of segregating wet waste from dry and even received a kit which had a uniform, mask and gloves required to stay safe," said Sangeeta from Poojipur in Varanasi.

Media Coverage and Pictures from the Certificate Distribution event held virtually to felicitate 900 workers who have successfully completed their RPL training and certification under Phase I of the programme.

- II. **Integrated Project for Water, Sanitation & Hygiene (IPW):** Integrated Project for WASH (IPW) has been identified as one of the key initiatives to be implemented in different Gram Panchayat clusters across the country to build a sustainable model of demand and supply of skilled resources at the grassroots, leading to local livelihood opportunities.

A project for skill training, upskilling and reskilling and linking certified resources to employment/livelihood opportunities through various market-based mechanism in identified job roles at the GP. This project will be implemented in identified GP clusters in different states. The successful models identified shall than be replicated during the larger pan India rollout.
- III. **Integrating Skill Development Planning with GPDP:** With the aim to integrate skill development planning in the GPDP to enable better mapping of demand and supply at the GP level, MSDE recommended specific questions relevant to skill requirements in Mission Antyodaya questionnaire. The revised questionnaire has been approved in principle by MoPR and MoRD.
- c. **State component under SANKALP:** The State component of SANKALP aims towards strengthening of skill development ecosystem by supporting States/ UTs in building their capacities. It covers about 50% of the World Bank loan to the Government of India and applicable State contribution.

All States/ UTs had submitted their consent for participation in SANKALP to MSDE. Also, as per the World Bank requirement, MSDE had onboarded an external agency to establish the baseline of States/ UTs before implementing SANKALP on the State Incentive Grant (SIG) matrix. It was first of its kind exercise wherein states' systems' maturity to implement skill development schemes, market relevance of skilling development in the states, and accessibility of those programs was assessed. The progress over the SIG Baseline score is monitored yearly. Only those States/ UTs that have achieved a minimum of 15% improvement over their performance gap are eligible for the subsequent release of funds from MSDE under SANKALP. The SIG baseline has been completed for all States/ UTs. Further, MSDE has completed SIG Assessment for 14 State/ UTs, of which, 13 States/ UTs have met the minimum requirement over their SIG Baseline score.

In order to receive grants under SANKALP, the participating State/ UT is required to submit a detailed proposal under SANKALP with a detailed list of activities that State/ UT plans to undertake. The template for the activities is categorised under three broadheads in line with the three result areas of SANKALP namely (i) institutional strengthening at State and District level; (ii) improved quality and market relevance of skill development Programmes, and (iii) improved access to and completion of skills training for female trainees. Further, these have been sub-categorised in line with the indicators as part of the SIG matrix, thereby helping States/ UTs to map their activities with these indicators and showcase improvement on their SIG score.

As part of the first release under SANKALP SIG, MSDE has released Rs 273.50 crore to 31 States/ UTs (status as of 31st December 2020). Of these, Rs 66.82 crore were released to 11 States/ UTs in 2020 as per details mentioned below:

Table - 47

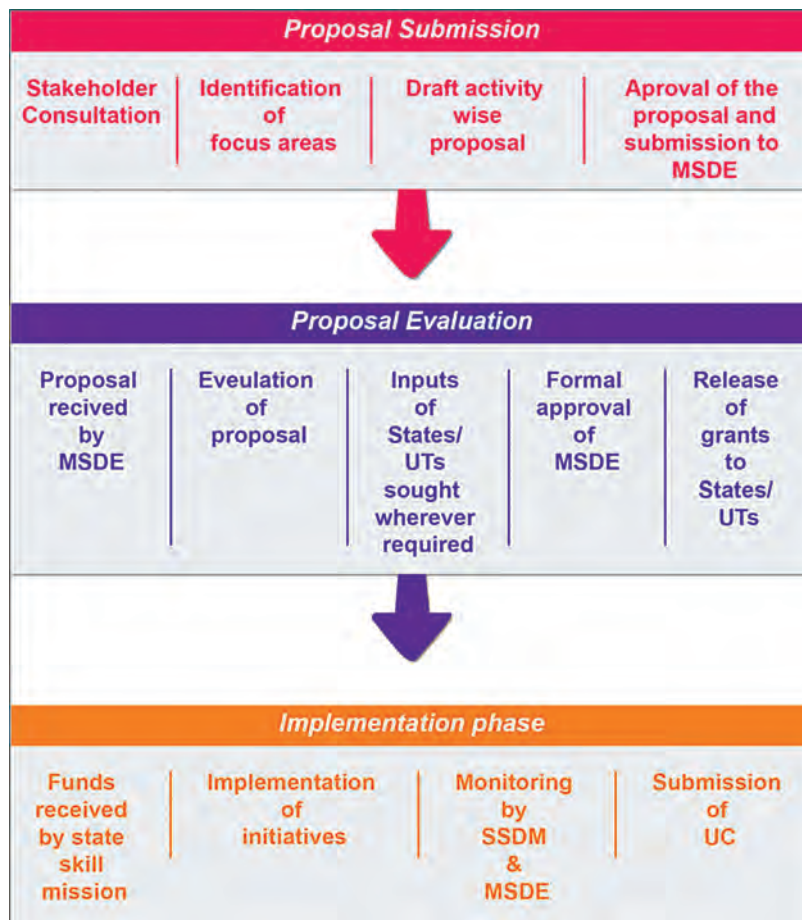
S.No.	State/ UT	SIG released (Central share) in INR
1	Sikkim	1,98,00,000
2	Mizoram	1,80,90,000
3	Meghalaya	2,23,20,000
4	Goa	1,02,00,000
5	Karnataka	14,35,20,000
6	Puducherry	1,82,50,000
7	Haryana	6,62,97,600
8	Kerala	6,09,30,000
9	West Bengal	20,70,60,000
10	Himachal Pradesh	1,89,54,000
11	Telangana	8,27,64,000

MSDE has been periodically connecting with the state representatives via video conferencing to support them in implementing SANKALP. The list of various video conference that were undertaken in 2020 are as under:

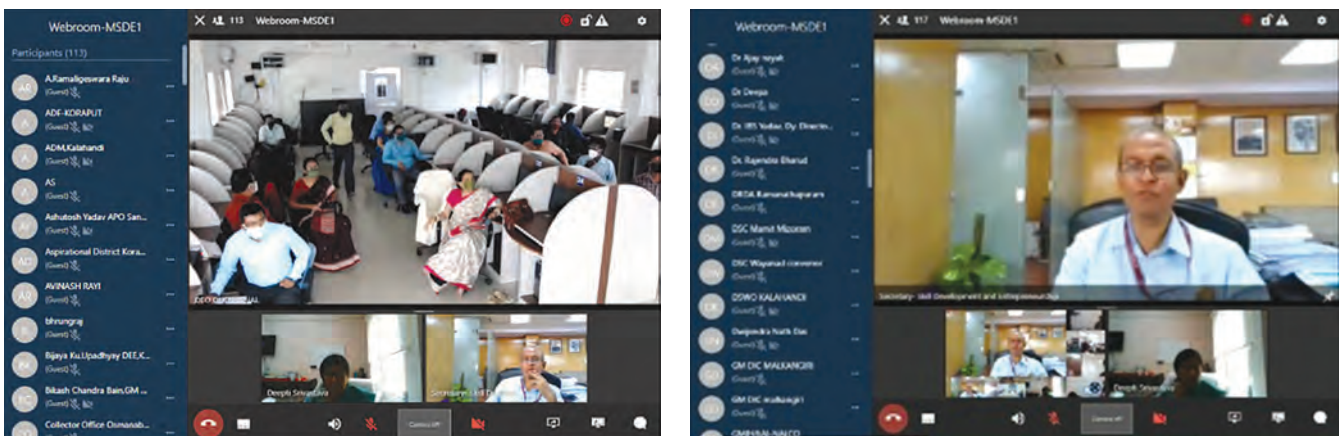
Table - 48

S.No.	Date	State/UT
1	17th January 2020	Uttar Pradesh
2	17th January 2020	Gujarat
3	28th January 2020	Uttarakhand
4	30th January 2020	Meghalaya
5	06th February 2020	Karnataka
6	10th February 2020	Rajasthan
7	12th February 2020	Gujarat
8	12th February 2020	Andhra Pradesh
9	12th February 2020	Manipur
10	06th March 2020	Maharashtra
11	06th March 2020	Assam
12	06th March 2020	Bihar
13	06th March 2020	Punjab
14	28th July 2020	Arunachal Pradesh
15	28th July 2020	Chhattisgarh
16	28th July 2020	Jharkhand
17	28th July 2020	Nagaland
18	28th July 2020	Odisha
19	04th August 2020	Madhya Pradesh
20	04th August 2020	Rajasthan
21	04th August 2020	Tamil Nadu
22	04th August 2020	Tripura
23	18th August 2020	Goa
24	18th August 2020	Sikkim
25	18th August 2020	Uttarakhand
26	17th November 2020	Karnataka
27	18th November 2020	Tamil Nadu
28	18th November 2020	Uttar Pradesh
29	20th November 2020	Odisha
30	27th November 2020	Kerala
31	09th December 2020	Maharashtra

In addition, as part of special projects for Aspirational districts of North Eastern Region (NER), MSDE has released Rs 1.58 crore to Kiphire district, Nagaland and Rs 63 lakh to Mamit district, Mizoram in 2020. Further, video conference with the District Skill Committee (DSC) members of aspirational districts for all States (*excluding States where Model Code of Conduct was implemented*) was held under Chairmanship of Shri Praveen Kumar, Secretary, MSDE to review the status of the constitution of District Skill Committees (DSC) and the role played by DSCs in planning & implementation of different skill development initiatives.



Steps involved in releasing grants to states.



Secretary, MSDE's video conferencing with aspirational districts.

2. Result Area 2: Improve Quality and Market Relevance of Skill Development Programs

- a. **Alternate models for Training of Trainers and Assessors:** SANKALP aims to enhance the quality of skill-building initiatives by taking a strategic approach to Technical and Vocational Education and Training (TVET) with a focus on improving professional practice in the TVET classrooms. The emphasis is on the preparation of TVET trainers with a focus on qualifications, competencies to be demonstrated, knowledge and skills, industrial experience and pedagogy. This is being done through a robust Train the Trainer (ToT) program, which will help in creating a strong line of Master Trainers and trainers. The training institutions must be provided with the best trainers and content for effective teaching and learning. Currently, we do not have a strong cadre of efficient trainers, which impacts the entire value chain of skilling.

The situation requires to experiment with solutions that move away from the traditional tried & tested norms. To meet both quality and capacity challenges in TVET, it is crucial to seek public-private participation which will ensure collaboration and involvement of the government, private educational institutions and industry together, for a single cause.

A model built on a synergistic approach through Public-Private Partnership (PPP) is the need of the hour. Scalable models for training Master Trainers/Trainers will be piloted, and their learnings will help establish robust mechanisms for institutionalising Training of Trainers. The system will help develop a cadre of Dual Certified Professionals who can successfully align classroom teaching to labour market needs.

The thought is to develop a structured process for Trainer certifications that becomes the minimum criteria required to teach in accredited VET courses so that more parity exists between the different trainer population in TVET. Plus, it will enhance Vocational Education & Training classrooms' credibility by bringing them under an overarching quality assurance framework.

Five workshops have been conducted with Trainers, Assessors, Training Partners and Assessment bodies to do a market analysis and gather inputs from key stakeholders on the existing ToT & ToA systems. These inputs have been used to shape the new models for ToTs.

Two approaches are proposed to take the pilots ahead with reliable implementation partners like bilateral Institutions & established Skill Universities

- i. **Industrial Cluster-Based Model:** GIZ-developed automotive cluster in Aurangabad has been selected for the pilot. A Marathwada Skills Hub has been established at Aurangabad with the support of the Indo-German Programme for Vocational Education and Training (IGVET) to develop a local skilling ecosystem in Marathwada region.

The model uses industry as the base to train and support the Training of Trainers (ToT). It looks to explore synergies between public and private organisations to evolve a model that is aligned to industry needs and supported by industry; The 'Cluster Approach' is recommended to meet the objectives.

The model is Industry and Employer driven, focusing on enhancing both the technical & pedagogical skills of trainers. The model incorporates domain training by industry experts, thus integrating 'On the Job Training' within the approach.

- ii. **Long term University-Certified Model:** SANKALP aims to develop a blended model of ToT program with adequate professional inputs and expertise from the industry & academia.

This model provides a credible avenue for entry of fresh talent into the Trainer pool as a Career route after graduation. It is Comparable to B.Ed. model of MHRD by providing Professional development pathways for trainers. This model is packaged with skills such as trade competencies, pedagogy, administration skills assessment, managerial competencies etc.

- b. Establishing a Committee for Standardisation of Training Content:** To increase market relevance and quality, it is crucial to ensure the quality of training content as that directly impacts a student’s learning and his/her employability in the future. Hence, good courseware is emphasised upon a mix of a theoretical and practical approach, and aligned to labour market needs, which prepares the trainee to be readily employable.

Development of quality content depends on skill sets and procedures followed by various organisations that develop the courseware as a lack of standard procedures and quality assurance measures in organisations produce inconsistent output, leading to low content quality.

It is vital to provide the trainers with strong content by setting up processes and standards to ensure that the content meets global standards and is continuously updated. Going forward, the various agencies engaged in content creation for skill development would follow similar processes leading to standardisation.

A committee of national & international experts has been constituted, which will assess the current situation in the Indian Technical, Vocational Education & Training space. It will also determine a Quality Assurance framework which will ensure good quality & standardised content.

- c. Development Planning at Alang Ship-Breaking Industry (Bhavnagar, Gujarat):** This project aims to develop Skill development initiatives for the ship-breaking industry that employs 30,000 labourers directly and 1.6 lakh indirectly, and recycles approximately half of all ships salvaged around the world – reinforcing India’s global leadership in a growing area. In partnership with other stakeholders, SANKALP is assessing issues such as labour, skill development, qualifications and certifications, community and facilities, and economic, environmental and regulatory aspects at Alang.

To retain its global leadership, Alang needs urgent transformation through automation and better compliances. While infrastructure and procedural upgrades on the recycling yards shall provide a robust platform to achieve safe and environmentally-sound ship recycling, the effectiveness shall primarily depend on the workforce’s skills.

Currently, employment in the shipbreaking industry is non-aspirational, hazardous from a safety point of view, and has received no education or skill training benefits. Therefore, a need arises to explore the current and possible future status of ship-breaking at Alang from environmental, economic and societal perspectives along with the forward and backward linkages with various industries within and outside the region. An adequately trained workforce is of paramount importance, to achieve incident and accident-free ship recycling processes.



Visit to local ITI at Bhavnagar district, Gujarat



Visit to the shipyard at Alang



3. Result Area 3: Improved Access to and Completion of Skills Training for Female Trainees and Other Disadvantaged Groups

- a. **Training Modules on Gender Sensitization and Prevention of Workplace Sexual Harassment:** SANKALP has planned an initiative to impart training to male and female trainees, trainers, mobilisers, counsellors and management staff on gender sensitisation and prevention of sexual harassment (POSH) at the workplace to raise awareness among trainees and other stakeholders about equal roles, responsibilities, opportunities, and expectations.

This initiative entails developing and delivering digital, audio-visual modules on gender sensitisation and POSH training at the workplace. One module is being designed for trainees, and the other module will be for professionals engaged in the skilling ecosystem. It would also include Training of Master Trainers (ToMT) for the delivery of these modules.



Interaction of SANKALP team with female candidates in Uttar Pradesh to understand their aspirations and challenges faced in attaining skill training and seeking employment



Interaction of SANKALP team with male and female short-term skill training candidates in Uttar Pradesh to understand their skill training experience



Lecture by Ms Deepti Srivastava, Director MSDE

MSDE is seeking services of a Sector Skill Council (SSC) to develop and deliver a short audio-visual, interactive module, of nearly 5 hours with training content on Gender Sensitization and POSH in the workplace. This pilot entails developing and delivering two digital, audio-visual modules on training for gender sensitisation and POSH at the workplace.

One module would be specifically for the trainees and the second for professionals involved in the skilling ecosystem. The professionals include mobilisers, counsellors, trainers, management staff etc. The assignment would also include Training of Master Trainers (ToMT) to deliver the module through classroom training conducted using an interactive trainer-led workshop.

The modules would be implemented in 15 districts identified from the states of Rajasthan, Haryana and Punjab. The states have been shortlisted after studying the data from the National Crime Records Bureau (2018).

Bids were invited for carrying out this project, and a committee was formed to assess these bids. Post the approval of the technical & financial evaluation bids by the Committee, Management & Entrepreneurship, and Professional Skill Council was awarded the contract, which was signed on 24th December 20 by both the parties. The project is in the initiation phase now and is expected to close by June 2021.

b. Making Safai Karamchari role aspirational through Skill Development and Entrepreneurship Training: The pilots under this theme are targeted at making the role of *Safai Karamchari* aspirational by skilling, reskilling and upskilling for the effective use of machines and safety gears, thereby,

- i. Providing hygienic and safe work conditions for workers
- ii. Enhancing work efficiency and effectiveness
- iii. Providing workers with a life of self-respect and dignity

The initiative will develop a systemic approach for training and capacity-building on the use of machines and safety gears for workers engaged in desludging operations, sludge management, sewer cleaning, etc. This training will also support workers willing to become entrepreneurs in Scientific Waste Disposal.

This Capacity building initiative also includes training for supervisors, managers and other officials in the municipalities dealing with sewer desludging and related areas.

Furthermore, the pilot initiative would focus on:

- i. Reviewing and revising the existing training programmes to include elements related to behavioural change, communication skills, self-management and leadership amongst the sanitary soldiers
- ii. Create models for municipalities and other urban local bodies to successfully deploy 'Certified Sanitary Soldier' as part of the Clean City & Swachh Bharat initiatives
- iii. Create systems for awareness, social mobilisation, advocacy and monitoring of the technology-based approaches
- iv. Documenting success stories and cases for further replication

- c. Design & Implementation of Innovative Skill Development & Entrepreneurship Pilot Program for Women:** It has been widely noted that increasing women participation in the workforce would boost the economy. In a joint paper, IMF Chief Christine Lagarde and Norway's Prime Minister Erna Solberg pointed out that by raising women's participation in the workforce to that of men, India's GDP will rise by 27%.

Therefore, to increase women's participation in skill development initiatives and thereby in the Indian workforce, SANKALP has been focussing on innovative pilot programs for skill training of women, particularly in non-traditional roles that deploy innovative ideas for making skill training and employment thereafter more efficient. REOIs have been floated for the following categories

- o Schedule I - Innovative Pilots for Wage Employment
- o Schedule II - Innovative Pilots for Sustainable Livelihood/Entrepreneurship Development
- o Schedule III - Innovative Pilots for both Wage Employment and Entrepreneurship Development¹

A total of 168 organisations sent their EOIs for the schedules mentioned above. A Consultancy Evaluation Committee (CEC) is developing the list of qualified bidders and finalising the Terms of Reference (TOR) before the Request For Proposal (RFP) is issued to the shortlisted bidders.

- d. Skill and Entrepreneurship Development in Golden Grass Craft for Women, Kendrapara:** This is a first of its kind 'DSC-Local government' led collaborative initiative which is being done amongst Kendrapara District Skill Committee, State Institute for Development of Arts & Crafts, Odisha and MSDE for imparting skilling in golden grass craft to 3000 women micro-entrepreneurs and artisans across 12 villages of Kendrapara block, in Odisha for imparting training in an indigenous craft of heritage value - the Golden Grass craft of Odisha. Through the medium of skilling, the project also holds the potential to empower local underprivileged women and Self-Help Groups (SHGs) as it aims to skill 3000 women artisans across 12 villages Kendrapara block.

The project aims to provide women artisans with basic, intermediate and advanced skill training along with entrepreneurship development and forward and backward linkages. Exposure visits have also been included in the curriculum for them to experience different methodologies, best practices and markets.

This project will impact the skilling/upskilling of women hailing from impoverished backgrounds and assisting them to rise higher in their economic and social spheres. It would also help make this

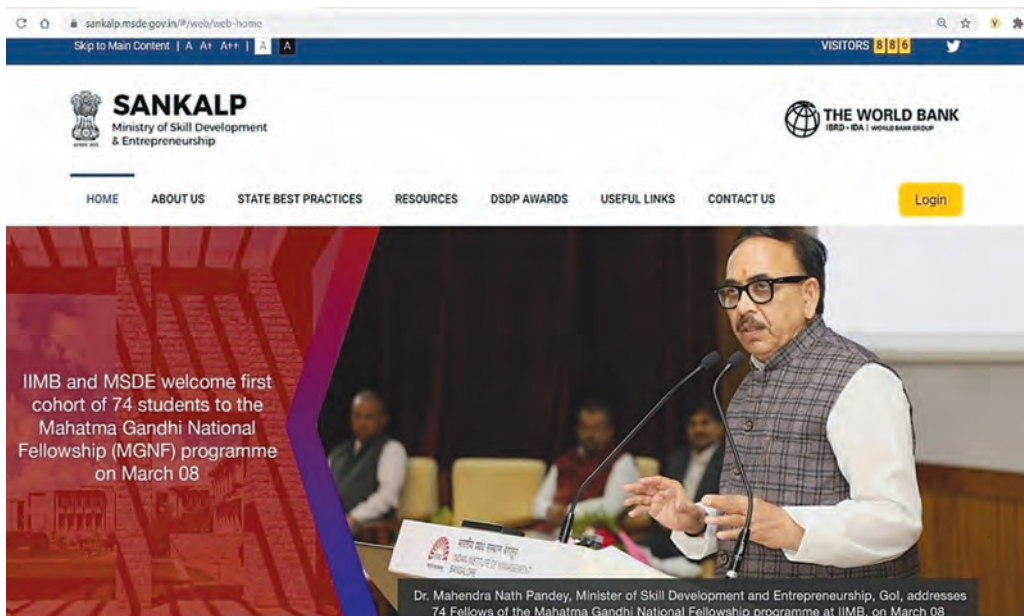
traditional and environmentally sustainable craft mainstream and stimulate the growth of the local community and boost the state's differential craft offerings.



SANKALP team visits a Golden Grass cluster in Kendrapara for primary survey and interaction with Kendrapara DSC

4. Online Web-Resources being created under SANKALP

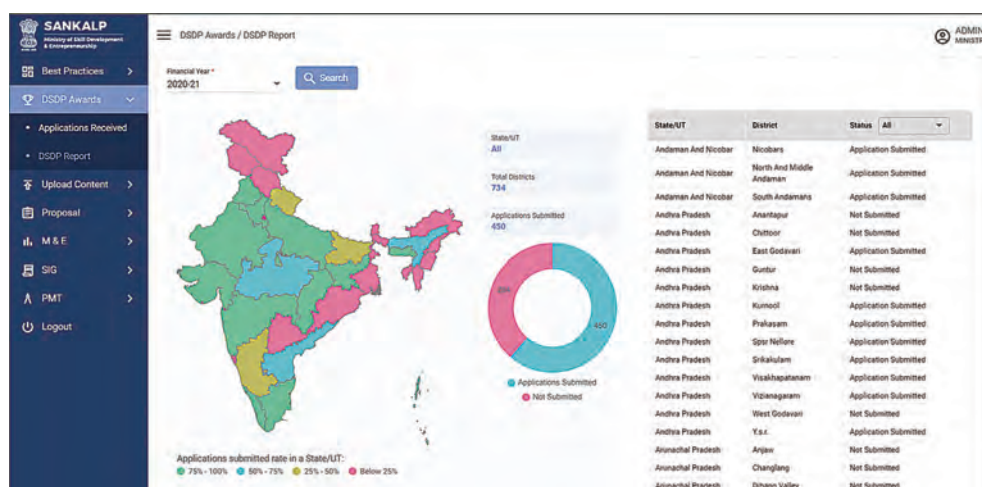
- a. **Skill India Portal:** TheSkill India Portal (SIP) was developed by National Skill Development Corporation (NSDC) a skill repository of all skill-related data across the states and ministries under SANKALP. It aims to establish and enforce cross-sectoral, nationally and internationally accepted standards for skill training in the country by creating a quality assurance framework.
- b. **SANKALP Web-Portal(URL: <https://sankalp.msde.gov.in/>):**MSDE launched SANKALP Web Portal to provide necessary information about the programme to various stakeholders, coordinate and monitor various project activities and ensure an active repository of best practices in skill development in the country.



SANKALP Web-Portal - Homepage

The various features of the portal are as follows:

- State Incentive Grant (SIG) Assessment: Under SANKALP, States/ UTs are expected to achieve a specific % improvement against their previous year's performance gap to be eligible for grants. The portal helps assess the performance of States/UTs based on the data uploaded by them against the State Incentive Grant Matrix's parameters.
- State/UTs Proposal Management System: States/ UTs electronically submit annual proposals for release of funds and State/UT wise status reports are generated. To ensure the authenticity of the proposal, it is mandatory to sign a proposal digitally using a Digital Signature Certificate (DSC) before submitting to MSDE. There is a proper workflow implemented for getting the State/UT proposal approved online. The proposal can be approved activity-wise, budget-wise and can be sent for revision from the portal itself.
- Monitoring & Evaluation Tool: Helps States/UTs to report the real-time progress of various projects/ activities approved under State Grants. An online system to periodically review the physical and financial progress of States/UTs against the approved activities under SANKALP. Portal has interactive dashboard views and reporting (standard, analytical and drilled down reports) facilities for different users (State, SANKALP Team, and Ministry).
- Program Management Tool: The PM-Tool is a common platform for all key stakeholders to manage/ track the progress of projects/pilots under five phases of project management: Initiating, Planning, Executing, Monitoring & Controlling, and Closing.
- State Best Practices Module: A national-level repository provides case studies, testimonials, videos and photographs showcasing the emerging best practices and innovations in skill development from across India. Content is easily searchable by State, resource type or topics such as Quality and Market Relevance, Institutional Strengthening and Inclusion. The best practices are published in public domain after successful completion of the approval workflow online to show off the achievements/innovations under skilling ecosystem so that others may emulate it
- Online Submission of DSDP (District Skill Development Plan) Awards: Under SANKALP, the DSDPs prepared by various districts in the country are appraised, and the best plans are rewarded. The DSDP Awards can be submitted online by the State / District officials through this portal. There are around 450 nominations received this year, and MSDE has published previous DSDPs (around 223 in number) in public domain for others to emulate or take guidance from



An overview of the Districts that developed District Skill Development Plans and entered them for the Year-2 DSDP awards.

- Management Dashboards and Reports: The real-time progress of various project components (Results area-wise, Project wise, Milestone wise) will be displayed through visually attractive formats such as maps, charts, graphs, Gantt charts etc.
- Tender Management: To publish ongoing tenders/ important procurement information and related documents
- Financial Management: A module to track the financial status of disbursements for various ongoing projects/pilots funded under SANKALP.

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 - 49

Financial Year	Male Beneficiaries	Female Beneficiaries	Transgenders Trained	Total
2018-19	18982	148235	66	167283
2019-20	60938	354126	258	415322
2020-21*(As on 24-12-2020)	2890	12772	7	15669

5.32.4 Scheme Implementation

The Scheme of Support to Jan Shikshan Sansthan is a Central Sector 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 - 50

BUDGET HEAD	2019-20(Rs. In lakh)	2020-21(Rs. In lakh)
Programme Expenses	24	24
Emoluments*	20	20
Office Expenses	6	6
Total	50	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 - 51

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 Grants-in- Aid release to Jan Shikshan Sansthan during the Financial year 2018-19, 2019-20 and 2020-21 till August 2020

Table - 52

S. No	State/Ut	District of JSS	First Installment (2018-19)	Second Installment (2018-19)	Total Amount released for FY 2018-19	First Installment 2019-20	Second Installment 2019-20	Total Amount released for 2019-20	First Instalment FY 2020-21	Second Instalment FY 2020-21	Total Amount Released during 2020-21
1	Andhra Pradesh	Guntur	1525000	1525000	3050000	2500000	0	2500000	0	0	0
2	Andhra Pradesh	Anantapur	1439092	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
3	Andhra Pradesh	Krishna	1525000	1525000	3050000	2500000	726120	4994996	650000	1250000	1900000
4	Andhra Pradesh	Visakhapatnam	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
5	Andhra Pradesh	Prakasam	1316102	1525000	2841102	2500000	0	5070110	650000	1250000	1900000
6	Andhra Pradesh (Chittoor)	Tirupati	1525000	1525000	3050000	2500000	0	4926069	650000	1250000	1900000
7	Andhra Pradesh	West Godavari	0	0	0	0	0	0	0	0	0
8	Arunachal Pradesh	Naharlagun (Papum Pare District)	1525000	0	1689551	2500000	2500000	5000000	0	0	0
9	Assam	Silchar (Cachar)	1525000	0	3050000	2500000	2482861	4982861	650000	1250000	1900000
10	Assam	Kamrup	1525000	0	3050000	2500000	2497446	4997446	650000	1250000	1900000
11	Assam	Jorhat	1525000	0	3050000	2500000	2218270	4718270	650000	1250000	1900000
12	Assam	Darrang	1525000	0	3050000	2500000	2499960	4999960	650000	1250000	1900000
13	Assam	Nagoan	1525000	0	3050000	2500000	2500000	5000000	650000	1250000	1900000
14	Bihar	Gaya	1525000	1525000	3050000	2500000	0	4765517	650000	1250000	1900000
15	Bihar	Patna	1318594	1525000	2843594	2500000	726120	4819797	650000	1250000	1900000
16	Bihar	Nalanda	1525000	1525000	3050000	2500000	0	5000000	0	0	0
17	Bihar	Arwal	1525000	1525000	3050000	2500000	726120	4991904	650000	1250000	1900000
18	Bihar	Saran	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
19	Bihar	Aurangabad	1525000	1525000	3050000	2500000	726120	4999924	650000	1250000	1900000
20	Bihar	Buxar	1525000	1525000	3050000	2500000	0	4955039	650000	1250000	1900000
21	Bihar	Vaishali	1525000	1525000	3050000	2500000	0	4999600	650000	1250000	1900000
22	Bihar	Motihari (East Champaran)	1525000	1525000	3050000	2500000	726120	4999170	650000	1250000	1900000
23	Bihar	Kishanganj	1525000	1525000	3050000	2500000	726120	4998988	650000	1250000	1900000
24	Bihar	Muzaffarpur	1525000	1525000	3050000	2500000	726120	4953190	650000	1250000	1900000
25	Bihar	Samastipur	1525000	1525000	3050000	2500000	726120	4930307	650000	1250000	1900000
26	Bihar	Munger	1525000	1525000	3050000	2500000	0	2500000	0	0	0
27	Chandigarh	Chandigarh	1525000	0	3050000	2500000	726120	5062446	650000	1250000	1900000
28	Chhattisgarh	Raipur	1525000	1525000	3050000	2500000	0	4792834	650000	1250000	1900000
29	Chhattisgarh	Rajnandgaon	1525000	1525000	3050000	2500000	726120	4409826	650000	1250000	1900000
30	Chhattisgarh	Bilaspur	1525000	1525000	3050000	2500000	0	4999020	0	0	0
31	Chhattisgarh	Korba	1525000	1525000	3050000	2500000	726120	4998700	650000	1250000	1900000
32	Chhattisgarh	Korea	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
33	Chhattisgarh	Bastar	1525000	1525000	3050000	2500000	726120	4999805	650000	1250000	1900000
34	Chhattisgarh	Surguja	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000

35	Delhi	Jahangirpuri	1525000	1140700	3050000	2500000	0	4999797	650000	1250000	1900000
36	Delhi	Peeragarhi	1525000	1140700	3050000	2500000	726120	5000000	650000	1250000	1900000
37	Delhi	Patel Nagar	1525000	1140700	3050000	2500000	0	5000000	650000	1250000	1900000
38	Goa	Goa	1525000	1525000	3050000	2500000	726120	4999460	650000	1250000	1900000
39	Gujarat	Vadodara	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
40	Gujarat	Surat	823935	1525000	2226065	2500000	726120	4482501	650000	1250000	1900000
41	Gujarat	Bharuch	1525000	1525000	3050000	2500000	726120	4947593	650000	1250000	1900000
42	Gujarat	Kachchh	1525000	1525000	3050000	2500000	726120	4997623	650000	1250000	1900000
43	Gujarat	Kalol Gandhinagar	1517172	1497042	3014214	2500000	726120	4895688	650000	1250000	1900000
44	Gujarat	Patan	1525000	1525000	3050000	2500000	726120	4984250	650000	1250000	1900000
45	Gujarat	Sabar Kantha	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
46	Gujarat	Banas Kantha	1525000	1525000	3050000	2500000	726120	4999967	650000	1250000	1900000
47	Gujarat	Valsad	421721	389235	810956	2500000	726120	3947622	650000	1250000	1900000
48	Gujarat	Mahesana	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
49	Gujarat	Ahemdabad	0	0	0	0	0	0	650000	1250000	1900000
50	Haryana	Sirsa	1525000	1271850	3050000	2500000	0	4998867	650000	1250000	1900000
51	Haryana	Sonepat	1525000	1271850	3050000	2500000	726120	5000000	650000	1250000	1900000
52	Haryana	Rohtak	1525000	1271850	3050000	2500000	726120	5000000	650000	1250000	1900000
53	Haryana	Panipat	1525000	0	3050000	2500000	726120	5000000	650000	1250000	1900000
54	Haryana	Gurgaon	1525000	1271850	3050000	2500000	0	5000000	650000	1250000	1900000
55	Himachal Pradesh	Lahaul & Spiti	1525000	0	3050000	2500000	0	2500000	650000	1250000	1900000
56	Jammu & Kashmir	Jammu	1525000	0	1555096	2500000	0	5000000	650000	1250000	1900000
57	Jammu & Kashmir	Kupwara	1060000	1525000	2585000	2500000	0	4631332	650000	1250000	1900000
58	Jharkhand	Dhanbad	0	0	0	0	0	0	0	0	0
59	Jharkhand	Hazaribag	1525000	0	2529680	2500000	726120	5000000	650000	1250000	1900000
60	Jharkhand	Ranchi	1446082	1490788	2936870	2500000	726120	4921561	650000	1250000	1900000
61	Jharkhand	Bokaro	1358849	1525000	2883849	2500000	726120	4509219	650000	1250000	1900000
62	Karnataka	Karwar	1525000	1140700	3050000	2500000	0	4879831	650000	1250000	1900000
63	Karnataka	Mysore	1525000	1091001	2983557	2500000	726120	3620802	650000	1250000	1900000
64	Karnataka	Raichur	1525000	1140700	3050000	2500000	726120	4999332	650000	1250000	1900000
65	Karnataka	Shimoga	1525000	1140700	3050000	2500000	726120	4999856	650000	1250000	1900000
66	Karnataka	Tumkur	1525000	1127873	3032851	2500000	0	4978285	650000	1250000	1900000
67	Karnataka	Bagalkot	1505018	1140700	3030018	2500000	726120	4547744	650000	1250000	1900000
68	Karnataka	Davangere	1525000	1140700	3050000	2500000	0	4993732	650000	1250000	1900000
69	Karnataka	Gulbarga	1525000	1140700	3050000	2500000	726120	4988015	650000	1250000	1900000
70	Karnataka	Bangalore	0	0	0	2500000	0	5000000	650000	1250000	1900000
71	Kerala	Thrissur	955413	588530	1742218	2500000	726120	4795776	650000	1250000	1900000
72	Kerala	Thiruvanan- thapuram	1525000	1140700	3050000	2500000	726120	4612535	650000	1250000	1900000
73	Kerala	Kottayam	1525000	1140700	3050000	2500000	726120	4963420	650000	1250000	1900000
74	Kerala	Kollam	1525000	0	3035491	2500000	726120	5000000	650000	1250000	1900000
75	Kerala	Idukki	1525000	1140700	3050000	2500000	726120	4909636	650000	1250000	1900000

76	Kerala	Ernakulam	1525000	0	2863882	2500000	726120	5000000	650000	1250000	1900000
77	Kerala	Malappuram	1525000	1140700	3050000	2500000	726120	5000000	650000	1250000	1900000
78	Kerala	Palakkad	1525000	1140700	3050000	2500000	726120	4850894	650000	1250000	1900000
79	Kerala	Pathanamthitta	1525000	1140700	3050000	2500000	726120	4999029	650000	1250000	1900000
80	Madhya Pradesh	Bhopal-I	1525000	1393850	3050000	2500000	726120	4999550	650000	1250000	1900000
81	Madhya Pradesh	Indore	1320411	1393850	2845411	2500000	726120	5000000	650000	1250000	1900000
82	Madhya Pradesh	Guna	1525000	1393850	3050000	2500000	726120	4983247	650000	1250000	1900000
83	Madhya Pradesh	Morena	1525000	1368785	3022577	2500000	726120	4914915	650000	1250000	1900000
84	Madhya Pradesh	Ratlam	1442502	1393850	2967502	2500000	0	4945406	650000	1250000	1900000
85	Madhya Pradesh	Ujjain	1428968	1303716	2855353	2500000	726120	4867237	650000	1250000	1900000
86	Madhya Pradesh	Hoshangabad	0	0	0	0	0	0	0	0	0
87	Madhya Pradesh	Dhar	1525000	1393850	3050000	2500000	0	4850610	0	0	0
88	Madhya Pradesh	Sehore	1525000	1393850	3050000	2500000	726120	4994303	650000	1250000	1900000
89	Madhya Pradesh	Shajapur	1525000	1393850	3050000	2500000	0	4984631	650000	1250000	1900000
90	Madhya Pradesh	Jhabua	0	0	0	0	0	0	0	0	0
91	Madhya Pradesh	Mandla	1525000	1387808	3043389	2500000	0	4999928	650000	1250000	1900000
92	Madhya Pradesh	Dewas	1364807	1393850	2889807	2500000	726120	4651037	650000	1250000	1900000
93	Madhya Pradesh	Raisen	1525000	1393850	3050000	2500000	0	5000000	650000	1250000	1900000
94	Madhya Pradesh	Sheopur	1525000	1393850	3050000	2500000	0	4983925	650000	1250000	1900000
95	Madhya Pradesh	Rajgarh	0	0	0	0	0	0	0	0	0
96	Madhya Pradesh	Khandwa	863150	1393850	3050000	2500000	726120	4999775	650000	1250000	1900000
97	Madhya Pradesh	Alirajpur	0	0	0	0	0	0	0	0	0
98	Madhya Pradesh	Bhopal-II	1525000	1393850	3050000	2500000	0	2500000	0	0	0
99	Madhya Pradesh	Gwalior	1525000	1393850	3050000	2500000	726120	5000000	650000	1250000	1900000
100	Madhya Pradesh	Satna	737083	1387011	3042517	2500000	726120	4603343	650000	1250000	1900000
101	Madhya Pradesh	Bhind	1525000	1393850	3050000	2500000	726120	4999796	650000	1250000	1900000
102	Madhya Pradesh	Datia	1525000	1393850	3050000	2500000	726120	4999643	650000	1250000	1900000
103	Madhya Pradesh	Sidhi	1525000	1393850	3050000	2500000	726120	4798021	650000	1250000	1900000
104	Madhya Pradesh	Rewa	1525000	1393850	3050000	2500000	726120	4999277	650000	1250000	1900000
105	Madhya Pradesh	Chhatarpur	1525000	1392056	3048037	2500000	726120	4943357	650000	1250000	1900000
106	Madhya Pradesh	Sagar	1406250	1330835	2862306	2500000	0	5003330	650000	1250000	1900000
107	Madhya Pradesh	Katni	1525000	1393850	3050000	2500000	0	5000000	650000	1250000	1900000
108	Madhya Pradesh	Umariya	1525000	1393850	3050000	2500000	726120	4819266	650000	1250000	1900000
109	Madhya Pradesh	Narsinghpur	0	0	0	0	0	0	0	0	0
110	Madhya Pradesh	Damoh	1525000	1393850	3050000	2500000	726120	4925889	650000	1250000	1900000
111	Madhya Pradesh	Dindori	1525000	1376748	3031289	2500000	726120	5000000	650000	1250000	1900000
112	Madhya Pradesh	Tikamgarh	1525000	1393850	3050000	2500000	726120	4997254	650000	1250000	1900000
113	Maharashtra	Sindhudurg	1525000	1525000	3050000	2500000	726120	4603831	650000	1250000	1900000
114	Maharashtra	Dharavi	1525000	1525000	3050000	2500000	726120	4565992	650000	1250000	1900000
115	Maharashtra	Worli	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
116	Maharashtra	Nashik	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
117	Maharashtra	Pune	1525000	0	3049901	2500000	726120	5000000	650000	1250000	1900000
118	Maharashtra	Nandurbar I	1525000	1525000	3050000	2500000	726120	4740066	650000	1250000	1900000
119	Maharashtra	Raigad	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
120	Maharashtra	Beed	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000

121	Maharashtra	Ahmednagar	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
122	Maharashtra	Dhule	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
123	Maharashtra	Nandurbar-II	1525000	1525000	3050000	2500000	0	4986787	650000	1250000	1900000
124	Maharashtra	Aurangabad	1525000	1525000	3050000	2500000	726120	4999924	650000	1250000	1900000
125	Maharashtra	Washim	1525000	1525000	3050000	2500000	0	5000000	650000	1250000	1900000
126	Maharashtra	Gondia	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
127	Maharashtra	Jalgaon	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
128	Maharashtra	Yavatmal	792491	1525000	3050000	2500000	726120	4992279	650000	1250000	1900000
129	Maharashtra	Buldana	1525000	0	3050000	2500000	726120	5000000	650000	1250000	1900000
130	Maharashtra	Chandrapur-I	1525000	0	3050000	2500000	726120	5000000	650000	1250000	1900000
131	Maharashtra	Chandrapur-II	1525000	1525000	3050000	2500000	726120	4979758	650000	1250000	1900000
132	Maharashtra	Akola	1525000	0	2173779	2500000	0	4987063	650000	1250000	1900000
133	Maharashtra	Latur	1359904	1525000	2884904	2500000	726120	5032552	650000	1250000	1900000
134	Manipur	Wangjing (Thoubal)	1525000	0	3050000	2500000	2500000	5000000	650000	1250000	1900000
135	Manipur	Senapati	1516052	0	3041052	2500000	2499960	4999960	650000	1250000	1900000
136	Manipur	Imphal (West)	1525000	0	3029967	2500000	2499560	4999560	650000	1250000	1900000
137	Nagaland	Dimapur	1525000	0	2442640	2500000	2500000	5000000	650000	1250000	1900000
138	Odisha	Bhubaneswar	1392479	1140700	2917479	2500000	726120	5132521	650000	1250000	1900000
139	Odisha	Cuttack	1525000	1140700	3050000	2500000	726120	4998039	650000	1250000	1900000
140	Odisha	Rourkela (Sundargarh)	1525000	1140700	3050000	2500000	726120	4974057	650000	1250000	1900000
141	Odisha	Keonjhar	1517467	1140700	3042467	2500000	726120	5007115	650000	1250000	1900000
142	Odisha	Angul	1525000	1140700	3050000	2500000	726120	5000000	650000	1250000	1900000
143	Odisha	Puri	1525000	1140700	3050000	2500000	726120	5000000	650000	1250000	1900000
144	Odisha	Dhenkanal	1525000	1140700	3050000	2500000	726120	4933705	650000	1250000	1900000
145	Odisha	Koraput	1525000	1140700	3050000	2500000	0	4985692	650000	1250000	1900000
146	Odisha	Bhadrak	1525000	1140700	3050000	2500000	0	4882640	650000	1250000	1900000
147	Odisha	Sambalpur	1525000	1140700	3050000	2500000	0	2500000	0	0	0
148	Odisha	Jagatsinghpur	1525000	1140700	3050000	2500000	726120	4615700	650000	1250000	1900000
149	Odisha	Nuapada	1525000	1140700	3050000	2500000	726120	5000000	650000	1250000	1900000
150	Odisha	Jajpur	1525000	1140700	3050000	2500000	0	4993796	650000	1250000	1900000
151	Odisha	Balasore (Baleswar)	1525000	1140700	3050000	2500000	726120	4929375	650000	1250000	1900000
152	Odisha	Balangir	1525000	1140700	3050000	2500000	726120	4997743	650000	1250000	1900000
153	Odisha	Deogarh	1525000	1140700	3050000	2500000	726120	4636893	650000	1250000	1900000
154	Odisha	Subarnapur	1525000	1136075	3043817	2500000	0	5000000	650000	1250000	1900000
155	Punjab	Rupnagar (Mohali)	1525000	1140700	3050000	2500000	726120	5000000	650000	1250000	1900000
156	Punjab	Ludhiana	1525000	1140700	3050000	2500000	0	4999988	650000	1250000	1900000
157	Rajasthan	Ajmer	0	0	0	0	0	0	0	0	0
158	Rajasthan	Jaipur	1525000	1271850	3050000	2500000	726120	5000000	650000	1250000	1900000
159	Rajasthan	Jodhpur	0	0	0	0	0	0	0	0	0
160	Rajasthan	Kota	1525000	1271850	3050000	2500000	726120	4926759	650000	1250000	1900000
161	Rajasthan	Bikaner	1525000	1271850	3050000	2500000	0	4999913	650000	1250000	1900000
162	Rajasthan	Jhalawar	1525000	0	3007816	2500000	726120	5000000	650000	1250000	1900000

163	Rajasthan	Sikar	1525000	915751	2623023	2500000	0	4955876	650000	1250000	1900000
164	Tamil Nadu	Coimbatore	1525000	0	3007933	0	0	0	0	0	0
165	Tamil Nadu	Madurai	0	0	0	2500000	0	5000000	650000	1250000	1900000
166	Tamil Nadu	Tiruchirappalli	1525000	0	2574194	2500000	726120	5000000	650000	1250000	1900000
167	Tamil Nadu	Sivaganga	0	0	0	2500000	0	5000000	650000	1250000	1900000
168	Tamil Nadu	Sivakasi (Virudhunagar)	1525000	1525000	3050000	2500000	726120	4985274	650000	1250000	1900000
169	Tamil Nadu	Thiruvavur	1525000	1525000	3050000	2500000	726120	4690198	650000	1250000	1900000
170	Tamil Nadu	Namakkal	1525000	1525000	3050000	2500000	0	4930549	650000	1250000	1900000
171	Tamil Nadu	Kancheepuram	1525000	1525000	3050000	2500000	0	4554928	650000	1250000	1900000
172	Tamil Nadu	Nagapattinam	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
173	Telangana	Rangareddy	1525000	1525000	3050000	2500000	726120	4992891	650000	1250000	1900000
174	Telangana	Hyderabad	1483111	1525000	3008111	2500000	0	4369305	650000	1250000	1900000
175	Telangana	Mahbubnagar	1525000	1525000	3050000	2500000	726120	4986463	650000	1250000	1900000
176	Telangana	Warangal	1525000	1525000	3050000	2500000	726120	4977521	650000	1250000	1900000
177	Telangana	Khammam	1525000	1525000	3050000	2500000	726120	4982000	650000	1250000	1900000
178	Telangana	Adilabad	0	0	0	2500000	0	5000000	650000	1250000	1900000
179	Telangana	Nalgonda	1461710	0	2707050	2500000	0	2500000	0	0	0
180	Tripura	Agartala (West Tripura)	1525000	0	3050000	2500000	2147037	4647037	650000	1250000	1900000
181	Union Territory	Dadra & Nagar Haveli	1288890	1525000	2813890	2500000	726120	4790084	650000	1250000	1900000
182	Uttar Pradesh	Basti	1525000	1487513	3012513	2500000	726120	4951887	650000	1250000	1900000
183	Uttar Pradesh	Faizabad	1525000	1525000	3050000	2500000	726120	4868304	650000	1250000	1900000
184	Uttar Pradesh	Sultanpur	1525000	1525000	3050000	2500000	726120	4995862	650000	1250000	1900000
185	Uttar Pradesh	Kanpur	1525000	1525000	3050000	2500000	726120	4475943	650000	1250000	1900000
186	Uttar Pradesh	Lucknow (LH)	1525000	1524363	3049363	2500000	726120	5029129	650000	1250000	1900000
187	Uttar Pradesh	Unnao	1525000	1525000	3050000	2500000	726120	4984146	650000	1250000	1900000
188	Uttar Pradesh	Banda	1525000	1484201	3009201	2500000	726120	4961494	650000	1250000	1900000
189	Uttar Pradesh	Barabanki	1525000	1525000	3050000	2500000	726120	4845936	650000	1250000	1900000
190	Uttar Pradesh	Gonda	1525000	1525000	3050000	2500000	726120	4998884	650000	1250000	1900000
191	Uttar Pradesh	Farrukhabad	1525000	1525000	3050000	2500000	726120	4870252	650000	1250000	1900000
192	Uttar Pradesh	Pilibhit	1525000	1525000	3050000	2500000	726120	5055786	650000	1250000	1900000
193	Uttar Pradesh	Bahraich	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
194	Uttar Pradesh	Amethi	1525000	1524526	3049526	2500000	726120	4988069	650000	1250000	1900000
195	Uttar Pradesh	Deoria	1437635	0	2624925	2500000	726120	5000000	650000	1250000	1900000
196	Uttar Pradesh	Hardoi	1525000	1525000	3050000	2500000	726120	4999506	650000	1250000	1900000
197	Uttar Pradesh	Raebareilly	1525000	1525000	3050000	2500000	726120	5061062	650000	1250000	1900000
198	Uttar Pradesh	Fatehpur	0	0	0	0	0	0	0	0	0
199	Uttar Pradesh	Gorakhpur	1525000	1525000	3050000	2500000	726120	4999996	650000	1250000	1900000
200	Uttar Pradesh	Siddharthnagar	1525000	1525000	3050000	2500000	726120	5062394	650000	1250000	1900000
201	Uttar Pradesh	Sitapur	0	0	0	0	0	0	0	0	0
202	Uttar Pradesh	Lakhimpur Kheri	0	0	0	0	0	0	0	0	0
203	Uttar Pradesh	Shahjahanpur	1511608	1525000	3036608	2500000	726120	4481572	650000	1250000	1900000
204	Uttar Pradesh	Lucknow (AIMWA)	1452223	1525000	2977223	2500000	726120	5124755	650000	1250000	1900000

205	Uttar Pradesh	Shrawasti	1525000	1525000	3050000	2500000	726120	5061468	650000	1250000	1900000
206	Uttar Pradesh	Kanpur Dehat	1252650	1525000	2777650	2500000	0	5272350	650000	1250000	1900000
207	Uttar Pradesh	Aligarh	1525000	1525000	3050000	2500000	726120	4917176	650000	1250000	1900000
208	Uttar Pradesh	Etawah	1525000	1525000	3050000	2500000	726120	4826845	650000	1250000	1900000
209	Uttar Pradesh	Orai (Jalaun)	1331217	0	2911029	2500000	726120	5062446	650000	1250000	1900000
210	Uttar Pradesh	Agra	1525000	1525000	3050000	2500000	726120	4979203	650000	1250000	1900000
211	Uttar Pradesh	Bareilly	1525000	1525000	3050000	2500000	726120	4996998	650000	1250000	1900000
212	Uttar Pradesh	Saharanpur	1518291	1525000	3043291	2500000	726120	5043555	650000	1250000	1900000
213	Uttar Pradesh	Mathura I	0	0	0	0	0	0	0	0	0
214	Uttar Pradesh	Firozabad	1525000	1525000	3050000	2500000	0	5000000	650000	1250000	1900000
215	Uttar Pradesh	Jyotiba Phule Nagar (Amroha)	1296210	1525000	2821210	2500000	0	2500000	0	0	0
216	Uttar Pradesh	Mathura II	0	0	0	0	0	0	0	0	0
217	Uttar Pradesh	Allahabad (DAWS)	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
218	Uttar Pradesh	Allahabad (IIDS)	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
219	Uttar Pradesh	Ambedkar Nagar	1525000	1525000	3050000	2500000	0	4999628	650000	1250000	1900000
220	Uttar Pradesh	Jaunpur	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
221	Uttar Pradesh	Pratapgarh	1525000	1465066	2990066	2500000	726120	4976758	650000	1250000	1900000
222	Uttar Pradesh	Varanasi (BSS)	1525000	1525000	3050000	2500000	726120	5062446	650000	1250000	1900000
223	Uttar Pradesh	Varanasi (Newada)	1472577	1497893	2970470	2500000	0	4418829	650000	1250000	1900000
224	Uttar Pradesh	Chitrakoot	1415824	1098894	2514718	2500000	0	4890290	650000	1250000	1900000
225	Uttar Pradesh	Maunath Bhanjan	1525000	0	3050000	2500000	726120	5062446	650000	1250000	1900000
226	Uttar Pradesh	Mirzapur	1525000	1525000	3050000	2500000	726120	5062446	650000	1250000	1900000
227	Uttar Pradesh	Bhadohi (Sant Ravidas Nagar)	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
228	Uttar Pradesh	Kaushambi	0	0	0	0	0	0	0	0	0
229	Uttar Pradesh	Sonbhadra	1525000	1525000	3050000	2500000	726120	5061942	650000	1250000	1900000
230	Uttar Pradesh	Azamgarh	1525000	1523567	3048567	2500000	0	4999840	650000	1250000	1900000
231	Uttar Pradesh	Chandauli	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
232	Uttar Pradesh	Ballia	1123417	1525000	3050000	2500000	726120	4975094	650000	1250000	1900000
233	Uttar Pradesh	Ghaziabad	1461916	1525000	2986916	2500000	0	2500000	0	0	0
234	Uttar Pradesh	Gautam Buddha Nagar	1525000	1525000	3050000	2500000	726120	5000000	650000	1250000	1900000
235	Uttarakhand	Bhimtal (Nainital)	1525000	1524149	3049149	2500000	726120	5020981	650000	1250000	1900000
236	Uttarakhand	Dehradun	1525000	1444326	2969326	2500000	726120	4346828	650000	1250000	1900000
237	Uttarakhand	Bageshwar	1525000	0	3045804	2500000	726120	5062446	650000	1250000	1900000
238	Uttarakhand	Tehri Garhwal	1525000	1525000	3050000	2500000	726120	4928216	650000	1250000	1900000
239	Uttarakhand	Almora	1525000	1525000	3050000	2500000	726120	5053264	650000	1250000	1900000
240	Uttarakhand	Chamoli	1525000	1525000	3050000	2500000	726120	5061299	650000	1250000	1900000
241	West Bengal	Purba Medinipur (Haldia)	1525000	1140700	3050000	2500000	726120	4905103	650000	1250000	1900000
242	West Bengal	Narendrapur	1525000	1140700	3050000	2500000	726120	5062446	650000	1250000	1900000
243	West Bengal	Jalpaiguri	1525000	1140700	3050000	2500000	726120	5059143	650000	1250000	1900000

244	West Bengal	Purulia	1525000	1140700	3050000	2500000	726120	4979770	650000	1250000	1900000
245	West Bengal	Uluberai (Howrah)	1525000	1140685	3049980	2500000	726120	5061335	650000	1250000	1900000
246	West Bengal	Paschim Medinipur	1525000	1140700	3050000	2500000	726120	5062446	650000	1250000	1900000
247	West Bengal	Bankura (Layek Para)	1525000	1140700	3050000	2500000	0	4958676	650000	1250000	1900000
248	West Bengal	North 24 Parganas	1525000	1140700	3050000	2500000	726120	5062446	650000	1250000	1900000

5.32.8 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.

5.32.9 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

5.32.10 Directorate of Jan Shikshan Sansthan

The Directorate of Jan Shikshan Sansthan, which is a sub-ordinate office of this Ministry, is assigned responsibility of monitoring and supervision of the JSS Scheme. JSSs were monitored through periodical reports, web monitoring, field visits, annual and half yearly review meetings.

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

6

COMPETITION & AWARDS

6.1 WORLDSKILLS

6.1.1. Background

WorldSkills International is a membership organization like International Olympics Association with 85 member countries. It is registered in Netherlands as a not-for-profit organization. It was started in 1947 in Spain. It is governed by a General Assembly where each member country has two delegates viz. (i) Official Delegate, and (ii) Technical Delegate. WorldSkills International functions through an 8 member Board of Directors lead by President Chris Humphries 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 2022.

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 in 2018 which lead up to the Nationals - IndiaSkills2018.

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 was began in January 2018, with the lay downing 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 6th 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.

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**.

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.

6.4. WorldSkills Shanghai 2022

6.4.1 Due to COVID-19 Pandemic, the WorldSkills International has postponed the 46th WorldSkills Competition by one year and now it will be held in 2022 at Shanghai, China. The slogan for WorldSkills Shanghai 2022 is *"New Youth, New Skills, New Dream"*.

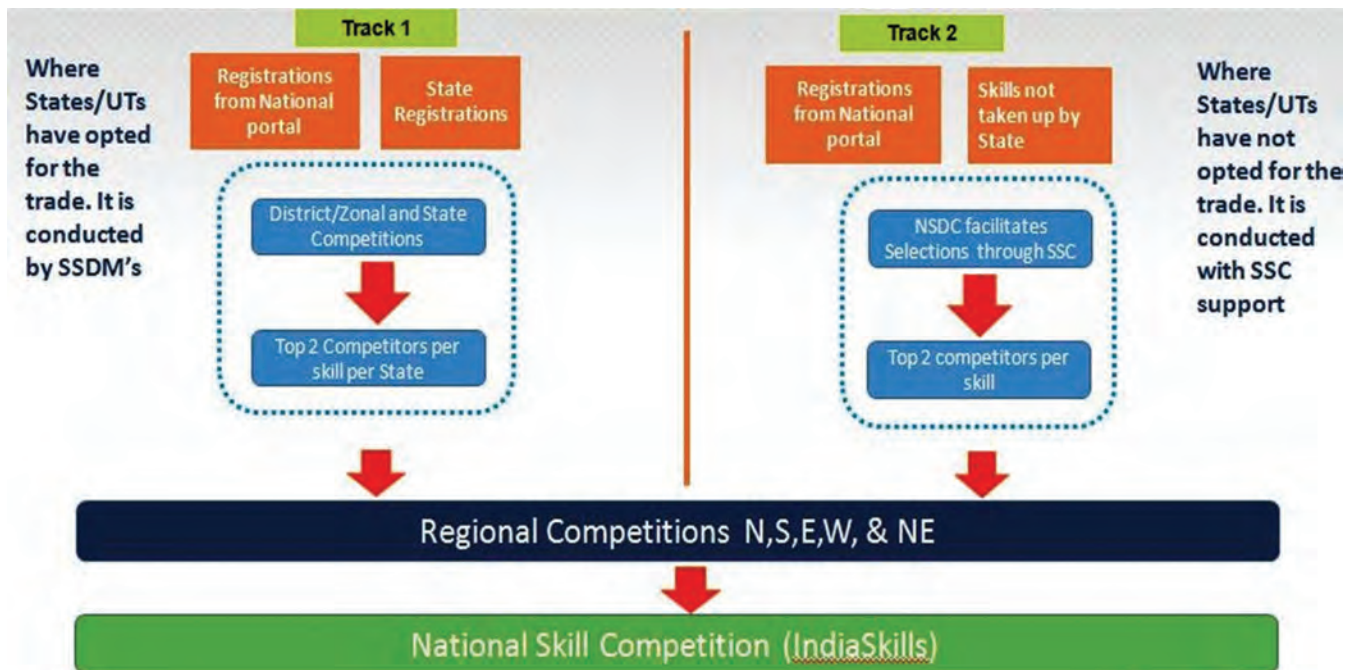
6.4.2 The revised roadmap to WorldSkills Shanghai 2022 is as under:

Chart - 9



6.4.3 Process for selecting the candidates for WorldSkills Shanghai 2022 is as under:

Chart - 10



6.5 Kaushalacharya Awards

The Kaushalacharya Awards ceremony is conferred on 5th September annually on the occasion of teacher's day, marking the birth anniversary of Dr. Sarvepalli Radhakrishnan, as Guru-Shishya concept is very much an integral culture of skilling. This is also one of the steps envisaged to increase the status of skilling, which is looked down compared to formal education. The Second Edition of Kaushalacharya Awards was held in 2020 wherein the Ministry of Skill Development and Entrepreneurship honored 92 trainers from diverse backgrounds with the Kaushalacharya Awards for outstanding contribution in creating a future-ready and skilled workforce. The awards were conferred in five categories namely Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Sikshan Sansthan (JSS), Directorate General of Training (DGT), Apprenticeship and Entrepreneurship.

6.6 All India Skills Competition under Craftsmen Training Scheme

6.6.1 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 – 53

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

6.6.2 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.

6.6.3 Awards under the Scheme

The following awards shall be given under the scheme:

- i. Merit Certificate to the best trainee in each of the 15 trades in each Industrial Training Institute
- ii. Merit Certificate to the best trainee in each trade at the state—level competition.
- iii. Merit Certificate and cash prize of Rs. 50,000 to the best trainee of each trade.
- iv. Merit Certificate to the best ITI in each trade whose trainee stands first in the All India Level Competition in the respective trade.
- v. Running shield to the state whose trainees secure highest total marks in all the trades in the All India Level Competition.
- vi. 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.

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

- i. 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.

6.7 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

INTERNATIONAL SKILL ENGAGEMENTS

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. Global 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 instalment 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, three Joint Steering Committee meetings held in New Delhi on 17.06.2019, 09.01.2020 & 22.09.2020. 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.

- **Progress since last JSC:** Foreign Commonwealth and Development Officer (FCDO) (formerly DFID) highlighted key skilling interventions under Skills for Jobs programme such as Policy support to MSDE's Apprenticeship Division; work with NCVET to develop guidelines for Awarding & Assessment bodies; Partnership with WHO India on capacity building of front-line health workers; Training of trainers on inclusion, knowledge sharing webinars with UK experts on Advance technologies such as Building Information Management (BIM), Assessment and Certification; studies on Productivity Benefits of Apprenticeships and future of job roles in BFSI and Bio -CNG sectors.
- A virtual conference was held on 27th August 2020 with FCDO, Skills for health and UK skills for understand and discuss about the qualification requirements UK and India regarding the health sector job roles.

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 (PSC)** under the Chairpersonship of Additional Secretary, MSDE was constituted. So far as six IGVET PSC meetings were held. 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, Bhiwadion 30th April 2019. In this meeting, PSCs terms of reference were discussed. The third meeting was held at Aurangabad on 24th September 2019 and the fourth meeting was held at New Delhi on 20th January, 2020. Last two PSC meetings (5th & 6th) were held on 05.08.2020 & 10.12.2020 in web conference mode. The project was extended upto 30.04.2020 by signing a **Supplementary Agreement-I** (Project cost EUR 1 million) on 08.11.2019. The IGVET Project was further extended upto 31.08.2020 by signing the Supplementary Agreement -II on 21.07.2020 involving EUR 1.25 million. The first phase of IGVET project was ended on 31.08.2020. The IGVET phase II project commenced on 01.09.2020. The Signing of Implementation Agreement for IGVET phase II is under consideration.

- (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.
- IGJET Study to Germany is organized by GIZ, Germany from time to time. Representatives from MSDE and State Governments have been participating in the Study tour.
- So far 11 Indo-German Joint Working Group Meetings were held. 11th Indo-German JWG meeting on VET was held on 26th August 2020 in web conference mode to discuss implementation of Vocational Education and Training under New Education Policy, Health Sector Job Roles Mapping, implementation of various projects with German assistance, etc.
- A meeting was held on 10th of November 2020 in virtual mode with professionals from German Federal Employment Agency to discuss about the issues related to mapping of health sector job roles and mobility of health care workers from India to Germany.

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 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 13 JIMs and 5 JECs (Japanese Endowed Course) under Manufacturing Skill Transfer Programme.

- In October 2017, MSDE signed a Memorandum of Cooperation (MoC) with the Ministry of Justice, the Ministry of Foreign Affairs, and the Ministry of Health, Labour and Welfare of Japan. The MoC was signed with the objective of significantly expand the bilateral cooperation between India and Japan in the field of skill development. It aims to transform India’s skill ecosystem by sending and accepting technical interns from India to Japan, thereby enabling Indian industries to imbibe the best practices of Japanese industries. The MoC lays down detailed commitments on both the countries for achieving the goals of TITP. Under the program, selected candidates undergo three to five years of OJT, after which they are required to return to India and utilize the skills acquired by them in Japan. TITP aims to empower the Indian youth by providing them with skill development and career advancement opportunities. The program is expected to help them contribute to India’s economic development with specialized technical skills gained from training in Japanese industries. This internship in Japan is expected to be an asset for the Skill India initiative of the Government of India. In January 2018, the MSDE appointed National Skill Development Corporation (NSDC) to monitor the program. 220 interns have been placed in Japan through Sending Organizations of India, empaneled by NSDC as of December 31, 2020. This is a big leap with more than 780% increase from 17 interns placed in the first year of operation in 2018. The interns are pursuing their training in Japan in diverse industry sectors, including Manufacturing, Healthcare, Construction, Textile, Agriculture, and Food manufacturing.
- In January 2021, the Union Cabinet, chaired by Hon’ble Prime Minister Shri Narendra Modi, approved the signing of a Memorandum of Cooperation between the Government of India and Government of Japan, on a Basic Framework for Partnership for Proper Operation of the System Pertaining to “Specified Skilled Worker” (SSW). The MoC on Japan SSW was signed on 18.01.2021. The present Memorandum of Cooperation would set an institutional mechanism for partnership and cooperation between India and Japan on sending and accepting skilled Indian workers, who have qualified the required skill and Japanese language test, to work in fourteen specified sectors in Japan. These Indian workers would be granted a new status of residence of “Specified Skilled Worker” by the Government of Japan. Under this MOC, a Joint Working Group will be set up to follow up the implementation of this MOC. The Memorandum of Cooperation (MOC) would enhance people-to-people contacts, foster mobility of workers and skilled professionals from India to Japan. Skilled Indian workers from fourteen sectors viz. Nursing care; Building cleaning; Material Processing industry; Industrial machinery manufacturing industry; Electric and electronic information related industry; Construction; Shipbuilding and ship-related industry; Automobile maintenance; Aviation; Lodging; Agriculture; Fisheries; Food and beverages manufacturing industry and Food service industry would have enhanced job opportunities to work 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. The renewal of MoU is under consideration.

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.
- 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 Emiratization, 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
- In the initial phase, a pilot program to operationalize the benchmarking of 16 UAE skill qualifications to 13 Indian skill qualifications in construction has been successfully conducted. Incentives like Visa rebates to employers for hiring certified workers from India are being provided by Government of UAE.
- Under the mutual recognition framework, ADQCC issued first ever mutual recognition certificate for candidates certified by Indian SSC. In the pilot program, out of the 133 candidates 63 candidates were selected and interviewed by UAE employer NBTC Group (Naser Mohamed Al-Baddah & Partner for General Contracting Company) for deployment. The selected candidates are in process of mobilizing to UAE on special incentivized visas issued by Govt of UAE and MoHRE. Currently 18 candidates have already been deployed to the UAE and another 16 are held due to Covid 19.

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
- 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 was signed on 22nd June 2016 in Winterthur, Switzerland for a period of 3 years. 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. This MoU is under consideration for renewal.
- 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 (Also captured in 7.3)

A Partnership Agreement in the field of Vocational Training was 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.

7.2.13 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 was decided to form a close working group to explore the skilling opportunity through India-Australia Skills Engagement.

Based on the above mentioned meeting, a MoU for Cooperation in Vocational Education and Training between MSDE and Department of Education, Skills and Employment, Government of Australia was signed on 03.06.2020. A Joint Working Group for implementation of the MoU has been constituted and the 1st meeting of the Joint Working Group was held on 26.11.2020. The action points emerging from the MoU including Terms of Reference of the JWG, Action Plan for 2021, Health Sector Job Role mapping etc. were discussed in the meeting.

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 cooperation 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 was shared with MEA.

7.2.15 MoUs/Agreements with different countries under process:

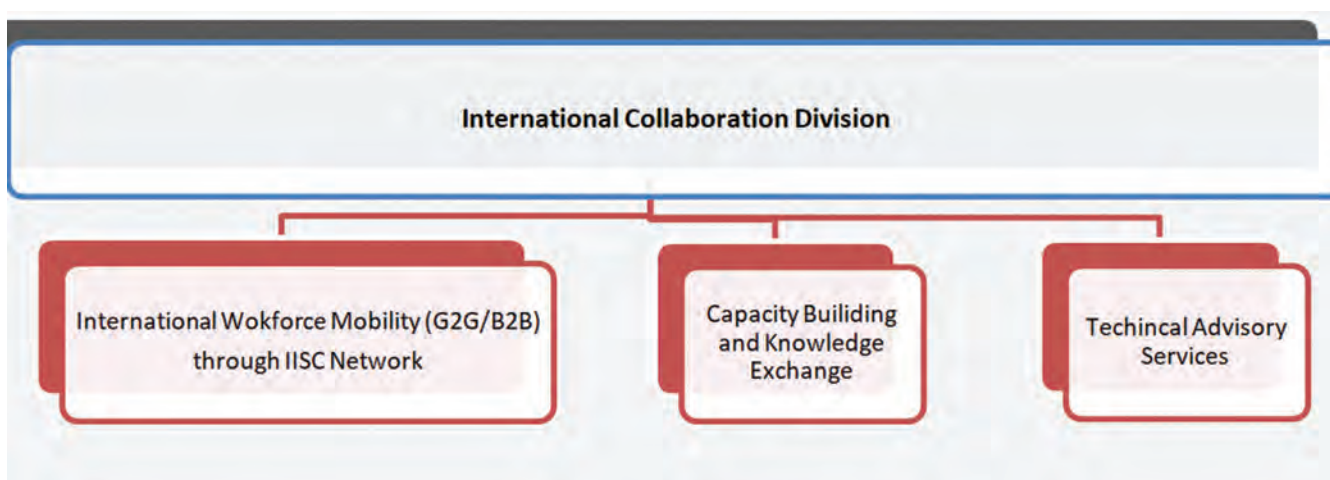
- Republic of Korea
- Quebec (A Province of Canada)

- Russia
- Sri Lanka

7.3 International Engagements of NSDC

The International Collaboration (IC) division at NSDC was formed with an endeavor to take a step forward in fulfilling the Government of India’s vision of making India the skill capital of the world. The International Collaborations division coordinates efforts among various internal stakeholder and works closely with the MSDE International Division. The work areas of the IC division are outlined in the figure below:

Chart - 11



7.3.1 International Workforce Mobility (IWM) Initiatives

The India International Skill Centre (IISC) is the nodal platform to facilitate international workforce mobility initiatives for Indians. NSDC has been engaging with government organisations with the support of Ministry of Skill Development and Entrepreneurship (MSDE) and Ministry of External Affairs (MEA) and business organizations to promote mobility of skilled and certified Indian workforce. The organization has taken multiple initiatives under IWM through the IISC Network by engaging at Government-to-Government (G2G) and Business-to-Business (B2B) level with government bodies, business associations, training institutes and similar such organizations.

NSDC, along with Ernst & Young (EY) had published the ‘Global Skill Gap Report’ in September 2018¹. The study showcases an in-depth analysis of the global workforce markets with prime focus on leveraging the opportunities to the benefit of Indian workforce. Based on the study we have strategized our global IWM initiatives into the following clusters: Gulf Cooperation Council (GCC); Japan, Russia and South East Asia; North America; Australia, New Zealand; and Europe.

The study highlights nations that would face workforce shortages in the foreseeable future and maps out the following corresponding opportunities that these shortages present for the Indian workforce:

- In United Arab Emirates, Saudi Arabia and Qatar shall be approx. 2.63 million (in next 5 years) across major sectors such as Construction (1.17 million), Wholesale & Retail Trade (0.42 million), real estate and rental & business services (0.28 million), among others.
- In Germany, Netherlands, UK, Sweden & Switzerland shall be approx. 0.30 million (in the next 5 years) across major sectors such as Health & Social Care (0.11 million), Manufacturing (0.05 million), among others.

- In Singapore, Australia, New Zealand, Canada, USA, Japan & Malaysia shall be approx. 0.95 million (in the next 5 years) across major sectors such as Health Care and Social Assistance (0.22 million), construction (0.10 million), among others.

NSDC has been actively working in markets like Japan through the Technical Intern Training Program (TITP) and the GCC countries including UAE and Kingdom of Saudi Arabia through G2G and B2B workforce mobility collaborations. Progress has also been made for developing partnerships across countries like Australia, Canada, Finland, Sweden, Russia, among others.

In addition to supporting MSDE's G2G initiatives, NSDC is engaging on the following B2B collaborations:

1. **KINGDOM OF SAUDI ARABIA (KSA)** - NSDC signed an MoU signed with TakaMol Holding, A semi Government Agency under Ministry of Labor & Social Development, Kingdom of Saudi Arabia for Skill Verification Program in India. Under the MoU, 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. In the first phase, out of 10 occupations, 5 have been benchmarked between India and KSA. Pilot program for 100 workers was conducted and Recognition of Prior Learning assessments have been undertaken, out of which 81 candidates have successfully cleared the assessment and were issued joint certification in February 2020. First phase of the program to deliver skill assessments in 5 benchmarked jobroles across 4 identified centres is expected to be launched soon. A dedicated portal has been created for candidate assessment booking and management.

2. **UNITED ARAB EMIRATES (UAE)**

- ESTABLISHMENT OF DRIVING TRAINING INSTITUTES IN COLLABORATION WITH EMIRATES DRIVING INSTITUTE, DUBAI: NSDC signed as MoU with Emirates Driving Institute (EDI), the largest and the most successful driving institute in UAE & Middle East, and the Youth Chamber of Commerce (YCC) to establish driver training institutes in various parts of India. This engagement will facilitate candidates to acquire a UAE driving license, in line with the requirements of regulatory agencies of different countries of Gulf. A pilot program for 100 bike/car drivers is being operationalised at Ajmer Driver Training Institute in collaboration with Learnet Skills Limited.
- PEOPLE OF INDIAN ORIGIN CHAMBER OF COMMERCE AND INDUSTRY / UNION ASSESSMENT & CERTIFICATION / BUSINESS LEADER FORUM – ITEC: NSDC has partnered with People of Indian Origin Chamber of Commerce and Industry (PIOCCI) / Union Assessment & Certification (UAC) / Business leader Forum – ITEC, UAE to upskill and assess workforce for overseas mobility.
- UNION ASSESSMENT & CERTIFICATION: NSDC has signed an agreement with Union Assessments & Certification (UAC), a venture of PAL Group (subsidiary of Royal Group) and Youth Chamber of Commerce (YCC) to provide assistance to deliver assessment and certification program to the workforce in the United Arab Emirates and other GCC countries. Under the engagement, first ever International Training of Assessors (ToA) workshop was conducted by the Indian Sector Skill Councils for 15 assessors. Post which, a pilot program for RPL assessments has been completed for 45 workers across 3 job roles in construction sector for 3 employers. In the initial phase, a total of 1000 workers are expected to be certified under this engagement.
- XTRAMIX GROUP OF COMPANIES, KEDMAN SKILLING PRIVATE LIMITED AND INFRASTRUCTURE EQUIPMENT SKILL COUNCIL: In November 2019, NSDC signed MoU with Xtramix Group of companies and Kedman Skilling and Infrastructure Equipment Skill Council to conduct RPL assessment and certification for employees of Xtramix Group at Abu Dhabi, UAE based on the National Occupational

Standards developed by Infrastructure Equipment Skill Council (IESC) and for Trainers by Management and Entrepreneurship & Professional Skills Council (MEPSC). A pilot program of 23 candidates has been completed under the project and expected to impact over 800 workers under the program

3. **Germany:** Germany introduced the 'Skilled Immigration Act' in January 2020 which expands the possibilities for skilled workers with vocational, non-academic training from non-EU countries, including India to undertake apprenticeship in Germany. NSDC has signed an MoU with Crosslink Education Consulting for a pilot batch of potential Indian candidates to undertake nursing apprenticeship in Germany.
4. **AUSTRALIA:** NSDC and VETASSESS, a leading skills assessment authority for the Australian Government, have signed a MoU in October 2020. Under the collaboration, mobility of skilled Indian workforce under Australian Industry Labour Agreements will be initiated. These labour agreements are developed between the Australian Government (represented by the Department of Home Affairs) and Australian businesses. A pilot project under Australia's Horticulture Industry Labour Agreement (HILA) is to be initiated.
5. **SWEDEN-** In February 2018, NSDC signed an MoU with Stockholm Chamber of Commerce (SCC), Sweden to provide IT and Telecom Indian professionals from India to Swedish companies.
6. **RUSSIA-** NSDC signed an MoU with Far East Investment & Export Agency (FER) for strengthening interaction between Technical and Vocational Education and Training (TVET) Ecosystem in the Far East Russia Region and India along with enabling greater labor mobility to meet the workforce requirements of Far East Russia.
7. **FINLAND-** NSDC signed an MoU with the National Agency for Education (EDUFI) in Finland in January'19 for various aspects of skill development which includes exploring the possibility of sending skilled professionals as a part of Finland's talent boost program. NSDC was due to participate in the annual Skills Festival of Finland- 'Taitaja' in May'20 but it was cancelled due to COVID-19.

7.3.2 Capacity Building/Knowledge Sharing

NSDC has been engaging with countries to adopt global best practices to strengthen the Indian TVET system as well as to share the knowledge and experience of Indian skilling ecosystem. The collaborations range from improving training infrastructure and curriculum, training of trainers and international knowledge exchange.

1. **Kingdom of Lesotho-** In February 2020, NSDC hosted a two-day study visit on the Indian TVET system for a delegation from the Ministry of Finance, Kingdom of Lesotho. The visit involved panel discussions with NSDC, DGT and MEA, and visit to select training centres.
2. **SWEDEN :** NSDC has collaborated with Kunskapsskolan Education Sweden AB (KED) and Manav Rachna International University to implement innovative tools through Public private partnership. This initiative was intended to add value to the current mode of training of the Vocational Education in the State government run schools in India through KED program after adaptation. Haryana was chosen as a pilot state and approval to implement the project was taken from Honorable Chief Minister of Haryana in 100 schools in three most popular sectors in the state viz. IT-ITeS, Retail and Beauty & Wellness. As on date over 700 Vocational Teachers of the 100 Pilot Schools have been trained to deploy KED Methodology in Vocational Education. In addition, digital contents for three sectors, viz. IT-ITeS, Retail and Beauty & Wellness were made in Hindi and English by the KED team. NSDC, Manav Rachna and Kunskapsskolan also opened 14 model centers across 9 districts in Haryana

Further, with support of NSDC Haryana School Shiksha Pariyojna Parishad (under Department of School Education, Haryana) was inducted into this pilot program. Some of the Corporates who have extended support to this project by contributing their CSR are Oriflame, Sony, Honda, NSDC and Orient Electric.

3. **SINGAPORE :** In May 2018, NSDC collaborated with Singapore Polytechnic (SP) with the support of grant from Temasek Foundation International (TFI) to uplift the competency of trainers and assessors across India under Short Term Training Ecosystem. Under this engagement, NSDC had developed Training of Trainers and Assessors (TOT) guidelines which was released in August 2019. The partners also worked on developing Quality Assurance Frameworks for the performance monitoring of the Trainer and Assessor Academies. Under the four components of the implementation plan, 10 workshops focusing on building capacity of the potential Trainer-Assessor Academies and the development of Master Trainers have been completed. As on Jan 2021, five Trainers-Assessor Academies have been established with private industry partners, across 9 sectors. The cascading programs of training of trainers is on-going at these academies.
4. **INTERNATIONAL KNOWLEDGE EXCHANGE- FINLAND:** In January 2019, NSDC signed an MoU with Finnish National Agency for Education to promote and facilitate the exchange of knowledge and new innovations and connect the providers within the vocational education and training sector. As a result, NSDC has been in discussion with multiple stakeholders such as Embassy of Finland, Business Finland, and other private organizations.

In May'19, NSDC signed an MoU with 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.

5. **MOROCCO:** In February 2019, NSDC signed an MoU with the Office of the Vocational Training and Employment Promotion (OFPPT), Morocco. Under this MoU, it is planned for NSDC to provide technical assistance to OFPPT to design and identify training needs and training curricula. The MoU also aims to allow partnerships between the two institutions to jointly develop and export their expertise abroad, particularly to African Countries. Post the signing of the MOU, NSDC had hosted a delegation from Morocco and eventually conducted a scoping visit in December 2019. NSDC is currently exploring the ways to provide e-learning modules across identified areas.
6. **MALDIVES:** In June 2019, NSDC signed an MoU with Ministry of Economic Development, Government of the Republic of Maldives for cooperation in the field of Skills Development in Maldives.

7.3.3 Technical Advisory

NSDC has been providing Technical Advisory services to countries with emerging TVET systems. The ongoing engagements are briefly described below:

1. Jordan

In May 2019, NSDC conceptualised and laid out the broad contours of setting up a National Skills Council- Information & Communication Technology (NSC-ICT) in Jordan, under- *The Youth, Technology and Jobs (YTJ)* project. The YTJ project is a five- year project under the World Bank Group's SUM (Skilling up MASHREQ) initiative.

In September 2020, NSDC was selected to provide technical advisory on the project- *Support Institutionalizing the Jordanian National Skills Council- Information&Communication Technology*, by

the implementing agency for YTI project in Jordan, Ministry of Digital Economy and Entrepreneurship (MoDEE).

In October 2020, NSDC co-organized a webinar on “Opportunities for the BPO, ITO and KPO sectors in Jordan” for Jordanian stakeholders in collaboration with Ministry of Digital Economy and Entrepreneurship, Jordan, NASSCOM, India and the World Bank.

2. MALDIVES

In November’20, NSDC has successfully completed *Developing a National Skills Development Master Plan for the TVET Authority*, Republic of Maldives. The project was funded under the MEERY (Maldives: Enhancing Employability and Resilience of Youth) project of the World Bank.

8. RTI CELL

The Ministry received total 772 RTI Applications and 42 First Appeals through electronic (RTI-MIS portal) and physical mode, during the year 2020-21 (from 01.04.2020 to 31.12.2020). 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, 2020 to 31st December, 2020, the Ministry received 1427 grievances on its CPGRAMS portal and 1537 grievances were disposed of during the year 2020-21. 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, an Under Secretary and other supporting staff.

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

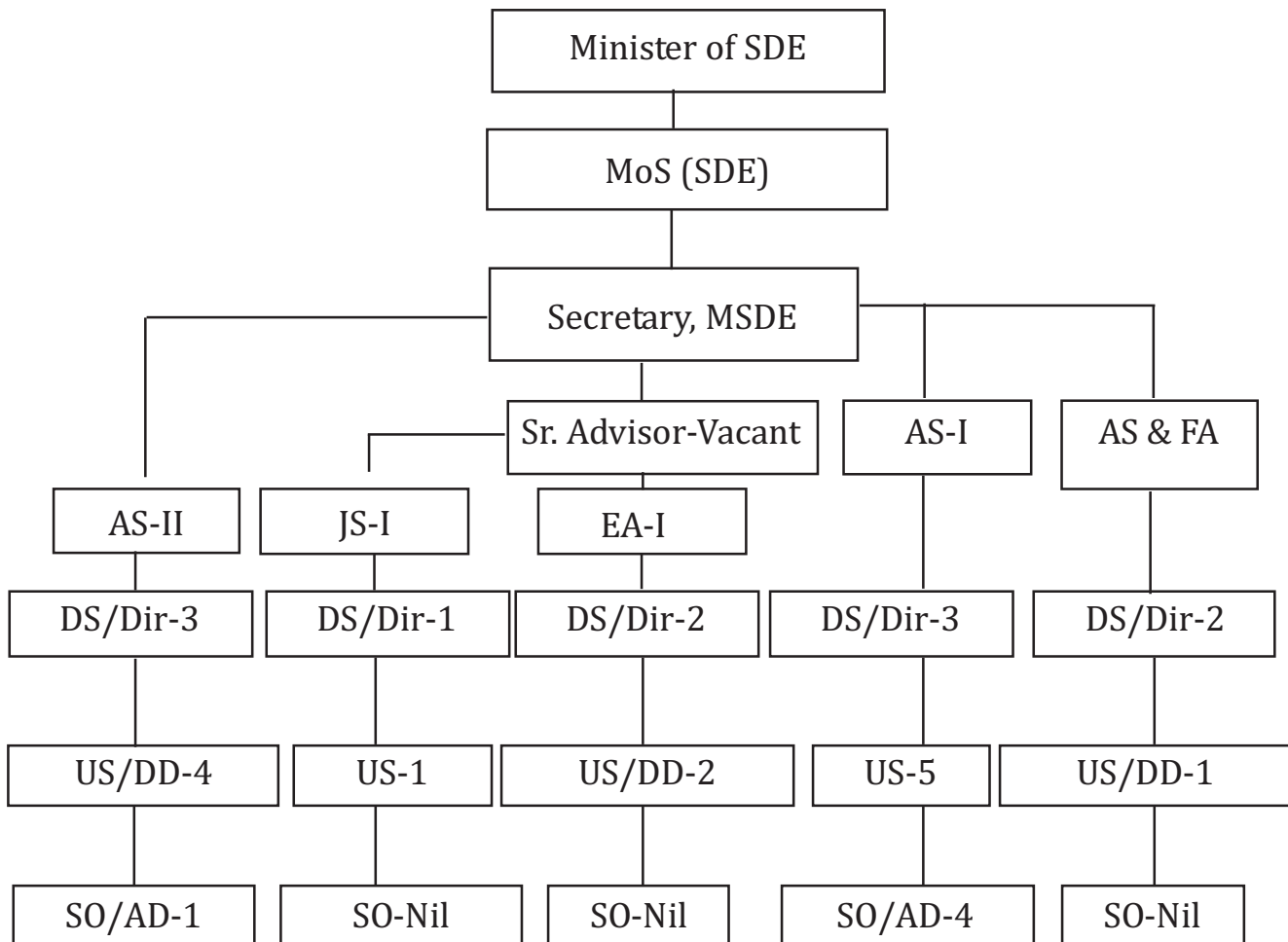
During the period under report, sustained efforts were continued to tone up the vigilance administration and to maintain integrity and professional discipline amongst the staff members of the Ministry, both at the headquarters and in the Attached and Subordinate Offices as well as Autonomous organizations.

The Ministry of Skill Development and Entrepreneurship and its organization observed Vigilance Awareness Week from 27th October to 2nd November, 2020 with the theme “**Satark Bharat, Samridh Bharat (Vigilant India, Prosperous India)**”.

The complaints received through CVC and other sources were looked into and reports have been requisitioned from the concerned organisations under the Ministry. In the year 2020, a total 14 cases related to Regular Departmental Proceedings, Sanction of Prosecutions Corruption etc. being processed, are at various stages.

11. ORGANISATIONAL CHART OF THE MSDE

Chart - 12



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
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 shortcomings 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 500 polytechnics
- 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 it 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
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</u>	Passed 10 th class examination with Science and	24	Level - 5	2 Years (3200 Hr.)	2018	2019

		<u>Appliances</u>	Mathematics or its equivalent.					
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
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 or its equivalent.	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	24	Level - 5	2 Years (3200 Hr.)	2016	2019

			Mathematics or its equivalent					
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
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	<u>Electrician Power Distribution</u>	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</u>	Passed 10 th Class with Science and	24	Level - 5	2 Years (3200 Hr.)	2016	2019

		<u>Tools, Jigs & Fixtures)</u>	Mathematics under 10+2 system of education or its equivalent					
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
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
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	24	Level - 5	2 Years (3200 Hr.)	2018	2019

			Science and Mathematics or its equivalent.					
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
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	<u>Additive Manufacturing Technician (3D Printing)</u>	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	<u>Aeronautical Structure and Equipment Fitter</u>	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 of 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
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
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	<u>Marketing Executive</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2017	2019

	& Facility Management							
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 10 th 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
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</u>	Passed 10 th class examination or	12	3	One year (1600 Hr.)	2018	2019

		<u>Operator</u>	its equivalent (Candidate should be of low Vision)					
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
47	Office Administration & Facility Management	<u>Stenographer Secretarial Assistant (Hindi)</u>	10th passed under 10+2 System	24	4	One year (1600 Hr.)	2018	2019
48	Safety & Security	<u>Fire Technology and Industrial Safety Management</u>	Passed 10 th class Examination.	24	4	One year (1600 Hr.)	2018	2019

49	Private Security	<u>Fireman</u>	Passed 10 th Class Examination	24	3	6 Months (800 Hr.)	2018	2019
50	Healthcare	<u>Health, Safety and Environment</u>	Passed class 10 Examination.	24	4	One year (1600 Hr.)	2018	2019
51	Apparel	<u>Surface Ornamentation Techniques (Embroidary)</u>	Passed 8 th Class examination	20	4	One year (1600 Hr.)	2015	2019
52	Textile and Handloom	<u>Weaving Technician for Silk & Woolen Fabrics</u>	Passed 8 th class examination	20	3	One year (1600 Hr.)	2018	2019
53	Tourism & Hospitality	<u>Front Office Assistant</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
54	Tourism & Hospitality	<u>Catering & Hospitality Assistant</u>	Passed 10 th class examination	20	4	One year (1600 Hr.)	2018	2019
55	Food Industry	<u>Food Production (General)</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
56	Tourism & Hospitality	<u>Hospital Housekeeping</u>	Passed 10 th class Examination	24	4	One year (1600 Hr.)	2018	2019
57	Tourism & Hospitality	<u>Housekeeper</u>	Passed 10 th class Examination	24	4	One year (1600 Hr.)	2018	2019
58	Tourism & Hospitality	<u>Tourist Guide</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
59	Tourism & Hospitality	<u>Travel & Tour Assistant</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019

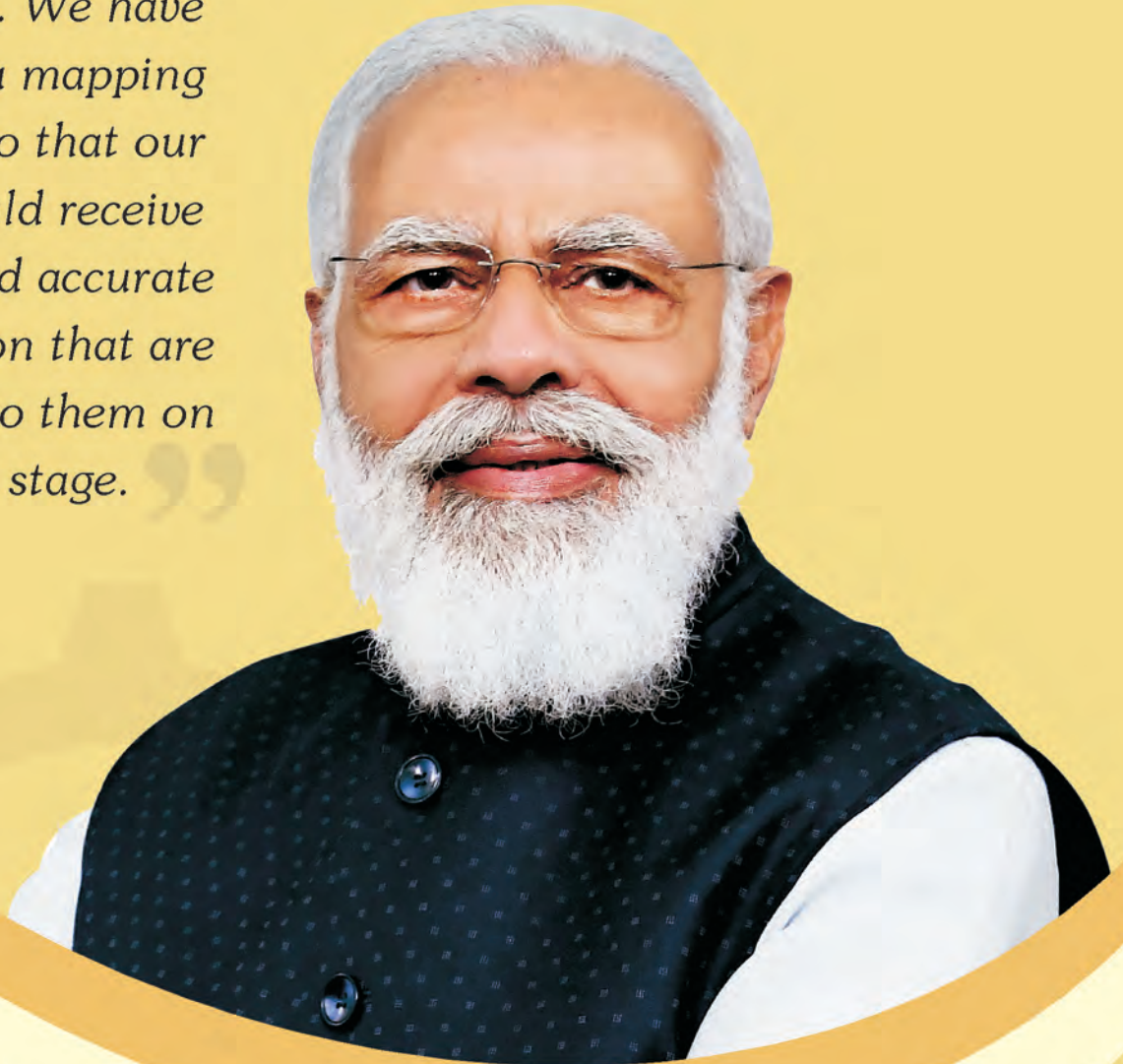
(C) List for Divyang Trades : 05

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

The details of winning team at WorldSkills Kazan 2019 are as under:

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
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 a huge demand for skilled workers in many key sectors around the world. We have initiated a mapping exercise so that our youth could receive correct and accurate information that are available to them on global stage.



NARENDRA MODI
Prime Minister



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