



सत्यमेव जयते

MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP
GOVERNMENT OF INDIA



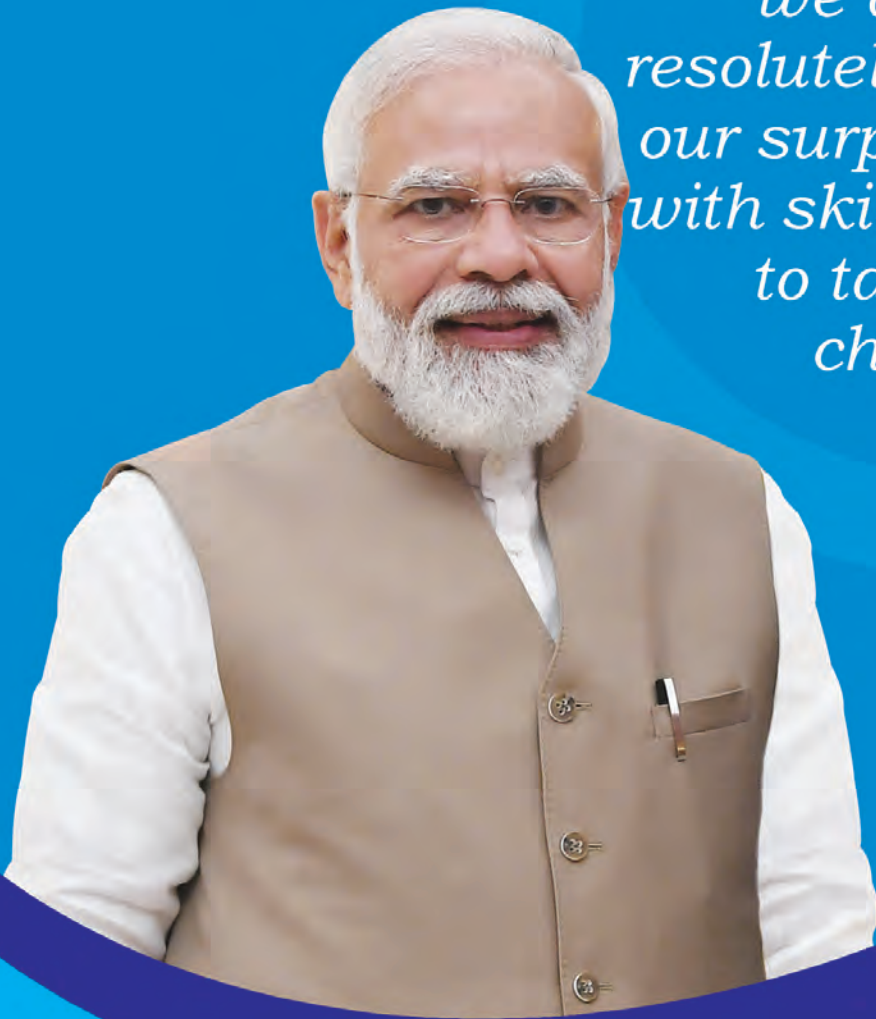
Skill India
कौशल भारत - कुशल भारत



ANNUAL REPORT 2021 - 22

MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

*Through our skill
development initiatives,
we are striving
resolutely to strengthen
our surplus manpower
with skills and abilities
to tackle global
challenges.*



NARENDRA MODI
Prime Minister

**Ministry of Skill Development
& Entrepreneurship**

**Annual Report
2021 - 22**

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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 8th 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), NCEVT (National Council for Vocational Education and 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.

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 Table no. 1

Demand No :- 92 Ministry of Skill Development & Entrepreneurship			
(i) 100% provision towards women			

(₹ In Crores)

Details of Scheme	BE 2021-22	RE 2021-22	BE 2022-23	
National Skill Training Institutes (Women Training)		42.00	65.85	65.85

(ii) Pro-women (at least 30% of provision)

(₹ In Crores)

Details of Scheme	BE 2021-22	RE 2021-22	BE 2022-23	
Pradhan Mantri Kaushal Vikas Yojana (PMKVY)*		0.00	0.00	0.00
EAP – Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)		0.00	0.00	0.00
Jan Shikshan Sansthan (JSS)**		0.00	0.00	0.00
Strengthening of Infrastructure of Institutional Training (SIIT)		0.00	0.00	0.00

*There are no provisions for Gender Budgeting under PMKVY, however, there are certain incentives under PMKVY to encourage women participation in skill training.

**The coverage of female beneficiaries under JSS Scheme is around 85%, 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.

1.3.2 Budget Allocation- 2021-22

Table - 2

GRANT NO.91-Ministry of Skill Development and Entrepreneurship												
Details of Budget Allocated to Ministry (Rs. in crore)												
	BE 2021-22			RE 2021-22			Actual Expenditure 2021-22 (upto 31.12.2021)			BE 2022-23		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
MSDE	2106.30	45.17	2151.47	2065.33	19.17	2084.50	1362.38	0.03	1362.41	2245.54	30.17	2275.71
DGT	605.23	28.53	633.76	636.20	64.53	700.73	248.41	37.06	285.47	602.00	121.29	723.29
Total:MSDE	2711.53	73.70	2785.23	2701.53	83.70	2785.23	1610.79	37.09	1647.88	2847.54	151.46	2999.00

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.
- xiv. Lack of assured wage premium for skilled people.

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 1000 industry experts, 500 job roles and 1500+ trainees, Sector Skill Councils and Government.

The Environment Scan of 2016 updated the findings of the earlier Reports by factoring in the likely impact of major flagship initiatives of the Government on human resource requirement. The study estimated incremental human resource requirement of 103 million during 2017-2022 across these 24 sectors. A summary of the findings are presented in Table below.

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

(Estimates in millions)

Sl No	Sector	Human Resource Requirement Estimates		Incremental Human Resource Requirement (2017-2022)
		2017	2022	
1	Agriculture	229	215.5	-13.5
2	Building Construction & Real Estate	60.4	91	30.6
3	Retail	45.3	56	10.7
4	Logistics, Transportation & Warehousing	23	31.2	8.2
5	Textile & Clothing	18.3	25	6.7
6	Education & Skill Development	14.8	18.1	3.3
7	Handloom & Handicraft	14.1	18.8	4.7
8	Auto & Auto Components	12.8	15	2.2
9	Construction Material & Building Hardware	9.7	12.4	2.7
10	Private Security Services	8.9	12	3.1
11	Food Processing	8.8	11.6	2.8
12	Tourism, Hospitality & Travel	9.7	14.6	4.9
13	Domestic Help	7.8	11.1	3.3

14	Gems & Jewellery	6.1	9.4	3.3
15	Electronics & IT Hardware	6.2	9.6	3.4
16	Beauty and Wellness	7.4	15.6	8.2
17	Furniture & Furnishing	6.5	12.2	5.7
18	Healthcare	4.6	7.4	2.8
19	Leather & Leather Goods	4.4	7.1	2.7
20	IT & ITeS	3.8	5.3	1.5
21	Banking, Financial Services & Insurance	3.2	4.4	1.2
22	Telecommunication	2.9	5.7	2.8
23	Pharmaceuticals	2.6	4	1.4
24	Media and Entertainment	0.7	1.3	0.6
	Total	510.8	614.2	103.4

Source: Environment Scan Report, 2016 (NSDC)

2.3 Skill Action Plan

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

Table 4: Incremental Training Need across 34 Sectors (2017 to 2022) (in lakh)

Sl No.	Sector	Incremental Human Resource Requirement and Training Need
1	Agriculture	24.5
2	Animal Husbandry	18
3	Fertilizer	1
4	Textile Handloom and Handicraft	60
5	Automotive, Auto Components & Capital Goods	41*
6	Gems & Jewelry	35
7	Food Processing	33.7
8	Leather	25
9	Pharmaceuticals	14

10	Chemicals & Petrochemicals	12
11	Steel	7.5 (by 2025)
12	Rubber Manufacturing	6.7
13	Road Transport & Highways	62.2**
14	Ports & Maritime	25
15	Aviation & Aerospace	14.2
16	Railways	0.12 (by 2018)
17	Power	15.2
18	Oil & Gas	7.3
19	Renewable Energy	6
20	Coal & Mining	2.6
21	Construction	320**
22	Furniture & Fittings	52.6
23	Paints & Coatings	9
24	Electronics and IT-ITeS	69 #
25	Telecom	38.6
26	Retail	107**
27	Beauty & Wellness	82
28	Media & Entertainment	13
29	Tourism & Hospitality	49
30	Banking, Financial Services and Insurance (BFSI)	12
31	Logistics	42.9**
32	Healthcare	32 (by 2025)
33	Security	31
34	Media & Entertainment	13
	Total	1282.12

*Capital Goods – 19 lakh, Automotive – 22 lakh

** Overlaps with other sectors

Electronics – 53 lakh, IT-ITeS – 16 lakh

2.4 Human Resource Requirement at State level

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

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

(in lakh)

SlNo.	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.

3.1.1 Skill India Mission

Under Skill India Mission, Ministry of Skill Development and Entrepreneurship (MSDE) is implementing various skill development programmes / scheme through training centres across the country. The number of operational skill development centres across the country under the programmes of MSDE is given below:

- (a) Programme/Scheme No. of operational training centres across country

Training Centres (TCs) under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) (including Pradhan Mantri Kaushal Kendra (PMKK)) 1,484, Jan Shikshan Sansthan(JSS) (including newly sanctioned) 309 and Industrial Training Institutes (ITIs) 14,716.

- (b) In order to fulfill the current demand of skilling, MSDE has taken initiative towards establishment of model aspirational skill centre known as 'Pradhan Mantri Kaushal Kendra (PMKK)' in each and every district of the country. Under this initiative, till now, 717PMKKs have been established. Additionally, a network of 14,711 ITI training centres and 309 JSS training centres have been established.

- (c) NSDC under the aegis of MSDE, along with Sector Skill Councils (SSCs), focuses on development of skills in emerging technologies. In order to re-skill and upskill IT-professionals to be adept with the emerging technologies. NSDC has established 'Future of Work' initiative and in association with IT-ITeS Sector Skill Council (NASSCOM), and has designed and developed Qualification Packs (QPs) across 9 emerging technologies such as Cyber Security, Artificial Intelligence, Big Data Analytics, Cloud Computing, Block Chain, Robotic Process Automation, Internet of Things, Virtual Reality, and Social & Mobile Application.

- (d) Further, to align the IT industry diaspora of India with dynamic world market, NASSCOM- a Sector Skill Council under aegis of MSDE has launched Future Skills platform on 19th February 2018. A learner can seamlessly access free and paid content, assessments, virtual labs and get certified on the skills of their choice. Future Skills focuses on 155+ skills spanning across 70+ job roles on 10 emerging technologies namely Artificial Intelligence, Block-chain, Big Data Analytics, Cloud Computing, Cyber Security, Internet of Things, Mobile Tech, Robotic Process Automation, Virtual Reality and 3D Printing. The programme aims to re-skill 2 million professionals and potential employees and students in the industry over a period of 5 years. So far more around 55,000 candidates have been trained under Future Skills.

In the area of long-term training, under Directorate General of Training (DGT), the New Age Course is one of the newly designed courses and delivered nationwide through a network of ITIs. The objective of New Age Course is to improve trending new age skills to cater to the needs of new age industries. Some of new courses are Smart Agriculture (Internet of Things), Smart Healthcare (Internet of Things), Smart City (Internet of Things), Remotely Piloted Aircraft, etc. Presently, there are 142 ITIs with a total of 5,644 seats that provide new age courses like smart agriculture, 3D Printing, smart city, etc.

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.

Three strategic priorities have been identified to achieve the vision:

1. **Strategic Priority 1:** Improve linkages between education and skilling pathways

To create a complementary and integrated ecosystem for skilling and education pathways. Three focus areas will enable this.

- Improve mobility between skilling and general education
- Promote learning-by-doing to improve employability and entrepreneurial outcomes
- Facilitate non-formal education for out-of school learners and workers

2. **Strategic Priority 2:** Catalyse demand for formal skills, specifically from small and informal enterprises and entrepreneurs. Three focus areas will enable this.

- Provide incentives and increase awareness to drive demand for formal skills training
- Foster models of skill provision tailored to the needs of small and informal enterprises
- Recognise skills acquired through traditional apprenticeships or other non-formal channels

3. **Strategic Priority 3:** Create and enabling and inclusive an enabling skills & entrepreneurship ecosystem, to improve quality assurance, reduce information asymmetry, and increase employer participation.

Creation of an enabling environment requires concerted action to foster informed decision making by learners and employers, enhanced employer trust in the skilling ecosystem, and support for upward and horizontal mobility of skilled workers. To achieve this, three focus areas are identified.

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.

Seven sub-missions have been proposed initially to act as building blocks for achieving overall objectives of the Mission. They are:

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

The second meeting of the Steering Committee of NSDM chaired by Hon'ble Minister of Skill Development & Entrepreneurship has been held on 29th June 2021 in which the following issues have been addressed: -

- Review of the progress under seven sub-missions under NSDM
- Detailed discussion on the progress of the 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
- Program design, methodology and monitoring mechanism of COVID crash course for Health Frontline Workers
- Grading of Industrial Training Institutes (ITIs) by DGT for quality assurance
- Review of the National Policy for Skill Development and Entrepreneurship 2015
- Status of convergence efforts taken up by MSDE
- Integration of school education with vocational education, i.e., Hub & Spoke Model, with regards to the National Education Policy 2020
- Potential of the District Skill Committees (DSC) & State Skill Development Missions (SSDMs) and the need to activate them
- Collaboration with Ministry of External Affairs (M/o EA) with regards to overseas employment skill-training program and expansion under Indian International Skill Centres (IISC) framework. M/o EA requested MSDEs support on identification of migration pockets and selection of sectors in Japan.

3.3 Centres of Excellence

Centre of Excellence (CoE) is a body where the highest standards are maintained and provides leadership, best practices, research, support, training of trainers and skill training for a specific sector(s).

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

With the intent to overcome skill demand-supply mismatch, to have continuous supply of skilled workforce and disseminate best practices, "Centres of Excellence" are recognized by the Ministry of Skill Development & Entrepreneurship (MSDE). In this regard, the Ministry has formulated the

guidelines for recognition of Institutes as Centres of Excellence (CoE) vide Notification dated 9th August 2019. Subsequently, the guidelines were revised on 31.05.2021 and 12.11.2021. In order to simplify the application process for Centre of Excellence (CoE), the Ministry is amending the CoE guidelines, also with an eye to having better synergy within the skilling ecosystem

So far, the Ministry has recognised the following institutes:

- The School of Vocational Education and Training (SoVET) under the Centurion University of Technology & Management, (CUTM) Odisha vide Notification dated 18.11. 2019.
- The State Institute for Development of Arts and Crafts (SIDAC), Odisha, vide Notification dated 10.12.2020.
- Entrepreneurship Development Institute of India (EDII), Ahmadabad vide Notification dated 26.10.2021.
- Xavier Institute of Management & Entrepreneurship (XIME), Bengaluru vide Notification dated 26.10.2021.
- Centre of Excellence (Marine Engineering) INS Shivaji, Pune Vide Notification dated 24.12.2021.
- The Institute of Wood Science & Technology (IWST), Bengaluru Vide Notification dated 24.12.2021.

3.4 Skill Universities

As per the National Policy on Skill Development and Entrepreneurship 2015, National Skills Universities and Institutes will be promoted in States as centres of excellence for skill development and training of trainers, either as de-novo institutions or as part of the existing university landscape. Presently, the Ministry of Skill Development and Entrepreneurship does not have any scheme to set up Skill University in the State. However, the Ministry of Skill Development and Entrepreneurship has encouraged States to open Skill Universities with an objective to promote skills education in an integrated and holistic manner with general education so as to ensure pathways for progression and mobility across forms of education and skills. The State Governments may set up Skill University itself through State Act as has been done by some of the States like Haryana and Rajasthan.

3.5 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 paise, 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 of Common Norms.
- (ii) (ii) Rs. 42.00 per hour of training for trades/sectors listed in Category II of SCHEDULE-II of Common Norms.
- (iii) Rs. 35.10 per hour of training for trades/sectors listed in Category III of SCHEDULE-II of Common Norms.

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-

- To frame overall policies, norms and standards for vocational training.
- 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 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

4.1.3 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, Ministry of Skill Development and Entrepreneurship(Directorate General of Training) vide its Resolution No. No.DGT-A-11018/1/2018-Adm.II.dated 14th December, 2018 No.DGT-A-

11018/1/2018-Adm.II 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. Heads of RDSDE would be known as Regional Director and there would not be any separate post of Directors for Central Field Institutes (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**.

However, the existing Central Field Institutes viz; National Skill Training Institutes (NSTIs) / NSTI (W) would be an integrated subordinate formation under respective RDSDEs. National Skill Training Institutes (NSTIs) are premier institutes run by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship with the main objective of imparting training to the instructor of ITIs in the country. NSTI(W) and NSTIs are imparting vocational training as required by the local industry and also providing need based training to become self entrepreneur. 19 NSTI(W)s and 14 NSTIs are functioning at various places in India.

4.2 National Council for Vocational Education and Training (NCVET)

4.2.1 Introduction:

The National Council for Vocational Education and Training (NCVET) has been established through Govt of India notification dated 5th December, 2018, as an overarching regulatory body for regulating the functioning of entities engaged in vocational education and training, both long & short-term, and establish minimum standards for the functioning of such entities. It came into existence by subsuming the functions of erstwhile National Skill Development Agency (NSDA) and National Council for Vocational Training (NCVT) and has been fully operationalized w.e.f 01.08.2020.

4.2.2 Primary function of NCVET:

As outlined in the Notification, the primary function of NCVET includes- recognition, ensuring discipline, de-recognizing and regulation of Awarding Bodies (ABs), Assessment Agencies (AAs) and Skill related Information Providers (SIPs). Amongst others, NCVET is responsible for implementing the National Skills Qualification Framework (NSQF), maintaining the National Qualification Register (NQR), approval of the NSQF aligned Qualifications and National Occupational Standards (NOSs) in each Qualifications. NCVET is also responsible for monitoring, evaluation and supervision of recognized entities, and grievance redressal of the varied stakeholders.

4.2.3 Composition of Council:

The Council constituted as National Council for Vocational Education and Training is headed by a Chairperson & has Executive and Non-Executive Members and a Nominated Member. Members are selected based on the recommendations of a Search-cum-Selection Committee headed by the Cabinet Secretary. The Council also has a General Body chaired by Hon'ble Minister, SDE with representatives from States and industry, for providing overall guidance to the NCVET.

4.2.4 Major Achievements:

In pursuance of the mandate given to NCVET, following have been achieved during the period of 01st January, 2021 to 31st December, 2021:

- (i) A total of ten meetings of National Skills Qualification Committee (NSQF), under NCVET, were held

till 30th December, 2021, wherein a total of 819 Qualifications were aligned to the National Skills Qualification Framework (NSQF) and were approved by the NSQC. The same have been uploaded on National Qualifications Register (NQR).

- (ii) Two meetings of the Council have been held on 16th June, 2021 and 11th November, 2021, respectively, wherein a number of policy and administrative decisions were taken.
- (iii) A total of 41 proposals of Awarding Bodies (comprising of 37 Sector Skill Councils and 4 Government Bodies/Institutes like: CIPET, National Academy of RUDSETI, NIELIT and UPSDM) have been considered for granting recognition.
- (iv) A total of 143 proposals of Assessment Agencies have been scrutinized and those eligible are ready for consideration by the Sub-Committee. The process of evaluation by the Sub-Committee has already started in January, 2022.
- (v) The Guidelines for adoption of NSQF aligned Qualifications by various recognized Awarding Bodies have been finalized after stakeholder consultations and are in process of being notified.
- (vi) An MoU has been signed between NCVET & Digilocker to digitally store and maintain a repository of skill certificates for better accountability and transparency.
- (vii) Four meetings of the High-Level Committee for formulation of Unified Credit framework under the Chairmanship of Chairperson, NCVET, were held on 26th November, 03rd December, 16th December, 2021, and 7th January 2022, to achieve consensus on various parameters.
- (viii) To promote use of India Languages in Vocational Education and Training Domain, all Awarding/ Submitting Bodies in skilling domain have been instructed to develop Qualifications in English & Hindi Languages and also ensure availability of Qualifications and related curricula in Hindi and other Indian Languages of the States, as per applicability.
- (ix) Other major initiatives like- Grievance Redressal Mechanism, Rating and Grading mechanism of recognized entities, development of Multi-skilling & Cross-Sectoral qualifications, Identification of future skills & job requirements and Standardization of Common Pool of NOSs, International recognition of NCVET certificates have been initiated and are under finalization stage.

4.2.5 National Skills Qualification Committee

Consequent to the merger of the erstwhile NSDA with NCVET and upon dissolution of NSDA wef 31st July, 2020, the process for NSQF alignment and the National Skills Qualification Committee (NSQC), the final apex body for approving Qualifications for NSQF alignment, is now anchored in NCVET.

Accordingly, with the appointment of regular Chairperson and full time Executive Members in NCVET and as per the NSQF Notification dated 27th December, 2013, a permanent secretariat of the NSQC has been set up in NCVET with the approval of the Council. The NSQC has been re-constituted vide NCVET Order No. 20004/ 01/202/NCVET dated 27th August, 2021.

The NSQC is now headed by the Chairperson, NCVET and comprises of representatives from Central Ministries, NITI Aayog, AICTE, UGC, CBSE, Mission Directors of selected SSDMs (on rotation), Executive Members-NCVET, DGT, nominee from MSDE (not below the rank of Joint Secretary), selected industry representative and sectoral representation from concerned submitting body of the qualifications being discussed.

4.2.6 National Skills Qualification Framework(NSQF)

The National Skills Qualifications Framework (NSQF), notified on 27th December, 2013, is a competency-based framework that organises all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded on scale of one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning.

The NSQF is being implemented through the National Skills Qualifications Committee (NSQC). NSQC approves the qualifications submitted by various submitting bodies. NSQC has started the approval process of Qualifications from the meeting of 4th NSQC held on 26th March, 2015. So far, 25 meetings of NSQC have been held under erstwhile NSDA and 14 meetings (till December, 2021) under NCVET. The status of NSQF alignment of qualifications, after the 14th meeting of NSQC held on 30th December, 2021 is as below:-

S. No	Submitting Body/Scheme	No. of qualification Aligned
1.	Sector Skill Councils	3113
2.	Directorate General of Training (DGT)	880
3.	Central Ministries (Self Run courses) and Institutes	838
4.	State Governments	91
	Total	4922

Further, a number of steps have been taken for simplification of NSQF alignment process:

- i. Time taken for NSQF alignment of Qualification has been reduced from 6+ months to only about 2 months.
- ii. NSQC is now regularly being held every month (generally last Thursday of month) to further speed-up the process.
- iii. Provision is also in place for approval of urgent qualifications for emergency needs 'on file' which is subsequently ratified in the NSQC.
- iv. A simplified template for easy development and online submission of Qualification/ NOSs by AB/ DSCs/ for a category of qualifications/ School Boards has been prepared to ensure quick and easy approval while maintaining basic standards of Quality.
- v. Revision and rationalization drive of existing qualifications has been initiated by NCVET wherein technology element and electives have been included to make the qualification relevant as per industry requirements and concurrently remove duplicity and overlap of similar qualifications in the skill ecosystem.
- vi. All Awarding Bodies have been advised to include micro and nano entrepreneurship modules in all qualifications and to include modules on financial and digital literacy, wherever relevant.

4.2.7 National Qualifications Register (NQR)

A National Qualifications Register housed at NCVET is functioning as a 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 on the portal, sector wise. A Standard Operating Procedure (SOP) for uploading of approved NSQF aligned qualification on NQR has been revised with clear processes and timelines.

A new segment of 'Archive' has been added to the current architecture of NQR to store the inactive Qualifications and enable the Awarding Bodies to retrieve the same as per the requirement, following due procedure. Till date, a total of 258 Qualifications have been archived.

4.2.8 Recognition of Awarding Bodies & Assessment Agencies

A Sub-Committee with the approval of the Council has been constituted (vide order no. 38004/01/2021/NCVET dated 14th October, 2021) to evaluate the proposals received and place the eligible proposals before the Council for granting recognition to the entities.

Twenty-four meetings of the Sub-Committee representing the Council were held for evaluating the proposals received from organizations seeking recognition as an Awarding Body, wherein a total of **41** proposals (comprising of 37 Sector Skill Councils and 4 Government Bodies/Institutes like: CIPET, National Academy of RUDSETI, NIELIT and UPSDM) were considered.

A total of 143 proposals of Assessment Agencies have been scrutinized and those eligible are ready for consideration by the Sub-Committee. The process of evaluation by the Sub-Committee has already started in January, 2022.

The other proposals of Awarding Bodies & Assessment Agencies, received at NCVET are under evaluation process and would be disposed by January/February, 2021. Further, considering the prevalent Covid-19 pandemic situation and to facilitate continuity, the transition period of the existing Awarding Bodies & Assessment Agencies in the skilling ecosystem, has been extended till 31st January, 2022, or till a final decision is taken by NCVET on the proposals received for recognition

4.2.9 Collaboration with DigiLocker

To bring in more transparency with regard to monitoring of skill ecosystem by accessing the data of certified candidates and further enabling the potential employers to verify the certificates of candidates, NCVET has signed a MoU with DigiLocker on the eve of World Youth Skills Day, 2021

This engagement will also facilitate in storing the certificates digitally and maintaining a repository of skill certificates in order to provide a permanent, safe and authentic record of all the certificates in the skilling domain.

All NCVET recognized Awarding Bodies have been mandated to register themselves on Digilocker. Subsequently, 37 Awarding Bodies (comprising of Sector Skill Councils) have already registered on Digilocker.

4.2.10. Adoption of Qualifications

To facilitate the use of NSQF aligned Qualifications by multiple Awarding Bodies and to obviate duplication of Qualifications in the skill ecosystem under a set of defined rules and regulations, the Guidelines for Adoption of NSQF aligned Qualifications have been finalized after stakeholder consultations. The same has also been approved by the Council and are in the process of being notified.

Further, the guidelines for adoption of National Occupational Standards (NOSs) were also finalized in the Council meeting but are being further deliberated upon

4.2.11 Unified Credit Framework

Four meetings of the High-Level Committee for formulation of Unified Credit framework under the Chairmanship of Chairperson, NCVET, were held on 26th November, 03rd December, 16th December, 2021, and 7th January 2022 to achieve consensus on various parameters for further progress towards a unified credit framework.

So far, consensus have been achieved for determining total notional learning hours in a year, total credits to be assigned in a year, levels to be assigned to school education & Higher including Technical Education. The Committee is in process of finalizing the multiplication factor for calculation of unified credits across academic and vocational stream before the framework is finalized.

4.2.12 Integration of VET and Education

To facilitate integration of vocational education with main stream education, five webinars were held with various stakeholders including Dept of School Education, CBSE, PSSCIVE-Bhopal, School Principals, SSC and industry partners to facilitate the understanding of NSQF alignment process and help identification of sector specific Qualifications for schools.

4.2.13 Guidelines for National Skill Universities

The National Council for Vocational Education and Training (NCVET) has been entrusted to frame broad guidelines, laying down basic minimum standards and norms for recognition of Skills University.

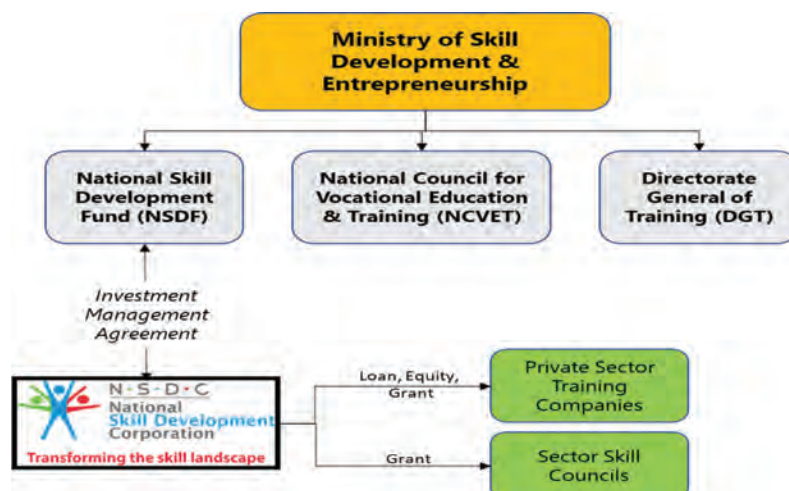
In order to facilitate Skill University in developing and conducting advanced vocational education & training programs including conducting extensive research to enhance the quality and delivery of skill training, the Guidelines, in consultation with the Central Ministries/State Governments/Institutes and other relevant stakeholders are in process of being developed.

4.2.14 NCVET Portal

NCVET envisions in creating a publicly accessible electronic platform in order to digitize all its activities/functions/process to maintain transparency and minimize human intervention. In this regard, the NCVET website (<https://ncvet.gov.in/>) has been developed to publish notifications/circulars/orders/notices and information on issuance of guidelines for recognition and regulation of entities, adoption of Qualifications, Qualification approval process for NSQF alignment, FAQs and is interlinked with National Qualification Register.

4.3 National Skill Development Corporation (NSDC)

National Skill Development Corporation (NSDC) is a Public Private Partnership firm set up by the Ministry of Finance, India in 2009 under Section 25 of the Companies Act 1956 (corresponding to Section 8 of The Companies Act, 2013). NSDC works closely with the Ministry of Skill Development & Entrepreneurship (MSDE), Government of India. It has an investment management agreement with National Skill Development Fund (NSDF), a trust under MSDE.



NSDC has an equity base of ₹ 10 Crore, of which the Government of India holds for 49%, while the private sector holds the remaining 51% (10 private sector organizations hold 5.1% each).



The Union Cabinet approved as a PPP body on 15 May 2008 for coordinating/ stimulating private sector initiatives in skill development. Conceived as “private sector led”, driven by market needs and impart world class skills.

Envisioned Mission: Open up the “Skills Economy” to make it market led, by initiating a comprehensive change process by innovative approaches for skill development in terms of outreach, throughput, flexibility, labour, market relevance and transparency.

Envisioned Objectives of NSDC as laid out at the time of inception:

- Mobilize and manage funds for Skill Development
- Establish, manage, run/promote skill development institutes
- Role of a “market maker” bridging demand - supply asymmetries
- Stakeholder management and linkages
- Employability skills, competencies, and standards establishment
- Role of a “multiplier”

NSDC’s key roles have been:



Overtime, this role has expanded to include various activities and functions as listed below:

Financing 	National Govt. Schemes 	Capacity Building 	SSC Coordination 
Industry Connect Apprenticeship 	CSR led Skilling 	NSQF (Standards, Quality, courseware) 	Technology enablers (SIP, SMART, eSkill India, ASEEM) 
Skill Hub 	Other Central Ministry Schemes (DDUGKY, NULM, Seekho aur Kamao) 	Digital Skilling Solutions & Innovations 	Innovative Funding 
Marketing Analytics 	International Collaborations 	Knowledge & Advisory Services 	Advocacy, Communication 

Thus broadly, NSDC undertakes the following activities:

- Incubation and governance of Sector Skill Councils
- Nurture and financing of private training providers through social impact funding
- Industry connect and participation
- Implementation support to government schemes
- Support through Standards, quality assurance and courseware
- Promotion of Digital Skills and skills for 'Future of Work'
- Providing advisory services to states, government, private sector and international partners
- International collaboration in skill ecosystem
- Market analytics
- Technology led enablers for robust monitoring, reporting and evaluation systems

4.3.1 NSDC Performance (2021-22)

1. Summary Table: Achievements of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) programme

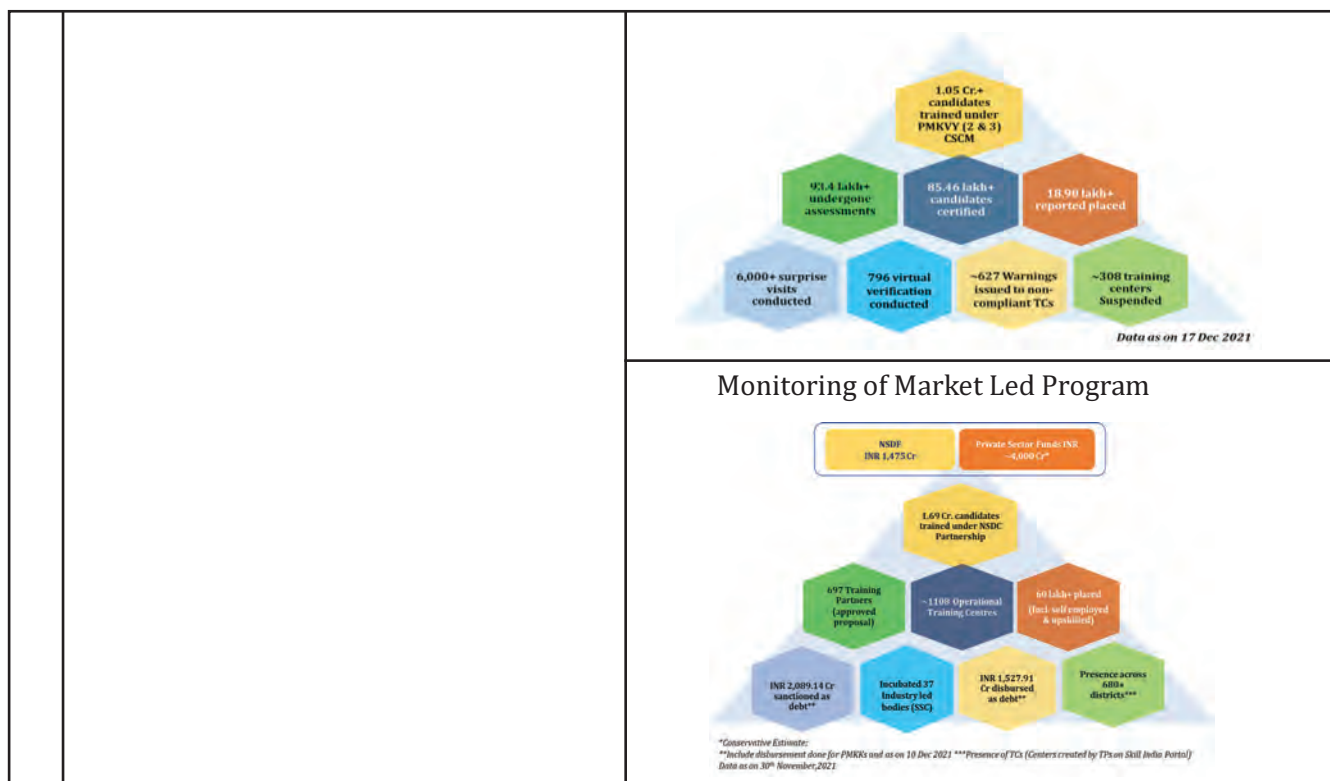
Scheme***	Trained				Total Placed	
	RPL	Special Projects	Total Trained	Total Certified		
PMKVY 1.0	18,04,170	1,81,767	0 (No special project)	19,85,937	14,51,285	2,51,689*
CSCM-PMKVY 2.0	38,02,653	61,41,337	2,13,341	1,01,57,331	84,15,502	18,80,742**
CSSM-PMKVY 2.0	8,16,884	0	6,787	8,23,671	6,38,095	2,12,215**
CSCM-PMKVY 3.0	67,603	1,01,973	0	1,69,576	14,910	7,454**
CSSM-PMKVY 3.0	30,471	51,862	120	82,453	25,344	1,861**

*Placement tracking was not mandatory

**Placement figures applicable to candidates under STT & SP (As RPL orients candidates with prior learning experience or skills, hence does not mandate placement).

*** Updated till 31.10.2021

2	Apprenticeship Progress (Optional Trades)	Item	FY 20-21	FY 21-22 (till 10 th November)
		Active Establishment (Optional Trades)	5,019	4,585
		Apprentices Engaged (Optional Trades)	1,75,588	1,88,951
3	PMKK Geographical Coverage	813 PMKKs have been allocated till date in 707 districts 717 PMKKs are currently established as on date covering 619 districts		
4	Skill Enablers - Standards and Curricula	Through thirty-seven Sector Skill Councils or SSCs, the Indian Skilling ecosystem has developed 2000+ Job Roles, 6000+ Occupational Standards through 2000+ Model Curricula across NSQF levels (as on 30 Nov 2021)		
5	CSR Commitment in Skill Development	Total Commitment of INR 246.74 Cr. 1,58,839 Target Beneficiaries 98 projects with over 68 Industries		
6	Trainers and Assessors	62,342 Trainer and 40,635 Assessor Certifications		
7	Monitoring, Evaluation & Learning	Monitoring of Government Program: PMKVY		



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. Special 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), Noida, Uttar Pradesh 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. NIESBUD is registered as a Society under the Societies Registration Act, 1860 (XXI of 1860) and set-up by the then Ministry of Industry (now Ministry of Micro, Small and Medium Enterprises), Government of India, started its operations from 6th July, 1983. The administrative affairs of the Institute was transferred to the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India in May, 2015.

NIESBUD's activities include training, conducting research/evaluation studies, developing course curricula/syllabi for Entrepreneurship Development Programmes, and undertaking development programmes in clusters. The Institute has a Regional Office at NSTI Campus, Dehradun, Uttarakhand.

4.6.2 Major Activities during 2021

1. Training Programmes

The Institute being an apex body in the area of promotion of entrepreneurship and small business development offers innovative training programmes for different target groups- entrepreneurs, trainers, promoters and development functionaries. The major training programmes of the Institute consist of Training of Trainers (ToT), Management Development Programme (MDP), Faculty Development Programme (FDP), Entrepreneurshipcum-Skill Development Programme (ESDP) and Entrepreneurship Development Programme (EDP) etc.

During January, 2021-December 2021, **591** programmes were conducted by NIESBUD across different programme categories focused on areas of stimulation, support and sustenance of entrepreneurship development. A total number of 20937 participants attended these programmes.

Category	No. of Training Programmes	No. of Participants
Entrepreneurship Orientation Program	4	93
Entrepreneurship Awareness Program	46	2272
Entrepreneurship Development Programme	217	7835
Entrepreneurship cum Skill Development Program	88	3064
International Training Program	3	104
Management Development Program	20	377
Faculty Development Program	3	66
Trainers Training Program PMKVY	65	1174
Trainers Training Program DGT	31	2014
Trainers Training Program Biz Sakhi	2	27
Trainers Training Program CEMCA	8	200
Holy City	93	3205
PMYUVA	8	249
Workshop	3	257
Total	591	20937

The key training activities conducted by the institute are mentioned below:

1.1 Trainers Training Programme on Employability, Entrepreneurship and Life skills for PMKVY Training Partners

The Institute conducted 65 Trainers Training Programmes on Employability, Entrepreneurship and Life skills for the 1174 trainers of NSDC partners during January – December 2021 through online mode. The purpose of Programme was to build the capacity of the trainers, so that they will be able to encourage, guide, and motivate the PMKVY beneficiaries from the very initial stages of the program towards entrepreneurship & self-employment.

1.2 Trainers Training Programme on Employability, Entrepreneurship and Life skills for DGT Faculties

The Institute conducted 31 Trainers Training Programmes on Employability, Entrepreneurship and Life skills for the 2014 trainers of Industrial Training Institutes sponsored by the Directorate General of Training. The purpose of Programme was to build the capacity of the trainers, so that they will be able to encourage, guide, and motivate the ITI trainees from the very initial stages of the program towards pursuing entrepreneurship.

1.3 Trainers Training Programme on Employability, Entrepreneurship and Life skills for ITI Faculties sponsored by CEMCA

The Institute conducted 8 Trainers Training Programmes on Employability, Entrepreneurship and Life skills for the 200 trainers of Industrial Training Institutes from Ladakh, Kashmir, Uttar Pradesh, Madhya Pradesh, Bihar and Jharkhand sponsored by the Commonwealth Educational Media Centre for Asia.

1.4 Master Trainers Training Programme on Biz Sakhi Curriculum

The institute conducted 2 batches of Biz Sakhi Master Trainer Development Programme and imparted

training to 27 trainees to provide mentorship support services of both psycho-social and business supports. The programme aimed to create a 'cadre of mentors' from the local population who could encourage rural women from their local community towards entrepreneurial activities and handhold them in terms of business- related technical inputs and psychosocial support.

1.5 Entrepreneurship Awareness Programmes

The Institute conducted Entrepreneurship Awareness Programmes sponsored by Department of Science & Technology, United Nations Development Programme as well as paid EAPs with a view to expose the target groups to entrepreneurship as an alternative career option. A total number of 46 programmes were organised by the institute which was attended by 2272 participants.

1.6 Entrepreneurship Development Programmes

The Institute conducted 205 Entrepreneurship Development Programmes to assist the individuals in reinforcing their entrepreneurial motives, and attaining competencies and skills which are essential for performing an entrepreneurial role successfully. A total number of 7423 participants attended the programme.

1.7 International Training Programmes

The Institute is empaneled with the Ministry of External Affairs, Government of India for conducting International training programmes under the Indian Technical & Economic Cooperation (ITEC). Due to COVID 19 physical training programme for international participants could not be organized at NIESBUD Campus this year. The institute was able to conduct 3 International Training Programme through Online mode which was attended by 104 participants.

1.8 Management Development Programmes

The Institute organized 20 Management Development programmes for Faculties, Govt functionaries and trainers on Entrepreneurship Development. A total number of 377 participants attended the programme.

1.9 Faculty Development Programmes

The Institute organized 3 Faculty Development Programmes sponsored by the Department of Science & Technology to train and develop professionals in entrepreneurship development so that they can act as resource persons in training, teaching, guiding and motivating young S&T persons to take up entrepreneurship as a career choice. A total number of 66 participants attended the programme.

1.10 Online Entrepreneurship Development Programmes

The Institute conducted online Entrepreneurship Development Programmes on How to Start Your Own Business, Comprehensive Agri Business, Urban Farming, Organic Farming, 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 412 participants attended these various EDPs.

1.11 Agri-preneurship Development Program

Keeping in mind the opportunities available in the Agricultural sector, NIESBUD conducted 2 programmes on Agripreneurship Development. A total number of 42 Government Officials of State Agriculture Department, Faculties of State Agriculture University/ KrishiVaigyanikKendras, students of Agriand allied sectors attended the programme.

1.12 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 opportunities and ecosystem for entrepreneurs. In this context, the institute organized special training programme targeting individuals seeking business opportunities in Uttarakhand. The institute organized 03 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 257 participants attended these programmes.

1.13 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 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 3064 trainees through 88 different programmes.

2. Projects

2.1 Pradhan Mantri Yuva Yojana (PM-YUVA)

The Institute is implementing the Pradhan Mantri Yuva Yojana, which is a flagship scheme under Ministry of Skill Development and Entrepreneurship which endeavors to create jobs through entrepreneurship education, training, capacity building, mentoring and handholding in 10 (Ten) States and 2 (Two) Union Territories. The institute is organizing Mentoring Camps under the project in order to assist the project beneficiaries in establishment of enterprises and scaling up the business activities of existing entrepreneurs. A total number of 8 mentoring programmes were organized by the institute under the project to handhold and mentor the beneficiaries which was attended by 249 participants.

2.2 Pilot Project on Entrepreneurship Development in Holy Cities

The Ministry of Skill Development and Entrepreneurship, Government of India desires to implement a Pilot Project on Entrepreneurship Promotion and Mentoring of Micro and Small Businesses in six Temple towns - Puri, Varanasi, Haridwar, Kollur, Pandharpur and Bodh Gaya in the country. NIESBUD is implementing the project in the Holy Cities of Varanasi, Haridwar and Pandharpur. The primary objectives of the proposed project is to catalyse the entrepreneurial activities of the temple town through resumption of existing livelihood activities and/or by supporting existing enterprise to scale up and to tap the potential entrepreneurs, mentoring them to identify, set up enterprises and management of the enterprises. The institute has on boarded the following Local Implementing Agencies (LIAs) for the project in respective project locations:

Location	Local Implementing Agencies (LIAs)
Varanasi	M/s Academy of Management Studies (AMS), New Delhi
Haridwar	M/s Foresight Edutech Pvt Ltd, New Delhi
Pandharpur	M/s Mitcon Consultancy and Engineering Services Limited, Pune

NIESBUD organised Trainers Training Programme under the project to build the capacities of the trainers of the Local Implementing Agencies on Entrepreneurship, Mentoring and Handholding which was attended by 20 trainers.

The LIAs in all the three project locations are organising capacity building programmes comprising of Entrepreneurship Awareness Programme, Entrepreneurship Development Programmes and Entrepreneurship cum Skill Development Programmes. A total number of 123 programmes have been organised by the LIAs in respective locations which have been attended by 3786 participants as on date.

The project location wise number of beneficiaries reached through the project is as follows:

Location	No. of EAP	No. of Participants	No. of EDP	No. of Participants	No. of ESDP	No. of Participants	Total Beneficiaries
Varanasi	20	926	3	90	-	-	1016
Haridwar	20	532	21	480	13	258	1270
Pandharpur	27	950	19	550	-	-	1500

It is expected that at the end of the project there will be an expansion and setting up of Micro and Small enterprises in realms of Religious Tourism which will result in growth of economic activities, income & saving, self-employment etc. in the respective holy cities.

3. 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.

Under the research activities the institute has submitted the Final Report of “Comprehensive Study for Preparation of a Policy/Scheme for Providing Support for Formalising the Informal Sector through Entrepreneurship Promotion” to the Ministry of Skill Development and Entrepreneurship.

The institute has also submitted Interim-cum-Final Report of “Evaluation Study of National Awards Scheme”, to the Ministry of MSME.

The institute has submitted reports of the Physical Verification of PMEGP Units for the state of Odisha and Maharashtra.

4. 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). During the current year, the institute has completed construction of common facility centre and developed the infrastructure of the Pottery Cluster in Bijnore.

5. 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 of mentors are available on website of NIESBUD.

The Institute provided mentoring support to 5450 prospective and existing entrepreneurs.

6. Collaborations

- NIESBUD has signed MoU with Tribal Co-operative Marketing Federation of India (TRIFED) for Entrepreneurship Development for its artisans. Other aspects that this collaboration will work towards include the development of course curriculum on entrepreneurship and business

development; provision of support in Cluster Development; provide handholding and support to tribal beneficiaries to make them self-reliant and Atmanirbhar entrepreneurs; and help in developing a knowledge repository which can enhance the skills of the tribal people.

- NIESBUD has collaborated with ITDC for imparting Entrepreneurship Development Programme for Tourism and Hospitality Sector Graduates. The collaboration will help drive growth trajectory in the Hospitality Industry by assisting graduates in the hospitality and tourism sector opening newer doors of employment.
- The Institute has signed a MoU with The National Cooperative Union of India to build the capacities of lead members of the cooperatives on Group Entrepreneurship Development.

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 located at Lalmati, Basistha Chariali, National Highway-37, Bypass, Guwahati and has an infrastructure of approx 77000 sqft. It is functioning as a National Apex body for Entrepreneurship Development through Training, Research and Consultancy Services with its Head quarter at Guwahati, Assam. The Institute has been playing a pivotal role in the process of promoting entrepreneurship since 1979, initially as the North Eastern Regional Branch of SIET and subsequently NISIET (1984). IIE started functioning as an independent Institute from 1st April 1994, which was established by the erstwhile Ministry of Industry, Department of SSI & ARI, Government of India. Later it came under the fold of Ministry of Micro, Small and Medium Enterprises (MSME) in 2007 and is presently under the Ministry of Skill Development and Entrepreneurship (MSDE).

4.7.2 Major Activities during FY 2021-22

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 2021-22 (upto October, 2021), 65 programmes were carried out with 1813 participants by.

Details of Training organized and trainees trained for the month of 1st April 2021 to 31st October 2021 (Cumulative)

Sl No	Programmes	Achievement	No of Persons Trained							
			SC	ST	W	PH	Minority	OBC	Others	Total
1	EDPs	2	3	3	48	0	1	20	26	52
2	ESDPs	53	84	1215	1404	12	2	171	21	1491
3	MDPs	0	0	0	0	0	0	0	0	0
4	Others	10	18	84	208	0	5	76	92	270
	Total	65	105	1302	1660	12	8	267	139	1813

4.7.3 Cluster Development Programme under MSE-CDP:

The Micro Small Enterprises – Cluster Development Program(MSE-CDP) under the Ministry of Micro, Small and Medium Enterprises (MSME), Government of India (GoI) aims at enhancing the productivity and competitiveness as well as capacity building of Micro and Small Enterprises (MSEs) and their collectives in the country. IIE is the implementing agency for 6 clusters in the NER. The construction of 3 Common Facility Centres have been completed.



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

IIE Guwahati working as a Nodal Agency of the “Scheme of Fund for Regeneration of Traditional Industries (SFURTI)” a central sector flagship scheme of Ministry of MSME, Govt. of India has been approved all total fifty five (55) clusters so far. Out of the 55 clusters, 6 clusters engaged in Bamboo Craft, 1 is Brass Metal based, 21 clusters are engaged mainly in Foods, Fruits, Spices and Agro Processing activities and 27 Clusters have both Handloom and Handicraft activities. These 55 clusters are spread across the Northern, Eastern and North



Eastern Region of India. During the financial year 2021-22 a total of 3 clusters of IIE have been approved by the 39th SSC of SFURTI and another earlier exiting 3 clusters have been made functional with completion of the construction of the Common Facility Clusters (CFCs) and procurement of machineries including distribution toolkits. Out of 55 clusters, 9 clusters have already received export orders along with international buyers' enquiry.

4.7.5 OIL Jeevika

OIL Jeevika is the flagship livelihood initiative of Oil India Limited (Duliajan). Indian Institute of Entrepreneurship, Guwahati has been entrusted with the assignment for implementing it. It is a community cluster based sustainable rural livelihood promotion project, aimed at enhancing the livelihood of 400 villagers across 5 villages of Diyun under Changlang and Namsai District of Arunachal Pradesh. The primary objective is to impart skill development and up-gradation training

to the targeted households 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. However as of October'21, based on the availability of the resources in Diyun Circle, other resources have been identified and have been included in



the Product Basket. Thus, the overall basket includes-Honey, Bee Wax, Mustard Oil, Mustard Cake, Buckwheat Flour, Green Gram, Ginger Powder, Turmeric Powder, Tea, Amla, Banana Chips, Jackfruit Chips, Elephant Apple Powder, Black Pepper and Khamti Lahi rice.

4.7.6 During the FY 2021-22, the following major activities were and expected to be carried out:

- The building construction process of Common Facility and Business Information Centre (CFBIC) has been completed in December, 2021.
- Launching programme of OIL JEEVIKA brand “HARBEST” was organised on 23rd December, 2021.
- Installation of machinery for processing mustard, buckwheat, honey and other products is expected to be completed by January, 2022 and along with a training programme for machinery operation, which is being organised for selected operators after installation of machineries.
- Registration of Konseng Harbest Cooperative Society is expected to be completed in January, 2022.

4.7.7 Title of the Project: Pilot Project on Entrepreneurship Development in 3 holy cities (Puri, Bodh Gaya and Kollur)

In order to catalyse the entrepreneurial activities of the temple town through resumption of existing livelihood activities and/or by supporting existing enterprises to scale up and to tap the potential entrepreneurs through mentoring them to identify for setting up enterprises and management of the enterprises, the Ministry of Skill Development and Entrepreneurship, Government of India has envisaged a Pilot Project on Entrepreneurship Promotion and Mentoring of Micro and Small Businesses in six Temple towns - Puri, Varanasi, Haridwar, Kollur, Pandharpur and Bodh Gaya in the country. IIE is implementing the project in three Holy Cities i.e. Puri, Bodh Gaya and Kollur.

4.7.8 Entrepreneurship promotion through capacity building and handholding support for certified beneficiaries of Jan Shikshan Sansthan & Cluster Artisans of North Eastern Region

The project on “Entrepreneurship promotion through capacity building and handholding support for certified beneficiaries of Jan Shikshan Sansthan & Cluster artisans of north eastern region” was sanctioned by the Ministry of Skill Development & Entrepreneurship (MSDE) on 12th March 2020. In accordance with the perceived gaps and requirements for entrepreneurship promotion in North Eastern Region IIE has conducted Training of Trainers (ToT) Programme, Entrepreneurship Development Programme (EDP), Financial Literacy Programme (FLP) to carry the capacity building initiatives for the certified Jan Shikshan Sansthan (JSS) beneficiaries and Cluster artisans of North Eastern Region (NER). The Institute has conducted 13 EDP for certified JSS beneficiaries, 12 EDP

for Cluster artisans of NER, 8 FLP, 2 ToT programme for the certified Jan Shikshan Sansthan (JSS) beneficiaries and Cluster artisans of North Eastern Region (NER) by covering 998 beneficiaries. Successful candidates of ToT on Entrepreneurship programme have been hired to render their lecture as resource person on Entrepreneurship development programmes that was conducted for certified JSS beneficiaries of NER.



Also the institute has initiated the handholding support by conducting 7 Handholding Support programme to facilitate the service of enterprise promotion and business development through business facilitation and development cell in order to address the missing ecosystem of handholding support for enterprise growth and development which will cover 1100 beneficiaries of NER.

4.7.9 DBT Project in Assam, Arunachal Pradesh and Nagaland for Hi-Tech Mini Plug Nursery Bio-Enterprise:

This multi-institutional project was sanctioned on 1st October 2021 with the title “Catalyzing Complementary Olericulture in Assam, Arunachal Pradesh and Nagaland for Livelihood Security by Provisioning Quality Seed and Seedling of Indigenous and Commercial Vegetables Generated through Hi Tech Mini Plug Nursery and Conventional Means and Promotion of Bio-Enterprise”. The sponsor of this project is Deptt. of Biotechnology (NER-BPMC), Ministry of Science & Technology, Govt of India and it is under initial stage only.

4.7.10 Formation and Promotion of Farmer Producer Organizations (FPOs):

Formation and Promotion of FPOs project was sanctioned by Small Farmers’ Agribusiness Consortium (SFAC), Dept. of Agriculture, Cooperation & Farmers’ Welfare, Govt of India on 6th July, 2021 for formation and promotion of 10 FPOs within the State of Assam under Central Sector Scheme for 10,000 Farmer Producer Organizations (FPOs). The project duration is 5 years and the pre-project implementation work i.e. Baseline Survey and identification of clusters are going on under this project. 10 FPO blocks of Assam are as follows:

1. Lakhipur (Goalpara)
2. Gobardhana (Baksa)
3. Dhamdhama (Baksa)
4. Baska (Baksa)
5. Mushalpur (Baksa)
6. Bhergaon (Udalguri)
7. Kapili (Morigaon)
8. Hojai (Hojai)
9. Sidli (Chirang)
10. Chapar Pt (Kokrajhar)

4.7.11 Physical Verification of PMEGP units under KVIC.

Indian Institute of Entrepreneurship is conducting 100% physical verification of PMEGP units under the aegis of Khadi and Village Industries Commission (KVIC) in the North Eastern Regions, i.e., Assam, Mizoram, Nagaland and Tripura. Till now **29327 PMEGP** units have been verified under PMEGP. From the verification process, it has been observed that the highest rate of working units is in Assam comprising of 87.25% followed by Mizoram and Nagaland with 84% and 74.68% respectively. Out of them, the service & textile sector dominates with almost 59.2% of the entrepreneurs from these sectors. This is followed by Agro Based & Food Processing, Rural Engineering & Biotechnology sectors.



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 2021, a total of 118 programmes have been conducted where 1549 participants were trained. Apart from this, a total of 22 up-skilling training programmes for 600 candidates in the states of Assam, Manipur, Sikkim and Tripura were conducted. Under PMKVY 3.0 (special project) 6 aspirational districts of Assam have been selected for 12 training programmes and a total of 360 candidates are being trained under two job roles Bamboo Utility Handicraft Assembler & Jacquard Weaver Handloom.

IIE is Local Implementing Agency for the pilot project on PMYUVA in 18 empanelled Institutes of Assam and Meghalaya where 53 programmes were conducted and 3982 beneficiaries were trained on various components of Entrepreneurship Awareness Program and Entrepreneurship Education.

4.7.13 The Pradhan Mantri Van Dhan Yojana (PMVDY)

Pradhan Mantri Van Dhan Yojana (PMVDY) is a flagship programme of Ministry of Tribal Affairs, Government of India. The scheme involves the execution of a select set of activities, which can be termed as proficient skill training, value addition through grading, sorting, processing of collected forest produce and finally, marketing of the produced value-added products at retail markets. This is to be done through the institutions of tribals at the local level called the Van Dhan Vikas Kendra Cluster (VDVKC). Each Cluster would have approximately 300 registered tribal beneficiaries. The scheme right from the nascent stages of its implementation, has shown the exemplary willingness of women beneficiaries in comparison to the men. Hence, this scheme has the potent to address a major issue that the country needs to address, i.e. 'Women Empowerment'.

The scheme is formally launched in Assam on 5th November 2019. The scheme is being implemented by Assam Plain Tribes Development Corporation Limited (APTDC) with Office of the Directorate of Welfare of Plain Tribes and Backward Classes Assam (WPT&BC) as the nodal agencies. Indian Institute of Entrepreneurship (IIE) has been engaged by the implementing agency as the resource agency to

ensure effective and efficient implementation of the scheme, while Tribal Co-operative Marketing Development Federation of India (TRIFED) is the sponsoring agency for the project.

The identification of potential areas having sufficient number of registered SHG groups are done based on the baseline surveys and the first hand data collected during the surveys. 30 such registered SHG groups of 10 members each present in close proximity areas are combined together to create one Van Dhan Vikas Kendra Cluster (VDVKCs).

Since inception, the project is being implemented in three phases with VDVKCs spreading across 33 out of 34 districts in the state. The phases implemented are:

Phase	Sanctioned year	No of VDVKCs sanctioned
Phase 1	2019-20	50
Phase 2	2020-21	78
Phase 3	2021-22 (sanctioned in October 2021)	174
Total	302	

A total of 302 Van Dhan Vikas Kendra Clusters (VDVKCs) has been sanctioned in these three phases, of which 128 VDVKCs are functional. A total number of 38126 beneficiaries have been covered under 128 VDVKCs. The VDVKCs sanctioned under phase 3 are being currently surveyed and post activity, the establishment of VDVKC to make it operational will be commenced.

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.

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

The Central Staff Training and Research Institute (CSTARI) Kolkata was established in the year 1968 by then Directorate General of Employment and Training (DGE&T) 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), Government of India.

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

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

Based on DGT and industries recommendations, CSTARI undertakes:

- i) Design and develop trade curricula for the various trades and NSQF alignment
- 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), Dual System of Training (DST), Flexi-MoU, Apprenticeship Training Scheme (ATS), & Craftsmen Instructor Training Scheme (CITS), and revise the same on continuous basis.

As of now, CSTARI has revised/revamped 143 curricula under Craftsman Training Scheme (CTS), designed/revamped 53 courses under Craftsmen Instructor Training Scheme (CITS), 209 courses under Apprenticeship Training Scheme (ATS), 15 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 14 NSQF aligned short term re skilling courses were designed .

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 of State Govt. on training methodology, Training of Trainers (TOTs), Employability skill, Managerial and supervisory development. Due to Covid 19 pandemic situation, off line training program were suspended and Online Training programme were introduced. Now from October 2021 onwards Training of Trainers program and other training activities was re started. Also, research on interactive online training programme and DLP is going on to improve the quality of vocational training in India to make skill India programme great success.

4.9.3 **Induction training program for newly recruited 2nd batch ISDS Officers**

The newly recruited 2nd batch of ISDS officers' training has been planned in CSTARI Kolkata as directed by MSDE. It will be a 15-week Foundation course and 20 weeks of professional course for a batch of 15- 20 officers. Recently CSTARI has carried out renovation of its Hostel accommodation & Class rooms etc with the available budget of FY 2021-22. The budget requirement and approval of competitive authority is already put up for the items beyond the powers of Director CSTARI. The Eminent faculties from various renowned Institutes will be invited for conducting the sessions.

4.10 **Directorate of Jan Shikshan Sansthan (DJSS)**

4.10.1 **Introduction**

Ministry of Education (erstwhile MHRD) had transferred the scheme of Jan Shikshan Sansthan (JSS) with its staff from Directorate of Adult Education and JSS to Ministry of Skill Development and Entrepreneurship vide letter No. F.8-23/2017-NLM.3 (Part.1) dated 11.07.2018. Ministry of Skill Development and Entrepreneurship (MSDE) set-up the Directorate of Jan Shikshan Sansthan (DJSS) as a Subordinate Office of MSDE to implement the Scheme of Jan Shikshan Sansthan vide Order No.A-36017/2/2017-Estt. dated August 21, 2018.

Ministry of Skill Development and Entrepreneurship set-up the Directorate of Jan Shikshan Sansthan(DJSS) as a Subordinate Office of MSDE to implement the Scheme of Jan Shikshan Sansthan vide Order No.A-36017/2/2017-Estt. dated August 21, 2018 and was assigned the following functions:

- Monitoring and evaluation of 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

4.10.2 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

4.10.3 Vocational courses : 2021-22

The courses conducted by the JSSs are entirely need based and the type, content and duration being

extremely flexible to accommodate persons with negligible or minimum educational attainment. The JSSs offer training in the following sectors: agriculture, apparel, made-up & home furnishing, automotive, beauty & wellness, construction, domestic worker, electronic and hardware and food process, etc. In the current financial year, 87 NSQF compliant courses suitable to JSSs have been identified. Jan Shikshan Sansthan are expected to organize not only vocational programme but also activities which related to general issues and local conditions.

4.10.4 Livelihood Cell in JSS

Livelihood Cell has been set up in JSSs to explore possibilities for self and wage employment opportunities. Livelihood Cell is providing guidance and counselling to the trainee to gain employment. The Cell also provides help to the beneficiaries to secure financial loans from financial institutions for starting small business and establishments for self-employment. Every year, JSS should form at least 5-10 SHGs / JLGs in their operational areas.

4.10.5 JSS Portal

The MIS Portal of Jan Shikshan Sansthan has been developed to bring transparency, accountability, providing quality and timely information to all the stakeholders of the Skill Ecosystem. The portal adds value to the organization through its various modules i.e. Action Plan Submission & Approval, Beneficiary Enrolment & Assessment, Evidence based Assessment & Certification, API Integration with NITI Ayog, Finance Module for Grants Management, Reports, Dashboards for monitoring & Profile page of each JSS, to name a few. Online applications for Kaushalacharya award are also being invited through the portal. Trainees can also enrol themselves on portal for various skill training courses.

4.10.6 Monitoring of the Scheme

The progress of the scheme is monitored through JSS portal. In addition, half yearly and annual progress review meetings are being conducted. The officers of MSDE/DJSS periodically visit Jan Shikshan Sansthan.

4.10.7. Orientation Programmes for the Resource Persons of JSSs of NE Region

Directorate of Jan Shikshan Sansthan in collaboration with the Indian Institute of Entrepreneurship (IIE), Guwahati organized Orientation Programmes for the Resource Persons of Jan Shikshan Sansthan of North Eastern Region States during 2020-21.



The objective of the orientation programme was to equip Resource Persons of JSSs with entrepreneurial skills so that they could in turn motivate and provide entrepreneurial skills to the beneficiaries. Broadly, the programme focused on the job responsibilities and effective delivery of the strategy of JSS, sensitize about the various schemes of the Government, soft and life skills, teaching methods identification, entrepreneurship development etc. The most significant elements of the curriculum design were the teaching-learning methods, which was built as per the learner's needs. The Orientation Programme was aimed to introduce appropriate, modern and effective methods of capacity building and their validation.

IIE organized nine Orientation programmes of 3-day duration covering 311 participants for the Resource Persons of JSSs of North Eastern Region States during the period from March,2020 onward which could be completed only in March,2021 due to Covid-19 pandemic. The programmes were held mostly in-situ in different locations across the North East Region.

4.10.8 National Toy Fair – February 27 to March 2, 2021

The first ever National Toy Fair under the aegis of Ministry of Textile was organized from February 27 to March 2, 2021. The exhibition was organized on the virtual platform of the Export Promotion Council for Handicrafts (EPCH).

A series of virtual meetings were held with Export Promotion Council of Handicrafts (EPCH), Development Commissioner of Handicrafts (DCH) and Toy Fair Project team regarding the exhibitor display module during the virtual toy fair.

In this virtual exhibition one stall was made available by the Ministry of Skill Development & Entrepreneurship to showcase the different kinds of soft toys made by 74 Jan Shikshan Sansthan in the country. The shooting of the photographs of JSSs toys and products was done by EPCH on January 29, 2021. This exhibition provided an opportunity to JSSs to exhibit the soft toys/products crafted by the beneficiaries to the domestic and international buyers on virtual platform.



The Hon'ble Prime Minister of India inaugurated National Toy Exhibition virtually on 27th February 2021. Directorate of Jan Shikshan Sansthan participated as Exhibitor in the Toy Fair. Doordarshan also showed the toys made by the beneficiaries of the Jan Shikshan Sansthan in news bulletin and telecasted the bites of Director and Programme Officer.



4.10.9 Celebration of International Women’s Day on 8th March 2021

Jan Shikshan Sansthan has been envisaged to act as a District Vocational Institute to provide opportunities for the beneficiaries to establish their own business, wage employment and employment in the local industries to enhance their income and quality of life. JSS should propose skill development courses which have local market demand for production and sale. JSSs may also motivate entrepreneurship among SHGs, encourage them for setting up production centres and support for sale of finished products in the market

On the occasion of International Women’s Day on 8th March 2021, MSDE invited nominations from Micro Micro Women Entrepreneurs of skill ecosystem. Out of 700 entries received for the event, five micro micro women’s entrepreneurs of JSS were selected and felicitated in the function. They are MsRajni, JSS, West Patel Nagar, New Delhi, MsJayalakshmi KV, JSS, Raichur (Karnataka), MsSindhuKumari, JSS, Arwal (Bihar), Ms Sibbena Kavitha, JSS, Ongole (Andhra Pradesh) and MsResmaKhatun, JSS, Darrang (Assam).

The Minister of Skill Development and Entrepreneurship Dr.Mahendra Nath Pandey inaugurated a function organised to mark the International Day for Women on 8th March 2021. The Hon’ble Minister honoured the women entrepreneurs from across the country and lauded the sincere and untiring efforts of the women and appreciated their contribution in skill development and becoming job givers from job seekers and achieving great success in their respective entrepreneur fields and gave away appreciation letter to noteworthy women entrepreneurs. While speaking on the occasion the Secretary, Ministry of Skill Development and Entrepreneurship Shri Praveen Kumar said that “women entrepreneurs have not only become independent but they have also broken gender barrier”. He said that “20 per cent of the successful trainees under PM-KaushalVikasYojana have become entrepreneurs”.



4.10.10 Beneficiaries trained by JSSs during 2020-21

1. Coverage of Beneficiaries

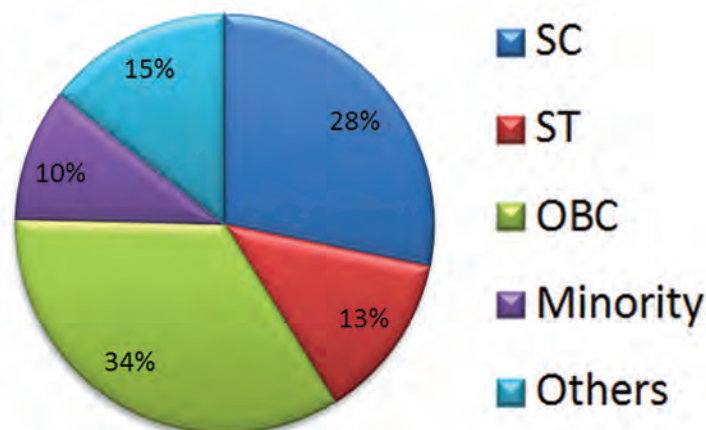
Year	Target	Enrolled	Trained	Assessed	Certified
2020-21	4,02,544	3,59,796	3,59,796	3,58,296	3,57,011

2. Gender-wise coverage

Trained				Assessed			
Male	Female	Trans gender	Total	Male	Female	Trans gender	Total
61,761	2,97,899	136	3,59,796	61,379	2,96,782	135	3,58,296
17.16%	82.80	0.04		17.13%	82.83%	0.04	

3. Social Status of Assessed Beneficiaries

SC	ST	OBC	Minority	Others	Total
1,01,091	46,156	1,22,763	36,658	51,628	3,58,296
28.21%	12.88%	34.26%	10.24%	14.41%	



4.10.11 Activities undertaken from April 2021 to December 2021

1. Approval of Annual Action Plan of JSSs for 2021-22

Annual Action Plans of 295 Jan Shikshan Sansthans (including new sanctioned JSSs) were approved in the JSS Portal and recommendation was sent to the JSS Division of Ministry to release the 1st and 2nd instalment of grant-in-aid of the financial year 2021-22. In addition, recommendation was made to JSS Division for release of non-recurring grant of Rs.20 lakh and Rs.25 lakh for conducting skill training during 2021-22.

2. Virtual Meetings of Directors of Jan Shikshan Sansthan (in 5 batches)

Virtual Meetings of Directors of Jan Shikshan Sansthans (in 5 batches) were conducted on May 19, 20 & 21, 2021. The agenda of the meetings was acceleration of process of nomination of Kaushalacharya Awards 2021 and Covid situation in the district and any other issue. These meetings were held with JSSs of the concerned States i.e. (Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana, North Eastern States, Uttar Pradesh, Bihar, Chattisgarh, Jharkhand, Madhya Pradesh, Haryana, Himachal Pradesh, Jammu & Kashmir, Goa, Gujarat, Punjab, Rajasthan, Uttarakhand, West Bengal, Maharashtra and Odisha and UTs of Delhi, Chandigarh and Dadra & Nagar Haveli).

Directorate of Jan Shikshan Sansthan has organized four virtual Workshops of Experts to examine and review the success stories of JSS beneficiaries through video conferencing on May 31, June 4, 7 & 11, 2021. The experts in the field of material preparation edited the success stories from point of printing so that success stories look appealing and worth printing.

3. Workshop on preparation of tasks of Jan Shikshan Sansthan staff

Ministry of Skill Development & Entrepreneurship has sanctioned 75 new JSSs in the country. Directorate of Jan Shikshan Sansthan conducted Workshops of Selected Directors of Jan Shikshan Sansthans to design and prepare uniform/indicative tasks of staff of the Jan Shikshan Sansthan including Director in the month of June 2021.

In order to guide the new inexperienced NGOs for management of staff and implementation of programmes, a sample booklet defining the tasks of JSS staff, essential records, registers and formats for effective functioning of JSSs was introduced. The selected Directors of JSS with vast experience contributed in framing the tasks of various staff members of JSS.

4. Orientation Programmes for the newly sanctioned JSSs

a) Orientation Programme of the Chairmen of Parent NGOs of newly sanctioned JSSs

Directorate of Jan Shikshan Sansthan conducted virtually orientation programmes with the Chairmen and In-charge of Parent NGOs of newly sanctioned JSSs in three batches through virtual mode in three batches on 07.07.2021, 08.07.2021 & on 29.07.2021 which was attended by 49 NGO participants. The presentations on the various aspects for setting up new JSSs were presented in the orientation programmes. During business sessions, the following topics were covered:

1. Introduction to Scheme of Jan Shikshan Sansthan
 2. Registration of new JSS under Societies Registration Act
 3. Opening of bank account in the name of JSS
 4. Registration on Darpan Portal (Niti Aayog)
 5. Guidelines on Scheme of JSS
 6. Registration on PFMS Portal
 7. Procedure for purchase of tools and equipment, vehicle and office furniture by following GFR 2017 for operationalizing of JSS
 8. Strategy for planning and implementation of the programme
 9. JSS Portal and its importance
- b) A follow up virtual meeting was also conducted on July 24, 2021 with the parent NGOs of newly sanctioned JSSs to provide them hand holding support for setting up of new JSSs.
- c) Several follow-up review meeting were conducted with the Chairpersons/Director In-charge of newly sanctioned JSSs during the period from August, 2021 and in October, 2021 to monitor the progress of registration of new JSSs and other formalities to be completed before starting skill training and also regarding annual action plan 2021-22 and purchase of equipment and tools, office furniture, etc. out of non-recurring grant
- d) One-day online orientation programme of Directors Incharge/Programme Officers/Staff of newly sanctioned Jan Shikshan Sansthans in two batches was organized on 18th and 19th October 2021. The main objective of the programme was to orient the Directors In-charge and other staff members on the Scheme of JSS on the relevant topics, viz, Introduction of JSS Scheme and Management of Training Centres, Online demo of JSS Portal, Assessment of Trainees, PFMS and Settlement of accounts (non-recurring grant)

4.10.12 World Skill Day 2021

World Youth Skills Day, is observed annually on **July 15**, focuses on the strategic importance of equipping young people with skills for employment, decent work, and entrepreneurship. The main goal of this day is to equip young people around the world with essential skills for employment, work, and entrepreneurship. The Hon'ble Prime Minister Shri Narendra Modi addressed the nation on the occasion of World Youth Skills Day 2021.

He said that skill development is a national requirement and a major foundation for Aatmanirbhar Bharat. He added that the youth of this country will help in the development for next 100 years. During the address, the Prime Minister also announced about 75 newly sanctioned Jan Shikshan Sansthans and mentioned that the COVID-19 pandemic has increased the importance of World Youth Skills Day 2021. The newly announced Jan Shikshan Sansthans(JSSs) help in imparting vocational skill training programs to several beneficiaries at minimum cost and infrastructure. Along with the announcement of 75 newly sanctioned JSSs, there was also virtual

launch of a portal made specifically for JSS. Shri Dharmendra Pradhan, Hon'ble Minister of Education & Skill Development & Entrepreneurship, Shri Rajeev Chandrasekhar, Minister of State of SDE and Shri A M Naik, Chairman, National Skill Development Corporation & Group Chairman, Larsen & Toubro Ltd also graced the occasion.

A Memorandum of Understanding was signed between MSDE and NIOS for implementing equivalency programmes at level A, B and C equivalent to class III, V and VIII of the formal schools through its Open Education (OBE) Programme in the Scheme of JSS.



विश्व युवा कौशल दिवस, जन शिक्षण संस्थान द्वारा स्वच्छता अभियान का शुभारंभ

स्वच्छता पखवाड़े में जेएसएस करेगा विविध जागरूकता कार्यक्रमों का आयोजन

चित्रकूट (निम्न)। दीनदयाल शोध संस्थान द्वारा संचालित तथा कौशल विकास एवं उद्यमिता मंत्रालय भारत सरकार द्वारा वित्त पोषित जन शिक्षण संस्थान चित्रकूट के कार्यकर्ताओं द्वारा विश्व युवा कौशल दिवस एवं स्वच्छता पखवाड़े; 15 जुलाई से 30 जुलाई का शुभारंभ किया गया। कार्यक्रम का आयोजन खर्चुअल किया गया जिसमें कौशल विकास एवं उद्यमिता मंत्रालय द्वारा देश भर के संचालित 242 जन शिक्षण संस्थानों में से चित्रकूट शिमोगा रायगड भुवनेश्वर नरेंद्रपुर पश्चिम बंगाल को कार्यक्रम से लाइव जोड़ा गया। जिसमें चित्रकूट से सेल्फइम्प्लायड टेलर के 20 प्रशिक्षणार्थियों को लाइव जोड़ा गया था।

इस कार्यक्रम में प्रधानमंत्री नरेंद्र मोदी ने अपने सम्बोधन में कहा कि कोरोना महामारी के बीच हम विश्व युवा कौशल दिवस मना रहे हैं इसका महत्व और भी इसलिए



बढ़ जाता कि हम अपनी आजादी का 75 वाँ वर्ष भी मना रहे हैं। 21 वीं सदी में पैदा हुए युवा भारत देश को विकास यात्रा को 100 वर्ष तक आगे बढ़ाने वाले हैं। नई पीढ़ी के युवाओं का स्किल डेवलपमेंट एक राष्ट्रीय जरूरत के साथ आत्मनिर्भर भारत का बहुत बड़ा आधार है। जब कोई समाज स्किल को महत्व देता है तो उससे समाज की उन्नति होती है। भारत की सोच इससे भी दो कदम आगे बढ़कर है। हमारी लॉनिंग के साथ अर्निंग नहीं रुकनी चाहिए।

स्किल के जरिये खुद को एवं देश को आत्मनिर्भर बनाना है।

इस अवसर पर भारत सरकार के कौशल विकास एवं उद्यमिता मंत्री धर्मेन्द्र प्रधान ने भी सम्बोधित किया। स्किल से संपूर्ण स्वच्छता कार्यक्रम के तहत 16 जुलाई से 31 जुलाई तक संस्थान द्वारा स्वच्छता का विशेष अभियान चलाया जा रहा है। स्वच्छता पखवाड़े के अंतर्गत 15 से 30 जुलाई के मध्य विभिन्न कार्यक्रमों का आयोजन जनपद स्तर पर किया जाएगा। जिसमें कोविड

19 की दूसरी लहर का प्रभाव व सम्भावित तीसरी लहर से बचाव हेतु सावधानी स्वयं की स्वच्छता एवं जागरूकता कार्यक्रम पर स्वच्छता एवं सफाई का महत्व कलात्मक मास्क निर्माण प्रतियोगिता वृक्षारोपण का महत्व वर्मीकम्पोस्ट का प्रदर्शन एवं जल प्रबंधन शौचालय का उपयोग तथै प्लास्टिक से मुक्ति तथा स्वच्छता अभियान व्यक्तित्व स्थापना सफाई व वेबिसेनेशन जागरूकता तथा सेनेटरी पैड का वितरण श्रम दान व जागरूकता का आयोजन किया जाएगा।

कार्यक्रम में सभी लोगों द्वारा स्वच्छता की शपथ भी ली गई। कार्यक्रम में दीनदयाल शोध संस्थान के महाप्रबंधक अमितभ बशिष्ठ जी एस एस के निदेशक रमार्शकर त्रिपाठी अनिल कुमार सिंह श्री प्रभाकर मिश्र बनारसी लाल पंडेय अजय पांडेय सुखर सिंह गणेश पटेल सहित अनुदेशक एवं प्रशिक्षणार्थी उपस्थित रहे।

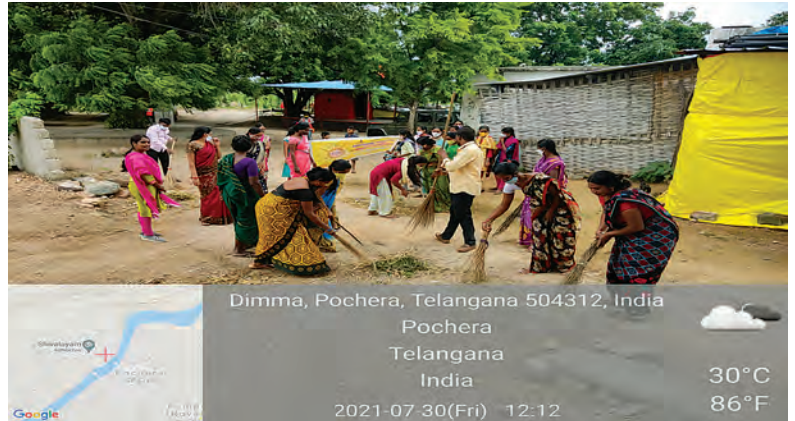
4.10.13 Swachhata Pakhwada

1. Directorate of Jan Shikshan Sansthan prepared a fortnight plan of activities related to Swachhata for Jan Shikshan Sansthan which was observed as Swachhata Pakhwada from July 16-31, 2021 in their operational areas. All the JSSs, local leaders and masses actively participated in the event organised by DJSS. The following main activities were undertaken during the Pakhwada by Jan Shikshan Sansthan during the event period:

- Taking of Swachhata Pledge, Rallies on Cleanliness, Swachhata Drives, Tree Plantation, Shramdaan
- Weeding out of old records
- Awareness on health & hygiene
- Demo on vermi-composting
- Competitions

Cleanliness Drive at Directorate of JSS Office Campus





आयोजन स्वच्छता पखवाड़े के तहत जगह-जगह आयोजित किए जा रहे विभिन्न जागरूकता कार्यक्रम, स्वच्छता अपनाने की नसीहत

ग्रामीणों को बताई गई शौचालय की उपयोगिता और साफ-सफाई की जरूरत

शिक्षण मंच/विडियो

शौचालयों की उपयोगिता और स्वच्छता के महत्व के बारे में ग्रामीणों को शिक्षित करने के लिए आयोजित कार्यक्रमों में, ग्रामीणों को शौचालयों की उपयोगिता और साफ-सफाई की जरूरत के बारे में बताया गया।

पौरसेवा का महत्व बतावा

पौरसेवा के महत्व के बारे में ग्रामीणों को शिक्षित करने के लिए आयोजित कार्यक्रमों में, ग्रामीणों को पौरसेवा के महत्व के बारे में बताया गया।

सेनेटरी नैपकिन को लेकर जागरूकता जरूरी

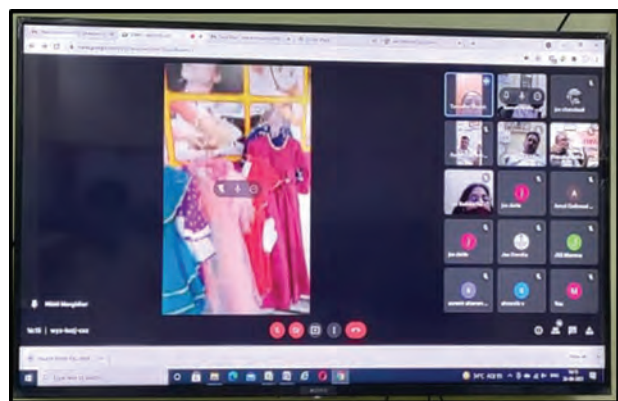
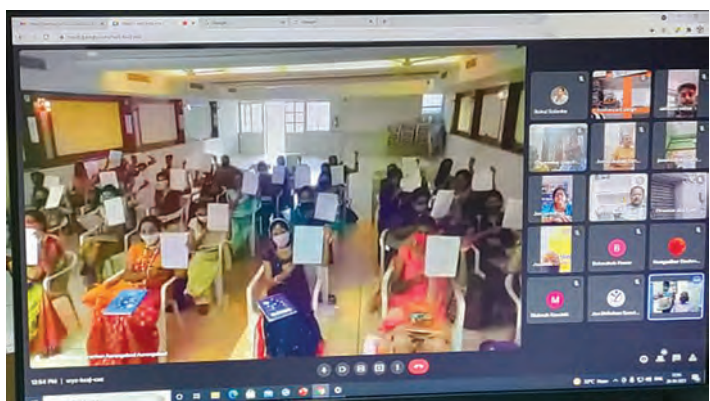
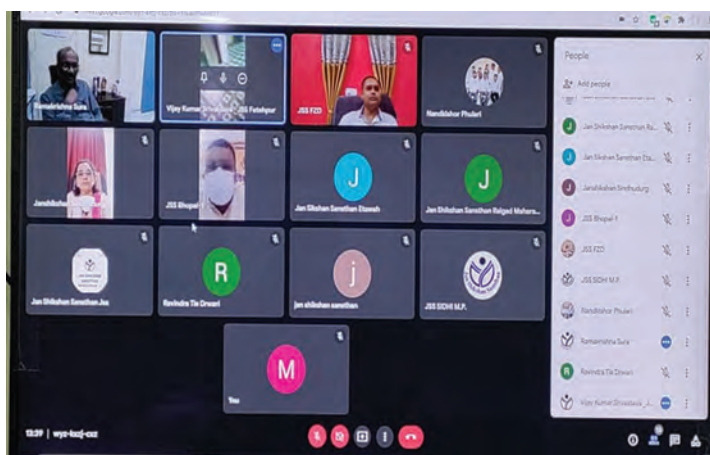
सेनेटरी नैपकिन के उपयोग के बारे में ग्रामीणों को शिक्षित करने के लिए आयोजित कार्यक्रमों में, ग्रामीणों को सेनेटरी नैपकिन के उपयोग के बारे में बताया गया।

Activities undertaken by JSSs during SwachhataPakhwada

2. Review Meetings of Directors of Jan Shikshan Sansthan

Due to Covid 19 pandemic, the Directorate conducted surprise virtual visit and reviewed the JSS progress of Jan Shikshan Sansthan from August 16-31, 2021 in 17 batches. The objectives of these meetings were:

1. Monitor Covid-19 situation in the district
2. Shortfall in target during 2020-21 & current status of skill training during 2021-22 and portal updation
3. Status of formation of SHGs, Livelihood Cell & Staff postion
4. Identification of local traditional courses (Local for Vocal)



3. **Kaushalacharya Awards 2021**

In a bid to empower India's youth and encourage more trainers to join the Skill India Mission, the MSDE like previous years, honoured trainers and of skill ecosystem with Kaushalacharya Awards 2021.

DJSS invited online nominations for Kaushalacharya Awards 2021 from Resource Persons/Trainers of Jan Shikshan Sansthans in JSS Portal from May 1 to June 15, 2021. In all, 142 nominations were received. After scrutiny of nominations by a Committee constituted under the Chairmanship of Dr. Ramakrishna Sura for selection of awardees for the Kaushalacharya Awards, 2021, nine Resource Persons of JSSs from different category were selected for the Award as per details given below: and

Category	Rank	State	Jan Shikshan Sansthan	Name of Awardee
Apparel	1	Karnataka	Shimoga	Ms. Safiya
	2	Tamil Nadu	Virudhunagar	Ms. Vimala M
	3	Maharashtra	Ahmednagar	Ms. Nigale Pushpa
Beauty & Wellness	1	Chandigarh	Chandigarh	Ms. Nisha Aggarwal
	2	Maharashtra	Nashik	Ms. Jyoti
	3	Chhattisgarh	Korba	Ms. Trishya Mohanty
Food Processing and Preservation	1	Assam	Kamrup	Ms. Monika Das
Handicrafts	1	Odisha	Jagatsinghpur	Ms. Chandrabali Khatua
Technical (Electrical, AC & Plumbing)	1	Odisha	Dhenkanal	Shri Ajaya Kumar Swain

Union Education Minister and Skill Development Minister Shri Dharmendra Pradhan virtually presented Kaushalacharya Awards 2021 to 41 skill trainers for their exemplary contribution to the skill ecosystem on 17th September 2021.

4. **World AIDS Day(1st December)**

Every year 1st December 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 Sansthans every year so that the people can understand the causes, effects, prevention and cure of AIDS.

This year also Jan Shikshan Sansthans celebrated the day on 1st December, 2021 and organized awareness programmes in their operational areas. Jan Shikshan Sansthans 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.



5. Azadi Ka Amrit Mahotsav (AKAM)- activities undertaken by JSSs

The following major activities have been undertaken under the Azadi Ka Amrit Mahotsav by the Jan Shikshan Sansthan in their operational areas:

S. No.	Major activity
1.	Fit India Freedom Run 2.0-Azadi Ka Amrit Mahotsav
2.	Azadi Ka Amrit Mahotsav-Observation on Gandhi Jayanti
3.	Online National Anthem
4.	Azadi Ka Amrit Mahotsav- 75th Anniversary India's Independence programme
5.	Rozgar Mela
6.	Legal Literacy Program
7.	Lecture on Financial Literacy
8.	Importance of Entrepreneurship in Success of Business



Under “Azadi ka Amrit Mahotsav” Door to Door Campaign Organized by JSS Team for COVID - 19 Vaccination in Association with District Health Department on dated 14th October 2021







6. IMC Digital Technology Awards-2020

The IMC Digital Technology Awards are being presented by the IMC Chamber of Commerce and Industry to recognize and reward the accomplishments of the IT industry innovation and digital transformation of organizations across a varied spectrum. It rewards both - the IT Service companies as well as the End-User companies – for technological solutions, applications and improvements that have transformed businesses.

Jan Shikshan Sansthan Portal of Ministry of Skill Development & Entrepreneurship was selected under the category of **Best Project** within the **End User Company- Government**. The MIS Portal of JSS of MSDE was awarded **Certificate of Recognition – End User Category – Government**. The winners were awarded online in a ceremony organized by the IMC Chamber of Commerce and Industry on 17th June 2021 presided over by Shri Rishad Premji, Chairman, Wipro Limited. Shri Atul Kumar Tiwari, Additional Secretary, Ministry of Skill Development & Entrepreneurship and other Team members participated in the online Event.



Jan Shikshan Sansthan Web Portal Team



5

SCHEMES & INITIATIVES

A. SCHEMES & INITIATIVES THROUGH NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana

1. Background

- 1.1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was launched as a pilot scheme in 2015 to encourage and promote skill development in the country by providing free short-duration skill training programs and incentivizing it by providing monetary rewards to youth for obtaining skill certification. During its pilot phase, around 19.85 lakh candidates have been trained / oriented across the country.
- 1.2. Owing to its successful first year of implementation, the Union Cabinet had approved the Scheme for another four years to impart skilling to 1 Crore youth of the country with an outlay of Rs.12,000 crores under PMKVY 2.0 (2016-20). As on 31.10.2021, around 109 lakh candidates have been trained / oriented across the country.
- 1.3. The third phase of the flagship scheme—Pradhan Mantri Kaushal Vikas Yojana (i.e.PMKVY 3.0) has been launched in January 2021. Incorporating the learnings from PMKVY 1.0 and PMKVY 2.0, PMKVY 3.0 has been launched, with robust set of guidelines witnessing increased role of the District Skill Committees (DSCs) for addressing the skill gap and assessing demand at the district level. As on 31.10.2021, 2.52 lakh candidates have been trained / oriented across the country.
2. **Pradhan Mantri Kaushal Vikas Yojana 1.0 (PMKVY) (2015-16):** The scheme was designed as a skill certification and reward scheme with an aim to enable and mobilize a large number of Indian youth to take up skill training and become employable for sustainable livelihood. Under the scheme, monetary reward was provided to successfully trained candidates. The scheme was initially approved for the FY 2015-16 only. The scheme was implemented by MSDE through National Skill Development Corporation, Sector Skill Councils and Training Providers. Under PMKVY 2015-16, 19.85 lakh candidates were trained.

A summary of achievements under PMKVY 2015-16 is as follows:

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	Training Partners	1,151	230
7	Training Centres	12,218	1,059
8	Enrolments	18,04,170	1,81,767

9	Training Completed	18,04,170	1,81,767
10	Results Uploaded	17,73,468	1,77,957
11	Certified Candidates	13,32,153	1,19,132
12	Reported Placed	2,51,689	NA

State wise training details of PMKVY 1.0 (2015-16):

State Name	Enrolled	Trained	Assessed	Certified	Placed
Andaman & Nicobar Islands	194	194	164	20	0
Andhra Pradesh	1,35,920	1,35,920	1,33,439	1,08,394	18,589
Arunachal Pradesh	1,017	1,017	x881	611	88
Assam	33,378	33,378	32,365	19,649	3,686
Bihar	92,018	92,018	90,492	60,655	12,015
Chandigarh	5,032	5,032	4,976	3,964	396
Chhattisgarh	37,302	37,302	36,730	26,109	1,340
Dadra and Nagar Haveli	258	258	258	163	96
Daman and Diu	230	230	230	180	111
Delhi	1,05,682	1,05,682	1,04,724	70,877	5,222
Goa	569	569	499	284	213
Gujarat	43,999	43,999	43,313	31,089	3,117
Haryana	86,884	86,884	83,832	63,431	8,441
Himachal Pradesh	22,891	22,891	22,377	17,966	2,157
Jammu and Kashmir	18,177	18,177	18,033	12,904	274
Jharkhand	28,773	28,773	28,722	21,450	1,855
Karnataka	77,226	77,226	75,889	56,002	13,852
Kerala	15,339	15,339	15,098	11,570	1,487
Madhya Pradesh	1,68,868	1,68,868	1,66,655	1,25,347	21,624
Maharashtra	1,09,435	1,09,435	1,07,479	77,532	10,742
Manipur	1,603	1,603	1,577	1,195	499
Meghalaya	1,899	1,899	1,554	480	110
Mizoram	1,030	1,030	1,030	694	93
Nagaland	1,271	1,271	1,271	838	77

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

3. Pradhan Mantri Kaushal Vikas Yojana 2.0 (2016-2020):

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

- Provide fresh skill development training to school dropouts, college dropouts and unemployed youth through short courses of 200 - 500 hours.
- Recognize the skill available of the current work force through skill certification.
- Engage States in the implementation of the scheme leading to capacity development of the states.
- Improved quality of training infrastructure along with alignment of training with the needs of the industry.
- Encourage standardization in the certification process and initiate a process of creating a registry of skills.

Pradhan Mantri Kaushal Vikas Yojana 2.0 (PMKVY 2016-20) (as on 31.10.2021)

Overall State-wise training details of PMKVY 2.0 (2016-20) (Central and State component):

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	2,741	1,553	124	56	52	2,797	1,605

Andhra Pradesh	1,66,273	1,42,029	90,814	1,34,337	1,11,452	3,00,610	2,53,481
Arunachal Pradesh	32,536	26,203	10,985	40,652	31,893	73,188	58,096
Assam	1,49,845	1,17,486	54,719	5,04,185	3,67,426	6,54,030	4,84,912
Bihar	2,66,126	2,07,407	1,05,341	2,34,463	1,97,852	5,00,589	4,05,259
Chandigarh	13,488	10,895	5,780	6,972	5,957	20,460	16,852
Chhattisgarh	84,795	63,415	25,546	47,838	31,653	1,32,633	95,068
Delhi	1,72,365	1,45,614	70,972	2,05,076	1,69,212	3,77,441	3,14,826
Goa	3,248	2,190	890	5,538	4,657	8,786	6,847
Gujarat	1,41,817	1,14,965	64,462	1,88,026	1,59,190	3,29,843	2,74,155
Haryana	3,04,181	2,57,234	1,49,215	2,34,511	1,98,089	5,38,692	4,55,323
Himachal Pradesh	68,161	56,916	23,989	44,972	38,070	1,13,133	94,986
Jammu and Kashmir	1,19,517	1,03,630	50,943	1,43,927	1,24,257	2,63,444	2,27,887
Jharkhand	78,363	55,709	24,512	1,45,709	1,23,169	2,24,072	1,78,878
Karnataka	1,45,325	1,21,225	58,802	2,60,844	2,14,545	4,06,169	3,35,770
Kerala	74,109	57,453	22,519	1,46,505	1,17,889	2,20,614	1,75,342
Ladakh	2,174	1,671	944	93	74	2,267	1,745
Lakshadweep	150	79	0	0	0	150	79
Madhya Pradesh	4,06,464	3,29,637	1,89,236	2,76,212	2,22,897	6,82,676	5,52,534
Maharashtra	2,38,081	1,81,859	67,932	8,14,879	6,68,369	10,52,960	8,50,228
Manipur	43,247	35,793	14,663	37,252	31,801	80,499	67,594
Meghalaya	28,163	22,071	11,207	13,192	11,938	41,355	34,009
Mizoram	21,892	16,732	8,839	3,430	3,059	25,322	19,791
Nagaland	22,014	16,837	5,658	12,966	10,886	34,980	27,723
Odisha	1,38,974	1,14,018	59,092	3,26,992	2,60,821	4,65,966	3,74,839
Puducherry	14,719	13,091	9,292	5,304	4,395	20,023	17,486
Punjab	2,32,493	2,02,373	1,14,952	89,328	71,832	3,21,821	2,74,205
Rajasthan	3,52,033	3,04,154	1,66,884	5,65,219	5,17,106	9,17,252	8,21,260
Sikkim	9,395	7,792	3,497	1,704	1,482	11,099	9,274
Tamil Nadu	2,33,195	1,93,872	1,23,476	3,18,056	2,71,840	5,51,251	4,65,712

Telangana	1,65,436	1,41,650	89,846	1,26,177	1,04,941	2,91,613	2,46,591
The Dadra & Nagar Haveli And Daman & Diu	5,074	4,163	2,578	4,289	3,903	9,363	8,066
Tripura	39,008	31,080	11,556	79,505	56,724	1,18,513	87,804
Uttar Pradesh	7,26,149	5,88,717	3,04,781	8,64,685	7,34,339	15,90,834	13,23,056
Uttarakhand	1,15,319	93,034	50,467	59,323	48,026	1,74,642	1,41,060
West Bengal	2,22,795	1,78,163	98,444	1,99,120	1,73,091	4,21,915	3,51,254
Total	48,39,665	39,60,710	20,92,957	61,41,337	50,92,887	1,09,81,002	90,53,597

3.1 Approach: The PMKVY (2016-2020) Scheme was implemented by the Centre along with the States.

3.1.1 Centrally Sponsored Centrally Managed (CSCM) (Central Component): This component is implemented centrally through National Skill Development Corporation (NSDC). It constitutes the following:

- i. **Short Term Training (STT)** - Provision of 200 to 500 hourlong skill-oriented training, both core and soft, at PMKVY affiliated and accredited training centres to school/college dropouts or unemployed
- ii. **Recognition of Prior Learning (RPL)** - Recognition of existing skills after a 12 to 80 hours orientation cum bridge course by provision of PMKVY certificate to candidates
- iii. **Special Projects (SP)** - Special project is a component of PMKVY wherein 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 31.10.2021):

Component	Sectors	Job Roles*	Enrolled	Trained	Assessed	Certified	Reported Placed
STT	37	280	41,08,164	38,02,653	35,60,207	31,70,864	17,98,045
RPL	39	826	62,72,669	61,41,337	53,90,611	50,92,887	NA**
SP	34	183	2,32,554	2,13,341	1,79,923	1,51,751	82,697
Total			1,06,13,387	1,01,57,331	91,30,741	84,15,502	18,80,742

Note: Values are basis where enrolment has been done on SDMS and SIP

*Total job roles wherein enrollment has taken place under PMKVY

**As RPL orients candidates with prior learning experience or skills, hence does not mandate placement

State-wise progress under CSCM - PMKVY 2.0 (as on 31.10.2021):

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	1,500	1,021	124	56	52	1,556	1,073
Andhra Pradesh	1,23,106	1,07,325	70,641	1,34,337	1,11,452	2,57,443	2,18,777
Arunachal Pradesh	18,235	14,977	6,596	40,652	31,893	58,887	46,870
Assam	1,18,048	91,810	44,480	5,04,185	3,67,426	6,22,233	4,59,236
Bihar	2,58,246	2,03,733	1,05,124	2,34,463	1,97,852	4,92,709	4,01,585
Chandigarh	7,345	5,999	2,669	6,972	5,957	14,317	11,956
Chhattisgarh	71,515	55,546	21,913	47,838	31,653	1,19,353	87,199
Delhi	1,49,995	1,26,853	68,123	2,05,076	1,69,212	3,55,071	2,96,065
Goa	1,515	1,015	815	5,538	4,657	7,053	5,672
Gujarat	96,114	80,701	48,152	1,88,026	1,59,190	2,84,140	2,39,891
Haryana	2,70,716	2,32,242	1,42,163	2,34,511	1,98,089	5,05,227	4,30,331
Himachal Pradesh	52,339	44,830	21,895	44,972	38,070	97,311	82,900
Jammu and Kashmir	99,037	85,241	46,966	1,43,927	1,24,257	2,42,964	2,09,498
Jharkhand	61,666	46,870	23,026	1,45,709	1,23,169	2,07,375	1,70,039
Karnataka	1,28,502	1,07,328	57,558	2,60,844	2,14,545	3,89,346	3,21,873
Kerala	49,886	40,340	19,197	1,46,505	1,17,889	1,96,391	1,58,229
Ladakh	2,174	1,671	944	93	74	2,267	1,745
Madhya Pradesh	3,72,524	3,06,543	1,81,818	2,76,212	2,22,897	6,48,736	5,29,440
Maharashtra	1,70,282	1,25,268	60,926	8,14,879	6,68,369	9,85,161	7,93,637
Manipur	21,799	17,368	4,917	37,252	31,801	59,051	49,169
Meghalaya	14,109	11,716	5,758	13,192	11,938	27,301	23,654
Mizoram	9,417	7,182	2,742	3,430	3,059	12,847	10,241
Nagaland	7,970	5,765	1,876	12,966	10,886	20,936	16,651

Odisha	1,30,772	1,08,035	58,585	3,26,992	2,60,821	4,57,764	3,68,856
Puducherry	7,424	6,485	4,607	5,304	4,395	12,728	10,880
Punjab	1,86,917	1,64,241	91,627	89,328	71,832	2,76,245	2,36,073
Rajasthan	3,22,797	2,83,396	1,66,740	5,65,219	5,17,106	8,88,016	8,00,502
Sikkim	5,962	5,126	2,597	1,704	1,482	7,666	6,608
Tamil Nadu	1,88,790	1,57,256	1,06,777	3,18,056	2,71,840	5,06,846	4,29,096
Telangana	1,42,210	1,23,731	81,512	1,26,177	1,04,941	2,68,387	2,28,672
The Dadra And Nagar Haveli And Daman And Diu	2,817	2,441	1,808	4,289	3,903	7,106	6,344
Tripura	22,514	18,093	8,934	79,505	56,724	1,02,019	74,817
Uttar Pradesh	6,40,338	5,22,748	2,92,024	8,64,685	7,34,339	15,05,023	12,57,087
Uttarakhand	67,384	53,756	32,810	59,323	48,026	1,26,707	1,01,782
West Bengal	1,92,029	1,55,963	94,298	1,99,120	1,73,091	3,91,149	3,29,054
Total	40,15,994	33,22,615	18,80,742	61,41,337	50,92,887	1,01,57,331	84,15,502

3.1.2. Centrally Sponsored State Managed (CSSM) (State Component): The CSSM component of PMKVY was launched with release of State engagement guidelines on 09.11.2016. 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 that the scheme is going to end by March'2020, the financial allocation was rationalised to Rs. 2,419 crore (approx.) with the corresponding physical target of 12.71 lakh. The role of the States/UTs includes;

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

The progress under CSSM component is provided below (as on 31.10.2021):

Component	Sector	Job Role*	Target	Enrolled	Trained	Assessed	Certified	Placed
STT (including SP)	36	293	12,71,662	8,70,769	8,23,671	7,22,068	6,38,095	2,12,215

*Values are basis where enrolment has been done on SDMS

State-wise details of targets and funds are given below.

PMKVY 2.0 - Centrally Sponsored State Managed (CSSM) (as on 31.10.2021)

State wise details of target allocation and funds disbursement under CSSM-PMKVY 2.0:

State/UT	Initial Physical Targets	Revised Physical Targets	Fund Allocation	Revised allocation	Total Fund Released
Andaman & Nicobar Islands	4,108	2,583	6,32,51,698	5,27,12,315	2,10,94,164
Andhra Pradesh	64,610	54,166	94,74,11,712	79,55,58,784	54,92,66,464
Arunachal Pradesh	29,510	14,434	43,27,34,640	32,45,50,980	24,88,49,768
Assam	47,258	31,193	72,76,40,878	63,81,13,859	36,95,32,800
Bihar	89,665	34,000	1,38,05,74,540	1,12,88,53,416	36,81,62,449
Chandigarh	10,288	6,522	15,84,06,394	13,30,93,397	6,15,88,800
Chhattisgarh	48,532	15,980	71,16,73,248	53,37,54,936	35,57,76,000
Dadra & Nagar Haveli and Daman & Diu	8,000	6,140	12,31,77,600	11,16,29,700	4,11,10,524
Delhi	81,657	58,000	1,24,71,73,200	97,38,72,900	19,39,72,000
Goa	46,951	30,942	72,29,13,937	56,89,41,937	10,70,25,937
Gujarat	77,825	64,205	1,19,82,71,693	98,85,77,226	46,94,93,826
Haryana	56,038	38,560	86,27,97,499	70,11,26,899	36,56,99,375
Himachal Pradesh	49,499	40,012	76,21,46,003	63,51,19,103	21,55,60,800
Jammu & Kashmir	47,302	23,240	72,83,18,354	59,89,66,477	33,05,07,280
Jharkhand	57,670	40,000	88,79,25,730	73,99,35,542	29,59,64,978
Karnataka	94,164	54,000	1,38,08,20,896	1,03,34,34,463	21,43,95,135
Kerala	71,456	35,611	1,10,01,29,940	88,01,03,952	32,55,25,988

Lakshadweep	4,018	1,800	3,69,53,280	3,69,53,280	1,23,17,760
Madhya Pradesh	84,058	54,065	1,23,26,26,512	92,44,69,884	27,32,80,576
Maharashtra	1,67,127	1,28,747	2,57,32,87,845	2,14,44,06,538	85,77,62,615
Manipur	32,472	22,763	49,99,77,879	43,74,80,644	41,59,88,939
Meghalaya	33,642	14,673	51,79,92,602	43,79,27,162	23,41,96,760
Mizoram	36,671	9,444	56,46,30,721	44,91,51,721	22,12,73,161
Nagaland	33,021	13,928	50,84,30,941	42,36,92,451	42,36,76,980
Odisha	58,046	46,954	89,37,45,871	74,74,72,471	27,71,49,600
Puducherry	10,619	7,703	15,57,17,016	11,67,84,096	11,34,51,280
Punjab	55,029	47,256	80,69,30,592	67,49,54,592	62,39,52,000
Rajasthan	64,526	41,000	94,62,15,130	70,96,61,348	26,19,35,789
Sikkim	34,348	3,598	7,54,46,280	6,15,88,800	4,77,31,320
Tamil Nadu	1,40,881	67,000	2,06,58,64,320	1,54,93,98,240	68,86,21,440
Telangana	59,611	44,383	91,78,42,489	71,13,27,544	31,54,64,472
Tripura	37,062	20,869	54,07,35,000	40,84,10,730	22,80,06,870
Uttar Pradesh	1,42,550	90,809	2,09,04,00,000	1,56,78,06,552	1,06,84,00,000
Uttarakhand	48,238	32,000	74,26,99,339	61,99,06,669	52,50,78,040
West Bengal	1,23,550	75,082	1,90,23,24,060	1,33,16,26,842	38,04,64,812
Total	20,50,000	12,71,662	30,50,71,87,839	24,19,13,65,449	11,50,22,78,702

State wise progress under Short Term Training (STT) component of CSSM - PMKVY 2.0 (as on 31.10.2021):

State/UT	Enrolled	Trained	Assessed	Certified	Placed
Andaman And Nicobar Islands	1,259	1,241	718	532	0
Andhra Pradesh	49,207	43,167	39,880	34,704	20,173
Arunachal Pradesh	14,361	14,301	12,642	11,226	4,389
Assam	32,766	31,797	29,283	25,676	10,239
Bihar	8,239	7,880	4,313	3,674	217
Chandigarh	6,924	6,143	5,661	4,896	3,111
Chhattisgarh	13,972	13,280	10,837	7,869	3,633

Delhi	24,270	22,370	20,652	18,761	2,849
Goa	2,139	1,733	1,487	1,175	75
Gujarat	52,721	45,703	38,273	34,264	16,310
Haryana	36,175	33,465	28,688	24,992	7,052
Himachal Pradesh	17,012	15,822	13,419	12,086	2,094
Jammu And Kashmir	20,611	20,480	19,812	18,389	3,977
Jharkhand	22,944	16,697	10,263	8,839	1,486
Karnataka	17,011	16,823	15,913	13,897	1,244
Kerala	25,159	24,223	19,311	17,113	3,322
Lakshadweep	150	150	124	79	0
Madhya Pradesh	34,729	33,940	28,004	23,094	7,418
Maharashtra	69,511	67,799	63,089	56,591	7,006
Manipur	21,457	21,448	19,891	18,425	9,746
Meghalaya	14,147	14,054	12,211	10,355	5,449
Mizoram	12,496	12,475	10,584	9,550	6,097
Nagaland	14,100	14,044	12,333	11,072	3,782
Odisha	8,791	8,202	6,746	5,983	507
Puducherry	7,467	7,295	7,033	6,606	4,685
Punjab	47,255	45,576	43,057	38,132	23,325
Rajasthan	30,191	29,236	22,913	20,758	144
Sikkim	3,456	3,433	3,086	2,666	900
Tamil Nadu	47,770	44,405	40,606	36,616	16,699
Telangana	26,457	23,226	20,454	17,919	8,334
The Dadra and Nagar Haveli and Daman And Diu	2,334	2,257	2,095	1,722	770
Tripura	16,793	16,494	14,793	12,987	2,622
Uttar Pradesh	88,081	85,811	75,068	65,969	12,757
Uttarakhand	48,509	47,935	44,215	39,278	17,657
West Bengal	32,305	30,766	24,614	22,200	4,146
Total	8,70,769	8,23,671	7,22,068	6,38,095	2,12,215

4. Pradhan Mantri Kaushal Vikas Yojana 3.0 (2020-21)

Ministry of Skill Development and Entrepreneurship (MSDE) has launched the third phase of its flagship scheme—Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0) in January 2021. PMKVY 3.0 will encourage and promote skill development throughout the country to address the industry needs, meet the market demands, impart skills in services and in new-age job roles that have become crucial in the post- pandemic era.

4.1 The Prime Objectives of the PMKVY 3.0:

- Create an ecosystem for the youth to make informed choices on the available skilling avenues.
- Provide support to youth for skill training and certification.
- Promote sustainable Skill Centres for greater participation of private sector.
- Benefit 8 lakh youth across the country.

4.2 Some of the Key Features of the PMKVY 3.0:

- PMKVY 3.0 aims to benefit over 8 lakh candidates with a budget of 948.90 crores while targeting the youth in the age group of 15-45 years.
- Planning from below, with District level Plans being the fundamental instrument as the District Skill Committees (DSCs) at district level will be focal points for implementation under the guidance of States Skill Development Missions (SSDMs). However, policy, strategic, and funding support will be extended by MSDE.
- Enhance the role of State/UT in entire implementation process of the Scheme by supporting the District Skill Committees in planning, mobilisation and counselling, aggregation of skilling schemes, monitoring and post-training employment/ self-employment, verification.
- The scheme is aligned with Common Cost Norms and National Skill Qualification Framework (NSQF)
- National Skill Development Corporation (NSDC) shall provide the IT and technical support regarding convergence with Skill India Portal (SIP) and others for the implementation of the scheme.
- Standardization and necessary reform will be made in assessment and certification by introduction of unified regulatory framework of National Council of Vocational Education and Training (NCVET)

The progress under PMKVY 3.0 is provided below (as on 31.10.2021):

Component	Training type	Enrolled	Trained	Assessed	Certified	Placed
CSCM	Short Term Training (STT)	87,436	67,603	48,391	7,561	7,454
	Special Projects (SP)	737	0	0	0	0
	Recognition of Prior Learning (RPL)	1,04,049	1,01,973	60,441	7,349	NA
	Sub Total	1,92,222	1,69,576	1,08,832	14,910	7,454
CSSM	Short Term Training (STT)	61,142	30,471	16,977	9,667	1,861
	Special Projects (SP)	191	120	41	37	0
	Recognition of Prior Learning (RPL)	53,556	51,862	27,407	15,640	NA
	Sub Total	1,14,889	82,453	44,425	25,344	1,861
Grand Total	3,07,111	2,52,029	1,53,257	40,254	9,315	

Note: Training activities under PMKVY 3.0 are undergoing.

Overall State-wise training details of PMKVY 3.0 (2020-21) (Central and State component)(as on 31.10.2021)

State / UT	Short Term) Training (STT) (including Special Projects (SP)		Recognition of Prior Learning (RPL)		Grand Total	
	Enrolled	Trained	Enrolled	Trained Enrolled	Total	Total Trained / Oriented
Andaman And Nicobar Islands	147	147	0	0	147	147
Andhra Pradesh	5,574	4,716	2,286	2,286	7,860	7,002
Arunachal Pradesh	1,661	1,526	4,779	4,779	6,440	6,305
Assam	7,200	1,398	6,424	6,420	13,624	7,818
Bihar	8,632	6,194	5,401	5,389	14,033	11,583
Chandigarh	416	222	448	448	864	670
Chhattisgarh	4,667	1,191	286	286	4,953	1,477
Delhi	2,637	2,448	6,385	6,290	9,022	8,738
Goa	257	130	164	147	421	277
Gujarat	6,909	3,264	14,911	14,756	21,820	18,020
Haryana	4,668	3,248	6,463	5,774	11,131	9,022
Himachal Pradesh	1,904	1,422	3,325	3,323	5,229	4,745
Jammu And Kashmir	3,538	1,804	863	863	4,401	2,667
Jharkhand	2,594	760	305	294	2,899	1,054
Karnataka	7,730	7,290	9,121	8,614	16,851	15,904
Kerala	4,839	2,274	333	303	5,172	2,577
Lakshadweep	120	0	0	0	120	0
Madhya Pradesh	9,618	7,731	4,875	4,741	14,493	12,472
Maharashtra	11,132	5,477	12,196	11,599	23,328	17,076
Manipur	2,508	915	3,201	3,141	5,709	4,056
Meghalaya	1,105	922	60	60	1,165	982
Mizoram	876	626	1,617	1,567	2,493	2,193
Nagaland	654	368	110	110	764	478

Odisha	5,195	4,139	4,736	4,636	9,931	8,775
Puducherry	734	674	1,297	1,275	2,031	1,949
Punjab	5,088	4,952	7,850	7,800	12,938	12,752
Rajasthan	7,650	6,885	13,667	13,384	21,317	20,269
Sikkim	831	450	194	194	1,025	644
Tamil Nadu	8,051	5,905	8,612	8,400	16,663	14,305
Telangana	5,425	4,903	4,091	4,052	9,516	8,955
The Dadra & Nagar Haveli And Daman & Diu	250	250	2	0	252	250
Tripura	939	609	1,008	952	1,947	1,561
Uttar Pradesh	15,426	9,546	25,219	24,778	40,645	34,324
Uttarakhand	2,732	2,144	2,711	2,701	5,443	4,845
West Bengal	7,799	3,664	4,665	4,473	12,464	8,137
Total	1,49,506	98,194	1,57,605	1,53,835	3,07,111	2,52,029

PMKVY 3.0 - Centrally Sponsored Centrally Managed (CSCM) (as on 31.10.2021)

State / UT	Short Term) Training (STT) (including Special Projects (SP)		Recognition of Prior Learning (RPL)		Grand Total	
	Enrolled	Trained	Enrolled	Oriented	Enrolled	Trained / Oriented
Andhra Pradesh	2955	2698	2,086	2,086	5,041	4,784
Arunachal Pradesh	1165	1071	374	374	1,539	1,445
Assam	3631	1231	1,794	1,790	5,425	3,021
Bihar	5656	5509	4,208	4,196	9,864	9,705
Chandigarh	180	30	248	248	428	278
Chhattisgarh	2938	807	236	236	3,174	1,043
Delhi	887	868	4,836	4,771	5,723	5,639
Goa	0	0	84	67	84	67
Gujarat	3375	2514	8,341	8,307	11,716	10,821
Haryana	2160	1800	4,113	3,973	6,273	5,773

Himachal Pradesh	1601	1422	2,506	2,504	4,107	3,926
Jammu And Kashmir	2829	1744	863	863	3,692	2,607
Jharkhand	2324	760	305	294	2,629	1,054
Karnataka	4088	3951	5,526	5,474	9,614	9,425
Kerala	2509	960	333	303	2,842	1,263
Madhya Pradesh	6834	6292	4,875	4,741	11,709	11,033
Maharashtra	5486	3980	9,093	8,819	14,579	12,799
Manipur	1843	803	905	875	2,748	1,678
Meghalaya	613	433	60	60	673	493
Mizoram	459	249	250	250	709	499
Nagaland	414	188	110	110	524	298
Odisha	3039	2353	4,141	4,041	7,180	6,394
Puducherry	528	468	497	475	1,025	943
Punjab	3198	3158	3,408	3,408	6,606	6,566
Rajasthan	3890	3567	7,614	7,331	11,504	10,898
Sikkim	449	330	194	194	643	524
Tamil Nadu	3652	3445	6,592	6,385	10,244	9,830
Telangana	3229	2853	3,731	3,717	6,960	6,570
The Dadra & Nagar Haveli And Daman & Diu	0	0	2	0	2	0
Tripura	529	469	90	90	619	559
Uttar Pradesh	10769	8566	20,387	19,946	31,156	28,512
Uttarakhand	2016	1694	1,582	1,572	3,598	3,266
West Bengal	4927	3390	4,665	4,473	9,592	7,863
Total	88,173	67,603	1,04,049	1,01,973	1,92,222	1,69,576

PMKVY 3.0 - Centrally Sponsored State Managed (CSSM) (as on 31.10.2021)

State / UT	Short Term) Training (STT) (including Special Projects (SP)		Recognition of Prior Learning (RPL)		Grand Total	
	Enrolled	Trained	Enrolled	Oriented	Enrolled	Trained / Oriented
Andaman And Nicobar Islands	147	147	0	0	147	147
Andhra Pradesh	2,619	2,018	200	200	2,819	2,218
Arunachal Pradesh	496	455	4,405	4,405	4,901	4,860
Assam	3,569	167	4,630	4,630	8,199	4,797
Bihar	2,976	685	1,193	1,193	4,169	1,878
Chandigarh	236	192	200	200	436	392
Chhattisgarh	1,729	384	50	50	1,779	434
Delhi	1,750	1,580	1,549	1,519	3,299	3,099
Goa	257	130	80	80	337	210
Gujarat	3,534	750	6,570	6,449	10,104	7,199
Haryana	2,508	1,448	2,350	1,801	4,858	3,249
Himachal Pradesh	303		819	819	1,122	819
Jammu And Kashmir	709	60	0	0	709	60
Jharkhand	270		0	0	270	
Karnataka	3,642	3,339	3,595	3,140	7,237	6,479
Kerala	2,330	1,314	0	0	2,330	1,314
Lakshadweep	120		0	0	120	
Madhya Pradesh	2,784	1,439	0	0	2,784	1,439
Maharashtra	5,646	1,497	3,103	2,780	8,749	4,277
Manipur	665	112	2,296	2,266	2,961	2,378
Meghalaya	492	489	0	0	492	489
Mizoram	417	377	1,367	1,317	1,784	1,694
Nagaland	240	180	0	0	240	180
Odisha	2,156	1,786	595	595	2,751	2,381

Puducherry	206	206	800	800	1,006	1,006
Punjab	1,890	1,794	4,442	4,392	6,332	6,186
Rajasthan	3,760	3,318	6,053	6,053	9,813	9,371
Sikkim	382	120	0	0	382	120
Tamil Nadu	4,399	2,460	2,020	2,015	6,419	4,475
Telangana	2,196	2,050	360	335	2,556	2,385
The Dadra & Nagar Haveli And Daman & Diu	250	250	0	0	250	250
Tripura	410	140	918	862	1,328	1,002
Uttar Pradesh	4,657	980	4,832	4,832	9,489	5,812
Uttarakhand	716	450	1,129	1,129	1,845	1,579
West Bengal	2,872	274	0	0	2,872	274
Total	61,333	30,591	53,556	51,862	1,14,889	82,453

Summary: Achievements of the Skill Development programme:

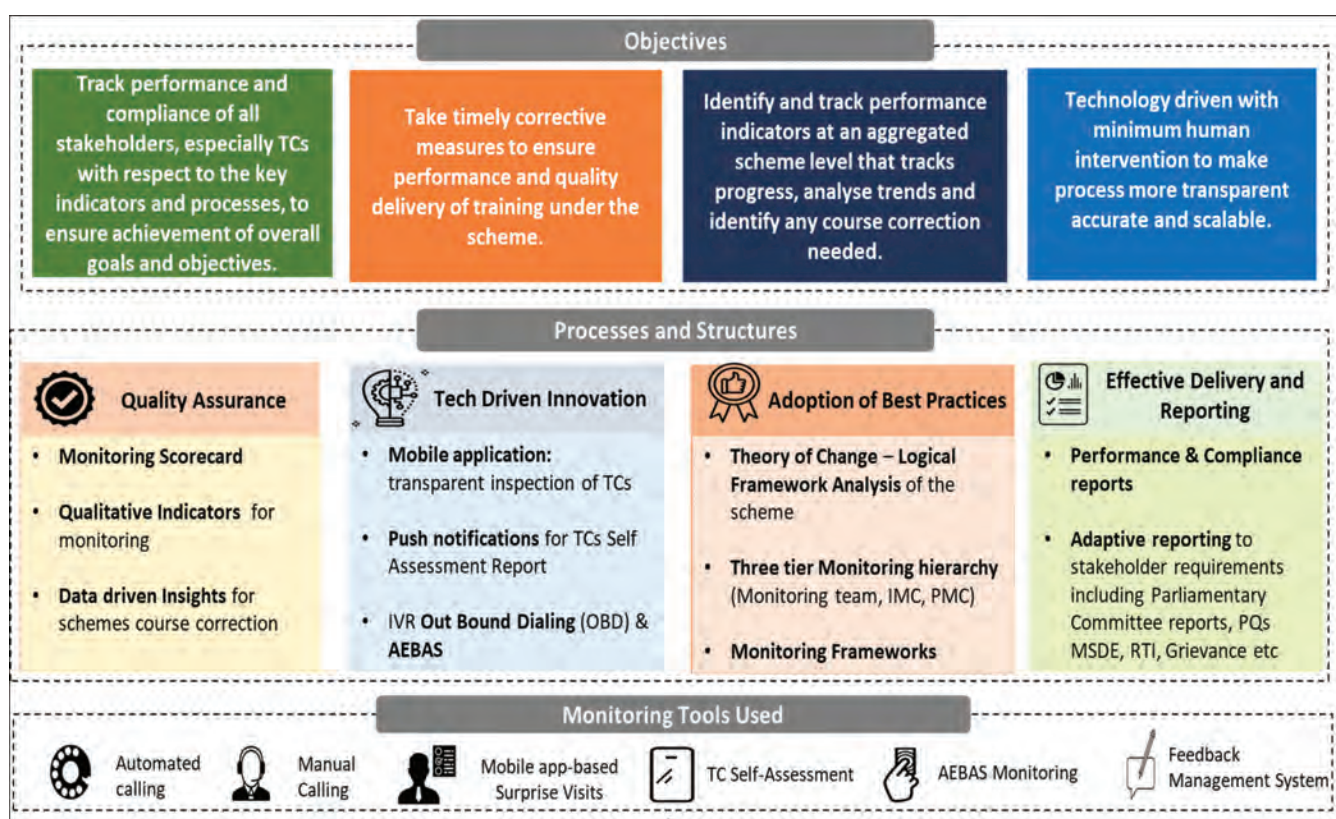
Scheme	Trained				Total Certified	Total Placed
	STT	RPL	Special Projects	Total Trained		
STAR	14,00,844	0 (No RPL in STAR)	0 (No Special Projects)	14,00,844	8,68,880	NA*
PMKVY 1.0	18,04,170	1,81,767	0 (No special project)	19,85,937	14,51,285	2,51,689*
CSCM-PMKVY 2.0	38,02,653	61,41,337	2,13,341	1,01,57,331	84,15,502	18,80,742**
CSSM-PMKVY 2.0	8,16,884	0	6,787	8,23,671	6,38,095	2,12,215**
CSCM-PMKVY 3.0	67,603	1,01,973	0	1,69,576	14,910	7,454**
CSSM-PMKVY 3.0	30,471	51,862	120	82,453	25,344	1,861**

*Placement tracking was not mandatory

**Placement figures applicable to candidates under STT & SP (As RPL orients candidates with prior learning experience or skills, hence does not mandate placement.).

5. Monitoring of PMKVY

The overall objective is to track performance/compliance of all stakeholders, especially TCs with respect to the key indicators and processes, to ensure achievement of overall PMKVY goals and objectives.



5.1 Parameters for Monitoring under PMKVY:

The following parameters are checked using different monitoring tools:

- **Infrastructure** – For this information like type of building, number of classrooms, labs and other facilities are cross verified with the details submitted by the centers during accreditation.

The aim is to ensure that the quality in terms of infrastructure is made available to the candidates

- **Quality of trainers** – The trainers should be SSC certified and at least 1 trainer should be NIESBUD certified in every center to ensure provide entrepreneurship related information to the candidates.
- **Regularity of training** – Conducting surprise visits enables us to get the ground reality and hence the regularity in terms of strength of batches being trained, training environment etc. is verified by the inspector.
- **Availability of facilities** – The availability of essential facilities like computer labs, placement cell, firefighting equipment, first aid and other facilities mentioned in the CAAF is verified.
- **Availability of AEBAS** – Under the PMKVY, all centers are instructed to ensure attendance of candidates on Aadhaar Enabled Biometric Attendance System.
- **Availability of lab equipment** – For each job role for which target have been allocated to the center, verification is done whether the necessary equipment as specified by SSC are available to the candidates.
- **Document Verification** – All relevant documents like enrollment forms, trainee feedback forms, attendance register etc. are verified by the inspector.
- **Availability of training material** – All candidates should receive their induction kits and training material at the start of the batch.
- **Branding of PMKVY** – Each center has to adhere to the branding guidelines of PMKVY.

5.2 Monitoring Tools Used:

Concurrent Monitoring of training centres and candidate skilling lifecycle progress by using the following monitoring tools:

- **Candidate Verification:** Automated/manual calls are made to the candidate on the mobile number provided to verify the candidates enrolled under the scheme. Additionally, call validation also helps to investigate the issues received through multiple channels like public grievance, complaint from other stakeholders etc.
- **Surprise Center Visits:** Real time surprise visits are made by NSDC/SSC staff members to check the array of scheme compliance parameters. To streamline the process and to reduce the turnaround time, a monitoring application is used for surprise visits. It provides the features to capture the images of the center along with their geo tagging, thus increases the efficiency of the whole process.
- **Virtual Verification:** It is a technology driven monitoring mechanism to virtually monitor and verify PMKVY compliance at the training center level. The training center has to provide the required information along with geotagged and time stamped images through mobile application, as and when asked.
- **Daily candidate attendance monitoring through Aadhaar enabled biometric attendance system (AEBAS):** The training centers have been mandated to install AEBAS machine to keep track of candidates during the training duration. To ensure compliance to this, payment to the training centres have been linked to attendance.

6. The table shown below represents the evolution of PMKVY (2020-2021) from its earlier versions:

Parameters	PMKVY 1.0 (2015-2016)	PMKVY 2.0 (2016-2020)	PMKVY 3.0 (2020-2021)
Target	24 lakh beneficiaries	1 crore beneficiaries	8 lakh beneficiaries
Centre Validation	Done by Sector Skill Council	Done by Third Party	Done by Third Party
Placements	Placement Tracking and Incentivizing introduced in 2 nd half of the scheme	The 3 rd tranche of payment to TPs (20% of total payment) is linked to placement verification	The 3 rd tranche of payment (30% of total payment) is linked to placement verification
Disbursement	Successful candidates received reward money in their Bank accounts	Disbursements to TPs as per Common Norms with cash reward of Rs 500 to certified candidate's bank accounts	Disbursements to TPs as per Common Norms with cash reward of Rs 500 to certified candidates' bank accounts
Job Roles	All Job roles across level 1 to level 5	Trainings on NSQF approved Job Roles of Level 3 and Level 4 only	All NSQF approved job roles of levels 3, 4 & 5 in the present phase.

Target Allocation	Sector wise, Constituency wise and Centre wise	Target was based on State Population in the age group (15 to 35 years), Human Development Index, Unemployment Percentage and Skill Gaps. Job-role wise at the Training Centre level. Target allocation through various types of allocations such as Pradhan Mantri Kaushal Kendras (PMKKs), Request for Proposal (RFP), Skill Council for Persons with Disabilities (ScPwD), Employer Led Model, Reallocation & others. Targets for RPL and SP approved on project basis unlike STT where targets were allocated through RFP mode.	District-wise targets based on population, industry demand and labour supply. Target allocation to be undertaken in 2 phases: Phase 1: 120 targets to each PMKK for maximum 3 job roles and minimum 2 job roles. Phase 2: Target allocation to existing PMKK centers on job role selection by DSCs. In addition allocation SSCs for Industry employees and online certification For SP - Submission of proposals RFP and directly for industry/ higher Academic institution/ Government institutions. Most targets allocated to A&A centers, hospital and states for Crash Course Programme for COVID Care
Trainee Handbook	No standard trainee handbook	Standard Trainee Handbook being provided to all Candidates	Standard Trainee Handbook being provided to all Candidates
Certifications	Certificates and skill card generated through third party integration	QR code enabled Marksheet & Certificates generated on SDMS available for download in PDF format to TP's & SSC's. Integration with GOI's Digi locker for storage of Certificates and mark sheets Coverage of certified candidate under Kaushal Bima - Accidental death and permanent disability coverage of Rs 2 lakhs for the period of 3 years	Facility of online generation of QR code certificates through SIP portal Certificates available for download via Candidate login in addition to TP's & SSC's. Coverage of certified candidate under Kaushal Bima - Accidental death and permanent disability coverage of Rs 2 lakhs for the period of 3 years

Attendance	Paper based attendance at Training Centres of trainees only	Aadhar Based Biometric attendance of Trainees and Assessors	Aadhar Based Biometric attendance of Trainees and Assessors through Aadhaar Enabled Biometric Attendance System (AEBAS)
		Though Encouraged but not mandatory for Training Centres in J&K and North-East region	AEBAS is non mandatory for states in North East, Jammu-Kashmir, Ladakh, Lakshadweep and Andaman for now.
Mode of Execution under RPL	Training Partners via Training Centres (Target Allocation: NSDC – SSC – TP)	Done through Project Implementing Agency via different RPL Types: Type 1. RPL Camp Type 2. RPL @ Employer's Premises Type 3. RPL Centres Type 4. Best in Class Employers	Below is the type wise execution mode under RPL 3.0: Type 1: RPL at Camps- Through Project Implementing Agency (maybe govt, company, NGOs etc) Type 2: RPL at Employer Premises- Through Project Implementing Agency (maybe Govt, company etc) Type 3: RPL through Demand- Through PMKKs allocated target, demand will come via DSC and Demand Aggregation portal Type 4: RPL BICE-Through SSCs Type 5: Online RPL- Through SSCs via online portal
RPL Process	3 Step process	5 Step process	5 Step Process
	Mobilization & Counselling, Assessments and Certification, Pay-outs	Mobilization and Pre-Assessment Screening & Counselling Orientation (in 3 types) Final Assessment Certification	Mobilization, Counselling & Pre-Screening, Orientation (Bridge Course option), Final Assessment, Certification & Pay-out
Assessment & Certification	Certification) against candidates clearing passing percentage (50-70% on the QP	QP into "Core NOSs" & "Non-Core NOSs" Certification against candidates scoring 50% in Total Marks calculated as weighted average (70% score from Core NOSs + 30% score in Non-Core NOSs)	QP into "Core NOSs" & "Non-Core NOSs" with weighted average scoring mechanism Assessment shall be conducted by NCVET approved awarding bodies. As far as possible, endeavour to be made for conduct of assessment at the Common Assessment Centres (CAC) Online/proctored assessment to be prioritized for theory & practical (wherever possible)
		Mark-sheet given to all candidates (PASSED & FAILED)	Reassessment fees to be funded by the Govt.

<p>Monitoring</p>	<p>Monitoring Team in NSDC looked over the monitoring activities. Surprise visits to training centres were conducted to ensure quality training.</p>	<p>Under CSCM component, monitoring done by Monitoring team in NSDC with support from state engagement officers and other stakeholders in conducting physical inspections. Scheme update dashboard made available on PMKVY official website. Surprise inspections conducted through mobile application under CSCM component, to ensure transparency. Under CSCM component, monitoring committee is formed to deliberate on non-compliant cases and take appropriate action.</p>	<p>Monitoring and Supervision shall be done at various levels to ensure quality outcome. SSDM and DSCs shall be roped in along with NSDC for concurrent and continuous monitoring & supervision of the scheme. Under CSSM, SSDMs are expected to have dedicated monitoring teams with associated structure to monitor and supervise the program at the state level. DSCs formed at the district level will play a key role in monitoring the delivery of PMKVY 3.0 at the training centres/locations in their respective districts as per scheme guidelines. The DSCs shall have a designated person or team for monitoring of training centres in their respective districts. Monitoring would be done via technology-driven interventions as well as physical inspections for transparency and scalability. For example, under CSCM component, virtual verification through app, candidate verification and feedback through Out Bound Dialing (OBD)/ Manual Calling, Surprise physical inspection through mobile app. For the Covid Crash Course program, monitoring of program implementation is carried out more specifically to track</p> <ul style="list-style-type: none"> ● Attendance of candidates during the training through facial recognition technology/AEBAS as applicable ● Availability of Training material, TC facilities & infrastructure ● Regularity of Training including batch strength ● Trainer Qualification and ToT certification ● COVID Guidelines laid by MHA incorporated in the monitoring physical and virtual verification Apps. Above is achieved through ● 100% virtual verification of all batches combined with physical inspections wherever discrepancy observed. ● 100% candidate verification through manual calls ● 100% TC/TPs are required to upload daily geo tagged time stamped photographs/videos, documents through a mobile application as evidence of ongoing training.
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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 31stOct 2021, 813 PMKKs have been allocated covering 707 districts and 537 PCs. Out of the 813 allocated PMKKs, 717 PMKKs have been established.

PMKK centers summary:

Categories	Achievement
Allocated PMKKs*	813
Allocated Districts	707
Under Establishment	42
Final Sign Off (Centre Established)	717
Districts (Centre Established)	619

*54 allocated PMKK’s have been surrendered as of now, that are under re-allocation process.

PMKK centers training (Short Term Training) summary (as on 31.10.2021):

Scheme	Enrolled	Trained	Assessed	Certified	Placed
PMKVY 2.0	16,52,179	14,76,957	13,52,876	11,70,138	7,10,833
PMKVY 3.0	1,53,503	1,28,463	89,400	11,985	7,726
Grand Total	18,05,682	16,05,420	14,42,276	11,82,123	7,18,559

State wise details of PMKKs (as on 31.10.2021):

State/UT	No. of Districts	Districts allocated under PMKK	No. of PMKK’s Allocated	No. of PMKK’s Established
Andaman and Nicobar Islands	3	2	2	0
Arunachal Pradesh	25	20	20	10
Andhra Pradesh	13	13	25	24
Assam	33	33	33	28
Bihar	38	38	49	48

Chandigarh	1	1	1	1
Chhattisgarh	28	27	27	22
Dadra & Nagar Haveli and Daman & Diu	3	2	2	0
Delhi	11	11	11	9
Goa	2	2	2	1
Gujarat	33	33	34	28
Haryana	22	21	24	22
Himachal Pradesh	12	12	12	11
Jammu Kashmir (including Ladakh)	22	21	22	19
Jharkhand	24	24	24	20
Karnataka	30	29	36	35
Kerala	14	14	20	19
Lakshadweep	1	1	1	0
Madhya Pradesh	52	51	52	52
Maharashtra	36	36	50	43
Manipur	16	16	16	15
Meghalaya	11	8	8	6
Mizoram	11	6	6	3
Nagaland	12	11	11	3
Odisha	30	29	30	26
Puducherry	4	4	4	4
Punjab	23	22	24	23
Rajasthan	33	33	35	34
Sikkim	4	4	4	3
Tamil Nadu	38	33	40	35
Telangana	33	31	32	29
Tripura	8	8	8	4
Uttar Pradesh	75	75	88	86
Uttarakhand	13	13	13	13
West Bengal	23	23	47	41
Grand Total	737	707	813	717

5.3. Other Skilling initiative under PMKVY Scheme

- I. **Skilling of Reverse Migrants under PMKVY 2.0:** The Garib Kalyan Rojgar Abhiyaan (GKRA) was launched by Ministry of Rural Development with a mission to address the challenges faced by returnee migrant workers and similarly affected rural population by Covid-19. Through a multipronged strategy of providing immediate employment & livelihood opportunities to the distressed, GKRA aims to saturate the villages with public infrastructure, to create livelihood assets, to boost the income generation activities and to enhance long term livelihood opportunities.

In order to support GKRA, Ministry of Skill Development and Entrepreneurship (MSDE) has implemented special programme for training of reverse Shramik (migrant) impacted from COVID-19 under its flagship scheme PMKVY. This component has covered 116 districts of 6 States, namely, Assam, Bihar, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh.

While selecting Job Roles for fresh training under STT and orientation under RPL, the following factors were 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.

State wise Target Allocation and training update:

a) Short Term Training (STT):

States	No. of GKRA districts	Targets Approved	Targets Allocated	Enrolled	Certified	Placed
Assam	2	2,000	2,000	1,105	210	113
Bihar	31	52,824	50,340	32,436	15,352	3,970
Madhya Pradesh	24	23,902	23,100	16,463	6,197	1,676
Odisha	4	4,888	4,830	1,911	1,247	
Rajasthan	22	26,964	26,180	16,300	12,162	6,229
Uttar Pradesh	31	39,545	35,997	22,245	9,019	1,938
Total	114	1,50,123	1,42,447	90,460	44,187	13,926

b) Recognition of Prior Learning (RPL):

State	No of Districts (Target allocated)	Target allocated	Enrolled	Certified
Assam	02	2,000	504	271
Bihar	31	48,320	20,728	16,164
Madhya Pradesh	19	13,494	3,194	2,309

Odisha	04	4,450	892	437
Rajasthan	14	12,247	3,651	2,918
Uttar Pradesh	19	18,261	9,221	7,760
Total	89	98,772	38,190	29,859

i. **Customized Crash Course Programme for COVID Warriors under Pradhan Mantri Kaushal Vikas Yojana 3.0**

Background

- The Programme aims to meet the upsurge in demand of skilled healthcare professionals and associated professionals from logistics sector; reduce the burden of existing healthcare professionals and provide timely healthcare services in every corner of the country.
- The programme comprises of following three components, to be implemented under CSCM component of PMKVY.
 - **Component 1:** Fresh Skilling (under Special Projects) of candidates in 6 (six) healthcare sector job roles. The training duration will be of approximately 21-days of theory-based, classroom training followed by approximately 90 days On-the-Job Training (OJT) in healthcare facility such as Primary Health Centres, hospitals, diagnostic facility, sample collection centre, etc.
 - **Component 2:** Upskilling for candidates with prior experience / prior learning under Recognition of Prior Learning (RPL). The training under this component will be of approximately one-week duration as a bridge course on original 6 job roles.
 - **Component 3:** Training of drivers in handling and transportation of the Liquid Medical Oxygen (LMO). The training duration will be approximately of 27 days. The special training of HMV license-holder drivers in transportation of Hazardous Chemicals as well as LMO, along with focus on 'defensive driving' while transporting LMO will be conducted.
- The Programme was launched on 18th June 2021 by the Hon'ble Prime Minister with the commencement of training in 111 Pradhan Mantri Kaushal Kendras (PMKKs) and other affiliated Training Centres (TCs) in 100 Districts of 26 States.

Customized Job Roles for COVID Warrior Trainings:

SN.	Crash Course	QP to which mapped to	Estimated Hours
1	COVID Frontline Worker (Basic Care Support)	General Duty Assistant (GDA)	195 hours
2	COVID Frontline Worker (Home Care Support)	Home Health Aide (HHA)	195 hours
3	COVID Frontline Worker (Advanced Care Support)	GDA Advanced – Critical Care (GDAA)	210 hours
4	COVID Frontline Worker (Sample Collection Support)	Phlebotomist	211 hours
5	COVID Frontline Worker (Emergency Care Support)	Emergency Medical Technician-Basic (EMTB)	144 hours
6	COVID Frontline Worker (Medical Equipment Support)	Medical Equipment Technology Assistant (META)	312 hours

Progress Update (as on 31.10.2021):

Training Type	States	Enrolled
Fresh Skilling (Special Projects)	33	1,49,778
Upskilling (RPL)	22	9,977
Grand Total	28	1,59,755

Monitoring of Covid Skilling Program

For the Covid Crash Course program, monitoring of program implementation is carried out more specifically to track:

- Attendance of candidates during the training through facial recognition technology/AEBAS as applicable
- Availability of Training material, TC facilities & infrastructure
- Regularity of Training including batch strength
- Trainer Qualification and ToT certification
- COVID Guidelines laid by MHA incorporated in the monitoring physical and virtual verification Apps.

The above parameters are monitored through:

- 100% virtual verification of all batches combined with physical inspections wherever discrepancy observed.
- 100% candidate verification through manual calls

100% TC/TPs are required to upload daily geo tagged time stamped photographs/videos, documents through a mobile application as evidence of ongoing training

II. Integrated Skilling through Skill Hubs

- Integration and mainstreaming of vocational education with general education has been identified as the key reform in the education-skill system of the country for overall gains at the student, community and economy levels. The 'National Education Policy' (NEP) 2020 envisages quality holistic education—including vocational education so that students can design their own paths of study and life plans. It emphasizes on flexibility in choice of subjects and strongly recommends no hard separations between the vocational and academic streams, etc. in order to eliminate harmful hierarchies and silos between different areas of learning.
- To mainstream vocational education, enable sharing of infrastructure and developing well-defined pathways for students to continue with their chosen academic-vocational pursuits, a scheme of creation of Skill Hubs across the education and skill ecosystem has been proposed to actualize the intent of the NEP on the ground. The implementation of the initiative shall ensure broad-based convergence of vocational education with formal education in a phased manner. The effort would also supplement the objectives of 'National Policy for Skill Development and Entrepreneurship' (NSDP), 2015.
- Creation of sustainable skill Training Centres, phase-wise introduction of vocational courses in school curriculum in coordination with Ministry of Education (MoE) has also been envisioned. This can be accomplished through technical support, greater cross utilization of available infrastructure from

Universities/ Colleges/ Industrial Training Institutes (ITI's)/ Polytechnics/ Schools, and further strengthening of District Skill Committees (DSCs), State Skill Development Missions (SSDMs)/ State Directorate of Technical Education along with handholding, strategic and funding support.

- The 'Skill Hub Initiative' under the PMKVY 3.0 scheme focuses on the introduction of skill training programmes in the education ecosystems. The Initiative would consider the policy level synergy on integration of vocational education with general education as envisioned in the NEP 2020.
- Skill Hubs are nodal skill centres identified to provide skill development and vocational training opportunities to target population segments from class 6-8th (introduction to world-of-work through orientation, industry visits, bag-less days), Class 9th to 12th (aimed at exposing students to skill development avenues), school dropouts, and out-of-education (aimed for academic credit, mainstreaming back to education and or apprenticeship and employment linkages). Over a period of time, these Skill Hubs will associate with adjoining education and skilling institutions (spokes) over a district, or a cluster of adjacent districts, to provide access to skill development training at hub location or at spoke location. Such adjoining institutions in the vicinity of the Skill Hub may leverage the infrastructure and resources available at the associated Hub for their In-school, drop-outs and out-of-education candidates.
- The 'Skill Hubs Initiative' under PMKVY 3.0 aims at creating shared infrastructure, aligned with the needs of the local economy which addresses the vocational training needs of all target segments. It is also expected that existing resources in education and skilling system can be put to optimum usage by utilization for skilling beyond normal working hours and during weekends. In its full roll-out, the scheme is aimed at the following:
 - a. Provision of permanent vocational infrastructure and resources for skilling
 - b. To ensure contiguous availability of skill centres for ease of candidates
 - c. Introduce vocational learning at an early stage with multiple well-defined pathways for candidates to continue with their chosen vocations
 - d. Provide vocational offerings for target segments including in-school, drop-outs and out-of-education candidates
 - e. Align the vocational offerings at all levels with overall economic and local economy needs

III. Special Projects under Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0)- MSDE under its flagship scheme PMKVY 3.0 has launched the following projects namely:

- a. **Upskilling for Weavers and Artisans in Traditional Crafts in Nagaland and Kashmir**- The upskilling of Weavers and Artisans on traditional crafts of Nagaland and Jammu & Kashmir, a RPL (Recognition of Prior Learning) project under PMKVY 3.0 is being implemented with value addition services such as Entrepreneurship Building and design development (RPL Type 1 with Bridge Module). Project aims to align the competencies of the pre-existing artisans and weavers for mainstreaming their skill acquisition and also improve the productivity of handmade products produced by such skilled artisans and weavers which in turn enhance the earning capacities of marginalized artisans and weavers in the area to ensure sustainable livelihood for them.
- b. **Special project on revival of Heritage Namda Craft in Jammu & Kashmir**- The project aims to address skills development needs in the Craft of Namda that is practiced mainly in Kashmir, with a reasonable scale (2250 beneficiary candidates over 24 months) to deliver real, visible and holistic benefits.

- c. **Upskilling for Street Food Vendors (for e-cart license) in East Delhi Municipal Corporation-** RPL for 2500 street food vendors who apply for e-cart license to upskill them and make them well versed in hygiene , safety , customer centricity , digital transactions and entrepreneurship skills.

These projects are being carried out in a public-private partnership model with active participation from the Industry.

IV. Skill training of Bru Tribe in North East (1,400 candidates trained):

Special Project has been implemented to train and certify beneficiaries belonging to the Bru tribe. This project has been implemented primarily in camps in Tripura, where around 1,400 beneficiaries have been trained and around 1,300 certified. Multiple job roles were included in the project such as Craft Baker, Self-Employed Tailor, Mason General, Hand Embroider, Two Shaft Handloom Weaver, Sewing Machine Operator, etc. These beneficiaries have been trained in Imphal West, Dhalai, Gomati, Khowai, North Tripura, East and West Tripura districts.

- V. Entrepreneurship Project for SC and ST beneficiaries in Uttar Pradesh:** Special Project implemented to provide training to SC and ST candidates in multiple job roles namely Organic Grower, Assistant Manual Metal Arc Welding/ Shielded Metal Arc Welding Welder, Pipe Fitter City Gas Distribution, Plumber (General), etc. Training is ongoing and being implemented in Bulandshahr, Barabanki and Jaunpur district of Uttar Pradesh, where around 420 beneficiaries have been trained.

- VI. Regional Workshop on Pradhan Mantri Kaushal Vikas Yojana 3.0:** The first Regional Workshop on Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0) was held at Gangtok, Sikkim. This first-of-its kind regional workshop was conducted at Gangtok, Sikkim on 8th April, 2021. The workshop was held with active participation of key personnel of State Skill Development Missions (SSDMs) and District Skill Committees (DSCs) across all eight States, namely, Sikkim, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. A comprehensive discussion on the whole skilling ecosystem took place during the daylong workshop. Suggestions were also sought from the States on the strategy for the next phase of the scheme.

VII. Skill to Employability Fund

NSDC to catalyze ~10 Mn re-skilling /upskilling initiatives through equity fund. The Board approved Equity investing through Alternate Investment Fund of INR 82 Cr for NSDC to participate as GP and LP in partnership with experienced Fund Managers.

Update:

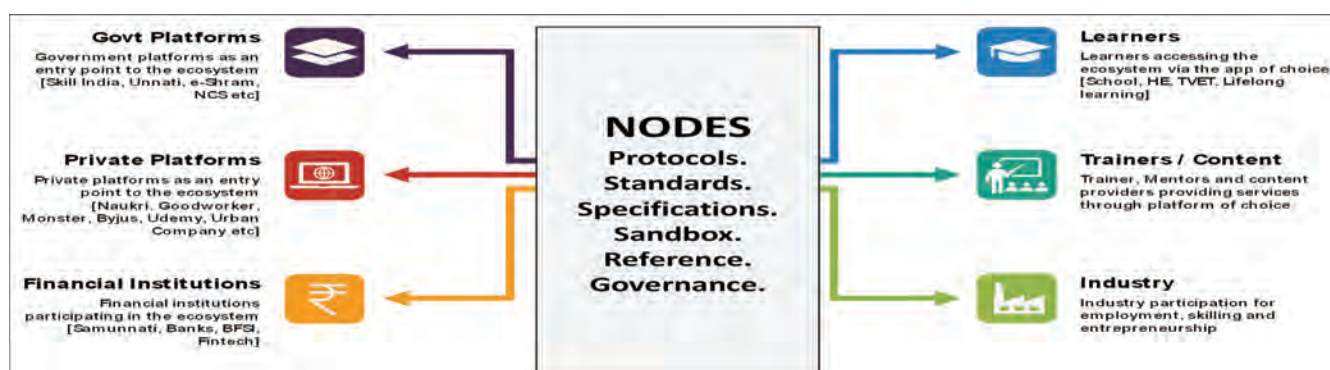
1. Till date 20+ leading Fund Managers have been outreached and 6 Funds have been shortlisted including Gaja Capital and Aavishkaar Group
2. NSDC scoping to invest INR 81 Cr in these 6 funds of INR 6,300 Cr ; thereby catalyzing more than 150-170 start-ups with potential of creating more than ~1 Mn jobs/livelihood and skilling opportunities
3. NSDC will influence skilling/upskilling/re-skilling opportunities in emerging sectors like Agri Tech, Health tech, EdTech , Fintech and Foodtech
4. Engagements ongoing with Khaitan & Co, legal counsel to support NSDC in setting up an AIF

NSDC's Investment Impact on Skilling Ecosystem

Fund Size (Cr)	Investment Sectors	Investment Size per company (INR Cr)	# Companies supported directly by Fund	# Companies in these sectors to be outreached by NSDC over 10 years	Employment & Upskilling potential
INR 6,150	Skill-tech, Ed-tech, Agri-tech, Fin-tech , Foodtech	20 - 250	~200	~20,000 – 30,000	10 Mn

VIII. National Open Digital Ecosystems for Skills (NODES)

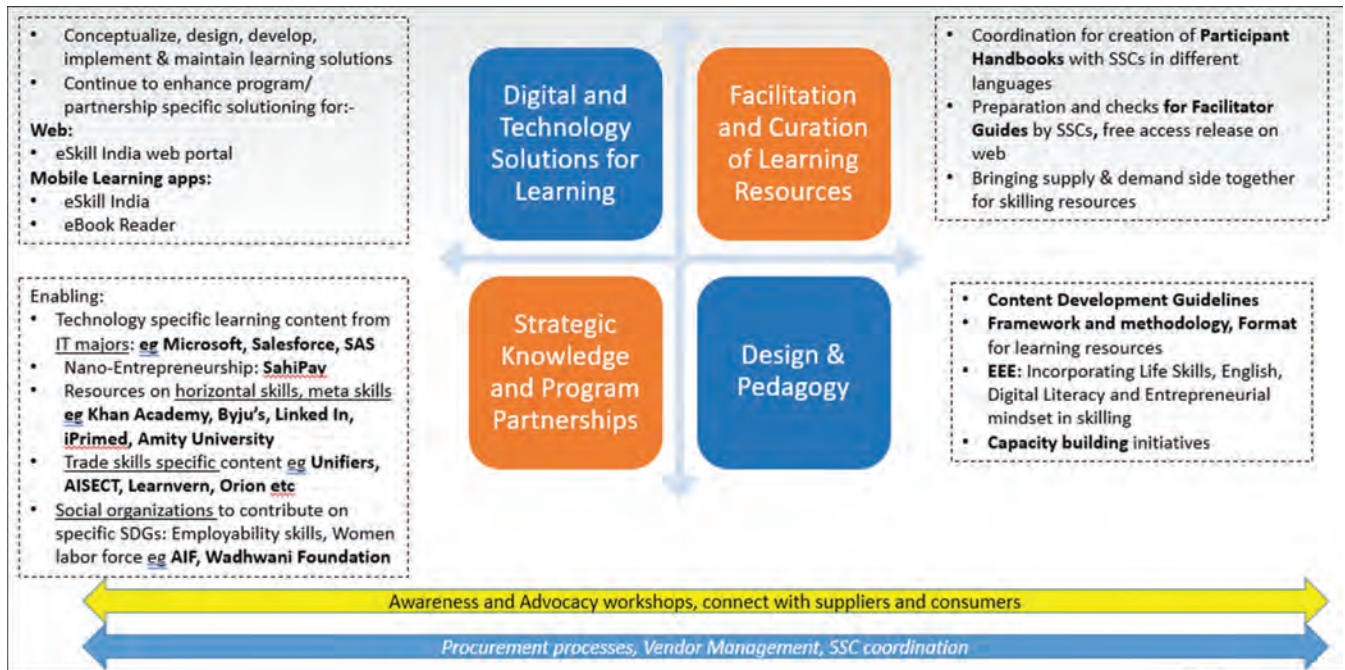
1. The Indian skill development ecosystem is large, heterogenous, diversified, fragmented, with heavy friction and low on outcomes.
2. The National Open Digital Ecosystem for Skills (NODES) initiative proposes to seize the ecosystem frictions bull by the horns and make skills a case of definite optimism for the country.
3. NODES is being designed as a decentralized data-empowerment system with data portability between applications with robust data privacy features. It will be built on a set of configurable, extendable, modular open-source digital building blocks. It will be governed by an independent Network Facilitation Organization (NFO), a section-8 company which will be set up for this purpose. It will be a transformation initiative that can enable India to re-organize its skill ecosystem so that its potential to be the global source for skilled manpower, servicing its own economic growth needs and that of the large economies mentioned above, can be achieved.
4. The potential NODES ecosystem is shown in the figure below:



IX. Digital Skilling Solutions & Innovations

The Digital Skilling Solutions & Innovations (DSI) function at NSDC focuses on the facilitation and aggregation of learning resources for the skilling ecosystem, thereby enabling structure and consistency across the skilling endeavors in the country. In addition to facilitation, aggregation and capacity building, the team invests on leveraging technology to enhance the reach, speed and scale of learning resources.

Key Focus Areas



X. Digital and Technology Solutions for Learning

eSkillIndia 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 was conferred with the prestigious SKOCH AWARD, Silver – Education and Skill Development, in January 2021.
- Over **1.8 mn course enrolments** have resulted across **1.3 mn learners**. More than **12000% growth** during lockdown. **17 lac minutes of digital resources** integrated through eSkill India of which **11 lac minutes** are available across **1500+ catalogued courses**, of which **65% are free**. **355 courses are linked to 107 QPs** – of which, **42 relate to PMKVY QPs**.











- Additionally, **6000+ e-courses** have been made accessible through alliances with e-learning aggregators such as Saylor Academy, TCS iON, Fair & Lovely, IBM where the courses, though not catalogued, but **available at a clickthrough from eSkillIndia**.
- Over 100 courses on the next-generation technology have also been made available on **Big Data, Machine Learning, Hadoop, Artificial Intelligence** and many more.
- Mobile based learning access facilitated through Android App.
- **eSkill India Snapshot**

eSkill India Portal is also accessible through eSkill India Mobile App, with all the features of the portal made available through mobile app, for all the skilling needs on the go.

ESKILL INDIA MOBILE APP AVAILABLE ON GOOGLE PLAY STORE





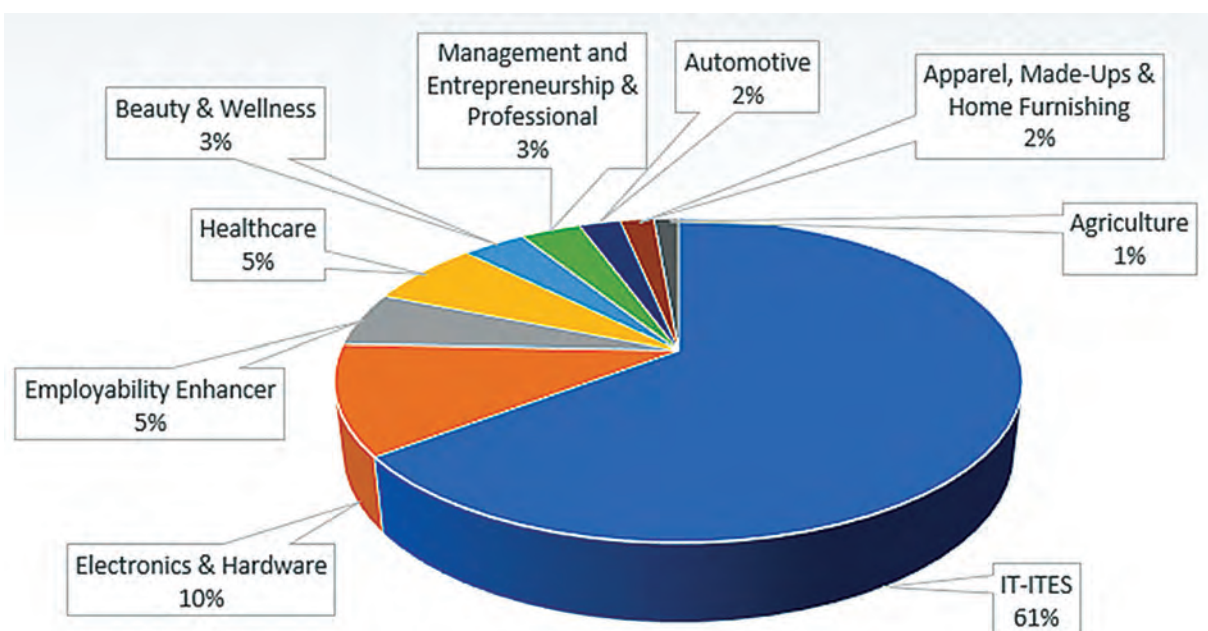
 10 Languages across e-courses	 1500+ Total catalogued courses	 18 Lakh + Course enrollments	 6 Lakh + APP Download
 3.35 Cr + Page views	 4500 + Affiliate courses	 13 Lakhs + Logins created	 950 + Free Catalogued Courses

- Learners from all states of India are present on eSkill India.
 - o Top 10 States account for 75% of enrollments
 - o Top 10 Sectors account for 92% of enrollments
 - o eSkill India has Nation-wide presence
 - o Courses are available in 10 languages
 - o 95% enrollments belong to English and Hindi language courses
 - o 76% Enrollments are for IT-ITeS, Electronics and Healthcare sectors

State-wise Enrollments



Sector-wise Enrollments



- **eSkill India portal and mobile app was enhanced** for additional features, such as
 - Preparing special access zones for making custom-curated digital skilling courses on employability and entrepreneurship in English and Hindi available for projects under the corporate partnerships.
 - Configured multiple eCertificate templates to choose from for the generation of eCertificates for the eCourses available on eSkill India. The eCertificates can be configured based on the assessment score/grade of the candidates.
 - Webinar-schedule planning and release, along with access to Webinar-archives has been made available through a specially-created zone.
 - eSkill India mobile app was upgraded to support latest Android versions.
- **eBookReader Android App** was upgraded to support latest Android versions. The user navigation/flow of the app was reconfigured for better user experience.

XI. Strategic Knowledge and Program Partnerships

- Established a variety of knowledge-partnerships based on demand of requisite skills in the country.
 - a. **Global Organisations**, e.g. Microsoft, Hewlett Packard (HP), CISCO, IBM, SAS, Saylor Academy, California State University, Amity University etc
 - b. **Indian Ed-tech Firms**, e.g. Simplilearn, Wadhvani Foundation, Edgevarsity, KnowledgeHut, AISECT, Orion etc
 - c. **Start-Ups**, e.g. HappyMongo, Enguru, Indianmoney, Institute of Nutrition and Fitness Sciences, LearnVern, SpeakIn, Skill Lync, Toonz Academy etc
- **NSDC and American India Foundation (AIF)** partnered towards Skill India Mission **forenhancing the employability skills of 1 lakh Indian Youth** by offering Digital course on employability enhancement through eSkill India.
- **Digital skilling of 400 candidates for Powerlinks** enabled through eSkill India, thereby imparting Skill Development training in Lucknow, Bareilly and Varanasi, on specific skills to underserved youth.
- Imparted **reimbursable digital skilling on employability enhancer kit - to 3040 candidates with NTPC and 240 candidates with SBI Card**, accompanied with online assessment and eCertification.
- eSkill India has launched **eLearning modules on- 'Sensitization towards People with Disability'** accessible for **FREE** in partnership with National Star College, UK, and in association with FCDO-UK. The eight elearning modules have been designed to empower practitioners in management, teaching, training, assessing, support roles as well as employers, health care professionals, co-workers, co-students, and organizational leaders who work with people with disabilities.
- **Partnered with SahiPay** (a digital payment platform developed by Manipl Business Solution (MBS)) for digital skilling enablement to facilitate livelihood creation and **promotion of nano entrepreneurship for financial inclusion**. This partnership focuses on creation of nano entrepreneurs who will be equipped to offer Payment services, Banking Services and other Value-added Services.

- eSkill India has expanded its footprint through strategic knowledge partnerships. This has helped spread to larger youth that are benefited. Knowledge Partners have caused a **Digital Impact of over 1 Crore Indian Youth skilled through digital methods.**
 - o Over 70 Lakh candidates digitally trained through Ed-techs majors like Microsoft, Khan Academy, and LinkedIn.
 - o Over 30 lac candidates digitally skilled through organisations like Enguru, Medvarsity, Amrita, Simplilearn, Saylor Academy, Impartus and Wadhwani foundation
- eSkill India supported digital skilling by conducting various webinars:
 - a. Conducted **counselling webinars on ‘TrueTest - Discover Your True Interest and Personality Orientation and Become Job Ready’** to help people understand their dominant personality profile, so as to make informed choices towards success in their career.
 - b. eSkill India and SahiPay jointly conducted a webinar on **“Digital Financial inclusion and opportunity for creation of Nano-Entrepreneurs through SahiPay as a Solution”**.
 - c. NSDC in **partnership with Microsoft** co-hosted **webinars to enhance digital literacy skills**, benefitting over 1.10 lakh candidates. So far eSkill India has issued to more than 18900 participation certificates to eligible candidates. Additional 28000 women have benefited for specially targeted online sessions conducted for women. Based on eligibility checks, 1200 certificates have been issued together with Microsoft for these women.
 - d. Organized an **awareness and sensitization webinar on COVID 19 second wave** for the skilling ecosystem. This webinar aimed at increasing awareness about the pandemic and in disseminating right information on COVID 19 management. The webinar witnessed a participation of **450+ candidates** including Trainers, students, SSC Members, Training Center staff.
 - e. Organized live **Digital skilling sessions for Students and trainers to help them** gain insights regarding the rich variety of digital learning resources aggregated to enhance their center-batch learning progress, accessible through the eSkill India portal and its mobile apps. These sessions benefitted over 2500 candidates including students and trainers.
 - f. Organised workshop **with State Engagement Officers(SEOs)**, enabling them to take the **benefits of digital skilling** through eSkill India to their respective **states**.
 - g. eSkill India and KnackApp jointly conducted a webinar on **“Discover Your Potential, Channelize Strengths, Develop Skills”** to help users identify their talent, irrespective of education, experience, gender, age or ethnicity.

XII. Facilitation and Curation 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 972 Participant Handbooks covering 606 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 219 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

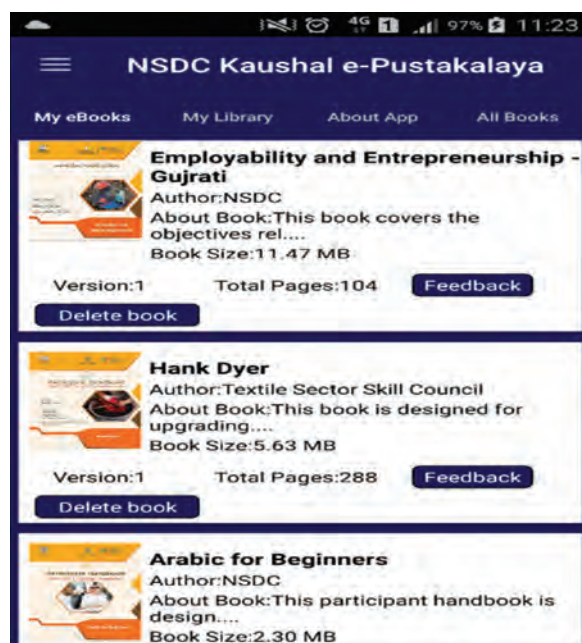
received from specific regions. **Total 258 Participant Handbooks in Hindi and 138 handbooks in other regional languages: Marathi, Gujarati, Bangla, Oriya, Tamil, Telugu, Kannada, Assamese.**

- **Free Resources aggregated:**

- Language training resources: English, Arabic
- Job role-based resource
- Scheme-Focused resources on:
 - Digital Literacy
 - Arogya Mitra
 - Point of Sale Setup
 - Employability
- **Over 700 hours of NSDC-owned free resources** have been **made web-playable and launched as free courses in 7 languages:** English, Hindi, Kannada, Tamil, Telugu, Kannada, Oriya, and Bengali. All the courses in all 7 languages have been uploaded on eSkill India for free access by skill seekers. This has catapulted the usage and contributed 12% of total enrolments on eSkill India.

- **Kaushal ePustakalaya, an Android-based eBook Reader app**

- Enabling access to digital content through Kaushal ePustakalaya, an Android-based eBook Reader app for PMKVY candidates. 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. Over 400 eBooks including **250+ QPs for PMKVY 3.0** have been uploaded on the app.



XIII. Design and Pedagogy

- eSkill India launched a **COVID training zone** cataloguing digital resources for 6 new job roles across 27 eCourses with over 90 hours of digital content. **eBooks** for these courses have been **made available available for free via eBook Reader app**. Through this, eSkill India aims to address the

immediate requirement of skilled workforce to meet the increasing demand for Healthcare professionals.

- eSkill India launched a **PMKVY Zone**, consolidating over **174 additional digital reference content spanning 49 Job Roles from 18 Sectors** for PMKVY candidates.
- Specially curated digital content ranging from 5 hrs to 155 hrs made available to more than 1 lac users under corporate projects.
- **155 learning hrs on English, Employability and Entrepreneurship (EEE)** training included under PMKVY on pilot basis across 9 Job roles to gauge impact on employability.
- To promote constructive learner-centric approach towards instructional design and content-development for skilling content, **Skilling Content Development Guidelines** was launched in early 2019.
 - This guidelines document provides 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.
 - Online Capacity Building workshops on the **Instructional approaches and Designing of digital learning content for VET in India** conducted, impacting over **400** participants including SSCs, Training Partners, Content Vendors.

XIV Communication, PR and Advocacy

In June 2021, the Hon'ble Prime Minister Shri Narendra Modi launched the 'Customized Crash Course programme for Covid 19 Frontline workers in Healthcare' to skill and upskill over one lakh COVID warriors across the country.



Hon'ble Prime Minister Shri Narendra Modi addressing the youth on the occasion of World Youth Skills Day 2021 at the 6 Years of Skill India Digital Ceremony by Ministry of Skill Development and Entrepreneurship.



In September 2021, the Ministry of Skill Development and Entrepreneurship (MSDE) organized a digital conclave to celebrate Vishwakarma Jayanti and third edition of its annual Kaushalacharya Awards 2021.



IndiaSkills 2021 Regional Competition for Southern Zone



Launch of Phase-II of Mahatma Gandhi National Fellowship Programme, a two-year long fellowship conceived to create opportunity for young, dynamic individuals to contribute to enhancing skill development at the grassroots.



Shri Rajeev Chandrasekhar, Minister of State, Skill Development and Entrepreneurship, felicitating a candidate at the launch of the Recognition of Prior Learning (RPL) program for Street Food Vendors under PMKVY 3.0 in East Delhi.



Certification of Retail Sales Associate from PMKK Jaipur by Shri Rajesh Aggarwal, Secretary, MSDE, at the launch of Project AMBER (Accelerated Mission for Better Employment and Retention)



AMID UNEMPLOYMENT CONCERNS

Pradhan to Focus on Linking Skilling and Education

Identifies rollout of NDA gov't's flagship National Education Policy as top priority



Our Political Bureau

New Delhi: New education minister Dharmendra Pradhan's key focus area will be developing greater synergy between school and higher education and the various national skilling programmes, he indicated at an interaction with reporters on Friday.

Pradhan has been handed two critical portfolios — Education as well as the Skill Development & Entrepreneurship — and he intends to drive them together.

While identifying the rollout of the NDA government's flagship new National Education Policy as top priority, he emphasised on the need to link education with skilling.

Equivalence of skilling certification with regular school certificates, linkage of schools with ITIs to introduce vocational education and credit frameworks are among the steps that have already been initiated by the NDA government. This is likely to be strengthened by Pradhan.

The minister cited the example of children who are out of school as a segment that needs to be empowered through skilling initiatives.

"There is a huge potential in the skill development sector for students who drop out of schools. This is why we need to marry skill and education and treat it as the same subject to explore more opportunities," he said.

Pradhan is already familiar

with the challenges that lie in the way of skill development programmes. He had earlier served as a short stint in the skill development ministry in the first tenure of NDA 2.

While skill development was then carved out as a separate department from the education ministry by the NDA to give it dedicated attention, it is still deeply interlinked with education. Pradhan is now expected to ensure this inter-linkage is maintained and worked upon in a consolidated fashion especially given the huge unemployment concerns. The minister has already started work at the two ministries. He spent his first two days between both — spending the first half at the education ministry followed by skilling in the afternoon. Meetings with ministerial bureaucracy are lined up on Saturday across the two ministries as first steps to bring in synergy where possible.

Economic Times


Pradhan mantra: Skill youths for future jobs

TIMES NEWS NETWORK

New Delhi: Union cabinet minister Dharmendra Pradhan took charge of the ministry of skill development and entrepreneurship Shram Shakti Bhawan along with minister of state of skill development Rajeev Chandrasekhar. Pradhan will officially take charge of the ministry of education on Friday.

As minister of skill development and entrepreneurship, Pradhan said he will be committed to "equipping youth with necessary skills to prepare them for future of work and creating linkages between skilling and employment." Pradhan has been given the education, and skill development and entrepreneurship portfolio.

He met his colleagues Rajkumar Ranjan Singh, Subhas Sekhar and Annapurna Devi, who were appointed as minis-



ters of state for education, and other senior officials, including Amit Khare, secretary higher education, Vineet Joshi, additional secretary, higher education and Anita Karwal, secretary, school education, at Shashtri Bhawan on Thursday after participating at the virtual interaction of PM Modi with over 100 heads of centrally funded technical institutions, including ITIs and IISc.

Pradhan said the government is committed to making students and the youth the primary stakeholders in propelling India towards an equitable knowledge society and that the National Education Policy 2020 would foster an environment for creating a future-ready India. He said: "We are committed to inculcating a culture of innovation, encouraging research, entrepreneurship and developing futuristic solutions in higher education."

Skilling's A Lifelong Process; Digital Focus Needed

'The ladder of skilling must provide roadmap for employment, growth and entrepreneurship'

Rajeev Chandrasekhar, MoS, entrepreneurship, skill development, electronics & technology, who was earlier an engineer in the semiconductor industry, explains Govt's skilling effort to Sanjit Shankaran.

On July 15 this year, PM directed that we now create a new approach that builds on these achievements, especially taking into account the post-Covid reality of digital education and skilling and also the

integration of skilling into the National Education Policy 2020. The education policy is the biggest education reform since Independence and will give our younger generations multiple paths to work and jobs, instead of the sole higher education path that was available — one of these new pathways being skilling.

very efficient way of real skilling and leads to employment and both NATS (National Apprenticeship Training Scheme) and NAP (National Apprenticeship Promotion Scheme) will be encouraged.

Some studies have identified the information gap between potential employers and job seekers' existing skills as a hurdle. PM has always maintained that skilling must be aspirational. The ladder of skilling and upskilling must provide a roadmap for not just employment but also growth and possibly entrepreneurship. Making Skill India about employability is our laser-focused mission. Digital will play a big role in intermediating between trained talent and employment/entrepreneurship opportunities.

India's female workforce participation is low. Does skilling female job seekers present a unique challenge? Yes it is true but only in parts. In many sectors, women are levelling through into jobs and roles that were not theirs to have for decades. Creating all possible opportunities for women is an article of faith for PM Modi's government across ministries. In IT skilling for example, over 40% of those employed are women. Even in traditional male-dominated segments like plumbing, skilling courses are being designed for women. Women-only ITIs are being expanded. Women's hostels are being built in almost all the NIELTIs (electronics & IT skilling centres) in North-east etc. I have travelled to many places and many training centres, and interacted with students. I see the same enthusiasm and drive in women students to new opportunities as male students. On a recent visit to J&K, a group of young girl students came to me and petitioned me for more courses in their polytechnics than the same old courses. With digital skilling becoming the norm, I expect more and more women to be part of this skilling movement.

Since 2014, the skill development landscape has changed significantly. How has the ongoing digital transformation affected it?

Q&A

What's been the industry's response to expand the apprenticeship programme?

The impact of technological advancement means that even middle-aged members of the workforce will soon need reskilling to remain relevant. What's the strategy for it?

Skill India is a very important part of PM Narendra Modi's vision to transform India and realise the true potential of our demographic dividend of a young nation and our youth. From the day it was launched, his goal and expectation was that India would become the largest pool of skilled manpower in the world, providing kinetic energy to India's economic growth ambition and also helping countries of the world where skilled and trained human resources were required.

They are increasingly becoming deep stakeholders in skilling that provide certainty of employment to youth, thus creating valuable and efficient human capital for various sectors of our economy. Apprenticeship is a

Our approach to skilling is not just entry-level skilling. PM sees skilling and learning as a lifelong process that at each stage of skilling accelerates and gives more impetus to your career/profession/entrepreneurship. Skill India and every Sector Skill Council have been directed to consider themselves virtual skill universities that track all trainees' progress and offer reskilling and upskilling opportunities regularly so that they progress. You will also see significant deployment of technology and digital platformisation of skilling to enable this vision.

Our mission and focus is constant improvement in the life and career of trainees, not just creating skilled human capital for our industry.



The Times of India

Google to help Indian startups emerge stronger: Rajeev Chandrasekhar

IANS | Nov 18, 2021, 16:53 IST

A+ A-



Union Minister of State for IT, Rajeev Chandrasekhar.

NEW DELHI: Inviting Google to further help India realise its \$1 trillion digital economy goal by 2025, Union Minister of State for IT Rajeev Chandrasekhar said here on Thursday that the collaboration between the government and Sundar Pichai-run Google will help Indian startups emerge stronger in the new normal during the pandemic.

Addressing at the seventh edition of the 'Google for India' virtual event, Chandrasekhar said that the collaboration is a great example of how government and industry can work together to promote the growth of local businesses.

"I'm hopeful and confident that Google's mentorship through this initiative will help selected startups emerge stronger in this new normal. I would like to invite Google and the rest of the industry to participate in India's \$1 trillion digital economy mission, which will pave the way for the rest of the world," he added.



Times Now

युवा स्वास्थ्य सेवाओं में किए जाएंगे पारंगत

संवाद न्यूज एजेंसी

प्रधानमंत्री कौशल विकास योजना के तहत दिया जाएगा निशुल्क प्रशिक्षण

यहां भेजे बायोडाटा

कानपुर। प्रधानमंत्री कौशल विकास योजना 3.0 के अंतर्गत युवाओं को स्वास्थ्य सेवाओं का प्रशिक्षण दिया जाएगा। तीन माह के प्रशिक्षण में एक माह प्रशिक्षण केंद्र में थ्योरी और दो माह सरकारी अस्पताल में ऑन जॉब ट्रेनिंग दी जाएगी। एक जुन से प्रशिक्षण शुरू करने की तैयारी है।

कौशल विकास के जिला समन्वयक मुकेश श्रीवास्तव ने बताया कि स्वास्थ्य सेवाओं को सुदृढ़ करने के लिए यह प्रशिक्षण शुरू किया जाएगा। ऑन जॉब ट्रेनिंग में लक्ष्य निर्धारण के लिए एसोएमओ डॉ. एके सिंह को पत्र लिखा गया है। इमरजेंसी मेडिकल टेक्नीशियन बेसिक, जनरल ड्यूटी असिस्टेंट (जीडीए), जीडीए एडवॉर्ड (क्रिटिकल

मुकेश ने बताया कि इच्छुक युवा मोबाइल नंबर 7991200206, 8604535005 या dpmukap@gmail.com पर शैक्षिक प्रमाण पत्र, आधार कार्ड, फोटो और बायोडाटा भेज सकते हैं। आईटीआई पढ़ाने पर स्थित दफ्तर में आकर भी दरतावेज दे सकते हैं। उन्होंने बताया कि कोर्स निशुल्क हैं।

केयर) कोर्स में 10वीं पास छात्र, होम हेल्थ ऐड और मेडिकल इन्सुपर्मेट टेक्नोलॉजी असिस्टेंट में 12वीं पास छात्र व फ्लोरोटीमिस्ट कोर्स में 10वीं पास और आईटीआई छात्र भाग ले सकते हैं।

Amar Ujala

Centre approves covid allowance in skill training ecosystem

Prashant K Nanda
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NEW DELHI

The Union government has approved a proposal to set aside 1.5% of the money it gives for skills training and put it into sanitation of training infrastructure and safety protocol amid rising coronavirus cases.

The government bears the cost of training provided by hundreds of 'training partners', including companies, for a range of skills from IT to retail and shop floor management. The issue was first discussed in November as institutions were

opening up after pandemic started easing.

Initially the common norms committee of the government related to the skills mission supported "granting of 1-2% as covid allowance for sanitation requirements".

The skill ministry has now decided that 1.5% of the average training cost per trainee will be used for covid allowance and it has got approval from the finance ministry.

"This matter has been examined and it has been decided that 1.5% of the average training cost per trainee for 3 months, or 1.5% of the hourly base cost rate (as applicable as per category of



Training has started in the 729 Pradhan Mantri Kaushal Kendras under the Centre's PMKVY 3.0 scheme.

trade undergoing the training) may be allowed as covid allowance," the ministry of skill development and entrepreneurship said. *Mint* has seen a

copy of the order. The covid allowance will be funded out of the grants already made available for training, and no additional funds can be demanded

for incurring the expenditure, the ministry said.

"This allowance should be discontinued once the need ceases," the skills ministry underlined, adding that the allowance provision has the "concurrence of department of expenditure, ministry of finance."

The Union government rolled out the third phase of Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0) in January in 600 districts across the country with an expenditure target of ₹950 crore.

The PMKVY 3.0 is likely to be extended for a longer period beyond its 2020-21 time frame

with a larger fund allocation.

Other than short term skill training, the ministry oversees the long-term skilling via over 12,000 industrial training institutes (ITIs).

While the 729 Pradhan Mantri Kaushal Kendras (PMKKs) have started the training under the third phase, the ministry is in the process of allowing scores of empanelled training centres of the National Skill Development Corporation (NSDC) to implement PMKVY 3.0 training.

This time the focus is on demand-driven skills instead of supply-driven ones as was the practice for last six years.

Jobs mapping, use of varsity infra to drive skill mission

Prashant K Nanda
prashant.n@livemint.com
NEW DELHI

Under-utilized educational institutions will be used for skill mission initiatives and the central and state governments will conduct annual job mapping exercises to link trainees with new employment opportunities, under the third phase of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 3.0.

The Union government on Friday said it will rationalize and integrate physical infrastructure of the existing education system, from schools to universities, to develop facilities for the third phase of the skill mission.

"Greater cross-utilization/



Centre says it will rationalize and integrate physical infrastructure of schools and universities to develop facilities for the skills mission. *Mint*

optimal utilization of training capacities will be made through integration of available infrastructure with universities/colleges/ITIs (industrial training institutes)/polytechnics/schools," the Union government said in the PMKVY 3.0 mission document. India has

almost 51,000 colleges and universities.

The move could simultaneously reduce demand for new skill training centres and better utilize colleges lying largely vacant either because of lack of students or because they fall empty in the second half of a

day because of a single shift in education delivery.

"On the basis of the information received from the skill gap analysis, the youth will get better opportunities. Every year, a formal survey to know the needs of industries must be carried out... which can be shared with district skill committees. This will lead to informed demand-driven skilling than a supply-driven one," minister of state for skill development and entrepreneurship R.K. Singh said.

Periodic skill gap surveys and analysis will be conducted to identify the skills for training, the government said. Besides, there will be a major focus on up-skilling and reskilling of youth to increase productivity in existing jobs.

Other than face-to-face skill-

ing, PMKVY 3.0 will also promote online and digital modes of training and "provide special focus on future skills" to absorb them in new job segments in a digital age.

"Our focus is to adapt with changing requirements and provide demand-driven training in new age courses such as artificial intelligence, 3D printing, and analytics. It will ensure our youth is trained on market-relevant skills," skills minister Mahendra Nath Pandey said. Overall, the mission will target 37 job sectors and sub-sectors where there is demand, or where demand is expected to emerge.

Since 2015, under PMKVY 1.0 and PMKVY 2.0 (2016-20), more than 12 million youth have been trained or certified.

Mint

Industry Partnerships



Shri Dharmendra Pradhan, Union Minister of Education, Skill Development & Entrepreneurship, speaking at the Times Now Summit 2021



Shri Rajesh Aggarwal, Secretary, MSDE, at the CII Skills and Livelihood Summit 2021

Social Media Activity

Activity Overview (across owned platforms)

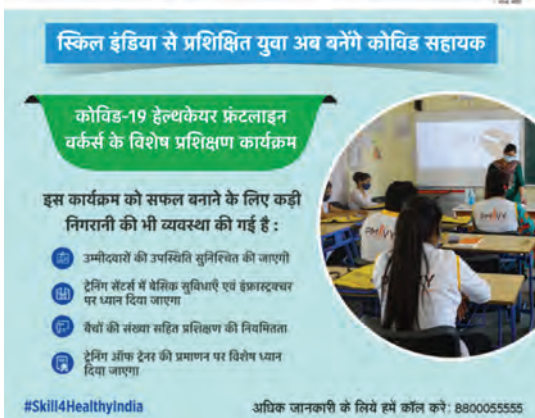
Total reach (Facebook + IG): 1,77,62,071 (1.77 Crore)

Total impressions: 2,61,51,103 (2.61 Crore)

Total engagement: 31,50,551 (31.5 Lakh)

Social Media Coverage

Covid Health Care Crash Course Post



Kaushalacharya Award Announcements



स्किल इंडिया ने युवाओं को कौशल प्रदान करने का प्रयास किया है ताकि वे अपनी पसंद के उद्योग में अपना करियर बना सकें। इलेक्ट्रॉनिक एवं हार्डवेयर, अपैरल, एग्रीकल्चर, रिटेल, मीडिया & एंटरटेनमेंट क्षेत्र में उम्मीदवारों को सबसे अधिक प्रशिक्षण दिया गया है। #6YearsofSkillIndia

Translate Tweet



PMKVY post at, 6 Years of Skill India

जन शिक्षण संस्थान विशेष रूप से न्यूनतम बुनियादी ढांचे और संसाधनों वाले लोगों तक पहुंच रहा है। इस संस्थान ने 85% महिलाएं, 27% अनुसूचित जाति, 13% अनुसूचित जनजाति, 34% ओबीसी और 11% अल्पसंख्यकों तक अपनी पहुंच बनाई गई है। #6YearsofSkillIndia

Translate Tweet



Narendra Modi and 6 others

JSS Activity Post at 6 Years of Skill India

Social Media Coverage on PMO Handle



Development Project Financing



- **Corporates, SMEs, Trusts, NGOs** for creating of Skill Development Capacity
- **Debt at subsidized rates (6%)**
- **Up to 75-85% of the project cost**
- **Loan tenure of 7 years** (incl. principal moratorium of 3 years)
- Special focus on **underrepresented sectors and geographies**



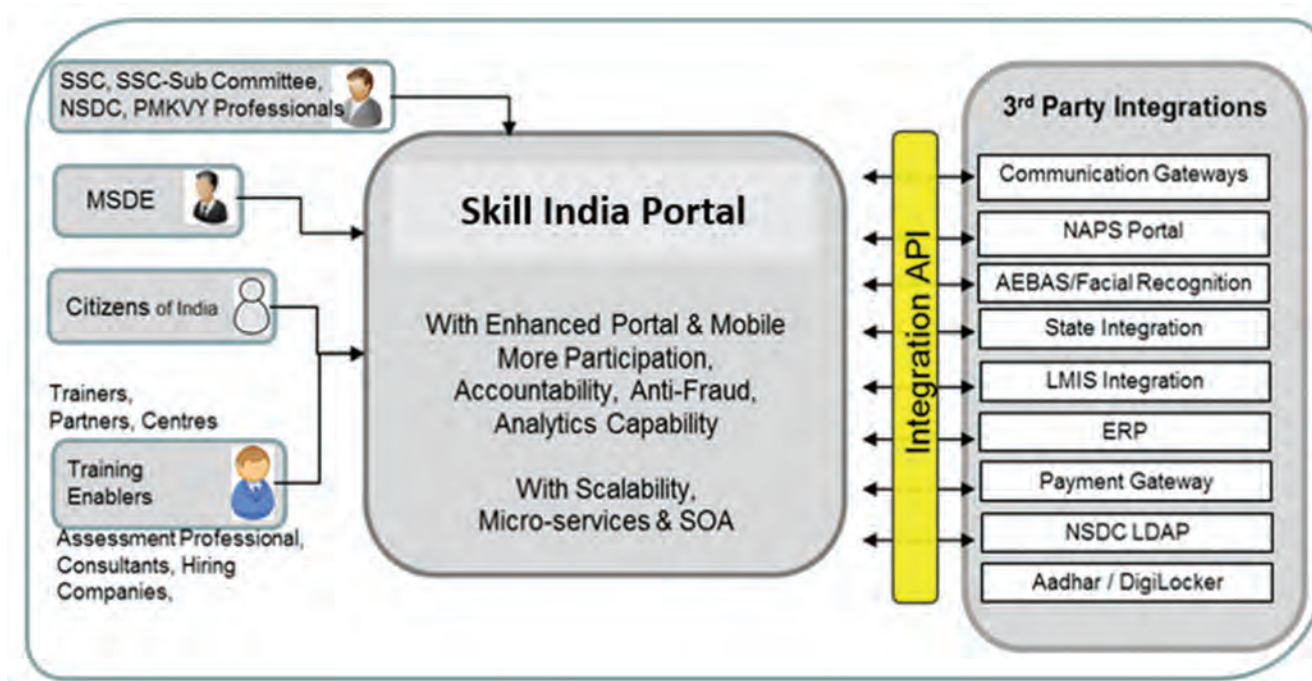
5.3.1 Technological Platforms

I. Skill India Portal (SIP)

Skill India Portal (SIP) is a comprehensive technology platform that enables administration of PMKVY, and non-PMVY schemes run by both central and state governments. Alongside this, SIP also facilitates administration of fee-based programs. SIP is currently used by NSDC, MSDE, SSDMs, SSCs, Assessment agencies, training partners (TP), training centers (TC), and the candidates. SIP also facilitates integration between state led and other ministries led skilling programs. By the end of November 2021, more than 50 schemes were operational on SIP and integration with 14 ministries' led schemes and 12 state schemes has already been operationalized while integration with 4 more states is under development. The portal can be accessed through <https://skillindia.gov.in>

SIP supports rapid scaling up of skill development efforts in India by creating an end-to-end, outcome focused implementation framework, which aligns demands of establishments for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods. This platform is designed to:

- Create an **end to end implementation framework for skill development** which provides opportunities for **life-long learning**.
- Align **employer / industry demand** and **workforce productivity** with trainee's aspirations for **sustainable livelihoods**.
- Establish and enforce **cross-sectoral, nationally, and internationally acceptable standards** for skill training in the country by creating a sound **quality assurance framework**.



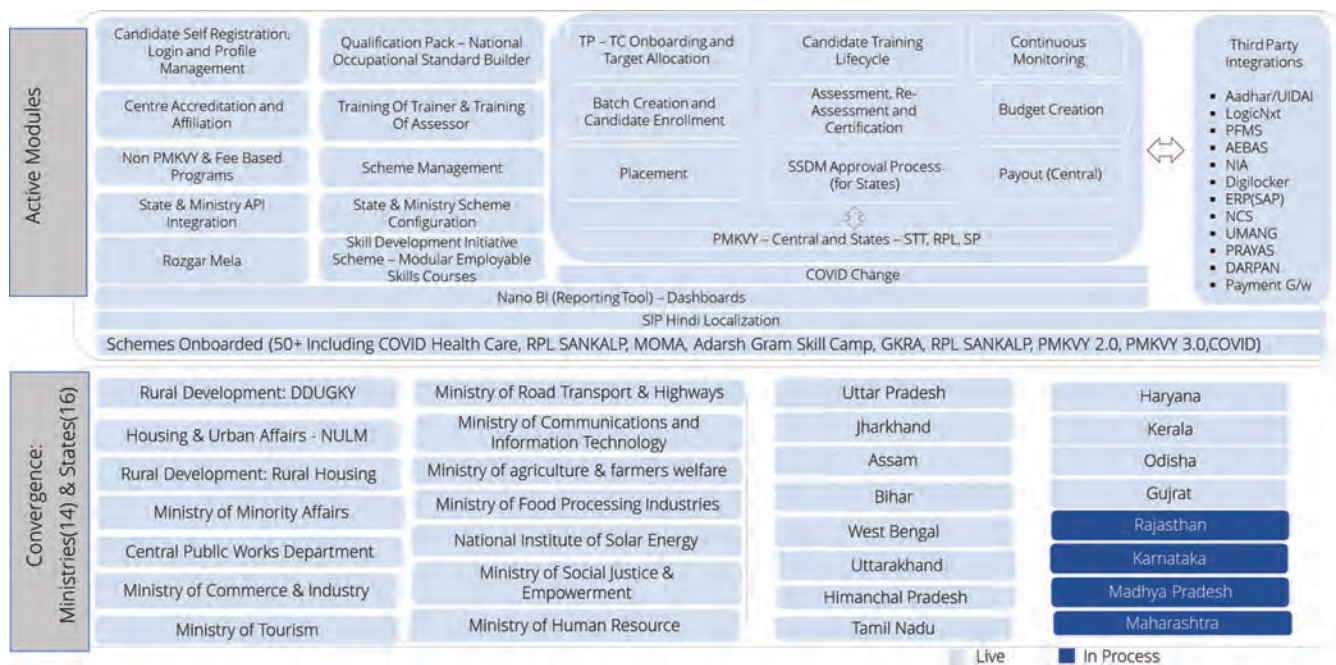


Figure 1: SIP Modules and Integration with States and Ministries

II. Apprenticeship Portal

Apprenticeship portal, accessible through the website <https://apprenticeshipindia.gov.in>, was developed in 2016 by NSDC with the mandate to implement Government of India's prestigious National Apprenticeship Promotion Scheme (NAPS). The program is aimed at promoting apprenticeship in the country by providing financial incentives to establishments, especially the MSMEs, to engage apprentices for entry level roles. The portal is used by apprentices, establishments, Basic Training Providers (BTP), Apprenticeship advisors belonging to state governments and MSDE, and NSDC.

By the end of October 2021, there are more than 9400 active establishments and more than 4,30,000 apprentices active on the portal. The portal runs courses under Designated Trade approved by the Directorate General of Training (DGT) and under Optional Trade administered by Sector Skill Councils (SSCs).

III. Skill Management Information System: ASEEM

To ensure the demand of skilled workforce is met with the available supply and hence bridge the demand & supply gap that exists in the market. One of such recent initiatives is – the **Skill Management Information System** named **ASEEM (Aatmanirbhar Skilled Employee Employer Mapping)**. ASEEM provides information on industry demand, supply and analytics that shows trend as well as captures outcome. It is designed as a workforce market policy instrument to improve the information flow within the market. This portal could provide accurate, objective, relevant, timely, and accessible workforce information critical for Building a skilled workforce that promotes, smoothly adapt to the market demands and economy.

5.4 School Education

The launch of NEP 2020 has emphasized special focus on vocational education. The NEP 2020 has reduced the gap between the general education and vocational educational. The Centrally Sponsored Scheme for Vocationalization of Secondary and Higher Secondary Education' of Ministry of Education, Government of India; provides for diversification of educational opportunities to enhance individual

employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education. Vocational Education is being imparted in integration with general education from 6th to 8th as prevocational followed by implementation from 9th to 12th class. NSDC is facilitating implementation of the scheme for State Governments since its inception. A majority of the States have entrusted the entire training delivery (including classroom lectures, practical training, Guest Lectures, Industry Visits, On the Job Training etc.) to NSDC-approved Training Partners (TPs), as these TPs have the expertise and required Industry-Connect for implementing Skill Development Initiatives. Till date, 71 NSDC-approved TPs are working in 32 States, implementing vocational training across 125 job roles under this scheme.

5.5. Higher Education

NSDC has been assisting the Universities which are implementing B.Voc courses. The B.Voc course is enabling the student's multiple entry and exit at different level. One year diploma program results in NSQF Level 5 certification, Two year advance diploma program results in NSQF Level 6 certification and Three year B.Voc degree program results in Level 7 certification. B.Voc courses are also considered equivalent to the any other bachelor's degree course.

The Government of India has embarked on a major initiative to boost the employability of a huge number of students passing out of general degree courses in the country, viz. , B.A., B.Sc. & B. Com., through a systematic integration of industry apprenticeship with education. With the Apprenticeship Act and the NAPS scheme, the Government has a mission to encourage graduates passing out from degree courses to take up apprenticeship opportunities with different eminent companies. UGC has released guideline for the Degree Apprenticeship program in July 2020.

A degree apprentice is an apprentice undergoing a course in order that they may hold a degree granted by any recognized institution or university while at the same time undertaking apprenticeship training as an integrated component of the curricula. In other words, this is an apprenticeship embedded degree program having three components: general education (academic), skill component (classroom/lab) and On the Job Training (apprenticeship).

5.6 India International Skill Centres (IISCs)

India International Skill Centres (IISCs): Structured efforts like the IISC program under the 'Skill India' Mission is being set up through NSDC to provide training and certification benchmarked to international standards to Indians aspiring to work overseas. In the pilot phase, 14 IISCs were launched, 583 candidates trained, 286 candidates certified, 63 placed overseas. Under the pilot phase, 160 Hour pre-departure orientation training (PDOT) was provided under Pravasi Kaushal Vikas Yojana (PKVY) guidelines through partnership between MSDE and Ministry of External Affairs (MEA).

Based on the learnings of the pilot program, NSDC has initiated a fee based, market driven model called the 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 identified in the NSDC Global Skill Gap Study) including Gulf cooperation council (GCC), Japan, Russia, South East Asia, North America, Australia, New Zealand, Europe amongst others.

As of October 2021, 100 organizations are part of the network operating through 557 IISCs across more than 300 trades. The top 5 sectors (based on the number of training centres) are Construction, Electronics, Retail, Tourism and Hospitality and Healthcare. The IISCs are spread across 261 districts of the country, while covering 68 % of top 50 migrating districts.

NSDC has been implementing one day PDOT under MEA includes training on domain skills, language skills as well as pre-departure orientation & soft skills. Till date, 15 NSDC empaneled PDOT centers approved by MEA in 12 cities (Delhi, Mumbai, Kochi, Lucknow, Gorakhpur, Chennai, Chandigarh, Jalandhar, Amritsar, Thiruvananthapuram, Kolkata and Bhubaneswar). As on October 2021, more than 96,808 emigrants have been delivered PDO trainings through the NSDC network of PDOT centres. In view of COVID-19 Pandemic restrictions, MEA released a notification on 15th March 2020, to commence online Pre-Departure Orientation Training under Pravasi Kaushal Vikas Yojana. Since then, as of October, 2021, a total of 4,046 candidates have attended online training.

B. SCHEMES & INITIATIVES THROUGH DGT

5.7 Craftsmen Training Scheme

5.7.1 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 State as well as in the Union Territories was transferred to the respective State Governments / Union Territory.

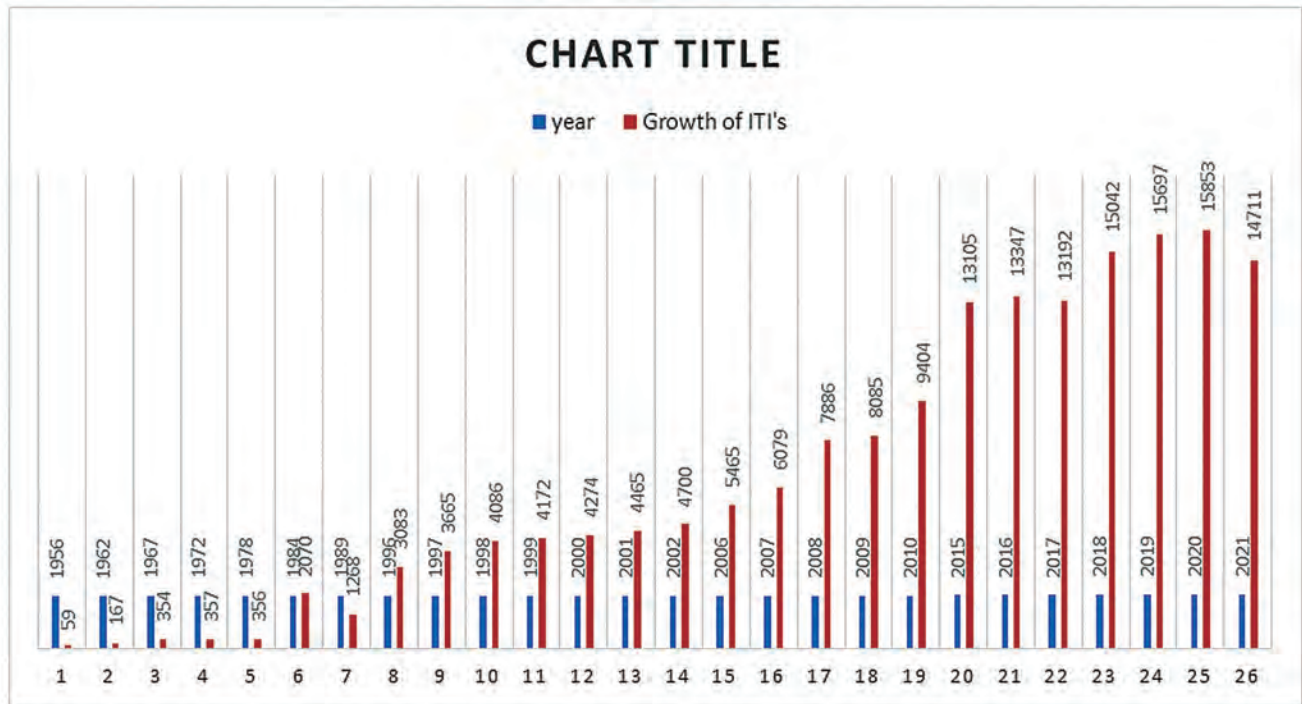
5.7.2 Growth of ITIs in the country

The ITIs plays 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 1980's in southern states mostly in Kerala, Karnataka and Andhra Pradesh, from where trained craftsmen found placement in the Gulf countries. In year 1980, there were 831 ITIs and the number of Training Institutes rose to 1887 in year 1987.

Following new ITIs have been affiliated in the year 2020-2021:

➤ For the session 2020	:	
❖ New Accreditations	:	147 ITIs
❖ New Affiliations	:	357 ITIs
❖ Total increase in units	:	3032 units
❖ Total increase in seating capacity	:	60640 seats
➤ For the session 2021	:	
❖ New Accreditations	:	11 ITIs
❖ New Affiliations	:	382 ITIs
❖ Total increase in units	:	2307 units
❖ Total increase in seating capacity	:	46140 seats

Chart - 5



Presently, training courses under Craftsmen Training Scheme are being offered through a network of 14711 ITIs (Govt 3178 + Private 11533) located all over the country with total seating capacity 25.18 lakhs session 2021(in the trades of 1 year and 2 years durations) on NCVTMIS portal with an objective to provide skilled work force to the industries in 143 NSQF compliant trades under CTS. 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. Technician Electronics System Design and Repair
13. Fiber To Home Technician
14. Drone Technician

1. DGT, has recently ventured into Short Term Training (STT) courses and introduced 14 new STT courses from the session starting August, 2021-22 for addressing the continuous demand of industry, due to needs of newer skills arising out of changing technology, prevailing skill gaps in available workforce and to intervene through its upskilling and reskilling short duration courses; primarily to cover existing large blue-collar workers/ITI pass outs. The list of the STT courses as under:

Short Term Training (STT) courses:

Sl No.	Name of Trade	Sector Name	Duration	NSQF level
1	2D Animator	Media & Entertainment	600 Hrs	4
2	Aari&Zardosi Embroidery	Apparel	320 Hrs	4
3	Advanced CNC Machinist 5-Axis	Strategic Manufacturing	960 Hrs	5
4	Automotive Engine Electronics Diagnostic Technician (Petrol)	Automotive	240 Hrs	5
5	Clothing Artisan	Apparel	480 Hrs	4
6	CNC Machining & Wood Operator	Furniture and Fitting	480 Hrs	5
7	CNC machinist 3-Axis	Strategic Manufacturing	640 Hrs	5
8	Diesel Engine Electronics Diagnostic Technician	Automotive	240 Hrs	5
9	Digital Fashion Portfolio Designing	Apparel	720 Hrs	5
10	Operation and Maintenance of PSA Oxygen Plant	Capital Goods & manufacturing	180 Hrs	4
11	Operation and Maintenance of Respiratory Equipment	Electronics & Hardware	190 Hrs	3
12	Professional Make-up Artist & Hair Stylist	Beauty & Wellness	480 Hrs	5
13	Senior Nail Technician	Beauty & Wellness	320 Hrs	5
14	Senior Spa Therapist	Beauty & Wellness	480 Hrs	5

5.7.3 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.

5.7.4 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.

5.7.5 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>

5.7.6 Structure of Training Programme:

- Training under the scheme is imparted in 137 NSQF 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.

5.7.7 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.

5.8 Crafts Instructor Training Scheme (CITS)

5.8.1 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 2020, it was assessed that about 15,000 I.T.I.s 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 12405 (including of govt and pvt. ITOTs – 4280).

Under the Crafts Instructor Training Scheme programme, the eligible candidates are those who possess NTC / NAC / Diploma /Degree qualifications. Training in 29 Engineering trades and 12 non-engineering trades is being offered.

5.8.2 Outline of the CITS Courses: Admission is done through Centralised Entrance Examination (All India Common Entrance Test) conducted across the country. The structure of training programme is as under:

For Engineering trades, training is being offered in following subjects except Draughtsman Group:

S. No.	Course Element
1	Trade Technology
	➤ Professional Skill (Trade Practical)
	➤ Professional Knowledge (Trade Theory)
2.	Engineering Technology
	➤ Workshop Calculation and Science
3	Training Methodology
	➤ TM Practical
	➤ TM Theory

For Engineering trades, training is being offered in following subjects for Draughtsman Group:

S. No.	Course Element
1	Trade Technology
	➤ Professional Skill (Trade Practical)
	➤ Professional Knowledge (Trade Theory)
2.	Engineering Technology
	➤ Workshop Calculation
	➤ Workshop Science
3	Training Methodology
	➤ TM Practical
	➤ TM Theory

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

S. No.	Course Element
1	Trade Technology
	➤ Professional Skill (Trade Practical)
	➤ Professional Knowledge (Trade Theory)
2.	Soft Skills
	➤ Practical
	➤ Theory
3	Training Methodology
	➤ TM Practical
	➤ TM Theory

5.8.3 National Skill Training Institutes (NSTI):

Training is conducted in the following Central Institutes:

S.No.	Name of the Institute
1	National Skill Training Institute (NSTI) Mumbai
2	National Skill Training Institute (NSTI) Kanpur
3	National Skill Training Institute (NSTI) Kolkata
4	National Skill Training Institute (NSTI-V) Vidyanagar campus Hyderabad
5	National Skill Training Institute (NSTI) Chennai
6	National Skill Training Institute (NSTI) Ludhiana
7	National Skill Training Institute (NSTI) (erstwhile MITI) Jodhpur
8	National Skill Training Institute (NSTI) (erstwhile MITI) Haldwani
9	National Skill Training Institute (NSTI) (erstwhile MITI) Calicut
10	National Skill Training Institute (NSTI) (erstwhile MITI) Bhubaneswar
11	National Skill Training Institute (NSTI) Ramanthapur campus Hyderabad
12	National Skill Training Institute (NSTI) Dehradun
13	National Skill Training Institute (NSTI) campus -I Bengaluru
14	National Skill Training Institute (NSTI) Jamshedpur
15	National Skill Training Institute (NSTI-W) Noida
16	National Skill Training Institute (NSTI-W) Indore
17	National Skill Training Institute (NSTI-W) Mumbai
18	National Skill Training Institute (NSTI-W) Bangalore
19	National Skill Training Institute (NSTI-W) Thiruvanthapuram
20	National Skill Training Institute (NSTI-W) Panipat
21	National Skill Training Institute (NSTI-W) Allahabad
22	National Skill Training Institute (NSTI-W) Vadodara
23	National Skill Training Institute (NSTI-W) Jaipur
24	National Skill Training Institute (NSTI-W) Tura
25	National Skill Training Institute (NSTI-W) Kolkata
26	National Skill Training Institute (NSTI-W) Rajpura
27	National Skill Training Institute (NSTI-W) Shimla
28	National Skill Training Institute (NSTI-W) Trichy
29	National Skill Training Institute (NSTI-W) Patna
30	National Skill Training Institute (NSTI-W) Jammu
31	National Skill Training Institute (NSTI-W) Goa
32	National Skill Training Institute (NSTI-W) Agartala
33	National Skill Training Institute (NSTI-W) Hyderabad (Vidyanagar)

The following Government and Private Institutes of Training of Trainers (ITOTs) have also been set up:

Table - 22

S. No.	Government IToTs
1	Govt. Institute of Training of Trainers (ITOT) affiliated under NCVT (Under administrative control of State Government), Govt. of Madhya Pradesh
2	State Staff Training and Research Centre, Govt. of Uttar Pradesh
3	Biju Pattnaik ITOT, Talcher
4	ITOT Davangare Govt. of Karnataka
5	Govt. ITOT Haryana, Govt. of Haryana
6	Govt IToT Malavalli (Karnataka)
S.No.	Private IToTs
1	SDM IToT, Hissar, Haryana
2	Modern Pvt.IToT, Kangra, Himachal Pradesh
3	SBS IToT, Kalanwali, Sirsa, Haryana
4	S. Gita Ram IToT, Matloda, Hisar, Haryana
5	Syadwad IToT, Baghpat, Uttar Pradesh
6	Jain IToT, Fazilka, Punjab
7	Saraswati IToT, Bhatinda, Punjab
8	Shivalik IToT, Patiala, Punjab
9	SR IToT, Ambala, Haryana
10	Khattuji IToT, Fazilka, Punjab
11	Bagar IToT, Jhunjhunu, Rajasthan
12	Centurion ITOT, Jatni, Khurda, Odisha

5.8.4 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).

5.8.5 Advanced Diploma (Vocational)

To give vertical mobility to ITI pass outs in collaboration with Industries 4 Advanced Diploma (Vocational) 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.

5.9. 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.

5.10 Apprenticeship Training under the Apprentices Act, 1961

5.10.1 Background

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

The main objective of the Apprentices Act is;

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

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

5.10.2 Evolution:

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

The Apprentices Act was enacted in 1961 and came into force on 01.03.1962 with its initial focus on trade apprentices. The Act was amended in 1973 and 1986 to include training of graduates and technicians and technician (vocational) apprentices respectively under its purview. It was further amended in 1997 and 2007 to amend various sections of the Act with regards to the definition of 'establishment' and 'worker', termination of apprenticeship contract, number of apprentices for a designated trade, practical and basic training of apprentices, penalty for contravening the provisions of the Act and cognizance of offences, reservation of candidates belonging to Other Backward Classes (OBCs) etc.

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

5.10.3 Fields and Categories of Apprenticeship Training:

There are two field of apprenticeship training:

- i. **Designated trade** - It implies apprentices pursuing any trade or occupation as notified by the Government
- ii. **Optional trade apprentices** – It implies apprentices pursuing any trade or occupation as may be determined by the industry.

Apprentices are categorized into **five** categories on basis on entry level qualifications possessed by them:

- i. Trade apprentices
- ii. Optional trade apprentices
- iii. Technician (Vocational) apprentices
- iv. Technician apprentices
- v. Graduate apprentices

Administration of Trade, Optional, 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 (MoE) (Formerly Ministry of Human Resources and Development (MHRD)).

5.10.4 Organizations responsible for implementation of the Act

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

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

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

5.10.5 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. It is to be noted that as per OM F.NO.MSDE-14(03)/2021-AP(PMU) issued on 20.12.2021 there is no upper age restriction for apprentice including Freshers.
- 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.

5.10.6 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.

5.10.7 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 - 23

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

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

5.10.8 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 to 6 months **depending upon the trade.**

5.10.9 Testing and certification of apprentices

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

5.10.10 Central Apprenticeship Council (CAC)

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

5.10.11 Policy level reforms through Amendments in Apprenticeship Rules, 1992

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

- 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
- 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.
- To bring more establishments under mandatory obligation for engaging apprentices as per Apprentices Act 1961, the size-limit of an establishment was changed from 40 workers to 30 workers.
- To resolve anomaly in stipend paid to apprentices, fixed rates of stipend were approved for different category of Apprentices depending upon their educational/technical qualification and 10% and 15% increase during second and third year of training.

5.10.12 Communication and outreach programmes for Apprenticeship training

- i. **Celebration of “Apprenticeship Pakhwada”:** Keeping in view the importance of apprenticeship training, MSDE has taken various initiatives to sensitize the need and importance of engaging apprentices among all establishments by organizing various events, workshops, seminar and apprenticeship Pakhwara. The said activities were well taken and responded by establishments and other key stakeholders of apprenticeship ecosystem, resulting to multiple MoUs with MSDE with commitment to engage apprentices and boost apprenticeship in the country.
- ii. **Organized National Seminar for Promotion and Expansion of apprenticeship among Public Sector Undertakings (PSUs):** In order to give tap potentials of PSUs, a National Seminar for Promotion & Expansion of Apprenticeship among PSUs in collaboration with Standing Conference of Public Enterprise (SCOPE).
- iii. DGT organized a day long ‘Apprenticeship Mela’ on 4th October 2021 across the country in over 660 locations. Under the initiative, nearly 60466 apprentices were registered and the event witnessed participation from more than 5000+ organisations, operating in more than 30 sectors such as Power, Retail, Telecom, IT/ITeS, Electronics, Automotive and more. The event also stood as a great opportunity for the participating establishments who got the chance to meet the potential apprentices at a common platform and could select the candidates as per their requirements

5.10.13 National Apprenticeship Promotion Scheme (NAPS).

Objective of the Scheme

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

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

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

Scheme Targets: Target under the scheme was 5 lakh apprentices in 2016-17, 10 lakh apprentices in 2017-18, 15 lakh apprentices in 2018-2019 and 20 lakh apprentices in 2019-20

Implementing Agencies for NAPS

The Regional Directorates of Skill Development and Entrepreneurship (RDSDE) 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”.

In order to simplify implementation procedures for establishments an OM F.NO. MSDE-14(03)/2021-AP(PMU) dated 20.12.2021 was issued which states that All Central Government Undertakings, Departments and Private Establishments having business in four or more states will be allowed to register with any RDSDE of the country according to their choice. Selected RDSDE will be single point of contact for contract related activities and NAPS reimbursement processes. Rest of the activities including BTP inspection and approval, grievance handling and exam coordination will be handled by the local RDSDEs.

Present Status of NAPS:

Till December, 2021 around 9.09 lakh youth have availed/undergoing apprenticeship training under NAPS. Presently more than 3.63 lakh apprentices are engaged in various companies and more than 47 lakh youth have registered themselves on the apprenticeship portal to be engaged by various companies as apprentices.

As on December, 2021, around 1.42 Lakhs companies have registered on the portal to engage apprentices under NAPS.

Recent initiatives to stream line the implementation of NAPS:

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

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

5.11 Advanced Vocational Training Scheme (AVTS)

In order to upgrade and update the skills of serving industrial workers, the AVTS is in operation since 1977. The scheme was launched by erstwhile DGE&T, Ministry of Labour and (now Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship) in collaboration with UNDP/ILO in 1977 at the then 6 Advanced Training Institutes (ATIs) under DGE&T and 16 ITIs of the 15 State Governments. Under the scheme, training in selected skill areas is being imparted through short-term modular courses of one to six weeks' duration. Tailor-made courses suiting to the specific requirements of industrial establishments are also offered. Over 3.5 lakh industrial workers / technicians have made use of the training facilities at the NSTIs (erstwhile ATIs) since Sept, 2007. With financial assistance from World Bank, training facilities in additional areas were created at ATIs and the existing training facilities were also strengthened.

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

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

Sl. No.	Name of the Institute	Trade conducted under CITS and no. of trainees in role in session 2019-20	Trainees under CITS in 2019-20	Diploma (Dip), New Age (NA-CTS) & High End Courses (HEC-CTS)	Trainees under NA-CTS, HEC-CTS & DIP 2019-20
1.	NSTI Mumbai	Computer Software & application Draughtsman Mechanical Electrician & Wireman Electronic Mechanic Fitter Instrument Mechanic Machinist MMV Turner Welder	616	ADIT IoT Technician (SHC) Machinist Solar Technician Electrical Technician Mechatronics	135
2.	NSTI Kanpur	Computer Software & application Dress Making Electrician & Wireman Electronic Mechanic Fitter Machinist MMV Sewing Technology Turner Welder	699		
3.	NSTI Howrah	Carpenter Computer Software & application	540	ADIT Foundryman	137

		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		IoT Technician (SA) Machinist Machinist Grinder Technician Mechatronics	
4.	NSTI Hyderabad (V)	Electrician & Wireman Fitter Machinist MMV Turner Welder	283	ADIT Geo Informatics Assistant Machinist Solar Technician Electrical	80
5.	NSTI Chennai	Carpenter Computer Software & application Draughtsman Civil Electrician & Wireman Electronic Mechanic Fitter Machinist Mechanic Diesel MMV Plumber RODA Sewing Technology TDM Press Tools, Jigs & Fixtures Turner Welder	799	ADIT IoT Technician (SA) TDM Press Tools, Jigs & Fixtures Technician Mechatronics	48
6.	NSTI Hyderabad (R)	Computer Hardware & Networking Maintenance Computer Software & application Electronic Mechanic	144	ADIT IoT Technician (SHC) Remotely Piloted Aircraft (RPA)/ Drone Pilot	65
7.	NSTI Ludhiana	Computer Software & application Electrician & Wireman Fitter Machinist MAM / Farm Mechanic Mechanic Diesel MMV	424	IoT Technician (SA) Turner	22

		Tractor Mechanic Turner Welder			
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		

5.12 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

5.12.1 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.

5.12.2 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.

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

Table - 25

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 Fashion Design & Technology Office Management Sewing Technology CTS Stenographer & Secretarial Assistant Hindi Architectural Draughtsman Basic Cosmetology Computer Aided Embroidery & Designing COPA DTPO Fashion Design & Technology Front Office Assistant Interior Design & Decoration Secretarial Practice English	682	ADIT IoT Technician (SHC) Solar Technician Electrical	68
2	NSTI (W) Mumbai	CITS Architectural Assistantship Dress Making CTS Architectural Draughtsman Basic Cosmetology COPA Dress Making Electronic Mechanic	167	IoT Technician (SC)	12

3	NSTI (W) Bangalore	CITS Computer Software & application DTPO Fashion Design & Technology CTS Architectural Draughtsman Basic Cosmetology COPA Dress Making DTPO Fashion Design & Technology Interior Design & Decoration	187		0
4	NSTI (W) Trivandrum	CITS Architectural Assistantship Computer Software & application Dress Making CTS Architectural Draughtsman COPA Dress Making DTPO Electronic Mechanic Secretarial Practice English	252	Additive Manufacturing Technician (3D Printing) ADIT IoT Technician (SC) Smart phone Technician Cum App Tester	76
5	NSTI (W) Panipat	CITS Surface Ornamentation Technique Cosmetology Dress Making Sewing Technology CTS Stenographer & Secretarial Assistant Hindi Basic Cosmetology Computer Aided Embroidery & Designing COPA Dress Making Electronic Mechanic Fashion Design & Technology Fruits & Vegetables Processing Secretarial Practice English	377	ADIT Geo Informatics Assistant	38
6	NSTI (W) Kolkata	CITS Architectural Assistantship Computer Software & application Cosmetology Dress Making Fashion Design & Technology	291	ADIT IoT Technician (SC) Smartphone Technician Cum App Tester	29

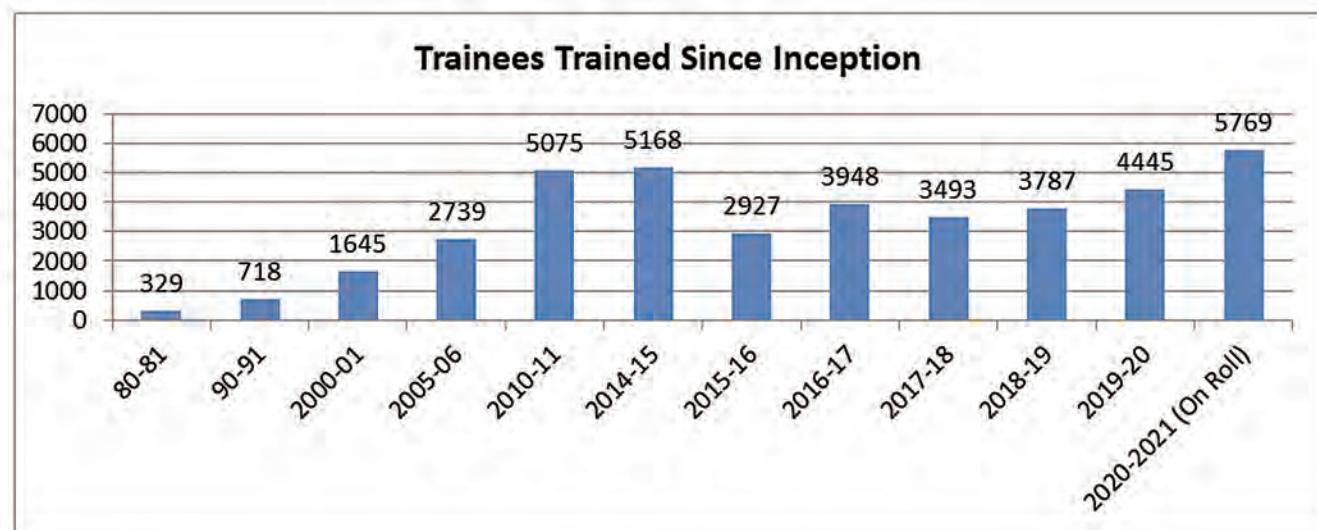
		CTS Architectural Draughtsman Basic Cosmetology COPA Dress Making Fashion Design & Technology Interior Design & Decoration Secretarial Practice English			
7	NSTI (W) Tura	CITS Computer Software & application Dress Making Sewing Technology CTS Travel & Tour Assistant Basic Cosmetology COPA Dress Making Fashion Design & Technology Secretarial Practice English	174	Soil Testing and Crop Technician	24
8	NSTI (W) Allahabad	CITS Catering & Hospitality Assistant Computer Software & application Cosmetology Dress Making Electronic Mechanic Fashion Design & Technology CTS Stenographer & Secretarial Assistant Hindi Basic Cosmetology Catering & Hospitality Assistant COPA Dress Making DTPO Electronic Mechanic Fashion Design & Technology Food Production General Secretarial Practice English	532	ADIT IoT Technician (SC)	39
9	NSTI (W) Indore	CITS Computer Software & application Dress Making Fashion Design & Technology CTS Stenographer & Secretarial Assistant Hindi Architectural Draughtsman Basic Cosmetology	213	ADIT IoT Technician (SC)	27

		COPA Dress Making Secretarial Practice English			
10	NSTI (W) Vadodara	CITS Computer Software & application Cosmetology Dress Making Electronic Mechanic Fashion Design & Technology Office Management CTS Basic Cosmetology Computer Aided Embroidery & Designing COPA Dress Making DTPO Fashion Design & Technology Secretarial Practice English	353	ADIT IoT Technician (SC) Solar Technician Electrical	42
11	NSTI (W) Jaipur	CITS Architectural Assistantship Computer Software & application Cosmetology Dress Making Fashion Design & Technology Office Management English Office Management Hindi CTS Stenographer & Secretarial Assistant Hindi Architectural Draughtsman Basic Cosmetology Draughtsman Civil Dress Making Fashion Design & Technology Secretarial Practice English	456		0
12	NSTI (W) Shimla	CITS Draughtsman Civil Fashion Design & Technology CTS Stenographer & Secretarial Assistant English DTPO Fashion Design & Technology	127		0

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

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

Chart - 6



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

2015 onwards Semester system was followed

5.12.4 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.

5.13 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 Standing Finance Committee (SFC) for a total cost of Rs. 300 crore, was held on 30.12.2020 under the chairpersonship of Secretary (MSDE) for extension of scheme till March 2024. DoE vide O.M dated 16th December 2021 has conveyed the extension of scheme till 31st March 2022 and desired the Ministry to submit, in between the combined EFC proposal for appraisal for the balance period of XVthFC Cycle. So far, an amount of Rs. 297.31 crore (including State Share) has been allocated to 29 States for upgradation of 36 ITIs into Model ITIs and Rs. 144.47 crore (including State Share) has been released, so far.

5.14 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 ensure 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 December 2021:

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
8. MoU signed with Ordinance Factory Board, Kolkata, Ministry of Defence, Govt. of India
9. LAVA International Ltd, Noida
10. Paytm Flexi MoU
11. MoU With Toyota Kirloskar Motor Pvt Ltd

5.15 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

- The project has been rated Moderately Satisfactory by the World Bank in the latest Review. The project disbursements have reached 57.86 % of the total commitment
- Since Inception an amount of Rs 413.66 Crores has been released to States and other Implementing agencies under STRIVE.

- As on date 426 ITI and 33 Industry Clusters (IC) have been selected from 34 States/UT under STRIVE and Initial tranche of fund has been released for 424 ITI and 28 Industry Clusters.
- Additionally, financial assistance has been released to 14 states for State project implementation unit (SPIU) and 30 states for establishment of State Apprenticeship Monitoring Cell (SAMC)
- DGT has conducted national and regional workshops to support States and other Implementing agencies (ITI/Industry Clusters) in grounding the project
- Ministry has commissioned a Gender Study to Identify Constraints on Female Participation in Skills Training and Labour Market in India to enhance participation of women in long term skilling which has been completed, followed by knowledge dissemination workshop with States and ITI.
- Female participation across Project ITIs has reached 19.1% against target of 14 %.
- 15 States have reduced trainer vacancy by more than 20% from baseline data
- On Job Training for Project ITIs has reached 17.4% against a target of 15.0%
- 15,750 officials have been trained across all the 36 State and UT for NSQF compliance.
- A pilot Tracer Study was conducted in the State of Haryana to test the effectiveness and response rate of tech-based tools to ensure uniformization of process across states in conducting Tracer study. A toolkit covering guidance note, draft ToRs and questionnaire have been shared with states for conducting Tracer study in states.
- Career progression guidelines for Instructors of ITI has been developed for implementation by States.

5.16 Initiatives in the North East and LWE Regions

5.16.1 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 Standing Finance Committee (SFC) for a total cost of Rs. 495.52 crore, was held on 16.02.2021 under the chairpersonship of Secretary (MSDE) for extension of scheme till March 2024. DoE vide O.M dated 16th December 2021 has conveyed the extension of scheme till 31st March 2022 and desired the Ministry to submit, in between the combined EFC proposal for appraisal for the balance period of XVth FC Cycle.

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 - 26

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

5.16.2 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. The Standing Finance Committee (SFC) for a total cost of Rs. 496.63 crore, was held on 12.01.2021 under the chairpersonship of Secretary (MSDE) for extension of scheme till March 2024. DoE vide O.M dated 16th December 2021 has conveyed the extension of scheme till 31st March 2022 and desired the Ministry to submit, in between the combined EFC proposal for appraisal for the balance period of XVth FC Cycle. So for central share of Rs. 183.77 crore out of total central allocation of Rs. 385.97 crore has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim.

5.17 Trade Testing

- The National Council for Vocational Education and Training (NCVET) with the powers conferred to it under chapter III functions and powers of the council Para 16 (1), vide F.No: 32001/14/2020/NCVET/234, dated 10.06.2020 has recognized Directorate General of Training (DGT) as a sole 'Awarding Body' and a sole 'Assessment Agency' for long term trainings and training of trainers in ITIs and NSTIs/IToTs with respect to all qualifications created by DGT and approved by NCVET for the purpose.
- The All India Trade Tests (AITT) are conducted for the various schemes run by the DGT. The Trade Testing Cell of DGT is entrusted with this responsibility.
- AITT under Craftsmen Training Scheme (CTS) is conducted twice a year for about 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. The examinations conducted are tabulated as follows:

Table -

Sl No.	Name of the Scheme / Tests	Year 2019	
		Trades	Tests
1.	All India Trade Test of Craftsmen under Craftsmen Training Scheme (CTS)	137	2
2.	All India Trade Test of Apprentices under the Apprentices Act, 1961 (ATS)	259	2
3.	All India Trade Test of Craft Instructor Training Scheme (CITS)	34	2
4.	All India Trade Test under Craftsmen Training Scheme (CTS Dual Mode)	17	2
5.	All India Trade Test of Craftsmen under the scheme "Centre of Excellence (C.O.E) (BBBT & Advance Modules)	21 sectors	2

- The All India Trade Tests are conducted in online as well as well as conventional mode. The theoretical portion of the examination are conducted through Computer Based Tests (CBT) and the Practical and Engineering Drawing are conducted in conventional mode.
- Examinations under Flexi MOU also being conducted, as above, 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 in India.
- 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.
- **Grievance Redressal Process:**

The Directorate General of Training has for the first time introduced an online grievance redressal mechanism along with the results of All India Trade Tests (AITT)- 2020. About 87,000 grievances of the trainees related to the profile and the examinations were resolved using this online mechanism.

- Summary of examinations held under DGT in 2021:

1. CTS scheme:

- i. December 2020 to April 2021- The examinations for the Engineering Drawing / Practical were conducted in conventional methods. The CBT examinations were conducted through NIMI (in-house) utilizing the available infrastructure in the ITI eco-system. The batches covered in this were regular candidates from
 - a. 2nd year of 2018-2020 (2-year trade),
 - b. 2019-2020 (1-year trade),
 - c. 2019-2020 (6-month trade) and
 - d. 1st year of 2019-2021 (2-year trade).

The results for these examinations were declared on 28th May 2021. The details of the examination conducted during this phase are placed below:

Total scheduled for exam	Total Appeared	Total Absent	Result Processed
14,36,820	13,39,047	97,773	14,21,097*

Additionally, it was declared that DGT would conduct supplementary examinations within 60 days of declarations of last results. It was also informed that as a COVID relief measure, the trainees who could not participate in these examinations would also be given a chance to appear in these examinations without counting this attempt within the usual allowed attempts as per the scheme guidelines.

- ii. September 2021 to November 2021- Supplementary examinations: As envisaged above, the examinations were earlier declared to commence from 23rd August 2021, but this was extended for 10 days on the basis of several representations being received by trainees & stakeholders and hence the actual exams commenced on 3rd September 2021 and was held till 28th November 2021. Supplementary examinations were conducted for the below batches:
 - a. Supplementary trainees from 2018-2019 (1-year trade)
 - b. Supplementary trainees from 1st & 2nd year of 2018-2020 (2-year trade)
 - c. Supplementary trainees from 2019-2020 (1-year trade)
 - d. Supplementary trainees from 2019-2020 (6-month trade)
 - e. Supplementary trainees from 1st year of 2019-2021 (2-year trade)
 - f. Leftover trainees from AITT 2020

As a Covid relief measure, the eligible trainees who could not appear in AITT 2020 were also given chance to appear in this examination. These examinations were conducted by the technology agency, M/s NSEIT Ltd at their centers. The results for these examinations were declared on 30th November 2021. The details of the examination conducted during this phase is placed below:

Total scheduled for exam	Total Appeared	Total Absent
7,89,660	6,23,697	1,65,963

2. CITS RPL Supplementary examination:

CITS RPL supplementary examinations were held from 20th July 2021 to 27th July 2021. The examinations were conducted using the internal resources of DGT/NIMI and IT infrastructure available at NSTIs. No fee was charged from the examinees for this exam as per the scheme guidelines. The results for these examinations were declared on 26th October 2021. The details of the examination conducted is placed below:

No. of Students	No. of Students Passed	No. of Students Failed	Pass Percentage
2,759	1,546	1,213	56.03%

3. CITS entrance examination:

CITS entrance examination was conducted on 17th October 2021. The examination was conducted by the technology agency, M/s NSEIT Ltd. The results for this examination were declared on 30th October 2021. The details of the examination conducted is placed below:

Total no. of students scheduled	Total no. of students appeared	Total no. of students provisionally admitted*
31,500	21,000	7,369

* Counselling conducted by NIMI as of 30th November 2021

4. CITS end-term examination:

CITS end-term examination was conducted from 22nd November 2021 to 4th December 2021. ED & Practical examination were conducted at the NSTIs and IToTs whereas the CBT examinations were conducted through NIMI (in-house) utilizing NSTIs, Govt ITIs and Govt IToTs infrastructure. No fee was charged from the examinees for this exam as per the scheme guidelines. The results for these examinations will declared post the NSTIs/IToTs upload the ED & Practical examination marks on the portal. The details of the examination conducted is placed below:

Total no. of students scheduled	Total no. of students appeared	Total absent
10,574	9,761	813

5. Center of Excellence (CoE) Scheme:

4 states i.e., Kerala, Odisha, Tamil Nadu and Assam participated in the examination. The results have already been declared. The certificate generation process has been initiated for Kerala, Odisha and Tamil Nadu. However, data is awaited from Assam for generation of certificate for which several reminders have been given to the state.

6. ATS Scheme:

ATS examinations are scheduled to begin from 27th December 2021 to 30th December 2021. The notifications regarding the examinations have been sent and are uploaded on NCVT MIS portal.

7. Flexi-MoU Scheme:

- a. Industry Training Partner (ITP)- Centurion University for Technology & Management (CUTM) - CBT examination was scheduled for 4th, 5th & 6th December 2021 at 11 centers. Examinations at 9 centers were conducted smoothly. However, at 2 centers the exams were postponed owing cyclone in Odisha (ParlakhmundiAllurinagarGajapati Odisha) and technical issue at Utopian Institute Skill

Based India Private Limited, Rewari center. The examinations for these 2 centers are scheduled for 25th & 26th December 2021.

- b. Industry Training Partner (ITP) Maruti- Examinations were held at 5 centers in September, 2021 and about 2300 trainees participated in the examinations. Earlier results for the examinations held in Oct, 2020 and March 2021 were approved by the competent authority and the same has been handed over to Maruti. Further, issuing of certificate will be initiated post verification of all details of the candidates.

5.18 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).

5.19 Dual System of Training (DST)

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

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

As on **1st December 2021**, a total of **3,034 MoUs** have been signed under the DST scheme by ITIs under State Directorates, NSTIs under DGT and by industrial clusters under STRIVE scheme. The details are given below:

Table - 29

S.No	Category of MoUs under DST	No. of MoUs signed
1.	Between National Skill Training Institutes under DGT and Industry Organizations	303
2.	Between Govt & Private ITIs of State & UT and Industry Organizations	2513
3.	Between Industry Clusters and ITI (Under STRIVE Scheme)	32
4.	Earlier Existing MoUs of DST now revised under revamped scheme	186
	Total	3034

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

The following four components of Polytechnic schemes were transferred from Ministry of Education (formerly 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 central financial assistance / grant-in-aid to the State/UT Governments to carry out activities under the schemes.

5.21 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.

5.21.1 Activities carried out by the IT Cell OF DGT:

5.21.1.1 Digital Skilling Initiatives

Bharatskills (<http://bharatskills.gov.in>): a Digital Repository for skills which provide NSQF curriculum, course material, videos, question banks and mock test etc. for trainees of CTS and trainers of CITS. This helps trainers and trainees to learn easily their topics outside class.

- e-Books in 6 Indian Languages like Hindi, Odiya, Tamil, Gujarati, Marathi and English available with download facility
- Videos contributed by States and Industries also placed.
- Links to various other programs for Employability skills, advanced computer skills by industry experts and its relevant online learning materials by IBM, CISCO, Quest Alliance, Microsoft etc., are being provided on the Bharatskills portal to make the trainees industry ready.
- Usage: ~ **39 lakhs users** as on 10th December 2021
- Online assessment (Mock Test) link is provided in Bharatskills by NIMI APP (Registered Users – **14,33,455**).



SL No.	Portal / App	No of Participants
1	Bharatskills(Courseware for 41 popular courses, e-learning video content for 71 courses ,Question banks, Mock test, link for various industrial partners LMS like IBM Skillbuild, Cisco Net-academy, Microsoft Learn etc.,	39,72,768 (unique IPs)
2	Bharatskills Mobile App	14,59,919
3	Bharatskills- Blended Learning for 6 popular Courses under CTS	1,73,753
	Total	55,80,289
	Total hits on Bharatskills ~90 lakhs	

Bharatskills Hosted Blended Learning for 6 Popular Courses under CTS

Blended Learning is a Key tool for self-learning in a structured way. 1800 learning hours of content available on Bharatskills for blended learning for 6 popular courses (COPA, Welder, Electrician, Fitter, Diesel Mechanic, Cosmetology).

It can be accessed anytime from anywhere from internet enabled devices. It supports online teacher-trainee interaction for a more personalized classroom like experience and uses Gamifications techniques to break monotony, increase trainee participation and make learning fun for trainees.

Targeted beneficiaries are more than **18 Lakh** trainees and present Users are **1,73,753**

Sl No.	CTS Course in ITI	No. of Users as of now
1.	Electrician	121236
2.	Computer Operator and Programming Assistant (COPA)	37680
3.	Cosmetology	8826
4.	Diesel Mechanic	424
5.	Welder	446
6.	Fitter	5141
	Total Users	173753

5.21.1.2 Digitisation of DGT Office:

IT cell, DGT has fully implemented e-Office at headquarters and its subordinate offices at 57 locations to carry out the affairs pertaining to DGT and its field institutes in a completely paperless manner as far as possible. This has not only ensured better tracking and faster service but also paved a way for transparency in the system. IT Cell of DGT has created an e-Office account and Web VPN account for all officers and staff (about 771 accounts till LDC) to access e-Office (<https://msde.eoffice.gov.in>) from anywhere through web VPN (<https://saccess.nic.in/>).

S.No.	Webeite/URL	Description	Managed By
1	DGT Skill Attendance https://cndgt.dgtskillattendance.ac.in/	Central Attendance Portal for all 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 11000 candidates are registered in the portal.	Managed by IT Cell of DGT, Hosted by NICSI
2	DGT BAS Attendance Portal https://cndgt.attendance.gov.in	Centralised Employees Attendance Portal for all employees of DGT, NSTIs and RDSDEs being operated across 57 locations.	Managed by IT Cell of DGT, Hosted by NICSI
3	SPARROW (https://sparrow-dgt.eoffice.gov.in)	All the employees up to Junior Technical Assistant level have been onboarded on SPARROW portal for online APAR process. Manual APARs for last 10 years of all officers are uploaded on SPARROW. Online facilities for filing Immovable Property Return (IPR) for all the employees has been provided.	Managed by IT Cell of DGT, Hosted by NICSI

5.21.1.3 DGT IT-Cell In-house Development

S. No.	Webeite/URL	Description	Managed By
1	DGT Website and Employee Corner (https://dgt.gov.in):	<ul style="list-style-type: none"> Website provides complete information about DGT, Schemes, latest orders, press release etc. Employee corner is a single window platform for total employees' information management system. 	IT Cell of DGT
2	Development of "Common Websites Template" for all NSTIs/NSTI(w):	<ul style="list-style-type: none"> IT cell, DGT has developed common websites for all NSTIs/ NSTI(W) (33 sub-domain) under the subdomain of dgt.gov.in in order to bring uniformity among all the training institutes and all the sites have been secured through SSL. 	IT Cell of DGT
3	Development of "Common Websites Template" for all RDSDEs:	<ul style="list-style-type: none"> IT cell, DGT has developed common websites for all RDSDE's (22 sub-domain) under the subdomain domain of dgt.gov.in in order to bring uniformity among all the training institutes and DGT offices and all the sites has been secured through SSL. 	IT Cell of DGT
4	Pre-Placement module for ITI Students (https://itirozgar.dgt.gov.in):	The 'Pre-placement' module for ITI students is conceptualized to be an online portal of providing e-platform for establishments and Job Mela organizers to provide employment to ITI trainees, specially to those who are about to complete the	IT Cell of DGT

		course. The system will harness the initiative, relationships and follow up skills in taking the feedback of the Employers and Job Mela Organisers (JMO) at various levels viz, ITI/District/state level officers, to secure jobs for the ITI graduates during their final term.	
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5.21.1.4 Connecting the DGT and the Field Institutes :

Established cost effective video conferencing system using ZOOM in connecting DGT Hqrs, to all the field institutes (NSTIs, RDSDEs, CSTARI and NIMI) which has avoided the need for holding physical meeting and saved the time and expenditure. This led to an improved system of tracking the progress and other activities in the field institutes in a faster and effective way.

5.21.1.5 Reforms Undertaken for improving Quality of Long-Term New Age Skill Training

(Industrial Revolution - 4.0 /future skills)

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.

ITI, Unit, Seat Affiliation of New Age Courses 2020

Sl. No.	Trade Name	Duration	No. of ITI	No. of Units	No. of Seats
1	Additive Manufacturing Technician (3D Printing)	1 year	6	9	180
2	Electrician Power Distribution	2 year	35	69	1380
3	Geo-Informatics Assistant	1 year	7	9	216
4	IoT Technician (Smart Agriculture)	1 year	14	26	624
5	IoT Technician (Smart City)	1 year	14	27	648
6	IoT Technician (Smart Health Care)	1 year	13	24	576
7	Remotely Piloted Aircraft (RPA)/Drone Pilot	6 Months	2	2	48
8	Smartphone Technician Cum App Tester	6 Months	12	17	408
9	Soil Testing and Crop Technician	1 year	5	8	192
10	Solar Technician (Electrical)	1 year	20	29	580
11	Technician Mechatronics	2 year	14	33	792
	Total		142	253	5644

5.21.1.6 DGT Management Information Systems

S. No.	Webeite/URL	Description	Managed By
1	ITI Management System https://www.ncvtmis.gov.in	The portal manages ITIs trainees' registration, training, examination and certification under CTS and also for CITS. At present 14718 ITIs and ~22 lakhs students / year under CTS and 51 institutes for ToT and ~9000 trainees under CITS are registered in the portal.	Wipro/DGT
2	Apprenticeship Training Portal http://apprenticeship.gov.in	Portal manages Apprenticeship Registration, Training, examination and certification under Designated Trades. Note: New registrations for apprenticeship have been started at the new portal. https://apprenticeshipindia.gov.in – managed by IBM/DGT/NSDC	Wipro/DGT

New Changes/ Enhancements done in NCVTMIS portal for better transparency

1. API for Trainee upload in the NCVTMIS by States through their own online portal
2. Developed new process of punching practical and ED marks by Nodal Officers
3. Development of API for affiliation Order Generation
4. Implementation of Instructor Module to capture instructors available
5. Placement capture module for tracking placement
6. Public Dashboard – trainees admitted, exam, instructor and placement info etc.,
7. Drill Down reports for examination in dashboard
8. Grievances module for trainees to raise grievance related to profile /exam
9. Audit Trail reports, Login and Log out Reports
10. Local Government Directory (LGD) standard in the portal, Geo tagging of ITIs
11. Rating score of ITIs (Grading) and Report card for ITIs
12. Digitally Signed Certificate for all certificates issued by DGT
13. e-NAC, e-NTC, e-CITS certificate functionality for legacy certificates
14. Flexi-MoU and DST candidates certificates with QR code verification functionality
15. CoE certificate
16. Examiners registration and Mapping functionality
17. ITI Tracking dashboard to monitor all the portal activities
18. Integration of NIMI payment portal with NCVTMIS via API for exam fee payment of ITIs / States

19. Mobile and email OTP verification for all ITIs and Apprenticeship establishments, for faster communication through SMS and email.
20. Trainees certificate block /revoke and new certificate generation for with new certificate number in case of any correction.

5.21.2 DGT in the Digital Technology Area partnering with Tech companies

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 DGT has been striving ahead in this technological age by 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, Microsoft, 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.

5.21.2.1 Initiatives with IBM India 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 and the MoU has been **extended for 4 years -upto Feb 2024**

Area of collaboration:

- I. **Two Year Advanced Diploma (Vocational) in IT, Networking & Cloud Computing (NSQF Level 6-** 369 Trainees in 2019-21 batch undergoing training at 16 NSTIs.
- II. Train the Trainer Campaign (in Basic Artificial Intelligence)
- III. **Skills Build – A digital Learning Platform** (for diploma course and AI course)- In June,2020 launched Skill build Reignite and Skill Build Innovation Camp for job seekers and entrepreneurs



IBM CEO meeting with Hon'ble Prime Minister



Sl. No.	Name of the Course	Till 31st March 2021	1st April to Dec. 2021	Total upto Dec. 2021
1	Advanced Diploma (Vocational) in IT, Networking & Cloud Computing	88	369	457
2	Artificial Intelligence	7929	2171	10100
3	Skills Build - A digital Learning Platform	15010	20010	35020
	Grand Total	23027	22550	45577



5.21.2.2 Initiatives with CISCO India (CSR)

Digital Learning at ITIs - Memorandum of Understanding between DGT & CISCO India signed on 30th Sep 2019 for initial period of one year and **extended upto June 2022**

Highlights of DGT- Cisco collaboration

- Master Trainer Training by CISCO to NSTI Instructors
- Master Trainers to conduct training programmes for ITI trainers (Instructors)
- Additionally, globally-recognised Networking and ICT courses on bharatskills.gov.in for ITI Trainers and students for free
- 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.

DGT- Cisco collaboration



MoU 1: Cisco NetAcad courses on DGT portal



MoU 2: Empowerment of 20,000+ trainers & trainees

Present Status:

- **Basic IT Skills** for all ITI Instructors – 1 week virtual classroom – Open for all Instructors
- Cisco Certified Entry Level Network Associate (**CCNA**)- 1 week classroom – **6 NSTIs**
- Cisco Certified Network Associate (CCNA) (\$300 worth) - 2 week classroom – 6 NSTIs
- At the **06 NSTIs CCNA labs** were set up with complete Networking equipments - Webex services activated @ ~2.5 Cr. – **work completed**
- Total 30 Master trainers were trained from NSTIs in IT ESSENTIAL and 14 trainers in CCNA.

Glimpses of Lab Setup



Cisco-DGT collaboration – current status

NSTI NAME	Onboarding as NetAcad	Deployment of Master Trainer	CCNA Lab Setup	COLLAB Installation	Training for Lab & Colliab	Faculty TOT on IT Essentials	Faculty TOT on CCNAv7
DGT - HO	✓			✓	✓		
NSTI, Chennai	✓	✓	✓	✓	✓	✓	✓
NSTI, Mumbai	✓	✓	✓	✓	✓	✓	✓
NSTI, Kolkata	✓	✓	✓	✓	✓	✓	✓
NSTI, Kanpur	✓	✓	✓	✓	✓	✓	✓
NSTI, Noida	✓	✓	✓	✓	✓	✓	✓
NSTI, Bangalore	✓	✓	✓	✓	✓	✓	✓

Digital skill in Cisco NetAcademy Online course.

Sl No.	Name of the Course	Till 31st March 2021	1st April to Dec. 2021	Total upto Dec. 2021
1	CCNA R&S	221	3	224
2	Cybersecurity	607	1070	1677
3	Entrepreneurship	264	40	304
4	Get Connected	163	6	169
5	IoT	787	1035	1822
6	IT Essentials	52	1320	1372
7	Linux	109	26	135
8	Networking Essential		67	67
9	Package Tracker	146	30	176
10	Python	108	117	225
	Grand Total	2457	3714	6171



5.21.2.3 Initiatives with Quest Alliance (CSR)

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 students.

MoU signed in July 2019 **with Cisco, Accenture, Quest Alliance and extended the MoU for 4 years till Jun 2024)**

- Created a **dedicated Employability Skills Portal <http://employabilityskills.net>** for ITI students linked to Bharatskills, with more than 200 hours of digital content around career development, digital skills, spoken English, life skills etc.
- **Modern ES Labs established at 06 Women NSTIs** formally inaugurated @ Rs. 15.0 Lakh (excl furniture & basic amenities) – functional in all **06 NSTIs-**
 1. NSTI(w), Allahabad
 2. NSTI(w), Vadodara
 3. NSTI(w), Mumbai
 4. NSTI(w), Trivandrum
 5. NSTI(w), Jaipur
 6. NSTI(w), Noida
- **It was further extended to remaining NSTI(w)s. At 8 NSTIs ES Lab established.**
 1. NSTI(w), Tura
 2. NSTI(w), Patna
 3. NSTI(w), Kolkata
 4. NSTI(w), Indore
 5. NSTI(w), Bengaluru
 6. NSTI(w), Panipat
 7. NSTI(w), Patiala
 8. NSTI(w), Trichy
- **and 5 is in progress**
 1. NSTI(w), Hyderabad
 2. NSTI(w), Goa
 3. NSTI(w), Agartala
 4. NSTI(w), Jammu
 5. NSTI(w), Shimla

Highlights of MoU with MSDE / DGT

- Dedicated initiatives in NSTIs and women ITIs for; critical skills development, career guidance, ES trainers, placement officers training, placement cells and industry engagement activities
- Digitize the employability skills curriculum as per the syllabus approved and recommendations received by the expert committee and further offer the digitized curriculum on the Quest App mobile platform
- Development of blended Courses for off line, Online or Hybrid Mode of teaching and learning



- Training of Master Trainers across the states.
- QUEST Alliance to create a support system and handhold Master Trainers to plan & implement ES Training of Trainers (ToT).
- Supporting NIMI with technical knowledge in building digital content for the ITI ecosystem

Achievements:

I. ES Lab and Libraries

- MoU signed with 6 states.
- ES Lab established in 14 NSTIs
- 22 Libraries have been setup

II. Employability Skills Print Curriculum for Year 1 and Year 2

- Career pathway poster for trades completed in English, Tamil and Kannada languages
- Placement officers handbook developed in - English, Hindi
- ES Assessments with Answer Keys for Year 1 & 2 - English
- NIMI Facilitator Manuals completed in Hindi
- NIMI ES workbooks 1 & 2 - Hindi, Kannada, Tamil, Malayalam
- NIMI Student Workbook completed in Gujarati language

III. Employability Skills Digitization

- 83 out of 172 Content modules Digitized. The details are at; [LINK](#)
- 79 digital lessons across 4 modules from ES SW Book 1 completed

IV. Bharatskills and Quest App uptake:

- Overall: 124,524 Students (28% female students) and Course completion rate (%) is 48%



Outreach and outcome details: Placement Activities:

Sl. No.	Name of the Course	Till 31st March 2021	1st April to Dec. 2021	Sl. No.	Name of the Course	Till 31st March 2021	1st April to Dec. 2021
1	No. of Principals Inducted and Oriented	557	377	1	No. of Placement drives conducted	346	132
3	No. of Placement Officers Trained	508	34	2	No. of students placed	24,288	731
4	No. of Training of Trainers	2,886	278				
5	No. of students benefited through QuestApp	72,886	65,895				

5.21.2.4 Initiatives wht microsoft under CSR

Initiatives with Microsoft (Tri-partite MoU between DGT, MS and NASSCOM Foundation - September, 2021) – newly signed

- Prepared the **digital blended content for the current COPA course and to help rolling it out under CSR**
- Hand holding for offering the new courses in blended mode on the topics of COPA and futuristic skills like AI/ Data Analytics/ Software Development, etc. in the ITI ecosystem to start in August 2021.
- Microsoft Digital Skilling Certification course on Microsoft Technical Associate (MTA) for trainers and Microsoft Office Associate for Trainees.



Directorate General of Training

DGT - Microsoft Digital Skills Program



Global Skilling Initiative

2020 has been a challenging year and has changed the way we work. The need for digital skilling to be relevant in the digital economy has never been more important as it is today. To enable and equip the different sections of the society with skills to thrive in the digital economy and have an equal opportunity, Microsoft launched the Global Skills Initiative aimed at bringing more digital skills to 25 million people worldwide by the end of the year.

[CLICK HERE TO KNOW MORE](#)

The MICROSOFT Digital Skills programme is conceptualized around skill enhancement of young women enrolled in the Computer Operator and Programming Assistant (COPA) and Computer Science Application – CTS course in the Industrial Training Institutes (ITIs), under DGT and is aimed at enhancing the employability

of young women doing pursuing IT and ITeS vocational training in ITIs and NSTIs spread across the country also to leverage the existing strengths of the ITI system to:

- Better deliver IT and ITeS course and training
- Focus on building capacities of ITI faculty providing training in COPA, CSA-CITS track.
- Enhance and establish industry connects as an integral component to reinforce learning and all-round development of students.

Program Launch



Microsoft Digital program was launched in select Women NSTI and Women ITI in the month of February 2020. Key features of launch program are Interaction with the students, understanding their aspirations and interest levels and also finalizing the course to be taught with the consent of students and faculty. Career counseling has been conducted for all the trainees to understand their aspirations, interest levels and the soft skills. Technical trainers counseled the trainees individually by providing feedback and direction.

Current Status:

- 1) Trained 125 ADT/TOs (including newly ISDS) for advanced excel and data analytics
- 2) 6 months blended learning module of COPA trade was completed were uploaded in <https://blendedlearning.bharatskills.gov.in>.
- 3) Microsoft Learn - Learn platform helps acquire in-depth technical learning on most in-demand skills on widely used technologies. It offers 225 learning paths with more than 1000 modules for free – linked with Bharatskills to provide further learning opportunities to the ITI trainees and the trainers.

5.22 Current initiatives in the DGT landscape

New Initiatives by DGT in last two years	Way Forward
<ul style="list-style-type: none"> ➤ Introduction of ONLINE Affiliation Portal for user-friendly and transparent time stamped application process ➤ Auto generation of inspection team by system ➤ Random selection of inspection team by system ➤ Mobile application for inspection which records Geo tagged information ➤ Introduction of Online inspection process ➤ Admitted trainee data migration through API link 	<ul style="list-style-type: none"> ➤ Auto generation of Accreditation/Affiliation orders ➤ Affiliated Trade/Unit mapping through system Ø Scoring framework for New/Existing ITIs ➤ Renewal of affiliation ➤ Revision of application fee and introduction of Accreditation and other fee

C. SCHEMES FOR ENTREPRENEURSHIP DEVELOPMENT

5.23 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 318 institutes have been empanelled during 2021 under the scheme across these states and UTs as per the break-up given below:

State	Assam	Bihar	Delhi	Kerala	Maharashtra	Tamil Nadu	Telangana	Uttarakhand	Uttar Pradesh	West Bengal	Total
Total Number of institutes empanelled	25	31	26	32	34	37	38	20	38	37	318
Number of ITI	10	19	21	24	25	26	24	15	27	19	210
Number of Polytechnic	3	4	2	4	4	6	9	3	7	4	46
Number of JSS	3	3	3	3	3	3	3	1	2	2	26
Number of PMKK/PMKVY	9	5	0	1	2	2	2	1	2	12	36

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

	No. of Institutes	ITI	PMKK	Polytechnic	JSS
Number of Institutes Empaneled	318	210	36	46	26
Entrepreneurship Awareness & Mobilization					
Activity				Beneficiary Achieved	
Principals' Orientation				396	
Entrepreneurship Awareness Program(Student Orientation)				34760	
Community AwarenessProgram				4064	
Entrepreneurship Education					
Activity				Beneficiary Achieved	
TOT				443	
Faculty Mentor Training				227	
EDP Student Registration				17797	
Mentoring & Handholding					
Activity				Beneficiary Achieved	
Mentoring Camp				2108	
Creation of NewEnterprises				566	
Scaled up Enterprises				497	

5.24. 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 is being implemented by Indian Institute of Entrepreneurship (IIE), Guwahati in Puri, Bodh Gaya and Kollur and National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida in Varanasi, Haridwar and Pandharpur 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.

Number of participants of Entrepreneurship Awareness Programme (EAP) and Entrepreneurship Development Programme (EDP) under the project upto 2021 is given below

Name of the Institute & Cities	Activity	Total Number of Participants
NIESBUD, Noida (Varanasi, Haridwar and Pandharpur)	Entrepreneurship Awareness Program	2324
Entrepreneurship Development Program	Entrepreneurship awareness program	861
IIE, Guwahati (Puri, Bodh Gaya and Kollur)	Entrepreneurship	1295
	development program	577

5.25 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, Govt. of Germany, which has been extended by one year to July, 2022. Initially, the project was implemented in 3 region NER States, Rajasthan & Telangana, now the project has been extended in 2 more states i.e. Maharashtra and Uttar Pradesh. Region-wise data for number of women entrepreneurs as part of the incubation and acceleration support programmes in the WEE project upto 2021 are as below:

Region	Partner	Entrepreneur Cohorts	Total per state
NER – 8 states	Dhriiti – The Courage Within	Cohort 1: 75 (Cohort completed in August 2020) Cohort 2: 103 (Cohort completed in June 2021) Cohort 3: 57 (Cohort completed in October 2021)	235
Rajasthan – 9 districts	Startup Oasis	Cohort 1: 39 (Cohort completed in July 2020) Cohort 2: 21 (Cohort completed in June 2021) Cohort 3: 45 (Cohort completed in September 2021)	105
Telangana – 26 districts	WE Hub	Cohort 1: 27 (Cohort completed in August 2020) Cohort 2: 82 (Cohort completed in June 2021)	109
Maharashtra – 3 districts	Mann Deshi Foundation	Cohort 1: 120 (Cohort completed in October 2021)	120

Uttar Pradesh- 4 districts	Empower Foundation	Cohort 1: 77 (Cohort completed in July 2021) Cohort 2: 83 (Cohort to be completed in November 2021; evaluation surveys are pending)	160
Total			729

D. OTHER SCHEMES AND INITIATIVES:

5.26 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

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

Under the Scheme, as on 31.10.2021, 6018 number of guarantees have been issued for total amount of Rs.64.37 crore.

On 22.11.2021, a review meeting was taken by the Secretary with the CEO, National Credit Guarantee Trustee Company Limited (NCGTC), Indian Banks' Association (IBA), Public Sector and Private Sector Banks and other stake holders for revamping Skill Loan Scheme.

5.27 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, six meetings of IMEC have been held. The last meeting of IMEC was held on 1st April 2021.
- 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. A brief information on the progress made so far towards establishment of Indian Institute of Skills (IIS) at Mumbai, Ahmedabad and Kanpur are as under:
 - (i) **IIS Mumbai:** 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. The foundation stone for the IIS, Mumbai was laid by the Hon'ble Minister for Skill Development and Entrepreneurship on 11th September, 2019 in the presence of high level dignitaries. Operations Agreement for establishing IIS at NSTI, Mumbai has been signed amongst MSDE, DGT and TATA IIS on 11th November, 2020. Also, Green Zone Clearance for the

project has been received from Govt. of Maharashtra and the Land License Agreement has been signed between NSTI, Mumbai and TATA IIS on 22nd September 2021. Further, TATA IIS has taken possession of the campus site in Mumbai and it is working with an architect firm, Ms. Practice Design to finalize the design for the campus based on the anticipated student and course mix. Architect is likely to finalize his plans by December 2021. 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. Accordingly, Short-term courses have started for IIS Mumbai in a temporary campus at Pune (in partnership with Festo). On completion of the first course of the inaugural batch, the certificates were awarded to the 24 students in a small event organized at the temporary campus of IIS Mumbai. The certificate distribution ceremony was witnessed by Secretary, MSDE virtually during which he interacted with the students along with the dignitaries present in the event.

- (ii) **IIS Ahmedabad:** The private operating partner selected for establishing IIS at Gandhinagar/ Ahmedabad 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/Ahmedabad. 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/ Ahmedabad in the presence of Hon'ble Minister (SDE), Shri Ratan Tata, Chairman Tata Trust and other senior dignitaries of Gujarat Government and MSDE. The Operations Agreement for IIS, Ahmedabad proposed to be signed amongst MSDE, Government of Gujarat and TEDT has been approved and will be signed soon.
- (iii) **IIS Kanpur:** Kanpur Development Authority (KDA) 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 had 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 also been obtained from KDA, Kanpur. RFP for selection of Operating Partner for setting up, operation, maintenance and management of Indian Institute of Skills in Kanpur was published on CPP portal on 27.05.2021. The last date of bid submission was 24th June 2021. However, since, no bid was received till 25th June 2021, retendering of RFP (which is under revision) will be done soon.

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

Introduction

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 and 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, an 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, seven implementation support missions and two restructuring missions for the project. The project is currently rated as “Satisfactory.”¹ two years in a row 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.

Financial: SANKALP is funded through a World Bank loan assistance of \$250 Mn as per the agreement between Government of India and World Bank. The Total funds disbursed by the World Bank is USD 169.46 Million. The total expenditure incurred as of December, 2021 is Rs. 472.78 crore, out of which Rs. 274.00 crore have been released to 31 States/ UTs as State Incentive Grant (SIG) and Rs. 13.91 Crore to aspirational districts.

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.

- 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 programmes

The list of projects that have been taken up during FY 2021-22 under each Result Area of SANKALP is given below.

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

5.28.1 Capacity Building of District Skill Committees and State Skill Development Missions.

MSDE under SANKALP have conducted district level workshops with States/ UTs to build capacities of the District Skill Committees and State Skill Development Missions. MSDE has also onboarded Indira Gandhi National Open University (IGNOU), Kerala Institute of Local Administration (KILA) and Dr.R.S.Tolia Uttarkhand Academy of Administration to conduct capacity-building activities on a

sustained basis and create a cadre of state and district level officials who can work towards skill planning & implementation..

A month long virtual Training of Trainers (ToT) workshop aimed at enhancing and building the capacities of the state and district officials of District Skill Committees and State Skill Development Mission from Kerala, Tamil Nadu, Puducherry and Lakshadweep was conducted by KILA. The workshop familiarised the participants with strategically planning, implementing, and monitoring skilling activities at the state and district level, thus promoting decentralised skill planning. The sessions further introduced them to DiSPAK (District Skill Planning Aid Kit), which includes tools like As-Is analysis, District Skill Matrix, and the preparation of District Skill Development Plans.



Sh. Rajesh Aggarwal, Secretary, Ministry of Skill Development & Entrepreneurship at the MoU signing ceremony between MSDE & IGNOU

5.28.2 Mahatma Gandhi National Fellowship

Mahatma Gandhi National Fellowship is a two-year academic programme that combines classroom sessions at IIM with intensive field immersion at the district level. It promotes decentralised skill planning and management by placing the Fellows in District Skill Committees. The fellows get an opportunity to identify challenges in the district skill ecosystem and work closely with the district administration to help address them. It is an opportunity for young, dynamic individuals to enhance skill development and promote economic development.

With the success in the first phase, where 69 fellows were deployed in 69 districts across six States, MSDE expanded the programme to the remaining districts of the country. It has been rolled out nationally with nine IIMs that have come onboard as academic partners - IIM Ahmedabad, IIM Bangalore, IIM Jammu, IIM Kozhikode, IIM Lucknow, IIM Nagpur, IIM Ranchi, IIM Udaipur and IIM Visakhapatnam. Mahatma Gandhi National Fellowship Phase-II was inaugurated on 25th October, 2021 by Shri Dharmendra Pradhan, Hon'ble Minister of Education & Minister of Skill Development & Entrepreneurship.

This programme aims to provide States and districts with catalytic support to improve the skill development programme delivery and create a cadre of development professionals, who will be available to District Skill committees for comprehensive skill development planning and implementation in their respective districts.



5.28.3 Award for Excellence in District Skill Development Planning (DSDP Awards)

Awards for Excellence in District Skill Development Planning were instituted under the SANKALP programme by MSDE to promote decentralised planning and recognise and reward exemplary planning done by districts in the field of skill development.

The first edition of the DSDP Awards witnessed participation from 223 Districts from across 19 States. After rigorous evaluation, 20 Districts were awarded, wherein seven districts were conferred with Awards for Excellence & a global exposure visit to South Korea. Six districts were awarded Certificates of Excellence, and seven more districts were presented with Letters of Appreciation.

In the second edition of DSDP Awards 2020-2021, 467 districts from 28 States submitted their District Skill Development Plans for evaluation. IIT Delhi and IIT Kharagpur have been onboarded as the evaluation partners for these awards.

5.28.4 Adarsh Gram Skill Camps (AGSC)

Adarsh Gram Skill Camps are a part of the Hon'ble Prime Minister's Azadi Ka Amrit Mahotsav initiative to commemorate the 75th Anniversary of India's independence. It aims to link skilling and employment to identified services at the Gram Panchayats through Recognition of Prior Learning certification of workers in 100+ villages across Uttar Pradesh, Bihar, Rajasthan, Gujarat, Odisha, Assam, Tripura, Telangana, Andhra Pradesh, Karnataka, and Tamil Nadu.

The COVID-19 pandemic has taken a toll on the Indian economy, but we are now on the path to recovery. Adarsh Gram Skill Camps will play a key role in giving the much-needed boost of recovery and then growth to people in rural areas. Candidates will be able to acquire a skill-based certificate in their chosen job role and subsequently enhance their livelihood. At the same time, Adarsh Gram Skill Camps will help Gram Panchayats to reach their development goal in line with the mission of AatmaNirbhar Bharat.

The project was launched on 2nd August, 2021, with the first RPL camp being organised in Adhuan village of Bhadrak district in Odisha by Automotive Skills Development Council (ASDC). The project aims to enhance the percentage of skilled workers by providing skill-based certification to more than 15,000 workers. Weekly RPL camps are conducted for 12 hours spread over 3-5 days. Since the first RPL camp, over 2,200 candidates have been trained across 24 villages.

The Camps are a collaborative effort between the Ministry of Skill Development & Entrepreneurship and respective State Skill Development Missions (SSDMs), District Skill Committees (DSCs) and Gram Panchayats. It aligns the competencies of the pre-existing workforce for mainstreaming their skill acquisition, thus, improving productivity and output by such skilled workers.

The camps are being conducted in partnership with six Sector Skill Councils (SSCs) as under:

- Paint & Coatings Skill Council (PCSC)
- Indian Plumbing Skill Council (IPSC)
- Automotive Skills Development Council (ASDC).
- Furniture & Fittings Skill Council (FFSC).
- Agriculture Skill Council of India (ASCI)
- Food Industry Capacity & Skill Initiative (FICSI)





Fig. Adarsh Gram Camps.

5.28.5 Digitisation of District Skill Planning Aid Kit (DiSPAK)

To enhance usage and access to District Skill Planning Aid Kid (DiSPAK), its digitisation was undertaken to automate the DiSPAK has been successfully rolled out in 250+ districts. This initiative has made aggregated inputs available at the State and National levels with regard to the current scenario, demand/supply, gap analysis, and so on. It also provides National-level real-time dashboards and data analytics to monitor Skill Development activities at the grassroots efficiently.

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

5.28.6 Cluster-Based Model for Training of Trainers

In line with its vision to create a pool of highly skilled trainers, the Ministry of Skill Development & Entrepreneurship (MSDE) under SANKALP instituted a project at Aurangabad, Maharashtra, in partnership with Maharashtra State Skill Development Society (MSSDS), Automotive Skills Development Council (ASDC), and Indo-German Programme for Vocational Education and Training (GIZ-IGVET). The pilot consists of training 75 trainers in 3 categories: CNC Programming and Operations, Advanced Welding Technologies and Robotic Technology and Operations.

As a knowledge partner, GIZ, a German development agency, is facilitating a cluster-based Training of Trainer programme under Sankalp at Aurangabad. GIZ played a key role in developing the concept of the TOT and bringing all the stakeholders together for the implementation process. GIZ is also supporting the project in bringing in German expertise, thereby adding value to curriculum, on-the-job training, etc. GIZ has also collaborated with the Indo German Chamber of commerce (IGCC) to provide an Indo-German dual Certification.

The target candidates are Industry experts to be trained as Trainers for the skilling ecosystem and Trainers from Vocational training institutes, training providers and other technical institutes and excellence centres. The curriculum for the programme is created in consultation with industry and academia. This programme also has dual certification by the Indo German Chamber of Commerce. The implementation of the project is in Aurangabad automotive cluster with more than 3000 + industries supporting and manufacturing auto components.



Fig. ToT Program Aurangabad

5.28.7 Student Heritage Ambassador Project

The Student Heritage Ambassador Project is a part of the Hon'ble Prime Minister's Azadi Ka Amrit Mahotsav initiative to commemorate 75 years of India's independence. It aims to provide avenues for young people to engage with India's rich cultural heritage by highlighting inspiring stories that have been instrumental in India's progress.

250 Students from Grade 10, 11 & 12 from 38 schools of Delhi –NCR, have been identified under this Project. The Project is in line with the New Education Policy (NEP) 2020, which intends to integrate vocational training and mainstream education through the learning-by-doing method, making education more inclusive and demand-driven.

The Tourism and Hospitality Skill Council (THSC) have been onboarded as the implementation agency and ITIHAAS (Indian Traditions & Heritage Society) as a Knowledge Partner. The project familiarises the youth with unconventional occupations in the heritage and tourism industry by providing them with work-based learning opportunities along with connecting them to their cultural heritage.



Fig. Student Heritage Ambassador Project

5.28.8 AMBER (Accelerated Mission for Better Employment & Retention)

AMBER (Accelerated Mission for Better Employment & Retention) is a joint initiative of the National Skill Development Corporation (NSDC) and Generation India Foundation (GIF) under the aegis of the Ministry of Skill Development and Entrepreneurship (MSDE). The initiative aims at developing and implementing a scalable and sustainable model of skill development that supports inclusive growth to ensure better outcomes and institutional strengthening to empower India's youth with industry-relevant skills and employment opportunities.

The project is equally funded by the Ministry of Skill Development and Entrepreneurship (MSDE) under the Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) programme and aims to train 30,000 youth, 50% of whom will be women. The training will be conducted in Pradhan Mantri Kaushal Kendras (PMKKs) across 70 districts in COVID-resilient job roles.

Project AMBER is focused on having a higher placement and retention rate than the prevalent programmes so that skilling becomes relevant for learners and prepares them for resilient job roles in a post-COVID economy.

Result Area 3: Improve Inclusion & Access for Marginalised Communities

5.28.9 Skill and Entrepreneurship Development of Women in Golden Grass Craft in Kendrapara, Odisha

Skill and Entrepreneurship Development of Women in Golden Grass Crafts is a project launched in collaboration between MSDE, District Skills Committee (DSC) Kendrapara and State Institute for Development of Arts and Crafts (SIDAC) Government of Odisha. Its primary aim is to provide skill training and market linkages to 3,000 women artisans in golden grass craft in 35 villages of Kendrapara block in Odisha. The project has a duration of 24 months and imparts entrepreneurship training to 60 women artisans, and introduces technology that optimises their work process and improves their income and standard of living.

As of December, 2021, 580 women have been trained in Phase 1 and 2 of intermediate training while training of 385 women is currently underway.

5.28.10 Creating Safe and Progressive Work Environment for Women

A project for 'Creating a Safe and Progressive Work Environment for Women' in collaboration with Management and Entrepreneurship and Professional Skill Council (MEPSC) was launched to sensitise trainees and other professionals in the skilling ecosystem like mobilisers, counsellors, trainers, institute management regarding Gender Sensitisation and Prevention of Sexual Harassment (POSH) at the workplace. The primary objective of this project is to increase the participation of women in skill development initiatives and thereby in the Indian workforce.

The project includes an interactive training module of nearly 5 hours, one aimed towards trainees and the other for professionals involved in the skilling ecosystem. The project aims to train over 2,000 candidates in 15 districts across Punjab, Haryana, and Rajasthan. MEPSC will conduct the training sessions for the beneficiaries to provide information about their rights under the POSH Act, build their skill-sets to enhance their confidence, and create self-awareness pertaining to topics such as Gender Sensitisation and POSH.

The project also includes the Training of Master Trainers (ToMT) to deliver these training sessions. Assessments will be undertaken of both the trainees and the trainers, and certificates will be awarded to the post completion of the training.



Fig. Creating Safe and Progressive Work Environment for Women

5.28.11 Skill Training of Sewerage Workers in Punjab

The project for "Skill Training of 200 sewerage workers" was launched on 10th August, 2021 in partnership with Punjab Skill Development Mission (PSDM), Punjab Water Supply and Sewerage

Board (PWSSB) and Municipal Corporation (MC) of Patiala. It aims to skill 200 sewerage workers in mechanised cleaning and bring more safety and reforms in how sanitation work is conducted. The project is also working towards encouraging the standardisation of the Certification processes, creating a registry of skills, and making their job aspirational and dignified. The job roles and training modules for the training of sanitation workers in mechanised cleaning will also be reviewed and upgraded as a part of the project.

So far, the curriculum for the training has been developed, the training partner for the project has been identified, along with the preparation of a detailed project implementation plan.

5.29 Jan Shikshan Sansthans (JSSs)

1. BACKGROUND

Jan Shikshan Sansthan Scheme (previously known as *Shramik Vidyapeeth*) is being implemented through NGOs in the country since 1967 with 100% funding from Government of India. The objective of the Scheme is to provide vocational training and skill development to non/neo literates, persons having rudimentary level of education up to 8th standard and school dropouts up to 12th standard in the age group of 15-45 years. The main focus of the Scheme is Women, SC, ST, Minorities and other disadvantaged sections of the society in both rural and urban areas. The scheme was transferred from Ministry of Education (erstwhile MHRD) to MSDE in July, 2018 with 247 JSSs. At present, there are 309 sanctioned JSSs across 27 States and 7 UTs in 303 Districts which includes 75 new JSSs sanctioned in June, 2021.

Jan Shikshan Sansthans are registered under the Societies Registration Act, 1860. The affairs of Jan Shikshan Sansthan are managed by respective Board of Management approved by the Government of India. The Board of Management comprising of representatives of the Central Government, concerned State Government, District Authorities as well as other Stakeholders including representatives from the field of Social Welfare, Education / Women welfare, Government ITIs, SC/ST, Financial Institutions, Employers, District Industries Centre and Girls School.

The Jan Shikshan Sansthans are reaching to the unreached areas to cater the needs of the poorest of the poor. JSSs work at the door step of the beneficiaries with a minimum infrastructure and resources. JSSs are not charging any fee from the beneficiaries belonging to SC, ST, Divyangjan and economically weaker section of the society i.e. BPL category.

From the financial year 2018-19 to 2020-21, 9.42 lakh beneficiaries have been trained under the JSS Scheme. The major beneficiaries of the scheme are women, which constituted 84.91% of total beneficiaries. The other beneficiaries include SC (27%), ST (12%), OBC (34%) and Minorities (10%) respectively.

2. Objectives of the Scheme

- To impart skill development training in non-formal mode to non-literates, neo-literates, persons having rudimentary level of education upto 8th standard and school drop-outs upto 12th standard in the age-group 15-45. The main focus of the scheme is women, SC, ST, minorities and other disadvantaged groups of society.
- To identify and promote local demand/traditional skills in the district through skilling/upskilling.
- To promote self-employment and facilitate to get financial support including loans for the successful beneficiaries.
- To create awareness among masses about social, economic and environmental issues.

3. Scheme Implementation

The Scheme of Support to Jan ShikshanSansthan is a Central Sector Scheme. The scheme was transferred from Ministry of Education (erstwhile MHRD) to Ministry of Skill Development & Entrepreneurship on 2nd July 2018. MSDE has set-up Directorate of Jan ShikshanSansthan as a subordinate office for effective implementation of the scheme. The Directorate of Jan ShikshanSansthan is the functional arm of the Ministry.

4. Financial Pattern for Grant-in-Aid to JSS

The annual recurring grants-in-aid of each JSS is Rs.50.00 lakh per annum is released in two instalmentsv in three heads as details given below:

HEAD	(Rs. in lakh)
Programme Expenses	24
Emoluments	20
Office Expenses	6
Total	50

5. Coverage of Scheme

Coverage of beneficiaries under the Scheme during the last three years and the current financial year is as under:

Financial Year	Male	Female	Transgender	Total
2018-19	18,982	1,48,235	66	1,67,283
2019-20	60,939	3,54,135	258	4,15,332
2020-21	61,761	2,97,899	136	3,59,796
2021-22(As on 30-12-2021)	21,303	1,71,794	43	1,93,140

6. Selection of new JSSs through a transparent system

A transparent system for the selection of NGOs for establishing new JSSs has been adopted by the Ministry of Skill Development & Entrepreneurship. In this regard, MSDE had released advertisement in leading national and regional newspapers and web portal of MSDE in February 2019 for selection of the NGOs to Entrepreneurship issued advertisement for setting up of 83 new JSSs in aspirational districts, left wing extremism (LWE) districts, border districts, UTs/Islands, NER/Hilly regions, Saturation of Hilly States, Saturation of Backward States, District Development Plans of GOI and backward districts other than aspirational in February 2019. The NGOs for setting up new JSSs have been selected with due diligence. MSDE has sanctioned 75 new JSSs in June 2021 in the States/ UTs of Andaman & Nicobar Island, Andhra Pradesh, Assam, Bihar, Chhattisgarh, Daman & Diu, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Lakshadweep, Ladakh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Rajasthan, Sikkim, Tripura and Uttarakhand. (Districts where the new JSSs have been set-up will be captured from Leh to Lakshadweep).

Out of 75 newly sanctioned JSSs, 62 JSSs have been registered under Societies Registration Act. One-time non-recurring grant of Rs.20 lakh has already been released to 73 JSSs for purchase of tools and equipment and infrastructure is as under:

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

56 JSSs who have completed formalities, such as, registration, PAN card, Darpan ID, Bank Account, etc. have been recommended for release of first instalment of grant of Rs.25 lakh during the financial year 2021-22 after approval of their annual action plans.

7. Evaluation of the Scheme

The IIPA Evaluation Study Report-2020, while recommending the continuation of the Scheme, had observed that the Scheme has not only helped in substantial increase of the income of the beneficiaries especially those who got self-employed after the training but also is in tune with AatmaNirbhar Bharat Abhiyan. Some of the major recommendations of the Evaluation Report of IIPA are given below:

- Under coverage of the scheme, 77.05% beneficiary trainees have undergone occupational shifts. Overall, after the coverage under the scheme, the noticeable percentage in the occupational shift has been recognized across the sampled states. This shows an effective impact of the scheme on the beneficiaries livelihood.
- It is observed that as an impact of the training programmes conducted at JSSs, the self and wage employment and private job have become evident.
- The majority of the beneficiaries are from rural area (50.49%).
- Women representation has been recognized as 79% against the male (21%).
- Overall most of the beneficiaries were found falling under OBC category (38.13%), followed by SC (24.07%), General (20.92%), Minority (10.69%) and ST (6.19%).
- Rating for performance of most functions by BoM were above 4.0 points on a 5 point rating scale except for trainees placement and mobilizing fund tapered to around 3.0.

- Training material was available in most centres but its quantity was inadequate in more than half of the training centres. During FGDs also, insufficiency of tools, equipment and teaching-learning material were reported by different stakeholders.
- Spot monitoring through physical visit of officers was found wanting.
- The maximum mobilization has been operated through JSS staff (44.8%), followed by resource persons (40.04%), others (7.31%), Newspaper and pamphlets (4.61%), community leaders (1.69%) and television and radio (1.46%).
- The number of beneficiaries enrolled and trained has increased by 59.23% between the year 2018-19 and 2019-20.
- It has been found that majority of the beneficiary trainees are married (62.43%), followed by married (36.78%).
- Seven classifications of occupational status were designed for the study. The highest percentage was of home makers (49.16%), followed by farming (11.7%), self-employed (11.14%), agro labour (9.45%), unemployed (8.77%), wager (7.54%) and Govt./Pvt. Employment (2.25%).
- It has been found that majority of the JSSs or their centres are located near the households of beneficiaries (47.18%) within less than 1 km and 30.26% in 1-2 kms).
- The maximum percentage of beneficiaries have expressed that the duration of courses is adequate (60.63%) followed by long (30.82%) and short (8.55%).
- As per evidence based focus group discussions, it was found that all the JSSs received the guidelines of the scheme and they knew how the JSS was to be operated.
- The progress of JSS is also monitored through specially designed web portal for the purpose. The implementation of the Public Financial Management System (PFMS) has been made compulsory in the scheme of JSS.
- The scheme has catered to educationally backward groups for those it was meant except for a very small fraction of cases beyond its scope.
- At the time of sanction of new JSSs, it receives a one-time non-recurring grant to create office and training infrastructure. Thereafter, such assistance to replace/update the infrastructure is seldom provided. As a result of it, the JSSs feel constrained to maintain standards of their office and quality of programmes.
- Per trainees cost of JSSs is very low (around Rs.2800/-) as compared to other programmes/schemes under MSDE. As a consequence, the inadequacy of training material and equipment was visible across the board during FGDs.

8. Grants-in-aid released to Jan ShikshanSansthans during the financial year 2021-22 till December 2021

S. No	State/UT	District of JSS	Total Grants-in-aid released in FY 2021-22 (Till December 2021)(Including reimbursements of previous FY, if any)
1.	Andaman & Nicobar	South Andaman	2500000
2.	Andhra Pradesh	Guntur	3777309
3.	Andhra Pradesh	Anantapur	2093477
4.	Andhra Pradesh	Krishna	4099860
5.	Andhra Pradesh	Visakhapatnam	4702161
6.	Andhra Pradesh	Prakasam	4224024
7.	Andhra Pradesh	Tirupati (Chittoor)	1924290
8.	Andhra Pradesh	Vizianagaram	2500000
9.	Assam	Silchar (Cachar)	2132822
10.	Assam	Kamrup	4999889
11.	Assam	Jorhat	4918636
12.	Assam	Darrang	2460156
13.	Assam	Nagoan	2500000
14.	Bihar	Gaya	4069029
15.	Bihar	Patna	3441746
16.	Bihar	Nalanda	2500000
17.	Bihar	Arwal	4411346
18.	Bihar	Saran	3772623
19.	Bihar	Aurangabad	4399945
20.	Bihar	Buxar	2256941
21.	Bihar	Vaishali	4349550
22.	Bihar	Motihari (East Champaran)	4508274
23.	Bihar	Kishanganj	5000000
24.	Bihar	Muzaffarpur	4999800
25.	Bihar	Samastipur	4994032
26.	Bihar	Araria	2500000
27.	Bihar	Banka	2500000
28.	Bihar	Madhubani	2500000

29.	Bihar	Sitamarhi	2500000
30.	Bihar	West Chamaran	2500000
31.	Bihar	Nawada	2500000
32.	Bihar	Begusarai	2500000
33.	Bihar	Gopalganj	2500000
34.	Bihar	Jamui	2500000
35.	Chandigarh	Chandigarh	4211257
36.	Chhattisgarh	Bijapur	2500000
37.	Chhattisgarh	Narayanpur	2500000
38.	Chhattisgarh	Sukma	2500000
39.	Chhattisgarh	Raipur	4654351
40.	Chhattisgarh	Rajnandgaon	435253
41.	Chhattisgarh	Bilaspur	2500000
42.	Chhattisgarh	Korba	2489794
43.	Chhattisgarh	Korea	2358856
44.	Chhattisgarh	Bastar	4999071
45.	Chhattisgarh	Surguja	4999920
46.	Chhattisgarh	Dantewada	2500000
47.	Chhattisgarh	Kanker	2500000
48.	Chhattisgarh	Kondagaon	2500000
49.	Chhattisgarh	Mahasumund	2500000
50.	Dadra Nagar Haveli and Daman & Diu	Dadra & Nagar Haveli	3677632
51.	Delhi	Jahangirpuri	4590891
52.	Delhi	Peeragarhi, West Delhi	4819908
53.	Delhi	West Delhi (Patel Nagar)	4999975
54.	Dadra Nagar Haveli and Diu and Daman	Diu	2500000
55.	Goa	Goa	4844534
56.	Gujarat	Vadodara	4890613
57.	Gujarat	Surat	4188987
58.	Gujarat	Bharuch	4609898
59.	Gujarat	Kachchh	4952369
60.	Gujarat	Kalo, Gandhinagar	4769729

61.	Gujarat	Patan	2407291
62.	Gujarat	Sabarkantha	4475657
63.	Gujarat	Banaskantha (Palanpur)	4534742
64.	Gujarat	Valsad	4679130
65.	Gujarat	Mehsana	4704161
66.	Gujarat	Ahmedabad	1292989
67.	Haryana	Sirsa	2023639
68.	Haryana	Sonepat	5000000
69.	Haryana	Rohtak	4999800
70.	Haryana	Panipat	5000000
71.	Haryana	Gurgaon	5000000
72.	Himachal Pradesh	Lahaul&Spiti	2488965
73.	Himachal Pradesh	Hamirpur	2500000
74.	Himachal Pradesh	Kullu	2500000
75.	Himachal Pradesh	Shimla	2500000
76.	Himachal Pradesh	Sirmaur	2500000
77.	Himachal Pradesh	Bilaspur (HP)	2500000
78.	Himachal Pradesh	Kangra	2500000
79.	Himachal Pradesh	Mandi	2500000
80.	Himachal Pradesh	Solan	2500000
81.	Himachal Pradesh	Una	2500000
82.	Jammu	Jammu	2500000
83.	Jammu	Tangdar (Kupwara)	2470519
84.	Jharkhand	Hazaribagh	4012046
85.	Jharkhand	Ranchi	1269861
86.	Jharkhand	Bokaro	2188474
87.	Jharkhand	Latehar	2500000
88.	Jharkhand	Pakur	2500000
89.	Jharkhand	Palamu	2500000
90.	Jharkhand	Ramgarh	2500000
91.	Jharkhand	Simdega	2500000
92.	Karnataka	Karwar (Uttar Kannada)	4948744
93.	Karnataka	Mysore	4777488
94.	Karnataka	Raichur	4902229

95.	Karnataka	Shimoga	2500000
96.	Karnataka	Tumkur	2414398
97.	Karnataka	Bagalkot	4100736
98.	Karnataka	Devangere	4937529
99.	Karnataka	Gulbarga	2096818
100.	Karnataka	Bangalore	4352929
101.	Karnataka	Chitradurga	2500000
102.	Karnataka	Bidar	2500000
103.	Karnataka	Yadgir	2500000
104.	Kerala	Thrissur	1883336
105.	Kerala	Thiruvananthapuram	4398135
106.	Kerala	Kottayam	4415502
107.	Kerala	Kollam	2498083
108.	Kerala	Idukki	4349410
109.	Kerala	Ernakulam	5000001
110.	Kerala	Malappuram	2499747
111.	Kerala	Palakkad	4129897
112.	Kerala	Pathanamthitta	2500000
113.	Madhya Pradesh	Bhopal-I	4992184
114.	Madhya Pradesh	Indore	4848600
115.	Madhya Pradesh	Guna	4543134
116.	Madhya Pradesh	Morena	4981261
117.	Madhya Pradesh	Ratlam	4111031
118.	Madhya Pradesh	Ujjain	4545824
119.	Madhya Pradesh	Hoshangabad	2500000
120.	Madhya Pradesh	Dhar	2500000
121.	Madhya Pradesh	Sehore	4994523
122.	Madhya Pradesh	Shajapur	4805263
123.	Madhya Pradesh	Mandla	4999730
124.	Madhya Pradesh	Dewas	4938271
125.	Madhya Pradesh	Raisen	4996736
126.	Madhya Pradesh	Sheopur	4973380
127.	Madhya Pradesh	Khandwa	4999349
128.	Madhya Pradesh	Gwalior	4779921

129.	Madhya Pradesh	Satna	4751354
130.	Madhya Pradesh	Bhind	4865894
131.	Madhya Pradesh	Datia	4982589
132.	Madhya Pradesh	Sidhi	4992103
133.	Madhya Pradesh	Rewa	2500000
134.	Madhya Pradesh	Chhatarpur	4782282
135.	Madhya Pradesh	Sagar	4964072
136.	Madhya Pradesh	Katni	4999930
137.	Madhya Pradesh	Umaria	4935290
138.	Madhya Pradesh	Narsinghpur	2500000
139.	Madhya Pradesh	Damoh	4639077
140.	Madhya Pradesh	Dindori	2405766
141.	Madhya Pradesh	Tikamgarh	4938044
142.	Maharashtra	Sindhudurg	4845783
143.	Maharashtra	Dharavi	2450000
144.	Maharashtra	Worli Mumbai	4584261
145.	Maharashtra	Nashik	5000000
146.	Maharashtra	Pune	3389425
147.	Maharashtra	Nandurbar-I	861996
148.	Maharashtra	Raigad	2409771
149.	Maharashtra	Beed	5000000
150.	Maharashtra	Ahmednagar	4543950
151.	Maharashtra	Dhule	4791868
152.	Maharashtra	Nandurbar-II	4710595
153.	Maharashtra	Aurangabad (MH)	4568640
154.	Maharashtra	Washim	2499982
155.	Maharashtra	Gondia	4966276
156.	Maharashtra	Jalgaon	5000000
157.	Maharashtra	Yavatmal	2499276
158.	Maharashtra	Buldana	2100000
159.	Maharashtra	VGVS Chandrapur	2449566
160.	Maharashtra	Chandrapur-II (VBS)	4953033
161.	Maharashtra	Akola	4822655
162.	Maharashtra	Latur	2345916

163.	Maharashtra	Gadchiroli	2500000
164.	Manipur	Wangjing (Thoubal)	5000000
165.	Manipur	Senapati	2485901
166.	Manipur	Imphal (West)	2488781
167.	Manipur	Chandel	2500000
168.	Mizoram	Mamit	2500000
169.	Nagaland	Dimapur	4999150
170.	Nagaland	Kiphire	2500000
171.	Odisha	Bhubaneswar	5000000
172.	Odisha	Cuttack	1670440
173.	Odisha	Rourkela	4446126
174.	Odisha	Keonjhar	2442079
175.	Odisha	Angul	4918842
176.	Odisha	Puri	4997538
177.	Odisha	Dhenkanal	4548955
178.	Odisha	Koraput	2475018
179.	Odisha	Bhadrak	4999250
180.	Odisha	Sambalpur	2500000
181.	Odisha	Jagatsinghpur	4399650
182.	Odisha	Nuapada	4996866
183.	Odisha	Jajpur	4395157
184.	Odisha	Balasore	4842966
185.	Odisha	Balangir	4523018
186.	Odisha	Deogarh	4592080
187.	Odisha	Subarnapur	2500000
188.	Odisha	Bargarh	2500000
189.	Odisha	Boudh	2500000
190.	Odisha	Gajapati	2500000
191.	Odisha	Kalahandi	2500000
192.	Odisha	Mayurbhanj	2500000
193.	Odisha	Ganjam	2500000
194.	Odisha	Kandhamal	2500000
195.	Odisha	Kendrapara	2500000
196.	Odisha	Malkangiri	2500000

197.	Odisha	Nabarangpur	2500000
198.	Odisha	Nayagarh	2500000
199.	Odisha	Rayagada	2500000
200.	Punjab	Rupnagar (Mohali)	3648710
201.	Punjab	Ludhiana	3860548
202.	Rajasthan	Ajmer	2500000
203.	Rajasthan	Jaipur	4863155
204.	Rajasthan	Kota	4805380
205.	Rajasthan	Bikaner	4975293
206.	Rajasthan	Jhalawar	4848857
207.	Rajasthan	Sikar	2491772
208.	Rajasthan	Barmer	2500000
209.	Tamil Nadu	Madurai	2186150
210.	Tamil Nadu	Tiruchirappalli	4357210
211.	Tamil Nadu	Sivaganga	3031712
212.	Tamil Nadu	Sivakasi (Virudunagar)	3963891
213.	Tamil Nadu	Thiruvavarur	4862407
214.	Tamil Nadu	Namakkal	4685802
215.	Tamil Nadu	Kancheepuram	3901240
216.	Tamil Nadu	Nagapattinam	4905865
217.	Telangana	Ranga Reddy Hyderabad	4029893
218.	Telangana	Hyderabad	4029892
219.	Telangana	Mahbubnagar	4921686
220.	Telangana	Warangal	2490486
221.	Telangana	Khammam	4999937
222.	Telangana	Adilabad	4763753
223.	Tripura	Agartala (West Tripura)	3907345
224.	Tripura	Dhalai	2500000
225.	Uttar Pradesh	Basti	4987695
226.	Uttar Pradesh	Faizabad	4593306
227.	Uttar Pradesh	Sultanpur	4738747
228.	Uttar Pradesh	Kanpur	4481697
229.	Uttar Pradesh	Lucknow (LH)	4188150
230.	Uttar Pradesh	Unnao	4937546

231.	Uttar Pradesh	Banda	4987197
232.	Uttar Pradesh	Barabanki	4703336
233.	Uttar Pradesh	Gonda	4737119
234.	Uttar Pradesh	Farrukhabad	4438190
235.	Uttar Pradesh	Pilibhit	4883448
236.	Uttar Pradesh	Bahraich	4836659
237.	Uttar Pradesh	Amethi	4641145
238.	Uttar Pradesh	Deoria	4917328
239.	Uttar Pradesh	Hardoi	4379800
240.	Uttar Pradesh	Raebareli	2414724
241.	Uttar Pradesh	Fatehpur	2500000
242.	Uttar Pradesh	Gorakhpur	4863172
243.	Uttar Pradesh	Siddharthnagar	2050140
244.	Uttar Pradesh	LakhimpurKheri	2500000
245.	Uttar Pradesh	Shahjahanpur	3718815
246.	Uttar Pradesh	Lucknow (AIMWA)	4649551
247.	Uttar Pradesh	Shrawasti	4937005
248.	Uttar Pradesh	Kanpur Dehat	4999195
249.	Uttar Pradesh	Aligarh	4992001
250.	Uttar Pradesh	Etawah	4811765
251.	Uttar Pradesh	Orai (Jalaun)	4604454
252.	Uttar Pradesh	Agra	4754560
253.	Uttar Pradesh	Bareilly	4924200
254.	Uttar Pradesh	Saharanpur	4935554
255.	Uttar Pradesh	Firozabad	4932480
256.	Uttar Pradesh	Allahabad (DAWS)	4959593
257.	Uttar Pradesh	Allahabad (IIDSRS)	5000000
258.	Uttar Pradesh	Ambedkar Nagar	4999806
259.	Uttar Pradesh	Jaunpur	4999800
260.	Uttar Pradesh	Pratapgarh	4864941
261.	Uttar Pradesh	Varanasi (BSS)	5000000
262.	Uttar Pradesh	Varanasi (Newada)	4830532
263.	Uttar Pradesh	Chitrakoot	4560517
264.	Uttar Pradesh	Mau NathBhanjan	4783464

265.	Uttar Pradesh	Mirzapur	4773549
266.	Uttar Pradesh	Bhadohi (SantRavidas Nagar)	4999680
267.	Uttar Pradesh	Kaushambi	2500000
268.	Uttar Pradesh	Sonabhadra	4999992
269.	Uttar Pradesh	Azamgarh	4999877
270.	Uttar Pradesh	Chandauli	5000000
271.	Uttar Pradesh	Ballia	4949824
272.	Uttar Pradesh	Ghaziabad	2500000
273.	Uttar Pradesh	Gautambudh Nagar(NOIDA)	4422357
274.	Uttarakhand	Bhimtal (Nainital)	4361419
275.	Uttarakhand	Dehradun	4312298
276.	Uttarakhand	Bageshwar	5674853
277.	Uttarakhand	TehriGarhwal	1670935
278.	Uttarakhand	Almora	4366257
279.	Uttarakhand	Chamoli	2500000
280.	Uttarakhand	Uttarkashi	2500000
281.	West Bengal	Purba Medinipur (Haldia)	4487573
282.	West Bengal	Narenderpur	4217124
283.	West Bengal	Jalpaiguri	4754021
284.	West Bengal	Purulia	4369970
285.	West Bengal	Howrah	4387481
286.	West Bengal	Paschim Medinipur	1900000
287.	West Bengal	Bankura	2227709
288.	West Bengal	North 24-Parganas	4411953
	Total		1,08,04,17,110

6

COMPETITION & AWARDS

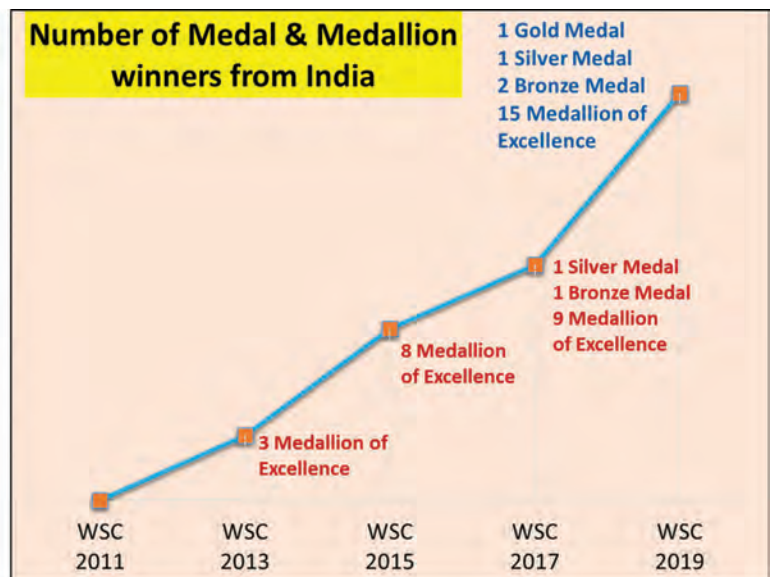
6.1 WORLDSKILLS

Background

Under the aegis of Ministry of Skill Development and Entrepreneurship, Skills Competition is held every two years at the Regional and the National level by National Skill Development Corporation. Skilled youth from across the nation from different States and Regions compete against each other in their respective skills in Regionals & National Level (India Skills) Competition. The winners of the IndiaSkills further nurture their skills over the next one year and prepare themselves to represent India at WorldSkills Competition.

NSDC has been leading the country's participation at the WorldSkills International competitions (equivalent of Olympic Games for Skills) since 2011. More than 100+ corporates have supported WorldSkills/India Skills through direct sponsorship, providing trainers/jury members, setting up Centers of Excellence and other training support.

The Indian Team returned with the best-ever finish at the WorldSkills International Competition 2019 in Kazan, Russia by winning 19 medals and Medallions of Excellence. The 47-member Indian team won one Gold, one Silver and two Bronze medals besides 15 Medallions of Excellence at the competition. India finished 13th in the overall standings several notches up from the last time when it won 11 medals and finished in the 19th position at Abu Dhabi in 2017.



6.2 IndiaSkills 2021-22

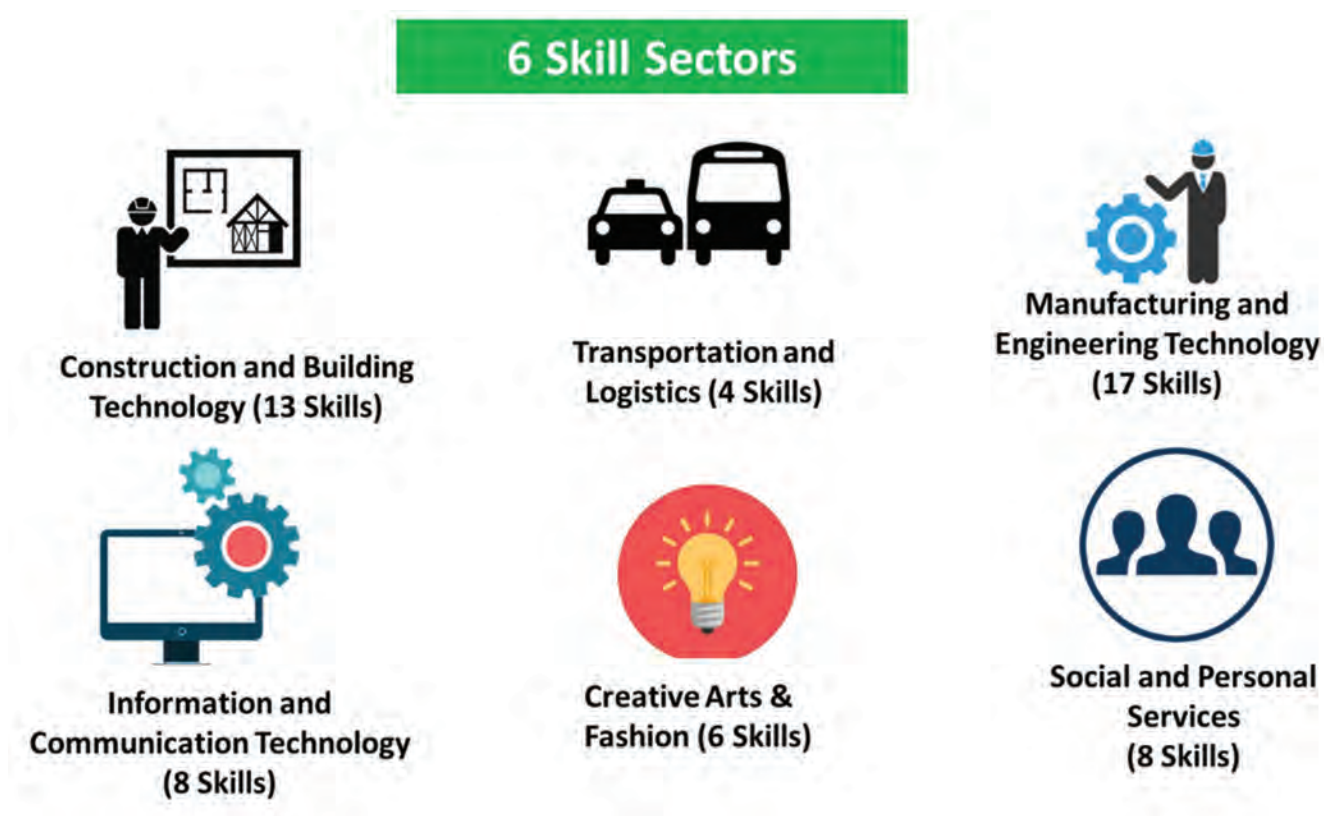
Background:

This time, the IndiaSkills competition will be the one of the biggest skills competitions in the country which will going to witness the participation of 26 States/UTs in 54 skills including newly introduced seven (7) new-age skills. Approx. 1500 candidates from a mix of 26 States/UTs will participate in five (5) Regional Competitions in 50+ Skills.

Contrary to the earlier adopted centralized model of the Regional Competitions, this time NSDC is coming up with a new decentralized model for the conduct of Regional Competitions. Under the decentralized model, the competitions will be conducted at multiple Partner Institutions (skill/trade specific) in the host city. However, the opening & closing ceremonies will be conducted at a centralized venue, in which participants from all the skills including jury, experts, mentors, state officials will participate.

However, for the IndiaSkills, the same earlier concept of centralized model will prevail where all the skills competition will be conducted under a single roof.

IndiaSkills Competitions are categorized under 6 skills sectors as depicted below:



IndiaSkills 2021-21 Calendar

For finalizing the Team-India for the WorldSkills 2022 going to be held in Shanghai in October 2022, the Regional & Nationals Competitions will be organized by NSDC as under:

Sr. No.	Zone	City	From	To
1	East + North-East	Patna	20 th October 2021	23 rd October 2021
2	West	Gandhinagar	29 th October 2021	1 st November 2021
3	North	Chandigarh	15 th November 2021	18 th November 2021
4	South	Visakhapatnam	1 st December 2021	4 th December 2021
5	IndiaSkills National Competition	Pragati Maidan, ITPO - Delhi	06 Jan 2022	10 Jan 2022
6	WorldSkills Competitions Shanghai 2022	Shanghai	12 th October 2022	17 th October 2022

6.3 Kaushalacharya Awards

The Third Edition of Kaushalacharya Awards was held in on 17 th September 2021 on the occasion of Vishwakarma Day . The awards were conferred in five categories namely Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Sikshan Sansthans (JSS), Directorate General of Training (DGT), Apprenticeship and Entrepreneurship in an event organised online on view of COVID guidelines . A total of 41 Awards were conferred to trainers from diverse backgrounds for outstanding contribution in creating a future-ready and skilled workforce.

6.4 Celebration of Azadi Ka Amrit Mahotsav (AKAM)

1. Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of progressive India and the glorious history of it's people, culture and achievements.
2. In the 75 weeks leading up to August 15, 2022, the Ministry of Skill Development & Entrepreneurship through National Skill Development Corporation (NSDC), Directorate General of Training (DGT), Jan Shikshan Sansthan (JSS), polytechnics, Indian Institute of Entrepreneurship (IIE) and National Institute of Entrepreneurship and Small Business Development (NIESBUD) has undertaken various activities that will nudge us closer to celebrating India's glorious 75 years of independence while pursuing our vision of making India the Skill Capital of the World.
 - 2.1 Workshops, Seminars, integration in assembly sessions at all our 25000+ centers have been conducted across all our partner institutes, Pradhan Mantri Kaushal Kendras (PMKKs), Industrial Training Institutes (ITIs) and Jan Sikshan Sansthans (JSS) to create awareness amongst all our candidates in the skills ecosystem on our achievements and how India has grown to become a super power amongst countries across the globe. Stories of valor, sacrifice and patriotism of our freedom fighters have been shared with all our candidates
 - 2.2 The Ministry of Skill Development and Entrepreneurship has also conducted more than 75+ Adarsh Gram Skill Camps (AGSC) till date, empowering the villages of our country by upskilling and reskilling the workforce in rural areas.
 - 2.3 The ministry has also initiated a special program with reputed schools of Delhi to train and create a pool of "Student Heritage Ambassadors". The Project is a part of the Hon'ble Prime Minister's Azadi Ka Amrit Mahotsav initiative to commemorate 75 years of India's independence and involves the

training of 250 students from 38 schools in Delhi-NCR as Heritage Ambassadors. The project looks back on all those inspiring stories which have been instrumental in the progress India has made in its journey so far and is dedicated to those that hold the potential for shaping it into the Prime Minister's vision of Atmanirbhar Bharat. The Student Heritage Ambassador Project highlights India's glorious past while inculcating the knowledge and skills necessary to enable our youth to become the leaders of tomorrow.

- 2.4 Likewise several such ongoing efforts and initiatives have been planned and are underway to mark India's glorious past and history.
3. A booklet has been developed by Ministry of Skill Development & Entrepreneurship as a 75-week programme of the proposed activities as we reach this landmark occasion.

7

INTERNATIONAL SKILL ENGAGEMENTS

7.1 INTERNATIONAL COOPERATION AND TRAINING:

The International Cooperation and Training Division of MSDE collaborates with foreign countries by signing Memoranda of Understanding (MoUs)/Agreements for cooperation in skill sector including capacity building, Vocational Education and Training (VET), VET policy developments and reforms including career guidance and lifelong learning, VET in schools, exchange of interns, recognition of prior learning, recognition of skill qualifications, sharing of VET data and labour market information system, health sector job role mapping with countries facing shortage of health workers, identification of skill gaps in the labour markets, design bridge courses to equip the Indian skilled workers acceptable in foreign labour markets, focus on emerging technologies including green technology etc.

7.2. INTERNATIONAL SKILL ENGAGEMENTS with different countries:

The following are the brief details of the MoUs/Agreements signed by MSDE with various foreign countries:

7.2.1 . MSDE-United Kingdom:

- UKIERI: The UK India Education Research Initiative (UKIERI) was started in April 2006 with the aim of enhancing educational, research and skill initiative links between Govt of India and the UK. UKIERI is funded and supported by Government of UK and from India. So far three phases have been completed under UKIERI. 7 projects have been initiated jointly under MSDE-UKIERI Skills Thematic Institutional Partnership in multi-dimensional areas like Curriculum Development, Training of trainers(TOTs), Persons with Disabilities (PWDs) etc.
- To strengthen these efforts further, an MoU was signed between Ministry of Skill Development & Entrepreneurship and the Government of UK in the Field of Skill Development, Vocational Education and Training on 17.04.2018 for a period of 3 years. This MoU has been renewed upto 12-08-2024. The activities planned/undertaken include counselling and career guidance, integrating vocational education at school level, design course curriculum for service sector trades, 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, Policy support to MSDE's Apprenticeship Division, work with National Council for Vocational Education and Training (NCVET) to develop guidelines for Awarding & Assessment bodies, partnership with WHO-India on capacity building of front-line health workers, 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 Joint Steering Committee (JSC) with representation from Indian and UK side exists to guide implementation of the G2G initiatives. The Committee held three meetings.

- **Health Sector Job Role mapping with UK:** Under the Task Force constituted with representation from Ministry of Commerce and Industry, MSDE, Ministry of Health and Family Welfare and Department for International Trade (UK), the mapping exercise for selected UK job roles of Allied Health Professionals (AHPs), i.e. Health Associate Professionals (Ward Based), Home Health Aide (Care worker), Phlebotomist (Health Associate Professionals) and Paramedic (Health Associate Professionals) etc has been initiated.

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 (VET). This was followed by a new MoU 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).
- Implementation Agreement on Indo-German Programme for Vocational Education and Training (IGVET-I) was signed Between MSDE and GIZ and BmbH on 22.08.2016 which was Extended upto April, 2020. Implementation Agreement on Indo-German Programme for Vocational Education and Training (IGVET-II) was signed between MSDE, GIZ and BmbHon 2.2.2021 which is valid till August-2023.
- Joint Declaration of Intent (JDoI) on the advancement of Dual VET and Collaboration on Training of VET Cluster Managers and Indian Skill Development Officers (ISDS) was signed between MSDE and BMBF on 30.05.2017 which was valid upto 29.05.2020. JDoI on Skills for Sustainable Growth was signed with MSDE, BMZ, Siemens Ltd India on 01.11.2019 valid till 31.10.2023.
- Programmes planned/undertaken under the MoUs with Germany include dual apprenticeship and workplace based skill development at cluster level and policy level. Progress has been made in domain of cooperative VET Model in Aurangabad, Bhiwadi and Bengaluru through GIZ by conducting workshops, establishment of Skill Development Units (SDUs) and Cooperative VET platforms. Development of competence-based curricula and their dissemination within the training system was undertaken. Directorate General of Training (DGT) officials were trained in Germany to develop competency based curriculum. IGnITE program provides support to selected Government ITIs in 5 selected trades – Electrician, Electronics Mechanic, Fitter, Turner and Machinist Two batches of master trainers have completed 3 weeks online training in April 2021. Solar Photovoltaic (SPV) segment training has been planned and Batch-1 has been sent to Germany on 23rd Nov 2021 for 4 weeks onsite training. Batch-II would be sent for onsite training in January-2022.

7.2.3. MSDE-Japan:

- **Japan- India Institute for Manufacturing (Jim)/Japan Endowed Courses (Jec):** The Japan-India Institute for Manufacturing (JIM) and Japan Endowed Courses (JEC) Schemes are part of joint governmental initiatives of the Government of India and the Government of Japan for skilling the manufacturing-related human resources in India. For the purpose a Memorandum of Cooperation (MoC) was signed between MSDE and the Ministry of Economy, Trade and Industry (METI) of the Government of Japan in November, 2016 (valid up to 10th November, 2026) with the goal to 'Train 30,000 floor shop leaders and engineers to Japanese standards in the next ten years. At present, there are 19 JIMs and 7 JECs in operation in various locations in the country.
- **Technical Intern Training Programme(TITP) :** 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 on Technical Intern Training Programme (TITP). Under the programme,

selected candidates undergo three to five years of On Job Training (OJT), after which they are required to return to India and utilize the skills acquired by them in Japan. NSDC being the monitoring agency has empaneled 33 Sending Organizations (SOs) under the TITP and 220 interns have been placed in Japan through these SOs of India.

- **Specified Skilled Worker Programme(SSW)** : Consequent upon Cabinet approval, an MoC 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) was signed on 18th January, 2021. Under this MoC, two Joint Working Group Meetings between India and Japan were held on 08.02.2021 and 19.04.2021.

7.2.4. MSDE-Australia:

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. Several meetings have been held to plan implementation of the MoU between Hon’ble Minister of SDE and Secretary, SDE with the Australian authorities. A Joint Working Group (JWG) for implementation of the MoU has been constituted and the 1st meeting of the JWG was held on 26.11.2020.

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 JWG meeting was held on 29th April 2016. A pilot program to operationalize the benchmarking of 16 UAE skill qualifications to 13 Indian skill qualifications in construction sector has been successfully conducted. Incentives like Visa rebates to employers for hiring certified workers from India are being provided by Government of UAE. 63 candidates have been selected and interviewed by a UAE employer for deployment. Currently 18 candidates have already been deployed to the UAE and another 16 are held up 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. 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. The areas of cooperation include development of competence-based curricula, training of Master Trainers and support for cooperation between French companies operating in India. A Joint Working Group is being constituted under this MoU.

7.2.7. Denmark:

A vision document for cooperation with Denmark in skill sector was prepared and accepted by both sides. A Joint Letter of Intent (JLoI) for cooperation in skill sector between MSDE and Denmark was signed on 5th Oct. 2021. An MoU with Denmark is under consideration.

7.2.8. 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 was renewed automatically for a similar period. Both sides have ratified the MoU and it has come into force with effect from 21.01.2019.

7.2.9. MoUs for cooperation in skill sector has been signed with Belarus and Switzerland as well

7.2.10. Mous under consideration:

MoUs for cooperation in skill sector is under consideration with Republic of Korea, Quebec (A Province of Canada), Russia, Sri Lanka, Taiwan, Belgium and Finland.

7.3. International Engagements of NSDC:

The International Collaboration (IC) division at National Skill Development Corporation (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 include International Workforce Mobility (G2G/B2B) through IISC Network, Capacity Building and Knowledge Exchange and Technical Advisory Services.

7.3.1. India International Skill Centres (IISC):

The IISC program was first envisioned in 2016 by MSDE and NSDC to provide skill training and certification benchmarked against international standards to Indians aspiring to work overseas. The pilot phase of training programme was completed in 2018 successfully. Based on the learnings of the pilot phase, NSDC has launched 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. In addition to incremental skill training, international skill testing & certification, Pre-Departure Orientation and international language training based on the requirements of the countries, the IISCs will facilitate placement of candidates across clusters through counselling and guidance.

As of December 2021, 100 organizations are part of the network operating through 557 IISCs across more than 300 job roles covering 241 Districts in 32 States.

7.3.2. 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 was launched in collaboration with Ministry of External Affairs (MEA) under Pravasi Kaushal Vikas Yojna (PKVY). 1-day PDOT programme with NSDC as implementing agency commenced in 2018 for migrant workers. As on 15th November 2021, PDOT is operational in 15 centres across 13 cities (Delhi, Mumbai, Kochi, Lucknow, Chandigarh, Gorakhpur, Chennai, Jalandhar, Amritsar, Thiruvananthapuram, Kolkata, Bhubaneswar and Bhopal). 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 15 centres as on 15th November 2021.

7.3.3. 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 MSDE and 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. These activities are based on the shortage of skilled workforce in various countries as contained in the 'Global Skill Gap Report' published in 2018 by NSDC, along with Ernst & Young (EY).

In addition to supporting MSDE's G2G initiatives, NSDC has signed B2B MoUs/Agreements with countries such as Kingdom of Saudi Arabia (KSA), United Arab Emirates(UAE), Germany, Australia, Sweden, Russia and Finland for cooperation in skill sector including workforce mobility.

7.3.4. Technical Advisory:

NSDC has been providing Technical Advisory services to countries with emerging TVET systems. The beneficiary countries include Jordan and Maldives.

7.4. NSDC International Ltd:

NSDC International Limited is established by NSDC which is a 100% subsidiary to drive international collaboration initiatives for skill development. The objectives include Skill and place certified Indian workers across overseas markets, establish training and testing institutions in overseas and Indian markets to support international mobility of Indian workforce, provide Technical Advisory Services to overseas governments/ agencies on skill development and education and partner with International Institutions for knowledge exchange & capacity building.

NSDC International will focus on 12 to 15 countries for International Workforce Migration (IWM) over period of 5 years. The countries include –UAE, Saudi Arabia, Qatar, Oman, Kuwait, Bahrain, Australia, USA, Canada, Japan, Germany, Croatia Romania, Far East Russia and Maldives.

8. Right to Information

The Ministry received total 893 RTI Applications during the year 2021-22 (from 01.01.2021 to 31.12.2021). 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 from 01.01.2021 to 31.12.2021 the Ministry received 2538 grievances on its CPGRAMS portal and 2639 grievances were disposed of during the year 2021-22. 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 Deputy Secretary/Director in the Ministry, an Under Secretary and other supporting staff.

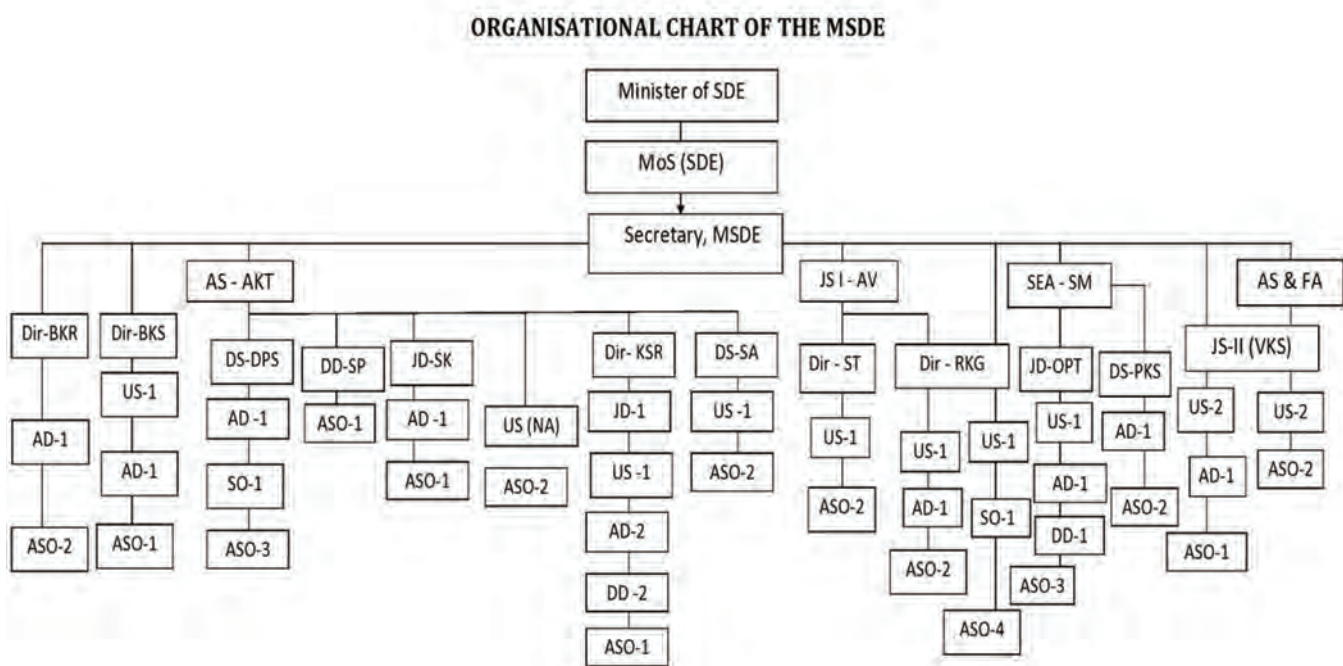
The Vigilance Section in the Ministry functions as per the guidelines and manuals prescribed by the CVC & DoPT from time to time, to ensure transparency and accountability in public administration.

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 26th October to 1st November, 2021 with the theme “**Independent India @75: Self Reliance with Integrity**”.

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 500polytechnics
 - Upgradation of 500 existing polytechnics
 - Community Development through polytechnics
- VIII. Coordination with Skill Universities under Central/State Government Act for various activities.
- IX. Supervision of all activities of NSTI Extension Centres/ Apprenticeship Cell wherever 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:143)

(A) Engineering Trades : 76

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</u>	Passed 10 th class examination with Science and Mathematics or its equivalent	20	Level - 4	1 Year (1600 Hr.)	2018	2019
18	Capital Goods & Manufacturing	<u>Marine Fitter</u>	Passed 10 th class examination with Science and Mathematics or its equivalent	20	Level - 5	2 Years (3200 Hr.)	2018	2019

19	Electronics & Hardware	<u>Mechanic Consumer Electronic Appliances</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
20	Automotive	<u>Mechanic Two and Three Wheeler</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
21	Automotive	<u>Mechanic Auto Body Painting</u>	Passed 10 th class examination or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
22	Automotive	<u>Mechanic Auto Body Repair</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
23	Capital Goods & Manufacturing	<u>Refrigeration and Air Conditioner Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
24	Automotive	<u>Mechanic Agricultural Machinery</u>	Passed 10 th class examination with Science and mathematics	24	Level - 5	2 Years (3200 Hr.)	2016	2019
25	Automotive	<u>Mechanic Auto Electrical and Electronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2016	2019
26	Automotive	<u>Mechanic Diesel</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2016	2019
27	Automotive	<u>Mechanic Tractor</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2016	2019

28	Capital Goods & Manufacturing	<u>Mechanic Machine Tool Maintenance</u>	Passed 10 th Class Examination with Science and Mathematics or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2016	2019
29	Capital Goods & Manufacturing	<u>Operator Advance Machine Tool</u>	Passed 10 th Class examination with Science and Mathematics	16	Level - 5	2 Years (3200 Hr.)	2018	2019
30	Construction	<u>Painter (General)</u>	Passed 10 th class examination.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
31	Chemical & Petrochemicals	<u>Plastic Processing Operator</u>	Passed 10 th class examination with Science and Mathematics or its equivalent	20	Level - 4	1 Year (1600 Hr.)	2018	2019
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 Tools, Jigs & Fixtures)</u>	Passed 10 th Class with Science and Mathematics under 10+2 system of education or its equivalent	24	Level - 5	2 Years (3200 Hr.)	2016	2019
39	Electronics & Hardware	<u>Technician Medical Electronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
40	Capital Goods & Manufacturing	<u>Technician Mechatronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
41	Electronics & Hardware	<u>Technician Power Electronics Systems</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
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	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 Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
59	Power	<u>Lift and Escalator Mechanic</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
60	Construction	<u>Mason (Building Constructor)</u>	Passed 8 th class examination	24	Level - 4	1 Year (1600 Hr.)	2018	2019
61	Capital Goods & Manufacturing	<u>Mechanic Lens/ Prism Grinding</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	16	Level - 4	1 Year (1600 Hr.)	2018	2019
62	Capital Goods & Manufacturing	<u>Mechanic Mining Machinery</u>	Passed 10 th Class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
63	Plumbing	<u>Plumber</u>	Passed 8 th class Examination	24	Level - 4	1 Year (1600 Hr.)	2018	2019
64	Rubber Industry	<u>Rubber Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2019
65	Textile & Handloom	<u>Spinning Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 5	2 Years (3200 Hr.)	2018	2019
66	Textile & Handloom	<u>Textile Wet Processing Technician</u>	Passed 10 th class examination with Science and Mathematics	20	Level - 5	2 Years (3200 Hr.)	2018	2019
67	Textile & Handloom	<u>Weaving Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019

68	Capital Goods & Manufacturing	<u>Refractory Technician</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
69	Mining	<u>Stone Processing Machine Operator</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2018
70	Mining	<u>Stone Mining Machine Operator</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 4	1 Year (1600 Hr.)	2018	2019
71	Capital Goods & Manufacturing	<u>Textile Mechatronics</u>	Passed 10 th class examination with Science and Mathematics or its equivalent.	24	Level - 5	2 Years (3200 Hr.)	2018	2019
72	Capital Goods & Manufacturing	Additive Manufacturing Technician (3D Printing)	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2018	2019
73	Capital Goods & Manufacturing	Aeronautical Structure and Equipment Fitter	Passed 10 th Class examination with Science and Mathematics	20	Level - 5	2 Years (3200 Hr.)	2018	2019
74	Logistics	In Plant Logistics Assistant	Passed 10 th class examination with Science and Mathematics or its equivalent.	20	Level - 4	1 Year (1600 Hr.)	2021	-
75	Logistics	Warehouse Technician	Passed 10 th class examination.	20	Level - 4	1 Year (1600 Hr.)	2021	-
76	Electronics & Hardware	Technician Electronics System Design and Repair	a) 10 th Class Passed b) Lateral Entry: Direct 2 nd Year admission for NTC Passed Out (Two Years Courses) In Electronics & Hardware Sector or IoT Group of trades.	24	Level - 5	2 Years (3200 Hr.)	2021	-

(B) List of Non-Engineering Trades: 62

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 & Facility Management	<u>Marketing Executive</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2017	2019

26	Handicrafts & Carpets	<u>Bamboo Works</u>	Passed 8 th Class Examination	24	3	One year (1600 Hr.)	2018	2019
27	Healthcare	<u>Radiology Technician</u>	Passed 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 Operator</u>	Passed 10 th class examination or its equivalent (Candidate should be of low Vision)	12	3	One year (1600 Hr.)	2018	2019

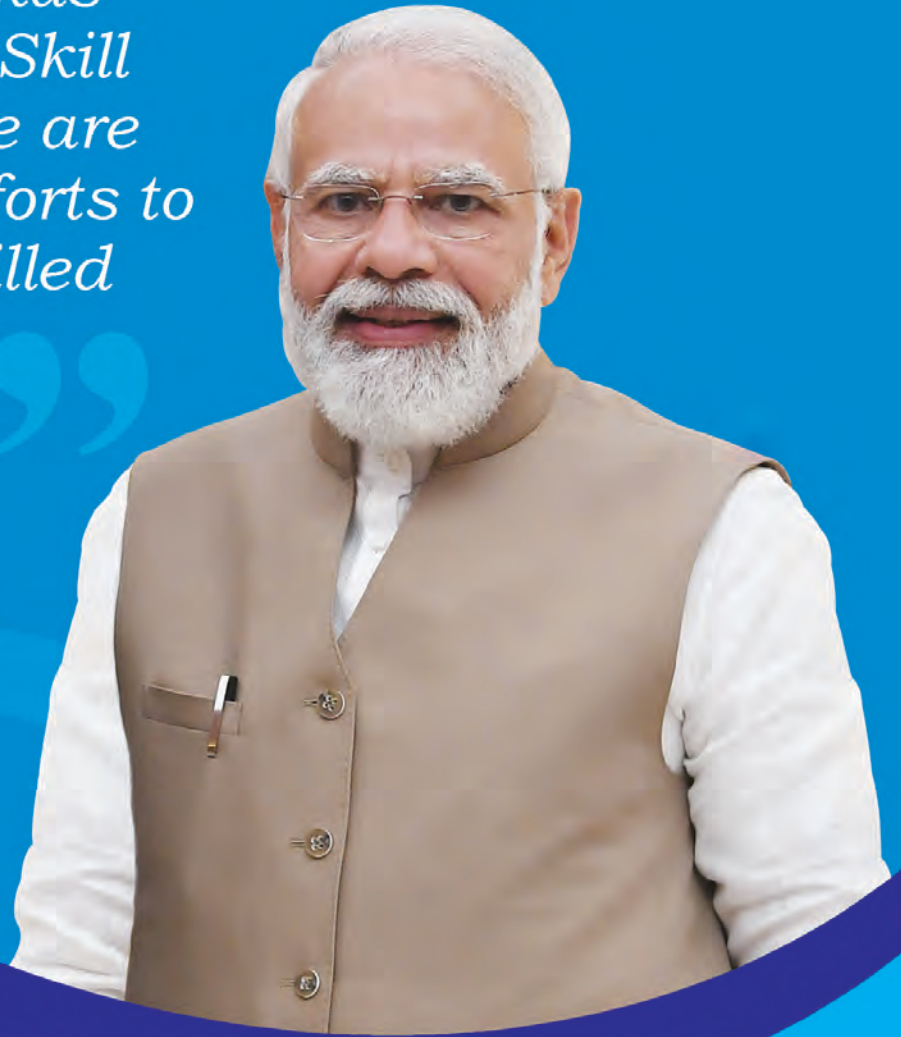
37	IT & ITES	<u>Multimedia, Animation & Special Effects</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
38	IT & ITES	<u>Software Testing Assistant</u>	Passed 12 th class examination with Science & Mathematics	24	5	One year (1600 Hr.)	2018	2019
39	Leather	<u>Footwear Maker</u>	Passed 8 th Class Examination	20	3	One year (1600 Hr.)	2018	2019
40	Leather	<u>Leather Goods Maker</u>	Passed 8 th Class Examination	20	3	One year (1600 Hr.)	2018	2019
41	Office Administration & Facility Management	<u>Secretarial Practice (English)</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
42	Office Administration & Facility Management	<u>Stenographer Secretarial Assistant (English)</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
43	Media & Entertainment	<u>Digital Photographer</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
44	Media & Entertainment	<u>Photographer</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
45	Media & Entertainment	<u>Video Cameraman</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
46	Office Administration & Facility Management	<u>Human Resource Executive</u>	Passed 10 th class examination	24	4	One year (1600 Hr.)	2018	2019
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 class 10 th class Examination.	24	4	One year (1600 Hr.)	2018	2019
49	Private Security	<u>Fireman</u>	Passed class 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
60	IT & ITeS	Data Entry Operator	Passed 10th class examination	24	4	6 Months (800 Hr.)	2020	-
61	Telecom	Fiber To Home Technician	Passed 10th Examination OR Passed in Level 3 Short term course related to fiber technology with two years relevant experience.	24	4	6 Months (800 Hr.)	2021	-
62	Aerospace & Aviation	Drone Technician	Passed 10th Class Examination with Science and Mathematics or its equivalent	24	4	6 Months (800 Hr.)	2021	-

(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 visually impaired)	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

*National Skill
Development Mission,
Pradhan Mantri
Kaushal Vikas
Yojana and Skill
Loan Scheme are
determined efforts to
create a Skilled
India.*



NARENDRA MODI
Prime Minister



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