ANNUAL
REPORT
2017-18

सत्यमेव जयते
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP
GOVERNMENT OF INDIA

Skill India
कौशल भारत - कुशल भारत

PROGRESSING
TOWARDS
**AN EMPOWERED
INDIA**

" I CALL UPON THE
NATION TO TAKE
A PLEDGE TO MAKE
INDIA THE SKILL
CAPITAL OF THE WORLD "

NARENDRA MODI
Prime Minister

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1 INTRODUCTION

1.1 Establishment of the Ministry and its Role in Skill Development

Skill development and entrepreneurship efforts across the country have been highly fragmented so far. As per the 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% are reported to have received non-formal vocational training. There is a need for speedy reorganisation of the ecosystem of skill development and entrepreneurship promotion in the country to suit the needs of the industry and enable decent quality of life to its population.

Currently, over 40 skill development Programmes (SDPs) are being implemented by over 20 Ministries/Departments of the Government of India. (List of Schemes at Annexure-1). However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganised sector. Recognising the need and urgency of quickly coordinating the efforts of all concerned stakeholders in the field of Skill Development and Entrepreneurship, according to the needs of the industry, the Government of India notified the formation of the Department of Skill Development and Entrepreneurship on 31st July, 2014. The department was subsequently upgraded to a full fledged Ministry of Skill Development and Entrepreneurship on 9th November, 2014.

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 upgradation, 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 partnerships between educational institutions, business and other community organisations and setting 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 which needs skilled manpower.

viii. Making broad policies for all other Ministries/Departments with regards 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.

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xiii. National Skill Development Corporation.

xiv. National Skill Development Agency.

xv. National Skill Development Trust.

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xviii. Indian Institute of Entrepreneurship, Guwahati.

1.3 Budget Allocation

TABLE 1   **Budget Allocation- 2017-18**

Ministry of Skill Development and Entrepreneurship Details of Budget Allocated to Ministry (Rs. in crores)											
	Budget Estimates 2017-18			Revised Estimates 2017-18			Actual Expenditure 2017-18 (up to 13.01.2018)			Budget Estimate 2018-19		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
MSDE	1802.86	21.88	1824.74	1886.22	7.50	1893.72	1286.22	6.14	1292.36	2304.61	56.00	2360.61
DGT	963.25	228.15	1191.40	422.00	40.50	462.50	193.08	3.00	196.08	563.05	203.00	766.05
Total	2766.11	250.03	3016.14	2308.22	48.00	2356.22	1479.30	9.14	1488.44	2867.66	259.00	3126.66

Skill training for an inclusive and enriched economy

SKILLING AND ENTREPRENEURSHIP LANDSCAPE IN INDIA

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2.1. Challenges in the Skilling and Entrepreneurship Landscape in India

Skills and knowledge are the 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 the 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% are reported to have received formal vocational training and 8.6% are 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 proportions.

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

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

ii. Skill development programmes of the Central Government are spread across more than 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 employers.

Trainer oversees as student completes practical module

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

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

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

vii. Very low coverage of apprenticeship programs.

viii. Narrow and often obsolete skill curricula.

ix. Declining labour force participation rate of women.

x. Predominant non-farm, unorganised sector employment with low productivity but no premium for skilling.

xi. Non-inclusion of entrepreneurship in formal education system.

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

xiii. Inadequate impetus to innovation driven entrepreneurship.

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

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

The research provides a detailed overview of the sector from a skills perspective, assesses the demand for skills, highlights key job roles, maps the available supply side infrastructure and suggests actionable recommendations for the stakeholders in the system. The studies were conducted through extensive primary interaction with key stakeholders including industry, training providers, trainees, sector skill councils and government. These included more than 1,000 industry experts, 500 job roles and 1,500+ trainees.

Promoting women's participation & reviving traditional skills

TABLE 2 — 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)

The Environment Scan Report 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 is presented in **Table 2**.

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 the 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 3**.

TABLE 3 — **Incremental Training Need across 34 Sectors (2017 to 2022)**

(in lakhs)

Sl. No.	Sector	Incremental Human Resource Requirement and Training Need
1	Agriculture	24.5
2	Animal Husbandry	18
3	Fertiliser	1
4	Textile Handloom and Handicraft	60
5	Automotive, Auto Components & Capital Goods	41*
6	Gems & Jewellery	35
7	Food Processing	33.7
8	Leather	25
9	Pharmaceuticals	14
10	Chemicals & Petrochemicals	12
11	Steel	7.5 (by 2025)
12	Rubber Manufacturing	6.7
13	Road Transport & Highways	62.2**
14	Ports & Maritime	25
15	Aviation & Aerospace	14.2
16	Railways	0.12 (by 2018)
17	Power	15.2
18	Oil & Gas	7.3
19	Renewable Energy	6
20	Coal & Mining	2.6
21	Construction	320**
22	Furniture & Fittings	52.6
23	Paints & Coatings	9
24	Electronics and IT-ITeS	69 #
25	Telecom	38.6
26	Retail	107**
27	Beauty & Wellness	82
28	Media & Entertainment	13
29	Tourism & Hospitality	49
30	Banking, Financial Services and Insurance (BFSI)	12
31	Logistics	42.9**
32	Healthcare	32 (by 2025)
33	Security	31
34	Media & Entertainment	13
	Total	**1,282.12**

*Capital Goods – 19 lakhs, Automotive – 22 lakhs
** Overlaps with other sectors
# Electronics – 53 lakhs, IT-ITeS –16 lakhs

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 4**.

TABLE 4	Incremental Human Resource Requirement across States (2013-22)	
		(in lakh)
Sl. No.	**State**	**Incremental HR Requirements**
1	Andhra Pradesh	108.71
2	Arunachal Pradesh	1.47
3	Assam	12.34
4	Chhattisgarh	30.43
5	Delhi	63.41
6	Goa	2.27
7	Gujarat	57.57
8	Haryana	34.84
9	Haryana	0.93
10	Himachal Pradesh	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	**1,203.34**

3 POLICY INTERVENTIONS BY MSDE

3.1. National Policy for Skill Development & Entrepreneurship, 2015

Background:

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

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

Vision Statement

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

Skill Component of Policy

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

Entrepreneurship Component of Policy

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

3.2 National Skill Development Mission

The National Skill Development Mission was launched by the Hon'ble Prime Minister on 15th July, 2015 on the occasion of World Youth Skills Day. It aims to create convergence and expedite cross-sectoral decisions through a high powered decision making framework. It is expected to converge, coordinate, implement and monitor skilling activities on a pan-India basis.

The Mission consists of a three tier institutional structure, where the functions of the bodies consist of providing policy directives and guidance, reviewing and monitoring overall progress, and actual implementation in line with Mission objectives. The Institutional Framework of the NSDM is given in the chart below.

Chart 1: Institutional Framework of NSDM

Key Institutional Mechanisms

Functions

Governing Council
Chair: Prime Minister

- Provide overall guidance and policy direction.
- Decide on Sub-Missions in high priority areas.
- Review overall progress and development of Mission activities.
- Overlook convergence of all skill development initiatives/schemes across Central Ministries/Departments with Mission objectives.

Steering Committee
Chair: Minister, SDE

- Ensure implementation as per Governing Council direction.
- Set targets and approve annual Mission Plan.
- Review overall progress of Mission activities on a quarterly basis.

Mission Directorate (Executive Committee)
Chair: Secretary, SDC

- Implement, monitor Mission activites.
- Coordinate implementation of Governing Council & Steering Committee decisions.
- Coordinate State efforts and submissions
- Coordinate Sub-Missions

NSDA/NSDC/DGT

State Skill Development Mission

Candidates undergoing on-the-job training

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

3.2.1 Monitoring of Skilling Targets

The Ministry coordinates with other Central Ministries/Departments for setting skilling targets for the year and monitors the achievement against their target. As reported by various Central Ministries/Departments, the number of people trained during the last three years is at Annexure - 2.

3.3 Common Norms

The Government of India had constituted a 'Committee on Dovetailing/Rationalisation of Central Government Schemes on Skill Development' under the chairmanship of the Chairman, National Skill Development Agency (NSDA) vide Notification dated 2nd December, 2013 for providing norms for skill development schemes implemented by the Government of India. After several rounds of deliberations, the Committee came up with its recommendations on norms across the various skill development programmes while allowing flexibility to meet the requirements of different parts of the country/different socio economic groups. The Committee in its report covered the whole spectrum covering skill development, inputs/output, funding/cost norms, third party certification and assessment, cost committee etc. The report of the Committee was put on the website for public awareness and comments. On the basis of the Report of the Committee and the inputs/feedback received from stakeholders, The Ministry of Skill Development & Entrepreneurship has framed the Common Norms for Skill Development Schemes implemented by the Government of India. The Common Norms have been notified by Government of India and all Skill Development Schemes implemented across Ministries need to be aligned to Common Norms. To facilitate aligning the various skilling schemes being run by Ministries/ Departments, three meetings of the Common Norms Committee were held on 11th December, 2017, 29th September, 2016 and 20th January, 2017.

3.4 National Council for Vocational Education and Training (NCVET)

The Ministry is envisaging the creation of an overarching regulatory framework in the skills space: the National Council for Vocational Education and Training (NCVET). This is proposed to be established through a Government Resolution, by merging the existing National Council for Vocational Training (NCVT) and the National Skill Development Agency (NSDA). The proposed NCVET will regulate the functioning of entities engaged in vocational education and training, both long term and short-term, and establish minimum standards for the functioning of such entities. Inter-Ministerial consultation on establishment of National Council for Vocational Education and Training (NCVET) are being held for the purpose.

4 MAJOR INSTITUTIONS OF THE MINISTRY

4.1 Directorate General of Training (DGT)

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

Major roles of DGT include-
- Policy formulation on Vocational Training
- Laying down standards
- Revising course curricula
- Granting affiliation
- Trade testing
- Certification

4.1.1 Functions

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

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

4.1.2 National Council for Vocational Training (NCVT)

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

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

Advanced Skill Training Institute

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

4.1.3 The major functions of the NCVT are:

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

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

4.1.4 NCVT MIS Portal

Directorate General of Training has launched NCVT MIS portal to access online information related to ITIs including:
- Information of all affiliated Government & Private Industrial Training Institutes (ITIs).

- Candidates seeking skilling training/apprenticeship and training.
- Employers seeking skilled workers.
- Citizen information & feedback.
- ITI & approved courses.
- Enrolment transparency.
- Training /academic schedule.
- Visibility on self-profile and training progress.
- Online access to e-marksheet & e-certificates.
- E-mail & SMS alerts.
- Placement facilitation.
- STAR Grading of ITIs.

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

4.1.5 Regional Directorate of Apprenticeship Training (RDAT)

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

At present, there are 9 RDATs which are located at Bhopal (Madhya Pradesh), Chandigarh, Chennai (Tamil Nadu), Faridabad (Haryana), Guwahati (Assam), Hyderabad (Andhra Pradesh), Kanpur (Uttar Pradesh), Kolkata (West Bengal), and Mumbai (Maharashtra).

4.2 National Skill Development Agency (NSDA)

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

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

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

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

4.2.2. National Skills Qualifications Framework (NSQF)

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

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

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

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

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

4.2.3. Process of NSQF Alignment

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

4.2.4. NSQF in States

The NSDA plays a crucial role in operationalising NSQF in the states. In the process of operationalising of NSQF, e-kit of NSQF is delivered to the State nodal agency or State Skill

Chart 2: Process of NSQF Alignment

The Qualification File is the means by which awarding bodies present evidence to the National Skills Qualification Committee that their qualifications are NSQF compliant. A Qualification File captures all necessary information to establish NSQF compliance for a Qualification. The Qualification File is a folder which contains:

- A summary sheet in which headline information about the qualification must be entered.

STEP 1: Initial Scrutiny of Proposal against checklist
- The proposal will be scrutinised for compliance to various principles as indicated under NSQF.
- The NSDA's comments will be shared with the submitting body who will address these comments and re-submit the proposal.

Timeline: Week 1

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STEP 2: Proposals uploaded on public domain
- The NSDA will upload the files on the public domain for comments and feedback from stakeholders.
- In case of any conflict, the NSDA will hold consultative sessions with the relevant stakeholders to address the same.

Timeline: Week 2 & 3 (10 days)

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STEP 3: Comments shared , addressed and proposal resubmitted to NSDA
- Feedback received from stakeholders will be addressed by the submitting body and the proposal is re-submitted to the NSDA.

Timeline: Week 4

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STEP 4: Proposals shared with NSQC members and sectoral representatives
- The NSDA will share revised proposals with NSQC members and other sectoral representatives prior to the NSQC meeting.

Timeline: Week 5 & 6 (10 days)

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STEP 5: Presentation to the NSQC
- Final proposals will be tabled at the next NSQC metting by the NSDA for approval.
- Approved proposals become part of the National Qualification Register.
- Proposals not approved will be returned to the submitting body with comments.

Timeline: Week 7

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

Chart 3: Qualification File Template	
SUMMARY	
Qualification Title:	Enter the full title of the qualification, as it will appear on certificates. Titles should be as clear and informative as possible. Any identification number which has been formally allocated to the qualification by the certificating body should be included here.
Nature and purpose of the qualification:	Indicate the nature of the qualification. For example, a Qualification Pack (QP), a Trade Certificate aligned to a QP, a Diploma which incorporates National Occupational Standards (NOS), or a qualification which is not directly linked to any QP or NOS. Indicate the main purpose of the qualification and the target learners - eg. designed to get people into work, a qualification intended for people already in work, a qualification to allow people to add new skills based on technological change.
Body/Bodies which will award the qualification:	Enter the name(s) of the body/bodies here. This is the body which ultimately decides who should be awarded a qualification and ensures that no unjustified or fraudulent certificates are issued. If this body will delegate the issuing of certificates to candidates, this should be noted here. Details of these arrangements can be given in your response to section 1, below.
Body which will accredit providers to offer courses leading to the qualification:	Enter the name of the body here. Only a name/names required here. Further details can be given in section 1, below, if appropriate.
Body/Bodies which will be responsible for assessment:	This means assessment which will count towards certification. The response here will vary depending on the qualification. It may be in two parts: (i) Enter the name of the body that is responsible for ensuring the quality of assessment for the qualification i.e. making sure that the assessment is valid, consistent/reliable, fair,etc. (ii) If the actual assessment of the candidates is delegated to a large number of assessment bodies, indicate the kind(s) of bodies which will actually carry out assessment for certification.

Development Missions (SSDMs). A workshop on NSQF is done with the stakeholders of the state. Following this a core committee on NSQF is constituted by the State which works out the alignment of state specific qualifications to NSQF. A Core Committee on NSQF has been formed in 14 states i.e. Assam, Haryana, Jharkhand, Madhya Pradesh, Meghalaya, Punjab, Puducherry, Sikkim, Odisha, Nagaland, Tamil Nadu, Tripura, Uttarakhand and Uttar Pradesh. A Core Committee is a Committee comprising representatives from various state departments of the state which are expected to work on operationalising NSQF in the state. This committee identifies state specific qualifications and submits all the relevant information in a Qualification File template and submits it to NSQC for approval.

NSQF workshops have been conducted across 31 states and UTs, which are Assam, Andhra Pradesh, Chandigarh, D & N Haveli, Daman, Delhi, Gujarat, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Rajasthan, Punjab, Sikkim, Tamil Nadu, Telengana, Tripura, Uttar Pradesh, Uttarakhand and West Bengal. The states of Odisha, Telengana, Mizoram and Haryana have also submitted few qualification files to NSDA for NSQF alignment.

4.2.5. Present Status of NSQF in Central Ministries

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

1. DGT under MoSDE: 141 Qualifications
2. Ministry of Textiles: 59 Qualifications
3. M/o IT & Communication: 91 Qualifications
4. M/o Chemicals & Fertilisers: 36 Qualifications
5. M/o MSME: 54 Qualifications
6. M/o Rural Development: 56 Qualifications

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

1. Ministry of Social Justice & Empowerment
2. Ministry of Women & Child Development
3. Ministry of Rural Development
4. Ministry of Housing and Urban Poverty Alleviation

iii. **4 ministries have constituted a Core Committee on NSQF:**

1. Ministry of Tourism
2. M/o Micro, Small and Medium Enterprises
3. M/o Chemicals and Fertilisers
4. M/o Health and Family Welfare

iv. **Capacity building of State Skill Development Missions:**

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

4.2.6 Approval of NSQF aligned Qualification

The NSQF is being implemented through the National Skills Qualifications Committee (NSQC). NSQC approves qualifications submitted by various submitting bodies. NSQC has started the approval process of NOS/QPs from the meeting of 4th NSQC held on 26th March, 2015. A total of 1947 qualifications were approved as NSQF aligned by NSQC from March, 2015 to January, 2017.

4.2.7 Development of National Qualifications Register (NQR)

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

4.2.8 National Quality Assurance Framework (NQAF)

Quality lies at the heart of effective education and training/skills programmes. Learners, employers and the public need to be assured that the training and qualifications provided through education and training/skills programmes are of a high quality, regardless of where they are delivered and assessed.

In this direction, the National Skill Development Agency (an autonomous body under Ministry of Skill Development and Entrepreneurship) has developed a national quality assurance framework which includes a set of manuals on quality assurance for each stakeholder involved in the process of vocational educational and training.

The manuals are:

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

The National Quality Assurance Framework (NQAF) aims to improve the quality of all education and training/skills programmes in India.

The NQAF provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited to provide education and training/skills activities.

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

These six manuals are also being translated in four languages namely Hindi, Gujarati, Kannada and Odia.

Brief about manuals:

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

Skill training according to National Skills Qualification Framework

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

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

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

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

In addition to the six manuals, two more manuals are being prepared at NSDA i.e. Industry Bodies/Sector Skill Councils Manual and National and State Body manual which is mostly an implementation manual.

4.2.9 National Labour Market Information System (N-LMIS)

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

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

The data on the National LMIS is displayed in the form of ten National Repositories namely Certified Candidates, Trainers, Training Centres, Training Providers, Assessors, Assessment Agencies, Employers, Courses and Prospective Candidates. Each repository contributes in building a holistic picture of the skill ecosystem in the country. Data of 82 lakh certified candidates is being reflected on the National LMIS.

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

TABLE 5

S. No.	Name of Ministry	Name of Scheme
1	Ministry of Skill Development & Entrepreneurship (MSDE)	Skill Development Initiative Scheme (SDIS)
		Schemes under National Council for Vocational Training
		Standard Training Assessment and Reward (STAR)
		Pradhan Mantri Kaushal Vikas Yojana (PMKVY 1.0)
2	Ministry of Micro, Small and Medium Enterprises (MSME)	MSME-Advanced Training Institutes
		MSDE Development Institutes
		MSME-Tool Room
3	Ministry of Minority Affairs	Seekho Aur Kamao
4	Ministry of Housing & Urban Affairs (Earlier known as MoHUPA)	Employment through Skill Training & Placement (ES&TP) under DAY-NULM component.
5	Ministry of Textile	Integrated Skill Development Scheme

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

The employment linkage on the LMIS has been facilitated through integration with the National Career Services Portal maintained by the Ministry of Labour and Employment. Through this integration, candidates trained and certified through Government Schemes and programs will reflect as potential job seekers on the NCS portal.

LMIS is envisioned as a system that provides a consolidated and unified view of various stakeholders at any given point of time and empowers the Government and other agencies to take informed decisions by providing intelligent and insightful reports, as required.

Also, stakeholders can access key analytics, and trends, including skilling and employment opportunities through various channels.

The LMIS is an evolving process. In practice it can always be improved. A snapshot at any particular time can detect areas for improvement. Currently the areas needing improvement can be summarised under a number of headings.

4.2.10 International Engagements of NSDA

i.   **World Bank:** NSDA is involved in the below mentioned components of the World Bank Project – Sankalp:

    a.   Implementation of a National Quality Assurance Framework (NQAF)

    b.   Strengthening and implementation of the LMIS

    c.   Undertaking studies (baseline and tracer studies) under the Research Division within the NSDA

ii.   **Collaboration with ILO**

NSDA and ILO have collaborated on a series of activities towards strengthening of the organisation's capacity and technical knowledge in the domain of qualification framework,

quality assurance labour market systems and gender inclusion. Representatives from MSDE, NSDC, Sector Skill councils and other related Ministries/states have participated periodically in these workshops/meetings.

The following activities were undertaken over the last one year:

a. Consultative meeting with recruitment agents for understanding overseas employment patterns and recommending models of skilling for overseas employment held on 29th June, 2016.

b. Workshop with ILO international experts at NSDA, New Delhi on "NSQF implementation: Challenges and International Best practices" held on 8th and 9th February, 2017.

c. Workshop with ILO international expert at NSDA New Delhi on "Skills projections and methodologies" held on 20th April, 2017.

d. NSDA representative participated in the "Technical workshop on Recognition of Prior learning: From key concepts to implementation", held at Johannesburg, South Africa from 25th to 29th September, 2017.

e. Consultative workshop with International Expert on "Developing a Strategy for Gender Inclusion in TVET" was held on 27th October, 2017.

4.2.11 Research Division

A separate Research and Innovation Wing (previously National Skills Research Division) has been established in the NSDA to provide research support and leverage the expertise of national and international experts from the fields of skill development. The following activities have been undertaken by the research division in last one year:

As part of strengthening and establishing the research aspect for skill development, the National Skill Development Agency (NSDA) has collaborated with the National Council for Vocational Education Research (NCVER), Australia in the areas of 'Research and Statistical Capacity Building Program'. NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics data on vocational education and training (VET) nationally. This collaboration forms part of the

Strengthening skill ecosystem through demand mapping

agreed work plan of 2016-2018 of Australia India Education Council (AIEC) Skills. As a part of this collaboration, a three week study tour was organised for three participants- two from NSDA and one from, DGT. The study tour was held at the NCVER office in Adelaide, Australia from 20th March, 2017 to 7th April, 2017.

The research division has signed an MoU with the British Council on 11th November, 2016 to undertake joint research partnership and build skill-research collaborations between UK and India. As a part of the activities underlined under the MoU, one joint research project will be undertaken each year. The topic for the first year as decided in consultation with both the participating organisations is "Future Skills: In view of changing technology, understanding labour market trends and identify future employment in India in selected manufacturing and service sectors".

4.3 National Skill Development Corporation (NSDC)

NSDC is a one of its kind Public Private Partnership in India that aims to promote skill development by catalysing creation of large, quality, for-profit vocational institutions.

NSDC is a not-for-profit company set up by the Ministry of Finance, under Section 25 of the Companies Act, 1956 corresponding to Section 8 of the Companies Act, 2013. The present equity base of NSDC is Rs.10 crore, of which the Government of India through the Ministry of Skill Development & Entrepreneurship (MSDE) holds 49%, while the private sector has the balance 51%.

In its efforts to scale up skill development efforts, the NSDC strives towards the following:
• Develop low cost, high-quality, sustainable business models.
• Attract significant private investment.
• Ensure that its funds are largely re-circulating; i.e., loan or equity rather than grant.
• Focus on quality assurance, information systems and high-quality vocational training through partnerships.
• Create leverage for itself.

To ensure superior decision-making with speed and scale, the NSDC has a structure and governance model that provides it with autonomy, stature and continuity. Thus, the organisation has a tiered decision-making structure comprising of the Board of Directors, Board Sub Committees, Proposal Approval Committee, Proposal Evaluation Committee and Restructuring Evaluation Committee. The NSDC has provision for a 15-member Board of Directors with 6 from the Central Government (including Chairman) and 9 (including the MD & CEO) from the private sector.

NSDC broadly works in the following areas:
• Provide funding support to Private Training Partners mainly by debt and in some cases by equity and/ grant.
• Grants to operationalise Sector Skill Councils.
• Skills training through schemes and initiatives such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), UDAAN, Pradhan Mantri Kaushal Kendra (PMKK) and India International Skill Centres (IISC).
• Support Centrally Sponsored State Managed (CSSM) schemes.

- Support Centrally Sponsored Centrally Managed (CSCM) schemes.
- International Collaborations.
- WorldSkills and IndiaSkills Competitions.
- Industry Partnerships and CSR.
- PR and Advocacy.

4.3.1. NSDC performance

TABLE 6   **NSDC's Performance (2017-18)**

Item	Details
Proposals Approved	390
SSC Approved	39
Candidates trained this year (data includes loan model TPs, PMKVY- 2 Udaan, Innovation Partners, SSC Non-PMKVY certifications till 30th December, 2017)	23.71 lakhs
Centres Active (break-up) (This includes 80% fixed & 56% self-owned centres) *as per SDMS report dated 7th December, 2017	6,004
States Covered	29
UT Covered	4
Placement Percentage*	47%
Placement Percentage (PMKVY2)	15%
Districts Covered	567
Total QPs created (as on 31st December, 2017)	2,147

*Placement percentage is based on trainings through NSDC fee-based training partners and Innovation Partners and does not include trainings under special schemes such as Udaan, SSC-Non-PMKVY certifications.

4.3.2. NSDC CSR Engagements for Skill Development

NSDC's Industry Partnership Models provide sterling opportunities to meet and fulfil CSR commitments and lead in corporate citizenship. Besides project management support, NSDC offers implementation of projects through its affiliated training partners. Some of these organisations are:

1. Power Grid Corporation of India Limited
2. NTPC Limited
3. Rural Electrification Corporation Limited (REC)
4. NHPC
5. NEEPCO
6. POSOCO
7. Mineral Exploration Corporation Limited (MECL)
8. HCL
9. National Aluminium Company Limited (NALCO)
10. National Mineral Development Corporation (NMDC)
11. Coal India Limited
12. Department of Public Enterprises

13. Indian Oil - Barauni Refinery
14. Bharat Electronics Limited
15. Airports Authority of India
16. NSKFDC
17. CIFCL – Cholamandalam
18. Computer Age Management Systems (CAMS)
19. GE Power
20. Ingersoll Rand
21. SBI Cards
22. Alstom Bharat Forge Power
23. Simon India Ltd
24. L&T
25. PowerLinks
26. Hitachi India Limited
27. Singapore ITE
28. Schneider
29. RINL
30. Steel Authority of India (SAIL)
31. Uber
32. ACP
33. CRPF
34. JCB
35. MOIL
36. KIOCL
37. JSW
38. MoPNG
39. HPCL
40. ISS Facility
41. Airbus
42. Bird Academy
43. Adani Skill Development Centre
44. Parle Products
45. Centre of Leather Exports
46. ANI Technologies (Ola)
47. The Indian Paints Association
48. Keystone Realtors Pvt. Ltd. (Rustomjee)
49. Indian Texpreneurs Federation
50. Blue Dart
51. Future Retail
52. Amazon

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 programs, 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.

Sector Skill Councils are designed to be national partnership organisations that bring together all the stakeholders – industry, labour and academia. As on date 39 Sector Skill Councils are approved covering all the priority and high growth sectors like Automotive, Retail, Healthcare, Leather, Food Processing, etc. and informal sectors like Beauty & Wellness, Domestic Workers and Plumbing. The list includes 21 High Priority Sectors identified by the Government and 25 of the sectors under Make-In-India.

4.4.1 Development of Content & Curriculum

The NSDC with the help of its Sector Skill Councils has developed content and curriculum across 37 sectors. At present the NSDC has curricula for 584 Job Roles and content for 313 Job Roles. Each model curriculum and content is mapped to a specific Qualification Pack, covering modules aligning with the specific National Occupational Standards. In addition, Equipment, Theory and Practical duration for each module is detailed. Trainer Prerequisites and Assessment Criteria for the targeted Qualification Pack are also included. This will ensure standardisation and quality assurance across trainings conducted in these Qualification Packs.

TABLE 7   Sector Wise Details of Developed Model Curriculum

S. No.	SSC Name	No. of Model Curriculum Developed	No. of Books Created
1	Aerospace	30	4
2	Agriculture	54	11
3	Apparel	13	10
4	Automotive	21	15
5	Beauty & Wellness	14	8
6	BFSI	14	7
7	Capital Goods	11	7
8	Construction	16	9
9	Domestic Worker	4	4
10	Earthmoving & Infrastructure Building	12	10
11	Electronics	15	15
12	Food Processing	35	31
13	Furniture & Fittings	5	3
14	Gems & Jewellery	25	9
15	Green Jobs	13	8
16	Handicrafts	13	8
17	Healthcare	18	8

S. No.	SSC Name	No. of Model Curriculum Developed	No. of Books Created
18	Iron & Steel	12	10
19	IT-ITeS	12	7
20	Leather	21	20
21	Life Science	10	6
22	Logistics	12	10
23	Management and Entrepreneurship & Professional	4	4
24	Media & Entertainment	8	8
25	Mining	17	9
26	Paints & Coatings	11	1
27	People with Disability	14	0
28	Plumbing	6	4
29	Power	13	10
30	Retail	16	4
31	Rubber	13	10
32	Security	4	3
33	Sports SSC	3	3
34	Strategic Manufacturing	3	2
35	Telecom	18	12
36	Textile	60	14
37	Tourism & Hospitality	14	9
	Total	584	313

4.4.2 Achievements of SSCs

- 38 SSCs have created 2,147 qualification packs with 5,684 unique National Occupational Standards and 1,513 qualification packs have been approved by NSQC.
- Sector Skill Councils have assessed 12,39,155 and certified 10,63,540 trainees under PMKVY (2016-20) (*as on 10th January, 2018)
- SSCs have started the process of demand aggregation. 23 SSCs have aggregated jobs in over 3,447 companies across India for FY 2017-18 (till 1st September, 2017)

4.5 National Skill Development Fund

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

The fund meets its objectives through the 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. The NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organisations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. Till January, 2018, the NSDF has released over Rs. 5,638 crores to the NSDC towards skill development programmes including STAR, PMKVY 1.0 & 2.0, and UDAAN Scheme.

As on 31st December, 2017, the NSDC with 354 training partners and 6,004 training centres has trained around 1.01 crore persons across India.

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

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

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), a Society registered under the Societies Registration Act, 1860, has been functioning since 6th July, 2017. The administrative affairs of the institute are being looked after by the Ministry of Skill Development and Entrepreneurship, Government of India.

In the changed scenario, the activities of the institute focus upon mentoring and hand-holding the middle layer of entrepreneurs/prospective entrepreneur enabling them to start their enterprises/scale-up the scale of operations, besides performing existing revenue generating functions of training, research/evaluation and consultancy.

Major areas of intervention (past and present) of the institute are:
a. Training
b. Research/Evaluation Studies
c. Development and Standardisation of Course Curriculum
d. Publications and Training Aids
e. Trainers'/Promoters' Training Programmes
f. CD-based EDP Module
g. Efforts to Integrate Entrepreneurship into Skill Training
h. Cluster Interventions

i. Hand-holding Prospective Entrepreneurs
j. Training-cum-Incubation Centres
k. Intellectual Property Facilitation Centre (IPFC)
l. Development of QP-NOS
m. Partner Institutions
n. Assistance to State Governments
o. International Activities
p. Consultancy Services (National/International)
q. Recognition of Prior Learning

The institute being an apex body in the area of promotion of entrepreneurship and small business development, offers innovative training packages for different target groups–entrepreneurs, trainers, promoters, development functionaries etc. In order to maintain their effectiveness, the training programmes of the institute are so designed as to meet the specific training requirements of each target group. The course contents of the programmes are continually revised to keep them in tune with the changing business environment. The institute periodically reviews the emerging economic/entrepreneurial scenario for introduction of relevant and beneficial training programmes having contemporary values.

4.6.2 Activities of the Institute during the Fiscal Year 2017-18

The institute has organised a total of 1,281 training programmes for 39,063 participants from different categories as per the details given below in **Table 8** during the first nine months of the current financial year.

The salient details of the training programmes and other activities of the institute during the period are presented below.

4.6.3 Salient Features of Training Programmes

a. As per the guidelines of PMKVY 2.0, the institute has initiated the Trainers Training Program on employability, entrepreneurship & life skills for the trainers of PMKVY and conducted a total of 85 programmes through which 2,248 trainers have been trained.
b. The institute has conducted Training Programme on Cluster Development Approach for 71 officials of Weavers Service Centre/State Government Handloom Department and

TABLE 8

Sl. No.	Category of the Programme	No. of Programmes	No. of Beneficiaries
1	ToTs	85	2248
2	WEDP	113	2828
3	EDP	72	3828
4	EoP/CD	81	2934
5	EDPs/ESDPs (Paid)	893	26346
6	MDP	26	678
7	International Programme	11	201
	Total	**1281**	**39063**

other representatives of implementing agencies under the sponsorship of Development Commission Handloom, Ministry of Textile.

c. NIESBUD has successfully conducted five days training program on "Enterprise Resource Planning & Management" for 25 officials of the Department of Industries & Commerce, Karnataka.

d. Institute has organised 3 (three) Training Programmes - "Capacity Building on Entrepreneurship Development" for newly recruited IPOs of the Directorate of Industries, Odisha.

e. The institute has conducted three programmes under the sponsorship of DGR, Ministry of Defence, for ex-servicemen in the area of Retail Management (2) & Web Developer training 93 participants.

f. The institute conducted a Faculty Development Programme (FDP) on Entrepreneurship Development for 20 participants, under the sponsorship of the Department of Science & Technology.

h. The institute has been appointed as the certifying and assessment agency under the National Digital Literacy Mission. The assessment under this scheme is done through web proctors.

i. Under the auspices of the Ministry of External Affairs, Government of India, a total of 211 international participants from different ITEC countries were trained through 11 international training programmes till December, 2017.

j. In accordance with the sanction of the Ministry of Minority Affairs, the institute organised seventeen entrepreneurship & skill development programmes in the area of integrated skin & make-up, fashion designing and computer.

k. Two national level Master Trainers Programmes on Gender Budgeting have been sanctioned by the Ministry of Women and Child Development, Govt. of India. One programme has been successfully completed at Dehradun (Uttarakhand) in which 28 beneficiaries have participated.

4.6.4 Salient Details of Other Activities

a. NIESBUD has developed and submitted the course material for Classes 9th to 12th on entrepreneurship for schools as a part of vocational training under the Ministry of Human Resource Development. The complete manuscripts of the textbooks have been submitted to PSSCIVE (MHRD), Bhopal. The first phase of expert review of the books has been completed in the month of November.

b. NIESBUD has compiled the success stories of trainees trained by the institute "Swavlamban Ki Ore", the book was launched by Hon'ble Finance Minister, on National Entrepreneurship Day (9th November, 2017).

c. The institute has approached eight State Skills Development Missions - West Bengal, Tripura, Madhya Pradesh, Karnataka, Uttarakhand, Odisha, Haryana and Chhattisgarh, for promotion of entrepreneurship education in these states.

d. NIESBUD focus on creating agri-entrepreneurs in the country. Initiated Project "Krishi Swavlamban", is being developed as a joint initiative of Prasar Bharati and NIESBUD for promoting agro entrepreneurship by broadcasting agri-business centric programmes on Doordarshan Kisan. The vision of these programmes is to create agri-business based awareness and entrepreneurs.

e. The institute is empanelled as a Training Agency for Sutlej Jal Vidyut Nigam Ltd. for carrying out entrepreneurship training under their respective CSR project.

4.6.5 Research and Evaluation

The institute has undertaken Physical Verification of PMEGP beneficiaries of Bihar, Andhra Pradesh & Andaman & Nicobar Island.

4.6.6 Hand-holding for Self-employment and Wage Employment

a. NIESBUD has installed a Mentor Support Network for facilitating interaction between mentors and prospective entrepreneurs with a view to facilitate setting up enterprises by trained persons.

b. NIESBUD is mentoring with the help of:
  • I-create; Bangalore
  • M/s Indian Bank for providing loans

c. Third phase of MSME Facilitation Centre (MFC) in the state of West Bengal.

d. Assisted in marketing of Aipan based souvenirs, a traditional art of Uttarakhand, by the trainees.

e. Coordinated exhibition-cum-sale by the trainees at schools, trade fair & exhibitions etc.

f. Integrated Model of Tourism Entrepreneurship in Raithal, Uttarakashi encompassing a wide range of occupations.

4.6.7 Mentoring Support Cell Position as on 31st December, 2017

The institute provided mentoring support:

a. 18 EDP trainees of the adopted villages by Rashtriapati Bhawan at Dhaula, Gurugram, Harayana.

b. 300 under privileged men and women of Nariniketan, snake charmers of Sapera Basti, Madrasi Colony, Akkarkhurd, Sikrauda, Imli Khera and Minority Community and Schedule Tribes.

c. 498 female dependants of building construction labours sponsored by the Department of Labour, Govt. of Uttarakhand.

d. Loan clinic for potential entrepreneurs. 120 individuals participated in this event and 87 loan applications were processed.

e. 25 entrepreneurs were mentored to avail the benefits under STAND UP India scheme in association with SIDBI.

4.6.8 Livelihood Business Incubators (LBI)

NIESBUD through (ASPIRE) Scheme of Ministry of Micro, Small and Medium Enterprises (MSME), Govt. of India is setting up Livelihood Business Incubators in the following sectors:

a. LBI in Fashion Designing

b. LBI in Beauty and Wellness

c. LBI in Mobile Repairing

d. LBI in Food Processing

e. LBI in Electronics and Home Appliances

4.6.9 Cluster Interventions

The Institute has completed work in the following clusters:

a. Diagnostic Studies for the Carpet Cluster; Dharchula, Pittoragarh and Uttarakhand
b. Detailed Project Report of (SFURTI) Aipan Cluster at Dehradun and Diagnostic Study of Khadi Cluster at Bijnor
c. Wooden Handicraft Cluster at Saharanpur

4.7. Indian Institute of Entrepreneurship (IIE)

4.7.1 Introduction

The Indian Institute of Entrepreneurship (IIE), Guwahati has been working in the field of entrepreneurship development/promotion in the north-eastern region of the country since 1979. This institute started first as a branch under SIET (1979) and subsequently NISIET (1984) in the north-east region. Later, in the year 1993, the institute was established as an autonomous national institute in Guwahati by the erstwhile Ministry of Industry, Department of SSI & ARI, Government with the aim to undertake training, research and consultancy activities in small and micro enterprises focusing on entrepreneurship development. Subsequently, it came under the fold of Ministry of Micro, Small and Medium Enterprises (MSME) in 1994 and is presently under the Ministry of Skill Development and Entrepreneurship (MSDE) since 22nd March 2015. The Institute is an ISO 9001:2008 certified organisation.

The Institute is located at Lalmati, Basistha Chariali, National Highway-37, Bypass, Guwahati. The Institute has an infrastructure of approx 77000 sqft consisting of two Administrative Blocks, two hostels, 24 staff quarters and a residential quarter for the Director inside the campus of IIE. It also has 12 flats for officers in a prime location in the city, Ganeshguri. Besides, the institute has its state offices in seven states - Nagaland, Sikkim, Arunachal Pradesh, Mizoram, Manipur, Tripura, and Meghalaya.

4.7.2 Vision

To create a conductive environment for entrepreneurial activities through organising different types of training programmes, research and other activities aimed at capacity building and enterprise creation with focus on North Eastern Region (NER).

4.7.3 Mission

To be a leading provider of quality professional development programmes, research and information services in the field of entrepreneurship promotion/ motivation and development and management of micro, small and medium entrepreneurship.

4.7.4 Objectives

a. To promote and develop entrepreneurship.
b. To conduct research and provide consultancy for entrepreneurship development.
c. To coordinate and collaborate with other organizations in undertaking training, research and other activities to increase outreach of the institute.

d. To provide consultancy and monitoring service to potential entrepreneurs and enhancing employability of participants.

e. To promote greater use of information technology in the activities/ functions of the IIE.

f. To comply with statutory responsibilities.

4.7.5 Functions

a. Designing and organising training activities for different target groups and undertaking research in relevant fields.

b. Improving the efficiency, effectiveness and delivery of the change agents and development practitioners i.e. trainers, support organizations engaged in enterprise building. etc.

c. Provide consultancy services to the prospective and existing entrepreneurs.

d. Increasing the outreach of activities of the institute through collaborative activities and increasing their effectiveness through use of different tools of information technology.

4.7.6 Major Activities

a. Training Programmes: The Institute organises training programmes for prospective entrepreneurs, students, teachers, development functionaries. These programmes are classified as: Entrepreneurship Development Programmes (EDP); Entrepreneurship Awareness Programme/Camp (EAP/EAC); Entrepreneurship Orientation Programmes (EOP); Skill Development Programmes (SDP); Entrepreneurship cum Skill Development Programmes (ESDP); Training of Trainers (TOT); Faculty Development Programmes (FDP); Management Development Programmes (MDP); and Business Incubation Training.

b. Research: The Institute undertakes research and studies either on its own or on sponsored basis and provides consultancy in the field of growth and development of SME across North East India and beyond. The Institute also acts as a catalyst and a resource centre for providing various inputs on policy formulation for promoting entrepreneurship and skill development in SME sector. Another major focus area is evaluation of various Central and State government organisations and schemes. Action research is also undertaken on development of SMEs.

c. Consultancy: It offers advice and consultancy in the various areas of entrepreneurship, including Enterprise planning, Enterprise Management, Enterprise Expansion, Diversification & Growth, Management Consultancy, Marketing consultancy, Technology sourcing, Technology propagation; Project Reports, DSRs, DPRs, Sustainable Livelihood Promotion etc.

d. Seminars and Workshops: The Institute organizes seminars and workshops to share experiences on implementation of programmes of self-employment and entrepreneurship, on current topics and awareness generation. Besides, the institute organizes Entrepreneurs' Meet to understand and appreciate their problems in launching projects and managing them successfully.

e. Projects: The Institute has also undertaken various projects such as, Centre for Sustainable Livelihood Promotion (CSLP); Regional Resource Centre (RRC) for Cluster Development; Science and Technology Entrepreneurship Development (STED) Project; and Rural Industries Programme (RIP); Model Village Adoption Programme;   COMPELO (Consortium for Micro Planning and Enhancing Livelihood Opportunities) and also NULM (National Urban Livelihood Mission) project, etc.

f. Publications: The Institute publishes Newsletters, Books, Annual Reports, Study, Research and Survey Reports.

4.7.7 Collaborations

Indian Institute of Entrepreneurship (IIE) signed MoUs with the following agencies with the aim of promoting entrepreneurship in the region:

*   Memorandum of Understanding with Ministry of Youth Affairs and Sports (NSS Cell);
*   National Backward Classes Finance &Development Corporation (NBCFDC)
*   Nehru Yuva Kendra Sangathan (NYKS)
*   Nodal Agency for SFURTI – (MSME)
*   Technical Agency for ASPIRE and SFURTI – (MSME)
*   Regional Resource Centre on Clusters- MSME
*   National Scheduled Tribes Finance and Development Corporation (for IIFCL –NSTFDC, CSR implementation)
*   Oil India Limited (OIL –Duliajan)
*   Numaligarh Refinery Limited (NRL)
*   ARIASS (World Bank Project)
*   Indian Oil Limited (IOC)
*   Central Silk Board
*   National Centre for Design & Product Development.(NCDPD)
*   Export Promotion Council for Handicrafts   (EPCH)
*   National Skill Development Corporation(NSDC)
*   Rajiv Gandhi National Institute of Youth Development (RGNIYD)
*   PHD Chamber of Commerce and Industries(PHDCCI)
*   Gauhati University (GU)
*   Assam Rajiv Gandhi University of Cooperative Management (ARGUCM
*   North Eastern Regional Institute of Science & Technology (NERIST)
*   National Scheduled Castes Finance & Development Corporation (NCFDC)

4.7.8 Activities under various Projects

a. IIE's cluster development programmes
b. Activities under Scheme of Fund For Regeneration of Traditional Industries (SFURTI) of Mo MSME
c. Cluster activities under RGNIYD
d. IIE's CSR activities
e. CSR Project of IIFCL-NSTFDC for NER States
f. IIE's Skill Development Programmes
g. Science & Technology Entrepreneurship Development (STED projects)
h. Business Incubation Initiatives
i. Livelihood Business Incubators under ASPIRE scheme of MSME

j. Consortium for Micro planning and Enhancing Livelihoods opportunities (COMPELO)
k. Capacity Building and Training Assistance under DoNER
l. Cluster Development Programme under NBCFDC
m. Skill Development under ASDM

4.7.9 Training Programmes

TABLE 9

Financial Year	Programme	Participants
1994-95	43	1168
1995-96	47	1523
1996-97	32	782
1997-98	39	857
1998-99	59	1556
1999-00	69	2306
2000-01	79	2297
2001-02	72	2069
2002-03	97	2914
2003-04	120	4019
2004-05	130	4644
2005-06	155	5278
2006-07	225	9111
2007-08	214	7788
2008-09	255	12939
2009-10	297	12024
2010-11	556	16837
2011-12	815	26584
2012-13	1461	44287
2013-14	501	23359
2014-15	822	27629
2015-16	153	5230
2016-17	185	6398
2017-18	133	5426
Total	**6353**	**218879**

4.7.10 Achievements

IIE trained 3672 participants through EDP, ESDP, MDP, EAC, EAP, SDP, seminars, workshops, etc. This was achieved through 112 programmes conducted during the financial year 2017-18. In these sessions 120 persons with disability (PwD) and 800 OBC participants were trained.

Apart from the above programmes, the Institute has been awarded the prestigious NULM project of Govt. of Assam. Under this project, ESTP programs in 24 districts of Assam will be conducted. IIE also won the French Govt. funded COMPELO project of Assam State Forest & Biodiversity Conservation Society to give sustainable livelihood to 499 JFMCs and EDCCs. IIE has also been awarded with 2 research studies by the World Bank (APART), ARIASS, Assam. Further, NBCFDC has approved one model village adoption programme in Assam. IIE has been awarded 2 Model Village Adoption Programme from the Ministry of Youth Affairs and Sports.

Additionally, IIE has been functioning as the Nodal and Technical Agency for 6 clusters under the revamped SFURTI Scheme of Mo MSME. Three LBIs are also being established under ASPIRE scheme of Mo MSME.

On the CSR front, Oil India Limited has awarded IIE with 2 livelihood cluster development programme, one each in Honey Processing and Beekeeping and in Mustard, Buckwheat Processing with Skill Training benefitting 400 households. Numaligarh Refinery has also awarded 1 Skill Development Programme in Handloom with handholding towards reviving their Weaving Centre. Under the CSR initiative of OIL, Duliajan the project OIL Urja was inaugurated on 10th February, 2017 at Balijan Tea Estate. The project will benefit 3000 households of 6 teas garden villages of Dibrugarh & Tinsukia. The households will be provided with clean and economic chullas for cooking purpose. Under the sponsorship of IOCL, Guwahati Refinery one and a half months training programme is currently ongoing. The programme which started on 23rd January 2017 is providing training to 20 women from 5 villages around Guwahati Refinery. The training on Lifestyle Products & Fashion Accessories is providing skill for making water hyacinth products, block printing and Jewellery making. Currently, training for block printing is ongoing.

IIE has also established 11 Business Incubation Centres focusing on Readymade Garments, Handloom, Incense Stick Making, Bee Keeping, Adventure Tourism, Beauty & Wellness, Agarbatti Making, Decorative Candles, Wood Working, Water Hyacinth and Plumbing in its campus. The institute has also established Udyami Mitra Cell and Job-Skill Exchange. During this financial year (2017-18), IIE along with its beneficiaries and entrepreneurs participated in IITF, IHGF, Destination north-east fairs, etc.

4.7.11 Proposed Future Plan

a. Initiative for livelihood business incubation in various parts of the region.
b. Hub for startup entrepreneurs.
c. Nodal Agency for Entrepreneurship Education.
d. Setting up a World Class Skill Centre.
e. Multi-Disciplinary Livelihood Incubation Centre for Food Processing, Readymade Garments Making and Handicraft at Hunphun Ukhrul Manipur.
f. Common Livelihood Centre in District Head Quarters.
g. RPL Programme under NBCFDC.

5 SCHEMES & INITIATIVES

A. SCHEMES & INITIATIVES THROUGH NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

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

5.1.1 The PMKVY (2016-2020) scheme is being implemented by the Centre along with the States. It has two components:

- **Centrally Sponsored Centrally Managed (CSCM):** 75% of the PMKVY (2016-2020) funds shall be available to MSDE for skilling through National Skill Development Corporation (NSDC).
- **Centrally Sponsored State Managed (CSSM):** 25% of the funds of PMKVY (2016-20) shall be allocated to the States.

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

i. Short Term Training

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

ii. Recognition of Prior Learning

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

iii. Special Projects

The Special Projects component of PMKVY envisages creation of a platform that will facilitate trainings in special areas and/or premises of government bodies, corporate or industry bodies, and trainings in special job roles, not defined under the available Qualification Packs (QPs)/ National Occupational Standards (NOSs). Special Projects require some deviation from the Short Term Training guidelines under PMKVY for any stakeholder. A proposing stakeholder can be institutions of central or state government(s)/autonomous body/statutory body or any other equivalent body or corporate who desire to provide training to candidates.

YUVA – A Joint Initiative of NSDC and Delhi Police

There are a lot of youngsters living in JJ clusters who are school dropouts, addicted to drugs or involved in petty crimes. It is essential to restore their hope and belief in a better tomorrow by empowering and mobilizing them through opportunities that would enhance their livelihood.

In a bid to provide these children and unemployed youth opportunities to realise their potential, National Skill Development Corporation (NSDC) in collaboration with Delhi Police, has undertaking project YUVA, under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme.

Delhi Police has identified around 3,000 deprived youth in the capital region for imparting skill training in various trades. NSDC, through its training partners, is operating skill development training centres in the police stations across the capital city with the aim to train the youngsters between the age group of 16 to 25 years.

Along with skill training, development of soft skills, vocational skills, basic computer knowledge, spoken English are focused upon to enhance livelihood opportunities.

Till date, YUVA scheme has helped training of over 2,300 candidates through 36 NSDC-approved training partners in 45 skills and has placed 400 candidates in Hero Motocorp, Vodafone, Café Coffee day, Fortis Hospital, Burger King, Lemon Tree Premier, Sodexo India, Compass India Support Services Pvt Ltd among others. The youth are motivated to learn new things and there has been zero percent dropout rate till now.

Success Stories:

Rahul Yadav (name changed), a 20-year-old student was among the 10 individuals, with prior criminal record, who opted for a change of livelihood. Being involved in a minor theft, the police officials of Kirti Nagar counselled him to take admission in YUVA Project. He undertook the Computer Hardware course at YUVA training centre, Kirti Nagar Police Station during which, he evolved as a bright and confident student. Post successful completion, he got

selected by Star Imagine and Pathlab Pvt. Ltd. as an Assistant Engineer. Rahul is an epitome of the success of YUVA initiative and inspiration to others that how someone can raise himself from plinth to paramount.

Candidates certified under Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

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

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

Chart 4

- State Skill Development Mission
- 1. Training Provider (TP) Empanelment
- 2. Training Provider Network management
- 2a. Training Provider Operations Support (QA & non QA)
- Finance (Fund Flow)
- MIS (Info flow)
- 2b. Monitoring & Evaluation
- 2c. Stakeholder Management - Banks, UIDAI, NPR, CSCs, Outreach activities like Call Centers, Website, Communication Agency

Training Provider process flow

Centre Resourcing/ Setup → Mobilization → Training → Assessment → Certification → Placement → Tracking

SSDM perform the following processes to support implementation and monitoring of PMKVY (2016-20).

a. Training Provider Empanelment
b. Training Provider Network Management
   i. Training Provider Operations Support (QA and non QA)
   ii. Monitoring and Evaluation through MIS
   iii. Stakeholder Management

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

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

5.1.4 Progress so far

Under the PMKVY – Centrally Sponsored State Managed (CSSM) component, the progress achieved as on date is provided in **Table 10**.

TABLE 10 — **Overall progress achieved under PMKVY – State Component**

S. No.	Particulars	Achievement So far
1	Proposals received from states	35 States/UT
2	Proposals evaluated by the approval committee	35 States/UT
3	Proposals approved by the approval committee	35 States/UT
4	Physical training target approved for 2016-18	6.16 lakh
5	Funds Disbursed by MSDE to states/UT for 2016-18 as 1st tranche	INR 444.95 Crores.

For commencement of trainings under the state component, MSDE through NSDC is hand-holding the state skill development missions to ensure SMART compliance of their training centres on SMART platform for due accreditation and affiliation process.

TABLE 11 — **Status of Training Partner empanelment on SMART**

S.No.	Particulars	Achievement So far
1	Training Partner details shared by States/UTs	27 States/UT
2	Number of States/UTs for which Training Partner logins have been created	24 States/UT
3	Total Number of training partners proposed so far by states/UTs	502
4	Total Number of training centres proposed so far by states/UTs	1091

To enable and monitor the training lifecycle, NSDC has provided IT enabled platforms to the state skill development missions. A 3 day workshop has also been conducted by NSDC for the IT team of the states to provide them necessary support to operate the IT platform. For states that are using their own MIS platform, API integration with National SDMS is being enabled by NSDC.

TABLE 12 — Status of MIS integration with States/UTs under PMKVY - State Component

S.No.	Particulars	Achievement So far
1	States and UTs opting for full SDMS access	24 States/UT
2	States and UTs opting for excel upload option	2 States/UT

The excel upload option ensures that states which already have a functional MIS platform ensures desired data-points are shared with NSDC through and excel that ensures deduplication of candidates with the NSDC database and facilitates assessment and certification of trained candidates through SSCs.

Trainings under the PMKVY-state component have begun. MSDE, through NSDC, is providing the requisite support to ensure smooth implementation.

TABLE 13 — Status of Trainings under PMKVY-CSSM Component

S. No.	State Name	Total Number of Batches	Total Number of Batches Approved	Total Number of candidates in Batches
1	Uttarakhand*	17	12	387
2	Bihar	1	1	30

MSDE through NSDC has facilitated process manuals, guidelines, SOPs to ensure states have the requisite material to ensure all compliances and streamlined implementation. Key documents developed and shared with the respective State Skill Development Missions (SSDMs).
a.   PMKVY State Engagement Guidelines
b.   Operations Manual for PMKVY – State Engagement (CSSM Component)
c.   PMKVY – State Engagement Branding Guidelines

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

As on date Rs. 444.95 crores has been disbursed to the states towards 1st tranche for FY 2017-18 for implementation of PMKVY-CSSM component.

5.1.6 Targets distributed amongst various categories under PMKVY has been presented in the **Table 14**:

TABLE 14 — Targets Distributed under PMKVY

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

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

i. **Short Term Training**

TABLE 15

Parameters	PMKVY (2015-2016)	PMKVY (2016-2020)
Centre Validation	Done by Sector Skill Council	Done by third party inspection agency
Placements	Placement Tracking and Incentivizing introduced in 2nd half of the scheme	20% of Pay-out linked to placement performance
Disbursements	Successful candidates received reward money in their bank accounts	Disbursements to TPs as per Common Norms Reward money to candidates in their bank account on successful certification
Job Roles	All Job roles across level 1 to level 5	Trainings on Job Roles of Level 3 and Level 4 only
Target Allocation	Sector wise, Constituency wise and Centre wise	Job-role wise at the Training Centre level
Trainee Handbook	No standard trainee handbook	Standard Trainee Handbook being provided to all Candidates
Certifications	Certificates and skill card generated through third party integration	Digital locker for storage of certificates and mark sheets
Attendance	Paper based attendance at TC of trainees only	Aadhar based biometric attendance of Trainees, Trainers and Assessors Though Encouraged but not mandatory for TCs in J&K and North-East region. 9th Steering Committee further mandates the release of 1st tranche of payment upon AEBAS being installed and functioning.

ii. **Recognition of Prior Learning**

TABLE 16

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

5.1.8 Current Status (as on 10th January 2018)

PMKVY (2015-16)

Parameters	Fresh Trainings	RPL
Enrolments	18,04,141	1,81,798
Training Completed	18,04,110	1,81,798
Results Uploaded	17,73,469	1,77,988
Certified	13,31,574	1,19,084

PMKVY (2016-20) as on 10th Jan 2018

Parameters	Short Term Training	RPL	Special Projects	Total
Targets Allocated	26,02,003	10,48,567	2,03,286	38,53,856
No. of TCs	7,549	NA	409	7,958
No. of PIAs	NA	87*	50	-
Number of Candidates Enrolled	16,66,137	582,669	41,050	22,89,856

*where candidate enrolment is greater than zero as per SDMS report

Funds transferred from NSDF to NSDC (Amount in Rs. Cr.)

Particulars	2013-14	2014-15	2015-16	2016-17	2017-18	Total
STAR	585.00	415.00	-	-	-	1,000.00
PMKVY-1	-	-	435.00	900.00	-	1,335.00
PMKVY-2	-	-	-	550.00	945.62	1,495.62

5.2. Pradhan Mantri Kaushal Kendras (PMKK)

5.2.1 Background

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

5.2.2 The PMKK envisages to:

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

5.2.3 Salient features of PMKK:

- State of the art infrastructure
- PMKK specific External and Internal Branding

Model training centre, Pradhan Mantri Kaushal Kendra

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

5.2.4 Current Status

- 33 Training Providers (TPs) have been shortlisted for setting up of 527 PMKKs in 484 districts (406 Parliamentary constituencies) of India
- PMKK Phase 1: 248 PMKKs in 246 districts were allocated to 22 training providers (TP)
- PMKK Phase 2: 162 PMKKs in 158 districts were allocated to 18 TPs (31 TPs have been selected in both Phase 1 and Phase 2)
- PMKK Phase 3: 117 PMKKs in 114 districts were allocated to 22 TPs (33 TPs have been selected in Phase 1, Phase 2 and Phase 3)
- As of December 31, 2017, 328 PMKKs have been set up and location for setting up of PMKK has been finalised for 150 additional PMKKs
- Out of 328 PMKKs, 261 PMKKs have been inaugurated by the Hon'ble MPs
- Target of 5,11,895 has been allocated under PMKVY II to 305 PMKKs
- Out of the 406 PCs allocated for setting up of PMKK, TPs have been able to meet the MPs in 371 constituencies
- Based upon roll out plan received from the TPs, 100-110 PMKKs shall be set up by March 2018

5.2.5 Way Forward

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

Skill India
कौशल भारत-कुशल भारत

सत्यमेव जयते
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP
GOVERNMENT OF INDIA

5.3 Udaan

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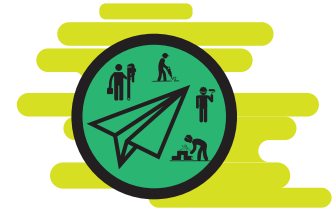
5.3.1 Objectives of the Scheme

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

As on 31st December 2017, 86 leading corporates across different sectors like Retail, IT, ITES, Manufacturing, BFSI, Auto, Real Estate, Infrastructure, and Textiles etc. committed to train 15,500 youth by 31st March, 2018 as the scheme which happens to be the financial closure for the scheme.

86 corporate like TCS, Apollo Medskills, KPMG, Yes Bank, Frontline Business Solutions, Tata Motors, Future Learnings, Graziano, IL&FS, IISD, Spectrum, MBD, Rooman, Vision India etc. have so far under the scheme taken part in 179 Udaan Mega selection drives, selecting 24,135 candidates for training under different sectors. Udaan Mega Drives act as a platform where multiple corporates help mobilise youth of J&K for Udaan training program that are organized across the state in different districts.

As on 31st December 2017, 34,972 candidates have joined training since 2012. Of these 28,684 candidates have completed training and 17,904 candidates have been offered jobs in various sectors. 4,155 students are currently undergoing training in 21 cities across India.

Ensuring digital literacy and practical knowledge among trainees

5.3.2 Significant Initiatives taken during 2017-18:

i. Rigorous marketing campaign in support of state government of J&K

ii. Outreach to corporates including Adani Group, Arvind Limited, Infinite Computers, Shopclues etc.

iii. Aadhar integration with the database on the portal – Enrollment camps being held at Udaan mega drives to ensure Aadhar compliance the entry point of the scheme beneficiary.

iv. Engagement of local bodies from the state – Active involvement of College Principals, BDOs, DCs, Employment Exchange, Student Ambassadors, and Udaan Mission Management Unit has further strengthened the scheme implementation.

5.4 Vocational Education in Schools

In 2012, Ministry of Human Resource Development (MHRD) launched Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSS-VSHSE) targeting both the school drop-outs and for those pursuing Higher Education post school. NSDC has been supporting MHRD in this initiative since inception and has been a co-architect in shaping and implementing the scheme successfully.

a. What started as a pilot in 40 Schools in 2012 in Haryana covering 4 sectors viz. IT-ITeS, Auto, Retail and Security with 4000 students from classes 9th to 12th has progressed to 23 States and 3 Union Territories catering to over 6 lakh students in over 7500 schools with the help of NSDC.

b. A total of 39 NSDC training partners are implementing this program across the country in 13 sectors viz. IT-ITeS, Retail, Security, Automotive, Agriculture, Sports, Healthcare, Beauty & Wellness, Tourism & Hospitality, Media & Entertainment, Telecom, BFSI, Apparel, Logistics, Construction, Electronics, Power, Gems and Jewellery. The assessment and certification of the students is done by concerned Sector Skill Councils and the marks allocated by the SSC are accepted by the school boards as the final marks obtained by the student in the vocational subject.

Vocational education training in schools

5.5 India International Skill Centres

Government of India is keen to bridge the global shortage of labor force in the coming years by reaping the demographic dividend of young Indian labor force. To meet this objective, Ministry of Skill Development & Entrepreneurship under the "Skill India" Mission has set up India International Skill Centre (IISC) to provide skill trainings and certification benchmarked to International Standards. One of the major focus area of the Skill India Mission is to prepare our youth for opportunities of employment in the global markets

i.   Ministry of External Affairs (MEA), a key partner in the IISC program shall provide support for Pre-Departure Orientation Training (PDOT). PDOT sensitise trainees on digital literacy, culture and language of the destination country thereby enabling better adjustment in a new environment.

ii. In the pilot phase, 13 centres have already commenced training under the IISC initiative across eight sectors including Domestic Workers, Retail, Tourism & Hospitality, Capital Goods, Healthcare, Construction, Automotive and Security.

iii. 426 candidates currently enrolled at various IISCs. 8 more IISCs are in the process of being operationalised. The IISC policy has been revised to include a market driven, outcome oriented training model which is closely linked with demand from overseas employers.

iv. 13 Centres mentioned as under, have already commenced training in the pilot phase wherein 426 students are currently enrolled:

TABLE 20

Sl. No.	Training Centre name	IISC Job role	Location
1	SWACA Model Centre Varanasi	General Duty Assistant	Varanasi
2	Quivan – DTC –Anandnagar	Mason General	Maharajganj
3	Orion Edutech–Varanasi	General Duty Assistant	Varanasi
4	SynchroServe Skill Development Centre	Food And Beverage Service steward	Hyderabad
5	Force 10 Protection Services Private Ltd	Unarmed Security guard	Kochi
6	Empower Pragati India International Skill Training Centre	Sales Associate F and B Steward	Allahabad
7	Mahendra Skills - IISC Lucknow	Retail Sales Associate	Lucknow
8	Labournet-IIMC-Gorakhpur Centre	General Mason	Gorakhpur
9	Prayas JAC Ranchi	General Housekeeper	Ranchi
10	IL&FS Skills	Commercial Vehicle Driver	Ajmer
11	Quivan HTTC	General Mason	Kolkata
12	Moti Babu Institute of Technology	General Mason and MIG Welder	Araria
13	Quivan technical Institute (Kolkata)	MIG Welder	North 24 Parganas, W.B

B. SCHEMES & INITIATIVES THROUGH DGT

5.6 Craftsmen Training Scheme

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

5.6.2 Growth of ITIs in the country

The ITIs play a vital role in growth of GDP of the country in terms of providing skilled manpower to the industry. Craftsmen Training Scheme (CTS) was initiated, in 1950 by establishing about 50 Industrial Training Institutes (ITIs) for imparting skills in various vocational trades to meet the skilled manpower requirement for industrial growth of the country. Several new private ITIs were established in 1980s in southern states mostly in Kerala, Karnataka and Andhra Pradesh, from where trained craftsmen found placement in the Gulf countries. In the year 1980, there were 831 ITIs and the number of Training Institutes rose to 1887 in year 1987.

Chart 5

GROWTH OF ITIs

NO. OF ITIs

YEAR	NO. OF ITIs
1956	59
1962	167
1967	354
1972	357
1984	1268
1989	2070
1996	3083
1997	3665
1998	4086
1999	4172
2000	4274
2001	4465
2002	4700
2003	4877
2004	5068
2005	5114
2007	5465
2008	6079
2009	7886
2011	9404
2012	10344
2013	10750
2014	11964
2015	12341
2016	133350
2017	13912
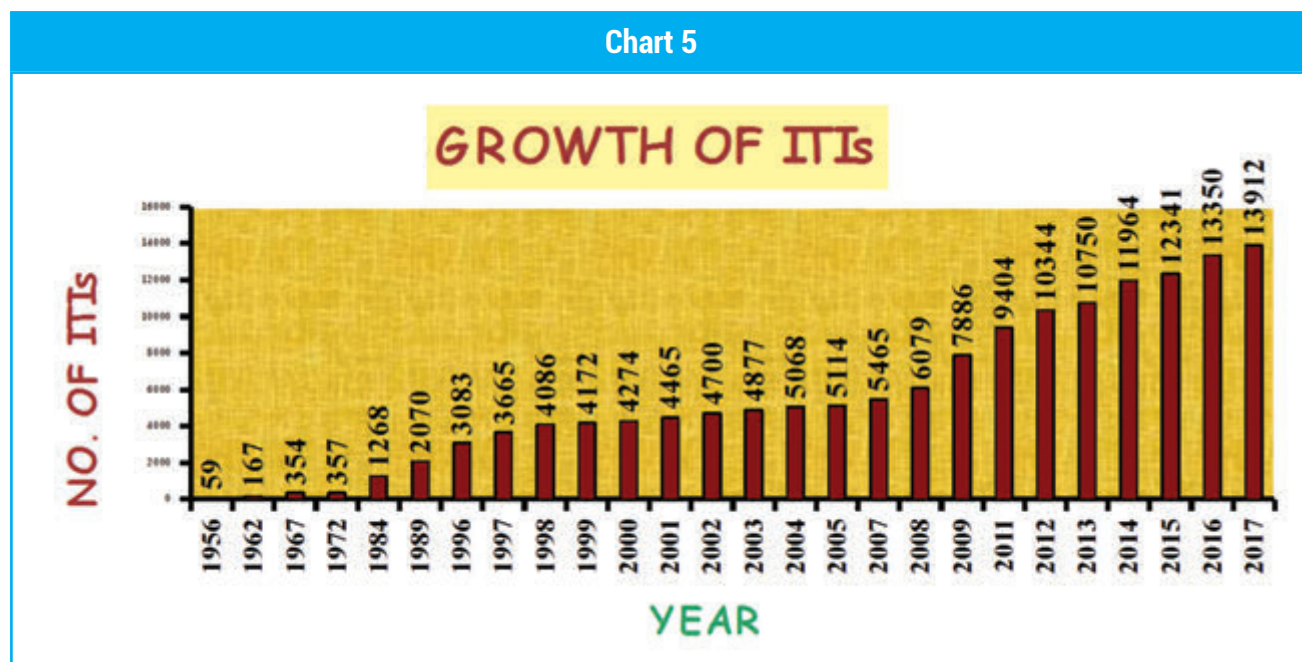
Presently, training courses under Craftsmen Training Scheme are being offered through a network of 13,912 ITIs (Govt. 2161 + Private 11,751) located all over the country with total seating capacity of 29.6 Lakh (including 30% supernumerary) with an objective to provide skilled work force to the industry in 128 trades. Some popular trades are Electrician, Fitter, Machinist, Welder, Mechanic Motor Vehicle etc.

The training infrastructure in terms of Government & Private Industrial Training institutes reveals a significant increase to reach level of 13,912 ITIs in Twelfth Five Year Plan from about 5,114 in the beginning of the Eleventh Five Year Plan. The seating capacity also increased from 7.42 lakhs in year 2007 to 29.6 lakhs in 2017.

5.6.3 Responsibility of Central & State Government for smooth implementation of CTS

i. **Central Government:**

- Framing overall policies, norms, and standards for Skill Development.
- Formulation of new training schemes for Skill Development of youth.
- Expansion of training infrastructure.
- Development / revision of course curriculum.
- Affiliation of Industrial Training Institutes.
- Trade testing & certification.
- Conducting instructor training course for serving & potential instructors of ITIs.
- Conducting courses for skill up gradation of instructor in specialized/new areas.
- Organizing vocational training programmes for women.
- Implementation of special schemes for North East States, Jammu & Kashmir and States affected by Left Wing Extremism (LWE).
- Vocational Training Implementation Project (VTIP) through World Bank.
- Bilateral agreements and cooperation in the field of vocational training, to make training at-par with international standards.

Workshop at Industrial Training Institute

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.

5.6.4 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.

5.6.5 Salient Features of the Scheme:

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

• Admissions in Government and Private ITIs are done in month of August every year

• Tuition fee in the ITIs is decided by the respective State Government as deemed fit based on the recommendation of the concerned State Council for Vocational Training. However no fee is being charged from SC/ST candidates and persons with special abilities.

• Trainees are also provided with library, sports and medical facilities.

• Seats are reserved for SC/ST candidates in proportion to their population in respective State/UT. Guidelines for reserving 3% seats for persons with disability and 30% for women candidates have been issued to State Governments and these could be filled based on the general reservation policy of each State/UT and total reservation is limited to 50%. Seats are also reserved for the wards of defense personnel. Seats for OBC candidates have also been reserved in proportion to the seats reserved for them in Government Services in the respective States.

• There is a provision of second and third shifts in Government and Private ITIs with segregated timing, for optimum utilization of infrastructural facilities. They are encouraged to introduce second shift by appointing one additional trade instructor and additional trainee kit for trainees.

• A "Placement Cell" in every Government and Private ITIs is set up to facilitate the graduates in getting placement in different industries.

• Institute Management Committee (IMCs) have been formed for ITIs' in consultation with apex Industry bodies to improve cooperation between Industry and Industrial Training Institutes (ITIs).

5.6.6 Structure of Training Programme:

- Training under the scheme is imparted in 128 trades. List of 128 Trades (74 Engineering, 49 Non-Engineering & 5 for Divyangs) under Craftsmen Training Scheme has been placed at Annexure -3. The period of training for various trades is one year and two years. The entry qualification varies from class 8th class pass to class 12th class pass, depending on the trades.

- Structure of training Programme has been converted into semester system in place of long term, w.e.f August, 2013

- The courses have been designed to impart basic skills and knowledge in the trades so as to prepare trainee for employment as a semi-skilled worker or for self-employment.

- As 70% of the training period is allotted to practical training and the rest to subjects relating to Trade Theory, Workshop Calculation & Science, Engineering Drawing, therefore, emphasis is on skill building.

- For 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.

5.6.7 Initiatives for Quality Improvement of ITIs

i. **Reformation in affiliation norms and procedures**

Key features of new ITI affiliation Norms.

- ITI with minimum 4 trades & 12 units (Area 4291.4 sq. metre i.e. approx. 1.07 acres allowed).

- The requirement for ownership/lease for minimum 10 years, of the building is mandatory and well defined.

- The Local building bye laws are being adhered to, for affiliation of ITIs. The Building Completion (BCC) as per local building Bye-Laws are being enforced.

- The land requirement specifications and an integrated building complex has been prescribed. However in case of separate building maximum distance of 01 km is permitted.

- The requirement for common areas i.e. Principal Room, Staff Room, Drawing Room, Store Room, Library, Wash room, canteen etc., is being strongly emphasized and the size of each is prescribed.

- Basic amenities like toilets, parking area, drinking water facility and playground etc. is mandatory to provide as per local building bye laws.

- The Fire and Safety Norms and Green building norms have been emphasized.

- The Accreditation and affiliation procedure has been clearly defined in 3 steps with definitive timelines.

- Applications which conform to all the requirements as per NCVT norms will be recommended by a committee comprising a DGT representative (Not below the rank of Group "A" Officer), 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

Workshop at Industrial Training Institute

ii. Grading of ITIs:

In order to ensure the quality checks of these institutes, Directorate General of Training (DGT) under Ministry of Skill Development and Entrepreneurship (MSDE) – has decided to grade the ITIs on the basis of some key parameters. The grading shall provide a "benchmark for comparison" amongst the institutes. The objective of conducting grading exercise for ITIs is to provide "Star Rating" to the performing institutes and give an opportunity to the institutes lagging behind in some of the parameters, to improve upon. The scoring shall be done against each of the defined parameters. The final rating of the institute shall determine its current performance level and shall enable them to find out the key areas where they can improve further, so as to get higher rating during next grading process.

Further, MSDE aims to identify at least 500 ITIs to become "World Class" training institutes which shall be recognized for their training standards and practices, not just in India but abroad. These ITIs will act as model institutes for others to emulate and will provide strategic direction to industrial training in India. The rating of these best institutes will be declared and displayed separately to support their improved positioning in skills ecosystem.

The grading process has started recently and so far 5090 ITIs including 3238 Pvt. ITIs have entered data for self-rating till 30.07.2017. The final grading process including 3rd party auditing and rating by Core Grading Committee is likely to be completed by December 2017 when final ratings will be published on DGT/NCVT MIS website.

iii. ISO 29990 Certification of ITIs:

In order to incentivise all the ITIs to get ISO 29990 Certification and also at least 5 ITIs in each district should strive to get certification in the first phase. DGT has taken initiative covering 3,255 ITIs in the first phase. i.e. 5 ITIs per district on covering 651 districts pan India have been incentivised for ISO 29990 Certification of ITIs.

5.7 Crafts Instructor Training Scheme (CITS)

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

In the current scenario, about 13,951 ITIs having seating capacity more than 28 lakhs need about 95,000 instructors. But, only about 15% of these are currently trained under CITS. NCVT has mandated that all trainers in ITIs need to be CITS trained. Present capacity in central institutes (CFIs) for training of trainers is 5168 per annum with total seating capacity being 12385 (including of pvt. ITOTs – 3510). This year (2017-18) in CFIs a total of 7884 candidates have taken admission (85% seats filled).

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

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

- 12 new Institute of Training of Trainers in private sector have been granted affiliation by NCVT adding up 8000 seats.
- 4 MITIs are upgraded to ATIs
- 4 ITOTs under VTIP have been set up by State Governments
- 1 ITOTs has been setup by the State of U.P
- 27 ATIs in PPP to be set up under the proposed scheme

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

1st Semester
- Trade Technology I (TT-I) - trade specific
- Engineering Technology (ET) - common for similar trades

2nd Semester
- Trade Technology II (TT-II) – trade specific
- Training Methodology (TM) - common for all trades.

For Non-Engineering trades, training is being offered in following subjects:
- Trade Skill-I
- Trade Skill-II
- Training Methodology
- Vocational Calculation & Science

Training session at skill training institute

5.7.4 Craft Instructor Training Institutes:

Training is conducted in the following Central Institutes:

i. ATIs at Hyderabad, Mumbai, Chennai, Kolkata, Kanpur, Ludhiana

ii. ATI-EPIs at Dehradun and Hyderabad.

iii. FTI at Bengaluru

iv. CTI at Chennai

v. ATIs at Choudwar, Calicut, Haldwani, Jodhpur(erstwhile MITIs)

vi. NVTI for Women in Noida

vii. RVTIs for Women in Panipat, Indore, Jaipur, Allahabad, Thiruvananthapuram, Bengaluru, Kolkata, Mumbai, Vadodara

viii. New RVTIs for Women at Mohali, Shimla, Patna, Agartala and Tiruchirappally

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

Trainer practically guides the student

TABLE 21

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

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5.8 Skill Development Initiative Scheme (SDI Scheme)

5.8.1 The SDI Scheme was launched in May 2007 with an aim to provide vocational training to develop skilled manpower for the industry through a network of Vocational Training Providers (VTPs) located across the country. Now the scheme has been closed.

5.8.2 Direct Candidate Assessment (DCA) of persons trained under different schemes of State & Central Government is still being conducted and executed through a dedicated portal of SDI Scheme. Under this DCA option, persons with prior experience can enroll and appear for assessments to be conducted at testing centres empanelled as Assessing Bodies (ABs) under the SDI Scheme and are assessed for competencies as per module for which they are being assessed.

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

5.9 Apprenticeship Training under the Apprentices Act, 1961

5.9.1 Background

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

5.9.2 Objectives

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

• To regulate the programme of training of apprentices in the industry so as to conform to the prescribed syllabi, period of training etc. as laid down by the Central Apprenticeship Council; and

• To utilise the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry.

5.9.3 Categories of apprentices

There are five categories of apprentices:

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

5.9.4 Monitoring of the implementation of the Act

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

5.9.5 Fields of apprenticeship training

Apprenticeship training can be provided to apprentices both in designated and optional trades.

(i) **Designated trade**
Designated trade means any trade or occupation as notified by the Government.

Apprenticeship training at a workshop

(ii) **Optional trade**

Optional trade means any trade or occupation decided by an employer. Optional trades can be from the following categories –

(a) **PMKVY/MES**–Courses under PMKVY/MES (Prime Minister Kaushal Vikas Yojana/ Modular Employable Skills) can be treated as equivalent to basic training component. A one year practical content for on-the-job-training can be designed by the concerned Sector Skill Council (SSC)/NCVT for such courses.

(b) Created by employer –In a trade decided & designed by employer with a duration of minimum 500 hrs. as basic training component and a one year practical content for on-the-job-training. This option is given to employers to design their own courses relevant to their requirements. All such courses have to be loaded on the apprenticeship portal.

5.9.6 Coverage

• It is obligatory on the part of employers having manpower strength 40 or more and having requisite training infrastructure as laid down in the Act, to engage apprentices.

• Employer shall engage apprentices in a band of 2.5% to 10% of total manpower strength of the establishments including contractual staff.

• The total engagements of apprentices in the bandwith of 2.5% to 10% include all categories of apprentices engaged by establishment.

• The establishments/employers can decide the categories of apprentices and trade(s) in which the apprentices are to be engaged depending upon the facility available with them for imparting on-the- job training/ practical training at his workplace.

5.9.7 Training of trade apprentices

• Minimum age is 14 years.

• Qualifications vary from class VIII pass to XII class pass under 10+2 system of education.

• Period of training varies from 1year & 3 months to 2 years.

• Apprenticeship training comprises basic training and practical training as per prescribed syllabus for each trade.

• Basic training consists of theoretical and practical instructions relating to the trade in which on-the-job-training is to be imparted. It is mandatory for those who have not done any formal training in an ITI or in those courses under PMKVY/MES which have been granted equivalence with basic training.

• The duration of basic training is 1/5th to 1/4th of the overall duration of apprenticeship training. Remaining period will be utilised for practical training.

• Basic training can be done in Basic Training Centre (BTC) which can be set up by the industry/employer where practical training is to be given, provided the industry/employer has the required facilities/infrastructure for providing basic training. All such BTCs will have to go through a verification process before being designated as a BTC.

• Basic training can also be provided in government or private industrial training institutes provided they have spare seats (within overall affiliation) for running basic training. Spare shifts may also be used for basic training. In case these institutes have the required capacity to conduct basic training, they will be designated as BTCs. It can also be imparted in BTCs set up/supported by Industry clusters.

5.9.8 Stipend

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

TABLE 22

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

5.9.9 Testing and certification of trade apprentices

- All India Trade Tests (AITT) for trade apprentices are conducted by National Council of Vocational Training (NCVT) twice a year (October/ November and April/May).
- National Apprenticeship Certificate (NAC) is awarded to those who pass the AITT.
- NAC is recognised for employment under Govt. /Semi-Government departments/ organizations.

5.9.10 Skill competition of trade apprentices

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

5.9.11 Training of Graduate, Technician & Technician (Vocational) apprentices

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

5.9.12 Major initiatives/activities undertaken in Apprenticeship Training:

Government of India has launched a new scheme "National Apprenticeship Promotion Scheme (NAPS)" on 19th August, 2016 to incentivise employers who wish to engage apprentices and to promote apprenticeship training. The total indicative outlay for NAPS is Rs.10,000 crore

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spread over a period of 2016-2020. A total target for apprenticeship training of 50 lakh apprentices out of which 5 lakh apprentices in 2016-17, 10 lakh apprentices in 2017-18, 15 lakh apprentices in 2018-19 and 20 lakh apprentices in 2019-20.

Since the inception of the Apprentices Act 1961, several initiatives have been undertaken over the years to simplify the Act and make it industry and youth friendly, yet the apprenticeship opportunities in the country are insignificant when compared to the size of the economy. Presently, apprenticeship training is mainly associated with students from ITIs, and these in turn are associated primarily with manufacturing industry. More than 80% of the apprentices are from ITI ecosystem. More than 89% of the overall apprentices engaged are from the engineering sectors. Potential of services sector, which is the main driver of economy, has remained untapped. Apprenticeship system has not been utilized in other sectors.

With a view to foster apprenticeship in the country, it was felt that there is a need to expand the scope in services sector and to integrate short term courses with apprenticeship. Given the above issues along with low acceptance of short term training courses by the industry, it was felt the best way forward would be integrating short term courses with apprenticeship which would in turn increase the credibility of short term courses for different sectors and actors.

NAPS version 2.0

In this direction certain initiatives have been undertaken with National Skill Development Corporation (NSDC) as the implementing agency for optional trades with focus on service sector trades besides DGT, the original implementer of the scheme. The non-ITI component specific to optional trades' component of the scheme will be implemented through NSDC. The component of apprenticeship relating to ITI only will be dealt by DGT.

NSDC would play a critical role in coordinating and implementing the apprenticeship courses in all short-term skilling. The Sector Skill Councils will play an integral role in expanding the apprenticeship ecosystem. The Chief Executive Officers (CEOs) of SSCs and the Secretariat heads of Indian Chambers of Commerce and Industry (ICCIs) will be assigned the role of 'Joint Apprenticeship Advisor' (JAA) under the Apprenticeship Act, 1961. Directions have been issued to state governments as well to integrate various short

Preparing the youth for demand-driven skills

term courses with apprenticeship training through different State Skill Development Missions. Central apprenticeship Council (CAC) as per the Apprenticeship Act, 1961 is being reconstituted to house this entity at MSDE with greater representation to industry and other stake holders for overall promotion of the apprenticeship training.

5.10 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 ATIs since Sept, 2007. With financial assistance from World Bank, training facilities in additional areas were created at ATIs and the existing training facilities were also strengthened.

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

5.10.1 Courses offered by the Institutes under DGT

01. Production Technology

a. Manufacturing of Press Tools
b. Milling Practice
c. EDM-Spark Erosion
d. Gear Manufacturing Techniques
e. Tool & Cutter Grinding Techniques
f. Manufacturing of Jigs & Fixtures
g. Machine Shop Practice for Supervisors

Training under manufacturing trade

02. Tool Design (With Application of Cad):

a. Design of Jigs & Fixtures
b. Design of Press Tools

03. Metrology & Engg. Inspection

a. Engg. Measurement, Measuring Equipment & Quality Control
b. Calibration of Dimensional Measuring Instruments & Gauges
c. Inspection Techniques of Dimensions & Surface Roughness of Precision Components
d. Inspection Techniques of Profiles of Plain, Tapered and Threaded Components
e. Inspection Techniques of Geometric Features (Straightness/Flatness/Roundness etc.)

04. Machine Tool Maintenance

a. Industrial Tribology & Bearing Maintenance
b. Machine Tool Maintenance
c. Maintenance Engineering
d. Total Productive & Condition Based Maintenance
e. Condition Monitoring of Bearing & Oil Contamination
f. Diagnostic Maintenance (Vibration & Balancing)

05. Hydraulics & Pneumatics

a. Maintenance of Hydraulic & Pneumatic System of Machine Tools
b. Overhauling of Hydraulic Pumps & Compressors
c. Basic Hydraulics
d. Role of PLC in Hydraulic & Pneumatics Controls

06. Electrical & Electronics Maint.

a. Maint. & Servicing of Electrical Machines & Controls
b. Maint. & Testing of Transformers
c. AC/DC Drives & Controls of Electric Motors
d. Thyristor based Motor Control & Solid State Power Control
e. Repair & Maintenance of Power Supplies, Stabilizers, inverters & UPS
f. Microprocessor & its Applications in Modern Industry
g. Industrial Applications in Digital Electronics

07. Heat Treatment & Material Testing

a. Heat Treatment Course for Technicians & Supervisors
b. Heat Treatment of Alloy Steel Components
c. Surface Hardening of Steels
d. Destructive & Non-Destructive Testing of Metals
e. Heat Treatment of Weldments

08. Advanced Welding

a. TIG Welding (Al, S.S & Cu.)
b. MIG-MAG Welding (Al, S.S & Cu.)
c. CO2 / Agro-shield/Flux cored Arc Welding
d. High Pressure Pipe Welding by TIG & Arc Process-6G
e. Maintenance & Reclamation by Welding Methods
f. Welding Technology
g. TIG / Pulsed TIG Welding (Al, S.S & Cu.)
h. Welding and Inspection
i. Resistance Welding Process

09. Process Control & Instrumentation

a. Electronics Instrumentation for Technicians
b. Testing& Calibration of Industrial Instruments (Pressure & Temperature)

Industrial tools maintenance

Maintenance and servicing of electrical tools

Advanced training in digital electronics

Virtual maintenance and training

c. Modern Industrial Control & Micro Computers

d. Process Automation using PLC

e. Application of PLCs and SCADA in Process Industries

f. Virtual Instrumentation & PC based Indl. Automation (GPIB)

g. Measurement & Control of Process Parameters using C/C++ Programming

h. Computerised Measurement & Control using Visual Basic

10. C.N.C.

a. Auto CAD Release 2000

b. 3D Solid Modeling with MDT-V5

c. Computer Aided Manufacturing with Master CAM-V8

d. CNC Milling-Programming & Operation (SINUMERIK 810M)

e. Adv. CNC Milling Programming & Operation Fanuc OM

f. CNC Turning–Programming & Operation (SINUMERIK 810T)

g. Advanced Programming & Operation (SINUMERIC810T/M)

h. Flexible Manufacturing System

11. Heat Engines

a. Overhauling & Testing of Fuel Injection Pump Equipment

b. Repair& Maintenance of Diesel Engines

c. Repair & Maintenance of Petrol Engines

12. Industrial Chemistry

a) Chromatographic Analysis (Gas Chromatograph)

b) Spectro-photometric Analysis (UV Visible)

5.10.2 Brief about DGT field Institutes

TABLE 23	Advanced Training Institute (ATI) Mumbai		
Name of Institute	Advanced Training Institute (ATI), Purav Marg, Sion chunabhatti, Mumbai-400022		
Courses conducted by Institute			
Long term courses conducted under CITS (crafts Instructor Training Scheme)	(1) Fitter (2) Turner (3) Electronics Mechanic Electrician, Com. Software & Applications, Instrument Mechanic, Machinist, Welder, MMV, D'Man (Mech.)		
Short term	(1) Advanced Electronic (2) Process Control Instrumentation (3) Electrical Maintenance (4) Advanced Welding (5) CNC, CAD/CAM (6) Hydraulics and pneumatics (7) Automobile (8) Metrology and Engineering Inspection (9) Advanced Tool and Die Making (10) Industrial Chemistry (11) Machine Tool Maintenance (12) Unit Operation		
Trainees trained in three years			
Year	**Long term CITS**	**Short term AVTS**	
2015-16	347	3343	
2016-17	229	3851	
2017-18	362	3030 (Dec 2017)	

TABLE 24 ATI Kanpur

Name of Institute	Advanced Training Institute (ATI), Udyognagar, Kanpur-2080029 U.P	
Courses conducted by Institute		
Long term conducted under CITS (crafts Instructor Training Scheme)	(1) Electrician (2) Wiremen (3) Fitter (4) Turner (5) Machinist (6) Electronic Mechanic (7) Welder (8) MMV (9) Cutting & Sewing (10) Dress Making Computer Operator & Programme Assistant (COPA)	
Short term	(1) NC/CNC (2) HI-TECH CAD/CAM (3) Hi Tech CNC (4) Electrical Maintenance (5) Advance Welding (6) Metrology and Engineering Inspection (7) IT/Computer (8) Control Technology (9) Media Resource Centre (10) Advanced Electronics	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	405	1858
2016-17	387	1676
2017-18	436	989 (up to Dec 2017)

TABLE 25 ATI Kolkata

Name of Institute	Advanced Training Institute (ATI), Kolkata, Dasnagar, Howrah-711105	
Courses conducted by Institute		
Long term conducted under CITS (Crafts Instructor Training Scheme)	(1) Fitter (2) Turner (3) Machinist and Advanced Machine Tool Operator (MAMTO) (4) Machinist (Grinder) (5) Welder (6) Sheet Metal Worker (SMW) (7) Carpenter (8) Draughtsman Mechanical (DMM) (9) Draughtsman Civil (DMC) (10) Refrigeration & Air Conditioning Mechanic (MRAC) (11) Electrician (12) Reading of Drawing and Arithmetic (ROD&A) (13) Mechanic Machine Tool Maintenance (MMTM) (14) Foundry Man (FM) (15) MMV (16) Electronics Mechanic (17) Instrument Mechanic (18) Computer Software Application (CSA)	
Short term	(1) Pneumatic & Hydraulic Control (2) Microcomputer & Industrial Control (PLC) (3) Electrical Maintenance & Electronic Control (4) Advanced Welding (5) Mechanical Maintenance (6) Tool Room (7) Hi-Tech Training (CAD/CAM/CNC) (8) Computer & It's Applications (9) Metrology & Engineering Inspection (10) Heat Treatment and Non-Destructive Testing (11) Heat Engine (SI/CI) (12) Refrigeration & Air-Conditioning	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	17	150
2016-17	17	150
2017-18	18	110

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TABLE 26 — ATI Hyderabad

Name of Institute	Advanced Training Institute (ATI), Shivam Road, Vidyanagar, Hyderabad-500007
Courses conducted by Institute	
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter (2) Turner (3) Machinist (4) Welder (5)Electrician & Wireman (6)Electronic Mech (7) MMV
Short term	(1) CNC (2) CAD-CAM (3) Control Technology (4) Ref.&A/C (5) Indl. Automation (6) Computer Tech. (7) Elect. Maint. (8) Advance Welding (9) Induction to Engg. Tech (10) Metrology (11) Machine Tool Maint (12) Automobile
Trainees trained in three years	

Year	Long term CITS	Short term AVTS
2015-16	264	3025
2016-17	212	3291
2017-18	239	1936 (up to Dec 2017)

TABLE 27 — ATI Chennai

Name of Institute	Advanced Training Institute (ATI), CTI Campus, Guindy, Chennai-600032
Courses conducted by Institute	
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter (2) Turner (3) Machinist (4) Welder (5) Carpenter (6) RODA (7) Electrician (8) Foundryman (9) COPA (10) Electronics Mech (11) Wireman (12) D'Man (Mech) (13) MMV (14) Tool & Die Marker (15) Mech. Diesel (16) Plumber (17) Sewing Tech
Short term	(1) Electrical (2) Electronics (3) Electrical Control Maintenance (4) Process control Instrumentation (5) Industrial Chemistry
Trainees trained in three years	

Year	Long term CITS	Short term AVTS
2015-16	258	4353
2016-17	223	2895
2017-18	235	3821

TABLE 28 — ATI Ludhiana

Name of Institute	Advanced Training Institute (ATI), Ludhiana, Punjab
Courses conducted by Institute	
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter (2) Turner (3) Machinist (4) Welder (5) Electrician (6) MMV (7) Mech. Diesel (8) MAM (9) Tractor Mechanic (10) CSA
Short term	(1) CNC (2) Industrial Automation (PLC, SCADA, HMI) (3) Process Instrumentation & Control including DCS/SCADA Advance Welding (4) Induction to Engg. Tech (5) Metrology
Trainees trained in three years	

Year	Long term CITS	Short term AVTS
2015-16	294	1122
2016-17	272	755
2017-18	283	858

TABLE 29 ATI Haldwani

Name of Institute	Advanced Training Institute (erstwhile MITI), Kathgudam, Haldwani-263126, Nanital	
Courses conducted by Institute		
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter (2) Machinist (3) Turner (4) Draughsman Mechanical (5) Reading of Drawing & Arithmetic	
Short term	(1) CNC Turning (2) CNC Milling (3) Auto CAD (4) Inspection & Quality control (5) Turning Process (6) Milling Process (7) EDM (8) Advance Welding Technique-MIG/MAG/TIG (9) Automobile maintenance (10) Diesel Engine Maintenance	
Trainees Trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	100	Nil
2016-17	105	Nil
2017-18	125	Nil

TABLE 30 ATI Jodhpur

Name of Institute	Advanced Training Institute (erstwhile MITI) Campus, Jodhpur-342003	
Courses conducted by Institute		
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter (2) MMV (3) Diesel Mechanic (4) Welder (5) Electrical	
Short term	Not conducting	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	111	
2016-17	97	
2017-18	125	

TABLE 31 ATI Calicut

Name of Institute	Advanced Training Institute (erstwhile MITI), Govindapuram, Eravathukunnu, Calicut-673016	
Courses conducted by Institute		
Long term conducted under CITS (crafts Instructor Training Scheme	(1) RODA (2) Electrician & Wireman (3) Mechanic Consumer Electronics Appliance (4) R&AC	
Short term	(1) R&AC Technician	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	116	Nil
2016-17	41	44
2017-18	Nil	137

TABLE 32 — ATI Choudwar

Name of Institute	Advanced Training Institute (erstwhile MITI), Choudwar, Cuttack-754025, Odisha
Courses conducted by Institute	
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter
Short term	Nil
Trainees trained in three years	

Year	Long term CITS	Short term AVTS
2015-16	32	Nil
2016-17	24	Nil
2017-18	33	Nil

TABLE 33 — ATI- Electronics and Process Instrumentation (EPI) Hyderabad

Name of Institute	Advanced Training Institute (ATI), CTI Campus, Guindy, Chennai-600032
Courses conducted by Institute	
Long term conducted under CITS (crafts Instructor Training Scheme	(1) CHNM (2) Electronics Mech
Short term	(1)Industrial Automation using PLC/SCADA (2) Embedded System Programming and Applications (3) Electrical Maintenance &Safety (4) Process instrumentation and control using DCS (5) Computer maintenance and networking (6) Operation and Maintenance of Bio Medical Equipment (7)Industrial Automation (PLC, SCADA, HMI) (8) Process Instrumentation & Control including DCS/SCADA (9) Information Technology (10) Embedded Systems, VLSI Design (11) Fiber Optics (12) Medical Electronics: Cardiac/Clinical/Imaging Equipments (13) Mechatronics (14) Electrical Maintenance
Trainees trained in three years	

Year	Long term CITS	Short term AVTS
2015-16	160	2200
2016-17	40	2200
2017-18	80	1900

TABLE 34 — ATI- Electronics and Process Instrumentation (EPI) Dehradun

Name of Institute	Advanced Training Institute for Electronic Process and Instrumentation (ATI-EPI), Green Park, Niranjanpur, Dehradun-248171
Courses conducted by Institute	
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Electronics Mechanic (2) Electrician and Wireman (3) CHNM (4) CSA)
Short term	(1) Embedded System Lab (2) Industrial Automation Lab (3) Information Technology and Auto CAD Lab (4) Solar Technology & Its Application (5) Advanced Medical Electronics lab
Trainees trained in three years	

Year	Long term CITS	Short term AVTS
2015-16	177	681
2016-17	150	608
2017-18	167	596 (till date)

TABLE 35 — Foremen Training Institute (FTI), Bengaluru

Name of Institute	Foremen Training Institute (FTI), Bengaluru-560022	
Courses conducted by Institute		
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter (2) Turner (3) Machinist Grinder (4) Welder (5) Electrician (6) Electronic Mech (7) CSA	
Short term	(1) Turning Process (2) Milling Process (3) EDM (4) Advance Welding Technique-MIG/MAG/TIG (5) Automobile maintenance (6) CNC (7) Industrial Automation (PLC, SCADA, HMI)	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	173	1996
2016-17	191	2178
2017-18	191	1944

TABLE 36 — Foremen Training Institute (FTI), Jamshedpur

Name of Institute	Foremen Training Institute (FTI), Govt. Polytechnic Campus, Adityapur, Jamshedpur-832109	
Courses conducted by Institute		
Long term conducted under CITS (crafts Instructor Training Scheme	(1) Fitter	
Short term	(1) Supervisory Development (2) Inspection & Quality Control (3) Industrial Automation (4) PLC Progg & Operation (5) Skill Development in M/c Process (6) Process Instrumentation	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16	20	320
2016-17	20	260
2017-18	20	150

TABLE 37 — APEX Hi Tech Institute (AHI) Bengaluru

Name of Institute	APEX Hi Tech Institute (AHI) Bengaluru, 560022	
Courses conducted by Institute		
Long term conducted under CITS (Crafts Instructor Training Scheme)	Not conducting	
Short term	(1) CNC Maintenance (2) Green Technology (3) Mechatronics (4) communication Technology (5) Embedded Systems (6) Precision Measurement (7) Information Technology (8) Soft Skills (9) Diploma in IT, Networking and Cloud	
Trainees trained in three years		
Year	**Long term CITS**	**Short term AVTS**
2015-16		2638
2016-17		2230
2017-18		2581

5.11 Vocational Training Programme for Women

5.11.1 Introduction and Overview

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

5.11.2 Institutional Network

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

5.11.3 Central Sector

- Under the Central Sector, regular vocational training programmes are being conducted through an Institutional Network of 16 central Institutes viz. 1 National Vocational Training Institute for Women in Noida & 15 Regional Vocational Training Institutes for Women, providing training facilities exclusively for women in skills having high wage-employment and self-employment potential besides instructor training programmes.

- The NVTI, NOIDA and RVTIs in Bengaluru, Thiruvananthapuram, Jaipur, Allahabad, Kolkata, Tura, Panipat, Vadodara and Indore are housed in their own permanent premises.

- RVTI Mumbai is operating from a two - floor building provided by the State Government of Maharashtra.

Hairdressing session at National Vocational Training Institute

- RVTIs in Shimla, Mohali, Trichy, Agartala and Patna are functioning from temporary buildings provided by the respective State Governments. Foundation stone for building of RVTI (W) Hyderabad has been laid down by the Hon'ble Vice President of India, Sh. M. Venkaiah Naidu on 16th September, 2017.

- Regular skill training programmes are being organised under Craftsmen Training Scheme (CTS) and Craft Instructors Training Scheme (CITS) in trades/areas having high demand for wage/self-employment/trained instructors. A total of 4684 regular seats (3044 CTS+1640 CITS) have been sanctioned in the NVTI/RVTIs in 2017-18 as on December, 2017. Besides this, in CTS/CITS courses 2nd units are also being conducted in the trades having high demand.

- Training is presently provided on semester system in areas such as Office Management, Electronics, Architecture, Computer, Dress Making, Cosmetology, Fruits and Vegetables Processing, Desk Top Publishing, Surface Ornamentation Techniques, Fashion Design & Technology, Catering and Hospitality, Sewing Technology, Travel & Tours, Computer Aided Embroidery & Designing, Food and Beverages Service Assistant, Food Production (General) and Interior Decoration & Designing etc.

- The training facilities for women have been steadily growing in NVTI/RVTIs. The growth of women trained can be seen below in the Chart:

Chart 6

Trainees Trained Since Inception
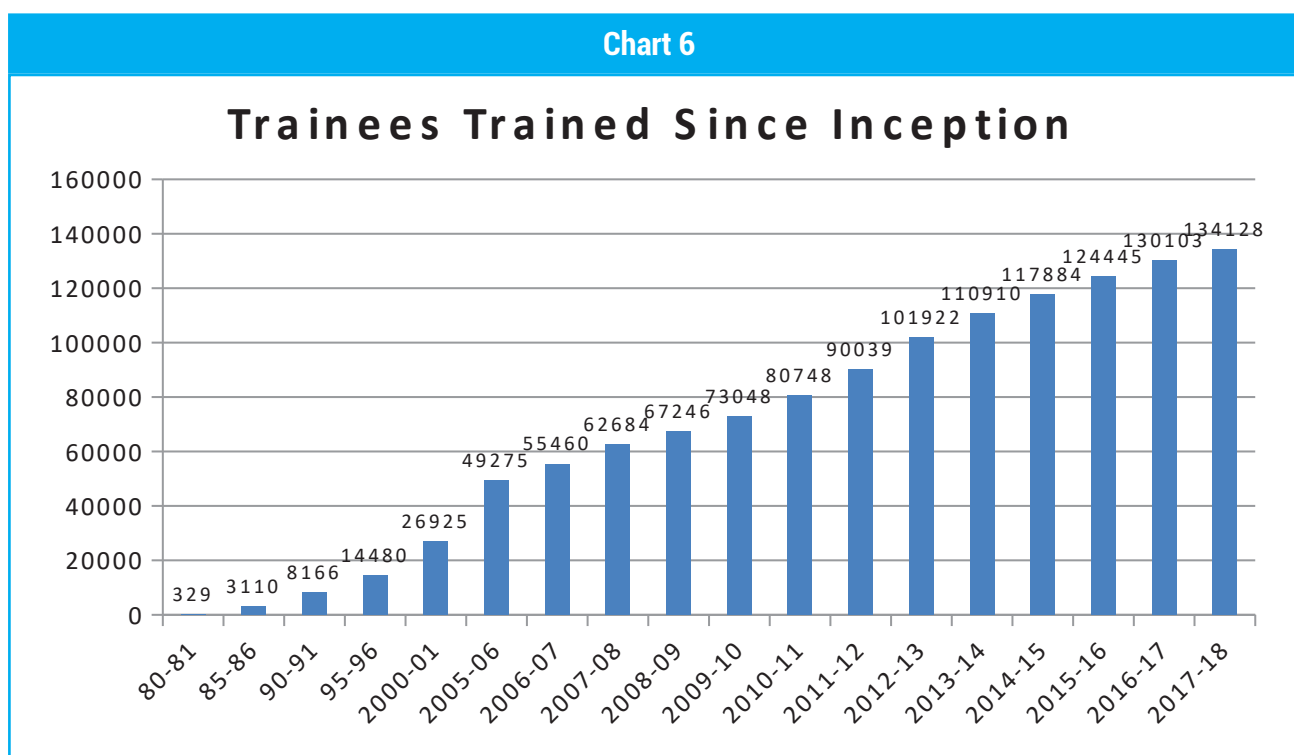
5.11.4 State Sector

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.

Details of Training Seats Sanctioned in National/Regional Vocational Training Institutes for Women (During Session 2017-18)- Course wise is at Annexure - 4 and State wise distribution of WITI is at Annexure - 5

5.12 Schemes for Up gradation of ITIs

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

5.12.1 Updation of Curricula:

- Efforts are made on regular basis to update the curricula of trades implemented through ITIs. New trades are introduced and obsolete trades are removed from the scheme. These activities are carried out through a well-established system of trade committees. Trade committees suggest changes in curriculum, requirement of equipment, duration, pedagogy, assessment systems; modern ways of training including distance education, technology enabled training and identifying infrastructure improvements etc. Trade committees have representation from industry, field institutes of DGT, State Governments.
- Soft skills including English speaking, computer literacy has been made an integral part of all skill development trainings.
- With the 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. So far, curricula for 35 CTS trades have been aligned to NSQF.
- Instructors of ITIs are also imparted training in new areas based on the revisions in the curricula. For this purpose DGT conducts refresher training programmes for instructors of ITIs through distance learning mode.
- In order to strengthen the quality of Vocational Training, standardization of the infrastructure for establishment of ITIs, reforms in civil norms (Building norms), procedural norms (Three stage affiliation process) are proposed, to meet the international standards.
- To ensure that infrastructure of ITIs is upgraded along with the addition of new equipment and machinery, new ITIs are affiliated only for a period of five years.

5.12.2 Upgradation and Modernization of infrastructure 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 extended closing date is September 2018. So far, Rs. 1797 cr. has been released to the States/UTs and centrally funded institutes against which about Rs. 1719 cr. has been utilised till September 2017.

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.

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 program to meet specific skill requirement of the Industry. For such approved courses, examination / assessment and certification will be done by NCVT

Model Industrial Training Institute (ITI)

- 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 crores. Implementation period for the Scheme was 3 years i.e., until FY 2016-17. Beyond March 31, 2017 and interim extension of 6 months was granted till 31st September 2017. Proposal for continuation of scheme till March 2020 is in process at this Directorate. So far under the Project, 26 ITIs have been identified from 25 States and an amount of Rs. 94.40 crore has been released including State share.

5.13 Flexi MoUs

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

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

TABLE 38

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

MoU signing with Maruti Suzuki India Limited

5.14 STRIVE

Skills Strengthening for Industrial Value Enhancement (STRIVE) is a new World Bank funded project that has been approved by Expenditure Finance Committee (EFC) in November 2016 for a total cost of Rs. 2200 crore (US $ 318 million). The project falls under the Programme for Results (P4R) based category of World Bank that ensures outcome driven funding. The project aims at creating awareness through industry clusters/ geographical chambers that would address the challenge of involvement of Small and Medium-sized Enterprises (SMEs). The Project would also aim at integrating and enhancing delivery quality of ITIs. There would be competitive selection among ITIs for upgradation under the scheme. Committee for Economic Affairs (CCEA) has been approved for STRIVE and loan agreement between Government of India & World Bank has been signed on 19.12.2017.

5.15 Initiatives in the North East and LWE Regions

5.15.1 '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 2019.

The revised scheme interalia, envisages creation of infrastructure for 47 Industrial Training Institutes (ITIs) @ one ITI per district. Creation of infrastructure for 68 Skill Development Centres (SDCs) @ 2 SDCs per districts, which were part of the pre-revised scheme, will be continued to be supported. Establishment of SDCs in added 13 districts in the revised scheme has not been taken up. So far central share of Rs. 148.30 crore out of total allocation of Rs. 254.15 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 **Table 39**.

TABLE 39

Sl	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

5.15.2 '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:

1) Upgradation of 20 ITIs by introducing three new trades per ITI with 100% Central funding;
2) 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
3) Establishment of 22 new ITIs in 8 North Eastern States with 90% Central and 10% State funding.

The total cost of the scheme is Rs. 298.13 crore. The duration of the scheme was upto 31st March, 2017. So for central share of Rs. 160.07 crore out of total allocation of Rs. 277.23 crore has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim.

At present, the scheme is under process of continuation.

5.16 Trade Testing

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

TABLE 40

Sl. No.	Name of the Scheme	Year 2017	
		Trades	**Tests**
1.	All India Trade Test of Craftsmen under Craftsmen Training Scheme (CTS)	164	2
2.	All India Trade Test of Apprentices under the Apprentices Act, 1961 (ATS)	259	2
3.	All India Trade Test of Craft Instructor Training Scheme (CITS)	34	2
4.	All India Trade Test under Craftsmen Training Scheme (CTS Dual Mode)	06	1
5.	All India Trade Test of Craftsmen under the scheme Centre of Excellence (C.O.E) (BBBT & Advance Modules)	20 sectors	2
7.	Regional Competition of Apprentices (RCA)	15	1
8.	All India Competition of Apprentices (AICA)	15	1
9.	All India Skill Competition of Craftsmen (AISCC)	15	1

- Online examination for CTS scheme has been introduced in Madhya Pradesh as a pilot project w.e.f. year 2016 and Online examination for ATS and CITS scheme has been introduced pan India basis w.e.f. year 2017 to make the system faster and improve transparency.

- Examinations under Flexi MOU are being conducted as per demand.

- National Trade Certificates (NTCs) are awarded to the successful candidates of AITT of CTS. National Trade Certificate is a recognized qualification for recruitment to relevant posts and services in Central/State Government/Private establishments.

- E-Certification has been introduced to make the system faster and overcome the pendency of the certificates. Now Mark sheets/NTCs are being issued through NCVT MIS Portal.

- The details of different Trade Tests conducted under the aegis of NCVT in the year 2017 are given in **Table 40**.

- All India Skill Competition for Craftsmen scheme at national level was introduced in the year 1964 to foster a healthy competition among the trainees of ITIs.

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

- The best trainee of each of the above trades at the State level competition competes at the All India Skill Competition.

- The best Craftsmen in each of the above 15 trades at the All India level are awarded merit certificates and a cash prize of Rs. 50,000/- each. ITIs whose trainee stands first in the competition at the All India Skill Competition is awarded a merit certificate and is declared as best ITI.

TABLE 41

S. No	Skill Competition	Result
1.	50th Skill Competition	West Bengal
2.	51st Skill Competition	Maharashtra
3.	52nd Skill Competition	West Bengal
4.	53rd Skill Competition	Delhi

Training workshop for motor mechanics

- The State whose trainees secure the highest total marks among all trades is awarded a merit certificate and a running shield.
- The "Best State Award" winner during last 4 competitions are as under in **Table 41**:

5.17 Space based Distance Learning Programme (SDLP) for Ministry of Skill Development & Entrepreneurship (MSDE)

5.17.1 Background

MSDE has an ambitious target for increasing skill development in the country for creating a large workforce with appropriate skill sets as a large mismatch exists between supply and demand of the skilled workforce. The vocational training facilities in the country have grown substantially in the last few years. There are around 2200 government & 11000 private ITIs, which is the biggest vocational training infrastructure in the country. Hence, there is clear need to nurture these institutions so that they are strengthened for providing relevant employment ready skills to trainees.

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

In order to cater the requirements of MSDE, to enhance the reach of Distance Learning Programme, SATCOM based network is being established for imparting training and outreach to number of ITIs spread across the country.

Figure 1
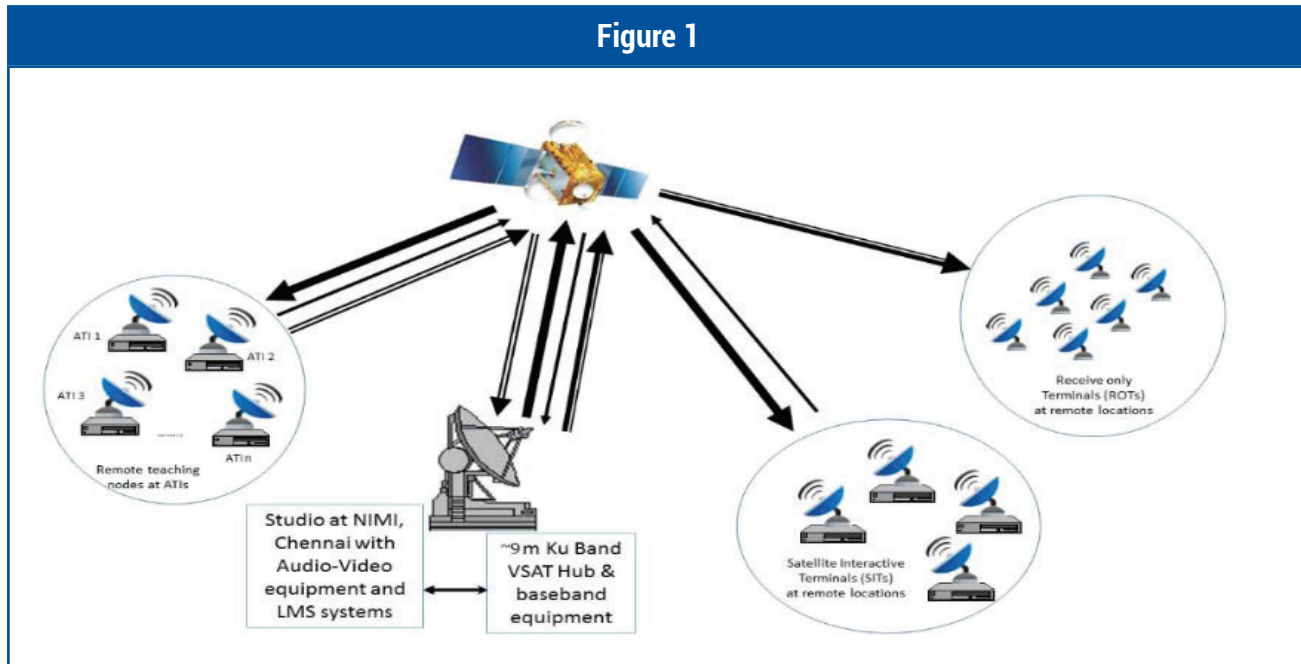
5.17.2 Benefits

The resource persons at the Training Institutes will be able to deliver the lectures to a large number of students located at various ITIs including remote locations across the country.

The lectures originating from Training Institutes are transmitted to all remote centres, thus creating a virtual classroom. The experiments of different trades can be demonstrated to the students in effective manner. The recorded lectures, video clips, animations can be transmitted periodically. This will have a large positive impact on the skill development initiative taken up by the Government of India and significantly contribute towards National development.

5.17.3 SATCOM Training network solution:

Figure-1, shows the overall network configuration.

5.17.4 Design

Space based two way interactive technology is being used. An MoU has been signed with Technical Partner ISRO to provide full technical support during procurement and network establishment including Satellite Bandwidth.

The proposal consists of setting up of earth station (VSAT Hub) and teaching studio at NIMI, Chennai and Satellite Interactive Terminals (SIT) at remote stations. The Hub is an Earth Station for the VSAT network. The hub controls the entire network. The hub consists of ~9 M diameter Ku-Band Antenna system, Radio Frequency and Baseband equipments. A studio will be established at NIMI Chennai and it will be a Teaching end. Centrally Funded Institutes (CFIs) viz. ATIs of Chennai, Hyderabad, Mumbai, Kanpur, Howrah, Ludhiana, ATI-EPI Hyderabad and Dehradun, Apex Hitech Bangalore, NVTI Noida, CSTARI Kolkata will also be rotating teaching nodes. By establishing teaching nodes at various locations, programs in local language can also be initiated addressing the local requirements.

Remote stations can be Interactive and non interactive. Satellite Interactive Terminals (SITs) and Receive Only Terminals (ROTs) for Satellite Communication will be used. The programme may be transmitted on both interactive and non interactive broadcast channel so that all terminals deployed under this network will receive the same programme. SITs will be installed at all CFIs of DGT. SITs will be installed in Government ITIs, one per district in States. ROTs can be installed at other ITIs as it is cost effective.

5.18 Academic Equivalence to Vocational Qualifications

5.18.1 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"

5.18.2 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.

5.18.3 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 passouts 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.

5.18.4 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 Other Central Ministry Schemes

5.19.1 1,500 Multi Skill Training Institutes (MSTIs) in PPP mode

The scheme to set up 1,500 MSTIs in PPP mode in unserved blocks/unserved areas of the country has been approved by EFC. Process of cabinet approval is underway

- The scheme envisages that access to long-term skill training opportunities is available to all individuals in the country through high quality, government supported Industrial Training Institutes in all unserved blocks of the country. Currently, there are over 2,500 unserved blocks in India.

- The PPP element of the scheme will ensure that there is buy-in from the private training partner in addition the government grant in-aid.

5.19.2. Current initiatives in the DGT landscape

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

- 27 ATIs in PPP mode, 8 new RVTIs, 3 new RDATs and a Centrally funded National Institute for Skill Development have also been planned. This includes modernisation and upgradation of 30+ central training institutes under DGT.

- This training is very useful for entry level jobs in Industry but at the same time it is important to create a mechanism for upgraded their skills in cutting edge areas. This training would provide an opportunity to trainees to sharpen their hands-on skills in specialized areas such as CNC machining, automotive technology, welding, plumbing, construction etc. Training in these centres would be different from those provided in polytechnics and engineering colleges as it will involve a significantly higher proportion of practical hands-on inputs and specialisation. One fourth of the training period would be in the form of an industrial attachment.

- The overall infrastructure including the building and equipment would match the best in the world. They will have a very favorable machine-to-student ratio. It is expected that the quality of infrastructure would inspire a lot of confidence in youth who want to pursue a career in such areas and would make skilling more aspirational.

- Initially 4 such centres would be established within the campuses of Advanced Training Institutes ATIs at Kanpur, Mumbai, Bhubaneshwar and Chennai.

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

Milling	Additive Technology
Turning	Mechatronics
CNC Milling	Electronics (Industrial, Consumer, Medical)
CNC Turning	Programmable Logic Controller (PLC)
Advanced Welding	Automobile Technology

- These courses will be NSQF complaint (Level 5) and will consist of training in Core skills, elective subjects and training in the industry. A basket of elective courses will be developed which will give a wide range of options to trainees. One of the elective subjects may be on pedagogy which will allow the trainees to become Instructors. The trainee will spend

6 months of time in the industry (On-the-Job Training) which will give him/her valuable practical experience.

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

5.20 Dual System of Training

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

5.20.1 Need of Dual System of Training

• Dual System combines practical training in the industry and theoretical training in ITI(s) which gives better ITI – Industry linkage.

• Better hands on experience for students on latest/ updated technology as available in the industry.

5.20.2 MoU

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

5.20.3 Delivery Structure

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

• Similarly, for one year courses, it is expected that five months training would be in the industry and remaining period would be in the ITI. The last two months would be necessarily in the ITI to complete the training.

5.20.4 Advantages of Dual System of Training

• Help trainees developing an interface/ connect with industry.

• Interaction with industry leads to awareness about future trends in manpower requirements which is helpful for the ITIs.

• Gain of experience for ITI trainees of working in industry.

• Enhanced employability of the ITI trainees.

• Availability of trained manpower for the industry.

• Availability of ready to employ manpower.

5.20.5 Stipend

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

5.20.6 Trades

At present there are a total of 126 trades running under CTS. The dual system training is currently available for the following 10 popular trades:

1. Electrician
2. Fitter
3. Machinist
4. Turner
5. Electronics Mechanic
6. Welder
7. Mechanic Diesel
8. Mechanic (Motor Vehicle)
9. Cosmetology
10. Tool & Die Maker (Dies & Mould)
11. Draughtsman (Mechanical)
12. Attendant Operator (Chemical Plant)
13. Mechanic Refrigeration & Air Conditioning
14. Plumber
15. Automotive Body Repair
16. Automotive Paint Repair

5.20.7 Policy guidelines

The policy guidelines for Dual System of Training have been approved and communicated to State Governments. The same are also available on DGT's website at http://dgt.gov.in/content/innerpage/dual-system-of-training.php

5.20.8 MoUs signed till date

At present, total 24 ITIs have signed MoUs with different industry partners for running courses in Dual mode.

C. SCHEMES RELATED TO ENTREPRENEURSHIP

5.21 Pradhan Mantri Yuva Yojana

5.21.1 The Scheme

Pradhan Mantri YuvaYojana (PM-YUVA) (2016-17 to 2020-21) was launched by this Ministry on 09.11.2016. This scheme aims to create an enabling eco-system for entrepreneurship promotion among youth through entrepreneurship education and training, advocacy and easy access to entrepreneurship support network and promotion of social entrepreneurship. These courses will be implemented in institutes of higher learning, Schools (10+2), Industrial Training Institutes (ITIs), and Entrepreneurship Development Centres (EDCs).

The Entrepreneurship Education Programmes under the Scheme will be rolled out in early part of the next financial year. The specific objectives of the Scheme are as follows:

a. Educate and equip potential and early stage entrepreneurs;

b. Connect entrepreneurs in enabling networks of peers, mentors, incubators, funding and business services

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

d. Catalyse a culture shift to support aspiring entrepreneurs.

5.21.2 The Outcomes

The Scheme involving an estimated expenditure of Rs. 499.94 crore is likely to create appox. 23000 start-ups over five years resulting into creation of approx. 2,60,000 direct and indirect jobs. Besides, the Scheme would witness setting up of a total of 360 Social Enterprises. In the process, a strong Pool of Mentors and Faculty Facilitators will also be created under the Scheme.

5.21.3 The Governing Mechanism

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

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

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

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

While the Project Steering Committee and Project Implementation Unit have already been set-up, The National E Hub has been set up at National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida and recruitment has been completed. Locations and Institutes for setting up of Regional Hubs have been identified. Setting up of 14 Nodal Hubs as planned during the first year of implementation has been completed included recruitment of staff for 11 of these hubs. Training of the Nodal staff has been completed. 239 institutes of higher learning viz Universities, colleges and polytechnics have

been empanelled. The training of Faculty Facilitators for these institutes has been completed at various locations in India. With this the formal rollout of the scheme has already been effectuated.

5.21.4 The Technical Knowledge Partner

The agreement with the Wadhwani Operating Foundation (Content and Consultancy partner), a California based Not for Profit Organisation was signed on 23.02.2017.

The in-kind Contribution of the Wadhwani Operating Foundation will be in the form of right to access (via a link) and use the Learning Management System and entrepreneurship training content for different beneficiaries; participation of Institutes of Higher Learning in its annual Event; and need-based advisory/ training/ consultancy services towards implementation of the Scheme.

5.21.5 The Implementation Mechanism

The Scheme in close co-ordination with the State Governments will be implemented through a Network of Entrepreneurship Resource and Co-ordination Hubs.

Beginning with the National Entrepreneurship Resource and Co-ordination Hub (National E-Hub) at the top has been established at National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida, 05 Regional Entrepreneurship Resource and Co-ordination Hubs (Regional E-Hubs) at Noida, Hyderabad, Kolkata, Ahmedabad & Guwahati and 50 Nodal Entrepreneurship Resource and Co-ordination Hubs (Nodal E-Hubs) will be set-up throughout the country. The National E-Hub has been set up at NIESBUD, Noida and recruitment has been completed. Locations and Institutes for setting up of Regional Hubs have been identified. Setting up of 14 Nodal Hubs as planned during the first year of implementation has been completed included recruitment of staff for 11 of these hubs. Training of the Nodal staff has been completed. 239 Institutes of Higher Learning viz Universities, Colleges and Polytechnics have been empanelled. The training of Faculty Facilitators for these institutes has been completed at various locations in India. With this the formal rollout of the scheme has already been effectuated.

5.21.6 The Entrepreneurship Hubs at Institution Level

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

5.21.7 Financial Assistance to Project Institutes

All the Government Project Institutes and Entrepreneurship Development Centres will be given financial assistance for a maximum amount of Rs. 3, 00,000 towards setting up infrastructure under the Scheme.

All the empanelled Project Institutes will be given financial assistance towards training of the identified Faculty Facilitators who will be oriented for facilitating Entrepreneurship Education under the Scheme and Honorarium for Faculty Facilitators.

D. OTHER SCHEMES AND INITIATIVES

5.22 Skill Loan Scheme

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

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

The following four schemes of polytechnics under "Sub-Mission on Polytechnics under the Coordinated Action for Skill Development" have been transferred from Department of Higher Education, Ministry of Human Resources Development (MHRD):

a. Setting Up of New Polytechnics in Un-served & Underserved Districts
b. Central assistance for Construction of Women's Hostels in selected Polytechnics
c. Central assistance for up-gradation of selected Polytechnics
d. Scheme of Community Development Through Polytechnics (CDTP)

Cabinet repairing workshop

5.24 Establishment of Indian Institutes of Skills (IISs)

a. IISs are being established in the country to enhance training standards beyond the current programmes available in the skill eco-system and to provide 'hands on skills' training to trainees in specialised areas in collaboration with industry, catering to local/ regional industry requirements.

b. 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.

c. IISs will impart higher level training programs which will facilitate vertical mobility of trainees providing them academic equivalence for progression and the programs will define career pathways for trainees and in turn will lead to creation of sectoral experts.

d. The IIS at Kanpur as planned is under project implementation at the existing location of Advance Training Institute (ATI) Kanpur. Foundation stone of 1st Indian Institute of Skill, Kanpur was laid in December, 2016.

Shri Narendra Modi, Hon'ble Prime Minister at the inauguration of Indian Institute of Skills, Kanpur

Trainees attempting at perfecting their practical knowledge

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

The Skills Acquisition and Knowledge Awareness for Livelihood (SANKALP) project with a total outlay of $675 Mn aims to implement the mandate of the National Skill Development Mission (NSDM), which was launched by Ministry of Skill Development & Entrepreneurship, through its core sub-missions. The project will be implemented in mission mode through World Bank support and is aligned with the overall objectives of the NSDM.

The main objectives of the project include strengthening institutional mechanisms at both National and State levels, building a pool of quality trainers and assessors, creating convergence among all skill training activities at the state level, establishing robust monitoring and evaluation system for skill training programs, providing access to skill training opportunities to the disadvantaged sections, capacity creation through setting up of a competitive Skills Fund and supplement the Make in India initiative by catering to the skill requirements in relevant manufacturing sectors.

SANKALP was approved by Expenditure Finance Committee (EFC) and subsequently cleared by the Cabinet Committee on Economic Affairs (CCEA) on October 11, 2017 following which the loan agreement was signed between Department of Economic Affairs (DEA), Government of India and International Bank for Reconstruction and Development (IBRD), World Bank Group. A 10-day First Implementation Support Mission with the World Bank and all relevant stakeholders was organized in December to give impetus to implementation of the project."

6 COMPETITION & AWARDS

6.1. IndiaSkills and WorldSkills

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

IndiaSkills, a National Skills Competition organised by the Ministry of Skill Development and Entrepreneurship (MSDE) and the National Skill Development Corporation (NSDC), is aimed to showcase and select talent to lead India's participation at the biennial WorldSkills International Competition. The participants of IndiaSkills emerge from winners of State Level and subsequently Regional Level competitions. Further, the winners of IndiaSkills go through a selection process to represent India at WorldSkills and other international

IndiaSkills 2016

competitions. IndiaSkills deepens and widens the talent pool which helps in competing at national and international skill competitions.

The first edition of the competition was organized in collaboration with the DGT, corporate partners, SSCs, industry associations and academic institutions from 15th to 17th July 2016.

WorldSkills India is an initiative of the National Skill Development Corporation

Shri Dharmendra Pradhan, Hon'ble Minister of Petroleum & Natural Gas and Skill Development & Entrepreneurship with the participants of IndiaSkills

(NSDC) under Ministry of Skill Development and Entrepreneurship, which has been leading India's participation at WorldSkills International competitions since 2011.

WorldSkills India is responsible for the selection, development, management and participation of Team India in WorldSkills Competitions and other international competitions. WorldSkills India makes the final decision on any issues regarding every stage of the International competition journey and selection processes.

In 2017, a team of 28 participants represented India in 26 skill categories at the WorldSkills International competition that was held in Abu Dhabi in October. These talented and skilled millennials hailing from different corners of the country had competed at the WorldSkills

Chart 7: Flow of Competition

- ONLINE REGISTRATIONS DATABASE
- ONLINE/OFFLINE FILTERING
- DISTRICT/STATE LEVEL COMPETITIONS
- INDIA SKILLS REGIONAL COMPETITIONS
- INDIASKILLS NATIONALS
- PRE-SELECTIONS FOR WORLDSKILLS
- SELECTIONS FOR WORLDSKILLS
- WORLDSKILLS COMPETITIONS
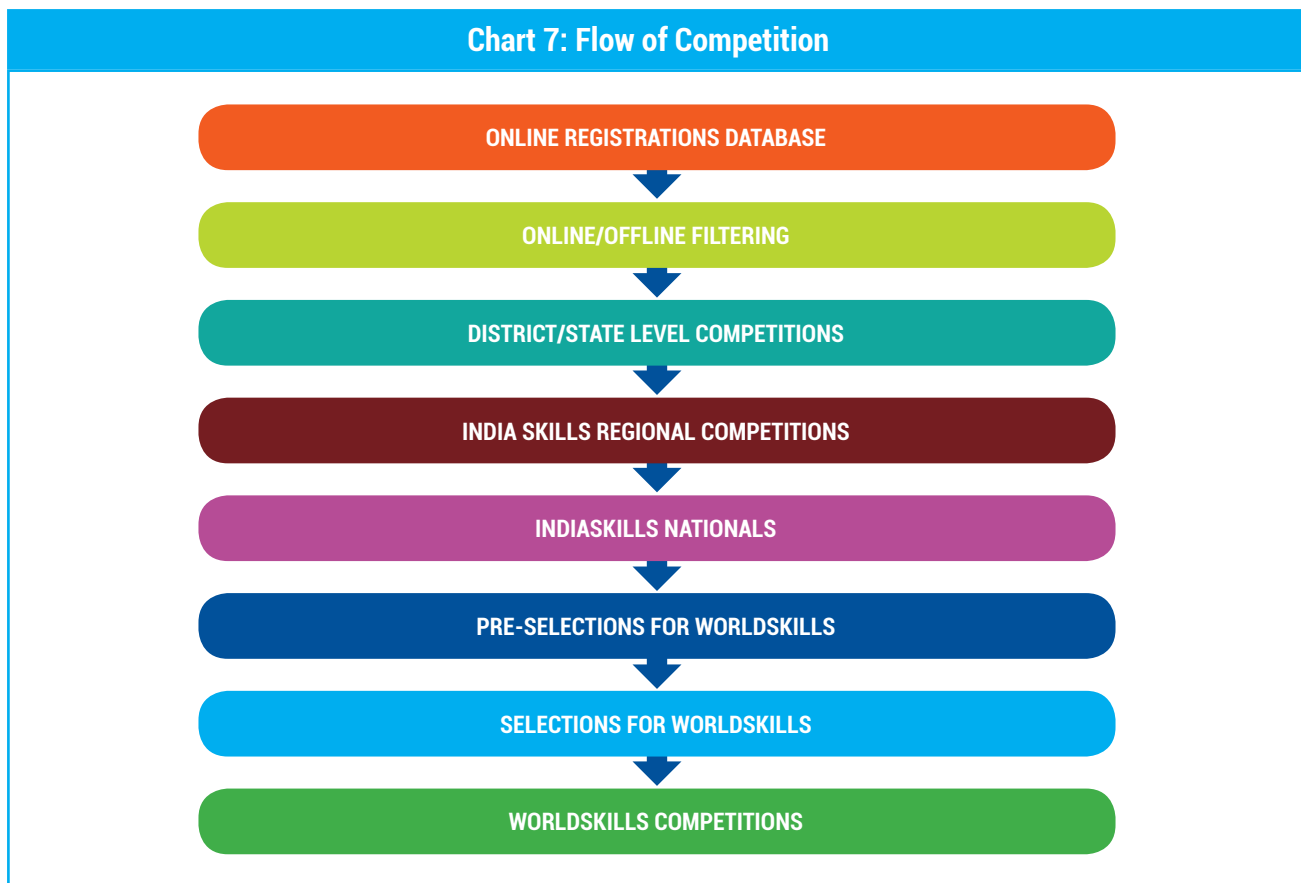
Competition against their peers at the global level. The competition had drawn 1,300 young contestants from 59 WorldSkills' member countries and regions, showcasing their talent across 51 skills competitions.

Team India exhibited exemplary performance at the competition by winning One Silver for Patisserie and Confectionary (Mohit Dudeja), One Bronze for Prototype Modelling (Kiran Sudhakar) and Nine Medallions of Excellence. Showcasing its best performance, Indian contingent ranked amongst the top 20 countries at the WorldSkills competition at Abu Dhabi.

Nine Medallions of Excellence were won in skills like mechatronics, brick-laying, restaurant service, automobile technology, jewellery, graphic design technology, mobile robotics, beauty therapy and car painting.

6.2   National Entrepreneurship Awards

The National Entrepreneurship Awards have been instituted by the Ministry of Skill Development and Entrepreneurship (MSDE) to encourage a culture of entrepreneurship across the country. These premier awards seek to recognise and honour the efforts and achievements of exceptional entrepreneurs and those individuals and organisations who are working in the field of entrepreneurship development. These Awards also seek to highlight models of excellence for others to emulate and improve upon.

A total of 24 awards are presented under two selection tracks – Award Track (18) and Recognition Track (06). The Award Track also includes Special Category Segments dedicated to women, SC/ST, PwD, difficult areas and social entrepreneurship. In the second track, i.e. the recognition track, efforts of ecosystem builders are recognized.

Eminent dignitaries at the National Entrepreneurship Awards, held in New Delhi

Award applications are scrutinised through a three level rigorous process where the winners are selected by the National Jury comprising of eminent persons in the field of academia, social entrepreneurs, finance, industry, etc. To ensure the excellence of the National Award, the Jury will have the power to not award any applicant in a given category, if applications are found unsatisfactory. Winners are given a trophy, certificate and cash prize of Rs. 10,00,000 (organizations) and Rs. 5,00,000 (enterprises and individuals).

To make Awards aspirational for youth, involvement of youth is kept centric to the Award Scheme. Accordingly, the Ministry has partnered with seven premier academic institutions across the country to implement the scheme. These include- Indian Institute of Technology (IIT-Delhi, Mumbai, Kanpur and Chennai), Indian Institute of Management (IIM) Ahmedabad, Tata Institute of Social Sciences (TISS), Mumbai, and XLRI, Jamshedpur. Each year one of these institutes is nominated as the Lead Institute for implementing the awards while others support the Lead Institute in this process. TISS-Mumbai was nominated as the lead institute for the National Entrepreneurship Awards 2017.

The Second Awards Ceremony of National Entrepreneurship Awards (2017) was held at the Constitutional Club of India, New Delhi on 09th November, 2017. Shri Arun Jaitley, Hon'ble Minister for Finance, Government of India was the Chief Guest of the function. The winners of NEA 2017 are listed below:

TABLE 42 **(a) Award Track**

S. No	Award (Sub-Category)	Winner
1	Agri, food and forestry products	Rays Culinary Delights Pvt. Ltd.
2	Engineering systems	SenseGiz Technologies Pvt. Ltd.
3	Renewable energy and waste management	Atomberg Technologies Pvt. Ltd.
4	IT & ITES, Financial	Naffa Innovations Pvt. Ltd.
5	Education	Simulanis Solutions Pvt. Ltd.
6	Hospitality	Oravel Stays Pvt. Ltd.
7	E-Commerce, logistics, transport & other services	LogiNext Solutions Pvt Ltd.
8	Social Enterprises	Sampurn(e)arth Environment Solutions Pvt. Ltd.
9	Barefoot Enterprises	Thejaswini Coconut Farmers Producer Company Ltd.
10	Woman Enterprise	SP Robotic Works Pvt. Ltd.

TABLE 43 **(b) Recognition Track**

S. No	Award Category	Winner
11	Incubation, mentorship & handholding support (Government)	C-Camp
12	Incubation, mentorship & handholding support (Private)	IKP Knowledge Park, Hyderabad
13	Mentor (Government)	Dr. G. Subba Ramaiah, Government ITI, Drone, AP
14	Mentor (Government) Jury Special Award	Dr. Renu Swaroop, Biotechnology Industry Research Assistance Council (BIRAC)
15	Mentor (Private)	Mr. Vishwanathan, Bharat Yuva Shakti Trust (BYST)

6.3 All India Skills Competition under Craftsmen Training Scheme

In order to foster a spirit of healthy competition among the trainees of the institutes and with an view to raise the standard of their skills, the scheme of 'All India Skills Competition' was started in year 1964.

Trades covered in this competition are Turner, Fitter, Machinist, Electrician, Welder (G&E), Mechanic (Motor Vehicle), Electronic Mechanic, Draughtsman (Mechanical), Instrument Mechanic, Mechanic Machine Tool Maintenance, Tool and Die Maker (Dies & Moulds), Tool and Die Maker (Press Tools, Jigs and Fixtures), Refrigeration and Air Conditioning Mechanic, Mechanic (Diesel) and Wireman.

Only the trainees under the regular Craftsmen Training Scheme are eligible to compete in the All India Skills Competition.

6.3.1 Levels of Competition

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

(i) **State-Level Competition:** The best trainees in each of the 15 trades from each ITI are eligible to participate in this competition. Based on this competition, the best trainees amongst the qualified trainees in each of the 15 trades are selected at the state level.

(ii) **All India Level Competition:** The best trainees in each of the eligible 15 trades at the state-level competition are eligible to compete in the All India competition. The best trainees amongst the qualified trainees in each of the 15 trades are selected based on this competition at the All India level.

6.3.2 Declaration of the Best Trainee at all India Level Competition

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

6.3.3 Awards Under the Scheme

The following awards shall be given under the scheme:

(i) Merit Certificate to the best trainee in each of the 15 trades in each Industrial Training Institute

(ii) Merit Certificate to the best trainee in each trade at the state—level competition.

(iii) Merit Certificate and cash prize of Rs. 50,000 to the best trainee of each trade.

(iv) Merit Certificate to the best ITI in each trade whose trainee stands first in the All India Level Competition in the respective trade . (v) Running shield to the state whose trainees secure highest total marks in all the trades in the All India Level Competition. (vi) The Silver Trophy is allowed to be retained by the winning state who wins the Best State Award during All India Skill Competitions for Craftsmen consecutively for three years.

Skill India
कौशल भारत-कुशल भारत

सत्यमेव जयते
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP
GOVERNMENT OF INDIA

6.3.4 Incentives Offered to the Instructional Staff of lTls Under the Scheme

(i) A cash award of Rs. 3000/- and a Merit Certificate to the concerned ITI instructor of the trade, whose trainee is declared the best trainee in the skill competition at the state level.

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

(iii) A cash award of Rs. 6000/- to the concerned ITI instructor of the trade whose trainee is declared the best trainee in the skill competition at the All India level.

(iv) A cash award of Rs. 3000/- to each ITI instructor (Allied Trade, Workshop Calculation and Science and Engineering Drawing) whose trainee is declared the best trainee in the skill competition of all India level.

6.4   All India Skill Competition for Apprentices

The All India Skill Competition for Selection of the best competitors/apprentices is conducted at three levels in 15 trades as indicated below:

1. **Local Centre Level Competition:** The best apprentices are selected centre wise in each of the concerned trade on the basis of their results in the final trade test conducted under the aegis of NCVT.

2. **Regional level Competition:** The best apprentices selected centre wise in each of the concerned trade as described under Local Centre Selection' are eligible to compete in this competition. These competitions are conducted at 6 regions throughout the country i.e. Kolkata, Mumbai, Chennai, Hyderabad, Kanpur and Ludhiana.

3. **All India Competition:** This competition is conducted one month after the Regional Competition and the best and runners up of these Regional Competitions in each trade are eligible to appear in the All India Skill Competitions.

Awards under the scheme:

• A Trophy and Certificate of the Hon'ble Mention from the President of India for the best establishment in all the trades, in the All India Competition.

• The establishment winning the award consecutively for three years will be allowed to retain the silver trophy.

• Merit Certificates for the best establishment at the Regional skill Competition in all the trades.

Awards for apprentices:

• Merit certificate to the best apprentices in each trade in each Local Centre Competition.

• Merit Certificate and Cash Award of Rs.10,000/- to the Best Apprentice in each trade in each region at the Regional Level Competition.

• Merit Certificate and cash Award of Rs. 5,000/- to be Runners-up Apprentice in each trade in each Regional Level Competition.

• Merit Certificate and cash award of Rs.50,000/- to the Best Apprentice in each trade at All India Level Competition.

• Merit Certificate and Cash Award of Rs. 25,000/- to the Runners-up in each trade at the all India Level Competition.

7 SKILL ENGAGEMENTS

7.1. Engagement with Central Ministries

MSDE has signed MoU with 16 Central Ministries for effective implementation of skill initiatives across the skilling ecosystem. Ministry of Defence (MoD) and Ministry of railways (MoR) have demonstrated considerable progress in taking forward the MoU. The list of MoUs is detailed in **Table 44**.

7.1.1 Ministry of Defence

Ministry of Skill Development has signed an MoU with the Ministry of Defence in July 2015 to partner for various skill development initiatives for the retiring Defence personnel.

1. Recognition of Prior Learning

• Every year 60000 service personal are retired / released at competitively young age. The objective of the tie up is to assist service personnel & Ex-serviceman to acquire additional skills and facilitate their re-settlement through a second career .

Shri Dharmendra Pradhan, Hon'ble Minister of Petroleum & Natural Gas and Skill Development & Entrepreneurship with Shri Raj Kumar Singh, Hon'ble Minister of State (I/C) for Ministry of Power

TABLE 44	MoUs with Central Ministries	
S. No.	**Name of the Ministry**	**MoU signed**
1	Ministry of Defence	13.07.2015
2	Ministry of Railways	14.07.2015
3	M/o Health and Family Welfare	11.07.2015
4	Ministry of Steel	10.07.2015
5	Ministry of Mines	10.07.2015
6	Dept of Heavy Industries	08.12.2015
7	Ministry of Power	15.09.2015
8	Department of Fertilisers	09.07.2015
9	Department of Chemicals and Petrochemicals	09.07.2015
10	Department of Pharmaceuticals	09.07.2015
11	Department of Empowerment of Persons with Disabilities	21.03.2015
12	Department of Telecommunication	21.01.2016
13	Ministry of Textiles	07.08.2016
14	Ministry of External Affairs	02.07.2016
15	Ministry of Civil Aviation	20.10.2016
16	M/o Petroleum and Natural gas	28-11-2016

- Training is aligned through National Skill Qualification Framework (NSQF) and to the Qualification Pack (QP) developed by Sector Skill Councils.
- The model is to roll out of skill development programs for retiring Army, Air Force, Naval personnel at their respective Institutions through the existing setup of trainers, classrooms, laboratories etc.

2. Under PMKVY (2016-20)

- 37 Army centres, 9 Navy centres and 5 IAF centres are implementing skill training across India
- Proposal approved for PMKVY (2016-20) RPL is 37,000 (approx.)
- Till December 2017, Army has trained more than 24,500 personnel (approx.)

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

- Under **PMKVY (2016-20)**, Skilling of spouses and wards is being implemented at Army Skill Training Centres (ASTC) to enable and empower them to become mainstream contributors to their households.

- 13 centres are registered on SMART and are running Short Term Trainings
- Beauty & Wellness, Apparel & IT-ITeS Sectors are being implemented

7.1.2 Ministry of Railways

Poject Swarna aims to cover 16 railway zones across 29 trains, and is being conducted in various cities across job roles such as Housekeeping Attendant – Manual Cleaning, Room Attendant and F&B Service Stewards. 14 Rajdhani trains and 15 Shatabdi trains have been selected for the first phase of this project.

Candidate undergoing F&B Service Stewards training

Recognition of Prior Learning training for F&B service stewards

- Recognition of Prior Learning (RPL) is being conducted for 2,568 candidates. A batch of 200 candidates commenced training through the Divisional Railway Office, Bangalore and 50 candidates in Mumbai (till December 2017) across job roles such as Housekeeping Attendant – Manual Cleaning, Room Attendant and F&B Service Stewards
- RPL for Catering staffs (deployed in PMO, Parliament House, Parliament House Annexe, Parliament House Library etc.) – 240 candidates trained till December 2017.

Assam Rifles

MoU was signed on 09th Dec 2017 to partner for various skill development initiatives for the retiring Defence personnel, family members & community.

Retiring Personnel of Assam Rifles

Troops from Assam Rifles retire young with tremendous responsibility on their shoulders and considerable productive life remaining. In the endeavor to ensure a dignified life post retirement with employment option close to their native place and overall objective to harness their vast potential

Fresh Skilling

Skilling for family members of Assam Rifles' personnel serving or retired, personnel killed in action and local population at the area of deployment through PMKVY Short term training to enable and empower them to become mainstream contributors to the household.

7.2. Key International Engagements

i. United Kingdom

A MoU was signed between MSDE and the Department of Business Innovation and Skills UK in April 2015 (valid up to 31st March 2016). Key areas of collaboration were identified and a number of workshops, exchange visits and training programmes have already taken place under UKIERI II. In addition, collaborations have been initiated with over 15 Indian Sector

Skills Councils and their UK counterparts to benchmark Indian training standards with UK standards. UKIERI II ended on 31st March 2015.

MSDE has joined the UKIERI III initiative for institutional partnerships in Skills, developing occupational standards, technology enabled training, apprenticeship and employer engagement and sharing of best practices between UK and India.

Government to Government MoU: At present there is no mechanism to bring all UK initiatives on skill development under one umbrella to provide higher level strategic steer and to ensure complementarities. A G2G MoU will provide a platform for both India and UK ministers/senior officials to review the progress, enable cross learning and most importantly enable steering these projects to address national priorities on skill development.

ii. Germany

MSDE participated in the Hannover Messe in April 2015 and set up the Skill Pavilion. In October 2015, a MoU was signed between the two countries to collaborate in a number of areas which included: scaling up workplace based training in industrial clusters, training of trainers, Upgradation of curricula, Upgradation of existing institutions etc.

Developments so far in Indo-German Bilateral cooperation

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

The project is proposed to be implemented in 05 Work Packages (WPs). WP 1 and WP2 are fully financed by the German side, while proposed WP 3, 4 and 5 is to be funded by DGT/MSDE

Under WP 1 05 member team from DGT, MSDE visited BFW Germany in January 2016 to familiarize themselves with the facilities, concept and standards of training facilities of the Dresden Training Centre of BFW (Tour of the Training Centre).

In WP 2, German Delegation consisting of 02 members visited India in March 2016 and visited ATI Howrah & FTI Jamshedpur to receive an impression of the locations and identify requirement & visions in compliance to WP 1 & 2.

B. *Workplace based training in 3 industrial clusters (in collaboration with GIZ)*

*   The "Implementation Agreement" on Workplace based training in 3 industrial clusters was signed between MSDE and GIZ on 22nd August, 20l6.
*   The overall objective of the "Indo-German Programme for Vocational Education and Training" is that -Actors from the public and private sectors work together to create conditions conducive to improving cooperative vocational training in India.

C. *Joint Working Group (JWG)*

*   On 24 October 2017 the 10th Joint Working Group (JWG) meeting in Indo-German Cooperation in Vocational Education and Training (VET) was held in Bonn, Germany. The JWG was led by Federal Ministry of Education and Research (BMBF) on the German side and Ministry of Skill Development (MSDE) on the Indian side.
*   The strategic project VETnet in Pune is coordinated by the Indo-German Chamber of Commerce and funded by the BMBF will run till 2018 and illustrates a successful example of the cluster approach (2nd Phase: October 2015-October 2018, funding 520.000 EUR).

- BMBF and MSDE signed a Joint Declaration of Intent during the Indo-German Government Consultations on 30 May, 2017, in which it was agreed that BMBF will design and implement a series of training courses for Indian Skill Development Officers as well as VET Cluster Managers.
- In the10th JWG it was confirmed that one of the purposes of this series of courses is to supplement and support the STRIVE Program (Skills Strengthening for Industrial Value Enhancement) of MSDE, by training the Cluster Managers and members of the Indian Skill Development Service on Dual VET, VET and Apprenticeships.
- The Terms of Reference as well as other implementation rules will be defined in close cooperation between MSDE and BMBF.

iii. Australia

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

AIEC (Australia India Education Council) Skills Working Group Meeting held on 10.04.2017, the MSDE and the Department of Education and Training (DET) of the Government of Australia identified to support global mobility for the assessment and alignment of qualifications for international skills.

Both sides recognized the need to promote recognition of qualification standards. The two sides also agreed to take following measures to promote the said recognition:
- Developing the policy between India and Australia on how benchmarked TVET qualifications will be considered in the area of skilled migration and qualifications recognition.
- Developing agreed occupational skills standards for identified roles.
- Developing an agreed process and methodology to benchmark future Australia TVET qualifications.
- Applying and reviewing the benchmarking methodology

iv. Canada

During Hon'ble Prime Minister Modi's visit to Canada in 2015, and in accordance with the National Policy of Skill Development and Entrepreneurship, National Skill Development Corporation (NSDC) signed MOUs with Colleges and Institutes Canada (CICan), along with 12 of its members, in the fields of Agriculture, Apparel and Textiles, Automotive, Aviation, Construction, Green economy, Healthcare, Hydrocarbons, IT, Telecom and Electronics, Sports and Water.

The MOU between CICan and the NSDC were signed to:
- support workforce planning and development
- provide advisory services in developing a technical assistance program framework to address specific capacity gaps of India's skills development ecosystem
- facilitate partnerships between its members and Indian postsecondary institution

Following are three specific areas for partnership.

(I) **Recognition of NSQF Certification in Canada**

The Indian National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. National Occupational Standards (NOS) derived from detailed occupational mapping describe best practices by bringing together performance criteria, knowledge and skills pertaining to a skill. A set of related NOSs combine to form a specific job role, and each trainee is expected to qualify for the role in accordance with the Qualification Pack (QP) for the said role.

(II) **Capacity Building and Technical Assistance**

It was also decided that Indian vocational training institutions/industry councils will seek assistance from Canadian community colleges in the following areas.

- **Training of Trainers:** Canadian Community Colleges (CC) would develop Master Trainers in the specified sectors for further capacity building by the Indian Sector Skill Councils (SSC). The content for training trainers would be developed by the CCs drawing best practices.
- **Training of Assessors:** The MoUs also focus on developing assessors who are qualified/ trained to examine and test the students trained in these transnational standards.
- **Content Development:** Appropriate content would be developed for both trainees and the Master Trainers by the CCs and Indian SSCs. Community Colleges would transfer their technical expertise in advanced sectors and bring in International best practices.

(III) **Labour Mobility**

Considering India will have the youngest workforce by 2022, it has the potential to be the skill capital of the world. This remains one of the core objectives of the Skill India mission. By exploring the joint development of transnational standards & mutual recognition of accreditations, we aim toenhance the mobility of skilled labor between Canada & India. This would require support in identification of sectors/jobs where there are opportunities in India for skilled manpower, enhancing labour mobility through mutual recognition and easier visa rules for such skilled persons.

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

v. European Union

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

vi. France

MoU between NSDA and CNCP (Commission Nationale de la Certification Professionnelle – CNCP), France was signed on January 2015 to understand the knowledge base of developing

and implementing the Qualification Register in France and India. Exchange visit was undertaken by CNCP representative to India and NSDA representatives to France under this collaboration.

vii. UAE

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

viii. China

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

Negotiations for 2nd Joint Working Group (JWG) meeting between India and China are on, likely in April 2018.

ix. Switzerland

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

x. Qatar

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

xi. Finland

Process for signing an MoU is under process.

xii. Belarus

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

xiii. Malawi

The action for signing Memorandum of Understanding (MoU) between MSDE, Government of India & Ministry of Labour Youth Sports and Manpower Development of the Republic of Malawi is under process.

xiv. Bhutan

In order to take forward the collaboration with Bhutan, Joint Secretary MSDE met with Joint Secretary (North) on 11th November 2016, to discuss next steps on collaboration with Bhutan.

Secretary, MSDE visited Bhutan on 7th to 10th December 2017 to further the bilateral cooperation between India and Bhutan in skill development.

xv. Ethiopia

Negotiation is on for Minister level meeting through the Ministry of External Affairs (MEA) between Mr. Teshome Lemma, Hon'ble State Minister of Ethiopia & Sh. Anant Kumar Hegde, Hon'ble MoS, SDE.

xvi. South Africa

The process for signing a MoU between India and South Africa to set up a Skill Training Institute in KwaZulu Natal, South Africa with an overall scope similar to Industrial Training Institute (ITI), covering training in key Skills and provide support for other Infrastructure including hardware, software, machinery, tools, etc. including providing trainers/ teachers is under process.

xvii. Morocco

The process of signing an Agreement during the forthcoming visit of the Moroccan Minister of Industry, Investment, Trade and Digital Economy to India from 29th January to 5th February 2018.

7.3. International Engagements of DGT

Germany:

A MoU for cooperation in area of "Skill Development and Vocational Education and Training"(SD&VET) was signed, between Ministry of Skill Development and Entrepreneurship and Federal Ministry of Education and Research & Federal Ministry for Economic Co-operation and Research was signed on 5th October,2015.

10th Indo-German Joint Working Group Meeting- A delegation led by Secretary, MSDE Dr K.P. Krishnan visited Germany from 23rd October to 25th October, 2017 to participate in Indo-German joint working Group on Vocational Education and Training Meeting to discuss the synergies that can be drawn between the two countries in the Skill Development and vocational training space. A technical meetings was conducted a day before to discuss and deliberate on the ongoing cooperation proposals between MSDE and German Federal Ministry of Education and Research (BMBF) and find suitable solutions to remove road blocks apart from identifying and discussing new proposals for cooperation. The out-come of discussions of technical committee were presented during the above JWG meeting.

Following new co-operation proposal were agreed during the 10th JWG meeting:
i.   BMBF will design and implement a series of training courses for Indian Skill Development officers as well as VET Cluster managers.
ii. Joint/ dual certification by NCVT and Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelskammertag, DIHK) by setting up of new institutes namely German Indian Institute for Vocational Education and Training (GIIVET).
iii. Cluster project in the field of VET in Uttar Pradesh and Rajasthan under the title "Professional Support to set up Cluster oriented / Clusters based vocational Education and Training Structures (VET) in India

On-going engagement with Germany:

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

• Twenty Master Trainers, Ten each in Welding and Mechatronics were trained in 8 week training programme include 2 weeks of training in pedagogy in India and 6 weeks of training in Germany during October-November 2016. These Master trainers are faculty from Central Field Institutes of DGT. Syllabi of "Mechatronics & CNC Maintenance" and "Advanced Welding" were drafted by the above Master Trainers.

Workplace based training in 3 industrial clusters (in collaboration with GIZ)

i. The "Implementation Agreement" on Workplace based training in 3 industrial clusters was signed between MSDE and GIZ on 22nd August, 2016.

ii. The overall objective of the "Indo-German Programme for Vocational Education and Training" is that -Actors from the public and private sectors work together to create conditions conducive to improving cooperative vocational training in India.

iii. The project will be important in scaling up the adoption of the dual system in identified clusters.

iv. Identification of three clusters one each at Aurangabad in "Auto and Auto components", Bangalore in "Electronics" and Bhivadi (Rajasthan) in energy efficient construction, has been done

Progress so far:

i. Created a common understanding on "cooperative VET" approaches among public and private sector actors in each of the cluster.

ii. Conducted workshops for raising interest to adopt cooperative VET models, with systemic elements similar to approaches followed in Germany conducted in the three clusters.

iii. Establishing Cooperative VET platforms with key public and private sector actors in each of the cluster. Two Cooperative VET round table meeting held in Bengaluru and one in Aurangabad.

iv. Established Skill Development Units (SDUs) at the Industry Associations in Bhiwadi (uPVC Windows and Doors Manufacturing Association), Aurangabad (Chamber of Marathwada Industries and Agriculture) and Bengaluru (Electronics City Industries Association).

   a. The SDUs at CMIA, Aurangabad and ELCIA, Bengaluru in collaboration with respective RDATs and State Governments, conducted workshops with member industries for awareness on NAPS and registered 24 new industry on NAPS portal.

   b. UWDMA, to address the skill needs of the member industries, has drafted a new training course "UPVC Doors Windows and Glazing Technology". The draft curriculum is with

DGT for approval under NAPS as optional trade. The Association is setting up their own training centre at ITI Bhiwadi with support from the Government of Rajasthan.

v.   Documented initial action lines for hands-on stakeholder work as well as the cluster assessment approach and methodology, including the applied tools, methods, and processes.

Switzerland

MoU for cooperation in the field of "Skill Development and Professional Education and Training" was signed by the then Minister of State (IC), MSDE and Swiss State Secretary on 22nd June, 2016 in Winterthur.

The first Joint Working Group Meeting on Indo-Swiss Collaboration on skill development and Vocational and professional Education and Training, was held on 21st April,2017 under the Co-Chairmanship of Joint Secretary, MSDE and Vice President , Head of Division Upper-Secondary Education, State Secretariat for Education Research and Innovation (SERI),Switzerland.

Various proposals for cooperation in Skill eco-space were discussed and agreed by both the sides. A work plan for cooperation is being finalised jointly by both the sides.

Belarus

A "Memorandum of Understanding" in the Field of Vocational Education and Training (VET) was signed between Hon'ble Union Minister of Skill Development and Entrepreneurship and Minister of Education of the Republic of Belarus on 12th September,2017 .The area of cooperation under the MoU are :
•   The Belarusian side shall provide comprehensive transfer of know-how of emerging technologies, training and evaluation methodologies, content development for regular/distance learning/e-learning/training of master trainers, competency building of the assessors in area of their competency and network building & industry linkage.
•   Vocational education services for Indian citizens for skill development in the field of construction, electric-power production and distribution, manufacturing industry, trade, auto service and household goods repair and maintenance, transport, communication, hotels and restaurants as well as other fields being in high demand in India;
•   Retraining, up-skilling, internship for Vocational Education and Training managers, teachers and trainers of India by the Belarusian Side;
•   Advisory services in order to enhance planning, management and delivery of Vocational Education and Training and Skill Development.

Japan

(i) Manufacturing Skill Transfer Program

A Memorandum of Cooperation (MoC) on the Manufacturing Skill Transfer Program between India and Japan has been signed on 11 November 2016. The MoC is aimed to support Japanese companies to train Japanese standard shop floor leaders and engineers in manufacturing with the goal of training 30,000 persons in the next 10 years through the projects listed below:

(1) Japan-India Institute for Manufacturing (JIM)

To set up Japan-India Institute for Manufacturing (JIM) by Japanese companies to train future shop floor leaders of Japanese standard level in India with Japanese style key elements such

as KAIZEN, 5S, and Japanese working methods. MSDE will provide recognition/accreditation of curriculum / courses through NCVT.

(2) Japanese Endowed Courses (JEC)

To establish Japanese Endowed Courses with existing engineering colleges in India to train future candidates for middle management engineers in manufacturing sector. The courses for middle management level will be components added to 4 year duration courses in engineering colleges.

Initially, four JIMs were proposed by the Japanese companies in India as follows:
1. Maruti Suzuki India Limited at Mehsana, Gujarat
2. India Yamaha Motor Limited at Chennai, Tamil Nadu
3. Daikin Air Conditioning India Pvt Ltd at Neemrana, Rajasthan
4. Toyota Kirloskar, Bangalore

Out of these while Suzuki has established a new institute at Mehsana, Gujarat, the other three JIMs viz. India Yamaha Motor Limited, Daikin Air Conditioning India Pvt Ltd and Toyota Kirloskar, have converted their existing training facilities at Chennai (Tamil Nadu), Neemrana (Rajasthan) and Bangalore (Karnataka) respectively as JIM.

(ii) Technical Intern Training Program (TITP)

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

(R-L) Mr. Kensuke Tsuzuki, Senior Vice President, JITCO; Mr. Yutaka Kikuta, Deputy Chief of Mission, Embassy of Japan in India; Dr. KP Krishnan, Secretary, MSDE; Mr. Asheesh Sharma, Joint Secretary, MSDE; Mr. Manish Kumar, MD & CEO, NSDC

Ministry of Skill Development and Entrepreneurship has signed a Memorandum of Cooperation (MoC) with the Ministry of Foreign Affairs, the Ministry of Justice and the Ministry of Health, Labour & Welfare, Government of Japan to adequately advance the Technical Intern Training Programme. The MoC signed on 17.10.2017 sets out the commitments from the concerned Ministries on both sides.

7.4 International Engagements of NSDC

7.4.1 France

An MOU was signed between MSDE and French Ministry of Education, Higher Education and Research of the Govt of France in October 2016, with an aim to deepen and formalize India's collaboration with France in the area of skill development, through a bilateral collaboration between the two governments. Some areas the MoUs focus on are: Development of competence-based curricula, Training of Master Trainers, Support for cooperation between French companies operating in India and the Indian Government as well as between French companies and Indian companies in the field of Skill Development & Vocational and Technical Education and other areas like setting up Centre of Excellence and work in the area of Electricity, Renewable Energy, Automation etc.

Subsequently, an MoU between National Skill Development Corporation, The Foundation of France, Schneider Electric India Foundation, and Power Sector Skill Council was signed which will achieve the objectives under the MOU between the Ministries.

7.4.2 Sweden

NSDC has signed MOU with Business Sweden to work for identifying priority sectors for skill development in line with the requirements of Swedish entities operating in India and to form joint strategies and operational models for implementation. Under the MOU signed with Business Sweden, the first organization to work on skill development for Vocationalization of School Education is Kunskapsskolan, which is investing 3 crores of their own and getting another 3 crores from CSR of Swedish Corporates operating in India. More companies like SKF, Volvo Buses etc. are in final stages signing agreement with NSDC under Private Sector Fund Mobilization.

7.5 Engagement with Skill Seekers and Ideapreneurs

Skill on Wheels

Unique initiatives were introduced to bring awareness amongst masses about skills, to provide a platform for entrepreneurs and a forum for Ideapreneurs - people with entrepreneurial spirits and a passion for ideas.

Skill on Wheels is one such forum that connects skill programs, skill aspirants and aid entrepreneurs. National Skill Development Corporation (NSDC) in association with RiiiT - Finishing School initiated the concept, which has been supported by GSS and Dhatri Foundations. Its objectives are:

- Create awareness among rural youth on skilling, entrepreneurship& Skill India initiatives through Skillathon, Teachathon and Ideapreneurs.

- Cultivate young talent at schools for progressive India through Techathon by skilling teachers and trainers.
- Provide job opportunities to youth in Tier-2 and Tier-3 Cities with RISE Mission.
- Set up Skill Parks, Skill Universities by connecting Institutes with Industries and investors with 3I- Summit.

Skillathon is organised to spread skill awareness among students and job seekers by reaching them at their respective locations and institutions. The Ministry, through its agencies, offers career guidance and shares information about opportunities available under various Skill India programs. Further, NSDC is tasked to connect students to the centres for skill training.

Skillathon introduced in Karnataka, received excellent response from youth and educational institutions. The plan is to replicate the model in other states too. Its highlights are:

- Helping training centres in each town to connect with respective Sector Skill Councils (SSC) and employers through HR centres.
- Offer skill and job counselling and get aspirants connected to Skill Mission.
- Set up a Call Centre/ Helpline for job seekers, corporates, institutions and start-ups.
- Institute an Ideapreneurs Club to seed new enterprising ideas among students to plan start-up ventures and further, connect them with the required network.
- Target creation of 100 Ideapreneurs Clubs across Karnataka with more than 10,000 participants.

Shri Anantkumar Hegde, Hon'ble Minister of State, MSDE inaugurated Skills on Wheels in Karnataka

3i Summit (a consortium of Industry, Institutes and Investor), was conducted to facilitate employers connect with the local pool of talent, mainly through the institutions. The target is to create a 3i club in each district to connect industry and institutions.

Techathon

Industry 4.0 or the fourth industrial revolution is the current trend of automation and data exchange in manufacturing technologies. It includes cyber-physical systems, data management, the Internet of things and cloud computing. Driven by technological innovation, demographics, shifting business models and nature of work, the nature of skills and demand of labour is continuously evolving. Techathon aims to invest in enhancing the skills and capacities of all segments of our workforce, for an inclusive and equitable future.

Teachathon is a program targeting teachers who aim to bring innovation into teaching field by blending technology and knowledge. This would help the students by having an early interface with technology. Teachers are the role models and key anchors in students' lives. The initiative aims to create a thriving learning community through teachers.

Ideapreneur is a youth empowerment program for entrepreneurship development. It is a platform for young creative minds to explore new ideas and innovations for creating a new India. Ideapreneur Club will start in all institutions where it will act as a pre-start-up platform for candidates and academicians to bring new ideas and thinking to the table, and ultimately adopt those ideas into change.

Rural Inclusivity to Strengthen Employment (RISE) is a unique platform to connect rural youth with job opportunities. It aims to increase employability of the candidates for better livelihood.

Summary Report

SKILL ON WHEELS Statistics (As on 28th March, 2018)			
Particulars		**Count**	**Total**
Youth Reached Out		257384	
Registrations	Offline	61944	
	Online	2402	64346
Ideaprenuers Registrations		591	
Mentors Interested		512	1103
Number of Colleges Visited			370
Number of Districts Visited			30
Number of Talukas Visited			129

KARNATAKA
(DISTRICT MAP)

*Map not to scale
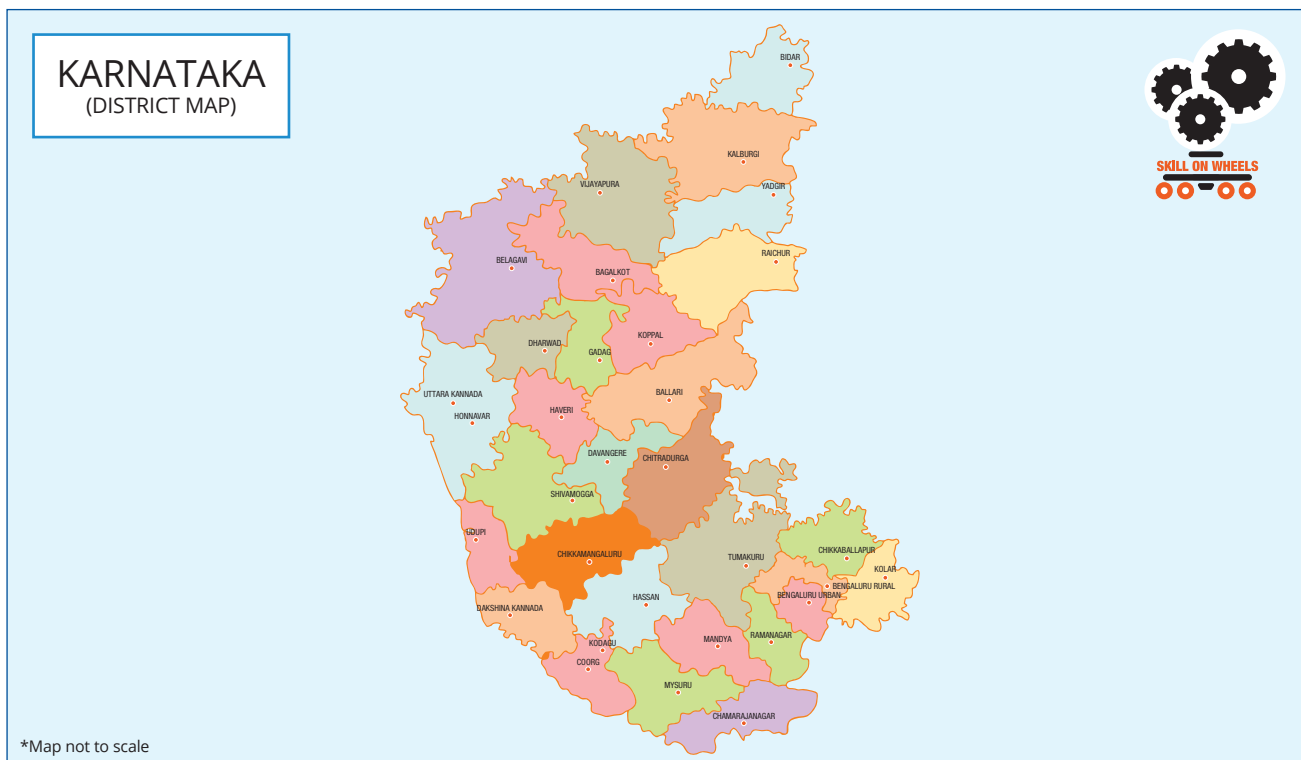
Skill on Wheels - Way Forward

Skill On Wheels has covered 30 Districts and 129 Talukas across Karnataka, reaching nearly 2.57 lac students and job seekers. This concept is proposed to be replicated in 10 more states and gradually, across the nation with an ambition to reach one million youths through Skillathon, Techathon, Teachathon, RISE, 3I-Summit and Ideapreneur.

8. RTI Cell

The Ministry received total 719 RTI Applications and 32 First Appeals through electronic (RTI-MIS portal) and Physical mode, during the year 2017-18 (from 01.04.2017 to 31.12.2017). 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. The list of CPIOs/FAAs of the Ministry has also been uploaded on the Ministry's website. All Attached/ Subordinate/ Autonomous organization under this Ministry have been aligned with DOPT's – RTI online portal except two organisations namely NIESBUD, Noida and IIE, Guwahati. In this regard, DOPT has been requested to align these two organisations on its RTI online portal.

9. Public Grievance Cell

The Ministry is implementing the Centralized Public Grievances Redress and Monitoring System (CPGRAMS), an online grievance redressal mechanism, developed and monitored by the Department of Administrative Reforms and Public Grievances (DARPG). During the period 1st April, 2017to 31st December, 2017, the Ministry had 4277 grievances on its CPGRAMS portal out of which 4021 grievances were disposed of. In addition, this Ministry receives grievances in printed/handwritten copies as well from citizens and forwarded by other Ministries/Departments of the Government of India. These Grievances are forwarded to various Divisions for examination and redressal. The grievances which do not pertain to this Ministry are forwarded to the concerned Minsitries/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 Director and a Deputy Director in the Ministry and other supporting staff.

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

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

The Ministry of Skill Development and Entrepreneurship and its organisation observed Vigilance Awareness Week from 30.10.2017 to 04.11.2017 with the theme "My Vision-

Corruption Free India". A pledge was administered by the Secretary. A Massage from the Secretary was also circulated. Banners were also displayed in and around the Office complex.

The complaints received from CVC and other sources were looked into and reports requisitioned from the concerned organisations under the Ministry. In the year 2017, a total 14 major complaints are being processed and are at various stages. Out of these, 1 was disposed of this year.

11. Organisational Chart of the MSDE

Chart 8

```
                          Minister of SDE
                               |
                           MoS of SDE
                               |
                          Secy., MSDE
                               |
              _____
             |                 |                       |
                            AS & FA              Sr. Adviser
                               |                       |
                                               _____
   JS-I          JS-II                        JS-III        E.A.
    |              |                             |            |
DS/Dir-1      DS/Dir-2      Director – 1      DS/Dir-1    DS/Dir-1
                            (addl.charge)
    |              |              |               |            |
  US-3         US/DD-2          US-1          US/DDT-3     US/DD-2
    |              |              |               |            |
  SO-2         SO-NIL          SO-NIL         SO - NIL     SO/AD-1
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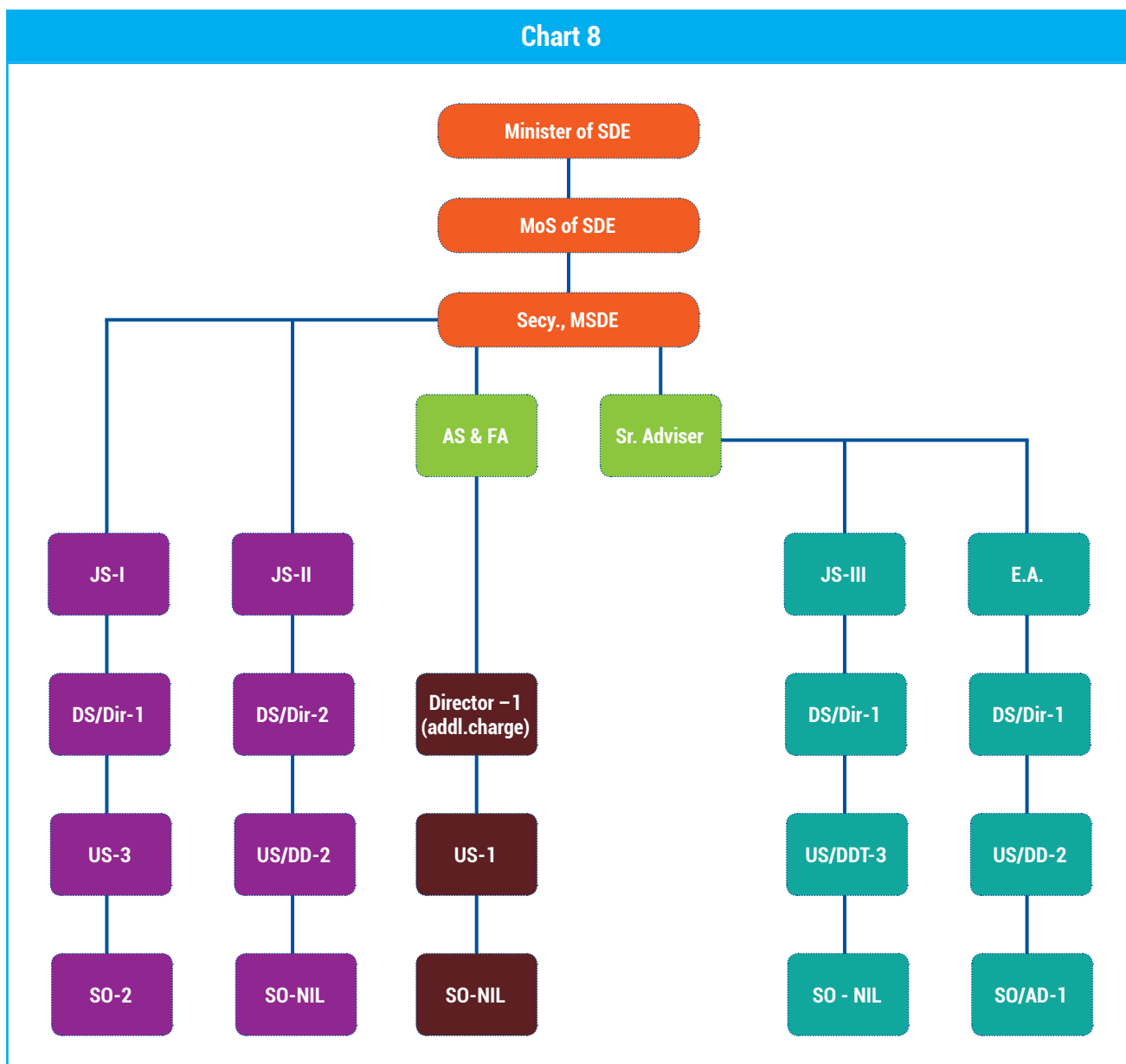
ANNEXURE - 1

1. Details of Schemes for Skill Development of various Ministries/Departments

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

S. No.	Name of Ministries/ Department	Name of the Scheme
14.	M/o Home Affairs	UDAAN
15.	M/o Minority Affairs	Seekho aur Kamao
		Nai Roshini (The Scheme for Leadership Development of Minority Women)
16.	M/o Social Justice and Empowerment	Financial Assistance for Skill Training of persons with Disabilities
		Special Central Assistance (SCA) to Scheduled Castes Sub Plan (SCSP)
		National Scheduled Castes Finance and Development Corporation (NSFDC)
		National Safaikaramcharis Finance and Development Corporation (NSKFDC)
		National Backward Class Finance and Development Corporation (NBCFDC)
17.	M/o Food Processing Industries (MFPI)	Skill Development Programmes under NIFTEM and IICPT
18.	D/o Chemicals and Petrochemicals (DCPC)	Central Institute of Plastics Engineering and Technology (CIPET)
19.	D/o Industrial Promotion and Policy (DIPP)	Indian Leather Development Program (implemented by Footwear Design and Development Institute)
20.	D/o Youth Affairs (DYAS)	Skill up gradation Training Programme (SUTP) implemented by Nehru YuvaKendrasSangathan
		Skill Development Training Programme under NCVT Scheme
		Skill Development training for Nation Service Scheme volunteers

ANNEXURE - 2

Skilling Achievement from 2014-15 to 2016-17
(As per information provided by Ministries/Departments)

S. No.	Ministry/Department	Skilling Achievement (In Lakhs)		
		2014-2015	2015-2016	2016-2017
1	Ministry of Skill Development and Entrepreneurship	34.42	60.34	54.83
i.	PMKVY		20.69	10.52
ii.	Entrepreneurship		3.69	1.51
iii.	DGT		18.75	13.81
iv.	NSDC	34.42	17.20	28.99
2	Ministry of Agriculture	11.44	15.22	7.95 (DAC&FW)
3	Ministry of Rural Development	3.95	7.05	6.08
4	Ministry of Micro, Small & Medium Enterprises	5.52	4.29	2.01
5	Ministry of Human Resource and Development	0.30	3.95	-
6	Department of Electronics & Info Technology	-	2.96	6.05
7	Ministry of Housing & Urban Poverty Alleviation	0.48	2.53	4.02
8	Ministry of Women & Child Development	-	0.10	0.18
9	Ministry of Textiles	-	2.20	4.03
10	Ministry of Social Justice & Empowerment	0.24	0.74	1.34
11	Ministry of Tourism	0.98	0.93	0.33
12	Ministry of Minority Affairs	0.41	0.43	0.32
13	Ministry of Tribal Affairs	-	0.87	0.78
14	Ministry of Home Affairs	0.01	0.11	0.22
15	Ministry of Chemicals & Fertilizers	0.25	0.63	0.55
16	Ministry of Commerce and Industry	0.93	1.44	1.45
17	Department of Heavy Industry	0.24	0.33	0.55
18	Ministry of Development of North Eastern Region	-	0.03	0.28
19	Ministry of Food Processing Industries	0.95	0.02	0.06
20	Ministry of Labour & Employment	16.85	-	-
	Total	**76.12**	**104.16**	**90.78**

ANNEXURE - 3

List of 128 Trades (74 Engineering, 49 Non-Engineering & 5 for Divyangs) under Craftsmen Training Scheme

Engineering Trades			
Entry Qualification: Passed 10th class examination under 10+2 system of education with Science and Mathematics or its equivalent.			
Duration: 4 Semesters			

Sl. No.	Name of the Trade	Year of Introduction	Year of Revision
1	Attendant Operator (Chemical Plant)	2013	-
2	Draughtsman (Mechanical)	2013	2014
3	Electrician	2013	2014
4	Electroplater	2013	2014
5	Fitter	2013	2014
6	Information Communication Technology System Maintenance (Old Name – IT & ESM)	2013	2014
7	Instrument Mechanic	2013	
8	Instrument Mechanic (Chemical Plant)	2013	
9	Laboratory Assistant (Chemical Plant)	2013	
10	Lift and Escalator Mechanic (Old Name - Lift Mechanic)	2013	2014
11	Machinist	2013	2014
12	Machinist (Grinder)	2013	2014
13	Maintenance Mechanic (Chemical Plant)	2013	
14	Marine Fitter	2013	
15	Mechanic Mining Machinery	2013	
16	Mechanic Motor Vehicle	2013	2014
17	Mechanic (Refrigeration and Air-Conditioner)	2013	2014
18	Mechanic Agricultural Machinery	2013	2014
19	Mechanic Machine Tools Maintenance	2013	2014
20	Mechanic Mechatronics	2013	
21	Mechanic Medical Electronics	2013	
22	Operator Advanced Machine Tools	2013	2014
23	Spinning Technician	2013	2014
24	Textile Mechatronics	2013	2014
25	Textile Wet Processing Technician	2013	2014
26	Tool & Die Maker (Dies & Moulds)	2013	2014
27	Tool & Die Maker (Press Tools, Jigs & Fixtures)	2013	2014
28	Turner	2013	2014
29	Vessel Navigator	2013	
30	Weaving Technician	2013	2014
31	Information Technology	2014	-
32	Refractory Technician	2014	-
2 Semesters			
33	Domestic Painter	2013	
34	Foundry man Technician (Old Name Foundry man)	2013	2014
35	Industrial Painter	2013	
36	Interior Decoration and Designing	2013	2014

Sl. No.	Name of the Trade	Year of Introduction	Year of Revision
37	Marine Engine Fitter	2013	
38	Mechanic Diesel Engine	2013	2014
	Old Name Mechanic (Diesel)		
39	Mechanic (Tractor)	2013	2014
40	Mechanic Auto Electrical and Electronics	2013	2014
41	Mechanic Lens/Prism Grinding	2013	
42	Mechanic Motor Cycle	2013	2014
	(Old Name - Mech. Repair & Maintenance of Two Wheelers)		
43	Plastic Processing Operator	2013	
44	Pump Operator-cum-Mechanic	2013	2014
45	Rubber Technician	2013	
46	Stone Processing Machines Operator	2013	
47	Stone Mining Machine Operator	2013	
48	Surveyor	2013	2014
49	Mechanic Auto Body Repair	2014	-
50	Mechanic Auto Body Painting	2014	-
51	Computer Hardware & Network Maintenance	2014	-
52	Architectural Draughtsman	2014	-
10th class Passed under 10+2 system or its equivalent			
4 Semesters			
53	Draughtsman (Civil)	2013	2014
54	Electronic Mechanic	2013	2014
55	Radiology Technician	2013	
	(Old Name - Radio Diagnosis & Radiotherapy)		
56	Mechanic Air-conditioning Plant	2014	-
57	Civil Engineer Assistant	2014	-
58	Technician Power Electronic System	2014	-
59	Mechanic Consumer Electronics Appliances	. 2014	-
2 Semesters			
60	Physiotherapy Technician	2013	
61	Plumber	2013	2014
Passed class X under 10+2 system with minimum of 40% independently in Science and Mathematics			
2 Semesters			
62	Architectural Assistant	2013	2014
8th Class Passed			
4 Semester			
63	Painter General	2013	
64	Wireman	2013	2014
2 Semester			
65	Welder	2013	2014
	Old Name Welder (Gas and Electric)		
66	Carpenter	2013	2014
67	Gold Smith	2013	
68	Mason (Building Constructor)	2013	2014
69	Sheet Metal Worker	2013	2014
70	Welder (GMAW & GTAW)	2014	-

Sl. No.	Name of the Trade	Year of Introduction	Year of Revision
71	Welder (Fabrication & Fitting)	2014	-
72	Welder (Structural)	2014	-
73	Welder (Pipe)	2014	-
74	Welder (Welding & Inspection)	2014	-
Non-Engineering Trades			
Passed 12th Class			
2 semesters			
1	Fire Technology and Industrial Safety Management	2013	-
2	Data Base System Assistant		2014
3	Software Testing Assistant		2014
Passed 10th class examination			
4 Semester			
4	Dental Laboratory Technician	2013	-
2 Semester			
5	Baker and Confectioner	2013	2014
6	Computer Operator and Programming Assistant	2013	2014
7	Food Production (General) (Old Name Craftsman Food Production)	2013	2014
8	Sewing Technology Old Name - Cutting & Sewing	2013	2014
9	Computer Aided Embroidery And Designing (Old Name Computer Aided Embroidery & Needle Work)	2013	2014
10	Dairying	2013	-
11	Desk Top Publishing Operator	2013	2014
12	Digital Photographer	2013	-
13	Dress Making	2013	2014
14	Surface Ornamentation Techniques (Embroidery) (Old Name Embroidery and Needle Work)	2013	2014
15	Fashion Design Technology (Old Name Fashion Technology)	2013	2014
16	Floriculture & Landscaping	2013	-
17	Front Office Assistant	2013	2014
18	Basic Cosmetology (Old Name Hair and Skin care)	2013	2014
19	Health Sanitary Inspector	2013	-
20	Horticulture	2013	-
21	Hospital House Keeping	2013	-
22	Old Age Care	2013	2014
23	Photographer	2013	-
24	Pre/Preparatory School Management (Assistant)	2013	2014
25	Process Cameraman	2013	-
26	Secretarial Practice (English)	2013	2014
27	Stenographer & Secretarial Assistant (English)	2013	2014
28	Spa Therapy	2013	2014
29	Stenographer & Secretarial Assistant (Hindi)		2014
30	Food & Beverages Guest Services Assistant Old Name Steward	2013	2014
31	Catering & Hospitality Assistant	2013	-

Sl. No.	Name of the Trade	Year of Introduction	Year of Revision
32	Travel & Tour Assistant	2013	2014
33	Multimedia Animation & Special Effect	2013	2014
34	Health, Safety and Environment***	2013	-
35	Human Resource Executive	2013	-
36	Marketing Executive	2013	-
37	Finance Executive	2013	-
38	Tourist Guide	2013	2014
39	House Keeper		2014
1 Semester (Trade is Dormant mode)			
40	Driver cum Mechanic (Light motor vehicle)		
Passed 10th Class Examination with Science and Mathematics			
2 Semesters			
41	Fruit and Vegetable Processor	2013	2014
42	Milk & Milk Products	-	2014
43	Agro Processing	-	2014
44	Food Beverage		2014
45	Soil Testing		2017
Passed 8th class examination			
2 Semesters			
46	Leather Goods Maker	2013	
47	Footwear Maker	2013	-
48	Weaving Technician for Skill &Woolen Fabrics	2013	2014
	Old Name Weaving of Silk and Woolen Fabrics		
49	Bamboo Works	-	2014
Trades for Visually Impaired			
Passed 10th Class with Science and Mathematics under + medical conditions			
4 Semesters			
1	Metal Cutting Attendant (for Visually Impaired Persons)	Feb-14	Jul-14
2 Semesters			
2	Computer Operator & Programming Assistant	2014	
3	Desktop Publishing Operator	2014	
4	Hair & Skin Care	2014	
8th Class passed			
2 semesters			
5	Cutting & Sewing	2014	

ANNEXURE - 4

Details of total Training Seats Sanctioned in National/Regional Vocational Training Institutes for Women (During Session 2017-18)

| Sl. No.	Institute	NVTI Noida	RVTI Mumbai	RVTI Bang	RVTI Tvm	RVTI Panipat	RVTI Kolkata	RVTI Tura	RVTI Allah	RVTI Indore	RVTI Vad	RVTI Jaipur	RVTI Shimla	RVTI Rajpura	RVTI Trichy	RVTI Agartala	RVTI Patna	TOTAL
	Courses sanctioned	(Per Annum Capacity)																
	1. CTS COURSES																	
1.	Secretarial Practice (Eng)	20	20	40	20	20	20	20	20	20	20	20						240
2.	Basic Cosmetology	40	20		20	40	40	20	60	20	40	40		20		20		380
3.	Dress Making		16	16	16	32	16	32	48	32	32	48				16		304
4.	Fruit & Vege. Processor					20												20
5.	Electronic Mechanic	20	40	60	20	20	40		40	20	20			20	20		40	360
6.	C.O.P.A	40	40	40	40	40	40	40	40	20	40	40						420
7.	Architecture Draughst'manship	40	20	40	40		40			20		40	20					260
8.	Desk Top Publishing Operator	20	20	20	20		20		20		20	20	20			20		200
9.	FRONT OFFICE ASSISTANT	20														20		40
10.	Stenography & Secretarial Assistant(Hindi)	20			20			20	20		20							100
11.	Fashion DESIGN technology	32		16		16	16	16	32		32	32	32	16	16		32	288
12.	Interior Decoration & Designing	20		20		20	20				20			20	20		20	160
13.	FOOD PRODUCTION (GENERAL)	20							40				20					80
14.	Computer Aided Emb. & Designing	16				16				16	16							64
15.	Travel And Tour Assistant							20										20
16.	Food & Beverages service assistant												16					16
17.	Computer HW& NETWORKING Maintenance						20											20
18.	Spa THERAPY	20																20
19.	BAMBOO WORKS															20		20
20.	SURFACE ORNAMENTATION TECHNIQUE					16												16
21.	CATERING & HOSPITALITY								16									16
	TOTAL	328	176	252	176	260	272	148	336	168	240	260	108	76	56	96	92	3044
	II CITS COURSES: SEMESTER -I (Trade Skill/Trade Technology –I and VC&S), SEMESTER -II (Trade Skill/Trade Technology –II and TM)																	
1.	OFFICE MANAGEMENT	20	20	20	20		20	20	20	20	20	20				20		220
2.	COSMETOLOGY	40				40	40	20	40		20	40		20		20		280
3.	DRESS MAKING	40	40	20	20	20	20	20	40	20	20	40				20		320
4.	SEWING technology	40			20		20											80
5.	Fashion DESIGN technology	40					20					20	20	20	20		20	160
6.	SURFACE ORNAMENTATION TECHNIQUES	40				20												60
7.	ELECTRONIC MECHANIC	20	20	20	20				20	20	20				20		20	180
8.	ARCHITECTURAL ASSISTANTSHIP	20	20	20	20		20			20		20	20					160
9.	DRAUGHTMAN CIVIL												20					20
10.	OFFICE MANAGEMENT (HINDI)												20					20
11.	CATERING & HOSPITALITY								20	20								40
12.	DESK TOP PUBLISHING OPERATOR	20		20									20					60
13.	C.O.P.A	20						20										40
	TOTAL	300	100	100	80	100	140	100	140	80	80	160	80	40	40	60	40	1640

ANNEXURE - 5

As on June, 2017
State-wise distribution of Women Industrial Training Institutes & Wings for women in General ITIs / Private WITIs

Region	Government		Private		Total (2+3+4+5)	Total Seats
	WITIs	Women Wings	WITIs	Women Wings		
1	2	3	4	5	6	7
Northern Region						
Delhi	5	10	13	0	28	2757
Himachal Pradesh	9	0	0	0	9	1491
Rajasthan	8	3	3	0	14	2588
Chandigarh	1	0	0	0	1	424
Uttar Pradesh	11	48	18	0	77	4444
Uttarakhand	4	5	0	0	9	592
Haryana	30	0	7	0	37	3556
Punjab	48	61	18	88	215	11820
Jammu & Kashmir	11	46	0	0	57	3106
TOTAL	**127**	**173**	**59**	**88**	**447**	**30778**
Southern Region						
Karnataka	22	0	14	0	36	6061
Kerala	14	0	1	0	15	2974
Tamil Nadu	12	3	6	0	21	2869
Andhra Pradesh	23	10	4	17	54	3980
Puducherry	2	4	0	0	6	451
Lakshwdweep	0	1	0	0	1	16
TOTAL	**73**	**18**	**25**	**17**	**133**	**16351**
Eastern Region						
Nagaland	1	4	0	0	5	340
Meghalaya	1	0	0	0	1	63
Bihar	10	0	1	0	11	861
Jharkhand	6	0	0	0	6	544
West Bengal	4	7	1	0	12	1037
Orissa	10	0	5	0	15	1215
Assam	5	23	0	0	28	1743
Manipur	1	0	0	0	1	80
Mizoram	0	0	0	0	0	0
Tripura	1	0	0	0	1	320
Andaman & Nicobar	0	1	0	0	1	26
Arunachal Pradesh	1	0	0	0	1	105
Sikkim	0	0	0	0	0	0
TOTAL	**40**	**35**	**7**	**0**	**82**	**6334**
Western Region						
Gujarat	25	44	3	0	72	9288
Madhya Pradesh	14	0	0	0	14	2987
Chattisgarh	9	0	0	0	9	884
Maharashtra	15	525	8	102	650	16632
Dadra & Nagar Haveli	0	1	0	0	1	16
Goa	0	0	0	0	0	0
Daman & Diu	0	0	0	0	0	0
TOTAL	**63**	**570**	**11**	**102**	**746**	**29807**
GRAND TOTAL	**303**	**796**	**102**	**207**	**1408**	**83270**
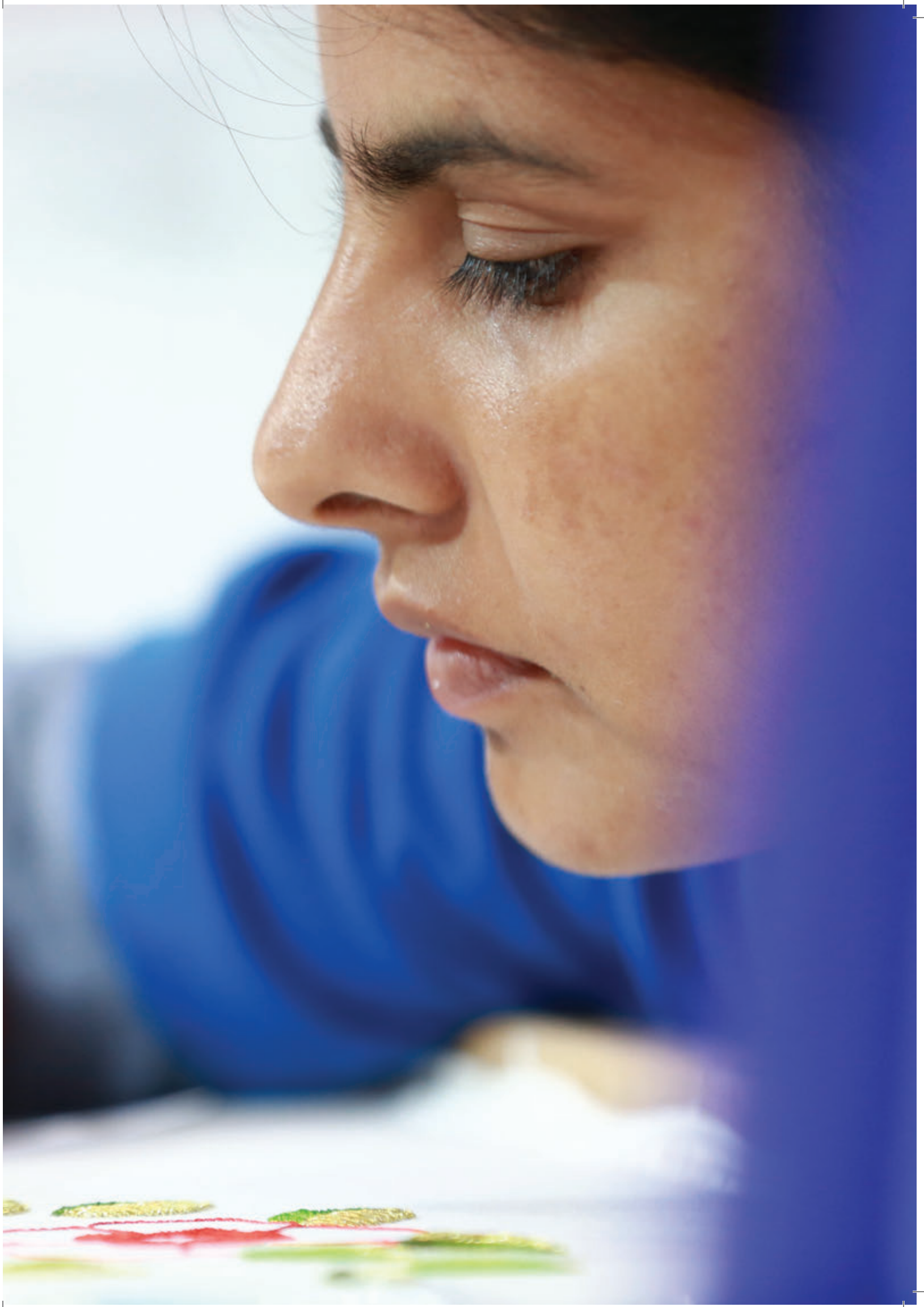
MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP
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