



MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP

ANNUAL REPORT
2022-2023



Skill India
कौशल भारत - कुशल भारत



NARENDRA MODI
Prime Minister

“ To make this the century of India, it is very important that the youth of India should be equally proficient in education as well as skill. When it comes to skills, the mantra should be 'Skilling', 'Reskilling' and 'Upskilling'. ”

Ministry of Skill Development & Entrepreneurship

Annual Report 2022 - 23



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1

INTRODUCTION

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

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

This year, MSDE has entered into its 9th successful year since its inception in 2014. The Department of Skill Development was notified on 31st July 2014 under Ministry of Sports & Youth Affairs which later got notified as Ministry of Skill Development & Entrepreneurship on 9th November 2014. Annually, more than One Crore youth, have been joining and benefitting from the Skill India programme, a mission under the Ministry to equip youth with skills for better livelihood.

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

India stands as one of the world's fastest growing economies, prompting the recognition of the crucial need to broaden opportunities within the service sectors and integrate training courses with apprenticeship programs. To actively foster apprenticeship initiatives in the country, a momentous reform of the Apprenticeship Act took place in December 2014. Building on this foundation, the government introduced the National Apprenticeship promotion Scheme (NAPS) in August 2016, strategically designed to incentivize employers to embrace and engage more apprentices in their workforce. These collective efforts have yielded impressive outcomes over the past five years, exemplified by remarkable advancements in the enrollment of apprentices and their active participation in skill development.

Skill development is undoubtedly essential, but its impact will be limited unless it goes hand in hand with employment generation. Hence, it becomes imperative for the government to focus on creating sufficient job opportunities. This can be achieved by directing attention towards labor-intensive industries rather than solely relying on capital-intensive or technology-driven sectors. By fostering the growth and advancement of small and medium-sized enterprises (SMEs), the government can play a pivotal role in generating the additional employment opportunities necessary to accommodate and engage the entire workforce.

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

1.2 Allocation of Business

- I. Coordination with all concerned for evolving an appropriate skill development framework, removal of disconnect between the demand for and supply of skilled manpower through vocational and technical training, skill up-gradation, building of new skills, innovative thinking and talents not only for the existing jobs but also the jobs that are to be created
- II. Mapping of existing skills and their certification.
- III. Expansion of youth entrepreneurship education and capacity through forging strong partnership between educational institutions, business and other community organizations and set national standards for it.
- IV. Role of coordination relating to skill development
- V. Doing market research and devising training curriculum in important sectors.
- VI. Industry-Institute linkage.
- VII. Bringing Public Private Partnership element in this activity - partnership with the industry who need the skilled manpower.
- VIII. Making broad policies for all other Ministries/Departments with regard to market requirements and skill development
- IX. To frame policies for soft skills.
- X. Large scale Skill Development related to Information Technology and computer education.
- XI. Academic equivalence of skill sets.
- XII. Work relating to Industrial Training Institutes.
- XIII. National Skill Development Corporation.
- XIV. National Skill Development Agency.
- XV. National Skill Development Trust.
- XVI. Skilling for entrepreneurship development for Science and Technology
- XVII. National Institute for Entrepreneurship and Small Business Development, NOIDA.
- XVIII. Indian Institute of Entrepreneurship, Guwahati

1.3 Budget Allocation

1.3.1 BUDGET ALLOCATION

Table no. 1

Demand No. 92- Ministry of Skill Development and Entrepreneurship Details of Budget Allocated to Ministry (₹ in Cr.)												
BE 2022-23			RE 2022-23			Actual Expenditure 2022-23 (upto 31.12.2022)			BE 2023-24			
Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	
2847.54	151.46	2999.00	1829.64	72.07	1901.71	584.70	19.53	604.23	3418.07	99.24	3517.31	

GENDER BUDGET

Table no. 2 & 3

(i) 100% provision towards Women

(₹ In Cr)

Details of Scheme	BE 2022-23	RE 2022-23	BE 2023-24
National Skill Training Institutes (Women Training)	65.85	64.28	68.00

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

(₹ In Cr)

Details of Scheme	BE 2022-23	RE 2022-23	BE 2023-24
Skill India Programme*	—	—	2278.37

* Although there is no Gender specific budget provisions under the scheme but the training programs being run have some dedicated women oriented programs/incentives to encourage women participation in the skill ecosystem.

2

SKILLING AND ENTREPRENEURSHIP LANDSCAPE IN INDIA

2.1. Challenges in Skilling and Entrepreneurship Landscape in India

Skills and knowledge are driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. As per NSSO, 2011-12 (68th round) report on Status of Education and Vocational Training in India, among persons of age 15-59 years, about 2.2% reported to have received formal vocational training and 8.6% reported to have received non-formal vocational training. While the debate on the exact quantum of the challenge continues, there is no disputing the fact that it is indeed a challenge of formidable proportion.

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

- i. Public perception that views skilling as the last option meant for those who have not been able to progress/have opted out of the formal academic system.
- ii. Skill development programmes of the Central Government are spread across more than 20 Ministries/Departments without any robust coordination and monitoring mechanism to ensure convergence.
- iii. Multiplicity in assessment and certification systems that leads to inconsistent outcomes and causes confusion among the employers.
- iv. Paucity of trainers, inability to attract practitioners from industry as faculty.
- v. Mismatch between demand and supply at the sectoral and spatial levels.
- vi. Limited mobility between skill and higher education programmes and vocational education.
- vii. Very low coverage of apprenticeship programmes.
- viii. Narrow and often obsolete skill curricula.
- ix. Declining labour force participation rate of women.
- x. Pre-dominant non-farm, unorganized sector employment with low productivity but no premium for skilling.
- xi. Non- inclusion of entrepreneurship in formal education system.
- xii. Lack of mentorship and adequate access to finance for startups.
- xiii. Inadequate impetus to innovation driven entrepreneurship.
- xiv. Lack of assured wage premium for skilled people

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

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

The research provides a detailed overview of the sector from a skills perspective, assesses the demand for skills, highlights key job roles, maps the available supply side infrastructure and suggests actionable recommendations for the stakeholders in the system. The studies were conducted through extensive primary interaction with key stakeholders including industry 1000 industry experts, 500 job roles and 1500+ trainees, Sector Skill Councils and Government.

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

Table 4: Break Up of Incremental Human Resource Requirement across 24 Sectors

(Estimates in millions)

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

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

Source: Environment Scan Report, 2016 (NSDC)

2.3 Skill Action Plan

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

Table 5: Incremental Training Need across 34 Sectors (2017 to 2022) (in lakh)

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

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

*Capital Goods – 19 lakh , Automotive – 22 lakh

** Overlaps with other sectors

Electronics – 53 lakh, IT-ITeS –16 lakh

2.4 Human Resource Requirement at State level

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

Table 6: Incremental Human Resource Requirement across States (2013-22)

(in lakh)

Sl.No.	State	Incremental HR Requirements
1	Andhra Pradesh	108.71
2	Arunachal Pradesh	1.47
3	Assam	12.34
4	Chhattisgarh	30.43
5	Delhi	63.41
6	Goa	2.27
7	Gujarat	57.57
8	Haryana	34.84
9	Haryana	0.93
10	Himachal	12.06
11	Jammu and Kashmir	11.22
12	Jharkhand	44.52
13	Karnataka	84.77
14	Kerala	29.57
15	Madhya Pradesh	78.16
16	Maharashtra	155.22
17	Manipur	2.33
18	Meghalaya	2.49
19	Mizoram	1.40
20	Nagaland	0.97
21	Odisha	33.45
22	Punjab	28.99
23	Rajasthan	42.42
24	Sikkim	147.82
25	Tamil Nadu	135.52
26	Tripura	2.59
27	Uttar Pradesh	110.11
28	Uttarakhand	20.61
29	West Bengal	93.42
	Grand Total	1203.34

POLICY INTERVENTIONS BY MSDE

3.1 National Policy for Skill Development & Entrepreneurship, 2015

The National Policy for Skill Development and Entrepreneurship (NPSDE), launched in 2015, acknowledges the need for an effective roadmap for promotion of skilling and entrepreneurship as the key to a successful growth strategy. The Vision of the Policy is “to create an ecosystem of empowerment by Skilling on a large Scale at Speed with high Standards and to promote a culture of innovation-based entrepreneurship which can generate wealth and employment so as to ensure Sustainable livelihoods for all citizens in the country”.

3.1.1 Mission of NPSDE is to :

- Create a demand for skilling across the country;
- Correct and align skilling with required competencies;
- Connect the supply of skilled human resources with sectoral demands;
- Certify and assess in alignment with global and national standards; and

Catalyse an ecosystem wherein productive and innovative entrepreneurship germinates, sustains and grows leading to creation of a more dynamic entrepreneurial economy and more formal wage employment.

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

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

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

Bank assisted project launched with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships.

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

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

3.2 Skill India Mission

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

- a) Programme/Scheme No. of operational training centres across the country's Training Centres (TCs) under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) (including Pradhan Mantri Kaushal Kendra (PMKK)) 3,419, Jan Shikshan Sansthan(JSS) (including newly sanctioned) 301 and Industrial Training Institutes (ITIs) 14,953.
- b) In order to fulfill the current demand of skilling, MSDE has taken initiative towards the establishment of a model aspirational skill centre known as 'Pradhan Mantri Kaushal Kendra (PMKK)' in each and every district of the country. Under this initiative, till now, 721 PMKKs have been established. Additionally, a network of 14,953 ITI s and 301 JSS training centres have been established.
- c) NSDC under the aegis of MSDE, along with Sector Skill Councils (SSCs), focuses on development of skills in emerging technologies. In order to re-skill and upskill IT-professionals to be adept with the emerging technologies. NSDC has established 'Future of Work' initiative and in association with IT-ITeS Sector Skill Council (NASSCOM), and has designed and developed Qualification Packs (QPs) across 9 emerging technologies such as Cyber Security, Artificial Intelligence, Big Data Analytics, Cloud Computing, Block Chain, Robotic Process Automation, Internet of Things, Virtual Reality, and Social & Mobile Application
- d) Further, to align the IT industry diaspora of India with dynamic world market, NASSCOM- a Sector Skill Council under aegis of MSDE, has launched Future Skills platform on 19th February 2018. A learner can seamlessly access free and paid content, assessments, and virtual labs and get certified in the skills of their choice. Future Skills focuses on 155+ skills spanning across 70+ job roles on 10 emerging technologies namely Artificial Intelligence, Block-chain, Big Data Analytics, Cloud Computing, Cyber Security, Internet of Things, Mobile Tech, Robotic Process Automation, Virtual Reality and 3D Printing. The programme aims to re-skill 2 million professionals and potential employees and students in the industry over a period of 5 years. So far more around 55,000 candidates have been trained under Future Skills.

3.3. Vision Statement 2025

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

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

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

3.3.2. Three strategic priorities have been identified to achieve the vision:

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

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

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

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

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

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

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

3.4. National Skill Development Mission

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

The 3rd meeting of the Steering Committee of NSDM, chaired by Hon'ble Minister of Skill Development & Entrepreneurship, was held on 4th January 2023. During the meeting, need for creating greater synergy among skill development schemes of all Ministries as well as State Governments, spending on skill development by all stakeholders, further aligning skill development efforts with market realities, international mobility of skilled

workforce and fast-tracking implementation to create impact-at-scale were emphasised.

3.5 Recognition of Skills of Agniveers

3.5.1 The Union Cabinet approved the 'Agnipath' scheme in June, 2022 for Indian youth to serve in the Armed Forces. Under the scheme, both male and female aspirants between the age group of 17.5 to 21 years are to be recruited into the 'below the officer's rank' cadre of the three services for a period of four years as Agniveers.

3.5.2. Ministry of Skill Development and Entrepreneurship (MSDE) collaborated with the three wings of the Armed forces to recognize the skills acquired by Agniveers during their tenure in the armed forces. The Job Roles/Skill Sets of Agniveers, while being trained and deployed with the Armed Forces were mapped with National Occupational Standards (NOS), in coordination with Directorate General of Training (DGT), National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs).

3.5.3. To take the initiative of skilling of Agniveers forward, Directorate General of Training (DGT) signed a Memorandum of Understanding (MoUs) under flexi-MoU Scheme with the Indian Army, Indian Air Force and Indian Navy to award National Trade Certificate (NTC) to Agniveers. Similarly, the National Council of Vocational Education and Training (NCVET) awarded Dual Category recognition as the Awarding Body (AB) and Assessment Agency (AA) to the 19 Institutions of three wings of Armed Forces (1 under Indian Navy, 1 under Indian Air Force and the 17 Directorates of the Indian Army). This shall enable the alignment of skill sets of various arms of the Indian armed forces to National Skills Qualification Framework (NSQF) as per the industry standards to enable them to contribute to various sectors for the economic development of the Nation post their retirement from service.

3.5.4. The MoUs and agreements were exchanged between DGT, NCVET and the three wings of the Armed forces 3rd January, 2023, which was addressed virtually by Hon'ble Minister of Defence Shri. Rajnath Singh and Hon'ble Minister of Education and Skill Development & Entrepreneurship, Shri. Dharmendra Pradhan.



Fig: 1



Fig: 2

Hon'ble Minister of Defence Shri. Rajnath Singh addressing the Indian Defence Forces on 3rd January, 2023 on the occasion of signing of Flexi MoUs on the initiative of skilling of Agniveers

3.6. Skill Universities

National Education Policy, 2020 has laid great emphasis on skilling and integration of vocational education with mainstream education while allowing multiple entries and exit with appropriate certification. Skill Universities play a unique and important role to fulfil the mandate of NEP 2020.

In order to strengthen collaboration with various Skill Universities, a meeting on "Skill Universities- Challenges and Opportunities" was organised on 21st September, 2022 at Constitution Club of India, New Delhi, under

the Chairmanship of the Hon'ble Minister of Skill Development and Entrepreneurship in presence of Hon'ble Minister of State, MSDE. The meeting was attended by Chairman NCVET, Chairman, UGC, Secretary DoHE, Secretary, MSDE, and Vice Chancellors of various Skill Universities. Detailed discussions were made on various challenges and opportunities for collaborations with Skill Universities.

In pursuance of decision taken in this meeting, Working Groups on following thematic areas, with representation from UGC, NCVET, MSDE and Skill Universities, were set up to suggest recommendations that would help in framing and fine tuning guidelines for Skill Universities.

- Industry Collaboration and Aspirational Value of Skilling
- Regulatory framework, Entry eligibility and Mobility pathways
- Pedagogy, curriculum and faculty guidelines

Reports submitted by the three working groups were discussed at length in a meeting on 9th December 2022, chaired by Secretary (MSDE). This was followed by another meeting held under the Chairmanship of Secretary, MSDE, on 20th December, 2022, which was attended by Chairman, NCVET, Chairman, UGC as well as other senior officers from DoHE, MSDE, UGC, AICTE, NCVET, DGT and NSDC. During this meeting, various aspects of facilitating provisions required for enabling application based learning at Skill Universities were discussed.

3.7. Common Norms

Common Norms were notified on 15.07.2015 for uniformity & standardization of skill development programmes. Previous to introduction of Common Norms, there were over 70-odd Skill Development Programmes (SDPs) being implemented by Government of India, each with its own norms for eligibility criteria, duration of training, cost of training, outcomes, monitoring and tracking mechanism etc. This multiplicity of norms and parameters had created a diffusive effect of SDPs, which needed to be streamlined in order to achieve the final outcomes envisaged. Common Norms seek to rationalise the whole spectrum of skill development processes and systems including inputs, outputs, funding/cost norms, third party certification and assessment, monitoring/tracking mechanisms, and empanelment of training providers.

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

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

While the common norms would be applicable to the skill development schemes of the Government of India being implemented through various Ministries/Departments, the State Governments are also expected to align

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

To facilitate aligning the various skilling schemes being run by Ministries/ Departments, nine meetings have been held dated 11.12.2015, 22.03.2016, 29.09.2016, 16.02.2018, 05.11.2018, 05.08.2019, 26.02,2020, 13.11.2020, and 14.03.2022, where 3rd meeting took place in two parts. Common Norms Committee has amended the notification five times dated 20.05.2016, 28.02.2017, 31.12.2018, 11.11.2020 and 01.01.2021.

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

- (i) Rs. 49.00 per hour of training for trades/sectors listed in Category I of SCHEDULE-II.
- (ii) Rs. 42.00 per hour of training for trades/sectors listed in Category II of SCHEDULE-II.
- (iii) Rs. 35.10 per hour of training for trades/sectors listed in Category III of SCHEDULE-II.

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 to the employable youth in the country and to provide skilled manpower to the economy through its network of Industrial Training Institutes (ITIs) and National Skill Training Institutes (NSTIs).

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.

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 and physically disabled persons. DGT act as Secretariat and Implementing arm of the Long-Term Vocational Training Courses.

Major Roles of DGT include-

- To frame overall policies, norms and standards for vocational training.
- Carry out Skill Gap Analysis and ascertaining the skilled workforce required as per latest technological changes of Industries
- Designing new curricula
- Revising course curricula
- Granting affiliation
- Trade testing and Certification
- Conducting Training of Trainers for ITI Instructors under Craft Instructor Training Scheme(CITS)
- Reskill and upskill the instructors
- Reskilling and upskilling workers of Industries
- Conduct courses in participation of industry under ATS/DST/FLEXIMOU to provide industry ready work force.
- Monitor the quality of Vocational Training as well as functioning of all the vocational training schemes.
- Develop content and blended learning materials for Vocational Training

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

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

In this context the DGT’s key functions of Curriculum Development, Accreditation and Affiliation of Industrial Training Institutes (ITIs), examination & certification of trainees has been aligned to the standard workings of various Boards.

4.1.2 Regional Directorates of Skill Development and Entrepreneurship (RDSDEs)

The Government of India in the Ministry of Skill Development and Entrepreneurship have had under consideration the question of further improving skill training and apprenticeship training and ensure effective integrated development and monitoring of these programmes at State level. In this line, Ministry of Skill Development and Entrepreneurship (Directorate General of Training) vide its Resolution No. No.DGT-A-11018/1/2018-Adm.II.dated 14th December, 2018 set up Regional Directorates of Skill Development and Entrepreneurship (RDSDEs) for each State / UT.

Proposed RDSDEs as per territorial jurisdictions given in Annexure-I subsume the existing activities, personnel, assets and liabilities including lands and buildings of erstwhile Regional Directorates of Apprenticeship Trainings (RDATs) located at Bhopal, Chandigarh, Chennai, Faridabad, Guwahati, Hyderabad, Kanpur, Kolkata and Mumbai. Heads of RDSDE would be known as Regional Director and there would not be any separate post of Directors for Central Field Institutes (CFIs). RDSDEs would be Attached Offices of DGT under the Ministry. Details of RDSDEs along with their territorial jurisdiction are given in Annexure-I and functions assigned to RDSDEs are given in Annexure-II.

However, the existing Central Field Institutes viz; National Skill Training Institutes (NSTIs) / NSTI (W) is an integrated subordinate formation under respective RDSDEs. National Skill Training Institutes (NSTIs) are premier institutes run by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship with the main objective of imparting training to the instructor of ITIs in the country.

4.1.3 National Skill Training Institutes (NSTIs)/ National Skill Training Institutes for Women [NSTI(W)]

The main objective of NSTIs/NSTI(W) are to train Instructors in the techniques of transferring hands on skills & training methodology. At present there are 33 NSTIs (Table 7) including 19 NSTI(W). NCVET mandates all Instructors to be certified and there is need of about 90,000 instructors in ITI Ecosystem as on date. These institutes majorly:

- Conducts Crafts Instructor Training Scheme
- Advanced Vocational Training Scheme
- Craftsmen Training Courses in all NSTI(W)
- Training of Trainers Assessors Short Term Training collaborate with NSDC/ JSS
- Advanced Diploma (Vocational) at 15 NSTIs in association with IBM

Table 7: List of National Skill Training Institutes (NSTIs)/ National Skill Training Institutes for Women [NSTI(W)] across States .

The list of NSTIs/NSTI(w) are as follows:

Sl. No.	State Name	Name of Unit	Address of the Institute	Website address
1	Bihar	NSTI(W) Patna	WITI Campus, Dighaghat, Patna-800011	https://nstiwpatna.dgt.gov.in
2	Goa	NSTI(W) Goa	NSTI(w) Goa, ITI campus, COE Building, Farmagudi Ponda, Goa	https://nstiwgoa.dgt.gov.in
3	Gujarat	NSTI(W) Vadodara	Shanti Nagar,b/h Tarsali ITI, Tarsali, Vadodara-390009	https://nstiwwadodara.dgt.gov.in
4	Haryana	NSTI(W) Panipat	Near N F L,G T Road, Panipat	https://nstiwpanipat.dgt.gov.in
5	Himachal Pradesh	NSTI(W) Shimla	SIEMAT Building, Adjacent to DIET Campus	https://nstiwshimla.dgt.gov.in
6	Jammu	NSTI(W) Jammu	Bhour, Chatha Road, Neer Teen Palace, P.O Bhour, Dist. Jammu	https://nstijammu.dgt.gov.in
7	Jharkhand	NSTI Jamshedpur	NSTI (FTI), Jamahedpur	https://nstijamshedpur.dgt.gov.in
8	Karnataka	NSTI Bengaluru	FTI Campus, Beside ESIC Hospital-Peenya, Outer Ring Road, Yeshwanthpur, Bengaluru	https://nstibengaluru.dgt.gov.in /
9	Karnataka	NSTI(W) Bengaluru	NSTI for Women	https://nstiwbengaluru.dgt.gov.in
10	Kerala	NSTI(W) Trivandrum	Opp: Block Office, Kazhakuttom (PO), Trivandrum	https://nstiwtivandrum.dgt.gov.in/
11	Kerala	NSTI Calicut	Govinda Puram, Kozhikode	https://nsticalicut.dgt.gov.in/
12	Madhya Pradesh	NSTI(W) Indore	NSTI(W), Sukhliya Road, Nanda Nagar	https://nstiwindore.dgt.gov.in/
13	Maharashtra	NSTI Mumbai	V.N. Purav Marg, Mumbai-400022	https://nstimumbai.dgt.gov.in/
14	Maharashtra	NSTI(W) Mumbai	Kashinath Dhuru Marg, Agar Bazar, Dadar (West), Mumbai-400028	https://nstiwmumbai.dgt.gov.in
15	Meghalaya	NSTI(W) Tura	NSTI(W), Tura, Meghalaya	https://nstiwtura.dgt.gov.in
16	Odisha	NSTI Bhubaneswar	5 th Floor Dharmapada, Bhavan, (NSIC-IMDC Building), IDCO Plot No. 6, Mancheswar Industrial Area, Bhubaneswar 751010	https://nstibhubaneswar.dgt.gov.in

Sl. No.	State Name	Name of Unit	Address of the Institute	Website address
17	Punjab	NSTI Ludhiana	Gill Road, Ludhiana	https://nstiludhiana.dgt.gov.in/
18	Punjab	NSTI(W) Mohali	WITI Campus Neelpur, Rajpura, Distt- Patiala	https://nstiwmohali.dgt.gov.in/
19	Rajasthan	NSTI(W) Jaipur	Opposite KV No 03, Jhalana Doongri, Jaipur 302017	https://nstiwejipur.dgt.gov.in
20	Rajasthan	NSTI Jodhpur	Heavy industrial area, near saras dairy, Jodhpur-342005, (Rajasthan)	https://nstijodhpur.dgt.gov.in
21	Tamil Nadu	NSTI(W) Trichy	NSTI(W), COE Building, Govt. ITI Campus, Thiruvermbur, Trichy	https://nstiwrtrichy.dgt.gov.in/
22	Tamil Nadu	NSTI Chennai	10, Alandur Road, CTI Campus, Guindy, Chennai-32	https://nstichennai.dgt.gov.in
23	Telangana	NSTI(W) Hyderabad	NSTIW, Vidhya Nagar, Shivam Road, Hyderabad	https://nstiwhyderabad.dgt.gov.in/
24	Telangana	NSTI Hyderabad (Vidya Nagar)	NSTI Vidyanagar campus, Shivam Road, Hyderabad	https://nstiwhyderabad2.dgt.gov.in
25	Telangana	NSTI Hyderabad (Ramanthapur)	Uppal Road, Ramanthapur, Hyderabad- 500013	https://nstiwhyderabad1.dgt.gov.in
26	Tripura	NSTI(W) Agartala	NSTI For Women PN Complex, Gurkhabasti Agartala, Tripura 799001	https://nstiwhagartala.dgt.gov.in
27	Uttar Pradesh	NSTI Kanpur	NSTI Kanpur- 208022	https://nstikanpur.dgt.gov.in
28	Uttar Pradesh	NSTI(W) Noida	D -1, Sector 1, Noida	https://nstiwnoida.dgt.gov.in
29	Uttar Pradesh	NSTI(W) Allahabad	6, New Katra Road, Allahabad	https://nstiwallahabad.dgt.gov.in
30	Uttarakhand	NSTI Haldwani	Tehri Pulia Nainital Road, Haldwani, PO Kathgodam, Nainital - 263126, Uttarakhand	https://nstihaldwani.dgt.gov.in
31	Uttarakhand	NSTI Dehradun	Greenpark Niranjapur, Dehradun-248171, Uttarakhand	https://nstidehradun.dgt.gov.in
32	West Bengal	NSTI Howrah	NSTI Kolkata, Dasnagar, Howrah-711105	https://nstihowrah.dgt.gov.in
33	West Bengal	NSTI(W) Kolkata	NSTI(W) ,CP-16, Sector-V, Salt Lake, Kolkata-700091	https://nstiwhkolkata.dgt.gov.in

4.2 National Council for Vocational Education and Training (NCVET)

4.2.1 Introduction:

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

1. Primary function of NCVET:

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

2. Composition of Council for NCVET:

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

3. Major Achievements:

In pursuance of the mandate given to NCVET, following have been achieved during the period of 01st January, 2022 to 31st December, 2022:

3.1. Qualification Approval & Alignment

- a) **National Skills Qualification Framework (NSQF):**The National Skills Qualifications Framework (NSQF), notified on 27th December, 2013, is a competency-based framework that organises all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF is being implemented through the National Skills Qualifications Committee (NSQC). NSQC approves the qualifications submitted by various submitting Awarding bodies. NSQC has started the approval process of Qualifications from the meeting of 4th NSQC held on 26th March, 2015. The first NSQC meeting under NCVET was held on 11th August, 2020 and since then 24 meetings of NSQC have been held till 31/12/2020. During the year 2022, a total of 10 NSQC meetings were held. The status of NSQF alignment of qualifications, after the 24th meeting of NSQC held on 17.12.2022 is as below: -

Sl	Submitting Body/Scheme	No. of qualification Aligned
1.	Qualification of Central/ State Governments Bodies & Institutions	1811 (including 120 qualifications from Defence Forces)
2.	Qualifications of Sector Skill Councils and Other Awarding Bodies	4006 (including 261 Future qualifications)

Sl.	Submitting Body/Scheme	No. of qualification Aligned
3.	Qualifications under Archiving	1797
4.	Total No. of effective Qualifications	4020

- b) **National Skills Qualification Committee (NSQC):** Consequent to the merger of the erstwhile NSDA with NCVET and upon dissolution of NSDA w.e.f 31st July, 2020, the process for NSQF alignment and the National Universities Qualification Committee (NSQC), the final apex body for approving Qualifications for NSQF alignment, is now anchored in NCVET. The NSQC has been re-constituted vide NCVET Order No. 20004/ 01/202/NCVET dated 27th August, 2021. The NSQC is now headed by the Chairperson, NCVET and comprises of representatives from Central Ministries, NITI Aayog, AICTE, UGC, CBSE, Mission Directors of selected SSDMs (on rotation), Executive Members-NCVET, DGT, nominee from MSDE (not below the rank of Joint Secretary), selected industry representative and sectoral representation from concerned submitting body of the qualifications being discussed. 10 meetings of National Skills Qualification Committee (NSQC), under NCVET, were held during the year 2022, wherein a total of 1767 (including 609 PMKVY) Qualifications were aligned to the National Skills Qualification Framework (NSQF) through approval by the NSQC. The same have been uploaded on National Qualifications Register (NQR).
- c) **National Qualifications Register (NQR):** Once a qualification is approved by the NSQC, it is uploaded on the National Qualifications Register (NQR) which is in public domain and can be accessed at www.nqr.gov.in. The NQR is a repository of all NSQF aligned qualifications which lists them sector wise with search facility for easy access. A new segment of 'Archive' has been added to the existing architecture of NQR to store the inactive Qualifications and enable the Awarding Bodies to retrieve the same as per the requirement, following due procedure. The earlier version of qualifications as and when they are revised are also shifted to archive section and this is an ongoing process.

3.2. NCVET Council Meetings: Three meetings of the Council have been held on 16th March, 2022, 13th July, 2022 and 12th December, 2022 respectively, wherein a number of policy and administrative decisions were taken.

3.3. Recognition of Awarding Bodies (AB) & Assessment Agencies (AA): A Sub-Committee with the approval of the Council has been constituted (vide order no. 38004/01/ 2021/NCVET dated 14th October, 2021) to evaluate the proposals received and place the eligible proposals before the Council for granting recognition to the entities. Over 150 meetings of the Sub-Committee representing the Council were held for evaluating the proposals received from organizations seeking recognition as an Awarding Body and Assessment Agency.

- a) **Awarding Body:** A total of 120 proposals seeking recognition as an Awarding Body were scrutinised as per the NCVET Guidelines for Recognition & Regulation of ABs. Out of these 120 proposals 79 proposals of Awarding Bodies (comprising of Sector Skill Councils, State Skill Development Missions, Central & State Government Bodies, Universities etc.) have been issued Letter of Intent (LoI) for grant of recognition and subsequently 54 out of these 79 Awarding Bodies have signed an Agreement with NCVET for grant of recognition.
- b) **Assessment Agency:** A total of 181 proposals of Assessment Agencies have been scrutinized and Letter of Intent (LoI) for grant of recognition has been issued to 52 Agencies.

3.4. Formulation & Implementation of NCVET Guidelines:

- a) **Guidelines for Adoption of Qualifications by Awarding Bodies:** In order to minimize duplication

of qualifications while providing access to standardized qualifications, thereby ensuring uniformity and quality assurance in assessment and certification, guidelines for facilitating Adoption of Qualifications have been prepared and are available on the NCVET website. Adoption Guidelines will facilitate acquisition of awarding rights by an Awarding Body with respect to a qualification which is developed by another Awarding Body. They will also enable States **to focus on developing qualifications in local/ traditional skills. Adoption facility is available for free to all Government Awarding Bodies including Schools.**

b) Guidelines for Multiskilling & Cross Sectoral Skilling: In line with the Hon'ble Finance Minister's budget address about alignment of NSQF to dynamic industry needs, 'Guidelines for Multi Skilling and Cross-Sectoral Skilling' have been designed and implemented by NCVET. Guidelines have been approved by the Council and are available at NCVET website. These guidelines will enable resource optimisation, uniformity /reusability/ quality assurance in development of qualifications, conducting trainings, assessment and certification.

c) Guidelines on Blended Learning in Vocational Education & Training (VET): The Government of India's, National Education Policy 2020 (NEP 2020), has laid emphasis on improving quality education delivery for all learners by including digital learning to accommodate the changing global requirements in wake of the emerging new technologies and to combat the pandemic kind of scenario like the one witnessed recently. Blended learning is a combination of both formal (traditional classroom) and non-formal (online) methodologies i.e. the educational practice of combining digital learning platforms with the traditional classroom face to face teaching. Blended education provides flexibility in the learning process. NCVET has formulated the guidelines on blended learning. The guidelines on blended learning address major components of the learning for vocation education, namely,

- i. Trade Theory/ Lectures/ Imparting theoretical/ conceptual knowledge,
- ii. Imparting Soft Skills/ Life Skills/ Employability Skills/ mentoring,
- iii. Showing Demonstrations to learners, Imparting Practical Skills/ Skills for working with Hands,
- iv. Tutorial, Assignments, Drill and Practice,
- v. Monitoring/ Proctored Monitoring/ Assessment/,
- vi. On the job training (OJT), Internship, and
- vii. Apprenticeship Training

The guidelines suggest tools & methodologies that can be used at different stages of vocational training & education. It also provides suggestions of the percentage of blend, which can be there at various stages for different types of learning.

d) Guidelines for Grievance Redressal Mechanism: In order to develop a mechanism for redressing the grievances of recognized entities under NCVET, the 'Guidelines for Grievance Redressal Mechanism' have been approved by the Council after extensive stakeholder and public consultation and are available at NCVET website for implementation. These guidelines seek to create and monitor, a system of redressing grievances to be implemented by Awarding Bodies, Assessment Agencies, Training Providers (TPs) and the Council for providing all stakeholders easy access for resolution/ redressed of their grievances in a timely manner.

e) Guidelines for Approval of National Occupational Standards & Micro Credentials: With the advent of new policies like recognition of multiple awarding bodies, cross sectoral & multi-sectoral

skills a need was felt to provide more flexibility in design of the qualifications. Standalone NOSs were envisaged to be used in upskilling and as bridge courses to meet the needs of the rapidly changing job requirements. NOS approval & alignment was mandated to establish and facilitate:

- Cross Sectoral & Multi Sectoral Qualifications design
- Use of available knowledge
- Up Skilling for allowing opportunity to choose unit of competencies as per requirement
- Bridge Courses & RPL with upskilling
- Lifelong Learning
- Multiple Entry & Multiple Exit (ME-ME) Pathways
- Better channelization of resources

National Occupational Standards (NOS) guideline specifies the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Each NOS defines one key function collating the related performance criteria in relation to the specific function in the job role concerned.

Put together, these NOSs form a Qualification which is used to train learners for a particular job role. These Guidelines have been approved by Council and are being notified.

- f) **Guidelines for Development and Usage of Micro Credentials:** The primary purpose of introducing Guidelines for development of Micro Credentials for Upskilling was to acknowledge the dynamic Industry needs of the modern-day workplaces, upskilling for learners who already possess a depth of skill and commensurate knowledge for the next level of productivity and also for the ones who require refresher training courses for enhancing the earlier skill sets. These guidelines will create an enabling environment for learners to have continuous learning and cross mobility after honing multiple skill sets. The guidelines will also allow youngsters to not move to another job at a fast pace by providing them larger avenues for growth and enhancement of skills through mini-modules and learning. Lastly, the guidelines on micro-credentials will bring into focus the high in-demand and emerging Industry skills.

These Guidelines have been approved by Council and are being notified

- g) **Guidelines on Recognition of Prior Learning (RPL):** The National Education Policy (NEP) 2020, emphasizes on ensuring lifelong learning for everyone. As per the NEP, 2020, “The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally.” The RPL can act as a tool to recognize the competency, skills, professional Level achieved, foundational literacy and education of an individual which are mainly acquired through either non-formal, informal or traditional modes of learning. This will enable individuals to exhibit their personal and professional capabilities in a more formal and effective way.

The guidelines on RPL addresses major components of an individual’s/applicant’s prior learning and also provides new verticals for RPL assessments which will be beyond the conventional methods. Below are few salient features of the RPL guidelines:

- Provides a comprehensive roadmap for RPL implementation in the skill ecosystem.
- Provides for different methods of assessment for different levels of competency requiring increasing levels and rigor of assessment process which is required to maintain the credibility of the RPL process.
- Introduction of best practices among AB and AA for RPL.
- Introduction of new and innovative methods for assessments including blended models of assessments
- Empowering of industrial bodies for conduct of RPL for their workforce
- RPL for traditional/indigenous skills
- Well proposed RPL assessment model for different NSQF levels to be accessible within and across all sectors
- Provision of earning credits through RPL and accumulation of credits in Accredited bank of Credits (ABC).
- Provision for hackathon and Olympiad based assessments

The RPL guidelines are being prepared in a consultative process at NCVET. Various stakeholder meetings have been commenced to discuss multiple aspects of the guidelines. The Draft Guidelines are available on NCVET website for public comments.

- h) Guidelines for Diploma & Post Diploma Qualifications in VET & Skilling:** In light of objectives set out by NEP 2020 and National Credit Framework (NCrF) and emerging need from the stakeholders, NCVET is working on the draft's Guidelines on Diploma and Post Diploma Qualifications in Vocational Education Training & Skilling. The stakeholder consultations are underway for finalisation of the Guidelines.
- i) Guidelines for recognition of Skill Universities as Awarding Body/Assessment Agency:** The National Council for Vocational Education and Training (NCVET) has been entrusted in consultation with the Central Government to frame broad guidelines, lay down basic minimum standards or norms for recognition as Skills University. In order to facilitate Skill Universities in developing and conducting advanced vocational education & training programs including conducting extensive research to enhance the quality and delivery of skill training, and to formulate implementable Guidelines, three working group were constituted by the MoSDE to give their recommendations on various aspects of Skill University. The recommendations of the working group have been suitably incorporated in the draft guidelines of Skill University and the same is in process of finalization.

3.5. Other Major initiatives:

- a) The National Credit Framework (NCrF):**
- i. To fulfil the vision of National Education Policy 2020, of making education more holistic and effective and integrate of general (academic) education and vocational education, the Government of India had approved the constitution of a High-Level Committee, vide order dated 18th November 2021, to develop a National Credit Accumulation & Transfer Framework for both Vocational and General Education.



Figure: 3: Union Minister of Education and Minister of Skill Development & Entrepreneurship Shri Dharmendra Pradhan launched the draft of National Credit Framework (NCrF) for public consultation on on 22nd October, 2022. MoS, Education, Smt Annpurna Devi; MoS, Skill Development & Entrepreneurship, Electronics & IT, Shri Rajeev Chandrasekhar; Smt Anita Karwal; Secretary, Higher Education Shri Sanjay Murthy; Secretary, Skill Development & Entrepreneurship, Shri Atul Kumar Tiwari; Chairman, NCVET; Shri Dr. Nirmaljeet Singh Kalsi and senior officials of the Education and Skill Development Ministry attended the programme.

- ii. The High-Level Committee headed by Chairperson, NCVET was entrusted with the responsibility of formulating a credit framework system to enable integration of academic and vocational domains/components of learning and ensure flexibility and mobility between the two. The National Credit Framework (NCrF) has been jointly developed by UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Ministry of Education, DGT, and Ministry of Skill Development as a comprehensive framework encompassing elementary, school, higher, and vocational education & training, integrating **all dimensions of learning i.e. academics, vocational skills and experiential learning including relevant experience and professional levels acquired.**
- iii. The High Level Committee after conductive extensive deliberation in the 12 meetings of HLC and stakeholder discussions with universities, Schools Boards, Awarding Bodies, SSCs, Secretaries of technical and vocational depts. of various states, NCF focus groups etc. and submitted its initial recommendations and on **19th October 2022, the Hon'ble Union Minister of Education and Skill Development & Entrepreneurship- Shri Dharmendra Pradhan launched the Draft National Credit Framework for public consultation** in online presence of more than 600 institutions including Universities, Colleges, School Boards and various schools, Sector Skill Councils and others. The public consultation was kept open till 30th of November 2022.
- iv. The National Credit Framework is expected to fulfil the following objectives:
 - Remove hard separation between General and Vocational education
 - Establish equivalence Between General and Vocational education and training/ skilling
 - Enable mobility Between and within General and Vocational education and training/ skilling
 - Enables provisions for Lifelong Learning through Multiple Entry and Exit Options
 - Integrate Education, Skilling, and Work Experience

- v. For creating awareness about this framework, 5 zonal workshops hosted by IITs namely IIT Delhi, IIT Bhubaneshwar, IIT Guwahati, IIT Mumbai and IIT Madras were conducted from 21st November to 29th November 2022. Subsequently, In the month of December 2022, awareness workshops were organised by Directorate of Jan ShikshanSansthan, Indian Air Force and Indian Army Directorates. The comments/ feedback/queries received from these workshops and public consultations were deliberated upon in the 2 more meetings of the high level committee held on 23rd December 2022, 27th December 2022. Keeping in view the provisions and applicability of NCrF, these comments have been suitably incorporated in the Report.



Figure: 4: National Credit Framework (NCrF) Workshop at IIT Guwahati on 26th November 2022

b) Adding Employability Skills (ESs) as common NOSs across all Qualifications:

To ensure that the job roles brought for NSQF alignment and approval are holistic in nature and cater to the requirements of the industry, it has been decided that mandatory common NOSs on employability skills roughly to the extent of 10% duration of the notional hours may be prepared and included in all the relevant job roles being submitted for NSQC approval. Accordingly, an exercise was undertaken to develop NOSs on employability skills, of 120 Hrs, 90 Hrs, 60 Hours and 30 hours' duration to cater to all the job roles of varying notional hours of all Awarding Bodies, along with the e-content and learning material (digital and physical). Each NOS mainly consist of the following components,

- i. Introduction to Employability Skills;
- ii. Constitutional values/Citizenships;
- iii. Becoming a professional in 21st Century;
- iv. English Skills;
- v. Career Development & Goal Setting;
- vi. Communication Skills;
- vii. Inclusion, Gender Sensitivity, PwD etc.;

- viii. Financial & Legal Literacy;
- ix. Digital Literacy & Skills;
- x. Entrepreneurship;
- xi. Customer Service; and
- xii. Job readiness and exam preparation

c) STT and LTT Certificates as approved by NCVET Council, Uniform Certificate with Unique Coding for Skill Trainings: To standardize certificate in order to ensure authenticity of the skilling programs, uniform formats of certificate for short term and long-term training respectively, were developed and launched by Hon'ble Minister, SDE on 27th October 2020. The certificates include a unique code which reflects year of certificate issuance, State/UT of training conducted, category and code of Awarding Body, qualification code and serial number of the certificate. The issue of these NCVET Certificates to the trainees by various Awarding Bodies has commenced in the skill ecosystem. The Certificate template is being revisited to improve its design and include the Skill India logo.

d) Digilocker - Central Skill Certificate Repository:

Taking a step forward towards making India digitally empowered under Digital India campaign, NCVET has built a National Skill Certificates Repository along with Digilocker. This central skill repository is hosted by Digilocker and all the NCVET recognized ABs will integrate with this repository in order to digitally store all the skill certificates issued by them. To formalize this arrangement a MoU was signed between NCVET & Digilocker on World Youth Skills Day, 2021. The central skill repository provides a permanent, safe and authentic record of all the skill certificates. This will enable learners to access their certificates digitally any time anywhere without any risk of losing or spoiling the certificate. A digitally stored skill certificate in this repository will be legally at par with the originals. This will also enable online, quick and reliable verification of certificates by the concerned stakeholders like employers, educational institutes, banks or government agencies etc. Verifiers will have access to authentic documents at reduced costs and time. Further, a central skill repository will bring in more transparency and safety through secure and reliable digital gateway. This will also be useful while implementing the Unified Credit Framework and Unified bank of Credits. All SSCs as Awarding Bodies have already registered on Digilocker.

e) Restructuring DGT Qualifications:

The DGT, under the aegis of MSDE, is the largest awarding body for development and coordination of long term training through the ITIs. Almost all of their qualifications are aligned to the NSQF. However, to enable their integration with the emerging national format for developing qualifications, the DGT qualifications (149 CIT and 54 CITS) are being restructured in the form of National Occupation Standards (NOS). The duration of the ITI programs generally ranges from one to two years with 1600 notional hours in each year. This have been rationalized to 1200 learning hours, with 150 Hours of on the job training/ project work and 240 hours of language course or a short term training to bring them in line with the proposed National Credit Framework (NCrF).

f) Simplification and Fast Tracking the Alignment and approval Process:

The Qualifications alignment and approval process is continuously reviewed to make it more user friendly and enhance efficiency. A number of steps have been taken by NCVET for simplification and fast tracking the alignment process, including the format for qualification templates has been recreated.

g) Development of Qualifications related to Future Skills:

Keeping in mind the PM's vision of making India skill capital of the world, the emerging new technologies due to Industry 4.0 & beyond and post Covid changing jobs, a Committee has been constituted to facilitate the identification of Future Skills and Jobs requirements. The Awarding Bodies were requested to identify the future skills within their sectors and subsectors and prepare NOS/Qualifications w.r.t such future skills which shall be further aligned with NSQF and approved by NSQC. Accordingly, NCVET recognized Awarding Bodies have developed and aligned **261 qualifications** which are emerging and futuristic. This shall prepare future ready workforce for the Industries/OEMs with **global presence in services or manufacturing economies of the world**. The upcoming areas such as **EV manufacturing, AI/ML technicians, Drone technology production and service, health-tech** are some areas where the nation and its technical workforce can take the lead on the global stage.

h) Development of NCVET Digital Enterprise Portal:

NCVET is in the process of making a Digital Enterprise portal wherein all processes and interactions with stakeholders will be through "NCVET Digital Strategic Enterprise Portal footprint". It shall setup a digital backbone in the form of key IT applications and databases to help manage its operations and aid in decision making and regulation. All the entities in the skill ecosystem will be regulated through this digital platform with regard to granting of recognition, monitoring, grievance redressal, rating, etc. thereby reducing the human interface to minimum. The Portal shall also enable NCVET to collect, analyse, review data from stakeholders and thus facilitate the Council in better governance and quick decision making.

i) National Qualification Register (NQR):

NSQF alignment and approval of qualifications is a dynamic process. The qualifications aligned and approved by the NSQC are then listed in the National Qualification Register (NQR), which is the national public repository of all qualifications aligned to NSQF. As on 31.12.2020, 4020 NSQF aligned and approved qualifications are listed in NQR and 1797 qualifications have been archived and may be seen in the archive section of NQR. However, as and when the need for such archived qualifications is being felt by the Industry/AB, the same is being made active. The NQR portal is under the process of revamping.

j) Promoting use of Indian Languages in VET domain:

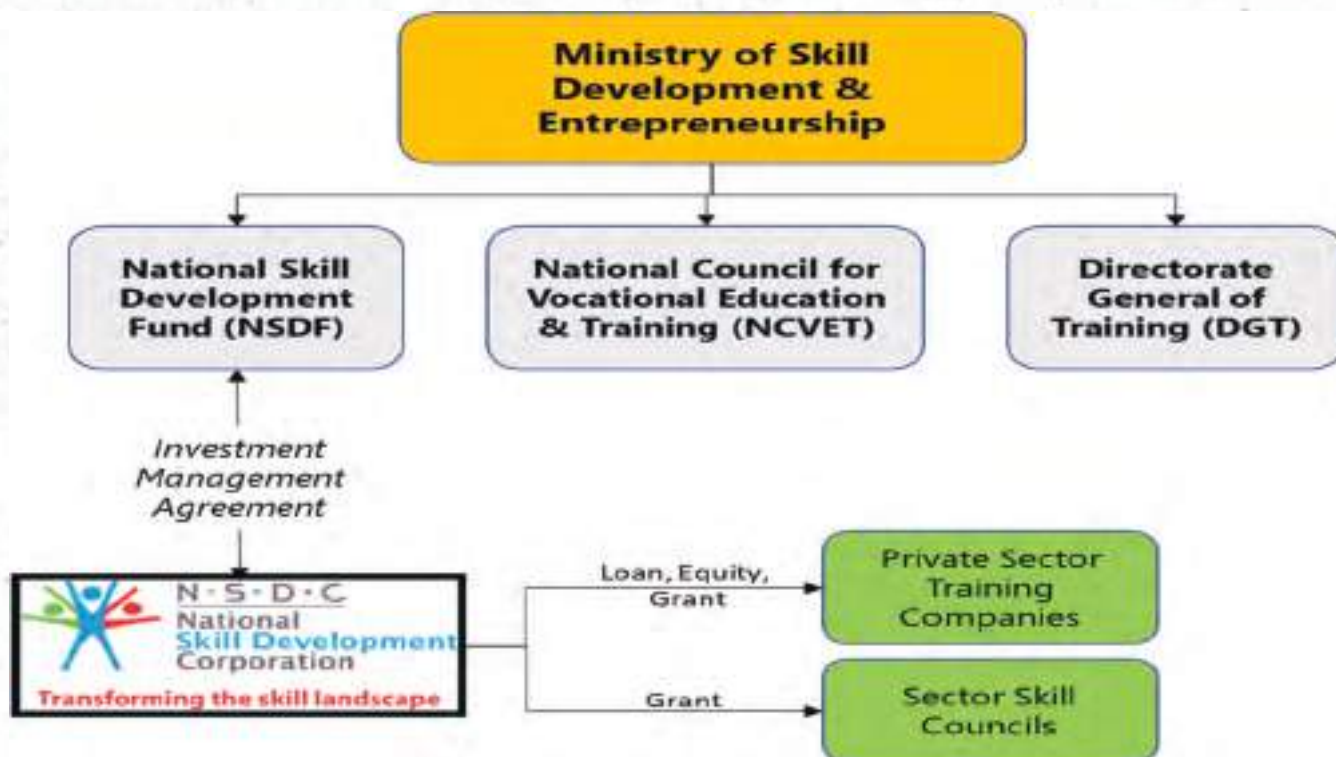
The Awarding Bodies/Submitting Bodies have been instructed to take the following actions for promotion of use of Indian Languages in VET domain:

- i. To develop the qualifications in English and Hindi languages
- ii. To ensure availability of Qualifications and related curricula in Hindi and other Indian Languages of the States, as per applicability.
- iii. Nearly 50% of the total Active Qualifications have been translated into Rajbhasa/Regional Language as applicable.

4.3 National Skill Development Corporation (NSDC)

4.3.1 National Skill Development Corporation (NSDC) is a Public Private Partnership firm set up by the Ministry of Finance, India in 2009 under Section 25 of the Companies Act 1956 (corresponding to Section 8 of The Companies Act, 2013). NSDC works closely with the Ministry of Skill Development & Entrepreneurship

(MSDE), Government of India. It has an investment management agreement with National Skill Development Fund (NSDF), a trust under MSDE.



NSDC has an equity base of ¹ 10 Crore, of which the Government of India holds for 49%, while the private sector holds the remaining 51% (10 private sector organizations hold 5.1% each).

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

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

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

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

4.3.2 NSDC’s key roles have been:



Figure 5: Key roles of National Skill Development Corporation.(NSDC)

Thus broadly, NSDC undertakes the following activities:

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

4.3.3. IT and Digital Initiatives

(i) Skill India Digital (SID)

The Skill Development ecosystem in India is large and diverse, providing varied skills across a heterogeneous population of the country. It has a tremendous capacity to train close to 8 million graduates annually. The annual training capacity ranges to 5 million through the National Skill Development Corporation (NSDC) ecosystem and 2 million through the Industrial Training Institute (ITI) ecosystem.

The skill development ecosystem has been made fertile by multiple stakeholders. A variety of government agencies fund skilling, which includes Central Government Ministries, State Skill Development Mission (SSDM), corporates through their Corporate Social Responsibility Funds, various employees and trainees. Further, NEP (2020) states that internship opportunities should be made available for all the students during grades 6 to 8,

during which they can intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities may be made available throughout Grades 6-12. Tapping into this policy statement, the platform can be opened for students who want to explore the world of full-time jobs and discover relevant internship opportunities within their vicinity.

Acknowledgement

On 1-Feb-2022, the DESH Stack e-portal was announced by the Finance Minister of India, Ms. Nirmala Sitharaman, during the 2022-23 budget speech where it was mentioned that *“Digital Ecosystem for Skilling and Livelihood – the DESH-Stack e-portal (now renamed to SID)– will be launched. The portal aims to empower citizens to skill, reskill or upskill through online training. It will also provide API-based trusted skill credentials, payment & discovery layers to find relevant jobs and entrepreneurial opportunities”*. Subsequently, a webinar was held by the Ministry of Education, where Prime Minister of India, Mr. Narendra Modi on 21-Feb-2022, to discuss the integration of Skill India Digital with various government ministries and the importance of skills and education. He also mentioned *“Dynamic skilling is very important for a self-reliant India and for global talent. According to the fast-changing of old job roles, we have to prepare our demographic dividend rapidly. That is why academia and the industry needs to make connected efforts. This is the thinking behind the announcement of Digital Ecosystem for Skills and Livelihood (Desh Stack e-Portal) and e-Skilling Lab in the budget.”* Thereafter, a meeting with Hon’ble Minister Dharmendra Pradhan, Minister for Education and Skill Development and Entrepreneurship, was held on 4-Apr-2022, where a roadmap and timelines of Skill India Digital was demonstrated and agreed upon. It was also decided that DESH Stack e-portal will be renamed Skill India Digital.

Furthermore, Budget 2023-2024 has announced the launch of Skill India Digital - a unified platform for enabling demand-based formal skilling and linking with employers that include MSMEs, and facilitates access to entrepreneurship Schemes.

(ii). About Skill India Digital

To cater to various stakeholders, an ecosystem has been created of sector skill councils, training partners, employers, entrepreneurs, trainers, assessors, assessment agencies, awarding bodies, etc. A digital platform, Skill India Digital is envisaged to manage services and stakeholders in skilling, education, employment and entrepreneurship ecosystem.

Skill India Digital is envisioned as a citizen-centric platform, ensuring that the citizen is at the centre of all the services available on the platform. Extensive research of multiple platforms has led to the identification of features that can predominantly improve the learning ecosystem. Through this learning system, we are trying to cater to 70 crore people (figure 1) by skilling, upskilling, reskilling for national as well international employment opportunities. Skill India Digital has a powerful digital map to help citizens connect with skill India Centres (IITs, PMKKs, Skill Hubs, Skill Universities, and establishments participating in PM National Apprenticeship Mission) convenient to them. The platform will also enable digital verification of skills acquired by citizens by improving their trust related to skill proficiency and competency, thereby filling the gap between job seekers and job providers registered on the same. The platform offers work-based skilling by connecting apprenticeship opportunities with skill seekers.

Skill India Digital is an AI-based micro-services architected platform, enabling recommendations for accurate learning/ career path that integrates with existing government infrastructure like UIDAI, DigiLocker, eShram, EPFO, PAN, GST, TAN, CIN power authentication services to provide seamless experience to a user. The Intelligent search feature uses Natural Language Processing powered chatbot to increase the efficacy of end users’ interaction with the system.



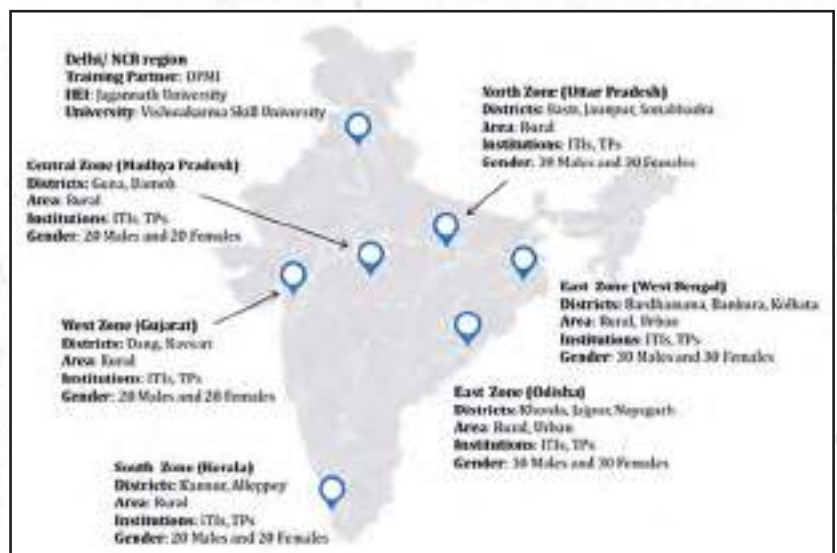
Figure 6: Segregation of 70 crore people

SID solves these problems of a fragmented skill development ecosystem while addressing the information asymmetry concerning opportunities in the ecosystem, i.e., providers and consumers are not discoverable to each other. Today's youth are not aware of training programs are being offered in their vicinity. Alternatively, if the candidates intend to pursue a program, they do not have the information about the nearest training centres offering this program. To add on to this, it can be extended to the neighbourhood job search challenges too. It is a huge barrier to an effective marketplace in the skill ecosystem which is being addressed by the Skill India Digital Platform.

Skill India Digital integrates with the existing government databases in education, skilling, entrepreneurship, and jobs and acts as a one-stop solution for learners pursuing education and skilling. NCF, NCeF, and ABC integration will help bridge the skill gap between education institutions and workplaces by enabling lifelong learning through reskilling/ upskilling. Integration between National Career Service and Skill India Digital will help candidates understand the career choices available to them in the area and geography of their interest. Integration between e-SHRAM-Skill India Digital integration helps the workers in the unorganized sector (shramiks) to discover and access skilling, upskilling, and job opportunities.

(iii). Progress

The test release of Skill India Digital was conducted on 15th December, 2022. During the testing, multiple feedback-capturing sessions with learners were organized covering 7 States (Karnataka, Gujarat, Rajasthan, Haryana, Uttar Pradesh, Uttarakhand, and New Delhi). The learners from Skill Universities, PMKKs, ITIs, JSS Centres, Higher Education Institutions, and Fee-Based Training Partners were covered for testing the platform. Also, the learners (both male and female) belonging to the Backward group, eSHRAMs' shramiks,



different educational backgrounds, and age groups were covered to ensure diversity. During the course of time, valuable feedback from 250+ learners were captured. The feedback received from the learners during the test release was incorporated into SID.

(iv). Way Forward

In line with the Hon'ble Union Minister for Finance and Corporate Affairs, Government of India budget announcement in the past two years, SID platform has been creating a collaborative environment that brings together various stakeholders, including the government, NGOs, private sector, sector skill councils, knowledge providers, content partners, training partners, employers, skill centres, trainers, assessors, assessment agencies, recognition bodies, and financial institutions to address the needs of the citizens of India.

It provides a seamless user experience by integrating various components of the skilling, education, employment, and entrepreneurship ecosystem into a single platform. By doing so, it seeks to make the skilling, education, employment, and entrepreneurship processes more efficient, accessible, and inclusive. It is also the proposed platform for the delivery of all government skilling schemes to beneficiaries. By acting as a single conduit, SID aims to streamline the process of delivering entitlements and simplify access to government programs for the beneficiaries.

SID is accessible platform that has designed to cater to differently abled learners, including those with visual, auditory, motor, and cognitive impairments. This includes features such as alternative text for images, captioning for audio and video content, keyboard navigation and the ability to adjust text size, contrast, and colour.

SID will identify synergy and integrate with existing digital platforms like ASEEM, EPFO, Udyam, SSDMs, BharatSkills and leverage digital infrastructure like, India Stack, to ensure that the intended beneficiaries receive the necessary support and training to enhance their skills and improve their livelihoods. It is a state-of-art-platform that seeks to address the challenges faced by citizens in accessing government skilling, education, employment, and entrepreneurship programs and aims to create a more equitable and efficient system for delivering entitlements.

(v). Real Time Authentication/ Verification Services

Real-time authentication/verification enables the secure collection of personally identifiable information from various stakeholders. These services eliminate huge turnaround time against desktop manual verification processes. For the real-time authentication/verification, the following in house developed services have been availed to enable the ease of doing business-

1. Individual KYC Verification Services

- Driver License Authentication API
- Voter ID Authentication API
- Passport Verification API
- Aadhaar XML Verification (auto-fetch or xml upload) API
- Aadhar e-KYC API

2. Individual/ Corporate ITR Verification

- Autofetch ITR Business Returns API (ITR3,4,5,6) for 3 years + 26AS+ TAN authentication

3. Utility Bill, Bank Account and Vehicle RC Verification Services

- Electricity Bill Authentication API
- PNG API

- LPG API
 - Telephone Landline Authentication API
 - Bank Account Verification/ Penny Drop API
- 4. Commercial License Authentication Service**
- Shop and Establishment API
- 5. MCA and Corporates Verification services**
- Entity Name Search API
 - CIN to Companies data API
 - CIN to Signatories data API
 - TAN Compliance API
- 6. Government Integration**
- DISPAK API
 - NAPS API for Gujrat State
 - DISHA API integration
 - Continuous syncing with LGD API

(vi). Digital Skilling

Constant collaborations, strategic partnerships, and effective cooperation between organizations and stakeholders are critical to ensure quality with scale in the skill development. NSDC is currently in partnership with various entities to conduct digital skilling for new- aged courses with the objective of bringing equal skilling opportunities through Digital means.

A few of the entities listed below are as follows-

- Universities & Colleges
- Industry Partnerships
- Tech Companies
- EdTech Partners
- Digital Skill Labs

(vii). Digital Content Creation

NSDC is working with the Ministry of Skill Development and Entrepreneurship (MSDE), to create Digital content for the Skilling Ecosystem. Digital content creation is an essential element of NSDC's online strategy. NSDC has envisaged effective digital content strategies in order to increase the impact of Digital Skilling.

(viii). Convergence (Digital)

In line with the Hon'ble Prime Minister's vision of mandating vocational education /skill training in the education ecosystem, Skill India will act as a tool that bridges the gap between demand and supply in the ecosystem. It is a building block of empowerment of the youth. The mission shall utilize the existing Infrastructure of - Education's NDEAR Architecture, Aadhaar, PAN, GSTN, DigiLocker, PFMS (Public Financials Management System, Aadhaar- enabled payment system (AEPS), UPI, scalable COWIN registries, MEITY's Open-Source policy, Data Empowerment and Protection Architecture (DEPA), and many more. With the mandate of MSDE, NSDC is in

the process of onboarding /integrating with all the portals of States/Ministries by offering a skilling ecosystem. As a result, NSDC has boarded approximately 21 States and 18 Ministries during the current financial year.

(ix). Use of advance technology

Blockchain

NSDC is working with IIT Kanpur for providing new age technology like blockchain for verifying credentials of candidates through certification.

Artificial Intelligence/Machine Learning :The NSDC team is working on multiple initiatives on the Artificial Intelligence/Machine Learning front.

- Attendance System - Advanced forms of biometric authentication capable of identifying and verifying a person using facial features in an image or video from a database
- Photo Verification – Advance method to review the photo and throw details like Gender, Picture quality, Human Face etc.

4.4 Sector Skill Councils (SSC)

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

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

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

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

- Training of Trainers & Assessors
- Industry- funded trainings
- Job aggregation
- Placement support and achievement
- International placements
- Apprenticeship promotion & participation
- Promotion of Entrepreneurship
- Readiness for futuristic job roles
- Establish Centre of Excellence
- Adherence to good governance practices

Table 7: The table below has the list of active Sector Skill Councils.

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

S. No.	Sector Skill Council
22	Life Sciences Sector Skill Development Council
23	Logistics Sector Skill Council
24	Management & Entrepreneurship and Professional Skills Council
25	Media & Entertainment Skills Council
26	Power Sector Skill Council
27	Retailers Association's Skill Council of India
28	Rubber, Chemical & Petrochemical Skill Development Council
29	Skill Council for Green Jobs
30	Skill Council for Mining Sector
31	Skill Council for Persons with Disability
32	Sports, Physical Education, Fitness and Leisure Skills Council
33	Telecom Sector Skill Council
34	Textile Sector Skill Council
35	Tourism and Hospitality Skill Council
36	Water Management and Plumbing Skill Council

4.5 National Skill Development Fund (NSDF)

The National Skill Development Fund was set up in 2009 by the Government of India for raising funds from Government and Non-Government sectors for skill development in the country. The Fund is contributed to by various Government sources, and other donors/ contributors to enhance, stimulate and develop the skills of Indians. A public Trust set up by the Government of India is the custodian of the Fund. The Fund is operated and managed by the Board of Trustees. The Chief Executive Officer of the Trust is responsible for day-to-day administration and management of the Trust. The present composition of the Board of Trustees of NSDF is as under:

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

The Fund meets its objectives through National Skill Development Corporation (NSDC) which is an industry led 'Not For Profit Company' set up for building skill development capacity and forging strong linkages with the market. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives.

Accounts of the Trust are subject to Statutory Audit by a Chartered Accountant for every financial year and in such manner as may be directed by GoI. The Trust has engaged M/s Vistra ITCL to undertake oversight activities

of NSDC in terms of Investment Management Agreement (IMA) between NSDC and NSDF. The Monitoring Agency furnishes periodical reports as per the agreed framework.

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

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

Introduction

The National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida, Uttar Pradesh is an organization under the administrative control of Ministry of Skill Development and Entrepreneurship, engaged in Training, Consultancy, Research and Publications in order to promote entrepreneurship. NIESBUD is registered as a Society under the Societies Registration Act, 1860 and set-up by the then Ministry of Industry (now Ministry of Micro, Small and Medium Enterprises), Government of India, started its operations from 6th July, 1983. The administrative affairs of the Institute were transferred to the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India in May, 2015. The Institute is operating from an integrated Campus in Noida, Uttar Pradesh. The Institute has a Regional Centre, located at Dehradun which operates from NSTI Dehradun premises. Besides, the Institute has 20 State centres across the country situated in campuses of NSTIs.

4.6.1 Major Activities during Financial Year 2022-2023

1. Training Programmes

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

During the financial year 2022-2023, **1,419** programmes were conducted by NIESBUD across different programme categories focused on areas of stimulation, support and sustenance of entrepreneurship development. A total number of **44,557** participants attended these programmes.

Table 8: List of programmes and number of beneficiaries during 2022-23

Programme Type	No.of Programmes	No.of Beneficiaries
Entrepreneurship Awareness Programme	370	18485
Entrepreneurship Development Programme	491	12267
Entrepreneurship cum Skill Development Programme	302	7560
International Training Programme	6	109
Management Development Programme	4	95
Trainers Training Programme (PMKVY)	15	371

Programme Type	No.of Programmes	No.of Beneficiaries
Trainers Training Programme (Biz Sakhi)	27	560
Trainers Training Programme (DGT)	18	417
Trainers Training Programme (JSS)	47	1173
Trainers Training Programme (Delhi Police)	10	263
Trainers Training Programme (MoRD)	2	66
Trainers Training Programme (CSSDA)	1	16
AKAM	123	3075
Workshop	3	100
Total	1419	44557

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

(i) Entrepreneurship Awareness Programmes

NIESBUD has conducted 370 Entrepreneurship Awareness Programmes to create awareness among youth for pursuing entrepreneurship as a viable career option. A total number of 18,485 participants attended these awareness programmes.

(ii) Entrepreneurship Development Programmes

The Institute has conducted a total number of 491 Entrepreneurship Development Programmes in order to promote self-employment and entrepreneurship among the budding and existing entrepreneurs to set up and scale up their enterprises in an effective manner respectively which was attended by 12267 participants. These EDPs comprised of Paid EDP as well as EDP sponsored by different sponsoring agencies.

(iii) Pilot Project on Entrepreneurship Development in the Holy Cities

The Institute is implementing the Pilot Project on Entrepreneurship Promotion and Mentoring of Micro and Small Businesses in the Holy Cities of Haridwar, Pandharpur and Varanasi. The objective of the project is to enhance the entrepreneurial activities, Entrepreneurship Promotion and Mentoring of Micro and Small Businesses/enterprises of the select cities through resumption of existing livelihood activities and/or by supporting existing enterprise to scale up. The Institute has imparted training to 6373 participants upto December 2022 under the project.

(iv) Jail Project

The Institute organized Entrepreneurship Development Programme and Value Addition Programme on power loom, bakery, fashion designing & masala udyog for the jail inmates in the Nari Bandi Niketan, Lucknow and Model Jail Lucknow. A total number of 130 inmates attended the programme. The programmes are being organized under the project for “Promoting Entrepreneurship Development among Jail Inmates” with the support of Ministry of Skill Development and Entrepreneurship.



Figure 7: Trainers Training Programme for ITI Trainers under Directorate General of Training

The Institute has conducted 18 Trainers Training Programmes on Employability, Entrepreneurship and Life Skills for the 417 trainers of Industrial Training Institutes sponsored by Directorate General of Training.

(v) Trainers Training Programme for JSS Trainers

The Institute has conducted 47 Trainers Training Programmes on Employability, Entrepreneurship and Life Skills for the 1173 trainers of Jan Shikshan Sansthan sponsored by the Ministry of Skill Development and Entrepreneurship.



Figure 8: Participants in the Trainers Training Programmes on Employability, Entrepreneurship and Life Skills being addressed by Dr K K Dwivedi, Joint Secretary, MSDE.

(vi) International Training Programmes

The Institute has organized six International training programmes upto December 2022. The Institute has organized one programme on Women and Youth Entrepreneurship in Water Supply and Sanitation Development, two programmes on Entrepreneurship for Small Businesses – Trainers/Promoters, one programme on Women and Enterprise Development (WED) and two programmes on Innovative leadership for organization growth and Excellence respectively through physical and online modes. A total number of 73 participants attended the programmes.



Figure 9: Participants in the International training programmes

(vii) Trainers Training Programme on Employability, Entrepreneurship and Life Skills by NIESBUD

The Institute has conducted 15 Trainers Training Programmes on Employability, Entrepreneurship and Life Skills for the 371 trainers of NSDC partners during the year.

(viii) Entrepreneurship Awareness Programme at National Skill Training Institutes

The Institute has organized awareness programmes for trainees of National Skill Training Institutes (NSTIs) at Dehradun, Jammu, Panipat, Punjab and Srinagar. A total of 525 trainees have participated in the awareness programmes.

(ix) Entrepreneurship Development Programme on Digital Marketing for WSHGs

The Institute has conducted EDP Training of Women Self Help Groups (WSGs) on Digital Marketing and Entrepreneurship Development in 101 blocks of the 10 Aspirational Districts comprising Bolangir, Dhenkanal, Gajapati, Kalahandi, Kandhamal, Koraput, Malkangiri, Nabarangpur, Nuapada and Rayagada covering 1995 participants and facilitated linkages of 693 WSHGs to Amazon, 744 WSHGs to Flipkart and 830 WSHGs to Villa mart e-commerce platforms.

(x) Entrepreneurship cum Skill Development Programmes under NBCFDC, NSFDC, NSKFDC

The Institute has conducted Entrepreneurship and Skill Development Programmes (ESDPs) sponsored by National Backward Classes Finance and Development Corporation (NBCFDC), National Scheduled Caste Finance and Development Corporation (NSFDC) and National SafaiKarmachari Financial Development Corporation (NSKFDC), on different job roles at Pan India level. The Institute imparted training to 7560 trainees through 302 different programmes.

(xi) Management Development Programmes

NIESBUD has organized four Management Development Programmes comprising Capacity Building Programmes on Entrepreneurship Development for Officers of Directorate of Industries, Government of Uttarakhand, Capacity Building Programme on Entrepreneurship Development for officers of Indian Skill Development Services, Capacity Building Programme for Chhattisgarh Skill Development Officers and Capacity Building Programmes for scaling up business activities of existing enterprises. The programmes were attended by 95 participants.

(xii) YUVA Project with Delhi Police

Delhi Police under the aegis of YUVA program has collaborated with Ministry of Skill Development and Entrepreneurship (MSDE), NIESBUD & NSDC. The Institute has organized 10 Trainers Training Programme on Employability, Entrepreneurship and Life Skills for 263 Trainers and Officials of Delhi Police under the project. The Institute has organized eight Entrepreneurship Development Programmes for 191 participants. The EDPs are being conducted at Police Stations of Delhi Police.



Figure 10: Capacity Building Programme for Officers of Indian Navy

The Institute has organized orientation Programme on Entrepreneurship followed by Entrepreneurship Development Programme for the officers of Indian Navy. A total of 300 officers were imparted training through the training programmes.

(xiii) Entrepreneurship Development programme (EDP) sponsored by Directorate General of Settlement (DGR)

The Directorate General of Resettlement (DGR), Ministry of Defence assists Ex-Servicemen to train and acquire additional skills and facilitate their resettlement through a second career. The Institute conducted 18 Training Programmes for 453 participants in the area of Entrepreneurship Development, Retail Entrepreneurs, Retail Team Leader and Web Developer courses under the sponsorship of DGR for the retired/ retiring Defence personnel.



Figure 11: Entrepreneurship Development programme (EDP) sponsored by Himachal Pradesh Kaushal Vikas Nigam

The Institute has organized Entrepreneurship Awareness Programme and Entrepreneurship Development Programme for the youths in the state of Himachal Pradesh with support of Himachal Pradesh Kaushal Vikas Nigam. A total number of 31 programmes have been organized under the initiative and 775 trainees have been imparted training under the project.

(xiv) Entrepreneurship Development programme (EDP) sponsored by District Industries Centres (DICs), Government of Uttarakhand

The Institute has organized Online Entrepreneurship Development Programme under MukhyamantriSwarojgaar Yojana (MSY) scheme for MSY beneficiaries and Offline Entrepreneurship Development Programme for the youths in the state of Uttarakhand with support of District Industries Centres of Uttarakhand. A total number of 30 programmes have been organized under the initiative and 851 trainees have been imparted training under the project.

(xv) Capacity Building Program on Entrepreneurship Development for Officers of MSME Department (Directorate of Industries), Government of Uttarakhand

The Institute has organized one Capacity Building Program on Entrepreneurship Development for Officers of MSME Department (Directorate of Industries), Government of Uttarakhand. A total number of 29 participants participated in the programme spread over a period of five days.



Figure 12: Trainers Training Programme for Trainers of Chhattisgarh State Skill Development Authority

The Institute has conducted one Trainers Training Programme on Employability, Entrepreneurship and Life Skills for the 16 livelihood trainers of Chhattisgarh State Skill Development Authority sponsored by CSSDA.

(xvi) Training Programme for Chamber attendants of Supreme Court of India

The Institute has organized one training programme on Grooming Skills of Chamber attendants of Supreme Court of India. The programme was attended by 34 participants.

(xvii) Activities under Azadi Ka Amrit Mahotsav

NIESBUD has actively organized activities for the commemoration of Azadi Ka Amrit Mahotsav. The Institute has organized various activities comprising awareness programme for NSDC Training Partners for capacity building on Government support ecosystem, essay writing competitions in NSTIs/ ITI/NIESBUD on topics including Vishwa Guru Bharat, Unsung Heroes of the Indian Freedom Struggle, aspiration of India as a 'Nation of the Future and India's rich cultural heritage. A total number of 123 programmes have been organized under the initiative which have been attended by 3075 participants.



Figure 13 & 14: commemoration of Azadi Ka Amrit Mahotsav.

2. Research & Evaluation

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

3. Cluster Development

NIESBUD has intervened in various clusters under different Schemes of Government of India to capacitate and enhance competitiveness of Cluster Actors (Artisans/Entrepreneurs). The Institute is currently engaged in development of Pottery Cluster at Bijnore. The machineries have been installed by the Institute in the Common Facilitation Centre of the Pottery Cluster.

4. Mentoring and Handholding

NIESBUD has developed an online e-mentoring platform "UdyamDisha", to handhold and guide aspiring and existing entrepreneurs from diverse and remote locations. The platform has been conceived as a much-needed initiative based on a holistic approach to develop and strengthen the entrepreneurial ecosystem.

The objective of the platform is to facilitate online mentoring services. Mentors' platform provides a one-stop solution to all the support and information required for setting up or scale-up of an enterprise. Mentor Platform provides various information on entrepreneurship allied government schemes, financial institutions, investors,

donors, etc., and helps the potential and existing entrepreneurs to connect with mentors in this field. A total number of 112 mentors have been registered on the portal. 264 mentees have registered on the platform.

5. Collaborations

- The Institute has been accredited as a National Resource Organization (NRO) by the Ministry of Rural Development for Start-up Village Entrepreneurship Programme (SVEP) of MoRD and to support the State Rural Livelihoods Mission (SRLM) for effective implementation of the scheme.
- NIESBUD has signed a Memorandum of Understanding (MoU) with the Indian School of Business (ISB), a top-ranked global business school to offer joint programmes targeted towards youth, job seekers and budding entrepreneurs.
- NIESBUD has entered into MoU with the Central University of Jharkhand for institutional collaboration in education and research. The primary objective is to promote interaction and collaboration between faculty, staff and students of the two institutions through visits and exchange programmes, carry out joint academic and research programmes, joint supervision of doctoral and masters students, on a reciprocal basis.

4.7 Indian Institute of Entrepreneurship (IIE), Guwahati

4.7.1 Introduction

The Indian Institute of Entrepreneurship (IIE) is an ISO 9001: 2015 Certified Autonomous Organisation located at Lalmati, BasisthaChariali, National Highway-37, Bypass, Guwahati and has an infrastructure of approx 77000 sqft. It is functioning as a National Apex body for Entrepreneurship Development through Training, Research and Consultancy Services with its Head quarter at Guwahati, Assam. IIE started functioning as an independent Institute from 1st April 1994, which was established by the erstwhile Ministry of Industry, Department of SSI & ARI, Government of India. Later it came under the fold of Ministry of Micro, Small and Medium Enterprises (MSME) in 2007 and is presently under the Ministry of Skill Development and Entrepreneurship (MSDE).

4.7.2 Training Programmes

The Institute organises training programmes for prospective entrepreneurs, students, teachers, development functionaries. These programmes are classified as: Entrepreneurship Development Programmes (EDP); Entrepreneurship cum Skill Development Programmes (ESDP); Management Development Programmes (MDP) and other programmes including Entrepreneurship Orientation Programmes (EOP), Training of Trainers (TOT), Faculty Development Programmes (FDP), Business Incubation Training etc. During FY 2022-23 (upto December, 2022), **783** programmes were carried out benefiting 23703 participants.

Table 9: Details of Training organized and trainees trained for the month of 1st April 2022 to 31st December, 2022 (Cumulative)

Sl No	Programmes	Achievement	No of Persons Trained							
			SC	ST	W	PH	Minority	OBC	Others	Total
			SC	ST	W	PH	Minority	OBC	Others	Total
1	EDPs	32	10	64	228	1	18	198	84	356
2	SDP/ESDPs	718	886	19118	14463	65	66	982	854	21840
4	Others	33	218	528	1160	3	86	477	284	1507
	Total	783	1114	19710	15851	69	170	1657	1222	23703

Major Activities during FY 2022-23

1. National Backward Classes Finance and Development Corporation (NBCFDC)

IIE has implemented Training under the aegis of National Backward Class Finance Development Corporation to provide skill development training to the Backward Class youth under PM-DAKSH (Pradhan Mantri Dakshta Aur Kushalta Sampann Hitagrahi) scheme. The objective of implementing the training programme is to uplift the Backward Class youth so that they can get skilled and generate sustainable livelihood and become self-reliant. Till December 2022, 300 participants were trained through 11 Short Term Training programmes and 255 participants were trained through seven EDPs.



(Figure 15 & 16): Short Term Training programme

2. Digi Bunai Programme

The project has been sponsored by the Digital India Corporation. Textile Sector Skill Council and IIE are the implementing agency and Training Provider respectively. The programme aims at training the artisans/weavers/designers to create and designs digitally using the Digi Bunai TM CAD Software and to use the digital outputs to weave the designs on fabric samples. The training is imparted with the objective of upskilling the existing traditional jacquard weavers with the integration of computer knowledge and weaving skill to build electronically generated computer jacquard design and empower the weavers to increase their production and improve the designs for market opportunities and client demand. Till December, 2022, Six Digi Bunai Trainings were conducted where 180 participants were trained in the states of Assam and Tripura.



Figure 17: Participants in Digi Bunai Training Programmes.

3. National Scheduled Castes Finance and Development Corporation (NSFDC)

IIE has implemented Short Term Training under the aegis of National Scheduled Castes Finance Development Corporation to provide skill development training to the Scheduled Castes youth under PM-DAKSH (Pradhan Mantri Dakshta Aur Kushalta Sampann Hitagrahi) scheme. The objective of implementing the short term skill training program through expert trainer and dedicated lab room facility so as to uplift the Scheduled Castes youth so that they can get skilled and generate sustainable livelihood and become self-reliant. Till December, 2022, four Short Term Training Programmes (STT) were conducted with 120 beneficiaries.

4. National Safai Karamcharis Finance & Development Corporation (NSKFDC)

IIE has implemented Short Term Training under the aegis of National Safai Karamcharis Finance & Development Corporation (NSKFDC) to provide skill development training to the Safai Karmacharis under PM-DAKSH (Pradhan Mantri Dakshta Aur Kushalta Sampann Hitagrahi) scheme. The objective of implementing the short term skill training program through expert trainer and dedicated lab room facility so as to uplift the Safai Karmacharis so that they can get skilled and generate sustainable livelihood and become self-reliant. The skilling will open the doors of prosperity for the targeted group and they will be able to become financially independent and can create a comfortable life for them. Till December, 2022 two STT programmes have been completed with 60 beneficiaries.



5. Paid Bakery Certification Programme

IIE has organized bakery certification program in its campus under paid model and has received huge appreciation. 35 Participants of various age group from different States participated in the programme. The programme was organized specially with the focus to create women entrepreneurs and empower them with skills for earning livelihood by penetrating in the bakery market.



6. Residential Entrepreneurship Development Programme under APART scheme

The Department of Industries & Commerce, Govt. of Assam under Assam Agribusiness and Rural Transformation Project (APART) scheme allocated the Institute to train 330 beneficiaries under Entrepreneurship Development Programme (EDP). This is a residential programme and participants attending the programme are members of Industry Association. The program is implemented for existing entrepreneur so that they can get the guidance, information and updates on the specific sector to grow their business. Till December, 2022 four EDP were conducted covering 117 beneficiaries.



7. Assessment Conducted under Women Social Welfare & Social Education Funded Scheme for Life Skills Program

The Institute got the opportunity to conduct assessment for 240 participants who were trained under Social Welfare and Social Education Funded Scheme. The program was based on life skills job role and the target group was marginalised women. The program was sponsored by the Directorate of Skill Development, Tripura where IIE is the assessment partner. Till December, 2022, a total of 210 participants were assessed.



8. OIL Jeevika

OIL Jeevika is the flagship livelihood initiative of Oil India Limited (Duliajan). Indian Institute of Entrepreneurship, Guwahati has been entrusted with the assignment for implementing it. It is a community cluster based sustainable rural livelihood promotion project, aimed at enhancing the livelihood of 400 villagers across five villages of Diyun under Changlang and Namsai District of Arunachal Pradesh. The primary objective is to impart skill development and up-gradation training to the targeted households on beekeeping & honey processing and mustard, buck wheat and local pulse processing and also to provide handholding support to

them for generation of alternate source of income and formation of self-sustaining livelihood clusters.



During the Financial Year 2022-23, the following major activities were carried out-

- Machinery installation, demonstration and its training to beneficiaries at CFBIC was completed on 13.04.2022.
- Branding of CFBIC was completed (by OIL India Ltd.) on 18.06.2022
- Common Facility and Business Information Centre (CFBIC) construction was inaugurated on 20.06.2022.

9. Start Up Village Entrepreneurship Programme (SVEP)

Start-up Village Entrepreneurship Programme (SVEP), the sub-scheme under the Deendayal Antyodaya Yojana-National Rural Livelihoods Mission (DAY-NRLM) programme supports the Self-Help Group (SHG) and their family members to set-up small enterprises in the non-farm sector.

SVEP develops an eco-system for enterprise development in the rural areas which consists of the Community Enterprise Fund (CEF) for enterprise financing, Cadre of Community Resource Persons-Enterprise Promotion (CRP-EP) for providing Business Support Services comprising of preparation of business plans, training, market linkages etc., dedicated Block Resource Centre (BRC) for providing all necessary information to entrepreneurs.

The Block is the unit of implementation. States have to submit project proposals. Once approved, a Detailed Project Report (DPR) is prepared to indicate the number and type of enterprises in various sectors etc. to be formed over the four-year project period.

IIE has signed a Memorandum of Understanding (MoU) with Ministry of Rural Development (MoRD) for the SVEP on 24th March'2022. IIE has been identified as a National Resource Organisation (NRO) for the SVEP project. IIE as a NRO is supposed to play a two-pronged role - Implementation of SVEP in selected blocks and Programme scale up role.



During the Financial Year 2022-23 (December, 2022), the following major activities were carried out:

- Completed the SVEP- BPM Trainings Programme at IIE with 32 participants from across eight States (Arunachal Pradesh, Assam, Bihar, Manipur, Mizoram, Nagaland, Sikkim, and Tripura)
- Completed end term evaluation study of four completed SVEP blocks of West Bengal State Rural Livelihood Mission (WBSRLM)
- Mentor support for four new blocks was finalized on 24/11/2022 after signing of MoU with WBSRLM
- Received partnership Proposal from Rajeevika (RGAVP). Additional ten Blocks have been proposed for SVEP

10. Entrepreneurship promotion through capacity building and handholding support to the beneficiaries of Jan ShikshanSansthan (JSS) & Cluster Artisans of North Eastern Region

The project on “Entrepreneurship promotion through capacity building and handholding support to the beneficiaries of Jan ShikshanSansthan (JSS) & Cluster Artisans of North Eastern Region” was sanctioned by the Ministry of Skill Development and Entrepreneurship, Govt. of India on the 12th March, 2020. In accordance with the perceived gaps and requirements for entrepreneurship promotion in North Eastern Region, IIE has conducted total 67 Capacity Building Trainings viz. Training of Trainers (ToT), Entrepreneurship Development Programme (EDP), Financial Literacy Programme (FLP) and Handholding and Business Facilitation Support for the beneficiaries of Jan ShikshanSansthan and Cluster Artisans of North Eastern Region covering 1934 beneficiaries. Project locations are Assam, Manipur, Meghalaya, Nagaland and Tripura.



Till December, 2022 IIE has conducted one EDP for Cluster Artisans of NER and 11 Handholding Support programme for enterprise growth and development covering 596 JSS beneficiaries and cluster artisans of NER.

11. Department of Biotechnology (DBT) Project in Assam, Arunachal Pradesh and Nagaland for Hi-Tech Mini Plug Nursery Bio-Enterprise

This multi-institutional project was sanctioned on 1st October, 2021 with the title “Catalyzing Complementary Olericulture in Assam, Arunachal Pradesh and Nagaland for Livelihood Security by Provisioning Quality Seed and Seedling of Indigenous and Commercial Vegetables Generated through Hi Tech Mini Plug Nursery and Conventional Means and Promotion of Bio-Enterprise”. The sponsor of this project is Department of Biotechnology (NER-BPMC), Ministry of Science & Technology, Govt. of India. Market scanning to access the demand and supply situation of seed chain based bio-entrepreneurship activities is under process along with developing Training Manuals for EDP/MDP/ESDP on bio entrepreneurship based seed activity.



12. Formation and Promotion of Farmer Producer Organizations (FPOs)

Formation and Promotion of FPO Project was sanctioned by Small Farmers Agribusiness Consortium (SFAC), Dept. of Agriculture, Cooperation & Farmers' Welfare, Govt. of India on 6th July, 2021 under Central Sector Scheme for Formation and Promotion of 10,000 Farmer Producer Organizations (FPOs). SFAC has allotted us to form ten FPOs within the State of Assam, where all the Farmer Producer Companies (FPCs) have been registered under Part IXA of Companies Act. Awareness Programme, Baseline Survey, Farmer Mobilization, Shareholder selection, Share Money collection and Business Plan preparation activities are going on under this project.

13. SC-ST Hub Project (3rd Phase)

The SC-ST Hub is an initiative of the Government of India targeted towards developing a supportive ecosystem towards SC/ST entrepreneurs. IIE has been conducting a series of comprehensive residential Capacity Building Training programme for development of the SC/ST aspiring/ budding entrepreneurs under National Scheduled Caste and Scheduled Tribe Hub (NSSH) Scheme of the Ministry of Micro, Small & Medium Enterprises (MSME), Govt. of India. The project was sanctioned on 5th July, 2022 and NSSH has accorded approval for conducting five offline batches (batch size-25) covering 125 SC-ST entrepreneurs. Till December, 2022, three batches (Sericulturist, Jacquard Weaver-Handloom and Beekeeper) have been successfully conducted covering beneficiaries.

14. Pilot Project on Entrepreneurship Development in 3 Holy cities (Bodh Gaya, Kollur and Puri)

The Ministry of Skill Development and Entrepreneurship, Government of India is implementing a Pilot Project on Entrepreneurship Promotion and Mentoring of Micro and Small Businesses in six Temple towns namely Bodh Gaya, Haridwar, Kollur, Pandharpur, Puri, and Varanasi. IIE is implementing the project in three Holy Cities i.e. Bodh Gaya, Kollur and Puri.

The objective of the project is to enhance the entrepreneurial activities, Entrepreneurship Promotion and Mentoring of Micro and Small Businesses/ enterprises of the select cities through resumption of existing livelihood activities and/or by supporting existing enterprise to scale up.



Activities done under this project till December, 2022

1. Awareness programme:

- 16 awareness programmes were organised and around 468 beneficiaries on boarded in Bodh Gaya.
- Nine awareness programmes were organised and around 400 beneficiaries on boarded in Kollur.
- 27 awareness programmes were organised and around 648 beneficiaries on boarded in Puri.

2. Entrepreneurship cum Skill Development Programme:

- In Bodh Gaya, 437 beneficiaries got training under this project, of which 309 are female beneficiaries (35 EDP and 5 ESDP were conducted).

- In Kollur, 125 beneficiaries get training under this project, of which 117 are female beneficiaries (9 ESDP were conducted).
- In Puri, 1002 beneficiaries get training under this project, of which 402 are female beneficiaries (42 EDP and 8 ESDP were conducted) .

3. Credit linkages:

- In Bodh Gaya, 214 beneficiaries received credit linkage and 186 self-funded enterprises have been developed.
- In Kollur, 94 beneficiaries received credit linkage and 22 self-funded enterprises have been developed.
- In Puri, 452 beneficiaries received credit linkage and 158 self-funded enterprises have been developed.

15. Micro Small Enterprises – Cluster Development Program (MSE-CDP)

The Micro Small Enterprises – Cluster Development Program (MSE-CDP) under the Ministry of Micro, Small and Medium Enterprises (MSME), Government of India (GoI) envisages measures for capacity building, technology up gradation of the enterprises, improved credit delivery, marketing support, setting up of Common Facility Centre (CFC) etc, based on a diagnostic study carried out in consultation with cluster units and their collectives. IIE, Guwahati at the aegis of Development Commissioner Micro, Small & Medium Enterprises (DCMSME), Government of India has been implementing various cluster development activities through IIE's Regional Resource Centre (RRC) in entire NER namely Wood Carpentry Cluster, Churachandpur, Manipur, Greater Imphal Jewellery Cluster, Manipur, Cashew Nut Processing Cluster, West Garo Hills, Meghalaya, Okhrey Carpet Making Cluster, West Sikkim, Sikkim, Baktawng Wood Carpentry Cluster, Mizoram, Kakopathar Bamboo Incense Stick Making Cluster, Tinsukia, Assam. Presently IIE is implementing six clusters under MSE-CDP scheme in North-East Region. All the clusters are in the phase of construction of Common Facility Centre (CFC) out of which three CFCs have been completed.



16. Care Giving Project

Care Giving Project is sponsored by the North Eastern Council (NEC) and monitored by Indian Institute of Entrepreneurship, (IIE) Guwahati for the elderly healthcare sector. NEC wants to create an ecosystem where all people can age gracefully and live a life of dignity. It is a commitment to protect, care and provide for the welfare and wellbeing of the elderly. The project aims to bridge the gap between formal institutionalized healthcare system and informal care in the delivery of quality care services to the elderly population of the country with special focus on North-Eastern Region (NER). The scheme shall be implemented by care giving agencies with suitable expertise to adapt to the needs of the ageing population of NER.

Four of the care giving centres from Assam, Meghalaya, Mizoram and Nagaland has completed training for the first batch of their region. A total of over 110 candidates across these four centres got trained under the curriculum of this project which was designed as per the syllabus of the NSQF and additionally on specialized topics designed by industry experts on the field of home healthcare and geriatric care. The assessment was conducted physically at the centre based on the questionnaire prepared as per Elderly Healthcare Standards and drafted by Project Consultant. The other four centres are on the verge of completing their second batch in the month of January, 2023.



17. The Pradhan Mantri Van Dhan Yojana (PMVDY)

Pradhan Mantri Van dhan Yojana (PMVDY) is a flagship programme of the Ministry of Tribal Affairs, Government of India, was launched in Assam on 5th November, 2019 and is being implemented in the state by the Assam Plain Tribes Development Corporation Limited (APTDC), with the Department of Tribal Affairs as the nodal agency, while Tribal Co-operative Marketing Development Federation of India (TRIFED) is the sponsoring agency. The Indian Institute of Entrepreneurship (IIE) has been engaged by the implementing agency as the resource agency to ensure effective and efficient implementation of the scheme in the state.

The scheme aims to uplift the livelihood of the tribal communities of the state by enabling them to have sustainable livelihood via value addition of Minor Forest Produce (MFP) and by providing a Minimum Support Price (MSP) to the products. For this purpose, tribal beneficiaries belonging to Self-Help Groups (SHGs) are identified via baseline-surveys and SHGs in close proximity areas are registered to form a Van Dhan Vikas Kendra Cluster (VDVKC) constituting of a total of 300 beneficiaries, approximately.



The value-added products procured from the various VDVKCs are marketed under the exclusive brand-name "TRISSAM". A total of 190 plus value added products are marketed and sold under this brand.

18. Setting Up of an Entrepreneurship Development Centre (EDC) in Kohima, Nagaland

The Indian Institute of Entrepreneurship (IIE) had signed a MoU with the Directorate of Employment Skill Development and Entrepreneurship (DESDE), Government of Nagaland in the month of January, 2022 for project Setting up an Entrepreneurship Development Centre (EDC) in Nagaland. EDC has been completed and functional since 18th October 2022. Stakeholders meet was organized apart from two Awareness and Outreach programmes in Nagaland. Training of trainers programme was also organized on IIE campus for 19 beneficiaries.

19. Scheme of Fund for Regeneration of Traditional Industries (SFURTI)

IIE Guwahati is working as a Nodal Agency for SFURTI, a Central Sector flagship scheme under Ministry of MSME, Govt. of India. 60 clusters have been approved so far, out of which seven clusters are engaged in Bamboo Craft, one is for Brass Metal based, one for Honey, three clusters for Khadi, 24 clusters are engaged mainly in Foods, Fruits, Spices and Agro Processing activities and 24 Clusters have both Handloom and Handicraft activities. These 60 clusters are spread across the Northern, Eastern and North Eastern Region of India. Out of 60 clusters, nine clusters have already received export orders along with international buyer's enquiry.

20. Orientation Course For NSS Programme Officers of NER Sponsored By Ministry Of Youth Affairs & Sports

As an empanelled Institute, IIE has successfully conducted Seven Orientation Training Programmes for 243 NSS Programme Officers of different institutions from North Eastern Region between 4th August, 2022 to 28th September 2022. The main focus was to nurture the respective NSS Officers to bring awareness on the importance of the social service for the upliftment of the society, helping in acquiring leadership qualities and democratic attitude.

The Orientation Training Programme covered different aspects regarding NSS, Life Skills, Participatory Rural Appraisal, understanding youth, process of village adoption, Waste management, need based skill education in reference to higher education scenario, yoga etc including one day field visit to village. Experienced and expert Resource persons were invited to deliver these sessions.



21. Collaborations

- With an aim to boost the entrepreneurial ecosystem in the North Eastern Region (NER), the Indian Institute of Entrepreneurship (IIE), Guwahati, signed a Memorandum of Understanding (MoU) with the Incubation and Enterprise Support Centre of Indian Institute of Management Shillong (IIMS) to boost the entrepreneurial ecosystem in the North Eastern Region (NER).
- The Indian Institute of Entrepreneurship (IIE), signed a Memorandum of Understanding (MoU) on 1st September, 2022 with the Indian School of Business (ISB), a top-ranked global business school

to offer world class management education through entrepreneurial programmes targeted towards youth, job seekers and budding entrepreneurs.

- With an aim to boost the entrepreneurial ecosystem for developing and imparting skills in the Beauty and Wellness Industry in the North Eastern Region (NER) and to develop “Centre of Excellence” the Indian Institute of Entrepreneurship (IIE), Guwahati on 07th October, 2022 signed a Memorandum of Understanding (MoU) with Beauty and Wellness Sector Skill Council (B&WSSC).



4.8 National Instructional Media Institute (NIMI)

4.8.1 Introduction

National Instructional Media Institute (NIMI) formerly known as Central Instructional Media Institute (CIMI) was established in December 1986 by the Government of India as a Subordinate Office under Directorate General of Employment and Training (DGE&T), Ministry of Labour & Employment with the assistance of Federal Republic of Germany through GTZ (German Agency for Technical Co-operation) as the executing agency. Presently, NIMI is functioning as an autonomous institute under Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship (MSDE), the Govt. of India, New Delhi after gaining its Autonomous status on 1st April 1999. It is one of the premier institutes for providing content/instructional material for vocational ecosystem to a wide range of institute especially ITI's and a host of Skill development institutes. Further, to reach the unreachable, NIMI also provide its e-content through Bharat Skill portal which is made readily available to the trainee with free download provision. NIMI is the nodal organization for development of Instructional Media Packages (IMP), including digital content, Question Banks for assessment, for different Vocational courses. Based on a thorough assessment of the requirement and level of understanding of the trainees, NIMI develops its content for vocational qualifications based on the curriculum provided by DGT.

NIMI also provides services related to facilities, infrastructures, and competencies to design, develop, produce, and disseminate Instructional Media for long and short-term courses. For ease of practice, Mock test application with performance assessment analytics was developed by NIMI and can be considered by one of its flagship activities. In addition to the development of Instructional Media Packages (IMPs), NIMI is also mandated to develop Question Bank (QB), translation of content/QB in Hindi and other regional languages and also

developing e-Content to facilitate new age learners and enhance its reach to masses in pace with the fast-growing technology.

4.8.2 Vision

NIMI visions to scale global benchmarks in vocational education & training as a Nodal organization for instructional media packages including digital content and ensuring availability for entire skill ecosystem of our country and make a global footprint. NIMI is also venturing into development of VR & AR based content for various trades to create experiential learning environment for the trainees.

Considering the nation's need to utilize demographic dividend NIMI is venturing into the innovative techniques for knowledge dissemination, content relevant to industry 4.0, NIMI acts as a catalyst to revamp the learning mechanism under the skill ecosystem by including blended learning technics in its content development by providing e-learning material for trainees and trainers and inclusion of QR, (2D and 3D models) in the regular content framework. By understanding demand of the diverse population and to cater the need of the skill-based requirement from the remote part of the nation, NIMI also develops its content in different regional languages in addition to Hindi for better understanding and knowledge dissemination of the trainees.

4.8.3 Major Activities

The major activity of the NIMI is to develop the books for the revised syllabus of Craftsmen Training Scheme (CTS) and Craft Instructor Training Scheme (CITS) in 13 regional languages.

NIMI is developing the Instructional Material Packages (IMP) for the 76 trades in English language, and it is around 152 books publishing in soft copy in Bharat Skills portal. The allied subjects such as Engineering Drawing, Work Shop Science and Calculation and Employability Skills books are also developed for various groups in English and Tamil as approximately 102 books.

All the above trade books are translated in several Indian Languages such as Hindi, Tamil, Marathi, Gujarati, Oriya, Telugu, Kannada, Malayalam, Punjabi, Bengali, Urdu and Assamese.

4.8.4 Non-Core Activities

In addition to the core activities, NIMI ventured into various activities enhancing the skilling ecosystem.

- Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) and Mahatma Gandhi National Fellowship (MGNF) Program- National Instructional Media Institute (NIMI) as implementing body is handling the HR including travel and other finances of the MGNF Fellows for proper implementation of Fellowship Programme in consultation with MSDE and academic partner, administer the payments to the Fellows on the basis of monthly attendance and also responsible for coordination with academic institution for travel arrangement, and facilitate the provision of logistical and administrative support and any other tasks/functions necessary for the implementation of the Fellowship. PMU team under SANKALP Project under MSDE based at New Delhi and Chennai shall handle grievances of Fellows and provide counselling on any issue faced by the Fellows during the Fellowship.
- Skill Strengthening for Industrial Value Enhancement (STRIVE)- NIMI has been assigned to develop digital content for 05 popular trades and accordingly work is under progress.
- Apprenticeship Training Implementation- MSDE has identified NIMI as nodal agency for settlement of all payment for the planned workshops. Five workshops/ Seminars have been conducted as per the schedule in coordination with NIMI. In line with the above workshops, it is proposed to conduct 250 more workshops country wide as an outreach and advocacy activities under apprenticeship. These workshops will be conducted jointly by RDSDE and State at district-level.

- Web portals for ITI Affiliations, Instructor Admissions, Short term courses.
- Mobile Application for Mock Test, Online exam, Affiliation
- Providing all assistance to DGT for various activities
- Exploring collaboration with SSCs, IGNOU, CFTI, NTTF and others to develop content on various qualifications
- Computer Based Test (CBT) for DGT and Private Organizations

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

The Central Staff Training and Research Institute (CSTARI) was established in the year 1968 by the Government of India, Ministry of Labour & Employment, DGE&T in collaboration with the Government of the Federal Republic of Germany. CSTARI is a premier institute with a sprawling campus located in the biggest IT hub of eastern part of the country at Sector V, Salt Lake, Kolkata. From April 2015 CSTARI is under Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship (MSDE).

The various operational activities are executed by two different wings – namely Research and Training, and spread across Craftsmen Training, Craft Instructor Training and Short-term Training.

Activities of Research Wing are:

- To conduct skill analysis and prognosis for the purpose of identifying occupational profiles for the existing and future vocations/ trades in which training could be imparted.
- Based on such analysis,
 - i) to design and develop trade curricula for the various trades,
 - ii) to organize suitable training programmes in institutes/ industries.
- Conduct study and analysis for the development of appropriate methods, techniques, procedure and systems related to the Vocational Training.
- Develop curricula as per outcome-based format and align the same with National Skill Qualification Framework (NSQF) for different flagship schemes of DGT viz. CTS, ATS & CITS and revise the same on continuous basis.

Activities of Training Wing are:

- To build capacity of stake holders engaged in delivery of skill training.
- Conduct Training on Pedagogy for Instructors of ITI and other vocational training institutes.
- Conduct Training on NSQF for better implementation of outcome-based curricula. The training wing of CSTARI is entrusted with the responsibility to conduct NSQF training for Master Trainers of NSTIs across the country and also “Induction Training Programme” for newly inducted Indian Skill Development Service (ISDS) cadre officers recruited through Indian Engineering Services.



CSTARI CAMPUS



VALEDICTION OF ISDS 2ND BATCH



INTERACTION OF SECY, MSDE



TRAINING SESSION

Figures 18,19,20, & 21: Meetings and training sessions addressed by Shri Atul Kumar Tiwari, Secretary, Skill Development and Entrepreneurship (MSDE) at CSTARI, Kolkata

Activities Carried Out

Research/ Curriculum Development -

Table 10: Following activities carried out by Research Section:

Sl. No.	Scheme/ Activities	Submitted to HQ	Remarks
1	New CTS curriculum developed	02+04	04 Approved by NSQC
2	New CITS curriculum developed	01	Approved by NSQC
3	New ATS curriculum developed	01	Approved by NSQC
4	CTS (Flexi MoU) curriculum verified	11	Approved by NSQC
5	STC developed	03	02 Approved by NSQC
6	Employability Skill revised curriculum coordinated	01	120 Hours
7	Restructuring of CTS Curricula from 1600 to 1200 Hours/year	150	
8	Preparation of NOSs for left over LOs of 150 CTS curricula	696	
9	Restructuring of CITS Curricula from 1600 to 1200 Hours	54	
10	Mapping of CTS-ATS trades		109 CTS trades mapped
11	Mapping of CTS-CITS trades		54 CITS mapped to 80 CTS trades
12	Participation in restructuring of ATS trades in at ATS section HQ		
13	150 CTS & 54 CITS courses translated in Hindi.		
14	Development of new courses for Jal Jeevan Mission to manage rural water supply system in progress		In progress

Activities carried out by Training wing: -

- ISDS Officers' Foundation Course for 18 weeks conducted for newly joined Assistant Directors- 16 Nos.
- Conducted various In-house training as per schedule and conducted off campus training programs based on requests for faculty and principals on training methodologies, TOTs, Managerial and supervisory development programs.
- CSTARI conducted Employability Skills training on revised syllabus for various levels for Master Trainers, training of trainers (ToT) covering NSTIs, NSTI(W)s, ITOTs and ITIs.
- Total participants trained 635 nos.



Figure Figure22: Valedictory function of ISDS Officers' Foundation training addressed Shri Atul Kumar Tiwari, Secretary, Skill Development and Entrepreneurship

New Initiatives undertaken: -

- ISDS Officers' Foundation Course for 18 weeks conducted for newly joined Assistant Directors.
- Renovation of Hostel.
- Development of Indoor & Outdoor sports facilities i.e. gym, volleyball court, snooker board, table tennis, cycles etc.
- Upgradation of class rooms.
- Implementation of E Office in CSTARI.
- Upgradation of Substation with 100 KVA DG set.
- Development of cafeteria for training section.



Figure 23, 24, 25 & 26: Shri Atul Kumar Tiwari, Secretary, Skill Development and Entrepreneurship inspecting the facilities created for trainers/participants at CSTARI, Kolkata

4.10 Directorate of Jan Shikshan Sansthan (DJSS)

4.10.1 Introduction

Ministry of Education (erstwhile MHRD) had transferred the scheme of JSS along with the 13 staff members from Directorate of Adult Education and JSS RK Puram to Ministry of Skill Development and Entrepreneurship vide letter No. F.8-23/2017-NLM.3 (Part.1) dated 11.07.2018.

Ministry of Skill Development and Entrepreneurship set-up Directorate of Jan Shikshan Sansthan as a subordinate office of MSDE to implement the Scheme of Jan Shikshan Sansthan vide Order No.A-36017/2/2017-Estt. dated August 21, 2018.

Directorate of Jan Shikshan Sansthan was assigned the following functions:

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

Role of Directorate of Jan Shikshan Sansthan

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

- ✓ Approval of Annual Action Plan of JSSs
- ✓ Recommendation of release of grants to JSSs
- ✓ Facilitate and coordinate technical resource support services to JSSs
- ✓ Supervision and monitoring of JSS progress through periodical visits
- ✓ Training and orientation of programme/administrative staff of JSSs
- ✓ Creation of pool of master trainers
- ✓ Clearing house services
- ✓ Providing guidance to the members of Board of Management/Executive Committee and Programme/ Administrative staff
- ✓ Conduct half yearly/annual review meetings
- ✓ Development of course curriculum
- ✓ Monitoring of Livelihood Cells of JSSs
- ✓ Collaborate and coordinate with other stakeholders in the field of skill development
- ✓ Operationalisation of new JSSs
- ✓ Matters related to JSS Portal, viz. its periodical updation, maintenance, etc.
- ✓ Publicity and media

- ✓ Organisation of national level meetings/workshops/seminars
- ✓ Activities needed for promotion of the objectives of the scheme
- ✓ Scrutiny of proposals of Board of Management of JSSs
- ✓ Grievances on Public Grievance Portal
- ✓ RTI matters in respect of JSS on functional issues
- ✓ Providing input on court cases on functional issues of JSS
- ✓ Any other work assigned to the Directorate for the promotion/ implementation of JSS Scheme or the matter related to it

I. Activities undertaken from January 2022 to March 2022

1. Hand Holding and Monitoring of Skill Hub Initiatives - JSSs

The Skill Hubs Initiative (SHI) under PMKVY aims at creating shared infrastructure, aligning with the needs of the local economy and addressing the needs of all target segments for vocational training. In the pilot phase of the Skill Hubs initiative, 50 Jan Shikshan Sansthan across the country were identified and provided additional skilling target.

A series of handholding meetings were conducted by the Directorate of JSS & NSDC with the 50 selected JSSs under Skill Hub Initiatives to resolve their technical and resolve issues. As on 5.7.2022, 47 Jan Shikshan Sansthan enrolled 4,615 beneficiaries in 154 batches. The JSSs successfully implemented the pilot phase of the Skill Hub Initiatives.



Figure:27 &28

Trainig sessions

2. Celebration of National Girl Child Day by JSSs

National Girl Child Day is celebrated on 24th January every year to create awareness on the disparities that girl suffer in India, the girl child's fundamental rights and importance of female nutrition, health and, education.

Under Azadi Ka Amrut Mahotsav, Jan Shikshan Sansthan celebrated National Girl Child Day on 24th January, 2022. Approx. 25,000 female participated across the country. JSSs organized various programmes on this occasion like Ranglooi Making, Selfie With Daughter, Certificate distribution, Cultural and Awareness activities etc.



Selfie with daughter

Ministry of Culture and Jan Shiksha Sansthan Patel Nagar join hands to celebrate NATIONAL GIRL CHILD DAY by organizing Rangoli Utsav

जन शिक्षण संस्थान ने गांव जलमाना में मनाया बालिका दिवस

गांव जलमाना में जन शिक्षण संस्थान द्वारा राष्ट्रीय बालिका दिवस पर बड़ी विधि से मनाया गया। (मोहन गारह)

पानेपल, 24 जनवरी (मोहन गारह): गांव जलमाना में बालिका दिवस के अवसर पर जन शिक्षण संस्थान पानेपल के कार्यालयों ने बालिका दिवस के अवसर में बड़ा पूजा हनुम एवं लक्ष्मी पूजे, लक्ष्मी स्तोत्र व लक्ष्मी चढ़ाओ-लक्ष्मी बचाओ जदि लक्ष्मी को खरीदना करने हुए कार्यक्रम का आयोजन किया था। इस अवसर पर

बीडओ जूनियर कौशल व सचिव के अध्यक्ष उपस्थित रहे। मुख्यालय के डायरेक्टर जयवंत सिंह, प्रो. राधा अर्जुन राजेंद्र सिंह, प्रोग्राम ऑफिसर रीता दे अग्ने लक्ष्मी से उपस्थित बालिकाओं के प्रत्यक्ष एवं उनके बारे में जानकारी के प्रत्यक्ष एवं उनके बारे में 75वीं अन्तर्गत महिला-बाल माहिला के उपक्रम के तहत किया गया।

Tue, 25 January 2022
 @paper.dainiksaveratimes.org/c/t

3. International Women's Day

On the occasion of International Women Day on 8th March, 2022, a Webinar was hosted by MSDE. Three women beneficiaries of JSSs also participated in the webinar. The occasion was marked with a campaign, “#Break The Bias” to celebrate the women and their inspiring stories, achievements and excellence in job roles taken up by women. The following three women beneficiaries of JSSs participated in the event:

1. Ms. Rani Kewat, Electrical Technician, JSS Surguja, Chhattisgarh
2. Ms. Saba Bano Jaweed Khan Pathan, Taxi Driver, JSS Dhule, Maharashtra
3. Mrs. Shailaja Ayyappan, Plumber, JSS Thrissur, Kerala

The “Break the Bias” story of Mrs. Shailaja Ayyapan who got training in Plumbing trade from JSS Thrissur and successfully working as a “Plumber” (a male dominate sector) was webcasted in the programme alongwith other stories of skill ecosystem.

Programme celebrated at JSS level

Apart from this, Jan Shikshan Sansthan observed the International Women's Day in their operational area across the country to acknowledge the contribution of women. Hon'ble Members of Parliament, local MLAs and officers of district administration were the chief guest in the events organized by JSSs. Some of JSSs celebrated the Women's Day in collaboration with Kasturba Gandhi Balika Vidyalayas of their districts. More than 20,000 women participated in the Pan India event

Major activities undertaken on the Women' day:

1. Felicitation of women beneficiaries
2. Exhibition of products made by JSS
3. Certificate Distribution
4. Rangloi Competitions
5. Lecture and Talks on women empowerment

The programmes of JSSs were covered by local newspapers, TV channels and social media.





4. Digital Technology Sabha Award 2022

The MIS Portal of JSS was awarded 'Digital Technology Sabha Award 2022' by the Express Group under 'Enterprise Applications' category on 22.02.2022.





5. Beneficiaries trained by JSSs during 2021-22

(i) Coverage of Beneficiaries

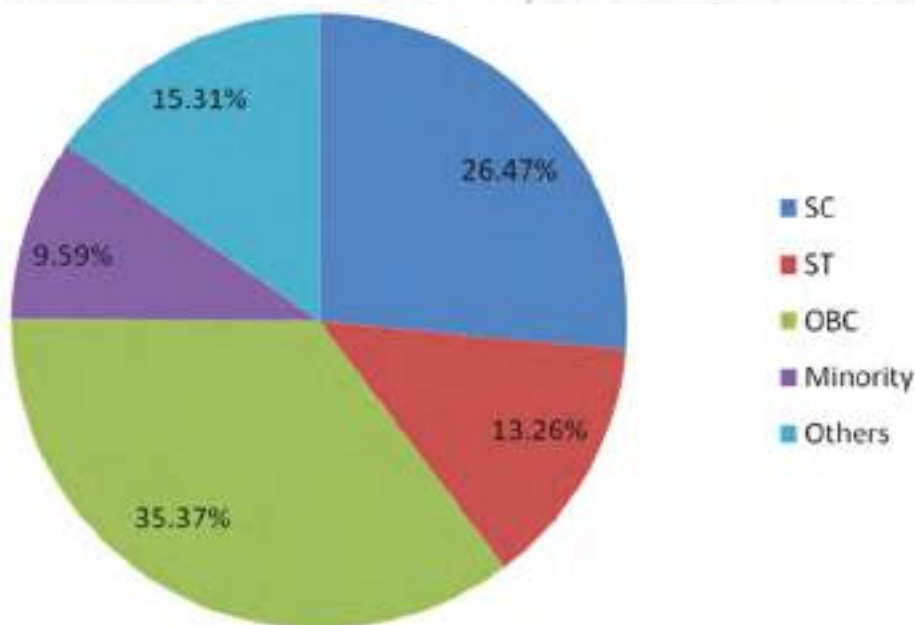
Year	Target	Enrolled	Trained	Assessed	Certified
2021-22	4,76,180	4,62,059	4,61,996	4,57,649	4,54,696

(ii) Gender-wise coverage

Enrolled				Assessed			
Male	Female	Trans gender	Total	Male	Female	Trans gender	Total
76,573	3,85,287	199	4,62,059	75,393	3,82,057	199	4,57,649

(iii) Social Status of Trained Beneficiaries

SC	ST	OBC	Minority	Others	Total
1,22,294	61,265	1,63,429	44,283	70,725	4,61,996
26.47%	13.26%	35.37%	9.59%	15.31%	



II. Activities undertaken from April 2022 to December 2022

1. Development of Qualification Packs for the Scheme of JSS

It has been decided to develop separate NSQF aligned job roles for the Scheme of JSS. Accordingly, Directorate of Jan Shikshan Sansthan has identified the suitable job roles for the Scheme of JSS by organizing a series of meetings with the selected Directors and Resource Persons of JSSs.

Directorate of Jan Shikshan Sansthan, MSDE, Government of India, conducted 3 days' Workshop at New Delhi from April 25-27, 2022 of selected Directors of JSSs and Resource Persons to prepare '*NSQF qualification files/ Model curriculum for JSS scheme*'. Another Workshop was also conducted at New Delhi from May 18-20, 2022 with the Directors of JSSs of Delhi, Retired Principals of ITIs and Experts in field of development of curriculum.

National Skills Qualifications Committee (NSQC) of National Council of Vocational Education & Training (NCVET) accorded approval to 15 QPs developed by Directorate of JSS in meetings held on 28th April & 30th June 2022. The training is being imparted in these job roles from the financial year 2022-23.



2. Directorate of JSS recognized as Assessing Agency (AA) and Awarding Body (AB)

Directorate of JSS has been recognized, in principle, as Assessment Agency and Awarding Body under Dual Category for JSS Scheme by NCVET in June-2022. The assessment of JSS beneficiaries will be conducted by DJSS through pool of assessors.

3. Observance of International Yoga Day - 2022

International Yoga Day - 2022 was observed by Jan Shikshan Sansthan (JSSs) on June 21st throughout the country and more than 20,000 beneficiaries participated in the activities organized by JSSs.



Directorate of Jan Shikshan Sansthan, MSDE, Government of India also observed the Yoga Day at its office, Jammagar House, New Delhi.

4. Exhibition on the occasion of 2nd Anniversary of New Education Policy (NEP - 2020)

The 2nd Anniversary of National Education Policy-2020 was celebrated on 29th July, 2022 at Ambedkar Bhawan, New Delhi. Hon'ble Home Minister and Hon'ble Minister of Education and Skill Development & Entrepreneurship graced the occasion.

All Schemes of MSDE ecosystem showcased their achievements during the event. Jan Shikshan Sansthan of Delhi exhibited their products and JSS beneficiaries gave live demonstration of the products crafted by them.



5. Approval of Annual Action Plan of JSSs for 2022-23

Annual Action Plans of 286 Jan Shikshan Sansthans were approved in the JSS Portal.

6. Swachhata Pakhwada-2022

The practice of observing Swachhata Pakhwada was started in April 2016 with the objective of bringing a fortnight of intense focus on the issues and practices of Swachhata by engaging GOI Ministries/Departments in their jurisdictions. "Swachhata Pakhwada" is an important initiative under the Swachh Bharat Mission to engage all Ministries and Departments of Government of India in Swachhata related activities, thereby making Swachhata "everyone business".

Like previous years, Ministry of Skill Development and Entrepreneurship (MSDE) has decided to observe the Swachhata Pakhwada-2022 from July 16-31, 2022 by all the organizations under the control of MSDE including field institutions. Accordingly, Directorate of Jan Shikshan Sansthan issued instructions to all the Jan Shikshan Sansthans to observe the Swachhata Pakhwada-2022.

Jan Shikshan Sansthans observed the Swachhata Pakhwada from July 16-31, 2022 in their operational areas. The following main activities were undertaken during the Pakhwada by Jan Shikshan Sansthans:

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

In the activities conducted by Jan Shikshan Sansthans in connection with Pakhwada, local community leaders, students & teachers of Kasturba Gandhi Vidyalyas, officers of State / District Administration actively participated.

As reported by JSSs, more than 1.70 lakh beneficiaries were part of Swachhata Pakhwada-2022 observed by JSSs across the country from July 16-31, 2022. The programmes conducted by JSSs were covered by local media, newspapers etc. JSSs also used the social media platforms like facebook, twitter, instagram and youtube etc. to publicize the events.

Activities conducted by JSSs during Swachhata Pakhwada





7. Har Ghar Tiranga

Under Azadi Ka Amrut Mahotsav (AKAM), 200+ Jan Shikshan Sansthan across the country organized programmes to promote Har Ghar Tiranga Campaign from August 13-15, 2022 in their operational areas. JSSs organized rallies, distributed flags, selfie with Tiranga and aware the local community about the importance of National Flag. More than one lakh persons were mobilized / participated in the events.

The staff of Directorate of JSS was also participated in the Har Ghar Tiranga campaign.

8. Partition Horror's Remembrance Day

JSSs organized an Exhibition on "Partition Horror's Remembrance Day" under AKAM on 14.08.2022. Through this collective effort, JSSs remembered the sad memories of partition and paid tribute to all those who lost their lives during partition. As reported by JSSs, more than thirty one thousand persons participated in the Pan India event.





9. Kaushal Deekshant Samaroh (First Convocation Ceremony) – September 17th 2022

At the first-ever Kaushal Deekshant Samaroh, a Skill Convocation Ceremony, was held on the auspicious day of Vishwakarma Jayanti, Prime Minister Shri Narendra Modi addressed 50 lakh students in an effort to inspire them to work toward the goal of creating an Aatmanirbhar Bharat as well as to raise the spirit of students throughout the whole skilling ecosystem. On September 17, 2022, in New Delhi, Union Minister Shri Dharmendra Pradhan and Minister of State Shri Rajeev Chandrasekhar, MSDE, felicitated and presented convocation certificates to 100 selected toppers from the skill ecosystem.

The certificates were given to trainees of all ecosystems of skilling including six beneficiaries of Jan Shikshan Sansthan on this occasion. They are:

S. No.	State	JSS	Job Role	Name of the Trainee
1	Maharashtra	Worli Mumbai	Craft Baker	Ms. Archana Kukade
2	Telangana	Adilabad	Taxi Driver	Ms. Ch. Savitha
3	Chandigarh	Chandigarh	General Duty Assistant	Aman Kumar
4	Maharashtra	Aurangabad	Jute Product Maker	Ms. Samiksha Dinesh Kapkar
5	Uttar Pradesh	Shahjahanpur	Carpet Weaving	Mohd. Imran Khan
6	Odisha	Cuttack	Self Employed Tailor	Ms. Shila Chatar



Apart from the national event, 250+ Jan Shikshan Sansthan were also organized the Deekshant Samaroh (1st Skill Convocation) in their operational areas. More than 1.15 lakh persons participated in the Pan India event and certificates were awarded to the pass-out beneficiaries. Jan Shikshan Sansthan invited Hon'ble Members of Parliament,



Hon'ble MLAs, District Collectors, Vice-Chancellors and other dignitaries as a Chief Guest in Skill Convocation. The wide coverage of the event was given in the local media.



10. Special Campaign 2.0

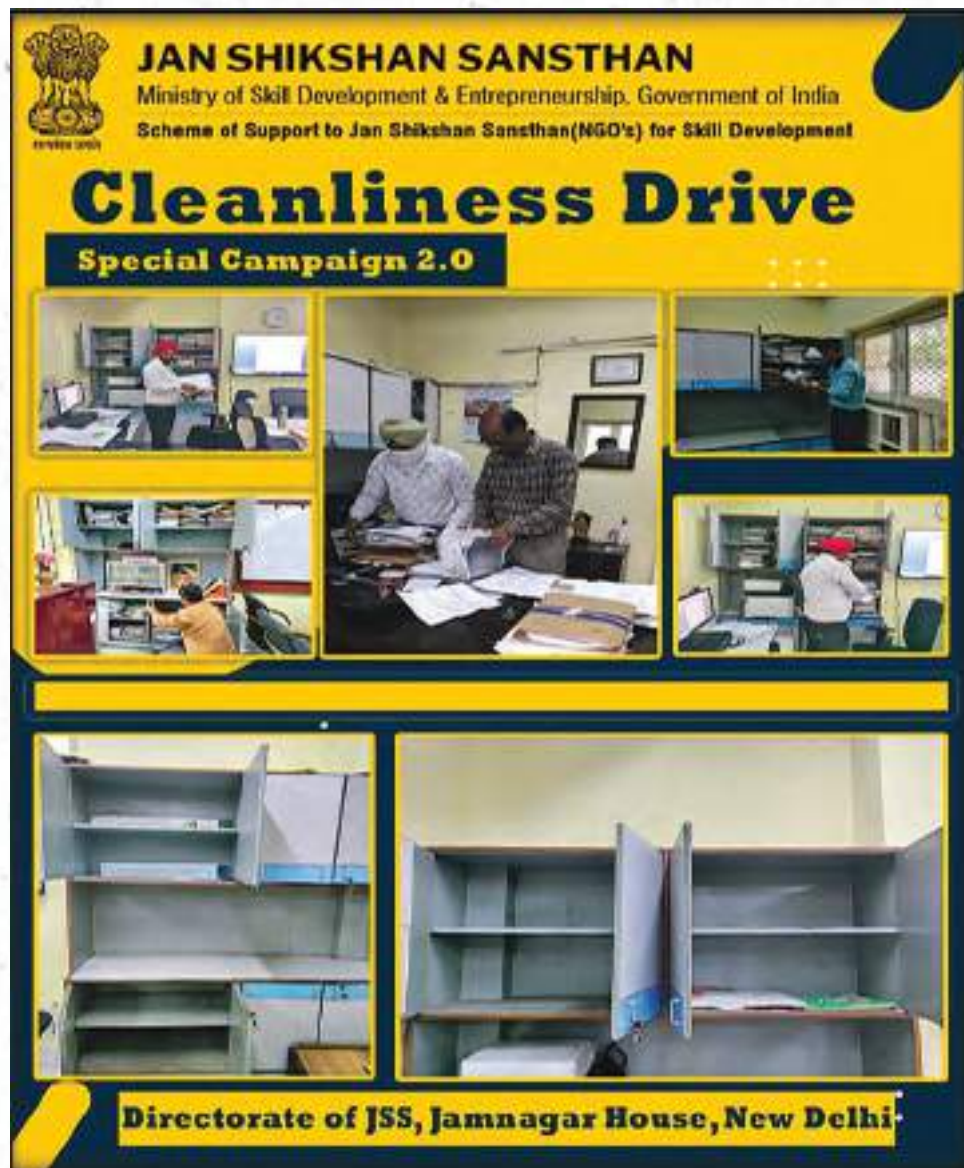
Directorate of Jan Shikshan Sansthan, a subordinate office under the Ministry of Skill Development and Entrepreneurship participated in the Special Campaign 2.0 in both the phases i.e. Preparatory Phase from 14th September, 2022 to 30th September, 2022 and implementation phase from 2nd October, 2022 to 31st October 2022. The special focus of cleanliness campaign was to weed out old files and records to create space. Jan Shikshan Sansthans in the country were identified as Outdoor Campaign Sites and cleanliness campaigns were conducted by JSSs.

As a part of Special Campaign 2.0 for Swachhata, a mega tree plantation drive was organized by the Jan Shikshan Sansthans (JSSs) in their operational areas across the country on 19th October 2022. JSSs have taken this responsibility enthusiastically and more than 50,000 saplings were planted by 250+ Jan Shikshan Sansthans to recreate a healthy environment for current and future generations. Directorate of JSS, MSDE also participated in the mega drive and planted the saplings at DJSS Office at Jamnagar House, New Delhi.

11. National Unity Day

Every year, October 31 is marked as National Unity Day or Rashtriya Ekta Diwas in India to observe Sardar Vallabhbhai Patel's birth anniversary. The objective of the Unity day to uplift the nation's unity and spread awareness about the contribution of Vallabhbhai Patel. The day provides an opportunity re-affirm the strength of the nation, upholding the unity, integrity and security of the country.

Like previous years, Jan Shikshan Sansthans (JSSs) have celebrated the National Unity Day (Rashtriya Ekta Diwas) with great zeal and enthusiasm across the country on 31st October 2022. On this occasion, the JSSs organized Unity Run, Rallies and taken Ekta Shapath (Unity Pledge) in their operational areas. About 41,600 persons participated in various activities conducted by JSSs.



12. Janjatiya Gaurav Diwas

Janjatiya Gaurav Diwas was celebrated on 15th November 2022 across the country by around 250 Jan Shikshan Sansthan, in which, more than 32,000 beneficiaries participated. The day was celebrated to recognize the efforts of the tribal in the preservation of cultural heritage and promotion of Indian values of national pride, valour and hospitality. The event was also covered by local print and electronic media.



13. Constitution Day

Jan Shikshan Sansthan across the country actively participated and observed the Constitution Day on 26.11.2022, in which more than 36,000 persons took pledge.



14. Creating Entrepreneurial Climate in the Scheme of Jan Shikshan Sansthan (JSS)

A project for Creating Entrepreneurial Climate in the Scheme of Jan Shikshan Sansthan (JSS) is being implemented through National Institute for Entrepreneurship and Small Business Development (NIESBUD). The project aims to create, foster and promote the spirit of entrepreneurship in Jan Shikshan Sansthans through Capacity Building, Mentoring and Hand-holding of JSS Staff and Trainers.

The first batch of the Training of Trainers Programme on Employability, Entrepreneurship and Life Skills for the JSS Staff and Trainers from Delhi and NCR was inaugurated by Shri Atul Kumar Tiwari, Secretary, Ministry of Skill Development and Entrepreneurship, Government of India virtually on 14th November 2022.



Forty-five batches of ToT Programme on Employability, Entrepreneurship and Life Skills for the JSS Staff and Trainers from Delhi-NCR, Uttarakhand, Rajasthan, Haryana, Himachal Pradesh, Uttar Pradesh, Madhya Pradesh, Karnataka, Punjab, Chandigarh, Jharkhand, Maharashtra and Odisha were organized during November-December 2022. A total number of 1,103 staff members and resource persons of JSSs participated in these programmes.

15. Awareness Workshops on National Credit Framework (NCrF) and Review Meetings of Jan Shikshan Sansthans

Directorate of Jan Shikshan Sansthan organized Awareness Workshops on National Credit Framework (NCrF) and Review Meetings of Jan Shikshan Sansthans in the month of December, 2022. The main objective of the workshop was to sensitize the Director / Director In-charges of JSSs on National Credit Framework and to review the progress made by the JSSs during the current year i.e. 2022-23.



The official from NCVET briefed the participants about the NCrF. Apart from the review of progress, the other problems faced by JSSs in implementation of PFMS, JSS Portal etc., were also addressed.



Table 11: The batch-wise schedule of the Awareness Workshop-cum-Review Meeting is given below:

Batch	Period	Location	Participating JSSs
1.	December 13-14, 2022	Lucknow, Uttar Pradesh	Director / Director In-charge of JSSs of Uttar Pradesh and Uttarakhand
2.	December 16-17, 2022	Mumbai, Maharashtra	Director / Director In-charge of JSSs of Dadar Nagar Haveli Daman & Diu, Goa, Gujarat, Maharashtra and Rajasthan
3.	December 29-30, 2022	Raipur, Chhattisgarh	Director / Director In-charge of JSSs of Chhattisgarh & Madhya Pradesh

16. Virtual Meetings

One of the functions of the Directorate of JSS is to provide time-to-time handholding support to JSSs for better implementation of the Scheme of JSS. In this connection, virtual meetings were organized throughout the year on various aspects. Brief details of the virtual meetings organized are given below:

- i. Virtual meetings in 5 batches with the Directors of 234 JSSs to discuss the COVID situation in their district and orientation on grading module of JSS on 11.1.2022 and 12.1.2022.
- ii. Introductory meeting with selected JSSs for setting up 30 model JSS centres under Sankalp project was held on 19.1.2022.

- iii. Virtual meetings in 2 batches on 19.02.2022 with the Director In-charge of 70 newly sanctioned JSSs to review the progress made by JSS against the target allotted, constitution of Board of Management, submission of UC in respect of non-recurring grant, issues faced in JSS Portal etc.
- iv. A virtual meeting with selected JSSs based on their stories on “break the bias theme” was conducted on 24th February 2022 in connection with the celebration of International Women’s Day on March 8, 2022.
- v. Online meeting with 30 selected JSSs for setting up “Model Lab” under Sankalp Project was held on 14.03.2022 to finalize the job-role wise procurement list.
- vi. A handholding online meeting was conducted by the Directorate of JSS with the 50 selected JSSs under Skill Hub Initiatives to review their progress and other issues on 16.3.2022.
- vii. A handholding online meeting was conducted by the Directorate of JSS with the 50 selected JSSs & NSDC under Skill Hub Initiatives to review their progress and other issues on 21.04.2022.
- viii.
- ix. An online meeting in three batches of newly sanctioned Jan Shikshan Sansthan was conducted by DJSS with on 31.05.2022 to review the status of utilization of non-recurring grant, constitution of Board of Management and appointment of regular Director.
- x. Online meetings were held on 8.7.2022, 22.7.2022 and 25.7.2022 with the Directors of selected JSSs to develop handbooks on 15 approved qualification for JSS scheme.
- xi. Directorate of JSS organized online meetings of 300 JSSs in three batches on 30.7.2022 to sensitize the JSSs on starting of skill training from August, 2022 onwards, discussion on Aadhar Based Enrollment, Biometric Attendance and Third Party Assessment system.
- xii. Online meetings were conducted with JSSs in three batches on 18.08.2022 to know the status of the implementation of action plan 2022-23.
- xiii. A series of meetings were held with NIC and JSS Portal Developer regarding implementation of Aadhaar based biometric attendance in the Scheme of JSS.

5

SCHEMES & INITIATIVES

A. SCHEMES & INITIATIVES THROUGH NSDC

5.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

1. Background

- 1.1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was launched as a pilot scheme in 2015 to encourage and promote skill development in the country by providing free short-duration skill training programs and incentivizing it by providing monetary rewards to youth for obtaining skill certification. During its pilot phase, around 19.86 lakh candidates have been trained / oriented across the country.
- 1.2. Owing to its successful first year of implementation, the Union Cabinet had approved the Scheme for another four years to impart skilling to 1 Crore youth of the country with an outlay of Rs.12,000 crores under PMKVY 2.0 (2016-20). As on 31.12.2022, around 110 lakh candidates have been trained / oriented across the country.
- 1.3. The third phase of the flagship scheme-Pradhan Mantri Kaushal Vikas Yojana (i.e. PMKVY 3.0) was launched in January 2021. Incorporating the learnings from PMKVY 1.0 and PMKVY 2.0, PMKVY 3.0 was launched, with robust set of guidelines witnessing increased role of the District Skill Committees (DSCs) for addressing the skill gap and assessing demand at the district level. As on 31.12.2022, 7.37 lakh candidates have been trained / oriented across the country.

2. Pradhan Mantri Kaushal Vikas Yojana (1,2,3)- An Overview

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY), a flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) has been implemented with an objective to train 1.32 Crore prospective youths under Short Term Training (STT), Recognition of Prior Learning (RPL) and Special Projects across the country.
- PMKVY has two components as per following details-
 - o **Centrally Sponsored Centrally Managed (CSCM) or 'Central Component'** being implemented by National Skill Development Corporation (NSDC)
 - o **Centrally Sponsored State Managed (CSSM) or State Component** being implemented by State Skill Development Missions of the States/ UTs
- The first phase of the scheme was implemented under the Central Component, while the latter two phases (i.e. PMKVY 2.0 and PMKVY 3.0) were implemented under both the Components.
- Under all the three phases of PMKVY (i.e. PMKVY 1.0, 2.0 and 3.0) total 1.37 Crore candidates have been trained/oriented and 1.10 Crore are certified across the country. Total reported placement (under STT and Special Projects) is 24.36 lakh as per details on Skill India Portal till 31st December 2022. A summary on physical progress under the scheme has been tabulated as under-

Table 12: Summary: Achievements of the Skill Development programme:

Scheme	Component	Trained				Total Certified	Total Reported Placed
		STT	RPL	Special Projects	Total Trained		
STAR	-	14,00,844	0 (No RPL in STAR)	0 (No Special Projects in STAR)	14,00,844	8,68,880	NA*
<i>PMKVY Total</i>	CSCM + CSSM	68,01,833	65,86,385	3,35,978	1,37,24,196	1,10,89,025	24,36,040
<i>PMKVY 1.0</i>	CSCM	18,04,206	1,81,810	0 (No special project in PMKVY)	19,86,016	14,51,636	2,53,296*
<i>PMKVY 2.0</i>	CSCM	38,11,857	61,41,870	2,13,844	1,01,67,571	84,96,472	19,11,182
	CSSM	8,26,350	N/A	6,787	8,33,137	6,56,881	2,30,393
<i>PMKVY 3.0</i>	CSCM	2,94,873	1,76,491	1,08,702	5,80,066	3,79,421	30,951
	CSSM	64,547	86,214	6,645	1,57,406	1,04,615	10,218
Grand Total		82,02,677	65,86,385	3,35,978	1,51,25,040	1,19,57,905	24,36,040

*Placement tracking was not mandatory

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

3. Pradhan Mantri Kaushal Vikas Yojana 1.0 (PMKVY) (2015-16)

The scheme was designed as a skill certification and reward scheme with an aim to enable and mobilize a large number of Indian youth to take up skill training and become employable for sustainable livelihood. Under the scheme, monetary reward was provided to successfully trained candidates. The scheme was initially approved for FY 2015-16 only. The scheme was implemented by MSDE through National Skill Development Corporation, Sector Skill Councils and Training Providers. Under PMKVY 1.0, 19.86 lakh candidates were trained and 14.51 lakh candidates got certified.

Table 13 :A summary of achievements under PMKVY 1.0 is as follows:

Component	Training Type	Enrolled	Trained	Assessed	Certified	Reported Placed
CSCM	RPL	1,81,810	1,81,810	1,77,988	1,19,157	-
	STT	18,04,206	18,04,206	17,73,499	13,32,479	2,53,296
Total		19,86,016	19,86,016	19,51,487	14,51,636	2,53,296

Table 14 : State wise training details of PMKVY 1.0 (2015-16):

State Name	Enrolled	Trained	Assessed	Certified	Placed
Andaman And Nicobar Islands	194	194	164	20	-
Andhra Pradesh	1,36,635	1,36,635	1,34,154	1,08,651	18,629
Arunachal Pradesh	1,017	1,017	881	611	88
Assam	33,408	33,408	32,395	19,668	3,694
Bihar	92,047	92,047	90,492	60,655	12,047
Chandigarh	5,052	5,052	4,996	3,975	396
Chhattisgarh	37,302	37,302	36,730	26,110	1,351
Delhi	1,05,772	1,05,772	1,04,724	70,882	5,244
Goa	499	499	499	284	213
Gujarat	43,999	43,999	43,313	31,092	3,152
Haryana	86,446	86,446	83,472	63,104	8,278
Himachal Pradesh	22,891	22,891	22,377	17,966	2,158
Jammu And Kashmir	18,102	18,102	17,958	12,904	274
Jharkhand	28,773	28,773	28,722	21,454	1,855
Karnataka	77,051	77,051	75,742	55,979	13,877
Kerala	15,339	15,339	15,098	11,572	1,487
Ladakh	75	75	75	-	-
Madhya Pradesh	1,68,898	1,68,898	1,66,685	1,25,348	22,709
Maharashtra	1,09,435	1,09,435	1,07,479	77,605	10,844
Manipur	1,603	1,603	1,577	1,195	499
Meghalaya	1,899	1,899	1,554	480	110
Mizoram	1,030	1,030	1,030	694	93
Nagaland	1,271	1,271	1,271	838	77
Odisha	61,357	61,357	59,940	40,811	10,430
Puducherry	7,301	7,301	7,221	6,288	904
Punjab	84,620	84,620	83,172	63,220	10,630
Rajasthan	1,33,587	1,33,587	1,32,538	1,03,646	13,224
Sikkim	886	886	856	409	13

State Name	Enrolled	Trained	Assessed	Certified	Placed
Tamil Nadu	1,69,214	1,69,214	1,65,039	1,29,083	44,752
Telangana	1,08,931	1,08,931	1,07,219	86,252	20,923
The Dadra And Nagar Haveli And Daman And Diu	488	488	488	343	207
Tripura	15,140	15,140	14,930	10,664	5,235
Uttar Pradesh	2,72,373	2,72,373	2,67,625	2,01,421	24,403
Uttarakhand	14,301	14,301	14,108	9,985	1,180
West Bengal	1,29,080	1,29,080	1,26,963	88,427	14,320
Grand Total	19,86,016	19,86,016	19,51,487	14,51,636	2,53,296

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

PMKVY 2.0 (2016-2020) is a grant-based scheme, providing free of cost skill development training and skill certification to increase the employability of the youth. The scheme was launched on 2nd October 2016 with the following objectives:

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

Under PMKVY 2.0, total 110 lakh candidates have been trained and 91.53 lakh candidates got certified. A brief summary on Component and training-type wise physical progress is given below-

Table 15 & 16 : A brief summary on Component and training-type wise physical progress

Component	Training type	Enrolled	Trained	Assessed	Certified	Placed
CSCM	Recognition of Prior Learning (RPL)	62,72,669	61,41,870	54,08,281	51,21,000	-
	Short Term Training (STT)	41,08,732	38,11,857	35,87,435	32,18,379	18,26,858
	Special Projects (SPL)	2,32,554	2,13,844	1,82,741	1,57,093	84,324
	CSCM Total	1,06,13,955	1,01,67,571	91,78,457	84,96,472	19,11,182
	CSSM	Short Term Training (STT)	8,63,887	8,26,350	7,36,045	6,51,841
	Special Projects (SPL)	6,882	6,787	6,079	5,040	2,845
	CSSM Total	8,70,769	8,33,137	7,42,124	6,56,881	2,30,393
	Total (CSCM+CSSM)	1,14,84,724	1,10,00,708	99,20,581	91,53,353	21,41,575

Table 16 : State-wise training details of PMKVY 2.0(Central and State component):

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	2,741	1,975	124	56	52	2,797	2,027
Andhra Pradesh	1,66,273	1,42,313	91,589	1,34,337	1,15,180	3,00,610	2,57,493
Arunachal Pradesh	32,536	26,669	13,288	40,652	33,115	73,188	59,784
Assam	1,50,425	1,20,537	60,808	5,04,185	3,72,642	6,54,610	4,93,179
Bihar	2,67,042	2,17,355	1,12,993	2,34,463	1,98,110	5,01,505	4,15,465
Chandigarh	13,488	10,956	5,813	6,972	5,957	20,460	16,913
Chhattisgarh	85,363	64,709	25,812	47,838	33,352	1,33,201	98,061
Delhi	1,72,365	1,45,931	72,455	2,05,076	1,69,892	3,77,441	3,15,823
Goa	3,248	2,223	891	5,538	4,664	8,786	6,887
Gujarat	1,44,793	1,18,762	65,373	1,88,026	1,59,248	3,32,819	2,78,010
Haryana	3,04,181	2,58,328	1,49,424	2,34,511	1,98,494	5,38,692	4,56,822
Himachal Pradesh	68,161	57,266	24,076	44,972	38,122	1,13,133	95,388
Jammu And Kashmir	1,19,517	1,03,988	51,309	1,43,927	1,24,525	2,63,444	2,28,513
Jharkhand	85,092	64,618	26,748	1,45,941	1,26,528	2,31,033	1,91,146
Karnataka	1,45,325	1,21,993	58,960	2,60,821	2,15,603	4,06,146	3,37,596
Kerala	74,248	58,218	24,099	1,46,505	1,18,037	2,20,753	1,76,255
Ladakh	2,174	1,671	944	93	74	2,267	1,745
Lakshadweep	150	79	-	-	-	150	79
Madhya Pradesh	4,06,824	3,38,682	1,94,858	2,76,212	2,23,377	6,83,036	5,62,059
Maharashtra	2,38,270	1,84,157	69,061	8,14,879	6,71,992	10,53,149	8,56,149
Manipur	43,247	36,354	15,383	37,252	31,801	80,499	68,155
Meghalaya	28,163	22,810	13,246	13,192	11,939	41,355	34,749
Mizoram	22,012	17,720	9,291	3,430	3,115	25,442	20,835
Nagaland	22,014	16,986	5,968	12,966	11,234	34,980	28,220

Odisha	1,38,974	1,14,664	59,736	3,26,992	2,61,082	4,65,966	3,75,746
Puducherry	14,719	13,091	9,292	5,304	4,399	20,023	17,490
Punjab	2,32,493	2,02,966	1,16,041	89,328	71,906	3,21,821	2,74,872
Rajasthan	3,52,403	3,07,127	1,69,875	5,65,219	5,17,387	9,17,622	8,24,514
Sikkim	9,395	7,821	3,502	1,704	1,482	11,099	9,303
Tamil Nadu	2,33,195	1,94,232	1,23,880	3,18,056	2,71,980	5,51,251	4,66,212
Telangana	1,65,436	1,41,834	90,315	1,26,177	1,05,052	2,91,613	2,46,886
The Dadra And Nagar Haveli And Daman And Diu	5,074	4,163	2,578	4,289	3,903	9,363	8,066
Tripura	39,008	32,045	12,984	79,505	57,022	1,18,513	89,067
Uttar Pradesh	7,27,709	6,02,482	3,11,015	8,64,959	7,37,207	15,92,668	13,39,689
Uttarakhand	1,15,439	93,259	50,655	59,323	48,140	1,74,762	1,41,399
West Bengal	2,27,341	1,84,369	99,189	1,99,170	1,74,387	4,26,511	3,58,756
Total	48,58,838	40,32,353	21,41,575	61,41,870	51,21,000	1,10,00,708	91,53,353

4.1 Approach: The PMKVY 2.0 is being implemented by the Centre along with the States.

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

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

Table 17: The progress under the CSCM component is provided below (as on 31.12.2022):

Component	Sector	Job Role*	Enrolled	Trained	Assessed	Certified	Placed
STT	37	280	41,08,732	38,11,857	35,87,435	32,18,379	18,26,858
RPL	39	826	62,72,669	61,41,870	54,08,281	51,21,000	NA**
SP	34	183	2,32,554	2,13,844	1,82,741	1,57,093	84,324
Total			1,06,13,955	1,01,67,571	91,78,457	84,96,472	19,11,182

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

*Total job roles wherein enrollment has taken place under PMKVY

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

Table 18: State-wise progress under CSCM - PMKVY 2.0 (as on 31.12.2022):

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	1,500	1,405	124	56	52	1,556	1,457
Andhra Pradesh	1,23,106	1,07,532	70,761	1,34,337	1,15,180	2,57,443	2,22,712
Arunachal Pradesh	18,235	15,212	6,829	40,652	33,115	58,887	48,327
Assam	1,18,628	94,658	47,163	5,04,185	3,72,642	6,22,813	4,67,300
Bihar	2,59,162	2,13,550	1,12,776	2,34,463	1,98,110	4,93,625	4,11,660
Chandigarh	7,345	6,039	2,669	6,972	5,957	14,317	11,996
Chhattisgarh	72,083	56,840	22,179	47,838	33,352	1,19,921	90,192
Delhi	1,49,995	1,27,008	68,242	2,05,076	1,69,892	3,55,071	2,96,900
Goa	1,515	1,015	815	5,538	4,664	7,053	5,679
Gujarat	96,114	81,028	48,199	1,88,026	1,59,248	2,84,140	2,40,276
Haryana	2,70,716	2,33,151	1,42,166	2,34,511	1,98,494	5,05,227	4,31,645
Himachal Pradesh	52,339	45,064	21,982	44,972	38,122	97,311	83,186
Jammu And Kashmir	99,037	85,575	46,992	1,43,927	1,24,525	2,42,964	2,10,100
Jharkhand	63,164	48,789	23,777	1,45,941	1,26,528	2,09,105	1,75,317
Karnataka	1,28,502	1,08,068	57,567	2,60,821	2,15,603	3,89,323	3,23,671
Kerala	49,886	40,382	19,204	1,46,505	1,18,037	1,96,391	1,58,419
Ladakh	2,174	1,671	944	93	74	2,267	1,745
Madhya Pradesh	3,72,884	3,14,950	1,87,258	2,76,212	2,23,377	6,49,096	5,38,327
Maharashtra	1,70,451	1,26,214	61,023	8,14,879	6,71,992	9,85,330	7,98,206
Manipur	21,799	17,677	5,600	37,252	31,801	59,051	49,478
Meghalaya	14,109	12,062	5,910	13,192	11,939	27,301	24,001
Mizoram	9,537	7,960	2,751	3,430	3,115	12,967	11,075

Nagaland	7,970	5,811	2,122	12,966	11,234	20,936	17,045
Odisha	1,30,772	1,08,589	59,128	3,26,992	2,61,082	4,57,764	3,69,671
Puducherry	7,424	6,485	4,607	5,304	4,399	12,728	10,884
Punjab	1,86,917	1,64,731	91,847	89,328	71,906	2,76,245	2,36,637
Rajasthan	3,23,167	2,86,154	1,69,712	5,65,219	5,17,387	8,88,386	8,03,541
Sikkim	5,962	5,155	2,602	1,704	1,482	7,666	6,637
Tamil Nadu	1,88,790	1,57,518	1,06,986	3,18,056	2,71,980	5,06,846	4,29,498
Telangana	1,42,210	1,23,858	81,589	1,26,177	1,05,052	2,68,387	2,28,910
The Dadra And Nagar Haveli And Daman And Diu	2,817	2,441	1,808	4,289	3,903	7,106	6,344
Tripura	22,514	18,689	9,822	79,505	57,022	1,02,019	75,711
Uttar Pradesh	6,41,898	5,35,730	2,98,229	8,64,959	7,37,207	15,06,857	12,72,937
Uttarakhand	67,384	53,773	32,862	59,323	48,140	1,26,707	1,01,913
West Bengal	1,95,595	1,60,688	94,937	1,99,170	1,74,387	3,94,765	3,35,075
Total	40,25,701	33,75,472	19,11,182	61,41,870	51,21,000	1,01,67,571	84,96,472

4.1.2. Centrally Sponsored State Managed (CSSM) (State Component): The CSSM component of PMKVY was launched with release of State engagement guidelines on 09.11.2016. This component is being implemented by State Skill Development Missions / State Governments. Under this component, after evaluation of proposal received from 36 States/UTs, Ministry has given in-principle approval of a total target of 20.18 lakh candidates and corresponding financial allocation of Rs. 3,050 Cr. for FY 2016-20. However, due to slow performance of States/UTs and keeping in the mind that the scheme is going to end by March'2020, the financial allocation was rationalised to Rs. 2,419 crore (approx.) with the corresponding physical target of 12.71 lakh. The role of the States/UTs includes;

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

The progress under CSSM component is provided below (as on 31.12.2022):

Component	Sector	Job Role*	Target	Enrolled	Trained	Assessed	Certified	Placed
STT (including SP)	36	293	12,71,662	8,70,769	8,33,137	7,42,124	6,56,881	2,30,393

*Values are basis where enrolment has been done on SDMS

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

Table 19: State wise progress under Short Term Training (STT) component of CSSM - PMKVY 2.0 (as on 31.12.2022):

State/UTs	Enrolled	Trained	Assessed	Certified	Placed
Andaman And Nicobar Islands	1,259	1,241	779	570	-
Andhra Pradesh	49,207	43,167	39,937	34,781	20,828
Arunachal Pradesh	14,361	14,301	12,917	11,457	6,459
Assam	32,766	31,797	29,434	25,879	13,645
Bihar	8,239	7,880	4,456	3,805	217
Chandigarh	6,924	6,143	5,677	4,917	3,144
Chhattisgarh	13,972	13,280	10,837	7,869	3,633
Delhi	24,270	22,370	20,770	18,923	4,213
Goa	2,139	1,733	1,490	1,208	76
Gujarat	52,721	48,679	41,955	37,734	17,174
Haryana	36,175	33,465	28,860	25,177	7,258
Himachal Pradesh	17,012	15,822	13,556	12,202	2,094
Jammu And Kashmir	20,611	20,480	19,902	18,413	4,317
Jharkhand	22,944	21,928	17,960	15,829	2,971
Karnataka	17,011	16,823	15,913	13,925	1,393
Kerala	25,159	24,362	20,111	17,836	4,895
Lakshadweep	150	150	124	79	-
Madhya Pradesh	34,729	33,940	28,639	23,732	7,600
Maharashtra	69,511	67,819	64,376	57,943	8,038
Manipur	21,457	21,448	20,067	18,677	9,783
Meghalaya	14,147	14,054	12,724	10,748	7,336
Mizoram	12,496	12,475	10,785	9,760	6,540
Nagaland	14,100	14,044	12,422	11,175	3,846
Odisha	8,791	8,202	6,841	6,075	608
Puducherry	7,467	7,295	7,033	6,606	4,685

Punjab	47,255	45,576	43,157	38,235	24,194
Rajasthan	30,191	29,236	23,219	20,973	163
Sikkim	3,456	3,433	3,086	2,666	900
Tamil Nadu	47,770	44,405	40,662	36,714	16,894
Telangana	26,457	23,226	20,543	17,976	8,726
The Dadra And Nagar Haveli And Daman And Diu	2,334	2,257	2,095	1,722	770
Tripura	16,793	16,494	14,949	13,356	3,162
Uttar Pradesh	88,081	85,811	75,891	66,752	12,786
Uttarakhand	48,509	48,055	44,394	39,486	17,793
West Bengal	32,305	31,746	26,563	23,681	4,252
Total	8,70,769	8,33,137	7,42,124	6,56,881	2,30,393

Note- Under PMKVY 2.0-CSSM, there was no target allocation for RPL

Table 20: State wise details of target allocation and funds disbursement under CSSM-PMKVY 2.0:

State/UT	Initial Physical Targets	Revised Physical Targets	Fund Allocation	Revised allocation	Total Fund Released
Andaman & Nicobar Islands	4,108	2,583	6,32,51,698	5,27,12,315	2,10,94,164
Andhra Pradesh	64,610	54,166	94,74,11,712	79,55,58,784	54,92,66,464
Arunachal Pradesh	29,510	14,434	43,27,34,640	32,45,50,980	32,34,36,387
Assam	47,258	31,193	72,76,40,878	63,81,13,859	54,85,32,800
Bihar	89,665	34,000	1,38,05,74,540	1,12,88,53,416	36,81,62,449
Chandigarh	10,288	6,522	15,84,06,394	13,30,93,397	10,16,47,441
Chhattisgarh	48,532	15,980	71,16,73,248	53,37,54,936	35,57,76,000
Dadra & Nagar Haveli and Daman & Diu	8,000	6,140	12,31,77,600	11,16,29,700	4,11,10,524
Delhi	81,657	58,000	1,24,71,73,200	97,38,72,900	33,69,72,000
Goa	46,951	30,942	72,29,13,937	56,89,41,937	10,70,25,937
Gujarat	77,825	64,205	1,19,82,71,693	98,85,77,226	46,94,93,826
Haryana	56,038	38,560	86,27,97,499	70,11,26,899	36,56,99,375
Himachal Pradesh	49,499	40,012	76,21,46,003	63,51,19,103	21,55,60,800

Jammu & Kashmir	47,302	23,240	72,83,18,354	59,89,66,477	33,05,07,280
Jharkhand	57,670	40,000	88,79,25,730	73,99,35,542	29,59,64,978
Karnataka	94,164	54,000	1,38,08,20,896	1,03,34,34,463	21,43,95,135
Kerala	71,456	35,611	1,10,01,29,940	88,01,03,952	32,55,25,988
Lakshadweep	4,018	1,800	3,69,53,280	3,69,53,280	1,23,17,760
Madhya Pradesh	84,058	54,065	1,23,26,26,512	92,44,69,884	34,04,80,576
Maharashtra	1,67,127	1,28,747	2,57,32,87,845	2,14,44,06,538	97,27,62,615
Manipur	32,472	22,763	49,99,77,879	43,74,80,644	41,59,88,939
Meghalaya	33,642	14,673	51,79,92,602	43,79,27,162	23,41,96,760
Mizoram	36,671	9,444	56,46,30,721	44,91,51,721	22,12,73,161
Nagaland	33,021	13,928	50,84,30,941	42,36,92,451	42,36,76,980
Odisha	58,046	46,954	89,37,45,871	74,74,72,471	27,71,49,600
Puducherry	10,619	7,703	15,57,17,016	11,67,84,096	11,34,51,280
Punjab	55,029	47,256	80,69,30,592	67,49,54,592	62,39,52,000
Rajasthan	64,526	41,000	94,62,15,130	70,96,61,348	26,19,35,789
Sikkim	34,348	3,598	7,54,46,280	6,15,88,800	5,27,81,358
Tamil Nadu	1,40,881	67,000	2,06,58,64,320	1,54,93,98,240	68,86,21,440
Telangana	59,611	44,383	91,78,42,489	71,13,27,544	31,54,64,472
Tripura	37,062	20,869	54,07,35,000	40,84,10,730	24,82,06,870
Uttar Pradesh	1,42,550	90,809	2,09,04,00,000	1,56,78,06,552	1,06,84,00,000
Uttarakhand	48,238	32,000	74,26,99,339	61,99,06,669	61,98,78,040
West Bengal	1,23,550	75,082	1,90,23,24,060	1,33,16,26,842	38,04,64,812
Total	20,50,000	12,71,662	30,50,71,87,839	24,19,13,65,449	12,24,11,74,000

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

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

5.1 The Prime Objectives of the PMKVY 3.0:

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

5.2 Some of the Key Features of the PMKVY 3.0:

- PMKVY 3.0 aims to benefit over 8 lakh candidates with a budget of 948.90 crores while targeting the youth in the age group of 15-45 years.
- Planning from below, with District level Plans being the fundamental instrument as the District Skill Committees (DSCs) at district level will be focal points for implementation under the guidance of States Skill Development Missions (SSDMs). However, policy, strategic, and funding support will be extended by MSDE.
- Enhance the role of State/UT in entire implementation process of the Scheme by supporting the District Skill Committees in planning, mobilisation and counselling, aggregation of skilling schemes, monitoring and post-training employment/ self-employment, verification.
- The scheme is aligned with Common Cost Norms and National Skill Qualification Framework (NSQF)
- National Skill Development Corporation (NSDC) shall provide the IT and technical support regarding convergence with Skill India Portal (SIP) and others for the implementation of the scheme.
- Standardization and necessary reform will be made in assessment and certification by introduction of unified regulatory framework of National Council of Vocational Education and Training (NCVET)
- Under PMKVY 3.0, total 7.37 lakh candidates have been trained of which certification was achieved for 4.84 lakh candidates. Component and training type-wise physical progress summary under PMKVY 3.0 is provided below (as on 31.12.2022)

Table 21: Component and training type-wise physical progress summary under PMKVY 3.0 is provided below (as on 31.12.2022):

Component	Training type	Enrolled	Trained	Assessed	Certified	Placed
CSCM	Short Term Training (STT)	3,39,167	2,94,873	2,14,249	1,78,308	21,734
	Special Projects (SP)	1,14,839	1,08,702	97,177	72,499	9,217
	Recognition of Prior Learning (RPL)	1,77,931	1,76,491	1,41,866	1,28,614	NA
	Sub Total- CSCM	6,31,937	5,80,066	4,53,292	3,79,421	30,951
CSSM	Short Term Training (STT)	68,304	64,547	50,834	45,143	10,043
	Special Projects (SP)	6,870	6,645	5,495	3,431	175
	Recognition of Prior Learning (RPL)	87,800	86,214	63,396	56,041	NA
	Sub Total-CSSM	1,62,974	1,57,406	1,19,725	1,04,615	10,218
Grand Total (CSCM+CSSM)		7,94,911	7,37,472	5,73,017	4,84,036	41,169

Note: Under PMKVY 3.0, currently no batches are undergoing

Table 22: Overall State-wise training details of PMKVY 3.0 (2020-21) (Central and State component) (as on 31.12.2022)

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	319	150	-	604	404	923	554
Andhra Pradesh	14,305	9,310	1,379	6,012	4,575	20,317	13,885
Arunachal Pradesh	4,477	2,837	550	5,144	3,170	9,621	6,007
Assam	24,428	13,974	2,728	8,294	5,507	32,722	19,481
Bihar	32,302	20,977	2,408	7,363	4,755	39,665	25,732
Chandigarh	862	443	152	566	439	1,428	882
Chhattisgarh	8,383	4,536	947	479	289	8,862	4,825
Delhi	8,332	5,502	646	11,030	7,917	19,362	13,419
Goa	444	275	1	336	247	780	522
Gujarat	13,330	9,190	684	21,247	17,296	34,577	26,486
Haryana	14,463	8,380	1,279	11,894	7,834	26,357	16,214
Himachal Pradesh	7,807	5,487	951	4,910	3,500	12,717	8,987
Jammu And Kashmir	22,534	15,714	1,992	7,197	5,535	29,731	21,249
Jharkhand	10,786	5,974	852	3,623	2,019	14,409	7,993
Karnataka	18,395	11,199	1,388	15,646	11,202	34,041	22,401
Kerala	13,403	9,026	760	5,079	3,443	18,482	12,469
Ladakh	977	436	119			977	436
Lakshadweep	120	50	-			120	50
Madhya Pradesh	45,884	27,007	4,153	10,256	7,406	56,140	34,413
Maharashtra	32,346	18,968	946	22,358	16,230	54,704	35,198
Manipur	4,726	2,701	177	3,559	2,250	8,285	4,951
Meghalaya	2,504	1,246	239	2,197	1,627	4,701	2,873
Mizoram	3,523	1,571	298	2,271	1,086	5,794	2,657

Nagaland	2,152	1,084	135	3,939	2,743	6,091	3,827
Odisha	17,984	9,336	900	7,910	5,135	25,894	14,471
Puducherry	1,688	1,394	240	1,315	1,084	3,003	2,478
Punjab	15,683	10,723	2,241	13,017	6,748	28,700	17,471
Rajasthan	24,697	17,519	2,502	18,262	14,222	42,959	31,741
Sikkim	1,622	1,069	427	196	175	1,818	1,244
Tamil Nadu	22,471	16,013	3,666	16,730	12,635	39,201	28,648
Telangana	15,608	10,343	1,729	6,504	4,498	22,112	14,841
The Dadra And Nagar Haveli And Daman And Diu	281	158	32	2	2	283	160
Tripura	3,748	2,361	447	2,330	1,579	6,078	3,940
Uttar Pradesh	50,861	33,236	3,237	31,454	21,713	82,315	54,949
Uttarakhand	9,384	6,018	762	4,457	3,312	13,841	9,330
West Bengal	23,938	15,174	2,202	6,524	4,078	30,462	19,252
Total	4,74,767	2,99,381	41,169	2,62,705	1,84,655	7,37,472	4,84,036

Table 23:PMKVY 3.0 - Centrally Sponsored Centrally Managed (CSCM) (as on 31.12.2022)

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	172	62	-	4	4	176	66
Andhra Pradesh	10,884	7,248	964	3,683	2,840	14,567	10,088
Arunachal Pradesh	3,282	1,996	328	439	315	3,721	2,311
Assam	21,176	11,762	1,789	3,664	2,087	24,840	13,849
Bihar	29,693	20,069	2,327	5,774	3,949	35,467	24,018
Chandigarh	670	286	79	366	264	1,036	550
Chhattisgarh	7,134	3,766	429	429	289	7,563	4,055
Delhi	6,497	3,957	439	9,511	6,857	16,008	10,814
Goa	204	98	-	116	90	320	188

Gujarat	9,813	6,453	194	14,647	12,469	24,460	18,922
Haryana	12,089	6,885	1,105	7,849	6,581	19,938	13,466
Himachal Pradesh	7,248	5,019	951	3,270	2,285	10,518	7,304
Jammu And Kashmir	21,825	15,352	1,992	7,197	5,535	29,022	20,887
Jharkhand	10,030	5,464	678	1,358	776	11,388	6,240
Karnataka	13,739	8,129	1,051	10,074	7,875	23,813	16,004
Kerala	11,065	7,246	149	2,424	1,664	13,489	8,910
Ladakh	977	436	119			977	436
Madhya Pradesh	42,920	24,849	3,291	8,214	6,162	51,134	31,011
Maharashtra	24,998	14,511	815	15,352	11,588	40,350	26,099
Manipur	4,049	2,165	-	988	276	5,037	2,441
Meghalaya	1,975	892	46	62	60	2,037	952
Mizoram	3,106	1,320	170	363	140	3,469	1,460
Nagaland	1,912	920	114	3,939	2,743	5,851	3,663
Odisha	15,623	7,881	685	4,745	3,193	20,368	11,074
Puducherry	1,402	1,189	80	515	357	1,917	1,546
Punjab	13,629	9,023	1,052	8,625	3,360	22,254	12,383
Rajasthan	20,560	14,228	2,502	11,879	10,012	32,439	24,240
Sikkim	1,240	854	245	196	175	1,436	1,029
Tamil Nadu	16,596	11,281	1,924	9,360	7,161	25,956	18,442
Telangana	12,894	8,383	1,449	5,293	3,762	18,187	12,145
The Dadra And Nagar Haveli And Daman And Diu	31	-	-	2	2	33	2
Tripura	2,967	1,723	243	627	562	3,594	2,285
Uttar Pradesh	43,884	28,473	2,981	25,981	18,584	69,865	47,057
Uttarakhand	8,668	5,589	691	3,021	2,519	11,689	8,108
West Bengal	20,623	13,298	2,069	6,524	4,078	27,147	17,376
Total	4,03,575	2,50,807	30,951	1,76,491	1,28,614	5,80,066	3,79,421

Table 24: PMKVY 3.0 - Centrally Sponsored State Managed (CSSM) (as on 31.12.2022)

State / UT	Short Term) Training (STT) (including Special Projects (SP)			Recognition of Prior Learning (RPL)		Grand Total	
	Trained	Certified	Placed	Oriented	Certified	Total Trained / Oriented	Total Certified
Andaman And Nicobar Islands	147	88	-	600	400	747	488
Andhra Pradesh	3,421	2,062	415	2,329	1,735	5,750	3,797
Arunachal Pradesh	1,195	841	222	4,705	2,855	5,900	3,696
Assam	3,252	2,212	939	4,630	3,420	7,882	5,632
Bihar	2,609	908	81	1,589	806	4,198	1,714
Chandigarh	192	157	73	200	175	392	332
Chhattisgarh	1,249	770	518	50	-	1,299	770
Delhi	1,835	1,545	207	1,519	1,060	3,354	2,605
Goa	240	177	1	220	157	460	334
Gujarat	3,517	2,737	490	6,600	4,827	10,117	7,564
Haryana	2,374	1,495	174	4,045	1,253	6,419	2,748
Himachal Pradesh	559	468	-	1,640	1,215	2,199	1,683
Jammu And Kashmir	709	362	-			709	362
Jharkhand	756	510	174	2,265	1,243	3,021	1,753
Karnataka	4,656	3,070	337	5,572	3,327	10,228	6,397
Kerala	2,338	1,780	611	2,655	1,779	4,993	3,559
Ladakh	120	50	-			120	50
Madhya Pradesh	2,964	2,158	862	2,042	1,244	5,006	3,402
Maharashtra	7,348	4,457	131	7,006	4,642	14,354	9,099
Manipur	677	536	177	2,571	1,974	3,248	2,510
Meghalaya	529	354	193	2,135	1,567	2,664	1,921
Mizoram	417	251	128	1,908	946	2,325	1,197
Nagaland	240	164	21			240	164
Odisha	2,361	1,455	215	3,165	1,942	5,526	3,397

Puducherry	286	205	160	800	727	1,086	932
Punjab	2,054	1,700	1,189	4,392	3,388	6,446	5,088
Rajasthan	4,137	3,291	-	6,383	4,210	10,520	7,501
Sikkim	382	215	182			382	215
Tamil Nadu	5,875	4,732	1,742	7,370	5,474	13,245	10,206
Telangana	2,714	1,960	280	1,211	736	3,925	2,696
The Dadra And Nagar Haveli And Daman And Diu	250	158	32			250	158
Tripura	781	638	204	1,703	1,017	2,484	1,655
Uttar Pradesh	6,977	4,763	256	5,473	3,129	12,450	7,892
Uttarakhand	716	429	71	1,436	793	2,152	1,222
West Bengal	3,315	1,876	133			3,315	1,876
Total	71,192	48,574	10,218	86,214	56,041	1,57,406	1,04,615

State-wise-status on fund release PMKVY 3.0 (Table 25)

State	Fund Approved in Principle	Funds Released
Andaman & Nicobar Islands	56,31,731	0
Andhra Pradesh	8,21,48,593	2,46,44,578
Arunachal Pradesh	2,77,30,276	83,19,083
Assam	12,50,38,625	3,75,11,588
Bihar	15,76,84,638	0
Chandigarh	56,27,207	33,76,000
Chhattisgarh	4,86,20,767	0
Dadra and Nagar Haveli and Daman & Diu	83,37,718	0
Delhi	5,39,56,705	1,61,87,000
Goa	77,21,598	0
Gujarat	11,34,12,903	1,91,15,611
Haryana	6,56,69,946	1,97,01,000
Himachal Pradesh	2,12,24,041	0
Jammu and Kashmir	3,05,87,814	0

Jharkhand	5,94,60,722	0
Karnataka	11,06,12,436	3,31,80,000
Kerala	6,75,05,953	2,02,52,000
Lakshadweep	36,47,828	0
Madhya Pradesh	11,86,79,938	3,56,03,981
Maharashtra	20,04,99,852	6,01,50,000
Manipur	2,74,71,892	82,41,568
Meghalaya	2,16,35,194	64,90,558
Mizoram	1,75,01,047	1,22,50,462
Nagaland	2,28,37,855	68,51,357
Odisha	7,82,65,870	0
Puducherry	77,26,122	23,18,000
Punjab	6,06,08,748	6,48,92,187
Rajasthan	12,19,31,751	0
Sikkim	1,21,35,878	36,40,763
Tamil Nadu	13,98,30,379	0
Telangana	8,57,76,758	2,57,33,000
Tripura	2,53,49,140	92,00,000
Uttar Pradesh	27,91,24,328	8,37,37,298
Uttarakhand	2,92,81,625	87,85,000
West Bengal	12,77,72,103	0
Ladakh	12,82,351	0
Total	2,37,23,30,332	51,01,81,034

6. Monitoring of PMKVY

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



6.1 Parameters for Monitoring under PMKVY:

The following parameters are checked using different monitoring tools:

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

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

6.2 Monitoring Tools Used:

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

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

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

Table 26: Evolution of PMKVY (2020-2021) from its earlier versions:

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

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

	Centres of trainees only	Assessors Though Encouraged but not mandatory for Training Centres in J&K and North-East region	(AEBAS) AEBAS is non mandatory for states in North East, Jammu-Kashmir, Ladakh, Lakshadweep and Andaman for now.
Mode of Execution under RPL	Training Partners via Training Centres (Target Allocation: NSDC – SSC – TP)	Done through Project Implementing Agency via different RPL Types: Type 1. RPL Camp Type 2. RPL @ Employer's Premises Type 3. RPL Centres Type 4. Best in Class Employers	Below is the type wise execution mode under RPL 3.0: Type 1: RPL at Camps- Through Project Implementing Agency (maybe govt, company, NGOs etc) Type 2: RPL at Employer Premises- Through Project Implementing Agency (maybe Govt, company etc) Type 3: RPL through Demand- Through PMKKs allocated target, demand will come via DSC and Demand Aggregation portal Type 4: RPL BICE-Through SSCs Type 5: Online RPL- Through SSCs via online portal
RPL Process	3 Step process	5 Step process	5 Step Process
	Mobilization & Counselling, Assessments and Certification, Pay-outs	Mobilization and Pre-Assessment Screening & Counselling Orientation (in 3 types) Final Assessment Certification	Mobilization, Counselling & Pre-Screening, Orientation (Bridge Course option), Final Assessment, Certification & Pay-out
Assessment & Certification	Certification) against candidates clearing passing percentage (50-70% on the QP	QP into "Core NOSs" & "Non-Core NOSs"	QP into "Core NOSs" & "Non-Core NOSs" with weighted average scoring mechanism
		Certification against candidates scoring 50% in Total Marks calculated as weighted average	Assessment shall be conducted by NCVET approved awarding bodies.
		(70% score from Core NOSs + 30% score in Non-Core NOSs)	As far as possible, endeavour to be made for conduct of assessment at the Common Assessment Centres (CAC) Online/proctored assessment to be prioritized for theory & practical (wherever possible)
		Mark-sheet given to all candidates (PASSED & FAILED)	Reassessment fees to be funded by the Govt
Monitoring	Monitoring Team in NSDC looked over the monitoring activities. Surprise visits	Under CSCM component, monitoring done by Monitoring team in NSDC with support from state engagement officers and other	Monitoring and Supervision shall be done at various levels to ensure quality outcome. SSDM and DSCs shall be roped in along with NSDC for concurrent and continuous monitoring & supervision of the scheme. Under CSSM, SSDMs are expected to have

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

To further the “Skill India Mission”, Ministry of Skill Development and Entrepreneurship (MSDE) has initiated the establishment of state of the art, visible and aspirational model training centres in every district of India, ensuring coverage of all the parliamentary constituencies (PCs). These model training centres are referred to as “Pradhan Mantri Kaushal Kendra” (PMKK).

- Under this project, the private training partners selected through RFP, can avail a secured loan of up to Rs 70 lakhs per PMKK at a subsidized interest rate to procure and setup labs, training-relevant machinery, training aids, etc.
- PMKK centres will also be given a dedicated training mandate for three years under PMKVY Scheme, till the time the scheme exists.
- As on 31stDecember 2022, 818 PMKKs have been allocated covering 707 districts. Out of the 818 allocated PMKKs, 721 PMKKs have been established.

PMKK centers summary (Table 27)

Categories	Achievement
No. of Districts*	763*
No. of Districts having PMKK allocated till date	707
No. of PMKK's Allocated till date	818
No. of PMKK's Established As on 31.12.2022	721

*Districts which are newly formed have been mapped and added taking the updated count of Districts in India to “763”

Table 28; PMKK centers training (Short Term Training) summary (as on 31.12.2022):

Scheme	Enrolled	Trained	Assessed	Certified	Placed
PMKVY 2.0	16,52,348	14,82,794	13,65,847	11,90,208	7,17,118
PMKVY 3.0	2,94,681	2,58,553	2,09,532	1,75,993	24,441
Grand Total	19,47,029	17,41,347	15,75,379	13,66,201	7,41,559

Table 29: State wise details of PMKKs (as on 31.12.2022):

State/UT	No. of Districts	Districts allocated under PMKK	No. of PMKK's Allocated	No. of PMKK's Established As on 31.12.2022
Andaman and Nicobar Islands	3	2	2	0
Arunachal Pradesh	25	20	20	10
Andhra Pradesh	26	13	25	24
Assam 35	33	33	28	
Bihar 38	38	49	48	

Chandigarh	1	1	1	1
Chhattisgarh	33	27	27	22
Dadra & Nagar Haveli and Daman & Diu	3	2	2	0
Delhi	11	11	11	8
Goa	2	2	2	1
Gujarat	33	33	35	28
Haryana	22	21	25	24
Himachal Pradesh	12	12	12	11
Jammu Kashmir	20	19	20	18
Ladakh	2	2	2	2
Jharkhand	24	24	24	20
Karnataka	31	30	37	35
Kerala	14	14	20	20
Lakshadweep	1	1	1	0
Madhya Pradesh	52	51	52	52
Maharashtra	36	36	50	43
Manipur	16	16	16	15
Meghalaya	12	8	8	6
Mizoram	11	6	6	3
Nagaland	14	11	11	3
Odisha	30	29	30	26
Puducherry	4	4	4	4
Punjab	23	22	24	24
Rajasthan	33	33	35	34
Sikkim	6	4	4	3
Tamil Nadu	38	33	40	35
Telangana	33	31	33	29
Tripura	8	8	8	4
Uttar Pradesh	75	75	89	86
Uttarakhand	13	13	13	13
West Bengal	23	22	47	41
Total	763**	707	818	721

*Districts which are newly formed have been mapped and added taking the updated count of Districts in India to "763"

5.3. Other Skilling initiative under PMKVY scheme

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

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

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

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

State wise Target Allocation and training update:

Table 30 & 31

a) Short Term Training (STT):

States	No. of GKRA districts	Targets Approved	Targets Allocated	Enrolled	Certified	Placed
Assam	2	2,000	2,000	1,105	921	526
Bihar	31	52,824	50,340	32,436	24,595	11,554
Madhya Pradesh	23	23,902	23,100	16,463	13,889	6,589
Odisha	4	4,888	4,830	1,911	1,526	530
Rajasthan	22	26,964	26,180	16,670	14,580	8,960
Uttar Pradesh	31	39,545	35,997	22,245	17,807	7,466
Total	113	1,50,123	1,42,447	90,830	73,318	35,625

b) Recognition of Prior Learning (RPL):

State	No of Districts	Target allocated	Enrolled	Certified
Assam	2	2,000	504	271
Bihar	26	48,320	20,728	16,306
Madhya Pradesh	11	13,494	3,194	2,399
Odisha	2	4,450	892	450
Rajasthan	8	12,247	3,651	2,948
Uttar Pradesh	14	18,261	9,221	7,818
Total	63	98,772	38,190	30,192

ii. Customized Crash Course Programme for COVID Warriors (CCCP For CW) under Pradhan Mantri Kaushal Vikas Yojana 3.0

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

Table 32; Customized Job Roles for CCCP for CW:

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

Progress Update (as on 31.12.2022):

Training Type	Enrolled	Classroom Trained	Assessed	OJTTrained	OJTAssessed	Certified
Fresh Skilling (Special Projects)	1,16,569	1,10,422	98,030	91,047	77,196	71,542
Upskilling (RPL)	10,253	9,905	8,531	-	-	7,954
Total	1,26,822	1,20,327	1,06,561	91,047	77,196	79,496

Monitoring of CCCP for CW

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

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

The above parameters are monitored through:

- 100% virtual verification of all batches combined with physical inspections wherever discrepancy observed.
- 100% candidate verification through manual calls
- 100% TC/TPs are required to upload daily geo tagged time stamped photographs/videos, documents through a mobile application as evidence of ongoing training

iii. Skill Hub Initiative (SHI)- Integrated Skilling through Skill Hubs

- Integration and mainstreaming of vocational education with general education has been identified as the key reform in the education-skill system of the country for overall gains at the student, community and economy levels. The 'National Education Policy' (NEP) 2020 envisages quality holistic education—including vocational education so that students can design their own paths of study and life plans. It emphasizes on flexibility in choice of subjects and strongly recommends no hard separations between the vocational and academic streams, etc. in order to eliminate harmful hierarchies and silos between different areas of learning.
- To mainstream vocational education, enable sharing of infrastructure and developing well-defined pathways for students to continue with their chosen academic-vocational pursuits, a scheme of creation of Skill Hubs across the education and skill ecosystem has been proposed to actualize the intent of the NEP on the ground. The implementation of the initiative shall ensure broad-based convergence of vocational education with formal education in a phased manner. The effort would also supplement the objectives of 'National Policy for Skill Development and Entrepreneurship' (NSDP), 2015.
- Creation of sustainable skill Training Centres, phase-wise introduction of vocational courses in school curriculum in coordination with Ministry of Education (MoE) has also been envisioned. This can be accomplished through technical support, greater cross utilization of available infrastructure from Universities/ Colleges/ Industrial Training Institutes (ITIs)/ Polytechnics/ Schools, and further strengthening of District Skill Committees (DSCs), State Skill Development Missions (SSDMs)/ State Directorate of Technical Education along with handholding, strategic and funding support.
- The 'Skill Hub Initiative' under the PMKVY 3.0 scheme focuses on the introduction of skill training programmes in the education ecosystems. The Initiative would consider the policy level synergy on integration of vocational education with general education as envisioned in the NEP 2020.
- Skill Hubs are nodal skill centres identified to provide skill development and vocational training opportunities to target population segments from class 6-8th (introduction to world-of-work through orientation, industry visits, bag-less days), Class 9th to 12th (aimed at exposing students to skill development avenues), school dropouts, and out-of-education (aimed for academic credit, mainstreaming back to education and or apprenticeship and employment linkages). Over a period of time, these Skill Hubs will associate with adjoining education and skilling institutions (spokes) over a district, or a cluster of adjacent districts, to provide access to skill development training at hub location or at spoke location. Such adjoining institutions in the vicinity of the Skill Hub may leverage the infrastructure and resources available at the associated Hub for their In-school, drop-outs and out-of-education candidates.
- The 'Skill Hubs Initiative' under PMKVY 3.0 aims at creating shared infrastructure, aligned with the needs of the local economy which addresses the vocational training needs of all target segments. It is also expected that existing resources in education and skilling system can be put to optimum usage by utilization for skilling beyond normal working hours and during weekends. In its full roll-out, the scheme is aimed at the following:
 - a. Provision of permanent vocational infrastructure and resources for skilling
 - b. To ensure contiguous availability of skill centres for ease of candidates
 - c. Introduce vocational learning at an early stage with multiple well-defined pathways for candidates to continue with their chosen vocations

- d. Provide vocational offerings for target segments including in-school, drop-outs and out-of-education candidates
- e. Align the vocational offerings at all levels with overall economic and local economy needs

Training Type	Target	Enrolled	Trained	Assessed	Certified
Short Term Training (STT)	3,49,800	2,28,302	1,97,958	1,36,013	1,13,192

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

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

Enrolled	Trained	Assessed	Certified	Reported Placed
2,243	2,243	2,223	2,119	14

- c. **Upskilling for Street Food Vendors (for e-cart license) in East Delhi Municipal Corporation**- RPL for 2500 street food vendors who apply for e-cart license to upskill them and make them well versed in hygiene , safety , customer centricity , digital transactions and entrepreneurship skills. Total 1558 candidates have been trained and 1030 were certified under the project Other key details on physical progress is as under-

Enrolled	Trained	Assessed	Certified
2,317	1,558	1,087	1,030

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

- v. **Skill training of Bru Tribe in North East (1,435 candidates trained)**: Special Project has been implemented to train and certify beneficiaries belonging to the Bru tribe. This project has been implemented primarily in camps in Tripura, where around 1,435 beneficiaries have been trained and around 1,335 certified. Multiple job roles were included in the project such as Craft Baker, Self-Employed Tailor, Mason General, Hand Embroider, Two Shaft Handloom Weaver, Sewing Machine Operator, etc. These beneficiaries have been trained in Imphal West, Dhalai, Gomati, Khowai, North Tripura, East and West Tripura districts.

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

III. **Skill Management Information System: ASEEM**

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

5.4 **School Education/Initiative**

The launch of NEP 2020 has emphasized special focus on vocational education. The NEP 2020 has reduced the gap between the general education and vocational educational. The Centrally Sponsored Scheme for Vocationalization of Secondary and Higher Secondary Education' of Ministry of Education, Government of India; provides for diversification of educational opportunities to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education. Vocational Education is being imparted in integration with general education from 6th to 8th as prevocational followed by implementation from 9th to 12th class. NSDC is facilitating implementation of the scheme for State Governments since its inception. A majority of the States have entrusted the entire training delivery (including classroom lectures, practical training, Guest Lectures, Industry Visits, On the Job Training etc.) to NSDC-approved Training Partners (TPs), as these TPs have the expertise and required Industry-Connect for implementing Skill Development Initiatives. Till date, 71 NSDC-approved TPs are working in 32 States, implementing vocational training across 125 job roles under this scheme.

5.5. **Higher Education**

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

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

A degree apprentice is an apprentice undergoing a course in order that they may hold a degree granted by any recognized institution or university while at the same time undertaking apprenticeship training as an integrated component of the curricula. In other words, this is an apprenticeship embedded degree program having three

components: general education (academic), skill component (classroom/lab) and On the Job Training (apprenticeship).

5.6 India International Skill Centre (IISC)

The IISC program was first envisioned in 2016 by MSDE and NSDC to provide skill training and certification benchmarked against international standards to Indians aspiring to work overseas. The pilot phase of training programme was completed in 2018 successfully. Based on the learning from the pilot phase, NSDC has launched a fee based, market driven model called the India International Skill Centre (IISC) Network. This network will be central to the GOI's vision to make India the skill capital of the world. It comprises of Member Organizations operating through several fixed centres referred to as IISCs. In addition to incremental skill training, international skill testing & certification, Pre-Departure Orientation and international language training based on the requirements of the countries, the IISCs will facilitate placement of candidates across clusters through counseling and guidance.

B. SCHEMES & INITIATIVES THROUGH DGT

5.7 Craftsmen Training Scheme

5.7.1 Introduction

The Craftsmen Training Scheme(CTS) was introduced by the Government of India in year 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production by systematic training, to reduce unemployment among the educated youth by providing them employable skills, to cultivate and nurture at echnical 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 /UnionTerritories in the country. The day-to-dayadministration of ITIs under the Craftsmen Training Scheme was transferred to the State Governments/UnionTerritory administrations with effect from the year 1956. From 1st April 1969, the financial control of the Industrial Training Institutes in the State as well as in the Union Territories was transferred to the respective State Governments/ UnionTerritory.



5.7.2 Objectives of the Scheme:

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

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

- Seats are reserved for SC/ST candidates in proportion to their population in respective State/UT. Guidelines for reserving 4% seats for persons with disability and 30% for women candidates have been issued to State Governments and these could be filled based on the general reservation policy of each State/UT and total reservation is limited to 50%. Seats are also reserved for the wards of defence personnel. Seats for OBC candidates have also been reserved in proportion to the seats reserved for them in Government Services in the respective States.



- There is a provision of second and third shifts in Government and Private ITIs with segregated timing, for optimum utilization of infrastructural facilities. They are encouraged to introduce second shift by appointing one additional trade instructor and additional trainee kit for trainees.
- A “Placement Cell” in every Government and Private ITIs is set up to facilitate the graduates in getting placement in different industries.
- Institute Management Committee (IMCs) have been formed for ITIs’ in consultation with apex Industry bodies to improve cooperation between Industry and Industrial Training Institutes (ITIs).
- All the data of ITIs and trainees are captured on NCVTMIS portal at link <https://ncvtmis.gov.in/Pages/Home.aspx>

5.7.4 Structure of Training Scheme

- Training under the scheme is imparted in 152 NSQF compliant trades. List of 152 Trades (84 Engineering, 63 Non-Engineering, 05 for Divyangs trades) under Craftsmen Training Scheme has been placed at Annexure-III. The period of training for various trades is 6 months, one year and two years. The entry qualification varies from class 8th class pass to class 12th class pass, depending on the trades.
- The courses have been designed to impart 70% to 80% hands on skills and knowledge in the trades to prepare trainee for employment as a semi-skilled worker or for self-employment.
- Emphasis is on skill building as 70% to 80% of the training period is allotted to practical training and the rest to subjects relating to Trade Theory, Workshop Calculation & Science and Engineering Drawing.
- For overall personality development of trainees, the module on “Employability Skill” have been introduced to all the trades under CTS. The module includes topics on Introduction to Employability Skills, Constitutional values – Citizenship, becoming a Professional in the 21st Century, Basic English Skills, Career Development & Goal Setting, Communication Skills, Diversity & Inclusion, Financial and Legal Literacy, Essential Digital Skills, Entrepreneurship, Customer Service, Getting Ready for Apprenticeship and Jobs

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

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

State Government:

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

5.7.6 Initiatives for Quality Improvement of ITIs

● Grading of ITIs:

The objective of grading of ITIs was to establish a quality assurance mechanism for both Government and Private ITIs in India. The grading results aimed to help stakeholders (trainee, employers, parents etc.) make informed choices about the institutions. DGT conducted grading in 2 phases, and it was mandatory for all the NCVT affiliated ITIs in the country.

The phase I of ITI grading was launched in Jan 2017 and 4811 ITIs were graded. Further, the parameters of grading were revised for phase II and were reduced from 43 to 27 to make the grading more outcome focused by incorporating feedback from ITIs, state directorates, industry partners, and members of the Core Grading Committee. The grading process involved online self-grading by

ITIs on NCVT MIS portal followed by validation by an external agency and subsequently the final grade was given by core grading committee.

ITI grading process in phase II also had grievance redressal mechanism to address the grievance of ITIs if any. Additionally, all the ITIs covered in Phase-I of grading are also given a chance to improve upon their existing grading under Phase-II. The grading result will be valid till academic session of 2022- 23. In the phase 2 of ITI grading, 12,352 ITIs (government and private) across India were physically visited and graded. The details regarding the grading methodology and grades awarded are available at https://dgt.gov.in/Grading_ITI.

Summary of the grades awarded to ITIs after Phase II

Grade (on a scale of 5)	<=1.5	>1.5-2	>2-3	>3-4	>4	Grand Total
Total ITIs	8,971	2,190	1,979	324	16	13,480

- **Constitution of Standing Committee on Accreditation & Affiliation (SCAA):** For ease of doing of business, abolition/drastric reduction of various committees under MSDE has been undertaken. The Standing Committee on Accreditation & Affiliation constituted with revised ToR as follows:
 - a) Scrutinize the proposals for grant of affiliation /de-affiliation received from various State/UT directorates.
 - b) Grant of Affiliation to the ITIs which have fulfilled the affiliation norms.
 - c) De-affiliation of ITIs which have failed to abide by the affiliation norms.
 - d) Re-affiliation of ITIs meeting the affiliation norms.
 - e) Review of affiliation/Re-affiliation norms
- **Constitution of State Skill development and Entrepreneurship Committee:** Decentralization of power had always been high on the agenda of MSDE. State Skill Development and Entrepreneurship Committee (SSDEC) had been established by MSDE with an objective to take decisions based on the state specific needs related to affiliation, de-affiliation, admissions, introduction of short-term courses etc. of the ITIs.
- **School ITIs:**

In the blocks, where no ITIs is present, trainees have to travel to long distances for acquiring new skills. To ease out of difficulties faced by trainees of these areas, DGT has introduced a provision of the School ITIs, according to which now Government High schools can also run CTS courses in their campuses using the infrastructure of school=
- **Polytechnic ITIs:** For enhancing the capacity of training with minimum investment and at the same time to promote optimum utilization of resources, the Ministry of Skill Development and Entrepreneurship (MSDE) and All India Council for Technical Education has decided that vocational training may be provided by using existing infrastructure, facilities in Polytechnics.

In response of which DGT has allowed Polytechnics to run CTS courses from academic session 2019 in the spare capacity of polytechnics from vide reference to letter MSDE-07/11/2015-CD dated 7th

August 2018 and AICTE letter 2-2/D-NSQF/U. S Infra/2016 dated 5th December 2018.

Total 32 affiliations have given to ITIs to run in spare capacity of Polytechnic/ Engineering colleges.

- **Introduction of Drone related courses in ITIs:** Looking at the potential of drone industry to provide job opportunity in huge numbers in the coming future, DGT has allowed ITIs to run drone related courses in ITIs from session 2022 and 116 ITIs were given affiliations in Short Term drone courses.

5.7.7 Industry Connect

(a) Flexi MoUs under CTS

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

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

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

Following MoUs have been signed under the revised scheme guidelines released in February 2019:

1. Maruti Suzuki India Limited, Gurugram
2. Centurion University of Technology and Management Odisha
3. Suzuki Motors, Gujarat
4. NMDC Chhattisgarh,
5. Kaushalya Kameshwar, Jharkhand
6. GTTC Bengaluru
7. Navgurukul Bengaluru
8. Ordinance Factory Board, Kolkata, Ministry of Defence, Govt. of India



9. LAVA International Ltd, Noida
10. Paytm Flexi MoU
11. Toyota Kirloskar Motor Pvt. Ltd
12. Medhavi Skills University, Sikkim
13. BSA Corporation Ltd
14. India Army
15. Indian Navy
16. Indian Air Force



The MoUs mentioned at serial no. 14, 15 & 16 have been signed with Armed forces for awarding National Trade Certificate (NTC) to Agniveers joining under Agnipath Scheme by recognizing the skill acquired by Agniveer during the training and experiential learning.

Further, 26 NSQF compliant courses have been developed in collaboration with above ITP, to provide more weightage towards industrial training and which have high employment potential. The list of courses enclosed as Annexure IV

Assessment and Certification under Flexi-MoU Scheme:

- Centurion University for Technology & Management (CUTM): 1900 trainees assessed and certified
- Maruti Suzuki India Ltd.: 3705 trainees assessed and 3061 certified
- Toyota Kirloskar Motor Pvt. Ltd.: 202 trainees assessed and certified

(b) Dual System of Training

Objective of DST scheme is to enable industries and establishments to partner with Government and Private ITIs for conducting training programmes under high employability courses so as to fulfil their skilled manpower requirements. The DST is an amalgamation of theoretical training imparted through ITIs and practical training imparted through the industry. DST helps enable Industry linkages and provide hands on experience to trainees on industries latest/ updated technologies.

Under the DST scheme, the courses are conducted to meet the skilled workforce requirements of Industry so that after completion of training, the trainee who are awarded National Trade Certificate (NTC) under the scheme have an edge over regular ITI pass outs in terms of employability and employment opportunities in Industry. With the vision of strengthening Industry linkages and acquainting trainees in ITIs with latest technologies used in the Industry, DGT encourages ITIs to participate in the DST program so that these ITI trainees are Industry ready.

Under the DST scheme, On-the-Job Training (OJT), is conducted in the industry environment, in order to meet the skilled workforce requirements of industry, while theoretical component is covered in the ITI itself.

All affiliated ITIs (Government and Private) can conduct training under DST in their relevant affiliated trade(s)

The Dual System of Training has been expanded to all the trades including service sector trades, and trades in new and emerging sectors. All these courses will be NSQF aligned.

Duration of Training

1. Duration of industrial training' as indicated in table below:

Sl. No.	Duration of Course/ Trade	Duration of Industrial exposure / training (as per revised guidelines)
1	6 months	1-3 months
2	1 year	3-6 months
3	2 years	6-12 months

2. The Industry / ITI has flexibility in deciding duration of ITI and Industry training blocks over the entire training period within this range.

Eligibility Criteria for Industries

To bring more industries under the ambit of DST, the condition of minimum 200 employees being employed by participating Industry has been revised for both engineering and non-engineering trades. These guidelines are now further modified as below:

Sl. No.	Parameter	Eligibility Criteria	
		Engineering Trades	Non- Engineering Trades
1	Minimum no. of Employees in the Industry	40	6
2	Minimum Turnover of the Industry (In Rs.)	1 crore / year (for last 3 years)	10 lakhs / year (for last 2 years)

The trainees appear in regular examination under Craftsman Training Scheme (CTS) and awarded e-certificate under CTS like other ITI trainees. After the completion of training, the trainees who are awarded E-National Trade Certificate (E-NTC) under the scheme have an edge over regular ITI pass outs in terms of employability and employment opportunities in industry.

As on 1stDecember 2022, a total of **3,823 MoUs** have been signed under the DST scheme by ITIs under State Directorates, NSTIs under DGT and by industrial clusters under STRIVE scheme. The details are given below:

S. No	Category of MoUs under DST	No. of MoUs signed
1.	Between National Skill Training Institutes under DGT and Industry Organizations	337
2.	Between Govt & Private ITIs of State & UT and Industry Organizations	3268
3.	Between Industry Clusters and ITI (Under STRIVE Scheme)	32
4.	Earlier Existing MoUs of DST now revised under revamped scheme	186
	Total	3823

Growth of training under DST:

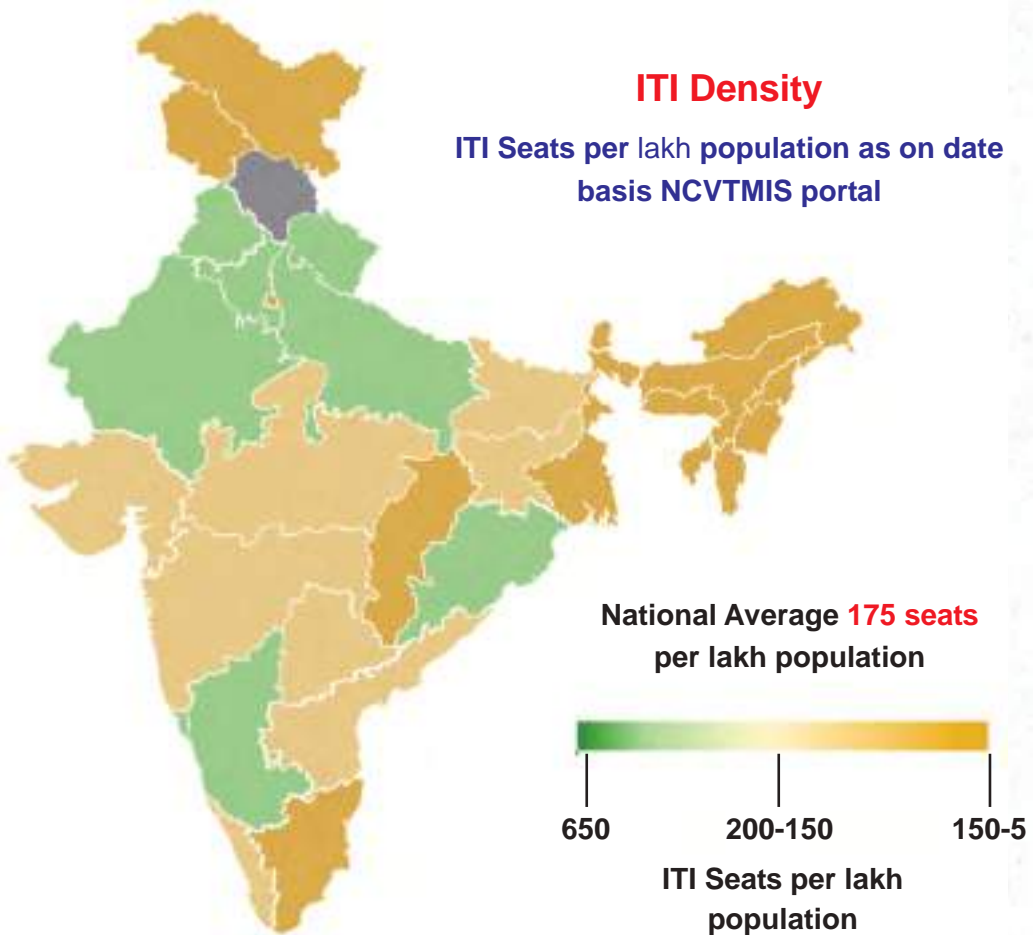
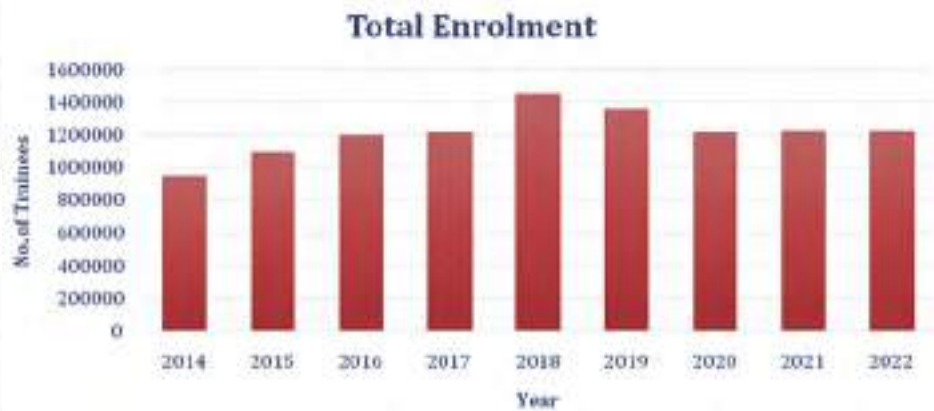
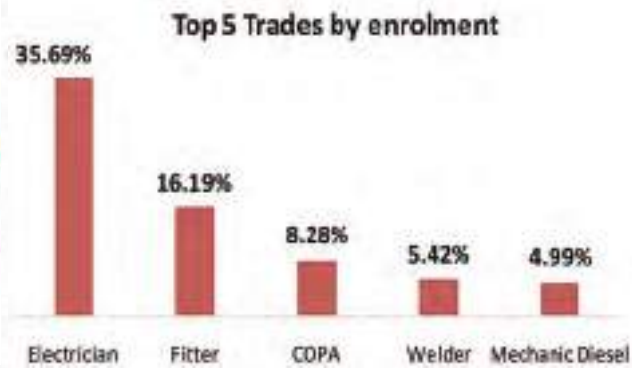
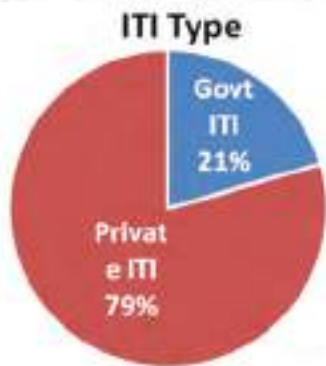


5.7.8 CTS Analytics

(a) Growth of ITIs in the country



The ITIs play a vital role in the growth of GDP of the country in terms of providing skilled manpower to the industry. The 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 the 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 14,953 in the year 2022.



5.7.9 New Initiatives

(a) New Age Courses

Presently, training courses under Craftsmen Training Scheme are being offered through a network of 14956 ITIs (Govt.3248+Private11708) located all over the country with total seating capacity 26.03 lakhs in session 2022 with an objective to provide skilled work force to the industries in 152 NSQF compliant trades under CTS. Following 14 new age trades as per industry 4.0 has been introduced in ITIs under CTS to meet the growing demands from industries:

- Additive Manufacturing Technician (3D Printing)
- Aeronautical Structure and Equipment Fitter
- Drone Technician
- Electrician Power Distribution
- Fiber to Home Technician
- Geo Informatics Assistant
- Internet of Things (Smart Agriculture)
- Internet of Things (Smart City)
- Internet of Things (Smart Healthcare)
- Remotely Piloted Aircraft (RPA)/Drone Pilot
- Smartphone Technician Cum App Tester
- Solar Technician (Electrical)
- Technician Electronics System Design and Repair
- Technician Mechatronics



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

Sl No.	Name of Trade	Sector Name	Duration (Hours)	NSQF level
1	2D Animator	Media & Entertainment	600	4
2	Aari & Zardosi Embroidery	Apparel	320	4
3	Advanced CNC Machinist 5-Axis	Strategic Manufacturing	960	5
4	Automotive Engine Electronics Diagnostic Technician (Petrol)	Automotive	240	5
5	Clothing Artisan	Apparel	480	4
6	CNC Machining & Wood Operator	Furniture and Fitting	480	5
7	CNC machinist 3-Axis	Strategic Manufacturing	640	5
8	Diesel Engine Electronics Diagnostic Technician	Automotive	240	5

9	Digital Fashion Portfolio Designing	Apparel	720	5
10	Operation and Maintenance of PSA Oxygen Plant	Capital Goods & manufacturing	180	4
11	Operation and Maintenance of Respiratory Equipment	Electronics & Hardware	190	3
12	Professional Make-up Artist & Hair Stylist	Beauty & Wellness	480	5
13	Senior Nail Technician	Beauty & Wellness	320	5
14	Senior Spa Therapist	Beauty & Wellness	480	5

Introduction of Drone related courses in ITIs: DGT has allowed ITIs to run drone related courses in ITIs from session 2022. Affiliations have been granted to ITIs to run short term Drone courses from session 2022. Till now 116 affiliations have been granted in the following two drone courses:

Sl No.	Name of Trade	Sector Name	Duration (Hours)	NSQF level
1	Drone Manufacturing and Assembly	Electronics and Hardware	390	4
2	Drone service Technician	Electronics and Hardware	400	4

State-wise status of ITIs granted the affiliation from session 2022, are as follows-

SlNo.	State/ UT	No. of ITIs Affiliated
1	Andhra Pradesh	10
2	Arunachal Pradesh	5
3	Assam	2
4	Bihar	30
5	Chandigarh	1
6	Gujarat	20
7	Himachal Pradesh	9
8	Maharashtra	12
9	Manipur	1
10	Punjab	5
11	Uttar Pradesh	15
12	Uttarakhand	6
	Grand Total	116

5.7.10 Curriculum Reforms

Keeping pace with market demand and advancement in technology, DGT updating the curricula regularly. New trades are also 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.

In view of NEP 2020, Directorate General of Training (DGT) has restructured and rationalized all the qualifications under Craftsmen Training Scheme in line with school education and higher education system from notional training hours from 1600 hours to 1200 learning hours. This comprises 120 hours of employability skills in one-year course/first year of two-year course and 60 hours advanced employability skills in the second year of two-year course. Further, additional 150 hours of mandatory On-the-Job Training (OJT) for better industry alignment for job readiness or group project. In addition, trainees will opt for 240 hours (one language course through NIOS for 10th /12th class certificate along with ITI certification or for an add-on short term course of up to 240 hours).

DGT simplified the Workshop Calculation & Science (WCS) and Engineering Drawing (ED) syllabus of max. 40 hours each and merging with Trade Theory subject for all engineering trades.

National Occupational Standards (NOSs) on Employability Skills with 120 hours and 60 hours have been developed and approved in the 20th NSQC meeting on 30th June, 2022 for implementation in ITIs from the session 2022-23 consisting the following modules.

Table-Module of Employability Skills

Sl No.	Modules of Employability Skills
1	Introduction to Employability Skills
2	Constitutional values - Citizenship
3	Becoming a Professional in the 21st Century
4	Basic English Skills
5	Career Development & Goal Setting
6	Communication Skills
7	Diversity & Inclusion
8	Financial and Legal Literacy
9	Essential Digital Skills
10	Entrepreneurship
11	Customer Service
12	Getting Ready for Apprenticeship & Jobs

Simplification of Workshop Calculation & Science (WCS) & Engineering Drawing (ED) syllabus of maximum 40hours and merging with Trade Theory subject for all engineering trades.

5.7.11 Integration of Vocational Training with Academic Education

a. Facilitating Vocational Trainees for Higher Education (MSDE-IGNOU MoU)-

To meet aspirations of ITI trainees to pursue higher education, MSDE has signed MoU with Indira Gandhi National Open University (IGNOU) to help provide higher education to ITI passouts. Under this provision 510 ITIs, 34 NSTIs have so far established as MSDE-IGNOU Extension Centres. Total 9,884 ITI trainees registered for higher education from IGNOU under this MoU.

IGNOU has also recognized two-year NTC (after 10th standard), covering four subjects, as equivalent to 10+2 level for the purpose of direct admission to its under-graduate programmes.

b. Academic Equivalence to Vocational Training (DGT-NIOS MoU)

A Memorandum of Understanding (MoU) has been signed between National Institute of Open Schooling (NIOS) under Ministry of Education and Directorate General of Training (DGT) under Ministry of Skill Development and Entrepreneurship (MSDE) on 7th December 2021 for the benefit of ITI trainees through development of linkages between school education and vocation education/ skilling.

The MoU opens pathways for horizontal and vertical mobility of ITI trainees under Craftsmen Training Scheme (CTS) enabling them to obtain Secondary and Senior Secondary school certificates from NIOS through credit transfer facility.

As per the MoU, the minimum requirement for 8th pass and 10th pass CTS trainees from ITI/NSTI with NTC to obtain 10th and 12th school certificate respectively is summarized in table below-

Table-Criteria for Transfer Of Credit (TOC)

Sl. NO.	Eligibility criteria for ITI/ NSTI trainees	Maximum No. of subjects learned in ITI/ NSTI considered for credit transfer (A)	Minimum No. of subject trainees need to opt from NIOS subjects(B)	Criteria for obtaining 10 th certificate for 8 th pass and 12 th certificate for 10 th pass trainees from NIOS
1	2-year NTC	4	One (minimum one language)	Complete 5 subjects from (A)+(B)
2	1-year NTC + 1-year NAC	4	One (minimum one language)	
3	1-year NTC	3	Two (minimum one language)	

Under this provision 1,032 Govt. ITIs/NSTIs have been accredited as NIOS study centers and 71,992 trainees have pre-registered.

5.7.12 Short Term Training (STT) and Skill Hub Initiative (SHI) under PMKVY 3.0

Short term training under PMKVY had been initiated in ITIs benefitted under STRIVE in 2021, which has been expanded to other ITIs and NSTIs. Total of 9227 candidates have been trained under 87 job roles at 406 ITIs under STRIVE. It has been expanded to other NSTIs and ITIs across country, totaling up in 498 ITIs and NSTIs with 26,326 trainees.

DGT has been awarded as Awarding body and Assessment Agency for STT job roles opted by ITIs and NSTIs etc. under PMKVY3.0 and Skill Hub Initiatives (SHI) vide order no. SCH-11/17/2020-SNP dated 28th February 2022.

Details of trainees trained under PMKVY 3.0 is as follow:

Sub Scheme under PMKVY 3.0	No. of Batches	No. of Trainees Enrolled
SKILL HUB INITIATIVE	583	15,571
STT by ITI	464	10,755
Grand Total	1,047	26,326

5.7.13 Reforms in Affiliation Process:

- To increase the efficient and transparent management of ITI ecosystems, guidelines have been laid down for Online Inspection of ITIs for accreditation and affiliation, online inspections were carried out.
- New Admission calendar Session 2022 has been prepared and efforts have been made to restore the regular admission session of ITIs from 2022 onwards which was affected due to COVID pandemic.
- Achievements for the session 2022:

New ITIs Accredited	212
New ITIs Affiliated	379
Total increase in units	2767
Total increase in seating capacity	55340

5.8 CraftInstructor Training Scheme(CITS)

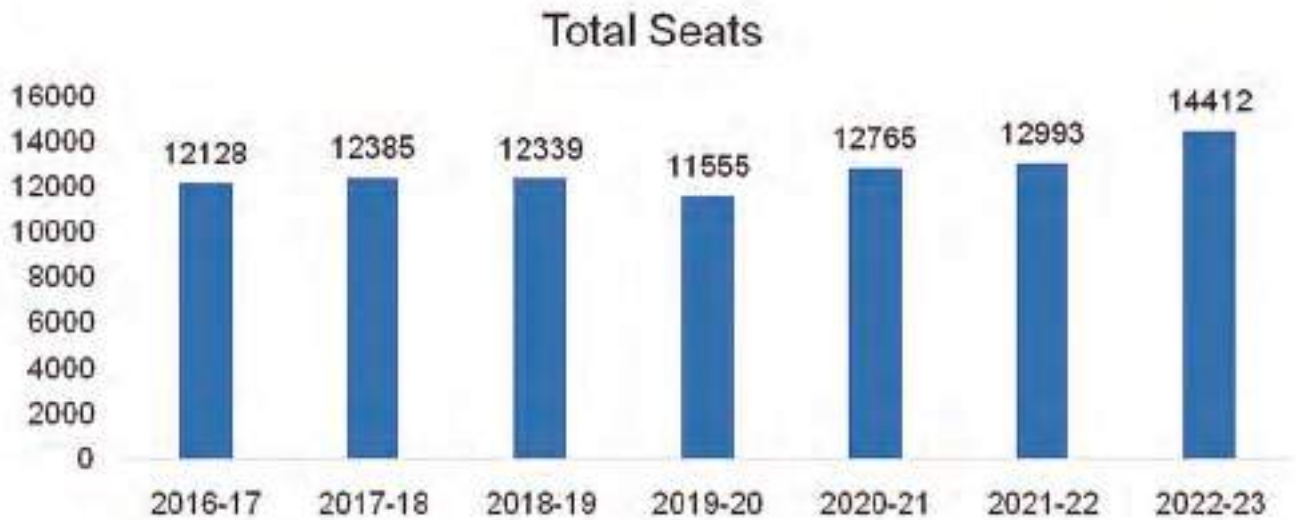
5.8.1 Introduction

Training of Trainer (ToT) i.e. Training of Craft Instructors is the mandated responsibility of DGT and it is operational since the inception of the Craftsmen Training Scheme (CTS). Comprehensive training both in skills and training methodology is imparted to the instructor trainees to make them conversant with methodology of teaching and techniques of transferring hands-on skills, to produce skilled manpower for the industry.

During admissions in academic session 2022, it was assessed that about 15,000 ITIs with seating capacity of more than 26 lakhs shall have more than 1,65,000 instructor positions. NCVET has mandated that all trainers in ITIs need to be CITS trained. But, only about 15% of these are currently trained under CITS.

For the academic year 2022-23, total capacity of CITS trainers is 14,412. Total 10,721 trainees enrolled under CITS. Seating capacity of past few years are tabulated below:

Sl No.	Year	Total Seats
1	2016-17	12128
2	2017-18	12385
4	2018-19	12339
5	2019-20	11555
6	2020-21	12765
7	2021-22	12993
8	2022-23	14412



5.8.2 Structure of Training Scheme

- Admission is done through Centralised Entrance Examination (All India Common Entrance Test) conducted across the country.
- The eligibility under the Craft Instructor Training Scheme programme is NTC / NAC / Diploma / Degree qualifications in relevant trade. Training in 22 Engineering trades and 13 non-engineering trades is being offered under CITS.

Sl No.	CITS trades
1	Architectural Draughtsman
2	Carpenter
3	Computer Aided Embroidery & Designing
4	Computer Hardware and Networking Maintenance
5	Computer Software Application
6	Cosmetology
7	Draughtsman Civil
8	Draughtsman Mechanical
9	Dress Making
10	Electrician
11	Electronics Mechanic
12	Fashion Design & Technology
13	Fitter
14	Foundryman

15	Information Technology
16	Instrument Mechanic
17	Interior Design & Decoration
18	Machinist and Operator Adv. Machine Tool
19	Machinist Grinder
20	Mechanic Diesel
21	Mechanic Machine Tool Maintenance
22	Mechanic Motor Vehicle
23	Mechanic Refrigeration and Air-Conditioning
24	Mechanic Tractor
25	Office Management
26	Painting Technology
27	Plumber
28	Reading of Drawing and Arithmetic - RODA
29	Secretarial Practice (Hindi)
30	Sewing Technology
31	Sheet Metal Worker
32	Surface Ornamentation Techniques
33	Tool & Die Maker
34	Turner
35	Welder

- The structure of training programme is as under:
 - For Engineering trades, training is being offered in following subjects except Draughtsman Group:

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

3	Training Methodology
	TM Practical
	TM Theory

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

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

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

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

List of Central Institutes offering courses under CITS:

Sl No.	State	Institutes
NSTI (Women)		
1	Bihar	NSTI (W) Patna
2	Goa	NSTI (W) Goa

3	Gujarat	NSTI (W) Vadodara
4	Haryana	NSTI (W) Panipat
5	Himachal Pradesh	NSTI (W) Shimla
6	Jammu & Kashmir	NSTI (W) Jammu
7	Karnataka	NSTI (W) Bengaluru
8	Kerala	NSTI (W) Trivandrum
9	Madhya Pradesh	NSTI (W) Indore
10	Maharashtra	NSTI (W) Mumbai
11	Meghalaya	NSTI (W)Tura
12	NCR	NSTI (W) Noida
13	Punjab	NSTI (W) Mohali (Rajpura)
14	Rajasthan	NSTI (W) Jaipur
15	Tamil Nadu	NSTI (W) Trichy
16	Telangana	NSTI (W) Hyderabad
17	Tripura	NSTI (W) Agartala
18	Uttar Pradesh	NSTI (W) Allahabad
19	West Bengal	NSTI (W) Kolkata
NSTIs (General)		
20	Jharkhand	NSTI Jamshedpur
21	Karnataka	NSTI Bengaluru
22	Kerala	NSTI Calicut
23	Maharashtra	NSTI Mumbai
24	Odisha	NSTI (W) Bhubaneswar
25	Punjab	NSTI Ludhiana
26	Rajasthan	NSTI Jodhpur
27	Tamil Nadu	NSTI Chennai
28	Telangana	NSTI Hyderabad (Ramanthapur)
29	Telangana	NSTI Hyderabad (Vidyanagar)
30	Uttar Pradesh	NSTI Kanpur
31	Uttarakhand	NSTI Dehradun
32	Uttarakhand	NSTI Haldwani
33	West Bengal	NSTI Howrah

NSTI EXTENSION CENTRE		
34	Tamil Nadu	Extension Centre (Puducherry)
35	Jammu & Kashmir	Extension Centre (Srinagar)
36	Jammu & Kashmir	Extension Centre (Leh)

Training under CITS is also being conducted in the following Government and Private IToTs

State Government Institutes for Training of Trainers (IToTs): New 59 Government ITOTs have been created in 2022. Complete list is as below:		
Sl. No.	State/ UT	Name of Institute
1	Andhra Pradesh	Govt. IToT New Gajuwaka, Andhra Pradesh
2	Chhattisgarh	Govt. Industrial Training Institute, Raipur
3	Chhattisgarh	Govt. Industrial Training Institute MANA
4	Haryana	Govt. IToT Haryana
5	Himachal Pradesh	Govt. IToT Shahpur, District Kangra
6	Himachal Pradesh	Govt. IToT Paplog, District Mandi
7	Himachal Pradesh	Govt. Model IToT Nalagarh, District Solan
8	Himachal Pradesh	Govt. IToT Mandi, District Mandi
9	Himachal Pradesh	Govt. IToT Shamshi, District Kullu
10	Himachal Pradesh	Govt. IToT Dadasiba, District Kangra
11	Himachal Pradesh	Govt. IToT Bilaspur, District Bilaspur
12	Jammu & Kashmir	Govt. IToT Jammu
13	Jammu & Kashmir	Govt. IToT Srinagar
14	Jammu & Kashmir	Govt. IToT Anantnag
15	Jammu & Kashmir	Govt. IToT Udhampur
16	Karnataka	Govt. IToT Davangare
17	Karnataka	Govt IToT Malavalli
18	Karnataka	Govt. Model ITI, Hosur Road
19	Karnataka	Govt. ITI, Honnavar
20	Madhya Pradesh	Govt. IToT, Bhopal
21	Odisha	Biju Pattnaik IToT, Talcher

22	Punjab	Govt. IToT, Lalru
23	Rajasthan	Govt. IToT, Ajmer
24	Rajasthan	Govt. IToT, Alwar
25	Rajasthan	Govt. IToT, Banswara
26	Rajasthan	Govt. IToT, Baran
27	Rajasthan	Govt. IToT, Barmer
28	Rajasthan	Govt. IToT, Bharatpur
29	Rajasthan	Govt. IToT, Bhilwara
30	Rajasthan	Govt. IToT, Bikaner
31	Rajasthan	Govt. IToT, Bundi
32	Rajasthan	Govt. IToT, Chittorgarh
33	Rajasthan	Govt. IToT, Churu
34	Rajasthan	Govt. IToT, Dausa
35	Rajasthan	Govt. IToT, Dhaulpur
36	Rajasthan	Govt. IToT, Dungarpur
37	Rajasthan	Govt. IToT, Sri Ganganagar
38	Rajasthan	Govt. IToT, Hanumangarh
39	Rajasthan	Govt. IToT, Jaipur
40	Rajasthan	Govt. IToT, Jaisalmer
41	Rajasthan	Govt. IToT, Jalor
42	Rajasthan	Govt. IToT, Jhalawar
43	Rajasthan	Govt. IToT, Jhunjhunun
44	Rajasthan	Govt. IToT, Jodhpur
45	Rajasthan	Govt. IToT, Karauli
46	Rajasthan	Govt. IToT, Kota
47	Rajasthan	Govt. IToT, Nagaur
48	Rajasthan	Govt. IToT, Pali
49	Rajasthan	Govt. IToT, Rajsamand
50	Rajasthan	Govt. IToT, Sawai Madhopur

51	Rajasthan	Govt. IToT, Sikar
52	Rajasthan	Govt. IToT, Sirohi
53	Rajasthan	Govt. IToT, Tonk
54	Rajasthan	Govt. IToT, Udaipur
55	Telangana	Govt. IToT, Shantinagar, Mallepally
56	Telangana	Govt. IToT, Mallepally, Mallepally
57	Telangana	Govt. IToT Old City, Hyderabad
58	Telangana	Govt. IToT(Boys), Warangal
59	Telangana	Govt. IToT(Girls), Nizamabad
60	Telangana	Govt. IToT, Mancherial
61	Tripura	Govt. IToT Bishramganj, Tripura
62	Tripura	Govt. IToT Kamalpur
63	Tripura	Govt. IToT Khumulwng
64	Tripura	Govt. IToT L.T. Valley
65	Uttar Pradesh	State Staff Training and Research Centre, Lucknow

Private Institutes for Training of Trainers (IToTs)

Sl. No.	State/UT	Name of Institute
1	Haryana	SDM IToT, Hisar
2	Haryana	SBS IToT, Odhan Road, Klanwali, Sisa
3	Haryana	S. Gita Ram IToT, Matloda, Hisar,
4	Haryana	SR IToT, Ambala
5	Himachal Pradesh	Modern Pvt. IToT, Kangra
6	Odisha	Centurion IToT, Jatni, Khurda
7	Punjab	Jain IToT, Abohar-Srinagar Rd, Fazilka
8	Punjab	Saraswati IToT, Bathinda
9	Punjab	Khattuji IToT, Fazilka
10	Rajasthan	Bagar IToT, Jhunjhunu
11	Uttar Pradesh	Syadwad IToT, Baghpat

5.8.3 New Initiatives for trainees:

5.8.3.1 Facilitating Vocational Trainees for Higher Education (MSDE-IGNOU MoU)

To meet the aspirations of ITI trainees to pursue higher education, MSDE has signed MoU with Indira Gandhi National Open University (IGNOU) and National Institute of Open Schooling (NIOS). Following is the summary of activities under these provisions:

Sl No.	Activity	No.
1	No. of NSTIs and Extension Centres registered as IGNOU Study Centers	35
2	No. of NSTIs and Extension Centres registered as NIOS study centers	35
3	No. of NSTIs as NIESBUD study Centers	20
4	No. of NSTIs with Skill India International Centre (SIIC)	24
5	No. of NSTIs and Extension Centres registered for PMKVY 3.0 courses under SHI	35

5.8.3.2 Curriculum reforms

The CITS curricula are being restructured in line with school education and higher education system from notional training hours from 1600 hours to 1200 learning hours.

5.8.3.3 CITS under Recognition of Prior Learning (RPL)

Revised guideline for Recognition of Prior Learning under CITS, to provide platform for existing instructors to obtain CITS recognition based on their prior learnings, was prepared. Till date, 3531 candidates have successfully completed CITS under RPL. Further, 10,318 candidates have registered through the NIMI portal under RPL for CITS in current year.

5.8.3.4 Industry connect

150 new MoUs were signed by NSTIs under DST.

5.8.3.5 Advanced Diploma (Vocational)

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

- Advanced Diploma (Vocational) in IT, Networking, and Cloud Computing
- Advanced Diploma (Vocational) in Automotive Technology
- Advanced Diploma (Vocational) in Electronics and Automation
- Advanced Diploma (Vocational) in Welding Technology

Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship (MSDE) has signed a Memorandum of Understanding (MoU) with M/s IBM India Private Limited in February, 2018 to offer Advanced Diploma (Vocational) in 'IT, Networking and Cloud Computing', NSQF level 6. The duration of the course is 2 years and the first batch of Advanced Diploma Course have completed in March 2020. In Session 2022-24, 347 trainees (213 Male & 134 Female) are undergoing training in 15 National Skill Training Institutes (NSTIs) including 5 NSTIs exclusively for women (NSTI(W)) in the country.

5.8.3.6 Assessment and Certification

- The National Council for Vocational Education and Training (NCVET) with the powers conferred to it under chapter III functions and powers of the council Para 16 (1), vide F.No: 32001/14/2020/NCVET/234, dated 10th June 2020 has recognized Directorate General of Training (DGT) as a sole 'Awarding Body' and a sole 'Assessment Agency' for long term trainings and training of trainers in ITIs and NSTIs/IToTs with respect to all qualifications created by DGT and approved by NCVET for the purpose.
- The All India Trade Tests (AITT) are conducted for the various schemes run by the DGT. The Trade Testing Cell of DGT is entrusted with this responsibility. Admission, Hall Ticket generation, Result Declaration and issuance of marksheets & Certificates are done through NCVTMIS portal (<https://ncvtmis.gov.in>) w.e.f. admission session August 2014. The examinations conducted are tabulated as follows:

Sl No.	Name of the Scheme / Tests	Year 2022	
		Trades	Test
1	All India Trade Test for Craftsmen Training Scheme (CTS)	137	2
2	All India Trade Test for Craft Instructor Training Scheme (CITS)	39	2
3	All India Trade Test for Craftsmen Training Scheme under DST	17	2
4	All India Trade Test for Craftsmen Training Scheme (Flexi- MoU)	18	On Demand
5	All India Trade Test of Craftsmen for the Centre of Excellence (CoE) Scheme (BBBT & Advance Modules)	08 sectors	2
6	All India Trade Test for Apprentices under Designated Trades	266	2

- The All India Trade Tests are conducted in online as well as conventional mode. The theoretical portion of the examination are conducted through Computer Based Test (CBT) and the Practical and Engineering Drawing are conducted in conventional mode.
- National Trade Certificates (NTCs) are awarded to the successful candidates of AITT of CTS. National Trade Certificate is a recognized qualification for recruitment to relevant posts and services in Central/State Government/Private establishments in India.
- E-Certification has been introduced to make the system faster and overcome the pendency of the certificates. Now Marksheets/ National Trade Certificate (NTC)/National Craft Instructor Certificate (NCICs)/National Apprenticeship Certificate (NAC) are being issued through NCVT MIS Portal. The details of different Trade Tests conducted under the aegis of NCVT in the year 2022 are given in the above table.
- DGT Service Desk (<https://dgt.gov.in/servicedesk/users/index.php>): For assisting Trainees/ITIs special portal has been launched where they can raise query and seek information related to admission, examination, certification, result declaration etc.
- Trainee Profile verification before Hall Ticket (HT): This module is created in which trainee verify his profile and check their Name, Father's/Mother's name, Date of birth, & Photograph, they can raise grievance related to his profile before HT generation. This will help them to get correct HT before examination.

- CBT examination under all the schemes is being conducted with the help of State Directorate and appointed exam agency at around 1250 centres. DGT is also using infrastructure of good ITIs for conducting CBT examination. Exam agency has the capacity of conducting CBT of 1.2 lakh trainees daily.

5.8.3.7 Examinations Bottleneck Unclogged

Efforts were made for streamlining the examination system affected by pandemic and switch-over to CBT system:

- One-time relaxation in attendance from 80% to 40% given due to pandemic.
- CBT examination fee had been relaxed for Hall Ticket Generation and will be verified at the time of results to help the left-over trainees to appear the examination without further delay.
- One-time relaxation given by awarding Grace Marks in all the subjects except Trade Practical to regular and supplementary exams under Annual pattern. Around 9.2 Lakh trainees- subject wise- had been declared pass and cleared the major impasse in the system.
- Special CBT Examination conducted for about 4.8 Lakh left over trainees (under Annual pattern) due to unavoidable circumstances.
- Special practical examination for 4.2 Lakh left-over trainees conducted.
- Notational marks awarded to 7.58 Lakh trainees by exempting the CBT examination for first year of two-year courses.
- Extra chance has been provided to all the supplementary trainees to clear their backlogs.

5.8.3.8 Reforms in Examination

- Change in Examination pattern: From conventional mode (OMR based) examination mode has been changed to Computer Based Test (CBT), resulting in reduced result processing time.
- Removed the fear of examination among the trainees by simplifying the examination pattern with one Trade Theory examination (CBT) and one Practical examination instead of two Trade Theory and two Practical examinations in the past.
- Results declaration on the NCVT MIS Portal and notification to the concerned stakeholders on the portal. Additionally, reports related to eligible candidates, candidates appeared, and candidates pass & failed information is made available on State/UT directorate login ID.
- To bring more transparency through ease of business reports like trainees admitted, results, topper list, hall ticket generation, mark sheets and certificates etc. made available in the DGT MIS portal through the state login itself to get up-to-date reports/data analytics to the States/UTs and ITI's.
- Implemented a new process for Profile verification of trainees before the hall ticket generation to reduce the efforts involved in complaints regarding profile correction after the certificates are generated.
- In order to reduce the time gap for the states to upload the practical marks, an additional process has been implemented in the portal to upload the practical marks directly by the examiner within 48 hours and approved by the nodal ITIs and States on time to avoid any mistakes in mark upload.
- Provision made in the portal for generation and correction of legacy certificates (NCIC/NTC/NAC/COE) – paper certificate to digitally signed, QR code enabled e-certificate.
- Trainees' empowerment has been done by allowing the trainees to download the hall tickets, mark sheets, consolidated mark sheets, certificates etc. directly from the DGT MIS public portal

- Provision to see the CBT answer sheets, absent/present status, CBT examination centers of the trainees in the trainee profile page on DGT MIS Portal to bring in transparency and reduce grievances.
- Grievance redressal system for legacy certificates created, call centre & Help Desk has been created within the DGT system for timely resolution of issues.
- Efforts have been made to issue the training calendar in advance before the session starts and hall tickets are issued 10 days in advance before the examination starts and results to be declared within 15 days instead of 30-45 days in the past.

CBT examination under CTS



5.8.3.9 Summary of examinations held under DGT in 2022:

CTS Scheme:

- December 2021 to April 2022-** The examinations for the Engineering Drawing / Practical were conducted in conventional methods. The CBT examinations were conducted through examination test agency utilizing the available infrastructure in the ITI eco-system. The batches covered in this were regular candidates from:
 - 2nd year of 2019-2021 (2-year trade),
 - 2020-2021 (1-year trade),
 - 2020-2021 (6-month trade) and 1st year of 2020-2022 (2-year trade).

Additionally, as onetime COVID relief measure to the trainees, first year of two-year course (2018 onwards) were promoted based on Practical/ED score and were awarded notional marks in Trade Theory (TT)/Workshop Sciences and calculation (WCS)/Employability skills (ES) based on practical/ED score.

- b) March 2022:** - Supplementary examination of Practical ED was conducted for following batches
- First year of Two course (2018-20/2019-21)
 - Leftover/court case trainees of 2nd year of two-year course (2019-21)
 - Leftover/court case trainees of one-year course (2021-22)
- c) April 2022:** Supplementary examinations of leftover trainees of following batches were conducted who were not able to sit in examination due to pandemic and non-payment of CBT fees.
- Leftover trainees from AITT 2020 and AITT 2021
- d) Regular AITT 2022:** - Regular examination of following session were conducted for around 14 lakh trainees for following session.
- First Year of 2-year course (2021-23)
 - One year/6 month (2021-22)
 - Second year of 2-year course (2020-22)

The result percentage this year has been 89.13% (around 14.8 lakh trainees declared pass out of 16.6 lakh appeared)

e) Supplementary Examination, December 2022:

Supplementary CBT examination for 5,53,118 trainees from Session 2014 to 2022 was conducted and ED/Practical examination for 10,63,795 candidates has been conducted in year 2023. As one-time relaxation, extra chance was given to all the candidates from Session 2014 to appear in supplementary examination.

CITS Scheme

AITT for CITS examination for session 2021-22 successfully conducted on 30th August 2022 for 6949 eligible trainees.

Centre of Excellence (COE) Scheme:

Four states i.e., Kerala, Odisha, Tamil Nadu and Assam participated in the following examination: -

- Total 1287 nos. of trainees participated in the examination held in the month of March/April-2022. Total 1042 nos. of e- certificate have been issued to the passed-out trainees.
- Total 1014 nos. of trainees participated in the examination held in the month of Sep-2022. E- certificate generated for 817 nos. of passed out trainees.

5.8.3.10 IT Activities in DGT

IT cell in the DGT Headquarters is working with an objective to bring major transparency and efficiency in the DGT Skill ecosystem and to implement the digital transformation.

5.8.3.11 Digital Skilling Initiatives

BHARATSKILLS PORTAL (<https://bharatskills.gov.in>)



BharatSkills, a Digital Repository of skills for ITIs, which provide NSQF curriculum, course material, videos, question banks and mock test etc. in various regional languages for trainees and trainers helping trainers and trainees with easy access to books, practice papers, learning videos enabling them to learn their topics outside class.

Content Available

Sl No.	Scheme	e-books	Question Bank	e-Learning courseware
1	Craftsmen Training Scheme (CTS)*	155 in 42 trades	161 for 50 trades	79 popular trades
2	Craftsmen Instructor Training Scheme (CITS)	160 for 36 trades & POT	48 for 32 trades	-
3	Apprenticeship Training Scheme (ATS)	-	88 for 86 trades	-
4	Advance Diploma in IT, Networking & Cloud Computing (ADIT)	83	8	-

*Books are available in 6 languages - English, Hindi, Oriya, Tamil, Marathi and Gujarati

Sl No.	Portal / App	No of Participants
1	Bharatskills - Mobile friendly site	47,98,275 (unique IPs)
2	Bharatskills Mobile App users	14,59,919
3	Bharatskills - Blended Learning for 6 popular Courses under CTS- Electrician, Fitter, COPA, Welder, Diesel Mechanic, Cosmetology	1,73,917
4	NSTI Online classes by NIMI (April 2020- March 2021)- 3080 classes	16,55,953
5	NIMI Online Mock Test	16,07,915 (trainees attempted 1,18,38,491 tests)
	Total	96,95,979

More than 2.01 crore hits with 47.98 Lakh unique users (as on 25th December 2022)

Bharat Skills has been awarded the SILVER AWARD under the Category “Excellence in Providing Citizen Centric Delivery” at 25th National Awards for e-Governance Scheme 2021-2022.

5.8.3.12 Digitization of DGT Office:

IT cell, DGT has implemented many e-services at headquarters and its subordinate offices at 57 locations to carry out the affairs pertaining to DGT and its field institutes in a completely paperless manner as far as possible. This has not only ensured better tracking and faster service but also paved a way for transparency in the system.

Administrative Set up:

S.No.	Webeite/URL	Description	Managed By
1	DGT Skill Attendance https://cndgt.dgtskillattendance.ac.in/	To monitor the regular attendance of trainees under CITS and CTS in National Skill Training "Institute (NSTI)-14, NSTI(W)-19 and Institute for Training of Trainers (IToTs)-48 At present 85 NSTI/NSTI(w) / IToTs with about 15000 candidates are registered in the portal.	IT Cell of DGT Hosted by NICS
2	DGT BAS Attendance Portal https://cndgt.attendance.gov.in	The DGT portal manage attendance of DGT employees (Government & Non-Government) including all field institutes/offices- 64 locations.	IT Cell of DGT Hosted by NIC
3	SPARROW https://sparrow-dgt.eoffice.gov.in	All the employees upto VI level (590) have been onboarded on SPARROW portal for online APAR process. Also last 10 years manual APARS of all officers are being uploaded on SPARROW.	IT Cell of DGT Hosted by NIC
4	e-Office https://msde-eoffice.gov.in	All the employees across all 55 DGT offices have been onboarded on e-Office portal for online office-related works.	IT Cell of DGT Hosted by NIC
5	e-Publishing & E-procurement Portal	Management of all the EoI/Tenders pertaining to DGT	IT Cell of DGT Hosted by NIC

DGT IT-Cell In-house Development

S.No.	Webeite/URL	Description	Managed By
1	DGT Website and Employee Corner https://dgt.gov.in	Website provides complete information about DGT, Schemes, latest orders, press releases etc. Employee corner have profile of all the employees under DGT. Also provides platform to all employees to raise their transfer requests, grievances, upload news events etc. for social media.	IT Cell of DGT Hosted at NIC Cloud
2	BharatSkills https://bharatskills.gov.in	It is a Central Repository for skills (Learning Management System) which provide NSQF curriculum course material, videos, question banks and mock test, eLearning courses etc. under CITS, CTS and apprenticeship. It also provides	IT Cell of DGT Hosted at NIC Cloud

		links to various Learning portals of MoU partners of IBM Skillsbuild, Amrita, Quest Alliance, Adobe etc, all at free.	
3	Bharat Skills Forum https://bskillforum.bharatskills.gov.in	A new feature called the Bharatskills Forum has been added to the Bharatskills learning platform developed by DGT that allows sharing of books, notes, videos, question bank, etc., and other relevant skill-related content for learners. This facility shall act as a digital warehouse for the skilling community by allowing sharing of contents in various forms like handwritten trainers' or trainees' notes, PDFs, scanned copies, or recorded videos in any language.	IT Cell of DGT Hosted at NIC Cloud
4	Various webforms to collect data from ITIs regarding events and government campaigns, etc.	The portal collects the various data from ITIs across India regarding various events like Pariksha pe charcha (PCC) 2022, International Yoga Day, Har Ghar Tiranga and ITI Convocation.	IT Cell - DGT Hosted at NIC Cloud
5	NSTI & RDSDE websites	Central Management Websites for all the 33 National Skill Training Institutes (NSTIs) (with common templates) and 22 RDSDEs. Currently, IT Cell manages the regular maintenance of these websites.	IT Cell - DGT hosted at NSTI Chennai servers
6.	DGT Service Desk https://dgt.gov.in/service-desk/	The portal created to track and resolve the various complaints of CTS trainees.	IT Cell-DGT Hosted at NIC Cloud



Bharatskills forum (<https://bskillforum.bharatskills.gov.in>)

Management of Online portals for ITI Management system

S.No.	Webeite/URL	Description	Managed By
1	National Council for Vocational Training (NCVT) https://ncvtmis.gov.in	This portal is a one-stop information source for all institutes and courses under the purview of the National Council for Vocational Training (NCVT). The portal manages ITIs candidate's registration, training, examination and certification under CTS. At present, about 15000 ITIs and 25 lakhs trainees are registered on the portal.	Wipro/ DGT hosted at NIC Cloud
2	Apprenticeship portal https://apprenticeshipindia.gov.in	Portal manages apprenticeship registration, Training, examination and certification under NAPS for Designated and optional trades.	IBM-TNT/ DGT-NSDC Hosted by NSDC
3	Apprenticeship Mela Portal https://dgt.gov.in/appmela	Portal manages apprentice and establishment registration, display of mela centre locations and coordinators, vacancies of establishments for Designated and optional trades.	IT Cell- DGT hosted at NIC Cloud

5.8.3.13 New Changes/ Enhancements done in NCVTMIS portal for better transparency

- Digitally signed certificate with QR Code for verification for all.
- Automation of data flow between DGT MIS and State Directorate's Portals, NIMI, Examination Agency for admission data, fee payment, hall ticket generation and result sharing, which has drastically reduced the processing time and enhanced the accuracy. Result processing has been reduced from 30-45 days to 15 days.
- SMS/ email facility has been integrated with DGT MIS to disseminate the information to stakeholders in real-time.
- DGT Public Registry with complete information of the skilling ecosystem including training centres, courses, teachers and trainees).
- Provision has been made to share the results/ Hall Ticket of trainees over their email ids.
- Provision to see the CBT answer sheets, absent/present status, CBT examination centers of the trainees in the trainee profile page on DGT MIS Portal to bring in transparency and reduce grievances.
- Grievance redressal system for legacy certificates created, call center & Help Desk has been created within the DGT system for timely resolution of issues.
- Implemented a new process for Profile verification of trainees before the hall ticket generation to reduce the efforts involved in complaints regarding profile correction after the certificates are generated.
- All the certificates of were pushed to Digi locker. Certificates of all the passed-out trainees are available in their Digi locker.

5.9 IT Activities in DGT

- **One Click Implementation:** One click implementation process has been incorporated for the trainees where they can register for class 12th equivalency programmes under the National Institute of Open Learning (NIOS), graduate-level courses under Indira Gandhi National Open University (IGNOU) and apprenticeship training with industries with a single click from the trainee profile in the DGT MIS (<https://ncvtmis.gov.in>).
- Conducting training for field offices in the domain of e-Office and various IT platforms in coordination with NIC.
- Computer Operator and Programming Assistant (COPA) curriculum under CTS has been revamped with support of Microsoft under CSR by converting into digital (blended mode).
- Management of all Domains and Sub-domain for DGT
- DGT in social media like twitter, Press release (PIB).
- Implementation of ASN number at NSTI Chennai server. Now DGT have 256 public IPs for its websites/Portal's activities.
- Implementation of DGT- eHRMS. Instance created, boarding of employees in progress.
- SMS gateway for NCVT MIS and Bharatskills for skilling info to trainees and its registration on DLT platform as per new TRAI guidelines under TCCCPR 2018. Exemption of 5 paise per SMS from TRAI for Sender Ids.
- NIC email have been created for all employees (approx. 1200 employees) across DGT upto MTS level for secure official communication.
- Updating of Darpan Dashboard for Ministry through Web API, <https://msde.dashboard.nic.in/DashboardF.aspx>

5.9.1 DGT in the Digital Technology Area partnering with Technology companies

DGT has collaborated with many IT frontlines like IBM, Microsoft, Cisco, Adobe etc. for trainers training and enable trainees to become Industry Ready as per IR 4.0. These new-age courses offered by the Industrial partners are linked to the DGT Bharatskills. Summary of trainees trained till date: ~17 lakh

Sl. No.	Industry Partner	Trainees Trained
1	IBM India	11,34,684
2	CISCO	11,666
3	Quest Alliance	4,88,035
4	Microsoft	39,222
5	SAP	1,110
6	ADOBE	24,360
	Total	16,99,077

I. Initiatives with IBM, extended the MoU for 4 years upto February 2024

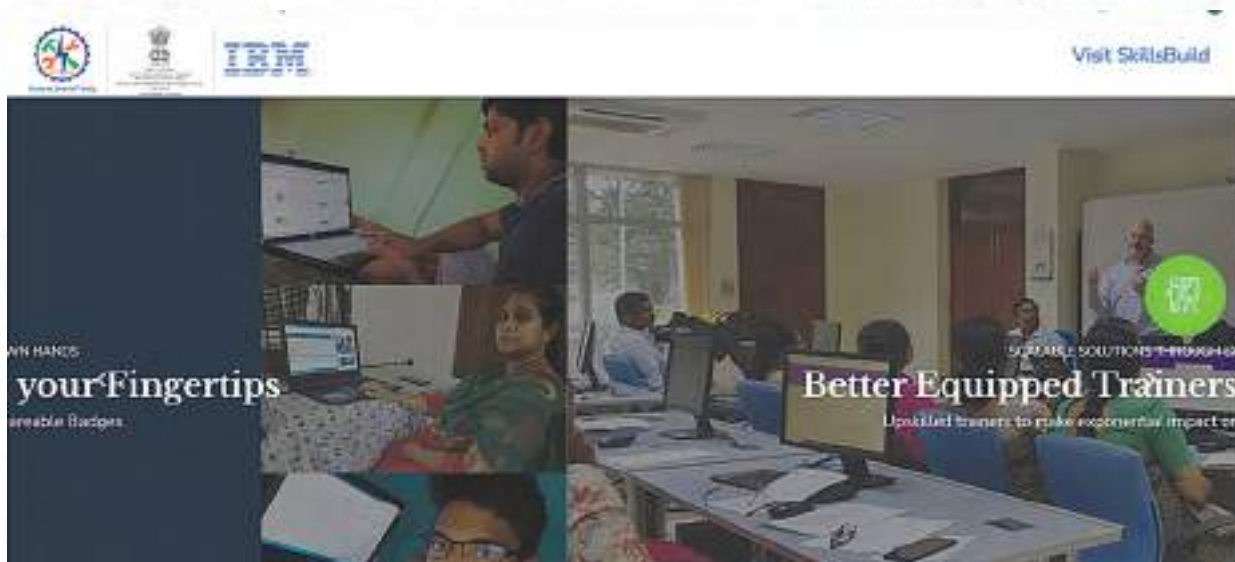
- A. **Two Year Advanced Diploma (Vocational) in IT, Networking & Cloud Computing** (NSQF Level 6- 370 Trainees in 2019-21 batch completed training at 16 NSTIs and 366 are undergoing training in 2022-24 session.

Batch No	Month of Launch	No. of NSTIs	No. of Trainees
1 st Batch	February 18	1	19
2 nd Batch	September 18	5	69
3 rd Batch	November 19	16	370
4 th Batch (ongoing)	April 22	15	366

- B. **Train the Trainer Campaign (in Basic Artificial Intelligence)**

7 NSTI locations - 10100 ITI instructors from over 900 ITIs

- C. **SkillsBuild** – A digital Learning Platform - In June,2020 launched Skillbuild Reignite and SkillBuild Innovation Camp for job seekers and entrepreneurs. 12,39,842 learners and 16,72,202 Course completions and badges. (from November 2019 to 31stJanuary 2023and increasing)



DGT-IBM Skill Build Platform

II. Initiatives with CISCO, extended the MoU for 2 years – June 2022

- Basic IT Skills for all ITI Instructors – 1-week virtual classroom – Open for all Instructors
- Cisco Certified Entry Level Network Associate (CCNA): 1-week classroom – 6 NSTIs
- Cisco Certified Network Associate (CCNA) (\$300 worth): 2-week classroom – 6 NSTIs
- CCNA labs set up at 06 identified NSTIs with complete Networking and Collab equipment, Webex services activated @ ~ Rs. 2.5 Crores.



- Total 30 Master Trainers trained from NSTIs in IT Essential and 14 Trainers in CCNA
- Digital skills through CISCO NetAcademy Online Courses- Total of 6171 trainees completed courses under new age skills like Python, Cybersecurity, IoT etc.



III. Initiatives with Cisco, Accenture, Quest Alliance, extended the MoU 4 years up to June 2024)

Digital Employability Skills ("ES")	20 States, 729 Network ITIs, Trainees Trained: 3,07,956 Employability Skills Content Digitization – 101/163 lessons in English and 46/163 lessons in Hindi 15 out of 29 Assessment Modules completed in English	
Training of Trainers - ongoing	Principal Orientation/Training	934 oriented
	Training of Trainers - ES	3164 trained
	Placement Officers training	478 trained and 25,019 trainees placed
Modern Employability Skills Labs	15 NSTIs completed and Upcoming in 4 women ITIs. Infrastructure and Faculty Support for Employability skills & IT literacy for trainees.	
Mobile Phone Libraries	22 libraries (NSTIs + ITIs) has been set up for girl trainees for online classes useful to trainees who cannot afford computer/ Smart phone for online classes and online learning modules.	



Employability Skill Labs at NSTI(w) Trivandrum

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

- Prepared the digital blended content for the current COPA course and to help rolling it out under CSR
- Hand holding for offering the new courses in blended mode on the topics of COPA and futuristic skills like AI/ Data Analytics/ Software Development, etc.

5.10 Schemes for Upgradation of ITIs

5.10.1 Upgradation of 1396 Government ITIs through PPP

Launched in 2007-08 with the budget outlay of Rs. 3067.50 Crores, the PPP scheme's objective was to improve the quality of vocational education in the country. Under this scheme, an interest free loan of Rs. 2.5 Crores with a moratorium of 10 years was provided to ITI via its IMCs, for upgradation / modernization.

Salient Features / Achievements

- ✓ IMCs (registered as society) constituted in each ITI. IMCs headed by Industry Partners for increasing industry interaction
- ✓ Rs. 3067.50 Crores released to IMCs under 31 states/UTs
- ✓ Industry contribution towards equipment and machinery benefiting over 300 ITIs in 10 states

5.10.2 Enhancing Skill Development Infrastructure in North Eastern States and Sikkim

The ESDI scheme was launched in 2011 with an objective of enhancing access and reach of ITIs in NE Region and Sikkim with a planned outlay of Rs. 420.24 Crores.

Components of the scheme:

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

- Upgradation of 22 ITIs by introducing three new trades per ITI;
- Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall and supplementing old and obsolete tools and equipment;
- Funding Monitoring Cells at Central & State Level and

Salient Features / Achievements

- ✓ Introducing three new trades per ITI in each of 22 ITIs.
- ✓ Supplementing infrastructure deficiencies in 28 ITIs by constructing new hostel, boundary wall, supplementing old and obsolete tools and equipment
- ✓ Establishing 34 new ITIs in NER.
- ✓ 69% of the allocated fund has been released under the scheme. Further, construction of 10 new ITIs (out of 34) is complete and 40 ITIs (out of 45) are upgraded under the scheme.
- ✓ Centre to State share funding is 90:10

Establishment of 34 New ITIs in 8 States.

The duration of the scheme is upto 31st March 2024. So far Central share of Rs. 265.14 crore out of total central allocation of Rs. 386.88 crore has been released to eight States of Assam, Arunachal Pradesh, Nagaland, Mizoram, Manipur, Tripura & Sikkim. The component wise coverage under the scheme is given below:

Sl. No.	State	ITIs covered under Upgradation		ITIs covered under supplementing deficient infrastructure		ITIs covered under new establishments	
		No.	Location	No.	Location	No.	Location
1	Arunachal Pradesh	3	Balinong, Dirang, Yupia	3	Dirang, Roing, Tabarijo	9	East Kmmeng, Kanubari, Kurung Kumey, Manipoliang, Mipang, Namsai, New Gagalee, Tawang, West Siang
2	Assam	6	Guwahati, Jorhat, Majuli, Nagaon, Silchar(w), Srikona	1	Lakhimpur	5	Bongaigaon, Jorhat, Nalbar, Tinsukia, Sonitpur
3	Manipur	3	Phaknung, Senapati, Takyel(W)	8	Chandel, Kakching, Phaknung, Ningthoukhong, Saikot Senapati, Takyel(W), Tamenglong,	4	Kangpokpi, Noney Pherzawl, Sekmai
4	Meghalaya	4	Nongpoh, Nongstoin, Resubelpara, Sohra	4	Nongpoh, Nongstoin, Resubelpara, Sohra	3	Ampati, East Jayantia Hills, Mawkyrwat
5	Mizoram	3	Aizawl, Lunglei, Saiha	3	Aizawl, Lunglei, Saiha	3	Champhai, Kolasib Serchhip,
6	Nagaland	2	Dimapur, Kohima	5	Kohima, Mon, Mokokchung, Tuensung, Zuhenboto	4	Dimapur, Kiphire, Longleng, Peren,
7	Sikkim	0		3	Gyashiling, Namchi, Rangpo,	3	Kewzing, Sokeythang West Sikkim
8	Tripura	1	Indra Nagar	1	Belonia	3	Gandacharra, Kanchanpur, Santirbazar
	Total	22		28		34	

The evaluation study has shown improvement in ITI infrastructure because of funding under the scheme. The scheme has made considerable difference in skill infrastructure of NE states.



ITI Sekmai, Manipur constructed under ESDI Scheme



ITI Sekmai, Manipur constructed under ESDI Scheme



ITI Kangpoki, Manipur constructed under ESDI Scheme



ITI Mawkyrwat, Meghalaya constructed under ESDI

5.11 Skill Development in 48 Districts Affected by Left Wing Extremism

The scheme started in 2011. The scheme has budget outlay of Rs. 401.28 Crores with an aim to set up ITIs and Skill Development Centres (SDCs) in LWE districts to make the youth of these districts employable through their skill development.

The above-mentioned objective is being addressed by following interventions:

- New ITI creation in 48 LWE-affected districts @Rs. 7.34 crore per ITI
- For better industry linkage, Institute Management Committee (IMC) to be formed with the chairman from industry to run each ITI, and each IMC will be provided with Rs. 1 crore with 100% central assistance.
- 68 Skill Development Centers (SDCs) @Rs. 50 lakh per SDC.

So far central share of Rs.228.85 crore out of total central share allocation of Rs.313.79 crore has been released to 10 states under the scheme. The state wise details of districts covered under the scheme “Skill Development in 48 Districts Affected by Left Wing Extremism” are given in the table below:

Sl No.	State	Districts covered for Establishment of ITI		Districts covered for Establishment of SDC	
		No.	Location	No.	Location
1	Andhra Pradesh	1	Vishakhapatnam		
2	Bihar	9	Arwal, Aurangabad, Banka, Gaya, Jamui, Jehanabad, Muzzafarpur, Nawada, & Rohtas	6	Arwal, Aurangabad, Gaya, Jamui, Jehanabad, Rohtas (Only 1 SDC covered),
3	Chhattisgarh	9	Bastar, Bijapur, Dantewada, Kanker, Kondagaon, Rajnandgaon, Narayanpur, Sukma, & Surguja,	7	Bastar, Bijapur, Dantewada, Kanker, Narayanpur, Rajnandgaon, & Surguja
4	Jharkhand	16	Bokaro, Chatra, Dumka,, East Singhbhum, Garhwa, Gumla, Girdih, Hazaribagh, Khunti, Latehar, Lohardaga, Palamau, Ranchi, Ramgarh, Simdega, & West Singhbhum	10	Bokaro, Chatra, East Singhbhum, Garhwa, Gumla, Hazaribagh, Latehar, Lohardaga, Palamau, and West Singhbhum
5	Madhya Pradesh	2	Balaghat and Mandla	1	Balaghat
6	Maharashtra	2	Gadchiroli and Gondia		
7	Orissa	6	Deogarh, Gajapati, Koraput, Malkangiri, Rayagada, Sambalpur	5	Deogarh, Gajapati, Malkangiri, Rayagada, and Sambalpur
8	Telangana	1	Khammam	1	Khammam
9	Uttar Pradesh	1	Sonebhadra	1	Sonebhadra
10	West Bengal	1	Jhargram (Erstwhile - Paschim Midnapur (Lalgarh Area))		
	Total	48		31	

Salient Features / Achievements

- ✓ Construction of 28 ITIs (out of 48) and 56 SDCs (out of 68) has been completed; and of 13 ITIs and 5 SDCs is underway
- ✓ Out of total allocated fund of Rs. 401.28 Crores, Rs. 298.38 Crores (including state share) has been released till December 2022.
- ✓ Centre to State share funding is 75:25

As per the evaluation of the scheme, the unique outreach in unserved blocs of LWE affected districts has made the positive impact of the skill training on youths, and relatively better performance on employability, and the satisfaction level of beneficiary trainees are recognized.



ITI Gumla, Jharkhand constructed under the LWE scheme



ITI Gajabahal, Odhisa constructed under LWE Scheme



SDC Palamu, Jharkhand constructed under LWE Scheme



ITI Nawada, Bihar constructed under LWE Scheme

5.12 Upgradation of Government ITIs into Model ITI

The scheme was launched in 2014 with an objective to upgrade an existing ITI in every state into a Model ITI. These ITIs were expected to evolve as an institution showcasing best practices, efficient and high-quality training delivery, and sustainable and effective industry relationship by engaging with local industry. The total budget outlay of scheme is Rs. 238.08 Crores. Model ITIs are set to become a demand center for its expertise and best performance in training.

Salient Features / Achievements: Model ITIs

- ✓ 35 ITIs have been identified in 29 States and UTs for this scheme with an empowered structure for efficient functioning
- ✓ 71% of the allocated funds has been released under the scheme.
- ✓ Civil upgradation is complete in 14 ITIs and Machinery upgradation is done in 7 ITIs
- ✓ Centre to State share funding is 75:25 and 90:10 for NE States

As per evaluation of the scheme it has been observed that the intervention has brought positive impact on Overall Seat Utilization, Pass out % and Placement. The sunset date of scheme is 31st March 2024. Currently, 35 existing Government ITIs of 29 States are covered under the scheme. So far, an amount of Rs.176.46 crore (including State Share) has been released to 29 States for upgradation of 35 ITIs into Model ITIs under the scheme.



ITI Gurugram upgraded under Model ITI Scheme



ITI Namchi, Sikkim upgraded under Model ITI Scheme

The coverage under the scheme is as below:

Sl. No.	States / UTs	Location of the ITI
1	Andhra Pradesh	ITI Gajuwaka
2	Assam	ITI Jorhat
3	Arunachal Pradesh	ITI Yupia
4	Bihar	ITI Marhowrah
5	Chhattisgarh	ITI Bhilai
6	Chandigarh	ITI Chandigarh
7	Delhi	ITI Pusa
8	Goa	ITI Panaji
9	Gujarat	ITI Dashrath
10	Haryana	ITI Gurugram
11	Himachal Pradesh	ITI Nalagarh
12	Jharkhand	ITI Ranchi
13	Jammu & Kashmir	ITI Srinagar
14	Karnataka	ITI Bangalore
15		ITI Honnavar
16	Kerala	ITI Kalamassery
17	Ladakh	ITI Kargil
18	Madhya Pradesh	ITI Bhopal

19	Maharashtra	ITI Nashik
20	Orissa	ITI Barbil
21	Punjab	ITI Roopnagar
22	Puducherry	ITI Men, Mettupalayam
23	Rajasthan	ITI Udaipur
24	Sikkim	ITI Namchi
25	Tamil Nadu	ITI Coimbatore
26	Tripura	ITI Indranagar (W)
27	Telangana	ITI Mallepally
28	Uttar Pradesh	ITI Meerut
29		ITI Varanasi
30		ITI Ayodhya
31		ITI Chandauli
32		ITI Basti
33		ITI Siddharthnagar
34	Uttarakhand	ITI Jagjitpur, Haridwar
35	West Bengal	ITI Durgapur

5.13 Skills Strengthening for Industrial Value Enhancement (STRIVE)

Skills Strengthening for Industrial Value Enhancement (STRIVE) programme is a World Bank assisted, Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships. The financial agreement was signed between Government of India and International Bank for Reconstruction and Development (IBRD) on 19th December 2017 and the closing date of the project is May 2024 (post extension of 18 months).

STRIVE is an outcome focused project, marking shift in government's implementation strategy in vocational education and training from inputs to results. It is aimed at institutional reforms and improving quality & market relevance of skill development training programs in long term vocational education training. It shall incentivize ITIs to improve overall performance including apprenticeship by involving SMEs, business association and industry clusters. The project aims to develop a robust mechanism for delivering quality skill development training by strengthening of ITIs under States/UTs, and CSTARI, NIMI, NSTIs.

STRIVE covers the following 4 result areas:

- Result Area-1: Improved Performance of ITIs
- Result Area-2: Increased Capacities of State Governments to support ITIs and Apprenticeship Training

- Result Area-3: Improved Teaching and Learning
- Result Area-4: Improved and Broadened Apprenticeship Training

Key Performance Indicators for FY 2022-23

Indicators	Target	Achievement
Result Area 1	(%)	
Female trainee enrollment	15%	20.05%
On job training (OJT)	25%	34.75%
Result Area 2	(NOs)	
Tracer Study (Pilot)	1	1
Tracer Study (General)	15	4*
Instructor vacancy reduction (by 20%)	15	15
Career Progression Plan - CPP (National)	1	1
Career Progression Plan – CPP (State)	15	5**
Result Area 4	(%)	
Female apprentices engaged by industry clusters (ICs)	12%	23.25%

* Tracer study is pending for SSC approval in 01 State and under progress in 12 States. 05 States have floated tenders to hire an agency to conduct the study.

** CPP approval is pending in 02 States and under finalization in 04 States

Under Result Area 3, curricula and learning material is being developed in blended mode by NIMI for 4 popular CTS trades - Fitter, Electrician, Mechanic Diesel and Welder.

Key Achievements:

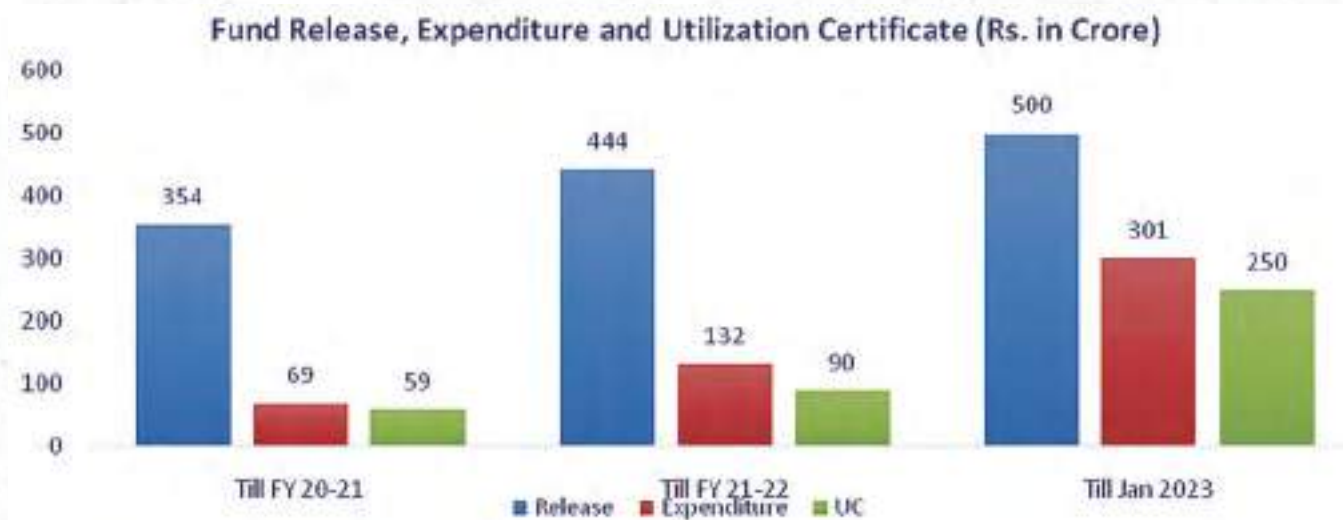
The project continued to be rated Moderately Satisfactory by the World Bank in their latest review

DGT has successfully achieved disbursement linked results (DLRs) of USD 57.2 million and claimed the same from World Bank

As on date 424 ITIS and 33 Industry Clusters have been selected from 33 States/UT under STRIVE

76 new ITIs and 49 new Industrial Clusters have been selected in phase III to participate in STRIVE

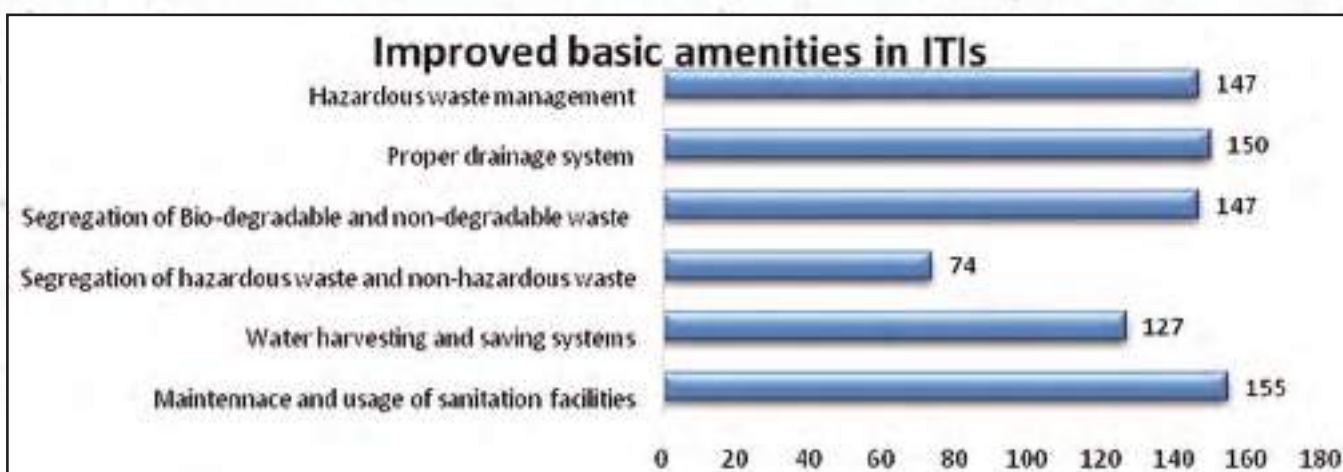
Status of Fund Flow:



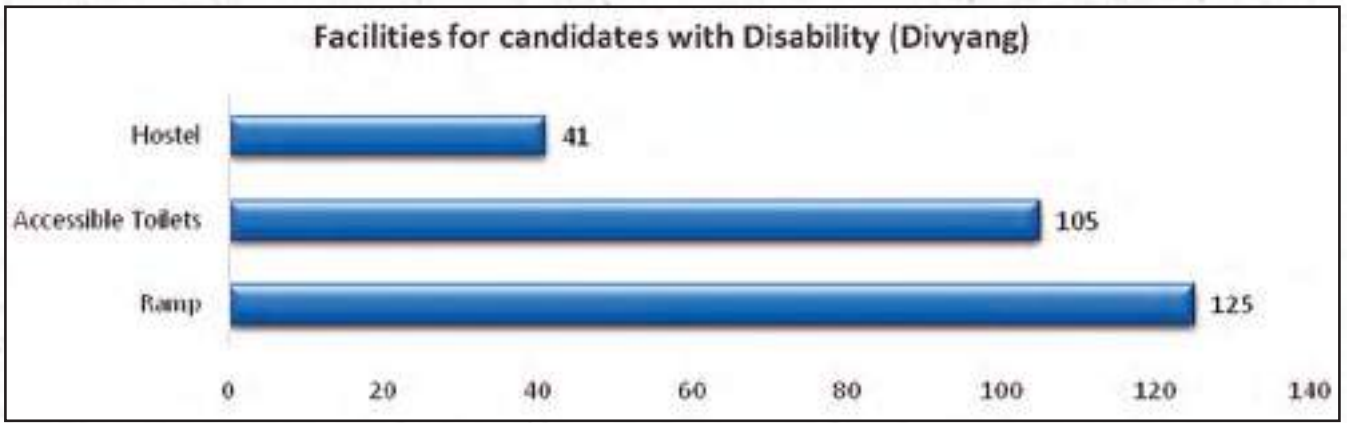
- Funds have been released to 32 States/UTs to implement STRIVE project
- 10 States/UTs (*Himachal Pradesh, Kerala, Tamil Nadu, Jammu and Kashmir, West Bengal, Odisha, Sikkim, Nagaland, Tripura, and Madhya Pradesh*) emerged as best performing States/UTs with respect to utilization of fund under the project
- Expenditure rate, which was impacted due to COVID 19, has improved significantly in FY 2022-23 by 128%
- Subsequent tranche has been successfully released to 18 States (*(Arunachal Pradesh, Assam, Goa, Himachal Pradesh, Kerala, Nagaland, Odisha, Sikkim, Tamil Nadu, Tripura, West Bengal, Jharkhand, Madhya Pradesh, Meghalaya, Jammu & Kashmir, Maharashtra, Mizoram and Telangana)*)

Environment & Social Inclusivity and its impact in STRIVE ITIs

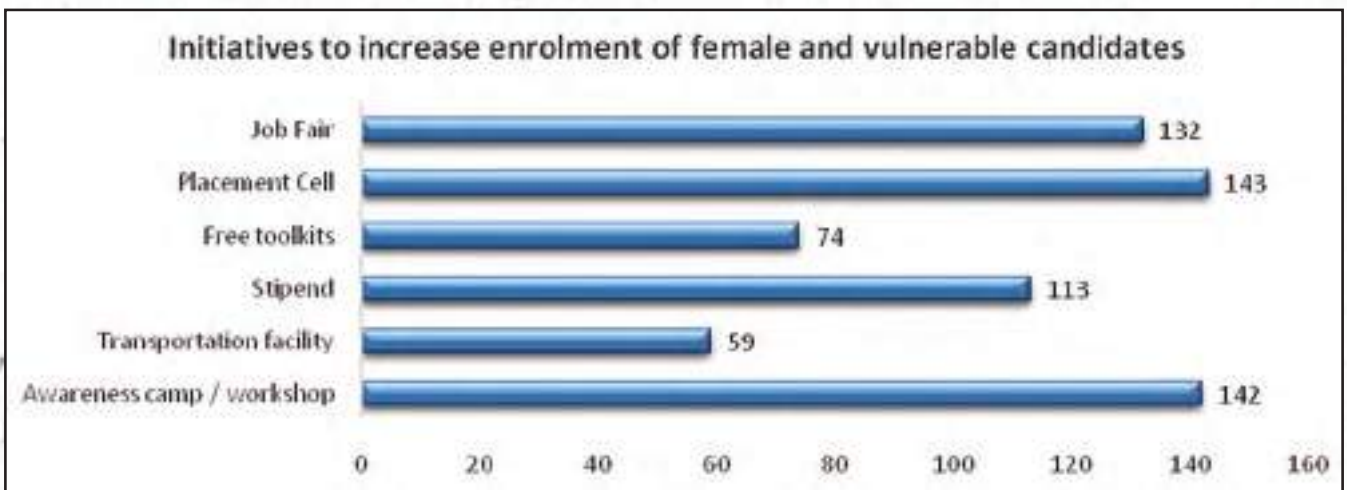
- Basic Amenities to ITI trainees:** Most of the ITIs have availability of basic amenities for the trainees. Number of ITIs along with the amenities provided them are depicted in the chart below:



- Facilities provided to PwD candidates:** Most of the ITIs have provided appropriate infrastructure for PwD trainees with accessible toilets, ramps. Number of ITIs with the facilities provided by them are presented in the chart below:



- Initiatives to increase enrolment of females and from other vulnerable groups:** The ITIs have introduced courses to encourage female enrolment in the ITIs, provided stipend and noon meal. Number of ITIs along with the initiatives undertaken by them are depicted in the chart below:



Maintaining a clean and green environment



Note: Above charts and photographs on environment and social inclusivity represent the data from 321 ITIs (out of 424 ITIs) that responded to E&S related questionnaire (for the period from January to June 2022)

Best Practices being followed at STRIVE ITIs



Career guidance class at ITI Mala in collaboration with District Employment Exchange and Annamanada Grama Panchayath, Kerala



MOU between ITI Mandi and MT Auto Craft Ltd Parwanoo, Himachal Pradesh



Use of Blended content and AR/ VR at ITI in Himachal Pradesh



Smart Classroom with interactive board at ITI Mala, Kerala

5.14 Scheme of Polytechnics

The objective of the scheme is to provide financial assistance to States/UTs for quantitative expansion of Polytechnics throughout the country, enhancement of women participation and quality of Polytechnic education in the country through interventions mentioned below:

- **Setting up new Polytechnics in unserved and underserved districts of States/UTs:** Under this Sub Scheme, new Polytechnics are set up by the State Governments/Union Territories in un-served and underserved districts with financial assistance from Government of India limited to Rs. 12.30 Crore per Polytechnic to meet the capital costs of establishing a Polytechnic.
- **Constructing Women Hostels in selected Polytechnics of States/UTs:** The sub-scheme envisages to enhance women enrolment in Polytechnics, through construction of women's hostels in selected Polytechnics. Under the sub-scheme financial assistance limited to Rs. 1.00 crore for each polytechnic is provided for the construction of women's hostel.
- **Upgrading infrastructure in selected Polytechnics of States/UTs:** Under this sub-scheme, financial assistance upto Rs.2.00 Crore per Polytechnic is provided by the Government of India to upgrade the infrastructure facilities of existing Polytechnics.

- **Community Development through Polytechnic (CDTP):** This sub-scheme envisages launching non-formal, short-term, employment-oriented skill development programmes, through Polytechnics, NSTIs and ITIs, for the marginalized section of the society, to enable them to obtain gainful self / wage employment

Salient Features / Achievements:

- ✓ 118 Polytechnics are constructed under the scheme
- ✓ 351 Women Hostels have been constructed
- ✓ More than 14 Lakhs have been trained under Community development sub-component

5.15 Events

5.15.1 Kaushal Deekshant Samaroh 2022



On the auspicious day of Vishwakarma Jayanti- 17th September 2022, the first ever Kaushal Deekshant Samaroh” – A Skill Convocation Ceremony aimed at not only boosting the morale of trainees in the entire skilling ecosystem but also inspiring them to work towards the vision of building an Aatmanirbhar Bharat was celebrated. Union Minister for Education, Skill Development and Entrepreneurship Shri Dharmendra Pradhan along with Minister of State for Skill Development and Entrepreneurship Shri Rajeev Chandrasekhar, felicitated and honored with convocation certificates 100 selected toppers from the skill ecosystem, in New Delhi. Secretary, Higher Education Shri K. Sanjay Murthy; Secretary, Skill Development Shri Atul Tiwari; Indian Film Director and Producer Shri Ramesh Sippy, Chairman AICTE, Shri Jagadesh Kumar and senior officials of Skill Development Ministry were also present on the occasion.

Ministry of Skill Development and Entrepreneurship convened this ceremony across 14000+ Industrial Training Institutes (ITIs) for candidates who cleared the All-India Trade Test (CBT) under CITS for session 2021. The results of the All-India Trade Test (AITT-2022) were declared on 7th September 2022. The result percentage this year has been 89.13% (around 14.8 lakh trainees declared pass out of 16.6 lakh appeared). Around 8.9 lakh trainees of the 2020-22 two-year course and 2021-22 one-year and 6 months course were certified and felicitated on the day, across the country.



5.15.2 International Yoga Day (21st June 2022)





5.15.3 Swachhata Abhiyan (16th July to 31st July 2022)



5.15.4 Aazadi ka Amrit Mahotsav (AKAM) Horrors of Partitions (14th August 2022)



Har Ghar Tiranga



5.15.5 Jan Jatiya Divas (15th November 2022)



Janjatiya Gaurav Divas Celebration



RDSDE Bihar \ NSTI(W), Patna

5.15.6 Constitution Day Celebrations (26th November 2022)



5.15.7 Pariksha Pe Charcha 2023 (27th January 2023)





5.15.8 25th National Awards for e-Governance 2021-2022

National Awards for e-Governance recognize and promote excellence in implementation of e-Governance initiatives by DAR&PG every year. All Central Ministries/Departments, State/UT Governments, Districts, Local Bodies, Central & State Government Public Sector Undertakings (PSUs), Academic/Research Institutions (Government and Non –Government) participates for these awards.

BharatSkills (<https://bharatskills.gov.in>) has been awarded the SILVER AWARD under the Category “Excellence in Providing Citizen Centric Delivery” at 25th National Awards for e-Governance Scheme 2021-2022.





25th National Awards for e-Governance Scheme 2021-2022.

5.16. Skill Development Initiative Scheme (SDI Scheme)

Skill Development Initiative Scheme (SDIS) based on Modular Employable Skill (MES) was launched by then Directorate General of Employment & Training (DGE&T) now DGT in the year 2007 to provide skill training mainly to school leavers and un-employed youth to improve their employability. Under this scheme, free of cost training was provided in different modules under different sectors through various registered Vocational Training Providers (VTPs). The assessment of candidates to assess the skill gained by them through these programmes was assessed through a panel of Assessing Bodies (ABs). The Scheme was implemented jointly with DGT (then DGE&T) and State Governments through a dedicated Portal (SDIS Portal). The Scheme was discontinued w.e.f 31st March, 2017. Around 42.84 including Training Candidate Assessed & Direct Candidate Assessment (TCA & DCA) were benefited under this scheme.

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

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

5.17 Apprenticeship Training under the Apprentices Act, 1961 and NAPS

5.17.1 Background

Apprenticeship offers a unique combination of education and on-the-job training which helps in education to world of work transition. Therefore, Government's focus on apprenticeship training as a preferred model of skill development has increased manifolds in the recent years.

The National Policy on Skill Development and Entrepreneurship (2015) focuses on apprenticeship as one of the key components for creating skilled manpower in India. Apprenticeship training can play a major role where youth can acquire skills by working at actual work place and simultaneously earn some stipend to financially support himself. Globally too, apprenticeship is considered as the best model for skill acquisition and earning while learning.

With the hon'ble Prime Minister's vision of 'Atma Nirbhar Bharat' the government has taken various administrative, economic and governance reforms to sustain high growth rates in apprenticeship training. With the changing markets and growing digitalization, India displays high skill intensity and the demand for skilled manpower. At this juncture, apprenticeship presents a great opportunity for enterprises in all sectors where global competitiveness is to be achieved to train, engage and benefit from the potential of apprenticeship.

1. Legal framework of apprenticeship training

India has a well-established and regulated apprenticeship system. The 'Apprentices Act, 1961' was enacted with an aim to fully utilize the facilities available in industries for imparting practical training and thus developing skilled manpower for industries. The main objectives of the Apprentices Act, 1961 are as under:

- a) To regulate and promote the apprenticeship training in the industry.
- b) To utilize the facilities available in the industry for imparting on-the-job/practical training with a view to meet the requirements of skilled manpower for the industry.

The Act regulates the programme of training that includes curriculum, period of training, examination and certification and its related instructions during the on-the job training. The Central Apprenticeship Council (CAC), a committee headed by Hon'ble Minister of Skill Development and Entrepreneurship, is an apex statutory body under the Apprentices Act, 1961 and it advises the Central Government on implementation of the Apprentices Act, 1961 in the country.

5.17.2 Compliances under the Apprentices Act, 1961 and Apprenticeship Rules 1992

1 Some of the important provisions/compliances of above Act and Rule are as under:

1.1 Section 2 (d), clearly defines the "Appropriate Government" for exercise of control of Central and State Governments over various establishments for providing apprenticeship training.

1.2 Establishments coming under the central government's jurisdiction, responsibility for monitoring of the implementation of designated trades has been given to the Directorate General of Training (DGT) and its 22 Regional Directorates of Skill Development and Entrepreneurship (RDSDE) and the responsibility for monitoring of the implementation of optional trades has been given to National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs). Accordingly, Chief Executive Officer (CEO) of all the SSCs has been nominated as Joint Apprenticeship Advisors (JAA).

1.3 For all establishments coming under the state government's jurisdiction, the State Apprenticeship Advisors (SAA), the State Skill Development Missions (SSDMs) are responsible for implementation of both designated and optional trades.

1.4 As per the Rule 7-B of Apprenticeship Rules, 1992, it is obligatory on the part of enterprises having a manpower strength of 30 or more to engage apprentices in a band of 2.5% to 15% of their total manpower strength (including contractual staff). Smaller enterprises having a manpower strength ranging from 4 to 29 employees are also permitted to engage apprentices in a band of 2.5% to 15% though this provision is voluntary for them. A contract of apprenticeship training is being signed between the establishments and apprentices before starting the training programme {sub-rule (1) of 7B}.

1.5 As per Rule 11 of the Apprenticeship Rules, 1992 establishments are liable to pay stipend to apprentices which ranges from Rs. 5,000 to 9,000 per month depending on the type of course and category of the apprentices.

1.6 As per Section 30 of the Act (Offences and Penalties), provisions have been made to issue Show Cause Notices to all such establishments not complying with the provisions of the above Act and Rules there on. Defaulters are liable for a Rs. 5,000 per shortfall of apprenticeship per month for first three months and thereafter, Rs.1,000 per month till such number of seats are filled up.

2. Roles and responsibilities of implementing, monitoring and promoting agencies

2.1 Ministry of Skill Development and Entrepreneurship (MSDE): MSDE, being custodian of Apprentices Act, 1961, is responsible for overall regulation, management and monitoring of PM-NAPS.

2.2 Regional Directorate of Skill Development & Entrepreneurship (RDSDEs): The RDSDEs act as implementing, monitoring, and promotion agency for implementation of apprenticeship in their respective states for establishments under the central government jurisdiction and establishments which are operating in more than 4 states. RDSDEs are also responsible for creating capacity building, implementation and monitoring at RDSDE level for Designated Trades, actively participating in workshops, seminars, PMNAM for establishments under their jurisdiction.

2.3 State Apprenticeship Advisers (SAAs): The SAAs act as implementing, monitoring, and promotion agencies in their regions in respect of all “designated trades” as well as “optional trades” for State Public Sector Units and private establishment falling under their jurisdiction as per the Apprentices Act, 1961. SAAs may also appoint Assistant Apprenticeship Advisers (AAAs) for implementation, monitoring, and promotion of apprenticeship at the district level. SAAs may also appoint the Mission Directors of the respective State Skill Development Missions (SSDMs) to act as implementation, monitoring, and promotion agencies for all establishments under the state government jurisdiction, in respect of “Optional Trades”.

2.4 National Skill Development Corporation (NSDC): NSDC is responsible for managing the apprenticeship portal, monitoring of the scheme in respect of Optional Trades and ensuring payment of Government’s share of stipend support to the apprentices for Designated and Optional Trades via DBT. NSDC would also support all promotion activities for the scheme.

2.5 Sector Skill Councils (SSCs): The SSCs under the aegis of NSDC is responsible for the implementing, monitoring, and promotion agencies in their sectors in respect of “Optional Trades” for the establishments under the Central Government jurisdiction. CEOs of Sector Skill Councils have been appointed as Joint Apprenticeship Advisers (JAA) via office order No. MSDE-6(1)/2018-AP dated 18th May 2018 under the Apprentices Act to carry out implementation, monitoring, and promotion activities under apprenticeship training including PM-NAPS.

2.6 State Government: State Governments create awareness and capacity building activities and advocacy for establishments under their jurisdiction.

2.7 Third Party Aggregators (TPAs): TPAs empanelled by MSDE support MSMEs and other establishments by providing end-to-end services of apprenticeship program to the employers with an aim to encourage them to engage large number of youth for apprenticeship training, besides participating in promotion of the scheme.

5.17.3 Apprenticeship training:

5.17.3.1 Eligibility criteria for apprenticeship: The candidate, not less than 14 years of age (18 years for trades in hazardous industries), must possess educational and physical standards as prescribed for respective trades for joining the apprenticeship training. The educational qualification varies from class 5th pass to class 10th pass, depending upon the entry-level qualification requirement for relevant trades as prescribed in curriculum of respective trade.

5.17.3.2 Categories of apprentices: Presently, two central ministries namely Department of Higher Education, Ministry of Education (MoE) and Ministry of Skill Development and Entrepreneurship are implementing apprenticeship training in the country.

Table-1: Categories of apprentices

S. No.	Categories of apprentices	Ministry responsible for apprenticeship
1.	Designated trade apprentices	Ministry of Skill Development and Entrepreneurship
2.	Optional trade apprentices	
3.	Fresher Apprentices	
4.	Technician (Vocational) apprentices	
5.	Technician apprentices	
6.	Graduate apprentices	Department of Higher Education, MoE
7.	Diploma apprentices	

Department of Higher Education (DHE), MoE administer apprenticeship programs offered for educational qualification equivalent to Graduate or above. While MSDE administer apprenticeship program for rest of categories of apprentices starting from educational qualification as 5th class pass and above for other technical/skill qualification holders.

5.17.3.3 Types of trades: With regards to apprenticeship, training is mainly imparted in Designated Trades and Optional Trades.

- a) Designated Trade means any trade or occupation or any subject field in engineering or non-engineering] or technology or any vocational course which the Central Government, after consultation with the Central Apprenticeship Council, may, by notification in the Official Gazette, specify as a designated trade for the purposes of this Act.
- b) Optional Trade means any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course as may be determined by the employer for the purposes of this Act.

5.17.3.4 Structure of training: Apprenticeship Training consists of Basic Training and On-the-Job-Training (OJT)/Practical Training at workplace in the industry. Basic training is an essential component of apprenticeship training for those who have not undergone any institutional training/skill training before taking up on-the-job-training/practical training. Apart from basic training, there is a component of on-the-job training which is performed in the establishments and undertaken by the establishment itself.

5.17.3.5 Duration of Apprenticeship training: Duration of apprenticeship training depends upon the trade and it varies from 6 months to 3 years.

5.17.3.6 Stipend to Apprentices: The rates of stipend payable per month to various categories of apprentices have been revised vide gazette notification dated 25th September 2019. The minimum rate of stipend per month under various categories is as under:

Table-2: Stipend rate for apprentices

S. No.	Category	Minimum Stipend Rate (In Rs. per month)
1.	School pass-outs (Class 5 th – Class 9 th)	5,000
2.	School pass-outs (class 10 th /class 12 th)	6,000
3.	National or State Certificate holder / month Technician (vocational) apprentice / Vocational Certificate holder/Sandwich Course (Students from Diploma Institutions)	7,000
4.	Technician apprentices or Diploma holder in any stream / Sandwich Course (Students from Degree Institutions)	8,000
5.	Graduate apprentices / Degree apprentices/ Degree in any stream	9,000

Source: The Apprenticeship Rule, 1992 dated 25th September 2019

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

5.17.3.8 : Apprenticeship portal to trace apprenticeship lifecycle: A national portal, (apprenticeshipindia.gov.in), allows seamless interaction between various stakeholders to ease the implementation of apprenticeship training. The portal has been developed to manage all the processes of the apprenticeship lifecycle covering registration of establishment and candidate, selection of establishment by apprentices and vice versa, all approval processes, monitoring, certification and online reimbursement of fund under NAPS to establishments.

The portal supports access to establishments, candidates, State Governments, RDSDEs, State Apprenticeship Advisers (SAAs), Assistant Apprenticeship Advisers (AAAs), National Skill Development Corporation (NSDC), Sector Skill Councils (SSCs), Third-Party Aggregators (TPAs) and other stakeholders. The apprenticeship portal (www.apprenticeshipindia.gov.in) captures data by age, gender, caste, State/ UT, district, sector, course (job role), training duration amongst others. A step-by-step guide for the apprenticeship portal for apprentices and establishments is available in the form of user manuals and instructional videos on the apprenticeship portal.

5.17.4 Initiatives for enhancing apprenticeship opportunities for youth

5.17.4.1 Policy level reforms

In the year 2014, the Government of India introduced comprehensive amendments in the Apprentices Act, 1961 to make apprenticeship more attractive for both industry and the youth. The major amendments in the Act undertaken in 2014 are as under:

- i. **Introduction of “Optional trade” category** to incorporate the upcoming and evolving job roles, thereby allowing employers to engage apprentices in new courses which are based on their respective industry demand instead of regulation from government on type of courses and curricula.
- ii. **Giving power to employers/establishments** to determine qualification, period of apprenticeship

training, holding of test, grant of certification and other conditions relating to the apprentices engaged in optional trade category.

- iii. **Changing the jurisdiction of establishments operating in 4 and more states** from respective States to Central Government in order to ease the process of engagement of apprentices by such establishments as this reform allowed them to work with one Government instead of approaching to four different State governments.
- iv. **Replacing the outdated system of trade wise and unit wise regulation** for engagement of apprentices by introducing prescribed number of apprentices to be engaged by establishment in any trade, as per their choice and requirement.
- v. **Simplification of process and procedures** by introducing online system in place of offline system. Introducing dedicated web-portal for total management of apprenticeship training starting from registration of establishments and apprentices, contract approval, execution of training, examination and award of certificate to apprentices after completion of training programme.
- vi. Allowing employers/establishments to engage apprentices from other states also in their establishments.
- vii. Allowing employers to formulate their own policies on requirement of apprentices.
- viii. Removing stringent penalty clauses like imprisonment by financial penalties only.
- ix. Allowing industries to out-source basic training to fresher candidates so that they are free from burden of creation of infrastructure for class room training for apprentices.

5.17.4.2 Amendments in the Apprenticeship Rules, 1992

Comprehensive amendments in the Apprenticeship Rules, 1992 was brought to make apprenticeship more attractive to both establishments as well as the youth of the country. The amendments in Rules were brought in September, 2019 notified in Extra Ordinary Gazette of India on 25th September, 2019. Major amendments made are as under:

- i. Augmenting the engagement of apprentices under the Apprenticeship Training by raising the bandwidth for engagement of apprentices by establishments from 2.5% - 10% to 2.5% -15%. This has resulted in creation of an additional capacity of apprenticeship seats to provide opportunities of quality training for a large percentage of youth in the country.
- ii. Bringing additional establishments under the mandatory category for implementation of Apprentices Act 1961 (amended upto 2014) by lowering the manpower size limit of establishments from 40 to 30. Earlier, it was mandatory for an establishment having manpower strength of 40 and above to engage apprentices. However, after the amendment, total manpower strength of establishments was brought down to 30 from 40 for engaging apprentices i.e., any establishment with employees more than 30 must engage minimum of 2.5% and maximum 15% apprentices of the total manpower.
- iii. In order to facilitate engagement of apprentices by smaller establishments, the size-limit of an establishment wanting to engage apprentices on optional basis changed from previous 6-40 to 4-29. Thus, allowing smaller establishments to take advantage of Apprenticeship Training.
- iv. Rationalization of stipend payable to different categories of apprentices by prescribing fixed rates of stipend linked with educational and technical qualifications and category of apprentices in place of stipend linked with minimum wages leading to huge variation in rate of stipend of apprentices across the country and sectors.

- v. Introduction of Degree Apprentices category to embed apprenticeship in Degree courses and allowing any degree holder to undertake apprenticeship training for upskilling.

5.17.4.3 National Apprenticeship Promotion Scheme (NAPS) to promote apprenticeship

The Ministry of Skill Development and Entrepreneurship (MSDE) launched the National Apprenticeship Promotion Scheme (NAPS) on 19th August 2016 to provide financial incentive to the establishments undertaking apprenticeship programmes under the Apprentices Act, 1961.

National Apprenticeship Promotion Scheme (NAPS) was launched in 2016 with an aim to promote apprenticeship training by providing financial incentives to the establishments. The main objective of the scheme is to promote apprenticeship training and to increase the engagement of apprentices. The scheme has the following two components:

- a) **Sharing of 25% of prescribed stipend** subject to a maximum of Rs. 1,500 per month per apprentice with the employers.
- b) **Sharing of basic training cost** in respect of 20% apprentices who come directly to apprenticeship training without any formal trade training. Basic training cost will be limited to Rs. 7,500 for a maximum of 500 hours calculated @ Rs. 15 per hour (50% of Rs 30 per hours).

Progress made under NAPS since its inception: Over the duration of the scheme, NAPS has been able to catalyze the interests of both industry and trainees towards apprenticeship training as may be seen from the table given below.

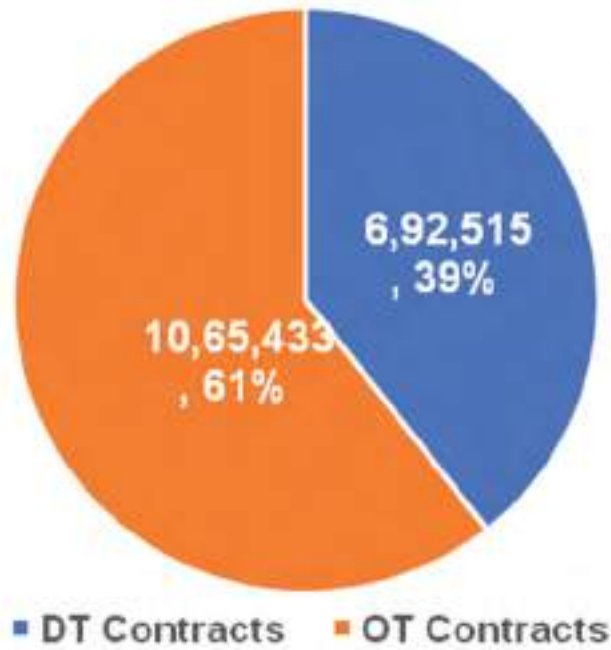
Table 3: Progress made under NAPS since its inception

Year	New apprentices enrolled during the year (In lakh)	Establishments registered on the portal
2016-17	1.11	17,608
2017-18	1.61	40,018
2018-19	2.00	60,590
2019-20	2.54	74,598
2020-21	2.90	1,26,054
2021-22	5.80	1,47,656
2022-23 till 30 th Dec 2022	6.01	1,61,122

Source: apprenticeshipindia.gov.in

Status of Apprentices enrolled under Designated Trades (DT) and Optional Trades (OT): Introduction of Optional Trades has widened the scope of apprenticeship and encouraged higher offtake in the services sector, which was not tapped earlier. The growth of apprentices in the Optional Trades has been significantly higher and now Optional Trade Apprentices outnumber those under Designated Trades. (Figure 1)

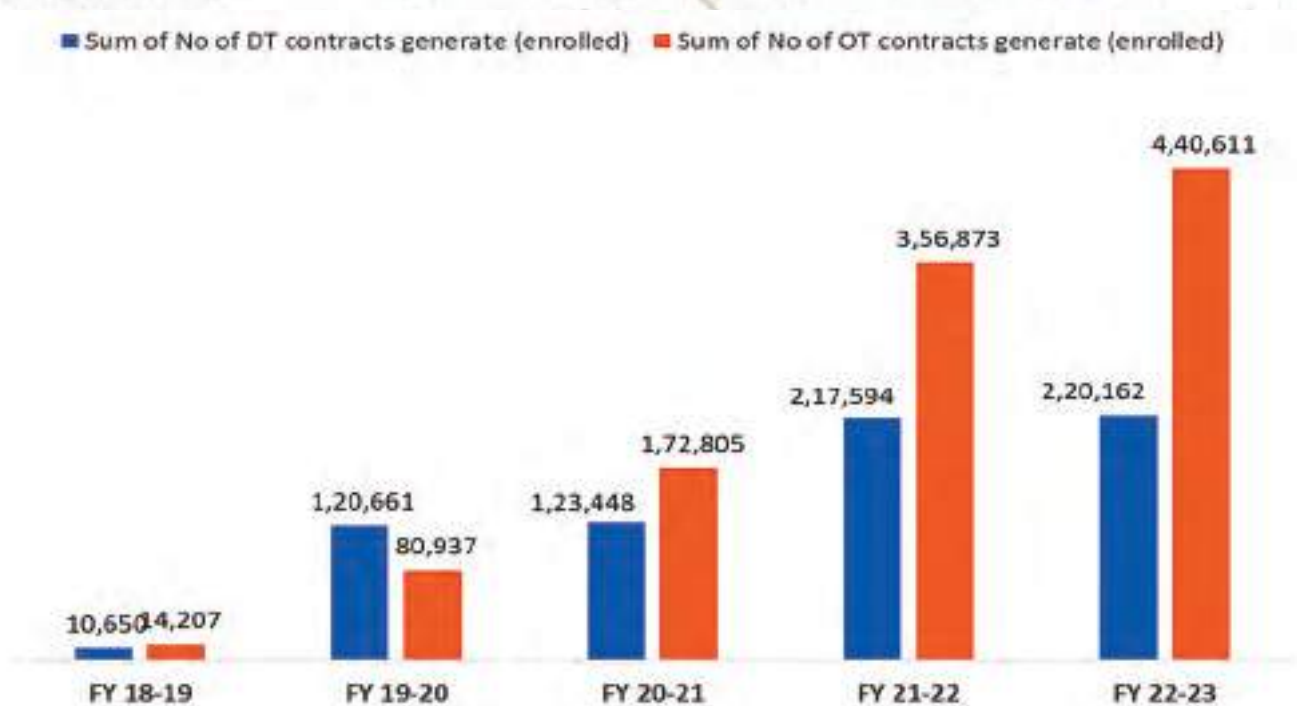
Figure 1: Apprentices enrolled under Designated Trades (DT) and Optional Trades (OT)



Source: apprenticeshipindia.gov.in

It has been observed that apprentices' engagement under optional trades has increased significantly over the years as compared to designated trades. The apprentices enrolled under optional trade has increased from 14,207 in FY 2018-19 to 4,40,611 in FY 2022-23. Hence apprentices have shown preference to services sector trades as compared to manufacturing related trades over the years.

Figure 2: Preference of optional trades over designated trades



Source: apprenticeshipindia.gov.in

5.17.4.4 Simplification reforms to streamline the implementation of NAPS in 2022

As part of the efforts to bring about efficiency in management and implementation of apprenticeship training, a number of reforms have been undertaken by MSDE during current financial year. The reforms aimed to address the bottlenecks affecting the actual implementation of NAPS including removal of physical claim submission for stipend and allowing online process through the apprenticeship portal to reduce procedural delay in payment of stipend; enterprises with pan-India operations would be able to, instead of multiple states, engage with a single state-level apprenticeship/skill entity; and rationalisation of curriculum, redundant courses have been removed and duration of apprenticeship training is made more uniform across Optional Trades and Designated Trades. These measures have enhanced the value proposition of apprenticeship for establishments. Following are the key simplification reforms undertaken to streamline the implementation of NAPS:

5.17.4.5 Rationalisation of duration of Apprenticeship Training under Optional Trade

Various consultation meetings were organised with stakeholders to gather feedback on simplification of process in apprenticeship portal, implementation process and NAPS guidelines duration of apprenticeship under Optional Trade have been rationalised. According to which duration of apprenticeship training for Optional trades has been rationalised to six months, nine months, and 12 months. However, in certain cases, the duration can exceed more than one year, subject to approval from MSDE.

5.17.4.6 Revised Guidelines for Third Party Aggregator (TPA)

Third Party Aggregator (TPA) as an apprenticeship ecosystem stakeholder was introduced in the year 2018 under NAPS and currently it has been observed that around 60% apprentice contracts are routed through TPAs.

TPAs are envisioned as the key partners and facilitators of the apprenticeship ecosystem towards bridging the demand of establishments for apprentices and the candidates aspiring to undergo apprenticeship programme. They also play a key role towards mobilising and counselling aspiring apprentices, meeting prescribed curriculum requirements and course design, processing claims and returns on behalf of establishments, facilitate in conducting assessments and issuing certifications, among other key roles.

In a bid to broaden the reach of NAPS through network of TPAs, guidelines for TPA have been simplified to ease the process for TPA empanelment. This has helped in gaining access to wider network of establishments and opportunities across industries for the aspiring apprentices under the NAPS.

5.17.4.7 Working closely with PSUs to increase apprenticeship training

Since CPSUs have a key role and responsibility in promoting hiring of certified skill manpower across the value chain impacted by them, CPSUs/CPSEs have been requested to enhance penetration of apprentices in their workforce. In this regard a series of VCs were held with CMDs of CPSEs/ CPSUs under the chairmanship of Hon'ble Minister of Skill Development and Entrepreneurship and Hon'ble Minister of States to create mutual synergy and joint effort towards the same. Further, an advisory to the CMDs of CPSEs/ CPSUs was issued by the ministry to recognise the workers of PSUs through Recognition of Prior Learning (RPL) and universalization of skilling of CPSE/ CPSU workforce.

5.17.4.8 Focusing on outreach programs for apprenticeship training

Awareness Workshops: MSDE has undertaken various awareness and advocacy interventions (events, workshops, Apprenticeship Pakhwara etc.) to promote apprenticeship training across the country. These workshops have now been institutionalized in the form of calendarized events across the country. So far workshops in the states of Telangana, Odisha, Uttar Pradesh, Karnataka, Rajasthan, Gujarat, Andhra Pradesh, Tamil Nadu, Punjab, West Bengal, Delhi (NCR), Arunachal Pradesh, Jammu and Kashmir, Bihar have been conducted.

Awareness workshops on apprenticeship training



Pradhan Mantri National Apprenticeship Mela (PMNAM)

Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India has been organizing Apprenticeship Melas across the nation for providing suitable training to skilled and unskilled youth of the country in the establishments. With this initiative the Government is ensuring a parallel growth in the private/ industrial sector. One such Mela has been conducted on 21.04.2022 across the country in more than 700 locations. During the Apprenticeship Mela held on 21st April 2022, The Hon'ble Minister (MSDE) declared that there will be PM-National Apprenticeship Mela as a monthly event which will be organized every 2nd Monday of the month in 1/3rd districts of all States/ UTs. Seven such Melas have been conducted in the three quarter of the current fiscal leading to increase of around 2,95,862 fresh apprenticeship contracts during the current financial year.



Glimpse of various PMNAM

- a. **State-wise list of Mela Centres:** Out of the 765 districts in all 36 States/UTs, Mela is proposed in 1/3rd of the districts in every state. This will help the state to effectively conduct the Mela in various districts. Further, this will also allow the ITIs which are Mela centre to start Mela related activities 7 to 10 days before the Mela day and taken another 10 – 15 days for follow-up with establishments and candidates to get the contract generated through the apprenticeship portal. Smaller UTs may be allowed to conduct the Mela once three months. States will be given the choice of selection of Mela centres.

Table No 4: State/UT wise No of Mela locations

S. No	State / UT	Districts	No of location seach month
1	Andhra Pradesh	26	9
2	Arunachal Pradesh	25	8
3	Assam	34	11
4	Bihar	38	13
5	Chhattisgarh	32	11
6	Goa	2	1
7	Gujarat	33	11
8	Haryana	22	7
9	Himachal Pradesh	12	4
10	Jharkhand	24	8
11	Karnataka	31	10
12	Kerala	14	5
13	Madhya Pradesh	55	18
14	Maharashtra	36	12
15	Manipur	16	5
16	Meghalaya	12	4
17	Mizoram	11	4
18	Nagaland	15	5
19	Odisha	30	10
20	Punjab	23	8
21	Rajasthan	33	11
22	Sikkim	6	2
23	Tamil Nadu	38	13
24	Telangana	33	11
25	Tripura	8	3
26	Uttar Pradesh	75	25
27	Uttarakhand	13	4

28	West Bengal	23	8
29	Andaman and Nicobar	3	1
30	Chandigarh	1	1
31	Dadra and Nagar Haveli and Daman and Diu	3	1
32	Delhi	11	4
33	Jammu and Kashmir	20	6
34	Lakshadweep	1	1
35	Ladakh	2	1
36	Puducherry	4	1
	Total	765	257

5.17.4.9 Innovation Bootcamp on Apprenticeship in India with ILO

A two-day innovation bootcamp on “Apprenticeship in India: Country Strategy” was organized by International Labour Organization (ILO) in cooperation with Ministry of Skill Development and Entrepreneurship (MSDE) on 27-28 April 2022 at India Habitat Centre, New Delhi. A high-level panel discussion moderated by the then Additional Secretary, MSDE, Shri Atul Kumar Tiwari discussed the strategies to attain the vision of Apprenticeship in India 2030 by identifying the hindering factors and discussing solutions to address the same. The panel comprised of social partners and stakeholders in apprenticeship including government, industry association, trade union and experts as other key implementers.



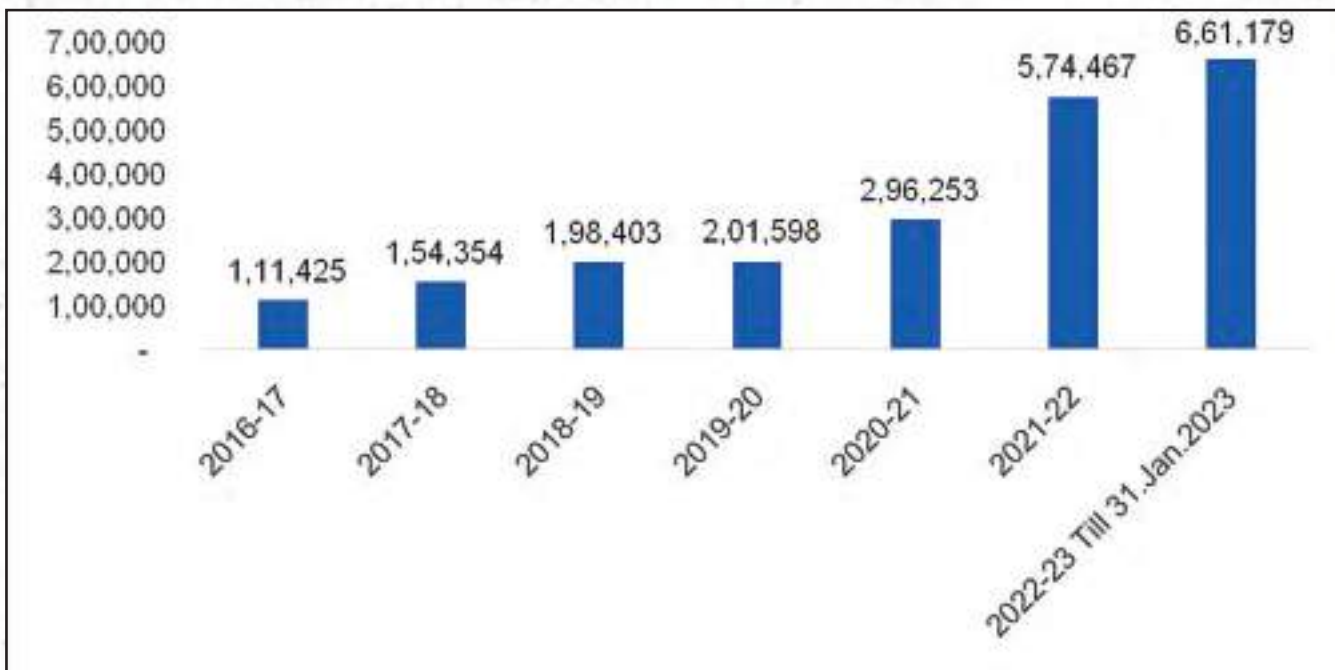


Images: Glimpse of Innovation Boot Camp

Impact created by apprenticeship training

Continuous growth in number of apprentices can be depicted from the graph given below after implementing various initiatives by MSDE (Figure 3). The new apprentices engaged under NAPS has increased from 1,11,425 apprentices in FY2016-17 to 6,61,179 apprentices till 31st January 2023.

Figure 3: New Apprentices engaged under NAPS over the years



Source: www.apprenticeshipindia.gov.in

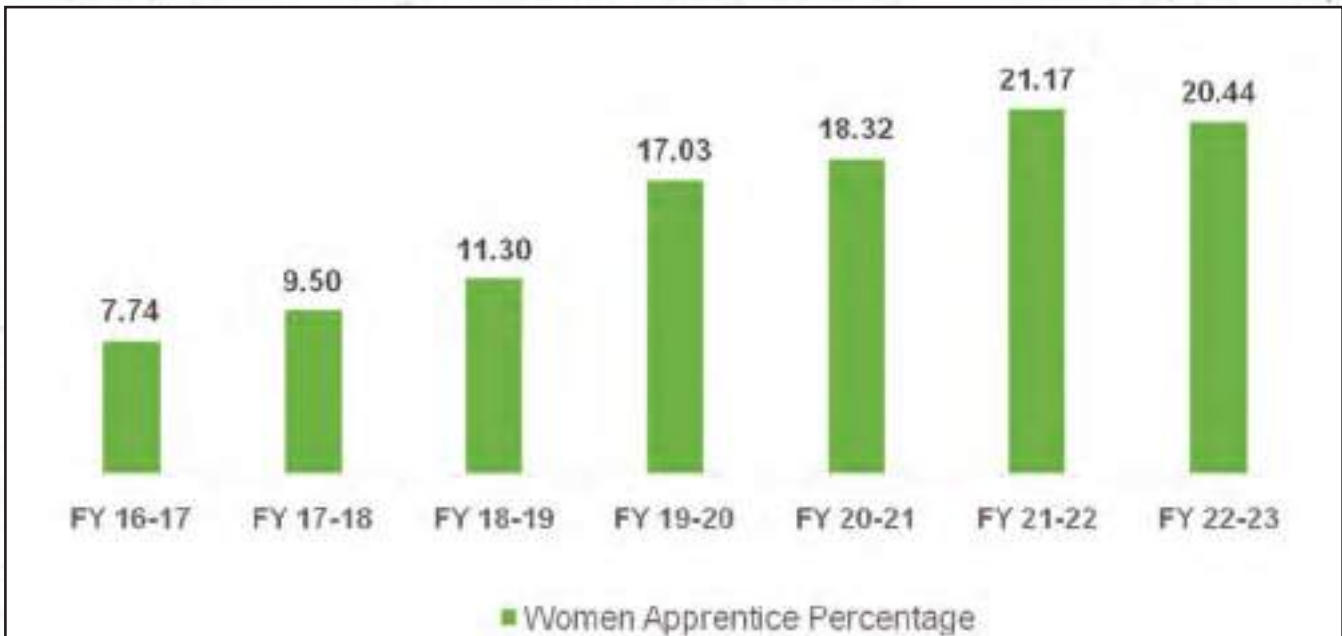


Image: Apprentices engaged under tourism and hospitality sector

5.17.4.10 Growth of women candidates in apprenticeship training

The series of reforms undertaken by the government are reflected in the growth in number of women participation in apprenticeship training. The participation of women apprentices under apprenticeship training which was 7.74% during the year 2016-17 has observed a grown to 20.44% during the year 2022-23 (Figure 4).

Figure 4: Percentage of Women apprentices enrolled in Apprenticeship Training



Source: www.apprenticeshipindia.gov.in

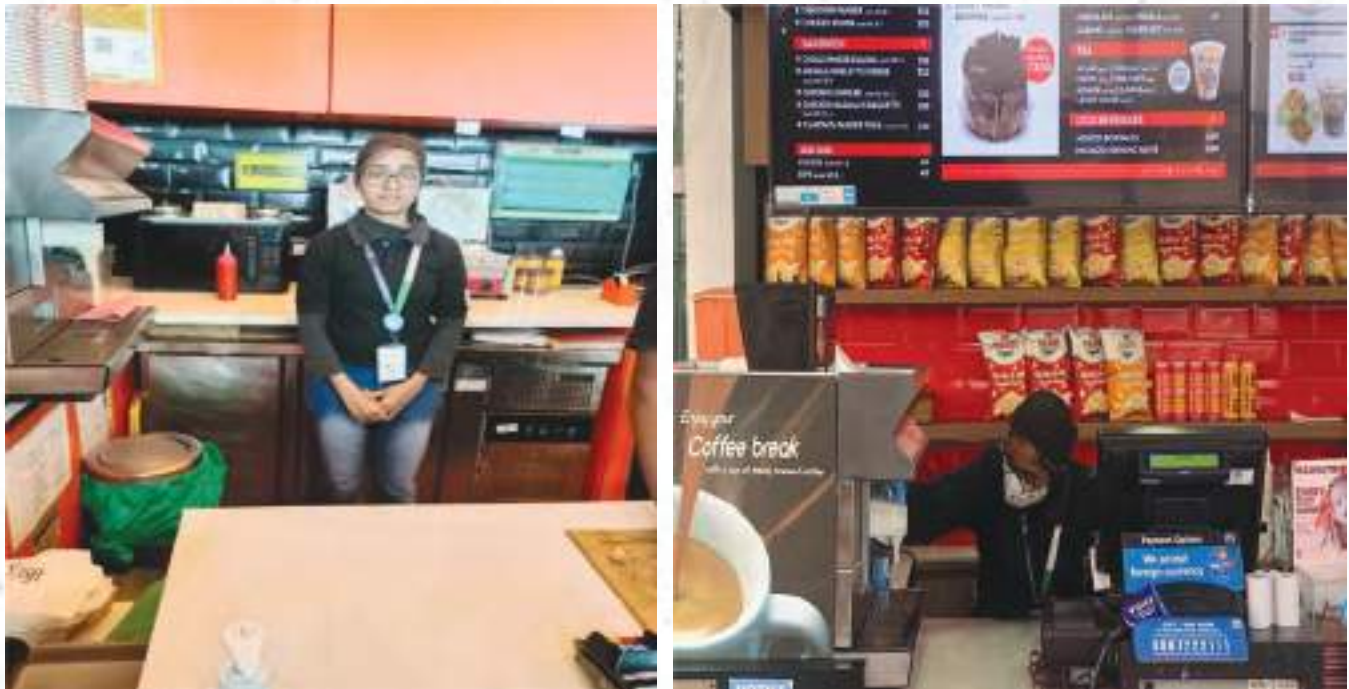


Image: Women apprentices at the workplace

5.17.4.11 Distribution of apprentices by educational qualification

It has been observed that class 12th pass and above (including ITI graduates) constitute 73.19% of total apprentices enrolled followed by 24.50% apprentices having class 8th pass/class 10th pass but below class 12th pass. Nearly 2.30% of apprentices are class 5th pass to below class 8th pass. Hence, it can be seen that apprenticeship training is the preferred choice of progression for ITI passed candidates (refer table 5 and figure 5).

Table 5: Distribution of apprentices on the basis of education qualification

Education Group	Total No. Apprentice Engaged	Percentage of Apprentice Engaged
Class 5 Pass to below Class 8 Pass	42,514	2.30%
Class 8 Pass / Class 10 Pass but below class 12 Pass	4,51,973	24.50%
Class 12 Pass and Above (Including ITI candidates)	13,50,171	73.19%
Total	18,44,658	

Source: www.apprenticeshipindia.gov.in

Note: Data since FY 2018-19 to FY 2022-23 (Till 31-Jan-2023)

Figure 5: Apprenticeship as a preferred choice of progression for ITI graduates



Source: www.apprenticeshipindia.gov.in

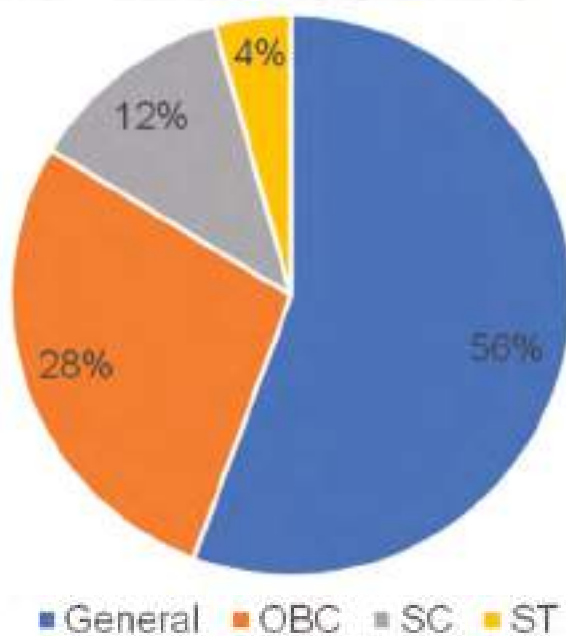
5.17.4.12 Distribution of SC, ST, OBC, General apprentices as per enrollment

It has been observed that there is an increase in the participation of candidates from Scheduled Castes, Scheduled Tribes and Other Backward Class categories in apprenticeship training. Apprenticeship training has been useful for candidates from all sections of society. As depicts from table 6, a total of 2,11,744 (12%) apprentices from Scheduled Caste (SC), 77,985 (4%) from Scheduled Tribes (ST) and 4,95,552 (28%) apprentices from Other Backward Castes (OBC) enrolled under apprenticeship since 2018-19 till 31st December 2022.

Table 6: Distribution of SC, ST, OBC, General apprentices

Financial Year	General	OBC	SC	ST
2019-20	1,03,007	68,127	28,965	12,544
2020-21	1,72,298	95,815	42,010	15,364
2021-22	3,62,680	1,68,739	73,355	26,507
2022-23 (till 31st Dec 22)	3,48,347	1,62,871	67,414	23,570
Grand Total	9,86,332	4,95,552	2,11,744	77,985
Percentage	55.67%	27.97%	11.95%	4.40%

Figure 6: Category wise apprentices enrolled over the years



Source: www.apprenticeshipindia.gov.in

5.17.4.13 Top trades under NAPS

The trades engaging maximum number of apprentices are fitter (1,43,789) followed by electrician (1,42,561), retail trainee associate (97,851), auto component assembly fitter (56,595), computer operator and programming assistant (47,183). The top ten trades under NAPS in which maximum number of apprentices are engaged are given in table 7.

Table 7: Top ten trades in apprenticeship training

S. No.	Course Name	Apprentices Engaged
1	Fitter	1,43,789
2	Electrician	1,42,561
3	Retail Trainee Associate	97,851
4	Auto Component Assembly Fitter	56,595
5	Computer Operator and Programming Assistant	47,183
6	Domestic Data Entry Operator V 2.0	45,278
7	Assembly Line Operator	42,502
8	Welder (Gas and Electric)	41,814
9	Mechanic Diesel	38,476
10	Retail Trainee Associate Version 2.0	36,412
	Grand Total	6,92,461

(Data from 2018-19 till 31st Dec 2022)

5.17.4.14 Top States participating under NAPS

Maharashtra stands first among the States in engaging apprentices. The state engaged 4,31,175 apprentices followed by Gujarat (2,40,037), Tamil Nadu (1,56,127), Haryana (1,52,623), Karnataka (1,27,948), Uttar Pradesh (1,19,814). Table 8 shows the top ten states engaging apprentices since FY 2016-17 till 31st December 2022.

Table 8: Top ten States engaging apprentices

S. No.	State	Apprentices Engaged
1	Maharashtra	4,31,175
2	Gujarat	2,40,037
3	Tamil Nadu	1,56,127
4	Haryana	1,52,623
5	Karnataka	1,27,948
6	Uttar Pradesh	1,19,814
7	Telangana	91,046
8	West Bengal	59,078
9	Madhya Pradesh	56,074
10	Delhi	45,894
	Grand Total	14,79,816

The detailed state-wise apprentices enrolled since inception of NAPS is given at Annexure I.



Images of apprentices on the workplace

5.17.4.15 Bringing greater transparency with DBT in NAPS

On 2nd April 2022, Hon'ble Minister of Skill Development and Entrepreneurship announced the introduction of Direct Benefit Transfer (DBT) under new version of National Apprenticeship Promotion Scheme (NAPS). As per this directive, the establishments have to transfer the stipend share directly to the bank account of apprentices. Government of India will then directly transfer its contribution of 25% of stipend up to Rs 1,500 per apprentice per month under NAPS in the bank account of apprentices.

In this context, a pilot was rolled out in July 2022 with selected establishments to test the efficacy of the implementation model and the Government of India has successfully released NAPS share directly to the bank accounts of apprentices.

NAPS DBT will be scaled up in each month in pilot form for establishments and apprentices to be made aware of DBT. Month wise DBT status is given in Table (9).

Table 9: For Month wise DBT Status

Month	Trade	Amount	Candidate	Establishments
July	OT	1,09,185.00	75	3
August	DT	77,85,873.38	5464	75
	OT	85,30,742.98	5878	44
September	DT	1,79,29,873.46	12640	231
	OT	1,65,24,070.69	11517	80
October	DT	2,14,46,363.06	15226	263
	OT	1,90,32,594.89	13052	104
November	DT	2,18,31,801.56	15541	288
	OT	2,79,45,814.33	19236	150
December	DT	1,44,19,441.62	10183	231
	OT	2,93,58,147.14	20362	187
	Total DBT	18,49,13,908.11	1,29,174.00	

Source: NSDC

Further, a pan India roll-out of DBT will be implemented for NAPS after CCEA approval. All new contracts signed under NAPS will strictly adhere to DBT. After the approval of NAPS 2.0, all existing contracts under NAPS will mandatorily move to DBT.

State-wise apprentices enrolled

State	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	Grand Total
Andaman And Nicobar Islands	0	-	-	-	2	9	20	17
Andhra Pradesh	6028	6,076	5,986	3,830	4,297	15,180	13,774	55,171
Arunachal Pradesh	4	1	2	-	2	18	29	56
Assam	570	1,068	1,516	2,203	2,432	13,981	8479	30,249
Bihar	2663	6,074	5,923	1,161	1,217	6,348	4730	28,116
Chandigarh	48	130	129	340	272	787	466	2,172
Chhattisgarh	1142	934	1,895	5,628	1,642	2,634	4798	18,673
Dadra & Nagar Haveli	55	101	86	29	509	942	651	2,373
Daman And Diu	13	20	16	69	75	308	179	680
Delhi	1073	1,410	2,057	4,167	7,667	17,371	14329	48,074
Goa	199	246	334	1,672	1,968	3,295	3884	11,598
Gujarat	14431	16,623	47,571	44,031	54,366	67,271	56872	3,01,165
Haryana	5186	17,683	20,408	18,715	30,322	39,768	52918	1,85,000
Himachal Pradesh	968	1,650	1,572	1,888	1,697	5,489	5416	18,680
Jammu And Kashmir	451	230	345	306	260	813	816	3,221
Jharkhand	4371	4,593	5,405	2,135	4,796	8,175	7248	36,723
Karnataka	9097	10,447	9,575	13,247	16,670	41,432	48652	1,49,120
Kerala	2687	4,315	4,309	3,879	6,355	8,875	7758	38,178
Ladakh		-	-	-	6	18	27	51
Lakshadweep	5	-	-	-	18	4	7	34
Madhya Pradesh	3857	5,019	6,691	6,867	8,762	16,292	18344	65,832
Maharashtra	25174	35,139	35,249	36,087	69,494	1,43,188	149737	4,94,068
Manipur	8	5	39	15	10	90	17	184
Meghalaya	3	-	3	50	105	116	143	420
Mizoram	1	-	-	4	1	4	4	14

Nagaland	24	4	4	14	1	27	17	91
Odisha	2938	3,890	4,024	3,391	3,613	7,963	8344	34,163
Puducherry	266	328	378	480	296	1,071	1085	3,904
Punjab	2423	1,754	2,046	2,382	4,271	11,468	14912	39,256
Rajasthan	1994	3,098	3,533	4,072	6,273	9,293	12336	40,599
Sikkim	33	22	5	127	151	302	173	813
Tamil Nadu	5981	10,219	9,103	13,555	24,535	48,919	57709	1,70,021
Telangana	5129	4,812	5,802	9,546	13,156	37,861	26410	1,02,716
Tripura	12	45	158	437	253	242	410	1,557
Uttar Pradesh	11784	14,269	18,846	12,551	19,454	36,879	45798	1,59,581
Uttarakhand	1038	1,623	2,303	2,570	4,179	9,662	12635	34,010
West Bengal	1769	2,526	3,090	6,150	7,126	18,372	21869	60,902
Grand Total	1,11,425	1,54,354	1,98,403	2,01,598	2,96,253	5,74,467	6,00,996	21,37,496

5.18 Advanced Vocational Training Scheme (AVTS)

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

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

C. SCHEMES FOR ENTREPRENEURSHIP DEVELOPMENT

5.19 Pilot Project on Entrepreneurship Development

Ministry of Skill Development and Entrepreneurship executed a pilot project on entrepreneurship development under PM-YUVA scheme in Ten States and Two Union Territories. The overall objective of the Pilot was to create an enabling ecosystem for entrepreneurship development through entrepreneurship education & training, advocacy, and easy access to Entrepreneurship network, with focus on student/ trainees and alumnae from the skilling ecosystem. NIESBUD is the implementing agency of the Pradhan Mantri YUVA Yojana (YuvaUdyamita Vikas Abhiyan project). The pilot project aimed to promote entrepreneurship as an alternate career choice and provide mentoring support to potential and early-stage entrepreneurs, by imparting entrepreneurship education and mentoring support to trainees/ beneficiaries from skilling ecosystem.

The Pilot project was initiated in November 2019 and was executed till March 2022. The project was implemented in Ten States and Two Union Territories including Assam, Bihar, Delhi, Kerala, Maharashtra, Meghalaya, Puducherry, Tamil Nadu, Telangana, Uttarakhand, Uttar Pradesh and West Bengal.

The project has tried to focus on Entrepreneurship development by spreading awareness on entrepreneurship during community outreach and mobilization programmes and providing mentoring & handholding support to beneficiaries in starting or scaling up enterprise, which included members of SHGs, JSS, Industrial Training Institutes (ITIs), Polytechnics and Pradhan Mantri Kaushal Kendras (PMKKs). The progress of the project is given in the table below: -

	No. of Institutes	ITI	PMKK	Polytechnic	JSS
Number of Institutes Empanelled	318	210	36	46	26
Entrepreneurship Awareness and Mobilization					
Activity		No. of Beneficiaries			
Principals' Orientation		396			
Entrepreneurship Awareness Program (Student Orientation)		34760			
Community Awareness Programme		5003			
Entrepreneurship Education					
Activity		No. of Beneficiaries			
TOT		443			
Faculty Mentor Training		227			
EDP Student Registration		17797			
Mentoring & Handholding					
Activity		No. of Beneficiaries			
Mentoring Camp		3951			
Creation of New Enterprises		1045			
Scaled up Enterprises		968			

5.20 Entrepreneurship Development in Six Holy Cities

In November, 2019, Ministry of Skill Development and Entrepreneurship, has initiated the Project on Entrepreneurship Development in six Holy Cities of the Country (Bodh Gaya, Haridwar, Kollur, Pandharpur, Puri and Varanasi). The objective of the project is to enhance the Entrepreneurial activities, Entrepreneurship Promotion and Mentoring of Micro and Small Businesses/Enterprises of the select cities through resumption of existing livelihood activities and/or by supporting existing enterprise i.e. Manufacturing, Service and Trading to scale up. The project is being implemented by Indian Institute of Entrepreneurship (IIE), Guwahati in Bodh Gaya, Puri and Kollur and National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida in Haridwar, Pandharpur and Varanasi in collaboration with qualified Knowledge Partner(s) and Local Implementing Agencies located in respective Temple Towns. The expected outcomes of the project are:

- Growth of economic activities in the respective Temple Towns

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

The Number of participants of Entrepreneurship Awareness Programme (EAP), Entrepreneurship Development Programme (EDP) and Entrepreneurship cum Skill Development Programme (ESDP) under the project upto December 2022 is given below:

Name of the Institute and Cities	Activity	Total Number of Participants
NIESBUD(Haridwar, Pandharpur and Varanasi)	Entrepreneurship Awareness Programme	3057
	Entrepreneurship Development Programme	2648
	Entrepreneurship cum Skill Development Programme	668
IIE(Bodh Gaya, Kollur and Puri)	Entrepreneurship Awareness Programme	1516
	Entrepreneurship Development Programme	1863
	Entrepreneurship cum Skill Development Programme	1564

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

'Economic Empowerment of Women Entrepreneurs and Start-ups by Women' (WEE) is a Technical Cooperation (TC) project under Indo-German Bilateral Development Cooperation. The German Federal Ministry for Economic Cooperation and Development (BMZ) is collaborating with Ministry of Skill Development and Entrepreneurship (MSDE), Government of India, supported by Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) GmbH in project implementation. The technical cooperation project runs from 2018 until 2023, with the objective to improve the framework conditions for women-led enterprises in India.

Entrepreneurship support programmes for women-led micro entrepreneurs across 12 states have been implemented under the project. These support programmes helped women start their own business (incubation) and grow their existing business (acceleration). Region-wise data for number of women entrepreneurs as a part of the incubation and acceleration support programmes in the WEE project up to January 2023 can be found below:

Region	Implementing Partner	Total per state
NER – (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura)	Dhriiti – The Courage Within	233
Maharashtra – 3 districts	Mann Deshi Foundation	120
Rajasthan – 9 districts	Startup Oasis	105
Telangana – 26 districts	WE Hub	109
Uttar Pradesh – 4 districts	Empower Foundation	341
Total		908

5.21.1 Entrepreneurship promotion through Capacity Building and Handholding Support to the beneficiaries of Jan ShikshanSansthan (JSS) & Cluster Artisans of North Eastern Region

The project on “Entrepreneurship promotion through Capacity Building and Handholding Support to the beneficiaries of Jan ShikshanSansthan (JSS) & Cluster Artisans of North Eastern Region” was sanctioned to Indian Institute of Entrepreneurship (IIE), Guwahati by the Ministry of Skill Development & Entrepreneurship (MSDE) in the FY 2020-21. The main objectives of the Project are as follows:

- To carry out capacity building initiatives in order to address the missing knowledge and capacity building ecosystem.
- To facilitate the service of enterprise promotion and business development through business facilitation and development cell in order to address the missing ecosystem of handholding support for enterprise growth and development.
- To facilitate financial services in order to address the missing ecosystem of access to finance at cluster level.

In accordance with the perceived gaps and requirements for entrepreneurship promotion in North Eastern Region (NER), IIE has conducted sixty seven capacity building trainings (Entrepreneurship Development Programme (EDP), Training of Trainers (ToT), Financial Literacy Programme (FLP) and Handholding & Business Facilitation Support Programme) for certified beneficiaries of Jan ShikshanSansthan and Cluster Artisans of North Eastern Region. Till date, 1934 participants were trained and UDYAM registration, linkages with bank and other financial institutions are going on under the handholding support programmes. Successful candidates of ToT on Entrepreneurship programme have been hired to render their lecture as resource person on Entrepreneurship Development Programmes that was conducted for certified JSS beneficiaries of NER. The programme details are given below:

State-wise Details of Participants

S No.	State Name	No. of Participants
1	Assam	1670
2	Manipur	85
3	Meghalaya	88
4	Nagaland	45
5	Tripura	46
	Total	1934

S No.	Programme Name	Achieved	No. of Beneficiaries
1	EDP for JSS Beneficiaries	14	355
2	EDP for Cluster Artisans	15	394
3	Financial Literacy Programme	10	125
4	ToT Entrepreneurship	1	19
5	ToT Consultancy	1	36
6	Handholding & Business Facilitation Support Programme	26	1005
	Total	67	1934

D. OTHER SCHEMES AND INITIATIVES:

5.22 Skill Loan Scheme:

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

- Any Indian National who has secured admission in a course run by Industrial Training Institutes (ITIs), Polytechnics or in a school recognised by Central or State education Boards or in a college affiliated to recognised university, training partners affiliated to National Skill Development Corporation (NSDC) Sector Skill Councils, State Skill Mission, State Skill Corporation can avail loan for the purpose.
- No processing fee is charged by Banks.
- Amount of loan ranges from Rs. 5,000 to Rs.150, 000/- depending on the course; and is having a repayment period of 3 to 7 years.
- Simple rate of interest @ 11% and 12% per annum is charged during the period of study.
- No minimum course duration.
- No specific restriction with regard to age.
- Risk of banks covered through Credit Guarantee Fund Scheme for Skill Development (CGFSSD) Under the scheme of CGFSSD, interest rate to be charged by Member Lending Institution (MLI) should not be more than 1.5% per annum over Base Rate.
- Borrower must enter into an agreement with National Credit Guarantee Trustee Company (NCGTC) for providing guarantee against default in repayment of the loan extended by lending institutions.
- The fund shall provide guarantee cover to the extent of 75% of the amount in default.
- The loan is sanctioned without any collateral security or third-party guarantee.

Table

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

5.23 Indian Institutes of Skills (IISs)

- a. IISs are being established in the country to enhance training standards beyond the current programmes available in the skill eco-system and to provide 'hands on skills' training to trainees in specialised areas in collaboration with industry, catering to local/ regional industry requirements.
- b. Pursuant to the decision taken in the Cabinet Meeting held on 24.10.2018, it was decided to set up Indian Institute of Skills (IISs) at three locations, namely, Maharashtra (Mumbai), Gujarat

(Ahmedabad) and Uttar Pradesh (Kanpur) in Public Private Partnership (PPP), which will be explored for promotion of IIS at selected locations based on demand and available infrastructure.

- c. The IISs will conduct NSQF compliant 2-year diploma courses in identified sectors/domains. Such courses will have a mix of conventional and more advanced areas providing vertical mobility to trainees. This way, trainees of vocational training system can aspire to become supervisors/managers in their respective fields.
- d. IISs will impart higher level training programmes, which will facilitate vertical mobility of trainees providing them academic equivalence for progression and the programmes will define career pathways for trainees and in turn will lead to creation of sectoral experts.
- e. It will provide opportunity to aspiring students across the country to have access to highly skilled training, and enhance the scope of accountability through its linkage with industry and global competitiveness across sectors. By leveraging advantages of private sector enterprise and public capital in terms of Government land, it would create new institutes of expertise, knowledge and competitiveness.
- f. For IIS, an Inter-Ministerial Empowered Committee (IMEC) on setting up of IIS has been constituted under the Chairmanship of Secretary, MSDE. First meeting of the Empowered Committee was held on 20.12.2018. So far, six meetings of IMEC have been held. The last meeting of IMEC was held on 1st April 2021.
- g. The major functions of Empowered Committee are: To decide on matters such as setting parameters and criteria for selection of private partners; Selection and setting up of IISs as per place/location/trade, need for viability gap funding of government, subject, expertise and commitment of private partner; and Allocation of land as per guidelines, details of governance mechanism for each IIS, applicable rules and agreements and all other aspects of regulation and monitoring of the scheme.
- h. A brief information on the progress made so far towards establishment of Indian Institute of Skills (IIS) at Mumbai, Ahmedabad and Kanpur are as under:
 - (i) **IIS Mumbai:** At present land for setting up of IIS at Mumbai has been identified and Tata Education and Development Trust (TEDT) has been selected as private partner for establishment of IISs. The foundation stone for the IIS, Mumbai was laid by the Hon'ble Minister for Skill Development and Entrepreneurship on 11th September, 2019 in the presence of high level dignitaries. Operations Agreement for establishing IIS at NSTI, Mumbai has been signed amongst MSDE, DGT and TATA IIS on 11th November, 2020. Also, Green Zone Clearance for the project has been received from Govt. of Maharashtra and the Land License Agreement has been signed between NSTI, Mumbai and TATA IIS on 22nd September 2021. Further, TATA IIS has taken possession of the campus site in Mumbai and it is working on finalizing the design for the campus based on the anticipated student and course mix. The preconstruction activities such as Topographic survey, Geotechnical Survey, and plot fencing have been completed. The construction activities are planned to be started by May-June 2023. Meanwhile, short term trainings by TEDT have commenced at Pune in Festo Didactic India Ltd and Fenuc India Pvt. Ltd, wherein training is being imparted in "Essentials of Industrial Automation" and "Essential of Industrial Robotics". So far, 291 students have been trained under these courses.
 - (ii) **IIS Ahmedabad:** The private operating partner selected for establishing IIS at Gandhinagar/Ahmedabad is Tata Education and Development Trust (TEDT). The land was provided by Government of Gujarat at Nasmed, Gandhinagar/Ahmedabad. On 15.01.2020, Shri Amit Shah, Hon'ble Home Minister, Government of India laid the foundation stone of Indian Institute of

Skills (IIS) at Gandhinagar/ Ahmedabad in the presence of Hon'ble Minister of Skill Development and Entrepreneurship, Shri Ratan Tata, Chairman Tata Trust and other senior dignitaries of Gujarat Government and MSDE. The Operations Agreement for IIS, Ahmedabad was signed by MSDE, Government of Gujarat and TATA IIS on 28th February 2022. The land demarcation and Topographical survey has been completed. The construction designs are being finalized. The construction activities are planned to be started by May-June 2023. TATA IIS has started short term trainings in "Essentials of Industrial Automation" and "Garde Manger (Pantry Skills)" in partnership with SMC Didatic Center and Taj Ahmedabad respectively. So far, 67 students have been trained under these courses and 54 students are under trainin

- (iii) **IIS Kanpur:** Kanpur Development Authority (KDA) had granted lease over the plot to the DGT, MSDE for construction of an institute building, administrative building, workshop and hostel. RFP for IIS Kanpur had been approved by IMEC in the 5th meeting held on 29th September 2020. No Objection Certificate (NOC) for construction of IIS Building at NSTI, Kanpur campus has also been obtained from KDA, Kanpur. RFP for selection of Operating Partner for setting up, operation, maintenance and management of Indian Institute of Skills in Kanpur was published on CPP portal on 27.05.2021.

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

Introduction

SANKALP was launched in January, 2018 as a World Bank loan aided Centrally Sponsored Scheme to decentralise skilling initiatives in the ecosystem, strengthen institutional mechanisms for skill development, and increase access to quality and market-relevant training for youth across the country. SANKALP has a six-year implementation period and aims to address the ongoing challenges like bringing about convergence, infusing quality into skill development programmes, making them market-relevant and accessible, while ensuring private participation in the context of short-term training.

SANKALP is an outcome-oriented project aligned with the overall objectives of the National Skill Development Mission (NSDM). It is designed to enhance the existing proficiency of the system to handle skill development initiatives and develop targeted pilots to help test scalable solutions to different challenges in the ecosystem. These outcomes are measured through the Results Framework and Disbursement Linked Indicators (DLIs) agreed between MSDE and the World Bank. The World Bank has so far undertaken one mid-term review mission, seven implementation support missions, one state expenditure review and two restructuring missions for the project.

Result Areas: SANKALP has three key result areas viz: (i) Institutional Strengthening at Central, State, and District level; (ii) Quality Assurance of skill development programmes; and (iii) Inclusion of marginalised population in skill development programmes.

Financial: SANKALP is funded through a World Bank loan assistance of US\$250 million against which so far US\$ 210.96 million has been disbursed by the World Bank on achievement of the targets agreed under the project. The total expenditure incurred till date is Rs.671.17 crore, out of which Rs. 274.00 crore have been released to 31 States/UTs as State Incentive Grant (SIG) and INR 13.91 crore to aspirational districts.

Disbursement Linked Indicators: SANKALP is a strategic reforms programme in skill development, and the loan disbursement from the World Bank are against the achievement of the results. The Disbursement Linked Indicators (DLIs) are supplemented with a verification protocol that defines how achievement against each of the following DLIs will be measured.

- a. **DLI 1:** Trainees who have successfully completed the NSQF-aligned market-relevant short-term skill development programmes and were certified.
- b. **DLI 2:** Percentage of graduates who are wage employed or self-employed within six months of completing short-term skill development programmes.
- c. **DLI 3:** National Skill Qualification Framework (NSQF) aligned Qualification Packs (QPs) translated into a model curriculum, trainers guide, and teaching-learning resource packs.
- d. **DLI 4:** Number of trainers and assessors trained/retrained.
- e. **DLI 5:** Improved states' performance on institutional strengthening, market relevance of skill development programmes, and access to and completion of training by marginalised populations.
- f. **DLI 6:** Increase in the percentage of women participating in skill development programmes (certified - not including self-employment and Recognition of Prior Learning)
- g. **DLI 7:** Improved service delivery at the Gram Panchayat (GP) level by linking skill certified individuals to local employment
- h. **DLI 8:** Strengthened capacity of District Skills Committee (DSC) to implement short-term skill programmes

Some of the major initiatives under SANKALP are as follows:

Mahatma Gandhi National Fellowship

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

With the success of the first phase, where 69 fellows were deployed in 69 districts across six states, MSDE expanded the programme in Phase II with the deployment of 650 fellows across the country jointly with nine IIMs (namely IIM Ahmedabad, IIM Bangalore, IIM Jammu, IIM Kozhikode, IIM Lucknow, IIM Nagpur, IIM Ranchi, IIM Udaipur, and IIM Visakhapatnam) that have come onboard as academic partners. Mahatma Gandhi National Fellowship Phase-II was inaugurated in October, 2021 by the Hon'ble Minister of Education and Minister of Skill Development and Entrepreneurship.



MGNF inauguration.

Currently, 604 fellows have finished their academic modules with the IIMs and are deployed across 31 States/UTs in the country. They will provide states and districts with catalytic support to improve skill development programme planning and delivery and create a cadre of development professionals who will be available to District Skill Committees for comprehensive skill development planning and implementation in their respective districts.

International workforce mobility: A Global Skill Gap study has been undertaken to identify the gaps in demand and supply of skilled manpower as well as overseas employment opportunities for skilled workers from India. Accordingly, MSDE through NSDC is now implementing a project namely “International Workforce Mobility” to identify international opportunities for the Indian workforce. As part of this initiative, multiple interventions are being undertaken, including studies to facilitate demand assessment, profiling and interventions required in various destination countries to enable mobility of trained and certified Indians, strengthening skill institutions to match global or destination country standards, establishing branch offices in identified destination countries, advocacy and branding, and the development of training and course materials.

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

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

The award distribution ceremony of the second edition of the DSDP Awards was held in June, 2022, wherein 30 districts were shortlisted, out of which 8 districts were conferred with the ‘Award of Excellence’, 13 districts were awarded the ‘Certificate of Excellence’, and 9 districts were felicitated with the ‘Letter of Appreciation’.



Glimpses from the DSDP Awards ceremony.

Adarsh Gram Skill Camps (AGSC)

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

The project was launched in August, 2021 with an aim to enhance the percentage of skilled workers by providing skill-based certification to more than 15,000 workers. Weekly RPL camps were conducted for 12 hours spread over 3-5 days, and every certified candidate received Rs. 500 as reward money post successful certification.

The RPL camps were conducted in partnership with the following six Sector Skill Councils (SSCs):

- a. Paint and Coatings Skill Council (PCSC)

- b. Indian Plumbing Skill Council (IPSC)
- c. Automotive Skills Development Council (ASDC)
- d. Furniture and Fittings Skill Council (FFSC)
- e. Agriculture Skill Council of India (ASCI)
- f. Food Industry Capacity and Skill Initiative (FICSI)

The project was completed on 30th September, 2022 wherein a total of 14,021 candidates were oriented out of which 13,901 were trained, 12,761 were assessed and 12,018 were certified.



Glimpses of Adarsh Gram Skill Camps training conducted.

Upskilling Programme for Life Sciences Professionals:

The project aims to support medium and small size pharma enterprises that are not able to meet the rigorous skilling demand and at times fail in upskilling and reskilling their workforce due to a financially stressed economy. The programme aims to reskill or upskill 7,500 employees (contractual and permanent) working in identified pharma clusters or enterprises and support these pharma clusters/enterprises in bridging the skill

gaps that lead to non-compliance with regulatory requirements. Implementation of the project is in the states of Andhra Pradesh, Goa, Himachal Pradesh, Haryana, Karnataka, Maharashtra, Madhya Pradesh, Sikkim, Telangana, Uttarakhand, Uttar Pradesh, and West Bengal.

Entrepreneurship promotion: MSDE in partnership with National Institute for Entrepreneurship and Small Business Development (NIESBUD) has launched a project that aims to promote entrepreneurship through capacity building, incubation support, mentoring and handholding training to 24,600 candidates. Project is being implemented in Assam, Andhra Pradesh, Bihar, Chhattisgarh, Delhi, Haryana, HP, Jharkhand and Kerala, MP, MH, Odisha, Rajasthan, Telangana, UP, Uttarakhand and West Bengal. Till date, 14,577 candidates have been trained under 289 programmes.



Entrepreneurship training programme.

Cluster-Based Model for Training of Trainers

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

In Phase II, 200 trainers were assigned to be trained at Pune in five categories. In addition to the above three trades, two new trades were introduced viz. Quality Control and Advanced Automotive technologies.

As a knowledge partner, GIZ, played a key role in developing the concept of the TOT and bringing all the stakeholders together for the implementation process. GIZ has also been supporting the project by bringing in German expertise, thereby adding value to the curriculum, on-the-job training, etc. The collaboration Indo-German Chamber of Commerce (IGCC) initiated by GIZ is crucial to provide the Indo-German dual certification to the trainers who have completed the training programme.

The project's duration is 12 months, and 110 trainers have so far completed their training in Pune.



Snapshot of training of trainers conducted.

AMBER (Accelerated Mission for Better Employment and Retention)

AMBER (Accelerated Mission for Better Employment and Retention) aims at developing and implementing a scalable and sustainable model of skill development that supports inclusive growth to ensure better outcomes and institutional strengthening to empower India's youth with industry-relevant skills and employment opportunities. The project aims to cover 30,000 trainees. The project includes private/ philanthropic funding to the tune of 50% of the overall project cost. The project is being undertaken by NSDC in partnership with the Generation India Foundation under the aegis of SANKALP, MSDE.



Glimpses from a training session at Okhla Industrial Estate, New Delhi

Jeevika project with Hero MotoCorp: MSDE in partnership with ASDC and Hero MotoCorp, is implementing a project for upgrading the training infrastructure of existing Skill Development Centers (SDCs) with BS-VI technology and developing a comprehensive short-term training programme on two-wheeler preventive maintenance and repair. The project will lead to the upgrade of five SDCs and setting up four new SDCs. Further, the project will skill train 720 candidates, including workers from local garages, which do not have access to latest infrastructure and technical training. The project is being implemented in the states of Chhattisgarh, Gujrat, Jharkhand, Kerala, Maharashtra, Odisha, Uttar Pradesh and Tamil Nadu.

Sarathi project with Bridgestone: MSDE in partnership with ASDC and Hero MotoCorp, is implementing a project for the skill training of Heavy Commercial Vehicle (HMV) drivers. The project aims to cover 1080 youth from rural areas of the country. The project is being implemented in the states of Odisha, Maharashtra and Telangana.

RPL Programme with NDMC: MSDE is supporting NDMC in certifying and upskilling its contractual staff and other staff engaged in work. The project aims to cover 75,000 candidates, of which 25,000 are being supported under SANAKLP.



Photos of RPL training.

Capacity Building of the District Skill Committee (DSC)

District Skill Committees (DSCs) have been institutionalised in over 700 districts across the country. Theme-based workshops are being organised by MSDE as part of SANKALP to build the capacity of the District Skill Committee (DSC) members and district functionaries. MSDE has developed a DSDP toolkit and Skills Book (four volumes) that shall assist the DSCs in performing various tasks including skill development planning. Until the beginning of 2022, MSDE had undertaken multiple workshops with DSC members of Chhattisgarh, Gujarat, Karnataka, Kerala, Maharashtra, Nagaland, Rajasthan, Uttar Pradesh and Tamil Nadu for developing District Skill Development Plan (DSDP). In 2022, online workshops were organized for the SSDM officials of Andhra Pradesh, Bihar, Jammu and Kashmir, and Maharashtra among others.



Snapshot from a 'capacity building' session organised virtually

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

Skill and Entrepreneurship Development of Women in Golden Grass Crafts is a project launched in collaboration between MSDE, District Skills Committee (DSC) Kendrapara and State Institute for Development of Arts and Crafts (SIDAC) Government of Odisha. Its primary aim is to provide skill training and market linkages to 3,000 women artisans in golden grass craft in 35 villages of Kendrapara block in Odisha.

Till date, Intermediate Skill Training has been completed for 965 artisans, Advance Skill Training has been completed for 305 artisans, Basic Skill Training has been completed for 200 artisans as and training for 813 artisans is underway.



Glimpses of skill training in golden grass crafts at Kendrapara.

Skill Training of Sewerage Workers in Punjab

The project “Skill Training of 200 sewerage workers” was launched on 10th August, 2021 in partnership with Punjab Skill Development Mission (PSDM), Punjab Water Supply and Sewerage Board (PWSSB) and Municipal Corporations of Patiala and Kapurthala. It aims to skill 200 sewerage workers in mechanised cleaning and bring more safety and reforms in how sanitation work is conducted. The project is also working towards encouraging the standardisation of the certification processes, creating a registry of skills, and making the job role aspirational and dignified. The job roles and training modules will also be reviewed and upgraded as a part of the project.

So far, 90 candidates have undergone classroom training, out of which 60 have completed their on-job training. Classroom training for 60 others have started.



Photos of classroom training of batches under the project.

AVASAR Project

To facilitate skill training and boost employment prospects for women in the apparel sector, Ministry of Skill Development and Entrepreneurship (MSDE) and National Skill Development Corporation (NSDC) partnered with Amrita Vishwa Vidyapeetham, to launch the “Avsar” project as part of ‘AzadiKaAmritMahotsav’, which celebrates 75 years of progressive India and the glorious history of its people, culture, and achievements. The initiative aims to certify nearly 4500 women from self-help groups (SHGs) and transgenders in vocational courses. Till date, 2842 women have been enrolled and 31 women have been trained under the project.



Snapshots of training conducted at various Amrita Vidyapeetham Centres

Upskilling of artisans and weavers in Maharashtra: With an aim to upskill and increase the technical knowledge of 2,000 artisans and weavers, the Ministry of Skill Development and Entrepreneurship (MSDE) has undertaken an initiative under the Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) programme. The initiative will focus on north-eastern parts of Mumbai, including Mankhurd - Shivaji Nagar, Govandi, Ramabai and Nagar Ghatkopar, ensuring that the handicrafts industry has the skills it needs to prosper in the current business environment. The initiative primarily focuses on aligning the competencies of the unorganised workforce in the handicrafts sector to the standardised National Skill Qualification Framework (NSQF) while also increasing their technical and marketing knowledge, teaching innovative designs and techniques to promote handmade products and crafts, and providing digital literacy and soft skills. This training will be of total 72 hours and will be held in batches for ten days, with 12 hours of orientation and 60 hours of the Bridge module.



Photos of training batches held at various locations in North Eastern Mumbai

Skill Training in traditional tribal Arts for the youth of Eastern Nagaland: MSDE in partnership with the State Skill Department of Nagaland and Department for Development of Underdeveloped Areas (DUDA) is implementing a project to promote tribal traditional arts by honing the skills of the youth of Eastern Nagaland. The project involves skill training of 825 tribal candidates in 6 districts of Eastern Nagaland.

Training of Person with Disability (PwD) as Trainers:

The objective of the programme is to improve the quality of training imparted to PwD candidates by empowering the PwD trainers with adequate training. With this, MSDE envisions to introduce them to the changing landscape of training in the country, and to mainstream PwD professionals as trainers to improve the quality and reach of PwD training. This in turn is aimed to improve learning outcomes for better employment opportunities and to make them Atmanirbhar so that they can lead a dignified life.

Under this project, 25 Master Trainers will be trained who will then impart training to 150 PwD Trainers. Till date, A total of ten Master Trainers have been trained in two batches.



Photo of the inaugural batch of Master Trainers trained under the project.

Capacity building of MSDE officials on Sexual Harassment of Women at Workplace Act, 2013

To create awareness about the Sexual Harassment Act at the Workplace, 2013, the Ministry of Skill Development and Entrepreneurship (MSDE), in partnership with UN Women, successfully completed the five-week training session plan of MSDE employees. The training session received a phenomenal response and had the active participation of over 100+ MSDE officials over five weeks. This partnership is in line with the vision of the Hon'ble Prime Minister, to empower women for the rapid advancement of 21st-century India.

In accordance with this programme, a series of training sessions were conducted for the capacity building of MSDE officials. The training provided a concise explanation of sexual harassment and made an attempt to raise participants' awareness of the complaint procedure. This initiative demonstrates MSDE's commitment to empowering women as equal participants in the country's inclusive growth and is a component of its proactive efforts to ensure a safe workplace for women.



Shri Atul Kumar Tiwari, Secretary, MSDE addressing the members of Internal Committee.

State component under SANKALP: The State component of SANKALP aims towards strengthening of skill development ecosystem by supporting States/ UTs in building their capacities.

All States/ UTs had submitted their consent for participation in SANKALP to MSDE. Also, as per the World Bank requirement, MSDE had onboarded an external agency to establish the baseline of States/ UTs before implementing SANKALP on the State Incentive Grant (SIG) matrix. It was the first of its kind exercise wherein states' systems' maturity to implement skill development schemes, market relevance of skilling development in the states, and accessibility of those programmes was assessed.

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

The progress over the SIG Baseline score is monitored yearly. Only those States/ UTs that have achieved a minimum of 15% improvement over their performance gap are eligible for the subsequent release of funds from MSDE under SANKALP. The SIG baseline has been completed for all States/ UTs.

To complete the assessment for each year, following compliances are mandated:

- Submission of data and evidence by State/UT as mandated, to be eligible for next tranche of funds.
- Submission of report to MSDE post verification of data and evidence by an Independent Verification Agency (IVA).
- Submission of Verified SIG Score and IVA report to World Bank for fund disbursement

Further, MSDE has completed SIG Assessment for 19 State/ UTs, of which 18 States/ UTs have met the minimum requirement over their SIG Baseline score.

As part of the first release under SANKALP SIG, MSDE has released Rs. 287.91 crore **under State component** (Rs 274.00 crore as State Incentive Grants to 31 States/ UTs and Rs 13.91 crore to aspirational districts) to 31 States/ UTs (as of 31st December, 2022) details of which are as under:

State Incentive Grants released under SANKALP:

S. No.	State	Date of Release	Amount in INR
1	Andhra Pradesh	21.01.2019	7,76,25,000
2	Arunachal Pradesh	15.10.2019	2,73,28,500
3	Assam	26.11.2018	8,84,00,000
4	Bihar	26.04.2019	24,76,77,600
5	Chhattisgarh	04.11.2019	8,04,49,200
6	Goa	06.01.2020	1,02,00,000
7	Gujarat	29.05.2019	14,55,00,000
8	Haryana	28.05.2020	6,62,97,600

9	Himachal Pradesh	20.10.2020	1,89,54,000
10	Jammu and Kashmir	21.01.2019	3,84,75,000
11	Jharkhand	09.10.2019	5,61,60,000
12	Karnataka	28.04.2020	14,35,20,000
13	Kerala	26.06.2020	6,09,30,000
14	Ladakh	07.10.2021	50,00,000
15	Madhya Pradesh	21.11.2019	14,42,40,000
16	Maharashtra	12.02.2019	22,04,40,000
17	Manipur	06.03.2019	1,65,15,000
18	Meghalaya	03.02.2020	2,23,20,000
19	Mizoram	06.01.2020	1,80,90,000
20	Nagaland	13.08.2019	2,34,00,000
21	Odisha	07.11.2019	4,89,60,000
22	Puducherry	27.05.2020	1,82,50,000
23	Punjab	15.07.2019	7,05,60,000
24	Rajasthan	24.12.2019	15,66,60,000
25	Sikkim	09.01.2020	1,98,00,000
26	Tamil Nadu	29.11.2019	12,18,12,000
27	Telangana	22.12.2020	8,27,64,000
28	Tripura	15.11.2019	2,16,72,000
29	Uttar Pradesh	21.01.2019	4,95,00,000
		30.12.2019	39,73,80,000
30	Uttarakhand	24.12.2019	3,40,20,000
31	West Bengal	17.07.2020	5,00,00,000
		29.07.2020	2,38,99,666
		07.08.2020	13,31,60,334
	Total		2,73,99,59,900

Funds released to Aspirational Districts under SANKALP:

S. No.	State	Date of Release	Amount in INR
A	Aspirational Skill Abhiyan (ASA)		
1	Andhra Pradesh	12.11.2018	30,00,000
2	Arunachal Pradesh	12.11.2018	10,00,000
3	Assam	12.11.2018	70,00,000
4	Bihar	12.11.2018	1,30,00,000
5	Chhattisgarh	28.12.2018	1,00,00,000
6	Gujarat	12.11.2018	20,00,000
7	Haryana	12.11.2018	10,00,000
8	Himachal Pradesh	12.11.2018	10,00,000
9	Jammu and Kashmir	12.11.2018	20,00,000
10	Jharkhand	12.11.2018	1,90,00,000
11	Karnataka	22.01.2019	20,00,000
12	Kerala	12.01.2018	10,00,000
13	Madhya Pradesh	28.12.2018	80,00,000
14	Maharashtra	12.11.2018	40,00,000
15	Manipur	12.11.2018	10,00,000
16	Meghalaya	12.11.2018	10,00,000
17	Mizoram	28.12.2018	10,00,000
18	Nagaland	12.11.2018	10,00,000
19	Odisha	12.11.2018	1,00,00,000
20	Punjab	12.11.2018	20,00,000
21	Rajasthan	28.12.2018	50,00,000
22	Sikkim	12.02.2019	10,00,000
23	Tamil Nadu	12.11.2018	20,00,000
24	Telangana	28.12.2018	30,00,000
25	Tripura	12.10.2018	10,00,000
26	Uttar Pradesh	12.11.2018	80,00,000
27	Uttarakhand	12.11.2018	20,00,000
28	West Bengal	12.11.2018	50,00,000
	Total A		11,70,00,000

S. No.	State	Date of Release	Amount in INR
B Special Projects for Aspirational Districts			
1	Kiphire – Nagaland	07.10.2020	1,58,18,490.00
2	Mamit – Mizoram	06.11.2020	63,00,000.00
	Total B		2,21,18,490.00
	Grand Total (A+B)		13,91,18,490.00

MSDE has been periodically connecting with the States/ UTs via video conferencing to support them in implementing SANKALP.

Digitisation of District Skill Planning Aid Kit (DiSPAK)

To enhance usage and access to District Skill Planning Aid Kit (DiSPAK), its digitisation was undertaken and as on date 690+ districts have registered on the portal. This initiative has made aggregated inputs available at the State and National levels in regard to the current scenario, demand/supply, gap analysis, and so on. It also provides National-level dashboards to monitor Skill Development activities at the grassroots efficiently.

Development of IT portals:

SANKALP has supported multiple IT initiatives of MSDE that includes Skill India Digital (DESH stack), Skill India Portal, Apprenticeship portal and SANKALP portal.

5.25 Jan Shikshan Sansthan (JSSs)

1. BACKGROUND

The Scheme of Support to Jan Shikshan Sansthan (NGOs) for Skill development is a Scheme of its kind which helps the marginalised, disadvantaged and underserved sections of society to realise their full potential through specially tailored skill training which facilitates self/wage employment to non-literate, neo-literate, person with rudimentary level of education up to 8th and school dropouts up to 12th standard in the age group of 15-45 years. The priority groups are women, SC, ST, minorities, divyangjan and other backward sections of the society. The Jan Shikshan Sansthan work at the doorstep of the beneficiaries with minimum infrastructure and resources. They not only impart vocational skills but also create awareness among the rural masses on local issues such as health, personal hygiene, education, financial literacy, environment, women issues, and knowledge regarding national/international important days.

2. Rationale and Approach

2.1 The scheme of Jan Shikshan Sansthan (JSS), initially launched in 1967 as Shramik Vidyapeeth (SVP), aims to provide skill development training in a non-formal mode at the doorsteps of the beneficiary through registered Societies (NGOs) with 100% grant from the Government of India. This scheme was transferred from the Ministry of Education (erstwhile Ministry of Human Resource Development) to the Ministry of Skill Development and Entrepreneurship on 2nd of July, 2018.

2.2 The scheme aims to increase household income by promoting self/wage employment through skill development training. The skill training is low-cost, flexible, and highly accessible to Women, Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBCs), minorities, and any other disadvantaged groups of society.

2.3 The strength of the scheme is its community connect and involvement of local administration, village functionaries and other key stakeholders. It enables effective mobilization of infrastructure, resources and beneficiaries under the JSS Scheme.

3. Stakeholders of the Scheme

3.1 The key stakeholders of the scheme are the target beneficiaries, Parent Body, JSS, Board of Management (BOM), local industries/other employers, members of Panchayati Raj Institutions (PRIs), key local community members and state/district-level representatives, etc.

3.2 The scheme is implemented through JSSs which are functioning under the aegis of respective parent bodies. The parent body should register the JSS as a separate NGO under the Societies Registration Act, 1860. These JSSs receive financial assistance in the form of Grants-in-Aid (GIA) from the Government of India for imparting skill training to the assigned target.

4. Objectives of the JSS Scheme

The objectives of the scheme are as under:

- a. To impart skill development training in non-formal mode to non-literates, neo-literates, persons having a rudimentary level of education up to 8th standard and school dropouts up to 12th standard in the age group of 15-45
- b. To improve the quality of life of women, SC, ST, minorities and other disadvantaged sections of the society by increasing their family income through local demand skilling
- c. To make the target group self-reliant through self-employment/wage employment through skill and entrepreneurship development
- d. To create awareness among the masses about social, economic, health, and environmental issues.

5. Guiding Principle for the programme

The programme aims to provide skill training to the target groups in an integrated manner, on the following principles:

- a) Non/Neo-literate/school dropouts must have continuous access to skill opportunities throughout her/his life;
- b) The skill training programme should have a local market demand and lead to enhancement of income;
- c) Programmes are diversified, flexible and adaptable to varying needs and situations;
- d) The skilling programme should be of comparatively low cost with ease of accessibility
- e) The skilling courses should be aligned with the National Standard Qualification Framework (NSQF);
- f) The skill training courses shall be conducted with the support of the local community at the doorsteps of the beneficiary.

6. Key Steps in the Skill Training programme

6.1 **Course-selection:** The courses are planned based on local market demand and beneficiaries' need assessment, through the door-to-door surveys. Courses with maximum wage/self-employment opportunities are selected. To maintain uniformity and skill standards, all the courses are aligned to NSQF standards. Digital

Literacy and employability skills are also incorporated in the course curriculum. Courses on local traditional skills are also promoted.

6.2 Beneficiary enrolment: JSSs create on-ground awareness about the course, counsel the beneficiaries concerning their area of interest, and undertake skill mapping accordingly. Program staff are deployed in each JSS to assist beneficiaries in choosing appropriate courses for them. The JSSs follow Aadhaar based enrolment system.

6.3 Course Curriculum: The Courses offered in the JSS are a blend of technical and employability skills. This blend enables the beneficiaries in learning the right set of skills to be utilised for gainful self/wage employment.

The Directorate of JSS (DJSS) has developed job roles suitable to the JSS clientele. The National Council of Vocational Education & Training (NCVET) has approved 15 Qualifications / Courses for JSS Scheme which have been aligned with NSQF levels 2 and 3. The training will be imparted in these qualifications/job roles by JSSs from FY 2022-23.

The DJSS may introduce new job roles/revise old job roles as per the needs and requirements of the clientele based on periodic reviews from time-to-time.

6.4 Training process: The training begins with the selection of course and creation of batch consisting of 20 beneficiaries. The methodology of teaching includes both theoretical (30%) and practical (70%) learning. Livelihood experience, market exposure and systematic evidence-based assessment systems are included in the courses to make learning more effective.

6.5 Training assessment: The assessment of JSS beneficiaries will be conducted by DJSS through a pool of assessors consisting of experienced resource persons selected from the neighbouring JSSs. The assessment is divided into three parts: theory (20% - 30%), practical (60% - 70%) and viva (10% - 20%). The evidence-based Assessment system and Online Certification promote credibility of skill training for placement and ensure transparency in assessment. The online certificate has a QR Code, and logos of JSS and Skill India Mission.

7. The scheme under the Aegis of the Ministry of Skill Development & Entrepreneurship

Since the transfer of the Scheme in July 2018, the Ministry of Skill Development & Entrepreneurship has taken several measures and reforms to improve the overall functioning of JSSs and streamline the scheme at par with the other schemes of MSDE. Several such measures and reforms introduced to strengthen the scheme of JSS in the non-formal sector by MSDE are:

- i. Categorization of JSS into Category A, B & C was abolished and the equal annual recurring Grants-in-Aid to all JSS (upto Rs. 50 Lakhs).
- ii. The upper limit of the age group of target beneficiaries of JSS has been raised from 15-35 to 15-45 years to provide an opportunity to a larger group.
- iii. The participation of the women members in the Board of Management has been increased
- iv. The annual recurring Grants-in-Aid to the JSSs has been enhanced from Rs.30 lakh to Rs.50 lakh per annum.
- v. Course fee waiver for the SC, ST, Divyangjan & BPL category beneficiaries, and for the general category the JSSs can charge a nominal fee not exceeding Rs 100 per beneficiary.

- vi. Establishment of a Livelihood cell at each JSS to encourage beneficiaries for wage/self-employment among the beneficiaries. The livelihood cell will be linked with the National/State portal for the promotion of employment and Job Mela etc.
- vii. Development of Common Branding Guidelines for JSSs
- viii. Development of a web-based MIS portal for Jan Shikshan Sansthan to bring transparency, accountability, provide quality and timely information to all the stakeholders of the skill ecosystem.
- ix. To bring uniformity and transparency in the assessment and certification, the Evidence-Based Assessment System and online Certification of JSS Beneficiaries were introduced in the Scheme.
- x. Allowing Jan Shikshan Sansthans to undertake a fee-based training programme and CSR Programme without diluting the main functions of JSSs.
- xi. The Veto power of the Government of India has been withdrawn and freedom has been given to JSS to use the development fund with the approval of the Board of Management
- xii. NSQF-aligned courses have been adopted for maintaining uniformity and skill standards.

8. Progress of Jan Shikshan Sansthans during

8.1 During FY 2018-19 to FY 2021-22

The Jan Shikshan Sansthans have trained 14.04 lakh beneficiaries between FY 2018-19 to FY 2021-22. The major beneficiaries of the scheme were women, who constituted 85% of the total beneficiaries trained by the JSS during the said period. The coverage of beneficiaries' social category wise is SC (27%), ST (13%), OBC (35%), Minorities (10%) and General (15%).

8.2 During FY 2022-23

8.1 The action plan of 288 Jan Shikshan Sansthans (JSSs) with a total annual training target of 514590 beneficiaries for the financial year 2022-23 was approved by the Ministry. Accordingly, these Jan Shikshan Sansthans have enrolled 490331 beneficiaries and trained 274708 beneficiaries till 14th February 2023. The enrolled beneficiaries consist of educationally disadvantaged and socio-economically backward groups in rural and urban low-income areas. In line with the key objectives of the scheme, the majority of enrolled beneficiaries are women (81%).

8.2 Similarly, beneficiaries of other social strata too have been covered. This consists of 74.96% beneficiaries belonging to BPL, 83.58% belonging to SC/ST/OBC/minority community. The majority of the beneficiaries belong to the age group of 15-25 (55.78%) with a rudimentary level of education (53.15%). The total number of enrolled, trained, assessed, and certified is given in **Table 1** and a detailed break-up of the beneficiaries enrolled during the current financial year on gender, socio-economic status, age group and educational level is given below in Table 2, Table 3, Table 4, Table 5 and Table 6 respectively.

Table 1: Number of enrolled, trained assessed and certified beneficiaries

Total No. of JSSs	Total Target	Enrolled	Trained	Assessed	Certified
288	515550	490331	274708	242998	232975

Table 2: Gender-wise Enrolled Beneficiaries

No. of male beneficiaries Enrolled	No. of female beneficiaries Enrolled	No. of Transgender beneficiaries Enrolled	Total
112045	378120	166	490331

Table 3: Economic Status of Enrolled Beneficiaries

APL	BPL	Total
122802	367529	490331

Table 4: Social Status of Enrolled Beneficiaries

SCs	STs	OBC	Minorities	Gen.	Total
120465	70675	174162	44514	80515	490331

Table 5: Age Group of Beneficiaries

FY\Age Group	15-18 Years	19-25 Years	26-35 Years	above 35 Years	Total
2022-23	65879	207582	142961	73901	490331

Table 6: Educational Status of Beneficiaries

Non-Literates	Neo-Literates	Rudimentary Level	12 th Dropouts	Total
21881	91826	260590	116033	490331

6

COMPETITION & AWARDS

6.1 WORLDSKILLS

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

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

6.1.1 WorldSkills Competition 2022

WorldSkills Competition 2022 was originally scheduled to be held in Shanghai, China in October, 2022. However, due to COVID surge and zero COVID policy, Shanghai backed out from hosting the competition. WorldSkills competition was conducted in a decentralised manner in 15 Host Countries across Europe, Asia and the USA.

6.1.2 Training and Development for WorldSkills Competition:

A total of 165 IndiaSkills National Competition winners were trained for WorldSkills Competition at designated training venues developed in line with WorldSkills standards under mentorship of WorldSkills India Experts and trainers.

More than 200 Industry and Academic Partners like Toyota Kirloskar, Mahindra, Saint Gobain, Larsen & Toubro, Maruti Suzuki, Infosys, IIT - Palakkad, BIM Labs, Autodesk, SDI, Government Tool Room and Training Centre, National Institute of Fashion Technology, Lincoln Electric, CISCO, BMW, Volkswagen, Berger Paints and others collaborated to train India's competitors, sponsoring approximately 20 Crore in terms of training infrastructure, subject matter expertise, International trainings, raw material and tool kits for WorldSkills competition.

6.1.3 Team India Composition at WorldSkills Competition 2022

- 56 Competitors, 50 Experts, 11 Interpreters and 7 Team Leaders
- 19% Female – 11 competitors
- 20% (12) competitors are ITI qualified
- 50 skills (6 skills comprising a team of 2 competitors each).
- Participation in new age skills like Robot System Integration, Additive Manufacturing, Industry 4.0, Digital Construction, Mobile Application Development and Renewable Energy

6.1.4 India's Performance at WorldSkills Competition 2022:

More than 1000 competitors from 50 plus countries participated in WorldSkills Competition 2022 and India stood at 11th position by winning:

- 2 Silver Medals
- 3 Bronze Medals
- 11 Medallions for Excellence

6.1.5 Key Highlights of India's performance at WorldSkills Competition 2022

- Improved performance of Team India Ranking at WorldSkills Competition 2022 by securing 11th position
- Standout performance by Indian Female Competitors:
 - Silver Medal in Patisserie and Confectionary skill
 - Bronze Medal in Hotel Reception skill
 - 2 Medallions for Excellence in Hair Dressing and Health & Social Care skills
- Remarkable performance by ITI qualified competitors:
 - 2 Bronze Medals (Prototype Modelling and Mechatronics skill)
 - 2 Medallions for Excellence (Autobody Repair and Automobile Technology skill)
- Certificate of Merit to India's Subject Matter Experts by WorldSkills International:
 - 6 Experts (Prototype Modelling, Hairdressing, Bricklaying, Autobody Repair, Beauty Therapy and Graphic Design Technology)
 - 1 Skill Competition Manager (Plastic Die Engineering)



6.2 Kaushalacharya Awards, 2022

This year's Kaushalacharya Award process was conducted through the MHA's National Awards Portal (www.awards.gov.in) and nominations under different categories of award instituted by Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Sikshan Sansthan (JSS), Directorate General of Training (DGT), Apprenticeship and Entrepreneurship (ENP) in respect of skill development and entrepreneurship for honouring the Skill Trainers/Master Trainers. The total number of 46 awards categories under the Kaushalacharya Award, 2022 identified for this year's edition.

6.3 Celebration of Azadi Ka Amrit Mahotsav (AKAM)

1. Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of progressive India and the glorious history of its people, culture and achievements.
2. In the 75 weeks leading up to August 15, 2022, the Ministry of Skill Development & Entrepreneurship through National Skill Development Corporation (NSDC), Directorate General of Training (DGT), Jan Shikshan

Sansthan (JSS), polytechnics, Indian Institute of Entrepreneurship (IIE) and National Institute of Entrepreneurship and Small Business Development (NIESBUD) has undertaken various activities that will nudge us closer to celebrating India's glorious 75 years of independence while pursuing our vision of making India the Skill Capital of the World.

2.1 Workshops, Seminars, integration in assembly sessions at all our 25000+ centers have been conducted across all our partner institutes, Pradhan Mantri Kaushal Kendras (PMKKs), Industrial Training Institutes (ITIs) and Jan Sikshan Sansthans (JSS) to create awareness amongst all our candidates in the skills ecosystem on our achievements and how India has grown to become a super power amongst countries across the globe. Stories of valor, sacrifice and patriotism of our freedom fighters have been shared with all our candidates

2.2 The Ministry of Skill Development and Entrepreneurship has also conducted more than 75+ Adarsh Gram Skill Camps (AGSC) till date, empowering the villages of our country by upskilling and reskilling the workforce in rural areas.

2.3 The ministry has also initiated a special program with reputed schools of Delhi to train and create a pool of "Student Heritage Ambassadors". The Project is a part of the Hon'ble Prime Minister's Azadi Ka Amrit Mahotsav initiative to commemorate 75 years of India's independence and involves the training of 250 students from 38 schools in Delhi-NCR as Heritage Ambassadors. The project looks back on all those inspiring stories which have been instrumental in the progress India has made in its journey so far and is dedicated to those that hold the potential for shaping it into the Prime Minister's vision of Atmanirbahar Bharat. The Student Heritage Ambassador Project highlights India's glorious past while inculcating the knowledge and skills necessary to enable our youth to become the leaders of tomorrow.

2.4 Likewise several such ongoing efforts and initiatives have been planned and are underway to mark India's glorious part and history.

3. A booklet has been developed by Ministry of Skill Development & Entrepreneurship is a 75-week programme of the proposed activities as we reach this landmark occasion.

7

INTERNATIONAL SKILL ENGAGEMENTS

7.1. INTERNATIONAL COOPERATION AND TRAINING:

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

7.2. INTERNATIONAL SKILL ENGAGEMENTS WITH DIFFERENT COUNTRIES:

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

7.2.1. MDSE-Australia: A MoU for Cooperation in Vocational Education and Training between MSDE and Department of Education, Skills and Employment, Government of Australia was signed on 3rd June 2020 for a period of five years. A Joint Working Group (JWG) for implementation of the MoU has been constituted and the 1st meeting of the JWG was held on 26th November 2020. Several meetings have been held to plan implementation of the MoU between Hon'ble Minister of SDE and Secretary, SDE with the Australian authorities. A Ministerial Delegation led by Shri Dharmendra Pradhan, Hon'ble Minister of Education and Skill Development & Entrepreneurship was undertaken to Australia from 21st-24th August 2022 to discuss mutual interests and strategic priorities in education, skilling and research. The visit aimed to strengthen Indo-Australian ties and explore avenues of collaboration and cooperation in education and skill development.

The Government of India and Government of Australia have established a Taskforce on Education Qualifications Recognition to strengthen arrangements for the recognition of Australian and Indian qualifications to enhance two-way mobility, wherein Ministry of Education, Government of India is the Co-chair for the Task Force. MSDE as one of the members of the Task Force has provided inputs and participated in the Task Force meetings resulting in the finalization of a Proposal for Establishing a Mechanism on the Recognition of Australian and Indian Qualifications.

7.2.2. MDSE-Denmark:

An MoU for cooperation in the field of skill development, vocational education and entrepreneurship was signed between MSDE and Ministry of Children and Education, Kingdom of Denmark on 3rd May 2022. The Joint Letter of Intent was signed between Ministry of Skill Development Entrepreneurship (MSDE) and the Ministry of Children and Education, Government of Denmark on 8th October 2021 for expansion of bilateral cooperation in the field of Skill Development & Entrepreneurship and the same was exchanged during the visit of the Danish Prime Minister to India on 9th October 2021.

7.2.3. MSDE-France:

An MOU between MSDE and French Ministry of Education, Higher Education and Research of the Govt of France was signed in October 2016 valid till October 2019. An Administrative Agreement between MSDE and Ministry of Education and Youth, Government of French Republic for cooperation in skill development and vocational training was signed in August 2019 valid till August 2022. The said Administrative Agreement was renewed on November 2022 for a period of two years. The areas of cooperation include promoting and facilitating skill development and vocational training programs of Indian candidates in French vocational institutes and corporate houses in mutual interest such as in automotive, aerospace, energy, technology, tourism, sustainable urban development, beauty and wellness, textiles, and construction sectors.

7.2.4. MSDE-Germany

- The Honourable Prime Minister of India and the German Chancellor Merkel signed a Memorandum of Understanding (MoU) in November, 2014 for bilateral cooperation on Vocational Education and Training (VET). This was followed by a new MoU signed on 5th October, 2015 for cooperation in the area of SD&VET between MSDE and Federal Ministry of Education and Research (BMBF) and Federal Ministry of Economic Cooperation and Development (BMZ). On expiry of this MoU, a new version of this MoU as Joint Declaration of Intent (JDoI) between MSDE and BMBF and BMZ was signed on 1st November 2019 in New Delhi valid till 31st October 2023. The JDoI focuses on cooperation in the field of Skill Development and VET, Dual apprenticeships and workplace-based skill development, Capacity Building including Competency based curricula, Training of VET cluster managers, renewable energy, e-mobility, energy efficiency etc. 12 JWG meetings have been held under this cooperation so far. The last JWG meeting was held on 7th December 2022.



- Implementation Agreement on Indo-German Programme for Vocational Education and Training (IGVET-I) was signed Between MSDE and GIZ and BmbH on 22nd August 2016 which was Extended upto April 2020. Implementation Agreement on Indo-German Programme for Vocational Education and Training (IGVET-II) was signed between MSDE, GIZ and BmbH on February 2021 which is valid till August-2023. So far, 10 IGVET Project Steering Committee (PSC) meetings have been held, the last PSC meeting was held on 7th September 2022. Under this project, GIZ is supporting 80+ industry clusters across 12 Indian states and offer cooperative training courses in 41 job roles across 16 sectors.
- BMBF has funded a project on Strengthening Vocational Education and Training in Industrial Clusters in North India (SINADE) through a bottom-up approach. The project is strengthening industrial approaches on dual VET in various clusters such as Automotive Components

Manufacturers (ACMA) in Delhi, Pune, Chennai, Lucknow, Nagpur Auto and Engineering Cluster. Under this project, training of 50 local TVET managers from several clusters is being conducted since September 2022. Furthermore, around 20 candidates from ACMA clusters travelled to Germany and follow-up programmes are being held in Delhi and Nagpur.

- Joint Declaration of Intent (JDoI) on the advancement of Dual VET and Collaboration on Training of VET Cluster Managers and Indian Skill Development Officers (ISDS) was signed between MSDE and BMBF on 30th May 2017 which was valid upto 29th May 2020.
- JDoI on Skills for Sustainable Growth was signed with MSDE, BMZ, Siemens Ltd India on 1st November 2019 valid till 31st October 2023. GIZ and Siemens India, in coordination with DGT under the aegis of MSDE are implementing IGNITE (Indo-German Initiative for Technical Education) project. Through the project interventions, employability of VET trainees of the trades (viz electrician, fitter, electronics mechanic, turner and machinist) has improved in 10 clusters in India.
- BMBF is funding a research project called 'QualIndia- Quality Analysis in Indian Vocational Education and Training Institutions, with a focus on Industrial Training Institutions and Polytechnic Colleges'. The project is implemented in cooperation with four Indian universities, Indian Institute of Management (IIM) Bangalore, Indira Gandhi National Open University (IGNOU), Jawaharlal Nehru University, and National University of Education Planning to develop a demand-oriented quality model adapted to the national context.
- iMOVE is working closely with NSDCI for international mobility and have connected them with industries and German service providers for development of modern learning methods and curricula. Recently, the event was organised by iMOVE in Germany in collaboration with BIBB with a focus on future skills, migration and mobility with a participation of more than 1,000 participants focused on new Skilled Immigration Act in Germany.

7.2.5. MSDE-Japan:

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

Technical Intern Training Programme (TITP): MSDE signed a Memorandum of Cooperation (MoC) with the Ministry of Justice, the Ministry of Foreign Affairs and the Ministry of Health, Labour and Welfare of Japan on Technical Intern Training Programme (TITP). Under the programme, selected candidates undergo three to five years of On Job Training (OJT), after which they are required to return to India and utilize the skills acquired by the min Japan. NSDC being the monitoring agency has empaneled 33 Sending Organizations (SOs) under the TITP and 525 interns have been placed in Japan through these SOs of India as of September 2022.

Specified Skilled Worker Programme (SSW): Consequent upon Cabinet approval, an MoC between the Government of India and Government of Japan on a basic framework for partnership for proper operation of the system pertaining to "Specified Skilled Worker" (SSW) was signed on 18th January 2021. Under this MoC, three Joint Working Group Meetings between India and Japan have been held on 2nd August

2021, 19th April 2021 and 3rd August 2022. Further, under Specified Skilled Worker (SSW) Programme a total of 35 Nursing care candidates have been sent to Japan (as of October 2022).

Progress (As on December 2022):

- a. 36 Nursing Care candidates who were initially enrolled for TITP by Sending Organization have been sent to Japan under SSW – Nursing Care.
- b. The SSW tests for Nursing Care and Agriculture sectors have been launched in India.
- c. Separately, NSDC International has started a residential Japanese Language training program in Gurugram, Haryana, to train and place Nursing Care candidates in Japan under SSW.

7.2.6. MSDE-Qatar:

A Memorandum of Understanding for Cooperation in skill development and mutual recognition of qualifications to facilitate skill training and employment of certified Indian work force in Qatar was signed between MSDE and the Government of the State of Qatar valid from June 2016 till June 2019 and it was renewed automatically for a similar period.

7.2.7. MSDE-United Arab Emirates:

An MoU was signed between MSDE and The National Qualifications Authority, UAE on 29th April 2016 valid for 3 years to collaborate in the area of mutual recognition of qualifications. This collaboration will specifically benefit Indians who aspire to work overseas. The first JWG meeting was held on 29th April 2016. A pilot program to operationalize the bench marking of 16 UAE skill qualifications to 13 Indian skill qualifications in construction sectors has been successfully conducted. Incentives like Visa rebates to employers for hiring certified workers from India are being provided by Government of UAE.

7.2.8. MSDE-United Kingdom:

- The UK India Education Research Initiative (UKIERI) was started in April 2006 with the aim of enhancing educational, research and skill initiative links between Govt of India and the UK. UKIERI is funded and supported by Government of UK and from India. So far three phases have been completed under UKIERI. 7 projects have been initiated jointly under MSDE-UKIERI Skills Matic Institutional Partnership in multi-dimensional areas like Curriculum Development, Training of trainers (TOTs), Persons with Disabilities (PWDs) etc.
- To strengthen these efforts further, an MoU was signed between Ministry of Skill Development & Entrepreneurship and the Government of UK in the Field of Skill Development, Vocational Education and Training on 17.04.2018 for a period of 3 years. This MoU has been renewed upto 12-08-2024. The activities planned/under taken include counseling and career guidance, integrating vocational education at school level, design course curriculum for service sector trades, training of trainer and master trainers, promoting use of new age technology in skill delivery, gender and disability inclusion work under Skills for Jobs, and India-UK Knowledge Exchange on Skills & Vocational Education, Policy support to MSDE's Apprenticeship Division, work with National Council for Vocational Education and Training (NCVET) to develop guidelines for Awarding & Assessment bodies, partnership with WHO-India on capacity building of front-line health workers, knowledge sharing webinars with UK experts on advance technologies such as Building Information Management (BIM), assessment and Certification, studies on productivity benefits of Apprenticeship and future of job roles in BFSI and Bio-CNG sectors.
- A Joint Steering Committee (JSC) with representation from Indian and UK side exist to guide implementation of the G2G initiatives. The Committee held three meetings.

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

7.2.9. Expired MoUs: MoUs for cooperation in the field of skill development were signed with Belarus, China and Switzerland, however, the said MoUs have expired.

7.2.10. MoUs under consideration: MoUs for cooperation regarding skill development is under consideration with Belgium, Finland, Republic of Korea, Russia, Singapore, Sri Lanka and Taiwan.

7.3 Virtual Global Skill Summit

MSDE along with Ministry of External Affairs (MEA), Ministry of Commerce and Industry (MoCI) and Ministry of Education (MoE) on 15th November 2022 jointly organized the 1st Virtual Global Skill Summit (VGSS) with the Indian Ambassadors/High Commission representing India Missions from ten nations namely Australia, France, Germany, Japan, Malaysia, Mauritius, Singapore, Tanzania, United Arab Emirates, and United Kingdom. This Summit was one of constructive step wherein multiple nations deliberated on skill harmonization and benchmarking of qualifications, quality standardization, setting up skill centres and extending joint training and certification services, etc.



7.4 Skill India International Centre (SIIC):

With the vision of facilitating gainful employment for the country's youth, leveraging the positive demographic dividend, and seizing the opportunity to cater to the ever-growing global skilled workforce requirement, the Ministry of Skill Development and Entrepreneurship (MSDE) has envisioned '**Skill India International**

(SII). Under the SII, two Skill India International Centers have been setup one at Varanasi and the other one at SDI, Bhubaneswar. SII is aiming to enhance global career mobility opportunities for aspiring candidates in an international benchmarked quality skills ecosystem. MSDE aims to create a network of SII institutions across India. This network of institutions will be called as Skill India International (SII) Network. It shall be created through empanelment of state-of-the-art government and private institutions called Skill India International Centers (SIICs). It is proposed to set up 30 Skill India International Centers (SIICs) across the country at various identified National Skill Training Institutes (NSTIs), Industrial Training Institutes (ITIs), Skill Development Institutes (SDI) and other private partners. SIICs are aimed at providing high-quality training as per international standards, to Indian youth. The centers will host training facilities, providing skills as per the demand of international employers in countries like United Arab Emirates (UAE), Japan, Australia and other international market. The centres will have services such as mobilization, counselling, skill training, pre-departure orientation, foreign language training, assessment, certification, placement and immigration and post-placement support.

7.4.1 India International Skill Centres(IISC):

The IISC program was first envisioned in 2016 by MSDE and NSDC to provide skill training and certification benchmarked against international standards to Indians aspiring to work overseas. The pilot phase of training programme was completed in 2018 successfully. Based on the learning from the pilot phase, NSDC has launched a fee based, market driven model called the India International Skill Centre (IISC) Network. This network will be central to the GOI's vision to make India the skill capital of the world. It comprises of Member Organizations operating through several fixed centre referred as IISCs. In addition to incremental skill training, international skill testing & certification, Pre-Departure Orientation and international language training based on the requirements of the countries, the IISCs will facilitate placement of candidates across clusters through counseling and guidance. Presently, there are more than 100 organizations are part of the network operating through 557 IISCs across more than 300 job roles covering 241 Districts in 32 States.

7.5. NSDC International Ltd:

NSDC International Limited is established by NSDC which is a 100% subsidiary to drive international collaboration initiatives for skill development. The objectives include Skill and place certified Indian workers across over-seas markets, establish training and testing institutions in overseas and Indian markets to support international mobility of Indian workforce, provide Technical Advisory Services to overseas governments/agencies on skill development and education and partner with International Institutions for knowledge exchange & capacity building. The team also monitors the B2B MoUs/Agreements signed by NSDC with countries such as Kingdom of Saudi Arabia (KSA), United Arab Emirates (UAE), Germany, Australia, Sweden, Russia and Finland for cooperation in skill sector including workforce mobility.

7.5.1. International Engagements of NSDC/NSDCI:

The International Collaboration (IC) division at National Skill Development Corporation (NSDC) was formed with an endeavor to take a step forward in fulfilling the Government of India's vision of making India the skill capital of the world. The International Collaborations division coordinates efforts among various internal stakeholders and works closely with the MSDE International Division. The work areas of the IC division include International Workforce Mobility (G2G/B2B) through IISC Network, Capacity Building and Knowledge Exchange and Technical Advisory Services.

7.5.2. GCC Engagement -

Project TEJAS (Training for Emirates Jobs and Skills): NSDCI launched TEJAS to train, certify and place

10,000 Indian workers in Gulf Cooperation Council countries (GCC) over one year. NSDCI has partnered with some of the largest employers to aggregate demand. So far 10+ recruitment drives have been conducted, out of which 3713 candidates selected and 3640 candidates deployed.

Kingdom of Saudi Arabia (KSA) Engagement: NSDC with TakaMol Holding, a semi-government holding company (under the umbrella of the Ministry of Labor - Kingdom of Saudi Arabia (KSA)), has been implementing an SVP in India. Presently, seven international test centres across Delhi, Mumbai, Kerala and Bengal are accredited and undertaking candidates' skill tests and assessments. Additionally, six centres across UP, Bihar and Telangana have been recommended to TakaMol for their review.

7.5.3. Malaysia Engagement: NSDCI's Malaysian project, in collaboration with Indian High Commission, Malaysia, is being built upon existing skill development programmes. NSDCI has signed two MoUs in February 2023 with Kuala Lumpur & Selangor Indian Chamber of Commerce & Industry and Malaysian Indian Restaurant Owners Association (PRIMAS) - The collaboration is to establish a collaboration framework under which both Parties intend to participate in the recruitment of skilled and certified workers across identified job roles from India to Malaysia.

7.5.4. Australia-NSDC International Limited (NSDCI) has signed an agreement with Perdaman Global Services Pty Ltd (PGS) on 28th October 2022, to promote International Workforce Mobility of skilled and certified Indian candidates to Australia. PGS has aggregated the demand in different job roles including HD Maintenance Technician Fitter in Coal Mining Industry, Chef, Cooks, Tilers, Estimators with NSDCI. NSDCI through its empanelled partners are sourcing the suitable candidates as per the job description for interviews

7.5.5. United Kingdom -Ireland Healthcare Project - NSDC International is working with CPL Healthcare (Ireland based Recruiter) for generating employment opportunities for skilled Indian healthcare professionals. As on date 6 (nos.) Candidates have been offered the employment under Nurses category and several interviews are also lined up.

7.5.6. Pre-Departure Orientation Training (PDOT):

Given the need to orient potential migrant workers with regards to language, culture, do's and don'ts in the destination country, the emigration process and welfare measures, **Pre-Departure Orientation Training (PDOT)** programme was launched in collaboration with Ministry of External Affairs (MEA) under Pravasi Kaushal Vikas Yojna (PKVY). A one day PDOT programme with NSDC as implementing agency commenced in 2018 for migrant workers. As of 31st December 2022, PDOT is operational in 13 centres across 12 cities (Mumbai, Kochi, Lucknow, Chandigarh, Gorakhpur, Chennai, Jalandhar, Amritsar, Thiruvananthapuram, Kolkata, Bhubaneswar and Bhopal). Since the inception, PDOT has been imparted to more than 1,12,671 (nos.) candidates across the 15 centres as on 31st December 2022. In view of COVID-19 Pandemic restrictions, MEA released a notification on 15th March 2020, to commence online Pre-Departure Orientation Training under Pravasi Kaushal Vikas Yojana. Since then, as of 31st December, 2022, a total of 13,044 (nos.) candidates have attended online training.

7.5.7. Technical Advisory:

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

Capacity Building Unit, MSDE

The Government of India has constituted Capacity Building Commission (CBC) on 1st April 2021 with a view to drive standardisation and harmonisation across the Indian civil services landscape. Ministry of Skill Development and Entrepreneurship (MSDE) has been chosen as one of the pilot Ministries by CBC to design its Annual Capacity Building Plan (ACBP) for appropriate capacity building.

Constitution of Capacity Building Unit in MSDE

As per the advisory by Capacity Building Commission, a standing unit namely Capacity Building Unit (CBU) for MSDE was created on 17th January, 2022. The CBU unit is responsible for coordination with CBC and implementation of various capacity building interventions for all officials under MSDE on a continuing based approach upon Training Need Analysis (TNA) and as per recommendations from CBC.

Training Need Analysis (TNA) exercise in MSDE and Development of MSDE Annual Capacity Building Plan (ACBP):-

CBC has designed and shared the TNA format with the Ministry to capture the Training Need Analysis of all the officials of MSDE and its associated organisations. The TNA format, which captures the training needs job role wise, has three components: -

- a. Domain area specific competencies
- b. Functional area specific competencies
- c. Behavioural area specific competencies

The training needs were captured from all organisations/autonomous bodies/divisions/wings under MSDE. CBU unit has also organized one-to-one in-depth consultations of CBC officials with the leadership of the various divisions and allied institutions of MSDE to validate the training needs captured and to cull out critical priority and long-term training interventions as well as non-training interventions. Based on the inputs, Annual Capacity Building Plan (ACBP) of MSDE is being designed by CBC.

Key Interventions undertaken by Capacity Building Unit of MSDE are summarized below:

A. Leadership and Management Training with Indian School of Business (ISB)

- (i) 5-days residential training on Leadership and Management was organised at Indian School of Business (ISB) Hyderabad and Mohali Campus.
- (ii) So far, 90 officers under 3 batches (including officials under MSDE, NSDC, SSC CEOs, State Skill Mission Directors, JSS Principals, ITI Principals) have completed 5 days Residential training at ISB.



Top row: Sanjay Kumar, V Venkatesh, Abbashek Meena, Maneesh Mishra, Jaishiv Sharma, Ajay Kumar Raina, Rahul Mehta, Anurag Kumar, Shramev Sharma, Ujjwal Biswas, Divyansha.
 Middle row : Thota Pradeep, Aravindan NR, Chegondi Satyanarayana Murthy, Mohit Soni, Tahsin Zakid, Amarendra Kumar Singh, Mohit Kumar, Prashant Katiyar, Sandeep Joshi, Diganta Gogoi, Sachin Aggarwal, Arun Gupta.
 Bottom row: Ananya Duvvuri, Kirti Seth, Swati Rahal, Arvind Bali, Shushi Mathur, Prof. Vijaya Sander M, Poomani Saha, Vibha Yadav, Sweta Bhattacharjee, Swati Singh, Sapna Thakur, Yuvraj Saswade.



B. Stress Management Training of MSDE officials with Art of Living (AOL)

- (i) 5-days training on Stress Management was organised for all officials of MSDE, DGT, NSTI, RDSDE, NCVET, NIMI, NIESBUD, CSTARI and IIE.
- (ii) The training was held at 65 locations across the country in both Offline and Online Mode from 18 April 2022.
- (iii) 765 officials in MSDE (Group A, B, C) have participated in this training.



C. Training of officers of MSDE at Institute of Secretariat Training and Management (ISTM)

- (i) As per directives from Hon'ble Minister (MSDE), CBU unit MSDE has organised physical training of MSDE officials at ISTM, in areas of Noting Drafting, file handling, computer skills, procurement guidelines, GFR, RTI, EFC, SFC, GeM etc.
- (ii) Till date, a total of 114 officers under four batches have undergone the said training at ISTM.



INSTITUTE OF SECRETARIAT TRAINING & MANAGEMENT, NEW DELHI
Organisation Specific Programme for Ministry of Skill Development and Entrepreneurship New Delhi
(3rd Aug to 5th Aug, 2022)

सचिवालय प्रशिक्षण तथा प्रबन्ध संस्थान



4th Standing Row : Swapndeeep Chouhan, Palthiya Ramkumar, Himanshu, Sanket Vasant Shinde, Tejas Pali, Rishab Khatri, Amit Jeph, Rahul Priyadarshi
Left to Right
3rd Standing Row : Arpit Srivastava, Rajesh Kumar, Suryakant Mishra, Shubham Shenkar, Vidit Singh, Danish Aggarwal, Abhishek Kumar,
Left to Right
2nd Standing Row : Yash Pal Garg, Jitshir Sharma, Surendra Kumar Meena, Ankita Bansal, Karika Meena, Sonaj Maghana, Pooja Vema, Naina Nagpal,
Left to Right
1st Sitting Row : Pranod Kumar Jalwal, Bhagaban Padhy, Puneet Sharma, Rajeev Kumar Kandi, Vadali Rambabu, S D Sharma (Director), Deepak Kumar Bisht,
Left to Right
B. Dhankish, Yogesh Dwivedi, Ranjan Kumar
Course Director
Deepak Kumar Bisht (Jt. Director)

D. Training of MSDE officials on Procurement on GeM

- (i) A training session on Procurement through GeM was organised for concerned officials from MSDE DGT, NSTI, RDSDE, NIMI, CSTARI, JSS, NIESBUD, IIE on 9th November, 2022 in the Conference Room, 2nd Floor, PTI Building, New Delhi.
- (ii) The workshop was conducted in Hybrid mode with participation of 150 officials from MSDE.



E. Reimagination of Training Institutes under MSDE in consultation with CBC

A workshop – “Skill Manthan” for reimagination of the training institutes under MSDE in consultation with CBC, was organised on 12th September 2022 at Speaker Hall in Constitution Club of India (CCI), under the chairmanship of Hon’ble Minister (MSDE).



F. Training of Senior Officers at Indian Institute of Public Administration, Delhi

A 2-day physical workshop was organised on “Whole view model” and “Design Thinking” for senior officers of the MSDE on 23rd and 24th January 2023 at Indian Institute of Public Administration (IIPA), New Delhi.

- (ii) The said workshop was conducted by CBC & Bharat Design Lab in partnership with Harvard Design Lab.

(iii) Total 30 senior officers under MSDE have participated in the said workshop.



G. Building of Govt officers through digital courses on IGOT portal

Following online trainings for MSDE officers through IGOT Mission Karmayogi portal have been organised-

- (i) Training of all MSDE officers (Group A/B/C) on Emerging Technologies (AR, VR, IoT, etc)
- (ii) Training of all officers of DS level and above in the Ministry on PM Gati Shakti National Master Plan.
- (iii) Training of all Sections Officers/Assistant Section officers of the MSDE in the Dakhshata Functional Competency course on IGOT.

H. Training of NSTI Instructors at Maruti Suzuki Training Centre at Gurugram

- (i) Training of instructors of National Skill Training Institutes (NSTIs) in basic automobile manufacturing process was conducted at Maruti Suzuki Training Centre at Gurugram
- (ii) A total of 53 instructors from 11 NSTIs have been trained under this 3-days training programme under different batches.

I. Induction program of ISDS Officers

A Three-day Physical Training regarding “a brief exposure to MSDE and its attached wings/divisions” for the newly recruited Indian Skill Development Service 2020 Batch officers in MSDE, was organised from 2nd to 4th March, 2022.



Activities of Parliament Division

9.1. Introduction:-

Parliament Unit deals with all Parliamentary matters of the Ministry and is a Nodal Division within Ministry for handling all matters received from Lok Sabha Secretariat/ Rajya Sabha Secretariat and Ministry of Parliamentary Affairs. Parliament Unit ensures timely completion of all Parliamentary matters in coordination with various concerned Wings/Divisions under the Ministry. The Unit acts as a single Nodal Point between Ministry and Lok Sabha Secretariat/ Rajya Sabha Secretariat/ Ministry of Parliamentary Affairs to deal with all such matters.

9.2. Roles and Responsibilities:-

The Major Roles and Responsibilities of the Parliament Unit inter-alia includes, Handling of Parliament Questions; Matters related to introduction of Government Bills/ Amendments, Private Member Bills, Cut Motions etc.; Coordination relating to laying of Annual Reports of various bodies under the ambit of MSDE in Parliament; matters related to Department Related Standing Committee of MSDE (i.e. Standing Committee on Labour, Textiles and Skill Development), other Parliamentary Committees and Consultative Committee of MSDE; handling of Parliamentary Assurances; various matters raised under Rule 377 in Lok Sabha and by way of Special Mention in Rajya Sabha; Laying of Statements against the Action Taken Reports/ Notes on Standing Committee Report, and other miscellaneous matters.

9.3. Details of important activities undertaken in Parliament Unit from 01.01.2022 to 08.02.2023:-

i. Meetings of Standing Committee on Labour, Textiles and Skill Development:

S. No.	Date	Meeting Subject/ Venue
1	16.02.2022	Oral Evidence of the Representatives of MSDE on "Demands for Grants (2022-23)" at Parliament House Annexe.
2	21.07.2022	Briefing by the Representatives of MSDE on "Implementation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" held at Committee Room 'C', Parliament House Annexe.
3	09.01.2023	Briefing by the Representatives of MSDE on "Functioning of Directorate General of Training (DGT)" held at Committee Room 'C', Parliament House Annexe.

ii. Meetings of Consultative Committee for MSDE:

S.No.	Date	Meeting Subject/ Venue
1	01.04.2022	9 th Meeting of Consultative Committee for MSDE on "Role of National Council of Vocation Education & Training (NCVET)" held at Committee Room 'B', Parliament House Annexe.
2	24.09.2022	10 th Meeting of Consultative Committee for MSDE on "Role of National Skill Development Corporation (NSDC)" held at Puri, Odisha.

iii. Parliament Questions dealt in last 3 Sessions i.e. Budget, Monsoon and Winter Session of 2022:

S. No	Session	Lok Sabha	Rajya Sabha	Total
1.	Budget Session	73	68	141
2.	Monsoon Session	84	19	103
3.	Winter Session	40	36	76

iv. Details of Annual Reports laid in Parliament:

S. No.	Name of Autonomous Body/ Organization	ARs/ AAs for Financial Year	Dates on which ARs/ AAs laid in Parliament Houses	
			Lok Sabha	Rajya Sabha
1	NIESBUD	FY 2021-22	06.02.2023	21.12.2022
2	IIE	FY 2018-19 to FY 2020-21	04.04.2022	06.04.2022
		FY 2021-22	06.02.2023	21.12.2022
3	NIMI	FY 2018-19 to FY 2019-20	07.02.2022	09.02.2022
		FY 2020-21	01.08.2022	03.08.2022
		FY 2021-22	19.12.2022	21.12.2022
4	NSDA/NCVET	FY 2014-15 to FY 2018-19	07.02.2022 & 08.02.2022	02.02.2022
		FY 2019-20 to FY 202-21	01.08.2022	03.08.2022

Also, the Annual Report of Ministry of Skill Development and Entrepreneurship for the year 2021-22 were furnished to both the Houses of Parliament for distribution amongst the Hon'ble Members of the Parliament.

Activities of Rajbhasha (OL) Division

Ministry of Skill Development and Entrepreneurship is committed to progressive use of Hindi in official work. Keeping in view of the Annual Programme issued by the Department of Official Language, Ministry of Home Affairs, Government of India, the Ministry, during 2021 - 22, made all possible efforts for implementation of the **Official Language Act, 1963** and **Official Language Rules 1976** made there under. The Department of Official Language, Ministry of Skill Development and Entrepreneurship have **01 Assistant Director, (Official Language)** **01 Junior Translation Officer** and **4 Hindi Consultants**. This Division is assigned the work of translation and implementation of the Official Language Policy of the Union in the Ministry as well as its subordinate/ attached offices and autonomous organizations.

All Computers (**PCs**) in the Ministry are equipped with bilingual facility. Adequate dictionaries/glossaries have been provided to the officers/staff of the Ministry. All efforts are made to promote the use of Hindi in the official correspondence. The quarterly progress reports regarding progressive use of Hindi were sent regularly to the Department of Official Language. Various documents received by the sections of the Ministry such as Cabinet Notes, skill exchange programs with various countries, agreements, annual reports, material relating to Parliamentary Standing Committees, answers to Parliamentary Questions, Standard Forms/ Drafts, letters, etc.... were translated and various miscellaneous types of translation work were also made available by the Hindi Translation of the Ministry.

A number of steps have been taken for the progressive use of Hindi in the Ministry. Details of these measures are summarized below:-

10.1 Implementation of Section 3(3) of the Official Language Act, 1963

In pursuance of the Official Language Policy of the Govt. of India, all documents pertaining to **section 3(3)** of the **Official Language Act, 1963** were issued in bilingual forms. Check points has been Prepared in the Ministry to ensure Hindi correspondence in the functioning of Central Government offices located in **Regions 'A', 'B' and 'C'**. Annual Programme and other orders/instructions issued by the Department of Official Language were forwarded to all the Sections of the Ministry, its subordinate/attached offices and autonomous organizations to ensure their compliance.

10.2. Hindi Salahkar Samiti

For the effective implementation and review of the official language policy of the Union Government of India, the resolution regarding the constitution of the Hindi Salahkar Samiti of the Ministry under the chairmanship of Hon'ble Minister of Skill Development and Entrepreneurship has been sent to the Department of Official Language for approval/acceptance.

10.3. Official Language Implementation Committee (OLIC)

There is an Official Language Implementation Committee (OLIC) under the chairmanship of Joint Secretary {Establishment, coordination and Rajbhasha (Official language)}. This committee periodically reviews the progress made in connection with the use of Hindi and makes work plan for the effective implementation of the official language policy. The meetings of this committee were held every quarter. The subordinate/attached

offices and autonomous organizations of the Ministry were also instructed for convening the OLIC meetings regularly.

10.4. Hindi Day and Fortnight

For the progressively increase use of Hindi in official work amongst officers/employees of the Ministry, an appeal was made by Secretary (Culture) on 14th September, 2021. Various competitions such as Hindi Essay Competition, Hindi Noting Writing Competition, Hindi Phrase Translation Competition, Rajbhasha (OL)/Hindi General Knowledge Competition, Hindi Dictation Competition and Hindi Typing Competitions in total **115 Officers/Staff** participated. Apart from this, two workshops were organized on **27.09.2022** and **28.09.2022** respectively for the officers/employees and DEOs and Young Professionals (YP) working in the Ministry to work in Hindi on computers. A total of **30 winners** of the competitions organized during the Hindi Pakhwada were awarded cash prizes and certificates by Hon'ble Minister of State for Skill Development and Entrepreneurship Shri Rajeev Chandrasekhar.

10.5. Incentive Scheme for original noting/drafting work in Hindi

The incentive scheme for noting/drafting in Hindi introduced by the Department of Official Language is continued. This scheme carries two first prizes of Rs. 5000/- each, three second prizes of Rs.3000/- each and five third prizes of Rs. 2000/- each. **9 (Nine)** eligible officials were given cash awards under this scheme during the reporting period.

10.6. Hindi Workshops

During the reporting period, 04 Hindi workshops were organized by the Ministry to clarify the doubts/problems faced by the officials to work in Hindi and encourage them to do more work in Hindi. **127 officers/employees** participated in these workshops. These workshops were quite successful wherein not only Hindi noting/drafting was practiced, but difficulties raised by officers/staff while doing work in Hindi were also addressed.

10.7 Inspections for progressive use of Hindi

In order to assess the progress of the implementation of the Official Language Policy, all sections of the Ministry were inspected during the year and a total of **16 (05 in 'A' Zone, 04 in 'B' Zone and 07 in 'C' Zone)** of various subordinate/attached offices. Reports of these inspections were prepared and sent to the concerned offices. Apart from this, Follow-up action related to assurances given during the inspections of the Parliamentary Committee on Official Language was reviewed. All the offices under the control of the Ministry of Skill Development and Entrepreneurship were given directions from time to time for compliance of the directions and other recommendations of the Parliamentary Committee on Official Language.

10.8. Hindi Training (Proficient Course)

09 Assistant Section Officers (ASOs) having working knowledge of Hindi were imparted training in practice based course in Proficiency (Parangat) to make them proficient in doing official work in Hindi.

11

SPECIAL CAMPAIGN 2.0 (2ND OCT – 31ST OCT, 2022) FOR DISPOSAL OF PENDING MATTERS

On the basis of the Cabinet Secretary's D.O. letter No. 1/50/3/2021-Cab dated 23rd August 2022 addressed to all Secretaries to the Government of India, the Special Campaign for Disposal of Pending Matters was organized in two phases –Preparatory Phase from 14th September, 2022 to 30th September, 2022 and Implementation Phase from 2nd October, 2022 to 31st October 2022. The Department of Administrative Reforms and Public Grievances (DARPG) has been designated as the Nodal Department for the campaign.

Preparatory Phase

The Special Campaign was preceded by Preparatory Phase from 14th September, 2022 to 30th September, 2022. The focus of the campaign was field / outstation offices in addition to the Ministries/ Departments and their attached / subordinate offices. During this phase, the Ministry sensitized the officers, mobilized the ground functionaries for the Campaign, appointed Nodal Officers, identified pendency in identified categories as given in paragraph below, finalized the Campaign sites, identified scraps and redundant materials and completed laid down procedures for their disposal.

Parameters for the Special Campaign focused on liquidating pendency in the Hon'ble MPs References, References from the State Government, Inter- Ministerial References (Cabinet Note), Parliamentary Assurances, PMO references, Public grievances and PG Appeals. Accordingly, the information on the following parameters was collected during the preparatory phase:

- Number of pending References from Hon'ble MP's
- Pending references from the State Governments
- Pending Inter- Ministerial References (Cabinet Note)
- Parliamentary Assurances pending more than 3 months.
- Pending PMO references
- Number of Rules/ Processes identified for simplification
- Pending public grievances and Appeals (CPGRAMS as well as grievances received from other sources)
- Record Management
- Identification of Cleanliness Campaign sites
- Space management planning
- Scrap Disposal

Implementation Phase

All out efforts were made to dispose of all identified references during the Special Campaign from 2nd October - 31st October, 2022. Progress was reported daily on SCDPM portal. The Special Campaign was used to improve records management. Overall cleanliness of Government offices by removing redundant scrap material and obsolete items and enhancing work place experience was undertaken during the campaign phase. The best practice evolved during the campaign is documented on the portal for future reference.

Stakeholders of MSDE

The Special Campaign 2.0 was successfully implemented in Ministry of Skill Development & Entrepreneurship (MSDE) with the great efforts of various stakeholders viz the Ministry, National Institute of Entrepreneurship and Business Development (NIESBUD), Indian Institute of Entrepreneurship (IIE), National Instructional Media Institute (NIMI), Central Staff Training and Research Institute (CSTARI), Directorate General of Training (DGT), National Skill Development Corporation (NSDC), Directorate of Jan Shikshan Sansthan (DJSS) and National Council for Vocational Education and Training (NCVET) because of whom it was made possible to achieve maximum targets. Regular review meetings were taken up by the Secretary, MSDE with Senior Officers of all the stakeholders on the progress of the Campaign. Also Secretary, MSDE inspected the office premises and directed to take certain activities and also motivated staff members to reduce pendency and ensure cleanliness inside the sections.

BEFORE-AFTER PHOTOGRAPHS

1. Directorate of Jan Shikshan Sansthan , Jamnagar House, New Delhi



Before



After

2. PTI Building 2nd floor, MSDE office, New Delhi



Before



After

3. Indian Institute of Entrepreneurship, Guwahati



Before



After

4. National Skill Training Institute, Srinagar



Before



After

5. PTI Building 2nd floor, 3rd floor, MSDE office, New Delhi



Before



After

6. National Skill Training Institute, Noida



Before



After

7. National Skill Training Institute, Noida



Before



After

8. Indian Institute of Entrepreneurship, Guwahati



Before



After

9. Shram Shakti Bhawan 3rd floor, New Delhi



Before



After

10. PTI Building 2nd floor, New Delhi



Before



After

BEST PRACTICES

Indian Institute of Entrepreneurship, Guwahati organized Rangoli competition from office waste, punching machine paper waste, training materials waste, paper waste, etc by IIE.



- ❖ **National Skill Development Corporation (NSDC)** has digitalized all the files and are stored in mechanized shelves and their file shelves are regularly cleaned and checked by a dedicated team.



- ❖ Tree plantation program conducted by **JSS Tadimarri, Andhra Pradesh**



- ❖ Tree plantation program conducted by **JSS Sonapur, Bihar**



12

Right to Information(RTI) Cell

The Ministry received a total of 1161 RTI Applications and 72 First Appeals through electronic (RTI- MIS portal) and physical mode, during the year 2022 (from 01-01-2022 to 31-12-2022). 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 a change in the work allocation/assignments amongst the CPIOs/FAAs, and the updated list of CPIOs/FAAs of the Ministry are kept uploaded on the Ministry's website. The Attached Office-Directorate General of Training(DGT) and the Autonomous Bodies- National Institute of Entrepreneurship and Small Business Development (NIESBUD), Indian Institute of Entrepreneurship (IIE), Guwahati under the Ministry have been aligned with DOPT's – RTI online Portal.

13

Public Grievances Cell

The Ministry is implementing the Centralized Public Grievances Redress and Monitoring System 7.0 (CPGRAMS7.0), an updated version of CPGRAMS, an online grievance redressal mechanism, developed and monitored by the Department of Administrative Reforms and Public Grievances (DARPG). During the period 01-01-2022 to 31-12-2022, the Ministry received 2492 grievances on its CPGRAMS portal and 2486 grievances were disposed of during the year 2022-23. The Grievances received on the CPGRAMS 7.0 portal of the Ministry are forwarded to the concerned Divisions/Last Mile Grievance Redressal Officer(s) for examination and speedy redressal and updation on the Grievance Portal. The grievances not related to this Ministry are forwarded to the concerned Ministries/Departments under intimation to the Applicant.

ACTIVITIES OF VIGILANCE DIVISION

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

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

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

The Ministry of Skill Development and Entrepreneurship and its organization observed Vigilance Awareness Week from 31st October to 6th November, 2022 with the theme “-भ्रष्टाचार मुक्त भारत-विकसित भारत/ Corruption Free India for a developed nation” with the primary aim to **promote integrity, transparency and accountability in public life**. During this period, in order to sanitize and create awareness amongst the staff of MSDE and its organizations, different activities, viz. solemnizing of Integrity Pledge and competitions, short seminars, were held which received huge support and active participation from its employees.

15

ORGANISATIONAL CHART OF THE MSDE

Chart - 12



Details of RDSDEs along with their territorial jurisdiction

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

16	RDSDE Rajasthan	Jaipur	Rajasthan	NSTI(W) Jaipur, NSTI Jodhpur
17	RDSDE Tamil Nadu	Chennai	Tamil Nadu Puducherry, Andaman & Nicobar Islands	NSTI Chennai, NSTI (W) Trichy
18	RDSDE Telangana	Hyderabad	Telangana	NSTI 1 Hyderabad NSTI 2 Hyderabad NSTI (W) Hyderabad
19	RDSDE Uttarakhand	Dehradun	Uttarakhand	NSTI Dehradun NSTI Haldwani
20	RDSDE Uttar Pradesh	Lucknow (Currently working at Kanpur)	Uttar Pradesh [Excluding Ghaziabad and Gautam Buddha Nagar districts]	NSTI Kanpur, NSTI (W) Allahabad
21	RDSDE West Bengal	Kolkata	West Bengal	NSTI Kolkata, NSTI (W) Kolkata
22	RDSDE Delhi	Delhi (Currently working at Faridabad)	Delhi Haryana [Faridabad and Gurugram Districts only] Uttar Pradesh [Ghaziabad and Gautam Buddha Nagar Districts only]	NSTI (W) Noida

Broad Functions/Activities of RDSDEs

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

A) Crafts men Training Scheme

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

B) Craft Instructor Training Scheme

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

C) Advanced Vocational Training System

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

D) Apprenticeship Training Scheme

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

E) National Apprenticeship Promotion Scheme

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

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

- Physical Progress and Financial Utilization with respect to the Industrial Training Institutes (ITIs) (400 Govt and 100 Pvt) to be selected under STRIVE, spread over to 36 States and Union Territories.
- Coordination with the State Project Implementing Units (SPIUs) on the Progress and Process of STRIVE.
- Physical Progress and Financial Utilization with respect to 100 Industrial Clusters (ICs) to be selected from among 36 States and Union Territories.
- Coordination with the State Apprenticeship Management Committees (SAMCs) on the Progress and Process of Apprenticeship programmes under STRIVE.

G) Upgradation of Model ITIs

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

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

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

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

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

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

The activities & responsibilities for this Scheme are as follows:

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

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

Infrastructure to be created for:-

- 47 Industrial Training Institutes (ITIs) @ one ITI per district
- 68 Skill Development Centres (SDCs) @ two SDCs per district The responsibilities of this Scheme may be as follows:
- Scrutiny of proposal received.
- Monitoring the status of construction new ITIs and Skill Development Centres
- Monitoring of funds released vs. utilized

- Monitoring of skill training of youth for long term, short term and instructor training.
- Identification of short comings to improve the implementation process and report to the Hqrs.

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

- Uploading the hall ticket eligibility criteria, practical marks of apprentices' undergone training in all establishments under their jurisdiction on the apprenticeship portal.
- Coordination with States/UTs for uploading the hall ticket eligibility criteria, practical marks of apprentices' undergone training in
- State Sector and Private Establishments on the apprenticeship portal.
- Coordination with ITIs for uploading of hall ticket eligibility criteria on NCVT portal.
- Coordination with State Directorates for examination centre mapping, hall tickets generation and uploading of marks of Practical and Engineering Drawing on NCVT portal.
- Supervision/coordination regarding Engineering Drawing examination checking at district Nodal ITI & uploading these marks in timebound manner.
- Coordination with Trade Testing Cell at DGT as well as with States for smooth conducting of Trade Tests.

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

Handling of Court cases of all Schemes. Coordination with legal cell of DGTH qrs. for the same.

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

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

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

VII. Scheme of Polytechnic

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

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

IX. Supervision of all activities of NSTI Extension Centres/Apprenticeship Cell where veriiexists.

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

List of 152 NSQF Compliant Trades (84 Engineering Trades + 63 Non-Engineering Trades+ 05 trades for Divyang) under Craftsmen Training Scheme

Engineering Trades :84

Sl No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
1	Additive Manufacturing Technician (3D Printing)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
2	Advanced CNC Machining	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	4	Two Years	2022
3	Aeronautical Structure and Equipment Fitter	Passed 10th Class examination with Science and Mathematics	4	Two Years	2022
4	Architectural Draughtsman	Passed 10th Class examination under 10+2 system of Education with science and mathematics	4	Two Years	2022
5	Artisan Using Advanced Tool	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	3	One year	2022
6	Attendant Operator (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
7	Basic Designer and Virtual Verifier (Mechanical)	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	4	Two Years	2022
8	Carpenter	Passed 8th class examination	3	One year	2022
9	Central Air Condition Plant Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
10	Civil Engineering Assistant	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
11	Domestic Painter	Passed 10th class examination or its equivalent	3	One year	2022
12	Draughtsman (Civil)	Passed 10th Class examination with Science and Mathematics or its equivalent	4	Two Years	2022
13	Draughtsman Mechanical	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
14	Electrician	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022

15	Electrician Power Distribution	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
16	Electronics Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
17	Electroplater	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
18	Fitter	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
19	Foundryman	Passed 10th class examination	3	One year	2022
20	In Plant Logistics Assistant	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
21	Industrial Painter	Passed 10th class examination or its equivalent.	3	One year	2022
22	Industrial Robotics & Digital Manufacturing Technician	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	3	One year	2022
23	Information and Communication Technology System Maintenance	Passed 10th Class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
24	Information Technology	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
25	Instrument Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
26	Instrument Mechanic (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
27	Interior Design and Decoration	Passed 10th class examination with Science & Mathematics or its equivalent	3	One year	2022
28	Laboratory Assistant (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
29	Lift and Escalator Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
30	Machinist	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
31	Machinist Grinder	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
32	Maintenance Mechanic (Chemical Plant)	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022

33	Manufacturing Process Control and Automation	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	3	One year	2022
34	Marine Engine Fitter	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
35	Marine Fitter	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
36	Mason (Building Constructor)	Passed 8th class examination	3	One year	2022
37	Mechanic Agricultural Machinery	Passed 10th class examination with Science and mathematics	4	Two Years	2022
38	Mechanic Auto Body Painting	Passed 10th class examination or its equivalent.	3	One year	2022
39	Mechanic Auto Body Repair	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
40	Mechanic Auto Electrical and Electronics	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
41	Mechanic Consumer Electronic Appliances	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
42	Mechanic Diesel	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
43	Mechanic Electric Vehicle	Class X Pass plus simultaneously enrolled for class XII through NIOS or Class XII pass or ITI plus class X	4	Two Years	2022
44	Mechanic Lens/ Prism Grinding	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
45	Mechanic Machine Tool Maintenance	Passed 10th Class Examination with Science and Mathematics or its equivalent	4	Two Years	2022
46	Mechanic Mining Machinery	Passed 10th Class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
47	Mechanic Motor Vehicle	Passed 10th Class examination with Science and Mathematics or its equivalent	4	Two Years	2022
48	Mechanic Tractor	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
49	Mechanic Two and Three Wheeler	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
50	Operator Advance Machine Tool	Passed 10th Class examination with Science and Mathematics	4	Two Years	2022

51	Painter (General)	Passed 10th class examination.	4	Two Years	2022
52	Plastic Processing Operator	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
53	Plumber	Passed 8th class Examination	3	One year	2022
54	Pump Operator Cum Mechanic	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
55	Refractory Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
56	Refrigeration and Air Conditioner Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
57	Rubber Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
58	Sheet Metal Worker	Passed 8th class examination	3	One year	2022
59	Small Hydro Power Plant Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2023
60	Solar Technician (Electrical)	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
61	Spinning Technician	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
62	Stone Mining Machine Operator	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
63	Stone Processing Machine Operator	Passed 10th class examination with Science and Mathematics or its equivalent.	3	One year	2022
64	Surveyor	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
65	Technician Electronics System Design & Repair	a) 10th Class Passed b) Lateral Entry: Direct 2nd Year admission for NTC Passed Out (Two Years Courses) In Electronics & Hardware Sector or IoT Group of trades.	4	Two Years	2022
66	Technician Mechatronics	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
67	Technician Medical Electronics	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022
68	Technician Power Electronic Systems	Passed 10th class examination with Science and Mathematics or its equivalent.	4	Two Years	2022

69	Textile Mechatronics	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
70	Textile Wet Processing Technician	Passed 10th class examination with Science and Mathematics	4	Two Years	2022
71	Tool & Die Maker (Dies & Moulds)	Passed 10th Class examination with Science and Mathematics or its equivalent	4	Two Years	2022
72	Tool & Die Maker (Press Tools, Jigs & Fixtures)	Passed 10th Class with Science and Mathematics under 10+2 system of education or its equivalent	4	Two Years	2022
73	Turner	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
74	Vessel Navigator	Passed 10th Class with Science and Mathematics or its equivalent	4	Two Years	2022
75	Warehouse Technician	Passed 10th class examination.	3	One year	2022
76	Weaving Technician	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2022
77	Welder	Passed 8th class examination	3	One year	2022
78	Welder (Fabrication & Fitting)	Passed 8th class examination	3	One year	2022
79	Welder (GMAW & GTAW)	Passed 8th class examination	3	One year	2022
80	Welder (Pipe)	Passed 8th class examination	3	One year	2022
81	Welder (Structural)	Passed 8th class examination	3	One year	2022
82	Welder (Welding & Inspection)	Passed 8th class examination	3	One year	2022
83	Wind Plant Technician	Passed 10th class examination with Science and Mathematics or its equivalent	4	Two Years	2023
84	Wireman	Passed 8th class examination	3	Two Years	2022

List of Non-Engineering Trades: 63

Sl No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
1	Agro Processing	Passed 10th Class examination or its equivalent	3	One year	2022
2	Baker & Confectioner	Passed 10th class examination or its equivalent	3	One year	2022
3	Bamboo Works	Passed 8th Class Examination	3	One year	2022

4	Catering & Hospitality Assistant	Passed 10th class examination or its equivalent.	3	One year	2022
5	Computer Aided Embroidery & Designing	Passed 10th class examination or its equivalent	3	One year	2022
6	Computer Hardware & Network Maintenance	Passed 10th Class examination with Science and Mathematics or its equivalent	3	One year	2022
7	Computer Operator and Programming Assistant (COPA)	Passed 10th class examination	3	One year	2022
8	Cosmetology	Passed 10th class examination or its equivalent	3	One year	2022
9	Dairying	Passed 10th class examination or its equivalent	3	One year	2022
10	Data Entry Operator	Passed 10th class examination	3	6 months	2022
11	Database System Assistant	Passed 12th class examination with Science & Mathematics or equivalent.	4	One year	2022
12	Dental Laboratory Equipment Technician	Passed 10th class examination or its equivalent	4	Two Years	2022
13	Desktop Publishing Operator	Passed 10th class examination or its equivalent.	3	One year	2022
14	Digital Photographer	Passed 10th class examination or its equivalent.	3	One year	2022
15	Dress Making	Passed 08th class examination	3	One year	2022
16	Driver cum Mechanic	Passed 8th Class Examination	3	6 months	2022
17	Drone Technician	Passed 10th Class Examination with Science and Mathematics or its equivalent	3	6 months	2022
18	Early Childhood Educator	Passed 10th class examination or its equivalent	3	One year	2022
19	Fashion Design and Technology	Passed 10th class examination or its equivalent	3	One year	2022
20	Fiber to Home Technician	Passed 10th Examination OR Passed in Level 3 Short term course related to fiber technology with two years relevant experience.	3	6 months	2022
21	Finance Executive	Passed 10th class examination or its equivalent	3	One year	2022

22	Fire Technology and Industrial Safety Management	(a). Passed class 10th class Examination or its equivalent. (b). The minimum physical requirements are i. Height - 165 cm ii. Weight - 52 kg iii. Chest - Normal 81 cm - Expanded 85 cm A registered MBBS doctor must certify that the candidate is medically fit to undertake the course	3	One year	2022
23	Fireman	Passed class 10th Class Examination or its equivalent.	3	6 months	2022
24	Floriculture & Landscaping	Passed 10th class examination or its equivalent	3	One year	2022
25	Food and Beverages Service Assistant	Passed 10th class examination or its equivalent	3	One year	2022
26	Food Beverage	Passed 10th Class examination with Science and Mathematics or its equivalent	3	One year	2022
27	Food Production (General)	Passed 10th class examination or its equivalent.	3	One year	2022
28	Footwear Maker	Passed 8th Class Examination	3	One year	2022
29	Front Office Assistant	Passed 10th class examination or its equivalent.	3	One year	2022
30	Fruits and Vegetables Processing	Passed 10th Class examination with Science and Mathematics or its equivalent	3	One year	2022
31	Geo-Informatics Assistant	Passed 12th class examination with Mathematics in matriculation or its equivalent	4	One year	2022
32	Geriatric Care Aide	Passed 10th class examination or its equivalent	3	One year	2022
33	Health Sanitary Inspector	Passed 10th class examination or its equivalent	3	One year	2022
34	Health, Safety and Environment	Passed class 10 Examination or its equivalent. The minimum physical requirements are i. Height - 165 cm ii. Weight - 52 kg iii. Chest - Normal 81 cm - Expanded 85 cm. A registered MBBS doctor must certify that the candidate is medically fit to undertake the course.	3	One year	2022

35	Honey Processing Technician	Passed class 10 the examination	3	6 months	2022
36	Horticulture	Passed class 10thexamination or its equivalent	3	One year	2022
37	Hospital Housekeeping	Passed 10th class Examination or its equivalent.	3	One year	2022
38	Housekeeper	Passed 10th class Examination or its equivalent.	3	One year	2022
39	Human Resource Executive	Passed 10th class examination or its equivalent.	3	One year	2022
40	IoT Technician (Smart Agriculture)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
41	IoT Technician (Smart City)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
42	IoT Technician (Smart Health Care)	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
43	Leather Goods Maker	Passed 8th Class Examination	3	One year	2022
44	Marketing Executive	Passed 10th class examination or its equivalent	3	One year	2022
45	Milk and Milk Product Technician	Passed 10th class examination or its equivalent	3	One year	2022
46	Multimedia, Animation & Special Effects	Passed 10th class examination or its equivalent.	3	One year	2022
47	Photographer	Passed 10th class examination or its equivalent.	3	One year	2022
48	Physiotherapy Technician	Passed 10th class examination or its equivalent	3	One year	2022
49	Radiology Technician	Passed 10th Class examination with Science and Mathematics or its Equivalent	4	Two Years	2022
50	Remotely Piloted Aircraft (RPA)/Drone Pilot	Passed 10th Class Examination with Science and Mathematics or its equivalent	3	6 months	2022
51	Secretarial Practice (English)	Passed 10th class examination or its equivalent.	3	One year	2022
52	Sewing Technology	Passed 8th class examination	3	One year	2022
53	Smartphone Technician Cum App Tester	Passed 10th Class Examination or its equivalent	3	6 months	2022
54	Software Testing Assistant	Passed 12th class examination with Science & Mathematics or its equivalent.	4	One year	2022

55	Soil Testing and Crop Technician	Passed 10th class examination with Science and Mathematics or its equivalent	3	One year	2022
56	Spa Therapy	Passed 10th class examination or its equivalent	3	One year	2022
57	Stenographer Secretarial Assistant (English)	Passed 10th class examination or its equivalent.	3	One year	2022
58	Stenographer Secretarial Assistant (Hindi)	10th passed under 10+2 System or its equivalent.	3	One year	2022
59	Surface Ornamentation Techniques (Embroidery)	Passed 8th Class examination	3	One year	2022
60	Tourist Guide	Passed 10th class examination or its equivalent.	3	One year	2022
61	Travel & Tour Assistant	Passed 10th class examination or its equivalent.	3	One year	2022
62	Video Cameraman	Passed 10th class examination or its equivalent.	3	One year	2022
63	Weaving Technician for Silk &Woolen Fabrics	Passed 8th class examination	3	One year	2022

List for DivyangTrades : 05

Sl No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year Revision
1	Computer Operator and Programming Assistant	Passed 10th class examination (Candidate should be Visually impaired)	3	One Year	2022
2	Cutting and Sewing	Passed 8thclass examination (Candidate should be of visually impaired)	3	One Year	2022
3	Desktop Publishing Operator	Passed 10th class examination or its equivalent. (Candidate should be of low Vision)	3	One Year	2022
4	Hair and Skin Care	Passed 10th class examination (Candidate should be of visually impaired)	3	One Year	2022
5	Metal Cutting Attendant	Passed 10th class examination with Science and Mathematics or its equivalent (Candidate should be visually impaired).	3	Two Years	2022

List of 26 NSQF Compliant Flexi MoU Trades under Craftsmen Training Scheme

Sl. No.	Name of the Trade	Entry Qualification	NSQF Level	Duration	Year for NSQF approval
1	Amanat cum Surveyor	Passed 10th Class examination	4	One Year	2022
2	Assembly Technician (Automotive)	Passed 10th Class examination or its equivalent	4	Two Years	2022
3	Automotive Body Painter	Passed 10th Class examination or its equivalent	4	One Year	2019
4	Automotive Body Repairing Technician	Passed 10th Class examination or its equivalent	4	One Year	2019
5	Automotive Manufacturing Technician	Passed 10th Class examination or its equivalent	5	Two Years	2019
6	Automotive Paint Technician	Passed 10th Class examination or its equivalent	4	Two Years	2022
7	Automotive Servicing & Repairing Technician	Passed 10th Class examination or its equivalent	5	Two Years	2019
8	Automotive Weld Technician	Passed 10th Class examination or its equivalent	4	Two Years	2022
9	Barefoot Technician	Passed 10th Class examination	4	Two Years	2022
10	Crane Operator (Integrated Steel Plant)	Passed 8th Class examination or its equivalent	4	Six Months	2020
11	Electrician (Integrated Steel Plant)	Passed 10th Class examination with science and Mathematics or its equivalent	4	One Year	2020
12	Fintech Sales Executive	Passed 10th Class Examination, possessing a smart phone to attend classes & complete tasks assigned	3	Six Months	2022
13	Fitter (Integrated Steel Plant)	Passed 10th Class examination with science and Mathematics or its equivalent	4	One Year	2020
14	Fitter (OF)	NCVT qualified Govt Employees	4	One Year	2020
15	Grinder (OF)	NCVT qualified Govt Employees	4	One Year	2020
16	Light Vehicle Operator (Integrated Steel Plant)	Passed 5th Class examination or its equivalent	3	Six Months	2020
17	Machinist (OF)	NCVT qualified Govt Employees	4	One Year	2020

18	Mechatronics Technician	Passed 10th Class examination or its equivalent	4	Two Years	2022
19	Mine Surveyor	Passed 10th Class examination	4	Two Years	2022
20	Office Management (Integrated Steel Plant)	Passed 10th Class examination or its equivalent	3	Six Months	2020
21	Smart Manufacturing Operator (Electronics)	Passed 10th Class examination with Aptitude test	4	Two Years	2022
22	Software Programmer (Web Developer)	Passed 10th Class Examination with Aptitude Test	4	One Year	2022
23	Technician - Plant Maintenance	Passed 10th Class with Science and Mathematics or its equivalent	5	Six Months	2021
24	Turner (OF)	NCVT qualified Govt Employees	4	One Year	2020
25	Welder (Integrated Steel Plant)	Passed 8th Class examination or its equivalent	3	Six Months	2020
26	Welder (OF)	NCVT qualified Govt Employees	4	One Year	2020



सत्यमेव जयते

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